

CAMBRIDGE

# THiNK

## TEACHER'S BOOK 1

Zoltan Rezmues, Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

A2



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# CONTENTS

<b>Map of Student's Book</b>	4
<b>Introduction</b>	6

<b>Teacher's notes and keys</b>	
Welcome unit	18
1 Having fun	26
2 Money and how to spend it	32
Exam Practice and Review	39
3 Food for life	40
4 Family ties	48
Exam Practice and Review	53
5 It feels like home	55
6 Best friends	61
Exam Practice and Review	67
7 The easy life	68
8 Sporting moments	75
Exam Practice and Review	82
9 The wonders of the world	83
10 Around town	90
Exam Practice and Review	96
11 Future bodies	98
12 Travellers' tales	105
Exam Practice and Review	112

<b>Pronunciation</b>	114
<b>Get it right!</b>	117
<b>Workbook answer key</b>	121

# STUDENT'S BOOK CONTENTS

**Welcome** p 4 **A** Personal information; Nationalities and *be*; Names and addresses **B** Things in the classroom; Prepositions of place; Classroom language; Object pronouns; *this / that / these / those* **C** Days and dates; *My day* **D** My possessions; *have got*; *I like* and *I'd like*

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
<b>Unit 1</b> Having fun p 12	Talking about routines and everyday activities Expressing likes and dislikes Giving warnings and stating prohibition	Present simple review <i>like + -ing</i> Adverbs of frequency	Hobbies <b>WordWise:</b> Collocations with <i>have</i>
<b>Unit 2</b> Money and how to spend it p 20	Role play: Buying things in a shop Talking about what people are doing at the moment	Present continuous Verbs of perception Present simple vs. present continuous	Shops Clothes
<b>Review Units 1 &amp; 2</b> pages 28–29			
<b>Unit 3</b> Food for life p 30	Talking about food Ordering a meal Apologising	Countable and uncountable nouns <i>a/an, some, any</i> <i>How much / many, a lot of / lots of</i> <i>too</i> and <i>(not) enough</i>	Food and drink Adjectives to talk about food <b>WordWise:</b> Expressions with <i>have got</i>
<b>Unit 4</b> Family ties p 38	Talking about families Asking for permission	Possessive adjectives and pronouns <i>whose</i> and possessive <i>'s</i> <i>was / were</i>	Family members Feelings
<b>Review Units 3 &amp; 4</b> pages 46–47			
<b>Unit 5</b> It feels like home p 48	Talking about events in the past Making suggestions Role play: Buying furniture for your youth club	Past simple (regular verbs) Modifiers: <i>quite, very, really</i>	Parts of a house and furniture Adjectives with <i>-ed / -ing</i> <b>WordWise:</b> Phrasal verbs with <i>look</i>
<b>Unit 6</b> Best friends p 56	Saying what you like doing alone and with others Talking about past events Talking about friends and friendships	Past simple (irregular verbs) Double genitive Past simple questions	Past time expressions Personality adjectives
<b>Review Units 5 &amp; 6</b> pages 64–65			
<b>Unit 7</b> The easy life p 66	Giving advice Talking about rules Asking for repetition and clarification Role play: A phone call	<i>have to / don't have to</i> <i>should / shouldn't</i> <i>mustn't</i> vs. <i>don't have to</i>	Gadgets Housework <b>WordWise:</b> Expressions with <i>like</i>
<b>Unit 8</b> Sporting moments p 74	Talking about sports Talking about feelings	Past continuous Past continuous vs. past simple <i>when</i> and <i>while</i>	Sport and sports verbs Adverbs of sequence
<b>Review Units 7 &amp; 8</b> pages 82–83			
<b>Unit 9</b> The wonders of the world p 84	Talking about the weather Paying compliments	Comparative adjectives Superlative adjectives <i>can / can't</i> for ability	Geographical features The weather <b>WordWise:</b> Phrases with <i>with</i>
<b>Unit 10</b> Around town p 92	Talking about plans Inviting and making arrangements Discussing ideas for an imaginary film	<i>be going to</i> for intentions Present continuous for arrangements Adverbs	Places in a town Things in town: compound nouns
<b>Review Units 9 &amp; 10</b> pages 100–101			
<b>Unit 11</b> Future bodies p 102	Role play: A health problem Making predictions Sympathising	<i>will / won't</i> for future predictions First conditional Time clauses with <i>when / as soon as</i>	Parts of the body <i>when</i> and <i>if</i> <b>WordWise:</b> Expressions with <i>do</i>
<b>Unit 12</b> Travellers' tales p 110	Talking about travel and transport Talking about life experiences Role play: Life as a bus driver / flight attendant	Present perfect simple Present perfect with <i>ever / never</i> Present perfect vs. past simple	Transport and travel Travel verbs
<b>Review Units 11 &amp; 12</b> pages 118–119			

**Pronunciation** pages 120–121

**Get it right!** pages 122–126

**Speaking activities** pages 127–128

PRONUNCIATION	THINK	SKILLS
/s/, /z/, /ɪz/ sounds	<b>Values:</b> Taking care of yourself <b>Self esteem:</b> Why it's good to have a hobby	<b>Reading</b> Quiz: Do you take good care of yourself? Blog: So what do you do in your free time? Photostory: Olivia's new hobby <b>Writing</b> Writing about routines <b>Listening</b> Conversations about hobbies
Contractions	<b>Values:</b> Fashion and clothes <b>Train to Think:</b> Exploring numbers	<b>Reading</b> Soap opera: Shopping Webchat: How not to spend money Culture: World markets <b>Writing</b> An informal email to say what you're doing <b>Listening</b> Shop dialogues
Vowel sounds: /ɪ/ and /i:/	<b>Values:</b> Food and health <b>Self esteem:</b> Being happy	<b>Reading</b> Article: Food facts or food fiction? Blog: My brother's cooking Photostory: The picnic <b>Writing</b> A paragraph about your favourite or least favourite meal <b>Listening</b> Ordering food in a café
-er /ə/ at the end of words	<b>Values:</b> TV families <b>Train to Think:</b> Making inferences	<b>Reading</b> Article: TV Families Article: The swimming pool heroes Culture: Around the world on Children's Day <b>Writing</b> An invitation <b>Listening</b> Why my family drive me mad
-ed endings /d/, /t/, /ɪd/	<b>Values:</b> Community spirit <b>Self esteem:</b> Feeling safe	<b>Reading</b> Article: The Lego House Blog: Dad gets it right! (finally) Photostory: Hey, look at that guy! <b>Writing</b> A blog post and a summary of a text <b>Listening</b> What is home?
Stressed syllables in words	<b>Values:</b> Friendship and loyalty <b>Train to Think:</b> Making decisions	<b>Reading</b> Article: Together Article: How we met Culture: Friendship myths <b>Writing</b> An apology <b>Listening</b> A story about Cristiano Ronaldo
Vowel sounds: /ʊ/ and /u:/	<b>Values:</b> Caring for people and the environment <b>Self esteem:</b> Classroom rules	<b>Reading</b> Article: Just because I didn't want to take a bath Website: Product reviews Photostory: The treasure hunt <b>Writing</b> A paragraph about housework <b>Listening</b> Radio programme – advice for young inventors
Strong and weak forms of was and were	<b>Values:</b> Trying, winning and losing <b>Train to Think:</b> Sequencing	<b>Reading</b> Article: If you don't give up, you can't fail Web forum: Your favourite sports fails! Culture: The Olympic Games – the good and the not-so-good <b>Writing</b> An article about a sporting event <b>Listening</b> Teens talking about sport
Vowel sounds: /ɪ/ and /aɪ/	<b>Values:</b> Valuing our world <b>Self esteem:</b> Being brave is ...	<b>Reading</b> Article: An amazing place Article: Could you live there? Photostory: The competition <b>Writing</b> An email about a place in the article <b>Listening</b> Interview with a Kalahari bushman
Voiced /ð/ and unvoiced /θ/ consonants	<b>Values:</b> Appreciating other cultures <b>Train to Think:</b> Problem solving	<b>Reading</b> Blogs: Alice's world, The life of Brian Letters to a newspaper: Our town: what's wrong and what can we do about it? Culture: Ghost towns around the world <b>Writing</b> An informal email <b>Listening</b> A conversation between people arranging to go out
The /h/ consonant sound	<b>Values:</b> Exercise and health <b>Self esteem:</b> Getting help	<b>Reading</b> Article: Changing bodies Webchats: Crazy things that parents say to their kids Photostory: The phone call <b>Writing</b> A phone message <b>Listening</b> Dialogues about physical problems
Sentence stress	<b>Values:</b> Travel broadens the mind <b>Train to Think:</b> Exploring differences	<b>Reading</b> Blog: The non-stop traveller Interview: The taxi driver Culture: Hard journeys for schoolchildren <b>Writing</b> An essay about someone you admire <b>Listening</b> A traveller talking to children at his old school

# INTRODUCTION

## COURSE METHODOLOGY

### Solid skills and language work

*Think* is a six-level course for adolescents and teenagers from A1 to C1-levels of the Common European Framework of Reference (CEFR). Based on a carefully crafted skills and language syllabus, the course helps students develop their receptive and productive language skills and strategies, and provides a systematic approach to competence training to help them prepare for their Cambridge English exams.

The authors have put great emphasis on the continuous extension of students' lexical knowledge by including two vocabulary sections within each unit, together with WordWise activities in every other unit. WordWise aims to develop awareness of and competence in using high-frequency words and chunks of language, important collocations, and phrasal verbs, as well as increasing fluency. In addition, an entertaining and thought-provoking teen photostory offers natural contexts for the presentation and practice of phrases for fluency. These are high-frequency lexico-grammatical chunks of language used in spoken communication.

Students are guided through the grammar via inductive exercises, which support them in their grasp of both form and meaning. The structures are then practised through a sequence of exercises in which students learn how to apply them in motivating and communicative activities.

Adolescents and teenagers do not always find it easy to participate in speaking activities, especially when they are asked to say what they think and feel. *Think* takes this concern seriously. Based on research in teenage classrooms in many different countries, the authors of *Think* have found that adolescents and teens generally find it easier to engage in thinking activities if they are embedded in the framework of topics and texts that they can emotionally connect with, and especially those that are far from their day-to-day realities. This remoteness gives students the opportunity to look outwards rather than inwards, and in so doing feel less self-conscious. So in the first few levels of the course, units often start somewhat removed from students' own lives, presenting stories of extremes, set in faraway places and cultures but whose protagonists – the heroes and heroines of these stories – young people can identify with. This helps them to get in closer touch with inspirational human qualities such as creativity, courage, perseverance, passion and care, and makes it easier for them to get involved in the speaking activities leading into or following the texts; this in turn makes their learning much easier, quicker and more pleasant.

### Based on educational principles

Piaget (1981:3) asserts that all learning involves states of 'pleasure, disappointment, eagerness, as well as feelings of fatigue, effort, boredom'. The transition period from adolescence to early adulthood offers its own additional emotional challenges, as it is characterised by the

individual's struggle for identity. During this period, many teens are overwhelmed by their emotions, and these can exert a strong influence – both positive and negative – on their behaviour and their attitudes. The integration of both emotional qualities and cognitive processes is key to the successful development of students' cognition, their understanding of the world, and their development towards becoming responsible human beings.

*Think* supports you as a teacher in helping your students integrate their emotional reactions and cognitive processes. It achieves this through an invaluable and comprehensive support system aimed at systematically developing your students' thinking skills, their awareness of values and their self-esteem, whilst at the same time building their language skills and competencies. This in turn will increase students' awareness of the issues that are important to their present and future lives, deepen their understanding of important social and global issues, and enable them to become more caring and thoughtful young adults.

## TRAIN TO THINK

At the lower levels, *Think* focuses on building basic cognitive tools, i.e. capabilities that are required for the development of so-called higher order thinking skills that will be addressed later on in your students' English language development. Examples of such basic thinking skills include Comparing and Contrasting, Categorising, Sequencing, Focusing Attention, Exploring Space, Time and Numbers and Understanding Cause and Effect.

The higher levels of *Think* focus on the development of more advanced thinking skills. The B2 and C1 levels guide students in developing critical thinking skills. According to Cottrell (2011), these include such things as ascertaining the extent to which we believe what we see or hear, determining whether something is true, arguing one's case, identifying when further information is required and selecting information for a given purpose.

The activities in the books have been carefully designed to offer an appropriate level of challenge, taking into account the fact that students are tackling/approaching them in a language they are still learning and not in their own.

## THINK VALUES

Values are what we need to guide us through our life and to inform the way in which we interact with others. They are crucial for young people. Parents, teachers, schools and societies have an obligation to and an interest in, conveying positive values to the next generation.

Teaching values is undoubtedly a challenging task. Telling teens how they should or should not behave is rarely the most efficient way of inculcating the right values in your students. It might be more promising for you to model the behaviour you want to evoke in your students. So, for

example, if we want our students to become empathetic listeners, we need to demonstrate what it means to be a good listener; we ourselves need to listen to them empathetically. Other important elements in promoting positive values in the classroom are: a supportive and encouraging learning atmosphere; and a positive rapport between you and your students. Moreover, exposure to emotionally engaging content (stories) and motivating activities that involve the exploration of important universal values and making them their own, further enables students to increase their awareness of and understand the importance of values, and ultimately, adapt their behaviour accordingly. This is where Think offers you significant support, as it gives your students many opportunities to reflect on and discuss a wide range of important values, including ethical, environmental, health-oriented and artistic ones.

## THINK SELF-ESTEEM

As many teachers have noticed, a lack of self-esteem and self-worth can lead to an attitude of defensiveness in teenage students. This frequently observed pattern can lead to serious behavioural issues that are usually very difficult to deal with, such as students failing to take responsibility for their own actions, bullying and threatening others, withdrawing from work, daydreaming, or even giving up study altogether.

Studies show that attempts to try and help students build their self-esteem by repeating affirmations, for example, tend to fail or even result in the exact opposite. Goodman claims that ‘the quest for greater self-esteem can leave people feeling empty and dissatisfied’. (op cit, p. 27) and stresses (op cit p. 28) that ‘a far better way to bolster your

sense of self-worth is, ironically, to think about yourself less. Compassion toward others and yourself, along with a less self-centred perspective on your situation, can motivate you to achieve your goals while helping you weather bad news, learn from your mistakes and fortify your friendships.’

And this is exactly what the activities in *Think* labelled *Think Self-Esteem* are for. They help students reflect on their role in society, their attitudes and those of others. It encourages them to learn from their mistakes, and develop an insight into their own thinking (meta-cognition) – all important stepping-stones towards building a strong sense of self-worth and self-esteem.

### Sources:

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Unit and Topic area	Values	Self-esteem	Critical Thinking
1 Having fun	Taking care of yourself [Health]	Why it’s good to have a hobby [A sense of identity]	
2 Money and how to spend it	Fashion and clothes [appearance and image]		What can you buy? [Exploring numbers]
3 Food for life	Food and health [Health]	Being happy [A sense of identity]	
4 Family ties	TV families [The importance of social systems / a good family life]		Making inferences
5 It feels like home	Community spirit [Community spirit]	Feeling safe [A sense of security]	
6 Best friends	Friendship and loyalty [Friendship & Loyalty]		Making decisions
7 The easy life	Caring for people and the environment [Environmental values]	Classroom rules [A sense of belonging]	
8 Sporting moments	Trying, winning and losing [Being a good winner / loser]		Sequencing
9 The wonders of the world	Valuing our world [Environmental values]	Being brave is... [A sense of identity: personal qualities]	
10 Around town	Appreciating other cultures [Multicultural education and education for citizenship]		Problem solving-
11 Future bodies	Exercise and health [Health]	Getting help [A sense of security: being supportive; A sense of identity: asking for help when needed]	
12 Travellers	Travel broadens the mind [Respect for other cultures; respect for other individuals, tolerance of otherness]		Exploring differences [Comparing and contrasting]

# USING THE STUDENT'S BOOK

## The first reading sets the scene for the unit ...

### 6 BEST FRIENDS

**OBJECTIVES**

**FUNCTIONS:** talking about past events; saying what you like doing alone and with others; talking about friends and friendships

**GRAMMAR:** past simple (irregular verbs); double genitive; past simple questions

**VOCABULARY:** past time expressions; personality adjectives

Objectives, focusing on skills and language, are clearly displayed. These signal to you and your students what you can expect to achieve by the end of the unit.

Reading texts are about contemporary topics that teens can relate to. They span a range of genres from magazine articles and blogs to webchats and product reviews.

Pre-reading activities activate students' prior knowledge, get them interested in the topic of the text and provide a tool for pre-teaching key vocabulary.

**READING**

1 **SPEAKING** Look at the photos. Say what the people are doing.

*They're surfing the Internet.*

2 **SPEAKING** Match these words with the photos and compare with a partner. (Some words go with more than one photo.)

alone | together | happy  
sad | bored | excited

*In photo 1 they're together and they're excited.*

**SPEAKING** Work in pairs. Talk about things you like doing alone and other things you like doing together with other people. Here are some ideas to help you.

watch a film | walk  
do homework | study | read  
have breakfast | go shopping

*I like going shopping with friends. I don't like going alone!  
I like doing homework alone.*

4 Look at the photos on page 57. What kind of television show is this? Who are the boy and the girl?

**LISTEN** Read and listen to the web article. Check your ideas.

6 Read the article again. Correct the information in these sentences.

- Their parents had the idea of them singing together.
- Jonathan thought that Charlotte didn't look right for the show.
- Charlotte and Jonathan were the same age.
- Everyone laughed when Charlotte and Jonathan came out.
- Simon Cowell said that Jonathan needed to sing with another girl.
- Jonathan told Simon Cowell that he wanted to go home.
- Jonathan and Charlotte came first in the competition.
- They recorded a song called *Together*.

6 BEST FRIENDS

... thought Charlotte were great, but one Cowell, suggested sing on his own lotte because, was good, he was

...n't think for long, his friend, and then said that he wanted to stay in the competition with Charlotte. They carried on together, but they didn't win the competition - they came second. (A dancing dog won!) However, they weren't disappointed.

A few weeks later, Simon Cowell gave them the chance to record a CD. They made the CD, and then they thought about a title for it. They chose the word: 'Together'.

Each sequence of exercises helps students to unlock the text. First, learners read either for gist or to check predictions. Then they re-read for more detailed understanding.

The reading text is also available for students to listen to. This provides you with greater flexibility in how you approach the text. The audio also helps to focus students' attention on the sounds of the language.

Regular opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work appear throughout the unit. Look for **SPEAKING**

**THINK VALUES**

Friendship and loyalty

1 Choose the best way to finish this sentence.

I think this story tells us that, in life, it is important ...

- ... to look good.
- ... to be good at what you do.
- ... to come first.
- ... to look after your friends.
- ... to be nice to other people.
- ... to have lots and lots of friends.

2 **SPEAKING** Put the ... Then co ...

3 **SPEAKING** Put the ... Then co ...

*I think ... is to look after your friends.*

*That's my number 3. I think it's really important to be nice to other people.*

... before exploring core language and developing listening skills.

Lexical sets are presented with clear visuals to support immediate understanding of new vocabulary items.

Target vocabulary is available for students to listen to. This offers a dynamic way of feeding back and supports students in their ability to hear and say new words.

GRAMMAR

Past simple (regular verbs)

- 1 Find the past simple forms of these verbs in the article and write them below. Then complete the rules.
- |                        |                |
|------------------------|----------------|
| 0 start <u>started</u> | 5 stay _____   |
| 1 want _____           | 6 plan _____   |
| 2 use _____            | 7 decide _____ |
| 3 finish _____         | 8 try _____    |
| 4 work _____           | 9 ask _____    |

RULE: Use the past simple to talk about finished actions in the past.

With regular verbs:

- We usually add <sup>1</sup> \_\_\_\_\_ to the verb (e.g. start - started / stay - stayed).
- If the verb ends in -e (e.g. use), we add \_\_\_\_\_.
- If a short verb ends (e.g. plan), we double \_\_\_\_\_.
- We add -ed to verb \_\_\_\_\_ (e.g. stayed).
- If the verb ends in \_\_\_\_\_, we change the -y to 'i'.

Students can discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.

This supported approach continues through to the grammar practice stage, which always begins with a controlled task.

VOCABULARY

Furniture

- 1 **1.50** Match the words with the photos. Write 1-12 in the boxes. Then listen, check and repeat.

- 1 armchair | 2 carpet | 3 cooker | 4 curtains  
5 desk | 6 lamp | 7 mirror | 8 shelves  
9 shower | 10 sofa | 11 toilet | 12 wardrobe



The listening section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

- 2 Complete the sentence form of the verbs.

- 0 When my grandpa with Lego all the time.
- 1 We \_\_\_\_\_ (sit) on the sofa and we \_\_\_\_\_ (talk) for hours.
- 2 She \_\_\_\_\_ (decide) to go to the park and she \_\_\_\_\_ (play) with her friends.
- 3 We \_\_\_\_\_ (travel) to the beach because we \_\_\_\_\_ (love) the sun.
- 4 I \_\_\_\_\_ (visit) my grandparents and they \_\_\_\_\_ (want) to show me their new flat.
- 5 My parents \_\_\_\_\_ (study) lots of ideas for a new kitchen before they \_\_\_\_\_ (order) it.
- 6 On my last holiday, I \_\_\_\_\_ (stay) with my grandparents and \_\_\_\_\_ (help) them tidy up the garden.
- 7 Last weekend Jack \_\_\_\_\_ (plan) to organise his room but he \_\_\_\_\_ (watch) television instead.

Workbook page 46

Pronunciation

-ed endings /d/, /t/, /ɪd/  
Go to page 120.

Practice exercises for key pronunciation points are available at the back of the book. These relate to the language of the unit and are accompanied by audio material. Cross-references on the Student's Book page indicate the most appropriate point in the unit to exploit the relevant Pronunciation section.

LISTENING

- 1 **SPEAKING** Work in pairs. Describe the pictures.



5 IT FEELS LIKE HOME

Think Self-esteem helps students to empathise with the attitudes and opinions of others and reflect on their role in society. This in turn, enables them to foster greater understanding of their own thinking and in so doing, develop a stronger sense of self-worth. Students' responses and ideas are discussed in pairs or small groups.

Cross-references indicate where in the Workbook you can find further practice of the grammar and vocabulary covered on this page.

GRAMMAR

Modifiers: quite, very, really

- 1 Write the name of the person from Exercise 3 who says these things. Then underline the words before the adjectives and complete the rule.
- 1 I feel really happy there.
- 2 Our kitchen is quite small.
- 3 The armchair is very comfortable.

RULE: Use words very, really and quite to say more about an adjective. The words very and <sup>1</sup> \_\_\_\_\_ are used to make an adjective stronger. The word <sup>2</sup> \_\_\_\_\_ usually means 'a little bit'.

- 2 Write true sentences about your home using the words.
- 0 kitchen - big / small  
Our kitchen isn't very big / It's quite small.
- 1 bedroom - tidy / untidy
- 2 sofa - comfortable / uncomfortable
- 3 home - busy / quiet

THINK SELF-ESTEEM

Feeling safe

- 1 Think about the questions and make notes.
- 1 Where do you feel 'at home'? Describe the place.
  - 2 What's most important for you there? (furniture? things? colours? people?)
  - 3 What does that place feel like for you? (relaxing? safe? comfortable?)
- 2 **SPEAKING** Write 2 or 3 sentences about where you feel at home. Read them out in groups.

Examples of the target grammar are taken directly from the reading text. Language is therefore introduced in context, making it more meaningful for students.

Following language presentation, students are encouraged to personalise target grammar or vocabulary.

# The second reading text introduces a new language focus.

Students are guided through established reading skills procedure of predicting (Exercise 1), reading for gist (Exercise 2) and reading for detailed understanding (Exercise 3).

Train to Think focuses on improving students' critical thinking skills by extending the topic of the reading text. The aim is to exploit a topic that students have already engaged with in order to develop a skill that they will use across their whole curriculum.

## READING

- 1 Look at the photos. What problem does each one show?
- 2 Read the letters page and match the problems with the photos. Write 1-4 in the boxes.

**Our Town: What's wrong and what can we do about it?**

1 **O**ur town looks a mess and that's not good for tourism. I hate the litter in our streets. Why can't people put it in the bins? It's not difficult. We need to educate people quickly. We need more litter bins and billboards saying 'Don't drop it - Bin it!' and things like that. We also need to punish people who drop litter. I think they should spend a day picking it up. **Charlie, 14**

2 **P**eople always complain about the kids in our town. They don't like us hanging out in the shopping centre. They say they don't feel safe. But they're wrong. We never cause trouble. We only meet up there because there's nowhere for us to go. It's not easy being a kid. We need more things for young people to do and more places for us to go. A youth club would be great. There are lots of empty buildings in our town centre. They could use one of them. **Maek, 15**

3 **T**he biggest problem in our town is the cars. There are too many cars on our roads and the drivers don't care about the pedestrians. They drive really fast. Some of them don't even stop at zebra crossings! I ride my bike everywhere and I just don't feel very safe, even when I'm in a cycle lane. We can stop this problem easily. Let's get more speed cameras to catch these fast drivers and then stop them from driving in our town. **Pauline, 15**

4 **P**eople like to complain about the graffiti on the shops in the high street. They think it's ugly. I agree that a lot of it is. But if you look closely some of this art is really good. Some of these people paint really well. Why don't we use them to make the town more attractive? I think we should create graffiti walls where these artists can show off their art. Maybe this will stop the problem of them doing it illegally. **Paris, 13**

3 Read the letters page. Answer the questions.

- 1 What does Charlie do who drops litter?
- 2 What does Maek think people need in the town?
- 3 What does Pauline think we should do to stop the problem?
- 4 What does Paris think we should do to stop the graffiti problem?

Photos and illustrations act as a visual hook for teens. They also provide a springboard into the text itself: motivating students to read the text, getting them to predict content and often illustrating meaning of key vocabulary.

## TRAIN TO THINK

### Problem solving

- 1 **SPEAKING** Work in pairs. Read and discuss the problem.

The young people in your town aren't happy. They say there is nothing to do.

Make a list of suggestions to help solve this problem.

- have a music festival
- build a skateboard park

- 2 Think about your suggestions. What are the advantages and disadvantages of each one?

### Suggestions

	😊	☹️
music festival	young people love music / fun	noisy / make a mess / expensive

- 3 **SPEAKING** Decide which suggestion you think is the best. Compare your ideas with the rest of the class.

*We think a musical festival is the best idea because all young people love music. It's also a lot of fun.*

## GRAMMAR

### Adverbs

- 1 Look at the sentences from the letters page on page 96. Underline the adjectives and circle the adverbs.

- 0 They drive really fast.
- 1 We can stop this problem easily.
- 2 It's not easy being young.
- 3 Let's get more speed cameras to catch these fast drivers.
- 4 We need to educate them.
- 5 Some of this art is really good.
- 6 Some of these people drive fast.

- 2 Complete the rule.

**RULE:** To form adverbs...

- add ly to the adjective.
- delete the y and add ie.

Some adjectives have irregular adverbs.

e.g. fast → fastly good → well

Adverbs usually come immediately after the object of the verb or the verb (if there is no object). *He plays tennis well.* NOT *He plays well tennis.*

- 3 Complete the sentences. Choose the correct words and write them in the correct form.

- 0 His car was really fast. He won the race easily. (easy / fast)
- 1 Her French is very \_\_\_\_\_. She speaks really \_\_\_\_\_. (good / fluent)
- 2 It's not \_\_\_\_\_. You need to do it very \_\_\_\_\_. (careful / walk)
- 3 We need to walk \_\_\_\_\_. I don't want to be \_\_\_\_\_. (late / quick)
- 4 I did my homework \_\_\_\_\_. I was really \_\_\_\_\_. (tired / bad)
- 5 He drives really \_\_\_\_\_. I get quite \_\_\_\_\_ in the car with him. (scared / dangerous)

## VOCABULARY

### Things in town:

### compound nouns

- 1 Choose a word from A and a word from B to make things you can find in a town. Look at the letters on page 96 to help you.

A zebra | youth | speed | graffiti

Each unit includes two vocabulary sections in addition to two grammar sections. Lexical sets are related to the topic of the unit and so can be understood, practised and applied in a meaningful context.

- 3 Don't try and cross the road here - there's a \_\_\_\_\_ just down there.
- 4 We live in a flat above one of the shops in the \_\_\_\_\_.
- 5 The new \_\_\_\_\_ is really popular. Loads of people are painting on it.
- 6 I ride my bike to school. There's a \_\_\_\_\_ from outside my house all the way there.
- 7 We go to the \_\_\_\_\_ every Friday night. I usually play table tennis and chat with my friends there.

Workbook page 92

## Pronunciation

Voiced /ð/ and unvoiced /θ/ consonants

Go to page 121.

Be aware of common errors related to *much* and *many*, go to Get it right on Student's Book page 122.

These cross-references, which appear in the Teacher's Book, indicate appropriate points in the unit to exploit the Get it right section at the back of the Student's Book. Get it right provides exercises to help students avoid common errors as identified in the Cambridge English Learner Corpus.

The Cambridge English Learner Corpus is the world's largest collection of learner writing, comprising more than 50 million words of exam answers written by students taking Cambridge English exams. We carefully check each exam script and highlight all errors made by students. We then use this information to see which words and structures are easy and difficult for learners of English, and ultimately, work out how best to support and develop students.

# In all odd-numbered units you'll find the photostory ...

Each episode of the photostory involves the same four British teens but is a complete story in itself.

Each story begins with several photos and accompanying text. Students can also listen as they read.



The four friends from left-to-right: Ryan, Luke, Megan, Olivia.

PHOTOSTORY: episode 4

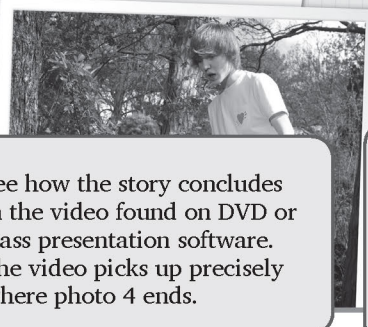
## The treasure hunt

1 **2.11** Read and listen to the photostory and answer the questions.

Why can't Ryan come to Luke's house after school?  
What's a GPS treasure hunt?



LUKE Come to my house after school.  
RYAN Sorry, no chance. I have things to do.  
LUKE Oh, yeah? Like what, Ryan?  
RYAN Oh, homework and stuff. And I promised to help my dad with the garden. Sorry.  
LUKE OK. Never mind.



See how the story concludes in the video found on DVD or class presentation software. The video picks up precisely where photo 4 ends.

Students predict the ending of the story before they watch. This increases motivation and makes understanding easier.



RYAN What do we  
LUKE Eat it?  
RYAN That sounds  
hurry up.  
LUKE What do you  
RYAN Look, Olivia  
I don't want to

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent. They see these phrases in context and at a level graded for them in the photostory.

72

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.

Role-plays give students the chance to practise target language in a freer context – while still being provided with essential scaffolding via instructions, ideas and/or key stems. The role cards are at the back of the book.

### DEVELOPING SPEAKING

2 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Olivia and Megan find the box. They find ... there.

3 **2.14** Watch to find out how the story continues.

4 Answer the questions.

- 1 What is Luke worried about?
- 2 Where does Ryan think Luke is going?
- 3 What's the problem with the mobile?
- 4 What does Olivia do to solve the problem?
- 5 What's the problem for Luke and Ryan?
- 6 What do the girls find in the box?

### PHRASES FOR FLUENCY

1 Find the expressions 1–5 in the story. Who says them? How do you say them in your language?

- 0 no chance **Ryan** 3 Absolutely. \_\_\_\_\_  
1 ... and stuff. \_\_\_\_\_ 4 So, ... ? \_\_\_\_\_  
2 Never mind. \_\_\_\_\_ 5 ... such good fun \_\_\_\_\_

2 Complete the dialogue with the expressions in Exercise 1.

- A Do you want to come round tonight? We can play computer games 1 \_\_\_\_\_.  
B Sure. I love computer games, they're 2 \_\_\_\_\_.  
A Of course. And can you bring your new laptop?  
B 3 \_\_\_\_\_. It's my brother's, too. I can't take it.  
A 4 \_\_\_\_\_. We can use mine. 5 \_\_\_\_\_, is seven o'clock OK?  
B 6 \_\_\_\_\_ I see you at seven!

### WordWise Expressions with like

1 Complete the sentences from the story with the phrases in the list.

like | looks like | sounds like | Like what

- 1 Oh, yeah? \_\_\_\_\_, Ryan?
- 2 It \_\_\_\_\_ a box. It IS a box.
- 3 That \_\_\_\_\_ a good idea.
- 4 Treasure? You mean, \_\_\_\_\_ a box with a little surprise in it?

2 Match the sentences.

- 1 This chicken isn't very good.
- 2 Someone's talking. Who is it?

Further comprehension questions guide students through the story at a deeper level before target language embedded within it is explored.

- 2 A There's a photo of my sister.
- B Wow. She really \_\_\_\_\_ you!
- 3 A We should do some exercise.
- B \_\_\_\_\_? Go for a walk?
- 4 A Let's go to the cinema.
- B That \_\_\_\_\_ a great idea.

Workbook page 66

### FUNCTIONS

Asking for repetition and clarification

1 Complete the extracts from the conversations with the words from the list.

you mean | Sorry? | Like what

- LUKE Come to my house after school.  
RYAN Sorry, no chance. I have things to do.

Key phrases for a particular speaking function are explored in the Functions section.

Students have the opportunity to practise these in the context of a communicative task.

### ROLE PLAY A phone call

Work in pairs. Student A: Go to page 127. Student B: Go to page 128. Take two or three minutes to prepare. Then have a conversation.

73

# ... and in all even-numbered units, a culture text.

The focus of the Culture section is on getting students to think and talk about life in other countries and how it compares with their own.

## Culture

1 Look at the photos. What can you see? What's the same in the two photos?  
 2 **CLICK** Read and listen to the article. Which countries do the photos show?  
 3 Do people celebrate Children's Day in your country? If so how do they celebrate it?

### Around the world on Children's Day

In 1954 there was the first Universal Children's Day on 20th November to **celebrate** and protect children all over the world. This was **international** Children's Day but now many countries around the world have their own day each year when they celebrate their children.

**23rd April**

**TURKEY:** This day is a national holiday in Turkey. On this day, Turkey invites groups of children from other countries to stay with Turkish families and celebrate with them.

**30th April**

**MEXICO:** Children's day is called *El Día Del Niño*. Some schools close for the day, other schools have a special day for the children when they play games. The children also bring in their favourite food to **share** with their friends.

**5th May**

**JAPAN:** The official children's day, called *kodomo no hi*, is on 5th May. But some people in Japan celebrate two children's days. One on 3rd March for girls and one on 5th May for boys. On 5th May they fly carp streamers (a type of wind sock in the shape of a fish).

**14th I**

**INDIA:** Indian to celebrate b birthday of the Prime Minister Nehru was fan children. On th organise the ce school. Their ce dance for the s

**BULGARIA:** things with them big p a second b

**CHINA:** This in schools. T on camping t cinema. Man presents from

**VANUATU:** morning a celebrate the childr and spend with their p buy their c the most i children an some time

This reading is also available for students to listen to.

The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

Here, students have the opportunity to develop their ability to deduce meaning from context and increase their receptive vocabulary.

### 4 FAMILY TIES

4 Read the article again. Answer the questions. Sometimes there is more than one correct answer.

In which country ...

- do the children spend more time with their mum and dad?
- do they have more than one Children's Day?
- is Children's Day also a famous person's birthday?
- do children get presents?
- do children celebrate with children from other countries?
- do children celebrate Children's Day at school?

5 **SPEAKING** Work in small groups. Talk about the perfect Children's Day.

All children get a big present. School is closed for the whole day.  
 Mum and Dad do your homework.

6 **VOCABULARY** There are six words in bold/underlined in the article. Match the words with these meanings. Write the words.

- to have fun, do something special, for example on a friend's birthday celebrate
- with other people
- to do with a whole country
- to have something at the same time with other people
- to do with two or more countries
- something you give to a person on a special day

---

### WRITING

#### An invitation

1 Read the emails. Answer the questions.

- Who is Dana?
- Can Liam go to the party?

To: TinaB@thinkmail.com  
 Subject: Re: Party!

Hi Tina,  
 I'd love to come to your party on Friday but I've got a small problem. I've got football training from 6 to 7.30 pm. Can I arrive a bit late? Is that OK? No problem with the playlist. I've got some great new songs.  
 See you Friday.  
 Liam

To: Liam\_Walker@thorray.co.uk  
 Subject: Party!

Hi Liam,  
 Would you like to come to my house next Friday for a party at 7 pm? It's my cousin Dana's birthday. My address is 32 Lime Street. Make a playlist please. I love your music.  
 Hope you can come. Let me know soon.  
 Tina  
 PS Don't tell Dana. It's a surprise.

2 Match the sentences with the same meaning. Write a-e in the boxes.

- Would you like to come to my party?
- I'd love to come to your party.
- I'm sorry I can't come to your party.
- Make a playlist, please.
- Don't tell Dana.

- I don't want Dana to know.
- Can you make a playlist?
- Can you come to my party?
- I'd love to come but I can't.
- I'd be very happy to accept your invitation.

3 Which pairs of sentences in Exercise 2 can you use to do these things?

- give an order
- accept an invitation
- make a request
- make an invitation
- refuse an invitation

4 Read the invitation again. Answer the questions.

- What is the invitation for?
- What special requests does Tina make?

5 You want to invite a friend to your house. What information should you include? Tick (✓) the correct answers.

- Your address.
- How many brothers and sisters you've got.
- The time you want them to come.
- The reason.
- Who your favourite singer is.
- The day or date you want them to come.

6 Write an invitation (50 words). Choose one of these reasons. Include a special request or instruction.

- It's your birthday.
- You've got a great new DVD to watch.
- You've got a new computer game.

This extended writing section, designed to guide students step-by-step through the writing process, appears in even-numbered units. A writing task is set in all units.

Students are presented with a model text for analysis of task purpose, and for presentation and practice of useful language before they move on to produce their own compositions. The final task is closely modelled on the type of tasks which appear in the Cambridge English: Key writing test.

# Exam practice and review consolidates content from each pair of units.

**CAMBRIDGE ENGLISH**

**THINK EXAMS**

**READING AND WRITING**  
Part 3: Multiple-choice replies

Workbook page 17

1 Complete the five conversations. Choose the correct answer A, B or C.

0 What are you doing?  
A I play computer games.  
B I'm a doctor.  
C I'm trying to find my school bag.

1 How often are you late for school?  
A on Mondays  
B about once a month

2 How often do you go to the pool?  
A every day  
B once a week  
C twice a week

3 How often do you go to the cinema?  
A every day  
B once a week  
C twice a week

4 How often do you go to the gym?  
A every day  
B once a week  
C twice a week

5 How often do you go to the library?  
A every day  
B once a week  
C twice a week

Part 6: Word completion

Workbook page 43

2 Read the descriptions of clothes. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

0 You can wear this over your shirt when you go out.  
j a c k e t

1 Wear these shoes to play sport. t \_\_\_\_\_

2 Put this on if it's cold. j \_\_\_\_\_

3 Some boys wear trousers to school, other boys wear these. s \_\_\_\_\_

4 You wear this around the top of your trousers. b \_\_\_\_\_

5 A lot of teenagers wear these. j \_\_\_\_\_

**LISTENING**  
Part 1: Multiple-choice pictures

Workbook page 25

3 You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).

0 What are the girls talking about?

1 When does Oliver play tennis?  
A MONDAY  
B TUESDAY  
C WEDNESDAY

2 Where is Brian?  
A NEWSAGENT  
B SPORTS SHOP

3 What is Molly's hobby?  
A B

4 How much is the red jumper?  
A £7.99 B £14.99

Cross-references indicate where in the Workbook you can find further practice of these Cambridge English exam task-types as well as useful exam tips.

Exercises on this page replicate the content and format of tasks in Cambridge English exams. Tasks from the Reading and Writing and Listening papers provide authentic practice at the appropriate level for your students.

**TEST YOURSELF** UNITS 1 & 2

**VOCABULARY**

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

newsagent's | take | dress | club | write | plays | collects  
sports shop | supermarket | jumper | shoe shop | belt

1 I want to \_\_\_\_\_ a blog about pop music.  
2 If you're cold, why don't you put on a \_\_\_\_\_?  
3 She \_\_\_\_\_ the guitar and the piano. She's really good at both.  
4 I need to go to the \_\_\_\_\_ and buy some tennis balls.  
5 My dad \_\_\_\_\_ old toy cars. He's just a big child!  
6 You need some new boots. Let's go to the \_\_\_\_\_.  
7 I'm thinking about joining the golf \_\_\_\_\_ but it's very expensive.  
8 Your trousers are falling down. You need a \_\_\_\_\_.  
9 Can you get some eggs and some milk when you go to the \_\_\_\_\_, please?  
10 I always \_\_\_\_\_ lots of photos when I travel.

**GRAMMAR**

2 Complete the sentences with the words in the list.

's working | 're writing | works | plays | 're playing | write

1 My dad's a cook. He \_\_\_\_\_ at a restaurant in town.  
2 I like poetry. I \_\_\_\_\_ at least five poems every week.  
3 Mum's in her office. She \_\_\_\_\_ on something very important.  
4 Paul's in a band. He \_\_\_\_\_ the drums.  
5 Ian and Dan are on the computer. They \_\_\_\_\_ their blog.  
6 Lucy and Rachel are in the garden. They \_\_\_\_\_ football.

3 Find and correct the mistake in each sentence.

1 I can't stand to eat carrots.  
2 We don't playing very well today.  
3 They doesn't like playing video games.  
4 That sandwich is tasting very good.  
5 Does you speak French?  
6 He goes always swimming at the weekend.

**FUNCTIONAL LANGUAGE**

4 Write the missing words.

1 A Be \_\_\_\_\_! It looks very dangerous.  
B Don't worry. I'm \_\_\_\_\_ fun.  
2 A How \_\_\_\_\_ do you watch TV?  
B \_\_\_\_\_ day when I get home from school.  
3 A Look \_\_\_\_\_! There's a dog coming.  
B And it \_\_\_\_\_ look happy. Let's run!  
4 A Please \_\_\_\_\_ shout! The baby is asleep.  
B Oh, OK. I'm \_\_\_\_\_.

**MY SCORE** /30

22 - 30  
10 - 21  
0 - 9

The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.

The traffic light scoring system enables students to chart their progress across the level.

**READING**

1 **READING** Match the words in the list with the photos. Write 1-6 in the boxes. Then listen, check and repeat.

1 kitchen | 2 bedroom | 3 bathroom  
4 living room | 5 dining room | 6 garden

2 Match the verbs in the list with the rooms in Exercise 1. (Some verbs go with more than one room.)

eat | sleep | cook | wash  
watch TV | play football

3 **SPEAKING** Work in pairs. Have you got the same ideas? What other activities do you do in these rooms?

I talk to my dad in the kitchen.  
I sing in the bathroom.

4 **READING** Look at the photos on page 49. What can you say about the house?

5 **READING** Read and listen to the magazine article. Choose the correct option A, B or C.

1 The queue of people wanted to help James May to buy a house.  
A Right B Wrong C Doesn't say  
2 They finished building the house in one month.  
A Right B Wrong C Doesn't say  
3 The Lego fridge worked.  
A Right B Wrong C Doesn't say  
4 James May liked the bed.  
A Right B Wrong C Doesn't say  
5 There were photos of the house on a Facebook page.  
A Right B Wrong C Doesn't say  
6 A charity for children has got the pieces of Lego now.  
A Right B Wrong C Doesn't say

Within the unit you will see this symbol next to those exercises which are closely modelled on Cambridge English: Key exam tasks.

# USING THE WORKBOOK

As you'd expect, the Workbook reflects the content of the Student's Book, providing extra practice of language (grammar, vocabulary and pronunciation) and skills (reading, writing, listening and Train to think). The focus is on independent study but Workbook activities can equally be exploited in class.

2 MONEY AND HOW TO SPEND IT

Verbs of perception

5 \*\*\* Look at the conversations. **Circle** the correct options.

- What do you think of this song?
  - It **is sounding** really cool.
  - It **sounds** really cool.
- What are you thinking about?
  - My homework. It **looks** / **is looking** difficult.
  - How do you like the T-shirt?
    - It **doesn't look** / **is not looking** very nice.
    - It **looks** / **is looking** nice.
  - Would you like some coffee?
    - Yes, it **smells** / **is smelling** nice.
    - Yes, it **tastes** / **is tasting** wonderful.
  - Do you like this tattoo?
    - Do you like this tattoo?
      - To be honest, I think it **looks** / **is looking** awful.

6 \*\*\* Look at the examples. Write four sentences that are true for you. Use *look, sound, smell, taste* and adjectives such as *interesting, boring, cool, awful, wonderful, nice*.

*Raindrops on the window sound relaxing.*  
*Lemon ice cream with chocolate chips tastes awful.*

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

Present simple vs. present continuous

7 \*\*\* Match the pictures with the sentences.

- She studies English every day.
- She teaches Maths.
- She is studying for her English test.
- She is teaching Maths.

8 \*\*\* Complete the email. Use the present continuous or the present simple of the verbs.

Hi Aisling,  
I'm **sitting** **in** my room in the hotel. I really like **the** **view** from my window. I can see a park opposite the hotel. There aren't many people there. There is one woman. She **is** **walking** her dog. The dog **is** **jumping** after some birds. OK, now a man **is** **going** to help me. I can't believe it! The dog has got the man's hat now and he **is** **running** away with it. The woman **is** **looking** at the dog, but he **is** **running** away back.

How are you? What **is** **happening** to you? You always **send** me **interesting** computer games in the afternoon. **Are** you **going** to **visit** me this time? Love, Lizzy

GET IT RIGHT! Present simple vs. present continuous  
Present simple for things that happen regularly or that are always true.  
✓ I **never do** online shopping.  
✗ I **never am doing** online shopping.  
Present continuous for things that are happening at or around the time of speaking.  
✓ We **are studying** English today.  
✗ We **study** English today.

Remember: we don't usually use verbs that describe emotions or the way we think in the present continuous (e.g. *think/need/love*, etc.).  
✓ I **think** it's a good idea.  
✗ I **am thinking** it's a good idea.

**Circle** the correct options.

Bike for sale!  
I **sell** / **am selling** my bike. It's 5 years old but it **looks** / **is looking** / **looks new**. I **like** / **am liking** this bike very much, but I **have** / **am having** to sell it because it's too small for me.

My name is Liam and I **am coming** / **come** to school on my bike every day. I can show it to you. **Do** / **Am** you **studying** / **study** in room 5C. You can find me there!

Cambridge Learner Corpus informed exercises, in each unit of the Workbook, help your students avoid common pitfalls.

LISTENING

1 Listen to Samantha telling Jack about a man and his cat. Listen and find out their names.

2 Listen again. **Circle** the correct answers.

- Jack's job...
  - He thinks the story of the cat is very interesting.
  - He thinks Samantha's telling him a joke.
  - He isn't interested in the story.
- James became a writer. His book is about...
  - the time when he played music for little money.
  - how his friendship with a cat changed his life.
  - people in London and their pets.
- What the cat...
  - It never will know and may become a film star.
  - It can do some tricks and play the guitar.
  - It is now living in a home for street animals.
- Jack would like to...
  - have a cat like Bob.
  - watch the film about Bob.
  - read the book too.

3 Listen again. Complete each space with between one and three words.

- James was a street musician, sitting on \_\_\_\_\_ and playing his guitar.
- When James saw the cat for the first time, it had a problem with \_\_\_\_\_.
- When James went home on the underground, the cat \_\_\_\_\_ him.
- When James had the cat near him, more people stopped and gave him money.
- James decided to write a book about his \_\_\_\_\_ the cat.
- Samantha thinks that about \_\_\_\_\_ people bought 'A Street Cat named Bob'.

DIALOGUE

1 Listen to the sentences. Write the past tense verb you hear in the spaces. Then put the sentences in the correct order.

- What \_\_\_\_\_ did you do in London at the weekend?
- Indian food? I'm sure you \_\_\_\_\_ Indian. I know it's your favourite.
- And what \_\_\_\_\_ that?
- Yes, it's delicious, isn't it? And I'm sure you \_\_\_\_\_ lots of things as well.
- Well, yes, I \_\_\_\_\_ some nice clothes in the shops but I only \_\_\_\_\_ one thing.
- Oh, we \_\_\_\_\_ lots of things. And we \_\_\_\_\_ some great food.
- Of course! But we \_\_\_\_\_ some Chinese food, too. That \_\_\_\_\_ nice.
- Hi \_\_\_\_\_ this belt. It's for you. I'm sorry I \_\_\_\_\_ your birthday last week!

TRAIN TO THINK

Making decisions

- You can invite a famous person to your birthday party. Who do you want? Write the names of three people you like in the circles.

WHO ? ? ? ? ?

Ed Sheeran

Why? Why? Why? Why? Why? Why?

- Next to each person write one reason for inviting him/her.
- Use your mind map to make a decision.
- Write a sentence saying who you want and why. I want Ed Sheeran because he can sing for me.

VOCABULARY

Word list

Family members

(my grandparents)  
Sarah (my grandma) Bill (my granddad / grandpa)

Sally (my mother, Sarah & Bill's daughter) Ian (my father) Jenny (my aunt, Ian's sister-in-law) Sam (my uncle, Jenny's husband)

Josh (my brother) Mia (my sister, Sarah & Bill's granddaughter) Ben (Jenny & Sam's son, my cousin)

Feelings

upset  
angry  
surprised  
confused  
proud  
relieved  
worried  
scared

Possessive adjectives and pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
their	theirs

Key words in context

side of the family Here's a photo of my dad's **side of** the family.  
fight They are three brothers and they **fight** quite a lot.  
spend time Do you **spend** a lot of time with your family?  
hero Mia and Tiffany are **heroes** - they saved their father's life.  
ambulance Let's call the **ambulance**. Call 999!  
disappear David **disappeared** under the water.  
in trouble I think they're **in trouble**. Let's help them.  
open presents Can we **open** our **presents** now?  
watch a performance Let's **watch** the 6 pm **performance**.  
international When is **international** Children's Day?  
national Today is a **national** holiday in Turkey.  
share Let's **share** the pizza. It's big enough.  
together It's good for children and parents to have time to spend **together**.  
invitation Thanks for the **invitation** to the party.

In addition to grammar and vocabulary practice activities, you'll also find a word list in each unit of the Workbook with examples of target lexis in context. This serves as a useful written record for your students.

A Train to Think section which aims to further develop critical thinking skills covered in the Student's Book features in all even-numbered units of the Workbook.

Finally, in all odd-numbered units, you'll find extra practice of lexical chunks taught in the WordWise and Phrases for Fluency sections of the corresponding unit of the Student's Book.

### DEVELOPING WRITING

#### An invitation

1 Read the invitations. Put the events in the order that they start on Friday.

I The sleepover  
 II The film  
 III The school show  
 IV The party

**A Hayden:**  
Can you come to my birthday party at The Fun Factory? It's on Friday evening from 6 pm to 10 pm. They do food there so don't eat before! Please let me know if you can come so I can tell the organizers how many people to expect. Hope you can come.  
Best,  
Don

**B John:**  
Do you want to go to the cinema on Friday to see the new Bond film? There's a show at 7 pm so we can meet at 6 pm and have a pizza at the cafe, if you'd like. Let me know if you can come.  
John

**C Dear Anne Beth,**  
There's a show on at my school next Friday and I'm sure if you could come it starts at 6.30 pm but get there early if you want a good seat. The show's at the beginning of Break Lane. There's a lot of space to park. Hope to see you there.  
Diana

**D Dear Jasmine,**  
Would you like to come to a sleepover at my house this Friday? We can come and pick you up at about 5 pm and take you back on Saturday afternoon. Please say 'yes'. We'll have fun.  
Suze  
PS My mum says you have to ask your parents first.

2 Look at the lines from the replies. Match them with the invitations.

0 Mum and Dad want me back before lunch if that's OK.  D  
1 By the way, what do you want for a present?  C  
2 I can be there at 6 pm. I want a seat right in the front row!  B  
3 Sorry, I can't be there at that time. I'd love to see it. It's a later show – around 8 pm?  A

**Writing tip: An invitation**  
If you want someone to do something with you, you might send them an invitation.  
• Invitations don't need to be long but they do need to contain all the important information – what the event is, where it is, what time it starts, etc.  
• If you know the person well you might not need to include information such as where you live or your telephone number. So think carefully about what the important information is.  
• If the invitation is to a friend, use more informal language and make your invitation sound friendly. Remember, you want this person to say 'yes'. Use expressions to make them feel very welcome (please come, I hope you can come, please say 'yes', etc.).  
• More formal invitations need more formal language. Address the person with Dear and use expressions like Would you like to come...? rather than Do you want to...?  
• Don't forget to ask for a reply.

3 Write an invitation (50–60 words). Choose one of these reasons.

1 You want your teacher to come and watch your band play on Friday evening.  
2 You want your best friend to play tennis after school.  
3 You want your friend to go away with you and your family for the weekend.

41

Each unit includes a full page devoted to developing your students' writing skills via a guided approach based on a model text. This staging focuses students on why they're writing and who the target reader is, thereby encouraging them to plan their writing appropriately.

### CAMBRIDGE ENGLISH: Key

#### Listening part 1

1 You will hear three short conversations. There is one question for each conversation. For each question tick (✓) A, B or C.

1 What number is Keith's house?  
5    15    50  
 A     B     C

2 What time does Tim's school start?  
7.30    8.00    9.00  
 A     B     C

3 Which picture shows what's in Dawn's bag?  
 A     B     C

4 Where is Marco from?  
 A     B     C

5 How far is Jamie's house from her school?  
3 Km    5 Km    7 Km  
 A     B     C

6 What's Frank's favourite sport?  
 A     B     C

2 You will hear five short conversations. There is one question for each conversation. For each question tick (✓) A, B or C.

1 What's the weather like?  
 A     B     C

2 Which is Anne's dog?  
 A     B     C

3 Where is Marco from?  
 A     B     C

4 How far is Jamie's house from her school?  
 A     B     C

5 What's Frank's favourite sport?  
 A     B     C

**Exam guide: multiple-choice pictures**  
In a multiple-choice picture task, you hear short conversations and then have to choose the correct picture to answer a simple question.  
• Before you listen, look at the pictures. What words do you expect to hear? These are the words you need to listen out for.  
• If the pictures show numbers or times, practise saying them to yourself in your head before you listen.  
• Be careful not to tick the first picture you hear. Often, you will hear all three pictures mentioned. You need to listen carefully to select the right one.  
• Listen carefully to the whole conversation. The correct answer is often only revealed at the end.  
• Don't worry if you don't get the answer the first time you listen. You will hear each conversation twice.  
• If you get the answer on the first listening, use the second time to check the answer.  
• Always choose an answer even if you have no idea which one is correct.

25

The Cambridge exam practice page is designed to enable your students to further develop their exam skills. It covers all the different task types included in Cambridge English: Key tests, together with a step-by-step guide outlining how to tackle each one effectively.

Every two units, a double-page consolidation spread provides skills and language practice based on what students have covered in the preceding two units.

### CONSOLIDATION

#### LISTENING

1 Listen to Annie talking about her hobby. Which of these items has she got in her collection?

2 Listen again. Answer the questions.

0 What is Annie's hobby and how is it different from other teenagers?  
She shops for clothes. It's different because she collects old clothes from the 1940s.

1 Who buys the clothes that Annie wears every day?  
2 Where does Annie buy the things for her hobby?  
3 Why is her collection quite small?  
4 Where does she keep her collection?  
5 Why doesn't she wear these clothes?

#### VOCABULARY

3 Unscramble the words in *italics*.

0 Can you go to the *repankment* and get some milk? **supermarket**  
1 If you're cold, then put on a *preaj*. **poncho**  
2 I'm going to the *stop coffee* so I can get you some stamps. **postbox**  
3 Mum, I need some new *reastins*. These have got holes in them. **trousers**  
4 The new *prentemated* toaster is really big. You can buy anything there. **toaster**  
5 Put some *hazens* on. It's really hot today. **hazens**  
6 If your hands are cold, put on your *leavags*. **gloves**  
7 My mum's a doctor. She works at the local *sophid*. **hospital**

#### GRAMMAR

4 Rewrite the sentences to include the words in brackets.

0 I get up late on Saturday mornings. (never)  
I never get up late on Saturday mornings.  
1 Dad's in the bath again. (singing)  
2 That sounds a great idea. (like)  
3 My dog runs after birds in the park. (always)  
4 Polly like hot food but she's eating your curry. (doesn't)  
5 Mum cooks at the weekend. (usually)  
6 Why are you drinking the coffee? It's awful. (tastes)  
7 I like music but I'm enjoying listening to this! (love)  
8 I go swimming on Sunday mornings. (sometimes)  
9 My mum likes most fruit she doesn't like apples. (but)  
10 James loves this band but he isn't the concert. (enjoying)

#### 5 Complete the text with the present simple or present continuous form of the verbs in brackets.

Hi, Anthea,  
I'm on home sick! I'm *in holiday* (have) a great holiday. It's a wonderful place. At the moment I'm *in* (sit) in a cafe with James and I'm *in* (write) you a postcard. He's *in* (eat) a pizza and it's *in* (taste) amazing. He's *in* (watch) the Italian people in the street. The people *in* (wear) really beautiful clothes here on Italy and they *in* (look) so cool. Talking of cool – all the teenagers *in* (ride) Vespa here – you know, those really great motorbikes. Ben they *in* (make) a lot of noise. They *in* (sound) like big motorcycles. Anything left for now? The weather *in* (be) over to see table with our ice cream!

#### DIALOGUE

6 Complete the conversation with the words in the list.

on | problem | much | making | looks cool | up | careful | do | right

BEN: Come? ... Sue. Stop looking at the shoes.  
SUE: But they're really!  
BEN: But we're here to buy George a present. Remember?  
SUE: Because it's his birthday tomorrow.  
BEN: That's? ... How, he really likes? models so...  
SUE: What about this ship?  
BEN: Interesting. How *in* (be) it?  
SUE: £200.  
BEN: What? We've only got £10.  
SUE: Oh, so let's forget the ship, then.  
BEN: Hey, that aeroplane *in* (be) good.  
SUE: What are you? ... to, Ben?  
BEN: I'm just getting this aeroplane off the shelf.  
SUE: Ben – don't? ... that.  
BEN: It's OK. Don't worry.  
SUE: Be *in* (be) ...  
(CRASH)  
SUE: Oh, too late. I think we've got a *in* (be) ...

#### READING

7 Read the text about Dan. Mark the sentences T (true) or F (false).

I've got quite an unusual hobby for a teenager. My hobby is bird watching. Some of my friends think it's a silly hobby but they don't really understand what it's all about. I love bird watching because I get to spend a lot of time out of the house. Many teens spend most of their time indoors playing on their tablets or watching TV. I like being that too, but not all day! Like walking in the countryside and seeing what I can find. There's always a surprise or two. I usually go bird watching at the weekend, for three or four hours in the afternoon. I sometimes go for an hour really early in the morning before school. It's the best time to see birds. I keep a list of all the birds I see. There are more than 250 birds on it. That's most of the birds that live in the UK, but there are still a few more to see. But the best thing about my hobby is that it doesn't cost much money. I've got a pair of binoculars – a present from my granddad – and a few books. I only need these things. Everything else is free.

0 All of Dan's friends think his hobby is great.  F  
1 Dan doesn't like playing computer games.  F  
2 Dan always sees something different when he goes for a walk.  F  
3 The best time to see birds is after lunch on a Saturday or Sunday.  F  
4 Dan writes down all the birds that he sees.  F  
5 You don't need any money to be a birdwatcher.  F

#### 8 Write a short text about your hobby (120–150 words). Include this information.

• What it is.  
• When and where you do it.  
• How much money you spend on it.  
• Why you like doing it.

26 27

*Think* offers exciting digital components to aid the learning process for both teachers and students. Knowing how to make the most of these components will save you time and add variety and impact to your lessons and to the homework you set for your students.

## HEADS-UP LEARNING!

The presentation software includes a digital version of both the Student's Book (SB) and the Workbook (WB) alongside a set of tools to take full advantage of this material in the classroom. It can be used with an Interactive Whiteboard (IWB) and projector, but also with a projector on its own.

You can easily facilitate class participation by using the material at the front of the class, and successfully getting your students to interact with it, with you and with each other. The presentation software can make this possible.

Read on for an explanation of the various presentation tools, as well as tips on how to use them effectively with different exercise types. Find out how to make your lessons as interactive as possible and see specific examples of how to do this.

## Using the most appropriate tool for each activity

Look at this!

The zoom tool allows you to enlarge part of the page in order to draw students' attention to a specific section of for example, a text, a photo or an exercise.

- **Making predictions based on titles and pictures:** ask students to work with their books closed and focus their attention on unit or reading text titles and pictures. Asking students to make predictions is an excellent way to activate prior or background knowledge and get the students' brains in sync with what they are going to read, see or listen to.
- With the title of a reading text you can ask students what they expect to read about, mention TV families they know, or guess which one will appear in the text.
- **Describing pictures:** zoom in on a picture and students describe it to reactivate or pre-teach vocabulary.
- **Making connections:** use the zoom tool to display the pictures one by one and then ask students to find the link between them and describe what they see.
- **Guessing game:** focus on a small part of a picture to ask students to guess what it is, then zoom out to reveal the bigger picture.



## Showing what's important

The **highlight** tool allows you to use one or more colours to select specific words, phrases, sentences or paragraphs. Different colours can be used to show different categories or to identify different students' suggestions.

- **Answers:** As an alternative to displaying all of the answers in one go, in multiple-choice exercises you can highlight the correct answers as you check the exercise. In Reading comprehension exercises, during feedback highlight the parts of the text which contain the answers to the questions.
- **Lexical sets:** highlight the set of target vocabulary e.g. for places in a town: *market, football stadium, hotel, café*.
- **Chunks of language:** in Reading texts ask students to highlight examples of the target language, for example, different ways of comparing: *different from, much lower than, ten centimetres taller than, even taller, etc.*
- **Pronunciation issues:** ask students to highlight the three different past -ed pronunciations in a text using different colours.

### READING

1 Read Jenny's holiday blog and complete the sentences with a word or a number.

**DAY 5**

**Dad gets it right! (finally)**

Day five of the Italian adventure and we're in Naples. We arrived here early yesterday morning, but as usual we were only at the hotel for about five minutes before Dad wanted to take us somewhere. This time it was to the **ancient city of Pompeii** near Naples. **I didn't really want** to go. I wanted to go shopping for shoes.

We travelled there by train. The journey **didn't take long** – but long enough for Dad to tell us a bit about the history. Many years ago, Pompeii was a large Italian city near a volcano called Mount Vesuvius – then on 24 August 79 CE – the volcano erupted and completely covered the city in ash. **It killed** about 20,000 people. But the **best** **part** **was** the buildings and now, 2,000 years later, you can walk around the city and see how people lived all those years ago.

2,000-year-old houses: thanks, Dad – really boring, I thought, but I was wrong! The houses were very interesting. Most of them were really big with lots of rooms (so lots of space to get away from annoying brothers and sisters!) There were paintings and mosaics all over the walls. I'd love a Roman mosaic of One Direction on my bedroom wall. Also, I was amazed at the bathrooms. I'd love a big bathroom in our house – ours is so small!

I got really interested in Pompeii. **I wasn't** **bored** at all. In fact, I've got lots of ideas for our house when we get home!

Mount Vesuvius – a real <sup>1</sup> \_\_\_\_\_, (I hope it doesn't erupt!)

More than <sup>2</sup> \_\_\_\_\_ people died here, all of them covered in ash.

The paintings and <sup>3</sup> \_\_\_\_\_ are really beautiful.

The houses in this ancient city are more than <sup>4</sup> \_\_\_\_\_ years old.

## Hide and elicit

The **mask** tool allows you cover a part of the page so that students can't see it.

- **Matching words to pictures:** in these exercises mask the vocabulary, show the pictures and elicit the vocabulary from the students to find out what they already know

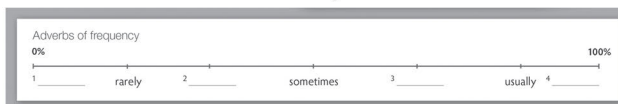


- **The photostory:** cover the photostory dialogues and ask students to predict what the characters are talking about.
- **Listening comprehensions with photos:** hide the exercise below the pictures and ask students to predict the topic of the listening to help them engage fully with it before they listen so that they'll be better able to comprehend while they listen.
- **Manipulating dialogues (disappearing sentences):** Students practise a dialogue in pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen. Students repeat the dialogues trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

#### Gap fill as a class

The pen tool allows you to write in different colours. With the eraser tool you can delete what you have written.

- **Eliciting grammar rules:** when presenting grammar rules you can ask students to go to the front of the class and write the answers directly onto the IWB or board.



- **Annotating texts:** you can use any text in the book to focus students on specific language. For example, students can write definitions of new words or synonyms in the margin of a text.
- **Labelling pictures:** you can use any picture in the book to focus students on specific vocabulary by asking them to label items.

#### Remember!

The sticky notes tool allows you to write notes on the pages of the book.

- **Reminders to yourself:** add ideas or notes that you think of when preparing your lessons.
- **Task extension ideas for students:** the Teacher's Book offers Fast Finishers options on a regular basis. Write these activities on sticky notes and display them for students who are ready to move on to an additional exercise.
- **Prompts for students:** adding extra words for students to work with or reminders related to the target language, for example, 'Don't forget to use the third person s'.

## Engage and interact

The IWB software offers multiple opportunities for student interaction. What used to be heads-down activities can now be turned into heads-up ones! Students can close their books and focus on the IWB during lead in activities and speaking tasks therefore creating a more open, inclusive and dynamic classroom atmosphere. Also, asking students to come to the front to perform tasks on the IWB will vary the class dynamics and offer students the chance to be

active participants in the lesson. At the same time, you will be able to ensure that everyone is engaged!

Heads-up teaching and interaction can be carried out in pairs, small groups or as a whole class with any of these activity-types.

- **Multiple-choice, match, complete and drag and drop activities:** These can be solved by asking one student to come up to the board and prompting the other students to call out the answers from their seats. The student at the board can complete the activity based on instructions from the rest of the class. In the case of drop down menu tasks, ask students to guess the right answer before showing the options.
- **Gap-fill activities:** These can become more dynamic if they are set up as team competitions. One member of each team at a time, calls out and spells the word for another member of the same team, who is at the board, to solve the task.

Remember that answers are provided for all activities. These can be displayed on the board, making it a good way to reduce the time spent checking answers. Many activities also have the script or related rules, which can be used to extend the learning opportunities.

## HEADS-DOWN LEARNING!

The Online components in the LMS complement the presentation software by providing 'heads-down' teaching resources. They can be used in the classroom or set for homework. They offer multiple advantages for teachers and students.

Motivated students...

- Students enjoy more interactivity in the exercises.
- Students receive immediate feedback on their performance by being shown the right and wrong answers, which in turn increases motivation.
- Students have the opportunity to choose what they want to do and when, where appropriate.

...Satisfied teachers!

- Teachers can see which exercises each student has done.
- Teachers can see average marks for each exercise and see whether a student has done better or worse than the average.
- Teachers can see if there is a particular exercise that a number of students have had difficulties with and then focus on that exercise or language area or skill in class for example.
- Teachers can then use class time more effectively for revision or speaking skills development, for example.
- Teachers can save classroom time by showing the answers in class after the students have done the exercises at home, without having to go through them one by one.
- Teachers will save time spent marking thanks to the automatic gradebook.

The LMS also offers extra resources for teachers, which are printable. These resources are course-specific, carefully graded and aligned to the syllabus and can save valuable time for teachers.

- Tests
- Readings
- Grammar worksheets and presentations
- Video worksheets
- Bilingual word lists


# WELCOME

This unit is designed to serve as a review, giving students the opportunity to revise and practise language they already know. It is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.


## Student's Book page 4–5

### A ALL ABOUT ME

#### Personal information

- 1  1.02 To get things started in this lesson, first introduce yourself – even if you're not actually meeting your students for the first time. Say: *Hi, I'm [John]. I'm from [England]. I'm [thirty-two].* and write your name, country and age on the board. Then point to each piece of information again, and repeat the sentences. Ask students to say each sentence after you, replacing the data with their own personal information. Show students the photo of Alex and Fabiola. If you're using an interactive whiteboard (IWB), zoom in to this photo on the screen. Point to Alex and Fabiola and say who they are. Explain that the lines of their conversation are jumbled up. Students try to order the dialogue before you play the audio, pausing after each exchange so students can check whether they have done the ordering task correctly. Ask students to compare their ideas in pairs before you check answers as a class.

#### Answers

- 1 A: Hi. I'm Alex. 2 F: Hi, Alex. My name's Fabiola.  
3 A: Hello, Fabiola. Where are you from? 4 F: I'm from Italy. And you? 5 A: The United States. 6 F: Cool! How old are you, Alex? 7 A: I'm fourteen. How about you? 8 F: Me? I'm fourteen, too.
- 2  1.03 Call one of the students to the front, then point to yourself, then to the student and introduce yourselves. Say: *Hi, I'm [John]. This is my friend [Anna].* Ask students to read through the gapped dialogue quickly without filling in the words. Ask: *Who's Alex's friend? (Ravi) Who's Fabiola's friend? (Patrizia).* Students then fill in the gaps, then compare their ideas in pairs. Play the audio for students to check their answers and confirm as a class. To practise and reinforce the pronunciation of natural-sounding English, you could play the conversation again stopping after each line for students to repeat. Draw their attention to the stress pattern and intonation of the phrases by

repeating them yourself after the recording, slightly exaggerating the stressed words and the liaisons between words so that students notice them. Students repeat after you. Finally put students into groups of four to role-play the conversation. They could swap partners and do this several times.

#### Answers

1 this 2 meet 3 too 4 are

- 3 **SPEAKING** Give students half a minute to decide which famous person to be then put them into pairs to practise introductions in their new identity. Encourage them to use Exercise 1 as a model. In stronger classes, encourage them to say their name, nationality and age. In weaker classes, just get students to practise saying their names.
- Then put two pairs together to form groups of four. Ask students to introduce themselves and their partner to the others, using Exercise 2 as a model. Ask the listeners to respond with *Nice to meet you* and to try to remember as many details as they can about their classmates' new identities. Monitor but don't correct mistakes as long as what students say is clear enough to understand and offer lots of praise for their efforts. In feedback, elicit what students remember about the identities of the people they spoke to by pointing at two or three students around the room and asking: *Who's this?* Students respond with the information they have just learned, e.g. *This is Kiera Knightley.*

#### Nationalities and be

- 4 To demonstrate the activity, do number 1 as a class. Point to the flag and the letters underneath and ask: *Do you know which country this is? Can you guess the English name if you use the letters to help you?* Elicit that the country is Brazil and then give students a few minutes to work in pairs and try to complete the names of the other countries, working out the ones they don't recognize using the letters as a guide. When you check answers with the class, nominate students to write the country names on the board or complete the task on the IWB screen, if you're using one, for everyone to copy, then ask the whole class to listen and repeat each name after you. Pay particular attention to the correct pronunciation especially the stress pattern.

**Answers**

- 1 Brazil /brə'zɪl/
- 2 Great Britain /greɪt 'brɪtən/
- 3 the Netherlands /('ðə) 'neðələndz/
- 4 Colombia /kə'lʌmbiə/
- 5 Italy /'ɪtəli/
- 6 Mexico /'meksɪkəʊ/
- 7 Russia /'rʌʃə/
- 8 Spain /speɪn/
- 9 Turkey /'tʌ:ki/
- 10 the United States /ðə ju'naitɪd 'steɪts/
- 11 Argentina /ɑ:dʒən'ti:mə/
- 12 Belgium /'beldʒəm/

**BACKGROUND INFORMATION**

The official name of *Great Britain* is *The United Kingdom of Great Britain and Northern Ireland*. The entire state is usually referred to as *(Great) Britain*, or *the United Kingdom*, or *the UK*. These are not used interchangeably with *England*, which is only one of the four constituent entities within the state (together with Scotland, Wales and Northern Ireland). Only three of these four lie on the island of Great Britain (while Northern Ireland shares the neighbouring island of Ireland with the independent Republic of Ireland), so some speakers are careful to avoid using *Britain* when talking about issues connected with Northern Ireland.

Although colloquially often called *Holland*, the proper name for the country is *the Netherlands*. *Holland* is the name of one of its regions.

The official name of the *United States* is *The United States of America*. It is also referred to as the *US*, or *the USA* – or in some contexts, where the reference is clear, simply *the States*. Colloquially, *America* is also often used to talk about the country, although the word is actually the name of the two conjoined continents of North America and South America.

**Optional extension**

To practise the country names, ask students to look up pictures of country flags on their smartphones or tablets, and in pairs test their partners by eliciting the name of the country in English. Alternatively, you can use the flags in the book. As an extra challenge in stronger classes and to practise words for colours, you could ask students to describe the flags rather than show them.

- 5 To introduce nationality adjectives, first say where you are from and what your nationality is, and write the noun and nationality adjective on the board. Say: *I'm from [Mexico]. I'm [Mexican]*. Then focus on the people in the dialogues on page 4: *Alex is from the United States. He's American. Fabiola is from Italy. She's Italian*. Write these sentences on the board and underline the nouns and adjectives. Point to *Alex*, and to the pronoun *he*, then to *Fabiola* and to the pronoun *she*. Point to both, and say and write *They're fourteen*. In stronger classes, students work in pairs to try and write about the people's nationalities using the sentences on the board as prompts, before you check answers. As you do, nominate students to write the adjectives on the board, and ask the rest of the class to check their spelling. In weaker classes, write the nationality adjectives on the board in random order, then ask students to find the person you're referring to, then to write the sentence about them. Make sure students notice that the nationality adjectives only have one form, and are not used in the plural with plural pronouns (*They're Russian*,


not *They're Russians*). Make sure students notice that there is only one plural pronoun whether we're talking about two boys, two girls or one of each sex. Check that the personal pronouns are used correctly for each gender.

**Answers**

- 1 She's Spanish. 2 They're British. 3 They're Russian.
- 4 He's Colombian. 5 She's Turkish. 6 She's Belgian.
- 7 He's Italian. 8 She's Argentinian. 9 They're Mexican.

**Optional extension**

Show the photos on page 5. If you're using an IWB, do this on the screen. Point to a photo at random, then use one of the two prompts: *He's from / She's from / They're from ...* or *He's / She's / They're ...*. Students must complete the prompt with either the country name or the nationality adjective. Any student who makes a mistake must make two more correct sentences before you nominate another student. You may prefer to do the first few prompts in open class, then continue the activity in groups.

- 6  1.04 Draw a table on the board, with the personal pronouns in one column, then elicit the forms of the verb *be* and write them in the other column. You could ask for volunteers to come to the board to complete the different forms. Ask them to write both the full and the contracted forms. The rest of the class checks and confirms answers. Students use the table to complete the conversation in the book. Play the audio for students to check their answers.


**Answers**

- 1 'm 2 is 3 'm 4 is 5 isn't 6 are 7 is 8 are
- 9 is/'s 10 is/'s 11 are 12 's 13 're 14 'm
- 15 is 16 're

**Optional extension**

- 1 Students practise role-playing the dialogue.
- 2 Alternatively, you could try a technique called *shadow reading*:
  - Read the text aloud for students to follow, underlining the stressed syllables.
  - Read out the text a second time and the students circle the phrases that connect parts of the conversation to one another.
  - Students practise reading the text silently, before the teacher reads the text aloud again and they listen.
  - Finally, ask students to read the text in time with the audio. They must start and finish at the same time as the recording.

**Names and addresses**

- 7  1.05 First, revise the alphabet and numbers up to 100. Go round the class so that the first student says 'A', the second says 'B' and so on. Repeat with numbers (you can count in tens from 20 onwards if you are short of time). If students have problems with this, say the words yourself first, then get them to repeat them after you one by one. Focus students' attention on the exercise and check comprehension by asking: *Who's Ravi?* (He's Alex's friend.) Explain that *Chaudhry* is his surname. His full name is *Ravi Chaudhry*. Ask students to mime what Ravi does, or elicit a translation for 'phones for a taxi'. Ask

students to read the information form first. For each gap, elicit what type of information is missing (1 a name, 2 a place, 3 a time, 4 name of the street, 5 a number). Check comprehension of *passengers* by eliciting a translation. Play the audio through for students to listen and get a general idea and find where the missing information is given in the conversation. Play it again, pausing after hearing each missing piece of information so students have time to write their answer. As you check answers, play the audio again, pausing after each answer. This exercise is useful preparation for the Listening paper in the Cambridge English: Key exam – also known as Key English Test (KET).

### Answers


1 Mr Chaudhry 2 airport 3 10 am 4 12 Lime 5 one

### Audio Script Track 1.05

Woman Cooper's taxi. Good morning. Can I help you?  
 Ravi Yes, I'd like a taxi please, to go to the airport.  
 Woman OK, no problem. Is the taxi for now?  
 Ravi No – can I have the taxi at ten o'clock, please?  
 Woman Ten am. Sure. Just to check – what time is your plane?  
 Ravi Oh, it's at twelve o'clock.  
 Woman Fine, so there's lots of time. OK. And what's your address, please?  
 Ravi It's Lime Street – number 12.  
 Woman Sorry? Lime Street? Lime – L-I-M-E?  
 Ravi Yes, that's right.  
 Woman OK. Twelve Lime Street. Good – and your name please?  
 Ravi It's Chaudhry, Ravi Chaudhry.  
 Woman Can you spell your surname please?  
 Ravi C-H-A-U-D-H-R-Y. Chaudhry.  
 Woman C-H-A-U-D-H-R-Y. OK, that's great. So – a taxi to the airport, 10 o'clock, from 12 Lime Street.  
 Ravi Thank you.  
 Woman Oh, sorry – how many people, please? I mean, how many passengers going to the airport?  
 Ravi Oh just me – only one passenger and one suitcase.  
 Woman OK, that's fine then. Thanks. Bye.  
 Ravi Bye.

### BACKGROUND INFORMATION

In addresses in English, the house number comes before the name of the street, and there is no punctuation: *12 Lime Street*, not *Lime Street 12*. or *Lime Street, 12*.

- 8  1.06 Quickly elicit and revise the names for the days of the week. Ask students to read the sentences, and explain that there is one mistake in each one. The order of the sentences is the same as the order of information in the recording they are going to hear. Play the audio through once for students to get a general idea. They can read the sentences as they listen to spot any errors, but ask them to wait until the second listening to start correcting them. Then play it for a third time, pausing after each bit of information necessary. Allow one or two minutes at the end for students to finalise their answers,

then compare their ideas in pairs before you check answers with the whole class.

### Answers

- 1 They met last Friday.
- 2 There's a party at Patrizia's place next Saturday.
- 3 The party starts at seven o'clock.
- 4 Patrizia lives at 134 Markham Avenue.
- 5 Her phone number is 0789 224 214.

### Audio Script Track 1.06

Alex Hello?  
 Patrizia Hi. Can I speak to Alex, please?  
 Alex Speaking. Who's that?  
 Patrizia Hi, Alex. It's Patrizia. I'm a friend of Fabiola's. We met last Friday, remember?  
 Alex Oh yes, sure. How are things with you?  
 Patrizia Great, thanks. And you?  
 Alex Yeah not bad.  
 Patrizia Alex, I'm phoning because we're having a party next Saturday. And perhaps you'd like to come?  
 Alex Sure, great. Next Saturday – 14th of July, right?  
 Patrizia Yes. It starts at 7 o'clock.  
 Alex Cool. Can you give me the address?  
 Patrizia Sure. It's 134 Markham Avenue.  
 Alex Markham. That's M-A-R-K-A-M, right?  
 Patrizia Well, no, actually it's M-A-R-K-H-A-M.  
 Alex Oh, sure, of course. OK, Patrizia so ... see you on Friday.  
 Patrizia Saturday.  
 Alex Oh, yeah, duh! Let me just check your phone number – last call on my mobile, here it is: 0789 224 214?  
 Patrizia That's it. See you, Ravi.  
 Alex Um – Alex.  
 Patrizia Oops. Sorry! Bye.

### BACKGROUND INFORMATION

In English, we usually read phone numbers digit by digit, not grouped together in tens or hundreds. 0 (zero) is usually read in British English as 'oh', while 'zero' is more common in American English. Double numbers can be read digit by digit, for example 'two two' (22), but it's very common to say 'double two'.

### Student's Book page 6–7

## B WHAT'S THAT?

### Things in the classroom

- 1 Ask students to cover the words, and try and label things in the classroom, in pairs. Alternatively, you could do this as a heads-up activity on the IWB. Nominate students to try and label items on the screen. The rest of the class confirms or corrects answers. Students then refer to the list, checking and amending the labels as necessary, before you check answers together.

### Answers

board 2 book 10 CD 11 chair 4 desk 5 door 1  
 floor 6 notebook 7 pen 9 pencil 12 ruler 8  
 window 3

## Prepositions of place

- 2 Books closed. Place your chair so all students can see it, then pick up a notebook. Point to the notebook and the chair and elicit their names in English. Position the notebook to demonstrate the meaning of the six prepositions (you'll need to position it between the chair and, for example, your desk to model *between*). First, point and say the sentence, for example *The notebook is under the chair*, and ask students to repeat it, then once you've covered all six prepositions, review them by positioning the notebook again, but this time eliciting the sentences from the students. Do this until they can produce the correct prepositions without hesitation. Students open their books and look at the picture on page 6 again, and complete the sentences individually. Ask them to compare answers in pairs before you check with the whole class.


### Answers

- 1 on 2 under 3 on 4 behind 5 in 6 between  
7 in front of

### Optional extension

Students work in pairs to take turns to test each other. They pick up an object and position it on or around their desks to model a preposition of place, and elicit a correct sentence from their partner.

## Classroom language


- 3  1.07 Students complete the sentences, working either individually or in pairs. Play the audio for them to check answers. You may like to then play it again, and ask students to repeat the sentences, copying the pronunciation and intonation of each sentence as closely as they can. You could also elicit translations in students' L1 to check meaning.

### Answers

- 1 me 2 ask 3 again 4 say 5 page 6 hand  
7 don't 8 understand 9 mean 10 spell

### Optional extension

For each sentence, students decide who typically says it in the classroom, and write T (teacher), S (student) or B (both).


- 4  1.08 Students complete the mini-dialogues individually using sentences from Exercise 3, then compare answers in pairs before you play the audio for them to check.

### Answers

- 1 Open your books at page 21.  
2 Sorry, I don't know.  
3 Excuse me, what does this word mean?

## Optional extension

Students practise role-playing the mini-dialogues in pairs. Alternatively, use an activity called 'disappearing sentences'. Display the entire dialogues on the IWB screen, or write them on the board before class, and cover them up before starting this activity. Play the audio as students follow the text on the screen or board. Erase or cover up a couple of words from the end of each line in the dialogue, and ask students to read out the dialogues again – as if the deleted text were still in place. You could get a different pair to read each exchange. Continue deleting words and asking pairs to re-read the dialogue until all of it has been erased or covered up, and students are reciting the dialogues from memory.

- 5  1.09 Ask students: *Who are A and B? (Students of English.)* Check/clarify any vocabulary which may be unfamiliar to your students. Give students two minutes or so to order the dialogue in pairs. Play the audio for them to check their answers.

### Answers

- 1 A How do you think you spell the word 'enough'?  
2 B Oh. Let me think. Is it E-N-U-F-F?  
3 A No, that's completely wrong!  
4 B OK, how do you spell it, then?  
5 A E-N-O-U-G-H.  
6 B You're kidding!  
7 A No, that's really how you spell it.

- 6 **SPEAKING** Demonstrate the task with a stronger student. They ask you the question, and you respond. Draw a tick on the board and write *That's right*. Draw a cross, and write *Sorry, that's wrong*. Students continue working in pairs, taking turns to test each other in spelling the words for objects around them in their classroom. They may like to look up the words covered in pages 4–6 first. Continue until at least five words are tested each way. Monitor, and check they're using English throughout.

## Object pronouns

- 7 Review personal (subject) pronouns quickly. Point to yourself, and say *I*, point to one student and (speaking to her), say *you*. Point to the photo of Alex on page 4 and elicit *he*, to Fabiola and elicit *she*, then to an object in the classroom, and elicit *it*. Circle around yourself and the students to indicate *we*. Indicate all your students as you elicit *you* (for plural). Point to Alex and Fabiola together and elicit *they*. Write each of the pronouns on the board as you elicit them. Students try and complete the sentences in pairs. You may like to do number 1 together as a class as a model. In each sentence, ask students to underline the words the pronoun refers back to. Check answers as a class.

### Answers

- 1 them 2 it 3 you 4 me 5 him 6 us

## this / that / these / those

- 8 You may need to pre-teach or elicit *heavy*. Students do the matching task individually, then compare answers in pairs before you check with the class. Alternatively, if you're using an IWB, you could do this together as a heads-up activity.

## Answers

1 C 2 B 3 A 4 D

- 9 This exercise starts preparing students for the Writing paper in the Cambridge English: Key exam (KET). Ask students to read the text quickly without completing the gaps, then ask: *Where is Howard?* (in Spain); *Does he like it there?* (Yes, he does.) Students complete the email individually, then compare their ideas in pairs before you check answers with the whole class.


## Answers

1 understand 2 lot 3 There 4 it 5 how 6 What  
7 Do 8 me

## Student's Book page 8–9


### C ABOUT TIME

#### Days and dates

- 1  1.10 Ask students to look at the picture. Explain that the girl is Shona, and the boy is Oliver. Ask: *What day is it today?* and elicit that it's Shona's birthday. Ask students to read the dialogue quickly, and make sure they notice there are three alternatives to select from in 1–5. Play the audio through once, and ask students to mark what they think is the information they hear. Play it again if necessary. Ask students to compare their answers in pairs before you check them as a class.

## Answers

1 23rd 2 13 3 September 4 13th 5 Tuesday

- 2  1.11 Students try and complete the days and months individually, then compare answers in pairs. Write the headings *Days* and *Months* on the board, with numbers 1–7 and 1–12 below them, respectively. Nominate a different student to write each answer on the board. Play the audio for them to check their answers, then play it again, and ask students to repeat each word to practise pronunciation. Pay special attention to *Wednesday* being pronounced as two syllables (/ˈwenzdeɪ/), and the clear differentiation between *Tuesday* (/ˈtjuːzdeɪ/) and *Thursday* (/ˈθɜːzdeɪ/). Ask the class to check and correct the spelling of the words on the board as necessary.

## Answers

#### Days

1 Monday /ˈmʌndeɪ/  
2 Tuesday /ˈtjuːzdeɪ/  
3 Wednesday /ˈwenzdeɪ/  
4 Thursday /ˈθɜːzdeɪ/  
5 Friday /ˈfraɪdeɪ/  
6 Saturday /ˈsætədeɪ/  
7 Sunday /ˈsʌndeɪ/

## Answers

#### Months

1 January /ˈdʒænjʊ(ə)ri/  
2 February /ˈfebrʊəri/  
3 March /mɑːtʃ/  
4 April /ˈeɪpr(ɪ)l/  
5 May /meɪ/  
6 June /dʒuːn/  
7 July /dʒʊˈlaɪ/  
8 August /ˈɔːgəst/  
9 September /sepˈtembə/  
10 October /ɒkˈtəʊbə/  
11 November /nə(ʊ)ˈvembə/  
12 December /dɪˈsembə/


- 3 To introduce the distinction between cardinal and ordinal numbers, say: *I'm [thirty-two]. How old are you?* and elicit a student's age. Write the numbers on the board. Ask: *What's today?* and elicit the date. Write the number on the board in *-th* format. Explain that when we talk about dates in the calendar, we use numbers with *-th* (ordinal numbers). Make sure students understand that in English we use *-st*, *-nd*, *-rd* and *-th* to write these numbers, not any other symbol. Students match the words and numbers individually, then compare answers in pairs before you check with the whole class. Read out each word, and ask students to repeat after you to practise pronunciation. Check their pronunciation of *-th* is clear enough.

## Answers

first – 1st /fɜːst/  
second – 2nd /ˈsek(ə)nd/  
third – 3rd /θɜːd/  
fourth – 4th /fɔːθ/  
fifth – 5th /fɪfθ/  
twelfth – 12th /twelfθ/  
fifteenth – 15th /fɪfˈtiːnθ/  
twentieth – 20th /ˈtwentɪəθ/  
twenty-second – 22nd /ˌtwentiːˈsek(ə)nd/  
thirty-first – 31st /θɜːtiːˈfɜːst/


### Language note

Pay special attention to the spelling and pronunciation of *five* / *fifth*, *eight* / *eighth* (one 't'), *nine* / *ninth* /ˈnaɪnθ/, and *twelve* / *twelfth* ('ve' > 'f').

- 4  1.12 Give students half a minute to think about how to say the numbers, then take turns in pairs to read the numbers to each other. Play the audio first for them to check their ideas, then play it again for them to repeat the words to practise pronunciation.

### Optional extension

Students write down three ordinal numbers of their choice, in secret, so that their partner can't see them. In pairs, they then take turns to say their numbers to their partner who must write them down. At the end they compare – have they got the same six ordinal numbers?

- 5  1.13 First, ask students to look at the photos and say who the famous people are (see the audio script for their names). They might not recognise all of them. Write on the board: *Barack Obama's birthday is on the 4th \_\_\_\_*, then elicit the missing words (of August). Play number 1 from the audio and ask

students to read the example. Play the rest of the audio, twice if necessary, pausing after each person to give students time to record their answers. Ask them to compare answers in pairs before you check with the whole class. Make sure students notice that we only write the ordinal number and the name of the month: *4th August* but we say *the 4th of August*.

### Answers

See audio script.

#### Audio Script Track 1.13

- 1 Barack Obama's birthday is the 4th August.
- 2 Jessie J's birthday is the 27th March.
- 3 Mark Zuckerberg's birthday is the 14th May.
- 4 Maria Sharapova's birthday is the 19th April.
- 5 Ryan Gosling's birthday is the 12th November.
- 6 Jessica Simpson's birthday is the 10th July.

#### BACKGROUND INFORMATION

Barack Obama (born 1961), the 44th president of the United States, was elected into office in 2008, and re-elected in 2012.

Jessie J (born 1988 as Jessica Ellen Cornish) is an English pop singer and songwriter. Her first big international hit was the song *Price Tag* in 2011, which reached number one in 19 countries.

Mark Zuckerberg (born 1984) is an American computer programmer, entrepreneur and billionaire, the inventor (and CEO) of social networking site Facebook.

Maria Sharapova (born 1987) is a Russian tennis player. She achieved her first Grand Slam title in 2004, when she won the championship in Wimbledon. By 2012, she had become the sixth female player in history to complete the full Grand Slam, having won all four of the major international tournaments.

Ryan Gosling (born 1980) is a Canadian actor. A former child actor, his major Hollywood breakthrough was in 2004's *The Notebook*. He was nominated for an Academy Award for his performance in the drama *Half Nelson* in 2006, and he has starred in several successful films since then.

Jessica Simpson (born 1980) is an American pop singer and actor. Her most successful album to date is *In This Skin* (2003), which sold over 7 million copies worldwide. She has also appeared in a number of Hollywood movies, including the big-screen remake of 1970s television hit *The Dukes of Hazzard* in 2005.

- 6 SPEAKING** Do this as a mingle activity. Students walk around and speak to as many other students as they can to find out their birthdays. You may like to turn it into a contest by setting a time limit, with the student finding out the most students' birthdays becoming the winner. Students should make a note of the person whose birthday is closest to theirs. You may like to ask the class to form a line or a large circle around the class, with each person standing according to the order of their birthdays. You may like to get involved yourself, and answer any questions about your birthday, then taking your place in the line or circle, or choose not to participate and monitor students' use of the target language.

#### My day

- 7** Give students two minutes to think about their day and order the activities. Ask students to compare their ideas in pairs.
- 8** Clarify the meaning of the parts of the day. Write, for example *6 am–12 pm: morning, 12 pm–6 pm:*

*afternoon, 6 pm–10 pm: evening* on the board. Students copy the table in their notebooks and write the actions in the correct column.

#### Suggested answers

Morning: I get up, I have breakfast, I go to school.


Afternoon: I have lunch, I get home.

Evening: I do my homework, I have dinner, I go to bed.

- 9** First, ask students to read the eight times in the 12-hour format: *three fifteen, nine fifty, eleven (o'clock)* and so on. In weaker classes, put them in pairs to match the times and clocks. Stronger students can work individually, then compare ideas in pairs. Check answers as a class. Help students notice that in English we express times up to 30 minutes past the hour with reference to the hour before (using *past*), and from 31 minutes past the hour, with reference to the time remaining until the hour ahead (using *to*). There are special terms to express particular times, i.e. (.15) = *a quarter past*, (.30) = *half past* and (.45) = *a quarter to*. Students should also notice that we often use the indefinite article before *quarter*, but not before *half*. Draw students' attention to the extra information in the Look! box. Elicit how their L1 usually differentiates between morning and afternoon times.

#### Answers

A 2 B 7 C 3 D 6 E 1 F 4 G 8 H 5

- 10**  **1.14** Explain that Leah is a teenage girl, and that students are going to hear her talking about her day. She talks about many of the activities in Exercise 7 and the times in Exercise 9. Play the audio for students to number the times in the order they hear them in the recording. Play it again, twice if necessary, for students to make a note of the activities. In weaker classes, pause after each action mentioned. Give students a couple of minutes to write out their answers, then ask them to compare their ideas in pairs before you check answers with the whole class.

#### Answers

B 12.50: I have lunch. C 11.00: I go to bed. D 7.45: I get up. E 8.30: I go to school. F 6.00: I have dinner. G 10.20: I have a break. / I eat an apple. H 8.00: I have breakfast.

#### Audio Script Track 1.14

Leah I'm very busy from Monday to Friday. I always get up at quarter to eight, that's when my alarm clock rings. Then I go downstairs and have breakfast at eight o'clock. Then it's school time. I leave the house to go to school at half past eight. There's a break at twenty past ten – I eat an apple. At ten to one I have lunch in the school café. Then it's back to lessons. I leave school at three o'clock and I get home at quarter past three. At home, I do my homework and watch TV. At six o'clock I have dinner. I go to bed at eleven o'clock.

- 11** **SPEAKING** Give students two minutes or so to make notes about their own daily routines. They could refer back to the table they completed in Exercise 8 to help them. Put them in pairs to take turns to talk about their days, and compare the routines they

have in common. Monitor the correct use of the time expressions and the daily activities. Ask two or three students to report back something interesting they learnt about their partners.

## Student's Book page 10–11

### D MY THINGS

#### My possessions

- 1 Ask students to name the things in the pictures in English. Input any unfamiliar vocabulary. Students scan Chloe's blog to find the possessions she has got. Students check answers in pairs. Then, check answers as a class.

#### Answers

She's got a bike, an MP3 player, a tablet, a TV, and a camera.

- 2 Ask students to say what kind of possessions Chloe has got: personal possessions or pets? (Only the former.) Ask them to look through the blog again to write all the examples in the correct groups. Set a time limit of two minutes, and ask students to list as many things in English under each heading as they can. They should write their lists in their notebooks. Ask them to compare, check and count their answers in small groups. The group with the most correct items wins. Elicit all the words collected and record them on the board for all students to copy.

#### Optional extension

You may like to ask students to tick every item in the complete list that they've got – this will be useful preparation for the communication activities afterwards.

#### have got

- 3 Ask students to underline every example of *have got* in Chloe's blog entry, then to complete the table with the missing forms using the examples from the blog to help them. Check answers in pairs then as a class. Make sure students notice that we use the same verb forms for all persons (*I, you, we, they*) except *he, she* and *it*. Ask: *How many different forms of 'have got' do we use?*

#### Answers

1 've 2 's 3 've 4 've 5 haven't 6 hasn't  
7 haven't 8 haven't 9 Have 10 Has 11 Have  
12 Have 13 have 14 haven't 15 has 16 hasn't  
17 have 18 haven't 19 have 20 haven't

- 4 Ask students to read the gapped sentences, and underline any unfamiliar words to ask their partners or the teacher about. Students complete the sentences for themselves. If you're short on time, set this exercise as homework.

#### Answers

1 've/haven't 2 's/hasn't 3 've/haven't  
4 's/hasn't 5 've/haven't 6 's/hasn't

#### Optional extension

Ask students to compare their sentences in Exercise 4 in pairs or small groups. How many of the statements have they got in common?

- 5 **SPEAKING** Ask students to read through the eight prompts, and elicit the questions they could ask in whole class. Draw their attention to the example. Alternatively, ask students to brainstorm questions for a minute or two in pairs or small groups and write them down. Then do the speaking part as a mingle activity. Monitor and make a note of any mistakes in the use of *have got* to go over at the end of the activity. Get some feedback about the discussions at the end of the activity by asking students: *Who's got two brothers or sisters?* (Elicit name of student.) and then asking follow-up questions to that student: *What are their names?*

#### I like and I'd like

- 6 Ask students to match the sentences with the photos, then compare answers in pairs before you check with the whole class. Elicit that we use *I like* for things and activities we enjoy, and *I'd like* for things we want, or for things we want to do.

#### Answers

A 3 B 1 C 2 D 4

- 7 **1.15** Students work individually to complete the sentences, then compare answers in pairs before you play the audio for them to check.

#### Answers

1 I'd like 2 I'd like 3 I like 4 I like 5 I'd like

- 8 Elicit or pre-teach the meaning of the eight food items and the four headings. Ask students to put the words under the right headings, then compare answers in pairs before you check with the whole class. Check the pronunciation of *sandwich*. In British English, the *d* is usually silent, and it can be pronounced both as /sæn(d)wɪdʒ/ or as /sæn(d)wɪʃ/. Also check *biscuit* /'bɪskɪt/ in which the *u* is silent. Finally, check that students place the stress on the second syllable in *banana*.

#### Answers

1 tuna 2 biscuit 3 banana 4 orange juice

#### Optional extension

Students write two or three more items under each heading.


- 9 **1.16** Explain that Max would like to have lunch. Make sure students understand that he's going to choose one of the two options on the board in Exercise 8. Play the audio through for students to circle the answers. Pause after the answer to number 1 is given, and elicit the correct answer: *Tuna or cheese?* (cheese) before you move on. As you check the other answers with the class, play the audio again pausing as Max makes his final choice for each category.

**Answers**

cheese sandwich, cake, banana, orange juice

**Audio Script Track 1.16**

Dinner lady Hi, Max, what would you like for lunch today?  
 Max I'd like a picnic box, please.  
 Dinner lady OK. Would you like a tuna sandwich or a cheese sandwich?  
 Max A cheese sandwich, please.  
 Dinner lady What dessert would you like?  
 Max Umm, a biscuit please.  
 Dinner lady Oh, I'm sorry, Max. I haven't got any biscuits left.  
 Max That's OK. A piece of cake, please.  
 Dinner lady And what fruit would you like?  
 Max Have you got bananas?  
 Dinner lady Yes, we have.  
 Max A banana please.  
 Dinner lady And to drink?  
 Max An apple juice.  
 Dinner lady Sorry, Max. We've got orange juice or water.  
 Max OK. Then I'd like an orange juice, please.  
 Dinner lady OK, there you go, Max. Enjoy.  
 Max Thanks, Mrs Magnus.

- 10  1.16 Students complete the gapped dialogue with the missing questions. Ask them to compare answers in pairs before you play the audio again for students to check.

**Answers**

- 1 What would you like for lunch today?
- 2 Would you like a tuna sandwich or a cheese sandwich?
- 3 What fruit would you like?
- 4 Have you got bananas?

- 11 **SPEAKING** Demonstrate the task with a stronger student. Tell them to use the questions from Exercise 10. Answer using only the vocabulary presented in the lesson. Put students in pairs. One of them will be making the picnic box, the other one will be choosing what goes in it. Stress the importance of saying *please* with every request in English – even if this isn't so common in students' L1. Once the customer has successfully chosen all four things, they swap roles and repeat the activity. Monitor students' use of *I'd like*, and where appropriate, *have got / haven't got*. Students can choose items from the previous exercises or use their own ideas if they prefer. Stronger students could include responses where the server hasn't got the customer's first choice, and asks them to make a different selection. Ask the student playing the role of the server to make a note of the customer's final selection. Elicit some unusual or interesting lunch orders at the end of the activity.

**BACKGROUND INFORMATION**

In British schools, lunch is usually provided in the school canteen. Not all students eat lunch there. Some bring packed lunches with them from home, and older students are sometimes allowed to leave school premises to have lunch in a nearby café or shop. Traditionally, the women who serve food in the school canteen are called *dinner ladies*.

# 1 | HAVING FUN

## Objectives

FUNCTIONS	talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition
GRAMMAR	present simple review; like + <i>-ing</i> ; adverbs of frequency
VOCABULARY	hobbies; collocations with <i>have</i>

Student's Book page 12–13

## READING

1 If there is an interactive whiteboard (IWB) available in the classroom, the picture description would best be done as a heads-up activity with the whole class. Say *sleeping*, and nominate a strong student to point to the correct picture on the board. The rest of the class check and confirm or reject answers. There may be some pictures that students disagree about. Remind them that each word should only be used once, so they should try and work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and confirm or reject answers.

### Answers

1 C 2 G 3 H 4 B 5 A 6 E 7 F 8 D

### Optional extension

Students work in pairs to test each other about the activities. They look at the photos, cover the exercises and take turns to point to a photo at random and ask: *What's this?* Monitor the activity, and conclude things when most pairs have gone through all the images.

- 2 Check comprehension of *fun* by asking students to name activities they consider fun. Also check if students understand the difference between *always*, *sometimes* and *never*. Draw a line with 0% at one end and 100% at the other end on the board, and ask students to situate each adverb at the appropriate place on the line. Then students go through the list and complete the statements. Ask for a show of hands to find out which activities students find the most fun (they could raise both hands for *always* and one hand for *sometimes*).
- 3 **SPEAKING** Give groups two minutes or so to compare their ideas.

4 **SPEAKING** Do the activity as a contest between groups: which group will be the first to come up with at least ten activities? Ask the winning group to tell the class their ten activities and write any new phrases on the board. The other students should cross off all the words they also have on their lists as they hear them, and tell you any other words they have thought of to be added to list on the board. Then give the groups a couple of minutes to discuss which activities they think are and aren't fun. They have to try to find activities that they agree about. Monitor and check the use of the new vocabulary. Ask a student from each group to report back on activities they all agreed on, and activities that caused disagreement. How many activities do all the students in the class agree on?

5 **▶▶ 1.17** Ask students to cover up the text on page 13 and look at the title only, or display the page on the IWB if you use one, and zoom in to the title. Ask students what they think the text is about and write their ideas on the board. Prediction helps motivate students to read and find out if they're right. Check that students understand the meaning of *take (good) care of* (to look after) then ask them to read the introductory paragraph quickly to check their ideas. Elicit which predictions were correct. Then ask the class to look at the pictures and elicit what the person is doing in each case. This is a good opportunity to teach the words *smile*, *relax*, *crossword puzzle* and *hobby* if students don't already know them. Play the audio for students to listen, read and match the pictures with the questions. Students compare answers in pairs before you check with the whole class.

### Answers

A 2 B 5 C 3 D 1 E 6 F 4 G 7

## THINK VALUES

### Taking care of yourself

- 1 Ask the class: *Why is it important to take care of yourself?* Elicit some simple ideas in response, such as: because it's important to be healthy; you can't enjoy life if you aren't healthy, etc. Then give students a minute to go through the list and match the questions with the items in the list.

- 2 **SPEAKING** Allow two or three minutes for the pair-work activity. Monitor the conversations. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Check answers with the class.

### Answers

a 7 b 5 c 4 d 3 e 6 f 1 g 2

### Optional extension

Ask students to rank the ways of being healthy in order of importance and compare their ideas with their partner. Encourage them to try to give reasons for the ideas but stress that there are no right or wrong answers. Pairs should try to agree on the top three most important ways to take care of themselves. Monitor and help with vocabulary as needed. Conduct whole-class feedback to find out what different pairs think are the most important things they should do to take care of themselves.

## Student's Book page 14–15

### GRAMMAR

#### Present simple review

- 1 Students complete the sentences individually, then check back in the quiz. Ask them to compare answers in pairs before you check them as a class. Point out that *Does* and *Do* should take an initial capital letter in 3 and 4 because they come at the beginning of the sentence. Try to elicit this information from the class before you tell them. Ask: *How do the words 'does' and 'do' change when you write them in the sentence?*

### Answers

1 says 2 don't 3 Does 4 Do

- 2 While the students are completing 1, you could copy the table with the different forms of *do* and *does* on the board with the verb forms gapped, then elicit the missing words from the class. Students work individually to complete the rules and compare answers in pairs before you check with the whole class. Elicit the rules through concept-checking questions, for example: *What's different about the verb after he, she or it? (We add an -s in positive sentences, we use doesn't instead of don't in negative sentences, and we use Does, not Do in questions.)*

### Answers

1 don't 2 doesn't 3 do 4 does

- 3 Look at the example with the class and check students understand why these verb forms are used (point to the relevant column on the table). Elicit or explain the meaning of *roller coaster* (say that you find them at amusement parks and fairs and it's a kind of fast train that goes up and down a lot – you can do a rough drawing on the board to illustrate) and *scared* (make an appropriate facial gesture). You may also like to do number 1 together as a class. Students complete the sentences individually, then check in pairs before checking as a whole class.

### Answers

1 doesn't sleep, needs 2 Do ... study, do  
3 cooks, doesn't enjoy 4 Does ... play, doesn't  
5 don't like, prefer 6 watches, doesn't do

### Fast finishers

Students rewrite the sentences in Exercise 3 so they are true for them and their families.

Workbook page 10 and page 122

### PRONUNCIATION

For practice of /s/, /z/, /ɪz/ sounds, go to Student's Book page 120.

### VOCABULARY

#### Hobbies

- 1 To lead into the activity, ask students to look through pages 12–14 and find any hobbies mentioned so far. Stronger students could try and answer from memory. Elicit and write them on the board or ask students to come to the board to write them. Try to elicit phrases rather than single words, e.g. *play football*, *do crossword puzzles*. You could also elicit examples of students' own hobbies. Students match the verbs with the nouns in the exercise individually, then check in pairs before a final check with the whole class. When checking answers, students may come up with other acceptable alternatives, for example: *keep a blog*, *collect photos* or *write things*. If they do, say that these answers are possible but ask: *What other things do we keep/collect/write?* and elicit the preferred alternative from another student.

### Answers

1 be 2 write 3 take 4 keep 5 collect

### Fast finishers

Students try to think of further hobbies where they *write*, *take*, *keep* or *collect* things, and make a list.

### Optional extension

Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say: *play* or *instrument*, they say: *play an instrument*. Alternatively, put students in pairs to take turns to test each other in the same way.

- 2 **SPEAKING** Look at the example with the class so the task is clear to students: they must first ask a *yes/no* question, then follow it up with a *wh*-question, asking for more details. Students take turns to ask and answer questions about their hobbies in pairs, using the phrases from Exercise 1. Ask them to find at least two interesting things they could share with the rest of the class about their partners. Monitor students' use of the various forms of the present simple. Make a note of any grammar errors to go over at the end of the activity, but avoid interrupting conversations. Input any unfamiliar vocabulary (e.g. names of

instruments) that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 12

## LISTENING

- 1 1.20 As a warm-up, ask students to look at the pictures for 30 seconds to try to memorise its details, then ask them to close their books. If there is an IWB available, do this on the screen with books closed. Point out the lettering A–C before you hide the picture so students can refer to the pictures more easily. Ask students: *Which picture shows: a piano player? (B); a footballer? (A); a sofa? (C); two adults? (A); a TV? (C); no girls? (C); somebody sitting? (B).* Students then open their books to check their answers – how many did they get right? Direct students' attention to the sentences and check they understand *headache*. Then play the audio, pausing after each conversation so students can decide, in pairs, which picture they think it goes with. Check answers as a class.

### Answers

1 B 2 A 3 C

### Audio Script Track 1.20

#### Conversation 1

Tom Carla! Please stop. I've got a headache. ... Carla!  
 Carla What is it, Tom?  
 Tom Can you stop playing, please. I've got a headache.  
 Carla You've always got a headache when I play the piano.  
 Tom Maybe your piano playing gives me a headache!  
 Carla I need to practise. I need to find a new talent. I know it's there. One day when I'm famous ...  
 Tom You! Famous! Don't make me laugh.  
 Carla And that's why I need to practise more.

#### Conversation 2

Lisa Mum, can I join the football club?  
 Mum: I'm not sure, Lisa. What do you think, Bob?  
 Dad Football. It's not really for girls, is it?  
 Lisa Don't be so silly, Dad. Lots of girls play football these days.  
 Mum She's right Bob. Don't be so old-fashioned.  
 Dad Hmm. Can't you just play in the garden with your brother?  
 Lisa It's not the same. I want to be in a team and meet new people.  
 Mum It is a good way to meet new people and for Lisa to make new friends.  
 Dad Oh, OK.  
 Lisa You're the best, Dad!

#### Conversation 3

Mum James. It's time for dinner.  
 Mum Come on, James. Dinner is ready.  
 James Sorry, Mum. What do you want?  
 Mum I want you at the table. It's dinnertime.

James OK.  
 James I love music. It's great just having some time to do nothing – just listening to music.  
 Mum Is it? I never have any time to listen to music. I'm too busy with my work ... And looking after you lot.  
 James And that's why I love you, Mum.

- 2 1.20 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names in the box (students repeat in chorus after you) so students will recognize them when they hear them. Play the recording, pausing after each conversation to allow time for students to note their answers. As you check answers, play the audio again, pausing at the relevant parts.

### Answers

1 Lisa 2 James's mum 3 James  
 4 Carla 5 Lisa's dad

## THINK SELF-ESTEEM

### Why it's good to have a hobby

- 1 Refer students back to the people on top of the page and elicit their names before asking them to match the statements with the correct person. Students check answers in pairs before you check with the whole class. Give students 30 seconds to decide which of the three statements they agree with the most or is closest to their own experience. Ask students to tell the class which statement they agree with the most and why.

### Answers

1 B 2 C 3 A

- 2 Students copy and enlarge the diagram so there is enough room to write all the items in it. Put the diagram up on the board, or on the IWB and discuss as a class why *playing the piano* is in the position it is and where you would put *joining a tennis club*. Students complete the activity individually whilst you monitor and help with ideas as necessary. Move on to Exercise 3 when most students have completed their diagrams.

### Fast finishers

Encourage students to add other hobbies to the diagram. They should include their own hobbies – this will help them later in Exercise 4.

- 3 **SPEAKING** Write *It helps me/you to...* on the board, then ask students to read the example. Check comprehension by eliciting a translation in L1. Pairs then compare and discuss their diagrams. Encourage them to give each other reasons, e.g. *Playing the piano helps you to relax because music helps you to forget your problems*. Monitor and help with vocabulary as necessary. Encourage students to try to express their real ideas and opinions but to use English to do so. Avoid error correction unless it really impedes

comprehension. The focus of this task is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

- 4 Students add their own hobbies to the diagram. Tell them to think about why their hobbies are good for them and to make notes about this to help them with the discussions in Exercise 5. Allow about a minute or so for this stage before returning to the pair-work activity.
- 5 Students discuss their hobbies with their partner. Extend the activity by asking students to stand up and walk round the class asking as many people as possible what their hobbies are and their reasons for liking them. Tell students to make notes and see how many people have the same hobbies and if they give the same reasons for liking them or not. Monitor as before. At the end, ask for volunteers to report back to the class on what they found out.

#### Optional extension

In stronger classes or if students are motivated by this topic, they could do a survey among students in other classes or members of their extended families about what hobbies they have, and why they enjoy them. Ask them to write up their findings on a poster, illustrate it with suitable pictures then present it to the class. For example: *In class 7C, fifteen students play sport. It helps them to be fit. Four students play an instrument: three play the piano, and one plays the guitar. It helps them to relax* – and so on. Students can do the project individually, in pairs or in small groups.

### Student's Book page 16–17

#### READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the three photos. If you use an IWB, show the page on the screen, and use two panels to cover up the text and exercise (you may need to set this up before the start of the lesson). Ask students to describe what's in the three photos. If they don't know the words, point to the corresponding pictures and say: *clouds, milkshake and bottle tops*. Ask: *What shape can you see in the clouds? What kind of milkshake is it? What kind of bottle tops are they?* and elicit ideas. Read the first paragraph of the text with the class and ask students for their ideas on what clouds, milkshakes and bottle tops have to do with how people spend their free time. Write their ideas on the board. Then ask students to read the two questions so they know what information they are looking for in the text. Students read the blog to check their predictions and answer the questions. They can tick or underline any comments that refer to collecting things. Students check their answer to the first question and discuss the second question in pairs. There is no correct answer to the second

question. As you check answers with the class, also ask students to match the three photos with the people (Lewis: bottle tops; Chloe: clouds; Izzy: milkshake).

#### Answers

- 1 two: Nathan (autographs), Lewis (bottle tops)

#### Optional extension

To check comprehension of key vocabulary, ask students in pairs to scan the text for the following words, and try to work out their meaning from the context: *autograph, invent, pass the time, imaginary, library, poem*. Elicit definitions, explanations or examples – and only teach the word overtly if students are unable to work out their meanings. Encourage students to take risks, even if they sometimes get it wrong, and don't forget to praise their efforts.

- 2 Read the example, and ask students to find the part of Adam's comment that is connected to it (*I try to think of ... for every letter of the alphabet*). You may also like to do number 1 together as a class. Students study each statement first, then scan the paragraphs to find and underline any information that link them to these statements. Remind them not to look for specific words but for similar ideas. During feedback, ask students to read out the parts of the paragraph that support their answers.

#### Possible answers

- 1 Jasmine 2 Izzy 3 Nathan 4 Liz 5 Chloe

#### Optional extension

Students invent and write similar quotes for the remaining people: Rebecca, Lewis, Dylan, Kuba and Daisy, then ask another student to try and match these to the paragraphs.

## GRAMMAR

### like + -ing

- 1 This exercise introduces verbs used for expressing likes and dislikes. Demonstrate the task by saying two things about yourself, one positive and one negative, for example: *I like pizza. I don't like coffee*. Use exaggerated facial expressions to convey meaning and write the corresponding smiley for each statement on the board. Then give students a minute to go through the sentences and mark them in a similar way. Ask them to compare answers in pairs before you check as a class. Clarify that *love* is stronger than *like* and that *can't stand* is similar to *hate*.

#### Answers

- 1 and 4 are positive. 2 and 3 are negative.
- 2 Elicit the form we use after each verb expressing a like or dislike, and complete the rule together. Ask students to write down the base forms for the verbs in Exercise 1: *collect, walk, be, write*. Ask them which of the three spelling rules each of them follow.

## Rules

1 *-ing* 2 *-ing*

- 3 Students complete the sentences, and compare answers in pairs before you check with the whole class. In weaker classes, and/or to check that students have retained and understood the spelling rules, ask them to write the *-ing* forms for *run, visit, swim, eat, ride* and *talk* first. Check these with the class, then move on to the gap-fill task.

## Answers

1 eating 2 talking 3 swimming 4 riding 5 visiting

- 4 **WRITING** Students write some sentences about things they like and dislike doing themselves and compare them in pairs. Monitor as they are doing this and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Ask two or three students to tell the class something interesting they learnt about their partners. If you're short on time, you can set this exercise for homework.



Be aware of common errors related to *like + -ing*, go to Get it right on Student's Book page 122.

## Adverbs of frequency

- 5 Ask students to find and underline the four adverbs of frequency in the blog on page 16, then with the help of the contexts, work out the answers for the task and label the diagram with *never, occasionally, often* and *always* in the correct position. Check answers with the whole class. If you're using an IWB, nominate students to label the diagram on the screen.

## Answers

1 never 2 occasionally 3 often 4 always

- 6 Give students two minutes or so to complete the sentences. (The answers will be used later in Exercise 9.) Ask them to compare answers in pairs by trying to predict which adverb of frequency their partner has used for each situation.
- 7 First, ask students if they can remember who made these comments from the blog. Then ask them to look back at the text to check and complete the sentences. Working individually, students choose the correct alternatives to complete the rules referring to the sentences in both Exercise 6 and 7 for help. Ask them to compare answers in pairs before you check with the whole class.

## Answers

1 Once a week (Izzy) 2 every day (Dylan)

## Rules

1 after 2 before

- 8 Write *every day, three times a week* and *once a year* on the board and give some examples of your own, e.g. *I drink coffee every day; I go to the supermarket three times a week; I go on holiday once a year* to get

students started. Then give the class a minute or two to complete the sentences with their ideas.

- 9 **SPEAKING** Read the example with the class to introduce the questions *How often do you ...?* Refer to the examples you wrote on the board for Exercise 8 and turn them into questions – *How often do you drink coffee/go to the supermarket/go on holiday?* etc. – and elicit answers from individual students. Use their answers to build up the formula *once/twice/three/four times a ... day/week/month* etc. and write this on the board. Ask students to compare their ideas in small groups for two or three minutes and find the person who gave the most similar answers to them. Invite feedback from each group.

Workbook page 11 and page 122



Be aware of common errors related to adverbs of frequency, go to Get it right on Student's Book page 122.


## WRITING

Students complete the sentences for homework. At the start of the next class, put them in groups again to compare their answers, then feed back, as in Exercise 9. Ask students to find out who gave the most similar responses to them.

## Student's Book page 18–19

## PHOTOSTORY: episode 1


### Olivia's new hobby

- 1 Students look at the photos, but cover up the dialogues. If you use an IWB, zoom into the pictures and cover up the text, and do the activity on the screen with books closed. Ask students to describe the photos in as much detail as they can. Ask: *Where are the people? How many girls and how many boys are there? What is the relationship between them, (e.g. friends, brothers and sisters, etc.)? How old are they? Where are they? What are they doing? Are they having fun?* At this point, they have not covered the present continuous, so don't worry too much about its use. Then read the questions with the class and tell them that the people they can see are four friends: Luke, Ryan, Olivia and Megan, who are in the playground at the moment. The girl with the lighter hair is Olivia, and the boy with the lighter hair is Luke. Elicit students' ideas in answer to the questions and write them on the board. Don't give away correct answers at this point, as students are going to check their answers in the next exercise.
- 2  1.21 Before you play the audio, pre-teach/ elicit the meaning of *worried* (unhappy because you are thinking about problems or bad things that might happen). Students read and listen to the story and check the predictions on the board.

## Answers

- 1 Taking photos of Megan (reading in strange places).  
2 Olivia is very close to the water.

## DEVELOPING SPEAKING

- Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
-  EP1 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- Students select the alternatives individually, then compare answers in pairs before checking with the whole class.

## Answers

1 help 2 doesn't cry 3 doesn't laugh 4 is  
5 doesn't tell 6 gives

## Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite groups of volunteers to perform in front of the class, then vote on the best performance.

## PHRASES FOR FLUENCY

- Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Stronger classes could try completing the task from memory first, without looking at the text, then check their answers. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Then, next to each expression, they write the name of the person who said it. Feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

## Answers

1 f Luke 2 d Olivia 3 b Olivia 4 a Megan 5 c Ryan

- Ask students to read the gapped conversation, then ask: *What do Sarah and Nicole want to do?* (walk); *Does Sarah like Mike Smith?* (no). Students complete the gaps individually, then compare answers in pairs. You could ask pairs to practise the dialogue together, and invite one or two pairs to perform in front of the class.

## Answers

1 That's right 2 Cool! 3 Look out! 4 Come on  
5 Hurry up

## WordWise

Collocations with *have*

- Write *have* + on the board and tell students that there are lots of expressions in English with the verb *have*. Give the class 30 seconds to read the sentence parts and match the first item as a class – 1 *I'm not sure what they're doing* + e but *they're having a good time*. Students complete the matching individually, then compare answers in pairs. You may like to replay the video as a way of checking answers. Stop after each answer is given and get the students to repeat it in chorus to reinforce correct stress and intonation.

## Answers

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

- To practise the meaning of the phrases, students take turns to ask and answer the questions in pairs. Monitor their use of the collocations, paying special attention to the use of articles. Allow up to five minutes for the conversations. Ask two or three students to share with the class something interesting they have learnt about their partner. Alternatively, you could do this as a mingle activity. Students draw a blank table, and interview at least four other students to get their answers to all the questions, and make a note in their tables. Ask one or two students to report back on their findings.

Workbook page 12

## FUNCTIONS

## Giving warnings and stating prohibition

- Students order the sentences individually. Check answers as a class. Point out that we don't use a subject in the imperative form (*Don't do that!* **not** *You don't do that!*).

## Answers

1 Be careful, Dan! 2 Look out, Lucy!  
3 Don't do that! 4 Don't push too hard.

- Students match the pictures and sentences individually, then compare ideas in pairs before you check answers with the class.

## Answers

1 B 2 A 3 D 4 C

## Optional extension

Students use search engines on the Internet to find a suitable photo to illustrate each of the four expressions. If they have their smartphones or tablets with them in class, or if you have access to internet-linked computers, you could do this as a class activity. Students then test each other in pairs by showing the photo and eliciting which expression it might match. Monitor that they are using English throughout.

# 2 MONEY AND HOW TO SPEND IT

## Objectives

FUNCTIONS	buying things in a shop; talking about what people are doing at the moment
GRAMMAR	present continuous; verbs of perception; present simple vs. present continuous
VOCABULARY	shops; clothes

Student's Book page 20–21

## READING

- 1 1.22 Give students one minute to discuss in pairs how to say the prices. Nominate different students to say each price aloud and ask the rest of the class if they agree or disagree. Play the audio for students to check their answers. Tell the students that in English we normally say a price by giving the amount in complete units first, then the currency, then the change, usually without saying *pence* or *cents*, e.g. *one pound fifty, three euros forty-six, ten dollars twenty*, etc. Ask: *Is this way of saying prices similar or different in your language?*

### Answers

- 1 one euro forty-nine
- 2 twenty-two pounds seventy-five
- 3 two hundred and forty-nine dollars
- 4 five pounds ninety-nine
- 5 eight dollars twenty-five
- 6 eight hundred and thirty-five pounds

- 2 1.23 Ask students to look at the photos. If you're using an interactive whiteboard (IWB), display them on the screen. Elicit the names of the objects (*watch, notebook, laptop, camera, pen, sandwich*). Students work in pairs to match objects and prices. Take one or two suggestions from students and encourage others to react but don't confirm answers. Play the audio for students to check their answers.

### Answers

A 2 B 5 C 6 D 3 E 1 F 4

- 3 **SPEAKING** Students read the four questions. Elicit or teach *cheap* (when something doesn't cost much money); *expensive* (when something costs a lot of money) and *dream about having* (give examples of things you dream about having and elicit examples from students). Give pairs two or three minutes to discuss their opinions and find out which items they agree and disagree about, then feed back with the

class. Ask students to tell the class which items they and their partner had very different ideas about.

- 4 Focus on the picture on page 21, and ask students to cover the dialogue. If you're using an IWB, zoom in to show the picture only, with books closed. Elicit answers to the questions, and put them on the board. Prompt students to speculate further about what is happening in the picture. Ask: *What is the boy doing? Why do you think they're looking at clothes? What does the boy think about the shirt?* Don't give away the correct answers yet.
- 5 1.24 Play the audio for students to read and listen to the dialogue, and check their predictions on the board. Did anyone get it right?

### Suggested answers

- 1 They are brother and sister.
- 2 She doesn't like the yellow shirt. She thinks it's terrible.

- 6 Students read the sentences. Ask them to answer what they can from memory and try to predict the answers they aren't sure of. They can then read the dialogue again and check. Ask students to find and underline the relevant information relating to the questions in the dialogue as this will help them find the right answers and correct the false statements. Students compare their ideas in pairs before you check answers with the whole class. As you check answers, ask students to quote the text which supports their answers.

### Answers

- 1 T 2 F (Maddy thinks yellow is a terrible idea.)
- 3 F (Tom doesn't think he's good-looking.)
- 4 F (Tom doesn't want to buy expensive clothes.) 5 T

### Optional extension / Fast finishers

Students write four or five more statements about the dialogue, making some of them false. They can use these to test their classmates later on in the class.

## THINK VALUES

### Fashion and clothes

- 1 Read the seven statements with the class, and check the meaning of *designer clothes* by asking students to give examples. Ask: *What are some examples of designer jeans/designer trainers?* Also check students understand *bright clothes*. Ask: *Is yellow a bright colour? What are some other bright colours?* To check

*feel comfortable* you could talk about an item of clothing that is uncomfortable, e.g. *high heels* and ask students: *Are these generally comfortable or uncomfortable?* (*uncomfortable*); *What do you wear when you want to feel comfortable?* Then give the class a minute to go through the list and prioritise the values individually.

- 2 **SPEAKING** Look at the examples in speech bubbles with the class and write the phrases: *How important is ...?* on the board as reference. Demonstrate the task with a stronger student, by saying, for example, *Feeling comfortable is very important to me. I put five for 'I want to feel comfortable'. How important is this for you?* Students do the task in pairs. Tell them to try to ask for and/or give at least two follow-up pieces of information for each item they discuss, e.g. *What sort of clothes do you find comfortable/uncomfortable? What is your favourite or most comfortable piece of clothing? Where do you buy comfortable clothes?* etc. Ask students to note their partner's rating for each of the statements. Tell them not to look at each other's books (if necessary ask them to sit back to back). Monitor and help with vocabulary as necessary and make a note of any nice contributions to quote and praise at the end of the activity. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. To follow up, put two pairs together to form groups of four to compare their ideas for another minute. Finally, bring things to a close by eliciting ideas from each group to discuss them in a whole-class setting.

Student's Book page 22–23

## GRAMMAR

### Present continuous

- 1 Read the examples with the class. You could perhaps ask different students to read each sentence aloud. Say: *These sentences are examples of ...* and elicit *the present continuous*. If they can't supply this term, point to the title at the top of the page. Give students a minute or two to complete the rule and the table in pairs. Check answers as a class. Make sure students understand that the present continuous is made up of two key elements. Ask: *What are the two parts?* (the correct form of the verb *be*, and the *-ing* form of the main verb); *Can we leave them out?* (Neither of these can be omitted in positive or negative sentences, or in questions.); *How do we reply to yes/no questions?* (We only use the correct form of the verb *be* in short answers to *yes/no* questions, and we don't repeat the main verb.)

#### Rule

1 continuous 2 the verb *be*

#### Answers

1 are 2 isn't 3 Am 4 Are 5 Is 6 are 7 aren't  
8 is 9 isn't

- 2 Students work individually, then check answers in pairs before you check as a whole class.

### Fast finishers

Students look around the classroom and write four to six more sentences about the different things people are doing around them at the moment or about what they think members of their family are doing now.

Workbook page 18 and page 122

### Answers

1 're playing 2 's cleaning 3 aren't listening  
4 'm doing 5 aren't playing, 're losing  
6 Are ... watching, 'm not 7 are ... doing, 'm trying

## VOCABULARY

### Shops

- 1 To lead into the activity, first ask students what shops Tom and Maddy went to in the story (a clothes shop, and maybe a shoe shop). Ask the class to identify the pictures of these in the eight different shops shown (8 and 2). Students then complete the rest of the exercise individually and compare ideas in pairs before you check answers with the whole class.

### Answers

1 bookshop 2 shoe shop 3 chemist's 4 supermarket  
5 department store 6 sports shop 7 newsagent's  
8 clothes shop

### Fast finishers

Students write down at least one or two kinds of things they would buy at each of these shops.

- 2 **SPEAKING** Demonstrate the task by telling students about your own shopping preferences briefly, using the prompts. Check understanding by asking students to tell you which shops you said you like and which you don't like. Before students write about their own preferences, elicit from the class two or three things you can buy in each type of shop to help with vocabulary. Write the words on the board. Students spend two or three minutes thinking about and writing down their answers. Put them together in small groups of three or four to compare ideas with other students. You could turn this into a guessing game by asking students to omit the name of the shop for the others to guess, e.g. *In my town there's a very good ... It's called ... It's good because they sell all my favourite magazines*. Allow about three minutes for the conversations. Monitor the activity, and provide help as necessary with any unfamiliar vocabulary. Make sure students use the present simple, not the present continuous and prompt them to self-correct any mistakes with tense. Otherwise, avoid correcting errors that don't impede comprehension. At the end, present the vocabulary you helped some groups with to the whole class, and ask them to record the words.

### Optional extension

If you're using an IWB, test students' memory by showing them the photos again without the list of words on the screen, then pointing to photos at random and eliciting names. Alternatively, students can test each other by taking turns to say the number of an image and asking their partner to say what it is.

Workbook page 20

## GRAMMAR

### Verbs of perception

- 1 Students look at the two *looks* and *sounds* sentences from the dialogue. In open class, elicit what the pronouns refer to in each one. You may like to do this on the IWB, or if you aren't using one, by writing the sentences on the board, so students aren't looking down at their books during the activity. Ask the rest of the class to listen, check and correct suggestions. Finally, ask all of them to go back to page 21, find the pronouns and check what they refer to.

#### Answers

- 1 the yellow shirt
- 2 the idea that Maddy takes Tom shopping for clothes and shoes

- 2 Students quickly match the pictures and verbs. Check answers. To aid recall, call out the verbs again at random, and ask students to touch the relevant part of their head (*sound* – ears; *smell* – nose; *taste* – mouth or tongue; *look* – eyes). Then ask students to complete the rules, and compare their ideas in pairs before you check the answers as a class.

#### Answers

- 1 D 2 A 3 C 4 B

#### Rule

- 1 continuous 2 adjectives

- 3 Students match the sentences and responses, then compare answers with a partner. Encourage them to read out the exchanges, rather than just say numbers and letters. Say the input sentences, and call up a different student to respond to each one with the appropriate phrase. Model the correct intonation of the responses and encourage students to use it. Confirm the answers only after you have received four correct responses.

#### Answers

- 1 b 2 c 3 d 4 a

### Fast finishers

Students write four different conversations, each of which elicits one of the responses from a–d.

Workbook page 19 and page 122



Be aware of common errors related to verbs of perception, go to Get it right on Student's Book page 122.

## LISTENING

- 1 1.25 To lead into the task, elicit the kinds of things people buy in the four shops mentioned – *bookshop*, *clothes shop*, *newsagent's* and *sports shop*. Write suggestions on the board. Tell students to think about what other things people talk about when shopping there, for example size, price, trying on clothes. Suggest that students listen for these key words and ideas to help them identify the shop. Play the audio, pausing after each dialogue briefly to give students time to process the information and select their answers. Check answers as a class. Ask stronger students to say in their own words why they chose each answer.

#### Answers

- 1 sports shop 2 bookshop 3 clothes shop  
4 newsagent's

### Audio Script Track 1.25

1

Woman Hi. Are you all right there?

Boy Yes. Well, these running shoes, how much are they?

Woman Let me look. Here you are ... they're forty-nine pounds.

Boy Right. Can I try them on, please? Size eight.

Woman Sure. I'll be right back.

2

Woman Hi. Do you need any help?

Girl Hello. Have you got anything about New York? My dad and I are going there on holiday.

Woman Um, yes. In the travel section. You'll find three or four books about New York there, I think.

Man Oh. Yes. Of course. Thanks a lot.

3

Man Can I help you?

Boy Yes, have you got this shirt in blue?

Man Let me look ... What size do you take?

Boy Medium. I think.

Man Um ... Yes, here you are.

Boy Great. Can I try it on please?

Man Sure. The changing rooms are over there, at the back.

4

Man Hello. Can I help you?

Girl Yes. This magazine please and this bar of chocolate.

Man OK. That's four pounds fifty please.

Girl Thanks.


Man And five pounds fifty change. Thank you! Bye.

- 2 1.25 Before you play the audio again, ask students to try and complete all the gaps with details they remember from the first listening and check ideas in pairs. Play the audio twice, pausing after each conversation to allow time for students to record their answers. Check answers as a class.

**Answers**

- 1 running shoes
- 2 travel books about New York
- 3 a blue shirt
- 4 a magazine and a bar of chocolate

**FUNCTIONS****Buying things in a shop**

- 1 Check comprehension of *customer* and *assistant* by asking: *Who works in a shop?* (a shop assistant); *What do customers do in a shop?* (they buy things; they do their shopping). Students mark the statements from memory, then compare ideas in pairs before you check answers with the class.
- 2  1.26 Explain that students are going to hear another conversation in a shop, but first they must put the sentences from it in the correct order. Read the example, then do number 1 together. Give them two or three minutes for the task. Play the audio for students to listen and check their answers and then give them a few minutes to practise the dialogue in pairs.

**Answers**

- 1 A: Hello. Can I help you? 2 B: Yes, please. I like this jacket. Have you got it in black? 3 A: Sorry, no. Only brown. 4 B: Oh, well, brown's OK. How much is it? 5 A: It's £75.00. 6 B: Can I try it on? 7 A: Yes, of course. 8 B: Very nice. I'll take it. 9 A: Great. So – that's £75, please!

**Optional extension**

You may like to ask students to practise role-playing the dialogue with different attitudes: angry, polite, happy, tired, bored, etc. Write the adjectives you want to use on wordcards – one for each student, but the words can be repeated. Elicit or pre-teach all these adjectives before you begin. Give each pair two cards. The rest of the class should listen to their performance, and say which attitudes they think the pair were acting out.

**ROLE PLAY BUYING CLOTHES IN A SHOP**

Put students in pairs. Each of them study the relevant page. Check/clarify: *a pair of trainers*, *a sweatshirt*. Give students at least two to three minutes to prepare their conversations, using the previous exercises as a model. Monitor the preparation stage, and provide help with vocabulary as necessary. Point out errors for students to self-correct. It is better to correct any errors during the preparation than later during the performances. Pairs practise their conversations. You can encourage them to add different feelings and attitudes to their performances, e.g. the customer is impatient or shy, the assistant is bored or nervous. Monitor their conversations, and make a note of which pairs stand out in their use of the language or speak with confidence. When all pairs have completed both conversations, call up a couple of the best pairs you noted to perform them in front of the class. (Be careful not to choose shy students who would not enjoy the experience.) Have a vote on the best performance.

**TRAIN TO THINK****Exploring numbers**

- 1 Read the instructions with the class and study the example. Check/clarify: *T-shirt*, *jumper*, *belt* and *jacket*. Ask students to point to their own clothing or find someone in the class who is wearing the particular item. Teach the language for making calculations by saying *I'm going to buy a T-shirt and a belt. How much is that?* Say: *£8.50 plus £3 equals £11.50* and write this on the board. Underline *plus* and *equals*. Students work on the questions individually. Allow up to three minutes. Remind them there may be a number of different possible answers.
- 2 **SPEAKING** Students compare their ideas in pairs before you check answers as a class.

**Possible answers**


- 1 This depends on which items students have selected (there are nine possible combinations).
- 2 They can't buy the jacket (over the limit), or all three of the other more expensive items together (those would cost £30.50). However, they can buy any two of the first three items and the belt.
- 3 Yes, they can. The total price is only £68.50.

**PRONUNCIATION**

For practice of contractions, go to Student's Book page 120.

Student's Book page 24–25

**VOCABULARY****Clothes**

- 1  1.29 Focus attention on the pictures. Students complete the words for clothes, then compare their ideas in pairs, before you play the audio for them to check their answers. If you're using an IWB, nominate a different student to write each word on the screen or ask them to write the answers on the board for all to check. Tell students to find those clothes that have a name in plural form in English (*boots*, *shoes*, *trainers*, *shorts*, *trousers*), and ask them why they think this is (these items either come in pairs, or they have two legs), and whether they are also used in the plural in L1. You may like to elicit or input further similar examples (e.g. *jeans*, *sandals*, *flip-flops*, *swimming trunks*).

**Answers**

- 1 dress 2 jumper 3 shoes 4 trainers 5 boots  
6 jacket 7 shirt 8 shorts 9 trousers
- 2 Students think about the questions and prepare their answers. Monitor and help with unfamiliar vocabulary as necessary. You may like to allow weaker students to write down their responses, but ask stronger students to make notes and only use them as prompts for giving more detailed answers.

### Mixed-ability

Ask stronger students to prepare to give their answers in full sentences, using appropriate verb forms, e.g. *I'm wearing a shirt and a jacket now. I usually wear jeans and trainers at the weekends.*

### Fast finishers

Students close their books and write down as many items of clothing from Exercise 1 as they can remember. Then they open their books to check. Could anyone remember all ten?

- 3 **SPEAKING** Students discuss the questions from Exercise 2 in pairs. Ask them to sit back to back when they begin with the first question, describing what their partner is wearing now. One student describes and their partner checks, correcting any false statements. Monitor students' use of the vocabulary for clothes and of the correct present tense. Make a note of any common errors to go over at the end of the activity, but don't interrupt the conversations to correct mistakes unless these impede comprehension. Allow about three minutes, then ask students to swap partners and tell their new partners about the student they previously spoke to. Continue monitoring as before.

Workbook page 20

## READING

- 1 A recording of this text is available with your digital resources. Ask students to cover up the exercises or use the IWB to zoom in on the text, and ask them to say what kind of text it is. Accept all suggestions (*web chat, instant messaging, internet noticeboard, social networking site posts, comments* etc.) The point is for students to recognise it is an informal type of text in a new media context. Ask students to read the text quickly, not worrying about all the details, and to find the answer to the question: *What is each person doing at the moment?* (JollyMarie is thinking about what to do; goodgirl is reading a book; PeteJ is watching a film on TV; RonnieRaver is watching the stars; EllieParsons is making sandwiches). Check/clarify: *probably* (something is very likely, almost certain); *sky* (demonstrate by pointing); then ask them to find the answers to the questions. Students compare answers in pairs before you check with the whole class.

### Answers

- 1 RonnieRaver 2 EllieParsons 3 JollyMarie  
4 PeteJ 5 goodgirl
- 2 Give students one minute to write down as many enjoyable free activities as they can think of. After a minute has passed ask: *Who has three/four/five/six activities?* and ask for a show of hands each time but don't elicit what the activities are yet.
- 3 **SPEAKING** Students work in pairs and discuss their answers from Exercise 2. Encourage them also to say what they like about each activity. Monitor and help with pronunciation and vocabulary. Make a note of any unusual activity ideas.

In each pair, the listening student thinks critically about their partner's statements, and comments on whether the activity is really free. In feedback, elicit from the class all the different free activities they thought up and build up a list on the board. The class votes on which is the best/most fun or enjoyable.

### Optional extension

Ask students to write a comment similar to those in the reading text, giving advice to JollyMarie and using ideas from their discussions.

## GRAMMAR

### Present simple vs. present continuous

- 1 Read the examples with the class and elicit who said each sentence in the web chat. Then ask students to study them carefully and complete the rules comparing answers in pairs before you check as a class. Ask the following concept-checking questions for *It's Saturday night, and I'm making sandwiches: Do we know when the person is speaking?* (Yes. On Saturday night. She's speaking 'now'.) To check *Oh no! It's raining!* Ask: *Is it raining now?* (Yes. The person is speaking about 'now'.) To check *It rains a lot in this country.* Ask: *Is it raining now?* (No. The person isn't speaking about 'now'.)

### Rule

1 present simple 2 present continuous

- 2 Students use information from Exercise 1 to help them do the matching. As you check answers, display the pictures on the IWB, and nominate a student to come up to the screen and point to the relevant picture. If you aren't using the IWB, ask all students to point to the right picture in their books.

### Answers

1 B 2 A 3 D 4 C

- 3 Do number 1 together as a model. Ask students to underline any time expressions. These will help them choose the correct tenses more easily. You could also ask them to make a table in their notebooks for those expressions used with the present simple and those with the present continuous. Students complete the exercise individually, then compare ideas in pairs before you check answers with the class. If you're short on time, you may like to set this task for homework instead.

### Answers

1 always wear 2 is wearing 3 's raining 4 rains  
5 's cooking 6 cooks 7 never listens 8 'm listening

- 4 Ask students to read the Look! box carefully, then quickly scan the exercise to see if any of the verbs mentioned appear. Then ask them to decide which gaps need present simple forms and which present continuous. Students complete the gaps individually, then compare ideas in pairs before you check answers with the class.

**Answers**

- 1 have, 're learning 2 's doing, wants  
 3 know, don't remember 4 isn't watching, doesn't like  
 5 does ... mean, don't understand

Workbook page 19 and page 122



Be aware of common errors related to the present continuous, go to Get it right on Student's Book page 122.

**SPEAKING**

- 1 Ask students to look at the two pictures and cover the exercises. If you're using an IWB, display the enlarged photos on the screen, with books closed. Can they recognise the two famous people? What are they famous for?

**BACKGROUND INFORMATION**

Beyoncé Knowles-Carter is an American singer from Houston, Texas. She was born in 1981. She first became famous in the late 1990s as a member of the all-girl group Destiny's Child, with whom she had several number one hits including *Say My Name*, *Survivor* and *Bills, Bills, Bills*. She became a solo artist after the breakup of the band in 2003, and immediately achieved major worldwide success with her first album *Dangerously in Love*, and its hit singles *Crazy In Love* and *Baby Boy*. She is also successful as an actor in films like Oscar-nominated *Dreamgirls* (2006) and *Obsessed* (2009). She married popular rapper Jay-Z (born Shawn Carter) and the couple had a baby girl called Blue Ivy in 2012.

Barack Obama, the first African-American president of the United States, was born in Hawaii in 1962. His Kenyan father and American mother soon divorced and his mother remarried an Indonesian. Obama lived in Jakarta with his mother and stepfather until he was 10 years old when he returned to Hawaii to live with his grandparents. In 1981 he moved to New York to study at Columbia University where he majored in political science. He worked as a community organizer before completing a law degree at Harvard in 1991. Partly due to his interest in civil rights, he became increasingly involved in politics and was elected the 44th president of the USA in 2008. His presidency is best known for his campaign for improving the health care system. He was re-elected for a second term in 2012.

- 2 Students work in pairs and use the prompts to talk about the two people. Monitor students' conversations, paying special attention to correct use of tenses. Provide help with any unfamiliar vocabulary if needed.

**Optional extension**

As a follow-up, you could ask students to bring in a photo of their favourite famous person (preferably a photo of them doing something other than what they are famous for) to the next class. Organise a mini show-and-tell session where students show the class their photos, then explain who the famous person is, why they like him/her, what they do and what they're doing in the photo. To demonstrate the task, bring in a photo of your own favourite celebrity and tell students about him/her before you set the task as homework.

**Student's Book page 26–27****CULTURE****World markets**

- 1 Ask students to look at the five photos, and elicit what they have in common. If you're using an IWB, you could do this as a heads-up activity with books closed. (They're all markets.) Elicit some things people can buy in each of the markets shown, and check understanding of *stall* by asking: *What are the different places or shops where you buy things in a market?* Ask students to speculate which different countries the markets might be in, and accept any feasible suggestions as long as students can justify them. Then elicit the answers to the two questions. If you're using an IWB, you may like to ask students to come to the front and point out the things on the screen.
- 2 1.30 Ask students to read the text quickly and match the paragraphs to the photos. Students compare answers in pairs before you check with the whole class.

**Answers**

1 B 2 D 3 A 4 C 5 E

**Answers**

- 3 **VOCABULARY** Students work out the meaning of the highlighted words from the context to match them with the definitions. They can do this individually or in pairs. In feedback, nominate students to give their suggestions and ask the rest of the class to check and confirm or correct the answers.

**Answers**

1 open-air 2 seafood 3 unusual 4 canals  
 5 busy 6 popular 7 bargain

- 4 First, ask students to read the questions, and underline the key words. This will help them find the relevant parts of the text. Students read the text again, more carefully this time, find and underline the information, and correct the sentences. Check answers as a class, and as you do, ask students to say where in the text they found their answers.

**Answers**

- 1 They sell fruit and vegetables from their boats.  
 2 It never closes.  
 3 Tourists can only visit the market after the early morning buying and selling.  
 4 Visitors can stop to eat and get something to drink.  
 5 It's very busy at the weekend.

**Optional extension**

Ask students to find out about a famous or popular market in their own town (or another town or country they have visited), then write a short description about it. If they decide to write about their home town, they could take photos of the market to illustrate their descriptions. Ask some students to share their paragraphs with the rest of the class and ask the others to listen and make notes of the kinds of things people can buy at the market described.

## SPEAKING

- 1 Check that students understand the adjectives by eliciting an explanation or example to illustrate their meaning. You can also help by asking concept questions, e.g. *When something is fantastic is it just good or very, very good* (very, very good); *What is the opposite of boring?* (interesting); *When something is fascinating is it a bit interesting or very interesting?* (very interesting); *What's the word for something is interesting and makes you happy but perhaps almost a little frightened?* (exciting); *What's a word to describe something you don't see or find very often?* (unusual); *What's the word for something that looks nice?* (attractive). Students write about the markets in the article individually. Allow up to eight minutes for this. Monitor and provide help with language as necessary.
- 2 Put students in groups of three or four and ask them to compare their ideas. Encourage them to not just read their sentences aloud, but to exchange ideas without looking at their notes at all if possible. Ask the groups to find at least two opinions about the markets that they share (and reasons why). Monitor the activity, and note any good use of language. During feedback, nominate students to report back to the class on the ideas their group shared. Ask one or two students to share the most interesting things they heard in their groups with the whole class, as well.

### Mixed-ability

In stronger classes, ask students to do Exercise 2 with their books closed so they can't simply read what they have written. Allow them to use the pictures of the markets in the reading text to refer to instead.

## WRITING

### An email to say what you're doing

- 1 Ask students to read the questions and the email quickly, then answer these basic questions (these could be written on the board as prompts): *Who is the writer of the text?* (Paul); *Who is he writing to?* (his friend, Lucy); *Why is he writing?* (He's on holiday and he wants to tell her about it.); *What kind of text is he writing?* (an informal or personal email). Explain to students that before they begin writing any kind of text, they must think about these last three questions. These will determine *how* they are going to achieve their communicative aims. Students now read the email more carefully and answer the three questions. Check answers as a class.

### Suggested answers

- 1 He's on holiday in Madrid, and he's sitting in a café with his mum (and writing his email).
- 2 His father and sister are at a market near him, looking for some shoes for his sister.
- 3 They're watching a flamenco dancing show.

- 2 In weaker classes, allow students to do this in pairs. You may like to explain/ elicit that all these starting and finishing phrases are OK to use with friends and people you know well, but that they are not all suitable for semi-formal and formal writing.

### Answers

- 1 Hello 2 Dear 3 See you soon 4 Best wishes 5 Love (3,4 and 5 could come in any order)

- 3 Students work in pairs to match the functions to the paragraphs. Point out that in a well-structured piece of writing, each paragraph should have its own purpose, which is the reason why it is written as a separate paragraph. Check answers as a class.

### Answers

- 1 c and d 2 a and b

- 4 Students scan the email to find and underline the things Paul writes about. Elicit answers as a class.

### Answers

He writes about 1, 3, 4, 5.

- 5 Ask students to read the instructions, and referring back to their notes from Exercise 1, check that they know *who?* *why?* and *what?* (they are supposed to write). You may like to ask students to make notes in preparation for the task in class, then write their emails for homework. Remind them to cover all the four prompts in Exercise 3.

### Optional extension

Put students in pairs, then ask them to write real emails and send them to each other for reading. Alternatively, you could ask them all to email you their messages for marking. When you mark it, focus on how well they have communicated, how clear and easy their writing is to follow and whether they wrote about relevant details. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

Student's Book page 28–29

CAMBRIDGE ENGLISH: Key

## THINK EXAMS

## READING AND WRITING

## 1 Part 3: Multiple-choice replies

## Answers

1 B 2 C 3 A 4 C 5 B

Workbook page 17

## 2 Part 6: Word completion

## Answers

1 trainers 2 jumper 3 shorts 4 belt 5 jeans

Workbook page 43

## LISTENING

## 1.31 Part 1: Multiple-choice pictures

## Answers

1 B 2 A 3 C 4 A

## Audio Script Track 1.31

You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).

Example. What are the girls talking about?

Girl Hey, Jo, I really like your new shoes.

Girl They're not shoes. Look.

Girl Oh, they're boots. They look great.

Girl Thanks.

1 When does Oliver play tennis?

Girl Hi, Oliver. Where are you going?

Boy To play tennis with Paula.

Girl Tennis?

Boy Yes, we always play twice a week.

2 Where is Brian?

Boy Have you got *Fast Car* magazine?

Female assistant Yes, here you are.

Boy And can I have that newspaper for my dad?

Female assistant OK. That's five pounds exactly.

3 What is Molly's hobby?

Man That's a nice camera, Molly.

Girl Thanks.

Man Do you use it a lot?

Girl Yes, I take a lot of photos to put on my blog.

Man That's interesting.

4 How much is the red jumper?

Girl How much is that jumper?

Male assistant This one? It's fourteen pounds, ninety-nine.

Girl No, sorry. I mean the red one.

Male assistant Oh. Let me see. It's seventeen pounds, ninety-nine. Oh, no, it's not. It's on sale. It's only seven pounds, ninety-nine.

Girl Great. I'll take it.

Workbook page 25

## TEST YOURSELF UNITS 1 &amp; 2

## 1 VOCABULARY

## Answers

1 write 2 jumper 3 plays 4 sports shop 5 collects  
6 shoe shop 7 club 8 belt 9 supermarket 10 take

## 2 GRAMMAR

## Answers

1 works 2 write 3 's working 4 plays  
5 're writing 6 're playing

## 3

## Answers

1 I can't stand to eat **eating** carrots.  
2 We ~~don't~~ **aren't** playing very well today.  
3 They ~~doesn't~~ **don't** like playing video games.  
4 That sandwich is ~~tasting~~ **tastes** very good.  
5 ~~Does~~ Do you speak French?  
6 He ~~goes-always~~ **always** goes swimming at the weekend.

## 4 FUNCTIONAL LANGUAGE

## Answers

1 A careful                      B having  
2 A often                        B Every  
3 A out                            B doesn't  
4 A don't                         B sorry

# 3 | FOOD FOR LIFE

## Objectives

FUNCTIONS	apologising; talking about food; ordering a meal
GRAMMAR	countable and uncountable nouns; <i>a/an, some, any; How much / many; a lot of / lots of; too and (not) enough</i>
VOCABULARY	food and drink; adjectives to talk about food; expressions with <i>have got</i>


Student's Book page 30–31

## READING

- 1 If you're using an interactive whiteboard (IWB), the first part of this exercise would best be done as a heads-up activity with the whole class. Nominate students to name food and drink items from the picture, then come to the front and point to them on the screen. Do the second part of the exercise as a competition. Set a time limit of two minutes. The person who writes the most food and drink items in English wins. You may like to introduce a rule whereby students deduct a point for each incorrect item included (not food or drink or not English), then calculate the scores. The competition could also be done in pairs or small groups to promote collaboration between students, with each group nominating one student to be the list-keeper. You might also like to build up a wordlist on the board for students to copy or refer to in subsequent activities. Practise the pronunciation of more challenging items by asking students to repeat the word after you, first all together as a class, then nominate one or two students to repeat, individually.
- 2 Review adverbs of frequency from Unit 1 by drawing a scale on the board from 0% to 100%, then pointing to various points along it and eliciting the appropriate adverbs. Check/clarify: *breakfast, lunch and dinner* by writing *8 am, 1 pm* and *7 pm* on the board, and asking students to match them to the meals. Give students two or three minutes to write their sentences. Ask for volunteers to read out a sentence to the class. After each one, ask for a quick show of hands to see how many other students share their habits.

### Optional extension

Ask students to take a photo of their breakfast or dinner and bring this into the next class for a quick review. In pairs, students show their photos to each other, and try to work out from the picture what their partner's meal consisted of.

- 3 The photos show *honey, a watermelon and an avocado*. Insist on students using *What's ... in English?* to input these. Ask students: *Are these words similar in your language?* Check/clarify: *vitamins, healthy and skin* before giving students a minute or two to discuss the questions in pairs and make notes. Elicit their ideas in whole-class feedback and write them on the board.
- 4  1.32 As an initial reading task, students could read the text quickly to see which of the food items they suggested for each question in Exercise 3, if any, are mentioned in the article. Conduct feedback on this, checking items off on the board as you go. Next, ask students to try and match the statement halves before they read, then check their ideas against the text. Students underline the key information in the text that supports their choices. Alternatively, students could read the half statements, underline key words then scan the text for similar words and read the text around those words more carefully to see which option a–g is the best answer. Remind students that answers appear in the same order in the text as in the questions. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

### Answers

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


- 5 **SPEAKING** Students discuss in pairs and agree on the three statements which aren't true. Monitor their discussions, and make a note of any pairs who made a real effort to speak in English throughout their exchanges, then at the end of the activity, praise them. Nominate pairs to say which statements they think are not true, encouraging the rest of the class to react. Ask for a final show of hands by asking: *Who thinks statement [1] is not true?* before confirming answers.

### Answers

Statements 2, 4 and 5 are not true.

## THINK VALUES

### Food and health

- 1 This exercise is closely modelled on Reading and  Writing Part 3 of the Cambridge English: Key exam. Students choose the answers then compare their ideas in pairs. Conduct feedback by nominating one pair to read the question and another pair to respond

using the appropriate phrase. The rest of the class listens and corrects answers, as appropriate.

### Answers

1 A 2 B 3 C 4 C 5 A

- 2 **SPEAKING** Demonstrate the task by nominating a strong student to offer an opinion on the person in number 1, using the stems provided. Allow two or three minutes for students to discuss in pairs. Tell them to try to reach an agreement on each person. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner, not on controlled language practice.


### Optional extension

Project work: Students work in groups of three to prepare an information poster (or a web page) for a typical breakfast, lunch and dinner in their country and in an English-speaking country of their choice. They can do research on the Internet, and write short illustrated descriptions of the dishes. They could also evaluate the food and drink from the point of view of healthiness, providing a score and a short explanation. (For example: *fried egg* = 3 – lots of energy, but high in cholesterol; *fresh orange juice* = 5 – lots of vitamins and fibre). Students could either present their posters to the whole class, or you could display them around the classroom for students to view before they vote on the best one.

## Student's Book page 32–33

## VOCABULARY

### Food and drink

- 1  1.33 Put students in pairs or small groups to label the pictures. If you use an IWB, nominate students to label the items on the board. If there's no IWB in your class, ask students to write numbered answers on the board. This will facilitate a later focus on spelling. Ask the rest of the class to check and correct answers, as appropriate. Don't play an active role here, just allow students to negotiate their answers until they are happy with them. Play the audio for students to check. Also, ask students to check spelling at this point. Drill pronunciation by asking students to listen and repeat, first, all together, then nominate students to repeat individually.

### Answers

1 carrots 2 cake 3 peppers 4 yoghurt  
5 omelette 6 chilli con carne 7 coffee  
8 beans 9 curry 10 salad

- 2 **SPEAKING** In pairs, students talk to find three things their partner likes and three things he/she doesn't like. The concrete aim of talking in English in order to find three things their partner likes / doesn't like should motivate students to talk. Monitor and provide any vocabulary students need to complete the task. Praise those who make a real effort not to slip into L1. Elicit feedback from one or two pairs asking: *Which three things does your partner like?*

*Which three things doesn't your partner like?* Encourage reactions from the rest of the class: *Do you like ... too? Do you not like ... too?*

### Optional extension

Put students into AB pairs. A closes his/her book. B points to items on page 32 at random and A names them. After a couple of minutes, swap roles so A tests B on the vocabulary.

Workbook page 30

## GRAMMAR

### Countable and uncountable nouns

- 1 Students look at the sentences and complete the rule in pairs before you check all answers with the whole class.

### Rule

1 countable 2 uncountable

- 2 Do the first item (*carrot*) together as a class. Point at it, either on the IWB or in your book, and ask: *Is this countable or uncountable?* (countable). Check answers as a class. To vary the pace of the lesson, conduct feedback by asking students to stand up if a word is uncountable, and sit down if it is countable. Encourage students to race to be the first to be in the correct position. Space permitting, you could ask all students to stand up behind their chairs and jump left for uncountable and right for countable.

### Answers

Countable: carrots, peppers, beans, omelette  
Uncountable: cake, yoghurt, chilli con carne, coffee, curry, salad

### Fast finishers

Students categorise all of the other food words they have encountered so far in this unit into countable and uncountable nouns.

### *a/an, some, any*

- 3 Students complete the sentences then compare answers in pairs before you check with the whole class. Ensure students have put *an* before apple in number 2 and check that they are clear on the rule that *an* is used instead of *a* before a noun which begins with a vowel sound.

### Answers

1 some, some 2 an, a 3 some 4 any 5 any

Next, students complete the rule. During feedback, elicit that we can only use the indefinite article before singular countable nouns. Uncountable nouns never take *a/an*.

### Rule

1 singular 2 plural 3 negative

- 4 Students complete the gaps individually. Monitor and provide support as necessary. Also gently remind students to refer back to the rules and review any incorrect answers you spot while monitoring. Students compare answers in pairs before you check with the whole class.

#### Answers

1 some/any,- 2 some,some 3 some 4 any  
5 an 6 some/any

#### Language note

Some uncountable nouns may be used as countable to refer to one serving, for example, *I'll have a coffee and two teas, please* or *yoghurts are over there, in aisle seven*. We also refer to *whole cakes* as countable nouns. There is no need to introduce these points at this level, but students may have queries about this.

#### (how) much / (how) many / a lot of / lots of

- 5 Students study the eight examples and work out the rules. Ask them to compare their ideas in pairs before you check answers with the whole class. Note that it is possible to use *many* in positive sentences, particularly in written or more formal contexts. Since *a lot of / lots of* is much more frequently used in spoken English, the rule has been deliberately simplified to avoid overcomplication at this level.

#### Rule

1 countable 2 uncountable 3 nouns

- 6 Do number one as a whole class. Ask: *Are apples countable or uncountable?* (countable); *Should I circle much or many?* (many). Students complete the exercise individually then compare answers in pairs before you check with the whole class. Encourage students to notice that *time*, and *homework* are uncountable in English. Ask if the same is true in L1. Students then do the matching task individually, then compare answers in pairs before you check with the class. If you're short on time, set this second task as homework.

#### Answers

1 many b 2 much e 3 many f 4 many a  
5 much c 6 a lot of d

Workbook page 28 and page 123



Be aware of common errors related to *much* and *many*, go to Get it right on Student's Book page 122.

## LISTENING

- 1 1.34 Ask students to try to work out the meaning of *starters*, *side dishes* and *desserts* by looking at the things listed under each of these headings. Concept check by eliciting more typical examples of each. Students work in pairs to complete the menu. Monitor to gauge common errors. Before you play the audio for students to check answers, tell them that they are going to hear a waiter explaining what's on the menu. Pause during the recording as appropriate, particularly perhaps where students will need to make corrections.

#### Answers

1 tomato 2 spinach and mushroom 3 chicken  
4 chips 5 onion rings 6 cheesecake  
7 fruit 8 hot chocolate

#### Audio Script Track 1.34

Welcome to the Blues Café. We've got some delicious starters today. There are two soups, tomato and mushroom soup, there's a spinach and mushroom omelette, and we've got a ham and cheese omelette. Our lunch specials are steak, grilled chicken or pasta with tomatoes. For side dishes there's chips, onion rings, and a mixed salad. And last but not least, our wonderful desserts, yoghurt and strawberries, vanilla and chocolate ice cream, and there's also cheesecake. And if you want something to drink, we've got hot chocolate, mineral water, fruit juices, and tea and coffee.

#### Optional extension

To clarify meaning of any unfamiliar vocabulary from the menu, you could ask students to use their mobile devices or the classroom IWB to find images of them.

- 2 1.35 Explain that students are going to hear a conversation in the Blues café between a boy (Sam) and a girl (Jane). Before you play the audio encourage prediction by asking students: *Who do you think eats more; the boy or the girl?* Students listen and check.

#### Answer

Jane eats more.

For the next stage, instruct students to mark *J* (for Jane) or *S* (for Sam) next to each menu item mentioned. Play the audio again. Students compare answers in pairs before completing the sentences. Check answers as a class.

#### Answers

1 spinach and mushroom omelette, the pasta with tomatoes, an orange juice and the vanilla and chocolate ice cream  
2 a mixed salad, some mineral water and some tea  
3 a starter or a dessert

**Audio Script Track 1.35**

Waiter Hello, I'm your waiter. My name's Jonathan. Can I help you?

Jane We'd like something to eat.

Waiter OK, here's the menu.

Jane Thanks.

Waiter What would you like to drink?

Jane An orange juice for me.

Sam And for me, some mineral water.

Waiter All right. I'll be right back.

Jane I'm just so hungry. Aren't you?

Sam Not really. Just a bit.

Waiter All right. Here's your juice, and a bottle of mineral water.

Jane Thanks.

Waiter So what can I get you?

Jane I'd like the spinach and mushroom omelette, and the pasta with tomatoes.

Waiter One spinach and mushroom omelette and the pasta. And for you?

Sam Hmm. A mixed salad, please.

Waiter Alright. Would you like a starter?

Sam Ah ... erm ... No, thanks. Just the salad.

Waiter All right. We're closing in half an hour. Do you want a dessert too?

Jane Oh, yes. Let me see. Oh, I know. The vanilla and chocolate ice cream, please.

Waiter Excellent. And what would you like for dessert?

Sam No dessert for me, thank you. But I'll have some tea later.

Waiter Alright. Thanks very much. I'll be right back.

Half an hour later.

Sam Can we have the bill, please?

Waiter Of course. Did you like your meal?

Jane It was delicious.

Waiter I'm glad you liked it. And the salad?

Sam Yeah, erm ... it was OK.

Waiter OK, that's £28 then.

Sam Is the tip included?

Waiter Yes, it is. We include 10% service charge.

Sam Thank you. Here you are.

Waiter Thanks very much.

Both Thank you. Bye.

Waiter Bye.

Jane Sam?

Sam Yes. What is it?

Jane Is there a problem? You don't seem very happy.

Sam Well, it's just ... erm.


Jane What is it?

Sam I'm ... really hungry.

Jane You're not!

Sam Yes, I am.

Jane But you ...

- 3  1.35 Ask students to try and complete the sentences from memory. Either play the audio for students to check their answers or project the audio script onto the IWB and nominate students to highlight the target sentences on the screen.

**Answers**

1 We'd 2 menu 3 drink 4 some 5 get 6 bill

- 4 **SPEAKING** Put students in groups of three. Each student chooses his/her meal, then students write the dialogue as a group. Monitor to make sure all students are on task and to help with any unfamiliar vocabulary. Allow six to eight minutes for preparation before groups practise performing their dialogues. Encourage students to speak naturally, and look at their scripts only when they get stuck. You could even elicit various feelings and encourage students to take on different roles, for example, an angry waiter or a hungry customer. Make a note of any outstanding efforts to praise at the end of the activity. Help students self-correct any mistakes that hinder comprehension, but avoid too much error correction in this fluency activity. Ask for volunteers to perform in front of the class, while the rest of the students make notes on what each person orders. (Don't forget to check answers after each performance.)

**Optional extension**

Ask students to use their mobile phones or digital cameras to take a photo of an English-language menu from a local restaurant – or if they can't find one, download an English restaurant menu from the Internet. Check/clarify any useful food vocabulary. You can then repeat the role-play from Exercise 4 using the menus your students found, to revise and practise phrases for ordering a meal.

**THINK SELF-ESTEEM****Being happy**

- 1 Ask students to read the statements, and underline any unfamiliar vocabulary. Monitor to gauge which words or phrases students don't know and clarify these with the class. Wherever possible, ask a student to explain or illustrate a word before you do it yourself. Give students a minute or two to decide about the statements.
- 2 **SPEAKING** Students discuss their ideas in pairs. Remind them that there are no correct answers. Monitor to ensure that students are on task and using English. Avoid error correction, unless it impedes comprehension. The focus of this task is on developing the whole learner and on generating an open discussion of students' own ideas and experiences, not on practice of structures or lexis. As there are sensitive issues involved in discussing this topic, make sure that discussions don't get too personal or uncomfortable for learners.

**Optional extension**

Ask pairs to agree of the ideas about being happy they think on which is the most important. It doesn't matter if students can't reach an agreement: the attempt to do so should, in itself, generate interesting discussion.

### Optional extension

Ask students to find a quote from a book or from the Internet that they feel best summarises what happiness is. Posts from friends on social media may be a good starting point. Encourage them to post something about the topic in English on their preferred social network, and see how many 'likes' and comments they receive. Alternatively, put up a large A3 sheet of paper on the wall entitled *Happiness*, and ask students to stick their quotes to it. Ask the rest of the class to add comments around the quotes.

## PRONUNCIATION

For practice of vowel sounds: /ɪ/ and /i:/, go to Student's Book page 122.

Student's Book page 34–35

## READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the photo, and cover the text. If you're using an IWB, zoom in on the photo, books closed. Ask students: *What do you think the blog page is about?* Accept all suggestions. Ask: *What food can you see?* (chicken); *Does it look good?* (No, it's burnt.) Ask students to read the three questions first to see what information they will need, then skim-read the text very quickly to find the answers. After 30 seconds or so, hide the text if you're using an IWB or ask students to close their books, and try to answer. Ask students to compare their ideas in pairs. Do not confirm or reject any answers at this stage. Play the audio for students to read and listen to check their answers.

### Answers

- 1 Probably thirteen. (See the web page address.)  
2 Not so good.  
3 Her brother Jeremy is cooking dinner tonight and he's a terrible cook.
- 2 Ask students to read the statements first, and underline key words. Students find the answers in the text, underlining the key information that supports their choices. Remind students that answers appear in the same order in the text as in the questions. Monitor their progress, and when most of them have completed their answers, ask them to compare answers in pairs before checking as a whole class. During feedback, ask students to justify their answers by referring to the text.

### Answers

- 1 They don't say anything.
- 2 He keeps it for next week's meal.
- 3 Because he loves cooking spaghetti.
- 4 She likes the desserts.
- 5 Because she has to eat her brother's food.

## WRITING

### Your favourite meal

- 1 Ask students: *Why is Jenny writing this email?* Students read the sentences and phrases to find the answer: She is inviting her friend, Jimmy, for dinner on Friday. Students work in pairs to complete the exercise. Give them about three minutes for this before you check answers as a whole class.

### Answers

1 i 2 e 3 b 4 d 5 a 6 f 7 h 8 j 9 g 10 c

- 2 Students copy this into their notebooks so that they have a correct record of the target phrases and sentences and, crucially, how they are used.
- 3 Ask students to think about their favourite or least favourite meal, and make notes about what it is, what it's like, when and where they usually eat it, and what they like or don't like about it. Provide any vocabulary students need to do this, or encourage them to look up words in a dictionary. Set the writing itself as homework. In the next class, students swap and read each other's paragraphs in pairs. Discourage students from trying to correct each other's writing. Try to focus them on content. Exemplify this by basing class feedback purely on content too by asking: *What did your partner write about? Did he/she like it? Who wrote about the most interesting meal (positive or negative)?*

### Optional extension

Students can use Jenny's email as a model and write an email to a friend, inviting them to a meal and including a description of the meal. Put students in pairs, ask them to email their messages to each other, and encourage the recipients to respond, accepting or rejecting the invitation.

## GRAMMAR

### too many / too much / (not) enough + noun

- 1 Ask students to complete the sentences from memory, then check back in the blog before they complete the rule. Students compare answers in pairs before you check with the whole class. Check meaning of the different expressions by eliciting the right one for each of the following scenarios: You want half a kilo of potatoes. The assistant gives you a kilo (*too much*). You need three eggs to make an omelette. You've got one egg (*not enough*). The teacher asks two boys to help her in the library. Six boys arrive (*too many*).

### Answers

1 many 2 much 3 enough 4 enough 5 enough

### Rule

1 many 2 much 3 countable 4 uncountable nouns

- 2 Students complete the sentences individually, then compare their answers in pairs before you check with the whole class. Elicit the difference in meaning between the two possible solutions for 2.

**Mixed-ability**

Instruct weaker students to read the sentences first and decide if the speaker wants more or less. Check ideas together. Students then choose their answers.

**Answers**

1 too many 2 too much / not enough 3 not enough  
4 not enough 5 too many 6 too much

**too + adjective, (not +) adjective + enough**

- 3 Students study the two examples and complete the rules. They then compare answers in pairs before you check with the whole class.

**Rule**

1 more 2 less

- 4 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Point out that the two structures can often be used with opposite adjectives to express the same idea.

**Mixed-ability**

Ask weaker students to circle the adjective in each sentence and think of its opposite. They should compare their ideas in pairs before they go on to complete the sentences.

**Answers**

1 too boring 2 not cheap enough 3 too cold  
4 not big enough 5 too slow

- 5 Ask students to read the text quickly first to get the gist. To focus them, ask: *Does the writer like holidays in the UK or in Italy? (Italy)*. Elicit reasons. Next, students work individually to complete the paragraph. If you're short on time, set this as homework. Students compare answers in pairs before you check with the whole class.

**Answers**

1 too 2 not...enough 3 too 4 too 5 too

**Fast finishers**

Students write similar sentences with *too* and *enough* about holidays or food in their own country.

Workbook page 29 and page 123



Be aware of common errors related to *too + adjective* and *(not) + adjective + enough*, go to Get it right on Student's Book page 123.

**VOCABULARY****Adjectives to talk about food**

- 1 Focus students on the photos and the four adjectives and ask: *What do they have in common?* (The way we prepare food). Students label the photos. If you're

using an IWB, check answers by asking a different student to write each adjective on the screen for the others to check, confirm or correct as necessary. If you're not using an IWB, ask students to read out their answers, encouraging the rest of the class to confirm or correct them.

**Answers**

A grilled B roast C fried D boiled

- 2 Students order the adjectives, then compare ideas in pairs before you check answers with the whole class by drawing a scale on the board and nominating students to say where each of the adjectives should be on the scale. Read out the words with exaggerated stress for the more extreme adjectives (*horrible*, *delicious*), and ask students to repeat them, paying special attention to the stress on the second syllable in *delicious*. Make sure the syllable isn't pronounced long when it's stressed.

**Answers**

delicious nice (a bit) boring horrible

**Optional extension**

Elicit further adjectives that students know to give opinions about food (for example: *fantastic*, *amazing*, *awful*, *bad*, *terrible*), then ask them to write these in the right places on the scale as well. Ask students to copy the scale and words into their notebooks so that they have a written record.

- 3 **SPEAKING** Give students 30 seconds or so to consider their answers, then put them in pairs to talk about them. Encourage them to use adjectives from Exercise 2 to explain their preferences. To give them a reason to listen to each other, ask students to make a note of the adjectives their partner uses together with the name of the dishes they mention. Monitor students' use of adjectives, and make a note of any pronunciation issues to practise at the end of the activity. Avoid error correction during this fluency activity. Nominate one or two students to report back to the class on their partner's preferences.

**Optional extension**

Give pairs two minutes to brainstorm other dishes that are typically served roast, grilled, fried or boiled. Elicit suggestions from the class, and record any useful vocabulary for students to copy.

- 4 In whole class, elicit L1 translations for each word. You may also like to point out that while *yummy* and *tasty* are synonyms, *yummy* is very informal. Students work in pairs to write two types of food for each adjective. Nominate one or two pairs for each adjective, to share what they wrote. Ask the rest of the class if they agree or disagree. Pairs could do an additional categorisation of adjectives into positive, negative and neutral, to increase memorability.

**Suggested answers**

positive: fresh, tasty, yummy  
negative: fatty, disgusting  
neutral: spicy, savoury, sweet, salty

### Fast finishers

Students write sentences about the different types of foods mentioned, using adjectives from Exercise 2. For example: *Sardines are salty but I think they're delicious.*

Workbook page 30


### Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite volunteers to perform in front of the class, then vote on the best performance.

Student's Book page 36–37

## PHOTOSTORY: episode 2


### The picnic

- 1  1.38 Students look at the photos but cover up the dialogues. If you're using an IWB, lead in by showing each photo one by one. Ask: *Who's in the picture? What are they doing? How are they feeling?* Then ask students to read the two gist questions so they know what information to look for. Play the audio for students to listen and read. Students compare answers in pairs before you check with the whole class.

### Answers

Megan has got drinks and Luke has got sandwiches. Olivia is unhappy because she's a vegetarian and all the sandwiches contain meat or fish.

## DEVELOPING SPEAKING

- 2 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3  EP1 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Students read the sentences and underline any unfamiliar vocabulary. Monitor to identify any problematic words or phrases and clarify these in whole class. Also encourage students to explain vocabulary where possible, perhaps by miming or giving examples. Students complete the exercise individually, then compare answers in pairs before you check with the whole class. You may also like to replay the video before checking answers.

### Mixed-ability

Challenge strong students to go further and correct the statements they think are false.

### Answers

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

## PHRASES FOR FLUENCY

- 1 Students work individually to match the definitions and expressions. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Next, students write the name next to the expression of the person who said each one and feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

### Answers

1 Megan a 2 Ryan c 3 Olivia d 4 Luke f 5 Luke b

- 2 Students complete the gaps individually, then compare answers in pairs before you check with the whole class.

### Answers

1 what about, a couple of, as well 2 upset with, Actually 3 So what

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogues, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings, trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogues, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

## WordWise

### Expressions with *have got*

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

#### Answers

1 problem 2 no 3 something

- 2 Students complete the sentences individually, then compare in pairs before you check with the class.

#### Answers

1 a headache 2 an idea 3 time 4 something to do

Workbook page 30


## FUNCTIONS

### Apologising

- 1 Students match the sentences with the speakers from memory, then compare ideas in pairs. Check answers as a class. Clarify that 3 and 4 are typical responses to 1 and 2.

#### Answers

1 L 2 L 3 O 4 O

- 2  1.39 Ask: *What did the man do?* Students read the text quickly, ignoring the gaps to find the answer. (He broke the woman's picture.) Play the audio for students to check their answers. You may like to play it again, pausing after each line for students to listen and repeat, practising the pronunciation and intonation.

#### Answers

1 sorry 2 Don't 3 feel 4 It's

#### Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech such as rhythm and intonation. It's also lots of fun.

- 3 Before students begin, elicit ideas about what might be happening in the scene in open class. Students write in pairs. Monitor to ensure that they're using phrases from Exercise 2. As they act their dialogues out, encourage students to speak naturally from memory, referring back to their script only when they get stuck. Make a note of the most creative or most natural dialogues, and ask these pairs to perform in front of the class. The rest of the class should listen and note down the particular expression used for apologising in each dialogue.

# 4 FAMILY TIES

## Objectives

FUNCTIONS	asking for permission; talking about families
GRAMMAR	possessive adjectives and pronouns; <i>whose</i> and possessive 's; <i>was / were</i>
VOCABULARY	family members; feelings

Student's Book page 38–39

## READING

1 If you're using an interactive whiteboard (IWB), lead in by focusing on the photo and asking: *Who is in this picture?* (a family). Point to each of the people and ask: *Who's this?* Elicit as many words as possible. Do this stage as a heads-up activity with the whole class. Check/clarify other words for family members ensuring students understand all vocabulary in Exercise 1. Students open their books and work with a partner to pair the words. Check answers as a class.

### Answers

daughter / son; brother / sister; father / mother; wife / husband

2 **SPEAKING** Read out the example, and nominate a student to point to the correct person in their book, or on the IWB. Students proceed in pairs, taking turns to talk about each person in the picture. Alternatively, students could take turns to describe a person for their partner to guess who they're describing. You could write the stem *This person is ...* on the board to help them. Monitor to ensure students are using two family words to describe each person.

### Answers

The girl is a daughter and a sister.  
The woman is a mother and a wife.  
The man is a father and a husband.  
The boy is a son and a brother.

3 Students continue working in pairs to write down famous screen siblings and couples. Perhaps give one or two that your students are familiar with to start them off. You can make it competitive by setting a time limit of two minutes to see who can think of the most. Ask students: *How many TV brothers and sisters have you got on your lists? How many TV husbands and wives have you got?* Congratulate the pair with the most.

4 **SPEAKING** Put pairs together to form groups of four to compare lists. Ask students: *How many examples*

*have you got in total?* Ask the group with the most to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit further examples from the group.

- 5 **▶▶ 1.40** Students read and listen to the article to find out which, if any, of the families from their lists are mentioned. Conduct very brief feedback on this.
- 6 Check/clarify: *trouble, fight, aunt, alien*. Ask students to read the statements first, and underline key words. Students correct the information, underlining the key information in the text that supports their corrections. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

### Answers

- 1 Bart Simpson has got a dog called Santa's Little Helper.
- 2 Lisa Simpson has got two aunts.
- 3 Ben Tennyson is on holiday in the USA.
- 4 He can change into ten different aliens.
- 5 Greg Heffley has got a little brother called Manny / big brother called Roderick.
- 6 His ideas are never successful.

### Fast finishers

Students write four more sentences with one factual error in each, then swap their sentences in pairs for their partner to correct.

## THINK VALUES

### TV families

- 1 Give students a minute to think about who their favourite TV family is, and which of the statements characterise them. You could ask students to work in pairs and agree on a favourite TV family, then decide together which of the things they do. You could also encourage students/pairs to add one or two more statements of their own. Monitor and help with any unfamiliar vocabulary.
- 2 **SPEAKING** If students did Exercise 1 in pairs, switch pairs for Exercise 2. Allow two or three minutes for pair discussions. Remind students to use language from Exercise 1. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences,

not on controlled language practice. Bring things to a close by eliciting ideas from each group to discuss them in a whole-class setting. Encourage students to try and give reasons for their ideas and praise those who do this.

#### Optional extension

Ask students who chose the same favourite family to work in pairs or small groups and draw a family tree for their TV family. Then pair students who worked on different family trees and, without showing each other their tree, students take turns to describe it to their partner, who should use the information to try and draw the same tree. Students then check what they've done by comparing pictures.

### Student's Book page 40–41

## GRAMMAR

### Possessive adjectives and pronouns

- 1 Students complete the sentences from memory, then look back at the article to check. Students compare answers in pairs before you check with the whole class.

#### Answers

1 your 2 ours 3 our 4 yours

- 2 Focus students on the examples in Exercise 1 in order to work out the rules, and complete the table. Ask students to check answers in pairs before checking with the whole class. It might be a good idea to write additional examples with plural forms on the board to show that the use of the 's does not relate to singular vs. plural: *These are their books* not *These are theirs books*; *These books are theirs* not *These books are their*; and *This book is theirs* not *This book is their*.

#### Rule

1 adjectives 2 pronouns

#### Answers

1 yours 2 her 3 his 4 ours 5 their



Be aware of common errors related to possessive adjectives and pronouns, go to Get it right on Student's Book page 123.

### whose and possessive 's

- 3 Students choose the correct alternatives, and compare their answers with a partner before you check with the whole class. Stress that *whose* is not a contracted form of either *who has* or *who is*: *Whose son is Bart?* not *Who's son is Bart?* Students use these answers to work out the rules in pairs.

#### Answers

1 Whose 2 Homer's 3 Who's

#### Rule

1 whose 2 's

- 4 Students complete the exercise individually, then compare answers in pairs before you check with the whole class. If you're short on time, you could set this as homework.

#### Answers

1 Whose, hers 2 my, yours 3 Kate's, hers  
4 Who, Rashid 5 parents', theirs

Workbook page 36 and page 123–124



Be aware of common errors related to possessive 's, go to Get it right on Student's Book page 123.

## VOCABULARY

### Family members

- 1 To lead into this activity, ask students to write down as many words for family members as they can think of. They should work in pairs and choose one person to be the writer. Establish whether students should close their books or they are allowed refer to them. Give students two minutes. The pair with the most words is the winner. Ask them to read out their list. The rest of the class listens and ticks any words that also appear on their lists.

Focus students on the picture on page 40. In pairs, students try to guess what the people's relationships are. If you're using an IWB, do this as a heads-up activity with books closed. Give students a minute or two before they read the text to check their predictions. They then use the information to complete the sentences under the picture. Check answers as a class.

#### Answers

1 Grandma 2 big 3 uncle 4 aunt 5 little  
6 cousin (and best friend) 7 cousin

- 2 **SPEAKING** Pairs could either do this collaboratively, as instructed, or they could do it orally as a competition. If done collaboratively, ask pairs to choose one person to be the writer. At the end of two minutes, ask pairs: *How many sentences have you got?* Praise those who wrote the most. If done as a competition, students first decide who will begin and then take turns to say one true sentence. They must make a new sentence each time, but they can look at relationships from both directions (so it's acceptable to respond to *Jimmy is Robin's brother* with *Robin is Jimmy's brother*). The person who repeats a sentence already used, hesitates for more than, say, 15 seconds, or says an untrue sentence, loses. The person who gives the last correct response wins.


Workbook page 38

## LISTENING

- 1 If you're using an IWB, lead in by focusing students on the three pictures on the screen, books closed, and asking them: *What's the relationship between these people? What's happening in each picture? Accept all suggestions and don't give away the correct answers. Check/clarify the meaning of borrow and it drives me mad. Ask students to read the sentences in Exercise 1 and underline any difficult vocabulary for you to clarify. Check comprehension of the task by asking: How many sentences are there in Exercise 1? (six); How many pictures are there? (three); How many sentences don't we need? (three). Students match sentences and pictures. They then compare answers in pairs before you check with the whole class.*

### Answers

A 1 B 4 C 6

- 2  1.41 Explain that students are going to hear two conversations between family members. Play the audio for students to identify the relationships. Pause after each conversation and allow students to discuss in pairs before checking answers with the whole class.

### Mixed-ability

Challenge strong students to match each conversation to a situation in Exercise 1. (Answers: Conversation 1 goes with situation 1; and Conversation 2 goes with situation 5.) Note that while Conversation 1 matches picture A, there is no picture for Conversation 2.

### Answers

- 1 They are sisters.
- 2 They are a teenage boy and his parents.


### Audio Script Track 1.41

#### Conversation 1

Lucy Kathy, what are you doing?  
Kathy I'm looking for your yellow and black shirt.  
Lucy What?  
Kathy I'm looking for your yellow and black shirt.  
Lucy Why?  
Kathy I want to wear it tonight.  
Lucy What! What about asking me first?  
Kathy OK. Can I borrow your yellow and black shirt?  
Lucy That's not how to ask, Kathy.  
Kathy Dear, lovely, beautiful, wonderful Lucy. Best sister in the whole wide world. Please, please can I borrow your shirt?  
Lucy No, you can't.  
Kathy I hate you! Mum. Lucy's being horrible to me. Mum!!

#### Conversation 2

Tom Can I go out tonight, Mum?  
Mum Where do you want to go?  
Tom To Jane's house to watch a film.  
Mum Have you got any homework?  
Tom Only a bit.  
Mum Hmm, I don't know.  
Tom Please, Mum.  
Mum Um. I'm sorry, Tom. I'm going to say no. I want you stay in tonight.  
Tom But, Mum!  
Mum No buts, Tom. That's the final word.  
Tom It's not fair. I only want to go out for two hours.  
Dad Hello.  
Tom Hi, Dad. Good day at work?  
Dad Yes, thanks, Tom.  
Tom Dad, can I go out tonight? Just for a couple of hours to Jane's house.  
Dad Have you asked your mum?  
Tom Yes.  
Dad Well, I suppose that's OK then.  
Tom Dad, you're the best.

- 3  1.41 Students read the questions carefully and underline key words. Assure students that the questions appear in the same order in the audio as on the page. Play the audio again, twice if necessary, pausing after each conversation to give students time to answer the questions. They can answer in note form; they needn't write full sentences. Students compare answers in pairs before you check with the whole class. Encourage stronger students to include as many details as they can remember in their answers and offer lots of praise during feedback for extra details mentioned.

### Answers

- 1 Lucy's (yellow and black) shirt.
- 2 She wants to wear it tonight.
- 3 She says no.
- 4 To Jane's house (to watch a film).
- 5 She says no. She wants him to stay at home.
- 6 He says it's OK (because he thinks Tom's mum said yes).

### Optional extension

For a challenging activity in stronger classes, ask students to work in pairs to write and practise similar dialogues for one of the other four situations in Exercise 1. Ask them to perform it in front of the class, while the rest of the class tries to guess which situation they are acting out.

## PRONUNCIATION

For pronunciation practice of *-er* endings, go to Student's Book page 120.

## FUNCTIONS

### Asking for permission

- 1 Students complete the sentences from memory, then compare their ideas in pairs. You may like to check answers by playing the audio again.

#### Answers

1 Can 2 Can 3 can't

- 2 To get students started, ask: *Who are the people in the picture? Are they friends? Are they brother and sister? What are they talking about? What does the girl want?* Accept all suggestions. Students write and practise a short conversation in pairs. Encourage them to refer to the language in Exercise 1 to help them. Monitor their use of *can* for permission and make a note of any common errors to review during feedback. Before focusing on these, ask one or two pairs to perform in front of the class. Ask the rest of the class to listen and make a note as to whether the request was successful or not.
- 3 Elicit one or two ideas of typical requests and how these are made in open class and write them on the board, for example, *Can I have a new phone?* Students work individually to write down four to six requests, one for each family member, using the prompts. Monitor and input vocabulary as necessary.
- 4 In pairs, students take turns to read their requests and make their guesses. Ask two or three students to report back to the class on their requests. Ask the rest of the class: *Do you say this too? Who do you say it to?* Also ask for feedback on who guessed correctly.

### Student's Book page 42–43

## READING

- 1 A recording of this text is available with your digital resources. Focus students on the photo of the two girls. If you're using an IWB, do this as a heads-up activity with books closed. Ask: *What's the relationship between the two girls, Miya and Tiffany? (sisters); Where are they from? (the USA); How old are they? (nine and six).* Focus students on the title and check/clarify: *heroes*. You could do this by giving a few examples of super heroes such as Spiderman and Batman. Next, give students a minute to brainstorm ideas in pairs about what they think happened in the story. Elicit suggestions from the whole class, accepting all even if they are later contradicted by the text. Write two or three of them on the board. Play the audio for students to listen to and read the story, and check their predictions. Refer back to the ideas written on the board during feedback on this stage.
- 2 Check that students understand that one of the sentences is not mentioned in the article. Also check/clarify: *ambulance; disappear*. Students should try and order the events based on what they remember from their first reading, then read again to check. Give them five or six minutes to do this. Students compare answers in pairs before you check with the whole class.

#### Answers

1 f 2 d 3 e 4 a 5 b  
c is not mentioned. It goes at the end.

## TRAIN TO THINK

### Making inferences

- 1 Ask students to work in pairs. Explain that they will not find the answers in the text word for word, but that there is enough information for them to work out who could have said each thing. Do the first one together as a class, prompting students who volunteer answers to justify them and others to say whether or not they agree. This will encourage similar discussion among pairs as they continue with the exercise. Allow up to five or six minutes for this, monitor and check that English is being used as much as possible. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas, not on controlled language practice. Check answers as a class.

#### Answers

1 D 2 M or T 3 T 4 M 5 T 6 D

- 2 Allow plenty of time. Monitor and provide any unfamiliar vocabulary as necessary. Give lots of praise to students for any particularly interesting or creative ideas they've come up with.
- 3 **SPEAKING** Put pairs together to make groups of four. Alternatively, to increase speaking time, you could form groups of four from four *different* pairs – to give students twice as many sentences to discuss.

#### Optional extension

Ask students to work in pairs or small groups to write mini-dialogues between characters in the story, using one of their ideas from Exercise 3 as a starting point. Allow time for students to practise their dialogues, then ask for volunteers to perform in front of the class. To give them a reason to listen, ask the rest of the class to note any differences compared with the original story.

## GRAMMAR

### was / were

- 1 Students try to choose the correct word from memory, then check back in the story. Students compare answers in pairs before you check with the whole class.

#### Answers

1 was, wasn't 2 weren't, were 3 Was

- 2 Students refer to the examples in Exercise 1 to help them complete the table. Check answers as a class.

#### Answers

1 wasn't 2 weren't 3 Was 4 was 5 wasn't  
6 Were 7 were 8 weren't

- 3 Where possible, pair strong with weak students to complete the sentences together, then check answers as a class. You could point out that we normally use the weak, unstressed form of *was* / *were* in full sentences. We only use its strong forms in short answers, or when we want to emphasise the verb.

#### Answers

- 1 Were, wasn't, was 2 Was, was, was  
3 Was, wasn't, was 4 Were, weren't, was  
5 Were, weren't, were

- 4 **SPEAKING** Pairs take turns to ask and answer questions from Exercise 3. Monitor their use of *was* / *were*, and make a note of any errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Workbook page 37 and page 124

## VOCABULARY

### Feelings

- 1 Ask students to read the adjectives in bold first, and to decide which ones are positive and which are negative. Students then match 1–8 with a–h. Ask them to compare their ideas in pairs before you check answers with the class. Check/clarify: *upset*, *relieved*, *worried* by giving examples of situations where we might feel these emotions and elicit the correct one. For example: *Before going to the dentist to have a tooth removed, how do you feel?* (worried); *After going to the dentist, which was not so bad in the end, how do you feel?* (relieved); *How do you feel when you have an argument / fight with your best friend?* (upset).

#### Answers

- 1 e 2 g 3 a 4 d 5 c 6 b 7 h 8 f

- 2 Students do this individually then compare ideas in pairs. Check answers together, and as you do, ask students to point to the person mentioned in the relevant picture. If you're using the IWB, nominate students to come to the front and point on the screen.

#### Answers

- A 7 B 8 C 1 D 5 E 4 F 2 G 3 H 6

#### Fast finishers

Put students in pairs and ask them to come up with one more situation for each adjective. Put pairs together. Pairs take turns to read out their situations and guess the adjective that goes with each of them. Alternatively, pairs read out their sentences in open class, following feedback on Exercise 2.

#### Optional extension

To review the adjectives, read out sentences 1–8 in random order, replacing the adjective with a *beep*. Ask students to make an appropriate facial expression to illustrate the relevant adjective.

Workbook page 38

## Student's Book page 44–45

## CULTURE

### Around the world on Children's Day

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Focus students on the pictures, encouraging them not to look at the text for now, and ask: *What can you see in these pictures?* Accept all sensible contributions. *What do these pictures have in common?* (Children are having fun.)
- 2 **1.44** Explain that the article is about how Children's Day is celebrated in countries around the world. Students read and listen to the text and decide which two countries are illustrated by the photos, then they compare ideas in pairs before you check answers with the class. Ask students to give reasons for their answers by referring to the text.

#### Answer

Japan and Mexico

#### BACKGROUND INFORMATION

Children's Day is a special day dedicated to celebrating childhood. It was first introduced by the World Conference for the Wellbeing of Children in 1925, and was endorsed by the United Nations General Assembly as Universal Children's Day in 1954. It is celebrated in various countries on 1 June (or the last Sunday of May), or on 20 November. However lots of countries have since introduced celebrations on different dates and the traditions themselves also differ from country to country.

- 3 Elicit from students if and how Children's Day is celebrated in their country. If their country is mentioned in the article, ask them to check, correct or add to the information. Elicit or pre-teach any key vocabulary students will need, and record it on the board for the class to copy.
- 4 Point out that each question may refer to more than one country. Ask students to read the questions first, and underline key words. Students find the correct country, underlining the key information in the text that supports their choices. Do number one together as a whole class. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting the text from the article that supports their answer.

#### Answers

1 Bulgaria, Vanuatu 2 Japan 3 India 4 Bulgaria, China, Vanuatu 5 Turkey 6 Vanuatu, India, some schools in Mexico

- 5 **SPEAKING** Elicit students' reactions to the suggestions in the speech bubbles. Ask: *Do you like these ideas? Why? Why not?* Students then come up with their own ideas in small groups. Ask them to make a poster, a web page or a PowerPoint presentation with their top five suggestions for the perfect Children's Day. Allow them about five minutes for their discussions. Ask each group to present their ideas to the class, then conduct a class vote on the best proposal.

- 6 **VOCABULARY** Students work out the meanings of the bold words from the text. Check answers as a class.

#### Mixed-ability

Stronger students just use the context provided by the article, without looking at the exercise, to try to work out meaning. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to match the definitions to words from the article.

#### Answers

1 together 2 national 3 share 4 international  
5 present

#### Optional extension

As a group project, students could produce an illustrated leaflet for Children's Day. The focus should be on Children's Day in the students' own country and/or a neighbouring country. It should include a description like those in the article, colour photos, and whatever else the group decides is appropriate. Ask each group to present their leaflets, or display them around the class for everyone to look at. Hand out Post-it notes for students to 'post' comments on each leaflet once they've had a look at them. Ask groups to share some of the funnier, more interesting or more constructive comments they received with the class. Have a vote on the best group project.

- 4 Students read the invitation again to answer the questions. They can compare answers in pairs before you check with the whole class.

#### Answers

1 Dana's birthday party at Tina's house.  
2 Don't tell Dana. (Also: Make a playlist.)

- 5 For each of the six points, students check Tina's invitation to find and underline the ones she has included. They decide which points they always need to include in an invitation, and whether these are the same as those included in Tina's email.

#### Suggested answer

1, 3, 4 and 6. (Yes, they are the same as the points included in Tina's email.)

- 6 Students choose a situation, make notes about the 'correct' points from Exercise 5 and expand their notes into an email. You may want to set the actual writing as homework. Ask all students to email an invitation to you. In your reply, praise them for what they did well in the messages as well as accepting their invitation – so they feel that the focus is on communication, not on their performance in English. To this end, instead of marking their written pieces, make notes for yourself about any language areas you will need to address in a subsequent class.

## WRITING

### An invitation

- 1 Students quickly read the emails to find the answers. Allow a minute or two at most for this. Students compare answers in pairs before you check with the whole class. Ask: *What's the party for?* (Dana's birthday); *Does she know about the plans for the party?* (No, it's a surprise).

#### Answers

1 Tina's cousin. (The party is for her birthday.)  
2 Yes, he can. (A bit late, after football training.)

- 2 Do number 1 in open class. Students match remaining sentences individually and compare answers in pairs before you check with the whole class. Explain that choosing the right expressions and using a variety of different ways to say things will make their writing style better. Ask students: *Which expression wouldn't Tim or Liam use in their emails?* (e); *Why?* (It's too formal.)

#### Answers

1 c 2 e 3 d 4 b 5 a

- 3 Students work in pairs to match the functions and pairs of sentences. Check answers as a class.

#### Answers

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

### Student's Book page 46–47

## CAMBRIDGE ENGLISH: Key

## THINK EXAMS

## READING AND WRITING

- 1 **Part 2: Multiple-choice sentence completion**

#### Answers

1 C 2 C 3 C 4 C 5 B

Workbook page 61

- 2 **Part 3: Dialogue matching**

#### Answers

1 C 2 F 3 B 4 H 5 E

Workbook page 35

## LISTENING

- 3  1.45 **Part 3: Three-option multiple-choice**

#### Answers

1 C 2 B 3 A 4 C 5 A

### Audio Script Track 1.45

Listen to Jackie talking to Oliver about his family. For each question, choose the right answer (A, B or C).

- Jackie Hi, Oliver. Was the party good?  
Oliver Party?  
Jackie Yes, your uncle's birthday party. Remember? Last Friday evening?  
Oliver Last Friday, of course. Yes, it was great.  
Jackie Have you got any photos?  
Oliver Yes, I took some on my phone. Do you want to have a look?  
Jackie Of course I do.  
Oliver OK, so this is my uncle Dan. It was his birthday.  
Jackie I know. How old is he?  
Oliver Let's think. He's twenty years older than me. I'm fourteen so ...  
Jackie So he's thirty-four.  
Oliver That's right. Anyway so that's my uncle Dan and this is his wife Anna.  
Jackie She's very pretty.  
Oliver And that's their son, Mike. He's only four. He's really funny.  
Jackie Ahhh. He's so cute. So who's that girl next to you in this photo?  
Oliver That's my sister!  
Jackie What? Carla?  
Oliver No, my other sister, Ruth.  
Jackie Your little sister, Ruth? No way.  
Oliver Yes, she's ten now.

Workbook page 43

## TEST YOURSELF UNITS 3 & 4

### 1 VOCABULARY

#### Answers

- 1 carrots 2 relieved 3 spicy 4 angry 5 boiled  
6 scared 7 chicken 8 confused 9 big  
10 grandparents

### 2 GRAMMAR

#### Answers

- 1 much 2 was 3 ours 4 many 5 Our 6 were

### 3

#### Answers

- 1 This salad has got too ~~much~~ **many** beans.  
2 That's not your sandwich. It's **my mine**.  
3 My parents ~~was~~ **were** very proud of my school report.  
4 I like Clara and I really like ~~hers~~ **her** sister too.  
5 How ~~many~~ **much** water do you want?  
6 I think this is ~~Kevin's~~ **Kevin's** book.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- |           |          |
|-----------|----------|
| 1 A sorry | B worry  |
| 2 A think | B so     |
| 3 A Can   | B course |
| 4 A out   | B can't  |

# 5 IT FEELS LIKE HOME

## Objectives

FUNCTIONS	making suggestions; talking about events in the past
GRAMMAR	past simple (regular verbs); modifiers; <i>quite</i> , <i>very</i> , <i>really</i>
VOCABULARY	parts of a house and furniture; adjectives with <i>-ed / -ing</i> ; phrasal verbs with <i>look</i>

Student's Book page 48–49

## READING

- 1 1.46 If you have an interactive whiteboard (IWB), do this as a heads-up activity with the whole class. Say: *Where's the kitchen?* Individual students come up to the board to point to the correct room. Elicit reactions from the rest of the class, but don't confirm answers yet. Repeat for the remaining rooms. Play the audio to check answers, then again to practise pronunciation.

### Answers

1 C 2 E 3 D 4 A 5 F 6 B

- 2 Students quickly match the verbs to the rooms. In some cases, more than one room will be possible.
- 3 **SPEAKING** Ask the class: *What do you do in the kitchen?* Point to the verbs in Exercise 2 and elicit a response using the present simple, e.g. *I eat in the kitchen.* Ask: *What other things do you do in the kitchen?* Try to elicit a response involving a verb not included in Exercise 2. Instruct students to talk about the other rooms in pairs. Allow about two or three minutes. Monitor students' use of the present simple and their pronunciation. Make a note of any major mistakes to review at the end of the activity with the whole class, but avoid interrupting conversations for error correction.

### Suggested answers

C cook  
E sleep  
C, D wash  
A watch TV (Arguably, with the increased use of mobile devices to watch TV, people could do this in any room.)  
C, F eat  
B play football

- 4 **SPEAKING** Check/clarify key vocabulary: *queue*, *TV presenter*, *TV show*, *Lego toy bricks*, *charity*. Check: *toilet*, *shower*, *fridge*, *cooker*, *tables*, *bed* by asking students in which room they normally find them. Alternatively, display photos from page 48 on the IWB, and ask individual students to label or point to the relevant items. Ask students to look at the picture and title on page 49. If you're using an IWB, display the photo with books closed. Elicit students' initial ideas about the house in open class.

### Optional extension

Write students' initial ideas on the board so they can check them as they read. After they've read the article quickly – set a time limit of say, two minutes – conduct brief whole-class feedback checking off the items from the board mentioned in the text. This aims to practise students' skim-reading skills.

- 5 1.47 This exercise is closely modelled on \* Reading Part 4 of the Cambridge English: Key exam. Ask students to read the statements first, and underline key words. If you did the optional skim-reading task, students could try to answer the questions from memory before they read again to check. Alternatively, students read and then answer the questions, underlining the key information in the article that supports their answers. Ask students to compare answers in pairs before you check with the whole class. Encourage students to use as much English as possible to convince their partner that theirs is the correct answer, where they have different answers. During feedback, ask students to justify their answers by referring to the text.

### Mixed-ability

In weaker classes, play the audio, stopping after the information for each question to allow students time to answer each one before you move on. In stronger classes, students could read without the audio.

### Answers

1 B 2 B 3 C 4 A 5 C 6 A

### Optional extension

If you want to explore some of the vocabulary from the text further, or for an extra challenge for strong learners, ask students to try to work out from the text the meaning of: *ordinary*, *take something to pieces*, *donate*.

## THINK VALUES

### Community spirit

- 1 Focus on the title *Community spirit*, and try to elicit meaning, for example: people working together; people doing something for others. Ask: *Is there a similar expression in your language?* Give students a few minutes to match in pairs. You could do the first one in open class. This would also enable you to check/clarify: *laughed*. Check answers as a whole class.

#### Answers

1 c 2 b 3 a 4 d

- 2 **SPEAKING** Students prioritise values individually before they compare rankings in pairs. Stress that there are no right or wrong answers. Encourage students to give reasons for their rankings. Allow two or three minutes for the activity. Monitor to check that students are using English, and if necessary, bring their attention to the examples on the page. To follow up, put two pairs together to form groups of four to compare their ideas for another minute. Finally, conduct whole-class feedback by asking each group if there were any interesting differences of opinion.

#### Optional extension

To extend the discussion, tell students that they are members of a local youth group and that their group leader has asked them to come up with a list of activities that they could do in the future. Activities need to promote the four values (a–d in Exercise 1).

Students work in pairs to come up with three possible activities for each value. Put pairs together to make groups of four. Each group needs to choose the best activity for each value. Pairs may well consider their own suggestions to be the best. This is not a problem as it will serve to stimulate genuine debate between pairs. Elicit feedback from each group, develop a list of activity suggestions on the board, and conduct a class vote on the best one.

### Student's Book page 50–51

## GRAMMAR

### Past simple (regular verbs)

- 1 Focus on the article on page 49. Ask: *When did the people make the Lego House? (a few years ago)*. Ask: *Does this refer to now, the past or the future? (the past)*. Focus students on Exercise 1 and ask them to find *start* in the text (*started* appears in the third line of the article). Students find, underline and write the past simple forms individually, then complete the rules. Students compare answers in pairs before you check with the whole class.

#### Answers

1 wanted 2 used 3 finished 4 worked 5 stayed  
6 planned 7 decided 8 tried 9 asked  
1 -ed 2 -d 3 consonant 4 -i 5 -ed

- 2 Do number 1 as a class, and write answers on the board. Students work individually. Ask them to compare answers in pairs before you check with

the whole class. Nominate individual students to write each past verb on the board for the rest of the class to check. Next, focus on numbers 0–2, and ask students who is the subject of each of the verbs. Encourage students to notice that the past simple form is the same after *he* and after *we* or *I*.

#### Mixed-ability

As an extra challenge for stronger learners, for each verb ask students to say which rule in the box governs its spelling.

#### Answers

1 started, finished 2 decided, painted 3 tried, wanted  
4 visited, wanted 5 studied, ordered 6 stayed, helped  
7 planned, watched

#### Fast finishers

Students choose six of the words from Exercise 1 to write true sentences about what they did, for example, *last weekend*, *last week*, *during their last holiday*, using the past simple.

Workbook page 46 and page 124

## PRONUNCIATION

To practise the pronunciation of *-ed* endings, go to Student's Book page 120.

## VOCABULARY

### Furniture

- 1 **1.50** Link the vocabulary to the reading article on page 49 by asking students to scan the list, and identify the words that appeared in the text (*cooker*, *shower*, *toilet*) – then ask them to find the pictures for these. Students complete the rest of the exercise individually. Ask students to compare ideas in pairs, then play the audio once for them to check answers, and again to practise pronunciation.

#### Answers

1 H 2 F 3 J 4 A 5 L 6 K 7 I 8 D  
9 E 10 C 11 B 12 G

#### Optional extension

Memory challenge to promote assimilation of vocabulary: students test each other in pairs by covering up the wordlist, and taking turns to point to the various items. (A: *What's k?* B: *It's a lamp.*)

- 2 **SPEAKING** Students take turns to describe their homes. They should make a list of each room mentioned by their partner, and all of the furniture in it. This gives them a reason to listen. Instruct students to include all 12 objects from the exercise. Monitor students' use of target vocabulary and make a note of any errors in usage or pronunciation to review at the end of the activity with the whole class.

#### Fast finishers

Students write an inventory of their homes: they make a list of each room in their homes, and the furniture they contain.

Workbook page 48

## LISTENING

- 1 **SPEAKING** As a warm-up, ask students to look at and memorise the pictures for 30 seconds before they close their books. If you have an IWB, do this on screen with books closed from the outset. Prepare a list of five or six questions, for example: *Is there a garden in the pictures?* (yes); *Are there any chairs in the kitchen?* (no); *Is there a bathroom in the pictures?* (no); *Are there two armchairs in the living room?* (No, there is only one.); *Is there a carpet in the bedroom?* (yes). Students then take turns to describe each picture. The student listening looks at the picture and corrects and completes the description, as necessary. Monitor use of target vocabulary and *there is/are*.
- 2 **1.51** Explain that the four speakers will each be talking about one of the pictures in Exercise 1. The task is to listen and decide which one they're talking about. Encourage students to listen for key words, for example, words for rooms in the house, words for furniture. Ask: *Which room is Sophie talking about?* Play the first dialogue and elicit the answer: *her bedroom*. Check answers as a class post-listening.

### Mixed-ability

In weaker classes, pause after *each* speaker to give students time to consider their answers. You may also want to allow them to compare ideas in pairs before you move on to the next speaker. In stronger classes, play the whole audio through without pauses.

### Answers

1 Daniel 2 Sophie 3 Mia 4 James

### Audio Script Track 1.55

- 1 Sophie  
 Interviewer Where's home for you, Sophie?  
 Sophie For me, home is the place where I can be happy. I'm thinking of my bedroom. I feel really happy there.
- Interviewer What do you like best there?  
 Sophie My desk. It's got the docking station for my MP3-player, of course, with two very good speakers, so I can listen to my favourite music. That's cool.
- 2 James  
 Interviewer Where's home for you?  
 James That's a difficult question. I feel at home where it isn't noisy. Hmm. I think for me home is the living room at my grandparents' house.
- Interviewer What things do you like best there?  
 James The big soft armchair. It's very comfortable. I love sitting in it and watching TV.
- 3 Mia  
 Interviewer Where's home for you?  
 Mia The kitchen in the flat where I live with my mum and my sister.
- Interviewer What do you like best there, Mia?  
 Mia It's quite small but it's always busy and full of people talking and having fun. My mum's always cooking something and I love helping her. She asks me all about school and my friends. I love telling her about my life and then at the end there's a delicious cake to eat!

- 4 Daniel  
 Interviewer Where's home for you?  
 Daniel My garden.  
 Interviewer Your garden?  
 Daniel Yes, we've got a really big garden.  
 Interviewer And what do you like best there?  
 Daniel I like playing football there with my friends. It's great. I can forget about everything and just enjoy myself. I think when I'm with my friends I always feel like I'm at home.

- 3 **1.51** Before you play the audio again, students try and complete the table with details they remember from the first listening and check ideas in pairs. Play the recording twice, pausing after each speaker to allow time for students to check and record their answers. Students don't need to write full sentences, as the main focus is on listening for specific ideas rather than on sentence formation. As you check answers, you could play the audio again, stopping at the relevant parts.

### Answers

- 1 happy
- 2 listening to my favourite music
- 3 not noisy
- 4 sitting in the armchair, watching TV
- 5 kitchen
- 6 talking to my mum
- 7 friends
- 8 playing football (with my friends)

## GRAMMAR

### Modifiers: *quite*, *very*, *really*

- 1 Refer back to the listening section, and ask students to answer and complete the rule in pairs. Check answers as a class.

### Answers

- 1 Sophie 2 Mia 3 James  
 1 really 2 quite

- 2 Remind students to use one of the four modifiers in each sentence they write. If pressed for time, this exercise can be skipped in class, and set as homework instead. However, it feeds into the exercises about self-esteem, so even if there is not enough time to do the complete exercise, perhaps ask students to make just one true sentence using each prompt.

### Fast finishers

Students write two sentences about each of the pictures in Exercise 1. They must use *very*, *really* or *quite* in each sentence.

Workbook page 47 and page 124



Be aware of common errors related to Modifiers, go to Get it right on Student's Book page 124.

## THINK SELF-ESTEEM

### Feeling safe

- 1 Allow students four or five minutes to consider the questions individually and to make notes, then ask them to compare their ideas in pairs or small groups.
- 2 **SPEAKING** Students spend another two or three minutes expanding their notes into short paragraphs of two or three sentences. You could tell them about your own feelings first, as a model, before they start writing their sentences. Put students in groups of four or five to take turns to read and comment on each other's paragraphs. Monitor discussions, helping with any problematic vocabulary or grammar. Also provide any new language. Praise strong contributions – in terms of interesting ideas and nice language used – in open class at the end of the activity.

### Student's Book page 52–53

### READING

- 1 A recording of this text is available with your digital resources. Check/clarify: *volcano, erupt, ash, destroy*. Ask students to look at the photos on the page or on the IWB. Ask: *Where do you think Jenny went on her holiday?* (Pompeii, Naples, Italy are all possible answers here – but accept all suggestions without giving away the correct answers to motivate students to read the text to check their predictions.) *Did Jenny enjoy her holiday?* Accept all answers.

Students read and listen to the text and complete the four sentences below the photos. This exercise practises skills tested in Part 8 of the Reading test in the Cambridge English: Key examination. If students have already done the initial skim-reading task, ask them to complete the sentences from memory and listen and read again to check. Ask students to compare answers in pairs before you check them with the whole class. Students may need help saying the numbers.

#### Answers

1 volcano 2 20,000 3 mosaics 4 2,000

#### BACKGROUND INFORMATION

Pompeii was a lively city in ancient Rome with a population of around 20,000, near the site of modern Naples in Italy. In 79 CE, the volcano Vesuvius erupted, and destroyed the entire city. The city lay forgotten for over 1500 years, first found again at the end of the 16th century, then explored in the mid-18th century. The layers of dry ash around the ruins and human bodies preserved a lot of the city almost exactly the way it was during Roman times. Today, it is a UNESCO World Heritage site, and receives nearly 2.5 million visitors a year.

#### Optional extension

Write students' initial ideas on the board so they can check them as they read. After they've read the blog quickly – set a time limit of say, two minutes – conduct brief whole-class feedback checking off the items from the board mentioned in the text. This aims to practise students' skim-reading skills.

- 2 Ask students to read the questions first and underline key words. Remind them they only need to include the relevant pieces of information from the text to answer the questions rather than go into a lot of extra detail. Students should underline information in the text that supports their answers. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 They are staying in Naples / Italy.
- 2 They travelled by train.
- 3 He told them about the history of Pompeii.
- 4 24 August 79 CE
- 5 She liked that they were big with lots of rooms, she liked the paintings and mosaics on the walls and she loved the bathrooms.
- 6 She thought it was really interesting.

### WRITING

Students expand their notes from Exercise 2 to write a summary. Explain that 100 words is only about eight to ten sentences, so students should use their own words and the key information only to write about Jenny's holiday. Looking at what they underlined in the text for Exercise 2 should also help them decide what to include. Remind them to avoid copying sentences directly from the original text. This writing exercise could be set as homework, and followed up on in the next class. Students read their summaries to each other in pairs or small groups. Encourage listeners to make constructive comments: *What is good about each summary? What, if anything, is missing? How could the writer make their summary better?*

### GRAMMAR

#### Past simple negative

- 1 Ask students to complete the sentences from memory, then check back in the text, before they complete the rule. Check answers as a whole class. Elicit that the form of *didn't* is the same for all persons. Elicit the form of the verb that follows *didn't*: the base form.

#### Answers

1 didn't 2 didn't 3 didn't

#### Rule

didn't

- 2 Students correct errors individually by writing out the revised sentences in full, then compare answers in pairs before you check with the class.

#### Answers

- 1 I didn't want to go home.
- 2 The poor people didn't live in big houses.
- 3 Dad didn't order a pizza for lunch.
- 4 It didn't rain in the afternoon.

#### Fast finishers

Students write four or five sentences in the past simple negative about Jenny's story.

- 3 **SPEAKING** Give students a minute to prepare. Students take turns in pairs to talk about their weekends. Alternatively, you could ask students to make at least one of the four statements untrue, and ask their partner to guess which one this is. Monitor use of the past simple positive and negative forms, and make a note of any grammatical errors to review at the end of the activity as a whole class. Before you do this, nominate two or three students to tell the class about any interesting facts they learnt about their partners.

Workbook page 47 and page 124

## VOCABULARY

### -ed and -ing adjectives

- 1 Explain that the girl in the pictures is Jenny. To model the task, point at the first picture and ask: *How does Jenny feel?* Elicit the correct adjective: *amazed*. Students match the remaining pictures with the adjectives. Check answers. If necessary, drill the pronunciation through choral repetition of the words. The pronunciation of the *-ed* ending follows the same rules as the ending of the past simple (see Student's Book page 120).

#### Answers

- 1 amazed 2 interested 3 relaxed 4 bored  
5 annoyed

#### Optional extension

To practise the adjectives further, ask students to mime the feelings as you call out the words in random order. Alternatively, you could mention some situations, and ask all the students to show (not say) how they feel about them, then ask students to say how the person next to them is feeling. The situations could include: a maths test, a new boy band, world politics, philosophy, a sports car, etc.

- 2 Students complete the sentences from memory, then look back at the text to check their answers. Focus attention on the Look! box and read the rule together. Check understanding by asking students: *I watched a film last night. It wasn't very good. Was the film ... boring or bored?* (boring); *How did I feel when I was watching the film ... was I boring or bored?* (bored).

#### Answers

- 1 interested 2 interesting

- 3 Students complete the exercise individually. Check answers as a class. You could check through a show of hands. Encourage peer-correction, but also elicit explanations from students who've chosen the correct answers to help those yet to fully grasp the difference.

#### Answers

- 1 annoyed 2 amazed 3 boring 4 relaxing  
5 interesting

- 4 Students work individually. Allow about two or three minutes. Monitor and help with any unfamiliar vocabulary.

#### Fast finishers

Students can write five more sentences, but they should use the other variant of the adjectives in each one, that is: *boring, annoyed, amazed, interesting, relaxing*.

- 5 **SPEAKING** Pairs take turns to read their answers to each other. Encourage students to comment on each other's sentences by saying whether they feel the same way. Monitor their use of the adjectives. During feedback, nominate one or two confident students to share any interesting facts they learnt about their partners with the class.

Workbook page 48

## WRITING


### A blog post

- 1 Ask students to read the task carefully, and check that they understand what to do. Students answer all five questions in note form. They could refer back to Jenny's blog on page 52 for ideas. Monitor and help with any unfamiliar vocabulary. Allow up to ten minutes for planning, and move on to the actual writing when most students appear ready.
- 2 Students expand their notes to write blog posts. Point out that 120–150 words is not very long, so they should only write two to four sentences for each question. Remind them to use the past simple. If pressed for time, the writing stage could be done as homework. When they've finished, ask students to swap with another student, and check each other's work for: **task completion** (Does the text answer all five questions?); **accuracy** (Are there any mistakes with the past simple?) and **text coherence** (Does it give you a good idea what the holiday was like?). Ask for one or two volunteers to read out their posts. Alternatively, you could display students' writing on the board for others to read. If all students have access to the Internet, you could set up a blog page (through Google Blogs, for example), and ask each student to post their writing there, then invite the rest of the class to post comments.


Student's Book page 54–55

## PHOTOSTORY: episode 3

### Hey, look at that guy!

- 1 Students look at the photos but cover up the dialogues. If you're using an IWB, show each photo one by one. Ask: *Who's in the picture? What are they doing? How are they feeling?* Then ask students to read and discuss the two questions in pairs. In whole-class feedback, elicit students' ideas, write them on the board but don't confirm any of them at this stage.
- 2  1.52 Play the audio as students read and check their predictions. Ask: *Did you get it right?*

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 4  EP3 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Ask: *Who guessed correctly?*
- 5 Students read the sentences and underline any unfamiliar vocabulary. Monitor to identify any problematic words or phrases and clarify these in whole class. Also encourage students to explain vocabulary where possible, perhaps by miming or giving examples. Students order the events individually, then compare answers in pairs before you check with the whole class. You may also like to replay the video before checking answers.

### Answers

1 d 2 g 3 b 4 h 5 e 6 f 7 a 8 c

### Optional extension

You could ask students to role-play the story in groups of four. (The homeless person has no speaking lines, so there is no need for someone to play him.) You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. Ask for volunteers to perform in front of the class, then vote on the best performance.

## PHRASES FOR FLUENCY

- 1 Students work individually to match the expressions with the speakers. Check answers as a class or encourage students to self-correct by referring them back to the stories to check themselves. You could elicit L1 translations for each expression.

### Answers

1 Luke 2 Ryan 3 Olivia 4 Luke 5 Ryan 6 Luke

- 2 Students complete the gaps individually. Remind them that some of the expressions may need to be modified slightly. Ask students to compare answers in pairs before you check them with the whole class.

### Answers

1 though, I know what you mean  
2 Hang on! it's not my problem  
3 not a big deal, to be honest

### Optional extension

In pairs, students practise the mini-dialogues. Ask them to change one small detail in each one. Ask one or two volunteering pairs to perform in front of the class. Ask the rest of the class to listen with books closed, and try to identify the element that's been changed.

## WordWise

### Phrasal verbs with *look*

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

### Answers

1 at 2 after 3 up 4 into 5 for

- 2 Students choose the correct alternatives individually, then compare answers in pairs before you check with the whole class.

### Answers

1 after 2 at 3 for 4 into 5 up

Workbook page 48 

## FUNCTIONS

### Making suggestions

- 1 Read out the example, and check that students understand that in each mini-dialogue, they first find a word in list A to complete what A says, then a word in list B to complete what B says. Students complete the sentences. Ask them to compare their answers in pairs, then quickly check them with the whole class. Next, ask students to look at the sentences again, and decide which of B's responses are about accepting or about rejecting a suggestion, and which express uncertainty.

### Answers

1 Why, sure (?) 2 Let's, do (✓) 3 could, great (✓)

### Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

## ROLE PLAY AT A MARKET

- 2 Put students in AB pairs. Put As together in small groups and Bs together to study their respective role cards on pages 127 or 128 carefully. Monitor to help with any language or procedural issues. Encourage students to brainstorm ideas and note down phrases relevant to their roles. When they're ready, ask students to return to their AB pairs and practise role-playing the conversation. Monitor, helping with pronunciation and intonation, and correcting any erroneous use of phrases for making, accepting or rejecting suggestions. Outside of these phrases, limit error correction to mistakes which hinder comprehension – the focus of the activity is on fluency and on the use of communicative devices. Ask two or three volunteering pairs to perform for the class, and offer praise for their performances.

# 6 BEST FRIENDS


## Objectives

FUNCTIONS	talking about past events; saying what you like doing alone and with others; talking about friends and friendships
GRAMMAR	past simple (irregular verbs); double genitive; past simple questions
VOCABULARY	past time expressions; personality adjectives

Student's Book page 56–57

## READING

- 1 SPEAKING** If you're using an interactive whiteboard (IWB), the picture description would best be done as a heads-up activity. Focus students on photo number one and ask: *What are the people doing?* Accept all suggestions. Ask students to talk about the other photos in pairs. After a few minutes, conduct brief whole-class feedback by eliciting ideas from one or two students for each photo.
- 2 SPEAKING** Check comprehension by asking students to describe a situation in which they feel *happy, sad, bored*, etc. or by saying an adjective, e.g. *alone*, and eliciting its opposite, e.g. *together*. For each photo, ask students to note down at least two adjectives before they compare with a partner. In whole-class feedback, encourage students to give full sentences. You could point out that adjectives that express similar attitudes are linked by *and*, and those that express contrasting attitudes by *but*.  
**Possible answers**  
In photo 1, they're together and they're excited.  
In photo 2, she's alone but she's happy.  
In photo 3, they're together but they're bored.  
In photo 4, he's alone and he's sad.
- 3 SPEAKING** Pairs take turns to talk about the activities in the list. You could task them with trying to find three things they have in common. While monitoring, encourage stronger students to give reasons. Ask one or two students to report back on things they have in common with their partners.
- 4** Show students the two photos on page 57. If you're using an IWB, display the photos, books closed. Ask students to speculate about the TV show and who the people are. They might recognise Simon Cowell, a famous talent show judge, but probably not the two younger people. Accept all suggestions and make a note of them on the board.

- 5**  1.53 Check/clarify: *performer, enter (the show), audition, stage, judge, audience, clap, competition*. Play the audio for students to listen and read to check their predictions. During feedback, focus students on the board and elicit which predictions were correct and which were incorrect.

## Answers

*Britain's Got Talent*: a talent contest show  
*Simon Cowell*: a talent show judge  
*Jonathan and Charlotte*: two singers who participated in the show

- 6** Students read the statements, and discuss which information might be incorrect in pairs. Check/clarify any unfamiliar vocabulary. As students read the article again more carefully, ask them to underline key text in the article. Remind students the statements are in the same order as the information in the article. When they have located all eight pieces of information, ask them to compare this to the statements and correct them. Students compare answers in pairs before you check with the whole class. Allow six to eight minutes for this exercise.

## Answers

- 1 Their music teacher had the idea of them singing together.
- 2 Jonathan thought that he didn't look right for the show.
- 3 Charlotte was 16 and Jonathan was 17.
- 4 Some people in the audience laughed when Charlotte and Jonathan came out.
- 5 Simon Cowell said that Jonathan needed to sing on his own.
- 6 Jonathan told Simon Cowell that he wanted to stay in the competition with Charlotte.
- 7 Jonathan and Charlotte came second in the competition.
- 8 They recorded a CD called *Together*.

## THINK VALUES

### Friendship and loyalty

- 1** Students complete the sentence to find the best summary of the story. Tell them there may be more than one correct answer. They must be able to give reasons for their choice of ending.
- 2 SPEAKING** Students compare ideas in pairs, and if they disagree, they should try and convince their partner of their opinion. During feedback, insist on students quoting the text from the article that supports their answer.

- 3 **SPEAKING** Encourage pairs to give reasons as they prioritise the values. Allow two or three minutes for the activity. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice.

#### Optional extension

To follow up, put two pairs together to form groups of four. Groups compare their ideas for another minute. Each group could add one or two of their own ideas to the list of values, then come to an agreement about which three are the most crucial. Finally, bring things to a close by eliciting ideas from each group and encouraging reactions in a whole-class setting.

### Student's Book page 58–59

## GRAMMAR

### Past simple (irregular verbs)

- 1 Focus attention on the example sentences. Elicit the base forms of the verbs: *like, start, laugh, sing, stand, come*. Give students two minutes to consider the difference between the past forms in 1 and those in 2, in pairs. Elicit that 1 consists of examples of past simple forms of regular verbs and 2 of irregular forms.

#### Answer

The second group are irregular verbs. Their form in the past simple is completely different from the base form.

- 2 Students find and underline the past tense form of the verbs. Students compare answers in pairs before you check with the whole class. Explain that although *most* English verbs follow the rules for regular verbs, some *very common* verbs are irregular. These verbs should be written down and learned with their past forms. If you're short on time, put students in AB pairs, and ask As to look for the past forms of 1–3 in the first three paragraphs, and Bs to look for 4–7 in the last two paragraphs.

#### Answers

1 became 2 went 3 saw 4 thought 5 came  
6 gave 7 made

- 3 Students scan the text for more examples of irregular verbs in the article. Give them a minute or two to do this before you check answers together. You could do this as a competition. Ask: *Who can find the most verbs in thirty seconds?*

#### Possible answers

heard, found, did, began, won, chose

- 4 Write on the board: *Jonathan wanted to sing on his own*. Elicit and write the correct sentence on the board: *Jonathan didn't want to sing on his own*.

Ask students what they notice about the negative form. Elicit that the past simple negative form of each verb is the same: *didn't* + base form. Students correct the two sentences. You could refer them to the article to check their answers.

#### Answers

- 1 Jonathan didn't think for long.  
2 They didn't win the competition.

#### Optional extension

Students summarise the story in six to eight sentences using the past simple. Ask students to compare their sentences in pairs to decide who has the best summary.

- 5 Students work individually. Remind them that all of the past simple forms appear in Exercise 2. Students compare answers in pairs before you check with the whole class. If you're short on time, this exercise could be set as homework.

#### Answers

- 2 I saw Mark but I didn't see Alicia.  
3 Sue came to my party but Dan didn't come.  
4 I made sandwiches but I didn't make cake.

#### Fast finishers

Students close their books and write down as many past simple irregular forms as they can remember. Students then open their books to check verbs and spelling.

Workbook page 54 and page 124



Be aware of common errors related to the past simple, go to Get it right on Student's Book page 124.

## VOCABULARY

### Past time expressions

- 1 Books closed. To check/clarify time expressions, ask students: *What time was it an hour ago? What day was it yesterday? What year was it last year?* Books open, students quickly brainstorm ideas in pairs before they fill the gaps. There is more than one possible answer. When you check answers, you may need to point out that we don't say *yesterday-night*, but *last night*, and we don't say *last-afternoon* or *last-evening*, but *yesterday afternoon* and *yesterday evening*. These expressions may be problematic where they work differently in L1.

#### Suggested answers

- 1 morning / evening  
2 month / Monday, Tuesday, etc. / year / weekend  
3 a year / a fortnight / two, three, etc. months

- 2 Monitor to ensure that all students are on task. If possible, pair weak with strong students. Students compare answers in pairs before you check with the whole class. During feedback, make sure students have put *ago* after the time expression, not before it.

**Answers**

- 1 I had breakfast an hour ago.
- 2 The film began twenty minutes ago.
- 3 My holiday was five months ago.

- 3 Students write statements about themselves. They should write three true statements and two false ones. Allow up to five minutes for this. Ask students to read out their statements in pairs or small groups, and to try to decide which of their partners' statements are false. Ask one or two students to report back on something interesting they learned about their partners.

**Fast finishers**

Students complete the sentences for their best friend, as well, e.g., *A year ago, my best friend ...*, etc.


Workbook page 56

**LISTENING**

- 1 Focus on the picture of Ronaldo. Elicit any information students know about him by asking: *Who is this?* (Cristiano Ronaldo); *What does he do?* (He's a professional footballer); *Which team does he play for?* *Is he a good player?* Students write 'A' next to the statements they agree with and 'D' next to those they disagree with. Ask for a show of hands for each one, and ask one or two students to give reasons for their opinions.

**BACKGROUND INFORMATION**

*Cristiano Ronaldo dos Santos Aveiro* is a Portuguese football player. He was born in Funchal on the island of Madeira on 5 February 1985. He was signed by Manchester United in 2003, and by Real Madrid in 2009. In 2013, he won the FIFA *Ballon d'Or* (Golden Ball) Award as the best player in the world. He has played in over 100 competitive matches for his country, and he is the top goal scorer of all time in Portugal. With his teams, he has been league champion in both England and Spain, and with Real Madrid, he won the UEFA Champions' League in 2014.



- 2  1.54 Explain that students will hear a boy telling a girl a story about Cristiano Ronaldo. Check/clarify: *nil*, which is the way we refer to zero in the context of sports scores. Play the audio through once, and ask students to answer the question. Students compare answers in pairs before you check with the whole class. Prompt students to give reasons for their opinions during feedback.

**Answer**

possibly true

**Audio Script Track 1.54**

- Boy I read a really cool story about Cristiano Ronaldo on the web a few days ago.
- Girl The footballer?
- Boy Yes, the footballer.
- Girl And?
- Boy It was about when he was younger and he played for a kid's team. Apparently one day a man from one of the big Portuguese football teams came to watch his team play. Ronaldo was there and there was a friend of his called Albert – erm I don't remember his family name, but Albert something – anyway Ronaldo and this Albert were both really good players and this man was interested in them both. He wanted to offer them a place at the club's football school but he only had one place.
- Girl Who did he choose?
- Boy Well, they were about to play a game so he told them that the player who scored the most goals would get the place at the school. After some time the score was two nil, Ronaldo scored the first goal and Albert got the second one. Then right at the end of the game Albert got the ball, and ran past the goalkeeper. All he needed to do was kick the ball into the empty goal. But he didn't kick the ball. He saw Ronaldo beside him and he passed him the ball. Ronaldo scored the goal and got the place at the school.
- Girl But why did he do that?
- Boy Well that's exactly what Ronaldo asked Albert. And do you know what Albert said?
- Girl I've no idea.
- Boy Albert said, 'Because, Cristiano, you're the better player.'
- Girl Wow. That's amazing. But is it true?
- Boy Well, I did a lot of searches on the Internet and found the story on lots of different sites but it's very difficult to know if it really is true or not.
- Girl I don't really care. It's a great story. So what happened to Albert?
- Boy Well he didn't become a professional footballer but he lives in a really nice house and drives a really nice car – and they're both presents from Ronaldo.
- Girl What a friend!
- Boy Well, if it's true.

- 3  1.54 This exercise is closely modelled on  Listening Part 3 of the Cambridge English: Key exam. Before you play the audio again, students should try and answer the questions with details they remember from the first listening and check ideas in pairs. Play the audio a second time, allowing students to check answers in pairs afterwards. During feedback, you could play the audio again, stopping at the relevant parts. Ask students to say if they think the story is true or not. (There are many sources on the Internet claiming this actually happened between Ronaldo and a man called Albert Fantrau. His official website makes no mention of it, though.)

**Answers**

1 A 2 A 3 C 4 C 5 B 6 C

- 4 **SPEAKING** Give students half a minute or so to think about what they are going to say. In pairs, students tell each other about a present they received. Monitor use of past time expressions and the past simple. Make a note of common errors.

Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

## GRAMMAR

### Double genitive

- 1 Students study the example. Elicit the difference between possessive pronouns (they stand on their own) and possessive adjectives (they usually stand in front of a noun). Students complete the rule in pairs. Check answers as a class.

#### Rule

- 1 pronoun
- 2 one of many things

- 2 Ask students to do the exercise individually then compare their answers in pairs before you check with the whole class.

#### Mixed-ability

Weaker students first decide which part of the rule each example refers to, e.g. example 1 refers to the second part of the rule (possessive adjective). Then they circle the correct word.

#### Answers

- 1 my sister's (possessive adjective)
- 2 John's (possessive adjective)
- 3 ours (possessive pronoun)

- 3 Students work individually to rewrite the sentences. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 a friends of ours 2 a shirt of mine
- 3 a book of my mum's

Workbook page 55 and page 124



Be aware of common errors related to the double genitive, go to Get it right on Student's Book page 124.

## TRAIN TO THINK

### Making decisions

- 1 This exercise introduces mind maps as a thinking tool. Ask students to copy the map on to a larger sheet of paper, with enough room to write their notes. After they identify who the people are, they should note two or three things that each person likes. They could think about activities as well as personal preferences in entertainment, food and drink and so on.
- 2 **SPEAKING** Put students in groups of four or five, to help each other decide on a suitable present for one or two people in each of the student's mind maps. Encourage students to explain the reasons for any suggestions they make. They should take into consideration the 'likes' recorded in the map,

as well as practical constraints (time available, cost, difficulty in obtaining the item, etc.). Allow up to eight minutes for the discussion, then ask each group to report back on their most interesting or unusual present ideas, justifying their choices.

### Student's Book page 60–61

## READING

- 1 A recording of this text is available with your digital resources. Focus students on the photos either in the book or on the IWB. Ask students: *Who are the two people? What is their relationship?* Accept all suggestions. The aim is to tune students into the content of the text through their predictions. Ask students to read the title of the article and the introductory paragraph to check their predictions. Then ask them to read the article quickly, not worrying about every detail, and to complete the two statements. Students compare answers in pairs before you check with the whole class. Check/clarify: *lifeguard*.

#### Answers

- 1 Bondi Beach, in Sydney 2 to a concert together

- 2 Ask students to read the sentences first to make sure they understand what they need to look for. Check/clarify: *accident, save someone's life, hospital, surfboard, knock someone on the head*. Students try and order the events, based on what they remember from their first reading and using logic, before reading again, more carefully this time, to check. Warn students that the two speakers may change or correct what the other person says, so they must find *all* the information that refers to each event. Check answers as a class. In case of disagreement over d and h, explain that Sharon saves Richard's life first, and he only opens his eyes to see her when he regains consciousness.

#### Answers

- 1 g 2 b 3 d 4 h 5 e 6 c 7 f 8 a

- 3 **SPEAKING** Students use the information from Exercise 2 to tell each other the story in pairs. Remind them to use the past simple. Encourage stronger students to add further detail to each event. Monitor students' use of the past simple, and make a note of any errors to review at the end of the activity, but do not interrupt the story-telling as this risks hindering students' fluency development.

#### Optional extension

Books closed. Students retell the story in their own words. Say: *Richard and Sharon first met one morning in 2012, at around half past ten*. Use a ball to throw to the first student, who must continue the story with one sentence, before throwing the ball to another student who continues. Each person continues the story or corrects anything incorrectly told by the previous person. Keep the activity going until the story is completed. You could either do this as a whole-class activity or, in larger classes, in groups of six to eight.

## FUNCTIONS

### Talking about past events

- 1 Give students a minute to think about how they met one of their friends. The questions will help them make notes about the details. Monitor to provide any unfamiliar vocabulary students might need to tell their stories.
- 2 Pairs take turns to tell each other their stories. Encourage students to use their notes to remind them of details, but not to read them out mechanically. Monitor, providing support and encouragement as necessary, and making a note of any past simple errors to review at the end of the activity. Switch pairs, and ask students to tell their new partners their previous partners' stories. Write the common mistakes you noted on the board and elicit corrections during class feedback. You could also highlight nice language you heard at this stage and give some positive feedback. Ask all students to copy the correct forms into their notebooks.

## GRAMMAR

### Past simple questions

- 1 Ask students to order the questions in pairs, then check back in the text, before you check answers as a class. Nominate students to write each question on the board during feedback.

#### Answers

- 1 What did you do? 2 How did you meet?
- 3 Did you take a friend to the show?

- 2 Students work in pairs to complete the table. During feedback, use the examples from Exercise 1 written on the board, to highlight form:  
[QUESTION WORD] + *did* + SUBJECT + VERB IN BASE FORM?

Elicit/clarify that the form of *did* is the same for all persons and that to answer *yes/no* questions, we repeat the positive or negative form of *did* in the short answer, but not the main verb.

#### Answers

- 1 Did 2 did 3 did 4 didn't 5 got

- 3 Do the first question in open class to model the task. Students work individually to complete the exercise then compare answers in pairs before you check with the whole class.

#### Answers

- 1 d 2 a 3 b 4 e 5 c

- 4 **SPEAKING** Students take turns to give personalised answers to questions 1–5 in Exercise 3. Monitor their use of question forms, short answers and past simple irregular forms. Make a note of any errors to review during feedback. Ask two or three students to report back on something interesting they learnt about their partners.

Workbook page 55 and page 124

## VOCABULARY

### Personality adjectives

Ask students to describe what is happening in each picture. Explain that the eight adjectives in the sentences below the pictures describe personality or character. Ask students to read the sentences quickly and find the one negative adjective (*jealous*). Ask students: *Who's jealous?* (*Kai*); *Which number is Kai?* (*7*) Instruct students to write *Kai* under number 7. Students complete the exercise individually. They compare answers in pairs before you check with the whole class. For further practice, ask students to use three of the adjectives to describe their best friend to a partner and give examples to illustrate each one.

#### Answers

- 1 Chloe 2 Amelia 3 Ben 4 Nick 5 Liz 6 Connor
- 7 Kai 8 Ruby

#### Fast finishers

Students look back at the people mentioned earlier in the unit (Simon Cowell, Jonathan, Charlotte, Cristiano Ronaldo, Sharon and Richard) and think of personality adjectives to describe them.

Workbook page 56

## PRONUNCIATION

To practise stressing the correct syllables in words, go to Student's Book page 120.

Student's Book page 62–63

## CULTURE

### Friendship myths

- 1 Focus students on the three photos either in the books or on the IWB with books closed. Ask them to talk in pairs about what the people are doing in each one as well as whether they're having a good or bad time. Give them a minute or two before you elicit suggestions from the whole class.

#### Possible answers

The people in the two photos at the top are having a good time, but the two girls in the picture on the right are having a bad time.

- 2 **1.57** Clarify the meaning of *myth* in this context by giving an example familiar to your students, e.g. cold weather causes the common cold. Check/clarify: *disappoint*. Also check/clarify myth number 3 by focusing attention on it and asking: *Is it good to have lots of friends?* (yes); *Is there a limit on how many friends?* (no). To generate interest in the topic, ask students to read the myths and put an 'A' next to the ones they agree with and then compare with a partner. Conduct brief feedback on this before asking students to read the comments and match them to the myths. Students compare answers in pairs before you check with the whole class.

## Answers

1 Nikolay 2 Burcu 3 Fernanda 4 Luca 5 Flávia

- 3 **SPEAKING** Give students a minute to think about which comments they agree with and which they disagree with. Ask them to compare their opinions with a partner. After two minutes, put pairs together to form groups of four to continue the discussion for another two minutes. Monitor both stages of the discussion. Encourage students to use as much English as possible but tolerate use of L1 where students are not equipped with the language they need to communicate their ideas. Ask each group to report back on which, if any, of the five comments they all agreed with.
- 4 Ask students to read the questions carefully and underline the key words. Ask the class: *Who says you need to have a good time with your friends?* Ask them if they can remember, and if not, to make a prediction. Students continue to make predictions in pairs. Next, ask students to scan the text to find the ideas expressed in Exercise 4 and to underline the corresponding text in the article. Do the first question in open class, eliciting the key text from the article (*it's important to have fun together*) and reminding students to underline it. Students complete the exercise individually, then compare answers in pairs before you check with the whole class. Nominate students to tell the class who expresses each idea and to read out the key text that supports their answer.

## Answers

1 Fernanda 2 Flávia 3 Burcu 4 Luca 5 Flávia  
6 Fernanda 7 Burcu 8 Nikolay 9 Burcu 10 Flávia

- 5 **VOCABULARY** Students work individually to match the definitions to the words, using the context provided by the article to help them. Explain that it is a useful skill for both the real world and for exams to use context to help you work out the meaning of unfamiliar vocabulary. Allow students to compare their ideas in pairs before you check answers with the whole class. If you're short on time, this exercise could be set as homework.

## Answers

1 happiness 2 friendships 3 be patient 4 stressed  
5 make friends 6 remember 7 right now

## SPEAKING

- 1 Give students two or three minutes to think about the best ways to complete the sentences and to write their answers.
- 2 In pairs, students take turns to read out their sentences and compare ideas. Monitor the conversations. To create more opportunities for communication, you could do this as a mingle activity with students trying to find as many classmates as possible who completed their sentences in the same way. This addition of a competitive element serves to motivate students to speak as much as possible. The repetition inherent within the task

will help students to assimilate and retain valuable chunks of language. Ask for feedback on how many classmates students found with similar answers.

## WRITING

### An apology

- 1 Focus on the title. Elicit the meaning of *apology*. If this is an unfamiliar word to students, ask them to read the message in Exercise 1, and explain that it is an example of an apology. Alternatively, elicit a quick translation to check comprehension. Students read the message and answer the questions. Ask them to compare answers in pairs before you check with the whole class.

### Suggested answers

- 1 He feels really bad because he forgot to phone Alice on her birthday.  
2 He wants to meet her on Thursday to apologise, and to give her something.
- 2 Ask students to read the two messages and elicit which one is the answer to John. Ask students to find and underline the text that makes the connection clear. You could set this up as a race to add an element of competition and to challenge stronger students. Ask students to close their books to indicate that they've found the answer. Conduct class feedback.

### Answer

1

- 3 To practise expressions for writing an apology, students order the sentences. To help them complete the exercise correctly, suggest that they cross out each word as they use it. Students compare answers in pairs before you check with the whole class.

### Answers

- 1 I'm really sorry for forgetting your birthday.  
2 It was a terrible thing to do.  
3 I feel really bad.
- 4 Students quickly match the photos and phrases. Ask: *What do the three pictures have in common?* (They all show situations that people apologise for.) As you check students' answers to the matching task, ask them: *What happened?* Encourage students to make as many suggestions as possible. This brainstorming will help students when they come to the writing task later.

### Answers

- 1 break someone's tablet 2 not water the flowers  
3 eat the cake
- 5 Students write a simple apology like the one in the example. Brainstorm some possible expressions for saying sorry and for giving excuses, e.g.: *I'm sorry; I'm terribly/very/really sorry; I apologise and It was an accident; It was a terrible thing to do and I feel really bad about it.*

**Optional extension**

Students role play their apologies in pairs, taking turns to be the person who apologises and the person being apologised to. Students should refer to their written apology to give them the situation but encourage them to speak spontaneously rather than to simply read it aloud.

- 6 Ask students to choose one of the incidents in Exercise 4, and expand their short apologies from Exercise 5 into a message like John's. Give them five to ten minutes to write their messages. Then ask them to swap their messages with someone else, read each other's apologies, then using message 1 in Exercise 2 as a model, write a quick reply.

Alternatively, you may want to collect all the messages for marking, then return them in the next lesson. If you decide to do this, focus your feedback on how well students communicate their message, and on how clear the messages are. Try not to worry too much about minor language errors as long as they don't impede communication. A heavily corrected piece of writing is more likely to demotivate a learner than to inspire them to try harder next time.

Student's Book page 64–65

CAMBRIDGE ENGLISH: Key

THINK EXAMS

**READING AND WRITING****1 Part 5: Multiple-choice cloze****Answers**

1 C 2 C 3 A 4 B 5 A 6 C 7 B 8 A

Workbook page 53

**2 Part 6: Word completion****Answers**

1 shelf 2 mirror 3 intelligent 4 generous  
5 easy-going

Workbook page 43

**3 Part 3: Dialogue matching****Answers**

1 G 2 B 3 H 4 A 5 D

Workbook page 35

**LISTENING****4 2.02 Part 2: Matching****Answers**

1 A 2 H 3 C 4 F 5 G

**Audio Script Track 2.02**

Listen to Jen telling Mark about her room. Who gave her each of the pieces of furniture? For questions 1 to 5, write a letter A to H next to each present.

- Mark Wow, Jen – I love your bedroom. It's so cool. Where did you get that armchair?  
Jen My grandpa gave it to me. He didn't want it anymore.  
Mark Did he give you the sofa too?  
Jen No, that was a birthday present from Dad.  
Mark An armchair and a sofa in your bedroom. You're so lucky. My room's just big enough for a bed!  
Jen I know but you're lucky because you've got brothers and a sister.  
Mark Lucky? I'm not so sure! These curtains are great. They make the room really warm. Were they a present?  
Jen Yes, Mum got them for me but I chose them. I got them from the same shop where my Aunt Abi bought me the carpet.  
Mark And you've got your own desk too!  
Jen Yes, I got that from my uncle Tim. Oh, no, that's wrong, I didn't. I got it from my other uncle, Uncle Simon. It's really old but I like it. Have you seen my lamp?  
Mark Yes, it's the best thing in your room.  
Jen That's because you gave it to me!

Workbook page 61

**TEST YOURSELF UNITS 5 & 6****1 VOCABULARY****Answers**

1 jealous 2 shower 3 after 4 annoyed 5 make  
6 for 7 annoying 8 last 9 really 10 cooker

**2 GRAMMAR****Answers**

1 thought 2 liked 3 went 4 chose 5 found 6 saw

**3****Answers**

1 I thought **thought** you were at school. 2 Did you enjoyed **enjoy** your meal, Sir? 3 Paul wasn't **didn't** go to school today. 4 We were tired so we **did go** went to bed early. 5 Where did you and Lucy **met** meet? 6 I wasn't hungry so I didn't **ate** eat anything.

**4 FUNCTIONAL LANGUAGE****Answers**

1 A about	B idea
2 A could	B do
3 A why	B sure
4 A Let's	B good / great


# 7 THE EASY LIFE

## Objectives

FUNCTIONS	asking for repetition and clarification; giving advice; talking about obligation / lack of obligation
GRAMMAR	<i>have to / don't have to; should / shouldn't; mustn't vs. don't have to</i>
VOCABULARY	gadgets; housework; expressions with <i>like</i>

Student's Book page 66–67

## READING

1  2.03 Books closed. To lead into the topic, show some digital devices available in the classroom or that you are carrying yourself (for example, *mobile phone, laptop, projector*), and elicit their names in English. Point to the items and ask: *What's this?* Write the words on the board, then ask students to brainstorm other examples of digital technology in groups. The groups should appoint one student to be the secretary and write up their suggestions. Set a time limit of one minute. After one minute, groups exchange lists and develop and add to their new lists. During feedback, write new words on the board. Then ask students to look at the photos on page 66, and match the names with the objects. Play the audio for the class to listen and check and, if you're using an interactive whiteboard (IWB), nominate a student to label each photo on the screen. Play the audio a second time for students to listen and repeat paying particular attention to the correct stress pattern. Ask students to add any new words to their lists.

### Answers


1 C 2 A 3 F 4 E 5 D 6 B

### Optional extension

Before asking students to listen again and repeat the words, ask them to predict where the main stress falls in each word by underlining the relevant syllable. As they say the words, students check their predictions (*e-reader, digital camera, flat screen TV, tablet, laptop, desktop computer*)

2 **SPEAKING** Focus on the examples in the speech bubbles (*I've got / haven't got; I think it looks*) and then elicit possible words for describing the items. Start with the words in the speech bubbles (*cool, really new, etc.*) and elicit the opposite and then pairs of opposites – e.g. *cool / uncool; really new / quite old; cheap / expensive; contemporary / old-fashioned, etc.* Set a time line of two or three minutes for pairs to agree on a two-sentences description for each of the six

objects without using the same adjectives more than once. Monitor, paying particular attention to the use of *look* with adjectives and the use of *have got*. During whole-class feedback, elicit descriptions of each of the objects from different pairs.

- 3 **SPEAKING** Ask students to think about which of the devices they would choose if they could only have one of these and why. Focus on the example in the speech bubble and model the language by explaining to the class which device you would choose, giving reasons. Students work in pairs and tell their partners which device they would choose and why. Explain that they should try and convince their partner to agree with them. At the end of the activity, ask for a quick show of hands to see which device the class consider the most difficult to live without.
- 4  2.04 Focus on the bold words and tell students that one of the two options in italics is the correct ending of the sentence. Do number 1 with the class and elicit that the first answer is the right one. Students work in pairs to complete the activity. Play the audio to check answers.

### Answers

- 1 A person who **invents** something has got an idea and creates something new.
  - 2 If you hear something that is **shocking** it makes you feel surprised and upset.
  - 3 I **researched** the topic on the Internet.
  - 4 What is a **huge** problem for Africa? There is not enough clean water.
  - 5 You can get **trachoma** from dirty water.
  - 6 Getting an **eye infection** can make people blind.
  - 7 You buy **gel** in a plastic bottle.
- 5 **SPEAKING** Ask students to look at the photo and title on page 67 and cover up the article. If you're using an IWB, display the photo and title on the screen, with books closed. Students discuss their ideas for the topic of the article in their pairs or in small groups. Conduct whole-class feedback and write students' ideas on the board. Then ask students to read the text quickly to check their predictions. Set a time limit of two minutes for this to encourage students to skim the text in search of specific information rather than trying to understand all the details.

- 6 **2.05** Ask students to read the statements carefully and underline the key words. This will help them find the information they need. Ask them to compare quickly which words they have chosen with a partner. Remind them that the statements follow the order of information in the text. Play the audio for students to listen and read the text. First, they should locate the parts of the text which correspond with the statements and underline key information. They can then use this to help them identify which statements are false and correct them. Ask students to compare answers in pairs before you check with the whole class.

### Answers

- 1 F (He used his mobile.) 2 T 3 T  
4 F (He wanted to make something to help people in parts of the world where it's difficult to find clean water.)  
5 F (His dream was to make a gel for people to put on their skin so they don't have to take a bath.)  
6 T 7 T 8 T

## THINK VALUES

### Caring for people and the environment

- 1 Elicit or pre-teach: *care about* (to feel interested in something or worried about it); *environment* (the land, air and water where people, animals and plants live); *quality* (how good or bad something is) and *appearance* (the way a person or thing looks). Check that students understand that each statement is an example of something you do if you 'care about' the environment / your work / your appearance, etc. To demonstrate the activity, read the first sentence with the class and ask students to pick out the key words (waters, rivers, lakes). Ask: *Do these words relate to the environment, personal appearance or other people? (the environment)*. Give students a minute to match the values and statements individually then compare answers in pairs, before you check with the class.

### Answers

- 1 a 2 c 3 d 4 b

- 2 **SPEAKING** Tell the class they are going to talk about Ludwick Marishane's values – i.e. what he cares about. Put students into pairs and tell them to take turns to ask and answer questions. Emphasise that they should give reasons to support their answers and put the following prompts on the board to support them: *It says in the article (that) ..., I think the answer is yes/no because ...* Monitor and provide help with any unfamiliar vocabulary. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension.

### Optional extension

Give students a few minutes to think about what they do in their own lives to demonstrate they care about the environment, the quality of their work, other people, their appearance, etc. Ask them to make some notes about each and compare their results with a partner. Do they consider some values more important than others? Pairs agree on at least two things their partner could do in future to show that they care about the areas that they had the fewest examples for. For example, if a student has a lot of things on their list that they do because they care about their appearance, but not many things for caring about other people, what things could they do in future to help people more in their daily lives?

### Student's Book page 68–69

## GRAMMAR

### have to / don't have to

- 1 Students complete the example sentences with *have to* and *don't have to* from memory, then check their answers against the text. Ask them to compare ideas in pairs before you check with the whole class.

### Answers

- 1 have to 2 don't have to

- 2 Students study the examples to work out the rules and complete the table. Ask them to compare answers in pairs before you check with the whole class. Check they have grasped when *have to* and *don't have to* have -s endings by putting the first example sentence on the board (*They have to wash their faces with clean water*) and then crossing out *they* and writing *he* in its place. Ask: *Does the verb change? (yes); How does it change?* Ask for a volunteer to come up to the board and write the new form of the verb. Then elicit the negative form of the original sentence and how this also changes in the third person. (Answers: They don't have to wash their faces with clean water; He doesn't have to wash his face with clean water.)

### Rule

- 1 have to 2 don't have to

### Answers

- 1 has to 2 doesn't have to 3 Do 4 Does  
5 does 6 doesn't

- 3 Complete the activity with the class. Ask students to look at the two pictures or display the enlarged picture on the IWB. Ask: *Where is he in B? (at/near the bus stop); Where is he in A? (at home)*. Display the sentences above the pictures on the IWB or let students look at them in their books and ask: (For B) *What time does the bus leave? (in 20 minutes); Does he have a little or a lot of time? (a lot of time); Does he have to hurry? (no); (For A) Does he have lots of time? (no); Does he have to hurry? (yes)*.

### Answers

- 1 A 2 B

- 4 Students work individually to complete the sentences, then compare answers in pairs before you check with the whole class. If you're short on time, you may like to set this task as homework.

### Answers

- 1 have to 2 have to, don't have to 3 has to  
4 have to 5 doesn't have to 6 don't have to

### Fast finishers

Students write five or six school rules (like sentence 1 in Exercise 4) using *have to* or *don't have to*, for example:  
*We have to arrive on time. We don't have to wear a uniform.*

Workbook page 64 and page 125



Be aware of common errors related to *have to / don't have to*, go to Get it right on Student's Book page 125.

Workbook page 66

## VOCABULARY

### Gadgets

- 1 2.06 Students may have already mentioned some of the gadgets here during Exercise 1 on page 66, so refer them back to that discussion, and ask them to name as many digital devices as they can, with their books closed. You can set it as a mini-competition between groups: who can write the most gadgets in one minute? Ask the group with the most words to read out their lists for the rest of the class to check against theirs and supplement with any missing ideas. Students then match the gadgets in the pictures with the correct words, and compare their ideas in pairs. Play the audio for them to check answers, then play it again for them to listen and repeat. Pay special attention to word stress. You may like to ask students to predict where the main stress falls before you play the audio again.

### Answers

- 1 D 2 H 3 I 4 G 5 C 6 B 7 F 8 E 9 J 10 A

### Optional extension

Students test each other in pairs by covering their word lists, then taking turns to point to a photo of a gadget in the book and eliciting the word for it.

- 2 Give students a minute or two to rank the gadgets in order of importance. Check they understand that 10 = not important and 1 = most important by saying, *I don't like coffee, I hardly ever drink it. Do you think a coffee machine would be important for me or not important? (not important); So do I rank it ten or one in my list? (ten).*
- 3 **SPEAKING** Quickly elicit adverbs of frequency (covered in Unit 1) in ascending order of frequency (*never* to *always*), then check other time expressions by showing one, two, three, four on your fingers and saying the prompt: *day, week, month, year* to elicit: *once a day, twice a week, three times a month, four times a year*, etc. Students compare their ideas

about the gadgets in pairs – ask them to consider all ten from Exercise 1, or all the words for devices from the whole unit if you want to extend the task slightly. Allow four to six minutes and ask the pairs to agree on the most important three gadgets. Monitor, paying particular attention to the correct use of the time expressions. To wrap things up, ask for a show of hands for each person's number one gadget by reading out the words from Exercise 1. What's the most popular device in the class?

### Optional extension

Ask students to conduct a mini-survey among their family members and friends to find out what the most popular gadgets are, how often they use them, and which one they couldn't live without. Ask them to write up the results in a short paragraph.

## LISTENING

- 1 **SPEAKING** With books closed, write a list of some of the greatest inventions of the last 150 years on the board – for example *the wheel, the fridge, the aspirin, the steam train, the telephone, the aeroplane, the light bulb*, etc. Elicit from students what these are and how they have changed people's lives. What do they think is the greatest invention of recent times? Then focus on the four pictures. Explain to students that these are imaginary inventions and give them a minute or so to discuss in pairs what they think the inventions are for. Elicit some suggestions from the class and put the best ideas up on the board. Then ask students to match the pictures and phrases and extend the prompts to make sentences to explain what the inventions do. Check answers as a class.

### Answers

- 1 D 2 A 3 B 4 C

### Optional extension

Ask students to decide which invention they would like best. Nominate students to share their ideas, asking them to give reasons, then ask the rest of the class to say if they agree or disagree.


- 2 2.07 Put the word *inventor* up on the board and ask: *What is an inventor? Can you think of any famous inventors? What did they invent?* Elicit examples from the class (Alexander Bell – the telephone; John Logie Baird – the television; Thomas Edison – the lightbulb; the Wright brothers – the aeroplane, etc.). Then explain to students that they are going to hear about two people, Martin and Anna, who want to become inventors. Give them a minute or so to match the sentences in pairs to find out what each person's situation is. Then ask students to underline the key words in the sentences that they will need to listen for. Play the recording, pausing at the relevant parts, for students to check their answers.

## Answers

1 b 2 d 3 c 4 a

## Audio Script Track 2.07

- Radio Host It's ten past eight on Radio 24 Hours. I'm Jackson Bradley. Welcome to 'Expert Opinion'. Today's expert is an inventor. Her name is Karen Ealey, and she is here with us to answer your questions. Good evening, Karen.
- Karen Good evening, Jackson.
- Radio Host Karen, I'm sure we've got lots of young people out there who want to become inventors. What would you say to them? What's your advice?
- Karen Two things. You shouldn't start thinking 'What idea can I have to make a million pounds?' You should start with a little idea. You should think, what can I invent that makes one little thing in my life easier? For example, you often forget where you put your keys. What can you invent to help with that?
- Radio Host That's an interesting thought, and we have our first caller, Martin from Southampton. Hello, Martin.
- Martin Hello, Jackson. Hello, Karen. I've got a question. I've got an idea for an invention, but I don't want to say what it is, of course.
- Karen Absolutely not. If you've got a good idea, you've got to keep it to yourself first.
- Martin Right. But my question is erm ... I've got a job, and I haven't got enough time to work on my invention. Should I give up my job?
- Karen Good question. No, you shouldn't give up your job. If you don't have a job, the situation is much more stressful.
- Martin OK, thank you.
- Radio Host You're welcome, Martin, and we've got another caller. Her name's Anna, and she's very young still. Anna, how old are you?
- Anna I'm 13, and I want to be an inventor.
- Karen Fantastic.
- Anna Yes, but my problem is that I have too many ideas. I've got so many ideas that I don't know where to start.
- Karen Good point. You're creative and you've got lots of ideas. That's wonderful, Anna. That's what an inventor needs. But I'll tell you what you should do. You should work on your best idea first. You shouldn't forget about your other ideas, but you can't work on all of them at the same time. So get yourself a book, and write down all your ideas, but work on one idea first.
- Anna OK.
- Karen And then, when you ...

- 3  2.07 Elicit/pre-teach: *give up* (to stop doing something, e.g. a hobby). Tell students they are going to try to remember the expert's advice. Give them a couple of minutes to complete the sentences from memory and compare their ideas in pairs. Play the audio again for them to check answers.

## Answers

1 shouldn't 2 should 3 should 4 shouldn't  
5 should 6 shouldn't

## GRAMMAR

*should / shouldn't*

- 1 Students study the examples in Exercise 3, then complete the rule. Check answers as a class.

## Rule

1 b 2 a

- 2 Write *should / shouldn't* on the board. Say: *I've got a headache* and elicit various suggestions from the students for what you *should* and *shouldn't* do. Then look at the example with the class and give students two minutes to make *should / shouldn't* advice sentences using the prompts for each situation. Remind them that they may need to add extra words. Students compare their ideas in pairs before you check with the whole class.

## Mixed-ability

Weaker students can match the verbs in the first list with a suitable item from the second list. They can then try to match each collocation to a situation before they write the advice. Stronger students can write advice for the four situations autonomously, using the prompts.

## Answers

- 1 You should drink some water.
- 2 You shouldn't read your book any more.
- 3 You should go to bed.
- 4 You shouldn't eat any more cake.

## Fast finishers

Students write some different advice with *should / shouldn't* for each situation in Exercise 2.

Workbook page 64 and page 125

## SPEAKING

Give students a minute to decide which statements they agree and disagree with and why, before discussing with a partner. Tell students that they should try to convince their partner of their own opinion. Monitor the discussion, helping with vocabulary as necessary and noting any errors in the use of *should / shouldn't* to review at the end of the activity. Also make a note of any persuasive arguments that students used successfully to convince their partner. At the end ask the whole class to say if they agree or disagree with each statement through a quick show of hands. Has anyone changed their minds from their original opinion?

## READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Ask students to think about how life might be different in 2066 and what sort of machines they think would exist. You may like to write some prompts on the board for them to consider, for example: *machines for sleeping / food / travelling / studying*, etc. Elicit some ideas, the wilder the better. If students seem engaged, you may like to ask them to continue brainstorming ideas for another minute or two in pairs or small groups, then report back to the class. Then, focus on the two pictures in the book or on the IWB, and ask students to work in pairs to make a list of words to describe each machine, then to use these prompts to talk about one of the machines to their partner. Monitor and make a note of the most interesting ideas, then ask the students who came up with them to share these with the class.
- 2 Ask students to read the text quickly to get a general idea, and to check if any of them had similar suggestions for the two machines. Check answers with the whole class.

### Suggested answers

The Sunny Star does everything to get you ready in the morning.  
The Travel Plus allows you to travel abroad while staying in your bed.

- 3 Ask students to read the questions and underline key words. They can then use those key words to help them locate the essential information in the texts that will lead them to the answers. You can point out that students don't need to write full-sentence answers (unless you especially want them to practise this) but can make notes. Allow them to compare answers in pairs before you check with the whole class.

### Answers

- 1 It wakes you up in the morning with a nice song.
- 2 It creates problems when it rains.
- 3 It only turns on the cold water when it puts you in the shower.
- 4 You don't have to get out of bed.
- 5 Travel Plus takes you where you want.
- 6 You mustn't forget to switch it off at night.

### Optional extension

Discuss with the students what they think about the usefulness of each machine. What do they think is good, and not so good about each one?

## GRAMMAR

### mustn't / don't have to

- 1 Students complete the sentences from memory, then check back in the text before completing the rules. Ask them to compare answers in pairs before you check with the whole class. Point out that, as you saw before on page 68, *don't have to* changes form.

After *he, she* and *it*, *don't have to* changes to *doesn't have to*. *Mustn't*, however, never changes form and is the same in the first, second and third person. Check that the first *t* is silent in *mustn't* and that the whole word is pronounced /'mʌs(ə)nt/.

### Answers

- 1 don't have to 2 mustn't

### Rule

- 1 don't have to 2 mustn't

- 2 Students look at the rules, then choose the correct answers. Ask students to compare answers before you check answers as a class.

### Answers

- 1 b 2 a

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. If you're short on time, you may like to set this task as homework. Alternatively, you may prefer to do 1–3 in class, then set 4–6 as homework.

### Answers

- 1 don't have to 2 mustn't 3 don't have to  
4 don't have to 5 don't have to 6 mustn't

Workbook page 65 and page 125

## PRONUNCIATION

To practise /ʌ/ and /u:/, go to Student's Book page 120.

## VOCABULARY

### Housework

- 1 **2.10** Ask students to cover the text and look at the photos. If you're using an IWB, display the photos only on the screen, with books closed. Ask what students think the people are doing in each picture. If students don't know the English word or phrase for the activity, say that you will come back to it later. Then let students look at the list of activities and match them with the photos, by a process of deduction finding the words and phrases they didn't know from the available options. Give them up to two minutes for this. Play the audio for students to listen and check their answers, then to listen and repeat. Pay special attention to the silent *r* in *ironing* /'aɪə(r)niŋ/, and the pronunciation of the two middle vowels in *vacuum* /'vækjuəm/.

### Answers

- 1 F 2 J 3 E 4 A 5 H 6 C 7 B 8 G 9 D 10 I

**Optional extension**

Students cover the phrases, and test each other in pairs by taking turns to point at photos at random and asking their partner to say the correct activity.

Workbook page 66

**SPEAKING**

- 1 Ask students to read the questions and make notes about the household chores they *have to* and *don't have to* do at home and their ideas and feelings about whether young people *should* or *shouldn't* have to help in the home. Remind them there are no correct answers but they should try to give reasons to support their opinions. Give them about three minutes for this task.

**Mixed-ability**

Stronger students may want to add other typical household chores that are not on the list (e.g. *walking the dog, taking out the rubbish, mowing the lawn, cleaning windows*).

- 2 **SPEAKING** Demonstrate the task by talking about your own experiences of and opinions about housework. Model examples for all the key phrases and elicit students' reactions. For example, say: *I have to do all the ironing and I don't think that's fair. What do you think? Who does the ironing in your house?* Then give students a couple more minutes to prepare what they are going to say about housework including their feelings about it (fairness and unfairness, etc.) using the phrases given.

**Mixed-ability**

Weaker students can write in full sentences, but encourage stronger students to make notes and prepare to speak just using their notes as a reminder.

- 3 Students compare their ideas and feelings about housework in pairs or small groups. Ask students to listen carefully to each other and take notes of their partner's answers, trying to find three things they have in common. Monitor, and provide help with vocabulary as necessary. Make a note of any outstanding contributions to praise at the end of the activity. Keep error correction to a minimum, as the focus of this activity is on fluency, not accuracy, and help students correct their own mistakes if necessary. Only correct errors on-the-spot where these hinder comprehension.

**WRITING**

Tell students they are going to write about their partner's experience of housework. Focus attention on the questions and give pairs about two minutes or so to interview each other and make notes (check understanding of a *chore* – a job you have to do – and model the pronunciation). Give students five to ten minutes to expand their notes into a paragraph. When they have finished, ask them to swap their paragraphs with another student (but not with the person they wrote about), and check each other's work for the following: **task completion** (Have they included the

answer to all four questions?); **clarity and cohesion** (Is the paragraph clear and easy to follow?) and **accuracy** (Is the grammar (*have to, don't have to*) used correctly?).

**THINK SELF-ESTEEM****Classroom rules**

- 1 Students work in pairs to agree on and to write at least eight rules for their English classes. They need to come up with rules that both partners personally agree with. Give them three or four minutes for this. Fast finishers can write more rules.
- 2 **SPEAKING** Put the pairs of students into larger groups of four or six to discuss their sets of rules. Ask them to try to agree on a final list of the top eight or top ten rules for the class. Then have a whole-class discussion, eliciting suggestions from the different groups and asking them to write these on the board, then inviting opinions from the rest of class. If appropriate, encourage them to include rules for the teacher as well for the students, e.g. *Teachers should make classes fun; Teachers don't have to give us homework every day.*
- 3 Students vote on the top ten rules they agree with, which you should write up on an A3 sheet of paper, have it signed by the teacher as well as all the students in the class, and display as a poster for the remainder of the school year. Class contracts like this are a good way to make students feel involved and empowered in their own learning, and because the rules are worked out through open negotiation, students are also more motivated to police their own adherence to them. Before the end of the year, it may be worth revisiting the rules and asking students if there are any rules they would like to change.


**Student's Book page 72–73****PHOTOSTORY: episode 4****The treasure hunt**

- 1 **2.11** Write the title on the board. Elicit ideas for what a *treasure hunt* may be. Students may know the word *treasure* (a collection of gold, silver, jewellery, or other valuable objects). Elicit or explain that a *treasure hunt* is a game in which the players are given a series of clues (pieces of information) to direct them to a hidden prize. Ask students: *Have you been on a treasure hunt? What was the prize? Did you find it?* Ask students to look at the photos, but cover up the dialogues and say what's happening in each one. If you're using an IWB, show each photo one by one and get students to say who's in them and what they're doing. Then direct attention to the two questions. Check understanding of *GPS* (short for global positioning system: a system that uses satellites to show the position of a person or thing anywhere in the world) and play the audio for them to listen and read to find the answers.

## Answers

Because he has to do his homework and help his dad with the garden.  
It is a treasure hunt using the GPS on your mobile phone.

## DEVELOPING SPEAKING

- 2 Give students one minute to compare their ideas about what they think happens next in the story. Elicit ideas and suggestions, and put them up on the board to refer back to later. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3  EP4 Play the video for students to watch and check their answers. Refer them back to the ideas on the board. Who guessed correctly?
- 4 Encourage students to underline the key words in the questions to help focus them on the relevant information. They answer the questions individually, then compare answers in pairs before you check with the whole class. Replay the video if necessary.

## Answers

- 1 He's worried that the girls will find out that they ate the treasure.
- 2 He thinks Luke is running away.
- 3 It's not working.
- 4 She switches it off and then on again.
- 5 The ice cream kiosk doesn't sell chocolate.
- 6 They find (melted) ice cream.

## PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Check answers as a whole class.

## Answers

1 Ryan 2 Luke 3 Luke 4 Ryan 5 Megan

- 2 Students complete the gaps individually, then compare answers in pairs. If you're short on time, you can set this exercise for homework.

## Answers

1 and stuff 2 such good fun 3 No chance  
4 Never mind 5 So 6 Absolutely

## Optional extension

In pairs, students practise the mini-dialogue. Ask them to change one small detail in each one, for example: *we can watch TV and stuff*. Invite volunteers to perform in front of the class. Ask the rest of the class to listen with books closed to identify the element that's been changed.

## WordWise

### Expressions with like

- 1 Students complete the sentences in pairs from memory, then refer to the story on page 72 to check.

## Answers

1 Like what 2 looks like 3 sounds like 4 like

- 2 Do number 1 with the class so that you are sure students understand what they have to do. Students work individually, then compare answers in pairs before you check with the class.

## Answers

1 d 2 e 3 a 4 b 5 c

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the class. If you're short on time, set this for homework.

## Answers

1 like 2 looks like 3 Like what 4 sounds like

Workbook page 66 

## FUNCTIONS

### Asking for repetition and clarification

- 1 Students complete the extracts. Stronger students could try covering the list at the top and completing the gaps with their own ideas.

## Answers

1 Like what 2 you mean 3 Sorry?

- 2 **SPEAKING** Students match the expressions and meanings individually, then compare answers in pairs before you check with the whole class.

## Answers

a 3 b 2 c 1

## ROLE PLAY A PHONE CALL

Put students in pairs of A and B. Put all the A students in a group, and all the B students in another to study their respective role cards together carefully and prepare for the role play. In a large class, you could form a number of smaller A groups and B groups. Be on hand to help with any language issues or to give advice to either group. Encourage students to make notes as to what they can say using the phrases studied in the unit. When they're ready, ask students to return to their assigned partners and practise role-playing the conversation. At the end, ask two or three volunteering pairs to perform in front of the class, then have a vote on the best performance.

# 8 SPORTING MOMENTS

## Objectives

FUNCTIONS	talking about feelings; talking about sports
GRAMMAR	past continuous; past continuous vs. past simple; <i>when</i> and <i>while</i>
VOCABULARY	sports and sport verbs; adverbs of sequence

Student's Book page 74–75

## READING

- Books closed, ask the class: *How much do you like sport? Do you love sport or do you think it's OK? Who doesn't like sport?* Ask for a show of hands. Ask individual students who love sport what their favourite sport is and ask students who don't like sport why they don't like it. Then, ask students to open their books and look at the pictures showing different sports. If you're using an interactive whiteboard (IWB), display the pictures on the screen, with books closed. Elicit the names of any sports students recognise. Students match the words to the photos. Ask them to compare answers in pairs before you check with the whole class. Pay special attention to the word stress in *mountaineering* /maʊntɪ'nɛərɪŋ/ and *athletics* /æθ'letɪks/.

### Answers

1 C 2 B 3 E 4 F 5 D 6 A

- Do the first word together as a class. Ask: *In which sports do you have a ball? Do you have a ball in basketball? (yes); Do you have one in horse racing? (no), and so on.* Students then work in pairs to try and decide which words go with which sports. Tell them that a word may go with more than one sport. Elicit suggestions for each word, and ask the rest of the class to listen, check and correct answers as necessary.

### Answers

a ball: tennis, basketball  
a race: horse racing, track  
water: swimming, mountain climbing (snow and ice)  
rope: tennis (net), swimming (lane lines), mountain climbing  
a net: tennis, basketball


- You may like to do this activity as a competition between small groups. Set a time limit of, say, two minutes. Each group should appoint a student to be the list-keeper. The team to write the most sports in English wins. You may like to introduce a rule that you deduct a point for each incorrect word, or

any word not used in English (for example *waterball* instead of *water polo*). Elicit suggestions from the whole class and build up a list of words on the board for students to copy and learn. Practise the pronunciation of any trickier items by reading out the words and getting the class to repeat.

### Optional extension

For an extra challenge, ask students to identify which sports mentioned are: a) team sports, b) individual sports, c) ball sports, d) winter sports, e) summer sports. Note that some sports can go in more than one category, and some can't be categorised like this.

To practise the vocabulary in Exercise 2, ask students to say which sports they named in Exercise 3 go with the things listed. For example: *water polo* needs a ball, water, and teams play in a match.

- Students go through their lists individually, and mark the popular ones and the ones they personally like. Allow up to two minutes for this.
- SPEAKING** Students compare their ideas in pairs. Monitor and help with vocabulary as necessary. Ask each pair to agree on what they think the top three most popular sports in their country are. Elicit suggestions from pairs, then have a quick show of hands to find out which sport is considered most popular within the class.
- Students look at the photos and identify the sports (*athletics* and *mountaineering*). If you're using an IWB, just display the photos, and cover up the two blocks of text and the title. (You may need to prepare covering panels for this before class.) Elicit suggestions for what connects the stories. Write these on the board to facilitate feedback following Exercise 7.
-  **2.12** Play the audio for students to listen to and read the article to check their ideas. Refer them back to the notes on the board, and ask students to say which ideas were right, and which were wrong. Check their comprehension of the gist of the stories by asking: *What happened to Derek?* (He hurt his leg during the race.); *What happened to Gerlinde?* (Her friend and climbing partner had an accident, fell and died.)

### Answers

- athletics and mountaineering
- The stories are about not giving up.

- 8 Students first read the statements and underline the key words. This will help them find the relevant information in the text. Remind them that the information will appear in the same order in the article as the sentences in the exercise. Students find and underline the parts of the text that relate to the sentences before correcting them. They can work individually or in pairs but, in either case, give them some time to compare their ideas with a partner before you check answers as a class.

### Answers

- 1 The weather in Barcelona was good / sunny.
- 2 Derek Redmond was in the 400-metre race.
- 3 The race organisers tried to stop Derek.
- 4 Derek was walking when he crossed the finish line.
- 5 In 2010, Gerlinde Kaltenbrunner had already tried to climb K2 four times before.
- 6 Gerlinde was with his friend (Fredrik Ericsson) on the mountain.
- 7 The accident happened in the morning.
- 8 Gerlinde has climbed every mountain that is over 8,000 metres.

### Fast finishers

Students work in pairs to write some further incorrect statements about the text, then swap with another pair to make corrections.

### Optional extension

Ask students to re-tell the story in their own words. Write the following prompts on the board: *Where were the people? What were they doing? What happened? What did the people do after this? How did the people show they didn't want to give up?* Ask a few volunteers to share their versions of the story with the class. Ask the rest of the class to follow the text and see if the speakers miss out any important details. Alternatively, put students in AB pairs and instruct A to tell the story – using notes but with his/her book closed while B checks. Switch roles and repeat.

## THINK VALUES

### Trying, winning and losing

- 1 Check/clarify: *win, lose, go wrong, keep going, fail*. Write the words on the board and ask: *What is the opposite of winning? (losing); What is the opposite of succeeding? (failing); If you try to do something but everything goes wrong, are you more likely to succeed or fail? (fail); What do you think the opposite of 'go wrong' could be? (go right); If lots of things go wrong, but you 'keep going', does this mean you stop and give up? (no)*. Then focus students on the sentences and give them a minute or two to think about them.
- 2 **SPEAKING** Ask students to discuss which statements they agree and disagree with. In pairs, they should rank them in order of importance and reach an agreement with their partner about this. Monitor and help with any challenging language as necessary. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Make a note of any serious errors in the use of the past continuous and past simple; then put the most frequent mistakes on the board and

elicit the corrections from the students. To follow up the discussion, ask pairs to come up with two additional sentences of their own relating to trying, winning and losing. For example, you could ask them to think about the right way to behave if you win something as well as if you lose. Give students a few minutes to discuss their ideas in pairs and then conduct whole-class feedback.

### Student's Book page 76–77

## GRAMMAR

### Past continuous

- 1 Students try to complete the sentences from memory, then look back at the article to check. Then they complete the rule. Ask students to compare ideas with a partner before you check answers as a class. Ask: *Is this structure more like the present simple or the present continuous? (the present continuous); In what ways is it formed like the present continuous? (It is formed with 'be' plus the -ing form of the verb.); What do we use instead of the present tense of 'be' – is and are? (the past tense of 'be' – was and were)*. You can also point out that, like the present continuous, the past continuous is used to describe an ongoing or unfinished action which is happening 'around' a point in time.

### Answers

- 1 was shining
- 2 was running
- 3 was climbing
- 4 was trying

### Rule

actions in progress

- 2 Students look through the text for further examples and underline them. Ask them to compare underlined examples in pairs, then work together to complete the table. Monitor to check that all students are on the right track.

### Answers

Examples: Derek was crying; 60,000 people were cheering; she was trying to climb the mountain; it was snowing; the two climbers were getting ready

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

## PRONUNCIATION

To practise weak and strong forms of *was* and *were*, go to Student's Book page 121.

- 3 Ask students to read the instructions. To start to get across the ideas that the past continuous is used to describe continuous 'background' action that was happening at a time when a specific event happened, ask: *Were the students in the class before the sports teacher arrived? (yes); Did the teacher arrive at a specific time? (yes); So what the students were doing, was it happening at the specific time when the teacher came in to the room? (yes)*. Students complete the gaps individually, then compare their ideas in pairs before you check answers as a class.

**Answers**

- 1 were playing 2 was reading 3 was climbing  
4 was dreaming 5 was looking

- 4 Students complete the sentences individually and compare their ideas with a partner. Check answers as a class. Some students may notice the contrast between the use of the past simple and the past continuous, which will be covered later on page 79. Don't get into a lengthy exploration of the issue at this point, just praise the students who picked up on it.

**Answers**

- 1 were you doing, was waiting, was raining  
2 was cooking  
3 were playing, were winning  
4 Were you watching, was reading

Workbook page 72 and page 125

**VOCABULARY****Sports and sport verbs**

- 1 Ask students to look at the photos. If you're using an IWB, just display the photo, with books closed. Elicit names of each sport. With an IWB, you can ask students to come and label each picture on the screen. Ask the rest of the class to check and confirm/correct their answers. Students match the words and photos. Ask them to compare ideas in pairs before you check as a class. Then practise the pronunciation by reading out the words one by one and asking the class to repeat. Pay special attention to the stress on the second syllable of *gymnastics*, the silent b in *climbing*, the /ʌ/ sound in *rugby*, and the pronunciation of two 'i' sounds (one long, one short) in *skiing*.

**Answers**

A 6 B 5 C 3 D 1 E 8 F 4 G 10 H 2 I 7 J 9

**Optional extension**

Students work in pairs. They cover the list of words, then take turns to test each other by pointing at a picture at random, and asking their partner to name the sport.

- 2 Check comprehension of *players* and *team* by asking: *How many players are there in a football team?* (eleven). Students discuss the questions in pairs for two minutes. Elicit their ideas, and invite reactions from the rest of the class. Ask students: *Which sport adds -or, not -er to talk about the person who does it?* (sailing – sailor). Write the example on the board and circle the ending.

**Answers**

- 1 rugby, volleyball 2 a sailor, a diver, a golfer, a rock-climber, a snowboarder, a skier, a windsurfer 3 a gymnast

- 3 Students read the rule, and use it to complete the table individually. You can also put this useful, but not entirely reliable, rule up on the board:

*play* + ball sports / games, e.g. *play football, play volleyball, play tennis*

*go* + outdoor sports / games without a ball, e.g. *go swimming, go jogging, go climbing*

*do* + indoor activities and martial arts, e.g. *do judo, do karate, do yoga, do ballet, do aerobics*.

Ask students to compare their ideas in pairs before you check answers as a class.

**Mixed-ability**

In stronger classes, ask students to cover the rule box first, complete the table with the sports from Exercise 1, then try and work out the rules in their own words before revealing the box to check their ideas.

**Answers**

*play*: rugby, golf, volleyball  
*go*: rock-climbing, sailing, diving, snowboarding, skiing, windsurfing  
*do*: gymnastics

**Fast finishers**

Students add the sports from page 74 to the table as well. They could also add any further sports they know.


- 4 **SPEAKING** Put students in groups to discuss the questions about sports. Elicit some phrases they can use to express agreement or disagreement and write these on the board, for example: *I think / don't think it is ...; In my opinion ...; In my view ...; I agree / don't agree that ...*. Monitor and help with any unfamiliar vocabulary. Allow about six minutes for the discussions. Ask each group to select a group secretary, who should make notes of the group's answers. You could ask groups to include sports from page 74, as well, and/or encourage them to add further examples for each topic. Ask each group to decide what they think the most dangerous, the most difficult and the most expensive sports are, and take feedback on this from the class.

**Suggested answers**

- 1 rugby, volleyball  
2 students' own answers – almost any sports can be dangerous in certain circumstances  
3 sailing, diving, windsurfing  
4 snowboarding, skiing  
5 sailing, golf – and any sport which involves a lot of travelling  
6 students' own answers

Workbook page 74

**LISTENING**

- 1  2.15 To lead into the listening task and to check comprehension of the key question, ask students: *How do you feel about sport?* and elicit some brief responses. Explain that students will hear five teenagers answering the same question. Ask them to look at the five names and ask: *Which speakers are girls?* (Gemma and Tracey). Play the audio for students to listen and tick the sports each person

talks about. You may also like to play the audio again and ask them to mark with a plus symbol the sports the speakers like, and with a minus symbol the sports they don't like. Ask students to compare answers in pairs before you check as a class.

### Answers

Gemma: swimming, running, football  
 Andy: running, football  
 Tracey: skateboarding, football  
 Paul: running, gymnastics  
 Ryan: football, tennis, swimming, skiing

### Audio Script Track 2.15


Interviewer Gemma, how do you feel about sport?  
 Gemma I'm not interested in sport. I really don't like it. I mean, I like exercise so I go for walks and I like swimming, oh I run a lot too, that's great – but I just don't like sport, you know, the idea where you try to win, to beat other people. And I hate sport on TV – I leave the room! And I don't go to sports events like football matches – why do people pay so much money to watch 22 men run after a ball?

Interviewer Andy, how do you feel about sport?  
 Andy Well, I like running a lot. At school I play football but that's because I have to, all the boys play football, and it's OK, I mean I don't hate it, but I don't really like team games and sports very much. I like doing things alone and I think that's why I love running, it's just me and not other people. I'm not a very good runner but I just love trying to run a little faster than the last time, d'you know what I mean?

Interviewer Tracey, how do you feel about sport?  
 Tracey Well, I absolutely love skateboarding, of course! It's just the best thing in the world. Some of my family say it isn't really a sport but they don't know anything. I spend hours practising moves. There's a skate-park with a really good ramp, it's not far from where I live. I'm there all the time. It's the only sport I like really. I mean, I kind of like football but really that's only because some of my friends are into it. But skateboarding, that's my thing.

Interviewer Paul, how do you feel about sport?  
 Paul When I was a kid I didn't like any sports at all. I thought: 'I'm just not good at things like running and jumping' but about a year ago I saw some gymnastics on TV and now I love it. There's a sports centre in my town where I can do gymnastics. I can't do it at school because they haven't got anywhere, but I go to the sports centre every weekend and some evenings too, to do as much gymnastics as I can.

Interviewer Ryan, how do you feel about sport?  
 Ryan Sport? Wonderful! I'm a real sports fanatic. I mean, I think about sport all the time. I watch almost everything on TV – football, tennis, swimming, everything. And I do a lot of sport too – my favourite's football, of course, and I'm really not bad at football. I'm in the school team too. And I'm also learning to ski. My family went to Italy last year. We went skiing – it was fantastic and I want to do more.

- 2  2.15 Before you play the audio again, clarify the difference between *to practise something* so you can get very good at it, e.g. *to practise skateboard moves*, *practice a dance sequence* – and the general expression *to practise a sport* meaning to do a sport. Focus students' attention on the sentences and give them a minute or two in pairs to brainstorm other ways of saying the same information. Listening tasks often involve paraphrasing, and raising students' awareness about this is important. Stronger classes could then try and write the names from memory before they listen. Play the audio again for students to find the information. Remind them to listen for ideas, not exact words. Check answers together. Then see if students can remember what the phrasing in the audio was.

### Answers

1 Tracey 2 Gemma 3 Andy 4 Ryan 5 Paul

- 3 **SPEAKING** Focus attention on the examples. Write the expression *I'm like ...* and its opposite, *I'm not like ...* on the board, and check students understand the meaning (I'm (not) similar to). Put students in pairs, and ask them to think about which speaker they think their partner is like. Give pairs about four minutes to talk about which teenager they most identify with and check each other's predictions. Ask them to give reasons. Monitor but avoid error correction unless mistakes hinder comprehension, and help with any challenging lexis or structures.

### Alternative group-work activity

A different way of organising the discussion is to assign five spots in the classroom for each of the five teenagers from the recording, for example in the four corners and in the middle. Ask students to think about which speaker they're like, then stand in the corresponding spot. Physically 'taking sides' helps students identify better. This approach also avoids ending up with pairs who both choose the same person, and therefore have little to compare and contrast between them. Form groups which consist of students who all chose a different person, then start discussions. Monitor as before.

## FUNCTIONS

### Talking about feelings

- 1 Give students a minute to think and write their lists.
- 2 Students tick the sports they feel positively about, and mark with a cross those they don't. Give them 30 seconds for this.
- 3 Students note down their reasons for their feelings. Allow about two to three minutes.
- 4 In pairs, students use their notes to talk about their feelings towards sports. Ask the listener in each pair to make a note of any sports mentioned, whether the speaker likes or dislikes them, and what their main reasons are. Pairs should try and find three things they have in common. Monitor, and help with any challenging lexis or grammar. Pay special attention to the correct use of *like + -ing*, adjectives with *-ing* and *-ed*, and the use of the present simple. Avoid error correction unless mistakes hinder comprehension,

just make a note of any specific points to go over at the end of the activity. Also note any outstanding contributions, and praise them when the discussions are finished. You may like to wrap up by asking two or three students to report back on partners.

### Student's Book page 78–79

## READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the four photos and identify the sports shown (*sumo wrestling, cycling, tennis, cheerleading* and *American football*). If you're using an IWB, you can do this as a heads-up activity on the screen. If students don't know the English names for the sports, elicit them in L1, write the English on the board, and quickly drill pronunciation through listen-and-repeat. Ask students to study the photos more closely, and in pairs discuss what might be happening in each one. Weaker classes may do parts of this in L1, but encourage all students to use as much English as possible. Take students' ideas about what's happening in each picture and write these on the board.
- 2 Students read the stories quickly to check their predictions and match the pictures and stories. Check answers as a class. Tick any words and phrases on the board from students' predictions that have come up in the story and that the students mention in their feedback.

### Answers

1 C 2 D 3 A 4 B

- 3 Remind students to read the questions carefully and underline key words so they know what information to look for in the text. Students then read the stories again more carefully in order to find and underline the relevant text that gives them the answers. Give them some time to compare their ideas with a partner before you check answers with the whole class.

### Answers

- 1 Because the bird was OK in the end.
- 2 Because she was looking the other way.
- 3 The sumo wrestlers fell on him.
- 4 Because he thought he was winning the race and he put his arms up in the air to celebrate.

- 4 **SPEAKING** Students put a score next to each story individually before they compare with a partner. Encourage students to say why they gave the scores they gave. During whole class feedback, ask pairs how similar their scores were.

## TRAIN TO THINK

### Sequencing

- 1 Focus students on the jumbled lists and demonstrate the activity by doing number 1 with the class. Ask: *What is the logical order for these words?* When students give you the correct answer, ask: *Why? How did you know?* Elicit that what connects these words

is that they are all parts of a day. Ask students to tell you what connects the remaining words in the exercise. Ask: *What category of things are they?* (1 parts of the day; 2 past, present and future; 3 days of the week; 4 daily routine; 5 life stages; 6 football match). Then give students a minute or two to order the words.

- 2 **SPEAKING** Students compare their ideas in pairs before you check answers with the whole class.

### Suggested answers

- 1 morning – afternoon – evening – night
- 2 yesterday – today – tomorrow – next week
- 3 Monday – Wednesday – Friday – Saturday
- 4 wake up – go to school – have lunch / come home – come home / have lunch
- 5 baby – child – teenager – adult
- 6 kick-off – first half – half-time – second half

## GRAMMAR

### Past continuous vs. past simple

- 1 First, ask students to match each example to the correct story (they're in the same order as the stories). Students identify the tenses individually, then compare answers in pairs before you check with the whole class. Alternatively, to make this exercise more challenging, you may like to ask students to close their books. Write the sentences on the board, with gaps for the past verb forms and only base form prompts in brackets, for example: *One of the players \_\_\_\_\_ (hit) the ball when a bird \_\_\_\_\_ (fly) in.* Students could then first identify the stories, then complete the gaps, before they check their answers in the text and finally move on to identifying the tenses, as above.

### Answers

- 1 was hitting (continuous), flew (simple)
- 2 was looking (continuous), hit (simple)
- 3 was trying (continuous), fell (simple)
- 4 was cycling (continuous), put up (simple)

- 2 Students study the examples and the diagram and complete the rule. Check answers as a class. Ask: *What does the continuous line in the diagram show – a background action or single complete past action? (a background action).* Elicit or provide more examples of background actions e.g. *We were sitting in class; I was waiting at the bus stop; They were having lunch* and put them up on the board. Then elicit ideas from the class about single, completed past actions which could happen while they were going on, e.g. *The teacher came in; The bus arrived; The telephone rang, etc.*

### Rule

- 1 past continuous 2 past simple

- 3 Students complete the sentences individually. Ask them to compare answers in pairs before you check with the whole class.

### Answers

- 1 hit, was watching 2 was sailing, saw
- 3 was chasing, fell 4 looked, was snowing
- 5 went, were watching

### Fast finishers

Students write sentences about what people in the classroom were doing when the English teacher walked in at the start of the lesson. In each sentence, they must use both the past simple and the past continuous.

- 4 Ask students to read the paragraph quickly to find out what happened. (Pre-teach *bite* and its past form, if necessary.) Ask: *What did Suárez do?* (He bit another player's arm.); *What were the consequences of this for him?* (None at the time because the referee didn't see what happened.). Students complete the text individually with the correct past tense forms and compare their ideas with a partner. Check answers as a class.

### Answers

- 1 were winning 2 were running 3 were trying
- 4 took 5 bit 6 didn't see 7 continued

### BACKGROUND INFORMATION

Luis Suárez (born 1987) is an Uruguayan football player, whose most famous clubs include Ajax Amsterdam, Liverpool FC and FC Barcelona. The Ivanovic incident was the second of three similar controversies in his career. While playing for Ajax in 2010, he bit PSV Eindhoven's player, Otmar Bakal on the shoulder, and he received a seven-match ban from the national association. In 2013, although he wasn't sent off during the game, he had to pay a fine and was suspended for ten games by the English FA. Then, during the 2014 World Cup in Brazil, playing for the Uruguay international team, he bit Italy defender, Chiellini. He was later banned from football for four months, as well as for nine international matches as a punishment. Apart from his disciplinary problems, Suárez is an outstanding attacking player, who was named Player of the Year in England, and he also won the Golden Shoe as the best goalscorer in Europe in 2014.



Be aware of common errors related to the past continuous vs. the past simple, go to Get it right on Student's Book page 125.

### when and while

- 5 With books closed, write sentences 1 and 4 from Exercise 1 on the board, gapping *when* and *while*. Ask students to complete them, then open their books to check. Students then use the examples to work out the rules. Ask students to compare answers in pairs before you check answers as a class.

### Rule

- 1 simple 2 continuous

- 6 Students complete the sentences. Ask them to compare their ideas in pairs before you check answers as a class.

### Answers

- 1 were watching, arrived 2 was having, had
- 3 was talking, went 4 were walking, saw

- 7 You could do this exercise in writing or orally, if you're short on time or with stronger classes. Check answers together.

### Answers

- 1 Alex and Sue were watching a film on DVD when their friends arrived. / While Alex and Sue were watching a film on DVD, their friends arrived.
- 2 Marco was having breakfast when he had a great idea. / While Marco was having breakfast, he had a great idea.
- 3 Cristina was talking on the phone when her father went out. / While Cristina was talking on the phone, her father went out.
- 4 They were walking in the mountains when they saw a strange bird. / While they were walking in the mountains, they saw a strange bird.

Workbook page 73 and page 125

## VOCABULARY

### Adverbs of sequence

- 1 Ask students to look at the half sentences, and say which story they're from (story 4 on page 78). Students match the sentence parts, then check back in the text to see if they were right. Students compare answers in pairs, before you check quickly as a class.

### Answers

- 1 b 2 d 3 a 4 c

- 2 Ask students to skim the gapped sentences. Ask: *Is it the same story?* (no); *What sport is this story about?* (running). Students complete the story individually, then compare their ideas in pairs before you check answers with the whole class.

### Answers

- 1 At first 2 Then 3 After 4 Then 5 After 6 Finally

### Fast finishers

Students use their own words to re-tell the story of the sumo wrestlers, the girls in the American football match or the bird in the tennis game. They must use all four adverbs of sequence.

Workbook page 74

## Student's Book page 80–81

## CULTURE


### The Olympic Games – the good and not-so-good

- 1 Before you begin, elicit any facts students already know about the Olympic Games. Ask: *How often are the Olympic Games held?* (every four years); *In which country were the last Olympic games?* *Where will the next ones be?* *Can you name any Olympic winners?* Then ask students to cover the text and look at the

pictures and the title of the article. Elicit ideas for what the article might be about and put these up on the board. Check students understand the meaning of *spectators* (the people who are watching) and *finish line* (the line on the track that shows the end of the race) and ask them to find examples of these in each of the pictures.

### BACKGROUND INFORMATION

The tradition of the *Olympic Games* goes back to ancient Greece, where regular competitions were held for athletes in running, discus throwing, wrestling and so on. Only men were allowed to compete, and they wore no clothes. The modern Olympic Games have been held every four years since 1896 – although the games went on a hiatus during both world wars in the 20th century. The first one was held (in honour of the ancient traditions) in Athens. The first winter Olympic Games was in Chamonix, France in 1924 and it featured sports such as skiing, skating and ice hockey. After the 1992 winter games in Albertville, France, the winter Olympics has taken place in the two years after and before the summer games. Beginning with 1948 (the Stoke Mandeville Games) then 1960 (the first proper event of this kind), there have also been special games for disabled people called the Paralympic Games.

- 2  2.16 Play the audio for students to listen to and read the article to check their ideas from Exercise 1, referring back to the notes on the board. Ask them to match the photos with the correct games.

### Answers

A London 1908 B Athens 2004 C Mexico 1968

- 3 **SPEAKING** Put students in groups of four or five to discuss which Olympic moment from the article they like most and least, and why. Monitor their discussions, but as this is a fluency activity, avoid error correction unless mistakes hinder comprehension. Make a note of any interesting ideas to elicit later in a whole-class discussion. Get some feedback from each group to wrap things up.
- 4 Demonstrate the activity by doing number 1 together as a class. Encourage students to underline what they think are the key words in the question and then to search for these words in the text in order to help them locate the information they need for the answer. Students complete the exercise individually, before checking their ideas with a partner and then with the class.

### Answers

1 Dorando Pietri 2 Abebe Bikila 3 Vanderlei de Lima  
4 Edith Bosch 5 Abebe Bikila 6 Edith Bosch  
7 Dorando Pietri 8 Bob Beamon 9 Vanderlei de Lima

- 5 **VOCABULARY** Look at the example with the class and elicit or point out that you can sometimes guess the meaning of a word from its context, so students should always carefully read the sentence in which a new word occurs and look out for any known and familiar words that are used with it. Encourage stronger students to try to work out the meaning of the bold words using the text before they match them to the definitions. In weaker classes, students could read the definitions first, then match words one by

one. They could also do this in pairs. Check answers as a class.

### Answers

1 bronze 2 marathon 3 takes place 4 gold medal  
5 race 6 spectators 7 crossed

## WRITING

### An article about a sporting event

- 1 Ask students to read the questions then find and underline the key information in the article that gives them the answers. Allow them to compare their answers in pairs before you check with the whole class.

### Answers

1 his family 2 Lisicki 3 Bartoli  
4 He looked around and went home.

- 2 Ask students to circle the words in the article and also the words they refer to. Ask what kind of words they are (all adjectives), and elicit that they are used to describe feelings and opinions. Ask students to say which are positive and negative (all are positive except for *unhappy*). Explain/elicit that we use adjectives to make our writing more colourful and interesting to read. Elicit that their form never changes and that they always appear in the same position in a sentence (before the noun they refer to, or after verbs like *be*).

### Answers

1 the stadium 2 the people 3 Lisicki  
4 shots that Bartoli hit / the time they had at the final  
5 to see a big sports event live

- 3 Students match the paragraphs to the topics. Help students notice that a well-structured piece of writing organises different aspects of a story into separate paragraphs. Each paragraph is about one or two key things at most. Where a new key point is introduced, we start a new paragraph. Remind students that sequencing (practised on pages 78 and 79) is also vital.

### Answers

1 b 2 c 3 a

- 4 Give students two minutes to make a list of the sports events they have been to, or would like to go to in pairs. On their own, they then select a sports event to write about, and use the questions to make notes. Monitor and help with any unfamiliar vocabulary or ideas if students get stuck. Allow up to ten minutes (or even more) for planning. In weaker classes, you may like to pair up students for the planning stage so they can help each other with ideas and language. When all students are confident that they know what to write, move on to the writing stage.
- 5 Students expand their notes into an article. Set this as homework. Remind students to use the adverbs of sequence they learned on page 79. Ask students

to bring their completed articles into class, then swap with another student to check each other's work for: **task completion** (Have they included the information about the questions in Exercise 4?); **language** (Is it interesting and engaging to read?) and **coherence** (Is it well linked? Are adverbs of sequence appropriately used? Is it easy to follow the story? Is it easy to identify and understand the key events of the story?) Alternatively, you may prefer to collect their writing for marking. When marking, check for the above points. Write short feedback for each student, saying first what you liked about the articles, and two or three things they may like to improve on in the future. Make a note of any persistent errors that occur in the class, then go over these points (and bring in extra practice for them) in a subsequent lesson.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Key

THINK EXAMS

READING AND WRITING

1 Part 1: Matching

Answers

1 B 2 D 3 E 4 A 5 F

Workbook page 71

2 Part 3: Multiple-choice replies

Answers

1 B 2 A 3 C 4 C 5 B

Workbook page 71

LISTENING

3 Part 4: Note taking

Answers

1 3 pm / three o'clock 2 £25 3 sandwiches 4 Green

Audio Script Track 2.17

You will hear a woman asking for information about a football match. Listen and complete each question.

Man Hello, Hartlepool Football Club. How can I help you?  
 Woman Oh hello. Yes I'd like some information about the game on Saturday. I promised to take my daughters to see a match.  
 Man Saturday? The next game is on Sunday.  
 Woman Oh, OK. So I'd like some information about the game on Sunday.  
 Man What would you like to know?  
 Woman What time does it start?  
 Man The gates open at 2 pm and the game starts an hour later.  
 Woman So three o'clock and how much is it?  
 Man Tickets are £10 per adult and £5 per child.

Woman Do you have a family ticket?  
 Man Yes, for a family of four a ticket costs £25.  
 Woman OK. And can we bring food with us?  
 Man I'm afraid we don't allow people to bring food into the ground, but you can buy something from the shop.  
 Woman So you've got a shop?  
 Man Yes. It's not too fancy. Hot drinks and sandwiches. That sort of thing.  
 Woman That's fine. And where can I buy tickets?  
 Man You can get them online at hartlepoolfc.com or you can buy them from the club shop.  
 Woman The club shop? Where's that?  
 Man It's in Green Street, opposite Brown's the newsagent's.  
 Woman Oh yes, I know. OK. Well, thank you very much for your help.  
 Man You're welcome.

Workbook page 79

TEST YOURSELF UNITS 7 & 8

1 VOCABULARY

Answers

1 SatNav 2 make 3 up 4 sailing 5 calculator  
 6 volleyball 7 remote control 8 skiing 9 does  
 10 headphones

2 GRAMMAR

Answers

1 was walking 2 found (saw) 3 stopped 4 saw  
 5 was eating 6 were playing

3

Answers

1 My mum and dad ~~was~~ ~~were~~ playing in the sand with my sister.  
 2 You ~~not~~ ~~don't~~ have to go if you don't want to.  
 3 We ~~mustn't~~ ~~don't~~ have to run. The train doesn't go for an hour.  
 4 You must ~~to~~ be careful. It's very dangerous.  
 5 I ~~played~~ ~~was~~ ~~playing~~ football when I broke my leg.  
 6 Yesterday the sports shop was ~~sell~~ ~~selling~~ them for only £15.

4 FUNCTIONAL LANGUAGE

Answers

1 A don't B actually  
 2 B what A do  
 3 A first B after  
 4 A were B doing

# 9 THE WONDERS OF THE WORLD

## Objectives

FUNCTIONS	paying compliments; talking about the weather
GRAMMAR	comparative adjectives; superlative adjectives; <i>can / can't</i> for ability
VOCABULARY	geographical features; the weather; phrases with <i>with</i>

Student's Book page 84–85

## READING

- 1 If you're using an interactive whiteboard (IWB), do this as a heads-up activity, with books closed. Elicit/introduce the names of the animals: *hyena* (top left), *snake* (top right), *cheetah* (bottom left). Ask: *Where do they live?* Accept all suggestions, and then establish that they all live in the Kalahari in southern Africa.
- 2 Pair students. Ask them to choose one person to be the writer. Set a time limit of, say, two minutes for students to list as many animals as they can. The pair that lists the most animals in English wins. Nominate one student from the winning pair to read their list aloud while the rest of the class listens and checks off animals that also appear on their lists. Elicit names of any other animals that weren't mentioned. Record any unfamiliar words on the board and instruct students to write them in their notebooks. Also drill pronunciation, paying special attention to the pronunciation of *leopard* /'lepəd/ and *hyena* /haɪ'nə/.
- 3 **SPEAKING** Pairs choose a country for each animal on their list and then compare ideas with another pair. In whole-class feedback, ask pairs if they put different countries for the same animals. Elicit reactions from the rest of the class.
- 4 **SPEAKING** Focus students' attention on the photos, using the IWB where possible. Ask students to read the questions and underline any difficult vocabulary to ask you or a partner about. Check/clarify: *dangers* by eliciting a few examples of dangers for humans in the deserts of Africa, for example *snakes*, *wild animals*, etc. Give pairs three or four minutes for discussion. Monitor to check that students are using English as much as possible and praise those who are really making an effort. Feed in any unfamiliar vocabulary. Conduct brief whole-class feedback by eliciting one or two ideas for each question and recording them on the board. Ask students to skim-read the article quickly to find out which, if any, of their ideas were correct. Refer back to the board at this stage.

- 5 **2.18** Students read the statements first, and underline key words. Play the audio for them to listen and read the text more carefully, and locate the key parts of the text that will help them complete the exercise. After listening, students mark the statements true or false, correcting the false ones and underlining key information in the text that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting text from the article that supports their answer.

## Answers

- 1 F The bush people get their water from plants.
  - 2 F They get their medicine from plants.
  - 3 T
  - 4 T
  - 5 T
  - 6 F A holiday in the Kalahari is sometimes dangerous.
- 6 **SPEAKING** Draw students' attention to the stems in the speech bubbles. Provide a model by asking a strong student and prompting him/her to expand. Students discuss the questions in pairs. Monitor and praise those expanding on their answers. Also make a note of pairs/groups with interesting ideas to share with the class during feedback. After a couple of minutes, invite students with interesting ideas to share them with the group and elicit reactions from the rest of the class.

## Optional extension

As an alternative procedure for Exercise 6, put students in AB pairs. A should try to convince B that the Kalahari would be the perfect holiday destination while B should try to convince A that it would be the worst place to go on holiday. The idea is that by directing students' discussions towards a tangible outcome, namely, convincing their partner of their opinion – regardless of whether that outcome is achieved – students will be more motivated to speak. Allow a few minutes for students to speak and then ask: *Who convinced their partner?*

## THINK VALUES

### Valuing our world

- 1 Check/clarify: *safari*, *zoo*, *desert*, *wild*, *nature programmes*, *support*. Give students a minute or two to think about the statements and tick the ones that they think show that the natural world is important.
- 2 **SPEAKING** Draw students' attention to the stems in the speech bubbles. If you're using an IWB, keep them on the screen to act as visual prompts to

students during their discussions. Put students in pairs to discuss each statement, encouraging them to listen to and respond to each other's opinions. Task students with trying to reach agreement on each statement. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice. Conduct feedback by putting pairs together to form groups of four and asking them to compare ideas.

### Optional extension

To extend the discussion, ask students to choose the statement that's closest to their personal feelings about the issue, and compare with a partner. Ask for a quick show of hands to see which statement most students chose during whole-class feedback.

## Student's Book page 86–87

### GRAMMAR

#### Comparative adjectives

- Write on the board: *The south of the Kalahari is \_\_\_\_\_ than the north*, on the board and ask students to complete the sentence (drier). They could try to do this from memory and then refer to paragraph 3 of the text to check. Elicit the non-comparative form to check meaning by saying: *Drier means more ... what?* (dry). Alternatively, elicit a translation in L1. Students look through the text to find and underline more examples of comparative adjectives. Students compare with a partner, then complete the table in pairs. Check answers as a class. Highlight the use of the preposition *than*. You could do this by removing it from the sentence on the board, following feedback, and asking students: *What's missing?*

#### Answers

Examples: they know more about animals and plants than most people do; older people in the group; there is less rain in the southern part than there is in the northern part; the south is drier; there are fewer plants and animals; it's a lot more difficult for people to live; the land becomes greener and more beautiful

- hotter
- drier
- earlier
- more attractive
- better

#### Language Note

It's worth drawing students' attention to the fact that short adjectives ending in one consonant after a single vowel usually double their consonants before the *-er* ending (*big > bigger, hot > hotter*).

- Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Monitor to identify any common errors and focus on these during feedback.

#### Answers

- bigger, smaller
- more dangerous
- better
- more interesting
- younger
- easier

#### Fast finishers

Students write four to five sentences comparing their town to the capital city or a nearby town and using comparative adjectives from the table.

Workbook page 82 and page 125



Be aware of common errors related to comparative adjectives, go to Get it right on Student's Book page 125.

### VOCABULARY

#### Geographical features

- 2.19 Refer back to the reading section, and ask: *What type of place is the Kalahari?* (a desert). Ask students to look at the picture on page 86 or on the IWB, and find a similar place (C). Ask: *Which number should I write next to C?* (6). You could do number 1 as a class to further demonstrate the task. Students complete the exercise then compare answers in pairs. If you're using an IWB, nominate different students to label each feature on the screen, and ask the rest of the class to correct answers as necessary. Avoid confirming answers at this stage. Next, play the audio for students to listen and check, then again for them to repeat. Pay special attention to the silent *s* in *island* /'aɪlənd/.

#### Answers

- G
- D
- B
- I
- E
- C
- F
- J
- H
- A

#### Optional extension

To provide an extra focus on pronunciation, ask students to underline the words with two syllables (ocean, mountain, jungle, river, desert, island, forest) and to listen for and mark the stressed syllable in each case. You could ask them to predict where stress falls, then listen and check. Students should notice that stress is consistently placed on the first syllable.

- SPEAKING** Demonstrate the task with a strong student. Prompt him/her to ask you the question while pointing to a feature in the photo. Pretend to hesitate so you can model the phrases from the speech bubble. Then give students three to five minutes to test each other. Each student should ask about five items, then swap roles. Monitor pronunciation of the target vocabulary and drill any tricky items at the end.
- SPEAKING** Students work in pairs to compare places. Establish whether their starting point should be the places in Exercise 1 or the adjectives in Exercise 3. Students should take turns to make sentences. The student listening could tick the adjective used by their partner. Monitor their use of comparative adjectives, and correct any related

errors. The focus of this activity is on accuracy as well as fluency practice, so on-the-spot error correction is justified. During feedback, ask pairs how many of the adjectives they used between them.

### Fast finishers

Challenge students to think of a specific example for each geographical feature, for example: *desert* – Kalahari, Sahara; *ocean* – Atlantic, Pacific, Indian, and so on.


Workbook page 84

## LISTENING

- 1 Focus students on the four photos and elicit as many details from them as you can. Do this on the screen with books closed if you're using an IWB. Possible lead-in questions: *What animals can you see in A? What's the connection between them? What are the birds doing in B? What do animals A and B eat? What's the man in D planning to do?* Students complete the exercise in pairs before you check answers with the whole class.

### Answers

1 B 2 A 3 D 4 C

- 2  2.20 Focus on photo D again, and ask: *Who is in the picture?* (a San man, a bushman). Explain that students are going to hear an interview with a San person from the Kalahari. You could include an initial stage here whereby students try to predict the connection between the four photos. Students listen to check their predictions *and* choose the best title. Make sure they read the titles before they listen. Ask them to compare their ideas in pairs before you check with the whole class.


### Answer

3

### Audio Script Track 2.20

- Interviewer You know so much about the wildlife here, PK. How come?
- Bushman My family are San, bush people, and I learned about nature from the time when I was a child. I was born in the Kalahari.
- Interviewer And you grew up and found your wife here?
- Bushman Yes, finding a wife here was very interesting.
- Interviewer Tell us more.
- Bushman Yes, let's say a young man wants to marry a girl. So he has to ask her father and he says before you can marry my daughter, you have to do a task.
- Interviewer OK. So what type of task does the young man have to do, PK?
- Bushman Well, for example, he has to show that he can take a kill away from a lion.
- Interviewer What do you mean 'take a kill away from a lion'?
- Bushman Well, imagine a lion kills an antelope or another large animal. The young man has to find that lion and get the meat, so he can show that he has courage. That's important for his future family.

- Interviewer Wow, but how can you do that? How can you find a lion and its kill?
- Bushman You have to look. You have to look for the big birds, the vultures. They are watching the lion because they want some of the meat.
- Interviewer OK, so let's say you find the lion and its kill. How can you then get the meat? Isn't that dangerous?
- Bushman Yes, of course the lion is dangerous. You mustn't take the meat away from the lion at night. You have to do that during the day.
- Interviewer Why's that?
- Bushman During the day it's very hot. And the big cats can't run fast when it's hot. A man can run even when it's very hot, but lions can't.
- Interviewer No?
- Bushman No, they can't. When they eat some meat, they feel very, very hot and get very tired. So they often just lie around and they sleep all the time during the day. At night they are more dangerous because they don't sleep. And at night their eyes are better than your eyes. So you can't get the kill from the lion at night.
- Interviewer OK, so you have to do that during the day. But what do you do to get the kill from the lion?
- Bushman OK. So let's say the lion is sleeping. You hold your spear in your hand. You have to be very quiet. And you go up to that lion.
- Interviewer Do you attack him with your spear? Kill him?
- Bushman No, no, no, no. You just go up to him and shout Arrrrggggghhhh! You mustn't hurt him or kill him, just surprise him, shock him, so he runs away.
- Interviewer Wow!

- 3  2.20 Students try to answer the questions from memory and guess the answers to any they can't remember. Play the audio again for students to listen and check. Ask them to compare answers in pairs before you check with the whole class. Prompt strong students to justify their answers. Encourage reactions to the text from students. Ask: *Are you impressed by the task? Could you do it?*

### Answers

1 A 2 A 3 C 4 B 5 C

## GRAMMAR

### can / can't for ability

- 1 Ask students to work in pairs to translate the two sentences. Nominate one or two pairs to share their translations with the class and elicit confirmation or correction from the rest of the class, as appropriate. Check comprehension by asking the following concept-check questions: *Can dogs fly?* (no); *Can birds fly?* (yes).
- 2 Students complete the sentences from memory and quickly check in pairs. Check answers with the whole class.

### Answers

1 can 2 can't 3 can

- 3 Students refer to the examples in Exercises 1 and 2 to help them complete the table. Check answers in open class. Elicit that *can* and *can't* have the same form for all persons.

#### Answers

1 can't 2 Can 3 can't

- 4 Look at the example as a whole class. You could write the full sentence on the board without the word *but* to encourage noticing. Ask students: *What's missing?* You might also like to remind them that *can* is followed by the base form of the verb without *to* before instructing students to expand the prompts into sentences. If you're short on time, do numbers 1 and 2 in class and set 3–5 as homework. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 Matt can drive a car, but he can't fly a plane.
- 2 Dogs can understand humans, but they can't speak.
- 3 I can write emails, but I can't do maths on my laptop.
- 4 They can write stories, but they can't spell well.

#### Fast finishers

Students write three things they can, and three things they can't do.

Workbook page 82 and page 126



Be aware of common errors related to *can / can't* for ability, go to Get it right on Student's Book page 125.

## THINK SELF-ESTEEM

### Being brave is ...

**SPEAKING** Check/clarify: *show courage*. (Perhaps also mention that *be brave* (in the title) is a synonym.) Possible concept-check questions: *On your first day at a new school, do you have to show courage?* (yes); *When you go to your best friend's house to watch a film, do you have to show courage?* (no); *If your mum or dad isn't well, do you have to show courage?* (yes). These questions will additionally serve as a starting point for the speaking task. Give students a minute or two to consider questions 1–3 individually. Put them in pairs to compare and discuss ideas for three or four minutes. Monitor, inputting any useful language they need to express their ideas. Avoid error correction unless mistakes impede comprehension, as the focus of the activity is on fluency and training the whole learner, not on language practice. To wrap up, nominate one or two pairs to share their ideas with the class. Invite comments from the rest of the class.

#### Optional extension

Write the following five situations on the board or on prepared handouts distributed to each pair: 1 It's your first day at a new school; 2 You go to a new sports club for the first time; 3 Your mum or dad is ill; 4 Your teacher asks you to sing a song in front of the whole school; 5 You take a plane by yourself. In pairs, students rank the situations from 1 (not much courage needed) to 5 (a lot of courage needed). Put pairs together to compare ideas in groups of four. Take feedback from each group, and ask the rest of the class to say if they agree or disagree.

Ask students to think of one or two situations from their own lives where they have had to show courage, and write these on separate pieces of paper. Collect the notes, then put students in small groups, and give each group as many situations as there are students in the group. In weaker classes, quickly recap phrases for giving advice from Unit 7. Groups brainstorm advice they could give to someone in each situation. Monitor to ensure students are on task, and to help with any unfamiliar vocabulary. Ask each group to share one situation and their suggested advice with the class. Encourage positive reactions from the rest of the class.

### Student's Book page 88–89

## READING

- 1 A recording of this text is available with your digital resources. Draw students' attention to the photos. Nominate different students to describe each place. You could review comparatives from last lesson by asking students to compare two of the places. For example: *Death Valley is hotter than Antarctica*. If you're using an IWB, do this as a heads-up activity with books closed. Ask for a show of hands as to which place students think is the driest. Play the audio for students to listen and read the text to check.

#### Answer

Antarctica

- 2 Ask students to read the questions first and underline key words. Students then read the article again more carefully, and underline key information. Allow them to compare answers in pairs before you check with the whole class.

#### Answers

- 1 El Aziziya 2 Antarctica.
- 3 Because people have different ideas about what 'good' and 'bad' weather is.

## SPEAKING

Give students a minute to read the questions and make notes on their answers. Make similar-ability pairings where possible for the discussion. Monitor and encourage students to expand on their answers. Praise those who do this. You could also task pairs with agreeing on the most interesting fact from the article. To wrap up, nominate one or two pairs to share their ideas with the rest of the class.

## PRONUNCIATION

To practise pronunciation of the vowel sounds /ɪ/ and /aɪ/, go to Student's Book page 121.

## WRITING

Ask two or three students: *What did you say for question 3 in the speaking exercise?* Tell students that they're going to write an email to a friend about this place. Ask students to read the instructions carefully and check they understand what to do. Elicit rules for writing informal emails: include salutation, for example, *Hi/Hello/Dear* [name]; include a closing expression, for example, *Bye/Write soon/Take care/Love* and signature. You will probably prefer to set this exercise as homework. You could put students in pairs, and ask them to email their messages to each other and write a short response. Also consider asking students to swap emails with a partner and provide feedback on each other's writing. They will need clear guidance on how to do this. Ask them to check each other's writing for: **content** (Does the place described sound interesting?); **task completion** (Are the answers to all three questions included?); and **language** (Did they use friendly, informal language? Did they use any (comparative) adjectives correctly?)

## GRAMMAR

### Superlative adjectives

- 1 Ask students to cover up the article at the top of the page before they try to order the sentences. Do number one in open class to model the activity. Demonstrate crossing out each word as it is used to encourage students to do likewise. Ask them to check their answers in pairs, then against the article. If you're using an IWB, nominate students to come to the front and underline the sentences in the text during feedback. Concept-check the difference between the use of comparative and superlative adjectives by writing *Russia, Canada and Spain* on the board and asking: *Is Canada bigger or smaller than Spain?* (bigger); *Is Canada the biggest?* (no); *Which country is the biggest?* (Russia); *What about Spain?* (It's the smallest NOT ~~It's~~-(the)-smaller). Also draw students' attention to the use of the definite article *the* with superlatives.

#### Mixed-ability

Support weaker students by giving them the first word in each sentence. Pair strong students and have them take turns to read out and unscramble the words to make sentences orally.

#### Answers

- 1 Death Valley is one of the world's hottest places.
  - 2 Antarctica is the most fascinating place for extreme weather.
  - 3 It's the world's coldest place.
  - 4 Where are the best and the worst places for weather?
- 2 Students complete the 'adjectives' column referring to the comparative and superlative forms already

given in the table to help them. With weaker classes, consider doing feedback on this before students complete the other columns. Ask students to compare answers in pairs and check they've used *the* before superlatives before you check with the whole class. Nominate students to write the forms on the board and elicit corrections as necessary, or write them up yourself to ensure students have the correct written form.

#### Answers

- 1 hot
- 2 happy
- 3 fascinating
- 4 bad
- 5 higher
- 6 thicker
- 7 wetter
- 8 drier
- 9 more difficult
- 10 more extreme
- 11 worse
- 12 better
- 13 further
- 14 the highest
- 15 the thickest
- 16 the hottest
- 17 the wettest
- 18 the driest
- 19 the happiest
- 20 the most difficult
- 21 the most extreme
- 22 the best
- 23 the furthest

#### Fast finishers

Students add one more example of each type of adjective to the table.

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.


#### Answers

- 1 the biggest
- 2 the worst
- 3 the best
- 4 the furthest
- 5 the most difficult

Workbook page 83 and page 126

## VOCABULARY

### The weather

- 1  2.23 Students work in pairs to match the pictures and adjectives. Conduct feedback by eliciting the word for A, without confirming or rejecting answers yourself, and then playing the audio for students to check. Pause the audio and repeat the same procedure for B. To practise pronunciation, play the audio a second time for students to repeat. Highlight the long vowel sounds in *freezing* /'fri:zɪŋ/ and *warm* /wɔ:m/ and the /j/ in *humid* /'hju:mɪd/.

#### Answers

- A sunny B rainy C cloudy D cold E freezing  
F warm G hot H windy I foggy J dry  
K wet L humid

- 2 Look at the examples, and draw students' attention to the use of *can* for ability. Give students two minutes or so to note down what they can do in different weather. Monitor and provide help with vocabulary.

#### Optional extension for those with an IWB

Display the weather pictures – unlabelled – on the IWB. Make AB pairs. A closes his/her book. B asks, for example: *What's C?* A refers to the IWB for the visual and answers: *it's cloudy*. Students repeat the procedure for more of the vocabulary items. After a couple of minutes, pairs switch roles so A tests B.

- 3 **SPEAKING** Put students in pairs to make mini-dialogues. Students can use their ideas from Exercise 2 to help them. Monitor, making a note of any common errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. You could also ask for volunteers to perform their dialogues in front of the class.

Workbook page 84

Student's Book page 90–91

## PHOTOSTORY: episode 5

### The competition

- 1 **2.24** Elicit or give an example of competitions your students may be familiar with to check comprehension of *enter a competition*. To check *upset*, ask: *If I feel upset, do I feel happy or sad? (sad)*. Students look at the photos, not the dialogues, to answer the prediction questions. Ask them to discuss in pairs, then invite comments in a whole-class setting. Do not confirm or reject any answers at this stage. Play the audio for students to listen and read, and check their answers. Students compare answers again in pairs before you check with the whole class.

#### Answers

The Prettiest Park Competition.  
Her granddad misses his garden in his new home.

## DEVELOPING SPEAKING

- 2 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3 **EP5** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Ask students to try and order the events, then compare answers in pairs before you play the video again for them to check.

#### Answers

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

#### Optional extension

Ask students to role-play the story in groups of four. They can either memorise the lines from the story and imitate the intonation, or re-tell the story using their own words. They can use their camera-equipped mobile phones as props. Invite volunteers to perform in front of the class, then vote on the best performance.

## PHRASES FOR FLUENCY

- 1 Students match the expressions with the speakers. Students compare answers in pairs and discuss possible L1 translations for each expression before you check with the whole class.

#### Mixed-ability

Ask stronger students to identify who the speaker is saying the phrase to and what he/she is referring to. Weaker students can work in pairs.

#### Answers

- Ryan (to Mr Lane about him coming second in last year's competition)
- Mr Lane (to Luke and the others about his lack of time and help)
- Olivia (to Megan in response to her apology for being late)
- Megan (to Olivia in response to: *Are you all right?*)
- Luke (to Megan about her grandad missing his garden)

#### Language note

We use *either* (in 2) to connect two negative statements, effectively: *I haven't got a lot of time and there's no one to help me either.*

- 2 Students complete the gaps individually, then compare answers in pairs before you check with the whole class.

#### Answers

- Well done, then
- in a minute, No problem
- not really, either

#### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform in front of the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

## WordWise

### Phrases with *with*

- 1 Students complete the sentences, then compare answers in pairs before you check with the whole class. Ask whether students would express the same ideas with a similar preposition/structure in L1. Check/clarify the meaning of *What's this got to do with me?* (How is this connected to me? Why is it my business?)

#### Answers

- with us
- busy with
- to do with me

- 2 Students match the sentences individually, then compare answers in pairs before you check with the whole class. Check/clarify: *good with animals*. Ask students: *If I'm good with animals, am I scared of them?* (no); *Do I like them?* (yes); *Do they like me?* (yes).

#### Answers

1 b 2 d 3 a 4 c

- 3 Students complete the sentences individually. If you're short on time, set this exercise as homework. Students compare answers in pairs before you check with the whole class.

#### Answers

1 busy with 2 with us 3 to do with me 4 good with

Workbook page 84

## FUNCTIONS

### Paying compliments

- 1 Demonstrate meaning of paying compliments by giving a compliment to one or two students, for example: *What a lovely notebook! I love all those colours on your rucksack*. Students order the expressions individually, then compare answers in pairs before you check with the whole class.

#### Answers

1 What a beautiful garden! 2 It's a wonderful garden.  
3 I love those blue flowers.

- 2 Students work in pairs to think of suitable compliments for each situation. Give them a couple of minutes to prepare their responses. Remind them there is no single correct answer for each situation. For each picture, nominate two or three students to share their compliments. If you're using an IWB, display the photos on the screen and point to each one as you check.

#### Suggested answers

1 What a beautiful painting / picture! / I love those colours!  
2 It's a lovely / very friendly / really inviting room.  
3 What a cool pair of trainers! / These trainers are really cool / trendy.

# 10 AROUND TOWN

## Objectives

FUNCTIONS	inviting and making arrangements; talking about plans
GRAMMAR	<i>be going to</i> for intentions; present continuous for arrangements; adverbs
VOCABULARY	places in a town; things in town; compound nouns

Students' Book page 92–93

## READING

1 Before the lesson, find some photos of buildings and places students will recognise from their hometown or country. You can usually find some good images of landmarks on the national or local tourist board website. Show these in class, either as colour printouts or on the interactive whiteboard (IWB). Ask students to say what and where the places are. It doesn't matter if some of the words are in L1 – take the opportunity to feed in useful vocabulary for the lesson by providing an English translation. Focus attention on the photos on pages 92–93. Ask students to say where they think the places are, and what they can see. Students do the matching task in pairs. Give them a minute for this. Check answers as a class.

### Answers

1 C 2 B 3 A

- 2 **SPEAKING** You may want to do this as a competition. Put students in pairs. Each pair should nominate one person to be list-keeper. You could use the photos from the lead-in to the previous exercise to remind students of the sorts of places they could list. Set a time limit of two minutes. The pair with the most words wins. Ask the winning pair to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit more words from the rest of the class. Write any key vocabulary for places and buildings in a town that comes up on the board, for example, *post office, train station, cinema, supermarket, park*. Also drill pronunciation.
- 3 **SPEAKING** Give pairs a few minutes to make notes. Ask them to focus on six to eight places from their lists. Then put pairs together to form groups of four for the discussion. To direct students' discussions towards a tangible outcome, thereby maximising motivation to speak, ask each group to try and agree on the three most important places for teenagers in a town. Allow up to ten minutes for this. Monitor, making a note of any interesting points. Nominate

these students to share their ideas with the rest of the class during feedback.

- 4 Check/clarify: *population* and *festival* by eliciting responses to these questions in whole class: *What's the population of [STUDENTS' COUNTRY]? What famous festivals are there in [STUDENTS' COUNTRY]?* Students return to their original pairs to discuss the two questions for a minute or so. Monitor, helping with any unfamiliar language. Conduct brief whole-class feedback reviewing any new vocabulary that came out of students' discussions during monitoring.
- 5 **▶▶2.25** Ask students to look at page 93, and say where they think the places in the photos are. If you're using an IWB, do this as a heads-up activity with books closed. As an initial gist task, ask students: *What do Alice and Brian have in common?* To encourage them to read quickly for gist and not get bogged down in detail, give students 30 seconds to find the answer, then remove the texts from the screen. Establish that Alice and Brian are both teenagers who write blogs and are moving to a new home soon. Focus students on questions 1–3, encouraging them to underline key words. Play the audio for students to listen and read and answer the questions. Students compare answers in pairs before you check with the whole class.

### Answers

- Alice is living in London and Brian is living in Toronto.
- Alice is going to live in Dubai and Brian is going to live in Yellowknife.
- Alice is moving tomorrow and Brian is moving in two months from now.

- 6 This exercise is closely modelled on Reading and Writing Part 4 of the Cambridge English: Key exam. Stress that in this type of exam task, a statement is only *Wrong* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked *Doesn't say*. Students must only use information given in the text and not their general knowledge. Ask students to read the statements first and underline key words. Before they re-read the blog extracts, give them the opportunity to answer questions they remember from their first reading. Students read again more carefully to check their answers in the text, underlining the key information that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting text from the blogs to justify their answer.

**Answers**

1 A 2 B 3 A 4 A 5 C 6 C

**Optional extension**

Make AB pairs. Student A closes his/her book and gives a summary of Alice's blog. Student B scans the text to check and help fill in any gaps as necessary. Then, student B closes his/her book, and gives a summary of what Brian said while A checks.

Students decide which place they would most like to move to – Dubai or Yellowknife – then discuss their ideas in pairs or small groups. Encourage them to give reasons, using the information in the two blog posts. Students should try and persuade their partners of their choice. Ask for a quick show of hands at the end to see how many people chose each place.

**THINK VALUES****Appreciating other cultures**

- 1 First, ask students to look through Alice and Brian's blogs and underline all the activities the two of them are going to do when they move. Then, students go through the things listed in Exercise 1 and mark the things Alice plans to do 'A', and the things Brian plans to do 'B'. Finally, students tick the things they would do.
- 2 **SPEAKING** Allow two or three minutes for the pair-work activity. Encourage students to give reasons for their opinions. When considering other activities, the ideas from the blogs should be helpful. Students can also add their own ideas. Monitor and praise those making an effort to expand on and justify their answers. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder communication.

**Optional extension**

Task students with agreeing on the four most useful things to do in a foreign country. By directing students' discussions towards a tangible outcome, they should be motivated to speak more. As a follow-up, put pairs together to form groups of four. Students compare ideas and agree on a ranking of the things on their lists from the easiest to the most difficult to do. Bring things to a close by nominating groups to share their ideas with the class.

**Student's Book page 94–95****GRAMMAR****be going to for intentions**

- 1 Ask students if they can guess, without looking, which blog each sentence comes from (number 3 is from Alice's blog, all of the others are from Brian's). Students try to complete the sentences from memory, then refer back to the blogs to check their answers. With weaker classes, conduct whole-class feedback on the sentence-completion task before students go on to complete the rule. Students compare answers in pairs before you check with the whole class.

Check comprehension of *going to*, by focusing on sentence 1, and asking: *Is Brian's dad working for a diamond company at the moment? (no); Will he work for a diamond company in the future? (yes)*. Drill pronunciation of the sentences through choral repetition, paying special attention to the weak form of *to* in *going to* /tə/.

**Answers**

1 's 2 aren't 3 are 4 'm

**Rule**

1 future 2 base form

- 2 Students use the examples to help them complete the table individually, then compare their ideas in pairs before you check with the whole class.

**Answers**

1 aren't 2 isn't 3 Are 4 Is 5 I am 6 are 7 isn't

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

**Mixed-ability**

Weaker students first read the gapped sentences, and match an appropriate verb from the list to each one. Feed back on this before they complete the sentences with the correct forms of *going to*. Stronger students cover up the list of verbs, and complete the sentences with a suitable verb of their choice, then check their ideas against the list.

**Answers**1 are going to eat 2 're (all) going to do  
3 isn't going to fight 4 'm going to take  
5 aren't going to borrow**Fast finishers**

Students use the verbs from Exercise 3 to write similar plans for themselves, using *be going to*.

- 4 Check/clarify: *relatives* by eliciting examples, such as cousins, uncles, aunts, grandparents, etc. Give students a minute or so to tick the activities.
- 5 **SPEAKING** Demonstrate the activity with the help of a strong student, then prompt that student to ask a question to someone else in the class. Put students in pairs to take turns to ask and answer about the activities. Ask each pair to find at least two intentions they have in common – and get some feedback on this at the end. Monitor, making a note of any errors in the use of *be going to*. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Workbook page 90 and page 126



Be aware of common errors related to *be going to* for intentions, go to Get it right on Student's Book page 126.

## VOCABULARY

### Places in a town

- 1 Focus students on the pictures. If you're using an IWB, do the initial lead-in as a heads-up activity, with books closed. For each picture, ask: *Who's this? Where's he/she/it? What are they doing?* Accept all suggestions. Students complete the matching task individually, then compare answers in pairs before you check with the class. As an optional focus on pronunciation, ask students to mark stressed syllables, then read out each compound noun for students to check and repeat. The stress is on the first syllable in all except *police station* /pə'li:s steɪʃən/. Encourage students to notice that, apart from this one exception, stress consistently falls on the first word of each compound noun in this set.

#### Answers

1 D 2 E 3 C 4 B 5 A 6 H 7 G 8 F

- 2 **SPEAKING** Students take turns to describe the activities and to guess the places.

#### Optional extension

Ask students to find photos of places in town where they are planning to go in the near future. To increase the challenge, they could show just a small section of a photo of a familiar place. Put them in small groups to take turns to show each other the pictures, and guess the places and what the person showing them intends to do there. For example: *This is the cinema in Main Street. You're going to go there with your friends to see the new Transformers film.*

Workbook page 92

## LISTENING

- 1 **2.26** To lead in, write these questions on the board, before class if possible, for students to discuss in pairs: *Do you like going to the cinema? What was the last film you saw? Did you like it? Who did you go with? Who do you usually go to the cinema with? When are you next going to go?* Conduct brief whole-class feedback. Explain that students will hear a conversation between Tom (a boy) and Annie (a girl). Tom also speaks to another girl, Emily, but we don't hear Emily speak. Students read the question before you play the audio. Students check answers in pairs before you check with the class.

#### Answer

Emily

### Audio Script Track 2.26

- Tom Hey Annie, what are you doing tonight?  
Annie Nothing. Why?  
Tom Would you like to go to the cinema with me? There's a really good film on. It starts at seven.  
Annie Umm. Umm. Now I remember.  
Tom What?  
Annie I'm having dinner with my dad. We're going to a restaurant.  
Tom Oh that's nice. Where?  
Annie That new one in Bridge Street. It's Italian.  
Tom Yes, I know the one. It's next to the library.  
Annie That's it. I'm sorry.  
Tom What about tomorrow? There's a showing at 3 pm.  
Annie Umm. No, I'm playing tennis.  
Tom With Emily?  
Annie Yes, that's right. With Emily. She's meeting me at the sports centre at two. So ... no, I can't make it.  
Tom There's also a showing in the evening. It starts at six thirty. I don't suppose ...  
Annie I'm sorry. I can't. I'm going to a party with my sister.  
Tom Sunday?  
Annie My uncle and aunt are visiting. They really want to see the castle so we're taking them there. Boring! All day. Sorry.  
Tom No problem. Never mind.  
Tom Excuse me a minute. Hello. Hello, Emily. ... I'm fine. ... Nothing ... Absolutely. I'd love to! ... That's great ... Seven ... OK, I'll see you there about quarter to ... Brilliant. Bye.  
Annie Was that Emily?  
Tom Yes, she wants to go to the cinema with me. She's so cool!  
Annie Yes, yes. I suppose she is.

- 2 **2.26** Students try and complete the sentences from memory before they listen again, and compare their ideas in pairs. You could tell students that all answers are places in a town so even if they can't remember they could try and guess at the answers. Play the audio again for students to listen and check answers. Students check in pairs before you check with the whole class.

#### Answers

1 cinema 2 Italian restaurant 3 library  
4 sports centre 5 castle

- 3 **2.26** Before playing the audio again, ask: *Is Annie going to the cinema with Tom? (no); Why not? (She's busy.); What is she doing this weekend? (having dinner with her dad; playing tennis with Emily; going to a party with her sister; visiting a castle with her uncle and aunt).* Give students 30 seconds to try and match activities with the correct days. Play the audio for students to listen and check. Students compare answers in pairs before you check with the whole class.

#### Answers

1 tennis with Emily 2 party with sister  
3 visiting the castle with aunt and uncle

## GRAMMAR

### Present continuous for arrangements

- 1 Students choose the correct alternatives, then compare in pairs and complete the rule together. Check answers as a class. Ask: *Is Annie having dinner with her dad now or in the future? (the future); Are we using a present or a future tense? (a present tense)*. If necessary, review the form of the present continuous by eliciting its two key parts: *be + verb + -ing*. Explain that in many situations *be going to* or the present continuous can be used interchangeably to talk about the future.

#### Answers

1 are you doing 2 'm having, 're going

#### Rule

1 present 2 arrangements 3 future

- 2 Students use the examples and rule to help them complete the sentences individually. If you're short on time, set this as homework and do Exercise 3 only in class. Ask students to compare answers in pairs before you check as a class.

#### Answers

1 isn't coming 2 are doing 3 aren't visiting  
4 Is ... going 5 is playing

- 3 Ask students to read the text, ignoring the spaces, to answer this gist question: *How many people are playing football this afternoon?* (eight – Kenny, Paul, Oliver, Tim, Jack, Adam, Lucy and Julia). Students will be much better equipped to complete the gaps if they're clear on context first. Students complete the gaps, then compare in pairs before you check with the class.

#### Mixed-ability

Weaker students might benefit from more staging. First, they choose the verb that goes into each space, then put the verbs into present continuous form.

If they ask, demonstrate the difference between *going to* for intentions and the present continuous for arrangements by writing these two sentences on the board and asking stronger students to complete them with the correct form:

1 I \_\_\_\_\_ (be) an actor when I'm older; 2 We \_\_\_\_\_ (fly) to London tomorrow. (Answers: 1 'm going to be; 2 're flying)

#### Answers

1 are ... doing 2 'm not doing 3 are playing  
4 isn't doing 5 Is ... doing 6 's going  
7 're buying 8 're meeting

#### Optional extension

Disappearing sentences: Project the completed dialogue on the IWB. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Workbook page 90 and page 126



Be aware of common errors related to the present continuous for arrangements, go to Get it right on Student's Book page 126.

## FUNCTIONS

### Inviting and making arrangements

- 1 Students complete the phrases individually, then compare their answers in pairs before you check with the whole class.

#### Answers

1 Would you 2 Do you 3 love 4 can't make it

- 2 Demonstrate the task with a stronger student. Ask him/her to invite you to do two things, refuse the first invitation, giving an excuse, then accept the second. Students take turns to invite each other. Remind them to include a time expression with each invitation. To avoid unintended offence, rather than asking them to give real responses to the invitations, ask them to flip a coin each time before they answer. If it lands on 'heads' (the picture side), they should accept the invitation, if it lands on 'tails' (the number side), they should refuse it. Explain this by demonstrating it during the initial modelling stage. Monitor and correct the use of target phrases.
- 3 To make sure students understand that they only need to fill in three of the four times, ask: *How many different times of the day are there in the diary?* (four – two for each day); *How many activities are you going to write?* (three). Give them a minute to fill in their diaries.
- 4 Check comprehension of the task by asking: *How many invitations are you going to make?* (three – one for each activity in the diary); *How many invitations are you going to accept?* (one – to complete the free time in your diary). Do this as a mingle activity and encourage students to speak to as many different students as possible. Allow about ten minutes. Monitor use of the target functional language and also of the present continuous and *going to*. Avoid on-the-spot error correction since the focus here is on fluency. Make a note of common errors. Write them on the board, ensuring anonymity. Nominate one or two students to report back on their plans, then ask students to correct errors written on the board.

## READING

- 1 A recording of this text is available with your digital resources. If you're using an IWB, do this as a heads-up activity with books closed. Focus on photo A and elicit ideas for what the problem could be. Students brainstorm ideas for the other photos in pairs. Give them two or three minutes for this. During feedback, make a note of students' ideas on the board. Also take this opportunity to feed in key vocabulary which students will need in order to make sense of the text, for example: *litter, graffiti, pedestrians, zebra crossings, and cycle lanes*. Use the visual cues in the photos to help you clarify meaning.
- 2 Students read the texts quickly to check their predictions and do the matching. Ask them to compare answers in pairs, before you check with the whole class. Encourage students to react to the text by asking them: *Which of these are problems in your town/city? Which is the worst problem?*

### Answers

- 1 litter in the streets: A
  - 2 young people hang out together in shopping centres because they have nothing to do: C
  - 3 too many cars / people driving too fast: D
  - 4 graffiti: B
- 3 Check/clarify: *billboards, punish, and hanging out*. Ask students to read the questions first, and underline key words. Students find the answers in the text, underlining the key information that supports their choices. During feedback, ask students to justify their answers by referring to the text. Students check in pairs before you check as a whole class. Encourage brief reactions to the text. Ask: *Which of these solutions do you like? Which don't you like? Why?*

### Answers

- 1 They should spend the day picking up litter.
- 2 They need more things to do and more places to go, like a youth club.
- 3 She wants to stop people from driving so fast.
- 4 She thinks they should create graffiti walls where artists can paint freely.

## TRAIN TO THINK

### Problem solving

- 1 **SPEAKING** Students study the problem and the two example solutions, and try to come up with another four or five solutions in pairs. Allow up to three or four minutes. Monitor and make a note of any particularly nice ideas. Nominate students to share these ideas with the class. Write three or four of your students' suggestions on the board.
- 2 Pairs look more closely at their ideas. Students can also consider the suggestions on the board for this stage if they like. Ask them to assign one person to be the writer. Pairs should list at least two advantages and two disadvantages for each suggestion. Allow up to ten minutes for this stage. Monitor and feed in

any vocabulary students may need. Also encourage students to use English as much as possible by praising those who are making an effort to do so.

- 3 **SPEAKING** Each pair agrees on their best idea. Alternatively, you could ask pairs to pick their top three then put them together to form groups of four to compare and choose the best one. Pairs will naturally be keen to defend their own ideas and this will prompt some real debate. If you're short on time, move to the whole-class discussion immediately. During whole-class feedback, record suggestions on the board, and have a vote to choose the most popular idea.

### Optional extension

Repeat for one of the other issues described in the article on page 96. You could assign three corners of the room to each of the three issues, and ask students to stand in the one representing the problem they feel is the most important or the one for which they have the best ideas for solutions. Students who selected the same problem get together in groups. Asking students to physically 'stand up for' an issue should maximise engagement. Follow the same procedure as above.

## GRAMMAR

### Adverbs

- 1 Encourage students to consider the function of each word, not its form, by asking them to draw an arrow from each adjective or adverb to the word it refers to. Do this for the example sentence with the whole class to demonstrate. Ask: *What does 'fast' refer to: 'they' or 'drive'?* (drive). Elicit that adverbs tell us how someone does an activity and go with a verb (as in the example), while adjectives tell us what someone or something is like and go with a noun. Students complete the exercise and compare answers in pairs before you check with the whole class.

### Answers

adjectives: easy, young (2), fast (3), good (5)  
adverbs: fast (0), easily (1), quickly (4), well (6)

- 2 Students study the examples and complete the rule. They compare answers in pairs before you check with the whole class.

### Rule

1 -ly 2 -ily 3 well

- 3 Students complete the sentences individually. Ask them to draw an arrow from each adjective or adverb to the word they refer to, as they did for Exercise 1. Students compare answers in pairs before you check with the whole class. when you do so, also ask students to give the reference links and draw their attention to the double 'l' in the spelling of *carefully* in number 2. If you're short on time, set numbers 3–5 as homework, but do 0–2 in class.

**Answers**

- 1 good (French); fluently (speaks)
- 2 easy (it); carefully (do)
- 3 quickly (walk); late (be)
- 4 badly (did); tired (I)
- 5 dangerously (drives); scared (I)

**Fast finishers**

Fast finishers write true sentences about themselves using the adverbs, i.e. about things they do *easily, fluently, carefully, badly, or dangerously*.

Workbook page 91 and page 126

**VOCABULARY****Things in town: compound nouns**

- 1 Students pair up the words to make compound nouns, then check their ideas in the letters on page 96. Check answers as a class. To check meaning, ask students to use their mobile devices to find images of the compound nouns via an internet search engine. They could do this in groups of four, with each student looking up two of the eight items. Alternatively, this could be done on the IWB. Highlight the fact that while *billboard* is written as one word, the other compound nouns are written as two. You may also like to practise pronunciation by reading out the words and asking students to repeat. Encourage students to notice that stress consistently falls on the first word of each compound, and on the first syllable within that word, except for *graffiti (wall)*, where stress is placed on the second syllable.

**Answers**

zebra crossing, youth club, speed camera, graffiti wall, cycle lane, litter bin, billboard, high street

- 2 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

**Answers**

1 billboard 2 litter bin 3 zebra crossing 4 high street  
5 graffiti wall 6 cycle lane 7 youth club

**Optional extension**

Students work in AB pairs to test each other on the compound nouns. B closes his/her book. A calls out the left-hand side of a compound noun at random, for example, *zebra*, and B says the right-hand side, *crossing*. After a couple of minutes, students switch roles and repeat.

Workbook page 92

**PRONUNCIATION**

For practice of voiced /ð/ and unvoiced /θ/ consonant sounds, go to Student's Book page 121.

**Student's Book page 98–99****CULTURE****Ghost Towns around the World**

- 1 Focus students on the photos. If you're using an IWB, do this as a heads-up activity, with books closed. Ask: *Where are these places? Who lives there? Would you like to live there? Why (not)?* Make a note of students' responses to the first question on the board. Establish that the photos all show examples of ghost towns. Ask: *What's a ghost town?* (a town where people no longer live).
- 2 Students skim read the article to answer the question and compare answers in pairs. Refer to the places written on the board during feedback and ask: *Were your predictions correct?*

**Answers**

Luderitz in Namibia; the Sanzhi District of New Taipei City in Taiwan; Fordlândia in Northern Brazil; Centralia, Pennsylvania in the USA

- 3 **2.29** Ask students to read the statements, and underline key words. Play the audio for them to listen as they read again more carefully. Students should try to find the answers as they listen, underlining key information as they go. Give them a minute or two after listening to finalise their answers and encourage them to compare ideas in pairs before you check with the whole class. During feedback, insist on students quoting information from the article that supports their answer.

**Answers**

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

- 4 **VOCABULARY** In pairs, students work out the meanings of the bold words from the text. Check answers as a class.

**Mixed-ability**

Stronger students should try to use the context provided by the article to try to work out meaning without referring to the exercise. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to complete the matching exercise.

**Answers**

1 demolished 2 a building company 3 a resort  
4 sand 5 mine

- 5 **SPEAKING** Check/clarify: (*a film*), *set (in)*, *star (verb)* by asking students: *Where is Pirates of the Caribbean set?* (on a boat, in the Caribbean sea); *Who does it star?* (Johnny Depp and Kiera Knightley). Students read the instructions and underline key words. Make groups of four and ask groups to choose a secretary. This student is responsible for noting down the group's ideas. Set a time limit of ten minutes for the brainstorming stage. Monitor to check progress and ensure all students are participating. Praise students' ideas and creativity, and help with any challenging language. When

they're ready, groups present their idea to the class. To give them a reason to listen, students can make notes on each group's film proposal. Have a vote on the best one.

## WRITING

### An informal email

- 1 Ask students to read the email and answer these questions (written on the board beforehand, where possible): *Who is Emily writing to?* (her friend, Luke); *What is she writing about?* (summer holiday plans); *Why is she writing?* (to tell Luke about her plans, and to arrange meeting up with him in Wales); *What kind of text is it?* (an informal/personal email). Explain to students that before they begin writing any kind of text, they must consider these questions. These will determine how they are going to achieve their communicative aims. Focus students on the two questions in Exercise 1. Ask students to quickly discuss answers in pairs and refer back to the email to check before you check as a whole class.

#### Answers

- 1 Sydney, Australia
- 2 She's going to visit the famous harbour and bridge and the Opera House, hang out on Bondi Beach and take surfing lessons.

- 2 Explain that one of the characteristics of informal emails is the use of colloquial expressions. Ask students to underline the expressions in the email and answer the questions. Students compare answers in pairs before you check with the class.

#### Answers

- 1 By the way, ...; Anyway, ...
- 2 Guess what?; You won't believe it.
- 3 I can't wait.

- 3 Students match the paragraphs to the topics. Help students notice that a well-structured piece of writing organises different topics into different paragraphs.

#### Answers

- 1 c and b
- 2 a and d

- 4 Students discuss in pairs briefly. Elicit answers, and invite the rest of the class to confirm or correct.

#### Answer

To make arrangements to meet in person.

- 5 Ask students to underline answers in the email as well as choosing the paragraph. Students check in pairs before you check with the whole class.

#### Answers

- a 2 b 1 c 2 d 2 e 2 f 1

- 6 Put students in pairs or small groups to brainstorm ideas for interesting famous cities for their next holiday. Ask them to include: famous buildings, activities and weather. Students make a plan using Exercises 2 and 5 to help them. Provide help as necessary and encourage students to check each other's plans in pairs before they proceed to the writing stage. You will probably want to set the actual writing task as homework.

#### Optional extension

Ask students to write and send their emails to their partners for checking. Ask the readers to check the emails for task completion (Is it possible to answer the questions from Exercise 5 about the city being talked about?); for organisation (Is the writing easy to read?); and for the use of colloquial expressions (Are any of the expressions from Exercise 2 used in the email?) Then write a short reply. Alternatively, you could ask them all to email you their messages for marking. When you mark it, focus on the above points. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

### Student's Book page 100–101

## CAMBRIDGE ENGLISH: Key

## THINK EXAMS

### READING AND WRITING

#### 1 Part 2: Multiple-choice sentence completion

##### Answers

- 1 A
- 2 C
- 3 A
- 4 C
- 5 A

Workbook page 61

#### 2 Part 7: Open cloze

##### Answers

- 1 in
- 2 an
- 3 was
- 4 well
- 5 the
- 6 not
- 7 of
- 8 can
- 9 are
- 10 also/even

Workbook page 89

### LISTENING

#### 3 2.30 Part 5: Note completion

##### Answers

- 1 (15-screen) cinema
- 2 2
- 3 15 minutes
- 4 Saturdays

**Audio Script Track 2.30**

You will hear some information about a shopping centre. Listen and complete each question.

Hello and welcome to the White River Shopping Centre. We are the largest shopping centre in the North East and have more than 300 shops on four different floors as well as 14 restaurants and a 15-screen cinema – all found on the fifth floor. The shopping mall is easy to reach by road, just follow the signs from Hull city centre. There is parking for 5,000 cars. Parking is charged at £2 an hour. There is also a regular free bus service between the shopping centre and Hull city centre. Buses leave every 15 minutes. The shopping centre opens at 9 am. All shops close at 5.30 pm during the week and on Sundays, and at 7 pm on Saturdays. The restaurants and cinema stay open until 11 pm. Thank you for listening. If you wish to hear this message again, press one. If you want to talk to someone, please stay on the line.

Workbook page 79

**TEST YOURSELF UNITS 9 & 10****1 VOCABULARY****Answers**

- 1 cloudy 2 island 3 hall 4 mountains 5 windy  
6 zebra 7 lanes 8 station 9 bin 10 lake

**2 GRAMMAR****Answers**

- 1 She's going to phone me at nine.  
2 We're leaving on Monday morning.  
3 She did her homework very carefully.  
4 I can't remember where I left my keys.  
5 It's the hottest day of the year.  
6 It's a more expensive car than mine.

**3****Answers**

- 1 I speak ~~badly~~ French **badly**.  
2 This is the ~~more~~ **most** popular sport in the world; everybody likes it.  
3 I had a lot of presents. But the one ~~most~~ I liked **most** was a blue watch from my mother.  
4 She plays tennis very **good well**.  
5 He's ten and he still can't ~~to~~ ride a bike.  
6 We are ~~to~~ meeting him at nine o'clock.

**4 FUNCTIONAL LANGUAGE****Answers**

- |           |         |
|-----------|---------|
| 1 A What  | B let's |
| 2 A doing | A Do    |
| 3 A Would | B love  |
| 4 A Guess | A can't |

# 11 FUTURE BODIES

## Objectives

FUNCTIONS	sympathising; making predictions
GRAMMAR	<i>will / won't</i> for future predictions; first conditional; time clauses with <i>when / as soon as</i>
VOCABULARY	parts of the body; <i>when</i> and <i>if</i> ; expressions with <i>do</i>

Student's Book page 102–103

## READING

1 If you're using an interactive whiteboard (IWB), do this as a heads-up activity with books closed and invite students to label the picture correctly on the IWB. Otherwise, before the class, prepare word cards for *arm, leg, mouth, muscle, finger, foot, ear, eye, toe, hair, bone, and thumb*, and print out an enlarged copy of the picture to display on the board. Put students in small groups so that you have the same number of groups as there are words for body parts. Give each group a card at random. They discuss where the word should go, then one of them comes to the front to stick it to the right part of the picture. When they have finished, encourage students to correct any labels they feel are wrongly placed before checking answers. Students open books and label the picture.

### Answers

A 10 B 7 C 8 D 3 E 1 F 12 G 5 H 4 I 11  
J 2 K 6 L 9

2 Check/clarify: *body* and *face*, by asking students to point to their own body and face. Focus students on the example and tell them that some words will go in both columns. Students work in pairs to complete the table. Check answers as a class.

### Mixed-ability

To increase the challenge, insist on strong students covering up the picture, before they categorise the words.

### Answers

body: arm, leg, muscle, finger, foot, toe, hair, bone, thumb  
face: mouth, ear, eye, muscle, hair, bone

3 **SPEAKING** Look at the example together. Ask students: *Which parts of the body do we use when reading a book?* Elicit as many as possible including other words that students might know, for example: *eyes, fingers, arm, muscles, hands*. Students discuss the

questions in pairs for two or three minutes before feeding back to the class. Encourage students to react to and add to each other's answers.

### Suggested answers

Our bodies are supported by our bones whatever we do and engage our muscles in any kind of movement, so these items could be included in all answers (although, arguably, only the muscles round the eyes are required to watch television!)


play football: leg, toe, foot, eye

watch television: eye, ear

make a phone call: arm, finger, mouth, ear, eye, thumb

eat a meal: mouth, eye, finger, thumb, hand

walk to school: leg, foot, toe, eye, ear

- 4 Ask students to read the three titles and underline key words. Focus their attention on the picture and title. If you're using an IWB, do this as a heads-up activity with books closed. Allow students to react to the photos. They may find the photo on page 103 especially amusing. Welcome any and all comments on this to foster an environment in which genuine communication is encouraged. Allow students to discuss in pairs briefly before nominating students to voice their answers in open class. Perhaps have a class vote. Don't give away the correct answer yet.
- 5  2.31 Play the audio for students to listen to and read the text to check their ideas. Students compare answers in pairs before you check with the class.

### Answer

2 What the human body will be like in the future.

- 6 Ask students to read the questions first, and underline key words. Students find the answers in the text, underlining key information that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

### Answers

- Our bodies will adapt to a new way of life.
- We'll have better food.
- We won't do a lot of physical work.
- Our eyes will get better and our fingers will get longer.
- Our little toes will disappear because they are not needed.
- Because we won't need to keep ourselves warm any more.

**Optional extension**

Students work in pairs to discuss the various predictions in the article, and rank them according to how believable they are. Allow five minutes for this. Monitor and praise those making an effort to expand on and justify their opinions. Put pairs together to form groups of four. Groups agree on which prediction is the most and the least likely. Groups also discuss whether future humans will be healthier or less healthy, and more or less attractive than today. You could also task students with coming up with two or three predictions of their own. For feedback, nominate one student from each group to report back to the class on what they concluded. Invite comments from the rest of the class.

**THINK VALUES****Exercise and health**

- 1 Demonstrate by doing number 1 together as a class. Ask students: *Does the speaker in number 1 give lots of importance to health or just a little bit of importance to health? (lots); What number shall we put? (4/5).* Remind students that there are no right or wrong answers here. Give students a minute or two to read and evaluate statements 2–6. Monitor and help with any tricky vocabulary.
- 2 **SPEAKING** Students work in groups to agree on their scores and write one more statement. Make sure all group members write down what they have agreed. Allow about four or five minutes for this stage. Monitor to encourage all students to participate in the discussions and to help them write their statements. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice. When all the groups have finished, form new groups of four, comprising members of the different original groups, to compare ideas. This is a more student-centred way of doing feedback.

**Optional extension**

Make a note of students' own statements on the board. In their groups of four, students discuss and evaluate them, as they did for the original statements in the book. Monitor as before, and wrap up by nominating groups to share their scores with the rest of the class.

**Student's Book page 104–105****GRAMMAR****will / won't for future predictions**

- 1 Ask students to complete the sentences from memory, then check back in the text, before they complete the rule. Students compare answers in pairs before you check with the whole class. Highlight the fact that *will/won't* is the same for all persons by asking: *How does will or won't change when we use it with he, she or it? (it doesn't); And how does it change when we use it with they? (it doesn't).* Also point out that we commonly contract *will* to *'ll* when we use it in conjunction with pronouns, but less so with nouns,

so *They'll* (number 2), but *Our fingers will* (number 1). Check/clarify meaning too. Ask: *Does the writer of the article know that our fingers will get longer? Is this a fact? (no); Is this a prediction? (yes).*

**Answers**

1 will 2 'll 3 won't, won't

**Rule**

1 'll 2 won't

- 2 Students complete the table individually, then compare answers in pairs before you check with the whole class.

**Answers**

1 'll 2 won't 3 Will 4 will 5 won't

**Fast finishers**

Ask students to underline more examples of future predictions with *will/won't* in the article. (Note that the example with *will* in the first paragraph is not a future prediction, but an example of the first conditional, which is covered later in the unit. If students mention it, just say it's an example of a different grammatical structure, which you're going to look at later.)

- 3 Ask students to read the text, ignoring the spaces, to answer this gist question: *How does Mark offer to help Alice? (He offers to go to her house to study French with her.)* Students will be much better equipped to complete the gaps if they're clear on context first. Students complete the gaps, then compare answers in pairs before you check with the class.

**Answers**

1 'll be 2 won't go 3 'll stay 4 won't help  
5 will give 6 'll see

- 4 **SPEAKING** Students practise the conversation in pairs. Ask for one or two pairs to perform for the whole class.

**Optional extension**

Disappearing sentences: You'll need to write out the dialogue on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversation in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogue in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

Workbook page 100 and page 127

## PRONUNCIATION

To practise pronunciation of the /h/ consonant sound, go to Student's Book page 121.



Be aware of common errors related to *will / won't* for future predictions, go to Get it right on Student's Book page 126.

## VOCABULARY

### Parts of the body

- 1 Quickly check the words students have already learnt for parts of the body by saying each word and asking students to point to it on their own bodies. Ask students to stand up to do this. You could have them race to point to the correct body part. Students complete Exercise 1 in pairs. For feedback, if you're using the IWB, nominate students to label each body part on the screen. To keep the rest of the class focused, ask them to confirm or correct answers. Focus on pronunciation by prompting students to repeat each of the words after you. Pay special attention to the vowel sound /əʊ/ in *elbow* /'elbəʊ/, *shoulder* /'ʃəʊldə/ and *throat* /θrəʊt/. Despite the different spelling, it is the same sound. Also check pronunciation of *tongue* /tʌŋ/ and *stomach* /'stʌmək/.

### Answers

1 E 2 I 3 C 4 G 5 D 6 A 7 J 8 F 9 B 10 H

### Optional extension

Students work in AB pairs to test each other on the new words. They take turns to point to a picture at random and ask: *What's this?* B tests A for a couple of minutes before students switch roles and repeat.

- 2 2.34 Give students 30 seconds or so to study the pictures and note down any words relating to body parts they might hear in the recording. Ask them to compare with a partner. Play the audio for students to listen and and number the pictures. Students compare answers in pairs before you check as a class.

### Answers

1 C 2 A 3 B

### Audio Script Track 2.34

- 1  
Boy 1 Are you OK?  
Boy 2 No, ouch. My knee! Aaargh!
- 2  
Girl I ate a lot of food last night. My stomach really isn't too good this morning.
- 3  
Woman Don't eat so quickly - you'll bite your tongue. See? I told you!

## LISTENING

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Focus students on photo A and elicit responses to the two questions in open class. Students answer the questions for photos B and C in pairs. Conduct whole-class feedback and establish the following - of course students' phrasing will differ.

### Suggested answers

- A two friends in the street
- B a doctor and a girl in the doctor's consulting room
- C a mother and son at home

- 2 2.35 Focus students on photos D-F and quickly elicit the names of the body parts in open class (D shoulder; E ankle; F back). You could ask students to guess which body part matches with each conversation represented in photos A-C. Prediction activities of this sort aren't about students being able to guess the right answer, but about motivating them to listen and focusing them on the task. Explain that students need to match one picture from A-C and one from D-F to each conversation. Play the audio, pausing after each conversation to allow students time to complete the table. Students compare answers in pairs before you check with the whole class.

### Answers

1 B, D 2 C, E 3 A, F

### Audio Script Track 2.35

- 1  
Doctor Hello Katie. What can I do for you?  
Katie Well, it's my shoulder.  
Doctor OK. And what's the problem with it? Does it hurt?  
Katie Yes. I fell over while I was skateboarding the other day.  
Doctor Was that yesterday?  
Katie No it was ... um ... two days ago I think. Yes, Tuesday.  
Doctor OK. And you fell on your shoulder?  
Katie Well, no, I fell on my arm really. And it wasn't bad, you know. I just got up and went back to skateboarding. But now my shoulder hurts. Um, I can't move it very well.  
Doctor OK, well let's have a look at it. Can you take your shirt off for me please?  
Katie Yes, OK.
- 2  
Mum Are you all right, David?  
David Erm, yeah, yes thanks, Mum.  
Mum Sure?  
David Well, actually, no, not really. I think I've got a problem with my ankle.  
Mum Your ankle?  
David Yes. It's really strange. Um, yesterday I was walking home and it was OK, but then it just started hurting, I don't know why. Then it stopped.  
Mum But now it's hurting again?  
David Yes, but it's kind of on and off. You know, sometimes it's OK but sometimes it hurts a bit.

Workbook page 102

Mum Perhaps you should see the doctor. What do you think?

David Yes, perhaps.

Mum OK, I'll phone and see if we can go this afternoon.

David Thanks, Mum.

3

Sam Hello, Molly.

Molly Hey, Sam. Hey – are you OK?

Sam No, I've got a bit of a problem.

Molly Yes, I can see. You're walking a bit funny.

Sam I know. It's my back.

Molly Your back? What's the matter with your back?

Sam I dunno. I mean, I woke up this morning and got out of bed and I felt a bit of a pain in my back. Now I've got backache.

Molly Did you tell your mum and dad?


Sam Well, it wasn't bad and I didn't think about it much, so no, I didn't. But now ...

Molly Look, I'll carry your school bag, OK?

Sam Right, thanks.

Molly And when we get to school, I'll take you to see the nurse.

Sam OK. Thanks, Molly.

- 3  2.35 Ask students to read the statements and underline any difficult vocabulary, which they can ask their partner or you about. In pairs, students mark the sentences T or F from memory, and then listen and check. Suggest that strong students correct false statements as they listen. Students compare answers in pairs. During feedback, encourage students to justify their answers.

#### Answers

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

- 4 Students do the matching task individually based on memory and common sense, then compare answers in pairs. During feedback, play the audio again or display the audio script on the IWB so students can hear/see the sentences, in context.

#### Answers

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

Draw students' attention to the vocabulary highlighted in the Look! box. Once students are clear on meaning, encourage them to notice that *stomach ache* and *ear ache* appear as two separate words while *headache* and *toothache* are single words. Point out the pronunciation of *ache* (/eɪk/ NOT /erf/).

## SPEAKING

Ask students to read the instructions carefully and check understanding. Make similar ability pairings. Give students about five minutes to practise. Monitor their progress, and praise students who appear to be really 'getting into' their roles. Ask for one or two pairs to perform for the class. Ask the rest of the class to listen and make a note of what the problem is, and the cause.

### Mixed-ability

Suggest that weaker students write their dialogue prior to role playing, while stronger students can just make brief notes which they should only refer back to when they get stuck.

## THINK SELF-ESTEEM

### Getting help

- 1 Ask students to quickly read the sentences and underline any difficult vocabulary. Clarify this in open class by eliciting explanations or translations from the students themselves. Give students a minute to tick the sentences which are true for them.
- 2 **SPEAKING** Put students in groups of four or five to compare ideas. Encourage them to try to find the person in their group who's the most similar to them. By giving students a concrete aim towards which their speaking is directed, students should be more motivated to speak. During whole-class feedback, ask students to say who they were most similar to and why.
- 3 Put students in pairs and ask them to come up with three possible people they could talk to about each problem. Put pairs together to form groups of four and task them with agreeing on the best person for each problem. Monitor, making a note of any particularly interesting ideas you hear and any nice language used, and praise these contributions at the end. Conduct brief feedback asking groups to say who they put for each problem.

### Optional extension

To extend the topic and give students more speaking practice, ask them to choose one of the problems from Exercise 3 and, in pairs, write a conversation between someone with that problem and someone they've identified as the best person to talk to. Monitor to help with ideas and with any difficult language. Invite the most confident pairs to perform in front of the class. To give them a reason to listen, ask the rest of the class to make a note of the problem and the solution mentioned. Encourage reactions by asking students if they agreed with the solution proposed or not.

### Student's Book page 106–107

## READING

- 1 A recording of this text is available with your digital resources. Focus students on pictures A–E. If you're using an IWB, do the lead-in as a heads-up activity with books closed. Ask: *Who's the woman in A? Who's the boy? Do they look happy? What are they talking about?* Accept all suggestions. Students work in pairs to talk about what's happening in the other four pictures. Conduct brief whole-class feedback eliciting at least one idea for each picture. Students open their books. Play the audio for students to read and listen to the webchats, and match each one to a picture. Instruct students to write the correct names under each webchat after the audio has finished. Students compare answers in pairs before you check with the whole class.

## Answers

A Mike B Susie C Julia D Arlene E Pete

- 2 Students scan the posts to find references to each of the things and write the correct names next to them. Tell them that they can put more than one name for each. Students compare answers in pairs before you check with the whole class.

## Answers

1 Pete and Susie 2 Susie 3 Julia 4 Mike 5 Arlene

- 3 **SPEAKING** Refer to the webchats and ask students: *Which of these things have you heard before?* Put students in groups of three or four to make a list of at least three more crazy things that adults say to children. Give them four to five minutes for this. For feedback, ask each group to share their ideas with the class. At the end, vote on the craziest thing.

## GRAMMAR

### First conditional

- 1 Students do the matching task, then refer to the webchats to check their answers, and complete the rule. Students compare answers in pairs before you check with the whole class. Check understanding. Ask students: *Does the if-clause refer to things happening in the present or the future? (future); What tense do we use in the if-clause – will or the present simple? (the present simple).* Draw students' attention to the sentences at the bottom of the rule box which show that the if-clause can come first and the will-clause second, or vice versa, with no change in meaning. Elicit that in the former case, a comma is needed.

## Answers

1 c 2 a 3 b

## Rule

1 possible 2 future 3 will 4 will not

- 2 Explain that the first word of each sentence is indicated with a capital letter. Remind students to include a comma where necessary. Students write the reordered sentences in full individually, then compare answers in pairs before you check with the class.

## Answers

- 1 If I'm late, my parents will be angry.
- 2 If I remember, I'll bring it to school tomorrow.
- 3 If you come to the party, you'll meet Jake.
- 4 We'll go to the beach if it doesn't rain tomorrow.
- 5 I won't go to the concert tonight if I don't feel better.

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. If you're short on time, set numbers 3–5 as homework.

## Answers

1 won't meet, don't go out 2 'll come, says 3 doesn't want, 'll eat 4 will be, hears 5 buy, won't have

**ROLE PLAY** Put students in AB pairs. As go to page 127, and Bs go to page 128. Give students a minute to read their questions, and underline any unfamiliar words. Monitor and clarify meaning as necessary. Students take turns to ask and answer questions. Tell them not to look at each other's books (if necessary ask them to sit back to back). Ask them to make notes of their partner's answers. Monitor students' use of the first conditional. The emphasis of this exercise is on personalised practice of the newly learnt grammar, so on-the-spot error correction is appropriate. Make a note of common errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Before this, ask students to report back on what their partner said.

## Fast finishers

Ask pairs to switch roles and repeat.

Workbook page 101 and page 127

### Time clauses with *when* / *as soon as*

- 4 Focus students on the two example sentences and ask: *Who's talking to whom? What are they talking about?* Clarify that the first sentence comes from the listening on page 105. It's Molly talking to Sam about his bad back. The second sentence is from the reading on page 106 where Mike says he's thinking of more examples of crazy things adults say. Now that the context is clear, students can answer the two questions in pairs and complete the rule. Conduct whole-class feedback.

## Answers

- 1 *As soon as* indicates more immediate action.
- 2 the future

## Rule

1 present 2 *will* / *won't*

- 5 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Remind students to think about verb conjugation and whether or not third person 's' is required.

## Answers

1 get 2 get 3 arrives 4 finishes 5 finish

Workbook page 101 and page 127

## VOCABULARY

### *when* and *if*

- 1 This exercise aims to clarify the difference in meaning between two sentences which are very similar in form. Give students a couple of minutes to match in pairs then conduct whole-class feedback.

Check meaning by asking these concept-check questions: *In sentence 1, will I see Martin? (yes); In sentence 2, will I see Martin? (maybe).*

### Answers

1 b 2 a

- 2 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

### Answers

1 If 2 if 3 when 4 when 5 if

Workbook page 102 and page 127


## LISTENING AND WRITING

### A phone message

- 1 Books closed. Ask students: *Do you sometimes take phone messages for other people? What kind of information does a phone message include?* Elicit a few ideas in open class then ask students to open their book and complete the exercise, making it clear it's about what they DON'T need to write down.

### Answer

2

- 2  2.36 If you'd like an initial gist task to ensure students understand the context of the call before they focus on specific information, write on the board: 1 *Who's the caller?* 2 *Who does the caller speak to?* 3 *Who does the caller want to speak to?* 4 *Is he there?* Students listen and answer the questions, with their books closed. With weaker groups, consider writing the answers on the board in random order for students to match them to the questions.

### Answers

1 Jackie 2 Mr Gardner (her friend's dad) 3 Andy 4 No

Students open their books and complete as much information as they can from the first listening before listening again and completing the message. If you omitted the initial gist task, clarify that the conversation involves three people: the caller; the person who takes the call/message; and the person the message is for. Play the audio twice if necessary. After listening, students compare answers in pairs before you check as a class.

### Answers

1 Jackie 2 Andy 3 help with her science homework  
4 call tonight, as soon as you get back 5 07899 213 223

### Language note

In English, we read phone numbers digit by digit, not in tens or hundreds. Where two identical numbers appear together, for example, 99, we commonly say *double nine*. In phone numbers, 0 (zero) is pronounced *oh* in British English.

### Audio Script Track 2.36

Man Hello?  
 Girl Oh hi, Mr Gardner. It's Jackie here, Jackie Martin, Andy's friend from school.  
 Man Yes, Jackie. Hi. Listen. I'm afraid Andy's not here. He'll be back in about an hour, I think.  
 Girl Oh dear. I really need to talk to him.  
 Man Do you want to leave a message?  
 Girl Yes please. Um. Well, the thing is, I've got a problem with my homework. The science homework.  
 Man OK.  
 Girl And I need to finish it tonight because we're going away tomorrow, for the weekend.  
 Man Right. So, you want Andy to call you tonight?  
 Girl Yes please. As soon as he gets back, please.  
 Man 'as soon as you get back' OK. Has he got your number?  
 Girl I'm not sure. I've got a new mobile, so can I tell you?  
 Man Sure.  
 Girl It's 07899  
 Man 07899  
 Girl 213 223  
 Man 213 223. OK, got that, Jackie. Leave it to me. I'll make sure he gets the message.  
 Girl Thanks, Mr Gardner. Thanks very much. Bye.  
 Man Bye.


### Optional extension

To vary the pace, play *telephones* with your students. Students stand in rows, of equal numbers, from the back to the front of the class. Whisper the same message to each of the students who are last in line. They should whisper it to the student next to them, and so on, up the line until the first student receives it. He/she can either write it on the board or on a piece of paper. The first line to do this wins a point. The student from the front then comes to the back. Repeat the procedure. You could use first conditional sentences to revise the grammar of the unit.

### Student's Book page 108–109

## PHOTOSTORY: episode 6

### The phone call

- 1  2.37 Check/clarify: *stressed* by eliciting how students might feel when they have exams; and *shout* by demonstration. Students look at the photos but cover up the dialogues. If you're using an IWB, show each photo one by one. Ask: *What are they looking at in photo 1? How's Megan feeling in photos 2 and 3?* Then ask students to read the two gist questions. Play the audio for students to listen and read. Students compare answers in pairs before you check with the whole class. Explain the meaning of *half-term* before students watch the video (see background information below).


### Answers

He's got a big business meeting he has to attend out of town, tomorrow and Friday.  
 Her dad.

## BACKGROUND INFORMATION

Half-term is a school holiday in Britain in each term (autumn, winter, spring). It is not connected to any special days in the calendar, it is simply a week off school in the middle of each term.

## DEVELOPING SPEAKING

- 2 Ask students to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3  EP6 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Students read the questions and answer them individually, then compare answers in pairs before you check with the whole class. You may also like to replay the video before checking answers.

### Answers

- 1 She fell down the stairs.
- 2 She'll be home tomorrow.
- 3 He's got a meeting in London tomorrow.
- 4 It's half-term.
- 5 That she and her dad talked.
- 6 That there are good times when things go well and bad times when things don't go so well.

## PHRASES FOR FLUENCY

- 1 Students work individually to match the definitions and expressions. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Next, students write the name next to the expression of the person who said each one and feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

### Answers

- 1 Megan d 2 Ryan a 3 Megan b 4 Megan f
- 5 Ryan e 6 Luke c

- 2 Students complete the gaps individually, then compare answers in pairs, before you check with the whole class.

### Answers

- 1 I can't wait; Tell you what; I mean 2 Wait and see
- 3 Whatever 4 I suppose so

## WordWise

### Expressions with do

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. As an alternative way of doing feedback, you could play the video again for students to check their answers.

### Answers

- 1 cleaning 2 cooking 3 OK

- 2 Students complete the sentences individually, then compare in pairs before you check answers with the whole class.

### Answers

- 1 homework 2 well 3 ice cream 4 cooking

- 3 **SPEAKING** Students complete the questions, focusing here on the form of *do*. Conduct whole-class feedback just to check that students have got the correct form then put them in pairs to ask and answer the questions. Monitor their exchanges, and make a note of any errors in the use of the expressions with *do* to go over at the end of the activity. To give students a reason to listen, you could tell them to lie in answer to one of the questions. Their partner has to try to guess which is the lie.

### Answers

- 1 Do ... do 2 do ... do 3 Are ... doing 4 does

Workbook page 102

## FUNCTIONS

### Sympathising

- 1 Ask students: *How was Megan feeling in the story?* (sad, worried, stressed); *Why?* (Her dad was shouting at her; her mum was in hospital.) Students quickly read the dialogue, ignoring the spaces, to remind themselves or to check their answers. Ask: *Do Megan's friends listen and try to understand?* (yes). Establish that they are sympathising with her. Elicit a few expressions for sympathising in L1 to check meaning. Students complete the extracts, then compare answers in pairs before you check with the whole class.

### Answers

- 1 Poor you 2 poor thing 3 I'm sorry to hear that
- 4 That's a shame

- 2 Students work in pairs to think of suitable expressions to say in each situation. In fact, it is possible to use any of the expressions from Exercise 1 in response to any of the situations. However, *poor you* can only be used when talking directly to the person you're sympathising with (so is correct in situations 1 and 3 only) and *poor thing* can only be used to talk about a third party (so is correct in situation 2 only).

# 12 TRAVELLERS' TALES

## Objectives

FUNCTIONS	talking about life experiences
GRAMMAR	present perfect simple; present perfect with <i>ever / never</i> ; present perfect vs. past simple
VOCABULARY	transport and travel; travel verbs

Student's Book page 110–111

## READING

1 Focus students on the photos. If you're using an interactive whiteboard (IWB), do this as a heads-up activity with books closed. Point to A and ask: *What's this?* (a plane). Students continue naming transport in pairs before opening their books and completing the matching exercise. Check answers with the whole class.

### Answers

1 E 2 B 3 F 4 D 5 A 6 C

2 You could do this as a competition in pairs. Each pair should nominate one person to be list-keeper. Set a time limit of two minutes. The pair with the most words wins. Ask the winning pair to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit more words from the rest of the class. Write any useful transport vocabulary that comes up on the board for students to copy into their notebooks and for students to refer to in Exercise 5.


3 **SPEAKING** Put students in pairs. Give them four to five minutes to ask and answer the questions. So that their discussions have a communicative purpose, ask students to find two or three things they have in common as regards travel. Monitor students' use of the present simple and adverbs of frequency, making a note of any communication-impeding mistakes to go over at the end of the activity. You may like to put pairs together to form groups of four and ask them to find something they *all* have in common, or something where all four of them use different ways of transport. Ask one or two students to report back on what they learnt about their partner(s).

4 **SPEAKING** Model the activity by doing number 1 as a class. Ask: *How could they travel?* Encourage some discussion on this by eliciting two or three different possibilities as well as the advantages and disadvantages of each. Ask: *Which would be the best way?* Encourage some debate on this. In pairs, students do the same for situations 2–4. Conduct

feedback by taking suggestions from one or two pairs in open class and inviting reactions from the rest of the class.

5 **SPEAKING** Put students in small groups for this exercise and refer them to the transport listed on the board. Each group should nominate one student to be secretary. Give students five minutes or so to agree on their choices. Monitor and make a note of any nice expressions in English used during the activity. At the end, write them on the board for the whole class to copy, and praise the student(s) who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

6 If you're using an IWB, display the photos and title on the screen, and do this prediction task as a heads-up activity with books closed. Students discuss their choice in pairs prior to whole-class feedback. Ask for a quick show of hands for each of the three options and nominate one or two students to give reasons for their choices. Don't give away correct answers.

7  2.38 Play the audio for students to read, listen and check their predictions.

### Answer

1

8 Ask students to read the statements first, and underline key words. Do number 1 together as a class to check comprehension of the task and to demonstrate underlining or highlighting the text in the blog that gives students the answer. Students find the answers to 2–8, underlining key information in the blog that supports their choices. During feedback, ask students to justify their answers by referring to the text. Students could even underline it on the IWB.

### Answers

- 1 Nora Dunn wanted to travel the world before she got old.
- 2 Nora gets her money from working.
- 3 Sometimes she writes to earn some money.
- 4 She does a lot of different jobs everywhere she goes.
- 5 She lived on a boat in the Caribbean.
- 6 She has appeared on television in three countries.
- 7 Life isn't always easy for her when she travels.
- 8 She has a website to tell people how to travel without spending a lot of money.

### Fast finishers

Students write two more sentences with one factual error in each. They later read out their sentences to another fast finisher or to the rest of the class for them to correct.

## THINK VALUES

### Travel broadens the mind

- 1 Ask students to quickly read the comments 1–4 and underline any difficult words or phrases. *Cyclone* is likely to be new to students. Clarify tricky vocabulary in open class by eliciting examples, explanations or translations from the students themselves. Give students a minute or two to match comments to the values a–d. Students compare answers in pairs before you check with the whole class.

### Answers

1 d 2 b 3 a 4 c

- 2 **SPEAKING** Ask students to rank the four values individually. Next, ask them to think about how they're going to explain their ranking to their partner. Give them a minute or so for this, encouraging them to make notes. You could even ask them to rehearse in their heads. Once they're ready, students take turns to explain their rankings and comment on what their partner said. Again, monitor, and make a note of any interesting ideas. As the main focus of the activity is on fluency rather than accuracy, avoid error correction, unless mistakes hinder comprehension. During feedback, nominate students whose ideas you'd noted to share their ideas with the class.

### Optional extension

Ask pairs or small groups to think of another positive value connected to travelling. Possible ideas students could come up with: learning a new language; learning to be more independent; making new friends. Invite pairs/groups to share their values with the rest of the class during whole-class feedback, and write these on the board. You could then repeat the ranking activity, as above, based on the new list which includes the values students came up with. Next, ask students to think about what they do in their own lives, or what they *could* do, that relates to each of their top three values. Give students time to think by themselves before putting them in pairs or groups to share their ideas.

## Student's Book page 112–113

### GRAMMAR

#### Present perfect simple

- 1 Students try to complete the sentences from memory, then refer back to the blog to check their answers. With weaker classes, conduct whole-class feedback on the sentence-completion task and elicit the base forms of the past participles (think, be, do, go/be, be) before students complete the rule. Students compare answers in pairs before you check with the whole class. To check students have understood the use of the present perfect, ask: *Did these things happen in*

*the past or the present? (the past); Do we know exactly when in the past? (no).*

### Answers

1 've; thought 2 've been 3 's done  
4 has; been 5 have not been

### Rule

have

- 2 Give students two minutes to underline other examples, then ask them to compare their answers in pairs before you check with the class. If you're using an IWB, display the blog on the screen, and nominate students to come up to the front and highlight examples.

### Examples

I've decided to write; I've discovered Nora Dunn; she's learned things like cooking and meditation; She's been to all five continents; she's travelled to over thirty countries; She's taken a train across Canada; She's travelled by train from Portugal to Vietnam; She's worked for her accommodation; she's been on television shows; She's had a lot of fantastic adventures; She hasn't stopped finding things; She's seen a lot so far; She's learned that ... travel doesn't have to be expensive; She's started a website to tell other people about them; I've seen lots of travel sites

- 3 Students refer to the examples and rules to complete the table. During feedback, highlight the use of contractions with pronouns, making it clear that these aren't used in questions or short answers.

### Answers

1 have 2 has 3 has not 4 Have 5 Has  
6 have 7 hasn't

- 4 Students can do this exercise in pairs, then go to page 128 in the Workbook to check. During whole-class feedback, nominate students to write each verb pair (base form and past participle) on the board and ask the rest of the class to check and correct spelling as necessary. If you're using an IWB, you could ask students to complete the table on the screen instead. Encourage students to get into the habit of recording all three forms for new irregular verbs (base, past simple and past participle), even where the past simple and the past participle are identical. Also draw students' attention to the Look! box for the difference in use between *gone* and *been*. Ask them to match sentences 1 and 2 to the correct picture (1 goes with the top picture, and 2 with the bottom one).

### Answers

1 done 2 gone / been 3 seen 4 written 5 met  
6 spoken 7 eaten 8 taken 9 flown 10 swum  
11 won

### Fast finishers

Students extend the list of base forms and past participles in Exercise 4 with verbs from the Reading text on page 111.

- 5 Ask students to read the instructions. Check that students have understood the task. Ask: *Are Jack and Diane teenagers?* (no); *How old are they?* (25); *What did they want to do when they were younger?* (learn French; visit Paris; write a book; work in the USA; make a lot of money); *Have they learned French?* (yes). If necessary, do number one in open class. Ask: *Have they visited Paris?* (Diane – no; Jack – yes). Students complete the exercise, then compare answers in pairs before you check with the class.

### Answers

- 1 hasn't visited 2 has written 3 has visited  
4 hasn't worked 5 haven't made

- 6 **WRITING** Check/clarify: *snake* (by asking a volunteer to draw one on the board); *driving test* (by asking why people take this and at what age typically in students' country). Using the sentences in Exercise 5 as models, students work individually to write at least six similar sentences about Sue and Harry. If you're short on time, set this exercise as homework. Students check each other's answers in pairs, correcting factual as well as grammatical mistakes.

### Suggested answers

- Sue and Harry have visited another country.  
Sue hasn't flown in a plane.  
Harry has flown in a plane.  
Sue and Harry haven't swum in the sea.  
Sue hasn't touched a snake.  
Harry has touched a snake.  
Sue has taken a driving test.  
Harry hasn't taken a driving test.

- 7 **SPEAKING** To give students a reason to listen, ask them to take turns to say two truths and two lies, and to try to guess which are the lies. Give them a minute or so to prepare before they begin speaking. Monitor, making a note of any errors in their use of the present perfect to go over at the end of the activity. Write incorrect sentences on the board, give students two minutes to try and correct them in pairs, then elicit corrections in whole class. Make sure students only copy the corrected version into their notebooks.

### Mixed-ability

Give weaker students/groups longer to prepare their sentences. You could even encourage them to write them down and read them to their partners. If you do this, tell them not to look at each other's books as they speak (if necessary, ask them to sit back to back).

Workbook page 108 and page 127

## LISTENING

- 1 **2.39** Ask students to read the introduction. Check understanding. Ask: *Where's Steve?* (at a school); *Is it the school he goes to now or the school he went to when he was younger?* (the school he went to); *Why is he there?* (to talk about his travels). Ask students to read the statements and underline key words. Play the audio, twice if necessary, for students to mark the statements true or false. Students

compare answers in pairs after each time they listen. Check answers as a class at the end.

### Answers

- 1 F 2 T 3 F

### Audio Script Track 2.39

Steve ... and so when I was here, at school, I decided that I really wanted to travel. You know, some people want to write, other people want to get married and start a family, some people want to go and live in another country. And that's fine. But not me. Me, I just wanted to travel. I've never been a person who stays at home. Even when I was twelve or thirteen, I cycled to other places near here, just to see what they were like. I've always loved travelling, all my life, and I still do. And I never want to stop. So, that's it. Thank you.

Teacher Well thank you, Steve, that was such an interesting talk. You really have been to a lot of different places, haven't you?

Steve Yes, I have!

- 2 **2.40** Make sure students understand they are going to hear a different part of the talk for this exercise and the next one. Before you play the audio, encourage students to make predictions in pairs. Prediction helps motivate students to listen and find out if they're right. After listening, students compare their answers in pairs before you check as a whole class. Ask: *Who guessed correctly?*

### Answers

- 1 c 2 a 3 b

### Audio Script Track 2.40

Teacher So, everyone, I'm sure you've got lots of questions for Mr Anderson. Anyone? Yes, Mandy.

Mandy What's the best place you've ever been to?

Steve Wow – that's a hard question. I mean, I've been to so many great places.

Mandy OK, then, what about the most interesting place?

Steve Ah, then I think perhaps it was Mexico. The people there are wonderful and it's so beautiful too, some really wonderful places and things to see. And very interesting because of its history.

Teacher Another question?

Boy Have you ever eaten anything really horrible? Like, snake or something?

Steve No, I've never eaten snake. But I've eaten some strange things. Once in Africa I ate a cooked spider ... Well, you know, it was really very good! But I don't eat them at home, OK?

Teacher Yes, Tom.

Tom Has anything really bad ever happened to you in another country? You know, like an accident or something?

Steve Well no, I've been very lucky. I was ill once in India but nothing too bad. And lots of times I nearly had an accident in a minibus or in a taxi. But only nearly. But no – I guess I'm just very lucky. OK, last question. Yes, the girl over there.


Girl Yes, you say that you're a traveller. So, what's the difference between a tourist and a traveller then? Is there a difference?

Steve Good question! You know, nobody has ever asked me that before, but I know my answer. Tourists take suitcases with them, travellers take backpacks, that's how I look at it. You know? I'm not on holiday when I travel. Know what I mean?

Girl Yes, I think so.

Steve Here's another idea: if you're in a city, and there's a tourist there, you know that he or she is a tourist. You know, map, camera, horrible shirt, sandals and socks ... But it isn't so easy to see the travellers.

Teacher OK, well we have to stop now. Steve, thanks again. Thanks everyone.

- 3  2.40 Before you play the audio again, give students the opportunity to answer the questions with the details they remember from the first listening and discuss ideas in pairs. Students listen again to check their answers. During feedback, make sure students understand that when Steve says *he nearly had an accident*, in number 3, he means he was in a dangerous situation but he didn't have an accident. After feedback, encourage some reaction to the text by writing these questions on the board for students to discuss in pairs or small groups: *What's the most interesting place you've ever been to? Have you ever eaten anything really horrible? What was it?* Wipe these off the board before moving on to the following grammar section.

#### Answers

- 1 No, he hasn't.
- 2 Yes, he did. He thought it was really good.
- 3 No, only nearly.
- 4 Tourists take suitcases, travellers take backpacks.

## GRAMMAR

### Present perfect with *ever* / *never*

- 1 Give students a few moments to complete the sentences, then elicit the missing words in open class before students complete the rule. During feedback, check comprehension of the grammar by asking: *Which word do we use to talk about things we have NOT done? (never); When do we use 'ever'?* (in questions). To promote noticing of any differences in form between English and L1, for example the use of the positive form of the verb with *never* in English, elicit a translation in L1.

#### Answers

- 1 never 2 ever

#### Rule

- 1 never 2 ever

- 2 Students refer to the examples and rules to help them complete the dialogues individually. Students compare answers in pairs before you check as a whole class.

## Answers

- |            |         |
|------------|---------|
| 1 A ever   | B have  |
| 2 A been   | B No    |
| 3 A played | B Yes   |
| 4 A eaten  | B never |

### Fast finishers

Students write answers to the four questions that are true for them, or if pair work is feasible, students could ask and answer the questions.

Workbook page 109 

## FUNCTIONS

### Talking about life experiences

To demonstrate the task, nominate a strong student to ask you number one. Answer with lots of details to encourage students to do likewise. Students take turns to ask and answer questions in pairs based on the prompts provided. Monitor students' use of the present perfect simple, but avoid on-the-spot error correction unless mistakes hinder comprehension. The main focus of the activity is on personalisation and fluency. You could, however, make a note of any persistent grammar errors to review after the activity. Before focusing on error correction, nominate one or two students to share anything unexpected or interesting that they learnt about their partners.

#### Mixed-ability

Weaker students can write the questions in full prior to speaking. Challenge stronger students to find out as much as possible about their partner by asking follow-up questions.

## SPEAKING

Put students in pairs and ask them to think of a famous person. Focus them on the verbs and ask them to write, say, five questions for the person they've chosen and imagine, but not write, their answers. Encourage students to be creative in their answers, the sillier the better. After a few minutes, put pairs together to form groups of four. Pairs swap questions so one pair asks about the famous person the other pair chose. The pair asking should note down the answers given. Monitor students' use of the present perfect, but avoid on-the-spot error correction unless mistakes hinder comprehension. After the activity, put some of the incorrect forms you heard on the board together with a correct example, and ask students to identify which forms are wrong.

#### Mixed-ability

To challenge stronger students/groups, ask them to make *wh-* questions instead of *yes/no* questions, for example: *Where have you travelled in the world? What's the best place you've ever stayed in?* Pairs try to give true or revealing answers, but they shouldn't say who the person is. The interviewers must try and guess the identity of the famous person from the answers they hear.

## TRAIN TO THINK

### Exploring differences

- 1 SPEAKING** Put students in pairs or small groups to discuss and make notes. You might want to specify that students should find at least three similarities and three differences for each pair of things. They don't need to write full sentences. With stronger groups, you could present these more complex structures: *Both a car and a taxi ...; A car ..., but a taxi ...; Neither a car, nor a taxi ...* Write these on the board.
- 2 SPEAKING** Put pairs together to make groups of four. Ask students to compare their ideas. Ask: *Have you got the same similarities and differences, or different ones?* To provide a communicative purpose to the activity and to add an element of competition, you could challenge groups to come up with as many similarities and differences for each pair of things as possible. Monitor the discussions, making a note of any interesting ideas to share with the rest of the class at the end. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner, not on controlled language practice. During whole-class feedback, ask students how many things they found for each pair and praise those who came up with the most.

#### Optional extension

Write some further word pairs on the board for students to discuss in the same way, or in stronger classes, ask students to suggest word pairs then write these on the board (together with your own ideas), for example: *a visitor and a guest, a holiday and an adventure, in your own country or abroad, neighbours or friends*, etc. Follow the same procedure.

## PRONUNCIATION

To practise sentence stress, go to Student's Book page 121.

Student's Book page 114–115

## READING

- 1** A recording of this text is available with your digital resources. With books closed, ask students: *What are the best and worst things about being a taxi driver?* Elicit one or two ideas in open class, then ask students to make a list in pairs. Give students a minute or two for this, then nominate pairs to share their ideas with the class. Put some of the most relevant ideas on the board for students to refer to later on. Draw students' attention to the photos on page 114. Elicit possible answers to questions a–d in open class. If you're using an IWB, do this as a heads-up activity. Accept all suggestions. Students read the text quickly to match each question to a paragraph. Students compare answers in pairs before you check with the whole class.

#### Answers

1 d 2 a 3 b 4 c

- 2 SPEAKING** Review/introduce: *false teeth, a skeleton* by pointing to the relevant photos and eliciting or inputting the words. Give students a minute or two to consider their answers. Students compare their ideas in pairs or small groups. Nominate pairs/groups to share their ideas with the class and invite comments from the rest of the class.

#### Suggested answers

a queue of taxis: She doesn't like waiting for a passenger.  
false teeth: One time a passenger left his false teeth on the back seat.  
a skeleton: Once a doctor asked Fiona to take a skeleton to another hospital.

- 3** Students read the questions and underline key words. They should try and answer from memory before reading the interview again and finding the answers, underlining the text that supports their answers. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 She wanted to be more independent.
- 2 Because he missed his plane.
- 3 Because the skeleton couldn't pay.
- 4 Driving without a passenger and waiting.

#### Optional extension

Encourage students to react to the text by asking them if there's anything they could add to their lists from the start of the class – the best and worst things about being a taxi driver. Refer them to what's written on the board and ask: *Did Fiona mention any of these things? Which other things did she mention?* Also ask students if their opinions have changed now that they've read about the experiences of a real taxi driver.

- 4 SPEAKING** Tell half the class that they're A and half that they're B. Make small groups of As and small groups of Bs. Groups brainstorm answers to the questions. All students should make notes. Monitor, helping with any unfamiliar vocabulary and encouraging students to be imaginative and creative in their responses. Praise those coming up with humorous ideas. Allow up to eight minutes for this.
- 5 SPEAKING** Put students in AB pairs. So that they have a reason to listen, ask students to note down their partner's responses. Monitor, encouraging students to expand on their answers. Allow about five minutes for A to interview B, then switch.
- 6 SPEAKING** Elicit the most humorous responses students heard in open class. Have a class vote on whose answers were best: the bus driver's or the flight attendant's.

## GRAMMAR

### Present perfect vs. past simple

- 1** Students complete the sentences from memory, then refer back to the text to check. Check answers with the whole class, then ask students to complete the rule in pairs, and check answers again. Check understanding by asking students to identify and

underline any past time expressions in the sentences. Elicit these in whole-class feedback: *a year ago* (2); *one time* (4), and; *once* (6) Ask: *Which tense do we use with 2, 4 and 6, the present perfect or the past simple?* (past simple); *Which tense is used in 3 and 5?* (present perfect); *Are there any time expressions?* (no).

### Answers

1 've had 2 got 3 have left 4 left 5 have asked  
6 stopped, asked

### Rule

1 past simple 2 present perfect

- 2 Students look through the text to find further examples. Give them two or three minutes for this, then check answers as a class. If you're short on time, you may prefer to set this as homework.

### Examples

Past simple: was, enjoyed, wanted, changed, started, got, took, missed, got out, said, left, stopped, asked  
Present perfect: 've been, 've had, have left, have asked, 've enjoyed

- 3 Ask students to read the text quickly and answer these questions: *Why does Michael travel so much? Does his wife like travelling? What scary thing did he do last month?*

### Answers

He travels a lot for work.  
Yes  
He travelled to Thailand in a mini-bus.

Do number 1 as a whole class to model the task. Ask students: *In number 1, is Michael talking about a specific time in his life or about his life in general?* (his life in general); *Present perfect or past simple?* (present perfect); *I've been or I was?* (I've been). Students complete the rest of the exercise individually. Encourage them to underline any time expressions in the text which help them decide. Ask them to compare answers in pairs before you check with the whole class. For each answer, ask: *Do we know when the event happened?*

### Answers

1 I've been 2 I've lived 3 I lived (from 2012 to 2014)  
4 I got (two years ago) 5 we've seen 6 we saw (last year) 7 I've done 8 I went (last month) 9 It was (last month)

### Fast finishers


Students write three things they've never done, and three things they did last year or last month.

Workbook page 109 and page 127

Be aware of common errors related to the present perfect simple, go to Get it right on Student's Book page 126.

## VOCABULARY

### Transport and travel

- 1  2.43 If you're using an IWB, do this as a heads-up activity with books closed. Give students a couple of minutes to discuss answers in pairs, then nominate students to come to the front of the class and label the photos on screen. Don't confirm any answers at this stage. Play the audio for students to listen and check. You could add in a pronunciation focus at this stage. Ask students to mark stressed syllables, then play the audio, pausing after each word, for students to check and repeat. Students should notice that stress falls on the first syllable of each of the words.

### Answers

1 underground train 2 motorbike 3 tram  
4 helicopter 5 scooter

### Travel verbs

- 2 Explain that collocations are combinations of words that we frequently use together. Students complete the sentences individually, then compare answers in pairs before you check with the class. Make sure students understand that *catch* and *miss* are verbs with opposite meanings. Encourage students to notice that we *ride a motorbike* but we *drive a car*. Also clarify that while a professional taxi driver, like Fiona, *drives a taxi*, a passenger *takes it* – both verbs collocate with *taxi*, but with an important difference in meaning.

### Mixed-ability

With weaker groups/students, break this exercise down into two stages. First, students choose the verb and write it next to each sentence. Then, students put the verb into the appropriate form.

### Answers

1 catch 2 flown 3 ride 4 drove 5 took

### Optional extension

To expand the collocations set, ask students to work in pairs and come up with more nouns that collocate with the verbs in Exercise 2. Give them a few minutes to do this. Write the verbs on the board, and elicit suggestions in open class.

### Possible answers

catch/miss: a plane, a train, a tram, the underground, a bus  
fly (in): a plane  
ride: a bicycle, a scooter  
drive: a car (professionally also a taxi, a bus, etc.)  
take: a train, a tram, the underground, a bus

- 3 **SPEAKING** Before they begin speaking, consider giving students some time for preparation. They could write down their *Have you ever ...?* questions. This will make it easier for them to incorporate the new vocabulary. You could also ask students to predict the responses their partner will give. Students then take turns to ask, answer and check their predictions. Before they begin, remind students to use the present perfect to ask and answer about life experiences in general time, and the past simple once

they're referring to a specific time. Monitor students' use of the two tenses – they will inevitably make mistakes here – and the collocations. Make a note of any errors to go over at the end of the activity.

#### Optional extension

To review the target collocations, put students in AB pairs. A closes his/her book. B points to photos from Exercise 1 at random and A gives an appropriate collocation, for example, *photo 2: ride a motorbike*.

Workbook page 110

### Student's Book page 116–117


## CULTURE

### Hard journeys for schoolchildren

- Books closed. As an optional lead-in, ask students: *How do you come to school?* Elicit a few different answers in open class. Put students into groups of five or six and ask them to talk together to find out who has the shortest/longest/most interesting/easiest/hardest journey to school. Give them up to five minutes to do this, then conduct whole-class feedback, nominating groups to share their findings with the class. Ask students to open their books and look at the photos. If you're using an IWB, do this as a heads-up activity, with books closed. Students answer the questions in pairs, and predict the theme of the article. Elicit students' ideas in open class.

#### Answers

a student riding to school on a donkey: B  
children walking to school along some rail tracks: C

-  2.44 Before students read the article, ask them to skim the text quickly to find the five countries mentioned (Indonesia, China, Sri Lanka, Brazil, India). Play the audio for students to listen, read, and identify the country each photo shows. Ask students to compare answers in pairs before you check with the whole class. During feedback, ask students to quote the text that supports their answers.

#### Answers

A Indonesia B China C India

- Ask students to read the questions and to try to answer them from memory. Students read again to check their answers, underlining the key information that supports their choices. During feedback, ask students to justify their answers by referring to the text.

## Answers

- They go and return from school in the dark in extremely cold temperatures.
- They have to cross a bridge ten metres above a dangerous river.
- They have to climb up a mountain along a narrow path for five hours to get to school.
- They have to walk along a piece of wood between two walls.
- He has to ride on a donkey through a desert.
- They walk along railway tracks.

- VOCABULARY** In pairs, students work out the meanings of the bold words from the text. Check answers as a class.

#### Mixed-ability

Stronger students just use the context provided by the article to try to work out meaning, without referring to the exercise. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to complete the matching exercise.

#### Answers

1 neighbours 2 journey 3 take a risk 4 village  
5 tracks 6 tiny 7 on time

- SPEAKING** Put students in small groups to compare ideas while you monitor, encouraging students to expand on their opinions, then ask for feedback from each group at the end. Encourage students to give reasons. Ask the rest of the class to say if they agree or disagree. At the end, have a quick show of hands for which journey the class think is the least appealing.

## WRITING

### Someone I admire

- Students read the questions and underline the answers in the essay. Ask students to compare answers in pairs before you check with the whole class.

#### Answers

- He was born in 1980, in Halifax, in England.
- He lives in Cambodia, and he moved there in 2014.
- He usually rides a small motorbike, but sometimes he goes in a very small plane.
- He wants to teach Cambodian people to be doctors.
- Because he is helping other people and is happy doing that, and because he has learned a lot about another culture.

- To promote noticing, lead in by writing these sentences on the board and eliciting the missing preposition: *I was born \_\_\_ 1976; I was born \_\_\_ New York*. Highlight the fact that *in* can be used with times and places. Students underline examples in the essay, then compare answers in pairs before you check with the whole class.

## Answers

- 1 in 1980, in 2014
- 2 in July (next year)
- 3 in Halifax
- 4 in England, in Cambodia

- 3 Students match and then check answers in pairs before conducting whole-class feedback. Help students notice that a well-structured piece of writing organises different topics into separate paragraphs. Each paragraph is about one or two key things at most. Where a new key point is introduced, we start a new paragraph.

## Answers

- 1 c 2 a 3 d 4 b

- 4 Ask students to read the instructions, and make sure they all understand the task. Give them five or six minutes to make notes for each point (reminding them that the second bullet point asks for four different pieces of information) about the person. If they are writing about a famous person, they can use the Internet on their mobile devices, or any computers available in the classroom to find more information. If students are writing about a real person, perhaps suggest they include a photo, as in the model. Monitor to check everyone has a person in mind or help them think of one.

### Optional extension

Before they start writing their essays, put students in pairs or small groups to read and comment on each other's notes. They could consider, for example, if all points are relevant and if anything is missing. Monitor, making sure the comments are positive and helpful.

- 5 Set the essay for homework.

### Optional extension

When students have completed their essays, ask them to swap their writing with a partner and check each other's work for: task completion (Have they included all of the information in Exercise 4?); language (Have they used the past simple and present perfect correctly? Have they used prepositions and time expressions correctly?); and structure (Is each paragraph about a new key point?) When marking, give feedback on the strengths of the writing as well as on things that could be improved. Feedback should be positive overall, and constructive. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

## Student's Book page 118–119

## CAMBRIDGE ENGLISH: Key

## THINK EXAMS

## READING AND WRITING

### 1 Part 5: Multiple-choice cloze

#### Answers

- 1 B 2 C 3 C 4 A 5 C 6 B 7 B 8 A

Workbook page 53

### 2 Part 8: Information transfer

#### Answers

- 1 4th August 2 bus 3 9.45 am 4 bus station  
5 14 (per person)

Workbook page 107

## LISTENING

### 3 2.45 Part 2: Matching

#### Answers

- 1 D 2 E 3 C 4 B 5 H

### Audio Script Track 2.45

Listen to Jack talking to a friend about his transport project. How does each person get to school? For questions 1–5, write a letter A–H next to each person.

Leah So have you done your project?

Jack What, my transport project?

Leah Yes, that one.

Jack Yes, I've got all the information.

Leah So any surprises?

Jack Not really. Like most people walk to school.

Leah Me too.

Jack But after walking, the most popular type of transport was the bus. I think 14 people use the bus.

Leah Like who?

Jack Let me think. Kevin, Steve, Nancy, umm Olivia, umm and Nathan. I can't remember the rest.

Leah What about Rashid? Doesn't he come by bus?

Jack No, he comes with his mum in her car.

Leah So how many come by car?

Jack Eight.

Leah And what about Morris?

Jack Well, he actually comes by taxi because his parents haven't got a car.

Leah I see. So what's the most unusual type of transport?

Jack Boat.

Leah Boat?

Jack Yes, boat. Leslie lives on the other side of the river so she gets the ferry every morning.

Leah Wow, that's quite a journey.

Jack Yes, it takes her about 40 minutes. It's not the longest journey though.  
 Leah Why? Who has the longest one?  
 Jack Adam. He has to take two trains to get to school.  
 Leah That's right. He lives with his mum, doesn't he?  
 Jack Yes, she moved town but he wanted to keep coming here. So it's two trains and about an hour to get here.

Workbook page 61

## TEST YOURSELF UNITS 11 & 12

### 1 VOCABULARY

#### Answers

1 helicopter 2 stomach ache 3 missed 4 tongue  
 5 ride 6 lip 7 scooter 8 flew 9 back 10 trams

### 2 GRAMMAR

#### Answers

1 I'll phone you as soon as I get home.  
 2 If I miss the train, I'll take a taxi.  
 3 Have you ever been to Europe?  
 4 She's never seen the sea.  
 5 They've lived in five different countries.  
 6 Life won't be easy for our grandchildren.

### 3

#### Answers

1 She's played football yesterday.  
 2 If we ~~will be~~ are late, the teacher will be angry.  
 3 I have ever ~~never~~ broken an arm or leg.  
 4 I've never ~~gone~~ been to America.  
 5 She ~~has~~ took a lot of photos on holiday.  
 6 One day in the future people will ~~living~~ live / will be living on the moon.

### 4 FUNCTIONAL LANGUAGE

#### Answers



1 A matter	B hurts
2 A got	B hear
3 A ever	B haven't
4 A will	B sure

# PRONUNCIATION

## UNIT 1

### /s/, /z/, /ɪz/ sounds

**Aim:** Students learn to identify and produce plurals and present simple verbs ending in: -s (e.g. *walks*) and -es (e.g. *buses*), using the appropriate /s/, /z/ or /ɪz/ ending.

- 1  1.18 Students listen to the recording while reading the sentences.
- 2 Students say the words with the /s/ (*Gus, makes, cakes, sweets, works, sleeps*), /z/ (*James, enjoys, kinds, games, plays, friends*) and /ɪz/ (*Liz's, washes, brushes, horses, relaxes*) endings.
- 3  1.19 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- /s/ and /z/ are an unvoiced and voiced consonant pair, that is, the manner of articulation is the same for both phonemes but when producing the /z/ phoneme, the voice is used. You could ask students to put their fingers on their throat when saying the two sounds to feel the vibration when producing the /z/ phoneme.
- The voiced /z/ phoneme occurs when the previous sound is voiced (compare *walks* and *lives*).
- The /z/ endings are most clearly heard when the word that follows it starts with a vowel sound (e.g. *James enjoys...*).
- An extra syllable must be added in order to say plural or verb forms where the final sound is a /s/, /z/, /ʃ/, /tʃ/ or /dʒ/ (e.g. *buses, watches*). The extra syllable is pronounced /ɪz/. The same rule applies to possessives e.g. *Liz's*.

## UNIT 2

### Contractions

**Aim:** Students learn to identify and produce contractions found in the unit (e.g. *I'm, there's, they've*).

- 1  1.27 Students listen to the recording while reading the dialogue.
- 2 Students say the contractions in the dialogue (*here's, that's, don't, they've, haven't, there's, you're, it's*).
- 3  1.28 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- Some students say contractions as though they're two words (e.g. *I'm* is pronounced *I am*) which can sound very unnatural.
- It can be difficult to know how to say contractions (e.g. *they're* rhymes with *hair* but *they've* rhymes with *wave*). Explain to students that a good strategy for remembering the pronunciation is to find a word that rhymes with it.

## UNIT 3

### Vowel sounds: /ɪ/ and /i:/

**Aim:** Students learn to identify and produce short /ɪ/ and long /i:/ vowel sounds in, for example, *milk, drinking, cheese, eat*.

- 1  1.36 Students listen to the recording while reading the tongue twister.
- 2 Students say the words with short /ɪ/ sounds (*Jill, wishes, fish, chips, dinner, eating, with, drink, milk*) and the words with long /i:/ sounds (*Pete, eating, meat, cheese, peas, tea*).
- 3  1.37 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- Learners often find it difficult to hear the difference between these two sounds. Ask students to exaggerate the manner of articulation to help them to hear and say the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape. The sound is made at the back of the throat but is short. For /i:/ the lips are spread in a wide smile and the sound is longer.
- The /ɪ/ sound is usually written with the letter *i* but the sound is also found in *es* and *ed* endings (*wishes, wanted*) and in some unstressed words and syllables (e.g. *been* /bi:n/, *chicken* /ˈtʃɪkɪn/).
- The /i:/ sound has two main spelling patterns: *ee* in *see* and *ea* in *eat*, but this phoneme is also found in words such as *machine, email* and *piece*.

## UNIT 4

### -er /ə/ at the end of words

**Aim:** Students learn to identify and produce the schwa /ə/, in words ending in: *er* (e.g. *mother, writer, diver*).



- 1  1.42 Students listen to the recording while reading the tongue twisters.
- 2 Students focus on the schwa by saying the words ending in *er* /ə/ (*Jennifer, father, firefighter, Oliver, mother, writer, Peter, sister, driver, Amber, brother, diver*).
- 3  1.43 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The schwa /ə/ is an important phoneme in English. It is very common in unstressed syllables within words and in unstressed words within sentences. Students need to practise it regularly. The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden. The best place to start learning to produce this sound is at the end of words ending in *er*.
- The schwa is also found in unstressed syllables which aren't spelled *er* (e.g. *banana*, *actor*, *picture*); in weak forms (e.g. *Do you like pizza?*) and as part of connected speech patterns (e.g. *fish and chips*).

**UNIT 5****Regular past tense endings: /d/, /t/ and /ɪd/**

**Aim:** Students learn to identify and produce regular past tense verbs ending in: *-ed* with the /d/, /t/ and /ɪd/ pronunciations. They recognise that if the word ends in a /t/ or /d/ sound, an extra syllable is added (e.g. *wanted*, *decided*).



- 1  1.48 Students listen to the recording while reading the dialogue.
- 2 Students say the past tense words with /d/ (*happened*, *cleaned*), /t/ (*cooked*) and /ɪd/ (*started*, *decided*) endings.
- 3  1.49 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The final letter of the verb impacts on the way in which the *ed* ending is pronounced. The /ɪd/ ending is only added when absolutely necessary since it involves adding another syllable to the word. This occurs when the word ends in either a /t/ or /d/ sound (e.g. *wanted*, *needed*).

**UNIT 6****Stressed syllables in words**

**Aim:** Students learn to identify and produce stressed syllables in adjectives of personality and other familiar words with two, three and four syllables.



- 1  1.55 Students listen to the recording while reading the sentences.
- 2 Students say the two (*Sarah's*, *funny*, *cheerful*, *helpful*), three (*Jonathan's*, *generous*, *confident*, *talented*) and four syllable (*Elizabeth's*, *intelligent*, *adventurous*, *easy-going*) words in the text. Note that the stress in the two and three syllable words is on the first syllable, but it moves in the four syllable words.
- 3  1.56 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

Ask students to try putting the stress on each syllable in a word (e.g. *generous*, *generous*, *generous*) to help them get a sense of what sounds or feels correct.

**UNIT 7****Vowel sounds: /ʊ/ and /u:/**

**Aim:** Students learn to identify and produce the short /ʊ/ and long /u:/ vowel sounds in words, e.g. *book* /bʊk/; *soon* /su:n/ and *put* /pʊt/; *true* /tru:/.



- 1  2.08 Students listen to the recording while reading the dialogue.
- 2 Students say the words containing the /ʊ/ (*look*, *book*, *should*) and /u:/ sounds (*room*, *moon*, *Sue*, *cool*, *boots*, *school*, *Luke*) in the dialogue.
- 3  2.09 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The manner of articulation of the long /u:/ sound can be clearly seen in the small circular shape of the mouth, with lips slightly extended. The /ʊ/ sound is much shorter, with the lower lip extended further than the top lip.
- The *oo* spelling pattern has two main pronunciations (e.g. *book* and *soon*) but there are some words which are pronounced differently (e.g. *blood* /blʌd/).
- The /u:/ phoneme is common in English and occurs with many different spellings (e.g. the stressed forms of *to* and *do*, *you*, *move*, *through*).
- The /ʊ/ phoneme also occurs in *could*, *would* and *should*.

**UNIT 8****Weak and strong forms of *was* and *were***

**Aim:** Students learn to identify and produce strong and weak forms of the past tense verbs *was* /wɒz/; /wəz/ and *were* /wɜ:/; /wə/.

- 1  2.13 Students listen to the recording while reading the dialogue.
- 2 Students say the words with the /ɒ/ sound (*shopping*, stressed *was*, *socks*) and /ɜ:/ sound (*homework*, *weren't*, *learning*, *surf*). The unstressed (weak) forms of *was* and *were* are pronounced /wəz/ and /wə/.
- 3  2.14 Students listen and repeat. Then they practise with a partner.



**EXTRA INFORMATION**

- We use the schwa /ə/ in the weak forms of *was* /wəz/ and *were* /wə/. Explain to students that the /ə/ is the shortened /ɜ:/ and /ɒ/ sounds.
- The strong and weak forms of the negative forms follow the same pattern: *wasn't* /wɒznt/ and /wəznt/; *weren't* /wɜ:nt/ and /wənt/.
- The schwa /ə/ is common in unstressed words in sentences and gives English its characteristic rhythm. When speakers don't use it they tend to sound unnatural and wooden.
- Other verbs with weak and strong forms include *can* and *do*.

## UNIT 9

### Vowel sounds: /ɪ/ and /aɪ/

**Aim:** Students learn to discriminate between short /ɪ/ and long /aɪ/ sounds. Students practise looking for spelling patterns to help them make informed choices as regards pronunciation. They also become aware of some of the most frequent irregular spellings involving these phonemes (e.g. /ɪ/ *live* (verb); /aɪ/ *lion*).

- 1  2.21 Students listen to the recording while reading the dialogue.
- 2 Students say the words with the /ɪ/ (*live, in, city, insect, living, exciting, Jill, it's*) and /aɪ/ sounds (*I, like, wild, Mike, lifestyle, lions, tigers, exciting, frightening*) in the dialogue.
- 3  2.22 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- The short /ɪ/ vowel sound is usually found in consonant-vowel-consonant words (e.g. *pin, kit*). An *e* is added to the end of these words to indicate the /aɪ/ phoneme (e.g. *pine, kite*). The short sound is maintained by doubling the consonant (e.g. *swim – swimming*). The verbs *live* and *give* are exceptions to this rule. Also, the letter *v* is never doubled (*living, giving*).
- Common spelling patterns for the /aɪ/ phoneme are found in words such as *like, fly, flies* and *night*. It also occurs in words such as *wild* and *lion*.

## UNIT 10

### Voiced /ð/ and unvoiced /θ/ consonants

**Aim:** Students learn to identify and produce words containing voiced /ð/ and unvoiced /θ/ sounds (e.g. *that* and *theatre*).

- 1  2.27 Listen to the dialogue. Students listen to the recording while reading the dialogue.
- 2 Students say the words with the *th* spelling, identifying which are voiced (*there, the, that, this*) and which are unvoiced sounds (*theatre, Beth, think, fifth, third*).
- 3  2.28 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- /θ/ and /ð/ are an unvoiced and voiced consonant pair. The manner of articulation is the same for both phonemes (the tongue is placed between the teeth, and the breath is pushed through them) but when producing the /ð/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration when producing the /ð/ phoneme.
- There are no rules dictating when the *th* spelling should be voiced or unvoiced. However, words such as *the, then, them* and *there* are all voiced. Many nouns and verbs are unvoiced (*theatre, think*).
- The *th* spelling is occasionally pronounced with the /t/ phoneme (e.g. *Thames, Thomas, thyme*).

## UNIT 11

### The /h/ consonant sound

**Aim:** Students learn to identify and produce the /h/ consonant sound (e.g. *hello, head, who*).

- 1  2.32 Students listen to the recording while reading the dialogue.
- 2 Students say the words starting with the /h/ consonant sound (*who, hello, Harry, how, help, Harris, head, hot, hurt, here, horrible, hat*).
- 3  2.33 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- This sound can be difficult for some learners; they may either use a stronger sound by overly restricting the throat or may not be able to produce the sound at all.
- Tell students to expel air from the throat with some force but without creating any sound whatsoever. You could ask them to imagine they're breathing on a pair of glasses to clean them.
- There are a few words in English where the *h* is silent (e.g. *hour, honest, honour, heir*).

## UNIT 12

### Sentence stress

**Aim:** Students learn to identify the important words in a phrase and recognise how stressed and unstressed words help create connected speech patterns and give English its rhythm.

- 1  2.41 Students listen to the recording while reading the sentences.
- 2 Students identify the stressed words in each sentence (*car, plane, bike, train*). Ask them what happens to the other words (we use the schwa /ə/). Ask students to clap the strong words in the phrases as they say them, so that they can see how the sentences are almost the same length when spoken regardless of the number of unstressed words.
- 3  2.42 Students listen and repeat. Then they practise with a partner.

#### EXTRA INFORMATION

The schwa /ə/ is common in unstressed words within sentences and should be practised regularly. The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden.

# GET IT RIGHT!

## UNIT 1

### Adverbs of frequency

**Focus:** Students at this level often make word order mistakes when using frequency adverbs. They commonly put the adverb after the main verb or before the auxiliary verb.

Tell students to look at the adverbs in the short texts on page 16 of the Student's Book. Draw their attention to the position of the adverbs *rarely*, *sometimes*, *often*, *always*, *occasionally*, *usually*. Also point out the position of *everyday*, which behaves differently, and usually comes at the beginning or end of the sentence, before students proceed to the exercise.

#### Answers

I **always have** fun on Saturday! In the morning, I usually meet my friends and we play games in the park or they **sometimes come** to my house. In the afternoon, we **often go** swimming or I **sometimes visit** my grandparents. I never do homework on Saturday. In the evening, we **always have** pizza. My mum usually cooks the pizza at home, but we **occasionally go** to a restaurant. I **am always** very tired on Sunday.

### like + -ing

**Focus:** Students at this level often use the base form of the verb after verbs such as *like*, *enjoy* and *hate*, instead of using the *-ing* form.

Ask students to look again at the uses of *like*, *enjoy* and *hate* in the text on page 16 of the Student's Book. Make sure they have understood that we use the *-ing* form of the verb rather than the base form to follow these verbs then work through the exercise as a class.

#### Answers

LUCY What do you like doing, Jim?  
JIM I like playing with my dog, Spud. He loves **playing** in the park.  
LUCY Does he enjoy **swimming**?  
JIM No, he hates **swimming**. But he likes **going** to the beach.  
LUCY I like **playing** on the beach, too!

## UNIT 2

### Verbs of perception

**Focus:** There are two mistakes that students at this level frequently make when using verbs of perception. They frequently use the continuous rather than the simple aspect, and they often use verb of perception + *like* + adjective when we only use *like* + noun with these verbs.

Explain that when we describe an object using *look*, *taste*, *sound* or *smell*, we are describing facts that are true about it now, not an activity that is happening now. We use the present simple for things that are true now and therefore we should use the present simple with verbs of perception and not the present continuous in these instances.

To address confusion between *look*, *taste*, *sound*, and *smell* + adjective, and *look*, *taste*, *sound*, *smell* + *like* + noun, write examples of these two patterns on the board and explain the difference before students attempt the exercise.

#### Answers

1 a 2 a 3 b 4 b

### Present continuous

**Focus:** Students at this level often make mistakes with the position of the auxiliary *be*. They often forget the auxiliary and fail to reverse the order of subject and verb in question forms.

Review the table on page 22 of the Student's Book with your students, drawing particular attention to the position of the auxiliary in question forms then work through the exercise as a class.

#### Answers

- 1 What are you looking at?
- 2 They are going shopping today.
- 3 I am looking for a new jacket.
- 4 She is wearing a beautiful dress.
- 5 Why is he laughing? It's not funny!

## UNIT 3

### much and many

**Focus:** Students at this level often fail to use *much* with uncountable nouns and *many* with countable nouns.

Remind students of the differences between countable and uncountable nouns by reviewing together the first rule on page 32 of the Student's Book. Then work through the exercise as a class.

#### Answers

1 much 2 many 3 many 4 many 5 much 6 many

### too + adjective and (not) + adjective + enough

**Focus:** Students at this level often confuse *too much / enough* + noun and *too + adjective and adjective + enough*.

Review the text on page 34 of the Student's Book with your students. Draw students' attention to the difference between *too much / enough* + noun and *too + adjective / adjective + enough*. Make sure they understand that *too much / enough* is used to talk about **quantity**, and *too + adjective and adjective + enough* are used to talk about the degree of a particular **quality**. Also, draw students' attention to the position of *enough* in the example sentence in the box then work through the exercise as a class.

#### Answers

- 1 We didn't go because the weather wasn't good enough.
- 2 correct
- 3 I didn't do my homework. I was too tired.
- 4 The food he eats isn't healthy enough.
- 5 The room wasn't big enough and the price was too expensive.

## UNIT 4

### Possessive adjectives and pronouns

**Focus:** Students at this level often mistakenly use the indefinite and definite articles before possessive adjectives and possessive pronouns.

Make sure that students understand that we don't use *a/an* or *the* before possessive adjectives or possessive pronouns. Highlight examples from the text on page 39 of the Student's Book to illustrate this before proceeding to the exercise.

#### Answers

- CLARA Hi Ben, is that your phone?  
BEN No, it's **a** my brother's. His is black and **the** mine's blue. The one on the table is **the** mine.  
CLARA Oh, it's great! I need a new phone. **The** Mine is really old!  
BEN When is your birthday? Maybe your mum will give you a new phone?  
CLARA Hmm. But **the** my birthday is in December! I need a new phone now!

### Possessive 's

**Focus:** Students at this level often use noun + *of* + noun to talk about possession. This is often because their own language uses a similar construction.

Draw students' attention to the example in the box. To elicit the possessive 's construction, hold up items belonging to different students and ask the class *Whose pen / book etc. is this?* Write answers on the board to make sure they have understood how the apostrophe is used then work through the exercise as a class.

#### Answers

- 1 She's my best friend's sister.
- 2 They are my cousin's grandparents.
- 3 Is that your best friend's brother?
- 4 She's my mum's sister.
- 5 That's my brother's phone.

### you, your or yours?

**Focus:** Students at this level often confuse *you, your* and *yours*.

Write *you, your* and *yours* on the board and ask students to find an example of each in the text *TV Families* on page 39 of the Student's Book (they are in the first and last paragraphs). Explore the way they are used in the sentences together before proceeding to the exercise.

*You* is used as the subject of a sentence.

*Your* is used to show possession and is followed by a noun object.

*Yours* is used to replace *your* + noun. It is never followed by a noun.

#### Answers

- 1 yours
- 2 you
- 3 your
- 4 yours
- 5 you
- 6 your
- 7 you

## UNIT 5

### Modifiers: quite, very, really

**Focus:** Students at this level often make word order mistakes with these modifiers. They also have difficulties with spelling.

Make sure students understand the position of these modifiers when they are used both before a noun, e.g. *very old buildings*, and after *be* when the noun is the subject, e.g. *The buildings are very old*. Draw their attention to the first set of examples in the box.

*Quite, very* and *really* are all frequently spelled wrongly by students at this level. Read through the information in the box with the students and write the three words on the board then work through the exercise as a class.

#### Answers

We went to see our new house on Sunday. My dad wants to live near his office. It's **really** annoying for me because a lot of my friends live near my house now. I was very sad when we went into the house. But when I saw inside it, I was **really amazed!** It looked **quite** small, but inside it was really big. It had a **really big kitchen** and the bedrooms were very big too. But the best thing was the garden. It was **really beautiful**, with a **very big swimming pool** and lots of trees. I think my friends will like visiting my new house!

## UNIT 6

### Past simple (regular and irregular verbs)

**Focus:** Students at this level often fail to understand that the past simple is not used after *didn't* in negative sentences.

Focus students on the last three paragraphs of the text on page 57 of the Student's Book. First, ask students to find the past simple forms of *think, come* and *win* in

these paragraphs. Then draw their attention to the fact that the past simple is not used in negative sentences with the same verbs. Explain that *did* is the past simple of *do* and so the past simple is already marked in negative forms. This means that the base forms of *think*, *come* and *win* are needed and not the past simple. Work through the exercise as a class.

### Answers

1 come 2 go 3 find 4 see 5 spend 6 know

### Double genitive

**Focus:** Students at this level frequently and mistakenly use object pronouns in double genitives.

Make sure students understand that they should use possessive pronouns rather than object pronouns to form the double genitive. Work through the questions together in class, reviewing the rule on page 59 of the Student's Book if necessary.

### Answers

1 mine 2 sister's 3 his 4 Rory's 5 hers 6 yours

## UNIT 7

### have to / don't have to

**Focus:** Students at this level often mistakenly use the past tense or *-ing* form of the verb after *have to* and *don't have to*.

Write *have to* and *don't have to* on the board. Ask students to look again at the first two paragraphs of the text on page 67 of the Student's Book. Tell them to find four uses of *have to* and *don't have to* and identify the verb form used after each example. Write these on the board and make sure that students have understood the rules in the Get it Right! Box before they proceed to the exercise.

### Answers

I have to do a lot of chores at home, but I'm OK about that. I have to **tidy** my room, but I **don't have to** vacuum the floor. My brother has to **do** that. We have to do the washing up, but we don't have to do the washing. My dad does that once a week. I **don't have to** do the cooking – my mum likes cooking. She says it helps her to relax. Of course, I have to **do** my homework every day after school. I'm not OK about that!

## UNIT 8

### Past continuous vs. past simple

**Focus:** Confusing past continuous and past simple verb forms is a very frequent mistake for students at this level.

After revisiting the rules in the box, work through the activity together in class. Direct students to think about the actions and events in 1 to 8 in terms of whether they happened at a particular moment (past simple) or continued over a period of time (past continuous). Draw students' attention to the time phrases in the exercise,

for example: *while*, *at 9 o'clock*, *suddenly*, *when*, *finally*, and encourage students to refer to these for extra clues.

### Answers

1 happened 2 was having 3 were dancing 4 went  
5 closed 6 stopped 7 were laughing 8 opened  
9 arrived

## UNIT 9

### Comparative adjectives

**Focus:** Students at this level frequently make mistakes in the formation of comparative adjectives.

Students at this level have difficulty understanding or remembering the inflection rules for one-syllable adjectives and adjectives with two syllables or more when forming comparatives. Look at the rule and examples in the box as a class and check understanding before students do the exercise.

### Answers

1 b 2 a 3 b 4 a

### can / can't for ability

**Focus:** Students at this level frequently choose the wrong form of the verb after modal auxiliaries such as *can* and *can't*.

Students frequently use past simple and *-ing* forms after *can / can't*. It is also common to include *to* rather than just the bare infinitive. The verbs most frequently used in the wrong form after *can / can't* are *come* and *go*. Make sure students have understood the rule in the Get it Right! box before they proceed to the exercise.

### Answers

1 go 2 do 3 learn 4 drive 5 come

## UNIT 10

### be going to for intentions

**Focus:** Students at this level frequently neglect to use the auxiliary *be* with *going to*.

Refer to the text *Alice's World* on page 93 of the Student's Book and ask students to find and underline examples of *going to* and draw their attention to the fact that a form of *be* always precedes this. Work through the exercise as a class.

### Answers

1 He's going to paint his bedroom on Saturday.  
2 I've bought a new chair. I'm going to put it near the TV.  
3 We are going to visit my cousin because he is ill.  
4 They're going to go to the sports centre by car.  
5 We're going to watch a film tonight.

## Present continuous for arrangements

**Focus:** Word order with questions in the present continuous is a frequent source of mistakes for students at this level. They often put *be* after the subject, instead of before. Students also have difficulties with the use of the present continuous to talk about the future. They may mistakenly use the present simple instead.

Remind students that the present simple is used to talk about things that happen regularly or are always true. Among its many uses, the present continuous is used to talk about arrangements in the future. Practise, using these sentences on the board: *I go to school every day. I'm going to Spain tomorrow.* Check/clarify word order in present continuous questions. Read through the rule in the box as a class before proceeding to the exercise.

### Answers

- LARA Hi Sam, what **are you** doing on Saturday?  
SAM Well, in the morning, **I'm playing** football in the park.  
LARA What are you doing in the afternoon?  
SAM **I'm not doing** anything. What are you doing?  
LARA **I'm painting** my bedroom.  
SAM Cool! What colour **are you using**?  
LARA I'm going to choose the colour when I go to the shop.  
SAM Which shop are you going to?  
LARA **I'm going** to the shop in the high street at 2 o'clock.  
SAM OK. I'll meet you there! I can help you to choose.

## UNIT 11

### will / won't for future predictions

**Focus:** Students at this level frequently confuse *will / won't* and other future forms when talking about the future.

Make sure students understand the difference between something that has been planned or arranged (present continuous) and some future event decided on at the moment of speaking, before they proceed to the exercise.

### Answers

- 1 I'll see 2 We're leaving 3 I'll be 4 I'm going  
5 I won't be 6 I'll need 7 it'll be 8 I'll phone  
9 I'm helping 10 you'll enjoy

## UNIT 12

### Present perfect simple

**Focus:** Students at this level frequently forget to ensure that *have* agrees with the subject in the present perfect simple, possibly because they are too focussed on getting the past participle right.

Go through the rules in the box and make sure students have understood that they must use *have* and that they must use it in the correct form. Remind students that we use the present perfect simple *when* we don't say when something happened. When we say *when* something happened we use the past simple. Work through the exercise as a class.

### Answers

My parents work for international companies, so **I've travelled** a lot. I've **lived** in Europe, Asia and the USA. Two years ago, I lived in Spain for six months. My brother's only three years old, so he **has only been** to Europe and he **has forgotten** that trip! My dad **has travelled** to more places. He **went** to Australia and New Zealand last year. We **have never visited** England.

# WORKBOOK ANSWER KEY

## WELCOME UNIT

### A ALL ABOUT ME

#### Personal Information

##### Exercise 1

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

#### Nationalities and be

##### Exercise 1



##### Exercise 2

1 're/are 2 'm not / am not 3 Is 4 Are  
5 aren't/'re not / are not 6 's/ is 7 isn't/'s not / is not

##### Exercise 3

a 5 b 1 c 6 d 7 e 4 f 0 g 2 h 3

##### Exercise 4

1 Dutch 2 Colombian 3 Mexican 4 Belgian  
5 Turkish 6 Brazilian 7 Argentinian 8 Russian  
9 Italian 10 American 11 British 12 Spanish

#### Names and addresses

##### 02 Exercise 1

The restaurant

##### 02 Exercise 2

1 four 2 8 pm 3 Bob Hodgson 4 079638888 5 22

##### 02 Exercise 3

7, 11, 5, 1, 3, 9, 10, 4, 6, 2, 8

#### Audio Script Track 02

Manager The Golden Duck. How can I help you?  
Mr Hodgson Hello, I'd like to book a table for four for tonight about 8 pm.  
Manager A table for four at 8 pm. Can I take your name?  
Mr Hodgson It's Hodgson. Bob Hodgson.  
Manager Could you spell that?  
Mr Hodgson Sure. It's H - O - D - G - S - O - N.  
Manager OK, Mr Hodgson. And can I have a contact number?  
Mr Hodgson Yes, it's 079638888.  
Manager Thank you. See you later tonight, Mr Hodgson.  
Mr Hodgson Just one more thing. Can you give me your address?  
Manager Sure, it's 22 City Walls Road.

## SUMMING UP

### Exercise 1

1 are 2 're/are 3 Brazilian 4 is 5 's/ is 6 Colombian  
7 is/'s 8 Belgian 9 's/ is 10 are 11 American  
12 is 13 is 14 are 15 British 16 're/are

## B WHAT'S THAT?

### Things in the classroom and prepositions of place

#### Exercise 1

door - board - ruler - floor - cd - notebook - window - pen -  
book - chair - pencil - desk

#### Exercise 2

1 pen 2 chair 3 notebook 4 teacher 5 board  
6 ruler

### Classroom language

#### Exercise 1

1 Can I ask a question? 2 Can you say that again?  
3 Open your books at page 10. 4 I don't know.  
5 I don't understand. 6 What does this word mean?  
7 How do you spell that word? 8 How do you say amanhã in English? 9 Put up your hands if you know the answer.

### Object pronouns

#### Exercise 1

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

## Exercise 2

1 They, them 2 I, me 3 We 4 I, him 5 We, us

## Exercise 3

1 him 2 her 3 you 4 us 5 them

**this, that, these, those**

## Exercise 1

1 This 2 Those 3 That 4 These

## Exercise 2

1 those 2 that 3 This 4 These

## SUMMING UP

### Exercise 1

1 say 2 know 3 Put 4 spell 5 notebook 6 this/that  
7 pen 8 that

## C ABOUT TIME

### Days and dates

#### Exercise 1

1 Sunday, Monday, Saturday, Friday 2 October, July, March,  
September 3 fourteenth, third, second, tenth

#### Exercise 2

1 August 2 Tuesday 3 tenth 4 28th 5 April 6 16th  
7 Sunday 8 September

#### Exercise 3

1 first 2 fourth 3 eighth 4 eleventh 5 twelfth  
6 fifteenth 7 twentieth 8 twenty-second 9 twenty-fifth  
10 twenty-ninth 11 thirtieth 12 thirty-first

### My day

#### Exercise 1

1 three fifteen / quarter past three / 3.15 2 nine twenty-five /  
twenty-five past nine / 9.25 3 eleven thirty / half past eleven  
/ 11.30 4 eight forty-five / quarter to nine / 8.45 5 one fifty /  
ten to two / 1.50

#### Exercise 2

4, 8, 3, 7, 2, 5, 1, 6

## SUMMING UP

### 03 Exercise 1

1 half past six / 6.30 2 seven o'clock / 7.00 3 ten to one /  
12.50 4 nine o'clock / 9.00 5 six o'clock / 6.00

### 03 Exercise 2

11, 3, 5, 9, 7, 1, 12, 8, 4, 10, 2, 6

### Audio Script Track 03

Ana What time do you get up, Dan?  
Dan From Monday to Friday I get up at half past six.  
Ana Half past six in the morning! That's early. Why?  
Dan Well, my school starts at seven o'clock.  
Ana Oh. And what time does it finish?

Dan Twenty past twelve, so I get home at ten to one for lunch.  
Ana What do you do after lunch?  
Dan I do homework and watch TV. Sometimes I play football  
and basketball. Then it's dinner and I go to bed at nine  
o'clock.  
Ana So you love the weekend. You can get up late.  
Dan Not at all. On Saturdays and Sundays I get up at 6 o'clock.  
Ana What! Six o'clock?!!  
Dan Yes. Six o'clock. I have early morning swimming lessons.

## D MY THINGS

### My possessions

#### Exercise 1

1 smartphone 2 lizard 3 camera 4 bike 5 tablet  
6 mp3 player The name of Jim's pet is Mickey

### have got

#### Exercise 1

1 has 2 has 3 has 4 has 5 hasn't 6 hasn't

#### Exercise 2

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

#### Exercise 3

1 have 2 haven't 3 has 4 haven't 5 hasn't  
6 haven't, Have

#### Exercise 4

1 Have 2 haven't 3 Has 4 has 5 has 6 hasn't  
7 Have 8 have

### I like and I'd like

#### Exercise 1

1 like 2 'd like 3 'd like 4 'd like 5 like 6 like  
7 'd like 8 like

## SUMMING UP

#### Exercise 1

1 Do you want a pet? / Would you like a pet? 2 Do you like  
sport? 3 Are you hungry? 4 Do you like fruit? 5 Have you  
got any brothers or sisters? 6 Has Rob got a cat? 7 Would  
you like a drink? / Do you want a drink? / Do you want a glass of  
water? 8 Have you got a car? 9 Do you like dogs?  
10 Have you got a camera?

## UNIT 1 HAVING FUN

### GRAMMAR

#### Exercise 1

1 thinks 2 looks 3 washes 4 don't 5 doesn't  
6 don't

#### Exercise 2

1 I don't like dancing. 2 Tim doesn't play the guitar in a  
band. 3 Kelly misses her family a lot. 4 My parents don't  
work at the weekend.

#### Exercise 3

1 Do you speak French? 2 What does your mum do?  
3 Does your teacher give you lots of homework?  
4 What bands do you like? 5 Do you play an instrument?

**Exercise 4**

a 2 b 5 c 0 d 3 e 1 f 4

**Exercise 6**

1 doesn't play 2 sees 3 stands 4 tries 5 phones  
6 tells 7 turn 8 doesn't do 9 writes 10 says  
11 don't think

**Exercise 7**

1 helping 2 going 3 reading 4 chatting 5 doing  
6 tidying 7 getting

**Exercise 9**

always usually often sometimes occasionally  
rarely never

**Exercise 10**

1 You are always happy. 2 My best friend often stays with us in the holidays. 3 My mum and dad occasionally go out for a meal. 4 My sister is rarely nice to me. 5 My friends and I sometimes go to the cinema on a Saturday morning. 6 You are never sad.

**GET IT RIGHT**

**Like + -ing**

1 writing 2 coming 3 studying 4 waiting 5 chatting  
6 using 7 listening 8 planning 9 raining 10 getting

**VOCABULARY**

**Exercise 1**

1 play an instrument 2 be in a club 3 collect things  
4 keep a pet 5 take photographs

**Exercise 2**

**Suggested answers**

collect: stamps, teddy bears, autographs, bottle tops  
write: a blog, stories, poems, in my diary  
play: the piano, the guitar, games, football

**Exercise 4**

1 problem 2 rest 3 dinner 4 time 5 fun

**READING**

**Exercise 1**

1 Liz 2 Rebecca 3 Dylan 4 Kuba 5 Jasmine  
6 Nathan 7 Chloe

**Exercise 2**

1 Dan Baker 2 Gina Jones 3 Anna Roberts

**Exercise 3**

1 A 2 A 3 C 4 C 5 B

**DEVELOPING WRITING**

**Exercise 1**

Third picture – ballroom dancing

**Exercise 2**

1 I go to a club twice a week to learn new dances. 2 Maybe you think it's an unusual hobby for a teenager but you are wrong. 3 I meet lots of friends there and I always have loads of fun.

**LISTENING**

**06 Exercise 1**

1 B 2 C 3 C

**DIALOGUE**

**Exercise 1**

1 be careful 2 watch out 3 don't do that

**06 Exercise 2**

1 be careful 2 don't do that 3 Watch out

**Audio Script Track 06**

1  
Liz Hi, Danny. You need some help I think. Here, let me carry the guitar for you.  
Dan Thanks, but be careful. It's Alfie's guitar. It's not mine.  
Liz Does Alfie play the guitar?  
Dan Yes, he's in my band.  
Liz You're in a band?  
Dan Yes, I'm the drummer, Alfie plays guitar and Donna plays the piano.  
Liz I'd love to hear you play. When is your next show?  
Dan We don't play shows. We just play for fun.

2  
Fred Is this your pet lizard, Dana?  
Dana Yes.  
Fred Wow. It's great. Where is it from?  
Dana It's from Madagascar.  
Fred It's really beautiful.  
Dana Yes, it is.  
Fred Can I pick it up?  
Dana No, don't do that. It bites.  
Fred It bites!  
Dana Yes, it bites me and it bites my dog Spot.  
Fred Your dog!  
Dana Yes, he hates it.

3  
Wendy Watch out, Mike. Don't put your glass down there.  
Mike What? Where?  
Wendy Your glass. Don't put it on that envelope. I want the stamp on it.  
Mike The stamp?  
Wendy Yes, the stamp. I collect them.  
Mike You collect stamps? How many have you got?  
Wendy About 800.  
Mike Really?  
Wendy No, that was last month. I've got about 100 more since then.  
Mike So that's about 900.  
Wendy Yes, that's probably right.

**PHRASES FOR FLUENCY**

**Exercise 1**

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

**Exercise 2**

1 That's right 2 Cool 3 Hurry up 4 Come on 5 Look out

**CAMBRIDGE ENGLISH: Key**

**Exercise 1**

1 C It's OK. I'm fine. 2 A Nice to meet you. 3 C He's very good. 4 A Chicken and rice, please. 5 B It's OK.

### Exercise 2

- 1 B About 7 am. 2 B I usually do it after dinner. 3 C About twice a month. 4 C No, I haven't. 5 C OK, I'm coming.

## UNIT 2 MONEY AND HOW TO SPEND IT

### GRAMMAR

#### Exercise 1

- 1 Dylan 2 Mason 3 Josh

#### Exercise 2

- 1 We're taking the bus to school, we aren't walking.  
 2 Ben and Anna aren't having fun, they're working on a project.  
 3 I'm trying to finish my homework, I'm not taking a break.  
 4 We're playing computer games, we aren't listening to music.  
 5 Abigail isn't having lunch, she's helping her dad.

#### Exercise 3

- 1 a 2 f 3 b 4 c 5 e

#### Exercise 4

- 1 's trying 2 's sitting 3 Is, crying 4 is getting  
 5 's trying 6 's running 7 isn't sitting / 's not sitting  
 8 're laughing 9 're laughing

#### Exercise 5

- 1 looks 2 doesn't look 3 smells 4 tastes 5 looks

#### Exercise 7

- 1 b 2 c 3 a

#### Exercise 8

- 1 like 2 's / is walking 3 's / is running 4 's / is trying  
 5 's / is running 6 's / is shouting 7 isn't / 's not coming  
 8 are you doing 9 play 10 are you doing

### GET IT RIGHT

- 1 am selling 2 looks 3 like 4 want 5 come  
 6 am studying

### VOCABULARY

#### Exercise 1

- 1 supermarket 2 clothes shop 3 post office  
 4 bookshop 5 newsagent's

#### Exercise 2

- 1 post office 2 clothes shop 3 bookshop 4 chemist's  
 5 supermarket

#### Exercise 4

- 1 boots 2 dress 3 jacket 4 jumper 5 trousers  
 6 shoes 7 shorts 8 shirt 9 trainers

#### Exercise 5

- 1 shoes 2 belt 3 jumper 4 jacket

#### Exercise 7

- 1 a 2 b 3 f 4 c 5 d

### READING

#### Exercise 1

- 1 C 2 A 3 C 4 C 5 A

### Exercise 2

- 1 A 2 C

### Exercise 3

- 1 Layla has a lot of fun swapping clothes with her friends.  
 2 William doesn't talk to friends about clothes.  
 3 Anna likes talking to friends about clothes.  
 4 Anna's going to a swapping party tomorrow.  
 5 Anna wants to swap a nice pair of trainers.

## DEVELOPING WRITING

#### Exercise 1

- Evan is writing on a mobile.

#### Exercise 2

- 1 F 2 T 3 F 4 F 5 F 6 T

### LISTENING

#### 09 Exercise 1

- 1 24.50 2 too much 3 books on vegetarian food 4 recipe book  
 5 behind 6 jeans 7 grey 8 try them on

#### 09 Exercise 2

- 1) 6, 4, 2, 1, 5, 3 2) 4, 6, 2, 1, 5, 7, 3 3) 2, 6, 4, 5, 3, 7, 1

#### Audio Script Track 09

- 1  
 Woman Hi. Can I help you?  
 Boy Yes. This T-shirt, how much is it?  
 Woman Let me check. Here you go ... it's twenty-four pounds fifty.  
 Boy Ah, OK. That's too much.  
 Woman Well, have a look at the T-shirts over there. They're not as pricey!  
 Boy OK, thanks.
- 2  
 Woman Is there anything I can do for you?  
 Man Hello. Have you got any books on vegetarian food?  
 Woman Yes, of course. That's in the section over there. There are loads of books on cooking.  
 Man I didn't mean a recipe book.  
 Woman Oh, sorry. I think you need the healthy living section.  
 Man Right. Where's that?  
 Woman Right behind you.
- 3  
 Man Hello. Can I help?  
 Girl Yes, have you got these jeans in grey?  
 Man Let me look ... What size do you take?  
 Girl Um... 8.  
 Man Just a moment. Here you are.  
 Girl Thank you. Can I try them on, please?  
 Man Of course. The changing rooms are over there, on your right.

## TRAIN TO THINK

#### Exercise 2

- 4356

## CAMBRIDGE ENGLISH: Key

#### 10 Exercise 1

- 1 C 2 C 3 C

**Audio Script Track 10**

1 What number is Keith's house?  
 Miranda Keith, do you live in Alexander Road?  
 Keith That's right. We're at number 50.  
 Miranda Number 50. That's near my friend Sara.  
 Keith I know Sara. She lives at number 5.  
 Miranda No, she doesn't. Her house is number 15.

2 What time does Tim's school start?  
 Ruth What time do you get up in the morning, Tim?  
 Tim I get up at half past seven.  
 Ruth Half past seven. That's early.  
 Tim Well my school starts at eight.  
 Ruth Really?  
 Tim Oh, sorry. It starts at nine o'clock, and it takes me an hour to get there.

3 Which picture shows what's in Dawn's bag?  
 Security officer Can I have a look inside your bag, Madam?  
 Dawn Sure. There's not much in it. Just a laptop and a book. Well, actually, it's a laptop and 2 books.  
 Security officer Let me see what we've got here. A laptop, 2 books and a bottle of water?  
 Dawn Yes that's right. I forgot about the water.

**11 Exercise 2**

1 C 2 B 3 C 4 C 5 B

**Audio Script Track 11**

1 What's the weather like?  
 Claire Do you want to go for a walk, Bob?  
 Bob A walk. Are you crazy? It's raining.  
 Claire It's not raining anymore. It's just a bit cloudy.  
 Bob But it's not sunny. I only like going for a walk when it's hot outside.

2 Which is Anne's dog?  
 Man Excuse me, the small white dog over there ... is that your dog, Madam?  
 Anne No, my dog is the small black dog. Look. It's running after the big black dog.

3 Where is Marco from?  
 Woman Where's Marco from?  
 Man I'm not sure. Is he from Chile?  
 Woman No, he isn't. He speaks Portuguese.  
 Man But he's not from Portugal. I know he's from South America.  
 Woman So he's from Brazil then.

4 How far is Jasmine's house from her school?  
 Colin How do you get to school, Jasmine?  
 Jasmine My mum takes me in the car.  
 Colin Why don't you walk? It's only 3 km, or maybe 5.  
 Jasmine No, it isn't. It's quite far - it's 7 km from my house.

5 What is Frank's favourite sport?  
 Carol What sports do you play at school, Frank?  
 Frank All sorts, football, swimming, tennis, volleyball.  
 Carol And which do you like best?  
 Frank Hm. That's a difficult question. I love football but I think I prefer swimming.

**CONSOLIDATION UNITS 1 & 2**

**12 Exercise 1**

She's got dresses, shoes and hats. She hasn't got a jacket.

**12 Exercise 2**

1 Annie's mum buys the clothes that she wears every day.  
 2 She buys them in shops in London. 3 Her collection is small because the clothes are often quite expensive.  
 4 She keeps her collection in a wardrobe in her bedroom.  
 5 She doesn't wear them because they're too special.

**Audio Script Track 12**

Annie  
 My hobby is shopping for clothes! Wow, you say. What a surprise - a teenager who likes shopping for clothes. Well my hobby's a bit different. I'm not really interested in the clothes you wear every day. My mum buys me those clothes. I collect old clothes from the 1940s. I just think the clothes from those years are so beautiful. It's quite difficult to find these clothes because there aren't many left but I know a few shops in London where I can still find them and I usually visit them every month. They are often quite expensive so my collection isn't very big. I have 8 dresses, 12 skirts and 6 pairs of shoes. Some of them are from my great-grandmother; that's my mum's grandma. I also have two really beautiful hats from her. I keep them all in a big wardrobe in my bedroom. I take them out about once a week to look at them but I never wear them! They're much too special to wear! Maybe when I'm older and I've got somewhere special to go ...

**Exercise 3**

1 jumper 2 post office 3 trainers 4 department store  
 5 shorts 6 gloves 7 hospital

**Exercise 4**

1 Dad's singing in the bath again. 2 That sounds like a great idea. 3 My dog always runs after birds in the park. 4 Polly doesn't like hot food but she's eating your curry. 5 Mum usually cooks at the weekend. 6 Why are you drinking the coffee? It tastes awful. 7 I like music but I'm not enjoying listening to this! 8 I sometimes go swimming on Sunday mornings. 9 My mum likes most fruit but she doesn't like apples. 10 James loves this band but he isn't enjoying the concert.

**Exercise 5**

1 'm sitting 2 'm writing 3 're eating 4 tastes  
 5 're watching 6 wear 7 look 8 ride 9 make  
 10 sound 11 's walking

**Exercise 6**

1 cool 2 right 3 making 4 much 5 looks 6 up  
 7 do 8 careful 9 problem

**Exercise 7**

1 F 2 T 3 F 4 T 5 F

**UNIT 3 FOOD FOR LIFE**

**GRAMMAR**

**Exercise 1**

1 is 2 are 3 is 4 are 5 is 6 is 7 is

**Exercises 2a and 2b**

1 lesson 2 apple 3 computer 4 potato 5 shirt  
 6 pencil 7 cheese 8 homework 9 milk 10 time  
 11 butter 12 juice

**Exercise 3**

1 a 2 some 3 an 4 some 5 a 6 some 7 some

#### Exercise 4

1 some 2 some 3 some 4 some 5 any 6 any  
7 some 8 some 9 any

#### Exercise 5

1 many 2 much 3 many 4 much 5 many 6 much  
7 much

#### Exercise 6

1 many 2 much 3 much 4 much 5 many 6 many  
7 much

#### Exercise 7

1 too many clothes 2 too many people 3 a lot of traffic  
4 a lot of clothes 5 a lot of people

#### Exercise 8

1 There isn't enough 2 there isn't enough  
3 there aren't enough 4 there are too many

#### Exercise 9

1 not old enough 2 too tired 3 not warm enough  
4 too warm

### GET IT RIGHT

1 We have a lot of sandwiches and lots of sausages.  
2 We don't have much water.  
3 There aren't a lot of places to park the car.  
4 Jo buys lots of cakes and a lot of ice cream.

### VOCABULARY

#### Exercise 1

1 chicken 2 mushroom 3 onion 4 carrot 5 tomato  
6 salad 7 sausage 8 pasta 9 omelette  
The mystery word is chocolate

#### Exercise 2

1 a 2 c 3 a 4 c 5 b

#### Exercise 3

1 disgusting 2 fatty 3 fresh 4 horrible 5 salty  
6 spicy 7 sweet 8 tasty

#### Exercise 4

1 disgusting, horrible 2 fatty 3 sweet 4 spicy 5 fresh

#### Exercise 6

1 b 2 c 3 a

#### Exercise 7

1 b 2 d 3 c

### READING

#### Exercise 1

1 e 2 d 3 a 4 b

#### Exercise 2

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

#### Exercise 3

1 T 2 T 3 F – Some people think rattlesnake tastes like chicken, but other people think it's like fish. 4 F – In Brazil, some people eat grilled chicken hearts. 5 F – Guinea pig is an important food in some parts of Peru. 6 F – Chips (or fries) aren't the same in every country. 7 T

### DEVELOPING WRITING

#### Exercise 1

About 40 minutes.

#### Exercise 2

1 5 minutes. 2 When it's brown. 3 8–10 minutes.  
4 Basil leaves and toasted breadcrumbs.

#### Exercise 3a

1 c 2 a 3 b

#### Exercise 3b

the imperative

### LISTENING

#### 13 Exercise 1

beans chilli pepper garlic meat mushrooms  
onion red pepper tomato

#### 13 Exercise 2

1 T 2 F 3 F 4 T 5 F 6 T 7 F

#### Audio Script Track 13

Maggie Ooh – smells good, Sally.  
Sally Thanks, Maggie.  
Maggie What are you cooking?  
Sally Something special. Something different. It's for dinner tonight.  
Maggie So – what is it? Come on – tell me!  
Sally It hasn't got a name. I've got an idea for a great new dish and I'm making it.  
Maggie Well OK then, just tell me what's in it.  
Sally Oh, OK. Well, there are onions ...  
Maggie Mmm ...  
Sally ... and garlic too, of course.  
Maggie Garlic, yes, I love it!  
Sally And there are some tomatoes and some red peppers too. All cut into small pieces and fried together.  
Maggie OK. Is it a spicy dish? Like, curry or something?  
Sally Well, not curry, but yes, it's spicy. There are some chilli peppers. Well, a lot of chilli pepper, in fact!  
Maggie Great. I love spicy food – mmmm! OK – what are you doing now?  
Sally OK, well this is some meat, right. It's some steak, fried and diced.  
Maggie OK – and you're putting it into the tomato and onion sauce.  
Sally Yes – there we go. Now, we cook it for a little while ...  
Maggie OK ...  
Sally ... and now, the very, very special extra thing. See these beans? They're red beans – red kidney beans. I think they're delicious.  
Maggie Yes, they are. Very tasty.  
Sally And so I'm going to put the beans in too! See? Meat, and beans, all together in a nice spicy tomato sauce. It's my new idea for dinner!  
Maggie Er, Sally?  
Sally And we can eat it with some rice and with a nice mixed salad.

Maggie	Sally?
Sally	Yes? What?
Maggie	Look, I'm sorry – but your food isn't new.
Sally	What do you mean?
Maggie	This is 'chilli con carne'. It's Mexican food, I think. It's famous all over the world.
Sally	Really?
Maggie	Yes. Sorry.
Sally	OK. No problem. Look – I've got another idea. I've got some mushrooms here – let's put them in too. Now it's different, yes?
Maggie	Great! So now we've got ... 'Sally's famous chilli con carne – with mushrooms!!'
Sally	That's right! Yay!

## DIALOGUE

### Exercise 1

1 I'm really sorry. 2 I feel really bad. 3 Don't worry about it.

### Exercise 2

1 don't worry about it / it's OK 2 I feel really bad  
3 It's OK / Don't worry about it

## PHRASES FOR FLUENCY

### Exercise 1

1, 5, 2, 3, 4, 8, 11, 10, 6, 7, 9

### Exercise 2

1 as well 2 a couple of 3 What about me 4 So what  
5 I didn't mean to

## CAMBRIDGE ENGLISH: Key

### Exercise 1

1 F 2 H 3 B 4 A 5 E

### Exercise 2

1 D 2 H 3 F 4 E 5 G

## UNIT 4 FAMILY TIES

### GRAMMAR

#### Exercise 1

1 my 2 our 3 my 4 Our 5 Their 6 their 7 Her  
8 Our 9 His 10 Your

#### Exercise 2

1 Is that car his? 2 Are these jeans yours?  
3 Is this sandwich mine? 4 Are these books ours?  
5 Is that house hers?

#### Exercise 3

1 I think they're my friends. 2 I think it's Mrs Miller's.  
3 I think they're my sisters. 4 I think it's Tom's.  
5 I think they're Sandra's.

#### Exercise 4

1 Whose, Millers' 2 Sam's, Barbara's 3 teacher's, Smith's  
4 Who's, Monkeys' 5 Whose, James's

#### Exercise 5

1 you 2 It 3 mine 4 me 5 him 6 They 7 their  
8 hers 9 he 10 his 11 his 12 you 13 my 14 yours  
15 I 16 you 17 me 18 Whose 19 his 20 hers

### Exercise 6

1 was, were 2 weren't, were 3 was, weren't  
4 was, weren't 5 were, weren't

### Exercise 7

1 Were 2 Were 3 Were 4 Was 5 Were; were

### Exercise 8

1 were 2 were 3 was 4 wasn't 5 was 6 wasn't  
7 was 8 was 9 was 10 was 11 was 12 Were  
13 weren't 14 were 15 were 16 was 17 wasn't  
18 was 19 was 20 were

## GET IT RIGHT

I love my new mobile phone. I love the colour. **It's** red. **It's** my favourite colour. The screen is big and the camera takes good pictures. My sister loves her phone because of its modern design and its apps, and because **it's** small. Her friends gave it to her for her birthday. **It's** really nice, but I think mine is the best.

## VOCABULARY

### Exercise 1

1 big brother 2 brother-in-law 3 granddaughter  
4 grandma 5 grandpa 6 cousin 7 aunt 8 little sister  
The famous father is Brad Pitt

### Exercise 3

1 confused 2 proud 3 worried 4 relieved 5 scared  
6 upset 7 angry

## READING

### Exercise 1

1 dad 2 holiday 3 cousins 4 son 5 little

### Exercise 2

1 Brother 2 Grandfather / grandpa

### Exercise 3

1 B 2 A 3 B 4 A 5 C 6 C 7 A

### Exercise 4

#### Suggested answers

1 He likes watching cooking programmes. 2 She wants a quiet house without TV. 3 Paul's grandpa can't hear very well. 4 She hates loud noise. 5 He just wants to watch the film.

## DEVELOPING WRITING

### Exercise 1

1 The sleepover 4 The film 3 The school show 2 The party

### Exercise 2

1 A 2 C 3 B

## LISTENING

### 17 Exercise 1

A 1 2 C 3 D 4 B

### 17 Exercise 2

1 T 2 T 3 F 4 F 5 T

### Audio Script Track 17

- 1  
Girl Can I borrow your laptop?  
Mum Why?  
Girl I want to do my homework.  
Mum OK, of course you can.
- 2  
Girl Can I borrow your laptop?  
Mum No, you can't. I'm using it.
- 3  
Boy Can we watch some TV?  
Dad Have you got any homework?  
Boy Yes but it's only for Friday.  
Dad Well, no you can't. Do your homework first.
- 4  
Boy Can we watch some TV?  
Dad Of course you can. Here's the remote control.

### Exercise 3

- 1 1 Why do you want to borrow it? 2 I want to do my homework. 3 OK, of course you can. 2 4 Can we watch some TV? 5 Have you got any homework? 6 Yes but it's only for Friday. 7 Well no you can't. Do your homework first.

## TRAIN TO THINK

- 1 Anna 2 Lucy 3 Mike 4 Anna 5 Paul 6 Mike  
7 John 8 Joe 9 Georgia

## CAMBRIDGE ENGLISH: Key

### Exercise 1

- 1 grandpa 2 aunt 3 uncle 4 cousins

### Exercise 2

- 1 confused 2 surprised 3 worried 4 relieved

### 18 Exercise 1

- 1 C 2 B 3 C 4 C

### Audio Script Track 18

Listen to Olivia talking to Dave about her family. For each question, choose the right answer A, B or C.

- Olivia Hey, Dave. Do you want to see some photos of my sister's wedding?  
Dave Sure. Let's have a look.  
Olivia Well this is my sister Beth and her husband Pascal.  
Dave He looks really nice. Is he French?  
Olivia No, he isn't. He's Irish.  
Dave Pascal's not an Irish name?  
Olivia That's right. Well, his Dad was French, and his mum was Scottish. He's got three sisters. Two of them have got French names, and only one sister has got an English name.  
Dave Oh, I see.  
Olivia Hey look. Here's a photo of me with my other two sisters. That's Lucy and Freda. You know Freda, of course.  
Dave I do. She's my sister's best friend.  
Olivia Let's see who's next. Ah that's baby Luke.  
Dave Who's he?  
Olivia He's my cousin. He's only 8 months old. He's the son of my Aunt Sue and Uncle Ron. Look, in this photo he was 8 weeks old!  
Dave He's so cute. Was he the star of the wedding?  
Olivia Well, Beth was the star but Luke was a close second. And everybody liked his brother William too. He's eight now.

- Dave Cute.  
Olivia Here's my mum Cynthia, my dad Tony and my grandpa Roger.  
Dave Wow, you really look like William.  
Olivia William? My cousin.  
Dave Oh, no, Tony. Sorry.  
Olivia My dad, and not my mum! Thanks!  
Dave Well, you've got the same nose. It's a nice nose.  
Olivia OK, that's alright.  
Dave I mean, he's a good looking man.

### 19 Exercise 2

- 1 C 2 A 3 B 4 C

### Audio Script Track 19

Listen to Liam talking to Rachel about a new restaurant. For each question, choose the right answer A, B or C.

- Liam There's a new Italian restaurant in town. It's great.  
Rachel Really? Where is it?  
Liam Well, it's not far from the river, between a French and a Mexican place I think.  
Rachel Oh, do you mean the one in River Street?  
Liam No, that's not an Italian place.  
Rachel Ah, OK. Is it in the High Street then?  
Liam No, it's near the river, but not in River Street.  
Rachel Ah, I know. It's in Bridge Street, isn't it?  
Liam Yes, that's right.  
Rachel I was there last week. I think it was Wednesday, no, no, no, it was closer to the weekend. Friday evening, that's right. It was really crowded. There were loads of people there.  
Liam What's the food like?  
Rachel It's good. They do really good pizzas. The four cheese pizza is wonderful.  
Liam What about dessert?  
Rachel The ice-cream's good. They've got lots of different flavours. The pineapple one is delicious.  
Liam And is it expensive?  
Rachel It was less than £10, and more than 9. I paid £9.50.  
Liam Was that with a drink?  
Rachel Yes, an orange juice.  
Liam Yes, that's a good price. So anyway, why were you there?  
Rachel It was my birthday.  
Liam Oh, let me guess. You went with your family, and it was in the afternoon.  
Rachel Almost - I was there with some friends, and it was the evening.

## CONSOLIDATION UNITS 3 & 4

### 20 Exercise 1

- 1 C 2 B 3 A

### 20 Exercise 2

- 1 A cup of tea. 2 The young woman's. 3 Mushroom soup.  
4 He doesn't think it's very good. 5 At a burger restaurant.

**Audio Script Track 20**

Waitress Hello, I'm Sofia, and I'm your waitress. Can I get you a drink straight away?  
 Man Good idea. Can I have an orange juice, please?  
 Waitress I'm sorry, we haven't got any fruit juices left.  
 Man Oh, I'll just have some mineral water then.  
 Waitress Mineral water. With ice and lemon?  
 Man No, thanks. Just the water.  
 Waitress Very well. I'll be back in a minute, and here's the menu.  
 Waitress Alright. Here's your tea. And what would you like to eat?  
 Man Erm... this is not mine, I'm sorry. I'd like mineral water, no ice, no lemon. Not tea.  
 Woman Excuse me, waitress ...  
 Waitress Oh, I'm sorry. Of course, it was mineral water. But why...  
 Woman Excuse me, waitress. The tea's for me.  
 Waitress Ah, yes, of course. I'm sorry.  
 Man That's OK.  
 Man Can I get something to eat?  
 Man Can I get something to eat?  
 Waitress Oh, yes, of course. What can I get you?  
 Man The mushroom soup, please.  
 Waitress Erm... I'm afraid we haven't got any mushroom soup. Chicken or tomato soup maybe?  
 Man Erm... no, thanks. Sorry, just a moment.  
 Waitress That's OK, I'll be back in a minute.  
 Man Hello, yes it's Daniel. Oh, hi, Lisa. Look, don't come here. The place is really not good. Let me pay and we can meet at the burger place in 3 minutes. OK. Great. See you.

**Exercise 3**

1 hers 2 his 3 its 4 it's 5 Whose

**Exercise 4**

1 was 2 was 3 Were 4 were 5 some 6 a lot of  
 7 any 8 enough 9 any 10 lots of

**Exercise 5**

1 spicy 2 disgusting 3 salty; tasty 4 delicious  
 5 roast, yummy 6 fresh 7 sweet, boring

**Exercise 6**

1 grandpa, proud 2 aunt, relieved 3 cousin, scared  
 4 husband, upset

**Exercise 7**

1 Of course 2 what about 3 Can I, please 4 a couple of  
 5 That's OK 6 feel really bad 7 I'm so sorry 8 didn't mean to  
 9 don't worry

**Exercise 8**

1 T 2 T 3 T 4 F 5 F

**UNIT 5 IT FEELS LIKE HOME GRAMMAR**

**Exercise 1**

1 like 2 arrive 3 plan 4 dry 5 study 6 want  
 7 visit 8 stop 9 use

**Exercise 2**

1 wanted 2 studied 3 liked 4 visited 5 stayed  
 6 stopped 7 planned 8 dried

**Exercise 3**

1 started 2 tried 3 seemed 4 watched 5 enjoyed  
 6 loved 7 asked 8 finished 9 looked 10 showed  
 11 decided

**Exercise 4**

1 played 2 asked 3 arrived 4 opened 5 looked  
 6 dreamed 7 decided 8 worked 9 used 10 finished  
 11 needed 12 picked 13 carried 14 opened  
 15 jumped 16 knocked 17 smashed 18 tried  
 19 looked 20 realised

**Exercise 5**

1 Your grandmother is really young. 2 Hurry up. We're very late.  
 3 Can I have a sandwich? I'm quite hungry. 4 I'm quite tired. I want to go to bed.

**Exercise 6**

1 quite 2 very 3 very 4 really

**Exercise 7**

1 e 2 a 3 d 4 b

**Exercise 8**

1 We didn't enjoy the film. 2 They didn't go to France for their holidays.  
 3 She didn't want to go to the party.  
 4 He didn't win 1st prize in the photography competition.  
 5 You didn't meet Dan at my party.

**Exercise 9**

1 didn't want 2 didn't look 3 didn't like 4 stopped  
 5 wanted 6 didn't think 7 didn't work

**GET IT RIGHT**

1 played 2 stayed 3 studied 4 tried 5 enjoyed  
 6 tidied

**VOCABULARY**

**Exercise 1**

**ACROSS**

3 mirror 5 cooker 8 wardrobe 10 lamp 11 shower  
 12 desk

**DOWN**

1 carpet 2 armchair 4 sofa 6 curtain 7 shelves  
 9 toilet

**Exercise 3**

1 annoyed 2 relaxing 3 amazed 4 interested  
 5 amazing 6 annoying 7 relaxed 8 interesting 9 boring

**Exercise 4**

1 boring 2 relaxing 3 annoyed 4 amazed 5 interesting

**Exercise 5**

1 a 2 e 3 b 4 c

**Exercise 6**

1 up 2 at 3 for 4 after

**READING**

**Exercise 1**

1 people 2 Lego bricks 3 time 4 date 5 date

## Exercise 2

1 South Korea 2 USA 3 Poland

## Exercise 3

1 2,000 years old. 2 \$24,000. 3 Danish artists and scientists. 4 The spaceship house in Chattanooga, which has four legs, and the walking house in Denmark, which has six. 5 Five houses are in the USA.

## DEVELOPING WRITING

### Exercise 1

bed shelves

### Exercise 2

1 bright; friendly 2 comfortable; blue 3 small; wooden

### Exercise 3

a Paragraph 2 b Paragraph 3 c Paragraph 1

## LISTENING

### 23 Exercise 1

1 Car washing 3 Old toys 5 Rock concert

### 23 Exercise 2

1 a lot 2 are broken 3 the car wash 4 £5  
5 school football pitch 6 from the headmaster

### Audio Script Track 23

Emily Did you hear about that earthquake in China?  
Dan Yes, it's terrible. Hundreds of people dead and thousands homeless.  
Emily On the news they are asking for money to help all those people who haven't got anywhere to live.  
Dan I saw that. You know what? We should do something.  
Emily What? Send some money?  
Dan Yes but not just a few pounds. Let's do something to raise a lot of money.  
Emily Do you think we could?  
Dan Of course we could.  
Emily But how?  
Dan Well, let's think. I know. Why don't we get all our old toys and sell them?  
Emily Hmm. I'm not so sure.  
Dan Why not?  
Emily Well most of my old toys are broken or there are bits missing. I don't think we'd make much money.  
Dan That's true. In fact I don't think I have any of my old toys. OK umm.  
Emily How about going round to people's houses and washing their cars for them?  
Dan I don't think that's a good idea.  
Emily Why not?  
Dan Most people wash their cars at the car wash. I don't think they'd want to pay us.  
Emily So what can we do?  
Dan I know! We could organise a rock festival at the school.  
Emily What!? Are you crazy?  
Dan No, I'm not. There are at least three bands at our school, maybe more. We just ask them to play for free and then charge people £5 to come and watch them.  
Emily Where?  
Dan On the school football pitch. Let's ask the headmaster. I'm sure he'll say 'yes'. I think it's a great idea.  
Emily You know what? Let's do it. It will be much more fun than washing cars for sure.

## DIALOGUE

### Exercise 1

1 Do you think we could? 2 Why don't we get all our old toys and sell them? 3 I'm not so sure. 4 How about going round to people's houses and washing their cars for them? 5 I don't think that's a good idea.

## PHRASES FOR FLUENCY

### Exercise 1

7, 1, 9, 5, 3, 4, 2, 10, 6, 8

### Exercise 2

1 deal, though 2 honest, mean 3 Hang, problem

## CAMBRIDGE ENGLISH: Key

### Exercise 1

1 A 2 B 3 B 4 C 5 C 6 A 7 C 8 C

### Exercise 2

1 A 2 C 3 B 4 A 5 C 6 C 7 C 8 B

## UNIT 6 BEST FRIENDS

## GRAMMAR

### Exercise 1

1 bought 2 brought 3 took 4 ate 5 left 6 drank  
7 had 8 said 9 told 10 got 11 cost

### Exercise 2

#### ACROSS

1 saw 4 thought 8 became 9 gave 10 did

#### DOWN

1 sang 2 went 3 chose 5 made 6 heard 7 stood  
8 began

### Exercise 3

1 phoned 2 didn't believe 3 got 4 wanted 5 heard  
6 didn't have 7 gave 8 bought 9 didn't talk 10 arrived  
11 came 12 got 13 took 14 had 15 played  
16 performed 17 sang 18 knew 19 didn't sing  
20 went 21 ate 22 talked 23 said 24 thought

### Exercise 4

1 B 2 A 3 B 4 C 5 A

### Exercise 5

1 Did he buy; No, he didn't. 2 Did you take; No, I/we didn't.  
3 Did your friends go; Yes, they did. 4 did you see; I/We saw Jenny.  
5 did they go; They went to Corfu. 6 did you eat; I/We ate pizza.

### Exercise 6

1 did you buy 2 did they go 3 did you hear 4 did I say  
5 did she tell you 6 did you meet 7 did you find it / the answer  
8 did you phone

## GET IT RIGHT

1 Why didn't you come to my party? 2 What did you do at the weekend? 3 correct 4 Who did you go to the cinema with? 5 What did he see at the cinema?

## VOCABULARY

### Exercise 1

1 yesterday 2 last 3 ago 4 ago 5 yesterday 6 last

### Exercise 2

1 Fifteen 2 Yesterday 3 weeks 4 morning 5 night  
6 ago 7 Two 8 evening The mystery word is afternoon

### Exercise 4

1 helpful - h 2 intelligent - i 3 cheerful - b  
4 easy-going - a 5 generous - d 6 confident - g  
7 jealous - c 8 boring - e

### Exercise 5

#### Suggested answers

Positive: cheerful, confident, easy-going, funny, generous, helpful, intelligent

Negative: horrible, jealous, boring

## READING

### Exercise 1

1 appearance 2 nervous 3 Jonathan 4 came second  
5 Together

### Exercise 2

#### Possible answers

Sherlock Holmes, Dr Watson; Tom Sawyer, Huckleberry Finn; Athos, Aramis, Porthos (the Three Musketeers)

### Exercise 3

1 Hermione and Ron. 2 In the 19th century. 3 The Three Musketeers and D'Artagnan. 4 He helped him fight against the dangerous tiger, Shere Khan. 5 All the friends are women and they are also sisters.

## DEVELOPING WRITING

### Exercise 1

1 B 3 C 4 A

## LISTENING

### Exercise 1

James Bowen and Bob.

### Exercise 2

1 C 2 B 3 A 4 C

### Exercise 3

1 a street corner 2 one leg 3 followed 4 a bit of  
5 friendship with 6 one million

#### Audio Script Track 26

Jack Hi, Samantha, good book?  
Samantha Oh, this. It's a lovely book. It's about a man and his friend Bob.  
Jack OK.  
Samantha Bob's a cat.  
Jack A man and his friend ... a cat? I don't think I'd find that very interesting.

Samantha Well, I'm not sure. It's a really interesting story, you know. About this guy - his name's James Bowen. He is, or was, a street musician in London, you know, the kind of person who sits on a street corner, playing his guitar, hoping to get a bit of money so he can buy food, and survive, you know.  
Jack OK, and where does the cat come in?  
Samantha Well, one day James Bowen was out on the streets playing his guitar, you know, and then he saw this cat. The cat was a bit injured erm it had a problem with one leg, and seemed hungry and not in a very good condition. Anyway, when James got on the erm the underground to go home that day, the cat followed him. So James took it home and gave it food, and called it Bob. And, Bob never left him again.  
Jack Really?  
Samantha That's right. So the street musician and his cat became best friends, you know. And he says that the cat changed his life, really.  
Jack Changed his life? How can a cat change a man's life?  
Samantha Well, the guy wasn't very happy. He had no money, and no real hope, you know, for the future. Then when people saw him, they became interested in the street musician and his cat, you know. So more people stopped, listened to his music, and gave him a bit of money. And finally James Bowen decided to write a book about his friendship with the cat, and how his life changed because of it. And that's the book I'm reading, A Street Cat Named Bob.  
Jack That is an interesting story. Is it a successful book?  
Samantha You bet. I've forgotten the exact number now, but I think about one million people bought the book. And they are maybe making a film about the man and his friend, the cat. They are both very famous now.  
Jack Wow. That's just amazing. You know, I'm not normally interested in animal stories, but I think I'd like to read this book too.  
Samantha No problem. You can have it as soon as I finish it.  
Jack Oh, Samantha, I've got to go.  
Samantha Where are you going?  
Jack I'm going to look for a new friend. A cat!

## DIALOGUE

### Exercise 1

A DID - 1 B ate - 3 C was - 7 D bought - 5 E saw; got - 6  
F did; had - 2 G tried; was - 4 H bought; forgot - 8

#### Audio Script Track 27

Boy What did you do in London at the weekend?  
Boy Indian food? I'm sure you ate Indian. I know it's your favourite.  
Boy And what was that?  
Boy Yes, it's delicious, isn't it? And I'm sure you bought lots of things as well.  
Girl Well, yes, I saw some nice clothes in the shops but I only got one thing.  
Girl Oh, we did lots of things. And we had some great food.  
Girl Of course! But we tried some Chinese food, too. That was nice.  
Girl I bought this belt. It's for you. I'm sorry I forgot your birthday last week!

**28 Exercise 1**

1 F 2 B 3 G 4 H 5 E

**Audio Script Track 28**

Listen to Kevin telling Abigail about his birthday. What present did each person give him? For questions 1–5, write a letter A–H next to each person.

- Abigail Hi, Kevin. What are you listening to?  
 Kevin It's a DVD my brother gave me for my birthday. It's cool.  
 Abigail Oh yes, it was your birthday last week. I'm sorry, I forgot about it.  
 Kevin That's OK. Don't worry.  
 Abigail What did you get from your sister?  
 Kevin Well, she usually gives me a book, but this time she bought me this video game. It's a sports game. It's great fun to play.  
 Abigail Oh! And what did your mum give you? Some money?  
 Kevin No, she bought me these trainers? Do you like them?  
 Abigail They're cool. Did your dad buy you anything?  
 Kevin Well, he often gives me tickets for a football match, and then I go to see the match with him. He likes that. But this year he got me a laptop. I love it.  
 Abigail Wow! And what about your aunt? She makes really good cakes, doesn't she?  
 Kevin Yes, she usually bakes me a cake. But this time she gave me thirty pounds. She told me to buy something nice for myself.  
 Abigail That's great. And did your granddad give you anything?  
 Kevin Well, I often get sweets from him, but this year he gave me a camera. I really like it – it's small, and very light. It's great.

**29 Exercise 2**

1 D 2 C 3 B 4 E 5 F

**Audio Script Track 29**

Listen to Charlotte talking to her friend Christian about a photo of her old school friends. What clothes were her friends wearing? For questions 1–5, write a letter A–H next to each person.

- Charlotte So did you meet with your friends from your old school?  
 Christian I did.  
 Charlotte And what was that like?  
 Christian Oh, it was really good. We had lots of fun. And we found out that we've all changed a lot.  
 Charlotte Well, ten years is a long time.  
 Christian That's right. Anyway, I took a photo of us all – look.  
 Charlotte Was Ella there?  
 Christian Yes, that's her in the long dress.  
 Charlotte Oh right. And does Jacob still wear his leather jacket all the time?  
 Christian Oh, no way. He's a teacher now. He was wearing a blue jumper. Look. That's him.  
 Charlotte Uh huh. And is that Lily?  
 Christian Lily?  
 Charlotte Yes, look there. The girl with the green belt.  
 Christian Oh, she looks like Lily, You're right. No, Lily wasn't there actually. I think she's in China at the moment. The girl with the green belt is Olivia.  
 Charlotte Ah, OK. And is that Cynthia? Oh, the last time I saw her she was only a little girl.  
 Christian Yeah, I know. Guess what? She's got three children, and she's become a real lady. Look, that's her in the white trousers.  
 Charlotte And this must be Sylvia. The one in the black shorts.

- Charlotte And this must be Sylvia. The one in the black shorts.  
 Christian Oh, that's right.  
 Charlotte And who's this here? The man with the red trainers? Is that Charles?  
 Christian Oh, no, that's not Charles. That's Adam. He was the youngest in our class.  
 Charlotte Ah, OK. Well, he's very good looking.  
 Christian Yes, and he's so successful too. He's a businessman.

**Exercise 1**

1 A 2 C

**Exercise 2**

1 B 2 A 3 C 4 C 5 C

**CONSOLIDATION UNITS 5 & 6**

**30 Exercise 1**

B

**30 Exercise 2**

- 1 Because it's a nice, cheerful colour. 2 Because she can see the garden. 3 Two weeks ago. 4 Her grandparents.  
 5 Because she said it every time they came to the house.  
 6 She's cool about it.

**Audio Script Track 30**

My bedroom, yes, I really like my bedroom. It's quite big and that's nice, of course.  
 The walls are blue, I like that because it's a nice cheerful colour. And I like the wood floor – some people like carpet but I love wood floors. And there's my desk, near the window, it's easy to work there! I like it because I can see the garden when I'm at my desk. And there's a nice big wardrobe too. Before, I had a wardrobe with one door, beside my bed, but two weeks ago my dad put a new wardrobe on the other wall, it's bigger, two doors and there's more room inside. I was lucky because for my birthday, my grandparents were very generous, they gave me some money, they said, 'Use it to get a bigger wardrobe!' They knew I didn't like the old one very much! That's because I said it every time they came to our house!  
 You know, I thought my sister was going to be very jealous of my new wardrobe, but she isn't! She's very cool about it!

**Exercise 3**

- 1 liked 2 danced 3 had 4 took 5 saw 6 didn't go  
 7 didn't invite 8 had 9 invited 10 didn't know 11 said

**Exercise 4**

- 1 confident 2 bored 3 jealous 4 relaxing 5 annoyed  
 6 cheerful 7 amazing 8 helpful

**Exercise 5**

- 1 How 2 mine 3 went 4 paid 5 bored 6 amazing  
 7 interesting 8 sofa 9 curtains 10 took 11 annoyed

**Exercise 6**

- 1 about 2 went 3 Let's 4 Why 5 didn't 6 thought  
 7 enjoy 8 could 9 ago 10 sure 11 boring

**Exercise 7**

1 B 2 B 3 A

## UNIT 7 THE EASY LIFE

### GRAMMAR

#### Exercise 1

1 e 2 c 3 a 4 f 5 b

#### Exercise 2

1 We have to be creative to find the answer. 2 On Sundays he has to make breakfast. 3 Do you have to get up early? 4 Lucas doesn't have to go to school tomorrow. 5 Do I have to phone you? 6 You don't have to help me.

#### Exercise 3

1 c 2 a 3 b 4 f 5 e

#### Exercise 5

1 shouldn't 2 shouldn't 3 should 4 shouldn't 5 should

#### Exercise 6

1 should leave home earlier 2 should talk to her  
3 shouldn't worry so much 4 shouldn't stay much longer

#### Exercise 8

1 mustn't 2 mustn't 3 mustn't 4 don't have to  
5 don't have to

#### Exercise 9

1 a - don't have to 2 f - mustn't 3 c - mustn't  
4 d - doesn't have to 5 b - mustn't

### GET IT RIGHT

1 make 2 use 3 be 4 worry 5 forget 6 do

### VOCABULARY

#### Exercise 1

1 coffee machine 2 MP3 player 3 satnav 4 hair dryer  
5 torch 6 calculator 7 games console 8 remote control  
9 docking station The mystery word is headphones.

#### Exercise 2

1 a 2 h 3 c 4 b 5 l 6 e 7 g 8 d

#### Exercise 4

1 d 2 b 3 a

### READING

#### Exercise 1

1 B 2 B 3 A 4 C

#### Exercise 2

1 toothpaste dispenser 2 water carrier

#### Exercise 3

1 C 2 C 3 B 4 A 5 B

### DEVELOPING WRITING

#### Exercise 1

1, 3, 4

#### Exercise 2

1 When Alexander Graham Bell was 29, he made one of the most important inventions in the history of the world: the telephone. 2 A year later, he started the Bell telephone company. 3 It became very successful. 4 He became a businessman and earned a lot of money from his telephone company.

### LISTENING

#### 31 Exercise 1

1 B 2 A 3 B

#### 31 Exercise 2

1 see 2 have 3 to 4 your 5 camera 6 Got 7 have  
8 tidy 9 too 10 mustn't 11 my 12 things 13 asking

#### Audio Script Track 31

1  
Liam Not again.  
Stella What's the problem?  
Liam No idea. I just can't upload the photos from my camera.  
Stella But that's easy, isn't it.  
Liam Yeah, I know, but it's just not working.  
Stella Let me see. You have to switch your camera on. And the laptop too.  
Liam Haha. You don't have to tell me that!  
Stella And you should plug in your USB cable. It's not plugged in.  
Liam Oops!  
2  
Daniel Mum, do I really have to tidy up my room?  
Mum Not if you don't want to go out with your friends.  
Daniel Alright. Got you. Do I have to tidy up my desk too?  
Mum Well, Daniel. It's in your room, isn't it?  
Daniel So?  
Mum Well, you've got to tidy up your room, so it's clear you've got to tidy up your desk too.  
Daniel Alright. And do I have to walk the dog?  
Mum No, you don't.  
Daniel And do I have to wash up?  
Mum No, Daniel.  
3  
Lily Have you seen my MP3 player, James?  
James No, only your digital camera and your laptop. And they're in your room.  
Lily I'm not looking for them. I can't find my MP3 player. Are you sure you haven't got it?  
James Erm... I'll bring it back straight away.  
Lily Again? I told you.  
James Sorry?  
Lily Well, you mustn't use my things without asking.  
James OK, but ...  
Lily No buts, James. You've got to ask me.  
James Well, you weren't here. So I thought I didn't have to ask you because I couldn't ask you.  
Lily Brothers!

### DIALOGUE

#### Exercise 1

1 Sorry 2 do you mean 3 Like what

### PHRASES FOR FLUENCY

#### Exercise 1

1 No chance 2 and stuff 3 never mind 4 Absolutely  
5 such good fun

**Exercise 1**

1 B 2 C 3 D 4 A 5 F

**Exercise 2**

1 F 2 G 3 A 4 H 5 C

**UNIT 8 SPORTING MOMENTS**

**GRAMMAR**

**Exercise 1**

1 were 2 were 3 were 4 were 5 were 6 were  
7 was 8 was

**Exercise 2**

1 were clapping 2 was holding 3 was taking 4 were sitting  
5 were crying 6 weren't enjoying 7 was talking  
8 weren't feeling

**Exercise 3**

1 wasn't writing an email; was writing my blog 2 weren't speaking Polish; were speaking Russian 3 weren't fighting; were playing  
4 wasn't reading; was listening to the radio

**Exercise 4**

1 f 2 a 3 b 4 c 5 e

**Exercise 6**

1 a 2 b 3 f 4 c 5 d

**Exercise 7**

1 was doing; came 2 were walking; happened 3 was talking; phoned  
4 was tidying; found 5 was studying; remembered 6 found; were watching

**Exercise 8**

1 when 2 when 3 While 4 when 5 While

**Exercise 9**

1 While Gordon was rock climbing, he dropped his bag. Gordon was rock climbing when he dropped his bag.  
2 While May was windsurfing, she fell into the sea. May was windsurfing when she fell into the sea.  
3 While Sue was playing volleyball, she ran into the net. Sue was playing volleyball when she ran into the net.

**GET IT RIGHT**

1 were 2 were 3 was 4 Were

**VOCABULARY**

**Exercise 1**

Sports that don't fit in the word lines (1-4): windsurfing, volleyball, rock-climbing, rugby athletics, snowboarding, diving, gymnastics, sailing, tennis, skiing, golf, football.

**Exercise 2**

**Suggested answers**

1 Swimming, because the other sports are all done on snow.  
2 Rock-climbing, because the other sports are all done in water.  
3 Tennis, because the other sports are all played in teams.

**Exercise 3**

1 Then, the instructor showed me what to do. 2 After half an hour, I could stand up. 3 Finally, I skied down the hill.

**READING**

**Exercise 1**

1 about 150 metres 2 60,000 people 3 8,611 metres  
4 400 metres 5 five times

**Exercise 2**

1 The Fosbury flop 2 The straddle 3 The scissors

**Exercise 3**

1 1.84 m. 2 People were confused by his style. 3 He was number 61 in the world. 4 No, he wasn't. He only just made it into the USA Olympic team and, at first, the crowd thought his style was strange and funny. 5 He is famous for changing the way that high jumpers jump.

**DEVELOPING WRITING**

**Exercise 1**

b Aschool magazine

**Exercise 2**

1 C 2 D 3 E 4 B

**LISTENING**

**36 Exercise 1**

1 G 2 B 3 G 4 B 5 G 6 G 7 G 8 B

**36 Exercise 2**

1 F 2 T 3 T 4 F

**Audio Script Track 36**

Interviewer Excuse me. Could I ask you a few questions?  
Girl Sure.  
Interviewer What do you think of the new sports centre?  
Girl I think it's brilliant. It's absolutely amazing. It looks great too.  
Interviewer Why do you think that?  
Girl Well, I love sport so it's great to have such a good place to do the sports I love and maybe try some new ones too.  
Interviewer What sports do you do?  
Girl I play tennis and volleyball. And I do a bit of gymnastics too.  
Interviewer And what sports do you want try out there.  
Girl Well, I'd love to do some rock-climbing and they've got an amazing climbing wall there. That's something I'm definitely interested in trying out. But I also want to do some water sports too. The lake they've got is wonderful. I want to go sailing and do some windsurfing too.  
Interviewer So you're happy about the sports centre?  
Girl Happy? Absolutely. It's a great thing for this town.  
Interviewer Excuse me. Have you got a few minutes. I'd like to ask you a few questions.  
Boy OK, but can you be quick. I haven't got long.  
Interviewer Sure. How do you feel about the new sports centre?  
Boy The new sports centre? I think it's a waste of money.  
Interviewer Really.  
Boy Yes, there are much better things to spend our money on.

Interviewer So you don't like sport?  
 Boy No, I like some sports. I play golf, for example and I go skiing and snowboarding but I can't do those at the sports centre.  
 Interviewer That's true.  
 Boy And I think it's really ugly too. It looks horrible.  
 Interviewer So you're not a fan.  
 Boy No, not at all. Now I'm sorry but I have to go.  
 Interviewer Sure and thanks.

## DIALOGUE

### Exercise 1

1 I think it's brilliant. 2 How do you feel about the new sports centre? 3 I think it's a waste of money.

### Exercise 2

7, 3, 1, 5, 6, 2, 4, 8

## TRAIN TO THINK

### Exercise 1

1 A1 2 E2 3 B4 4 D1

### Exercise 2

1 second, third, fourth, (fifth) 2 look at the menu, order your meal, ask for the bill, (pay for your meal) 3 rarely, sometimes, often, (usually/always) OR often, sometimes, rarely (never)

## CAMBRIDGE ENGLISH: Key

### 37 Exercise 1

1 7.30 pm 2 £3 a week 3 Marzetti 4 0799 6321 887

### Audio Script Track 37

You will hear a woman, Sally, asking about a women's football team. Listen and complete each question.

Sally Hi, Katie. Are you busy?  
 Katie No, Sally. How can I help you?  
 Sally It's about that football team you play for.  
 Katie AFC Women's football club. Are you interested in joining?  
 We always need new players.  
 Sally Actually I am but I just wanted to ask you a few questions.  
 Katie No problem. What do you want to know?  
 Sally Well, how often do you train?  
 Katie Just once a week. On a Thursday. We meet at 7 pm. No sorry. I mean 7.30 pm.  
 Sally And that's it?  
 Katie Yes, of course we have games most Sundays but training's just on the Thursday evenings.  
 Sally And how much does it cost?  
 Katie It was £2.50 but it went up last month so now we pay £3 a week.  
 Sally OK. That's not expensive at all. So what do I need to do if I want to join?  
 Katie You need to talk to the coach John Marzetti.  
 Sally Marzetti? How do you spell that?  
 Katie It's M - A - R - Z - E - T - T - I and his phone number is... just let me check on my phone. Ah here it is - 0799 6321 887  
 Sally Let me just read that back. 0799 6321 887.  
 Katie That's right but do phone him. It'll be fun having you in the team.  
 Sally I will.

### 38 Exercise 2

1 May 2 2011 3 running race 4 486 5 biggest

### Audio Script Track 38

You will hear a man talking about the London Olympic stadium. Listen and complete each question.

Hello and welcome to the Olympic stadium. I'm sure you all recognise it from the 2012 London Olympic and Paralympic Games, where most of the athletic events took place. The stadium is about 10 km away from Central London but only a 6-minute ride from London's St Pancras Railway station. Work started on the stadium on the 22nd of May 2008 and it finished three years later in 2011. The first official event to take place here was a celebrity running race in March 2012 just five months before the start of the Olympic games. It wasn't cheap to build. In fact the total cost of the stadium was £486 million pounds. The stadium can hold 80,000 people, making it the third biggest stadium in the UK. Only Wembley and Twickenham are bigger.

## CONSOLIDATION UNITS 7 & 8

### 39 Exercise 1

1 B 2 C 3 B

### 39 Exercise 2

1 Because she wants to do some gym first. 2 He wants her to tidy up. 3 He was brushing his teeth. 4 It's on the stairs. 5 In the garden. 6 Because it's good exercise, so she won't need to go to the gym.

### Audio Script Track 39

Dad Hey, Lucy, where are you going?  
 Lucy I'm just going to the gym. I've got a lesson.  
 Dad But it's Monday, you don't have swimming lessons on a Monday.  
 Lucy I know. It's a new class. I want to try rock climbing.  
 Dad Really. So what time's the lesson?  
 Lucy It starts at three.  
 Dad But it's only one. You don't have to leave now.  
 Lucy I know. But I want to do some gym first.  
 Dad I've got a better idea. I'd like you to tidy up a bit first.  
 Lucy Oh, Dad!  
 Dad Well you shouldn't make such a mess. Your things are all over the house. I almost fell over your hairdryer on the way to the bathroom and then I almost broke your headphones when I got there. They were on the side of the bath and I sat on them when I was brushing my teeth. And your MP3 player was on the stairs.  
 Lucy OK, OK. I'll go and get them.  
 Dad And then you can tidy the living room. There are magazines all over the table. You can take the games console off the floor and put it away. And then tidy up around the docking station. It's a mess there.  
 Lucy OK!  
 Dad That shouldn't take more than five minutes. And then you can come and help me in the garden.  
 Lucy What!  
 Dad I need to cut some wood for the fire. You can help me. It's good exercise. Then you don't need to go to the gym.  
 Lucy Dad!

### Exercise 3

1 headphones 2 calculator 3 golf 4 torch

#### Exercise 4

1 was tidying; found 2 was using; burned 3 told; were playing 4 was listening; stopped

#### Exercise 5

1 don't always 2 should 3 must 4 should 5 have to 6 don't have to 7 shouldn't 8 should 9 shouldn't

#### Exercise 6

1 what 2 mean 3 windsurfing 4 do 5 Sorry 6 fear 7 Skiing 8 tell 9 doing

#### Exercise 7

1 A 2 D 3 B

## UNIT 9 THE WONDERS OF THE WORLD

### GRAMMAR

#### Exercise 1

1 worse 2 more beautiful 3 easier 4 more expensive 5 better 6 happier 7 more interesting 8 nicer 9 younger

#### Exercise 2

1 more expensive 2 younger 3 more interesting 4 better 5 worse

#### Exercise 3

1 taller than 2 more hard-working than 3 better; than

#### Exercise 5

1 can't dance 2 can't sing 3 can play

#### Exercise 7

1 the most difficult 2 the best 3 the most expensive 4 the worst 5 the oldest 6 the most interesting

#### Exercise 8

1 taller 2 the coldest 3 younger 4 the richest 5 the most difficult

#### Exercise 9

1 the strongest 2 the most boring 3 the most delicious 4 the fastest 5 the highest 6 the most important

### GET IT RIGHT

1 the most exciting 2 the most beautiful 3 the tallest 4 smaller 5 colder 6 warmer 7 the hottest

### VOCABULARY

#### Exercise 1

1 e (beach) 2 b (island) 3 c (hill) 4 h (river) 5 j (mountain) 6 i (lake) 7 g (ocean) 8 f (jungle) 9 d (desert)

#### Exercise 2

1 island 2 beach 3 river 4 mountains 5 hill 6 forest 7 lake 8 jungle 9 ocean

#### Exercise 3

1 freezing, windy 2 warm, sunny, hot, dry 3 cloudy, rainy, wet 4 foggy

#### Exercise 4

1 hot 2 warm 3 dry 4 rainy 5 cloudy 6 sunny 7 foggy / freezing

#### Exercise 5

1 with you 2 with tomato sauce 3 good with 4 to do with you 5 busy with

### READING

#### Exercise 1

1 When they are ill, they get medicine from plants. 2 The people in the tribe live in small houses made from wood and grass. 3 San children have to learn about the dangers around them from the older people. 4 In the evening, the San people sit near a fire and tell stories about hunting. 5 In the Kalahari, life can be difficult for people and animals because it's very dry. 6 Tourists to the Kalahari often have San bushmen to show them the places and animals.

#### Exercise 2

1 T 2 T 3 F 4 T

#### Exercise 3

1 Both past and present 2 Both past and present 3 Only the present 4 Only the past 5 Both past and present

### DEVELOPING WRITING

#### Exercise 1

1 Thailand 2 The Royal Palace in Bangkok and the Phi Phi Islands.

#### Exercise 2

Underline: great, different, fabulous, wonderful, beautiful, great 1 Positive

#### Exercise 3

1 have to 2 Make sure 3 recommend 4 mustn't He's recommending them.

### LISTENING

#### 43 Exercise 1

1 F 2 F 3 T 4 F 5 T 6 T 7 T

#### 43 Exercise 2

1 is 2 let's do 3 great idea 4 what a 5 sunny 6 somewhere 7 shorts 8 what a great

#### Audio Script Track 43

1  
Boy What a horrible day today.  
Girl Yes, it is. I wanted to go for a long walk but now I've changed my mind. Much nicer to stay inside here, where it's nice and warm.  
Boy So what shall we do? Any ideas?  
Girl Well there are lots of things we can do inside, of course. You know, we've got a computer, there's the television ...  
Boy Have you got any jigsaw puzzles?  
Girl What?!  
Boy You know, jigsaw puzzles. A big picture that's cut up into ...  
Girl Yes I know what a jigsaw puzzle is. And I think ... I think my parents have got one or two, somewhere.  
Boy I just thought, well, something different, you know, let's do a jigsaw puzzle.

Girl I know. What a great idea! On a rainy day like today, it's a nice thing to do!  
 Boy OK, let's go and ask your parents where their puzzles are.  
 2  
 Boy Wow, what a fantastic day. It's so warm and sunny!  
 Girl So let's go out somewhere.  
 Boy Like where?  
 Girl How about the park? There's the lake in the park and we could sit and eat ice cream.  
 Boy OK. I'm going to put some shorts on. It's way too hot to wear trousers.  
 Girl OK. I'll wait for you here. Hey, nice shorts. They look great.  
 Boy Thanks. And I really like your T-shirt – what a great colour!  
 Girl Yeah. I bought it last week.  
 Boy What does it say here?  
 Girl I don't know. It's Italian, I think. I have no idea what it means.  
 Boy Italian? How cool. OK, are we ready?  
 Girl Absolutely. Let's go.

## DIALOGUE

### Exercise 1

1 can't 2 let's 3 maybe / perhaps 4 perhaps / maybe  
 5 idea

## PHRASES FOR FLUENCY

### Exercise 1

5, 7, 1, 3, 4, 6, 2

### Exercise 2

1 No problem 2 then 3 Not really 4 either

## CAMBRIDGE ENGLISH: Key

### Exercise 1

1 in 2 live 3 of 4 but 5 go 6 rain 7 temperature  
 8 way 9 than 10 more

### Exercise 2

1 to 2 my 3 than 4 the 5 hear 6 of 7 with  
 8 got 9 are 10 write

## UNIT 10 AROUND TOWN

### GRAMMAR

#### Exercise 1

1 're 2 're 3 's 4 're

#### Exercise 2

1 Are; to stay – a 2 Are; to visit – f 3 Is; to take – b  
 4 Is; to enter – c 5 Is; to cook – d

#### Exercise 3

1 'm going to study 2 're going to go 3 're going to find  
 4 's going to travel 5 'm not going to do 6 'm not going to go

#### Exercise 5

1 is flying 2 is going 3 is going 4 are having  
 5 is playing 6 are going 7 are having

### Exercise 6

1 Are Claire and Tim having lunch on Tuesday? 2 Is Claire flying to Rome in the afternoon? 3 Are Claire and her children going to the cinema on Monday evening? 4 Are Claire and Sue playing tennis on Monday?

### Exercise 7

1 P 2 F 3 P 4 F 5 F 6 F

### Exercise 9

1 Bella 2 Tim 3 Ben

### Exercise 10

1 slow, slowly 2 quick, quickly 3 dangerous, dangerously  
 4 nervous, nervously 5 quiet, quietly 6 bad, badly  
 7 careful, carefully 8 good, well

### Exercise 11

1 easy; quickly 2 careful; dangerously 3 quiet; loudly  
 4 well; bad 5 nervous; quietly

## GET IT RIGHT

1 You should drive **carefully** when it's raining. 2 She speaks French and German **fluently**. 3 She was walking **quickly** because she was late for school. 4 They did the homework **easily** because they worked together.

## VOCABULARY

### Exercise 1

1 bus station 2 football stadium 3 car park  
 4 police station 5 post office 6 sports centre

### Exercise 2

1 concert 2 stadium 3 mall 4 station

### Exercise 3

1 post office 2 football stadium 3 bus station  
 4 shopping mall 5 concert hall 6 car park  
 7 police station

### Exercise 4

1 graffiti wall 2 speed camera 3 zebra crossing  
 4 billboard 5 litter bin

### Exercise 5

1 shopping mall 2 cycle lane 3 billboard 4 zebra crossing  
 5 graffiti wall 6 sports centre 7 litter bin

## READING

### Exercise 1

1 the largest man-made harbour in the world 2 a type of music  
 3 a town in Canada 4 a festival with concerts and activities for kids

### Exercise 2

1 Monowi 2 Sheffield 3 Roswell 4 Thames Town

### Exercise 3

1 Sheffield 2 Monowi 3 Thames Town 4 Monowi  
 5 Thames Town 6 Roswell 7 Sheffield

## DEVELOPING WRITING

### Exercise 1

- 1 Worcester 2 Manchester 3 She feels a bit nervous.

### Exercise 2

- 1 Sorry about 2 I miss you loads 3 I can't wait to hear all your news 4 give my love to

## LISTENING

### 44 Exercise 1

- 1 Invitation not accepted 2 Invitation accepted  
3 Invitation accepted

### 44 Exercise 2

- 1 no (/ he can't) 2 he's busy 3 the opera house  
4 Saturday 5 her ticket 6 a present 7 the youth club  
8 about 8 pm 9 swimming 10 7 pm 11 at about 7.30 pm

### Audio Script Track 44

Kate and Jim

Kate Do you want to go to the sports centre later?

Jim I'm sorry. I can't. I'm busy.

Kate What about tomorrow?

Jim No, I'm busy all week.

Kate OK, maybe next week then.

Jim Let's see.

Ian and Ruth

Ian Would you like to go to the opera house with me on Saturday?

Ruth That would be great. What's the opera?

Ian It's Madam Butterfly. I've got tickets right at the front.

Ruth Wow. How much were they? You must let me pay for mine.

Ian No, it's a present from me.

Ruth That's really kind of you.

Ian Well, you deserve it.

Dan and Anna

Dan Do you want to go to the youth club with me tonight?

Anna I'd love to. What time are you going?

Dan About 8.

Anna That's great. I've got swimming until 7 and then I can go straight there.

Dan Do you want me to come and meet you outside the swimming pool?

Anna That would be great. Can we say about 7.30?

Dan Sure. I'll be there. Then we can walk together.

## DIALOGUE

### Exercise 1

- 1 1, 5, 3, 4, 6, 2 2 3, 5, 7, 1, 2, 4, 6

## TRAIN TO THINK

### Exercise 1

concert hall

Advantages: good to get bands into town

Disadvantages: could be noisy at night

shopping mall

Advantages: create lots of jobs

Disadvantages: bad for shops on high street

car park

Advantages: stop people parking on street

Disadvantages: could bring more cars into town

## CAMBRIDGE ENGLISH: Key

### Exercise 1

- 1 C 2 B 3 A 4 C

### Exercise 2

- 1 A 2 C 3 A 4 B 5 C

## CONSOLIDATION UNITS 9 & 10

### 46 Exercise 1

- 1 B 2 C 3 A

### 46 Exercise 2

- 1 She's not sure – if it rains it's worse than the hotel.  
2 He thinks it's an excellent idea, but too late to arrange.  
3 She's going to suggest that they all go on holiday to the hotel together. 4 She says the grandparents are going to spend two weeks on a houseboat. 5 In two weeks' time.

### Audio Script Track 46

- 1 What kind of holiday is Emma going to suggest to her parents?

Mike Erm ... Emma, we're going to that hotel again for the holidays.

Emma What? The same one as last year? Boring.

Mike I agree. It would be much better to go camping somewhere.

Emma Camping? Well, I'm not sure. What if it rains? Then camping is worse than staying at that hotel again for two weeks. But I've got an idea.

Mike What's that?

Emma I'm going to talk to Mum and Dad. I'm going to make a suggestion.

Mike Oh yeah?

Emma Yes, how about a holiday in a houseboat on a canal somewhere?

Mike That would be the best holiday ever!

- 2 Who's got the best idea about what they can do?

Dad Well, a holiday on a houseboat is an excellent idea, but it's too late for that now, sorry. We're going to the same hotel this year as last year. It's booked.

Emma Oh, Dad, come on. Is there nothing you can do? You've always got great ideas.

Dad Sorry, there's nothing we can do.

Mike I haven't got any ideas either.

Mum Hey, Jim, why don't we ask our parents?

Dad Our parents?

Mum Yes, my parents and your parents. When we showed them the photos of the hotel last year, they really liked it. I'm going to talk to them. Maybe they can go together.

Mike Wow, thanks, Mum. What a great idea.

Dad But listen, they might say no, OK?

Emma Sure. Then we can go to the hotel again. And next year...

Mike We're going to go on a houseboat!

All Yes. Definitely.

- 3 When are Emma and her family going on holiday?

Mum Emma? Mike? I've got news for you.

Emma Coming, Mum.

Mum Listen. I've spoken to your grandparents.

Mike And?

Mum They are starting their holiday on the 18th of July. And they are going to go on holiday together.

Emma OK ... And erm ... where are they going?

Mum They're going to spend two weeks ... on a houseboat.

Emma/Mike What?

Mum No, I'm joking ... they're going to spend two weeks ... in ... the ... hotel where we wanted to stay!

Mike Seriously? That's fantastic.  
 Mum And I spoke to the people who rent out the houseboats. We can't go on the 18th of July. The boats are all booked out. But the 4th of July, or the 8th of August are possible. So Dad and I talked about this... we're going on the 4th of July.  
 Emma Wow. That's in two weeks' time.

**Exercise 3**

- 1 freezing 2 windy 3 dry 4 beach 5 humid  
 6 hot 7 spend 8 lake 9 leaving

**Exercise 4**

- 1 post office 2 speed camera 3 litter bin  
 4 zebra crossing 5 cycle lane 6 billboards

**Exercise 5**

- 1 hotter 2 colder 3 more 4 than 5 most 6 more  
 7 safe 8 dangerous 9 well 10 quickly

**Exercise 6**

- 1 you like to 2 can't go 3 busy with 4 like to  
 5 are going to 6 I'd 7 going to come 8 No problem  
 9 be with me

**Exercise 7**

- 1 A 2 B 3 A

**UNIT 11 FUTURE BODIES**

**GRAMMAR**

**Exercise 1**

- 1 On Sunday we'll stay at home and relax. 2 Will you come round to my place tomorrow? 3 Will I know where to find you? 4 Sebastian won't come to the party.

**Exercise 2**

- 1 will be - a 2 c 3 will go - b 4 will be - d 5 f  
 a will ... take b will stay c will ... start d will have e  
 f will do; will be

**Exercise 3**

- 1 Will ... live 2 Will ... have 3 will ... have 4 will get married 5 Will ... go

**Exercise 4**

- 1 'll live - 1 2 'll ... drive - 2 3 I'll take - 0 4 won't get - 4  
 5 'll do - 5

**Exercise 6**

- 1 A 2 C 3 B 4 A 5 C

**Exercise 7**

- 1 b 2 a 3 a 4 b 5 b

**Exercise 8**

- 1 don't feed; 'll be 2 will stop; doesn't slow down 3 take; 'll find 4 will like; behave 5 doesn't help; 'll be

**Exercise 10**

- 1 'll look; 's 2 'll watch; comes 3 get; 'll pay 4 'll take; come 5 will return; is

**GET IT RIGHT**

I don't know what to do! I feel ill, but if I **don't** go to school tomorrow, I'll miss the test. If I **miss** the test, I'll have to do it in the holidays. But if I **go** to school and do the test when I'm ill, I'm sure I won't get a good mark. I won't be able to go to London in the holiday if I **have to** do the test then. What a difficult decision!

**VOCABULARY**

**Exercise 1**

- 1 elbow 2 lip 3 muscle 4 stomach 5 throat 6 knee

**Exercise 2**

- 1 muscles, neck, shoulders 2 fingers, hand, elbow  
 3 lips, mouth, eyes, ears 4 stomach

**Exercise 3**

**Suggested answers**

- foot - run, walk mouth - eat, smile, talk ear - listen to music, hear arm - carry eye - see, read fingers - play and instrument, eat tongue - eat

**Exercise 4**

- 1 if 2 when 3 when 4 if 5 when

**Exercise 5**

- 1 c 2 a 3 b 4 d 5 f

**Exercise 6**

- 1 well 2 cooking 3 ice cream 4 homework

**READING**

**Exercise 1**

- 1 muscles, weaker 2 shorter, smaller, longer 3 better  
 4 mouths 5 (probably) disappear 6 hair

**Exercise 2**

- phone charger; fire

**Exercise 3**

- 1 A 2 B 3 A 4 B 5 C

**DEVELOPING WRITING**

**Exercise 1**

C

**Exercise 2**

- 1 Tim said he booked a taxi for 7.30 tomorrow. 2 Tim says there's enough time to meet the TV people **before** the flight.

### Audio Script Track 48

Grace Hello.  
Tim Good afternoon. This is Tim Murphy. Can I talk to Neil Fellman?  
Grace I'm afraid Mr Fellman's in a meeting.  
Tim Oh dear. Any idea when I can talk to him?  
Grace Sorry, no. Can I take a message?  
Tim Oh, that would be great, thanks. Can you please tell him that Tim phoned and I booked the taxi for 7:30 tomorrow.  
Grace OK, I'll tell him.  
Tim Thanks, and there's one more thing. The driver thinks that it'll take us about 2 hours to get to the airport, so we've got enough time before take-off to meet with the people from the television company.  
Grace Alright. Is there anything else I should pass on to Neil?  
Tim Not really. Well, tell him he can reach me on my mobile if anything isn't clear.  
Grace Has he got your number?  
Tim Yes, he has. I think that's it. Thanks so much.  
Grace Not at all. Bye.

### Exercise 3

1 A 2 1 Neil 2 Isaac 3 Neil 4 Isaac

### Exercise 4

Isaac,  
I just got home after a busy day. Samuel's mum phoned. She told me the Maths test didn't go well. She says there's no pocket money for Samuel for two weeks. We need to talk, too. I'm off to the gym now. I'll be back at 9.30. I'll see you then.  
Love (worried),  
Mum

### Exercise 5

He; you; the; There are; he; go and; a; Are you; Can you; is

### 49 Exercise 6

#### Suggested answers

Message 1  
Message from: Max  
Message for: Dylan  
Message: Alex is in hospital. Nothing serious. Hurt leg  
Contact details: -  
Message 2  
Message from: garage  
Message for: Ms Sutcliffe  
Message: The repair work on your car isn't finished. It will probably be tomorrow.  
Contact details: 0657 847 8675

### Audio Script Track 49

1  
Karen Hello.  
Max Hi, Karen, it's Max.  
Karen Oh, hi Max. You want to talk to Dylan, I guess?  
Max That's right.  
Karen I'm afraid he's not in. He's doing some shopping I think.  
Max Alright. Could I leave a message, Karen?  
Karen Yes, of course.  
Max OK. Please tell him that Alex is in hospital. It's nothing serious. He hurt his leg. James and I think we'll go and see him.  
Karen Alright. When are you going?  
Max Oh, sorry, tomorrow at 5. Thanks a lot, Karen.  
Karen No problem. Bye.

2  
Mr Miller Good morning.  
Assistant Can I talk to Ms Sutcliffe, please?  
Mr Miller I'm afraid she's not in at the moment.  
Assistant Ah, OK. Can I phone again in an hour's time?  
Mr Miller You can try, but I don't think she'll be back by then.  
Assistant Could I leave a message, please?  
Mr Miller Of course.  
Assistant Well, can you please tell Ms Sutcliffe that we haven't finished the repair work on her car. It'll probably take us another day. I'll phone back tomorrow. If Ms Sutcliffe has any questions, she can always reach us on 0657 847 8675.  
Mr Miller OK, I'll tell her.  
Assistant Thank you. Bye.

## LISTENING

### 50 Exercise 1

1 B 2 C 3 A

### 50 Exercise 2

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

### Audio Script Track 50

1  
Diane This biology project. Do you think it'll be a lot of work?  
Jack Yes, maybe. But I'm looking forward to it.  
Diane Really? If it's a lot of work, you won't enjoy it, will you?  
Jack Why not? I like challenges. We'll have to work hard. And I like that.  
Diane You like working hard?  
Jack Yes, I do. The project will be fun, you'll see.  
2  
Ryan I love this pasta.  
Ava You know what? Maybe in a few years' time we won't eat pasta any more.  
Ryan Why not?  
Ava Oh, takes too much time, it's too much work to make, you know.  
Ryan Yeah, but what do you think we'll eat then?  
Ava Pills? Or maybe there'll be robots that cook for us?  
Ryan Oh, I see. Well, I don't think that'll happen. Pasta's just so good.  
3  
Sofia Hi, Sue. What are you up to?  
Sue I'm on my way to the gym.  
Sofia Wow! That's why you're so fit.  
Sue Sounds like you want to come along.  
Sofia Not sure. I guess I'm a bit too lazy. I don't like doing exercise. Only dancing. I could just lie in the sun all day.  
Sue I know what you mean, but look at it this way. If you start today, you'll feel really good again very soon.  
Sofia Well, if you show me how to do it, maybe I'll join you.

## DIALOGUE

### Exercise 1

1 sorry to hear 2 Poor 3 What a shame

## PHRASES FOR FLUENCY

### Exercise 1

1 Whatever. 2 Tell you what. 3 I mean 4 I can't wait.  
5 Wait and see.

**CAMBRIDGE ENGLISH: Key**

**Exercise 1**

1 4 pm 2 Dr Glass 3 Garden Lane Medical Centre, 14 Garden Lane, Warrington 4 01033 325 786 5 Nicky's headaches

**Exercise 2**

1 6 pm 2 Thursday 8 May 3 Liverpool Apollo Theatre 4 7 5 25

**UNIT 12 TRAVELLERS' TALES**

**GRAMMAR**

**Exercise 1**

R	D	S	L	E	P	T	S	F
T	O	W	S	L	E	E	P	L
A	N	U	V	U	M	S	O	E
K	E	M	S	E	E	N	K	W
E	B	W	R	I	T	T	E	N
N	O	W	R	O	T	E	N	A
A	U	F	L	O	W	N	G	R
S	G	W	A	N	O	R	O	N
T	H	D	G	O	N	E	E	O
O	T	H	E	R	T	A	S	D

1 done 2 flown 3 gone 4 met 5 seen 6 slept 7 spoken 8 swum 9 taken 10 won 11 written

**Exercise 2**

1 gone 2 seen 3 taken 4 written 5 bought 6 won 7 done

**Exercise 3**

1 She's seen the Himalaya mountains. 2 She hasn't flown in a hot air balloon. 3 She hasn't met the president. 4 She's slept under the stars. 5 She hasn't swum to France. 6 She hasn't won a tennis tournament. 7 She's gone for a walk in the snow – with no shoes!

**Exercise 4**

1 c 2 a 3 d

**Exercise 5**

1 Has she ever been to New York?  
No, she's never been to the USA.  
2 Have you ever eaten Japanese food?  
No, I've never been to a Japanese restaurant.  
3 Have they ever flown in a helicopter?  
No, they've never flown in a helicopter or a plane.  
4 Have your parents ever been angry with you?  
Yes, they've been angry with me lots of times.

**Exercise 6**

1 ate 2 made 3 have travelled 4 Have they visited 5 went 6 loved 7 've always wanted 8 've never had

**Exercise 7**

1 was 2 have happened 3 went 4 met 5 talked 6 got 7 asked 8 said 9 've never tried 10 have bought 11 've lived 12 've never had

**GET IT RIGHT**

1 ever 2 never 3 never 4 ever 5 never

**VOCABULARY**

**Exercise 1**

1 tram 2 scooter 3 train 4 helicopter 5 underground 6 boat 7 minibus 8 bike 9 plane  
The mystery word is motorbike

**Exercise 2**

1 e 2 a 3 f 4 i 5 h 6 c 7 b 8 d

**Exercise 3**

1 take 2 drive 3 misses 4 rides 5 catch

**Exercise 4**

1 miss 2 drives 3 ride 4 catch 5 took

**READING**

**Exercise 1**

1 decision 2 hasn't 3 three 4 a cyclone 5 on a website

**Exercise 2**

1 What are the people like in that town? 2 The people in the town are horrible. You won't like them. The people in the town are wonderful. You are going to like them very much.

**Exercise 3**

**Suggested answers**

1 He said they were awful people and they didn't like him. 2 He decided not to go to the town. 3 They were wonderful people. 4 He went to the town in the valley.

**Exercise 4**

2

**DEVELOPING WRITING**

**Exercise 1**

1 About yourself in twenty years' time. 2 Three. 3 A trip to the magazine headquarters in London.

**Exercise 2**

A5 B2 C6 D1 E3 F4

**Exercise 3**

1 later 2 when 3 the age of 4 a couple of 5 in

**LISTENING**

**52 Exercise 1**

1 B 2 A 3 A 4 B

**52 Exercise 2**

1 was born 2 has happened 3 bank 4 waiter 5 taxi driver 6 taxi driver 7 waiter 8 always had

## DIALOGUE

### 52 Exercise 1

#### Conversation A

1, 9, 3, 7, 5, 4, 10, 2, 6, 8

#### Conversation B

1, 7, 9, 11, 5, 3, 4, 2, 6, 8, 12, 10

### Audio Script Track 52

- A
- Gary This is a nice house, Martha. Have you always lived here?
- Martha Yes, we have. Well, I've always lived here, but of course my parents have lived in other places.
- Gary Where have they lived, then?
- Martha Well, a long time ago, they lived in a small flat. Before I was born.
- Gary Oh right. And when you were born, they moved?
- Martha Yes, they needed more room. Anyway, I've always loved this house.
- Gary Because it's big?
- Martha No, I don't think it's very big. It's because everything important in my life has happened here.
- Gary Like what, for example?
- Martha Oh, Gary, I'm not going to tell you!
- B
- Sue Uncle Paul? You work in a bank, right?
- Paul Yes, that's right.
- Sue But have you always worked in a bank?
- Paul No, not always. I've done other jobs too.
- Sue What other jobs?
- Paul Well, let me think. I've been a waiter and I've been a taxi driver.
- Sue A waiter? Really?
- Paul Yes, I was a waiter when I was at university. Just weekends and holidays. Hard work but good fun! I loved it.
- Sue Oh right. And you've been a taxi driver too?
- Paul Yes, I drove a taxi for almost a year. I hated it!
- Sue Have you ever not had a job?
- Paul No, I've always had a job. I've been very lucky.

## TRAIN TO THINK

### Exercise 1

meet a lot of people – both  
spend a long time on your feet – only waiters  
have to carry things – only waiters  
can work in any weather – both  
have to remember things – both  
wear special clothes – only waiters

## CONSOLIDATION UNITS 11 & 12

### 53 Exercise 1

1 C 2 B 3 C

### 53 Exercise 2

1 To travel to his new job. 2 Because he hates it. 3 As soon as his shoulder is better. 4 Sometimes he can talk to people, or he can read a book or a newspaper.

### Audio Script Track 53

- Delia What's the matter, Will? Does your back hurt?
- Will It's my shoulder. I fell off my motorbike last week and hurt it.
- Delia What? I didn't know that. In fact, I didn't know you had a motorbike!
- Will Well, it's quite new, I haven't had it very long. I bought it two weeks ago.
- Delia But you've always hated motorbikes! I don't understand.
- Will I know. But I've got a new job. I have to go into the city every day now. I haven't got a car, and I don't want to use the underground, I hate it – so, I decided to buy a motorbike.
- Delia Are you crazy? Why not use the bus? Or better – why not a bicycle?
- Will Oh, too dangerous. Have you ever seen people cycling in the traffic? It's scary.
- Delia Well, maybe you're right. But it looks like motorbikes are dangerous too. I mean ...
- Will No, motorbikes are fine. It wasn't a bad accident or anything. I just fell off. And the motorbike is OK. I'll get back on it as soon as my shoulder is better.
- Delia So you haven't been on the motorbike again?
- Will No, not yet.
- Delia So, how do you get to work now?
- Will I usually take a bus. A friend took me in her car a couple of times, but most of the time I go by bus.
- Delia And is that OK?
- Will Yes, it's a nice way to go, in fact. Sometimes you can talk to people, or you can read a book or newspaper. It's cool.
- Delia You know, Will – I think you should forget the motorbike.
- Will Hmm – maybe you're right.

### Exercise 3

1 gone 2 been 3 been 4 gone 5 been

### Exercise 4

1 've gone 2 's eaten 3 Have you written 4 've met  
5 've done 6 haven't read 7 have given

### Exercise 5

1 helicopter 2 ankle 3 trams 4 elbows 5 flown  
6 catch 7 tongue

### Exercise 6

1 bought 2 shoulders 3 I'll wear 4 She's invited  
5 was 6 hear 7 doing 8 stomach 9 ate  
10 poor 11 see

### Exercise 7

1 knee 2 hear 3 if 4 Poor 5 doing 6 gone  
7 won't 8 shame 9 as soon as

### Exercise 8

1 The children. 2 Because he gets water for his family in the morning. 3 Because she gets up at 4.30 to get water. 4 Because they can't live without the water.

# WORKBOOK

# PRONUNCIATION KEY

## UNIT 1

### Plurals and third person verb endings:

**/s/, /z/ or /ɪz/**

#### Exercise 1

/s/ sound: sleeps, takes, wants, writes  
/z/ sound: enjoys, gives, needs, plays, swims  
/ɪz/ sound: dances, finishes, relaxes, washes, watches

#### Exercise 3

1 puzzles /z/ 2 cats /s/ 3 players /z/ 4 quizzes /ɪz/  
5 bikes /s/ 6 buses /ɪz/ 7 stamps /s/

## UNIT 2

### Contractions

#### Exercise 1

1 d 2 c 3 e 4 a

#### Exercise 3

5 j 6 i 7 f 8 g

## UNIT 3

### Vowel sounds: /ɪ/ and /i:/

#### Exercise 1

#### Audio Script Track 14

Who do you meet? Listen and follow the words with the /ɪ/ and /i:/ sounds. You will hear each question twice.

- 0 milk – cheese – peas; milk – cheese – peas; Who do you meet?  
Pete  
1 eat – drink – live; eat – drink – live; Who do you meet?  
2 sing – read – sit; sing – read – sit; Who do you meet?  
3 fish – chips – team; fish – chips – team; Who do you meet?  
4 sweet – meat – give; sweet – meat – give; Who do you meet?  
5 feet – think – meal; feet – think – meal; Who do you meet?

1 Jim 2 Jill 3 Dean 4 Bill 5 Jean

#### Exercise 2

#### Audio Script Track 15

Listen, check your answers and repeat.

- 0 milk – cheese – peas: Pete  
1 eat – drink – live: Jim  
2 sing – read – sit: Jill  
3 fish – chips – team: Dean  
4 sweet – meat – give: Bill  
5 feet – think – meal: Jean

## UNIT 4

### er /ə/ at the end of words

#### Exercise 1

1 writer 2 answer 3 other 4 paper 5 daughter  
6 father 7 after

## UNIT 5

### Regular past tense endings

#### Exercise 1

**one syllable:** asked, closed, missed, played, tried  
**two syllables:** rested, needed, shouted, started, wanted

#### Exercise 3

1 pronounced as a separate syllable  
2 not pronounced as a separate syllable

#### Exercise 4

/t/ endings: cooked, finished, helped, worked, washed  
/d/ endings: carried, enjoyed, loved, stayed, tried

## UNIT 6

### Stressed syllables in words

#### Exercise 1

1 syllable: good, nice 2 syllables: friendly, helpful  
3 syllables: interesting, confident 4 syllables: intelligent

#### Exercise 3

1 confident, interesting 2 important, relaxing  
3 adventurous, intelligent 4 disappointed, easy-going

## UNIT 7

### Vowel sounds: /ʊ/ and /u:/

#### Exercise 1

#### Audio Script Track 32

What are you buying? Listen and follow the words with the /ʊ/ and /u:/ sounds. You will hear each question twice.

Example. book – cool – rule; book – cool – rule; What are you buying? Boots

- 1 look – put – soon; look – put – soon; What are you buying?  
2 could – moon – should; could – moon – should; What are you buying?  
3 blue – zoo – you; blue – zoo – you; What are you buying?  
4 school – cook – choose; school – cook – choose; What are you buying?  
5 food – through – stood; food – through – stood; What are you buying?

1 fruit 2 books 3 soup 4 shoes 5 cookers

## Exercise 2

### Audio Script Track 33

Listen, check your answers and repeat. book – cool – rule: boots

- 1 look – put – soon: fruit
- 2 could – moon – should: books
- 3 blue – zoo – you: soup
- 4 school – cook – choose: shoes
- 5 food – through – stood: cookers

## Exercise 3

Column 1: look, cook, good, stood  
Column 2: choose, cool, food, school

## Exercise 4

a good, stood b choose

## UNIT 8

### Weak and strong forms of *was* and *were*

#### Exercise 1

1 Was, was 2 Were, weren't, were 3 was, wasn't, was, wasn't 4 weren't, were 5 Were, wasn't, was, were, was

#### Exercise 3

1 was 2 Were, were't, were 3 was, wasn't, was, wasn't 4 weren't, were 5 Were, wasn't, was, were, was

## UNIT 9

### Vowel sounds: /ɪ/ and /aɪ/

#### Exercise 1

Column 1: give, wish, spring, list, sing, thin, gym  
Column 2: wild, fine, nice, find, night, smile, style

#### Exercise 3

1 a 2 e 3 b 4 c

#### Exercise 5

Words to be circled:

1 I'm, like, driving, night 2 lions, tigers, wild  
3 Mike, exercises, lifestyle 4 nice, ride, bikes

## UNIT 10

### Voiced /ð/ and unvoiced /θ/ consonants

#### Exercise 1

1 clothes 2 third 3 Thursday 4 then 5 think  
6 Earth 7 months 8 Maths 9 youth

#### Exercise 3

Words with the voiced /ð/ sound (to be circled): there, clothes, these, father, then, the

Words with the unvoiced /θ/ sound (to be underlined): things, three, third, birthday, Thursday, theatre, think, Earth, months, Maths, youth

## UNIT 11

### The /h/ consonant sound

#### Exercise 1

1 healthy 2 hospital 3 help 4 hair 5 hear 6 happy  
7 humans 8 hurt 9 here

## UNIT 12

### Sentence stress

#### Exercise 1

1 farmer 2 English 3 cooker 4 tax 5 eggs  
6 laptop 7 island

#### Exercise 3

1 I'm wearing a shirt, a skirt, a hat and a scarf.  
2 An artist, a doctor, a teacher and a farmer.  
3 We've got Maths, then Art, then History and then English.  
4 We need a desk, a lamp, a sofa and a cooker.  
5 We caught a plane and then a train and then a bus and then a taxi.  
6 We put in flour and sugar and then butter and eggs.  
7 For sale: a digital camera, a pen drive, a microphone and a laptop.  
8 We saw a lake, a river, a jungle and an island.

#### Exercise 5

1 nouns 2 articles