gateway to the world

A1+

Teacher's Book
with Teacher's App

macmillan education

Tim Foster

Access your digital content

gateway to the world

1

Go to www.macmillaneducationeverywhere.com

2

Register to create your Macmillan Education Everywhere account
or
Log in if you already have an account

3

Scratch off the panel to reveal your access code

The code above gives access to the digital material for the course.

mee macmillan education everywhere

Teacher

Your subscription will be valid for 24 months from the date you activate your code.

System Requirements
Information is correct at the time of print. We recommend that you review the latest system requirements at:
https://www.macmillaneducationeverywhere.com/system-requirements/

The app works online and offline. Internet connection is required to download content, synchronize data and for initial login.

Full terms and conditions available at:
https://www.macmillaneducationeverywhere.com/terms-conditions/

Desktop
Windows: 8.1, 10; Apple Macintosh: 10.12, 10.13, 10.14; Linux: (Ubuntu) 16.04, 18.04 (64-bit and 32-bit); Debian 8 (64-bit and 32-bit). Browser: IE 11 / Edge (latest) / Firefox (latest) / Chrome (latest) / Safari (latest). CPU Speed (equivalent): Any 2GHz dual core processor.

RAM: 4GB (we recommend a minimum of 4GB RAM for optimal performance); Local storage: 4GB (please note that content size will depend on your course).

For customer service and help with system requirements, please visit **help.macmillaneducation.com**

gateway to the world A1+

Teacher's Book
with Teacher's App

Welcome and Teacher support	
Welcome to *Gateway to the World*	p2
Course components	p4
Inclusion in the classroom	p6
Dave's top teaching tips	p8
Student's Book contents	p10
Teacher's notes	
Starter unit	p12
Unit 1 All about me	p18
Unit 2 My school day	p28
Exam success units 1–2 and Collaborative project 1	p38
Unit 3 Time out	p39
Unit 4 At home	p49
Exam success units 3–4 and Collaborative project 2	p59
Unit 5 Log on	p60
Unit 6 Shop around	p70
Exam success units 5–6 and Collaborative project 3	p80
Unit 7 Dream team	p81
Unit 8 Feeling inspired	p91
Exam success units 7–8 and Collaborative project 4	p101
Unit 9 Life on Earth	p102
Unit 10 Let's go!	p112
Exam success units 9–10 and Collaborative project 5	p122
Reach higher	p123
Exam success (continuation)	
Units 1–2 and 3–4	p126
Units 5–6 and 7–8	p127
Units 9–10	p128
Audio and video scripts	
Class audio script	p129
Class video script	p147

macmillan education

Tim Foster

App

WELCOME TO *GATEWAY TO THE WORLD*

Gateway to the World retains many of the elements that have made *Gateway* so popular with teachers and students alike. It combines a balanced approach to grammar, vocabulary and skills with thorough exam preparation. The Student's Book has a clear, logical unit structure, which is easy to use for teachers and engaging for students. And, of course, *Gateway to the World* has been developed and written by best-selling author and teacher, David Spencer, who brings his knowledge and experience from years of teaching teenagers to the course.

Gateway to the World builds on the successful formula of the original course with new content and features, which not only help to motivate students and improve their language-learning potential, but also develop the skills and knowledge that they will need outside of the classroom in an ever more interconnected world.

What makes a great learner?

Great thinkers become great learners. The ability to think in different ways and deal with problems and challenges using a range of skills helps us to learn more effectively and achieve our goals and aspirations. What kinds of skills do your students need to become great thinkers ... and great learners?

EMOTIONAL INTELLIGENCE

The ability to identify and manage your own emotions, as well as other people's.

CULTURAL AWARENESS

The ability to recognise and appreciate that there are both similarities and differences between cultures.

CRITICAL THINKING

The ability to think carefully about a subject or idea in a rational and open-minded way.

GLOBAL COMMUNICATION

The ability to interact successfully in the real world with people or through creating or understanding content such as videos or blog posts.

DIGITAL LITERACY

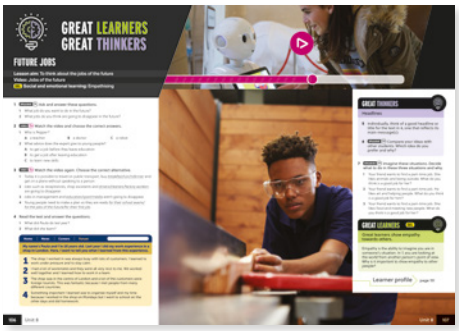
The ability to group together a range of computer-related competencies that enable us to find, evaluate, create and communicate information on digital platforms.

The material in *Gateway to the World* has been specially developed to give your students regular practice of these core great-thinker skills.

In the Student's Book ...

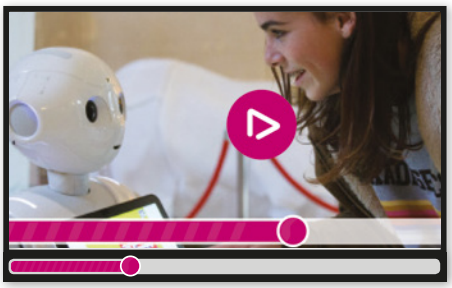
Great Learners, Great Thinkers

This unique new section in each unit of the Student's Book combines a variety of beyond-the-classroom features which will help your students develop the skills they will need for life outside of the learning environment. The Great Learners, Great Thinkers pages have been specifically developed to help students improve their thinking skills and their understanding of their own emotional wellbeing. Thematically tied to the content of the unit, each double-page section features a **Visible Thinking Routine**. The routines help students develop alternative thinking strategies through scaffolded, step-by-step activities. Special **Social and Emotional Learning** **SEL** tasks encourage students to think about their own social and emotional wellbeing by exploring themes such as empathising, listening to others, and keeping an open mind. At the end of the lesson, students consider how well they think they apply the aspect of Social and Emotional Learning to their own lives by grading themselves in the **Learner profile** at the back of the Student's Book.



Documentary videos

Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option. The videos are further exploited with a range of comprehension tasks.



Real-world content

The Student's Book is full of fascinating real-world content, which will resonate with teenage learners. Topics for texts and activities have been specifically selected with the interests of today's teenagers in mind. In particular, texts on the main Reading and Listening pages are always based on real people, places and events. This real-world content ensures that students are not only learning a language, they are also learning about the world outside the classroom.

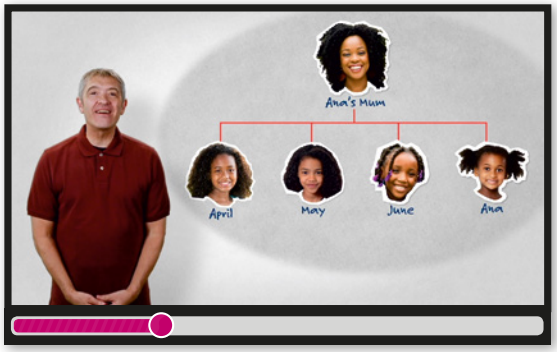
Projects and Virtual Classroom Exchange

The Student's Book contains five **Collaborative projects**: one project after every two units which links back thematically to one of two **Culture exchange** activities in the preceding two units. The projects practise a range of skills, such as academic and digital skills, and give students the opportunity to work collaboratively in groups to research and create a project on a cultural topic from their own country. Not only can students present their project to the rest of their class, they can also take part in a **Virtual Classroom Exchange**. This unique feature allows students to connect online with other users of the course around the world, encouraging students to use English for a real communicative purpose in an authentic cultural exchange.

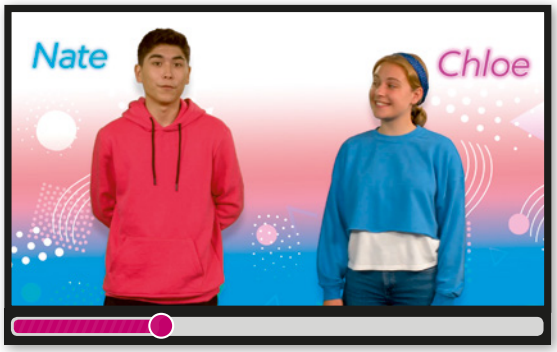
Flipped classroom video

The Flipped classroom refers to students learning new content outside of the classroom and then practising in class with the teacher. This allows the teacher to give more personalised help and attention during the practice stage. It also means students can work at their own pace during the presentation stage. All-new **flipped classroom grammar presentation videos** feature in every unit of *Gateway to the World*. The videos explain grammar using a variety of approaches and contexts. Depending on your students' needs, the videos can be 'flipped' and used before, during or after class for self-study.

There are four different types of flipped classroom video across the Student's Book.

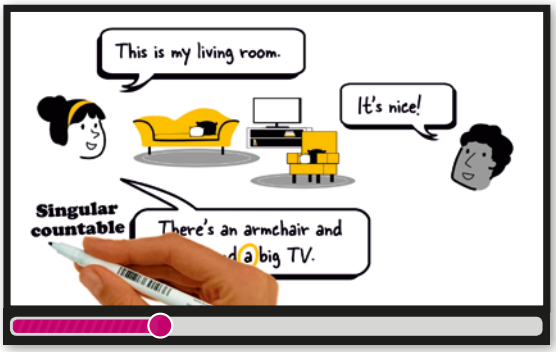


The first features *Gateway to the World* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.



The second is a vlog presented by teenage '**Grammar Gurus**' Nate and Chloe. The Grammar Gurus *love* grammar and, by using examples from their own everyday lives, they explain why, how and when to use it. Each vlog ends with a fun quiz for the whole class.

The third type of flipped classroom video uses engaging animation to present and explore each grammar point – spot the cat in each video!



The fourth type of video uses a whiteboard animation approach, presenting each grammar point in a clear and logical way.

The variety of approaches in the flipped classroom videos help make learning grammar engaging and fun for teenage learners.

Exam success

After every two units, the Exam success pages give students further practice of the A2 Key for Schools-style exam tasks they have seen in the preceding two units. As well as revising these task types, the pages also offer useful exam tips so students can maximise their potential in both school and official exams. There is also a full set of exam tips, which offer more in-depth help and exam strategies, in the Student's and Teacher's Resource Centres.

On-the-Go Practice

On-the-Go Practice provides students with gamified practice of the key grammar and vocabulary from the course for use on mobile devices.

In the Workbook ...

Exam trainer

The Exam trainer offers full practice of A2 Key for Schools exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

COURSE COMPONENTS

For students ...

Student's Book

The A1+ *Gateway to the World* Student's Book contains ten units (plus a Starter unit) with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

Digital Student's Book

The A1+ *Gateway to the World* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

Workbook

The Workbook provides consolidation of the core grammar and vocabulary from the Student's Book, with extra reading, listening, speaking and writing practice. **Cumulative review** pages after every two units offer further revision, whilst **Great students' tips** give advice on study and exam techniques.

Digital Workbook

The digital version of the Workbook features fully interactive activities, with audio and automated marking.

On-the-Go Practice

On-the-Go Practice offers fun practice of the vocabulary and grammar from the Student's Book. Students complete interactive activities and collect rewards in Challenge Mode through course-aligned, bite-sized activities, all designed for use on mobile devices.

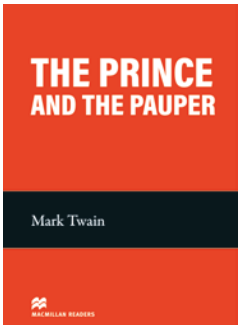
Student's App

The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

Student's Resource Centre (SRC)

The Student's Resource Centre contains materials students can easily access, including **Tips for exam success** and audio for the Workbook.

Reader



The digital version of the Graded Macmillan Reader, *The Prince and the Pauper*, can be downloaded or viewed online by students.

For teachers ...

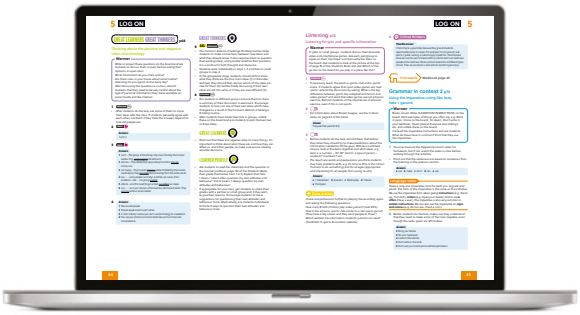
A flexible approach to lesson delivery is more important than ever in today's world where every teaching context is different, with its own advantages and challenges. *Gateway to the World* offers simple solutions to challenging classroom conditions by catering to a range of learning environments through its array of digital components. From in-person teaching to hybrid learning, the digital offer in *Gateway to the World* is designed to make preparation and delivery of classes straightforward and stress-free.

Classroom Presentation Kit

The Classroom Present Kit comprises the Digital Student's Book and Workbook with fully interactive activities. Enhanced Student's Book and Workbook pages are easy to navigate, and contain embedded audio, video and answer keys: perfect for setting up and correcting activities in all classroom contexts.

eBook

The eBook for teachers is a digital version of the Teacher's Book, accessible via the Teacher's Resource Centre.



Kahoot!*

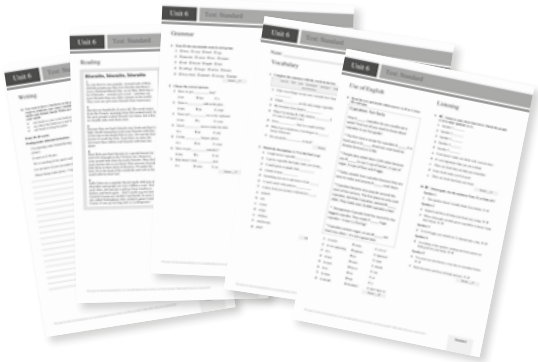
Test language and add an exciting and fast-paced competitive element to class revision with specially-designed *Kahoot!* quizzes.

Go to www.macmillanenglish.com/kahoot

Teacher's Resource Centre (TRC)

The Teacher's Resource Centre offers a wide range of easy-to-access supplementary resource materials and worksheets, including extra grammar and reading practice, end-of-unit, mid-year and end-of-year tests at two levels of challenge, and translated wordlists.

Test Generator



Use the Test Generator to create and tailor tests to the individual needs of your students. You can also download existing end-of-unit, mid-year and end-of-year tests at two levels of challenge.

Teacher's App

The dedicated Teacher's App contains all of the *Gateway to the World* digital components including the Student's Book and Workbook which can be projected onto an interactive whiteboard. Teachers can also access a **Learning Management System** where they can create classes, add students and track their progress. The Teacher's App can be downloaded or opened online in a browser.

Homework Manager

Assign homework and set helpful reminder notifications for students who are using the Digital Student's Book, Digital Workbook or On-the-Go Practice to complete tasks in time for class. The Homework Manager is also a very useful channel of communication with your class when working remotely: you can send links to sharing platforms to all the class at once.

**Kahoot!* and the *K!* logo are trademarks of Kahoot! AS

Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and information students see on a regular basis shape their view of the world, which in turn helps to form their beliefs and opinions. This affects their interactions and behaviour towards others both in and outside of the classroom. With this in mind, the content of *Gateway to the World* has been developed with the aim of portraying a range of diverse groups in order to reflect the world we live in, from an even balance of genders in non-stereotypical scenarios, to a range of people from a variety of cultures and backgrounds.

Photos and artwork

Care has been taken to promote diversity through the visual aspect of the course, with a wide range of people from different backgrounds and cultures in photos and illustrations. Effort has also been made to portray a good balance of genders in images throughout the Student's Book and Workbook.

Content and subject material

There is a strong international feel to the content of the course with human stories featuring protagonists from a variety of backgrounds, nationalities and ethnicities.

Anti-gender stereotyping

Stereotyping and assigning specific roles and characteristics based on gender can have negative consequences for both boys and girls. This can affect educational choices and future career aspirations, as well as self-esteem. These stereotypes can be subconsciously reinforced through the subtle messages communicated in the things young people see and read. In *Gateway to the World*, students are exposed to positive role models from both sexes in non-stereotypical roles and contexts.

Mixed-language-level classes

All classes contain students who require varying degrees of support, and mixed-language-level – more commonly known as mixed ability – classes present teachers with considerable challenges when preparing and delivering their classes. Aside from the materials we might use to cater to mixed-language-level classes, successful and inclusive mixed-language-level teaching is heavily dependent on teacher attitude and classroom culture. It's important to build a supportive classroom environment in which all learners are valued and treated as individuals. Ways in which this can be achieved might include:

- Having high expectations of all students in the classroom, and consciously and unconsciously communicating to students that you believe in them.
- Involving all students in all lessons, through interactive teaching, graded questioning and tasks, and personalisation of topics.
- Fostering within students a sense of responsibility, importance and trust from the teacher.
- Avoiding labels such as 'weaker' or 'stronger' students, or thinking of ability as a 'fixed', unmovable concept.
- Rotating groups regularly to avoid creating any 'fixed-ability' or 'fixed level' sub-groups within the class.

Below are some possible strategies and techniques that you can try in your mixed-language-level classes to ensure that every student, no matter their language level, gets the most out of the class.

Group dynamics

Begin the whole class together with a lead-in activity to provide a sense of community and a foundation for the levelled tasks that will follow. Lead-in activities preview, present and practise language in a way that lends itself perfectly to whole-class, multi-level instruction. At the end of a lesson, always bring the class back together and assign a whole-class activity.

Group, pair and individual work

- Vary the way students work in the class to address different levels and needs. Organise students to work in pairs, small groups and teams. It is less stressful for students who need more support to work with other classmates because they have more time to think about tasks, and students can help and learn from each other.
- Regardless of the level of a student's English, they all get better results through working collaboratively than they do by working on their own. Pairwork is usually successful in the mixed-language-level classroom because it is easy to control and there is greater student participation. Depending on the task, decide how to organise your students into pairs: students with a similar level can work together at their own pace, or a more confident student can pair with a student who needs more support. The latter option can be useful as the more confident student can help and support the other student in the pair. Remember to rotate pairs regularly so students get a chance to work with different partners.
- Individual work allows for variations in speed and level. By giving a time limit rather than a quantity-of-work limit (e.g. 'Do as much as you can in two minutes.' instead of, 'Do exercise 7.'), students are able to work at their own pace.

How to increase the level of challenge

- Ask students to try to work out the meaning of new words from the context and to elicit grammar rules by looking at the language in context.
- When doing listening comprehension tasks, ask students to summarise what they heard after listening to the audio the first time (as a whole class or in pairs). Encourage students to write their own comprehension questions to ask the class.
- For reading texts, students could write their own comprehension questions to ask the class, select six new words from the reading text to write definitions for and learn, or create their own sentences using new vocabulary from the reading text.
- Indicate where something could be said in a more interesting or more complex way, and set creative and open-ended tasks that can be accessed at and taken to a higher level.

How to increase the level of support

- Give clear instructions, ideally via more than one sense (e.g. spoken and visual), and check students have understood the task before they begin with concept-checking questions.
- Grade your questions in whole-class activities to ensure that all students are able to participate, and praise small successes.
- Simplify gap-fill tasks by introducing optional answers, so students can identify the correct answer rather than having to produce it.
- Be selective in your error correction and praise students for what they have managed to do, regardless of what others have produced.
- Pause the audio regularly to check understanding during listening activities and explain if anything remains unclear. For more difficult texts, provide audio scripts after the first two listenings.

How *Gateway to the World* caters to mixed-language-level classes

The mixed-language-level materials in *Gateway to the World* have been divided into the three categories in the table below so that teachers can clearly identify which materials are intended to cater to individual students' needs, which can be used for whole-class mixed-language-level teaching, and those materials aimed at supporting the teacher with their mixed-language-level teaching.

Personalised support	Whole-class engagement	Teacher resources and development
Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support.	**Solutions for ensuring all students are involved and engaged in group work and whole-class teaching.**	**Simple and practical tips and tools to allow teachers to manage the class with confidence.**
Flipped classroom videos give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace. **Reach higher** activities in the Student's Book cater to more confident students who are more likely to finish activities in the core units earlier. A **star-rating system** in the Workbook enables teachers to set suitable tasks according to the language level of their individual students. **Unit, mid- and end-of-year progress tests** offer grammar, vocabulary and skills revision at two levels. **Extra grammar practice** worksheets provide grammar revision at two levels of difficulty. The **Test Generator** allows teachers to custom-build their own tests according to their students' needs.	**Collaborative projects** offer the opportunity for students to work at their own pace within mixed-language-level groups. **Great Learners, Great Thinkers** pages move away from linguistic and comprehension skills practice to focus on elements such as Social and Emotional Learning, and creativity and critical thinking. This puts an emphasis on non-linguistic knowledge and personalisation. **Documentary videos** can be watched with the whole class and have a subtitles option for extra support for students who need more support. **Peer review, pair and group work** tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.	**Mixed-ability teaching tips** appear throughout the Teacher's notes in the Teacher's Book, allowing teachers to easily adapt certain activities for their mixed-language-level classes. **Professional development videos** offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes. **Extra activities** in the Teacher's Book offer suggestions for how teachers can extend or increase or lower the level of challenge of activities in the Student's Book. **Fast finisher** activities in the Teacher's Book provide extra activities teachers can use to occupy fast-finishing students while students who need more support complete the main activity.

Global citizenship and Sustainable Development Goals

Global citizenship refers to the development of the knowledge, attitudes and skills needed to be globally competent and to have a positive impact on the world in which we live. Understanding different cultures, identities and perspectives, as well as themes of global importance such as the environment, resources, health and well-being underpins the concept of global citizenship. The Sustainable Development Goals are a set of 17 interlinked objectives established to achieve a better and more sustainable future for everyone on the planet. *Gateway to the World* promotes global citizenship and the Sustainable Development Goals. The content of the Student's Book has been mapped to the Sustainable Development Goals and the innovative Macmillan Global Citizenship Education Framework. The course promotes and encourages many of the ideals of the Sustainable Development Goals, with a particular focus on good health and wellbeing, gender equality, sustainable cities and communities, and climate change.

DAVE'S TOP TEACHING TIPS

Applying certain key strategies can help you to establish good learning practices to get the most out of the time you spend with your students so that they can maximise their potential as effective language learners. The following teaching tips can be used on a regular basis with your students to improve key areas such as classroom management, lesson planning and student training.

Dave

Organising the board

Clarity of board work = clarity of lesson! At the end of a class, look at your board work and ask: *Does it make sense? Is it organised? Could the information be laid out in a clearer way? Is my writing BIG enough, clear enough and visible to everyone?* Check it from the back of the room. In some classrooms, students will not be able to see the bottom one-third of the board from the back of the room. Many teachers divide the board into different sections, e.g. class objectives and homework, grammar and vocabulary section, notepad. The most important material should go in the middle section. You can use different colours, e.g. one colour for highlighting vocabulary/grammar and another for pronunciation. Remember not to stand with your back to the class when you are writing on the board and ask students if you are going to erase something from the board, e.g. *Is it okay if I erase this?*

Using dictionaries in class

Devoting time to dictionary use and training is beneficial for students and should regularly feature in your lessons. Ideally, students should always have access to dictionaries during class. In this way, learners get used to looking up an unknown word or finding the verb that collocates with a particular noun for a writing exercise, as well as researching the pronunciation or word stress. Dictionaries can be used in vocabulary lessons where learners are required to find the meanings of a set of words or to find examples of how they are used. However, you should also try to encourage students to work out the meanings of new words from their context in the first instance.

Encourage students to find and make regular use of a good quality online dictionary. These are quick and easy to use and often contain recorded models of the words which can be useful for students. You could recommend the Macmillan Dictionary Online for your students to use: https://www.macmillandictionary.com

Marking written material

Look at students' work holistically at first, in terms of focus, organisation, development, and then moving on to grammar and vocabulary errors. Think what mistakes students can correct themselves and use symbols (in the homework correction key below) to make corrections. Make sure your students have a copy of the key as well. It will save you time and it encourages students to think about their mistakes and make their own corrections. Students could swap texts and the correction key to correct each other's texts. Students then write a clean version for homework. Remember to praise good work and efforts and respond with a personal comment to their work (say what you liked, if there were any interesting ideas, etc.).

Homework correction key

Abbrev.	Meaning	Example
WW	wrong word	Her room his very enormous. WW
T	wrong tense	I'm playing basketball every weekend. T
Λ	missing word(s)	My brother is 11. Λ Likes drawing.
Sp	wrong spelling	Her favourite sport is swiming. Sp
WO	word order	I like very much skiing. WO
P	punctuation	I've got a dog a cat and a parrot. P
V	wrong verb form	He play the guitar. V
‿	join to make one sentence	They make dinner. ‿ They tidy their room.
?	What does this mean?	I wake up a shower. ?

Teaching online

In your first class take some time to familiarise your students with whatever platform you are using and any relevant tools that they will be required to use during the lesson. Highlight the chat box, the microphone and the mute button and any other tools they will need. Establish rules for students' participation and explain how you expect them to interact with you and the other students. Ask students to keep their microphones on mute while they are not speaking and encourage them to use the chat box if they have any questions or queries during the lesson. At the beginning of each lesson, set objectives using the chat box or presentation slides so students know what they will be doing during the session. Try to be lively and animated in your tone of voice and use gestures. Keep the class's attention by nominating students at regular intervals or ensuring whole-class participation by asking them to respond regularly using the chat feature.

Visible Thinking Routines

Visible Thinking Routines are scaffolded techniques for approaching analysis and problem solving. They can be useful because they help to direct the way students think and can guide discussions and analysis in the classroom. Each routine highlights a different approach to thinking and they can be divided into three categories: 'Introducing and exploring ideas', 'Synthesising and exploring ideas', and 'Routines for digging deeper'. Examples of the thinking routines can be found on the Great Learners, Great Thinkers pages in the Student's Book. The routines, though, can be adapted to a range of tasks in which students are practising discussion, critical thinking or problem solving. Try to introduce them into your lessons, so they become a regular part of your class. The more students use them, the better they will become at incorporating the routines into their thinking. Make sure that the particular routine fits with the type of task students are doing, for example, 'Think, Question, Explore' on page 132 of the Student's Book works well with pre-reading or listening tasks, and 'Headlines' on page 55 lends itself to the comprehension of texts. Encourage students to use their imagination and think creatively when practising the routines, this will help them to generate more expansive and interesting answers and solutions. For longer, more complex routines with various stages, go through each stage, giving an example so students gain a clearer idea of what's expected of them. Have a feedback session afterwards so students can reflect on how well they did the routines and whether they were helpful in carrying out the tasks.

Checking answers

We need to check students' answers to see if they have understood the language point in question. However, checking answers can be boring and slow. Keep the students on their toes by eliciting the answers to the questions randomly, e.g. 5, 2, 6, 7. In this way, they cannot anticipate which question they are likely to get. You can let the students decide which questions to answer. This is good for less confident students because it allows them to answer questions they think they have answered correctly. By not letting them know what to expect, your students will be attentive and engaged.

Checking answers in pairs

Asking students to check their answers with a partner before open-class feedback gives students a chance to discuss their answers in English. Give them 'task language' such as: *I think ...; What do you think about ...?; ... think so, too; Me, too; I don't agree.*

Video in class

Video can be a great way to change the focus of a class, but try to make it an integral part of a lesson, rather than a one-off treat, as it works best when it forms part of a sequence of activities. Short video clips of between three to five minutes are advisable: longer excerpts can take up too much class time and students' attention may start to wander. Set pre-watching tasks so students have a reason to watch. Pause the video at regular intervals to ask questions or elicit clarifications. Give students activities to do whilst watching, such as note taking or comprehension questions. They should be questions that can be quickly and easily answered so students can write answers without missing what's on screen. You can also pause the video at intervals and ask students to predict what will happen or what someone will say next. Alternatively, play the clip without the sound and ask students to imagine what is happening or being said. Give students post watching tasks, such as questions, or elicit a discussion based on the content of the video.

Flipped classroom

The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Gateway to the World* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for the next lesson. Make it clear to students *why* they are watching the video for homework and point out the benefits of the flipped classroom approach: they can watch the video in their own time and at their own pace and as many times as they like, and there will be more time in class for practice. Encourage them to make a note of any queries they have while watching the videos and to bring them to the class. At the beginning of the class, address any questions students have and elicit answers in open class. Check students have a good understanding of the grammar and continue on to practice of the language point. If students seem to be struggling with the concept of the grammar, go through the grammar explanation in the Check it section in the Student's Book before students do the practice activities. Alternatively, show the flipped classroom video again in class, stopping at intervals to check understanding or to give further examples. The video could also be used solely as a presentation tool in class. Students watch the video and do the task as a whole class before asking any questions. Students can also be given the video as homework after the class for revision.

Giving praise

We can reinforce a growth mindset, where there is enjoyment in the effort and process of learning in the classroom, by praising for effort not intelligence. Praise effort not cleverness or talent: *You worked hard at improving your spelling*. not *You're really good at this*. Be specific and informative and highlight strategies that led to success. Use phrases like: *You are working really hard at your spelling. / I like the way you contributed today to the class discussion. / I noticed you were paying attention. / You are concentrating more in class. Well done! / Your effort really shows in your marks. Keep practising!*

Contents

Starter unit p6	Vocabulary The classroom • Colours • Numbers – cardinal and ordinal • Days and months Grammar Subject pronouns • Imperatives Culture exchange: What's the date?

		Vocabulary	Grammar	Reading	Listening
1	All about me p12	Countries Nationalities The family	1 *to be* – affirmative and negative *to be* – questions and short answers 2 *have got* Possessive adjectives **Culture exchange:** The UK family in the 21st century	**They aren't just teens. They're the future!** An article	**The Briggs family** A radio programme
2	My school day p24	School subjects Everyday objects Describing faces	1 Possessive 's Possessive pronouns Regular and irregular plural nouns 2 Question words *this, that, these, those* Articles	**Schools with a difference** A magazine article	**British and American schools** A school radio programme
3	Time out p38	Everyday activities Free-time activities **Culture exchange:** What do British teens do in their free time? Places in town	1 Present simple – affirmative Present simple – negative 2 Present simple – yes/no questions with *do* and short answers Present simple – *Wh-* questions Adverbs of frequency	**Amazing school for young performers** A magazine article	**Grace VanderWaal** A radio programme
4	At home p50	Rooms Furniture **Culture exchange:** Ice cream in a shoe! Food and drink	1 *There is/There are* Prepositions of place 2 Countable and uncountable nouns *some, any, a/an*	**A very unusual house** An online magazine article	**A TV cooking show** A conversation
5	Log on p64	Computers and mobile devices Using computers and mobile devices The Internet	1 *can/can't* Adverbs of manner 2 The imperative *like, love, hate* + gerund **Culture exchange:** National Museum of Computing (UK)	**Green Bank: the town without wi-fi** An online article	**An e-sports club** A conversation
6	Shop around p76	Shops Shopping Clothes	1 Present continuous – affirmative and negative 2 Present continuous – questions and short answers Present simple and present continuous **Culture exchange:** What do British teens spend money on?	**Do teens buy in the shops or online?** An online article	**Places** A phone call
7	Dream team p90	Sports Sports competitions Sports people	1 Past simple – *to be* **Culture exchange:** The number 1 sport in Australia *There was/There were* 2 Past simple affirmative – regular verbs Past simple affirmative – irregular verbs	**Video referees: Good, bad or necessary?** An online news article	**Breaking** A podcast
8	Feeling inspired p102	Jobs Personal qualities Adjectives to describe jobs	1 Past simple – negative 2 Past simple – yes/no questions and short answers Past simple – *Wh-* questions	**Inspiring teens** A blog	**Jeff Bezos** A radio programme
9	Life on Earth p116	Animals and insects Parts of the body Geographical features	1 Comparative adjectives 2 Superlative adjectives Present perfect with *ever* and *never* **Culture exchange:** Kruger National Park	**Nature's perfect creatures** A magazine article	**Zoologists** An interview
10	Let's go! p128	The weather Things to take on holiday Types of transport	1 *be going to* Prepositions of time 2 *must/have to* *should/shouldn't*	**Where are you going to go?** A message board	**Travel and the weather** A conversation

Reach higher p142 **Writing checklist** p149 **Learner profile** p150 **Exam success** p152

Speaking The alphabet • Classroom expressions • Telling the time

Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
Personal questions 1 A role-play	**Introducing yourself** A personal profile	**People around me** **Video:** A family history ***SEL:** Relationship-building *Social and Emotional Learning	**Exam success 1–2** **Reading:** 3-option multiple matching p36 **Speaking:** Personal questions p36 **Listening:** Gap fill p152 **Writing:** An email p152
Describing people Describing photos and identifying people	**Student exchange** An informal email **Culture exchange:** International students in Canada	**Awesome schools** **Video:** Japanese high school life **SEL:** Appreciating diversity	**Collaborative project 1** A typical family in your country – the statistics p37 Virtual Classroom Exchange
Giving directions A role-play	**New hobbies** A short note	**New hobbies** **Video:** Skate brothers **SEL:** Reducing stress	**Exam success 3–4** **Reading:** 3-option multiple choice p62 **Writing:** A note p62 **Listening:** 3-option multiple-choice p153 **Speaking:** Discussion with pictures p153
Making and replying to offers A dialogue	**A dream bedroom** A description of a place	**Tidy home, tidy mind** **Video:** A fairytale house **SEL:** Positive attitudes	**Collaborative project 2** Free-time activities in your country p63 Virtual Classroom Exchange
Talking about likes and dislikes Talking about free-time activities	**Writing a survey** A survey	**Switch off** **Video:** Give your brain a break **SEL:** Questioning your own attitudes and behaviour	**Exam success 5–6** **Listening:** 3-option multiple-choice p88 **Speaking:** Personal questions p88 **Reading:** 3-option multiple-choice cloze p154 **Writing:** A note p154
Describing photos Taking turns to describe photos	**An invitation** A short email	**Recycling and upcycling** **Video:** Chloe the upcycler **SEL:** Being creative	**Collaborative project 3** Spending habits of teens in your country p89 Virtual Classroom Exchange
Asking for and giving opinions An interview	**A sport hero** A story	**Success and discipline** **Video:** Extreme biking **SEL:** Being self-disciplined	**Exam success 7–8** **Reading:** Open cloze p114 **Writing:** A story p114 **Listening:** Matching p155 **Speaking:** Discussion with pictures p155
Personal questions 2 A role-play	**Replying to emails** An informal email giving news **Culture exchange:** Famous icons in the UK	**Future jobs** **Video:** Jobs of the future **SEL:** Empathising	**Collaborative project 4** Famous icons in your country p115 Virtual Classroom Exchange
Agreeing and disagreeing A discussion	**Helping the environment** A blog post	**Preservation** **Video:** Acorn thief! **SEL:** Keeping an open mind	**Exam success 9–10** **Listening:** 3-option multiple choice p140 **Writing:** A story p140 **Reading:** 3-option multiple choice p156 **Speaking:** Discussion with pictures p156
Giving reasons for your opinions Talking about places to stay on holiday	**Holiday destinations** An article **Culture exchange:** Australia's most popular destination	**Travel is good for the mind** **Video:** An unusual hotel **SEL:** Reflecting	**Collaborative project 5** Holidays in your country p141 Virtual Classroom Exchange

Communication activities p157 and p158 **Irregular verbs** p159

Vocabulary p6

Using a range of lexis to talk about the classroom

Warmer

Books closed. Pre-teach the words in exercise 1a that will be new for your students and/or difficult to pronounce. Move around the classroom, pointing to objects, eliciting or teaching the words and modelling and drilling the pronunciation of each. Tell students not to write anything down as they will see the spelling in the next exercise. After covering all the new/problem words, tell students to open their books and complete exercise 1a.

1a SPEAKING 01

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- Point out the silent 'r' in *board* /bɔː(r)d/ and the stress on the first word in *board rubber* and *pencil sharpener*.

Answers
a window **b** computer **c** board **d** door **e** pencil sharpener **f** notebook **g** rubber **h** chair **i** pen **j** desk **k** bag **l** textbook **m** pencil **n** ruler **o** book

Mixed ability

To make the activity more challenging, ask more confident students to cover the box in exercise 1a and try to remember the words and the correct spelling for the classroom objects in the picture.

1b

Answers
board rubber, dictionary, poster

1c SPEAKING

- After students do the task, collate additional classroom objects on the board, writing up the correct spelling and modelling/drilling the pronunciation.

Grammar p6

Using subject pronouns; using imperatives

Warmer

Books closed. Point at yourself and say *I am a teacher*. and then select a student, mouth the prompt *I am ...* and elicit *I am a student*. Reply with *Good! Yes. You are a student!* Select a male student, say *He is ...* and mouth *a boy* to elicit *He is a boy*. Select a female student and elicit *She is a girl*. Gesture towards the whole class and mouth *We are ...* and give a thumbs up sign to elicit *We are great/clever/etc.!*

1a With more confident classes, students may notice that there are no contractions of the verb *to be* in exercises 1a and 1b. Point out that contractions will be looked at in detail in Unit 1.

- After students do the task, check they understand that *he* is used for boys/men, *she* is used for girls/women and *it* is used for objects; and that *you* is used for everyone, singular and plural, from your best friend to kings and queens.

Language notes

In some languages, subject pronouns are often omitted. This is usually because the verb forms are much more precise than in English, so the subject can be identified from the verb form alone.

In English, with a few exceptions (e.g. the verb *to be*, present simple third person forms) it is not possible to know who we are talking about only from the verb.

If your students speak a language where subject pronouns are omitted, make sure they understand how important these are in English.

1b

Answers
2 They **3** We **4** She **5** It **6** You

2a Before students do the task, ask them to use the Classroom objects vocabulary in the previous section and say what they can see in the pictures, e.g. *1 It is a textbook.*; *2 It is a board.*; *3 It is a pen.*; etc.

2b 02

Answers
1 Work **2** Come **3** write **4** Sit

2c When checking answers, make sure students understand that imperatives in English do not change according to the number of people being spoken to or the formality or informality of the situation.

Answer
don't have

Extra activity

Put students into pairs to think of other common instructions they hear in their lessons and to try and say these in English, e.g. *Be quiet.*; *Open your books (at page 00).*; *Close your books.*; *Don't talk.*; *Listen carefully.*; etc.

Homework Workbook page 4

Speaking p7

Using the alphabet

Warmer

Tell students *I am [name and surname]*. Then say *Write it down*. and gesture for students to write. Repeat your name and surname, spelling it out, e.g. *My name's Joshua Ball. J – O – S – H – U – A B – A – L – L*. Then look at students, give them a thumbs-up and say *Easy?* and a thumbs-down and say *Difficult?* and elicit a response. Finally, write your name on the board, spelling it out one letter at a time.

1a PRONUNCIATION 03

- Point out any letters which are in the English alphabet but not in the students' own alphabet, and vice versa. Make sure students know that the English alphabet has 26 letters.

1b 04

Answer
Z is missing; /zed/

Language notes

Even if the students' own language uses the Roman alphabet, they may still have problems understanding or producing the English alphabet because the name of a letter in their language is similar to the name of a different letter in English. This leads many students to mix up pairs of letters such as *A/E, A/R, K/Q, E/I, G/J and I/Y*.

Students may also have problems with sound distinctions that don't exist in their own language, e.g. Spanish speakers may have problems with *B/V*.

Identifying the letters and sounds that your students are having trouble with and drilling/highlighting them regularly in class can help them to become more aware of these issues and focus on correcting them.

2a 05

- After checking answers, show students how the pronunciation of the colour, reflects the name of the letters in the group, e.g. *grey* (/greɪ/): *A* (/eɪ/), *H* (/eɪtʃ/), *J* (/dʒeɪ/), *K* (/keɪ/). In the last group, the connection is in *dark* not *blue* (/dɑːk/): *R* (/ɑː/).

Answer
They are categorised according to the vowel sound in the name of the letter.

2b 05

Extra activity

Mouth a letter silently and ask students to tell you which colour group they think it is in and – if possible – what letter they think you were saying. Confirm the letter and then mouth the letter again for students to copy silently. They can then try saying the letter with sound before you move on to a new letter.

3 06

- After checking answers, highlight any pairs of letters which typically cause problems for students in your teaching context.

Answers
1 K, Q **2** E, I **3** A, R **4** G, J **5** D, T **6** A, E **7** B, V **8** I, Y

4 07

Answers
1 bag **2** desk **3** chair **4** window **5** computer **6** dictionary **7** board rubber **8** pencil sharpener

5 SPEAKING

- If possible, run this activity as a mill drill. Students close their books. Copy the speech bubbles onto the board, then tell students to stand up and talk to their classmates, repeating the dialogue with each person they meet. As students move around, slowly delete words from the speech bubbles on the board, forcing students to remember the dialogue.

6a Before students do the task, ask them to close their books. Point at the board and ask *What's this in English?*, *Can you repeat that, please?* and *How do you spell that?* If students give short answers to the first two questions then, after checking answers in exercise 6b, highlight the extra words they didn't use.

6b 08

Answers
1 c **2** a **3** b

6c After checking answers, point out that using as much English as possible in class, rather than their own language, is essential if students want to make fast progress. If a student uses their own language for an English expression that was already taught, elicit from the class how to say it in English.

- With more confident classes, if your level of the students' own language is good enough, consider teaching *How do you say ... in English?*

Answers
1 How do you spell that? **2** What's this in English?

7 SPEAKING

- Encourage students to use real objects that they have in class with them, but to use the pictures in the Vocabulary section on page 6 of the Student's Book where necessary.

Homework Workbook page 5

Vocabulary p8

Using a range of lexis to talk about colours

Warmer

Books closed. Revise the colours from exercise 2a on page 7 of the Student's Book, i.e. *blue*, *green*, *grey*, *red*, *white*, *yellow*. Look for classroom objects for each colour, e.g. take a red pen out of your pocket and say *It is a pen. It is ...* (say *colour* and elicit *red*); hold up a white rubber and say *It is ...* (elicit *a rubber*) then *It is ...* (elicit *white*). With more confident classes, encourage students to give you the complete sentences with *It is ...*; first with the object, then with the colour, e.g. *It is a notebook. It is green*. With less confident classes, elicit just the objects and the colours.

1a 09

- After checking answers, ask students to find classroom objects for *black*, *brown* and *pink* as these were not included in exercise 2a on page 7 of the Student's Book and are not included in the picture in this exercise.

Answers

a purple **b** orange **c** red **d** blue **e** yellow **f** green
colours not included: black, brown, grey, pink, white

1b If students are not clear about the task, mime carrying a paint palette and brush. Say *black* and mime taking one colour with your brush, then say *white* and mime taking another. Then mix the colours up with your brush, saying *black and white is ...* and elicit *grey*.

Answers

1 grey **2** pink **3** green **4** purple **5** orange **6** brown

2 With less confident classes, show students how the example sentence uses *is*. Then complete a second example as a class using *pens* and show them how the sentence uses *are*. Write *is* on the left of the board and say *one object*; then write *are* on the right of the board and say *two, three, four, objects*.

Answers

The pens are blue.
The ruler is red.
The pencil is yellow.
The notebooks are green.
The pencil sharpener is orange.
The rubber is blue and white.

Fast finishers

Students write more sentences about objects in their classroom using the colours in this section.

Vocabulary p9

Using a range of lexis to talk about cardinal and ordinal numbers, and days and months

Warmer

Books closed. Write *Today* on the board, followed by the day, and the date in numbers, e.g. *Thursday 09/09*. Say *It's ...* and see if students produce *Thursday the 9th of September* correctly. Write the date in words under the numbers and highlight the use of 'the' and 'of', i.e. *the 9th of September*. Tell students to open their books and point out that they will be working on *numbers*, *days* and *months*.

1a Point out that in English we use ordinal numbers for dates and cardinal numbers for counting and elicit if this is different to students' own language.

1b 10

- When checking answers, remember that some students may have difficulty pronouncing the /θ/ sound, e.g. *fourth*. Encourage them to put their finger on their lips and say the sound. Their tongue should lightly touch their finger. This sound is particularly complicated to produce in *fifth* (/fɪfθ/) and *sixth* (/sɪksθ/), words which some native speakers pronounce incorrectly.

Answers

Cardinal numbers: two – 2, three – 3, four – 4, five – 5, six – 6, seven – 7, eight – 8, nine – 9, ten – 10
Ordinal numbers: second – 2nd, third – 3rd, fourth – 4th, fifth – 5th, sixth – 6th, seventh – 7th, eighth – 8th, ninth – 9th, tenth – 10th

2a If your class is more confident, ask students to cover the box and try to write the ordinal numbers, adding *th* and *st* and changing spelling where necessary.

2b 11

- After checking answers, elicit the ordinal numbers from 14th to 19th, highlighting how they all end in /θ/ and modelling/drilling pronunciation. Then show students how the ordinal numbers from 21st to 29th mirror the ordinals from *first* to *ninth* in the table in exercise 1a, i.e. *21st* (*twenty-first*), *22nd* (*twenty-second*), *23rd* (*twenty-third*), etc.

Answers

a eleventh **b** twelfth **c** thirteenth **d** twentieth **e** twenty-first
f twenty-fifth **g** thirtieth **h** thirty-first

3a To make this exercise more fun, ask students to work in pairs and race against the rest of the class to complete the columns first. Pairs should put up their hands the moment they have finished. Look at their answers quickly to see if they have the correct order before declaring them the winners.

3b 12

Answers

Days: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Months: February, March, April, May, June, July, August, September, October, November, December

4a Before students do the task, remind them to pay attention to whether the ordinal numbers end in *st*, *nd*, *rd* or *th*.

4b 13

Answers

2 the third of September **3** the twenty-fifth of December
4 the eleventh of June **5** the fifteenth of August
6 the twenty-second of April

Extra activity

Play dates bingo with the class. Write a total of twenty dates in numbers on the board, in the same format as exercise 4a, e.g. *15/02*. Then draw a simple grid with three columns and two rows:

Tell students to complete the boxes with dates from the board. Read out the dates on the board in a random order, keeping a note for yourself of the dates you use. The first student to complete their grid shouts *Bingo!* Look at his/her answers quickly to see if he/she has the correct dates before declaring him/her the winner.

5b Check if students understand the meaning of *today*, *yesterday* and *tomorrow* and encourage them to make a note of these words as they are very frequent.

Culture exchange

6 Point out that some dates are always clear, e.g. *15/12* (UK) or *12/15* (US) can only be *the 15th of December*, as there are only twelve months in a year. However, there are many combinations of dates which confuse even native speakers if they are not sure whether the text they are reading is from the US or the UK.

7 SPEAKING

- Follow up by asking each student to tell you when his/her birthday is and have students listen carefully to find out if any students have the same birthday.

Homework Workbook page 6

Speaking p10

Telling the time

Warmer

Books closed. Write on the board: *What time is it?* Ask the question and, if you have one, point to the clock in the classroom. Write the current time in numbers on the board, e.g. *9.15* and elicit *nine fifteen*. Explain that we can tell the time using only numbers, but native speakers usually use a different system. Tell students the time using the 'o'clock' system, e.g. *It's quarter past nine*.

1 With less confident classes, put students into pairs to do this task and ask them to write each time in numbers after the item, e.g. *1 one o'clock (1.00)*, *2 ten past two (2.10)*, etc.

Answers

2 ten past two **3** quarter past three **4** half past four
5 twenty to five **6** quarter to seven **7** ten to eight
8 five to nine **9** nine o'clock

Extra activity

Draw a simple, circular clock face on the board with both hands at *12*. Write *o'clock* at the top (at *12*), *quarter* on the left (at *9*) and right (at *3*), and *half* at the bottom (at *6*). Then, in a different colour, draw a semi-circular arrow around the right of the clock face from *12* to *6* and write *past* and a semi-circular arrow around the left of the clock face from *6* to *12* and write *to*.

Put students into pairs to copy the clock face into their notebooks. Then, in pencil, students draw in the hands for each of the times in exercise 1 and practise saying them, relating the position of the hands to the numbers on the clock and the words used to tell the time.

2

Answers

1 quarter past nine **2** five past six **3** quarter to three
4 twenty past twelve **5** twenty to nine **6** ten past three
7 twenty-five past ten **8** half past seven

3

Answers

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

4 SPEAKING

- Point out that when we give more precise minutes, not just *five*, *ten*, *twenty*, etc., we also need to include the word *minutes* e.g. *It's twenty-seven minutes past eight*. We do not include the word *minutes* in any other cases.
- After checking answers, if you are teaching in a country with more than one time zone, ask students to think of major cities in their country and ask each other questions with *What time is it in ...?*

5 SPEAKING

- Before students do the task, point out that even when the time is displayed in numbers, native speakers still tend to use the 'o'clock' system if someone asks them the time.
- With less confident classes, quickly review the days and months and remind students what they learnt in the previous Vocabulary section about using cardinal numbers when saying dates.

Homework Workbook page 7

Test yourself p11

Grammar test

1

Answers

1 It **2** They **3** He **4** We **5** She **6** You

2

Answers

1 Open **2** Don't close **3** Use **4** Don't talk

Vocabulary test

1

Answers

1 desk **2** rubber **3** notebook **4** poster **5** computer **6** pencil

2

Answers

1 yellow **2** orange **3** red **4** purple **5** blue **6** green

3

Answers

1 Wednesday **2** February **3** December **4** Sunday **5** Saturday **6** June **7** Tuesday **8** October

Vocabulary in context p12

Using a range of lexis to talk about countries and nationalities

Warmer

Write the unit title *All about me* in a circle in the centre of the board. Then write four or five words about yourself around the circle. Write some easy ones like: *Tom*, *30*, *swimming*, *Brazil*, *British*. Ask students to guess how these words relate to your identity (*son*, *age*, *hobby*, *where you live*, *nationality*). Give students the answers and ask them to look at the photos at the top of pages 12 and 13 of the Student's Book and the unit title, and predict what they think the unit is going to be about – countries, nationalities, family, hobbies, etc.

1 SPEAKING 14

Answers
a Australia **b** the US **c** Japan **d** China **e** the UK

2 SPEAKING

- If possible in your teaching context, ask students to search quickly for photos of famous landmarks in the other countries in exercise 1 in order to test each other further.

3a 15

- Point out that students should put the countries in exercise 1 in alphabetical order in the first column and then match the nationalities to these. This will make it easier to check their answers in the next step.

Language notes

- Many nationalities end in *-(i)an*, e.g. *American*, *Argentinian*, *Australian*, *Brazilian*, *Egyptian*, *German*, *Mexican*, *Russian*. The stress comes before the *-(i)an* sound.
- Some nationalities end in *-ish*, e.g. *British*, *Spanish*, *Turkish*. These are generally two-syllable words and the stress is on the first syllable.
- A few nationalities end in *-ese*, e.g. *Chinese*, *Japanese*. The stress is always on the *-ese* sound.

3b 16

Answers
Argentina, Argentinian; Australia, Australian; Brazil, Brazilian; China, Chinese; Egypt, Egyptian; Germany, German; Japan, Japanese; Mexico, Mexican; Russia, Russian; Spain, Spanish; the UK, British; the US, American; Turkey, Turkish

4 17

- When checking answers, if useful for your students, play the recording and pause at the specific sentences which contain the answers.
- Point out that where the word used on the recording is a country, then the item has the nationality, and vice versa. Ask students to tell you which item uses countries not nationalities (item 2).

Answers
1 Argentinian – *I come from Argentina.*
2 Germany – *I'm German.*
3 Turkish – *I come from Turkey.*
4 American – *I live in the US ...*
5 Japanese – *I come from Japan.*

5a Ask students: *Where can you see quizzes like this?* Elicit that they are often in *magazines* or *online*.

- With less confident classes, check gaps a–i before students answer the quiz questions in exercise 5b.

Answers
a Brazilian **b** American **c** Japanese **d** British **e** Turkish **f** Spanish **g** German **h** Argentinian **i** Chinese

5c 18

Answers
1 Brazil **2** Bruno Mars **3** Japan **4** the UK **5** Turkey **6** Spain **7** Germany **8** Lionel Messi **9** China

Fast finishers

Students make a note of something famous for each country in exercise 1. After checking answers to exercise 5b, they share these with the class and other students say the correct country, e.g. *hot dogs – the US*, *kangaroos – Australia*, etc.

Use it ... don't lose it!

6 SPEAKING

- If you have students in your class of a range of nationalities, follow up by asking: *Where are you from?*, eliciting answers and checking all students know how to say their nationality in English.

Homework Workbook page 10

Reading p13

Reading for gist and specific information

Warmer

Books closed. Write *Brasília*, *Madrid* and *Mexico City* on the board. Ask students: *What are these?* Elicit 'capital cities', and check students know they are the capital cities of *Brazil*, *Spain* and *Mexico* respectively.

In pairs, students race against each other to write down the capital cities for the other countries in exercise 1 on page 12 of the Student's Book. Choose one pair to come up and write them on the board. Check the spelling and pronunciation of each one. If a pair makes a mistake with the capital city, e.g. *Sydney* as the capital of *Australia*, ask them to sit down and invite a different pair to come to the board and continue.

Revise the countries by writing '*... is the capital of ....*' on the board. Elicit sentences for all the countries, e.g. ***Teacher:*** *Ankara*; ***Students:*** *Ankara is the capital of Turkey.*

Answers

Argentina, Buenos Aires; Australia, Canberra; China, Beijing; Egypt, Cairo; Germany, Berlin; Japan, Tokyo; Russia, Moscow; Spain, Madrid; the UK, London; the US, Washington DC; Turkey, Ankara

1a SPEAKING

- Make sure students understand that the question is referring to the two photos at the top of page 13 of the Student's Book.

Answers

1 at the beach **2** at school/in a classroom

1b Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

Answers

1 They started an organisation to help people say 'no' to plastic bags.
2 He invented an online quiz app.

2 19

- The reading texts are recorded so students can listen to them as they read. This recorded material provides exposure to correct pronunciation, stress, and sentence rhythm. With less confident classes, use the audio to help support students as they read the text. With more confident classes, you could use the audio to check answers to comprehension questions, asking students to raise their hands when they hear the part of the track with the answer.

Answers

1 True – *Melati and Isabel Wijsen are sisters ...*
2 True – *These sisters have got their own organisation for young people, Bye Bye Plastic Bags ...*
3 True – *Over 20,000 people are with them on one clean-up in Bali!*
4 False – *... organisation for young people, Bye Bye Plastic Bags ...*
5 False – *He's from the US ...*
6 False – *It's for teachers and students.*
7 True – *... students in 100 countries ...*
8 True – *His mum, dad, sister and brother all help him.*

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to work on only half of the questions. Tell half the students to work on items (1–4) (about Melati and Isabel) and the other half on items (5–8) (about Josh).

Then pair students with a student who worked on the other questions or make groups of three including a more confident student who worked on all eight questions. Students explain their answers before feeding back to the class.

3 Encourage students to use their dictionaries to find the meaning of the underlined words in the text. If students have access to the Internet, they can look up the words in the Macmillan Online Dictionary.

Answers

island – land surrounded by water
change – make different
clean up – remove pollution from a place
rubbish – things you throw away because you don't need them
quiz – a competition with questions and answers
awards – a prize when you do something good
team – a group of people who work together
barks – when a dog makes a short loud sound

4 SPEAKING

- Follow up by asking: *What do you do for the environment? What apps do you use to help you learn?*

5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:

  In my opinion, Bye Bye Plastic Bags/Gimkit *is a useful and interesting idea because ...*

  I believe/feel/think that Bye Bye Plastic Bags/Gimkit *is a useful and interesting idea because ...*

Homework Workbook page 11

Grammar in context 1 p14

Using *to be* – affirmative and negative; using *to be* – questions and short answers

Warmer

Books closed. On the board, write five sentences about yourself that use *I'm*, including one false piece of information, e.g.
I'm a teacher. / 46 years old. / happy today. / from Chicago. / American.
Put students into pairs to identify the false information. Take feedback as a class, and see if students are able to use *to be* correctly in their answer, e.g. *You're American, but you aren't from Chicago, you're from Dallas.*
Circle the *I'm* on the left of the board and ask students: *What verb is this?* and elicit *to be*.

1a

Answers
1, 3, 4 and 6 are affirmative.
2 and 5 are negative.

1b

Answers
1 'm **2** 's **3** 're **4** 're **5** isn't **6** aren't

1c After checking answers, elicit when we use long forms and when we use short forms or contractions (see Language notes).

Answers
1 I'm **2** She's **3** They aren't (*They're not* is also possible.)
4 I'm not **5** We're **6** He isn't (*He's not* is also possible.)
7 You're **8** They're **9** We aren't (*We're not* is also possible.)
10 It isn't (*It's not* is also possible.)

Language notes

A contraction is two words joined together to make a short form. The verb *to be* is often shortened. We use an apostrophe (') in place of the missing letters. We can only make contractions with certain words. There are four common types:

- Subject + auxiliary verb, e.g. *I'm*, *She's*, *They're*
- Negative sentences with *not*, e.g. *You aren't Mexican.*; *He isn't from Brasília.* (Note that it is not possible to contract *am* and the negative adverb *not*, i.e. not ~~*I amn't ...*~~)
- Question words with *is*, e.g. *What's*, *Who's*, *Where's*
- Singular subject nouns with *is*, e.g. *name's*, *mother's*, *sister's*

Contractions are common in spoken English and informal writing. We don't usually use contractions in formal writing.

2 When checking answers, point out that in spoken English *is* is often contracted in sentences like sentences 2, 5 and 6 but that a short form can't be used in sentence 7.

Answers
2 is **3** are **4** am **5** is **6** is **7** are **8** is

3 Before students do the task, make sure they understand that the sentences are grammatically correct, but that they need to change the information to make them true for them and their class.

4 When checking answers, make sure students are clear in which sentences they can use short forms and in which they need to use long forms. Explain if necessary that the short form is not used in **h** because *It's name's* is difficult to say.

- After checking answers, make sure students understand that Naomi Osaka (/naːˈɔːmiːɔːˈsaːkaː/) is a real person.

Answers
a 's/is **b** 's/is **c** 's/is **d** are **e** isn't/is not **f** is
g aren't/are not/'re not **h** is

5a Make sure students understand that more than one answer is possible for some of the sentences.

5b SPEAKING

Possible answers
1 I'm Japanese/a tennis player.
2 I'm not from Florida/American.
3 My mother isn't American/from the US.
4 My father is from Haiti/called Leonard.
5 My dog is black and white/called Panda.

Extra activity

Put students into pairs. Tell them to work individually and write as many sentences as they can about their partner, using *to be*, e.g. *You're 14 years old. You're from Guadalajara. Your parents are teachers. Your sister's name is Carla.*
Students then tell their partner the sentences they wrote about them. They can answer with *Yes, that's right!* or correct any incorrect information with *No, I'm not. I'm ...*, etc.

6 Show students how question inversion works by holding up three fingers to represent *He*, *is* and *American*. Then use your other hand to show how the first two words change position for the question *Is he American?*.

Answers
a after **b** before **c** long **d** short

Homework Workbook page 12

7a With less confident classes, ask students *What word is first in a question?* and elicit *the verb 'to be'*. Look at items (1–8) and identify the form of *to be* in each one. Tell students to start with that word.

Answers
1 Is it 12 o'clock?
2 Is your brother happy?
3 Are you American?
4 Is Katy 12 years old?
5 Are your parents at home?
6 Are you and your friend tennis players?
7 Is your birthday in March?
8 Am I a good friend?

7b Before students do the task, point out that for some questions more than one answer is possible.

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

8a

Answers
1 Is it Monday today?
2 Are you 12 years old?
3 Are you in Australia?
4 Is your bag blue?
5 Are you Mexican?
6 Are we in class?
7 Is your birthday in July?
8 Am I a good student?

8b SPEAKING

- Encourage students to continue any *No, ...* answers, e.g. ***A:*** *Is it Monday today?* ***B:*** *No, it isn't. It's Tuesday.*

9a 20

- Ask students to look at the diagram. Then ask them what type of information is in each column (*country*, *job*, *gender*, *name*) and what they know about the people. Draw students' attention to the dialogue below. Play the audio track and show students how to follow the conversation across the four columns of the diagram.

Answer
Ella Mai

Culture notes

DeRon Horton (Houston, Texas; 1992) *Lionel Higgins* in *Dear White People*; **Natalia Dyer** (Nashville, Tennessee; 1995) *Nancy Wheeler* in *Stranger Things*; **Adam Levine** (Los Angeles, California; 1979) lead singer of *Maroon 5*; **Beyoncé** (Houston, Texas; 1981) first solo hit single *Crazy in Love* (2003); **Tom Holland** (London, England; 1996) *Spider-Man* in the Marvel film series; **Daisy Ridley** (London, England; 1992) *Rey* in the recent *Star Wars* trilogy; **Ed Sheeran** (Halifax, England; 1991) first hit single *The A Team* (2011); **Ella Mai** (London, England; 1994) first hit single *Boo'd Up* (2018)

Vocabulary p15

Using a range of lexis to talk about the family

Warmer

Books closed. Write *family* in a circle in the centre of the board, then write these six gapped words around it: m _ _ _ _ _, f _ _ _ _ _, b _ _ _ _ _ _, s _ _ _ _ _, s _ _, d _ _ _ _ _ _ _. Put students into pairs to see if they can complete the family words. Check answers, including the spelling and pronunciation of each one.

Answers
mother, father, brother, sister, son, daughter

1a 21

- Check students are clear which words form male/female pairs, e.g. *brother/sister*, *father/mother*; which do not change for gender, e.g. *cousin*; and which are plurals, e.g. *grandchildren* (singular *grandchild* or *grandson/granddaughter*), *grandparents* (singular *grandparent* or *grandfather/grandmother*).

Answers
1 grandmother 2 father 3 aunt 4 sister 5 cousin

2b 22

Answers
a sister b mother c father d grandparents e grandfather
f uncle g aunt h niece i cousin

Extra activity

Draw your family tree with all the relationships you want to practise. Do not show it to students at this point. Prepare a number of statements about the relationships, e.g. *Richard is John's father.*; *Lily is Sarah's niece.*; etc. Divide the class into small groups. With more confident classes, read the clues out one at a time. With less confident classes, write the clues up on the board one at a time. Students use the clues to draw your family tree bit by bit. The winner is the first team to put together a family tree identical to the original.

Use it ... don't lose it!

3 SPEAKING

- With more confident classes, consider introducing *great-* (e.g. *great-grandson* [an extra generation]), *half-* (e.g. *half-sister* [sister with one shared parent]) and *step* (e.g. *stepbrother* [brother because parents have remarried]).

Homework Workbook page 13

GREAT LEARNERS GREAT THINKERS p16

Thinking about the importance of family and friends

Warmer

Books closed. Revise family words from Vocabulary on page 15 of the Student's Book by asking students questions, for example, *Who is my mother's mother?* (my grandmother); *Who is my mother's sister's son?* (my cousin).
Make sure you cover both *grandmother* and *cousin* as these are used in the video. If you did not introduce *great-* (e.g. *great-grandson* [an extra generation]) in the Vocabulary section, do so here as *great-great-grandmother* is used in the video.

1a After checking answers, check the pronunciation of *generous* (/ˈdʒenərəs/), *clever* (/ˈklevə(r)/), *kind* (/kaɪnd/) and *friendly* (/ˈfren(d)li/).

Answers
1 d 2 a 3 b 4 c

1b With more confident classes, brainstorm other words to describe people, including the opposites to the words in exercise 1a (i.e. *mean*, *stupid*, *unkind* and *unfriendly*). Point out that in English being direct is generally avoided in negatives, so people tend to say, for example, *My brother is not very clever.* rather than *My brother is stupid.*

1c With less confident classes, suggest students draw a simple family tree with what they know about their family history and make notes for each person. They can then use these notes to help them tell a partner.

2 VIDEO

Answers
1 C – A man is with a child.
2 E – Two men are in a library.
3 A – A man is by a river.
4 F – A man and a woman are at a table.
5 B – A man is in a car.
6 D – Two men are in a big house.

3 VIDEO

- After checking answers, check the meaning of the following adjectives from the video: *famous* (*when a lot of people know a person's name*), *poor* (*when a person hasn't got money*), *sad* (*the opposite of happy, when something bad happens*), *rich* (*when a person has got a lot of money*) and *powerful* (*when a person can control what other people do or think*).

Answers
1 an actor – *Danny Dyer is a British actor*
2 London – *He was born in London and still lives there today.*
3 two children – *Danny has children, …*
4 cousin – *Lord Tollemache … is Danny's distant cousin.*
5 happy – *Danny is amazed!*

GREAT THINKERS

5 SPEAKING

- The *CSI: Colour, Symbol, Image* thinking routine helps students to focus their ideas. It encourages students to record their responses to a text/video/recording in a non-verbal way.
- Before students work individually, demonstrate the first step with the class. Ask students to share some of the ideas from the text that they think are interesting or important and collate these on the board. Choose one, circle it and ask them: *What colour does this make you think of?* Elicit some ideas and make sure students understand there is no 'correct' answer for this, or for any of the steps.
- Students then work individually responding to the main ideas. If possible, ask students to search online for a photo in step 3 rather than trying to create an image themselves.
- In step 4, students can now respond to each other's ideas.

6 SPEAKING

- Before students do the task, make sure they understand that they should put the five qualities in order from 1 to 5, not rate them, i.e. they can only use each number once.

GREAT LEARNERS SEL

- Highlight how important it is to give reasons for your opinions if you want people to understand what you think, even if they don't agree with you.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often justify my opinions' and 5 means 'I frequently justify my opinions'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for justifying their opinions more. Alternatively, ask students individually to think of ways to justify their opinions more.

Listening p18

Listening for specific information

Warmer

Write *A [students' nationality] family is ...* on the board, e.g. *A Brazilian family is ...* and ask students for ideas on how to complete the sentence, e.g. *big, happy, two parents and three children.*

1 SPEAKING

- After students do the task in pairs, extend to a class discussion by asking: *Is your family big or small? Are there big families in [students' country]?*

2 23

- Exam tip To answer the question in the Exam tip box: looking at the pictures helps students predict the situation and vocabulary in the listening.
- Point out that in the preparation time given before they listen students should try to make predictions about the information that fills the gaps. Look at the items together and elicit ideas, e.g. item 2: *a family relationship – mother? grandmother? aunt?*; item 3: *a number*; etc.
- Remind students that they will usually hear the recording twice. Tell them not to panic if they do not understand information the first time. If they don't hear the answer for one gap, they should start listening immediately for the answer for the next gap.

3 23

Answers
2 mother **3** 38 **4** 32 **5** Mexico **6** garden **7** 21

4 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Possible answer
I think my ideal family is a big family. I say that because my family is small, just me and my parents! We're happy, but brothers are sisters are lots of fun, I think. They play basketball and football with you and help you with your homework.

Grammar in context 2 p18

Using *have got*; using possessive adjectives

Warmer

Take an object from your bag, e.g. your mobile phone. Write on the board *I* _____ _____ *a* _____ _____. and elicit the sentence *I have got a mobile phone.* Use three of your fingers to show the words 'I', 'have' and 'got' and close the first and second fingers up to elicit the contraction *I've*.
Draw a question mark (?) on the board and elicit the question *Have you got a mobile phone?* Then point at the ? on the board and point into your bag and elicit other questions with *Have got ...?* from the class.
If students guess an item you have, take it out and reply *Yes, I have.* If not, say *No, I haven't.*

1a You may have set the Flipped Classroom video for homework, but if not, watch the video in class before working through the activities.

Answers
1 affirmative **2** question **3** short answer **4** negative

1b

Answers
1 's got **2** haven't got **3** Have **4** Has **5** have **6** haven't **7** has **8** hasn't

1c

Answers
1 have got **2** has got **3** has not got **4** have not got

Language notes

Both *have* and *have got* are used to talk about possessions.
In American English, *have* is more frequent and the negative and question form is formed with the auxiliary *do*, e.g. *Do you have a mobile phone?*
In spoken British English, *have got* is much more common, e.g. *Have you got a mobile phone? Have* is used in writing as it is more formal.
Have and *have got* are also used for timetabled events, e.g. *I've got an exam today.* and illnesses, e.g. *I've got a cold.*
The informal expression *have got it*, e.g. *I've got it now.* is used to say we understand something.

2a

Answers
2 Have you got a pencil in your bag?
3 Have you got a cat?
4 Has your grandfather got a phone?
5 Have your friends got big families?

2b SPEAKING

- Drill the pronunciation of the questions before students work in pairs.

Extra activity

In pairs, students take turns to ask each other five *Have you got ...?* questions and get one point each time the answer is *Yes, I have.*, e.g. *Have you got a blue pen in your bag?* They then ask five *Have you got ...?* questions where they get one point for each time their partner says *No, I haven't.*, e.g. *Have you got a million pounds?* The student with the most points wins the game.

3

Answers

2 hasn't got; He's got a red pencil.
3 have got
4 hasn't got; He's got a pencil.
5 hasn't got; He's got a ruler.
6 has got
7 haven't got; They've got a textbook.
8 hasn't got; She's got a blue notebook.

Culture exchange

4 When checking answers, point out that item c is singular because it's *one home in four*, but items d, e and f are all plural because the percentages are referring to homes.

Answers

a 's/has got **b** has got **c** hasn't got **d** have got **e** have got
f have got

5a After checking answers, draw students' attention to the possessive adjective *Its* and make sure they understand that, although it looks like the verb *to be* (i.e. *It's*), it is written as one word, without an apostrophe.

Answers

1 My **2** Her **3** His **4** Our **5** Their

5b When checking answers, point out that we generally refer to animals as *it*, as in item 1. In some circumstances, usually when talking about pets, we may use *he* or *she*, as is done when referring to Josh's dog at the end of the text on page 13 of the Student's Book.

Answers

1 Its; b **2** Their, his, Her; c **3** your, their; a **4** My, my, His, His; d

Use it ... don't lose it!

6 With less confident classes, demonstrate the task by writing three questions on the board that are true for you and asking students to match them to three of the short answers (1–6), e.g. *Have you got a cat?* (*2 Yes, I have.*); *Are you a teacher?* (*1 Yes, I am.*); *Is your family big?* (*5 No, it isn't.*)

7 SPEAKING

- Make sure students understand that in this activity they should use the questions they wrote in exercise 6 but give true answers.
- With more confident classes, ask students to give more information where possible, e.g. ***A:*** *Is your family big?* ***B:*** *Yes, it is. I've got two brothers, four sisters and fourteen cousins!* You can also ask them to make notes about their partner and feed back to the class at the end of the activity, using the third person to talk about their partner.

Homework Workbook page 14

Developing speaking p20

Asking and answering personal questions 1

Warmer

Give students a spelling test with the following ten words, which cover all 26 letters of the alphabet. In each case, say the complete word and then spell it out, letter by letter, e.g. *Brazil, B – R – A – Z – I – L*.
Words to test: *Brazil*, *wife*, *award*, *generous*, *Japan*, *question*, *Turkish*, *Mexico*, *clever*, *happy*
Check answers by choosing students to come up and write each word on the board, saying aloud the letters as they do so.

1a SPEAKING

- Extend the discussion by asking: *What can you see in the photo?* and eliciting the words *corridor* and *lockers*, and *Who are the people in the photo?* and eliciting that they are probably teacher and student.

1b 24

- Books closed. With less confident classes, as students listen and check their guesses in exercise 1a, they should also listen to see how many questions they hear (*7*). With more confident classes, ask students to note down the key words from each question, e.g. *name*, *surname*, *spell*, as they listen; then put them into pairs to try and reconstruct the questions. Students then look at the questions in exercise 2a.

Answer
at school

2a Remind students that they can look back through the unit to help them complete the dialogue.

2b 24

Answers
1 My name's **2** My surname's **3** S – I – L – V – A **4** I'm
5 from Lisbon in Portugal **6** I've got **7** sports

2c SPEAKING

- If useful for your students, play the recording, pausing and repeating each question and answer for students to listen and repeat. Make sure students are pronouncing the contractions correctly.

3 After checking answers, brainstorm common hobbies to answer the question *What are your hobbies?*, e.g. *football*, *volleyball*, *video games*, *computers*, *basketball*, *reading*.

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

4a 24

- Exam tip To answer the question in the Exam tip box: in speaking exams, the first questions are usually personal questions. One typical question is *Can you spell your name/surname?* To spell, students need to know the alphabet, so they should practise spelling their name, surname and other words they think they might be asked to spell.
- Remind students to use 'double' when possible, as, for example, *F – E – double R – E – I – R –A* will give the examiner a better impression than *F – E – R – R – E – I – R – A*.

Answers
a name **b** surname **c** How do **d** old **e** from
f brothers or sisters **g** hobbies

4b SPEAKING

- Before students do the task, point out the use of *brothers or sisters* in the question *Have you got any brothers or sisters?* Make sure students understand that in English they need to use both words when asking this question.

Practice makes perfect

5a–b SPEAKING

- For each role-play, make sure students read through the information carefully before they start. The 'teacher' should try and memorise the questions he/she needs to ask, and the 'student' should check how to say any letters they need and have problems with so that they can answer the question *How do you spell that?*

5c SPEAKING

Mixed ability

To make the activity more challenging, ask more confident pairs to introduce their partner to the class, rather than acting out their dialogue. They should use either the personal information from exercises 5a and 5b or real information they know about their partner. Remind students to use suitable phrases, e.g. *This is ...*, *I'd like you to meet ...*; and third person forms, e.g. *He/She is ...*, *He/She has got ...* to do this.

Homework Workbook page 15

Developing writing p21

Writing a personal profile

Warmer

Books closed. Write or project these jumbled questions on the board:
your / what's / name / ?
old / are / how / you / ?
you / are / from / where / ?
a big family / you / have / got / ?
your / are / what / hobbies / ?
Students put the words in order.

Answers
What's your name? How old are you? Where are you from? Have you got a big family? What are your hobbies?

1a If you used the Warmer, after students have read the personal profile, ask: *Does Gabriela answer all five questions?* (Yes, she does.)

- Check students understand the meaning of *collection* (*a group of things*).

1b Make sure students understand that they should complete the fact file with notes only, not full sentences.

Answers
Name: Gabriela **Surname:** Cruz **Age:** 12 **Nationality:** Mexican **Parents:** Juan and Sofia **Brothers/Sisters:** two brothers and one sister **Pets:** a/one dog **Hobbies:** music and films

2 Check students understand the meaning of *group related ideas* (*put together things that are connected*).

Answer
Yes, she does.

3 With more confident classes, after checking answers, tell students to divide the profile into paragraphs. Tell them to refer to Gabriela's personal profile in exercise 1a and organise the information in a similar way. (Paragraph 1: d, b; Paragraph 2: f, c, i, a, g, h, j (or c, i, f, a, g, h, j); Paragraph 3: e)

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

Fast finishers

Ask students to find all the subject pronouns and possessive adjectives in the personal profile in exercise 3 and note down who or what they are referring to, e.g. ***a*** *I (Ben) 've got*; *His (Oliver) name*; *we (Ben and his family) call*; ***b*** *I (Ben) 'm from*; etc.

4 Remind students they can look back at the subject pronouns on page 6 of the Student's Book to help them complete the sentences.

- When checking answers, make sure students remember that *he* is third person singular (people, male); *she* is third person singular (people, female); *it* is third person singular (things); and *they* is third person plural (people/things, male/female).

Answers
a My **b** I **c** I **d** My **e** My **f** Their **g** His **h** He **i** Their **j** They

5 Remind students that, as in exercise 1b, they should complete the fact file with notes only, not full sentences.

Practice makes perfect

6a Before students do the task, ask them to look at Gabriela's personal profile in exercise 1a and ask: *Is this text type formal or informal?* Elicit that the use of contractions for *to be*, the verb *have got* and the phrase *I'm really into ...* all make the personal profile a good example of an informal text.

6b Read through the Writing checklist with the class before students check their own work. Make sure they understand each point and check the meaning of any words you think students may have problems with.

Homework Workbook page 16

Test yourself p23

Grammar test

1

Answers

a Are **b** am/'m not **c** Are **d** are **e** Is **f** isn't **g** is

2

Answers

1 have **2** have **3** haven't **4** Has Tom, has **5** Have Mary and Harry, haven't

3

Answers

1 His **2** My **3** Its **4** Our **5** Her, her

Vocabulary test

1

Answers

1 Argentina **2** Egypt **3** Germany **4** Japan **5** Brazil **6** Australia

2

Answers

1 Brazilian **2** British **3** American **4** Mexican **5** Chinese **6** Spanish **7** Turkish

3

Answers

1 uncle **2** grandmother **3** grandfather **4** sister **5** niece **6** aunt **7** son

Vocabulary in context p24

Using a range of lexis to talk about school subjects and everyday objects

Warmer

Books closed. Write *My school* in a circle in the centre of the board and brainstorm names for different rooms in a school, e.g. *gym*, *science lab*, *music room*, *art room*, *classrooms*, *library*, *office*, *staffroom*, *cafeteria*, *hall*, etc. With less confident classes, you could give the first letter(s) of some words and some simple clues, e.g. *You do exercise here.* (*gym*); *You do experiments here.* (*science lab*).

1a SPEAKING 25

- Point out the use of brackets. Explain that *DT* and *PE* are usually referred to by their abbreviations rather than their full titles, *design and technology* and *physical education*.

1b 26

- After checking answers, ask students: *Which subjects have a capital letter?* (DT, PE and languages).

Answers
a science **b** French **c** drama **d** PE (physical education) **e** history **f** art **g** computer science **h** DT (design and technology) **i** maths **j** music **k** geography **l** English

2a Tell students to include their own language in the lists if they wish, e.g. *Portuguese*, *Spanish*, and highlight that people often study both *language* and *literature* in their own language. However, people don't usually do this when learning second languages.

2b SPEAKING

- Write *We both like* _____. *And we're both good at* _____. on the board. As students complete the task, ask them to note down any subjects which are the same for them both. They then feed back to the class on these at the end.

3 SPEAKING 27

Extra activity

Look at the word boxes in exercises 1a and 3 with the class. Confirm which words have more than one syllable. Then play audio tracks 25 and 27 for students to underline the main stress in the words with two or more syllables. Tell them that recording word stress is important to help them remember how to say new words correctly.

Answers
computer science, DT (design and technology), drama, English, geography, history, music, PE (physical education), science; calculator, earphones, folder, glasses, laptop, marker pens, pencil case, trainers, water bottle

4a

Answers
1 calculator **2** glasses **3** pencil case **4** phone **5** trainers

4b SPEAKING

Answers
1 a **2** c **3** b **4** c **5** b

Culture notes

Digital pocket calculators were first sold in Japan in 1970. These were more 'portable' than 'pocket' calculators: the first battery-powered calculator, the Sharp QT-8B, was nearly 25 cm long. The price was equally large – several thousand dollars in today's money.

Glasses were invented in northern Italy in the late 13th century in Venice, Florence or Pisa, the exact location is not clear. However, much of the later development of glasses was in northern Europe, particularly around Germany.

Wooden or metal **pencil cases** were first made in China in the mid-18th century. Boxes to hold writing instruments existed before this but were generally luxury items made from expensive materials.

The first **mobile phone**, the Motorola® DynaTAC 8000X, was sold in 1983. It weighed over a kilogram, took 10 hours to charge and had 30 minutes of talk time. The price in 1983 was $3,995, over $10,000 in today's money.

Trainers as we know them today, first appeared in the 1950s. This is when teenagers – inspired by James Dean in *Rebel Without a Cause* and other movie stars – started wearing them as a fashion statement. The first use of the word *trainer* appears to be in the 1960s.

5 28

- Before students do the task, make clear that they will hear four different conversations. Each conversations mentions one everyday object that the speaker has in their bag, but may contain more than one school subject.

Answers
2 folders – science, English, French **3** a laptop – geography **4** a phone – maths

Use it ... don't lose it!

6 SPEAKING

- Encourage students to extend the conversation by asking about other days of the week and contrasting what objects are in their bag depending on the subjects they have that day.

Homework Workbook page 18

Reading p25

Reading for gist and specific information

Warmer

Write or project the following statements on the board:
At our school ...
... we haven't got textbooks.
... we've got laptops.
... the students are from different countries.
... the students are kind and friendly.
... the English teachers are very clever!
Put students into pairs to discuss if the statements are true or false for their school. Encourage them to change the false sentences to make them true, e.g. *We haven't got laptops, but we've got tablets.* With more confident classes, encourage students to try and make more statements about their school using the grammar and vocabulary from the course so far.

1 SPEAKING

- After checking answers, ask students if they know of any 'schools with a difference' in their country and what they know about them.

2 After checking the answer, make sure students understand that *Agora*, *THINK Global* and *Urban Academy Lab* are real schools.

- Check any words you think students may have problems with, not including the underlined words, e.g. *open areas* (*places with nothing in them, only empty space*), *meeting rooms* (*special spaces for groups of people to work together in*) and *catalogue* (*a list of things you can choose from*).

Answer
School uniforms

3 29

- Exam tip To answer the question in the Exam tip box: it is a good idea for students to read quickly because they just need to identify very specific information.
- Make sure students understand that, before they do a reading comprehension task like in exercise 3, they should read the text quickly (as they did in exercise 2) and then read the questions. They should then think carefully about the questions they are being asked before reading the text more thoroughly.
- Remind students that it is not necessary to understand everything in a reading text; they just need to answer the question(s).
- Before students do the task, make sure they understand that each answer can be more than one school.

Answers
1 A – *My project today ...*; *My classmate's project...*; B *our teachers' projects ..., our own project*
2 A – *Many schools have got ... tests, but not mine.*; C – *We have no tests*
3 A – *In the morning, I show the class my plan for the day and they show me theirs.*
4 B – *We live in four countries each year.*
5 B – *... and we give a presentation to local experts.*
6 A – *I also search for information on my ... phone.*
7 A – *I choose what I want to learn each day.*, C – *We choose the classes we want to do from a course catalogue.*

Fast finishers

Ask students to look at the text again and see how many words from the Vocabulary in context section they can find in the text, e.g. *maths*, *laptop*, *phone*, *music*.

4

Answers
build – make a building or large structure by putting its parts together
coaches – someone who teaches a special skill
guide – help someone to do something by giving them advice at different stages
travelling – always moving from one place to another
bring – take something from one place to another
presentation – a formal talk in which you describe or explain something to a group of people
change – stop doing one thing and start doing something different
assignments – work that you must do as part of a course of study

6 Critical thinkers

Possible answer
In my opinion, all subjects are important but for different reasons! We all need to know about maths, geography, science and history. But I think art, drama and music are also important because we need to be creative. And computer science is useful because we use computers for all jobs now!

Homework Workbook page 19

Grammar in context 1 p26

Using possessive 's and possessive pronouns; using regular and irregular plural nouns

Warmer

Books closed. Write the following three phrases on the board:
our teachers projects
other peoples families
Sander and Emmas schools
Tell students that all three phrases have the same type of mistake. Ask them to work in pairs and correct the mistakes. Check ideas as a class and write the correct answers on the board.

Answers
our teachers' projects; other people's families; Sander and Emma's schools

1

Answers
a 2 **b** 1 **c** 3

2 When checking answers, if students are unclear about the reference to 'singular nouns' in rule 1 in exercise 1, give them *My **cat's** name is Lucky.* as an example.

Answers
a 3 **b** 1 **c** 1 **d** 2

Language notes

We use the possessive 's when we want to show that something belongs to somebody or something. The number of objects is not important. The important thing for this structure is the possessor and not the possessed, e.g. *It's Jane's bag. They're Jane's bags.*

3 With less confident classes, when checking answers elicit which rule (1–3) from exercise 1 applies to each sentence. (*1 – rule 1 [singular name]; 2 – rule 1 [singular noun]; 3 – rule 2; 4 – rule 2; 5 – rule 2*)

Answers
2 sister's **3** brothers' **4** grandparents' **5** friends'

4 Before students do the task, use the example to make sure they understand that the sentences are in numerical order, i.e. for the pictures on the right not in order according to the people.

Answers
2 Eric's earphones **3** Alex's bag **4** Aline and Amy's books
5 Harry and Emma's trainers

5 SPEAKING

- Before students do the task, drill the pronunciation of *whose* /huːz/ and point out that this is a question word to ask about possession.
- With less confident classes, model this activity first with some more confident students.

Extra activity

Ask ten students to give you one object each that they will not need for the next few minutes. Show each object to the class and say clearly, for example, *It's Sara's pencil case. They're Julio's marker pens.* Tell students not to write anything down, but to try and remember who gives you each object.
Tell students to forget about the objects, then, after exercise 8, return each item to its owner by asking: *Whose is it?/Whose are they?* and eliciting sentences from students and then confirmation. Students can use possessive 's, possessive pronouns and possessive adjectives to return each item to its owner, e.g.
T: [holds up red pen] *Whose is it?*
Ss: *It's João's pen.*
T: *Is it yours, João?*
J: *Yes, it is. It's my pen!/No, it isn't. My pen is blue. I think it's Sara's.*

6a Point out that the sentences are based on sentences from the reading on page 25 of the Student's Book.

Answers
a is **b** isn't

6b When checking answers, point out that the only possessive pronoun which is the same as the possessive adjective is *his*. All the other pronouns are formed by adding an -s, apart from *my – mine*.

Answers
1 mine **2** hers **3** theirs

Language notes

Students often confuse possessive pronouns and possessive adjectives.
Possessive adjectives come before the noun they modify to show possession, e.g. ***My bag** is heavy.*
Possessive pronouns often clarify who an item or an idea belongs to. In this case, the possessive pronoun is always placed at the end of a sentence, e.g. *The **bag** is **mine**.*
Point out that none of the possessive pronouns are spelled with an apostrophe.

7

Answers
2 ours **3** his **4** hers **5** yours **6** mine

8 If you set up the Extra activity after exercise 5, remember to complete the second part of the activity here and return the objects to their owners.

Answers
2 hers **3** mine **4** yours **5** his **6** Ours **7** theirs

Homework Workbook page 20

9a **Answers**
1 men **2** women **3** children **4** people **5** boys **6** girls
7 friends **8** families **9** countries

9b After checking answers, drill the pronunciation of the irregular plurals: *man* /mæn/ – *men* /men/; *woman* /ˈwʊmən/ – *women* /ˈwɪmɪn/; *child* /tʃaɪld/ – children /ˈtʃɪldrən/; *person* /ˈpɜː(r)s(ə)n/ – *people* /ˈpiːp(ə)l/.

Answers
Regular: boys, countries, families, friends, girls
Irregular: children, men, people, women

Language notes

With regular plurals, we usually add *-s*, e.g. *bags*, *days*.
Nouns that end in *-ch*, *-x*, *-s*, *-z* or *-s*-like sounds require *-es* for the plural, e.g. *boxes*, *sandwiches*.
Nouns that end in a consonant + *-y* drop the *-y* and take *-ies*, e.g. *cities*, *countries*, *nationalities*.
Note that a lot of nouns that end in *o* take *-es* in the plural: *tomatoes*, *potatoes*.
There are many irregular plurals that you can point out to students as they come up: *feet*, *mice*, *teeth*, etc.

10 After checking answers, ask students if they've got a similar school tradition in their country and, if so, what it is called and when it happens.

Answers
a countries **b** parties **c** students **d** families

Use it ... don't lose it!

11 SPEAKING

- After students do the task, collate their ideas on the board and extend to a class discussion by asking: *Which of the traditions do you think are good? Why? Are there any you don't like? Why not?*

Vocabulary p27

Using a range of lexis to describe faces

Warmer

Books closed. Write on the board:
_____ *at the board.*
_____ *to the dialogue.*
_____ *to your partner.*
Ask students what verbs complete the classroom expressions (Answers: *Look*, *Listen*, *Talk*). Then say *Look at the board.* and point to your eye. Ask students: *What is it?* and elicit/teach the word *eye*. Repeat with *Listen ...* (elicit/teach: *ear*) and *Talk ...* (elicit/teach: *mouth*).

1 SPEAKING 30

- After checking answers, if you wish to give students further practice, teach them *Touch your ...* Then give them instructions, e.g. *Touch your lips.*; *Touch your eyebrows.*; *Touch your ears.*; and check that each student touches the correct body part for each instruction.

Answers
a hair **b** nose **c** ear **d** eyebrows

Mixed ability

To make the activity more challenging, tell the more confident students to cover the box and name the parts of the face using suitable words. They can then look at the box and check their spelling.
Students repeat the process with exercise 2, trying to describe the faces before looking at the adjectives in the box. Tell them to note any new adjectives they didn't think of themselves.

2a SPEAKING 31

Possible answers
eyes: blue, brown, green
eyebrows: thick, thin
hair: blonde, brown, curly, dark, fair, grey, long, red, short, straight
lips: red, thick, thin
nose: long, straight
teeth: straight

2b **Answer**
Photo a

3 SPEAKING

- With less confident classes, put students into small groups to prepare a description of one of the people in exercise 1 together. They then regroup and share their descriptions. If students have prepared descriptions for the same person, they should compare to see if they have included the same information, or if there are differences.

Use it ... don't lose it!

4 SPEAKING

- Before students do the task, suggest they start their description with *It's a boy/girl.* and then make sure they use the correct subject pronoun (*He/She*) and the third person singular. Remind students that they may also need to use *It's* or *They're* to describe parts of the face if they have already mentioned them, as in the example in exercise 2b.

Homework Workbook page 21

GREAT LEARNERS GREAT THINKERS p28

Thinking about different school systems

Warmer

Write on the board:

An awesome school *is(n't) .../has(n't) got ...*

Check the meaning of *awesome* (*very, very good* [often used by young people]) and elicit sentences from the class with their ideas for an awesome school, e.g. *... isn't big./... has got computers and tablets for all the students.*

1 SPEAKING

Possible answers

1 **Name in Japanese:** Nihon/Nippon; **Total people:** about 125 million; **Capital city:** Tokyo (about 14 million); **Money:** Yen; **Emperor:** Naruhito

2 VIDEO

- After checking answers, check the meaning of *shoe box* ([in this context] *a special box to put your shoes in*) and *packed lunches* (*a meal you make at home, put in a box and take to eat at school*), and make sure students understand these are called 'bentos' in Japan.
- If you used the Warmer, ask students: *Is the school in the video awesome? Why/Why not?*

Answers

Students should tick: 2, 3, 4, 5

3b

Answers

1 True – *I am originally from Germany.*
2 False – She's a student for six months. *For six months, she went to high school in Japan.*
3 True – *I just loved riding my bicycle to school every single day.*
4 False – Students have got their own shoe box. *... everyone has their own shoe box ...*
5 False – She's in the first year. *Sophie was in the first year of high school.*
6 True – *In Japan, there is six years of primary school, or elementary school, ...*

4 When checking answers, be aware that whether the lessons are short or long (item 2) is subjective and may depend on how long lessons usually are in your students' school.

Answers

1 Finland 2 short 3 outside 4 between the lessons 5 No
6 No – *30 minutes of homework*

GREAT THINKERS

5 SPEAKING

- *The 4 Cs: Connections, Challenges, Concepts, Changes* thinking routine helps students structure a simple discussion. It encourages them to connect a video/recording/text to their own life; ask questions about it; identify key concepts from it; and consider how they might change as a result of it.
- Students work individually in steps 1–4 and then in small groups in step 5.
- If possible, share a copy of the video script with students. For this routine it is ideal if students can highlight text related to the *connections*, *challenges*, *concepts* and *changes* in different colours for reference in the final step.
- In the groupwork stage, students should all first share the *connections* they have made between the video and their lives; then share the *challenges*; then share the *concepts*; and finally the *changes*. If you feel your students need more support, write these prompts on the board for students to share their ideas from steps 1–4:
  1 *School life in Japan/Finland is similar/different to my school life because ...*
  2 *I think ... in the video/text is a good/bad idea because ...*
  3 *It's important to remember ... because ...*
  4 *I want to change ... because .../It's important for people to change ... because ...*

GREAT LEARNERS SEL

- Highlight how important it is for students to understand that people from different countries, and people from different schools in the same country, can have very different ideas and experiences. It is important to learn from other people and how they do things, and not only from teachers in a formal classroom situation.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often try to value diversity' and 5 means 'I always try to value diversity'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for valuing diversity more. Alternatively, ask students individually to think of ways to value diversity more.

Listening p30

Listening for specific information

Warmer

Write the following fact file about your students' school on the board and put students into pairs to complete it:

[Name of school]

Students are _____ to _____ years old.

School starts at _____ and finishes at _____.

School has got _____ classrooms.

Classes have got about _____ students.

Summer holiday is _____ weeks.

Check students' ideas as a class.

1 SPEAKING

- Use the photo to check if students remember the meaning of *school uniform* (*the set of clothes you wear for a specific school*).

2 32

Culture notes

Schools in the UK are divided into a total of thirteen years: *primary school* (six years) from 5 to 11 years old and *secondary school* (seven years) from 11 to 18.

Schools in the US are divided into a total of twelve grades: *elementary school* (five grades) from 6 to 11 years old; *middle school* (three grades) from 11 to 14 and *high school* (four grades) from 14 to 18.

Fast finishers

Ask students who complete the task in exercise 2 after listening only one time to listen carefully when you repeat the recording. The second time they should make notes about how the school in New York is similar or different to their school. After checking answers in exercise 3, ask students to tell the class the things they noted down, e.g. *The summer holiday at Sam's school is six weeks, but we have nine.*

3 32

Answers

b 8.30 – *Schools start at 8.30 am.*
c 30 – *We are about thirty students.*
d six – *We only have six weeks in the summer.*
e uniform – *Liz: Who wears a uniform in the UK? Sam: Well, all students.*
f car – *or they go by car.*

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
  In my opinion, it's good to start school early/late because ...
  I like the idea of starting early/late but I believe/feel/think a lot of students ...
  At my school, we start early/late and I believe/feel/think this is good/bad because ...

Grammar in context 2 p30

Using question words; using *this, that, these, those*; using articles

Warmer

Books closed. Draw a question mark (?) on the board and ask students to think of as many question words as they can. If you wish, play the recording from the previous section again and ask students to listen out for the question words. Ask students to look at exercise 1a on page 30 of the Student's Book to see if they thought of all the same question words.

1a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that many of the questions (i.e. seven out of ten) are based on questions from the listening in the previous section.

1b

Answers

2 where **3** why **4** who **5** how much, how many **6** how
7 which **8** when

2 Make sure students understand that they should make questions with *to be*. With more confident classes, after checking answers, ask students which question we could make with *have got* (*4 How many people have you got in your family?*).

Answers

2 What is your favourite subject at school?
3 What colour is your bag?
4 How many people are in your family?
5 What is your favourite hobby?
6 Where is your house?
7 Who is your favourite singer?

Use it ... don't lose it!

3 SPEAKING

- With more confident classes, before students do the task, model and drill the questions in exercise 2 to show how *Wh-* questions usually end in a falling intonation.

Homework Workbook page 21

4a **Answers**
1 d **2** c **3** a **4** b

4b After checking answers, give further examples using classroom objects, e.g. [holding up a ruler] *This is a ruler.*; [pointing to the board from a distance] *That is the board.*; [holding up some pens] *These are my pens.*; [pointing to posters on a far wall] *Those are posters.*

- Make sure students understand that in English there are no specific words to indicate 'the item(s) all the way over there', as there are in some other languages. We use *that/those* for any item which is not close to us, however far away it is.

Answers
1 this **2** that **3** these **4** those

5 **Answers**
2 these **3** This **4** that **5** these

Extra activity

Give students further practice with *this*, *that*, *these* and *those* by writing on the board:
What
What colour *is this/that?/are these/those?*
Whose
Model the activity first with some more confident students, eliciting answers with *It's ...* and *They're ...*; e.g. *It's a dictionary.*; *They're brown.*; *It's mine/Julia's.* Point out that the answers are with *It* and *They*. With more confident classes, explain that they can also answer with *This/That is ...* and *These/Those are ...* but that the word may change, e.g. ***A:*** [holding up a rubber] *What's this?* ***B:*** *That's a rubber.* Put students into pairs to practise asking about classroom objects.

6a When checking answers, make sure students understand that when we use *an* depends on the sound, not the spelling. Demonstrate this with *uniform*, e.g. *I wear **a** uniform for school*. We use *a* because *uniform* does not begin with a vowel sound (/ˈjuːnɪfɔː(r)m/), it begins with /j/. Another common example is *university* (/ˌjuːnɪˈvɜː(r)səti/).

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

6b When checking answers elicit which rule (a–e) from exercise 6a applies to each sentence. (*1 e; 2 b; 3 c; 4 a; 5 d*)

Answers
2 a **3** The **4** an **5** the

7 Note that if you read the text aloud for students to check their answers, students may notice that *the* is pronounced differently in item f. The normal pronunciation of *the* is /ðə/, but when the next word begins with a vowel, it is pronounced /ði/.

- Follow up by asking: *Is this a good school trip? Why/Why not?*

Answers
a a **b** The **c** the **d** the **e** The **f** the **g** the **h** a **i** an

Use it ... don't lose it!

8a **Answers**
1 the **2** –, – **3** a **4** the

8b SPEAKING

- Before students do the task, check the pronunciation of the questions and highlight the weak forms of the articles *a* /ə/ and *the* /ðə/.

Homework Workbook page 22

Developing speaking p32

Describing people

Warmer

Draw a face on the board and draw different features to revise the vocabulary from *Describing faces* on page 27 of the Student's Book: *Parts of the face:* ears, eyes, eyebrows, hair, lips, mouth, nose, teeth; *Adjectives:* blonde, blue, brown, curly, dark, fair, green, grey, long, red, short, straight, thick, thin.

Then draw two stick figures, one much bigger than the other and use these to elicit: *big*, *small*, *tall* and *short*. Point out that *short* is the opposite of both *long* (e.g. for hair) and *tall* (for people).

In pairs, ask students to take turns to describe a simple face for their partner to draw.

1 SPEAKING

- When checking answers, ask students: *What is similar in the photos?* and elicit, for example, *They are at school.*; *They are girls and boys.* Then ask: *What is different in the photos?* and elicit, for example, *The students in **a** haven't got uniforms, but the students in **b** have.*; *The students in **a** are in class, but the students in **b** aren't.*

Possible answers

a **1** students **2** at school/university/in a science lab **3** about 18 **4** happy **5** long hair **6** short hair

b **1** students **2** at school **3** about 16 **4** happy **5** long hair **6** short hair

2a 33

- Before students do the task, make sure they understand that the conversation is not people in the photo talking; it is two people looking at and talking about the photo.

Answer

photo b

2b Before students do the task, look at the gaps together and discuss what type of word or words could complete each gap, e.g. ***b*** *a type of people (e.g. classmates, friends);* ***c*** *word(s) to describe hair (e.g. long, short, straight but not a colour because Matt asks about the colour in the next line)*; etc.

2c 33

- After checking answers, highlight the use of *light* in the dialogue. Explain that *light* and *dark* can be used with colours to make them 'less' and 'more' respectively. If possible, find examples of light and dark colours around the classroom to check students have understood the difference.

Answers

b friends **c** long, straight **d** Light brown **e** very long **f** short, red **g** really

3

Answers

Students should tick all the expressions except the last one.

Language notes

Adjectives are words that describe the qualities of something. Some adjectives in English are gradable – meaning you can have different degrees or levels of that quality.

The adverbs (*not*) *very*, *really*, *a bit* and *quite* can all be used with gradable adjectives, e.g. *very hot*, *not very interested*, *really tall*, *a bit shy*, *quite cold*.

4 SPEAKING

- Tell students to be as specific as possible when describing the differences. This means using more than one adjective and/or words like (*not*) *very*, *really*, *a bit* and *quite*.

Practice makes perfect

5 SPEAKING

- Before students do the task, make sure they understand that they both have the same photo, but the people they are describing are different.

Mixed ability

To simplify the activity, put students into pairs or small groups, with Student As together and Student Bs together. They look together at the three people they have to describe in the photo (Student A, people a, d and f; Student B, people e, b and c) and prepare to describe them, using the Speaking bank to help them. Tell them not to write full sentences or a script, but to makes notes. Then put students in new pairs with a Student A working with a Student B to complete the activity.

Homework Workbook page 23

Developing writing p33

Writing an informal email

Warmer

Books closed. Play a quick game of *Shark!* with students. Draw short lines on the board to represent the phrase *international students*, as follows: _. Students take turns to say a letter. If it is in *international students*, write the letter in all the places it appears and continue playing with the same student.
If the letter is not in *international students*, draw a stick figure (wrong guess 1). The turn then passes to a different student. Repeat the process. If the student guesses correctly, write in the letter; if not, draw a wooden platform under the stick figure (wrong guess 2). Repeat, drawing a series of waves (wrong guesses 3–6); follow this with a shark fin (wrong guess 7) and, finally, by 'throwing' the man into the water (wrong guess 8) if students don't guess correctly. If/When a student guesses the phrase, write in all the remaining letters.

Culture exchange

2 **Answers**
1 Students who move to a different country to study at school or university.
2 (Possible answer) Yes, because you can meet people from different countries, learn a language and learn about different cultures.

Extra activity

Check comprehension of the Culture exchange text by asking the following questions:
How many countries are in the text? (six: Canada, India, South Korea, France, Japan, Mexico [British Columbia, Ontario and Quebec are regions in Canada])
What percentage of international students in Canada are at secondary schools? And universities? (secondary schools: about 13.5%; universities: over 76%)
Where are many international students in Canada? (in towns and cities in British Columbia, Ontario and Quebec)

3a Make sure students understand the meaning of *exchange student/partner* (*a student from a different country who comes to study in another student's school; the students usually then change and visit the other country later in the year or in the next year*).

Answer
On Monday and Wednesday

3b Before students do the task, make sure they understand that the letters in this exercise do not match the paragraph letters (A–D) in the email. Explain that they will think about the paragraphs in more detail later.

Answers
a 2 **b** 1 **c** 3 **d** 4

3c Before students do the task, tell them they should use the information in Tom's email to answer in the first person, as in the example.

Answers
2 I'm from Toronto, in Canada.
3 My school is Garth Webb Secondary School.
4 It's got about 1,000 students.
5 My favourite subjects are maths and science.
6 I'm in the robotics club and I also do school broadcasting club.

4b After checking answers, ask students to look at the email in exercise 3a again and find all the contractions. Check as a class, and draw students' attention to the contractions with *'s* and elicit if each one is *is* or *has*. (*My name's* (= *is*), *He's* (= *is*), *It's quite* (= *is*), *It's got* (= *has*))

Answers
1 Hi Emily ~~Anderson~~
2 I<u>'ve</u> got curly hair.
3 Write back soon and tell <u>me</u> about yourself.
4 ~~Goodbye~~ <u>Write back soon</u>/<u>All the best</u>/<u>Best wishes</u>

4c **Exam tip** To answer the question in the Exam tip box: paragraphs make your email clear for the reader.

- Make sure students understand that they need to use the same four-paragraph structure in their writing.
- Draw student's attention to the four paragraphs (A–D) in Tom's email in exercise 3a and elicit what information is contained in each: ***A*** *Introduction (name, age, from)*; ***B*** *Me and my family*; *(names, description)*; ***C*** *My school (name, students, ages, times, subjects)*; ***D*** *after-school activities*.

Practice makes perfect

5 Before students write their email, check they understand that they are writing a <u>reply</u> to Tom, so their email will not start and finish in exactly the same way as the one in exercise 3a. Suggest they make reference to Tom's email at the start and teach them *Thanks for your email* to do this. Also point out that they don't need to finish with *… and tell me all about yourself.* as Tom has already done this.

Homework Workbook page 24

Test yourself p35

Grammar test

1

Answers

a my; **b** mine **c** sister's; **d** hers **e** sisters'; **f** theirs

2

Answers

1 countries; people **2** children; families **3** friends; men
4 women; girls

3

Answers

1 When **2** Why **3** Who **4** How **5** Where **6** What

4

Answers

1 a **2** the **3** – (no article) **4** That **5** those **6** an

Vocabulary test

1

Answers

1 music **2** art **3** computer science **4** science **5** geography
6 PE (physical education)

2

Answers

1 pencil/pen **2** calculator **3** earphones/phone **4** phone
5 water bottle **6** laptop

3

Answers

a long/brown/curly **b** brown/curly **c** eyes/eyebrows
d lips **e** thick **f** nose

Exam success Units 1–2 p36

Reading

2

Answer

The boys give information about everything except *their houses* and *their age*.

3

Answers

1 C – *My favourite subjects are … English and maths.; My hobby is doing maths sums …*
2 A – *My mum's tall with brown eyes and hair. I am tall and my eyes and hair are brown, too.*
3 B – *I've got a cat, Etta.*
4 C – *My family is Spanish but we live in Mexico.*
5 B – *… I like … playing Australian football with my friends.*
6 B – *We are all quite tall with dark hair.*
7 A – *I spend a lot of time with him (= my granddad) because we like playing games on our smartphones together.*

Speaking

3

Answers

1 c 2 c 3 b

- If you wish, go to page 152 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 100 and 110, for more information and practice on this Key for Schools task.

Collaborative project 1 p37

1 SPEAKING

- Students work in groups of three to four.
- Nominate one student in each group to refer to the Culture exchange text while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before thinking about what is similar in their country.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- After reading the *Research areas*, ask students to consider which ones are easier to find official data for (probably *population*, *number of families*, *number of children in a family*) and which they are more likely to find independent reports about (probably *possessions* and *pets*). Elicit that if students can find official data, one source will be enough for this project, but if they find independent reports, they should look for more than one to make sure the information is roughly the same.

3 Ask individuals to read out the tips and discuss them with the class.

- After reading the *Digital skills* section, ask students for the common URL endings used in their country and what these mean. Point out that *.edu*, *.ac.uk* and *.gov* (and their equivalents in the students' country) can generally be considered official sources of information. Many countries also have official statistics organisations. If possible, make sure you have the URLs for these, so that you can share them with students.
- In the *Collaboration* section, make sure students understand that the *Useful language* is phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING

- Outline a timeframe for the project, starting with the deadline for presenting it. Include key interim dates and make sure students are clear about which stages of the project they need to do at home and which they will have time to do in future classes.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class.

5 Explain that Presentation here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

Vocabulary in context p38

Using a range of lexis to talk about everyday activities and free-time activities

Warmer

Books closed. Write the following sentences on the board, changing details to make them true for you:
I'm from Birmingham in the UK.
I've got a big family.
I'm a teacher.
I go swimming on Saturdays.
I like music and cinema.
Ask students: *Which sentence is different? Why?* Elicit that *I go swimming ...* is different because it's the only sentence about an activity, not something permanent.

1a Follow up by asking students: *Which activity don't you do every day?* (Probably *do homework* and/or *have lunch at school* so ask them: *When do you do your homework/have lunch at school?* and quickly revise days of the week as appropriate, e.g. *from Monday to Friday*, *on Saturdays*, etc.)

1b SPEAKING 34

- Point out that *dinner* is the main meal of the day, served either at midday or, more usually, in the evening. Some people call an evening meal *supper*.
- Ask students to draw pictures to illustrate some of the activities not in the photos. Choose the best picture for each activity and ask the 'artist' to show the class to help clarify meaning.

Answers
a brush your teeth **b** do homework **c** have breakfast **d** have lunch
Missing in the photos: finish school, get up, go home, go to bed, go to school, go to sleep, have a shower, have dinner, start school

2 SPEAKING

- Point out that an activity can go in more than one column if they do it more than once a day.

Possible answers
Morning: brush your teeth, get up, go to school, have a shower, have breakfast, start school
Afternoon: finish school, go home, have lunch
Evening: brush your teeth, do homework, go to bed, go to sleep, have dinner

3 SPEAKING

- With more confident classes, write *first*, *then*, *next* and *after that* on the board for students to use to talk about the sequence of their everyday activities.

4 35

- With less confident classes, mime the actions not in the photos in random order. Students look at the phrases in the box and try to guess what you are doing in each case.

Answers
1 play an instrument **2** play online games **3** do sport

Culture exchange

5 Elicit or pre-teach the meaning of *vlogger* (*a person who makes videos and puts them on the Internet*).

- After checking answers, follow up by asking: *What do teenagers in your country do in their free time? Are they the same activities as teenagers in the UK? Which are the same? Which are different?*

Answers
a watch **b** listen **c** play **d** chat **e** make **f** do **g** read **h** play

Extra activity

Students think of more everyday and free-time activities, e.g. *get dressed*, *have a break*, *walk the dog*, *go shopping*, etc. They prepare definitions and example sentences, or draw pictures, to explain the meaning. They then take turns to teach the rest of the class their new words.

6 36

- With less confident classes, tell students to close their books and listen for gist first. They should make notes of the everyday and free-time activities each person mentions. (Answers: *have lunch*, *have dinner* [May]; *go to school*, *have lunch* [Jack]; *play online games*, *do homework* [Julia]; *play online games*, *do sport* [Hugo]; *finish school*, *do homework*, *have dinner*, *watch TV*, *go to bed*, *get up* [Sue])

Answers
1 May **c** – *I have lunch at school.*
2 Jack **a** – *So at lunchtime I go and have lunch at home.*
3 Julia **b** – *I love online games. At the weekend I play a lot.*
4 Hugo **e** – *After school I play tennis for two hours every day, ...*
5 Sue **d** – *So it's late when I go to bed. Often it's half past ten.*

Use it ... don't lose it!

7 SPEAKING

- Before students do the task, elicit the question words they saw in Unit 2 and write these on the board (*How many*, *How much*, *What*, *When*, *Where*, *Which*, *Who*, *Why* and *How*). Remind students to use a range of these as they ask their partner questions.

Homework Workbook page 28

Reading p39

Reading for gist and specific information

Warmer

Draw a circle on the board with two lines in it: _ _ _ _ _ _ _ _ _. Around it, write the words *textbook*, *notebook*, *ruler*, *pencil sharpener*, *computer*, *pen*, *pencil* and *rubber*. Point to the blank circle and ask students: *What's the activity?* (Answer: *do homework*)

Put students into small groups to choose an everyday activity or a free-time activity from the previous lesson and think of two or three things they need to do the activity, e.g. *brush your teeth*: *water*, *toothbrush*, *toothpaste*; *play an instrument*: *piano*, *music*. They can use their dictionaries for this. They then share the things they need with the class for the other students to guess the activity.

1 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

Answer

At a performing arts school students study acting, dance, singing and music as well as their normal subjects.

2 37

- Before students do the task, make clear that they now have time to read the article more carefully and understand it fully.
- Pre-teach *artists* (*professional performers in music, dance or the theatre*), and make sure students understand that, depending on the context, *artists* doesn't always refer to people who paint and/or draw.

Answers

1 **a** incorrect – *... some students ... become famous when they leave.*
b incorrect – *... dancers, musicians and actors.* (i.e. all three, not only actors)
c **correct** – *... a school for ... dancers, musicians and actors from 7 to 19 years of age.*

2 **a** **correct** – *School starts at 8 am. ... School finishes at 6.30 pm.*
b incorrect – See a.
c incorrect – See a.

3 **a** incorrect – *In the afternoon, they (students) have acting, dance, singing and music lessons.*
b **correct** – *In the morning, students have typical school lessons like maths, science and English.*
c incorrect – See a and b.

4 **a** incorrect – *In the evenings, they do their homework.*
b **correct** – *In the afternoon, they (students) have acting, dance, singing and music lessons.*
c incorrect – *Students don't do many extra-curricular activities, ...*

5 **a** incorrect – The article doesn't talk about students' families.
b incorrect – *... we watch a film in our dorm.*
c **correct** – *... we go shopping, we play online games or chat with friends.*

Fast finishers

Ask students to look at the incorrect options for each question. Tell them to refer back to the text and think about why these could seem to be correct answers. When checking answers, ask students to explain why certain options are incorrect, rather than explaining it yourself, e.g. *1 It's not a. The article has got famous people, but they are famous when they leave. It's not b because the school teaches dance, singing and music, not only acting.*

3 After checking answers, make sure students understand that *dorm* (in the last line) is the shortened form of *dormitory*.

Answers

performers – people, e.g. dancers, musicians, actors, who do something for an audience
talented – very good at something
boarding school – a school that students live in
typical – similar to most people or things of the same type
extra-curricular activities – things that you do at school that are not part of your course
dormitory – a large room where a lot of people sleep

4 SPEAKING

- Point out that there may also be part-time performing arts schools. If students are not interested in the idea of a boarding performing arts school, ask if the idea of evening or weekend performing arts lessons is more interesting. Elicit what is more interesting for them: dance, music or acting.

5 Critical thinkers

Possible answer

I don't think it's good for children to go to boarding school because I think it's important to be with your family. But, very talented people at special schools are different. I think boarding schools for dancers, musicians and actors are a good idea. They've got all day for typical school lessons and for their acting, dance, singing and music lessons.

Homework Workbook page 29

Grammar in context 1 p40

Using the present simple – affirmative and negative

Warmer

Books closed. Elicit a few activities that students, their friends and family do regularly, e.g. *go to school*, *do homework*, *chat online*, *go out with friends*, *play the piano*, *paint*, etc.
Ask students to write sentences about themselves, their best friend and their mother, father, brother or sister, e.g. *I go to school. My best friend plays the piano. My sister paints*. See how comfortable students are with using the present simple and if they use the third person -*s* correctly.

1a Point out that the sentences are based on sentences from the reading on page 39 of the Student's Book.

- After checking answers, make sure students understand that we add -*es* to verb stems ending in -*sh* or -*ch* and to *do* (*does*) and *go* (*goes*).
- Note that we also add -*es* to verbs with stems ending *s* (e.g. *pass* – *passes*), *x* (e.g. *fix* –*fixes*) and *z* (e.g. *quiz* – *quizzes*), but no verbs with these endings are included in this section.

Answer
Verbs in the present simple finish in -*s*/-*es* when the subject is *he*, *she* or *it*.

1c
Answers
1 a **2** b **3** a **4** b **5** b

2a PRONUNCIATION 38

- After checking answers, highlight the spelling change in *study* – *studies* and tell students that this is because the verb ends in consonant + *y*.

Answers
1, 3, 5, 7 and 10

Language notes

The endings -*s*, -*es* and -*ies* in third person singular verbs, and also in plural nouns, are pronounced either /s/, /z/ or /ɪz/ but there is no direct sound/spelling correlation. The pronunciation depends on the final sound of the verb stem.
If the verb stem ends with a voiceless consonant, the pronunciation of the -*s*/-*es*/-*ies* is /s/.
If the verb stem ends with a vowel sound or a voiced consonant, the pronunciation of the -*s*/-*es*/-*ies* is /z/.
We add the extra syllable /ɪz/ after /s/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /j/, /ks/, /z/. This is because these sounds are so similar to the sound of the -*es* ending, that the ending must be pronounced as a separate syllable in order to be heard clearly.

2b PRONUNCIATION 38

- Point out the irregular pronunciation of *does* (/dəz/).

3
Answers
2 go **3** has **4** do **5** get up **6** start

4
Answers
2 has **3** live **4** starts **5** go **6** does

Extra activity

Play present simple chain statements. Demonstrate the activity with some more confident students. The first student says something true about themselves, e.g. *I play football.* The next person repeats that person's statement in the second person, e.g. *You play football.*, then adds their own true statement such as *I have a brother*. The next person does the same, but this time adding third person for all but the last person to speak, e.g. *He plays football. You have a brother. I get up at eight o'clock.* The game continues until someone can't remember what previous people have said or mixes up the order. Students can then work in small groups to see how many sentences they can add to their chain.

5 After checking answers, model and drill the pronunciation of *do not* /duːnɒt/, *don't* /dəʊnt/, *does not* /dəznɒt/ and *doesn't* /ˈdʌz(ə)nt/. Highlight that the final /t/ is often very light and can be hard to hear.

Answers
a doesn't **b** don't

6
Answers
2 doesn't have **3** don't go **4** don't like **5** get up
6 doesn't finish **7** don't go **8** doesn't play

7a Point out that, to make the sentences true for them, students may need to change more than one piece of information in the sentences, e.g. *I don't drive a sports car to school. My friends and I* (= change of subject) *walk and then take* (= change of verbs) *a bus* (= change of transport) *to school*.

8a To make the activity more challenging, tell more confident students, or the whole class, to make sure they use each word in the cloud at least once.

8b With less confident classes, elicit two sentences from exercise 8a to the board, one with a third person verb and one without. Elicit the negative sentence for each from the class as examples, highlighting the auxiliaries.

9a Pre-teach any words you think students may have problems with, e.g. *Nepalese* (*nationality of someone from Nepal*), *Olympian* (*someone who competes in the Olympic Games®*),*healthy* (*something that helps you stay strong and not ill*), *trains* (*does something to get better at it, used for sport*) and *medal* (*a piece of metal you get for winning a competition*).

- After checking answers, make sure students understand that Gaurika Singh (/gɒˈrɪkə sɪŋ/) is a real person.

Answers
b lives **c** doesn't have **d** studies **e** swims **f** gets up **g** has **h** goes **i** goes **j** doesn't do **k** goes

Use it ... don't lose it!

9c SPEAKING

- Take class feedback and find out how similar or different students are to Gaurika.

Workbook page 30

Vocabulary p41

Using a range of lexis to talk about places in town

Warmer

Write on the board:
I live here. my _ _ _ _ _
We study here. our _ _ _ _ _ _
You see old things here. a _ _ _ _ _ _
Put students into pairs to try and guess the words for the places. Elicit the answers and what the words have in common, i.e. that they are all places. Note that students may not all live in houses, so be prepared to teach *flat* if students ask for it.

Answers
house, school, museum

1a SPEAKING 39

- If possible, find photos of the places not shown on the Student's Book page to elicit/check the meaning of the other words.

Answers
a library **b** supermarket **c** restaurant **d** shopping centre

1b Draw students' attention to the example. Ask them: *Where is the library in your school?* and get students to point in roughly the right direction. Then ask them: *What's the place where you buy books?* and elicit *bookshop*.

Answers
2 cinema **3** shopping centre **4** supermarket **5** swimming pool **6** sports centre **7** café **8** train station **9** restaurant **10** park **11** medical centre

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to work on only half of the descriptions. Teach the words *odd numbers* for 1, 3, 5, 7, 9 and 11 and *even numbers* for 2, 4, 6, 8 and 10. Tell half the students to work on the odd-numbered descriptions and the other half on the even-numbered descriptions.
Then pair up (if the whole class worked on only half the descriptions each) or group (if some more confident students worked on all the descriptions) the students so there is at least one person who worked on the odd numbers and one who worked on the even numbers in each pair/group. Students can then compare and complete their answers before checking as a class.

Use it ... don't lose it!

2 SPEAKING

- Highlight the use of *on* and the name of the street in the example. If students try to give more complicated explanations of where the places are, e.g. *It's on the corner of ... and ...*, *It's between ... and ...*, *It's next to ...*, tell them that they will be learning these expressions later in the unit so to just use the name of the street at this point.

Workbook page 31

GREAT LEARNERS GREAT THINKERS p42

Thinking about the benefits of doing a hobby

Warmer

Books closed. Write *HOBBIES* in the centre of the board. Brainstorm with the class all the hobbies they can think of and write them around it, e.g. *reading*, *swimming*, *going to the cinema*, *drawing*, *listening to music*, *playing online games*, *playing tennis/football/volleyball*, *singing*, *dancing*, *skateboarding*, etc. Highlight the *-ing* endings of the verbs and explain that when we talk about hobbies in English, we often use the *-ing* (gerund) form, e.g. *My favourite hobby is reading.*; *I (don't) like playing online games.*

1 SPEAKING

- Follow up by asking: *What hobbies do young children do? What about teenagers? And older people? Which hobbies are also a form of exercise?*

2 VIDEO

- Pre-teach *skateboard* (noun and verb – *a piece of wood with four wheels on the bottom and the action of standing and riding on it*), *skateboarding* (*the hobby/activity that uses a skateboard*), *skater* (*the person that uses a skateboard*), *skate park* (*the place that you go to skateboard*) and *longboard* (*a large skateboard, both wider and longer, and usually faster*).

Answers
You see A, C and E

3 VIDEO

- After checking answers, ask students: *Is Zion a good skateboarder? Why/Why not? What about Jax?* Tell them to remember Zion is only eight years old and Jax is only two!

Answers
1 eight **2** every day **3** sometimes **4** brother

4 If your class is less confident, tell them to quickly scan the text in exercise 5 and look at the words (1–4) in context to help them work out the meaning.

Answers
1 c **2** d **3** b **4** a

5

Answers
1 Hobbies help you meet new people, discover what you like and don't like, increase your self-confidence and reduce stress.

GREAT THINKERS

6 SPEAKING

- The *Sentence–Phrase–Word* thinking routine helps students to structure a conversation. It is a routine for both thought and discourse. (Note that this routine may also be referred to as *Word–Phrase–Sentence.*)
- Before students do the task, make clear that once they have selected their *sentence* (step 1), they can choose their *phrase* (step 2) from any part of the text. The phrase does not have to be part of the sentence they have chosen. Similarly, the *word* (step 3) does not have to be part of the phrase or the sentence.
- Students work individually in steps 1–3 and then in small groups in step 4.
- In the groupwork stage, students should all first share the *sentences* they have chosen and see if these are similar; then share the *phrases* and see if they are similar; then share the *words*.

7 SPEAKING

Possible answers
1 Naomi: playing football
2 Paul: playing an instrument
3 Laura: comic drawing

8 SEL SPEAKING

- Before students do the task, make sure they understand they should put the four ways of reducing stress in order from 1 to 4, not rate them, i.e. they can only use each number once.

GREAT LEARNERS

- Discuss as a class and elicit that there are opportunities to learn everywhere, not just in school, and that learning never finishes. If possible, give students an example of something that you had to learn to do recently.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often try to learn new things' and 5 means 'I often try to learn new things'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for learning new things. Alternatively, ask students individually to think of ways to learn new things.

Listening p44

Listening for specific information

Warmer

Draw a circle on the board as the centre of a mind map and write *MUSIC* in it. Then draw three stems from it with smaller circles for *styles*, *people and things*, and *places*. Write these jumbled words against each category for students to unscramble:

styles: *opp* (pop), *zajz* (jazz), *olfk* (folk)

people: *nabd* (band), *gresin* (singer), *strati* (artist), *cunasimi* (musician)

things and places: *nogs* (song), *bluma* (album), *cevio* (voice), *odusti* (studio), *glinse* (single), *nurtinemts* (instrument)

1 SPEAKING

- Students may recognise Grace VanderWaal (Kansas, USA; 2004) as a musician or as 'Susan "Stargirl" Caraway' from the Disney film *Stargirl*. However, do not give them information about her acting role if they do not already know it, in order not to pre-empt the listening.
- When checking answers, check the pronunciation of *ukelele* /ˌjuːkəˈleɪli/ as students need to recognise this word when they listen.

Answers

3 Grace VanderWaal **4** a ukelele **5** a mixture of different styles

2a 40

- Exam tip To answer the question in the Exam tip box: reading the questions and possible answers helps students predict the language and information they will hear. Suggest students decide which words in the questions they think are important as they read.
- Point out that in this exercise type students choose from three or four different options and that the information in the recording is usually in the same order as the questions.
- Tell students not to write the answers immediately. Sometimes the speaker says one thing and then changes what they say or adds new information.

2b 40

Answers

1 a incorrect – *... she plays the ukelele.*
b **correct** – *... you don't often find musicians who can play the ukelele.*
c incorrect – *Especially not a teenager.*
2 a **correct** – *She usually writes the music first and then she writes the words.*
b incorrect – *She gets them (her ideas) from ... her family.*
c incorrect – This is not stated on the recording.
3 a incorrect – *Her favourite singer is Katy Perry.*
b incorrect – *Her mum and dad have got a big music collection, and she often listens to their music.*
c **correct** – *But her music is really different.*
4 a incorrect – See c
b incorrect – *... Stargirl sometimes plays the ukelele!*
c **correct** – *... she's an actress, too. ... in the Disney film* Stargirl *...*
5 a incorrect – *Katy: Does she go to a big studio in New York? Dan: No, she doesn't.*
b **correct** – *She plays music at home and at studios in Los Angeles.*
c incorrect – *She plays music at home and at studios in Los Angeles* implies she doesn't have a studio at home.

3 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
  In my opinion, it's good/bad to be famous when you're a teenager because ...
  Personally, I like the idea of being famous when you're a teenager but ...

Homework Workbook page 31

Grammar in context 2 p44

Using the present simple – *yes/no* questions with *do* and short answers; using the present simple – *Wh-* questions; using adverbs of frequency

Warmer

Books closed. Write or project the following gapped questions on the board:

1 Do you _____ Grace VanderWaal?
2 Does she _____ her own songs?
3 Does she _____ to a big studio in New York?
4 Do her mum and dad _____ music?

Give students time to try and complete the questions before checking with 1–4 in exercise 1a.

1a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that most of the questions and short answers are based on questions and short answers from the listening in the previous section.

Answers

1 b **2** a **3** d **4** c

1b

Answers

a do, does **b** does, do **c** does, doesn't, do, don't

2a

Answers

2 Do you do homework on Saturday?
3 Do you play online games every day?
4 Do you do sport on Tuesday?
5 Do you clean your room at the weekend?
6 Do you watch TV before school?
7 Do you go to sleep at ten o'clock?

2b SPEAKING

- After students work in pairs, ask each student to feed back to the class one or two pieces of information about their partner. Make sure they use the third person -s in their sentences.

3 SPEAKING

- Demonstrate the activity by allowing students to ask you questions about activities you do with your family, alone and with your friends.

4a Point out that the *Wh-* questions are based on questions from the listening in the previous section. Make sure students understand that the answers are also in the recording about Grace VanderWaal.

Answers
1 Grace VanderWaal **2** a mixture of different styles
3 from school, her friends and her family **4** She's an actress.

4b When checking answers, remind students of *QASV* for making questions (*question word*, *auxiliary*, *subject*, *main verb*).

Answers
1 True **2** False – They go at the beginning. **3** False – The answer to a *Wh-* question is usually a person, a thing, a place or a time. 'Yes' and 'No' are the answers to *yes/no* questions.

5

Answers
1 Where **2** What **3** Who **4** What **5** What

Mixed ability

To address different levels within your class, allow preparation time before exercise 6. Give less confident students time to write their answers to the questions in exercise 5. Tell more confident students to think about how they will answer the questions in exercise 5 and then to write in their notebook three or four more *Wh-* interview questions they are happy to answer.

Then tell the stronger students to give their partner the extra questions they have written and tell the whole class to turn their answers over or close their notebooks. Create mixed pairs, where the stronger students ask the weaker students the questions in exercise 5 and the weaker students ask the stronger students the questions in exercise 5 and the additional questions.

6 SPEAKING

- Take class feedback by asking: *Are your answers similar or different?* and eliciting comments from some pairs.

7a Point out that most of the sentences in this and the next exercise are based on sentences from the listening in the previous section.

Answers
1 (always), 3 (usually), 6 (often), 5 (sometimes), 2 (not often), 4 (never)

7b

Answers
a after **b** before

8a Ask students to look at the quiz and say where they might see a quiz like this, e.g. in a magazine or on social media.

- With less confident classes, point out that if the answers are simple adverbs of frequency, the questions will be *yes/no* questions with *do* or *does*. If the answers contain other information, the questions will be *Wh-* questions. Elicit that this means items 1, 2 and 6 need either *do* or *does* and items 3, 4 and 5 need a *Wh-* question word.

Answers
1 Do **2** Does **3** When **4** What **5** What **6** Do

8b Pre-teach *enough* (*sufficient, the correct quantity*).

Use it ... don't lose it!

8c SPEAKING

- Take class feedback and ask students: *Do you agree with the quiz results? Why/Why not?*

Homework Workbook page 32

Developing speaking p46

Giving directions

Warmer

Books closed. Check the meaning of the prepositions *between*, *next to* and *opposite* by asking three more confident students to come to the front of the class. Give instructions to show the meaning of the three prepositions, e.g.

Luís stand ***between*** *Guadalupe and Miguel.*
Luís, come here! Now Guadalupe stand ***next to*** *Miguel.*
Guadalupe, come here! Now Miguel stand ***opposite*** *Luís.*

1 SPEAKING

- Follow up by asking students: *Which do you prefer? A paper map or a map app? Why?*

Possible answers

1 They are tourists/people visiting a place.
2 They are similar because the people want to find a place and need help. They are different because in one photo, the person has got a printed map and in the other, they have got a mobile phone. They're also different because they're in different places.

2

Answers

1 False – It's on High Street. 2 False – It's next to the library.
3 True 4 True 5 True 6 False – It's on the corner of Station Road and Park Road.

3a 41

Answers

the medical centre

3b 41

- With more confident classes, first ask students: *Where is the man?* Check they understand that he is in the train station (***B:*** *When you go out of the train station, ...*). Then ask students to complete the dialogue using the map to help them rather than listening again at this stage.

3c 41

- After checking answers, if you haven't already, ask students: *Where is the man?* Check they understand that he is in the train station (***B:*** *When you go out of the train station, ...*).

Answers

a medical centre **b** train station **c** left **d** Station **e** turn
f Park **g** straight on **h** left **i** library

4 41

- After checking answers, point out if necessary that in the sentence *The medical centre is on your left, opposite the library.*, the speaker uses the name of the place rather than *It* and says *your left* instead of *the left*.
- Also, make sure students are clear about *right* and *left*, and remember that a few students may have problems with these in their own language, so any confusion is not necessarily linguistic. Clarify these by standing at the front of the class with your back to the students and pointing and saying *right* and then *left*.

Answers

The speakers use the following expressions:
Can you tell me how to get to ..., please?
Turn left.
Walk along ...
Go straight on.
It's on [your] left.
[It's] opposite ...

Language notes

There are two types of expressions to give directions in the Speaking bank:

Expressions for *movement*: *Turn right/left*, *Walk along* ..., *Go straight on.* and *Go past* ... The underlined words in these expressions need to be used in combination with a verb indicating movement, e.g. *turn*, *cycle*, *drive*, *continue*.

Expressions for *position*: *It's on the right/left.*; *It's on the corner (of ... and ...).*; *It's between ... and ...*; *It's opposite ...* and *It's next to ...* The underlined words in these expressions are usually used with the verb *to be*, e.g. *The café is on the corner. The shops are opposite the park.*

5a With less confident classes, put students into pairs to prepare directions to a place together. Then put them in different pairs in exercise 5b to practise giving their directions.

5b SPEAKING

- Remind students that they need to imagine themselves walking around on the map starting from the train station. This means that if their partner tells them to *turn right/left* or says the place is *on the right/left* this is relative to the direction they are moving at that time.

Extra activity

Students work in pairs and write directions from your classroom to the library, computer room, cafeteria or another location in the school. Tell them to write their names at the top of the paper but not to write the final destination. Collect the papers and read out the directions on each one. Students put their hands up if they think they know the location. Nominate one student to ask the pair who wrote the directions and check, e.g. *Is it the library?*

Practice makes perfect

6b SPEAKING

- To make sure the audience listen attentively, tell pairs to say *[beep]* instead of the name of the place they want to go to. The audience needs to listen and work out where the person wants to go.

Homework Workbook page 33

Developing writing p47

Writing a short note

Warmer

Draw a simple map of the area around the school on the board. Ask students to come to the board and label where the school and other familiar buildings are. Then draw an arrow somewhere on the map and write *We are here!* Take the role of a tourist in your town, say something you enjoy and ask for a place, e.g. *I like films. Is there are cinema near here?* Or *I want a good dinner. Is there a restaurant near here?* Nominate a student to give you directions, then say *Thanks!*

Put students into pairs to make similar conversations, taking turns to start with a specific activity and then ask where they can do it. Keep moving the 'We are here!' on the board to make sure the directions don't become repetitive.

1 SPEAKING

- Write the stem *I'd like to learn to ...* on the board and elicit possible ways to complete it, e.g. *I'd like to learn to skateboard.*; *I'd like to learn to play the guitar.*; etc. Make sure students understand that we use this for things we don't do at the moment but are interested in trying.

2a

Possible answer

on her school website

2b After checking answers, ask students for ideas for where to insert the missing information and for suitable times, e.g. *My classes are for one hour. I go from 6 pm to 7 pm on Wednesdays and from 10 am to 11 am on Saturdays. You can do classes for ...*

Answer

d is not included in her answer.

3a After checking answers, make sure students understand that the ideas of 'reason' and 'consequence' are connected, and that often we can reverse these sentences and change the linking word, e.g. *I'm happy* (= consequence) ***because*** *it's my birthday* (= reason) – *It's my birthday* (= reason) ***so*** *I'm happy* (= consequence).

Answers

a and **b** but **c** because **d** so

3b

Possible answers

I go to Sevenoaks Drum School on Wednesdays and Saturdays.
My classes are for one hour but you can do classes for half an hour, too.
He's great because he makes the classes fun.
I usually play drums on one drum kit and he plays on another.
He always teaches me different techniques and I learn to read drum music so I can play at home.
Do you want to join our band at school so we can play music together?

4

Answers

1 and **2** so **3** so **4** Because **5** but **6** and **7** because **8** but

Fast finishers

Ask students to rewrite items 2, 3 and 7 to use *because* (2 and 3) and *so* (7). When checking answers, they can then share these alternative versions with the class.

Answers

2 My best friend doesn't have time to meet up with friends because he plays online games every day.
3 We can't get any food now because the supermarket's closed.
7 They finish school early on Wednesday so they have more free time.

Practice makes perfect

5a Make sure students understand that they should only answer one of the three questions on the site.

5b Exam tip To answer the question in the Exam tip box: because, when a question tells students to put information in their text, they lose marks if they do not include this information. They can use their imagination but should remember to include all the information in the instructions.

- Remind students that in Jane's reply to Zoe's questions in exercise 2b, she didn't include the time classes start and finish (d). She would therefore not be able to get full marks in an exam for her answer because Zoe asked for this information in her question. Tell students to read the question they chose in exercise 5a again carefully and make sure they are clear what information they need to include.
- Remind students that when they write a friendly note, message, letter or email, they should use contractions (*isn't*, *don't*, etc.) and informal expressions (*Hi ...*, *See you*, etc.). When they write a formal or semi-formal note, message, letter or email they should not use contractions or informal language.

Homework Workbook page 34

3 TIME OUT

Test yourself p49

Grammar test

1

Answers

1 finishes **2** goes **3** have **4** don't study **5** doesn't play
6 live **7** don't have

2

Answers

1 I do **2** he doesn't **3** they don't **4** we don't **5** she doesn't
6 she does **7** they do

3

Answers

1 He always does ...
2 His sister never listens ...
3 Oliver and Julia usually clean ...
4 Zoe's sometimes late ...
5 Mohammed's cousins often have ...

Vocabulary test

1

Answers

1 brush **2** get **3** go **4** have **5** do **6** have **7** go

2

Answers

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

3

Answers

1 library **2** park **3** restaurant **4** sports centre **5** cinema
6 medical centre **7** shopping centre

Vocabulary in context p50

Using a range of lexis to talk about rooms and furniture

Warmer

Books closed. Ask students to look at the unit title *At home* and predict what they think the unit is going to be about: e.g. *houses*, *flats*, *rooms*, *things in your home*, *things you do at home*, etc. Ask students: *What things do all rooms have?* and elicit, using the classroom if necessary, *door*, *floor*, *walls* and *ceiling*. Then ask *What other thing do most rooms have?* and elicit *window*.

In pairs, students brainstorm words related to homes. Tell them to think about *rooms* and *furniture*. Then tell students to turn to page 50 of the Student's Book and look quickly at the word boxes in exercises 1a and 3 to see if they have thought of the same words.

1a 42

- After checking answers, ask students: *Is this similar or different to a typical home in [students' own country]? In what ways?* Elicit any other rooms which are common in your students' own country, e.g. *terrace*, *patio*, *storage room*.

Answers
1 bedroom **2** bathroom **3** kitchen **4** dining room
5 living room **6** study **7** hall

1b With more confident classes, ask students to suggest descriptions for the four rooms not covered in the exercise, e.g. *You eat in here.* (*dining room*); *You put your car in here.* (*garage*); *You watch TV in here.* (*living room*); *You walk into your home here.* (*hall*)

Answers
2 kitchen **3** bedroom **4** bathroom **5** garden

2a 43

Answers
a bathroom **b** kitchen **c** living room **d** garden **e** study

2b SPEAKING

- Before students do the task, point out the use of *have got* in the speech bubble (*My house has got three ...*) and in the text in exercise 2a and explain that we use this to talk about the different rooms in a house. Highlight that students should try to use as many of the rooms in exercise 1a as possible, so they may also need to say what their house *hasn't got*, as in the example.

3 44

- Check that students are clear that a *cooker* is the object in the kitchen used to prepare food. Ask them if they know the words for people that prepare food, i.e. *cook* (*a person who makes food, usually in a domestic situation*) and *chef* (*a person who makes food, usually in a restaurant*).
- Also highlight the silent letter 'p' in *cupboard* /ˈkʌbə(r)d/ and elicit the plural form of *shelf* (*shelves*).
- After checking answers, put students into pairs and ask them to describe what they can see in the photos on pages 50 and 51 of the Student's Book.

Answers
1 bed, wardrobe **2** fridge, cooker **3** table, chairs, cupboard
4 shelf **5** radiator

Fast finishers

Students make a list of other objects they can find inside a house, e.g. *clock*, *desk*, *lamp*, *TV*, etc. and write sentences about where these are in their home, e.g. *I've got a clock in my bedroom. We've got a TV in our living room.* Ask students to share their sentences with the class after checking answers in exercise 3.

Culture exchange

4

Answers
a a sofa **b** cooker **c** fridge **d** sink **e** bed **f** wardrobe

Use it ... don't lose it!

5 SPEAKING

- With more confident classes, if there are specific items of furniture (or features of houses) that are very common in your students' country, be prepared to feed these in, e.g. *air conditioning*, *umbrella*, *tiled floors*, etc.

Homework Workbook page 36

Reading p51

Reading for gist and detail

Warmer

In pairs, students write questions using the present simple about rooms and furniture in a house, e.g. *Where do you sleep? Where do you do your homework? Where do you eat breakfast?* Then put students in different pairs for them to take turns asking and answering each other's questions, e.g. *I sleep in my bedroom.*; *I do my homework at the table in the kitchen.*; etc.

1 SPEAKING

- Before students answer the questions, ask them: *What toy is in the photos?* (LEGO®) and *Have you got any LEGO?* Point out that *LEGO*, in British English, is not plural.

2 Highlight that *bathroom* is used both for the room in a house with a bath, shower, toilet, etc., and also for a toilet in a restaurant, museum, etc. This second use is very common in American English.

Answer
very big

3 45

- Exam tip To answer the question in the Exam tip box: because this helps students decide which sentences will make the text logical.
- Remind students that they should read the text quickly to get a general idea of what it is about. To do this type of exercise they do not usually have to understand every word, so tell them not to panic if they don't understand everything.
- Students should then read the sentences which go in the text and ask themselves: *What does each sentence talk about?* They should find the sections of the text which correspond to the information in the sentences and read them again slowly, in more detail. They should put each sentence in the most probable space.
- When students have finished, they should check by reading the text with their answers in the correct place. They should ask themselves: *Do the sentences go together logically? Do words like* this *or* it *make sense?*

Answers

a **5** – *In the house, there's a real-size living room … In the house there are also two bedrooms. … the reading lamps, the clocks next to the beds, and even the cat on the bed!*

b **4** – *Visitors build things in the house, too. When we make things, we learn, think and have fun. There aren't any rules, people make anything they like.*

c **1** – *In one area, people build … In another area, visitors build fish and watch them swim. There isn't any real water (= for the fish to swim in) but …*

d **6** – *… on the top of the house … There is also a special area under the building. It's (= the special area under the building) like a …*

e **2** – *At Mini Chef restaurant, you build your food with bricks … and a message goes to the kitchen. The cooks (= in the kitchen) read it and make your food. When the food (= your food made by the cooks) is ready …*

Sentence 3 isn't used.

4

Answers
million – the number 1,000,000
bricks – blocks used for building, usually red
furniture – the beds, chairs, cupboard, tables, etc., in your house
rules – what someone can or cannot do in a particular system, game or situation
real – something that there is in the world, not only in imagination
unique – not the same as anything else; the only one
machine – a mechanical object that does a specific job

Extra activity

Tell students there are three words for people in the article. In pairs, students race to find them. Tell students to put their hands up when they have finished, not call out the answers. Elicit the three words to the board (*builders*, *visitors* and *cooks*) and elicit what else they have in common (they are all plural). Point out that a lot of words for people and jobs end in *-er/-or*, but not all.

5 Critical thinkers

Possible answer
I think it's good for young people to make things with their hands because they learn, think and have fun. It's important for children to make things, and I like the idea of LEGO because the colours are very interesting for children and the bricks are easy to connect.
I think it's very useful to make real things, not only play on computers.

Homework Workbook page 37

Grammar in context 1 p52

Using *There is/There are*; using prepositions of place

Warmer

In pairs, students say two true sentences and one false sentence to describe their home using *have got*, *be* and the present simple. Their partner guesses which is the false sentence. Model this activity first, e.g.
I've got a wardrobe in my bedroom. (True)
My kitchen is very big. (False)
I work in the living room. (True)

1 Point out that the sentences are based on sentences from the reading on page 51 of the Student's Book.

- With more confident classes, students may notice the word *any* after gaps b and c. Remind students that we use *any* with nouns that don't have a plural form (i.e. uncountable nouns) and with plurals. Show them that the first affirmative sentence can be transformed to a negative without using *any*, i.e. *There isn't a special area*. Explain that students will be looking at this grammar point in more detail in Grammar in context 2.

Answers
a There are **b** There isn't **c** There aren't **d** Is there
e Are there **f** there is **g** there are **h** there isn't **i** there aren't

Language notes

We use *There is/There are* to say things or people exist, often in a certain place. We don't usually stress *there, is* or *are*. However, we do stress *isn't* and *aren't* in negatives and short answers.
Contracted forms make words easy to say. We write and say the contracted forms *there's/there isn't/there aren't* in informal speech and writing. However, adding another *-re* to *there* to create *'there're'* produces a word that is difficult to pronounce. As well as being difficult to pronounce (native speakers say *'ther-ur'* and *'therr'*) *'there're'* is not often seen in written English.

2b 46

Answers
1 are **2** aren't, are **3** is **4** isn't **5** are **6** isn't

2c SPEAKING

- Take class feedback. If students talked about the same room, e.g. they both talked about the kitchen, ask them to make sentences summarising the similarities and differences, e.g. *There's a cooker in both our kitchens, but in Marco's kitchen, there are eight cupboards and in mine, there are only three.* If students talked about different rooms, tell them to take turns telling the class something about their partner's home, e.g. *In Adriana's living room there's a sofa and there are two armchairs.*

3

Answers
1 d **2** a **3** b **4** c

4 After checking answers, point out that all the answers use the word *there*, so students only need to remember to use the same form of *to be* in short answers and add *n't* where necessary.

Answers
1 Are there; No, there aren't. **2** Is there; No, there isn't.
3 Is there; Yes, there is. **4** Are there; Yes, there are.

5 SPEAKING

Extra activity

In small groups, students write at least three true/false statements about the first three units of the Gateway Student's Book using *There is/There are*, e.g. *There's a text about a famous tennis player in Unit 2.* (False; the text about Naomi Osaka is in Unit 1, page 14); *There are photos of people at school in Unit 2.* (True; pages 30 and 32). Students then swap their quizzes for other groups to do.
With more confident classes, use this Extra activity after working on the prepositions of place and tell students they need to include both *There is/There are* and a preposition of place in each statement.

6 Point out that most of the sentences are based on sentences from the reading on page 51 of the Student's Book.

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

Homework Workbook page 38

7 Before students do the task, ask them who/what they can see in the picture, what they know about the characters and where they are.

Answers
a in **b** on **c** behind **d** above **e** in front of **f** next to
g near **h** under

Culture notes

The Simpsons has run since 1989 on Fox®. The cartoon family (parents Marge and Homer, and children Bart, Lisa and Maggie) live in Springfield, a fictional town in the US. There have been over 30 series and numerous famous people have also made guest appearances, either voicing characters or playing cartoon versions of themselves.

8 Before students do the task, ask them if they recognise the room and, if they do, ask them: *Who lives in this house?* (the Byers family in *Stranger Things*) and *What's happening?* (in season 1, teenager Will Byers disappears and tries to communicate with his mother using the lights and letters on the wall)

Answers
1 in **2** on **3** in front of **4** behind **5** above **6** next to
7 under **8** near

Culture notes

Stranger Things has run since 2016 on Netflix. Set in a fictional small town in the US, it deals with supernatural events centred around a mysterious girl called Eleven and the group of teenage boys she makes friends with. Set in the 1980s, it has a retro feel which, from the opening credits, evokes films and TV series popular in that period.

Use it ... don't lose it!

9 SPEAKING

- After students have written their sentences individually, give them 30 seconds to study the photo. They then close their books, read each other their sentences and try to remember what was in the photo.

Vocabulary p53

Using a range of lexis to talk about food and drink

Warmer

Books closed. Say *I'm hungry!* and act *hungry*, holding stomach, etc. Turn to your desk and say *Oh, good! My lunch/afternoon snack is here!* Ask students *What is it?* and mime unwrapping a *burger* and taking a bite out of it, wiping ketchup from your mouth, etc., and elicit *burger*. Then mime rustling in a paper bag, squeeze some ketchup out and dip some *chips* in it, before taking a large, slurp of *cola*. Elicit at each point possible words, e.g. *chips* or *(French) fries*, *cola* or *lemonade*, etc. Then say *I've got dessert, too!* and unpeel a banana.

1a SPEAKING 47

- After checking answers, check the pronunciation of *biscuit* /ˈbɪskɪt/, *cheese* /tʃiːz/ and *orange juice* /ˈɒrɪndʒ ˌdʒuːs/. Check also that students are totally clear on the difference between *chicken* /ˈtʃɪkɪn/ (the food) and *kitchen* /ˈkɪtʃən/ (the room in the house).

Answers
a chicken **b** oil **c** milk **d** strawberry **e** smoothie **f** sushi
g yoghurt **h** veggie burger **i** salt **j** salad **k** onion **l** honey
Not in the photos: apple, banana, biscuit, bread, butter, cake, cheese, chips, coffee, egg, fish, flour, ice cream, jam, lemonade, meat, orange juice, pizza, sugar, tea, tomato, water

1b Mixed ability

To simplify the activity, tell less confident students, or the whole class, to work on only a few of the food and drink words. Put less confident students into pairs and assign each pair a few words, making sure each word is covered once. Students should check these in their dictionary and then draw a picture of each of their items large enough to show the class.
Tell more confident students to check they understand all the words in the box.
Then work as class and ask the less confident students to share their pictures with the class and check everyone understands all the words.

2

Answers
a Food: apple, banana, biscuit, bread, butter, cake, cheese, chicken, chips, egg, fish, flour, honey, ice cream, jam, meat, oil, onion, pizza, salad, salt, strawberry, sugar, sushi, tomato, veggie burger, yoghurt
b Drinks: coffee, lemonade, milk, orange juice, smoothie, tea, water

Use it ... don't lose it!

3 SPEAKING

- Before students do the task, drill the pronunciation of *Do you like ...?* (/dʒəˈlaɪk/) and make clear that the words are not usually clearly separated in spoken English.

Homework Workbook page 39

GREAT LEARNERS GREAT THINKERS p54

Thinking about the positive impact of tidying

Warmer

Books closed. On the board, write:

_ _ _ _ ≠ _ _ _ _ _

Nominate a student to say a letter. If it is in either of the words (*tidy ≠ messy*), write the letter in all the places it appears and continue playing with the same student. If not, the turn then passes to a different student. Students put their hands up if they think they know the words. If/When a student guesses the words write in all the remaining letters and check the meaning.

Draw students' attention to the sub-heading, *Tidy home, tidy mind*, and ask students what they think this means.

1 SPEAKING

- Follow up by asking students to share the good things about their home, e.g. *I've got my own room, I don't have to share.*; *We've got a terrace. It's great in summer!*

2 VIDEO

- After checking answers, point out that there is no connection between *Jack Sparrow House* and the character of the same name from the *Pirates of the Caribbean* films. Students may be interested to know that *Jack Sparrow House* is sometimes available to rent on the Airbnb® website.

Answers
A, B, C, E, F

3 VIDEO

- Pre-teach *downstairs* (*on the lower floor of a house/building, usually at ground level*) and *upstairs* (*on the upper floor of a house/building*).

Answers
1 the UK **2** kitchen **3** shelves **4** upstairs **5** bedroom **6** garden

4 With less confident classes, tell students to quickly scan the text in exercise 5 and look at the words a–c in context to help them work out the meaning.

Answers
a 2 **b** 1 **c** 3

5

Answers
1 relax and sleep **2** family **3** do more exercise

GREAT THINKERS

6a The *Headlines* thinking routine helps students to identify and focus on the central issue in a text. It also requires them to have assimilated the main message(s) of a text and to find a way to express their understanding clearly.

- With less confident classes, ask students to compare their choice with a partner before sharing one or both with a group or the class in exercise 6b.

6b SPEAKING

- During the class/group discussion in exercise 6b, try to elicit from students that headline b is probably the best because it reflects the content of the text best. Headline a is not really appropriate because the text is not about the specific action of tidying; headline c is a rather general statement; and headline d only really refers to the second bullet point in the text.

7 SEL

- With less confident classes, choose one of the areas and brainstorm it as a class, collating students' ideas on the board. Students can then work in pairs or small groups brainstorming the other four areas. Put students in different pairs for exercise 8 to compare their ideas.

8 SPEAKING

- When making their list, encourage students to select ideas from all five areas in exercise 7 and also to include any other ideas they have.

GREAT LEARNERS

- Elicit that if everyone does something to make a positive difference in the lives of other people, then we all benefit. Tell students that making various small changes can still be positive and may be easier than making one large change.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'My attitudes to life are not always positive' and 5 means 'My attitudes to life are always positive'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for making their attitudes more positive. Alternatively, ask students individually to think of ways to make their attitudes more positive.

Listening p56

Listening for gist and specific information

Warmer

Play *Odd one out*. Write the following groups on the board:
apple, banana, jam, orange
biscuit, bread, cake, chips
butter, cheese, egg, ice cream
In pairs, students decide which one is different from the rest of the group and say why.

Possible answers
jam: not a type of fruit, is made with fruit; ***chips:*** only one that comes from a potato; ***egg:*** others made with milk

1 SPEAKING

- Ask students if they recognise the person in the photo. Elicit/Explain that it is Logan Guleff (/ˈləʊgən ˈguːlef/) (Tennessee, USA; 2002), winner of *MasterChef Junior* and successful YouTuber.

2 48

Answer
c

3 48

Answers
1 **a** incorrect – *Presenter: Are you nervous? Lisa: No, not really.*
b **correct** – *… I'm sad it's the last day.*
c incorrect – *I imagine I'm in my kitchen at home. I'm happy there!*
2 **a** incorrect – This is not stated on the recording.
b **correct** – *Presenter: Is it sweet? Lisa: No, it isn't.*
c incorrect – *It's very popular there (= in Mexico).*
3 **a** incorrect – *Presenter: Do you get your ideas from books? Lisa: No.*
b **correct** – *I like to watch YouTube videos to learn how to make the dishes.*
c incorrect – Lisa says Logan Guleff is *a winner of the US MasterChef Junior competition*, but she doesn't say she gets ideas from competitions.
4 **a** **correct** – *… cooking is my hobby.*
b incorrect – *… I don't want to do it as a job. I mean, not like a chef.*
c incorrect – Lisa says *I want to travel … and eat different food*, but this isn't the reason why she cooks.
5 **a** incorrect – *I serve it (= the chicken) with some rice.*
b incorrect – She says *I cook it (= the sauce) and I put it over the chicken. Then I cook them together for half an hour.* She doesn't say how long she cooks the sauce in total.
c **correct** – *Presenter: First you cook the chicken, right? Lisa: Yes.*

4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
I think trying food from different countries is a good/bad idea because …
I like the idea of trying food from different countries but …

Workbook page 39

Grammar in context 2 p56

Using countable and uncountable nouns; using *some, any, a/an*

Warmer

Books closed. Remind students that they saw 34 words for food and drink in Developing vocabulary on page 53 of the Student's Book. Challenge the class to remember them all. Tell students to put their hands up and then nominate them to give words. Write each one on the board, checking spelling and pronunciation and see if students can remember all 34.

1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.

Answers
1 countable **2** uncountable

2 Students may question some of the items. If so, make sure they understand that some uncountable items can become countable depending on what is implied, e.g. *Can I have an ice cream Dad? (= an individual ice cream on a stick or in a cone)*. Similarly, some countable items can be uncountable, e.g. *Is there any onion in it? (= when an onion is chopped and used as an ingredient in a dish).*

Answers
Countable nouns: banana, biscuit, chips, egg, onion, pizza, smoothie, strawberry, tomato, veggie burger
Uncountable nouns: butter, cake, cheese, chicken, coffee, fish, flour, honey, ice cream, jam, lemonade, meat, milk, oil, orange juice, salad, salt, sugar, sushi, tea, water, yoghurt

4a

Answers
a singular countable **b** uncountable **c** uncountable
d plural countable **e** singular countable **f** uncountable
g singular countable

4b **Answers**
1 True **2** True **3** True

5 After checking answers, make sure students understand that we use *some* with plural countable nouns when the exact number is not particularly important. We can always substitute a specific number if the context requires, e.g. *Are you hungry? There are some biscuits in the cupboard.* vs *Oh dear! There are three of us and there are only two biscuits!*

- Students may also ask when we use *a/an* and when we use *one*. Explain that we use *one* if we need to emphasise the quantity, e.g. *I've got an apple in my bag.* vs *I've got one apple, but I need three to make my apple cake.*

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

6a SPEAKING

- Use the photo to check the meaning of *market*, *boats*, *river* and *flowers*. Follow up by asking: *What country do you think this is?* Students can check their ideas when they read the text in exercise 6b.

6b Before students do the task, make sure they understand that they already know other uncountable nouns, e.g. *homework*, *information*, *history*, *money*, *hair*, *furniture*, *advice*, and that it's not only food and drink which can be classified in this way. After checking answers, elicit the words in this exercise which are not food and drink, i.e. *photo* (a), *market* (b), *boats* (c) and *flowers* (g).

Answers
a is an **b** is a **c** are some **d** is some **e** isn't any
f aren't any **g** are some

Extra activity

Write *At the shops, can you buy me ...?* on the board. Demonstrate the activity with some more confident students. The first student says the phrase and adds one food or drink item with *a/an* or *some*, e.g. *At the shops, can you buy me some chocolate?* The next person repeats that person's question and adds another item, e.g. *At the shops, can you buy me some chocolate and a smoothie?* The next person does the same, adding another item to the list. The game continues until someone can't remember what previous people have said or mixes up the order. Students can then work in small groups to see how many items they can add to their shopping list.

7 **Answers**
a There are **b** There is a **c** There is an **d** Is there any
e there isn't **f** there aren't any

Culture notes

The *MyPlate* system was first used in 2011, and it is used on food products and in schools in the US. It was designed by the US Department of Agriculture to replace the pyramid system in use at the time. The arrangement on the plate is designed to show that in any given meal, fruit and vegetables should take up at least half the plate. There is a very complete US Government website offering a wide range of support information, and a mobile app.

Use it ... don't lose it!

8 SPEAKING

- Follow up by asking students what they think of the MyPlate system. Discuss with them what system is used in their country to help people eat healthily.

Homework Workbook page 40

Developing speaking p58

Making and replying to offers

Warmer

Books closed. Write *PARTIES* in the centre of the board. Brainstorm all the words associated with parties that students can think of and write them around it, e.g. *music*, *burgers*, *pizza*, *lemonade*, *cake*, *candles*, *dancing*, *balloons*, *decorations*, *party hats*, *presents*, *games*. Then ask them to look at the photo in exercise 1a and see which of the words on the board they can see in the picture.

1a SPEAKING

- Follow up by asking: *Do you have parties at home? Why/Why not?*

Possible answer
They are at a party in their friend's garden.

1b After students discuss the questions, discuss party food as a class and remind them of the text about *MyPlate* in the previous section. Ask them: *Is party food healthy?* and elicit that it often isn't. If your class is more confident, teach *unhealthy*.

2 49

- After checking answers, with more confident classes, highlight the following common expressions from the listening: *Come in!* (= 'enter' [usually a personal space]); *This is for you*. (= for giving a present); *Here you are*. (= for giving someone something when they ask for it); *You're welcome*. (= responding to 'Thanks'); *Come on!* (= 'OK, let's do this').

Answers
1 Ben, Emma **2** Ben, Emma **3** Emma **4** Emma, Ben **5** Ben **6** Emma, Ben

3a 49

Language notes

We often make offers in conversations in order to be polite and helpful. Replying to offers in a suitable way is just as important. Students should make sure they thank the person and, if they don't want to accept an offer, be sure to refuse politely. Offering an excuse is also a good idea.

Shall I ...? and *Can I ...?* are followed by the verb without *to*.
*Can I **put** it on the table?* *Shall I **take** your coat?*
Shall is more formal than *can*.
Would you like ...? is followed either by a noun or by a verb with *to*.
*Would you like **a biscuit/to dance**?*

3b 49

Answers
1 Shall I take your bag? **2** Have a seat. **3** Can I get you a drink? **4** How about some orange juice? **5** Would you like some pizza?

4 Before students do the task, ask them: *Whose house is it? The girl's or the boy's?* Establish that the boy (Tom) is a guest in the girl's (Molly's) house.

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

Fast finishers

Ask students to look at the conversation again and identify the words and phrases which they could change to make a 'new' conversation, e.g. ***Molly:*** *Hi, Susana. It's great to see you!*; ***Susana:*** *Thanks for inviting me for dinner.*; etc. After checking answers to exercise 4, they share their ideas with the class.

Practice makes perfect

5a SPEAKING

- With less confident classes, remind students that they can reuse a lot of the conversation in exercise 4 and focus on the bits they need to change for the new situation.

5b Make sure students understand that in the next step they should act out, not read out, their dialogue. If they wrote a full script in exercise 5a, encourage them to reduce it to notes to refer to.

5c SPEAKING

- As students listen to the dialogues, ask them to note the phrases from the Speaking bank each pair uses. After each dialogue, ask the class: *Did [student B] reply to [student A]'s offers politely?*

Homework Workbook page 41

Developing writing p59

Writing a description of a place

Warmer

Write on the board. *In my dream bedroom there is/there are ...*

Elicit ideas from the class for things they would like in their dream bedroom, e.g. *a computer, an enormous TV, a games console, a piano, a sofa, big windows, a balcony, a fridge with cold drinks in it, a popcorn machine.*

Tell students to note down the ideas because they might want to use them in the final task.

1 SPEAKING

- If you used the Warmer, make sure students understand that the statements here are about their *real* bedroom, not their *dream* bedroom.
- After students have discussed the statements, find out which students have a messy bedroom. Remind students what they learnt about having a tidy bedroom in Great Learners, Great Thinkers.

2 After checking the answer, check the meaning of *comfortable* (*nice to sit or lie on*).

Answer
Jack

3a

Answers
Lucy: comfortable, small, cool, favourite, old, messy, tidy, funny
Jack: quiet, big, new, comfortable, small, tidy, messy
We use adjectives to say something more about nouns.

Mixed ability

To simplify exercises 3a or 3b, assign less confident students either Lucy's text or Jack's text. Students should find the adjectives/adverbs of frequency and check they know why we use these. Tell more confident students to work on both texts. Then pair/group students so there is at least one person who worked on Lucy's text and one who worked on Jack's text in each pair/group. Students can then compare and complete their answers before checking as a class.

3b

Answers
Lucy: often, never, sometimes, always
Jack: always, often, usually, sometimes
We use adverbs of frequency to say how often something happens.

4 Before students do the task, remind them that if the main verb is *to be*, it may be 'hiding' in one of its contracted forms, i.e., *'s* or *'re*.

Possible answers
1 **Lucy:** comfortable beds, small tables, cool posters, favourite bands, old wardrobe, funny videos
Jack: big TV, new games console, comfortable chair, small room
2 **Lucy:** is (never) messy
Jack: it's quiet, is (usually) tidy, it's messy
3 **Lucy:** often read, sometimes listen, always watch
Jack: always study, often watch, usually play
4 **Lucy:** is never (messy)
Jack: is usually (tidy)

5 Before students do the task, make sure they understand they don't need to change any words in the sentences. They simply need to put the word in bold in the correct position according to the rules in the Writing bank.

Answers
1 There's a **new** computer in my room.
2 I **often** listen to music in my room.
3 My bedroom is **usually** clean and tidy.
4 It's **quiet** in my bedroom and I can study there.
5 There are some **interesting** books on the shelf.
6 We **always** play video games in the living room.

6

Answers
1 is comfortable 2 small wardrobe 3 colourful posters
4 sometimes listen 5 is usually 6 is never

Practice makes perfect

7a Exam tip To answer the question in the Exam tip box: it is very important because adjectives help make a text more interesting and can motivate the reader to keep reading.

- Remind students that adjectives in English don't have singular and plural forms, e.g. we don't add a final *-s* to an adjective when it describes a plural noun.

7b Before students write their description, check they understand that they should write about their dream bedroom. However, they should write in the same style as the model texts in exercise 2, i.e. with *to be*, *have got*, present simple and *there is/there are*, as if their dream bedroom really existed. If you used the Warmer, suggest they start their description in the same way, i.e. *In my dream bedroom there is/are ...*

Homework Workbook page 42

Test yourself p61

Grammar test

1

Answers

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

2

Answers

a Above **b** Next to **c** on **d** near **e** Behind **f** in front of

3

Answers

Countable: biscuit, egg, onion, strawberry, tomato
Uncountable: cheese, honey, oil, salt, yoghurt

4

Answers

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

Vocabulary test

1

Answers

1 garage **2** kitchen **3** bedroom **4** dining room **5** bathroom

2

Answers

1 table **2** radiator **3** shower **4** armchair **5** wardrobe
6 cupboard **7** toilet

3

1 butter **2** chicken **3** fish **4** ice cream **5** orange juice
6 salad

Exam success Units 3–4 p62

Reading

2

Answer
b

3

Answers

1 a incorrect – Elena says that her sister also has her own room, but she doesn't say if her sister is nice.
b incorrect – This is not stated in the text.
c **correct** – *I've got my own bedroom! I'm very lucky.*

2 a incorrect – Elena talks about looking out of the window *When I do my homework*, but she doesn't say this helps her do her homework
b **correct** – *I see the people walking in the street. It's very interesting and sometimes you see some funny things.*
c incorrect – Elena says that *there's a computer* on her desk and she uses it *for games*, but she doesn't say if it is easy.

3 a incorrect – Elena says *I practise every day because I want to be really good at playing it (= the piano)*, but she doesn't say how interested she is in the piano or how interested she is in sport.
b incorrect – Elena says she has a *small piano*, but she doesn't say that the room is small.
c **correct** – *I practise every day ...*

4 a **correct** – *I put notes about the dates of my sports matches, or my projects for school on it.*
b incorrect – Elena says *On another wall, there are four shelves*, but she doesn't say the distance from the noticeboard to the shelves.
c incorrect – Elena says *There's a big chair in the corner. I like to sit there and read.*, but she doesn't say what she reads.

5 a incorrect – Elena talks about different pieces of furniture (*desk*, *wardrobe*, *shelves*, *chair*), but she doesn't say she wants to change them.
b incorrect – Elena doesn't talk about a chair for visitors.
c **correct** – *I want to have more space for my things ...*

Writing

3

Possible answer
Hi Alex
I want to play my new computer game at the weekend. Would you like to come to my house to play it with me? Can you come at 3 pm on Saturday afternoon? I think we can have fun!
Xx

- If you wish, go to page 153 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 100–104, for more information and practice on this Key for Schools task.

Collaborative project 2 p63

1 SPEAKING

- Students work in groups of three to four. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative project. If you have students of different nationalities within your class, consider grouping them according to their country of origin. This will make the final Project time presentations as varied and interesting as possible.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- If you selected one project type (A–D) for the whole class to work on in Collaborative project 1, choose a different type here. If groups chose their own project type, encourage them to discuss their experience with their new group briefly and try a new type, as far as possible.
- Remind students that when they do their research online, they should keep a list of the sites they consult as they need to include in their project where this is from.

3 Ask individuals to read out the tips and discuss them with the class.

- In the *Collaboration* section, elicit from students what the purpose of these phrases is (responding to other people's ideas). Remind students that they can also use the phrases for distributing work from Collaborative project 1.

4 SPEAKING

- Remember to establish a clear plan for the project (with interim dates and a deadline; which stages are to be done at home and which in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 If you ask students to mark the projects of their classmates, rather than using the Virtual Classroom Exchange, encourage them to share and justify their marks.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

Vocabulary in context p64

Using a range of lexis to talk about computers and mobile devices and using them

Warmer

Books closed. In pairs, ask students to brainstorm electronic gadgets teenagers use for studying and for entertainment. Set a time limit and then ask students to add up how many devices they thought of. Ask the pair with the longest list to come up and write them on the board to check spelling. Then elicit any other gadgets that are not in the list on the board.

Ask students to look at the unit title *Log on* and elicit/teach the meaning (*to start using a computer system, usually by typing your username and password*). Then ask students to look at the images and ask them what they think the unit is going to be about, e.g. *technology*, *gadgets*, *computers*, *the Internet*.

1a SPEAKING

- Make sure students understand that the question is referring to the photo below the questions, not the photos at the top of pages 64 and 65 of the Student's Book.

Answers
1 laptop

1b 50

- Point out that the stress in all the words with more than one syllable is on the first syllable, i.e. *battery*, *charger*, *desktop*, etc.
- Practise the /ʌ/ sound in *touchpad* /ˈtʌtʃˌpæd/ and *touch screen* /ˈtʌtʃ skriːn/ and point out that these are written as one and two words respectively.
- After checking answers, make sure students understand the meaning of the words not in the photo, i.e. *battery*, *desktop*, *mouse*, *printer*, *smartphone*, *speaker*, *tablet* and *touch screen*. Point out that a *monitor* is a computer screen, or the part of a computer that contains the screen.

Answers
charger, keyboard, laptop, touchpad, volume key, webcam

Mixed ability

To address different levels within your class, tell more confident students to cover the box and try to name everything they can see in the photo. Tell less confident students to use their dictionary to help them name what they can see.

Then pair/group students so there is at least one person who worked with their dictionary and one without in each pair/group. Students can then compare and complete their answers before checking as a class. Be prepared to feed in other common words students may ask for, e.g. *plug*, *socket*, *space bar*, *enter key/return*, etc.

2

Answers
a monitor **b** keyboard **c** volume key **d** mouse **e** touchpad
f battery **g** webcam **h** speaker **i** printer

3a 51

- After checking answers, focus on the phrasal verbs *log on* and *log off*. Point out that these are different from the other actions in the box because they don't need an object. In all the other cases we need to say what we are talking about, e.g. *charge your laptop*, *delete a file*, but we can simply say, *First, you need to log on (to the computer).*; *Don't forget to log off (the computer).*

Answers
a download **b** delete **c** save **d** print **e** log on
f send an email **g** cut and paste **h** click on **i** log off
j copy **k** charge

3b With more confident classes, put students into pairs to write sentences using actions from exercise 3a not used in this exercise. Put students in different pairs and tell them to tell each other their sentences, saying *[beep]* instead of the action. Their partner has to guess the missing word.

Answers
1 log off **2** copy (and paste) **3** print **4** download **5** charge

4 52

Answers
1 tablet (*... my tablet's at home.*) **2** saves (*... I always keep the photos she [= Lucy] sends.*) **3** deletes (*... but I don't keep them [= the videos from Jim].*) **4** printer (***Julie:*** *I want to print it ...,* *but ...* ***Kevin:*** *... Come to my house – you can do it there.*)

Use it ... don't lose it!

5 SPEAKING

- With less confident classes, write the following activities on the board to help students answer the second question:
do my homework *download music* *go online*
play video games *take selfies* *talk to my friends*
watch videos online

Homework Workbook page 46

Reading p65

Predicting content, reading for gist and specific information

Warmer

Books closed. Ask students: *Do you often have wi-fi connection problems? Where is there very good wi-fi where you live? Are there any places where the connection is really bad? What's the problem?*
Then ask: *What do you do when you don't have an Internet connection? How do you feel?* Write *nomophobia* on the board and ask students if they know what it is (*being frightened about not having a signal or enough battery on your smartphone and being 'disconnected' from the world*). Ask: *Do you think you have nomophobia?*

1 SPEAKING

- Tell students that looking at titles and pictures first can often help them understand a text.

2a SPEAKING

- Tell students to cover the text before discussing the questions.
- Elicit some ideas for each question from the class, but don't confirm if they are correct or not.

2b Pre-teach any words you think students may have problems with, not including the underlined words, e.g. *champion* (*the person or group of people who win a competition*) and *phone book* (*a big book with the names, addresses and phone numbers of people and businesses in your area*).

- After checking answers, follow up by asking students: *Can you imagine living in Green Bank?*

3 53

Answers

1 a incorrect – *Life without wi-fi and smartphones is normal there.*
b incorrect – This is not stated in the text.
c **correct** – *People use landlines to make phone calls …*
2 a incorrect – The article doesn't say that Green Bank doesn't need wi-fi, although they clearly live without it.
b **correct** – *… scientists need it* (the telescope) *to study space … it listens carefully for radio signals from planets … Wi-fi and smartphones can block these …*
c incorrect – The article doesn't say that no one has devices, it just says that no one uses them in Green Bank.
3 a **correct** – *… it listens carefully for radio signals from planets …*
b incorrect – *It doesn't receive pictures or take photos of stars.*
c incorrect – (see b)
4 a incorrect – *They* (teenagers) *… help their parents on their farms*, but this is not for fun.
b incorrect – *They* (teenagers) *study in the town's library*, but this is not for fun.
c **correct** – *In their free time, they … can also join after-school clubs.*
5 a **correct** – *The telescope uses 21st century technology, but the town is like small towns from the 1950s – that's unusual!*
b incorrect – *There aren't any … restaurants …*
c incorrect – The article says *There aren't any shopping centres* but doesn't give information about how many shops there are.

Extra activity

Check comprehension of the text further by giving students the following questions and asking them to justify their answers:
How do teenagers in Green Bank feel about not having modern technology? (They can live without wi-fi and smartphones because it is normal for them.)
Why exactly are wi-fi and smartphones a problem in Green Bank? (Because the signals from these can stop the telescope getting the radio signals from planets.)
How good is the Green Bank robotics club? How do you know? (Very good. Their team is the champion of West Virginia.)
Are there other towns like Green Bank in the US? (Probably not. The text says the town is unusual because of its combination of modern and 1950s technology.)

4

Answers

landlines – telephones that are not mobile phones
huge – very big
pick up – when a piece of equipment receives or detects something
farms – an area of land used for growing plants and/or keeping animals
search – try to find someone or something by looking carefully
news – information about recent events in your town/city/country or from around the world that is reported in newspapers, on TV or radio or online

5 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
Personally, I believe/feel/think that only having limited access to the Internet is …
It's/It isn't important to have access to the Internet all the time because …
I like the idea of living in a place like Green Bank, but I believe/feel/think a lot of teenagers …

Homework Workbook page 47

Grammar in context 1 p66

Using *can/can't*; using adverbs of manner

Warmer

Tell students five simple facts about yourself, using *can* and *can't* and challenge them to guess if they are true or false, e.g.
I can fly.
I can't drive.
I can ride a horse.
I can't swim.
I can speak some Russian.

1a Point out that the sentences are based on sentences from the reading on page 65 of the Student's Book.

Answers
1 c **2** a **3** d **4** b

1b
Answers
1 join **2** search **3** live

1c
Answers
1 True **2** True **3** True

Language notes

Can is a modal verb. Modal verbs are different from normal verbs:
1 They don't use an -s for the third person singular.
2 They make questions by inversion (*She can go.* becomes *Can she go?*).
3 They are followed directly by the infinitive of another verb (without *to*), e.g. *She can ~~to~~ go.*

2a PRONUNCIATION 54

- After playing the recording, look at the audioscript under the photo with the class. Model it yourself, showing how *can* is short and unstressed, and *can't* is long and stressed.

Language notes

Practise saying the long vowel sound /ɑː/ in *can't* (/kɑːn(t)/) with students (tell them that it's the sound that you make when a doctor looks at your throat: *aaaahhh*). Elicit other words with this vowel sound, e.g. *plant*, *aunt*, *afternoon*.
Sometimes, it is difficult to distinguish between *can* and *can't* because native speakers don't pronounce the final *t* at the end of *can't*. So, if students don't hear the different consonant sounds in *can* and *can't* clearly, they should listen for the length of the vowel sound.

Extra activity

Write: **+ oO** on the left of the board and **– OO** on the right. Explain that students can use the rhythm of a sentence with *can/can't* to identify if it is positive or negative.
Point to the left of the board and say *She can skate.* (stress pattern ooO, i.e. *She can skate.*) then point to the right of the board and say *He can't skate.* (stress pattern oOO, i.e. *He can't skate.*).

Put students into pairs and tell them to work individually and write five simple sentences. Specify that they should be three to five words long (counting the contraction *can't* as one word) and use *I/he/she/we/they* and *can* or *can't*, e.g. *We can swim.*; *I can't drive.*; *She can't ride a bicycle.* They then practise with their partner, saying the sentences for their partner to identify as positive or negative.

2b 55

- Point out that students need to complete the sentences with what they hear, and that the exercise is listening practice, not grammar practice.

Answers
1 can, can't **2** can't, can **3** can't, can **4** can, can
5 can, can't **6** can't

3 If necessary, check the meaning of *backpack*, ideally by pointing to students' backpacks in the classroom.

Answers
1 can **2** can't **3** can **4** can **5** can't **6** can't

4 With less confident classes, before students do the task, make sure they understand that 1, 3 and 5 are questions, 2 and 6 are negative sentences and 4 is an affirmative sentence.

Answers
1 Can you draw?
2 I'm sorry, I can't hear you.
3 Can he speak German?
4 My sister can fix computers.
5 Can they write stories?
6 We can't dance.

5 SPEAKING

- Before students do the task, point out that in questions with *Can ...?* the *can* is usually pronounced /kæn/, but is not stressed, e.g. *Can you sing?* (/kæn jə ˈsɪŋ/). In short answers, we stress both *yes/no* and *can/can't*, e.g. *Yes, I can.* (/ˈjes aɪ ˈkæn/); *No, I can't.* (/ˈnəʊ aɪ ˈkɑːnt/).

6 With less confident classes, before students do the task, explain that the adverbs of manner in sentences 1–4 are the words in bold, *quickly*, *easily*, *carefully*, *clearly*, *hard* and *well*.

Answers
a how something happens **b** usually **c** after **d** after
e don't usually **f** Not all

7
Answers
1 slowly **2** nicely **3** noisily **4** clearly **5** badly **6** loudly
7 fast **8** beautifully

Homework Workbook page 48

8 When checking answers, point out that *Wow!* in item 4 can also be placed at the end, but native speakers generally tend to start with an exclamation, before explaining the reason for it.

Answers
1 He eats his breakfast quickly.
2 She explains things clearly.
3 They don't do their homework carefully.
4 Wow! You draw well.
5 My parents work very hard.
6 They never play video games quietly.

9 After checking answers, ask students: *Do you know Rocket League®?* and if so: *Do you play Rocket League? Why/Why not?*

Answers
a hard **b** well **c** badly **d** great **e** quickly **f** fast **g** easily **h** good

Culture notes

Rocket League was released in 2015 and has grown since its original release on Windows® and PlayStation® to be available on multiple platforms, including Xbox® and Nintendo Switch®. It currently has more than 60 million players around the world and has won many 'Game of the Year' awards.

Use it ... don't lose it!

10 SPEAKING

- Before students do the task, look at the model dialogue together and point out that students can make questions with both *Do you ...?*; as in the model; and *Can you ...?*

Vocabulary p67

Using a range of lexis to talk about the Internet

Warmer

Books closed. Give students an informal spelling test. Explain that you are going to read ten adjectives, and they have to write down the adverb of manner: *slow*, *calm*, *careful*, *bad*, *clear*, *easy*, *quick*, *fast*, *hard*, *good*. If necessary, check students understand the task by asking what they are going to write for *slow*.

Answers
slowly, calmly, carefully, badly, clearly, easily, quickly, fast, hard, well

1 56

- Before students do the task, point out that they may need to use the plural form of the words.
- After checking answers, highlight *a podcast about my favourite singer* in 1 and elicit that this means that 'my favourite singer' is the topic of the podcast. Contrast this with *a song by my favourite singer* and elicit that this means 'my favourite singer' performs the song.

Answers
1 password, podcast 2 virus, website, link
3 blog, visitors, search engine

Fast finishers

Ask students to write definitions for some of the words in the box. Remind them that the words they saw in Vocabulary in context on page 64 of the Student's Book can help them with this task, e.g. *You use your **keyboard** to write this series of numbers, letters and symbols and **log on** to your computer.* (*password*); *You **click on** this with your **mouse** to go to another page on the Internet.* (*link*). After checking the answers to exercise 1, ask students to read some of their definitions to the class for other students to guess the words.

2 With less confident classes, before students do the task, make sure they understand that sentences 1–4 should be completed with nouns but that sentence 5 needs to be completed with an adverb of frequency, e.g. *sometimes*, *never*. Tell students not to worry about translating the names of websites into English, unless they are sure they know the words.

Use it ... don't lose it!

3 SPEAKING

- Before students do the task, look at the example and then elicit and drill the four other questions students will need.

Homework Workbook page 49

GREAT LEARNERS GREAT THINKERS p68

Thinking about the positive and negative sides of technology

Warmer

Write or project these questions on the board and ask students to discuss them in pairs before asking their opinions in open class:
What information do you share online?
Are there rules in your house about social media?
How long do you spend online every day?
After discussing the questions as a class, remind students that they need to be very careful about the type of personal information they make available on social media and the Internet.

1 SPEAKING

- After students do the task, ask some of them to share their ideas with the class. If students generally agree with each other, ask them if they think the answers depend on how old people are.

2 VIDEO

Answers
1 and 3

3 VIDEO

Answers
1 can't – *This group of friends say they love checking their social media. They can't imagine life without it.*
2 phones – *They delete their apps slowly from their phones, one by one.*
3 not happy – *They're quite nervous about it!* (deleting their social media apps) *They don't like disconnecting from the online world.*
4 out – *… some people can't stop. And this can cause other problems – like … not going outside.*
5 affects – *And this need* (to get a 'like') *can affect our sleep.*
6 can – *… turn your devices off sometimes, like these friends. They can live without social media!*

4

Answers
1 We can ask people.
2 People speak more to each other.
3 A 'tech holiday' is when you don't use technology for a weekend.
4 You use your phone and social media less and can have real conversations.

GREAT THINKERS

5 SEL SPEAKING

- The *Connect–Extend–Challenge* thinking routine helps students to make connections between new ideas and what they already know. It also requires them to question their existing ideas, and possibly redefine their positions. It is a routine for both thought and discourse.
- Students work individually in steps 1–3 and then in small groups in step 4.
- In the groupwork stage, students should all first share what they think are *the four main ideas* (1) in the video and text; they should then discuss which of *the ideas are new for them* (2); before finally discussing if *their own ideas are still the same or if they are now different* (3).

6 SPEAKING

- Put students in different groups and ask them to share a summary of their discussion in exercise 5. Encourage students to focus on any of their own ideas which have changed as a result of the *Connect–Extend–Challenge* thinking routine.
- After students have made their lists in groups, collate these on the board and ask students to pick the best two or three ideas.

GREAT LEARNERS

- Point out that there are negative sides to many things. It's important to think about what these are and how they can affect us, and other people, to make sure we are making sensible decisions.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 150 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often question my own attitudes and behaviour' and 5 means 'I always question my own attitudes and behaviour'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for questioning their own attitudes and behaviour more. Alternatively, ask students individually to think of ways to question their own attitudes and behaviour more.

Listening p70

Listening for gist and specific information

Warmer

In pairs or small groups, students discuss their favourite video and smartphone games. Ask each pair/group to agree on their 'top three' and then write the titles on the board. Ask students to look at the picture at the top of page 70 of the Student's Book and ask: *Which of the games on the board do you play in a place like this?*

1 SPEAKING

- If necessary, teach the words *e-sports club* and *e-sports arena*. If students agree that sport video games are 'real' sports, extend the discussion by asking: *What is the big difference between sports like volleyball and tennis and video games?* and elicit that video games are not physical exercise. Remind students of the importance of physical exercise, even if this is not sports.

2 57

- For information about *Rocket League*, see the Culture notes on page 63 of this book.

Answer
They ask their parents first.

3 57

- Before students do the task, remind them that before they listen they should try to make predictions about the information needed to fill the gaps. With less confident classes, look at the items together and elicit ideas, e.g. item a: *a number – 15? 18?*; item b: *a type of person – students? members?*; etc.
- Pre-teach any words and expressions you think students may have problems with, e.g. *it's time to (this is the correct moment to do something)* and *for all ages (appropriate and interesting for all people from young to old)*.

Answers
a 17/seventeen **b** students **c** Wednesday **d** 7/seven
e Thompson

Extra activity

Check comprehension further by playing the recording again and asking the following questions:
How many British children play video games? (over 90%)
How is the school e-sports club similar to a real sports game? (They have a big screen and they want people to cheer.)
Which website has information students' parents can read? (the British E-sports Association website)

4 Critical thinkers

Possible answer
I think they're a good idea because they give all students opportunities to be in a team. For example, I'm not good at 'real' sports, I prefer running or swimming by myself. So, I like this idea because I can be part of a team with my friends and I can meet new people at the matches. I think a school needs lots of different types of club. Then we can all join a club and do something we enjoy.

Workbook page 49

Grammar in context 2 p70

Using the imperative; using *like, love, hate* + gerund

Warmer

Books closed. Write *CLASSROOM INSTRUCTIONS* on the board. Elicit examples of things you often say, e.g. *Work in pairs.*; *Come to the board.*; *Sit down.*; *Don't write in your textbook.*; *Quiet please! Everyone stop talking!*; etc. and collate these on the board.
Circle all the imperative instructions and ask students: *What do these have in common?* Elicit that they use the imperative.

1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.

Answers
a use **b** make **c** don't **d** can **e** use

Language notes

There is only one imperative form for both *you* singular and plural. The form of the imperative is the same as the infinitive. We use the imperative form when giving **instructions** (e.g. *Stand up.*, *Turn left.*), **orders** (e.g. *Open your books.*) and to make **offers** (*Have a seat.*). The imperative is also very common in **written instructions**. We can also see the imperative on **signs and notices** (e.g. *Do not use.*, *Insert a coin.*).

2 Before students do the task, make sure they understand that they need to make some of the rules negative, even though the verbs given are affirmative.

Answers
2 Bring your books.
3 Do your homework.
4 Listen to the teacher.
5 Don't write on the desk.
6 Don't use your mobile phone without permission.

3

Answers
a Choose **b** make **c** Use **d** Don't include **e** keep
f Don't write **g** Don't do

4 Before students do the task, make sure they understand that they need to make some of the sentences negative, even though the verbs in the box are affirmative. Tell them they need to think carefully, first about which verb goes in which sentence and then about whether it is affirmative or negative.

Answers
1 Go **2** Don't forget **3** Don't watch **4** Don't delete
5 Log off **6** write

5 If students enquire, tell them that *gerund* is a more formal name for the *-ing* form.

Answers
a *-ing* **b** hate

6 After checking answers, make sure students understand that *can't stand* and *hate* mean the same and are interchangeable.

Answers
1 love **2** like **3** don't like **4** can't stand/hate

7 Suggest students alternate the use of *can't stand* and *hate* when necessary. Point out that *can't stand* doesn't use a third person *-s* because it uses the modal verb *can*.

Answers
1 likes watching **2** don't like spending **3** can't stand/hates listening **4** love going **5** can't stand/hates getting

8 SPEAKING

- Before students do the task, point out that these verbs can also be followed by nouns and pronouns, e.g. ***A:*** *I love* Rocket League*!* ***B:*** *Really? I can't stand it!* However, explain that this exercise is to practise using the *-ing* form, so they should make sure their questions practise this.
- Give students time to work individually and prepare their five questions. They then move on to the question and answer stage, this can be done in small groups or as a class mill drill. They then work individually again, looking at the information they collected before feeding back on this to the class.
- During class feedback, make sure students are using the third person *-s* when talking about just one classmate if applicable, e.g. *Daniela loves learning English.*

Culture exchange

9 **Exam tip** To answer the question in the Exam tip box: it is important to look at the words both before and after the gap because they give students clues about which word is missing.

- Tell students that they should first read the complete text without stopping to think about the gaps. This is to get a general understanding of the text.
- Students should then look again at each gap and the three options and decide which is best and how the missing word links to the words before and/or after the gap.
- Remind students that when they finish, they should read the text again with their answers in the gaps and check each one. They should never leave answers blank in an exam.

Answers
1 C (*like* + *-ing*) **2** A (imperative) **3** B (regular adverb of manner after a verb) **4** C (irregular adverb of manner after a verb)
5 C (*Can ...?* for ability) **6** B (*can't stand* meaning 'hate')
7 A (*love* meaning 'like a lot') **8** B (*can* for ability)

Fast finishers

Ask students to look closely at each gap and make notes on the correct answer and how it links to the words before and/or after the gap. When checking answers, ask students to explain why each option is correct, rather than explaining it yourself. Where possible have students do this visually on the board, rather than just talking about it, e.g. *1 Students circle or highlight the word* **like**, *then draw an arrow to the -ing ending on* visit**ing** *and circle or highlight this, too.*

Culture notes

The National Museum of Computing is at Bletchley Park. This large complex, made up of a country house and numerous additional cabins and extension buildings, was central in World War II. Many famous code breakers, including Alan Turing, worked from here to break the codes used in communications by Nazi Germany and their allies. The 2014 film, *The Imitation Game* was set in Bletchley Park and partly filmed there.

Use it ... don't lose it!

10 SPEAKING

- Take class feedback and elicit ideas for what types of museum students want to visit.

Homework Workbook page 50

Developing speaking p72

Talking about likes and dislikes

Warmer

Books closed. Put students into pairs or small groups to think of all the activities they did the previous weekend. Draw the following table on the board and collate the activities, in the *-ing* form, asking students where they think you should put them, e.g. *Doing my science project – that's 'using technology' but definitely 'not fun'!*; *Going swimming – that's 'not using technology' but it's 'fun'!*

	using technology	not using technology
fun		
not fun		

1 SPEAKING

- If you used the Warmer, ask students if all the activities on the board are also in the photos, and discuss if they think it's possible to have fun without technology.

Answers
a, c, e, f use technology; b and d don't

2 SPEAKING

- Before students do the task, elicit the five expressions they learnt in the previous section for talking about likes and dislikes, i.e. *love*, *like*, *don't like*, *can't stand* and *hate*, and ask students what verb form we use after these, i.e. the *-ing* form.

3a 58

- After checking answers, ask students: *What's the problem when Emma plays video games with her brother?* and elicit that she *hates losing*. Elicit the opposite, i.e. *loves winning*.

Answers
1 listen to music, chat to friends online, play video games **2** no
3 football **4** to museums

3b 58

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

Mixed ability

To address different levels within your class, tell more confident students to complete the exercise 'blind', i.e. they cover 1–6 and a–f. They should write down all the activities they hear, and the words Emma uses to describe them. Tell less confident students to complete the exercise as described in the rubric.

4 Before students do the task, point out that these questions aren't about the details of what Emma says, they are about how well, or badly, she answers Mike's questions. Discuss as a class, reminding students that the objective in speaking tasks is always to say as much as they can with the language they know.

Answers
1 yes **2** no **3** yes **4** yes **5** yes

5 58

- After checking answers, make sure students understand that *Of course.* is a way of saying *yes*, and *Actually, no.* and *Not really.* are ways of saying *no* politely.

Answers
Expressions in the dialogue (in the order they occur): I like + *-ing* (I like listening); I hate + *-ing* (I hate losing); Actually, no.; I love + *-ing* (I love playing football); I … because … (I enjoy it because I'm with my team.); Of course.

6a–b SPEAKING

- Exam tip To answer the question in the Exam tip box: because the examiner wants to hear students speak English. Giving very short answers can also give the impression that students are not interested in the conversation.
- Remind students that if, in an exam situation, they don't understand what the examiner or their partner says, they should ask them in English to repeat or to speak more slowly. They can use expressions like *Sorry, can you say that again?* or *Sorry, could you speak more slowly?* to do this.
- Remind students that it is also important to listen to what their partner says. In a conversation, we listen to the other person and then respond to what they say to us. Even in an exam situation, students should try to do the same as the examiner wants to see real interaction between students.

Practice makes perfect

7a–b SPEAKING

- Before students do the task, highlight any common mistakes you heard in exercises 6a–b, and collate brief imperative instructions on the board for these, e.g. *Use adverbs of frequency where possible.*; *Don't forget the -ing form for verbs when you answer question 2.*; *Don't forget the third person -s to talk about your friends.*; etc.

Homework Workbook page 51

Developing writing p73

Writing a survey

Warmer

Books closed. Write on the board:
In [your students' country] ...
- *what percentage of teenagers have got a smartphone?*
- *what percentage of teenagers have got a tablet?*
- *what do teenagers use their devices for?*

Put students into pairs to think about what the answers might be.

1 SPEAKING

- Point out that *teens* is a commonly used shortened form of *teenagers*.

2 59

- Before students do the task, make sure they understand that the survey in exercise 2 contains the questions that teenagers were asked to get the results in exercise 1.

Answers
1 a smartphone
2 I don't play video games.
3 18 hours a week
4 my smartphone
5 YouTube™
6 funny videos
7 I can only spend two hours online on school days, and I have to give my phone to Mum when I go to bed.

3 SPEAKING

- After students do the task, take class feedback and ask them if their answers are similar or different to the answers for British teens in exercise 1.

4 Make sure students understand that the focus of the Writing bank is on writing questions for a survey (i.e. they should use exercise 2 as their model), not giving the results of a survey.

Language notes

A survey is a set of questions on a given topic that can be completed by an interviewer or by the person being asked the questions. A survey is usually used to collect information that is not available elsewhere.
Surveys ask for people's opinions and views to give us statistics about a subject we're researching.

Extra activity

Put students into pairs and tell them to look in detail at the questions in the survey in exercise 2 and how these relate to the results in exercise 1. Elicit as a class how the questions match the results.

Practice makes perfect

5a Give students time to work individually and prepare their survey questions. Make sure they understand that this is the main writing task for the lesson. If you prefer, give students time to do this at home. You can then look at their surveys, give feedback on the questions and make any necessary corrections before they move into the groupwork.

- When their survey questions are written, students then move on to the question and answer stage.

5b SPEAKING

- With more confident classes, set students a follow-up writing task for homework to make a written record of their survey results, similar to the one in exercise 1.

Homework Workbook page 52

Test yourself p75

Grammar test

1

Answers

1 can't make **2** can use **3** can speak **4** can make
5 Can Mark speak; can't

2

Answers

1 hard **2** beautifully **3** well **4** badly

3

Answers

1 Buy **2** come **3** Don't tell **4** don't talk **5** Don't make

4

Answers

1 Lucy likes walking to school.
2 I hate listening to rap music.
3 You don't like reading on your tablet.
4 We love dancing at parties.
5 I can't stand playing video games.

Vocabulary test

1

Answers

1 webcam **2** charger **3** volume key **4** touch screen
5 smartphone **6** mouse **7** printer

2

Answers

1 charge **2** copy, paste **3** delete **4** download **5** save
6 click on **7** log off

3

Answers

1 blog **2** virus **3** website **4** password **5** search engine
6 podcast

Vocabulary in context p76

Using a range of lexis to talk about shops and shopping

Warmer

Books closed. Tell students: *I need to buy some shoes.* Then ask them: *Where can I go?* and elicit/teach the word *shoe shop*. Repeat with *I need to buy a dictionary.* (*bookshop*); *... some clothes.* (*clothes shop*); and *... a football.* (*sports shop*).

Ask students: *Where can I find all these?* and elicit *shopping centre*. Then ask: *What other shops are there in a shopping centre?* and put students into pairs to list the types of shops they already know.

1a SPEAKING

- Before students do the task, make sure they understand that the focus of this exercise is on what you can buy in each shop, not on the name of the shop.

1b 60

- After checking answers, highlight that *bookshop* is written as one word, but *clothes shop*, *shoe shop* and *sports shop* are all written as two. Highlight the *'s* in *butcher's*, *chemist's*, *jeweller's* and *newsagent's* and explain that this is because we are really saying 'the butcher's shop', but we omit the word 'shop'. Highlight the /k/ sound in *chemist's* /ˈkemɪsts/ and the /dʒ/ sound in *jeweller's* /ˈdʒuːələ(r)z/.
- If you used the Warmer, ask students to share any types of shop on their lists that are not in the box and give examples of things you can buy there.

Answers
a shoe shop **b** bookshop **c** chemist's **d** clothes shop **e** jeweller's **f** bakery

2

Answers
1 department store/supermarket **2** sports shop **3** bookshop **4** chemist's **5** bakery **6** bank

Mixed ability

To make the activity more challenging, tell more confident students to cover the box before completing the sentences. Remind them to think carefully about whether the shops are written as one or two words, and whether they need an *'s* at the end.

3 SPEAKING

- Follow up by asking: *Do you compare prices when you are shopping?* Elicit that you can often buy things in more than one place, e.g. *shoes – clothes shop*, *department store*, *shoe shop*, *sports shop*, and at very different prices. Draw students' attention to the unit title, *Shop around*, and explain that this means to look carefully at prices in different shops before you buy something.

4 61

- When checking answers, check students understand the difference between *purse* (*a small case to carry coins, paper money, credit cards, etc.; more usually used by women in their bags*) and *wallet* (*a small flat case to carry paper money, credit cards, small documents, etc.; more usually used by men in their pockets*).

Answers
a cash **b** purse/wallet **c** price **d** shop assistant **e** receipt **f** credit card **g** customer

5b 62

- After checking answers, point out that some people use a *debit card* rather than a *credit card*. A debit card moves money directly from your bank account to the person you are paying. It is different to a credit card because you pay for what you buy immediately rather than later.

Answers
a customers **b** size **c** credit card **d** cash **e** change **f** receipt **g** price

Use it ... don't lose it!

6 SPEAKING

- Follow up by asking the class additional questions, e.g. *Do you know people who work in shops? What are the good things and the bad things about working in a shop?*

Homework Workbook page 54

Reading p77

Reading for gist and detail

Warmer

Books closed. Ask students: *What are the best places to buy things?* Prompt students with categories, e.g. *clothes*, *books*, *technology*, etc. and elicit the names of specific shops, both physical and online, to the board. For each shop, ask *Why?* and elicit ideas, e.g. *The clothes are cheap.*; *They've got every book in the world!*; etc.

1 SPEAKING

- If you used the Warmer, count up how many physical shops and how many online shops there are on the board. Ask students if they think their answers are typical for teenagers.

2 SPEAKING

- Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

3 63

- Exam tip To answer the question in the Exam tip box: because the first reading is only for students to have a quick look at the text and understand its general meaning. The second reading is when students should look for specific information, which will take longer.
- Remind students that as long as they have read the whole text quickly for gist, it is not necessary to read it all again in detail. First, they should look at the different options in the questions. Then look again at the section of the text where they think the answer is and read it slowly and carefully. They should cross out any answers which they know are incorrect. This makes it easier to choose one correct answer.
- Remind students that, at the end, they should check that they have one answer for each question. They should never leave answers blank in an exam.

Answers

1 **a** incorrect – See b.
b **correct** – *Online shopping is becoming more popular …*
c incorrect – *… and not only among young people.*
2 **a** **correct** – *… sometimes I see something I like and I buy it.*
b incorrect – See a.
c incorrect – *Usually, we don't buy anything, …*
3 **a** **correct** – *It's simple – I just put them back in the bag and take it to the post office.*
b incorrect – *return the rest for free.*
c incorrect – This is not stated in the text.
4 **a** incorrect – This is not stated in the text.
b incorrect – This is not stated in the text.
c **correct** – *… there's so much choice, I can find anything I want.*
5 **a** incorrect – This is not stated in the text.
b **correct** – *… a lot of people are comparing prices online … I do the same … and find them at a good price.*
c incorrect – Guy talks about what *a lot of* people do, but he doesn't say he likes being the same as them.

4

Answers

parcel – an object covered in paper or in a bag or large envelope to be sent by post
order – to ask for a product to be made for you or delivered to you
return – to put, send or take something back to the place where it came from
choice – the opportunity to choose between different things
comparing – considering how things are similar or different
brand – a product or group of products that has its own name and is made by one particular company

Fast finishers

Ask students to write example sentences using some of the underlined words and phrases from the text. When checking answers to exercise 4, ask students to give additional example sentences as you discuss the meaning.

5 Critical thinkers

Possible answer

I think shopping online is great because there's so much choice. You can find anything you want and compare prices. But I don't think it's very good for buying clothes and shoes. I know you can order lots of different clothes and then return the rest, but I prefer going to the shops with my friends. It's fun, and if you see something you like, you can try it and buy it immediately. You don't have to wait!

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 6 as homework, in preparation for the grammar lesson.

Homework Workbook page 55

Grammar in context 1 p78

Using the present continuous – affirmative and negative

Warmer

Ask students: *What am I doing?* and mime writing a line of text on the board. Elicit a sentence from the class and see if they use the present simple or the present continuous.

If students use the present simple, repeat the question as you slowly write *I'm ...* on the board and see if this elicits the present continuous. Complete the sentence *I'm writing on the board.* either eliciting it from the class or writing it up yourself.

If students use the present continuous, say *Good!* and write up the sentence *I'm writing on the board.*

Highlight the verb form (*'m writing*) and ask students: *What tense is this?* Elicit/Teach the term present continuous.

1a If you didn't set the Flipped Classroom video for homework, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the reading on page 77 of the Student's Book.

Answers
a wait, become, enjoy, compare, look, buy
b **forms of the verb *to be*:** 'm (am), is,'re (are), are, 'm not, aren't
c **affirmative:** 1, 2, 3, 4; **negative:** 5, 6

1b

Answers
1 things happening now **2** at the moment **3** It is

Language notes

The present continuous is formed with *to be* + verb *-ing* and words and phrases such as *now*, *at the moment*, *at this time* and *right now* are often used with it.

For verbs ending in one vowel and one consonant, the consonant is doubled before adding *-ing* (or *-ed*), e.g. *stop – stopping*, *travel – travelling*. However, if the final syllable is not stressed, the final letter is not normally doubled, e.g. *listen – listening*; *happen – happening*; *visit – visiting*. Students see the doubling of consonants in exercise 2b, but the lesson does not focus on the exceptions to the rule.

2a

Answers
1 'm/am choosing **2** isn't walking **3** 'm/am sitting
4 is getting **5** aren't helping **6** 're/are going

2b

Answers
1 walking, helping, going **2** sitting, getting **3** choosing

Extra activity

Tell students some more verbs and elicit which group they go in:

- Add *-ing* (e.g. *watch – watching*; *send – sending*; *sing – singing*; *fly – flying*)
- Double the consonant and add *-ing*, i.e. verbs ending in one vowel and one consonant (e.g. *win – winning*; *clap – clapping*; *begin – beginning*; *hit – hitting*)
- Take away the *-e* and add *-ing*, i.e. verbs ending in consonant + *e* (e.g. *drive – driving*; *close – closing*; *ride – riding*)

With more confident classes, teach the additional rule that if the final syllable is not stressed, we do not normally double the final consonant. Add a fourth category for these words (e.g. *listen – listening*; *happen – happening*; *visit – visiting*; *open – opening*).

3 Before students do the task, make sure they understand that they need to make some of the sentences negative, even though the verbs given are affirmative.

- When checking answers, make sure students have doubled the final letter in *shopping* and have taken away the *-e* before adding *-ing* in *smiling*.

Answers
1 are shopping **2** aren't looking **3** isn't buying **4** isn't talking
5 are wearing **6** are smiling

4 Before students do the task, write *I am*, *you are*, *he/she/it is*, *we are* and *they are* on the board and elicit from students what the shortened forms are (*I'm*, *you're*, *he's/she's/it's*, *we're*, *they're*). Tell students to use the shortened form in this exercise.

- Pre-teach/Check the meaning of *try on* (*put on clothes to see how they look and if they are the correct size*).
- When checking answers, remind students that we use the short form when we are speaking and check and drill pronunciation.

Answers
1a 'm buying **1b** 'm not buying **2a** 's raining **2b** isn't raining
3a aren't trying on **3b**'re trying on **4a** 's getting
4b isn't getting **5a**'re looking for **5b** aren't looking for
6a aren't swimming **6b**'re swimming

Homework Workbook page 56

5 Pre-teach *throw away* (*get rid of something you don't want, for example, by putting it in the rubbish*).

- After checking answers, ask students to look at exercises 4 and 5 again and find a verb which is often used instead of, but with the same meaning as, *buy* (*get*). Point out that this is a very useful word because it can be used to substitute for many verbs and helps us avoid repetition.
- Follow up by asking: *Are there any apps for recycling clothes in your country? What can you do with clothes here instead of throwing them away?*

Answers
a are going **b** aren't buying **c** am/'m not putting
d am/'m doing **e** are using **f** is/'s becoming

Culture notes

The reGAIN app is available in the UK. It allows people to donate clothes they no longer want, leaving them at a drop-off point or a charity shop, and receive special offers in return. The aim is not to stop people buying new clothes but to reduce the amount of clothes which are thrown away. An estimated 50 trucks of clothes go into landfill waste sites in the UK every day.

Use it ... don't lose it!

6 SPEAKING

- With less confident classes, model the exercise yourself, e.g. *This person is looking at his/her mobile phone under the desk, but he/she thinks I don't know!* With more confident classes, show students how they can use the impersonal *they/their* in order not to show the gender of the person they are talking about, e.g. *This person is looking at their watch. They want the class to be over I think!*

Vocabulary p79

Using a range of lexis to talk about clothes

Warmer

Books closed. Write the following sentence starters on the board:
You're putting on your ...
You're taking off your ...
Pre-teach/Check the meaning of *put on* (*cover a part of your body with clothes, shoes, etc.*) and *take off* (*remove clothes, shoes, etc. from your body*). Then mime putting on or taking off various items of clothing from the box in exercise 1. Focus on the words not in the photos and on those most likely to cause your students problems, particularly in terms of pronunciation. Drill each sentence for correct pronunciation.

1 64

- After checking answers, make sure students understand the meaning of the words not in the photos, either by pointing at the missing items, if students in the class are wearing them, or by drawing them on the board.

Answers
a hoodie **b** jeans **c** shirt **d** jumper **e** shorts **f** sandals

2 Ask students what they know about the people in the photos. They may recognise Pharrell Williams (Virginia, US; 1973) as a singer, songwriter and record producer and Camila Cabello (Havana, Cuba; 1997) as a singer and songwriter.

Answers
a jacket **b** shirt **c** shorts **d** socks **e** coat **f** boots
g jeans/trousers

Mixed ability

To address different levels within your class, give less confident students further practice of the clothes by asking them to work in pairs or small groups and describe what they are wearing, e.g. *I'm wearing a red hoodie and a white T-shirt.* Ask more confident students to discuss the clothes the people are wearing in exercise 2 and say what they like and don't like about them, e.g. *I love Pharrell's jacket, but I don't like his white socks! What do you think?*

Use it ... don't lose it!

3 SPEAKING

- Before students describe their uniform to their partner, check there is no specific vocabulary they need to talk about it.

Homework Workbook page 57

GREAT LEARNERS GREAT THINKERS p80

Thinking about the importance of creativity

Warmer

Ask students to choose some of the words for shops from Vocabulary in context, exercise 1b (on page 76 of the Student's Book) and some of the words for clothes from Vocabulary exercise 1 (on page 79 of the Student's Book) and write gapped sentences for each, e.g. *I love Primark! It's the best _____ _____! The clothes are very cheap!* (clothes shop), *I like your _____! Is that Frida Kahlo on it?* (T-shirt), etc. They then read out their sentences for their partner to guess the word that fits the gap.

1 SPEAKING

- Follow up by eliciting places where students can find second-hand clothes where they live, e.g. *charity shops*, *vintage shops*, *mobile apps*. Discuss as a class which, if any, students have used.

2 VIDEO

- Pre-teach *spot* (*see someone or something, often when they are with a lot of people or similar things*), *accessories* (*small things, like jewellery, hats, gloves, etc. that you wear with clothes to make them look better or different*), *treasures* (*things that you think are special or valuable*) and *neighbourhood* (*a particular area of a town or city*).

Answers

1 An 'upcycler' is a person who uses old things to make new ones, in this case, old clothes and accessories.
2 Prehistoric Love
3 They're different, full of colour and they're all about responsible fashion.

3 VIDEO

- After checking answers, ask students if they remember the term from the video for thinking carefully about the clothes choices you make (responsible fashion).

Answers

1 shopping 2 ideas 3 100% 4 skirts 5 own clothes
6 find 7 an idea 8 making

4 SPEAKING

- Note that students should work in pairs during the initial discussion stage, but then work individually to draw the result.

GREAT THINKERS

5a The *See–Think–Wonder* thinking routine encourages students to look carefully at visual input and make logical deductions from it. It then encourages them to ask further questions and be curious.

- Students work individually.
- Make sure students understand that in step 2, it's very important that they think about how to answer the question *Why?* and explain their ideas, not just give a short answer saying what the object is for.

5b SPEAKING

- Students work in groups of three to four.
- Write: *I see ... I think ... I wonder ...* on the board. Students take turns to talk about each other's drawings. Encourage students to structure their ideas using the three stems and to let one person talk about all three points before the next person speaks.

6

Answers

1 Because you can learn from your mistakes.
2 Because nature is beautiful and beauty helps your creativity.

7 SPEAKING

- Point out that creativity is important in all areas in life, not just subjects or areas traditionally seen as 'creative', like the arts. Highly successful people in all fields can be considered creative because they look at problems and issues from different angles and this often helps them find solutions or think of new ideas where other people have failed.

GREAT LEARNERS SEL

- Discuss as a class and elicit that by asking questions we can make ourselves think of new possibilities and new areas to investigate.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 151 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often think creatively' and 5 means 'I always think creatively'.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for thinking more creatively. Alternatively, ask students individually to think of ways to think more creatively.

Listening p82

Listening for specific information

Warmer

Revise words for shops from Vocabulary in context, exercise 1b (on page 76 of the Student's Book) by answering the two questions in exercise 1 yourself (*What can you see? What do you do at these places?*) as if you were in the shop, e.g.

I can see lots of food and drink! This place is very, very big, but there are no windows. I buy food here every week, but today I'm looking at the cheap clothes! (supermarket)

Do not use *chemist's* or *newsagent's* as these appear in exercise 1.

1

Possible answers

a café; have a drink **b** chemist's; buy medicine **c** newsagent's; buy a newspaper or a magazine

2 65

Answer

all of them

3 65

Answer

a

4 66

- Make sure students understand that in this type of task, they listen to a series of short dialogues. For each dialogue, there are different pictures and students have to choose the correct picture.
- Exam tip To answer the question in the Exam tip box: students should look at the pictures because they help them predict the language and information they will hear.
- Point out that students need to listen carefully. The dialogue may mention things from all three pictures in the set. But only one picture is exactly correct.
- Remind students that they will usually hear each recording twice in an exam task. Tell them not to panic if they can't identify the picture the first time.

Fast finishers

Ask students who complete the task in exercise 4 after listening only once to listen carefully when you repeat the recording. The second time they should look at the incorrect pictures for each question and make notes about why these are incorrect. When checking answers, ask students to explain why certain pictures are incorrect, rather than explaining it yourself.

5 66

Answers

1 **a** incorrect – *... my sister doesn't wear glasses.*
  b **correct** – *She's the girl with the red trainers.*
  c incorrect – ***Girl:*** *And who's the girl in the black trainers?* ***Boy:*** *That's her best friend.*
2 **a** incorrect – The boy mentions all three items (*earrings, a book, a top*), but he takes the girl's advice. (See c.)
  b incorrect – See a.
  c **correct** – ***Girl:*** *... she always wears earrings. A book isn't a bad idea, but she probably needs some new clothes for summer.* ***Boy:*** *OK, great!*
3 **a** **correct** – *... we're having a sale at the moment and they're only £15.*
  b incorrect – *... I can't spend more than £20.*
  c incorrect – *They're usually £25, but ...*

Homework Workbook page 57

Grammar in context 2 p82

Using the present continuous – questions and short answers; using the present simple and present continuous

Warmer

Think of an action and mime it for your students, e.g. *making a cake, eating a bowl of soup, driving to school*, etc. Ask students to guess what you are doing and elicit a sentence in the present continuous, e.g. *You're making a cake*. Ask other students to mime actions for the class to guess and check they are now comfortable forming sentences in the present continuous. If/When students do an action which is difficult to identify, teach the question *I don't know! What are you doing?*

1 Point out that the questions and short answers are based on questions and short answers from the listening in the previous section.

Answers

1 True **2** True **3** True

Language notes

Yes/No questions are formed by moving the verb *to be* to the beginning of the sentence. *Wh-* questions are formed by moving the verb *to be*, and then adding the *Wh-* word before it. Sometimes *Wh-* questions start with a contraction, e.g. *What's he doing?* Short answers contain the subject and *to be*. A negative short answer often has a contraction, e.g. *No, he isn't.*

2

Answers
a What are you doing? **b** I'm listening **c** Are you playing
d We're waiting **e** I'm getting **f** I'm leaving

3a Check answers before students answer the questions in the next exercise.

Answers
1 Is, shining **2** Is, wearing **3** Are, having

3b Put students into pairs to look at the photo and answer the questions using short answers.

Answers
1 Yes, it is. **2** No, she isn't. **3** Yes, they are.

4a Point out that the sentences are based on sentences from the listening in the previous section.

Answers
a present simple **b** present continuous

4b After checking answers, quickly revise the adverbs of frequency used with the present simple. Draw a horizontal line on the board with 0% on the left and 100% on the right. Ask students to order *always*, *never*, *often*, *sometimes* and *usually* on the line. (Answers: 0% – *never* – *sometimes* – *often* – *usually* – *always* – 100%)

- With more confident classes, challenge students to make sentences about members of their families on the spot. For example, ask: *Fabiana, what is your mum doing at the moment?* and elicit an idea, e.g. *I think my mum's working.*; *Daniel, what is your brother doing right now? I think he's doing an exam at university.*

Answers
Present simple: always, never, often, sometimes, usually
Present continuous: at the moment, now, right now

Language notes

The present simple is used to talk about fixed routines or habits, i.e. things that don't change. The present continuous is used to talk about actions which are happening at the present moment but will soon finish.

I always buy pizza. tells us that buying pizza is something the speaker does regularly. It is part of a routine or habit. We call this a permanent situation.

I'm buying a pizza. tells us that the speaker is buying a pizza right now. We call this a temporary situation.

Adverbs of frequency are often used with the present simple. Time expressions, like *at the moment*, *now* and *nowadays* are often used with the present continuous, either at the start or at the end of the sentence.

Extra activity

In pairs, students take turns to make questions using the present simple and present continuous. Ask them to flip a coin to either answer the question themselves (heads) or for their partner to answer (tails).

Culture exchange

5 Follow up by asking students what they think children in their country spend money on and how the amounts increase or decrease depending on people's age.

Answers
a Are you doing **b** I'm taking part **c** spend **d** write **e** spend
f carry **g** 'm waiting **h** 'm having **i** goes **j** 'm buying
k Are you doing **l** 'm including **m** do you think **n** increases

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, ask them to look carefully at the two questions and elicit which tense, present simple or present continuous, they expect to use. (Answers: 1 present continuous; 2 present simple)

Homework Workbook page 58

Developing speaking p84

Describing photos

Warmer

Write or project these time zones around the world on the board. Make sure students understand what *am* and *pm* mean (*in the morning, in the afternoon/evening*). Find out if any of the students know what time it is in another city around the world.

Mexico City: 7 am – New York: 8 am – Rio de Janeiro: 9 am – London: 1 pm – Madrid: 2 pm – Moscow: 3 pm – Beijing: 8 pm – Tokyo: 9 pm – Sydney: 10 pm – San Francisco: 5 am

Model the activity first yourself. Choose a city, e.g. London (but don't say which city you have chosen), and describe what some people in that city are probably doing at that time, e.g. *Some people are eating sandwiches in a park.*, etc. Say more present continuous sentences until students guess where it is. In pairs, students then take turns to guess which city their partner has chosen.

1 SPEAKING

- Pre-teach *food truck* (*a vehicle where you can buy hot and cold things to eat, like hamburgers, hot dogs, sandwiches, etc. and drinks*) and *trolley* (*a large container with wheels that you use to carry or move lots of things or heavy things, e.g. at a supermarket or airport*).
- After students do the task, collate their ideas on the board. Divide the board into three columns and elicit words for things which are only in photo a to the left, only in photo b to the right, and in both photos a and b to the middle.

2 67

- After checking answers, ask students which of the words on the board they heard the girl use.

Answer
Photo a

3

Mixed ability

To make the activity more challenging, tell more confident students to cover the text and look only at photo b and the words in the box. They should try to use all the words in the box to describe the photo. In exercise 4, they listen and complete the model text at the same time.

4 68

- After checking answers, ask students which of the words on the board are in the description.

Answers
a woman **b** doing **c** looks **d** white **e** trousers **f** long
g shelves **h** boxes **i** food **j** juice **k** people

5 SPEAKING

- Before students do the task, make sure they understand that they don't have to compare the photos, only describe what they can see.
- Follow up by asking students to share some of their sentences with the class and highlight correct use of the present continuous.

Practice makes perfect

6 SPEAKING

- Tell students that many speaking exams have a speaking task where students have to describe a photo or a picture for a minute. They often need to use the present continuous to describe what is happening.
- Show students how the description in exercise 3 starts off with a general description of the photo before going into more detail. If necessary, revise the vocabulary for describing different parts of a photo or picture, e.g. *at the top*, *at the bottom*, *in the left-hand corner*, *in the background*, *in the front*, etc.

7 SPEAKING

- Before students do the task, make sure they understand that they should not be reading from a script in this exercise. Encourage them to turn their notes over and refer to the questions in exercise 6 to help them remember what they planned to say.

Homework Workbook page 59

Developing writing p85

Writing a short email

Warmer

Write or project the following sentence beginnings on the left of the board:

1 *He's wearing blue jeans, a white T-shirt and*
2 *I like these trainers, but*
3 *I'm going to the shopping centre because*
4 *I need some medicine, so*

and the following sentence endings on the right of the board:

a *I got some money for my birthday and I want to spend it.*
b *his favourite red hoodie.*
c *the shop hasn't got them in my size.*
d *I'm going to the chemists in the shopping centre.*

Ask students to match the sentence halves. Then highlight the four words for linking ideas (*and*, *but*, *because*, *so*) and remind students that they saw these in Developing writing on page 47 of the Student's Book.

Answers
1 b **2** c **3** a **4** d

1 SPEAKING

- After students do the task, remind them that when an exam-type question tells them to put information in their text, they lose marks if they do not include this information. They can use their imagination but should remember to include all the information in the instructions. In this case, this means referring to all three bullet points.

2 Remind students that when they write a friendly note, message, letter or email, they should use contractions (*isn't*, *don't*, etc.) and informal expressions (*Hi ...*, *I hope you can come!* etc.).

- Before checking answers, ask students *Which is the better email for the task?* (Julia's)
- When checking answers, students may say that Helen does suggest a time and place to meet (questions 2 and 3). Point out that although she mentions a time, she doesn't suggest meeting at this time and although she says she wants to go to the department store and asks Pam if she wants to come with her, she doesn't say where in the department store to meet.

Answers
1 Yes, she does. **2** No, she doesn't. **3** No, she doesn't.
4 going shopping **5** two o'clock **6** in front of the department store

3 After checking the answer, point out that students don't lose marks for including additional information in their writing. However, in writing exams, there is usually a word limit. If students include additional information, they may go over the word limit or leave out information the task is asking them to include. Students must first include all the information that the question asks for.

Answer
I need to buy some socks, but we can look around as well.

4

Answers
1 e (*chinese* – *Chinese*) **2** b (*dont* – *don't*) **3** c (*shoping* – *shopping*) **4** f (*Yours sincerely* – any informal phrase, e.g. *Thanks*, *Love*, etc., or nothing at all) **5** a (*go* – *'m going*) **6** d (*You can meet* – *Can you meet*)

Extra activity

Write or project these jumbled sentences and questions on the board:

1 *always / good / presents / choose / you / !*
2 *and / choose something / help me / come with me / can you / ?*
3 *think are / do you / buying presents / good for / which shops / ?*
4 *don't / meet me / why / at the bus stop at 11 am / you / ?*
5 *come / you / can / hope / I / !*

Students put the words in order.

Answers
1 You always choose good presents! **2** Can you come with me and help me choose something? **3** Which shops do you think are good for buying presents? **4** Why don't you meet me at the bus stop at 11 am? **5** I hope you can come!

Practice makes perfect

5 After students have written their ideas, tell them to check them and to cross out any ideas they have which are not really important for the task. Remind them to focus on the three bullet points in the instructions.

6 Before students do the task, make sure they understand they should use Julia's email in exercise 2 as their model, not Helen's. To help them further, they can also use the email from Lucy in exercise 4 and the sentences from the Extra activity, if you did it.

Homework Workbook page 60

Test yourself p87

Grammar test

1

Answers

1 am/'m walking **2** isn't studying **3** Are you listening **4** aren't buying **5** Is it raining **6** aren't staying **7** am/'m not wearing **8** are making **9** Is Lucy running **10** is/'s sitting

2 The explanation of which tense to use is given in brackets in the answers. The time expression that links to the tense is given in bold.

Answers

1 incorrect – *I ~~am brushing~~ brush my hair* ***every morning****.* (routine – present simple)
2 correct – ***now*** (happening now – present continuous)
3 correct – ***during the week*** (routine – present simple)
4 incorrect – ***Right now****, one million people ~~send~~ are sending text messages.* (happening now – present continuous)
5 incorrect – *People ~~are~~* ***often*** *~~going~~ go online …* (routine – present simple)
6 incorrect – *Teenagers ~~are needing~~ need eight to ten hours sleep …* (always/usually true – present simple)
7 correct – ***at the moment*** (happening now – present continuous)
8 incorrect – ***Today****, I ~~cook~~ am/'m cooking my favourite dish, …* (happening now – present continuous)
9 incorrect – *~~I'm~~ I* ***always*** *~~washing~~ wash my hands …* (routine – present simple)
10 correct – ***usually*** (routine – present simple)

Vocabulary test

1

Answers

1 butcher's **2** newsagent's **3** bakery **4** chemist's **5** bank **6** post office

2

Answers

1 price **2** wallet **3** customers **4** receipt **5** cash **6** shop assistants

3

Answers

1 trousers d **2** hoodie h **3** sandals c **4** coat a **5** trainers f **6** jumper b **7** sweatshirt e **8** jacket g

Exam success Units 5–6 p88

Listening

1

Possible answers

1 The advert appears in different places.
2 The prices are different.
3 The times are different.

2 ES3

Answers

1 **A** **correct** – *I think I'll put it on our notice board in class.*
  B incorrect – *The website could take ages 'cos I need to ask the teachers.*
  C incorrect – *I don't think everyone has got a phone.*
2 **A** incorrect – *I've only got £4.80 ...*
  B **correct** – *... there's a special price for students of £5.30.*
  C incorrect – *Well, usually it's £6.70. But ...*
3 **A** incorrect – *I can't get back home till eight o'clock.*
  B incorrect – *Does the supermarket close at 8.30?*
  C **correct** – *I think it's at 7.30 ... Look. Yes, I was right.*

- If you wish, go to page 154 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 105–107 for more information and practice on this Key for Schools task.

Collaborative project 3 p89

1 SPEAKING

- Students work in groups of three to four. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative projects.
- Nominate one student in each group to refer to the Culture exchange text while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before contrasting it with their country.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- Encourage students to try a different project type A–D for this collaborative project.
- Remind students that they've seen a lot of information in the unit about how UK teens spend their money. In their project, it will therefore be particularly interesting if they can highlight the cultural differences between the UK and their country. They could imagine the roles are now reversed and they are talking to a class of teen students in the UK.

3 Ask individuals to read out the tips and discuss them with the class.

- In the *Collaboration* section, elicit from students what the purpose of these phrases is (responding positively to people's ideas and politely suggesting or agreeing with other ideas) and elicit other possible phrases. Remind students that they can also use the phrases from the previous Collaborative projects.
- In the *Academic skills* section, make sure students understand that if they use a graph or diagram they find on a website, or if they create their own graph or diagram using someone else's data, they need to credit the source, either of the graph/diagram or of the data.

4 SPEAKING

- Remember to establish a clear plan for the project (with interim dates and a deadline; which stages are to be done at home and which in class). Remind students that as much discussion as possible should be in English, both in and out of class.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

Vocabulary in context p90

Using a range of lexis to talk about sports and sports competitions

Warmer

Write *There's no 'I' in team.* on the board. Explain that this is a popular saying in English. Put students into pairs and ask them to discuss what the expression means before eliciting their ideas in open class. (Teamwork relies on team members working together to achieve a shared goal rather than thinking about individual achievement.) Refer students to the unit title *Dream Team* on page 90 of the Student's Book and the photos at the top of pages 90 and 91. Ask them what they think the unit is going to be about (sports, working together, etc.).

1a SPEAKING 69

- Highlight the consonant sounds /θl/ and /ks/ in *athletics* (/æθˈletɪks/). Drill them in isolation first and then drill the complete word.

1c 70

- After checking answers, if there are any sports they have not yet seen, ask students to draw pictures to illustrate them. Choose the best picture for each sport and ask the 'artist' to show the class to help clarify meaning.

Answers
a cycling **b** gymnastics **c** ice hockey **d** skiing **e** baseball **f** volleyball

2a Before students do the task, put them into pairs to decide which sports in exercise 1a use a ball and which don't. (Answers: ball sports – *baseball*, *basketball*, *football*, *golf*, *rugby*, *tennis*, *volleyball*; non-ball sports – *athletics*, *cycling*, *gymnastics*, *horse-riding*, *ice hockey*, *ice-skating*, *judo*, *running*, *sailing*, *skiing*, *swimming*)

- With more confident classes, students may ask you for the word for the round, flat object you hit in ice hockey. Be prepared to teach *puck*, but make sure students understand it is a very low-frequency word.

Answers
1 c **2** b **3** a

2b

Answers
play: baseball, basketball, football, golf, ice hockey, rugby, tennis, volleyball
go: cycling, horse-riding, ice-skating, running, sailing, skiing, swimming
do: athletics, gymnastics, judo

3 SPEAKING

- With more confident classes, encourage students to give as much information as possible in their answers to the questions. Write the question words *Why? Where? How?* on the board to help prompt students to ask each other more questions.

4 SPEAKING 71

- After checking answers, point out the stress on the final syllable of *referee*.

Answers
1 team **2** spectator **3** referee **4** race **5** score **6** match

Extra activity

Read the following definitions for the unused words from the box in exercise 4. Students identify and write down the words.

- *a group of teams or players who regularly play against each other* (*league*)
- *a person or team who has won an important competition* (*champion*)
- *a large metal container given as a prize in a competition* (*cup*)
- *the person or team who finishes first* (*winner*)
- *the last game or race in a competition* (*final*)

After checking answers, ask students which word they don't have a definition for (*medal*) and elicit ideas, e.g. *a small round piece of metal given to people when they win a competition.*

5a SPEAKING

- Elicit a few students' preferences and their reasons. Follow up by asking: *What do you think about the ticket prices? Are tickets for sports events expensive in your country?*

5b 72

Answer
the Football Competition

Use it ... don't lose it!

6 SPEAKING

- If you wrote the question words *Why? Where? How?* on the board in exercise 3, refer students to these again and remind them to ask each other more questions and give as much information as possible in their answers.

Homework Workbook page 64

Reading p91

Reading for gist and detail

Warmer

Books closed. Ask students: *What's the word for the person who makes the players in a football game follow the rules?* and elicit *referee*. Ask students: *How do you spell it?* and elicit the spelling to the board. Then ask students: *How do you say it?* and check if they remember that the stress is on the final syllable (*referee*).
Elicit ideas from the class of what a referee usually has, e.g. *yellow card*, *red card*, *whistle*.

1 SPEAKING

- With more confident classes, be prepared to explain that in English there are two similar words: *referee* is used for most sports, but *umpire* is used for a few, including *baseball*, *cricket* and *tennis*.

Possible answers

1 two video referees
2 They're looking at some screens showing a football match. / They're watching a goal in a football match.

2 Pre-teach any words you think students may have problems with, not including the underlined words, e.g. *captain* (*the player who leads a sports team*) and *out* (*used when a ball is not in the area of play in a sport or game*). If students used the word *screen* in exercise 1, remind them that another word for this is *monitor*.

Answer

Video referees watch a sports event in a room with lots of monitors. There are cameras around the stadium that make videos of the match. The match referee can watch replays on monitors or ask the video referee for help with a decision.

3 73

Answers

1 Because actions are too fast to see, or the referee isn't in a good position to see well.
2 No, different sports use them differently.
3 They're in a room with lots of monitors.
4 NBA (National Basketball Association) games, rugby championships, the FIFA Women's World Cup™.
5 Because there wasn't any information for a long time.

Fast finishers

Students write three more comprehension questions about the text to ask the rest of the class.

4

Answers

nearly – almost, or near to a particular amount of things, people, money or time
views – images of something from particular places
event – an organised occasion such as a sports competition
point – a unit for counting the score in a sport or game
championships – competitions to find the best team or player in a sport or game
depends – used in the phrase *it/that depends* when you can't give a definite answer because different things are possible in different situations

5 Critical thinkers

Possible answer

In my opinion, video technology is a very good thing in sport, and I think video referees are useful because it's more difficult to argue with a video! Sometimes there is a lot of debate about a referee's decision, but with video technology, you can show people the decision is right. Personally, I believe it's always good to show people something, not only tell them something. Video technology and video referees mean we can do this. No more arguments!

Homework Workbook page 65

Grammar in context 1 p92

Using the past simple – *to be*; using *There was/There were*

Warmer

Books closed. Prepare four simple statements about your students' class/world, using *was*, *wasn't*, *were* and *weren't*, and include one false statement, e.g.

It was very hot last weekend.

Nunila wasn't in class yesterday.

Your test results last week were very good.

You weren't in my class last year.

Tell students to listen and identify the false sentence. Read the sentences, placing emphasis on the key words, not the verb forms.

After students identify the false sentence, ask them: *What words did I use to talk about the past?* Elicit the time expressions *last weekend/week/year* and *yesterday* and see if students also mention the past simple of *to be*.

1 Point out that the sentences are based on sentences from the reading on page 91 of the Student's Book.

Answers
a was **b** were **c** wasn't, weren't **d** before

Language notes

Was and *were* can have very different pronunciations depending on the context and students may notice this when you read out the examples in exercise 1 and check answers in the subsequent exercises. If necessary, be prepared to explain that we normally use the weak form, but if the word is stressed because it is especially important or because we want to show a contrast, we use the strong form.

was, wasn't – weak /wəz/, /wəznt/; strong /wɒz/, /wɒznt/

were, weren't – weak /wə(r)/, /wə(r)nt/; strong /wɜː(r)/, /wɜː(r)nt/

If necessary, show examples of weak and strong forms from the examples in exercise 1, e.g.

It was /wəz/ *nearly the end of the match.*; *Many people say it wasn't* /wəznt/ *correct.*; *The captains were* /wə(r)/ *responsible for ...*; etc.

Then point out that we use strong forms in short answers; and show how we use strong forms to say that something is important, e.g. *I was* /wɒz/ *listening to you, but I didn't understand.* or to show contrast, e.g. *They were* /wɜː(r)/ *angry with the referee, but they aren't now!*

Extra activity

Consolidate the past simple forms of *to be* by drawing the following table on the board and asking students to copy and complete it.

	+	–
I		
you		
he/she/it		
we		
they		

Answers
+ was, were, was, were, were
– wasn't, weren't, wasn't, weren't, weren't

2 Before students do the task, make sure they understand that they need to choose both the form and decide whether it is affirmative or negative. To do this, they need to read each complete item before they fill in the gap(s).

Answers
2 were **3** wasn't, was **4** was **5** were **6** Were, weren't

3 After checking answers, highlight the structure *be born* in item 8. Make sure students understand that this is a very useful chunk of language, and, if necessary, show them the usual answer stem *I was born in ...*

Answers
2 Were you at school when you were three years old?
3 Were you in English class yesterday?
4 Where were you last Saturday?
5 How old were you on your last birthday?
6 Were you late for class today?
7 Where were you an hour ago?
8 Were you born in another city?

4 SPEAKING

- With less confident classes, point out that students can answer questions 1, 2, 3, 6 and 8 with a short answer but that questions 4, 5 and 7 each have a question word, so they should try and give a more complete answer to these questions.

Culture exchange

5a When checking answers, point out that item **e** is plural because it's *just under half of Australian children*, so a group of people; items **h** and **j** are plural because the percentages are referring to a large number of swimmers/teenagers; and **i** is singular because it refers to the word *figure* not the number 3%.

Answers
a was **b** was **c** were **d** were **e** were **f** was **g** were
h were **i** was **j** weren't

5b
Answers
1 adults: swimming, running, athletics, cycling;
children: swimming, football, cycling, basketball, dancing

Homework Workbook page 66

6 Point out that the sentences are based on sentences from the reading on page 91 of the Student's Book.

Answers
a 1, 2 **b** 3, 4 **c** 2, 3 **d** 1, 4

7 Before students do the task, elicit what they know about the Pan American Games. Ask them if they watch any of the games on TV, and, if so, which events and sports they enjoy.

Answers
2 there were **3** There wasn't **4** there were **5** There was
6 There were **7** There weren't, there were

Use it ... don't lose it!

8 SPEAKING

- With less confident classes, point out that *21* and *391* in the first column and *6,680* and *bodybuilding* in the second column are not in exercise 7. They should therefore try to make sentences with these four items. More confident students/classes can also think about how to reuse the information used in exercise 7 in different sentences.

Vocabulary p93

Using a range of lexis to talk about sports people

Warmer

Books closed. Write the following sentences on the board and put students into pairs to try and complete them:
Pelé was a ...
Renata Zarazúa is a ...
Pau and Marc Gasol are ...
After checking answers, explain that a lot of sports people are 'players', but that there are many other words for sports people.

Answers
(Brazilian) football player/footballer, (Mexican) tennis player, (Spanish) basketball players

1a SPEAKING 74

- After checking answers, write the stem *[Name] is/was a famous ...* on the board and elicit examples of famous sports people for the other words in the box.

Answers
a gymnast **b** sailor **c** skater **d** (Formula 1) driver

1b After checking answers, point out the silent 'b' in *climber – climb*.

Answers
From verbs: climb, cycle, drive, play, ride, run, sail, skate, ski, swim
Not from verbs: athlete, gymnast (from nouns: athletics, gymnastics)

Extra activity

Play *Twenty questions*. Students have to guess the name of a famous sports person by asking twenty *Yes/No* questions. Model the activity yourself by thinking of a famous sports person. Make sure it is someone who is still active. Students take turns to ask *Yes/No* questions in order to guess your 'secret identity', e.g. *Are you woman?*; *Do you play in a team?*; etc. Put students into small groups to continue playing together.

2 SPEAKING

- If you used the Extra activity, after checking answers ask students how the questions in the World Sports Quiz are different to the questions students asked in the extra activity. Point out that the Extra activity used *Yes/No* questions and the World Sports Quiz used questions with question words.

Answers
1 b **2** b **3** c **4** a **5** c **6** a

Use it ... don't lose it!

3a SPEAKING

- Before students do the task, make sure they understand that they need to know the answers to the questions they write. If they do not have access to information in class, they will need to write questions based on their own general knowledge. Alternatively, you may prefer to set this question-writing step for homework.

3b SPEAKING

- Before holding the class sports quiz, if possible, check students' questions are grammatically correct, and that the answers they are proposing are correct.

Homework Workbook page 67

GREAT LEARNERS GREAT THINKERS p94

Thinking about the importance of self-discipline

Warmer

Books closed. Draw simple stick figures on the board, or show photos from the Internet, with people doing extreme sports, e.g.
A mountain peak with a cycle going down it to show *mountain biking*.
A stick figure jumping off a high platform, with a rope attached to show *bungee jumping*.
Two poles with a wire between them and a stick figure dangling from one end to show *zip lining*.
A plane with a stick figure underneath with a parachute to show *skydiving*.
Before attempting to elicit the words for these, ask students: *What do these sports have in common?* and elicit or teach the term *extreme sports*. See if students know any of the names of the sports. (See the notes for exercise 2b about the difference between *cycling* and *biking*.)

1 SPEAKING

- If students need words for specific extreme sports to answer question 2, encourage them to draw a picture of a stick figure doing the sport for you, rather than just asking you for a quick translation.

2b VIDEO

- If students ask you the difference between *cycling* and *biking*, explain that these are synonyms. However, we tend to use *cycling* for more traditional 'classic' racing and *biking* for more 'adventurous' riding.

3 VIDEO

- Pre-teach any words you think students may have problems with, e.g. *dangers* (*situations in which accidents, injuries or death are possible*) and *cramping* (*experiencing a sudden, extreme pain in a tired muscle*).

Answers

19 – 19 is the number of Richard's bike in the race
400 – The race is more than 400 kilometres long.
10 – The race takes ten days.
35 – On Day 3 the temperature is 35 degrees.
4,500 – On Day 7 the riders are at 4,500 metres. OR There's lots of snow at 4,500 metres.
10 – On Day 7 the temperature is minus ten degrees.
5,500 – The highest point in the race is 5,500 metres high.

4

Answer

c

5 SPEAKING

Answers

1 Self-discipline helps you to do/finish things, solve problems and get what you want in life.
2 Research shows that people with self-discipline get very good marks at school and university, and have good personal relationships.

GREAT THINKERS

6 SPEAKING

- Students met the *Sentence–Phrase–Word* thinking routine in Unit 3. It helps students to structure a conversation. It is a routine for both thought and discourse. (Note that this routine may also be referred to as *Word–Phrase–Sentence*.)
- Before students do the task, make clear that once they have selected their *sentence* (step 1), they can choose their *phrase* (step 2) from any part of the text. The phrase does not have to be part of the sentence they have chosen. Similarly, the *word* (step 3) does not have to be part of the phrase or the sentence.
- Students work individually in steps 1–3 and then in small groups in step 4.
- In the groupwork stage, students should all first share the *sentences* they have chosen and discuss these one at a time; then share the *phrases* and discuss these; then share the *words*.

7 SEL SPEAKING

- If you wish, ask pairs to share their examples with the class at the end. However, do not give examples yourself in order not to give the impression that there is a 'correct' answer, but respond positively to students' contributions.

GREAT LEARNERS

- During the discussion, make sure students understand that making connections between what they learn in any subject and their own life can help them remember information much more easily and makes learning 'useful' rather than 'academic'.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 151 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often make connections between what I learn in class and the outside world' and 5 means 'I always make connections between what I learn in class and the outside world'.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for making more connections. Alternatively, ask students individually to think of ways to make more connections.

Listening p96

Listening for gist and specific information

Warmer

Books closed. Write the beginning of different sports words on the board and put students into pairs to complete them. Ask them to write both the *sport* and the *person that does the sport*, e.g.
gym, ski, ice-sk, swim, cyc, ath
When checking answers, also check spelling.

Answers
gymnastics – gymnast; skiing – skier; ice-skating – ice skater; swimming – swimmer; cycling – cyclist; athletics – athlete

1 SPEAKING

- Use the photo to pre-teach *breaking* (*a style of street dance that is usually danced to hip hop or funk music*).

2a 75

Answers
a Bumblebee – *... at the Youth Olympic Games in Buenos Aires ... Bumblebee from Russia won the gold medal!*
b Kastet – *... she (= Kastet) became the b-girl World champion in Mumbai!*

2b 75

Answers
1 two – *There are usually two dancers in a battle ...*
2 New York – *Breaking started in the streets of New York City ...*
3 nine – *He (= Bumblebee) was nine years old.*
4 videos – *He studied videos of breakers ...*
5 judo – *When she (= Kastet) was little, she did judo ...*
6 12 – *... she decided to be a breaker when she was 12 years old.*
7 30 – *... the World competition in Mumbai had competitors from more than 30 countries!*

3 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
  I (really) believe/feel/think that dancing is a sport because ...
  I (really) don't believe/feel/think that dancing is a sport because ...
  I know some people (really) believe/feel/think that dancing is a sport, but I ...

Grammar in context 2 p96

Using the past simple affirmative – regular and irregular verbs

Warmer

Write the following sentence on the board and ask students to complete it:
In the 70s, there _____ different hip hop dances and breaking _____ one type of dance.
Point out that the listening in the previous section included the past simple of many other verbs.

Answers
were, was

1a Point out that most of the sentences are based on sentences from the listening in the previous section.

Answers
1 start **2** watch **3** change **4** decide **5** work **6** study **7** dance **8** stop

1b

Answers
a 1 started, 2 watched, 5 worked
b 3 changed, 4 decided, 7 danced
c 6 studied
d 8 stopped

2

Answers
1 watched **2** lived **3** stayed **4** wanted, started **5** studied **6** stopped

3a PRONUNCIATION

- With less confident classes, model the first item. Show them how *change* (/tʃeɪndʒ/) ends in a /dʒ/ sound. It therefore does not match pronunciation rule a or b, so, by default, matches rule c.

Answers
a 2 decided, 5 needed, 8 wanted
b 3 liked, 6 stopped, 7 watched
c 1 changed, 4 loved

Language notes

The main problem for many students is their tendency to add an extra syllable to all verb stems to make the past simple. However, an extra syllable is only added in the case of verb stems ending in /t/ or /d/, which add the syllable, /ɪd/.
If the verb stem ends with /k/, /p/ or a voiceless consonant, usually written as *ch* or *sh* (and also the less frequent sounds /f/, /s/, /θ/ or /h/), the pronunciation of the *-ed* is /t/.
If the verb stem ends with a vowel sound or a voiced consonant (i.e. /b/, /g/, /l/, /m/, /n/, /ð/, /v/ or /z/), the pronunciation of the *-ed* is /d/.
The *e* in the *-ed* ending in both cases is silent and the difference between /t/ and /d/ is very small.

Homework Workbook page 67

3b 76

- Before students do the task, make sure they understand that they will hear the words from exercise 3a, but not in the same order.

Answers
/d/ loved, changed
/ɪd/ wanted, needed, decided
/t/ liked, watched, stopped

4 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.
- After checking answers, make sure students understand that some verbs, many of them very frequent, are irregular. Their past forms do not end in *-ed*. Refer students to the irregular verb list on page 159 of the Student's Book and explain that it's important for them to learn these from the list like vocabulary.

Answers
1 win **2** do **3** see **4** go **5** lose **6** have

5 Before students do the task, point out that all the verbs in this exercise are irregular.

Answers
1 went **2** saw **3** gave **4** did **5** had **6** ran **7** sang

6 Before students do the task, point out that this exercise mixes regular and irregular verbs.

- After checking answers, make sure students understand that Sadio Mané is a real person.

Answers
a was **b** worked **c** had **d** started **e** went **f** were **g** played **h** helped **i** visited

7 Remind students that they should first read the complete text without thinking about the gaps. This is to get a general understanding of the text. With less confident classes, tell students to cover the options and read the text quickly. Check the meaning of any words or phrases which they do not know before continuing.

- Students should then look again at the text and specifically at the words before and after each gap. These can give clues about the missing word(s). They should then look at the three options and decide which is best and how it links to the words before and/or after the gap.
- Exam tip To answer the question in the Exam tip box: students should read the whole text again at the end because this helps them see if the whole text is logical and if the options they chose are grammatically correct.

Answers
1 A – past simple *to be*; *The first World Urban Games* (= *They*), affirmative
2 C – *There was/There were*; plural, affirmative
3 B – collocation: *visit something*
4 A – collocation: *spectators watch something*
5 C – *There was/There were*; singular, affirmative
6 A – past simple affirmative – regular verbs
7 B – *There was/There were*; plural, affirmative
8 A – past simple *to be*; *They*, negative ('Demonstration sports show people the sport.')
9 B – collocation: *enjoy something*
10 C – past simple affirmative – irregular verbs

Fast finishers

Ask students to look at the answers they think are correct for each question. Tell them to refer back to the text and note down exactly what each item is testing. When checking answers, nominate students to tell the class what the item is testing. (See explanations in answers above.)

Use it ... don't lose it!

8a Before students do the task, remind them that for the second bullet point (the two sports), they should note down whether they need to use *play*, *go* or *do* to talk about these.

8b SPEAKING

- If you feel your students need more support, write these prompts on the board:
  Last week/month/year I did/played/went/visited ... and I did/played/went/visited ...
  I think my favourite hobby/sport/place was ... because ...
  I also really liked ... because ...
- Tell students that you will ask them to share something about their partner in the next exercise, so they should listen carefully.

8c SPEAKING

- When students are telling the class about their partner, make sure they do this in simple sentences, e.g. *Marta did a bungee jump last month!* and that they do not try to use verbs like *say* and *tell* in their answers (e.g. *Marta told me that she did ...*).

Homework Workbook page 68

Developing speaking p98

Asking for and giving opinions

Warmer

Play past simple bingo with the regular and irregular verb forms students have seen so far. First, write or project the following infinitives on the board and elicit the past simple forms.

change, dance, decide, do, enjoy, finish, go, have, help, like, live, lose, love, need, play, run, see, start, stay, stop, study, visit, want, watch, win, work

Ask students to draw a 3x3 grid in their notebooks. They then choose nine past simple forms to write in the spaces. Call out infinitives from the list in random order for students to cross out the corresponding past simple forms on their grid. The first student to cross out all nine past simple forms shouts *Bingo!* Look at their answers quickly to check you read out all their verbs before declaring them the winner.

1 SPEAKING

Possible answers

1 They are both photos of team sports.
2 They are similar because the players work together as a team. They are different because in ice hockey there's a goal but in volleyball, there isn't. In the photos, ice hockey is being played outside by kids, but volleyball is being played inside by a more professional team.

2a 77

- Check students remember the meaning of *survey*, which they saw in Unit 5 (*a set of questions that you ask a large number of people*).
- Tell students to close their books and listen to the dialogue. Explain that there are actually four questions in the dialogue, but their task is to identify the three questions which are part of the boy's survey.

Answers

Do you like team sports?
How do you feel about competitions?
Are athletes good role models for young people?
(The boy also asks *Can I ask you some questions?* but this is a polite, introductory question, not a question from the survey.)

2c 77

Answers

1 questions **2** Do **3** love **4** about **5** feel **6** think **7** opinion **8** depends

3 77

Answers

All of the expressions, except: *What do you think about ...?, It's brilliant/great/OK/not bad/awful/terrible.* and *I don't like/I hate/I can't stand ...*

Mixed ability

To make the activity more challenging, tell the more confident students to cover the Speaking bank box without reading the useful expressions. Tell them that there are two categories of expressions in the dialogue: expressions for *asking for opinions*, and expressions for *giving opinions*. As they listen to the dialogue again, students should try to identify phrases which match these functions.

4 SPEAKING

- Make sure students understand that they should adapt the dialogue in exercise 2b to make it 'personal'. This means they can follow the same basic structure but should vary the girl's second, third and fourth sections to include their own ideas.

Practice makes perfect

5a With less confident classes, put students into pairs to choose an activity together and to write their questions. Tell students that they both need to write down the questions because they will be separated and put in new groups in the next exercise.

5b SPEAKING

- Tell students that you are going to ask them to tell the class something about their results at the end, so they should take notes to help them, e.g. *I talked to five people. They all love swimming, but only one person likes sailing.*

Homework Workbook page 69

Developing writing p99

Writing a story

Warmer

Write or project the following mini-story on the board and ask students to put it in order:

a *Suddenly, she had a phone call and ... she was in the team. Next stop: the Olympics!*

b *Last week my sister had a try-out for the national rowing team.*

c *She waited for three days – nothing – and she was very, very nervous.*

Answers
1 b **2** c **3** a

1 SPEAKING

- If you used the Warmer, before students do the task, tell them to cover the questions. Put students into pairs and ask them to write short sentences about each picture to tell the story as they see it. Be prepared to feed in any irregular past simple verbs which students ask you for.
- Ask some pairs to share their mini-stories with the class before students read and answer the questions.

2 After checking answers, make sure students understand that Braima Suncar Dabó (/ˈbraɪmɑː ˈsuːkɑː ˈdɑːbəʊ/) is a real person.

Answers
1 athletes and spectators **2** in a stadium/at a competition
3 one of the athletes isn't well **4** another athlete helps him
5 they finish the race together

Extra activity

Check comprehension of the text further by giving students the following True/False statements:

It wasn't possible for Braima to win the race. He was slow. (False; It was possible for Braima to win because he *was a fast runner.*)

Braima trained a lot for the race. (True; *Every weekend he trained very hard.*)

All the athletes were from Qatar. (False; The athletes were *from all over the world.*)

Braima helped the other athlete to run the last part of the race. (False; They *walked the last 200 metres together.*)

Some spectators weren't happy because they wanted Braima to win. (False; *Everyone at the stadium clapped while they finished the race* so they were all happy.)

3 If you used the Warmer and the mini-stories task in exercise 1, make sure students understand that normally stories are much longer than the ones they saw there, and contain many events. Explain that making sure the order of events is clear is extremely important when telling a story.

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

4 SPEAKING

- Extend to a class discussion and remind students that in many situations helping others takes priority over individual achievement.

5 After checking answers, elicit examples for the words and expressions of time and the basic linkers which don't appear in the story, i.e. *Then*, *Next*, *After*, *After that* and *so*.

Answers
Words and expressions of time: One day, Suddenly, In the end
Basic linkers: and, because, but

Practice makes perfect

6a SPEAKING

- Before students do the task, ask them to look again at the story in exercise 2. Show them how the first paragraph corresponds to *1 Start / Introduction of the character(s)*; how *2 Middle / Main events* corresponds to most of the second paragraph (up to *... clapped while they finished the race.*); and how *3 End* can be a relatively short conclusion (*In the end, Braima lost the race, but he won the 2019 World Athletics Fair Play Award. He also won a friend for life.*).

6b Exam tip To answer the question in the Exam tip box: the verbs are in the past. When students write a story about past events, they should check that their verbs are in the past tense. They should be careful that they don't suddenly change between the past and present.

Homework Workbook page 70

7 DREAM TEAM

Test yourself p101

Grammar test

1

Answers

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

2

Answers

1 There weren't **2** There were **3** There were **4** There was
5 There weren't **6** there wasn't

3

Answers

1 Last year, I did judo two days a week.
2 Every Tuesday and Thursday I walked to the sports centre.
3 There were lots of beautiful old buildings on the way.
4 I arrived at the sports centre at 5 pm because my class started at 5.15 pm.
5 We had a fantastic teacher.
6 At the end of the class we said goodbye to our teacher.
7 After the class, I sometimes went home by bus.

Vocabulary test

1

Answers

play: 1 basketball, **2** tennis
do: 3 gymnastics, **4** judo
go: 5 skiing, **6** swimming

2

Answers

1 race **2** team **3** champion **4** referee **5** score **6** spectators

3

Answers

1 runner **2** baseball player **3** motorbike rider **4** ice skater
5 sailor **6** cyclist **7** Formula 1 driver **8** skier

Vocabulary in context p102

Using a range of lexis to talk about jobs and personal qualities

Warmer

Ask students to look at the unit title *Feeling inspired* and the photos across the top of pages 102–103 of the Student's Book. Elicit what they think the unit is going to be about (*jobs, what people do in their jobs, the world of work, etc.*) and check the meaning of *inspired* (*given the enthusiasm to do or create something*) Then write or project these questions on the board for students to discuss in pairs: *When do people usually start work in your country? When do people usually retire (stop work) in your country? What are some common jobs in your country? What do people in your family do? What is your dream job?*

1a 78

- Tell students to cover the box. If they know the jobs in the icons, ask: *How do you spell that?* Remind students of the use of *double* when spelling, e.g. *double s* in *businessman/woman*, *double e* in *engineer*.
- Speakers of some languages need extra practice in saying the consonant /b/. Tell them to press both lips together and with your vocal cords vibrating, open your lips suddenly. Highlight the short vowel sound /ɪ/ in *builder* /ˈbɪldə(r)/ and *businessman/businesswoman* /ˈbɪznəsmæn/, /ˈbɪznəsˌwʊmən/.

1b 79

Answers
a mechanic **b** businessman/businesswoman **c** hairdresser
d builder **e** waiter/waitress **f** vet

Extra activity

In pairs, students rank the jobs from least stressful to most stressful and from worst paid to best paid. Elicit answers from different pairs around the class.

2 SPEAKING

- Remind students that the indefinite article *a/an* is used before jobs in the singular form, e.g. *I'm a doctor.*; *She's an engineer.*; but not in the plural, e.g. *We're nurses.*; *They're mechanics.*

3a 80

- Highlight the silent letter 'l' in *calm* /kɑːm/.

3b With more confident classes, after checking answers ask students to make example sentences with the personal qualities which are not correct answers in the exercise, i.e. *lazy*, *creative*, *patient*, *intelligent* and *kind*.

Answers
a shy **b** calm **c** friendly **d** responsible **e** patient **f** organised

4 81

- Before students do the task, make sure they understand that there is one extra personal quality they do not need to use. Also, point out that there are extra pieces of information in the recording, but they are not the correct answers.
- Follow up by asking: *Have you ever done a personality test? What did you do? Why did you do it?*

Answers
2 E **3** A **4** F **5** D

Use it ... don't lose it!

5 SPEAKING

- After students do the task in pairs, extend to a class discussion by asking: *Are there any personal qualities you need for all jobs? Which? Why?*

Homework Workbook page 72

Reading p103

Reading for gist and specific information

Warmer

Write on the board: *Who makes you feel inspired?*
As a class, discuss people who make the students feel inspired. Make sure they understand that anyone is possible, family members, famous people, friends, teachers, etc. Ask students to give their reasons.

1 SPEAKING

- After students discuss the questions, ask them to look at the photos in the blog post and say why they think Lily and Henry are special. They can check their ideas when they read the blog post in exercise 2.

2 After checking answers, make sure students understand that Lily Born and Henry Patterson are real people.

Answer

Because it helps him/her to think about what he/she wants to do in the future.

3 82

- Before students do the task, point out that in this type of activity, they have two texts on a connected theme. In this case, each text is about a person.
- Make sure students understand that it is important for them to check for the answer in both texts. Tell them to look for important words that help them find the part(s) of the text(s) with the information. When they find the information in one text, they should check if the information appears in the other text, too.

Answers

1 Lily – *He (=Lily's grandad) had problems moving and sometimes spilled his drinks. Lily made him a plastic cup with three legs, so it didn't spill.*
2 Both – *Lily: … she worked with her dad to make …; They created a company called …; Henry: … he was lucky because his family supported him.*
3 Henry – *He also built a website to sell products …*
4 Henry – *He met … Sir Richard Branson, a British businessman and owner of Virgin Group [and] Mike Krieger, the co-founder of Instagram®.*
5 Henry – *In 2019, he created online courses to help teens …*
6 Lily – *Lily made him (= her grandad) a plastic cup …*

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to read only one of the texts in detail. Tell half the students to work on the text about Lily and the other half to work on the text about Henry. They look at items 1–6 and decide which ones apply to the person they read about.
Then pair students with a student who worked on the other text or make groups of three including a more confident student who worked on both texts. Students compare their answers, showing each other the information from their text. If they find information in both texts, they change their answer to 'B'.

4 Students may ask the difference between *inspired*, in the unit title, and *inspiring* in this exercise. Point out that we often use adjectives with *-ed* to describe an emotion or feeling and adjectives with *-ing* to describe the thing that causes that feeling, e.g. *I'm tired. The marathon was tiring.*

Answers

inspiring – making you feel enthusiastic or excited about something
invention – something that someone has made, designed or thought of for the first time
spilled – accidentally poured a liquid out of its container
prototype – the first form of something new, usually made before making lots of them
success – being able to do something you planned or wanted to do
motivate – make someone feel they really want to do something
lucky – if you are lucky, something good happens to you when you don't expect it
launched – started selling a new product or service to the public

6 Critical thinkers

- If you feel your students need more support, write these prompts on the board:
  In my opinion, it's (really) important to … because …
  I (really) don't believe/feel/think that it's important to … because …
  I think reading about inspiring people is a (really) good idea because …

Homework Workbook page 73

Grammar in context 1 p104

Using the past simple – negative

Warmer

Books closed. Write the following sentences on the board and ask students to put the verbs in the correct form.

They _____ *(create) a company called* Imagiroo.
He _____ *(meet) lots of interesting people.*
Her dad _____ *(see) it was a great invention.*

Ask students what tense they used in the sentences and elicit *past simple*. Students then compare the verbs with sentences 1–3 in exercise 1a.

1a Point out that most of the sentences are based on sentences from the reading on page 103 of the Student's Book.

1b

Answers
Sentences 4, 5 and 6 are negative.

1c After checking answers, make sure students understand that we use *didn't* for both regular and irregular verbs and for all subjects in the past simple. This includes *he*, *she* and *it*.

Answer
without

Language notes

Negatives in the past simple are formed by adding *didn't* (informal) or *did not* (formal) before the simple form of the verb (*didn't* is more common in spoken English). The verb *be* is an exception to this; in the case of *be*, we just add *n't* (informal) or *not* (formal) after *was* or *were*, i.e. *wasn't* or *weren't*.

2 Before students do the task, look at the example with the class and make sure they understand that, in the first sentence for each item, they simply have to change the verb from affirmative to negative in order to make it correct. They should then use the words in brackets to write a second – correct – sentence.

Answers
2 Pelé didn't play basketball. He played football.
3 Albert Einstein didn't paint the *Mona Lisa*. Leonardo da Vinci painted the *Mona Lisa*.
4 Picasso didn't compose music. He painted pictures.
5 Frida Kahlo didn't live in Sweden. She lived in Mexico.
6 Michelle Obama didn't become president of the US. Barack Obama became president of the US.
7 Malala Yousafzai didn't win an Oscar. She won the Nobel Peace Prize®.

3 Before students do the task, ask them to look quickly at the verbs in brackets and tell you if they are regular or irregular (they are all irregular except *stay*). Make sure students understand that we only use the irregular form in the past simple affirmative, not the past simple negative, i.e. *Jake didn't have dinner ...* not ~~*Jake didn't had dinner ...*~~

Answers
1 didn't have, had 2 didn't go, stayed 3 sold, didn't buy
4 went, didn't get up

4 SPEAKING

Possible answers
They had lots of paper on their desks.
They had phones on their desks. / They didn't have mobile phones.
They didn't have screens.
Men wore ties.
A lot of people worked in the same room.

5a Divide the class into pairs but make sure students understand that they should work individually in the first instance to prepare their sentences.

- With less confident classes, students can choose a person and prepare their sentences in pairs before working with a new partner in exercise 5b.

Homework Workbook page 74

6 Before students do the task, make sure they understand that, in this type of activity, they have to complete the text with words which are grammatically correct and logical. Usually, the words are:

- prepositions (e.g. *in*, *on*, *next to*, etc.)
- articles (e.g. *a/an*, *the*)
- auxiliary verbs (e.g. *be*, *have*, *do*, etc.)
- question words (e.g. *who*, *what*, *why*, etc.)
- pronouns (e.g. *he*, *him*, *his*, etc.)
- linkers (e.g. *and*, *but*, *because*, etc.)
- part of a fixed expression or collocation.

- **Exam tip** To answer the question in the Exam tip box: because this helps students to get a general understanding of the text and to predict the words they need to fill the gaps.
- After students read the whole text, tell them they should look closely at the words which come just before and after each gap and then think about the best word to fill the gap. They should then read the sentence again with their answer in the gap to check it.
- Make sure students know that occasionally in this exercise type, more than one word may be correct in a gap. They only need to give one correct option.

Answers

b made/created/started (collocation: *make/create/start* + something) **c** because (linker to introduce a reason) **d** his (possessive pronoun to identify the family and friends) **e** for (preposition to show purpose) **f** in (preposition to introduce city) **g** was (past simple *to be*) **h** have (collocation: *have* + *time*) **i** called/named (collocation: *call/name* + something + something)

Use it ... don't lose it!

7a Divide the class into pairs but make sure students understand that they should work individually in the first instance to prepare their sentences.

7b SPEAKING

- Take class feedback by asking the students who guessed their partner's false sentence to tell the class what it was and how they knew, e.g. *Santi said, 'Last summer, I didn't have a holiday'. But I remembered he talked about going surfing and we don't live near the beach!* If necessary, teach them the expression *I didn't know, I was lucky!*

Vocabulary p105

Using a range of lexis to describe jobs

Warmer

Write on the board: *I'm a teen looking for my first job. What can I do?*

Ask students to brainstorm advice in pairs. Elicit ideas in open class and discuss. Extend the discussion by asking: *Do you think you can get a good job? Why/Why not? What problems do you think you can expect?* Use the discussion to elicit/pre-teach any of the adjectives from exercise 1 which come up naturally, e.g. *I think we can only expect badly-paid jobs! And they can only be part-time, or maybe full-time in the school holidays.*

1 SPEAKING 83

- With more confident classes, ask students to tell you the adjectives they think apply to your job, teaching, e.g. *You work full-time, I think. And I'm sure you're well-paid!* Correct students' ideas as necessary, e.g. *Yes, you're right I work full-time. But I don't think I'm well-paid! I work a lot at home ...*

Answers

badly-paid – negative full-time – both indoor – both outdoor – both part-time – both skilled – both stimulating – positive stressful – negative unskilled – both well-paid – positive

2

Answers

b badly-paid **c** full-time **d** stimulating **e** skilled **f** outdoor boy's job: waiter; mother's job: dentist; father's job: (clothes/fashion) designer

Fast finishers

Ask students to look at the second and third paragraphs of the text (*My mum's got ...*, *My dad works ...*). They choose a member of their family and write similar sentences about them to make a short paragraph.

Use it ... don't lose it!

3 SPEAKING

- Before students tell their partner about their dream job, check and feed in any specific vocabulary they need to talk about it.
- After students do the task, briefly discuss students' dream jobs as a class. Find out how much consensus there is in the class, if any.

Homework Workbook page 75

GREAT LEARNERS GREAT THINKERS p106

Thinking about the jobs of the future

Warmer

Draw a circle with a question mark (?) in it on the board and six lines coming off it. Tell students they have to guess the job and to put their hands up when they have worked it out, not call out the solution. Write the following clues around the circle: *uniform*, *stand up all the time*, *badly-paid*, *work evenings and weekends*, *boring*, *free food*. Elicit the answer, *waiter/waitress*. Then put students into small groups to prepare a similar puzzle using a different job from exercise 1a in Vocabulary in context on page 102 of the Student's Book. Groups share their puzzles with the class.

1 SPEAKING

- After students do the task, ask if any students want to do a job which they think is going to disappear, e.g. *I really want to be an interpreter because I'm bilingual in Portuguese and Spanish. But there are lots of apps now to translate things, I don't think it's a job for the future!*

2 VIDEO

- Pre-teach any words you think students may have problems with, e.g. *marketing* (*ways in which a company encourages people to buy its products and services*), *graduated* (*completed studies at college or university, usually by getting a degree*) and *qualifications* (*things like diplomas and degrees that you get when you successfully finish a course of study*).
- After checking answers, ask students if they can remember what word was used in the video to describe Pepper and elicit *cute* (*attractive, usually small and easy to like*).

Answers
1 C 2 A

3 VIDEO

- Before students do the task, point out that they should choose the answers according to what they hear on the video.

Answers
1 lunch 2 drivers 3 sport 4 for the jobs of the future

4 After checking answers, briefly discuss as a class how common it is for students to do work experience in their country. Ask students if any of them have done work experience and, if so, what it was and how it helped them.

Answers
1 She did work experience.
2 She learned how to work under pressure, stay calm, work in a team and organise herself and her time.

GREAT THINKERS

5 Students met the *Headlines* thinking routine in Unit 4. It helps students to identify and focus on the central issue in a text. It also requires them to have assimilated the main message(s) of a text and to find a way to express their understanding clearly.

- With less confident classes, ask students to share their headline or title with a partner before sharing one or both with the class in exercise 6.

6 SPEAKING

- Put students in small groups. Ask them to choose the headlines or titles which they think reflect the main message(s) of the text particularly well. Then encourage groups to share the best headlines or titles with the class and explain their choices in more detail.

7 SPEAKING

- Remind students to use the personal qualities from exercise 3a in Vocabulary in context on page 102 of the Student's Book, and the adjectives to describe jobs from exercise 1 in Vocabulary on page 105 of the Student's Book, e.g. *1 We think helping a vet is a good job for this person. She likes animals, so she's probably kind and patient. And a lot of the animals are outside!*

GREAT LEARNERS SEL

- Discuss as a class and elicit that to be able to help other people we need to be able to see the world as they see it. In the world of work, people have to cooperate with other people, sometimes very different to themselves, and understanding what they might be thinking and feeling can be very important.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 151 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often show empathy' and 5 means 'I always show empathy'.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for showing empathy. Alternatively, ask students individually to think of ways to show empathy.

Listening p108

Listening for gist and specific information

Warmer

Write the word *billion* on the board and drill the pronunciation /ˈbɪljən/. Ask students how many 0's there are in a billion for English speakers (9, i.e. 1,000,000,000). [Note that in some students' countries a billion may be a million million, which has 12 0's, i.e. 1,000,000,000,000.] Ask students to work in pairs and write down five questions they would ask a *billionaire* (*someone who has more than a billion pounds or dollars*). Elicit questions in open class.

1b 84

- Pre-teach any words you think students may have problems with, e.g. *finance* (*decisions on how money is spent or invested*) and *garage* (*a building for keeping a car in, often connected to or near a house*; /ˈgærɑːʒ/ / /ˈgærɪdʒ/).

Answers

1 It's Jeff Bezos. **2** He's the founder of Amazon®, the online shopping site.

2–3 84

Answers

1 True – *Jeff Bezos had different jobs before he started Amazon.*
2 True – *... he decided to start an online bookshop ...*
3 True – *Bezos had a small group of people working with him in his garage.*
4 False – In the first month they sold lots of books. *After a few weeks, ... there were too many customers. In the first month, they sold books to people in 45 countries.*
5 True – *... they started to sell other things online, too ...*
6 True – *He opened Blue Origin in 2000, to start space travel.*
7 False – Bezos bought a newspaper. *Bezos bought the newspaper* The Washington Post *in 2013, ...*
8 False – Bezos bought a supermarket in 2016. *Bezos bought ... a supermarket, Whole Foods, in 2016.*

4 Critical thinkers

Possible answer

I think people can be successful in lots of different ways. Of course, you can be successful like Jeff Bezos and start a company that didn't exist before. But what about people who are very clever or artistic? Think about Van Gogh. He didn't have much money and he died young. But now every museum in the world wants to have his paintings. He was successful, but he didn't know it!

Grammar in context 2 p108

Using the past simple – *yes/no* questions and short answers; using the past simple – *Wh-* questions

Warmer

Books closed. Write the following sentences on the left of the board under a plus sign (+):

He changed the name.
They just sold books.

Draw a minus sign (–) in the top centre of the board, point at the first sentence and then point at the centre of the board. Elicit the negative, *He didn't change the name.* and write this under the '–'. Repeat with *They didn't just sell books.*

Then draw a question mark (?) on the right of the board and point at the first sentence affirmative and negative and then point to the right of the board. See if students can produce the question forms before referring them to the box in exercise 1.

1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- When checking answers, make sure students understand that in rules b and c the answers (*did* and *didn't*) are the same for all subjects in the past simple. This includes *he*, *she* and *it*.

Language notes

Question formation can cause problems for a lot of students. An easy way for them to remember is to learn the mnemonic *QASI* (pronounced like the English word *quasi* – meaning *almost*):

Q – Question word, **A** – Auxiliary, **S** – Subject, **I** – Infinitive.

Remind students that if the question starts with *Did ...?*, they can give a short answer, e.g. *Yes, he did.* or *No, he didn't.* If the question begins with a *Wh-* word, it requires a more detailed answer.

Answers

a Did **b** did, didn't **c** did, didn't

2a

Answers

Did you watch TV last night?
Did you have cereal for breakfast this morning?
Did you do homework last weekend?
Did you go swimming yesterday?
Did you go on holiday last summer?

2b SPEAKING

- Before students do the task, highlight the pronunciation of *did you*. Show how the two words run together /ˈdɪdjʊ/ and how the stress falls on the main verb, e.g. *Did you do ...?*

Homework Workbook page 75

3a Point out that the questions and answers are based on sentences from the listening in the previous section.

Answers
1 c **2** a **3** d **4** b

3b With less confident classes, brainstorm the *Wh-* question words they already know before continuing. Check they are clear what each one is asking about, e.g. *What* (for a thing), *Who* (for a person), *Where* (for a place), *When* (for a time), *Which* (for a choice), *Whose* (for a possession), *Why* (for a reason), *How* (for an explanation).

Answers
1 beginning **2** after

4

Answers
2 When **3** What **4** Why **5** Where **6** Who

5a Before students do the task, tell them to look at the photo and ask if they know who it shows and why she is special.

Culture notes

Christina Koch (1979) was born in Michigan, USA. She studied at North Carolina State University and holds bachelor's degrees in Electrical Engineering and Physics and a master's degree in Electrical Engineering. After graduating, she started work at NASA as an electrical engineer but left space science for a few years and worked on other scientific research, including a winter at the South Pole. She returned to NASA as an astronaut in June 2013 and went on her first mission – to the International Space Station – in 2019.

5b

Answers
2 What did she learn (at NASA)?
3 How many times did she go to space?
4 What did she do in space?
5 What did the astronauts/they eat in space?
6 What did she do in space?

Fast finishers

Ask students to look at the text again and think of other questions they can make, using information which is not underlined. Tell them they can make questions about the present or the past, and *Wh-* or *yes/no* questions. After checking answers to exercise 5b, the students can ask the class their extra questions.

Possible questions and answers
Are there a lot of women astronauts? (No, there aren't. There are only a few.)
When did Christina Koch go to space? (from 14th March 2019 to 6th February 2020)
What are her hobbies on Earth? (hiking and rock climbing)
Did she do her favourite hobbies in space? (No, she didn't.)

6

Answers
2 When did you get up yesterday?
3 What did you eat for breakfast this morning?
4 Where did you go on your last holiday?
5 When did you start studying English?
6 Why did you start learning English?
7 What did you do last weekend?
8 What time did you arrive at school today?

Use it ... don't lose it!

7 SPEAKING

- Before students do the task, remind them of the pronunciation of *did you* (/ˈdɪdjʊ/) and show how in *Wh-* questions, the stress falls on the question word and the main verb, e.g. *Where did you live ...?*

Homework Workbook page 76

Developing speaking p110

Asking and answering personal questions 2

Warmer

Books closed. Write or project these question prompts on the board:
What / be / your name and surname?
How / spell / that?
How old / be / you?
Where / be / you / from?
Have got / you / any brothers or sisters?
What / be / your hobbies?
Put students into pairs to use the prompts to ask and answer personal questions. With less confident classes, ask students to write the questions first and check them as a class before they ask and answer. Ask students where they have seen these questions before. (*Developing speaking in Unit 1 on page 20 of the Student's Book*)

1 SPEAKING

- After students ask and answer the questions, ask what all the questions have in common. Elicit that they are typical questions from a speaking exam.
- If you used the Warmer, explain that the examiner will probably use questions like the ones in the Warmer to start the conversation, then continue with questions like the ones in this exercise to extend the conversation and give students opportunities to use different tenses.

2 85

- After checking answers, ask students: *Do you think Angela passes the exam?* Elicit that she definitely does, and probably with a high mark.

Answers
1 Yes, and her answers are the right length.
2 Yes, and she sounded comfortable using them.
3 Yes, she used a good range of words.
4 Yes, she did.

3 Exam tip To answer the question in the Exam tip box: it is important to remember to speak clearly, to use the correct vocabulary, the correct verb tenses and also to answer the questions in full.

- Remind students that the first few minutes of an oral exam can be quite stressful, but examiners usually use a limited selection of questions. Students can therefore prepare and rehearse common questions from this part of the exam. This can help them get off to a good start, boost their confidence and help them relax before the other parts of the exam.

Answers
Angela uses *but*, *so*, *and* and *because*.

4a 85

Answers
a you know **b** Well **c** That's a good question! **d** let me think

4b Remind students that in a speaking exam, they are being tested on their ability to have a natural conversation, and this means 'controlling' it – for example, by including the words and expressions in the Speaking bank – in the same way they would in a conversation in their own language.

5 SPEAKING

- Remind students that one of the objectives of this exercise is to practise the words and expressions in the Speaking bank, so they should include some of these even if they don't need to. Also, encourage them to think about giving full answers using linking words to add details and reasons.

Extra activity

Just a minute is a good activity to get students used to speaking under pressure, like in an exam, but in a relaxed atmosphere. Ask students to talk for a minute, giving answers to the questions in exercise 1 (and the Warmer if you used it). Pauses can't be longer than a second, so remind them to use the words and expressions in the Speaking bank to give themselves time to think. Students do the activity in small groups, taking turns to time each other and make sure the pauses don't become too long.

Practice makes perfect

6b SPEAKING

- Remind students that one of the objectives of this exercise is to practise the words and expressions in the Speaking bank, so they should include some of these in their answers.

6c SPEAKING

- Tell students to refer to the questions their partner wrote in exercise 6a to help them remember what they said in exercise 6b.

Homework Workbook page 77

Developing writing p111

Writing an informal email giving news

Warmer

Write or project the following email on the board:

Dear Mr Ben Steele,

How are you? How's school? Why don't we go to the cinema on Friday night? Do you want to see the new Avengers film?

Yours sincerely,

Veronica Jones

Ask students what is wrong with the email. Elicit that it is an email between two friends and so the start and finish are too formal. Elicit more suitable ways to start and finish the email (e.g. *Hi/Hello/Dear Ben*; *Write back soon/ All the best/Best wishes*) and remind students that they saw these informal expressions in Developing writing in Unit 2 on page 33 of the Student's Book.

1 SPEAKING

- After students do the task, ask if any of them remember the opening ceremony of the London Olympic Games in 2012 or the opening ceremony of the Olympics in another country. Elicit that the opening ceremony of the Olympics is, of course, particularly special and memorable for the host country.

Answers

The photos show Danny Boyle, the Queen and Rowan Atkinson as Mr Bean.

Culture exchange

2 Follow up by asking the class what else they know about the icons in the text, e.g. *James Bond was invented by the writer Ian Fleming.*; *There are over 20 Bond films.*; etc.

Answers

1 Icons are very well-known people from culture.
2 James Bond, the Queen, Rowan Atkinson, David Beckham, Tim Berners-Lee

Extra activity

Check comprehension of the text further by giving students the following True/False statements:

Danny Boyle made a film of the London Olympic Games opening ceremony. (False; Danny Boyle is a *filmmaker*, but he directed *the show* rather than making a film of it.)

The show was a version of a play by Shakespeare. (False; It was *inspired by Shakespeare's* The Tempest, but this means it used an idea from the play, not the text of the play.)

All the people in the ceremony were paid. (False; *There were thousands of volunteers ...*)

Tim Berners-Lee invented something many people use every day. (True; He invented the *World Wide Web*, the basis for the Internet.)

A lot of people saw the ceremony. (True; *... 62,000 spectators in the stadium and two billion people watching around the world.*)

3 Pre-teach the meaning of *model* (*a small copy of something, such as a building*) and *leaflet* (*a printed sheet of paper, usually folded, that gives information about something*).

- After checking answers, ask students what three British icons Mia mentions in her email (Shakespeare, Tower Bridge and Manchester United Football Club).

Answer

She had an English exam and a basketball match.

4

Answers

1 They did a project about famous British icons.
2 They won first prize, a £200 voucher each.
3 They pick up the prize in London.

5

Possible answers

Good/Great to hear from you.
That's great news about ...
Did I tell you that/about ...?
Say hi to ... from me.
Give him/her my (love/congratulations).
That's all for now.

Practice makes perfect

6a–b Before students write their email, remind them that they are writing a reply to Mia, so their email will not start and finish in exactly the same way as the one in exercise 3. Suggest they make reference to Mia's email at the start and remind them of or elicit the phrase *Thanks for your email* to do this.

- Remind students that when they write a friendly note, message, letter or email, they should use contractions (*isn't*, *don't*, etc.) and informal expressions (*Hi ...*, *Bye for now!*, etc.).

Homework Workbook page 78

8 FEELING INSPIRED

Test yourself p113

Grammar test

1

Answers

1 didn't work **2** didn't go **3** didn't study **4** didn't have
5 didn't like **6** don't **7** didn't have **8** studied **9** had
10 went

2

Answers

1 Did Lily Born write *The Adventures of Sherb and Pip*?
No, she didn't.
2 Did Jeff Bezos create Facebook®?
No, he didn't.
3 Did Henry Patterson open a restaurant?
No, he didn't.
4 Did Christina Koch go to space on 14th March 2019?
Yes, she did
5 Did an actor play Queen Elizabeth at the London Olympic Games ceremony?
No, she didn't.
6 Did Frida Kahlo live in Mexico?
Yes, she did.

3

Answers

1 What did she write?
2 Where did Max go on holiday?
3 When did Katie start a business?
4 How did Lee go/come/get to school?

Vocabulary test

1

Answers

1 mechanic **2** nurse **3** engineer **4** designer **5** dentist
6 builder **7** waiter

2

Answers

1 kind **2** cheerful **3** intelligent **4** calm **5** creative
6 hard-working **7** friendly **8** shy **9** lazy

Exam success Units 7–8 p114

Reading

2

Answers

A preposition, because the infinitive of the verb is used after *want*.

3

Answers

a to (*want* + infinitive) **b** was (past simple *to be*) **c** a (indefinite article with singular countable noun) **d** There (*There was/There were*) **e** had (past simple verb; collocation: *have* + *a meeting*) **f** her (possessive pronoun to identify the job)

Writing

2

Possible answer

One day two children were playing a volleyball match and their friends were watching. Then the dog took the ball and ran away. All the children ran after the dog. The dog ran onto the field with the ball. After that, all the children decided to play together with the ball and the dog. They were all very happy.

- If you wish, go to page 155 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 100–104, for more information and practice on this Key for Schools task.

Collaborative project 4 p115

1 SPEAKING

- Students work in groups of three to four. If you have students of different nationalities within your class, consider grouping them according to their country of origin. This will make the final Project time presentations as varied and interesting as possible.
- After students work in groups, ask them to share their ideas with the class and collate these on the board in note form. However, if you grouped students according to their country of origin, omit this class feedback stage in order not to give away students' final presentations.

Culture notes

Michelle Obama is an American lawyer and writer. She was the First Lady of the United States from 2009 to 2017.

Sir David Attenborough is a British natural historian and broadcaster. He has made several documentaries about animal and plant life on Earth.

Greta Thunberg is a Swedish environmental activist who speaks about the dangers of climate change.

2 SPEAKING

- Students continue to work in their groups from exercise 1. Suggest they work on three or four icons per group, so that each student is assigned one person to research.
- If your class are all working on icons from the same country, negotiate which icons each group will research, aiming for variety (*male/female*, *field – science*, *the arts*, etc.) both within the groups and across the class. If you have a very large class, then there can be some overlap of icons, but avoid any two groups working on exactly the same group of icons.

3 Ask individuals to read aloud the tips and discuss them with the class.

- In the *Digital skills* section, make sure students understand that they are likely to find a lot of information about what the famous people have done, but that it's important to make sure that they find the same information in more than one place.
- After reading the *Collaboration* section, stress that some icons are subjective. As part of their project students need to explain clearly why they are including each person and why they think each person is an icon.

4 SPEAKING

- Remember to establish a clear plan for the project (with interim dates and a deadline; which stages are to be done at home and which in class). Remind students that as much discussion as possible should be in English, both in and out of class.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

Vocabulary in context p116

Using a range of lexis to talk about animals and insects and parts of the body

Warmer

Books closed. Write: _ _ _ on the board. Tell students they have to guess the word and to put their hands up when they have worked it out, not call out the solution. On the first line write *C* (from *cat*) and nominate a student to take a guess. Unless the student guesses correctly, write *T* on the last line and elicit another guess. If necessary, write in the A. Repeat with *bird*, *fish* and *rabbit*.

Ask students what the animals have in common and elicit that they are popular pets. Discuss what pets students in the class have and find out if any students have unusual pets.

1 86

- Pre-teach any words you think students may have problems with, e.g. *ground* (*the top part of the Earth's surface that people and animals walk on*), *sunshine* (*light from the sun, usually warm and pleasant*), *turn off* (*disconnect something and stop it working*) and *land* (*the part of the Earth's surface that is not the sea*).

Answers
a lizard **b** whale **c** penguin **d** shark

2 Before students do the task, point out that some of the animals move in more than one way, so students should put animals in more than one column as necessary.

- After checking answers, with more confident classes, elicit additional possibilities for how the animals move, e.g. *antelope: run/jump*; *beetle: crawl*; *frog: jump*; *kangaroo: jump*; *koala: climb*; *lizard: crawl*; *monkey: climb/swing*.

Answers
Walk: antelope, beetle, cheetah, kangaroo, koala, lizard, monkey, penguin, rhinoceros/rhino, turtle
Fly: bee, beetle
Swim: frog, penguin, shark, turtle

3 SPEAKING

- Follow up by asking students if they know which parts of the world the animals in exercise 1 originally come from.

4 SPEAKING 87

- Remind students that the plural is sometimes formed by changing the vowel sound of the singular word, e.g. *tooth* (/tuːθ/), *teeth* (/tiːθ/), and highlight the singular and plural *foot* (/fʊt/) and feet (/fiːt/). Drill the pronunciation of *stomach* /ˈstʌmək/.

Answers
fur, hoof, horn, tail, wing

5

Fast finishers

Students choose an animal or insect from the box in exercise 1 and write sentences to describe it using the parts of the body in exercise 4 and other words and phrases they know to help identify it.

After checking answers in exercise 6, ask students to read out their descriptions for the class to guess. Remind students not to say the name of the animal. Then write some sentences from students' descriptions on the board and show students how these can be rephrased as *yes/no* questions to use in exercise 7, e.g. *It's got fur.* > *Has it got fur? It can run fast.* > *Can it run fast?*

6 88

Answers
a hands **b** toes **c** feet **d** fingers **e** back **f** arms **g** legs

Use it ... don't lose it!

7 SPEAKING

- Before students do the task, point out that we generally refer to animals as *it* when talking about just one, as in the model questions. In some circumstances, we may use *they*, e.g. when talking in general about a species; and we may use *he* or *she* when talking about pets or animals in a zoo, as these are named animals treated as 'members of the family', as with Mei Su, the chimpanzee in exercise 5.

Homework Workbook page 82

Reading p117

Reading for gist and detail

Warmer

Write four words related to animals, insects or parts of the body on the board – three that have something in common and one 'odd one out'. In pairs, ask students to say which word is the odd one out and to say why. Elicit answers from different pairs around the class. Students can then write a similar odd-one-out using vocabulary from the previous lesson to test their partner.

Examples: *antelope*, *bee*, *cheetah*, *rhino* (bee – it's the only insect / it's the only one that can fly); *chin*, *finger*, *foot*, *stomach* (stomach – it's the only one inside not outside the body)

1 SPEAKING

- Before students do the task, use the photo at the bottom right of page 117 in the Student's Book to pre-teach *bush* (*areas in hot places like Australia that are not used for growing food and are usually far from cities*).

2 Pre-teach any words you think students may have problems with, not including the underlined words, e.g. *species* (*a plant or animal group with similar general features that can produce young plants or animals together*), *put in danger* (*place something in a situation in which damage or death is possible*) and *habitat* (*the type of place that a particular animal usually lives, e.g. a desert, a forest*).

Answer

The author doesn't think we can choose which animals we save. He/She thinks we should save them all.

3 89

Answers

1 They gave money.
2 Yes, it did.
3 Because people know about them and love them.
4 It's a plant.
5 Because if one species dies, that changes the habitat for all other animals.

Extra activity

Check comprehension of the text further by giving students the following True/False statements:

Fires are more dangerous for kangaroos than for koalas. (False; *Koalas are slower than ... kangaroos, so the fires are more dangerous for them.*)

The koala has got fewer problems than the Mary River Turtle. (True; *There are species with bigger problems than koalas, for example, the Mary River turtle ...*)

The Mary River turtle has hands under its head. (False; It has two things that look similar to fingers *under its chin*, but these are not real fingers or part of a hand.)

The Mary River turtle's problems only started a few years ago. (False; *The Mary River turtle's problems began in the 1960s*, but the type of problem has changed over time.)

Scientists are not sure how many turtles are living in the Mary River now. (True; *We don't know how many there are now* in the Mary River.)

Destruction of animal habitats is a big problem. (True; *Destruction of the places animals live in is putting them in danger ...*)

4

Answers

bushfires – a fire (= flames and heat that burn) in the bush, especially one that spreads quickly
donated – gave money to a charity
cute – attractive, usually small, and easy to like
unusual – not common
unattractive – not nice to look at
unfortunately – used for saying that something is sad or disappointing
destruction – damage to something so it is not there anymore

5 Critical thinkers SPEAKING

Possible Answer

I think we need to save all animals, not only choose the ones we like. I say that because the natural world is all connected. Animals we think are cute are great, but unusual and unattractive animals are important, too. I'm sure there are animals that lots of people don't like, but that maybe eat insects and beetles which I hate. So that makes them 'good' animals for me! I think we need to think more about looking after animals' habitats. Then nature can look after the animals in those habitats. I like this idea because it means nature is in control, not humans!

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 9 as homework, in preparation for the grammar lesson.

Grammar in context 1 p118

Using comparative adjectives

Warmer

Hold up a small object, e.g. a pencil stub or a rubber from your desk and tell students: *This is a beetle.* Then hold up a larger object, e.g. a full-sized pencil or a board rubber, and tell students: *This is a whale.* Ask students to compare the objects, e.g. *A whale can swim, but a beetle can't. Beetles are horrible, but whales are OK.* When students make a sentence which could also be expressed as a comparative, e.g. *A beetle is very small and a whale is very big.* ask them, *Can you say that in a different way, with only the adjective 'big'?* and see if students are able to make a comparative sentence correctly. If they are, encourage them to make as many comparative sentences as possible, discretely correcting grammar and pronunciation.

1a If you didn't set the Flipped Classroom video for homework, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the reading on page 117 of the Student's Book.

Answers
1 bad **2** slow **3** unusual **4** big **5** dirty **6** strange

1b
Answers
a slower **b** stranger **c** bigger **d** dirtier **e** more unusual **f** worse

1c
Answer
than

Language notes

We usually use the comparative form when we are speaking about two different things and we want to show a difference between them. The comparative adjective is usually followed by *than*, but there are exceptions where the comparison is implicit, e.g. *I think koalas and kangaroos are both lovely. But koalas are definitely cuter!*

Note that there are some exceptions to rule e. With some two-syllable adjectives, adjective + *-er* is preferred to *more* + adjective, e.g. *cleverer* vs. *more clever*, although both would be considered correct.

2 After checking answers, point out that in all the comparative adjectives the main stress is on the first syllable of the adjective. This applies to regular comparatives with *-er*, e.g. *taller*, *fatter*, irregular comparatives with *-er*, e.g. *better*, *farther*, and comparatives with *more*, e.g. *more careful*, *more difficult*.

Answers
1 taller (rule a) **2** fatter (rule c) **3** more careful (rule e) **4** better (rule f) **5** harder (rule a) **6** thinner (rule c) **7** hungrier (rule d) **8** farther/further (rule f) **9** more difficult (rule e) **10** nicer (rule b)

3a Before students do the task, point out that it includes names for specific species of two of the animals they met in Vocabulary in Context exercise 1 on page 116 of the Student's Book, i.e. blue whale, leatherback turtle, humpback whale, green turtle (and Mary River turtle) and, if possible, show students pictures of these animals.

- When checking answers, draw attention to the use of 'cleverer' in item 5 if you haven't already mentioned this exception to rule e in exercise 1b.

Answers
1 faster **2** heavier **3** farther/further **4** larger **5** cleverer / more clever **6** more popular **7** more dangerous **8** hotter

3b
Answers
1 False **2** True **3** False **4** False **5** True **6** False **7** False **8** True

4 After checking answers, ask students if they would visit Snake Island. If appropriate, elicit the phrase *It's my nightmare!* and ask students what other sorts of 'nightmare islands' they can imagine, e.g. 'Spider Island'.

Answers
a longer **b** darker **c** more dangerous **d** stronger **e** better **f** lower **g** safer **h** worse

Culture notes

Ilha da Queimada Grande, often referred to as Snake Island, is in the Atlantic Ocean, off the south-east coast of Brazil. The Golden Lancehead became trapped on the island when the sea level rose, separating the island from the mainland. It is one of the most poisonous snakes in South America, but as it lives in such an isolated area, there are no reports of humans being bitten by one.

Extra activity

Review and consolidate adjectives by giving students the following adjectives and asking them to tell you the opposite. Students note down the pairs of words. They then work in pairs to make the comparative form of each adjective.

good (≠ *bad*); *fast* (≠ *slow*); *fat* (≠ *thin*); *dangerous* (≠ *safe*); *small* (≠ *big/large*); *horrible* (≠ *nice*); *easy* (≠ *hard/difficult*); *normal* (≠ *strange*); *hot* (≠ *cold*); *dirty* (≠ *clean*); *far* (≠ *near*); *tall* (≠ *short*); *strong* (≠ *weak*)

Homework Workbook page 84

5a Before students do the task, look at the example as a class and elicit one or two other sentences to compare whales and sharks, e.g. *Sharks are more dangerous than whales.* Make sure students understand they can use their imagination if they are not sure of the facts, e.g. *I think whales are probably more intelligent than sharks.*

5b SPEAKING

- If during class feedback students have any opposing pairs of sentences, e.g. one student says *Kangaroos are faster than antelopes.* but another student says *Antelopes are faster than kangaroos.* ask them to find out for homework which sentence is correct so they can report back to the class in the next lesson, e.g. *I said kangaroos are faster than antelopes and Max said the opposite. Max was right and I was wrong!*

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, make sure they understand that they should only compare two animals at a time, not all six simultaneously. They should eliminate animals as they go along, repeating the ones they keep in new combinations until they agree on their favourite.

Vocabulary p119

Using a range of lexis to talk about geographical features

Warmer

Books closed. Write the following sentences on the board:

These 'punk turtles' only live in the Mary _____ in Australia.

Snake _____ is a very dangerous place if you are a small bird!

Ask students what words complete the sentences (River, Island) and what other words for geographical features they know.

1 90

- Highlight the pronunciation of *desert* (/ˈdezə(r)t/) and highlight the stress on the first syllable. Contrast this with *dessert* (/dɪˈzɜː(r)t/), with the stress on the second syllable, meaning the sweet food that you eat after the main part of a meal.
- After checking answers, ask students to give definitions for the other words in the box. Then ask students which of the geographical features they have near where they live and elicit the names of these.
- Point out that we usually use a capital letter with geographical features when we name a specific feature, e.g. the Mary River, Snake Island, Copacabana Beach, the Pacific Ocean.

Answers
1 island **2** ocean **3** forest **4** cliff **5** valley **6** beach

Mixed ability

To address different levels within your class, tell more confident students to cover the box in exercise 1. Tell less confident students to refer to the box as necessary.

Write the following letters on the board:

1 *n* ***2*** *c* ***3*** *t* ***4*** *l* ***5*** *e* ***6*** *a*

Tell students that the word for each definition contains the letter given.

2 Before students do the task, ask them to look at the photo and tell you what country they think it is (the US).

Answers
a desert **b** mountains **c** waterfall **d** river **e** lake **f** cave

Use it ... don't lose it!

3 SPEAKING

- With less confident classes, students can choose a geographical feature and prepare their notes in pairs. They can then work with a new partner to say what people can see and do there and try to guess each other's places.

Homework Workbook page 85

GREAT LEARNERS GREAT THINKERS p120

Thinking about ways of protecting the environment

Warmer

Books closed. Play a quick game of *Shark!* with students. Draw 11 short lines on the board as follows:

_ _ _ _ _ _ _ _ _ _ _.

Students take turns to say a letter. If it is in the word (*environment*), write the letter in all the places it appears and continue playing with the same student.

If the letter is not in *environment*, draw a stick figure (wrong guess 1). The turn then passes to a different student. Repeat the process. If the student guesses correctly, write in the letter; if not, draw a wooden platform under the stick figure (wrong guess 2). Repeat, drawing a series of waves (wrong guesses 3–6); follow this with a shark fin (wrong guess 7); and, finally, by 'throwing' the man into the water (wrong guess 8) if students don't guess correctly. If/When a student guesses the word write in all the remaining letters.

Elicit the meaning and drill the pronunciation of *environment* (/ɪnˈvaɪrənmənt/).

1 SPEAKING

- When checking the answers, use the photo at the top of page 121 of the Student's Book to clarify the meaning of *chipmunk* and *acorn* if necessary.

Answers
1 C **2** A **3** B

2 VIDEO

Answers
1 Two
2 Another chipmunk stole acorns from his/its acorn pile.

3 VIDEO

- Pre-teach *hectare* (*a unit to measure land; 10,000 m²*).
- With less confident classes, project the text on the board and highlight the five mistakes before students watch the video again to correct them.

Answers
In the Great North woods, there are **1** ten ~~eight~~ million hectares of forest. In autumn, the leaves change colour and fall to the ground. Under the leaves, there are things for animals to eat like acorns. The chipmunk is trying to find acorns. He can fit **2** six ~~five~~ acorns into his mouth at one time. He needs to collect **3** one hundred ~~fifty~~ acorns before winter comes. **4** Another chipmunk ~~A lizard~~ steals the chipmunk's acorns. The chipmunk has **5** two ~~three~~ weeks to find more acorns before autumn ends and the winter comes.

GREAT THINKERS

4 SPEAKING

- The *Think–Pair–Share* thinking routine allows students to systematically *think* about a problem or question on their own, before they discuss their ideas in *pairs*, paying close attention to what their partner says in order to then *share* their own ideas and/or their partner's ideas with the class. The routine also asks students to consider different perspectives and encourages them to give reasons for their views.
- Students work individually in step 1, in pairs in step 2, feed back to the class in pairs in step 3 and then return to individual work in step 4.
- After students read the text in step 4, discuss as a class how – if at all – students' opinion changed after reading the text.

5 SEL SPEAKING

- Point out that people who only consider a theme from their existing perspective may be missing other important points and that situations also change over time, so we need to re-evaluate our positions.

6 SPEAKING

- Elicit ideas from the class for ways to help protect animals. Encourage students to investigate further any areas that interest them, e.g. charities that protect animals, possibilities of working as a volunteer, etc.

GREAT LEARNERS

- When discussing the question, make sure students reiterate one of the themes from the unit so far; that if one species dies, that changes the habitat for all other animals that live in it.

LEARNER PROFILE

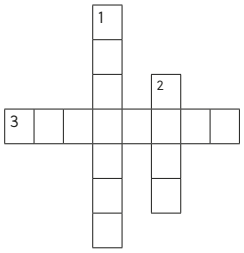
- Ask students to read the statement and the question in the Learner profile on page 151 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't often try to make a positive impact on the environment' and 5 means 'I always try to make a positive impact on the environment'.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for making a positive impact on the environment. Alternatively, ask students individually to think of ways to make a positive impact on the environment.

Listening p122

Listening for gist and specific information

Warmer

Books closed. Draw or project the following crossword outline on the board:



Put students into pairs to try and complete it with three animals. Tell them to put their hands up when they have worked it out, not call out the solution. If no students can work it out, tell them to open their books and look at the photos in exercise 1 to help them. They can also look at the words in Vocabulary in context, exercise 1 on page 116 of the Student's Book.

Answers
1 penguin **2** frog **3** kangaroo

1 SPEAKING

- Use the photos to pre-teach *hop* (*for animals and birds – using both or all feet to jump forward*) and *rainforest* (*a forest in a tropical region of the world where it rains a lot*).

3 91

- Exam tip To answer the question in the Exam tip box: because in this kind of task the words in the questions are not always exactly the same as in the listening text. They often express the same idea, but in a different way.
- Point out that in the preparation time students are given before they listen they should try to think of synonyms and other ways of saying the information given in the questions.

Answers
1 penguin – *They also have a thick coat of feathers to help keep the heat in.*
2 kangaroo – *Hopping is the best way for them to move because it's fast and they can go far with little effort.*
3 penguin – *... penguins stand together in a big group to keep warm. The outside of the group is the worst place to be, so penguins take turns to be there.*
4 frog – *When ... another animal is getting close, it suddenly opens its big red eyes and shows its bright red feet. That gives the other animal a big surprise and the frog can escape.*
5 kangaroo – *... when the temperature is higher, they sit under trees.*
6 frog – *... during the day – so other animals can't see it – it sits on green leaves with its red eyes closed, and its red feet under its body.*

4 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Homework Workbook page 85

Grammar in context 2 p122

Using superlative adjectives; using the present perfect with *ever* and *never*

Warmer

In pairs, ask students to make sentences ending in ... *in the world.* for these animals:
cheetah / fast *blue whale / large* *koala / cute*
See if students are familiar with superlative adjectives or if they try to form these with *the* + adjective + *-er* or *the more* + adjective.

1a Point out that the sentences are based on sentences from the listening in the previous section.

Answers
1 big **2** good **3** cold **4** bad **5** heavy **6** difficult

1b
Answers
a the coldest **b** the biggest **c** the heaviest **d** the most difficult
e the best, the worst

1c
Answer
the

Language notes

We usually use the superlative form when we are speaking about three or more objects and we want to show that one object stands out in some way from the others, e.g. the person who is taller than all the other people is *the tallest* person. We always use *the* before a superlative and, unlike the comparative, we do not use *than* after it.
As with the comparative form, there are some exceptions to the rule for adjectives with two syllables. One example of this is *clever – the cleverest*.

2 After checking answers, point out that in all the superlative adjectives, like the comparative adjectives in Grammar in context 1, the main stress is on the first syllable of the adjective.

Answers
1 the slowest (rule a) **2** the closest (rule f) **3** the wettest (rule b)
4 the easiest (rule c) **5** the most useful (rule d) **6** the farthest/furthest (rule e) **7** the hottest (rule b) **8** the saddest (rule b)
9 the thirstiest (rule c) **10** the most beautiful (rule d)
11 the widest (rule f) **12** the smallest (rule a)

3 Before students do the task, look at the photo together as a class. Elicit what students can see (a person standing at the top of a high *cliff*, with a *waterfall* on the right and a very small *lake* or *river* at the bottom). Ask students: *How do you think the person feels?*

Answers
a the most dangerous **b** the most exciting **c** the most recent
d the windiest **e** the best **f** the highest **g** The most famous
h The youngest **i** the oldest

4a

Answers
a True **b** True **c** True **d** True

4b After checking answers, write the following sentences on the board:

She's seen kangaroos, but only on TV.
It's really hot in the Australian desert.

Draw attention to the contracted form of *has*: 's in the first sentence, which is for the third person form. Point out that, although this is the same as the contraction for *is* in the second sentence, the context will always help them work out which verb is being contracted. Remind students that we do not use the contracted form in short answers.

- Remind students that some verbs, many of them very common, are irregular. Their past participle forms do not end in *-ed*. Refer students to the irregular verb list on page 159 of the Student's Book and explain that it's important for them to learn these from the list like vocabulary.

Answers
1 Ever **2** Never **3** before

5 Before students do the task, point out that they will also need to add the correct form of *have*. Encourage them to use contractions where appropriate.

- After checking answers, review the past simple and past participles for the irregular verbs in the exercise. Point out that in some cases the irregular past simple and the irregular past participle are the same, e.g. *buy* (*bought* and *bought*); but in many cases the irregular past simple and the irregular past participle are different, e.g. *do* (*did* and *done*), *go* (*went* and *gone*), *see* (*saw* and *seen*) and *swim* (*swam* and *swum*).

Answers
1 've/have, swum **2** has, bought **3** 've/have, gone
4 's/has, studied **5** 've/have, seen **6** Has, done

Culture exchange

6 Before students do the task, remind them that, in this type of activity, they have to complete the text with words which are grammatically correct and logical. Usually the words are prepositions, articles, auxiliary verbs, question words, pronouns or linkers. They should look closely at the words which come just before and after each gap and then fill the gap with the best word.

Answers
a ever **b** never **c** most **d** the **e** more **f** 's/has **g** most

Extra activity

Write or project these prompts on the board. Students write the questions. Tell them to use superlative adjectives and the present perfect with *ever*, e.g. *1 What's the nicest place you've ever visited?* They then take turns to ask and answer the questions in pairs or small groups.

1 what / nice place / visit?
2 what / exciting thing / do?
3 who / interesting person / meet?
4 who / kind person / know?
5 what / good video game / play?
6 what / delicious food / eat?

Answers
1 What's the nicest place you've ever visited?
2 What's the most exciting thing you've ever done?
3 Who's the most interesting person you've ever met?
4 Who's the kindest person you've ever known?
5 What's the best video game you've ever played?
6 What's the most delicious food you've ever eaten?

Use it ... don't lose it!

7 SPEAKING

- With less confident classes, put Student As together into pairs to prepare the questions together, and Student Bs together to do the same. Discretely check the questions for each pair before putting students in new pairs consisting of one Student A and one Student B. Students take turns to ask and answer the questions.

Homework Workbook page 86

Developing speaking p124

Agreeing and disagreeing

Warmer

Write or project the following questions on the board:
Have you got a pet? What is it?
Have you ever had a pet? What was it?
Do you want a/another pet? Why/Why not?
Do you like other people's pets? Why/Why not?
Put students into pairs to discuss the questions. Assess which students are animal lovers and which are not.
As far as possible, for this lesson pair animal lovers with students who are not keen on animals to maximise discussion and disagreement.

1 SPEAKING

- During feedback find out if any students answered the last question with *Yes, I have.* Ask them additional questions about their experience using the past simple, e.g. *When was it? Where was the pet? Do you think the other people felt OK about it?*

Possible Answers
1 passengers and a dog on a couch **2** happy

2 SPEAKING

- Pre-teach *pet carrier* (*a type of box, made of metal and/or plastic, to move small animals; you can usually see the animal, but it can't escape*). Use the times in the final rule (7 am to 9 am; 4 pm to 6 pm) to elicit *rush hour* (*the time of day when there are lots of people travelling because they are going to or from work*).

3a 92

- Pre-teach *carriage* (*one of the sections of a train*).

Answer
in special areas just for people and their pets, for example, in the last carriage of underground trains

3b 92

Answers
Students should tick:
Agreeing: I agree with (you/that).; That's true.; Yes, I think you're right.; I think so, too.
Disagreeing: I disagree.; I don't think so.
Partly agreeing: Perhaps, but …

Language notes

Knowing how to disagree is important for many types of interaction, such as problem-solving and decision-making, and is often tested in oral examinations. However, disagreeing can be confrontational. We often use the phrase *I'm afraid* before the phrases *I don't agree* and *I disagree* because it sounds more polite and less direct.
Students have also met the phrase *It depends* to express partial agreement.

4a

Fast finishers

Ask students to write additional opinions, e.g. *All animals on public transport need to have a ticket, the same as humans.*; *Underground stations and trains need places for animals to drink water.* Students share these with the class after exercise 4a for you to select two or three to add to the discussion in exercise 4b.

4b SPEAKING

- Exam tip To answer the question in the Exam tip box: because in a conversation, we listen to the other person and then respond to what they say to us.
- Remind students that if, in an exam situation, they don't understand what the examiner or their partner says, they should ask them in English to repeat it or to speak more slowly. They can use expressions like *Sorry, can you say that again?* or *Sorry, could you speak more slowly?* to do this. If they understand the words their partner says, but not the idea, they can use an expression like, *Sorry, I don't know what you mean. Can you explain?*

Practice makes perfect

5 SPEAKING

- Follow up by asking students who have pets if they have ever taken their pets on holiday with them. Encourage them to share their experiences of travelling with animals.

Homework Workbook page 87

Developing writing p125

Writing a blog post

Warmer

Write or project the following gapped sentences on the board:

The Australian bushfires of 2019–2020 _____ (kill) lots of animals.

Some people _____ (not like) dogs. I _____ (hate) them!

Oh, I can't watch. She _____ (dive) off a cliff!

She _____ (seen) Death Valley, but she _____ _____ (never / visit) Snake Island.

Put students into pairs to complete them. Elicit answers from the class and the name of each tense. Tell students that they will need to use the names of the tenses later, in exercise 4.

Answers

killed (past simple); *don't like*, *hate* (present simple); *'s diving* (present continuous); *'s seen*, *'s never visited* (present perfect)

1 SPEAKING

- Before students do the task, ask them what they can see in the photo, e.g. *beach*, *forest*, *sea/ocean*, *trees*, *plants*.
- Pre-teach *endangered* (*birds/insects/lizards/species*) (*specific animals/plants that may soon disappear from the world*) and *nature reserve* (*an area of land that is protected, so people can't harm the animals or plants that live there*).

Answers

1 They planted trees for no money and created a forest.
2 No more than 32,000 people a year can visit the island.
3 When there are lots of people, it can put animals in danger.

2 SPEAKING

- During feedback find out if any students read the same blogs and if any students write a blog themselves.

3 With less confident classes, when checking answers, elicit examples of each tense and also of comparative and superlative adjectives, and review form as necessary.

- After checking answers, point out that *plant* (*... planted 280,000 trees!*) can also be used as a verb to mean 'put a plant, tree or seed in the ground so it grows', e.g. *I planted a tree in my garden yesterday.*

Answers

1 Katy uses four tenses – the past simple, present simple, present perfect and present continuous.
2 She uses comparative and superlative adjectives.
3 Katy's blog is friendly because it asks the reader a question (*Can you believe it?*), uses exclamation marks for emphasis, and Katy tells the reader about the takahe bird and to be careful with their lunch.

4

Answers

present simple, present continuous, past simple, present perfect

5 Encourage students to use their dictionaries to check any words they are not sure of and to find any specific vocabulary they need to describe their place.

Practice makes perfect

6a Remind students to use Katy's blog in exercise 3 as a model and think carefully about the tenses they use and why they are using them. They should also try to include examples of comparative and superlative adjectives.

6b

Extra activity

Students swap blog posts and write comments at the bottom of the page. Remind students that comments are a great way to bring others into the conversation about a web page or blog post. They allow you to comment on content, add important information or ask questions.

Homework Workbook page 88

Test yourself p127

Grammar test

1

Answers

1 higher than **2** more interesting than **3** wetter than
4 better than **5** stronger than **6** nicer than

2

Answers

1 the oldest **2** the worst **3** the nicest **4** the most dangerous
5 the hottest **6** the heaviest

3

Answers

1 Have you ever seen, haven't, 've/have swum
2 Has Jack ever done, has, 's/has played
3 haven't returned, 've/have sent

Vocabulary test

1

Answers

1 penguin **2** monkey **3** cheetah **4** antelope **5** lizard
6 kangaroo **7** turtle

2

Answers

1 stomach, B **2** finger, H **3** chest, B **4** wing, A **5** fur, A
6 neck, B **7** tail, A

3

Answers

a island **b** river **c** mountain **d** waterfall **e** forest **f** cave

Vocabulary in context p128

Using a range of lexis to talk about the weather and things to take on holiday

Warmer

Organise a grammar auction. Divide the class into small teams. Write ten sentences on the board, some correct and some incorrect, using grammar from Units 1–9, e.g.
What day it is today? (incorrect: *is it* ~~*it is*~~)
She loves her family very much. (correct)
Focus on areas which you know cause your students problems. Explain that the sentences are for sale and each team has a total of £1,000. Read out a sentence and ask each team to decide if it is correct. If they think it's correct, they can bid against the other teams to buy the sentence. Keep track of how much each team spends on the board. At the end of the auction, tell the students which sentences were correct. Tell them if they bought a correct sentence, they win back the money they paid for it. If they bought an incorrect sentence, they lose the money they paid for it. Ask the teams to add up their final totals. The team with the most money wins.

1a SPEAKING 93

- Drill the pronunciation of *cloudy* /ˈklaʊdi/ and *windy* /ˈwɪndi/.
- After checking the meaning of the phrases, look outside and ask students *What's the weather like today?* Elicit all the phrases that apply.

Language notes

Most of the phrases in exercise 1a use adjectives. However, *it's raining* and *it's snowing* are in fact present continuous phrases. When talking in the present, this distinction is relatively unimportant, but when talking about the past, it becomes more important, e.g.
It's cloudy today. – It was cloudy yesterday.
Look! It's snowing. – Look! It snowed last night.
The phrases *it's boiling* and *it's freezing*, although they look like present continuous phrases, in fact use adjectives, so they also form the past with *to be*, e.g.
It's boiling here today. – It was boiling last weekend.

1b SPEAKING

- Before students do the task, highlight the use of the comparative adjective in the second example and encourage students not just to describe the weather, but also to compare it.

2

Answers
a warm **b** sunny **c** hot **d** windy **e** raining **f** stormy

3a SPEAKING

- After students do the task, use the photos to elicit *summer* and *winter*, then elicit the other seasons and the months and check/drill the pronunciation of these before students do the task in exercise 3b.

Extra activity

Extend the weather words by writing or projecting the following phrases on the board:
There's a lot of rain.
There's lots of sunshine.
There are lots of clouds.
There's heavy snow.
I hate the cold.
There are a lot of storms.
There's a strong wind.
The heat is terrible.
Explain that in English we can also use nouns to describe some – but not all – of the types of weather. Students match the underlined nouns to the words in the box in exercise 1a.

4 94

- Drill the pronunciation of *suitcase* /ˈsuːtˌkeɪs/.

Answers
a hat **b** towel **c** swimming trunks/swimsuit **d** umbrella
e backpack **f** earphones

5 95

- Before students do the task, make sure they understand that they will not hear the words in items 1–6 in the dialogues. They need to listen carefully to what the people say to work out what they are talking about. With less confident classes, listen to the first dialogue and complete the first item as a class as an example.

Answers
1 sunscreen **2** a towel **3** a suitcase **4** a guidebook **5** gloves
6 sunglasses

Use it ... don't lose it!

6 SPEAKING

- With more confident classes, write *Really? I always use an umbrella when it's raining!* on the board as a response to the example. Tell students, where possible, to try and link the weather phrases in exercise 1a with the things to take on holiday in exercise 4. If you used the extra activity, students can also use noun forms in their sentences.

Homework Workbook page 90

Reading p129

Predicting content, skimming and scanning for global and specific information

Warmer

Tell students you are thinking of a city and you are going to give them clues about it. After each clue, they can guess which city it is, e.g.

Wear sunscreen because it's hot and sunny in summer.

Take your swimsuit because there's a big, big beach in this city and the sea is beautiful.

Look in your guidebook to learn about things like Christ the Redeemer and Sugarloaf Mountain.

It's an Olympic city, and it's in Brazil but it isn't the capital city.

(Answer: Rio de Janeiro)

In pairs or small groups, students think of a city, not necessarily in their own country. Ask them to make notes about where it is, what you can do there, the weather, the language and the people, etc. Ask pairs/groups to give the class clues without saying the name of the city. Students try to guess the name of the city.

1 SPEAKING

- Elicit/Pre-teach *models* (*small copies of something, like buildings*) and *tourist attractions* (*places that are very popular with visitors*).

2 After students do the task, ask them if there are any similar structures in their country, e.g. a very beautiful monument, a famous building, a piece of art in the street.

Answers

1 Brussels, Belgium **2** Nice, France **3** Da Nang, Vietnam

3 96

Answers

1 Abby – *... Mini-Europe. It's a theme park with 350 European tourist attractions ... In real life, ... they're 25 times bigger!*

2 Bella – *In the summer, my parents and I go on holiday. We ... go to a place with warm sunny weather.*

3 Abby – *A guide is going to tell us about them.*

4 Bella – *We pack our sunscreen, towels and swimsuits, ... We're going to swim in the sea.*

5 Carl – *We want to see the Golden Bridge in the Ba Na Hills Park – it's in a forest, on a mountain.*

6 Bella – *It's actually a library ... you can see desks, chairs and books inside ... it's a building that people use!*

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to read only one of the texts in detail. Tell a third of the students to work on the text by Abby, a third to work on the text by Bella and a third to work on the text by Carl. They look at questions 1–6 and decide which ones apply to the person they read about. Tell students that the person they read about may be the answer to one, two or three questions. Then group students with students who worked on the other two texts, or make larger groups including more confident students who worked on all three texts. Students compare their answers, showing each other the relevant information from their text.

4

Answers

theme park – a park with games, rides, restaurants, etc. that are all based on one idea

pack – fill a suitcase or bag with clothes and other things you need when you travel

bridge – a structure that is built over a river, road, etc. so that people or vehicles can go across it

crowded – very full of people

awesome – amazing

5 Critical thinkers

Possible Answer

I think we can learn many things in all three places. For example, in Nice, you can see art in the street and visit museums and art galleries, so there are lots of cultures there. And in Vietnam, you can probably learn a lot about nature. But I think the most interesting place is probably Brussels. I say that because in one park you can see 350 European tourist attractions! And I think in the Atomium next to it you can probably learn about science, too. I think there is a lot to see in one place there!

Homework Workbook page 91

Grammar in context 1 p130

Using *be going to*; using prepositions of time

Warmer

Books closed. Write or project the following 'To do' list on the board:

TO DO

This summer ...

- ☐ *clean my flat*
- ☐ *cook nice food*
- ☐ *go to the swimming pool every day*
- ☐ *buy a guidebook and explore home town*
- ☐ *not mark exams or correct homework*

Tell students to listen to you and note the things that are/aren't in your summer plans. Tell them about your plans in simple terms, using *be going to*, e.g. *This summer I'm going to really clean my flat. I mean all of it! The back of the cupboards, under the beds ... But I'm not going to go in the kitchen. I'm going to eat nice food, but I'm going to go out for all my meals. And I'm going to go to the beach every morning for a swim before the tourists arrive ...* etc.

After checking answers ask students: *What words did I use to talk about the future?* and elicit *I'm going to / be going to.*

1b **Answers**

a future **b** an infinitive **c** be + not + going to **d** comes before the subject **e** am, are, is

Language notes

Be going to is used to talk about an intention, a plan for the future or predictions based on evidence. *Be going to* is generally found in informal spoken English. It often implies an intention and an expectation that the intention will be carried out, e.g. *I'm going to be a tourist guide when I leave school.*

2 **Answers**

1 a **2** b **3** b **4** b **5** a **6** a

3 **Answers**

1 isn't **2** to **3** going **4** Are **5** You're **6** aren't **7** It's

4 Before students do the task, remind them to use the contracted form of *to be*, i.e. *'m, 're, 's, aren't, isn't*, where possible.

Answers

1 Are you going to take **2** 're/are going to visit **3** isn't going to stay **4** 'm/am going to have **5** Am I going to see **6** Is she going to meet **7** aren't going to wear **8** 's/is going to be

5 Before students do the task, ask them what they can see in the photo and if they know what is happening. (See Culture notes.)

Answers

a 're/are going to go **b** Are you going to travel **c** aren't going to get on **d** is going to run **e** Is he going to visit **f** 'm/am going to take **g** 's/is going to be

Culture notes

The photo shows Platform 9¾ at King's Cross Station in London, UK. In the Harry Potter novels, at the start of each term the young witches and wizards get on a special train, the Hogwarts Express, which leaves from this platform and takes them to their magical boarding school. In order to get onto the platform, they have to run with their luggage trolleys at the apparently solid brick wall between Platforms 9 and 10. The fictitious platform is now a photo opportunity at the station. Visitors can borrow magic wands, striped scarves, black round glasses and even an owl soft toy before having their photo taken.

Extra activity

Ask students to talk about their plans and intentions for the next few days. If they use a 'to do' list app on their phones, allow them to refer to these. If not, ask them to make their own 'to do' list, referring them to your list from the Warmer if you used it.

Put students into pairs to make sentences with *be going to* to talk about their lists, e.g. *I'm going to see my grandma on Saturday. I'm going to play football in the park with my friends on Sunday.*

6 SPEAKING

- Before students do the task, point out that in informal English we often say *gonna* (/ˈɡʌnə/). Drill the questions, making sure students place the main stress on the infinitive, e.g. *Where are you going to* (/ˈɡʌnə/) *go?*

Homework Workbook page 92

7 Point out that the sentences are based on sentences from the reading on page 129 of the Student's Book.

- After checking answers, make sure students understand that there are some irregularities with the prepositions: we use *in* with *the morning/afternoon/evening*, but *at* with *night*; and *on* with the days of the week, but *at* with *weekends*.

Answers
a in **b** at **c** on

8

Answers
1 on **2** in **3** at **4** on **5** in **6** at **7** in **8** at **9** in **10** on

Use it ... don't lose it!

9 SPEAKING

- Before students do the task, point out that the prepositions of time can be used with a range of tenses, as in exercise 8. However, make sure they understand that one of the objectives of this exercise is to practise *be going to* for plans and intentions, so they need to make the questions about the future, not the past or present.

Answers
1 at **2** on **3** at **4** in **5** in

Vocabulary p131

Using a range of lexis to talk about types of transport

Warmer

Books closed. Write on the board: *How do you usually come to school?* Elicit answers from the class, and, if necessary, elicit the type of transport, e.g.

Student: My dad usually brings me to school and then goes to work.
Teacher: OK. So you come by ...?
Student: Car.

Revise or introduce *by* + type of transport, and, if necessary, teach *I walk!*

1b SPEAKING 97

Answers
a helicopter **b** train **c** boat **d** motorbike

2a 98

- Before students do the task, explain that many of the types of transport are mentioned more than once. Students only have to number them the first time they are used.
- When checking answers, point out that if students miss a type of transport, their numbering from that point on will be wrong. Tell them not to worry if they are one number out, but to see if the sequence is correct.

Answers
car 1, school bus 2, plane 3, taxi 4, bus 5, tram 6, underground 7, train 8, boat 9

2b 98

Answers
go/travel by: car, plane, bus, tram, train, boat
get: the bus, a plane, the boat
take: a taxi, the underground, a tram, the train, buses
catch: a bus, a train

Fast finishers

Students divide the types of transport into four categories – *Road*, *Rail*, *Air* and *Sea* – and then try to think of more words for the categories.

Possible Answers
Road: bus, car, lorry/truck, motorbike, taxi, van (bicycle, racing car, ...)
Rail: train, tram, underground
Air: helicopter, hot-air balloon, plane, (rocket, ...)
Sea: boat (ferry, ship, yacht, ...)

3b 99

- After checking answers, elicit what the underground is called in Europe (*the metro*) and in the US (*the subway*).

Answers
1 the tube **2** Venice **3** seconds **4** hot-air balloon **5** trains

Use it ... don't lose it!

4 SPEAKING

- Before students do the task, highlight the use of the comparative adjective in the second example. Remind them that we usually use comparative adjectives to show a difference between two things and superlative adjectives when we are speaking about three or more things and we want to show that one stands out in some way from the others.
- With more confident classes, remind students of the work they did in Unit 9 on superlative adjectives. Tell them that at the end you will ask them to tell the class what they think are the *best* and the *worst* types of transport for the environment, so they should try to reach a conclusion using these superlative adjectives.

Homework Workbook page 93

GREAT LEARNERS GREAT THINKERS p132

Thinking about how travel can improve your mind

Warmer

In small groups, students take turns to say when and how often they use the different types of transport in exercise 1b in Vocabulary on page 131 of the Student's Book, e.g. *I travel by bus from Monday to Friday to come to school.*; *I never take a taxi.* and how they use their time when travelling, e.g. *When I can sit on the bus, I read. If I have to stand, I listen to podcasts.*

Encourage students to ask each other questions to find out more information and point out that *Have you ever travelled by ...?* is a good question to ask about the more unusual types of transport.

1 SPEAKING

- After students do the task, elicit their ideas for the last question and collate these on the board. Students can then refer to these in exercise 5 when they think about and respond to the reading text.

2 VIDEO

- Before students do the task, point out that there are also answers in the captions on screen, not only in the voiceover.

Answers

1 travel **2** Peru **3** climb **4** leave

3 VIDEO

Answers

1 False – *Narrator: a hotel that's 1,200 feet above the ground! Caption: '1,200 feet = 400 metres'*
2 True – *To get to their room, they need to climb! ... up the side of a 1,200-foot cliff. ... Going up to the hotel isn't easy, ...*
3 True – *... there are two beds ...*
4 False – *... they have their dinner on their beds.*
5 True – *It's so beautiful they don't want to sleep*
6 True – *... they have breakfast outside. A waiter gives them eggs, orange juice, tea and coffee.*

GREAT THINKERS

4 The *Think–Question–Explore* thinking routine encourages students to *think* about what they already know about an area; think of related *questions* they would like the answers to and consider how they can *explore* the area further, answer those questions and learn more. (Note that this thinking routine may also be referred to as *Think–Puzzle–Explore.*)

- Students work individually in this stage. Make sure they understand that they should only read the title of the text at this point. Encourage them to make notes for all three questions.

5 Pre-teach *open your mind* (*be ready to accept new ideas*), *rest* (*spend a period of time relaxing after doing something tiring*), *calmer* (*affected less by strong emotions like anger, worry or fear*) and *countryside* (*the area outside towns and cities, with farms, fields and trees*).

- Remind students to refer back to the notes they made in exercise 4 as they read the text.
- Students work individually at first and can then, if you wish, share their ideas in small groups or as a class.

6a SPEAKING

- With more confident classes, encourage students to add any ideas of their own to the list.

GREAT LEARNERS

- When discussing the question, elicit that most schools include PE (*physical education*) on their curriculum and many now also include classes on healthy eating and nutrition.

LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 151 of the Student's Book, then grade themselves from 1 to 5. Explain that here 1 means 'I don't care very much about my mental health' and 5 means 'I care a lot about my mental health'.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for caring more about their mental health. Alternatively, ask students individually to think of ways to care more about their mental health.

Listening p134

Listening for gist and specific information

Warmer

Write the following gapped questions on the board:
_____ *type of transport do you use most often?*
Do you travel _____ *car when you meet friends / go to school / visit your family?*
How _____ *you travel when you last went on holiday?*
Put students into pairs to complete them. Elicit answers from the class and then give students time to answer the questions in pairs.

Answers
What; by; did

1 SPEAKING

- Before students do the task, elicit where the people are in each picture, e.g. *in a hotel room, at the airport check-in desks.*

Possible Answers
a it's raining, so he can't go walking **b** he's lost his passport/ticket

2 100

Answers
1 d **2** c **3** a **4** b

3 100

- Exam tip To answer the question in the Exam tip box: because this task tests students' general understanding of each dialogue or monologue. It is important to listen carefully to the whole conversation because the right answer is not necessarily the first answer students hear.
- Explain to students that this means they should not write the answers immediately. Sometimes the speaker says one thing and then changes what they say or adds new information.

Answers
1 a incorrect – *Yesterday it was very wet, …*
b correct – *… today it's very windy. … Tomorrow is going to be the same.*
c incorrect – *… at the weekend … it's going to be warm and sunny …*
2 a incorrect – *Man: I thought it was in my backpack. Woman: Maybe you took it out.*
b incorrect – *Man: I'm going to look in my suitcase … Woman: I don't think it's there …*
c correct – *Woman: Here it is! Man: Where? In my jacket? Oh! Thanks!*
3 a incorrect – *Passengers waiting on platform 10, … Please go to platform 9 …*
b correct – *Please go to platform 9 for the six o'clock London train.*
c incorrect – *… for the six o'clock London train* does not mean passengers need to go to London, only that London is the final destination for the train.
4 a correct – *Woman: Should we buy a guidebook? Man: We don't have to buy one … we can use our phones …*
b incorrect – *… we should take gloves because it's going to be very cold in Canada.*
c incorrect – *Oh, and our warm boots, too.*

4 Critical thinkers

- Before students do the task, remind them that the idea is to answer the question *What makes you say that?* and explain their ideas as fully as possible.

Workbook page 93

Grammar in context 2 p134

Using *must/have to*; using *should/shouldn't*

Warmer

Books closed. Write or project the following sentences on the board:
Being a teacher …
I must be nice to my students.
I mustn't shout at my students.
I have to correct students' homework quickly.
I don't have to work at weekends ☺.
Ask students to look at the sentences and tell you what words in the sentences talk about your obligations as a teacher. (*must, mustn't, have to, don't have to*)

1 Point out that most of the sentences are based on sentences from the listening in the previous section.

Answers
a True **b** True **c** True **d** True

Language notes

Note that the **affirmative forms** *must* and *have to* are presented as interchangeable in this section.
However, in the **negative forms**, there is a big difference, which students are expected to understand at this level:

- *mustn't* express strong obligation **not** to do something.
  I mustn't eat chocolate because it's bad for me.
- *don't have to* state that there is **no** obligation or necessity.
  We don't have to go to school on Saturday.

2

Answers
1 don't have to **2** must **3** have to **4** mustn't
5 doesn't have to

3 SPEAKING

- When checking answers, make sure students have fully understood the difference between *mustn't* and *don't have to*. If students make an incorrect sentence, e.g. *I don't have to be late for school.* Challenge them by asking *So, you can be late for school if you want?* and elicit the correct sentence with *mustn't*.

4 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.
- If necessary, point out that each of the sentences 1–2 matches two of the rules a–c.

Answers
1 a, c **2** b, c

5 SPEAKING

- Before students do the task in pairs, highlight the silent letter 'l' in *should* and *shouldn't* in the examples and drill the pronunciation.

Possible Answers
You should eat before or after you travel.
You shouldn't eat smelly food.
You should give up your seat when an older person is standing.
You should hold your bag or put it on the floor.
You shouldn't leave your rubbish behind.
You shouldn't play loud music.
You shouldn't put your bag on the seat.
You shouldn't put your feet on the seat.
You should sit with your feet on the floor.
You should take your rubbish with you.
You should use your earphones.

Mixed ability

To address different levels within your class, elicit the first sentence, e.g. *You should eat before or after you travel.* as an example. Then tell more confident pairs to complete the exercise and then add any additional sentences they can think of using phrases of their own.

Assign less confident pairs five phrases each.

Then group students with students who worked on the other set of phrases or make larger groups including more confident students who worked on all the phrases. Students compare their ideas.

6 Before students do the task, write the following sentences on the board:

You should see this film. I think you're going to like it!
You must see this film. It's the best film I've ever seen!

Ask students: *Which sentence is stronger?* and elicit that we can use *must* for things we think are a good idea when they are so strong we see them as necessary or obligatory.

Answers
a don't have **b** must/have to **c** have **d** must/have to
e should/must **f** shouldn't/mustn't

Use it ... don't lose it!

7a With less confident classes, quickly elicit or revise the function of each phrase before students do the task, i.e. *You have to ...* (necessary or obligatory); *You don't have to ...* (not necessary or obligatory, you can do it if you want); *You must ...* (necessary or obligatory); *You mustn't ...* (no permission); *You should ...* (a good idea), *You shouldn't ...* (not a good idea).

Homework Workbook page 94

Developing speaking p136

Giving reasons for your opinions

Warmer

Write or project the following sentences on the board:
On the left, there's a large glass pyramid and on the right there's a small one. (b)
On the left and right there are cliffs, so I think this beach is probably very private. (a)
I can see lots of people in the sea and I can see their towels and umbrellas on the beach. (a)
The sun is shining, but I think it's cold because the person is wearing a coat. (b)
Put students into pairs to match the sentences to the photos in exercise 1.
Then remind students of the work they did on describing photos in Unit 6, Developing speaking on page 84 of the Student's Book. Ask them what else they can think of to describe the photos.

1 SPEAKING

- With less confident classes, write the sentence starters *I'd like to go to ... because ...; I wouldn't want to go to ... because ...* on the board for students to complete as they answer the questions. Point out that the objective is not to describe the photos, but to explain why they would or wouldn't want to go to the places.

2 101

Answers
1 ✓ – *... the first picture ... Well, it's a beach ... The second place is a city.*
2 ✓ – *I like beach holidays ... because I love swimming and being in the sea. ... I prefer warm weather, so that's another reason why I love beach holidays.*
3 ✓ – *... you can go shopping and visit some tourist attractions or museums.*
4 ✓ – *I think cities are noisy. In my opinion, you can't really relax there. That's why I don't like to go to cities for my holidays.*
5 ✓ – Yes, he does. He says if he would like to go to the two places and he explains why or why not.

3

Answers
Students should tick:
I prefer ...; Some people like that, but ...; That's why ...; That's because ...; That's another reason why ...; For me, ...; In my opinion, ...

4 SPEAKING

- Exam tip To answer the question in the Exam tip box: because the examiner wants to hear students speak English. Giving examples helps students keep the conversation going and gives them more opportunities to show what they know.
- Remind students that in speaking exams it is important to know how many marks there are for different sections and to know what the examiners want. Usually, examiners in speaking exams want to see if students:
  – communicate successfully
  – speak fluently
  – use grammar well
  – use vocabulary well
  – pronounce words clearly.

Extra activity

Write or project the following answers on the board, or read them aloud yourself, and ask students to match them to the questions in exercise 4.
a Well, it's OK, but I don't like very hot weather and I go very red in the sun! I love swimming, relaxing and reading, but I can do all those things by a hotel pool of course!
b Oh, yes! I really love them because there are lots of different things to do there! But you have to think about where to go in summer! When it's very hot, a beach is a better idea!
c Not at all! In my view, a holiday isn't a holiday without some culture! My favourite holidays are city holidays and we always visit tourist attractions and I think it's fantastic to learn more about the past!
d I'm not sure really. Both are good.
After checking answers, ask students: *Which answer isn't good for an exam?* (answer d)

Answers
a 1 **b** 3 **c** 2 **d** 4

Practice makes perfect

5 SPEAKING

- Before students do the task, remind them that the objective is not to describe the photos, although they may include a small amount of description in their answers, but to explain why they would or wouldn't like to stay in the places.

Homework Workbook page 95

Developing writing p137

Writing an article

Warmer

Draw a circle on the board and write *HOLIDAYS* in it. Then draw four stems from it with smaller circles for *weather*, *things to take*, *transport* and *types*. Put students into pairs to complete the mind map with words connected with holidays. Collate their ideas on the board, checking spelling and pronunciation as necessary.

Possible Answers

Weather: boiling, cloudy, cold, freezing, hot, raining, snowing, stormy, sunny, warm, windy
Things to take: backpack, earphones, gloves, guidebook, hat, passport, suitcase, sunglasses, sunscreen, swimsuit/swimming trunks, towel, umbrella
Transport: boat, bus, car, plane, taxi, train, tram, underground
Types: adventure holiday, beach holiday, city holiday, expedition, family holiday, school exchange trip, study trip

1 SPEAKING

- If you used the Warmer before students do the task, add an extra stem and a small circle to the mind map on the board for *activities* and elicit common activities people do on holiday, e.g. *swimming*, *sunbathing*, *visiting museums*, *playing sports and games*, *eating great food*. Students can then refer to these as they answer the second question.

Culture exchange

2 If you used the mind map from the Warmer in exercise 1, students can add any additional activities in the article to it, e.g. *going to theme parks*, *sailing*, *surfing*.

- After checking answers, ask your students if any of them have been to a Warner theme park (e.g., in Madrid, Spain or Abu Dhabi, United Arab Emirates) or a Sea World® park (e.g., in Orlando, San Antonio or San Diego in the US or in Abu Dhabi, United Arab Emirates) and ask them to tell the class about their experience.

3

Answers

1 c **2** a **3** b

4 Before students do the task, make sure they understand that this exercise only refers to the text up to ... *exciting theme parks*.

Answers

1 should say, want to know **2** helps, gives

5

Answers

(in any order) special, exciting, perfect, incredible, brilliant

Extra activity

Write the following text on the board, changing the words in brackets depending on your teaching context.

[Copacabana], in [Brazil], is a nice place for a holiday. The weather is good and the [beaches] are nice. There is also good food to eat. Visitors always have a nice time in [Copacabana].

Ask students what is wrong with the text. (The adjectives are repeated and not very interesting.) Then put students into pairs to discuss how to make the text better with more interesting adjectives.

6 With less confident classes, students can choose a popular holiday place and prepare their notes in pairs or small groups. Encourage them to think of more reasons than they need for points 2 and 3 and then select the two they like best for their own writing. Make it clear that they don't necessarily need to agree on the two reasons for points 2 and 3 or on their opinion about the place for point 4. The idea is to generate ideas together.

Practice makes perfect

7c If students made notes in groups in exercise 6, then give them time to show each other their writing and decide who gives the most convincing arguments for visiting the place. If not, consider sharing the articles with the class, or displaying them on the classroom walls for students to read. They can then feed back to the class on where they would like to go, and why.

Homework Workbook page 96

Test yourself p139

Grammar test

1

Answers

1 He's going to put on some sunscreen.
2 Are we going to get new passports?
3 I'm not going to take two suitcases.
4 Is she going to get a taxi?
5 The boat isn't going to leave today.
6 You're going to be late.

2

Answers

a in **b** in **c** on **d** at **e** at **f** on **g** in **h** at

3

Answers

1 should 2 must 3 has to 4 mustn't 5 don't have to
6 shouldn't

Vocabulary test

1

Answers

1 freezing 2 cloudy 3 stormy 4 warm 5 boiling
6 sunny 7 windy 8 snowy

2

Answers

1 towel 2 gloves 3 earphones 4 umbrella 5 sunglasses
6 swimsuit/swimming trunks

3

Answers

1 helicopter 2 train 3 motorbike 4 plane 5 boat
6 lorry/truck

Listening

1 ES5

Answers

1 A incorrect – *I know many of you want to take photographs, but the animals don't like this.*
B **correct** – *... when you are going round, try to be quiet.*
C incorrect – *... don't bring your packed lunch into the shelter, please!*

2 A **correct** – **Speaker 1:** *... you need your swimming trunks ...* **Speaker 2:** *Yes, I've got those.*
B incorrect – **Speaker 1:** *I don't think we need an umbrella, do we?* **Speaker 2:** *It might rain, but I hope not!*
C incorrect – *Mum's got ... the sunscreen.*

3 A incorrect – *... we can get a taxi to the airport.*
B incorrect – **Daughter:** *Oh, I wanted to go on the train.* **Mother:** *Yes, but ...*
C **correct** – *... the flight only takes an hour. It's much better because we get more time there.*

4 A **correct** – **Speaker 1:** *Well, let's choose an elephant then if we have to do that. ...* **Speaker 2:** *OK.*
B incorrect – **Speaker 1:** *I like kangaroos.* **Speaker 2:** *Yes, but it's better to do something from Africa I think, ...*
C incorrect – **Speaker 1:** *... like the rhino?* **Speaker 2:** *Well, let's choose an elephant then if we have to do that.*

5 A incorrect – *... it rained earlier this morning, not at school time.*
B incorrect – *... dad brought me in the car.* [no mention of the car being slow]
C **correct** – *I didn't get up on time ...*

- If you wish, go to page 156 of the Student's Book to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 105–107, for more information and practice on this Key for Schools task.

1 SPEAKING

- As a class, brainstorm all the popular kinds of holidays students can think of and collate these on the board. Discuss as a class which they think are most popular with people from their country and which are most popular with people who visit their country.
- Students work in groups of three to four. If you have students of different nationalities within your class, consider grouping them according to their country of origin. This will make the final Project time presentations as varied and interesting as possible.

2 SPEAKING

- Students continue to work in their groups from exercise 1.
- Make sure students understand that, in this project, they should be focussing on the holiday habits of people in their country, not of people *visiting* their country.

3 Ask individuals to read out the tips and discuss them with the class.

- After reading the *Digital skills* section, point out that online translation tools are usually not perfect and there are often mistranslations. Therefore, stress that these tools can be useful to get a rough idea of how to say things in English, but students should not rely on the results.

4 SPEAKING

- Remember to establish a clear plan for the project (with interim dates and a deadline; which stages are to be done at home and which in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 After marking the projects, students vote for their 'class awards'. In their groups, they agree on the best project in the class for each category, i.e. *Content*, *Presentation*, *Design* and *Language*, and which one they would award the *Best project* title to. They write their votes on a piece of paper and hand these to you. Check groups don't vote for themselves.

- Collate the results and announce the winners in the five categories.

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

UNIT 1 p142

Answers

Vocabulary in context (page 12)

Possible answers

b – Brazil **c** – China **d** – Denmark **e** – Egypt **f** – France
g – Germany **h** – Honduras **i** – Italy **j** – Japan **k** – Kuwait
l – Lebanon **m** – Mexico **n** – Nepal **o** – Oman **p** – Peru
q – Qatar **r** – Russia **s** – Spain **t** – Turkey **u** – United States
v – Vietnam **w** – Wales **y** – Yemen **z** – Zambia
x hasn't got country names.

Reading (page 13)

2 people **3** places **4** students **5** countries

Grammar in context 1 (page 14)

a Are **b** 'm/am **c** Are **d** am **e** Is **f** is **g** Is **h** is

Vocabulary (page 15)

1 aunt – F **2** wife – F **3** cousin – B **4** grandfather – M **5** niece – F
6 daughter – F **7** sister – F **8** uncle – M **9** grandchildren – B
10 parents – B

UNIT 2 p142

Answers

Vocabulary in context (page 24)

1 geography **2** history **3** PE (physical education) **4** (D&T) design and technology **5** drama **6** maths **7** computer science
8 English/French/Spanish/German

Reading (page 25)

1 True – *... then there's lunch and quiet reading or thinking time.*
2 True – *... we do our own project in each country and we give a presentation ...*
3 False – *Many schools have got classrooms and tests, but not mine.*
4 False – *My friends at school are from all over the world.*
5 True – *Sometimes I choose courses of my favourite subjects and sometimes it's a subject I need help with.*

Grammar in context 1 (page 26)

1 Is Helen's ~~Helens~~ pencil case red?
2 My friends' ~~friend's~~ names are Oscar and Alicia.
3 Correct
4 Correct
5 Correct
6 They do projects at Paula~~'s~~ and Anna's school.

Grammar in context 2 (page 30)

1 How **2** What **3** How **4** Which **5** What **6** Where **7** Who

UNIT 3 p143

Answers

Reading (page 39)

1 Tring Park School is for students from 7 ~~10~~ to 19 years of age.
2 The students have a shower before ~~after~~ breakfast.
3 Classes start at eight ~~nine~~ in the morning and finish at 6.30 pm.
4 The students usually have 40 minutes ~~an hour~~ for lunch.
5 The students don't do lots of extra-curricular classes.
6 In the evenings, they do homework ~~play games or study for the next day~~.

Grammar in context 1 (page 40)

1 play/don't play **2** watches/doesn't watch **3** get up/don't get up
4 listens/doesn't listen, does **5** have/don't have **6** speak/don't speak

Vocabulary (page 41)

1 library **2** park **3** restaurant/supermarket **4** swimming pool
5 sports centre **6** bank/shopping centre/supermarket **7** cinema
8 medical centre

Grammar in context 2 (page 44)

In Aline's ~~Alines'~~ family, on school days, they usually get up ~~usually~~ at around half past seven. But at the weekend, they sometimes get up at ~~it sometimes is~~ ten o'clock. Aline and her sister have breakfast and then they walk to school. School starts at nine o'clock. Aline doesn't ~~don't~~ have lunch at school with her sister. She has ~~have~~ lunch with her friends. In the evenings, Aline and her sister do ~~does~~ homework and chat with friends. They go to bed at around ten o'clock.

UNIT 4 p143

Answers

Vocabulary in context (page 50)
1 kitchen – R **2** cupboard – F **3** hall – R **4** radiator – F **5** study – R
6 shower – F **7** garage – R **8** armchair – F **9** fridge – F **10** bedroom - R

Reading (page 51)
1 three: a living room and two bedrooms **2** in the bedrooms
3 there aren't any rules **4** robots give it to them
5 in a special area under the building

Vocabulary (page 53)
1 milk/sugar **2** cheese/onions **3** ice cream/yoghurt **4** honey/jam
5 coffee/tea **6** biscuits/cake

Grammar in context 2 (page 56)
a any **b** some **c** a **d** an **e** some

UNIT 5 p144

Answers

Vocabulary in context (page 64)
1 mouse **2** touchpad **3** tablet **4** printer **5** webcam
6 keyboard

Reading (page 65)
1 True – *... the Internet doesn't connect quickly or easily.*
2 False – *It doesn't ... take photos of stars.*
3 False – *They study in the town's library.* (There is no wi-fi anywhere in the town.)
4 True – *In their free time, they play sports and go kayaking.*
5 False – *There aren't any shopping centres, ...*

Grammar in context 1 (page 66)
1 I can speak English well.
2 Can you hear me clearly?
3 We can't connect to the Internet easily.
4 Can you speak slowly, please?
5 She can sing beautifully.
6 They can't work hard.

Vocabulary (page 67)
1 blog **2** podcast **3** website **4** link **5** password **6** search engine

UNIT 6 p145

Answers

Vocabulary in context (page 76)
1 shop assistant **2** sale **3** cash, credit card **4** change, receipt
5 price, size

Reading (page 77)
1 they can get the things they need immediately **2** they don't like them
3 they've got other things to do **4** there's a lot of choice
5 you can compare prices

Grammar in context 1 (page 78)
1 'm/am (not) writing **2** are(n't) relaxing **3** is(n't) working
4 is(n't) shining **5** is(n't) raining **6** is(n't) teaching

Grammar in context 2 (page 82)
1 goes **2** 're/are looking **3** don't watch **4** Is Luke buying
5 'm/am not wearing **6** does your dad shop

UNIT 7 p145

Answers

Vocabulary in context (page 90)
1 cycling (IS) **2** rugby (TS) **3** tennis (TS) **4** baseball (TS)
5 skiing (IS) **6** golf (IS) **7** judo (IS) **8** ice-skating (IS)

Reading (page 91)
a Paragraph number: 4
Suggested paragraph title: *A big competition*
b Paragraph number: 1
Suggested paragraph title: *Past and present*
c Paragraph number: 5
Suggested paragraph title: *Love or hate?*
d Paragraph number: 2
Suggested paragraph title: *Technology in sport*
e Paragraph number: 3
Suggested paragraph title: *What fans see or hear*

Grammar in context 1 (page 92)
1 Were you good at English when you were nine years old?
2 Who was your best friend at primary school?
3 Where were you last Saturday afternoon?
4 Was yesterday a good day for you?
5 When and what was your last exam?
6 What was your favourite film or book last month?

Grammar in context 2 (page 96)
1 After lunch, Alex <u>went</u> for a walk with friends.
2 There <u>wasn't</u> any orange juice. We <u>had</u> to go to the supermarket.
3 We <u>had</u> volleyball practice at six o'clock.
4 My mum <u>took</u> me to the shops and <u>bought</u> me a present on my birthday.
5 On Fridays, I <u>did</u> judo.
6 There <u>were</u> five shoe shops in our town.
7 They always <u>won</u> their matches every year.
8 Georgia and Jack <u>had</u> a great school project.

UNIT 8 p146

Answers

Vocabulary in context (page 102)

astronaut – space builder – house hairdresser – hair mechanic – car
nurse – patient teacher – student vet – cat waitress – food and drink

Possible sentences:

The astronaut went to space for the first time a year ago.
A builder is building Ann's house.
The hairdresser is washing my hair.
Dad took his car to the mechanic this morning.
The nurse is taking care of her patient.
The teacher gave students their homework.
Lucy took her cat to the vet last week.
A waitress is bringing us our food and drink.

Reading (page 103)

1 To help her think about what she wants to do in the future.
2 To help her grandad because he had mobility problems and spilled his drinks.
3 They created a company called *Imagiroo* to sell the *Kangaroo Cups*.
4 He wrote a storybook called *The Adventures of Sherb and Pip* and then another book called *Young and Mighty*.
5 Because the book was a great success.
6 In 2019, he created online courses for young people and in 2020 he created a bag business.

Grammar in context 1 (page 104)

a was **b** started **c** was **d** gave **e** didn't eat **f** weren't **g** wanted
h did **i** worked **j** made

Grammar in context 2 (page 108)

Possible questions and answers:

1 What did you study to be a designer?
I studied art.
2 Where did you go to school?
I went to Holcombe High School.
3 When did you want to become a designer?
When I was eight years old.
4 What did you do to become a designer?
I went to university.
5 Who helped you to become a designer?
My grandfather helped me a lot because he was a designer, too.
6 How did you become famous?
I designed a very comfortable sofa.

UNIT 9 p147

Answers

Vocabulary in context (page 116)

1 monkey – L **2** shark – W **3** penguin – B **4** antelope – L
5 lizard – L **6** whale – W **7** frog – B **8** kangaroo – L
9 beetle – L **10** turtle – W

Reading (page 117)

1 turtles **2** koalas **3** turtles **4** koalas **5** turtles **6** turtles

Grammar in context 1 (page 118)

1 closer **2** colder **3** more difficult **4** more famous **5** hotter
6 hungrier **7** nicer **8** prettier **9** sadder **10** slower **11** taller
12 thirstier **13** more useful **14** wetter **15** wider

Vocabulary (page 119)

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

Grammar in context 2 (page 122)

1 have climbed, the highest **2** haven't swum, the most popular
3 's/has ridden, the driest **4** 've/have never sailed, the longest
5 Has she ever been, the biggest **6** have seen, the most famous

UNIT 10 p148

Answers

Vocabulary in context (page 128)

1 hat **2** gloves **3** umbrella **4** passport **5** earphones
6 sunglasses **7** suitcase **8** guidebook

Reading (page 129)

A 1 Brussels, Belgium; **2** July; **3** visit Mini-Europe and the Atomium
B 1 Nice, France; **2** summer; **3** swim, visit museums, art galleries and a library: La Tête Carrée
C 1 Da Nang, Vietnam; **2** December; **3** Golden Bridge in Ba Na Hills Park

Grammar in context 1 (page 130)

Possible answers:

1 'm/am going to listen **2** 're/are going (to go) **3** 's/is going to swim
4 isn't going to play **5** 'm/am not going to watch **6** aren't going to put on

Grammar in context 2 (page 134)

1 We must remember to buy flowers
2 she does not have to do it
3 We should get an electric car
4 Simon has to help his parents
5 You should not push people
6 You must not tell anyone

Exam success Units 1–2

Listening

2 ES1

- When checking answers, point out that in a listening exam, when a name or other word is spelled out, students are expected to spell it correctly in order to get the point.

Answers

a Scottish – *We are going to visit the Scottish Parliament, in Edinburgh.*
b room – *I want you to find the room that you like best and take notes about this …*
c 9.15 – *… be at the main school entrance at 9.15 on Monday morning?*
d bus – *… we are going on the bus.*
e Wilson – *The teacher going on the trip is Mr Wilson – that's W–I–L–S–O–N …*

Writing

1 Read the Writing Exam tip box with students and make sure they understand that to get maximum marks in an exam, they need to include all the information in the question. In this case, that means all three points in the task.

- With less confident classes, revise the information from the Writing bank in Developing writing, Unit 2, page 33 of the Student's Book.
- Remind students that days of the week have capital letters in English.

2

Possible answer

Hi Sam,
How is your school? My school is great! I love English and maths, but I don't like PE very much. My favourite day is Thursday because my English lesson is on Thursday. I've got a tablet with a lot of English games!
All the best,
xx

Exam success Units 3–4

Listening

2

Possible answers

activities they like / who they talk to

3 ES2

Answers

1 A **correct** – Marco's mum doesn't want him *to spend more time at home playing computer games*, which suggests this is how he spends a lot of his time.
B incorrect – Marco is *going to the sports centre* now, but there is no information about him doing this regularly.
C incorrect – Marco's mum says she doesn't want him *to spend more time at home playing computer games*, but this doesn't mean he spends his weekends talking to her.
2 A incorrect – Marco says he needs to go to the sports centre *on the bus*, but there is no information about him talking to people on the bus.
B incorrect – Marco says he is *going to the sports centre*, but there is no information about him talking to people at the sports centre.
C **correct** – *I prefer sitting at home and just chatting online …*
3 A incorrect – *Marco says You don't have to make plans to meet or think about whose house to go to*, which suggests he stays at home alone.
B **correct** – *I can chat to people from other countries so it's really interesting.*
C incorrect – (See A.)
4 A incorrect – Marco says he needs *to spend more time on it*, but this does not mean it takes a long time.
B incorrect – Marco says that *it's really difficult*, but this is not the reason he likes it.
C **correct** – *It's almost like a sport because you play matches.*
5 A **correct** – *Ruby: Why don't you come with us to the café now? Marco: OK, that's a good idea.*
B incorrect – Ruby says that *Zak plays the guitar*, but there is no information about Marco or Ruby learning the guitar.
C incorrect – This is not stated on the recording.

Speaking

1

Answers

a cake **b** chips **c** sugar **d** honey

4

Answers

Talk to **my partner**/the examiner.
Talk about one type/**lots of types** of food.
Say what **I think**/I can see.
Give reasons/answer *yes* or *no*.

Reading

1

Answers

A 1 **B** 3 **C** 2
See is best in gap 2.

2

Answers

1 A – *show* + something; third person *s* **2** A – *see* meaning 'notice naturally' **3** B – repetition of *use* in sentences before and after; **4** C – collocation: *give* + *presentation* **5** B – *remember* + clause **6** B – *buy* meaning 'use money and have'

Writing

1 Elicit that the most important information for Jo is that the writer wants them to go to the shopping centre together. Point out that Jo can be short for various names, both male (Joseph) and female (Joanna, Josephine). Students should therefore decide if their friend is male or female, and then make sure they are consistent in pronoun use.

2 Remind students that when they write a friendly note, they should use contractions (*isn't, don't*, etc.) and informal expressions (*Hi ... , See you*, etc.).

- Make sure students remember that they should only include useful and relevant information, e.g. day (*on Saturday*), time (*at 11 o'clock*) and place (*at the bus station*); and should use suitable expressions to make suggestions, e.g. *We can ...*; *Do you want to ...?*; *Can you ...?*; *Why don't we ...?*; *Would you like to ...?*

Possible answer

Hi,
There's a new shopping centre near the station. It's great – it's got so many shops! I want to get some new boots! Can you come with me on Saturday afternoon? Let me know.
See you,
xx

Listening

2 ES4

Answers

1 E – *Chris timed the races last year so he wants to help plan the day this year.*
2 C – *Sally wanted to help with giving out the water bottles. But the teachers are going to do that so she's going to give out sandwiches.*
3 H – *Dad: Is James helping? He's good at training, isn't he? Anna: Yes, but he's decided to organise the last big competition of the day ...*
4 G – *James ... 's hurt his leg. So Sarah's going to take over training the teams.*
5 B – *... the teachers asked him to give out the prizes so he'll be very happy with that!*

Speaking

(1–3)

- Read the Speaking Exam tip box with students and then write: *Why/Why not?* on the board in large letters. Make sure students understand that in a speaking exam – and in the tasks in this section – it is essential to answer this question. Remind students also of the question *What makes you say that?* from the *Critical thinkers* exercises, which is another way of saying the same thing.
- Remind students that it is also important to listen to what their partner says. In a conversation, we listen to the other person and then respond to what they say to us. Even in an exam situation, students should try to do the same as the examiner wants to see real interaction between students.
- Elicit the questions students saw for asking for opinions in Developing speaking, Unit 7, page 98 of the Student's Book, i.e. *What do you think about ... ?* and *How do you feel about ... ?*; and other phrases useful for the task, e.g. *It's (really) important to (be responsible/creative/cheerful/calm) because ...*; *I (really) believe/feel/think that ...*; *In my opinion, ...* and write these on the board for students to refer to in the tasks.

Reading

1

Answers

At a zoo.

A correct – *Snakes in the glasshouse*. **B** incorrect – *Beetles and frogs in the insect area*. **C** incorrect – There is no information about what any of the animals eat, and the beetles are *in the insect area*, which means they are on display.

2

Answers

1 A incorrect – Laura does not ask Maria to come and help. She only asks for advice.
B incorrect – *I'm going to Italy next week … Did you go there last year?*
C correct – *I have to pack some summer clothes. … What should I take?*

2 A correct – *The pool opens at 10 am.*
B incorrect – See A
C incorrect – This is not stated in the text.

3 A incorrect – Anna says *I'm down at reception*, which implies Maya is staying in the same hotel as Anna.
B correct – *Have you seen my sunglasses?*
C incorrect – Anna asks *Can you bring them?*, which means she stays at reception and Maya leaves their hotel room.

Speaking

(1–5)

- Make sure students understand that in an exam situation, when working on a task in pairs, students should make sure they take turns and do not dominate the conversation. The examiner wants to see real interaction between students, not hear a monologue from one student only.
- If students have a partner who is quieter, they should try to include them as much as possible by asking *What do you think?*; *Do you agree?*; etc., and should respond to any opinions they share. Students are usually given marks for trying to include their partner, even if their partner is too shy or nervous to say much.
- Remind students that they should always ask themselves the questions *Why/Why not?* to make sure they give more information, not just *yes* or *no* answers.

CLASS AUDIO SCRIPT

STARTER

Vocabulary, p6

1a 01

Classroom objects
bag
board
board rubber
book
chair
computer
desk
dictionary
door
notebook
pen
pencil
pencil sharpener
poster
rubber
ruler
textbook
window

Grammar, p6

2b 02

1 Work in pairs.
2 Come to the board.
3 Don't write in your textbook.
4 Sit down.

Speaking p7

1a 03

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

1b 04

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

2a and **2b** 05

Grey: A H J K
Green: B C D E G P T V
Red: F L M N S X Z
White: I Y
Yellow: O
Blue: Q U W
Dark blue: R

3 06

1 K Q
2 E I
3 A R
4 G J
5 D T
6 A E
7 B V
8 I Y

4 07

1 b – a – g
2 d – e – s – k
3 c – h – a – i – r
4 w – i – n – d – o – w
5 c – o – m – p – u – t – e – r
6 d – i - c – t – i – o – n – a – r – y
7 b – o – a – r – d r – u – b – b – e – r
8 p – e – n – c – i – l s – h – a – r – p – e – n – e – r

6b 08

1
What's this in English?
It's a board.

2
Can you repeat that, please?
Yes, it's a board.

3
How do you spell that?
B – O – A – R – D.

Vocabulary, p8

1a 09

Colours
black
blue
brown
green
grey
orange
pink
purple
red
white
yellow

Vocabulary, p9

1b 10

Cardinal numbers
one
two
three
four
five
six
seven
eight
nine
ten

Ordinal numbers
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth

2b 11

a eleventh
b twelfth
c thirteenth
d twentieth
e twenty-first
f twenty-fifth
g thirtieth
h thirty-first

3b 12

Days
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Months
January
February
March
April
May
June
July
August
September
October
November
December

4b 13

1 the thirty-first of January
2 the third of September
3 the twenty-fifth of December
4 the eleventh of June
5 the fifteenth of August
6 the twenty-second of April

CLASS AUDIO SCRIPT

UNIT 1

Vocabulary in context, p12

1 14

Countries

Argentina
Australia
Brazil
China
Egypt
Germany
Japan
Mexico
Russia
Spain
The UK
The US
Turkey

3a 15

Nationalities

American
Argentinian
Australian
Brazilian
British
Chinese
Egyptian
German
Japanese
Mexican
Russian
Spanish
Turkish

3b 16

Argentina, Argentinian;
Australia, Australian;
Brazil, Brazilian;
China, Chinese;
Egypt, Egyptian;
Germany, German;
Japan, Japanese;
Mexico, Mexican;
Russia, Russian;
Spain, Spanish;
The UK, British;
The US, American;
Turkey, Turkish

4 17

1 Lia

My name's Lia. I'm 13 years old. I come from Argentina.

2 Axel

Hi! My name's Axel. I'm German. I speak English, Spanish and German.

3 Azra

Hello! My name's Azra. I'm 12 years old. I come from Turkey.

4 Olivia

Hi! My name's Olivia. I live in the US and I speak English.

5 Hisato

Hello! My name's Hisato. I come from Japan. I live in Tokyo.

5c 18

World quiz

1

People from this South American country are Brazilian and they speak Portuguese. Which country is it? Brazil

2

He is an American singer. His real name is Peter Gene Hernandez. Who is he? Bruno Mars

3

Sushi and sashimi are popular Japanese dishes. Which country are they from? Japan

4

If you see GB on a car, it's a British car. Which country is it? The UK

5

Istanbul is a Turkish city in two continents – Europe and Asia. Which country is it in? Turkey

6

An Internet address that ends in .es is Spanish. Which country is that? Spain

7

A *Porsche*® is a German car. Which country is it from? Germany

8

He's a famous Argentinian footballer. His nickname is 'La Pulga' or 'The Flea'. Who is he? Lionel Messi

9

Mandarin is a Chinese language. There are over 300 languages in this country! Which country is it? China

Reading, p13

2 19

They aren't just teens. They're the future!

1 Their organisation – Bye Bye Plastic Bags

Melati and Isabel Wijsen are sisters, and they are teenagers. They're from Bali, an island in Indonesia. Is it possible for two young girls to help change the world? Yes, it is! These sisters have got their own organisation for young people, Bye Bye Plastic Bags, and they say no to plastic bags.

Every year, the two sisters clean up plastic and rubbish on beaches and streets with volunteers. Over 20,000 people are with them on one clean-up in Bali! The organisation isn't big, but it's in over 25 locations around the world.

Yes, they're young, but they can change things. Say 'no' to plastic bags in your country!

2 His invention – Gimkit

This is Josh Feinsilber. He's from the US and he's the inventor of Gimkit, an online quiz app. It's for teachers and students. The teachers write questions in an online quiz. Then the students answer the quiz questions and get awards. Millions of students in 100 countries now use Gimkit at school and at home. Is it difficult to make an app? Well, yes, it is and no, it isn't! The teachers using the app answer questions, like 'Are you happy with the app?' 'Is this colour OK or is this date OK?' And these students and teachers are wonderful. They've got many good ideas. Then the Gimkit team make small changes in the app. His mum, dad, sister and brother all help him. They're great. Oh, and his dog! He barks at him when he's on the computer for too long!

Grammar in context 1, p15

9a 20

A: Are you American?
B: No, I'm not.
A: Are you a musician?
B: Yes, I am.
A: Are you a woman?
B: Yes, I am.
A: Is your name Ella Mai?
B: Yes, it is.

Vocabulary, p15

1 21

The family

aunt
brother
cousin
daughter
father
grandchildren
grandfather
grandmother
grandparents
husband
mother
nephew
niece
parents
sister
son
uncle
wife

2b 22

My family by Liam Walker

My name's Liam and I've got one little sister. Her name is Sophie and I am her big brother.

My mother is called Lorna and my father is called Matt. My parents are great!

Judith and Richard are my grandparents. I love them so much. My grandmother is lovely and her husband, my grandfather, is a lot of fun.

Henry is my uncle. His wife, my aunt, is called Rose. They are really good to me and Sophie because I'm their only nephew and Sophie is their only niece. They have one child. He's my cousin and he's called Adrian.

Listening, p18

2 and **3** 23

Narrator: Unit 1, Listening, Exercises 2 and 3

Greg: Welcome to 'Families', our special programme about different families in the world. Holly, what family have you got for us today?

Holly: Well, Greg, our family today is the Briggs family. They're an American family. They live in West Virginia.

Greg: Have you got a photo of them?

Holly: Yes, I have! See here Jeane is the mother and this is her husband, Paul Briggs. And, all of these kids are their children! They've got 38 children.

Greg: 38 children?! Why have they got so many children?

Holly: They've got 32 adopted children from different countries like Mexico and Bulgaria, and they've got six biological children.

Greg: Wow! I bet their house has got a lot of bedrooms!

Holly: Yes, it has! Their house is very big and it's got a big garden, too. The children play basketball and football in the garden. But the children aren't all at home now. Only 21 children live at home!

Greg: Wow! I haven't got any brothers or sisters. My family's small ...

Developing speaking, p20

1b and **2b** 24

Teacher: Hello. I'm Mr Reed. I'm the English teacher. What's your name?
Student: My name's Tomás. It's my first day at the school today.
Teacher: Welcome, Tomás. What's your surname?
Student: My surname's Silva.
Teacher: How do you spell that?
Student: It's S – I – L – V – A.
Teacher: How old are you?
Student: I'm 13 years old.
Teacher: Where are you from?
Student: I'm from Lisbon in Portugal. I'm Portuguese.
Teacher: Have you got any brothers and sisters?
Student: Yes, I've got one brother and one sister.
Teacher: What are your hobbies?
Student: I like sports. I love football and volleyball.
Teacher: OK. Thank you!

UNIT 2

Vocabulary in context, p24

1a 25

School subjects

art
computer science
DT (design and technology)
drama
English
French
geography
history
maths
music
PE (physical education)
science

1b 26

a science
b French
c drama
d PE (physical education)
e history
f art
g computer science
h DT (design and technology)
i maths
j music
k geography
l English

3 27

Everyday objects

calculator
earphones
folder
glasses
laptop
marker pens
pencil case
phone
snack
trainers
water bottle

5 28

1

Girl: Hi Jack. What have you got there?
Boy: Oh, this? They're my trainers.
Girl: Your trainers?
Boy: Well, today we've got PE.
Girl: No, we haven't got PE today, Jack. It's Monday!
Boy: Oh, no! We've got history today! And I haven't got my history folder!

2

Boy: Hi Eli! What have you got in your bag?
Girl: Three folders!
Boy: Really? What for?
Girl: Well, one folder for science, one for English and one for French.
Boy: Oh no! I haven't got my French textbook!
Girl: Don't worry, Ben! Here, use my French book.

3

Boy: Today's my favourite day!
Girl: Why?
Boy: Why?! Because we've got geography. I like geography.
Girl: I like it too ... Have you got your geography homework?
Boy: Yes. It's on my laptop.
Girl: Oh no. I haven't got my laptop in my bag.
Boy: Is that it on the table?
Girl: Phew! Yes, thanks!

4

Girl: Oh no!
Boy: What's the problem?
Girl: My calculator. It isn't in my bag.
Boy: We've got maths today. And you haven't got your calculator?! BIG problem!
Girl: Wait. I have got my phone. And phones have got calculators!

Reading, p25

3 29

Schools with a difference

A

Agora School, Roermond, the Netherlands

Many schools have got classrooms and tests, but not mine. At Agora, we have open areas and meeting rooms. I choose what I want to learn each day. In the morning, I show the class my plan for the day, and they show me theirs. My project today is to build a table, and I learn maths to help me. My classmate's project is to learn about horses and another student wants to learn Spanish. We do our projects, then there's lunch and quiet reading or thinking time. Then we do our projects again. In Agora, the teachers are like 'coaches', they guide our work and help us look for solutions. I get help from other students or their families, too. I also search for information on my laptop or phone.

B THINK Global

My school, THINK Global, is a travelling secondary school. My friends at school are from all over the world. I bring my culture and they bring theirs. We live in four countries each year. So, one year we go to countries like China, Panama or Greece and the next year to India, Japan or Spain. We learn languages and eat and cook food from these different countries and we also work on our teachers' projects about the place. We study biology in a river, music in a recording studio and history in a museum. Then we do our own project in each country, and we give a presentation to local experts.

C Urban Academy Lab, New York, the US

At my school, Urban Academy Lab, we've got classes with students of different ages. We choose the classes we want to do from a course catalogue. So, one day, I do an English writing class and my classmate does art. Then I change and do science, and she does music. I do my subjects and she does hers. Sometimes, I choose courses of my favourite subjects and sometimes it's a subject I need help with. Our classes start with discussions. The teachers guide the discussions and help us find our own answers. We have no tests. We show what we know during the class and in our assignments. On Wednesday afternoons, we work in our local community. Some students work at art galleries and some students at museums, schools or hospitals.

Vocabulary, p27

1 30

Parts of the face

ear
eye
eyebrows
hair
lips
mouth
nose
teeth

2a 31

Adjectives to describe parts of the face

blonde
blue
brown
curly
dark
fair
green
grey
long
red
short
straight
thick
thin

Listening, p30

2 and 3 32

Liz: Hi, Welcome back to East Side Middle school radio in New York! I'm Liz and today, we've got a student here from 7th grade. Hi Sam!
Sam: Hi Liz!
Liz: So, Sam, tell us a little bit about yourself. First of all, how old are you?
Sam: I'm 12 years old.
Liz: Is this your first year at East Side?
Sam: Yes. I'm a new student here.
Liz: Where are you from?
Sam: I'm from Liverpool in the UK.
Liz: Ah! So, what's the difference between school here and in the UK?
Sam: Lots of things are different! It's an interesting experience!
Liz: What time are lessons in the UK?
Sam: Schools start at 8.30 am.

Liz: Wow! That's late! We start at eight o'clock! So, when is home time?
Sam: Lessons finish at half past three.
Liz: How many students are in a class?
Sam: The classes are big. We are about 30 students.
Liz: And, holidays? How many weeks do you have in the summer?
Sam: We only have six weeks in the summer. I love it here in the US because we've got TEN weeks summer holiday!
Liz: Yes! It's great!
Liz: What about school uniform? Who wears a uniform in the UK?
Sam: Well, all students. I don't like uniforms. I like it here because we wear our normal clothes to school.
Liz: And, one last question, how do students go to school?
Sam: Everyone just takes the local bus or they go by car.
Liz: Well, thanks for your time, Sam ...

Developing speaking, p32

2a 33

Lucy: Hey. What's that? Is it a photo of your school?
Matt: Yeah. These are my friends.
Lucy: And who's that? The girl with the long, straight hair.
Matt: Is her hair light brown or blonde?
Lucy: Light brown.
Matt: Oh, that's Paula. Her hair's very long, isn't it?
Lucy: Yes, it is. And which one is the new boy in your class?
Matt: Who? Richard? He's got short, red hair. He's the boy on the left. He's really tall.

UNIT 3

Vocabulary in context, p38

1b 34

Everyday activities
brush your teeth
do homework
finish school
get up
go home
go to bed
go to school
go to sleep
have a shower
have breakfast
have dinner
have lunch
start school

4 35

Free-time activities
chat with friends
clean my room
do sport
draw a picture
listen to music
make food
make videos
meet up with friends
play an instrument
play online games
read books
send messages
watch films
watch TV

6 36

1 May
Well, I'm not at home at lunchtime. I have lunch at school. And my parents work in the afternoon, so we have dinner together. My parents and I have spaghetti, pizza, things like that.

2 Jack
My home is near the school. It only takes five minutes to go to school. So at lunchtime, I go and have lunch at home. Lunch at school is really bad!

3 Julia
I love online games. At the weekend I play a lot, but during the week at my school we have a lot of homework. So in the afternoon and evening, I do my homework – maths, English, science. And when I finish I have no time for online games!

4 Hugo
I think online games are OK. But I love sport, especially football and tennis. I do a lot of sport. After school I play tennis for two hours every day, until dinner!

5 Sue
My school finishes late, at half past five. Then I do homework, have dinner, and I watch TV to relax. So it's late when I go to bed. Often it's half past ten. In the morning, I get up late, too.

Reading, p39

2 37

Amazing school for young performers
You want to be a musician or a dancer? In the UK, one way is to go to a performing arts school. Tring Park School for the Performing Arts is a school for talented dancers, musicians and actors from 7 to 19 years of age. It is a boarding school – students sleep and eat all their meals at school.

All students work hard to be famous. And some students, like Lily James (*Mamma Mia! Here We Go Again*) or Daisy Ridley (*Star Wars: The Rise of Skywalker*), become famous when they leave.

Students usually get up at about 7.15 am, they have a shower and they have breakfast. School starts at 8 am. In the morning, students have typical school lessons like maths, science and English. Then, they have 40 minutes for lunch. In the afternoon, they have acting, dance, singing and music lessons. School finishes at 6.30 pm. Students don't do many extra-curricular activities, like drama or music, because they study them at school! In the evenings, they do their homework. They share a dormitory with five other students.

'I like life at Tring Park School. It's different from ordinary school', says a student. 'We are at school at weekends, so we go shopping, we play online games or chat with friends. On Saturday nights, we watch a film in our dorm. It's fun!'

CLASS AUDIO SCRIPT

Grammar in context 1, p40

2a and **2b** 38

1 studies
2 does
3 finishes
4 takes
5 organises
6 lives
7 watches
8 prepares
9 chats
10 changes

Vocabulary, p41

1a 39

Places in town

café
cinema
library
medical centre
park
restaurant
shopping centre
sports centre
supermarket
swimming pool
train station

Listening, p44

2a and **2b** 40

Katy: Hi, welcome back. It's time for Music of Today, where our expert Dan Fields always tells us about interesting artists or bands. Dan, who do you want to tell us about this week?
Dan: Hi Katy! This week we have someone really special. Do you know Grace VanderWaal?
Katy: No, I don't.
Dan: Well, she's still at school, but she already has an album and lots of singles! She has a great voice.
Katy: Wow! So, does she play an instrument, too?
Dan: One of the amazing things about Grace is that she plays the ukelele.
Katy: Wow, you don't often find musicians who can play the ukelele.
Dan: No, you don't. Especially not a teenager.
Katy: Does she write her own songs?
Dan: Yes, she does. She usually writes the music first and then she writes the words.
Katy: She's very young. Where does she get her ideas from?
Dan: She gets them from school, her friends and her family ...
Katy: So what kind of music does she play?
Dan: Hmm, it's a mixture of different styles. Maybe that's because she listens to pop, jazz and folk music. Her favourite singer is Katy Perry. Her mum and dad have got a big music collection, and she often listens to their music. But her music is really different.
Katy: What else does she do?
Dan: Well, she's an actress, too. She plays Susan 'Stargirl' Caraway in the Disney film *Stargirl* and Stargirl sometimes plays the ukelele!
Katy: Where does she go to make her music? Does she go to a big studio in New York?
Dan: No, she doesn't. She plays music at home and at studios in Los Angeles. When she's at home, she often writes songs in her tree house. Oh, and that's usually where she does her homework for school!
Katy: OK. Let's listen to one of Grace's songs.

Developing speaking, p46

3a, 3b, 3c and **4** 41

1: Excuse me. Can you tell me how to get to the medical centre, please?
2: When you go out of the train station, turn left. Walk along Station Road and then turn left at Park Road. Go straight on. The medical centre is on your left, opposite the library.
1: Thanks!

UNIT 4

Vocabulary in context, p50

1b 42

Rooms

bathroom
bedroom
dining room
garage
garden
hall
kitchen
living room
study

2a 43

My house has got a bathroom, three bedrooms, a dining room, a hall, a kitchen and a living room. It's also got a garden, a garage and a study.

3 44

Furniture

armchair
bath
bed
chair
cooker
cupboard
fridge
radiator
shelf
shower
sink
sofa
table
toilet
wardrobe

Reading, p51

3 45

A very unusual house!

Is there a real-size LEGO house near you? There's one in Billund, Denmark, the home of LEGO. It's 23 metres high and has got 25 million LEGO bricks!

In the house, there's a real-size living room with furniture – two armchairs in front of a TV, and a table with a cupboard behind it. In the house there are also two bedrooms. The builders make everything with bricks – the furniture, the reading lamps, the clocks next to the beds and even the cat on the bed!

Visitors build things in the house, too. When we make things, we learn, think and have fun. There aren't any rules, people make anything they like.

There are four different areas and 25 million bricks for visitors to use. In one area, people build houses and anything else they think a town needs. In another area, visitors build fish and watch them swim. There isn't any real water, but a computer makes it look like there is.

So, are there other things to do? Yes, there are! There are nine areas on the top of the house and each one offers a unique experience for visitors. There is also a special area under the building. It's like a museum and you learn about the history of the company there.

There are bathrooms and restaurants for visitors. At Mini Chef restaurant, you build your food with bricks. Then you put the bricks in a machine – it's like a computer – and a message goes to the kitchen. The cooks read it and make your food. When the food is ready, it's in a big LEGO box and robots give it to you.

Grammar in context 1, p52

2b 46

1 There are two sofas.
2 There aren't two tables. There are more.
3 There is a desk.
4 There isn't a radiator.
5 There are some chairs.
6 There isn't a TV.

Vocabulary, p53

1a 47

Food and drink

apple
banana
biscuit
bread
butter
cake
cheese
chicken
chips
coffee
egg
fish
flour
honey
ice cream
jam
lemonade
meat
milk
oil
onion
orange juice
pizza
salad
salt
smoothie
strawberry
sugar
sushi
tea
tomato
veggie burger
water
yoghurt

Listening, p56

2 and 3 48

Presenter: Lisa, it's the last day of the competition today and there's twenty thousand pounds for the winner! How do you feel? Are you nervous?

Lisa: No, not really. I try to forget it's a competition. I imagine I'm in my kitchen at home. I'm happy there! But I'm sad it's the last day.

Presenter: Yes, of course. Well, what's your dish today? I see some interesting ingredients here. You've got some chocolate, chicken and rice. There's also an onion and a chilli pepper and there are four tomatoes. Hmmm, very interesting.

Lisa: It's chicken with chocolate, from Mexico. It's very popular there. You see, I like to try different foods so I learn something about other countries.

Presenter: Is it sweet?

Lisa: No, it isn't. I use dark chocolate ... there isn't much sugar in that. I make a sauce with the chocolate, tomatoes, onion and chilli pepper.

Presenter: Do you get your ideas from books?

Lisa: No. I like to watch YouTube videos to learn how to make the dishes. My favourite chef is Logan Guleff. He's a winner of the US Masterchef Junior competition and he's got a YouTube channel. I really like his food and I learn a lot when I watch him cook. Actually, one day, I want to have my own video channel and make my own recipes.

Presenter: Well, the winners of this TV competition become famous. That's a great way to start a YouTube channel. Is that why you're in the competition?

Lisa: That sounds good, but cooking is my hobby. I don't want to do it as a job. I mean, not like a chef. I want to travel around the world, to see famous places and eat different food. I need money for that! So that's why I'm here.

Presenter: Great! Now, let's look at your chicken dish again. It's nearly ready. Tell us how you make it. First you cook the chicken, right?

Lisa: Yes, I cook it in some oil and then I make the sauce. I cook it and I put it over the chicken. Then I cook them together for half an hour. I serve it with some rice.

Presenter: Wow! It smells amazing and I'm sure it tastes great!

Developing speaking, p58

2, 3a and 3b 49

Emma: Hi, Ben. Come in!

Ben: Hi, Emma. This is for you.

Emma: Thanks! Shall I take your bag?

Ben: Yes, thanks.

Emma: Right. Let's go into the garden. Everyone is there ...

Ben: Wow! What a cool party! I love the music!

Emma: Thanks. Have a seat.

Ben: Cheers.

Emma: Can I get you a drink, Ben?

Ben: That'd be great.

Emma: How about some orange juice?

Ben: Yes, sure ...

Emma: Here you are.

Ben: Thanks a lot.
Emma: You're welcome. Are you hungry? Would you like some pizza?
Ben: No, I'm fine, thanks.
Emma: Are you sure? There are chips and popcorn, too.
Ben: No, it's OK. Maybe later.
Emma: Well, would you like to dance?
Ben: Yes!
Emma: OK! Come on!

UNIT 5

Vocabulary in context, p64

1b 50

Computers and mobile devices
battery
charger
desktop
keyboard
laptop
monitor
mouse
printer
smartphone
speaker
tablet
touchpad
touch screen
volume key
webcam

3a 51

Using computers and mobile devices
charge
click on
copy
cut and paste
delete
download
log off
log on
print
save
send an email

4 52

Girl: Do you have your laptop with you, Kevin?
Boy: Yes, Julie. It's in my bag. Do you want to use it?
Girl: Yes, please. I need to go online, but there's a problem with my smartphone and my tablet's at home.
Boy: OK ... here it is.
Girl: Thanks ... I want to check something. My friends often send me photos and videos.
Boy: Are they good?
Girl: The photos are great. My friend Lucy is a good photographer and I always keep the photos she sends.
Boy: What about the videos? Are they funny?
Girl: Yes, they usually are. My cousin Jim sends them to me.
Boy: Do you keep them, too?
Girl: No, I watch them when I get them, but I don't keep them ... Oh ... here's a message from Lucy!
Boy: Is there a photo?
Girl: Yes, there is. Look! Do you like it?
Boy: Wow! It's really good.
Girl: I want to print it and put it on the wall in my bedroom, but I haven't got a printer.
Boy: That's OK. I have. Come to my house – you can do it there.
Girl: Great! Let's go!

Reading, p65

3 53

Green Bank: the town without wi-fi

Can you live without wi-fi or smartphones?

For young people in Green Bank, West Virginia, in the US, the answer is, 'Yes, I can.' Life without wi-fi and smartphones is normal there. People use landlines to make phone calls and the Internet doesn't connect quickly or easily.

Why doesn't Green Bank have modern technology?

There's an important and huge telescope there, but scientists need it to study space. It doesn't receive pictures or take photos of stars. It's a radio telescope and it listens carefully for radio signals from planets, for example. Wi-fi and smartphones can block these and then the telescope can't pick up the radio signals clearly.

What do teenagers in Green Bank do without wi-fi?

They study in the town's library and help their parents on their farms. In their free time, they play sports and go kayaking. They can also join after-school clubs. Green Bank school has got a robotics club. They build great robots and their team is the champion of West Virginia.

What is everyday life like there?

Life in Green Bank is different. There aren't any shopping centres, restaurants or cinemas. People can't search online for news or for phone numbers. They read the newspaper and look in phone books. The telescope uses 21st century technology, but the town is like small towns from the 1950s – that's unusual!

Do you think Green Bank is an interesting place to visit?

Grammar in context 1, p66

2a 54

Ben can't ride a skateboard well. He can get on it, but he can't stay on it. He always falls off!

2b 55

1 Ruby can skate well, but she can't ski.
2 Becca can't dance very well, but she can sing.
3 Tim can't play chess, but he can play video games.
4 I can run fast and I can swim well, too.
5 My brother can cook, but I can't.
6 Daisy can't speak Portuguese.

Vocabulary, p67

1 56

The Internet
blog
link
password
podcast
search engine
virus
visitor
website

Listening, p70

2 and **3** 57

Listen to me, please. I have some very good news. We know you love playing video games. In fact, over 90% of British children play them, so here at the school we think it's time to have an e-sports club, that is, a club for students to play electronic sports. We can have school teams and they can play in video game competitions with other schools.

We can play Rocket League first. It's a good game for all ages, and we can have teams from 12 to 17 years of age. Everyone can come and play at the club, but when we play with other schools, there are only three students in each team. We have a big screen and we can watch the match on it. When we play, we want you to come along and cheer for our teams! Don't be quiet at the matches!

So, now we need players to join the club! First, ask your parents. Please don't forget! They need to say 'yes' before you can join the club. Tell them we play the matches here every Wednesday afternoon after school. The matches start at half past four and finish at seven o'clock. Tell them it's a fun team activity!

For more information, ask them to call the maths teacher, Mr Thompson. That's T – H – O – M – P – S – O – N. They can also go online and read about the British Esports Association. There's a lot of information on the website.

Developing speaking, p72

3a, 3b and **5** 58

Mike: What do you do at the weekend?
Emma: Lots of things! I've got songs on my phone and I like listening to them when I'm at home. It's very relaxing. Also, I chat to my friends online – it's nice and we laugh a lot. Um ... oh, I play video games with my brother. They're exciting, but I hate losing!
Mike: Do you like watching TV?
Emma: Actually, no. I can't stand it. I think it's boring!
Mike: Do you play any sports?
Emma: Yes! I love playing football. I enjoy it because I'm with my team. It's fun!
Mike: Do you go out with your family?
Emma: Of course! Sometimes we visit museums. I think they're really interesting, but my brother thinks they're boring!

Developing writing, p73

2 59

Mark: Hi Tilly. I'm doing a survey about how people use their devices. Can I ask you some questions?
Tilly: Of course.
Mark: OK. First question. What devices have you got?
Tilly: I've got a smartphone.
Mark: Next question. How many hours a week do you spend playing video games?
Tilly: I don't play video games.
Mark: Really? OK. How many hours a week do you spend online?
Tilly: Oh, let me think. I can only spend two hours online on school days. At the weekend I spend more time online, probably about 4 hours a day. So that's about 18 hours a week in total.
Mark: What device do you mainly use to go online?
Tilly: I use my smartphone. I'm not allowed to use Mum's computer.
Mark: What website do you use to watch videos?
Tilly: I go on YouTube.
Mark: What type of videos do you like watching?
Tilly: I love watching videos that make me laugh. Funny videos!
Mark: What rules do your parents give you to use your devices?
Tilly: Well, I can only spend two hours online on school days. Is that what you mean?
Mark: Yes. Anything else? For example, can you have your phone with you at night?
Tilly: No. I have to give it to Mum when I go to bed. She charges it for me overnight. But these are the only two rules Mum gives me.

UNIT 6

Vocabulary in context, p76

1b 60

Shops
bakery
bank
bookshop
butcher's
chemist's
clothes shop
department store
jeweller's
newsagent's
post office
shoe shop
sports shop
supermarket

4 61

Shopping
cash
change
credit card
customer
price
purse/wallet
receipt
sale
shop assistant
size

5b 62

What does a shop assistant do?
You help the customers to find the things they need. For example, you give them shoes to try on and bring them the correct size.

Shoppers can pay with a credit card – they don't need actual money, or they can pay with cash. Sometimes, when someone gives you money, you need to give change.

After they pay, you give them a receipt – this is a piece of paper. It shows what a person buys and its price.

Reading p77

3 63

Do teens buy in the shops or online?
Online shopping is becoming more popular – and not only

among young people. We asked some teens about their shopping habits.

What are you buying here today?

Emily: I'm here with my friend Ellie. Actually, we aren't buying anything. We're just enjoying the experience. We go to the shops most weekends. Usually we don't buy anything, but sometimes I see something I like and I buy it. The good thing about going to the shops is that when I want to get something new, I can get it immediately.

Do you usually go to the shops or shop online?

Amanda: I always shop online. In fact, I'm waiting for a parcel at the moment. I have favourite websites that I use. I order lots of different clothes. When they arrive, I try them on in my bedroom, choose what I like and return the rest for free. It's simple – I just put them back in the bag and take them to the post office. Who wants to spend all afternoon at the shops? Not me! I've got other things to do.

What do you buy online?

Sam: Well, I build computers and I buy all the parts I need online. I'm not looking for anything at the moment, but when I need something, I just go online – there's so much choice, I can find anything I want.

Why do you buy online?

Guy: I think a lot of people are comparing prices online these days and I do the same. Brands are important to me. So I look at a few websites and find them at a good price.

Vocabulary, p79

1 64

Clothes

boots
coat
dress
hoodie
jacket
jeans
jumper
sandals
shirt
shorts
skirt
socks
sweatshirt
T-shirt
top
trainers
trousers

Listening, p82

2 and 3 65

Sally: Hi, Jack. Are you studying?

Jack: No, I'm not. I'm at the shops.

Sally: Great! Tom and I are going to the café now. Do you want to meet us there?

Jack: Yeah, sure. I'm at the chemist's at the moment, and then I need to go to the newsagent's, but I can meet you in ten minutes.

4 and 5 66

1

Girl: Is that your sister over there ... the girl with the glasses?

Boy: No, my sister doesn't wear glasses. She's the girl with the red trainers.

Girl: And who's the girl in the black trainers?

Boy: That's her best friend.

2

Girl: What are you doing?

Boy: I want to buy a present for Emma. I'm not sure what to get her ... earrings? Or maybe a top ... or a book? What do you think?

Girl: Well, she likes jewellery and she always wears earrings. A book isn't a bad idea, but she probably needs some new clothes for summer.

Boy: OK, great! Can you help me to choose something?

3

Man: Hello. Are you looking for headphones?

Girl: Yes, I am, but I can't spend more than £20.

Man: No problem. Do you like these white headphones? They're usually £25, but we're having a sale at the moment and they're only £15.

Girl: OK, yes can I have them, please?

Developing speaking, p84

2 67

In the middle of the photo, I can see a woman buying food. She's got long brown hair and she's wearing black trousers and a blue jacket. There is also a man and he's selling food from his food truck.

On the right of the photo, there are some people waiting to buy food, too, a young man and a young woman. They are talking, maybe they are friends.

4 68

I can see a woman in a supermarket. She's doing her shopping. She looks interested in the products on the shelves. She's wearing a white blouse and black trousers and she's got long brown hair. On the shelves next to her there are some boxes. I can't see all the food in her trolley, but I think there are some bananas. She's also got some juice and vegetables. There aren't any other people in the shop. She is alone.

UNIT 7

Vocabulary in context, p90

1a 69

Sports

athletics
baseball
basketball
cycling
football
golf
gymnastics
horse-riding
ice hockey
ice-skating
judo
rugby
running
sailing
skiing
swimming
tennis
volleyball

1c 70

a cycling
b gymnastics
c ice hockey
d skiing
e baseball
f volleyball

4 71

Sports competitions

champion
cup
final
league
match
medal
race
referee

score
spectator
team
winner

5b 72

Girl: Where do you want to go?
Boy: I'm not sure. I like football, but I think I prefer to see basketball games. What about you?
Girl: I don't really like basketball, but I'd like to watch the final. The teams in the league are national champions. Do they win a cup?
Boy: Yes, they do! We can watch them get the cup at the end of the final.
Girl: Great! Are there any tickets?
Boy: I don't know. Can you check on the website?
Girl: Oh, no. There aren't any tickets for the basketball game. What about the football competition?
Boy: OK. Let's go to that.

Reading, p91

3 73

Video referees: Good, bad or necessary?

Referees are responsible for making decisions in a game, but when many sports first started, there weren't any referees. There were team captains, and they were responsible for making these decisions. Were the teams always happy with the decision? Sometimes they were, but other times they weren't! Now, there are referees in nearly all sports to make sure players play by the rules of the game. But many sports also use video technology.

Video technology uses cameras to show different views of a match. Sports like cricket and tennis, for example, use a system called Hawk-Eye to decide if a ball is out. This is because actions are too fast to see, or the referee isn't in a good position to see well.

Nowadays, many sports use video referees. A video referee watches the event in a room with lots of monitors. Different sports use video refereeing differently. In NBA (National Basketball Association) games, the fans in the stadium watch replays on a big screen, so they can see why the referee isn't sure about a point. In rugby championships, fans can also listen to the conversation between the match referee and the video referee.

Sometimes the video referee helps with really big decisions. One example was the 2019 FIFA Women's World Cup match between Scotland and Argentina. It was nearly the end of the match. The referee stopped the game and asked the help of the video referee. The spectators weren't happy because there wasn't any information for a long time. After the VAR review, there was a penalty and the Scottish goalkeeper saved it. But the goalkeeper moved too early and the VAR referee saw this. There was another penalty and Argentina scored. Scotland was out of the competition.

Was the referee's decision correct? There was a lot of debate. Many people say it wasn't. Others say it was.

So, are video referees necessary? Some people love them, others hate them – it probably depends if your team is winning!

Vocabulary, p93

1a 74

Sports people

athlete
climber
cyclist
(Formula 1) driver
gymnast
football player
ice hockey player
tennis player
horse rider
motorbike rider
runner
sailor
skater
skier
swimmer

Listening, p96

2a and **2b** 75

Interviewer: Hello! Welcome to Ellen's sports podcast. This week, I'm talking to Alex Fenton, a breaking coach.

Hi Alex! So, what exactly is breaking?

Alex: Hi Ellen! Well, breaking is breakdancing, and the people are breakers or b-boys and b-girls. There are usually two dancers in a battle – that's when two breakers dance against each other. Breakers are like gymnasts, dancers and athletes!
Interviewer: Who started breaking?
Alex: Breaking started in the streets of New York City in the 1970s. There were different hip hop dances and breaking was one type of dance.
Interviewer: Is it different now?
Alex: Well, it's a dance sport now. It's really exciting! There was a breaking competition at the Youth Olympic Games in Buenos Aires in 2018. Bumblebee from Russia won the gold medal! Lots of fans watched the 'battles'.
Interviewer: How old was Bumblebee when he started breaking? And how do people become breakers?
Alex: He was nine years old. He did gymnastics first and then he changed to breaking. He studied videos of breakers and he trained all the time. I think he loved it. His dad was a b-boy, so he saw lots of breaking at home!
Interviewer: Are there any famous b-girls, too?
Alex: Yes, there are some amazing b-girls. Kastet, for example, is a b-girl from Russia. When she was little, she did judo and she danced. Then she decided to be a breaker when she was 12 years old. She went to lots of competitions. Sometimes she won, sometimes she lost. She worked hard for nine years. Then in 2019, she became the b-girl World champion in Mumbai!
Interviewer: It's now a sport in the Summer Olympics in Paris 2024, isn't it?

Alex: Yes! The Olympic Committee wanted to get more young people interested in sports. And there were young people all over the world doing the breaking. You know, the World competition in Mumbai had competitors from more than 30 countries! I can't wait to see breaking at the Olympics in 2024!

Grammar in context 2, p96

3b 76

[/d/]
loved, changed;
[/ɪd/]
wanted, needed, decided;
[/t/]
liked, watched, stopped

Developing speaking, p98

2a, 2c and 3 77

Boy: Excuse me. I'm doing a project at school about sports. Can I ask you some questions?
Girl: Yes, OK.
Boy: Do you like team sports?
Girl: Yes, I do! I love hockey and basketball. I like watching football sometimes. I'm not mad about it, but I usually watch important matches like finals or matches between really good teams.
Boy: How do you feel about competitions?
Girl: I think they're a good thing. In my opinion, they make people work hard to get to the top of their sport.
Boy: Are athletes good role models for young people?
Girl: Well, it depends. Some are, but some aren't. There are some who give a good example because they help other people and do good things.

UNIT 8

Vocabulary in context, p102

1a 78

Jobs
astronaut
builder
businessman
businesswoman
dentist
designer
engineer
hairdresser
mechanic
nurse
teacher
waiter
waitress
vet

1b 79

a mechanic
b businessman/businesswoman
c hairdresser
d builder
e waiter/waitress
f vet

3a 80

Personal qualities
calm
cheerful
creative
friendly
hard-working
intelligent
kind
lazy
organised
patient
responsible
shy

4 81

Paul: Hi, Chloe! Did you do the online personality quiz yesterday? What did you get?
Chloe: Well, it says I'd be a good nurse or vet! I'm hard-working and I like looking after people and animals. What about you, Paul?
Paul: Well, it says that I'm friendly and I like being with people. I don't like doing the same things every day! A good job for me is selling something or in tourism! What did Julia get?
Chloe: She's responsible and likes to make decisions! Remember when we did that animal project last month and we were late? She got everyone to finish the project! She'd be a good manager!
Paul: And what about Michael?
Chloe: He likes solving problems and he likes working on different things at the same time. He's quite shy. A good job for him is something like an engineer or working in a museum!
Paul: Yeah, I can imagine Michael working in a science museum! He's really into how things work. And, what about Alice?
Chloe: She likes making things! That sounds like Alice! She's creative and doesn't like rules!
Paul: And, what kind of job is good for her?
Chloe: It says she would be a good writer or a journalist!
Paul: Yeah, that's true ... she's good at languages!

Reading, p103

3 82

Inspiring teens
I write about inspiring teenagers. This helps me think about what I want to do in the future! I hope you find these people inspiring, too!

Lily Born – the US
When Lily Born was eight years old, she made an invention to help her grandad. He had problems moving and sometimes spilled his drinks. Lily made him a plastic cup with three legs, so it didn't spill. But she didn't stop there. A year later, she worked with her dad to make a prototype and produce the cup. They created a company called *Imagiroo* and called the cups *Kangaroo Cups*. Lily is quite shy, and she didn't talk about her invention at school. But that changed when she became one of the CNN Heroes 'Young Wonders' – young people who see a problem and solve it! Now, Lily's cups sell all over the world. She uses part of the money to help adults and kids who have problems moving.

Henry Patterson – the UK
Henry Patterson was nine years old when he started selling homemade sweets. At ten, he wrote his first book, *The Adventures of Sherb and Pip*. It was a story about a sweet shop

he imagined. He also built a website to sell products with the characters from the story. The book was a great success, and he went on book tours around the world. He met lots of interesting people. One was Sir Richard Branson, a British businessman and owner of Virgin Group. Another was Mike Krieger, the co-founder of Instagram. But Henry didn't write only one book. In 2018, he wrote *Young & Mighty*, a book for people of 10 to 14 years of age. Henry wanted to help them find things to motivate them. He said it was hard to set up a business and keep it going, but he was lucky because his family supported him. In 2019, he created online courses to help teens turn their business ideas into reality. Henry also designed and launched an online bag business in 2020. He's a busy teenager!

Vocabulary, p105

1 83

Adjectives to describe jobs

badly-paid
full-time
indoor
outdoor
part-time
skilled
stimulating
stressful
unskilled
well-paid

Listening, p108

1b, 2 and **3** 84

Presenter: On today's programme, we're talking about the businessman, Jeff Bezos. Here to tell us about him is Sophie McLynn! Sophie, when did Jeff Bezos start Amazon?

Sophie: Well, Jeff Bezos had different jobs before he started Amazon. He worked at McDonald's® while he was at secondary school, and then he worked in finance. In 1994, he decided to start an online bookshop, and he first called it Cadabra, after the magic words 'Abra-cadabra'. After three months he changed the name to Amazon, after the Amazon River.

Presenter: How did he start the company?

Sophie: Well, he made a list of 20 things to sell. He decided to start with books. At the beginning, Bezos had a small group of people working with him in his garage. They rang a bell every time there was a new customer online, and they all looked to see if they knew the person's name! After a few weeks, they stopped ringing the bell because there were too many customers. In the first month, they sold books to people in 45 countries.

Presenter: Wow! That's a lot of countries!

Sophie: Yes! Then they started to sell other things online, too – music, videos, electronics, toys, games and then just about everything.

Presenter: Did Bezos start another company?

Sophie: Yes, he did! He opened Blue Origin in 2000, to start space travel.

Presenter: Why did he want to have a space company?

Sophie: Well, he was always interested in space.

Presenter: What did he buy in 2013?

Sophie: Bezos bought the newspaper *The Washington Post* in 2013, and then a supermarket, Whole Foods, in 2016. An interesting thing about Bezos is that he still has the same email address as when he first started Amazon and anyone can send him an email.

Presenter: You mean I can send him an email?

Sophie: Yes! He doesn't read all of them himself, but if there's a problem, he makes sure someone in the company looks at it!

Developing speaking, p110

2 and **4a** 85

Teacher: Hello. I'd like to ask some questions about you, your free time and your studies. First, tell me about your hobbies. What did you do last weekend? Did you do sport?

Angela: No, I didn't. I play in the basketball team but, you know, last weekend we didn't have a match, so I went to my friend's house and we played online games.

Teacher: That sounds fun! Tell me, what's your favourite day of the week?

Angela: Well, it's Wednesday because I go to Manga drawing class. But I love the weekend!

Teacher: And how about school, what's your favourite school subject?

Angela: That's a good question! I really like English, but I like science, too.

Teacher: So, did you have science yesterday?

Angela: Yesterday ... let me think ... Yes, I did! We learned about rocks. It was very interesting.

Teacher: That's great. Thanks for answering all these questions.

UNIT 9

Vocabulary in context, p116

1 86

Animals and insects

antelope
bee
beetle
cheetah
frog
kangaroo
koala
lizard
monkey
penguin
rhinoceros/rhino
shark
turtle
whale

4 87

Parts of the body

arm
back
chest

chin
finger
foot (pl. feet)
fur
hand
head
hoof
horn
leg
neck
stomach
tail
toe
wing

6 88

Amazing chimpanzees

Did you know that chimpanzees are more like humans than monkeys? At an animal park in China, 18-year-old chimpanzee Mei Su can open a bottle of water. She doesn't open it with her teeth – she uses her hands just like we do.

Like us, chimpanzees have five toes on each foot. They can also hold food with their feet. Most humans can't do that!

Chimpanzees like being clean. There are often small insects in their dark fur. They find and remove them with their fingers. One chimpanzee sits behind the other and cleans its back. Every night, they use their strong arms and legs to climb a tree and make a new bed. You can celebrate World Chimpanzee Day on 14th of July.

Reading, p117

3 89

Nature's perfect creatures

When Australia had terrible bushfires, people gave money to help the animals. Schoolchildren sold cakes and sports stars donated money, too. The fires were worse than others in the past.

Koalas are slower than animals like kangaroos, so the fires are more dangerous for them. Many died and many were very sick. One koala hospital needed $25,000. It asked people to give money online, and they sent millions of dollars!

People love koalas. They are cute. But what about more unusual and unattractive animals? There are species with bigger problems than koalas, for example, the Mary River turtle, also from Australia.

This turtle looks stranger than others. It's got two 'fingers' under its chin and green 'hair', so it's also called the 'punk turtle'. The hair is actually a plant that grows on its head and parts of its body. Unfortunately, it's harder to get money to help animals like this. The Mary River turtle's problems began in the 1960s, when people took the baby turtles from the river to sell them in pet shops. Now, people live closer to its home than before and their dogs kill the turtles for food. The Mary River is dirtier than before, and more polluted, too. A few years ago, scientists believed there were very few turtles living in the area. We don't know how many there are now.

Destruction of the places animals live in is putting them in danger – we kill the plants they eat, we make the air and water dirty, our pets eat them. All animal species on Earth are important because if one species dies, that changes the habitat for all other animals. We need to look after all animals – not just the more popular ones.

Vocabulary, p119

1 90

Geographical features

beach
cave
cliff
desert
forest
island
lake
mountain
ocean
river
valley
waterfall

Listening, p122

2 and 3 91

Interviewer: Sarah is a zoologist. She studies animals and how they can live in difficult environments. So, Sarah, how do they do it?

Sarah: Well, animals' bodies have changed so they can live in these difficult environments. This hasn't happened quickly. On the contrary, it has taken a very long time. For example, have you ever seen a kangaroo?

Interviewer: Yes, I have, but only on TV. I've never visited Australia!

Sarah: Well, Australia is one of the biggest countries in the world. Kangaroos often travel far to find food and water. But they don't run, they hop. Hopping is the best way for them to move because it's fast and they can go far with little effort.

Interviewer: But a lot of Australia is a desert and it's really hot. Isn't it difficult for kangaroos to move, too?

Sarah: It is. That's why kangaroos usually move about in the early morning or evening. During the day, when the temperature is higher, they sit under trees. They know how to stay cool!

Interviewer: So that's how they stay cool, but what about animals in cold places? How do they keep warm?

Sarah: OK. Take the Emperor penguins. They live in Antarctica, one of the most difficult places for animals to live in. And their bodies have changed to help them live in the coldest place on our planet. Small animals lose heat more quickly than bigger animals, so Emperor penguins are the largest and the heaviest of all the penguins. They also have a thick coat of feathers to help keep the heat in. During the coldest time of the year, penguins stand together in a big group to keep warm. The outside of the group is the worst place to be, so penguins take turns to be there. After a while, they move into the centre of the group where it is warmer.

Interviewer: So, Antarctica is one of the most difficult places for animals to live in. What about the rainforest?

Sarah: Actually the rainforest is a really difficult place for small animals to live in. Take the Red-eyed Tree frog.

Interviewer: Is it the little green frog with red eyes and bright red feet that lives up in trees?

Sarah: That's right. Lots of animals want to eat the Red-eyed Tree frog. This is why during the day – so other animals can't see it – it sits on green leaves with its red eyes closed, and its red feet under its body. When the little Red-eyed Tree frog hears another animal is getting close, it suddenly opens its big red eyes and shows its bright red feet. That gives the other animal a big surprise and the frog can escape.

Interviewer: That's really interesting ...

Developing speaking, p124

3a and 3b 92

Sam: Becky, what do you think about pets travelling on public transport, like on buses and the underground?

Becky: Well, Sam, most people take their pets with them in their cars. But some people don't have cars. So, they can only use public transport when they want to travel with their pets!

Sam: That's true, but I disagree about pets travelling on public transport, especially dogs. Some people don't like dogs. They don't want to travel with them on a bus, for example. They are dangerous.

Becky: Well, I think most dogs are OK. People just need to be careful when they travel with their pets. That's all.

Sam: Perhaps, but some people aren't careful. They sit their pets on the seats or in front of the doors. Maybe we need special areas on public transport just for people and their pets.

Becky: I agree with that. It's a great idea. Just imagine the rule: 'People with pets can travel on the last carriage of underground trains.'

Sam: Yes, I think you're right. That's a good idea. But you know, sometimes, there are a lot of people on the underground, especially when they go to work in the morning and come back in the afternoon. Do you think it's OK for pets to travel then, even on the last carriage?

Becky: I don't think so. But look at the rules: you can't travel with your pet from Monday to Friday between 7 and 9 in the morning and 4 and 6 in the evening.

UNIT 10

Vocabulary in context 1, p128

1a 93

The weather

it's boiling
it's cloudy
it's cold
it's freezing
it's hot
it's raining
it's snowing
it's stormy
it's sunny
it's warm
it's windy

4 94

Things to take on holiday

backpack
earphones
gloves
guidebook
hat
passport
suitcase
sunglasses
sunscreen
swimming trunks/swimsuit
towel
umbrella

5 95

1

Boy: Your face is a bit red. Here, put some of this on it.

Girl: Oh, thanks. I don't want to burn in the sun.

2

Boy: I love the beach, but the ground is very hot today.

Girl: It's OK, we can sit on this.

3

Girl: Have you found it?

Boy: No, and I can't travel without it! All my things are in it!

4

Man: Are there any good restaurants near our hotel?

Woman: Let me check ... where are the restaurants ... ah ha page 32 ...

5

Boy: It's freezing here. My hands are so cold!

Girl: Well, put these on!

6

Boy: £50! I don't want to pay that much.

Girl: But these ones are really good for your eyes.

Reading, p129

3 96

Where are you going to go?

Millions of people are going to travel this year. They aren't going to stay at home. They're going to see interesting things, eat different food and meet new people. What are you going to do?

A

Name: Abby

Where: Brussels, Belgium

I'm going to go to Brussels with my family on the 1st of July. We're going to visit Mini-Europe. It's a theme park with 350 European tourist attractions, places like the Eiffel Tower or Vesuvius. In real life, though, they're 25 times bigger! A guide is going to tell us about them. We're also going to see the Atomium. It's next to Mini-Europe. It's got nine huge atoms. They're 165 billion times bigger than real atoms! I think it's clever the way they made big things small, and small things big, and they put them next to each other!

B

Name: Bella

Where: Nice, France

In the summer, my parents and I go on holiday. We pack our sunscreen, towels and swimsuits, and go to a place with warm sunny weather. This year, we have chosen Nice, in France. We're going to swim in the sea, but we're also going to visit museums and art galleries. Oh, and we are going to visit this huge head, too! Is it art? Is it architecture?

It's actually a library called La Tête Carrée. At night, when the lights are on and you are outside, you can see desks, chairs and books inside. It looks like art, but it's a building that people use!

C

Name: Carl

Where: Da Nang, Vietnam

I've never been to another country before, but this year my family is going to travel to Vietnam. In December, we're going to spend a week in Da Nang. We want to see the Golden Bridge in the Ba Na Hills Park – it's in a forest, on a mountain. It opened in 2018 and it looks amazing. Two giant hands hold the bridge up! It's really busy at the weekends, especially on Sundays. People say the best time to go is at seven in the morning, when the bridge isn't crowded. That's early, but I think it's going to be awesome!

Vocabulary, p131

1b 97

Types of transport

boat
bus
car
helicopter
hot-air balloon
lorry/truck
motorbike
plane
taxi
train
tram
underground
van

2a and 2b 98

A: What type of transport do you use most often?

B: I live on a farm, and there's not much public transport. I usually travel by car.

A: So do you travel by car when you go to school, meet friends and visit your family?

B: Actually, I get the school bus when I go to school. But when I meet friends or visit family, we go by car.

A: What about when you last went on holiday? Did you travel by plane?

B: We haven't been on holiday recently. The last holiday we had, we went to Spain. We took a taxi to the airport and then got a plane.

A: And what about you? What type of transport do you use most often?

C: I live in a big city, so we usually use public transport. I travel by bus and tram and I take the underground, too. I don't travel by train very often, though.

A: So how do you travel to school?

C: I catch a bus.

A: What about when you visit friends?

C: Well, sometimes I take a tram, but I often walk because most of them live close to me!

A: What about when you visit family?

C: My grandparents don't live far away, so we catch a train when we visit them.

A: And how did you travel when you last went on holiday?

C: We went to Spain, but we didn't fly. We travelled by boat.

A: Was that because you wanted to help the environment.

C: Yes. We took the train to Portsmouth and then got the boat to Santander. We mostly took buses when we were in Spain.

3b 99

1

In Amsterdam and Rome, the underground is called the metro. In New York, they call it the subway and in London, it's the tube.

2

In the north of Italy, in Venice, people use gondolas to get around because the city is on water.

3

The first plane flight was in 1903, in the US. Orville Wright travelled 37 metres and the flight lasted 12 seconds.

4

Steve Fossett, an American businessman, was the first person to fly around the world alone in a hot-air balloon.

5

The Gotthard Base Tunnel goes through the mountains in Switzerland. It opened on the 1st of June 2016. It's over 57 km long and only trains can go through.

Listening, p134

2 and 3 100

1

Yesterday it was very wet, and today it's very windy. The wind started early in the morning, and it is going to get stronger in the afternoon. You should stay at home today, or be very careful when you go out. Tomorrow is going to be the same. But we're going to have beautiful weather at the weekend. On Saturday and Sunday, it's going to be warm and sunny ...

2

Woman: You must find your passport. You must show it. You can't fly without it!

Man: I know! I thought it was in my backpack.

Woman: Maybe you took it out. Have you checked your jacket?

Man: I'm going to look in my suitcase ...

Woman: I don't think it's there ... Aha! Here it is!

Man: Where? In my jacket? Oh! Thanks!

3

Passengers waiting on platform 10, may I have your attention, please? There has been a change. The train on platform 10 is not taking any passengers. You mustn't get on the train. Please go to platform 9 for the six o'clock London train.

4

Girl: Should we buy a guidebook?

Boy: We don't have to buy one ... we can use our phones to get information.

Girl: That's true. What about gloves?

Boy: Yes, we should take gloves because it's going to be very cold in Canada.

Girl: Oh, and our warm boots, too. OK, anything else?

Boy: No, we've got everything we need now. We shouldn't put too many things in our backpacks.

Developing speaking, p136

2 101

Woman: Look at these photos. Do you like these different places for a holiday? Tell me why or why not.

Teenager: Um, let me see ... the first picture ... Well, it's a beach. Yes, I like beach holidays. They're my favourite. That's because I love swimming and being in the sea. For me, that's the best way to relax. I prefer warm weather, so that's another reason why I love beach holidays.

The second place is a city. I think you can do a lot of different things there. Maybe you can go shopping and visit some tourist attractions or museums. Some people like that, but I think cities are noisy. In my opinion, you can't really relax there. That's why I don't like to go to cities for my holidays.

Exam success Units 1–2, p152

2 ES1

Teacher: Next Wednesday we have the school trip and I want to give you some information about what you need to bring. We are going to visit the Scottish Parliament, in Edinburgh. You can see lots of different rooms and some important paintings there. It's interesting to see how people work there, too. I want you to find the room that you like best and take notes about this and other things you are interested in. We can discuss it in our next class. We are leaving at 9.30, so can you all be at the main school entrance at 9.15 on Monday morning? Please remember to bring your travel pass as we are going on the bus. The teacher going on the trip is Mr Wilson – that's W–I–L–S–O–N – so please give his name to your parents and also give your money to him by Thursday, please.

Exam success Units 3–4, p153

3 ES2

Ruby: Hi Marco, what are you up to this weekend?

Marco: Hi Ruby. I'm going to the sports centre. My mum says she doesn't want me to spend more time at home playing computer games. I really don't want to go!

Ruby: Why not? I think sport is fun.

Marco: Yeah. But I need to go on the bus. Then at the centre I get hot and tired. I prefer sitting at home and just chatting online.

Ruby: But that's so boring.

Marco: But it's easy. You don't have to make plans to meet or think about whose house to go to. I really enjoy it. I can chat to people from other countries, so it's really interesting.

Ruby: OK.

Marco: And my favourite game is Catch, I love it! It's almost like a sport because you play matches. But it's really difficult. I need to spend more time on it.

Ruby: Hm ... I prefer listening to music. Zak plays the guitar. Why don't you come with us to the café now? Then you can go to the sports centre later?

Marco: OK, that's a good idea.

Exam success Units 5–6, p88

2 ES3

1

Boy: Hey, Emma. I like your idea to exchange games and cables and things.

Emma: Yes. Not sure where to put the advert. I don't think everyone has got a phone.

Boy: Hm. What about the school website?

Emma: I think I'll put it on our notice board in class. The website could take ages 'cos I need to ask the teachers.

2

Girl: I'd really like to buy that new game. It could help me in maths.

Boy: Me too! How much is it? It looks expensive.

Girl: Well, usually it's £6.70. But there's a special price for students of £5.30.

Boy: Oh, I've only got £4.80 – so next week maybe!

3

Boy: Does the supermarket close at 8.30?

Girl: I think it's at 7.30, but I'm not sure. Let me check online.

Boy: Anyway, I can't get back home till eight o'clock. I've got a meeting.

Girl: Here it is. Look. Yes, I was right. Bad luck!

Exam success Units 7–8, p155

2 ES4

Girl: Dad, I'm helping with the school sports day this year! I hope you're coming!

Dad: Sure! That's a big job! What are you doing?

Girl: I'm going to be the referee for the football matches. I'm quite good!

Dad: What about your friends?

Girl: Well, Chris timed the races last year so he wants to help plan the day this year. It's quite difficult.

Dad: Oh!

Girl: And Sally wanted to help with giving out the water bottles. But the teachers are going to do that so she's going to give out sandwiches. Everyone gets one!

Dad: Great! Is James helping? He's good at training, isn't he?

Girl: Yes, but he's decided to organise the last big competition of the day because he's hurt his leg. So Sarah's going to take over training the teams. That's new for her – but I think she's good.

Dad: And what about Joe?

Girl: Ah, the teachers asked him to give out the prizes, so he'll be very happy with that! It's an important part.

Dad: Great. I'm looking forward to it!

Exam success Units 9–10, p140

1 ES5

1

Teacher: Next week we're going to an animal shelter zoo. I know many of you want to take photographs, but the animals don't like this. Please be careful and when you are going round try to be quiet. And remember, don't bring your packed lunch into the shelter please!

2

Boy: Are you packing? I don't know what to take!

Girl: Well, you need your swimming trunks and sunglasses.

Boy: Yes, I've got those. I don't think we need an umbrella, do we?

Girl: It might rain, but I hope not! Mum's got a guidebook and the sunscreen.

3

Woman: OK, we've got all the tickets. I think we can get a taxi to the airport.

Girl: Oh, I wanted to go on the train.

Woman: Yes, but the flight only takes an hour. It's much better because we get more time there.

Girl: But it's not good for the environment and I like looking out the train window!

4

Girl: I'm glad we're doing this animal project together. There's quite a lot to do!

Boy: Yes. Do we choose our animal? I like kangaroos.

Girl: Yes, but it's better to do something from Africa I think, like the rhino?

Boy: Well, let's choose an elephant then if we have to do that. They're lovely!

Girl: OK.

5

Teacher: Eric, why were you so late for class today?

Eric: I'm sorry, Miss. But it's raining very hard so the bus was late.

Teacher: But it rained earlier this morning not at school time.

Eric: Oh, I didn't get up on time then dad brought me in the car. I'm sorry!

CLASS VIDEO SCRIPT

UNIT 1

Great Learners, Great Thinkers, p16
2 and **3** VIDEO

Narrator: Danny Dyer is a British actor. He was born in London and still lives there today. He's very famous.
Danny has children, but he doesn't know anything about his ancestors.
He wants to tell his children about their family history. So, he decides to find out more.
First, he goes to a library in London. He finds lots of information.
He learns about his great-great-grandmother. She was poor and she had a hard life.
A hundred years ago all of Danny's family were poor. This makes Danny feel sad.
But what about further back in history?
Danny sees a family history expert. She shows Danny his family tree. It's a map of all of his relatives.
She tells Danny that four hundred years ago, some of his relatives were rich and powerful.
Danny's family lived in this stately home. Lord Tollemache lives here now.
Lord Tollemache: Hello Danny.
Danny: Hello young man!
Lord Tollemache: Very nice to meet you.
Danny: Absolute pleasure, yeah, pleasure.
Lord Tollemache: Welcome to Hellmingham.
Narrator: He's Danny's distant cousin.
Danny learns more about his ancestors and their lives.
He has one more visit to make in London. He meets an expert on the history of the Royal family.
Peter: Hi, Danny.
Danny: Hi, Peter. Alright?
Peter: Nice to meet you.
Narrator: There's some exciting news! Danny's 22 times great-grandfather was King Edward III! Danny is amazed! His relative was the King of England! But will this change his life? For now, Danny says no.

UNIT 2

Great Learners, Great Thinkers, p28
2 and **3** VIDEO

Narrator: Meet Sophie.
Sophie: Hey everyone, my name is Sophie. I am originally from Germany ...
Narrator: For six months, she went to high school in Japan.
Sophie: The very first thing that I loved about my Japanese high school is also the very first thing I got to do every morning, which was going to my school.
I just loved riding my bicycle to school every single day.
Number two of the things that I loved in my Japanese high school was that you weren't actually allowed to wear shoes inside of the building. So that doesn't only go for houses in Japan, it also goes for a lot of public buildings like schools!
So basically, when you enter a Japanese high school, or probably any school, there is a place where everyone takes off their shoes. And everyone has their own shoe box, which is called Kutsubako.
Narrator: Sophie was in the first year of high school. But what does that mean?
Sophie: In Japan, there is six years of primary school, or elementary school, whatever you want to call it. Then there's three years of middle school, and there's three years of high school.
Narrator: So Sophie was in the first year class, but was two years older than her classmates.
This is because Japanese is very, very different from German!
Sophie: The third thing I really loved about my Japanese high school, and it kinda goes hand-in-hand with the shoes thing, was my school uniform.
I was super excited to wear a school uniform because we don't have them in Germany.
Sophie: Number four. The bentōs.
I don't really think I have to explain that because food is the best, right? And Japanese homemade food, it's the absolute best.
Narrator: She hated cleaning though. In Japanese schools, the students clean their classrooms.
Sophie: That's it, that's the end of this video. I'm serious! This, this is the end. Just, go! Go!

UNIT 3

Great Learners, Great Thinkers, p42
2 and **3** VIDEO

Narrator: This is Zion. Zion loves skateboarding.
Zion: I love skateboarding because it's the best thing in the world.
Narrator: He is only eight years old, but he is a very good skater. When he was three years old, he started going to skate parks.
So why did he start skating at such a young age? When he was little, he wanted a longboard, like his sisters and cousins. Longboards are skateboards that are big and long.
Zion: Well, my sisters had longboards and my cousins had longboards, so I asked my dad to get me a board.
Narrator: Now, Zion doesn't stop skating.
Zion: I skate all day, every day, wherever I go.
Narrator: He often wins skateboarding competitions.
Zion: This year I've won, like, four competitions in a row.
Narrator: Zion has a little brother, called Jax. And Jax loves skateboards, too.
Zion's Father: How old are you? Say 'hi' to the camera. Say 'hi'.
Jax: Hi.
Zion's Father: You said 'hi'? Say hi. Say your name. Say 'my name is Jax'.
Narrator: Jax wants to be the same as his big brother. He spends a lot of time skating with Zion.
Zion: Jax is really crazy, he likes to do anything that I do, or Jagger does.

Narrator: He is only two years old, but he's learning, fast. One day soon, Jax will skate with adults, the same as Zion. But for now, Zion is the best eight-year-old skateboarder around.
Zion: These are all the grips I get, I have this one and this one, and this is my favourite grip in the whole entire world.
Narrator: Zion and Jax's father says he will do anything to help his children with their hobby.
Zion's Father: If that's what it takes to make him achieve what he wants, I'm gonna do it, as long as I'm here, I'm gonna do it.
Narrator: The family is very happy that Zion loves skateboarding so much. But does he ever get tired of it?
Interviewer: Do you ever get tired of skateboarding?
Zion: No ... Well, yeah – no, no. Not at all.

UNIT 4

Great Learners, Great Thinkers, p54

2 and **3** VIDEO

Theo: Hi everybody. I'm Theo, and this is Bee. We make videos about things we like. And we love small houses so today we're filming one.
Bee: Hi, my name's Bee, and today I'm gonna show you 'round the beautiful Jack Sparrow house in Cornwall. Let's have a look around.
Theo: This is Bee's favourite small house. So, come inside with us and you'll see why!
Bee: Welcome to the inside of Jack Sparrow House.
Theo: Through this strange door, there is a kitchen on the right. It isn't very big, but there is space for everything.
Bee: It's really open, and lovely, and it just looks really natural.
Theo: There are loads of shelves on the wall for food and other kitchen stuff.
Bee: There's a sink here which is for the bathroom and the kitchen.
Theo: And above the sink, there are some more shelves, with all these little bits and bobs.
Bee: Opposite the kitchen is a really massive sofa to relax on.
Theo: I don't think it's massive, but it's big enough for two. There's also a table to eat meals or to work on your laptop.
Bee: Behind the sofa area there's actually a little secluded bathroom.
Theo: And the last room is upstairs.
Bee: By far my favourite part of the house has got to be the bedroom. It's just so peaceful and relaxing up here. There's a big window behind me that lets you look out onto the sea and brings in a beautiful breeze.
Theo: Bee loved the bedroom, but my favourite part is definitely the garden. Just look at it, it's amazing. There are all kinds of plants and trees, and that's the sea over there!
And that's it for today's tour guys, I hope you liked the little house. We thought it was great!

UNIT 5

Great Learners, Great Thinkers, p68

2 and **3** VIDEO

Narrator: Today, we are connected all of the time. On our computers, our phones ... Technology is always with us.
This group of friends say they love checking their social media. They can't imagine life without it. But is it possible to live without social media?
Let's find out! They delete their apps slowly from their phones, one by one. They're quite nervous about it! They don't like disconnecting from the online world.
But how dangerous is the Internet? Is social media the only problem? What about gaming?
Let's look at the brain.
Something happens to the brain with social media and with gaming. Your brain likes it! And it wants more.
When this happens, some people can't stop. And this can cause other problems – like not playing with friends or not going outside.
They don't want to be around other people – they just want to play video games – all of the time. They love gaming because their brains like the feeling.
There's a special chemical in the brain, and when this chemical appears, the brain wants more and more of it.
The same thing happens with social media. We love getting 'likes', and sharing and retweeting ... so we keep doing it and sometimes we can't stop. Our brain wants more of the good feeling we get with a 'like'. It becomes a need.
And this need can affect our sleep. But, are social media and gaming really bad for you? Or is it just something people do now?
Maybe this is just the new way we process information and learn about the world.
But is it good to turn your devices off sometimes, like these friends? They can live without social media!
Try to turn off. Talk to your friends. Go outside. Your brain can use the break, and you can find other things to make you happy.

UNIT 6

Great Learners, Great Thinkers, p80

2 and **3** VIDEO

Narrator: Take a walk down Cowley Road, in Oxford. It's the main shopping street in the area. If you're lucky, you'll see Chloe. She's easy to spot, right?
Chloe: Hi, my name's Chloe and I'm an upcycler.
Narrator: That's right, she isn't shopping for clothes, she's looking for ideas. Chloe uses old clothes and accessories to make new ones.
She has her own clothes label: Prehistoric Love.
Why do people like her stuff? It's different, it's full of colour, and it's all about responsible fashion.
Here, Chloe is wearing a pair of jeans and a blouse she made.
She also makes skirts and T-shirts. And, she does more than sell her own clothes.

Chloe: Of course I want people to buy the things that I make, but I also want to show them how fun and easy it can be to make them themselves.
Narrator: Is it as easy as she says it is? Let's find out from Chloe herself. Today she's showing us how she does it in three simple steps.
Number one: find some great old materials to work with.
And remember, sometimes you need to use your imagination. The real treasures often look like rubbish until you pick them up!
Number two: Think of something you can do with them.
Chloe is thinking hats.
Number three: start making it!
Now, Chloe's hat is perfect for a summer concert, isn't it? Have a look around you. In your home, in your neighbourhood, you probably have everything you need to be an upcycler, just like Chloe!

UNIT 7

Great Learners, Great Thinkers, p94

2b and 3 VIDEO

Narrator: Richard Parks is an extreme athlete.
He travels all over the world for sports competitions.
Richard is ready for the most difficult bike race in the world.
He flies to Kathmandu, the capital city of Nepal.
This race is in the Himalayas, the highest mountains in the world.
The race is more than 400 kilometres long and takes ten days.
Speaker: Be safe and best of luck for everybody!
So, 3, 2, 1, go!
Narrator: The race starts.
There are many dangers for the cyclists.
The temperature is 35°C. It's very hot, Richard is exhausted.
Richard: I'm cramping ...
Awesome work.
Cyclist 1: Well done, dude.
Richard: Alright guys! Awesome!
Cyclist 2: Well done.
Narrator: Now, they're higher than before and there are new dangers. There's lots of snow at 4,500 metres ... and the temperature is freezing at -10°C.
Richard: Today was a tough day.
Narrator: This is the highest point in the race.
It's 5,500 metres high.
Richard: I can say that's a first for me, climbing 5,500 metres.
Narrator: Going down looks easier ... but sometimes it's more dangerous than going up.
The race is almost over when a truck hits another rider.
But, it isn't as bad as it looks.
After the accident, the riders want to finish the race together. They're all winners.

UNIT 8

Great Learners, Great Thinkers, p106

2 and 3 VIDEO

Narrator: Meet Pepper. It, not 'he' or 'she', works at a marketing company in London. Pepper has got a person's job. But Pepper is a robot.
Before, people had all kinds of jobs. But now, we can go on public transport, buy our lunch, or get on a plane and never talk to a person.
So, what does that mean for people's jobs?
Some jobs are going to disappear. But which ones? Who did Pepper replace?
Jobs of the past were receptionists, shop assistants and drivers.
But we still need people for healthcare, management and sport.
So, what does that mean for students at university today?
What skills are they going to need to get a job – a job that a machine can't do ... or a cute robot like Pepper?
Students like these two girls are worried. They went to school and graduated, but they don't know about their futures or what kind of jobs they're going to have.
Students today know their maths and have got their qualifications.
But what can they actually do?
The advice from experts? Get a job, any job. Because before you leave education, you need experience.
And this experience helps you to imagine your future. You can see what it's going to look like and it gives you an idea of what you want to do.
Young people can take control of their future and make a plan.
So they can be ready for the jobs of the future ... for people, not robots!

UNIT 9

Great Learners, Great Thinkers, p120

2 and 3 VIDEO

Narrator: In the Great North Woods of North America, there are 10 million hectares of forest. Something amazing happens in autumn, when the days get shorter and the light changes ... the trees change colour.
And their leaves fall to the ground. They cover the forest floor along with good things to eat like ... acorns.
And the animals of the forest know it. This chipmunk finds an acorn and puts it carefully into its mouth ... and another ... and another ... and another! He can fit six acorns in his mouth at a time!
And off he goes, back into the forest to his underground home.
He needs to collect one hundred acorns before the winter comes.
But the chipmunk is worried.
There are other chipmunks around – and they want his acorns. And this chipmunk is a thief. An acorn thief! That beautiful acorn pile ... is getting smaller and smaller.

Meanwhile, the true owner of the acorns is still working hard to get more acorns. But when he returns ... there's almost nothing!
And this means war! The chipmunk goes back into the forest to find the thief. When he does, the fight is on! By the end, he sends him away ... forever.
Then it's back to work for this chipmunk. His time is running out.
But the promise of autumn for two more weeks gives him hope for a few more acorns.

UNIT 10

Great Learners, Great Thinkers, p132

2 and 3 VIDEO

Narrator: Tony and Thomas write about travelling ... because they travel all the time!
They're visiting Peru, and staying in a hotel that's 1,200 feet above the ground! The hotel is called The Sky Lodge.
Tony: Thomas, you ready?
Narrator: To get to their room, they need to climb!
Tony: So you're climbing up the side of a 1,200-foot cliff.
Narrator: Going up to the hotel isn't easy, but it's very exciting.
Tony: You OK? Take your time, take your time.
Narrator: They're at their hotel room now! And they're very happy to be there. The room has glass walls. It's small, but there are two beds ... and even a toilet! At night, they have their dinner on their beds. But the best part is looking outside. In the dark night, Tony and Thomas can see the lights below. It's so beautiful they don't want to sleep!
Tony: I don't wanna fall asleep! This is like the most amazing hotel stay of my life and ... I don't want to sleep!
Narrator: But they're too tired to stay awake. In the morning, they wake up to a beautiful day. They go to a different room ... and they have breakfast outside. A waiter gives them eggs, orange juice, tea and coffee. After eating a good breakfast, it's time to go. They leave by taking a zipline.
Tony: You do five ziplines down the side of the mountain.
Narrator: It's a fun way to start the day, and a great ending to their stay at the hotel.
Thomas: This is so cool and scary and amazing ...
Narrator: For those who like mountains and a good view, The Sky Lodge is the place to be!

Macmillan Education Limited
4 Crinan Street
London N1 9XW

Companies and representatives throughout the world

Gateway to the World A1+ Teacher's Book
ISBN 978-1-380-04235-4
Gateway to the World A1+ Teacher's Book with Teacher's App ISBN 978-1-380-04232-3

Text, design and illustration © Macmillan Education Limited 2021
Written by Tim Foster

The author has asserted their right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

This edition published 2021
First edition entitled "Gateway" published 2011 by Macmillan Education Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by EMC Design Ltd
Page make-up by SPi Global
Cover design by Designers Educational
Picture research by EMC Design Ltd

The author and publishers would like to thank the following for permission to reproduce their photographs:
Alamy/Dimitar Gorgev p3 (classroom), Alamy/ Anton Ivanov p10 (4); **Getty Images** © Marco Bottigelli p10 (10), Getty Images/d3sign p3 (br), p4 (tr), Getty Images/ damircudic p10 (3), Getty Images/ Dennis Fischer Photography p10 (7), Getty Images/Mike Harrrington p6 (bl), Getty Images/ hudiemm p5 (tablet), Getty Images/ imaginima p10 (5), Getty Images/ izusek p10 (2), Getty Images/ KTSDESIGN/SCIENCE PHOTO LIBRARY p10 (1), Getty Images/mgkaya p4-5 (laptop), Getty Images/monkeybusinessimages p6 (tl), Getty Images/ pawel.gaul p10 (6), Getty Images/ Pawel Toczynski p10 (9), Getty Images/Wavebreakmedia p3 (classroom screen inset); **Macmillan Education Limited**/p4 (Gateway to the World A1+ SB cover), Education Limited/p4 (Gateway to the World A1+ WB cover), Education Limited/p4 (The Prince and the Pauper Reader cover), **Shutterstock**/ TRMK p10 (8)

Commissioned photograph by Pepe Sánchez Moreno p8

Video footage and stills supplied by: Red Hill Media Ltd. p3 (cl); Digeo Productions Ltd. p3 (bl-Grammar Gurus); Fortemus Films Ltd. p3 (tr), (cr)

Additional sources:
data on p73: Vivian Hendriksz, 'reGAIN: The UK's first app for recycling unwanted clothing launches' (17th April, 2018), https://fashionunited.uk/news/fashion/regain-the-uk-s-first-app-for-recycling-unwanted-clothing-launches/2018041729156
data on p134: Josh Duboff, 'Grace VanderWaal Is Growing Up—But Not Too Quickly' (23rd May, 2019), *Vanity Fair*, https://www.vanityfair.com/
data on p137: Gaming the system, *Children's Commissioner* (2019)

Amazon is a trademark of Amazon which does not sponsor, authorise or endorse this publication.
Facebook is a trademark of Facebook Inc. which does not sponsor, authorise or endorse this publication.
The FIFA Women's World Cup is a trademark of FIFA which does not sponsor, authorise or endorse this publication.
Instagram is a trademark of Facebook Inc. which does not sponsor, authorise or endorse this publication.
Kahoot! and the K! logo are trademarks of Kahoot! AS.
McDonald's is a trademark of McDonald's which does not sponsor, authorise or endorse this publication.
Motorola is trademark of Motorola Trademark Holdings, LLC which does not sponsor, authorise or endorse this publication.
Nintendo Switch is a trademark of Nintendo which does not sponsor, authorise or endorse this publication.
The Nobel Prize is a trademark of the Nobel Foundation which does not sponsor, authorise or endorse this publication.
The Olympic Games are a trademark of The International Olympic Committee which does not sponsor, authorise or endorse this publication.
Playstation is a trademark of Sony Interactive Entertainment Europe Limited which does not sponsor, authorise or endorse this publication.
Porsche is a trademark of Dr. Ing. h.c.F. Porsche AG which does not sponsor, authorise or endorse this publication.

SeaWorld is a trademark of SeaWorld Parks & Entertainment which does not sponsor, authorise or endorse this publication.

Windows is a trademark of Microsoft which does not sponsor, authorise or endorse this publication.

XBox is a trademark of Microsoft which does not sponsor, authorise or endorse this publication.

YouTube is a trademark of Google which does not sponsor, authorise or endorse this publication.

Full acknowledgements for illustrations and photographs in the facsimile pages can be found in the Student's Book ISBN 978-1-380-04233-0 and in the Workbook ISBN 978-1-380-04234-7.

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in Spain

2025 2024 2023 2022 2021
10 9 8 7 6 5 4 3 2 1

gateway to the world

Your trusted guide to success

Ensures success with a tried and tested methodology and brand new content

First-hand classroom experience from author David Spencer has shaped the successful 'Gateway formula', one that has prepared millions of students around the globe to succeed in school-leaving and international exams, further study and the world of work.

Provides teenagers with language tools for life beyond the classroom

The *Great Learners, Great Thinkers* section, with its focus on Social and Emotional Learning, allows students to develop the emotional intelligence and critical thinking skills they will need for life.

Motivates students with exposure to real-world English

Throughout the course, from the Reading and Listening texts to the *Virtual Classroom Exchange*, students are immersed in real-world content, making every exercise meaningful and engaging for teenagers.

FOR THE STUDENT:

- **Student's Book**
- **Digital Student's Book**
- **Student's App**
  - On-the-Go Practice
  - Student's Resource Centre
  - Macmillan Reader
- **Workbook**
- **Digital Workbook**

FOR THE TEACHER:

- **Teacher's Book**
- **Teacher's eBook**
- **Teacher's App**
  - Classroom Presentation Kit
  - Teacher's Resource Centre
  - Progress Tracker
  - Test Generator
- **Kahoot!**

Student

The Student's App with gamified activities motivates learners to spend more time practising English to maximise opportunities for better learning outcomes.

Teacher

The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating lessons. All useful files and documents are available at the click of a button.

macmillanenglish.com/gateway-to-the-world

COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2

ISBN 978-1-38-004232-3

Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.

Kahoot! and the K! logo are trademarks of Kahoot! AS