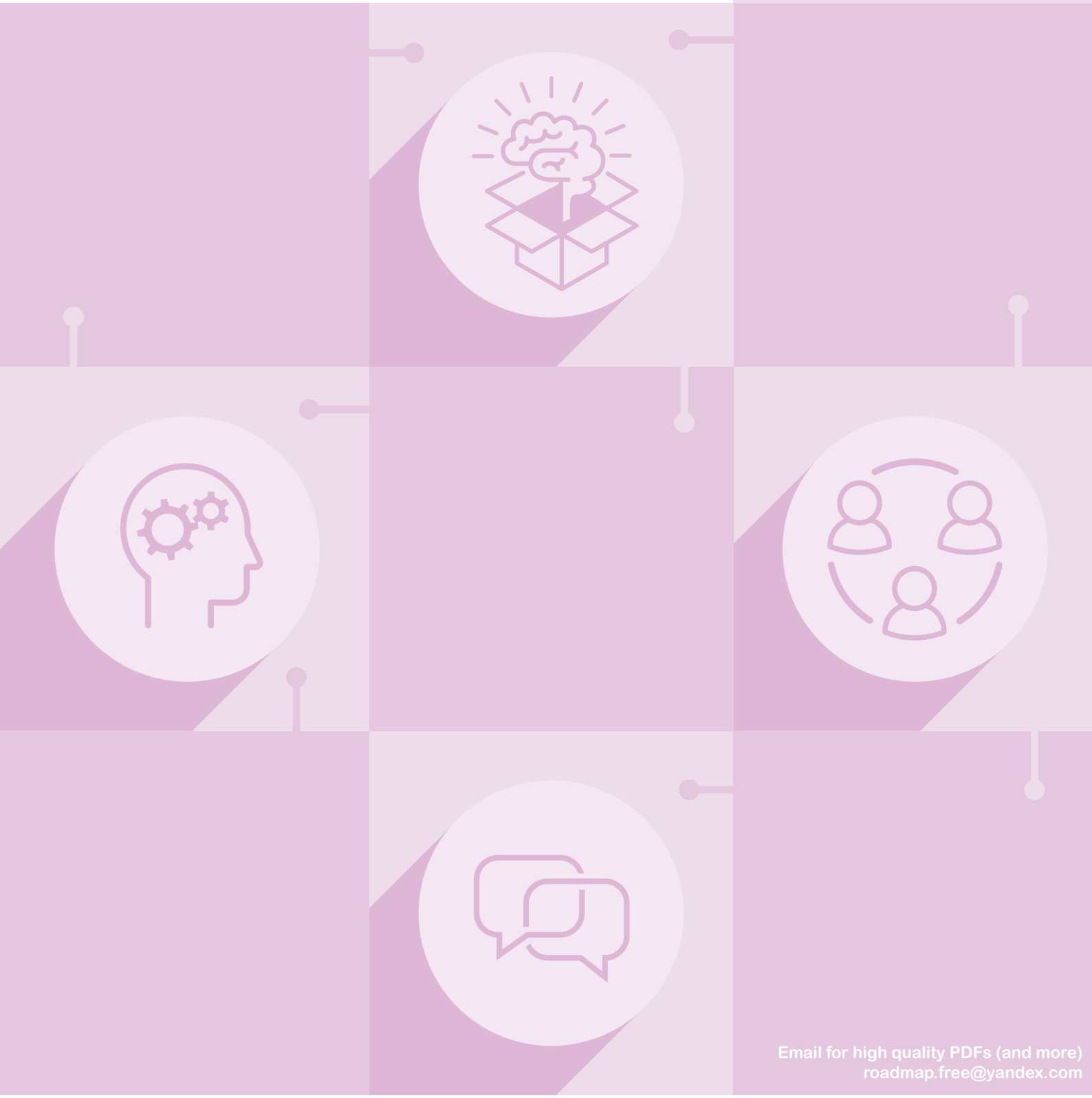
Get INVOLVED!

A2+

Teacher's Book

with Teacher's App



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roadmap.free@yandex.com

Janet Weller

RMF ENGLISH

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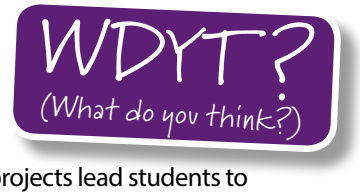
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Welcome to *Get Involved!*

The world today is constantly changing. How can you, as teachers, ensure that your students are ready to face the future – a future in which most of them will work in jobs that don't even exist yet? A teacher can empower students with the skills they need to succeed and thrive in that world. *Get Involved!* will support you with this task as it gives teenagers the tools to build skills for the real world of the future.



Super skills: The World Economic Forum identified four competences that can equip today's students to succeed. The skills of **collaboration**, **creativity**, **communication** and **critical thinking** provide the foundations to be able to adapt and thrive in our changing world. In addition to the 4Cs, **social and emotional competences** are essential to students' development. Our carefully crafted methodology allows students to develop these super skills while learning English.



Collaborative projects: Each unit opens with a ***What do you think?*** question encouraging students to reflect on the topic. The end-of-unit projects lead students to create a collaborative response to the question, putting into practice the knowledge and language gained in the unit. A unique approach to projects, including the **Graphic organiser** summary, makes project work easy to do in class and encourages all students to get involved in large classes. **Super skills** are developed step by step with each project, and learner autonomy is encouraged as students analyse and reflect on their work through **self-evaluation** steps.

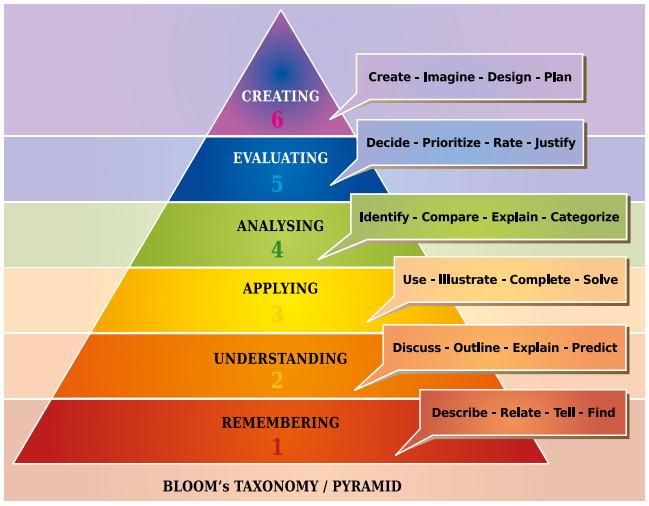
Inclusive classroom: Every-ability features support different learner types and encourage all students to succeed. A variety of approaches support differentiated learning. **Workbook activities** have been carefully graded with star ratings to reinforce and stretch students' learning, and the **Teacher's Resource Centre** offers graded tests and worksheets to complement the syllabus.



Whole-class engagement is integral to each lesson. **Brain teaser** puzzles based on target grammar, with a focus on visual clues, mental arithmetic and logic, allow students to show their talents in the classroom. **Peer review** in productive skills can be used to pair stronger and weaker students to encourage individual and collaborative development.

This Teacher's Book offers you further ideas for mixed-ability classes, through reinforcement and challenge features as well as extra activities.

Real-world competence: The real-world competence-based approach to learning uses **factual content**, peer review and self-reflection as well as scaffolded language skills to engage teens. Reading texts focus on real-world people, places and events, and have been carefully selected to engage students in the topic, while critical thinking activities are structured from lower order thinking skills (remembering, understanding, applying) to higher order thinking skills (creating, evaluating, analysing).



The subskill features cover a wide range of strategies to develop students' skills.

Media rich content: The course offers a wide variety of high-quality videos.

- Videos ranging from vlogs and tutorials to original documentary clips present the topic and target language in an engaging format designed to pique teens' interest. **Video skills** activities develop students' video literacy and viewing skills, helping them to analyse video content and understand the purpose of the video.
- Situational dialogue videos feature teens using functional language in real-life scenarios, and presenting key language in context with the aim of helping students with their own speaking.



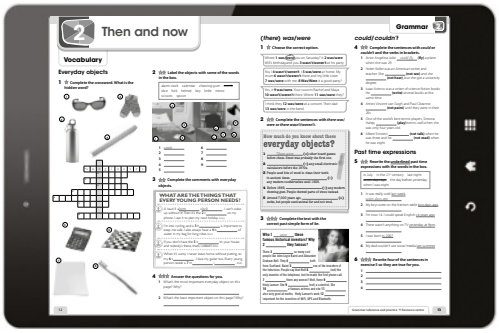
- Project videos model project outcomes in a variety of contexts to frame students' own responses.

How *Get Involved!* can support your teaching

Get Involved! is a highly flexible course designed to support you in a variety of teaching and learning scenarios – in the classroom, on the go and in remote learning environments. A full digital offer is available through **The Macmillan Education Teacher App** where you can find all your lesson and class management resources in one place, including:

Classroom Presentation Kit





A digital Student's Book and Workbook with fully interactive activities. Audio and video are embedded and the answer key for each activity is accessible at the touch of a button.

Homework Manager

Assign homework and set helpful reminder notifications for students using the Student's App to complete the tasks in time for the next class.

Progress Tracker

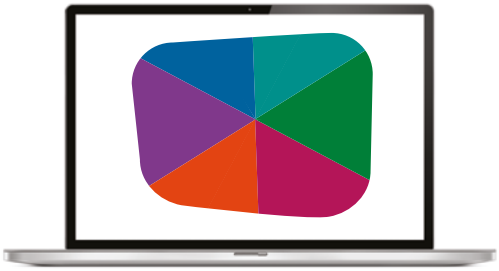
Monitor students' progress and development.

Test Generator



Create bespoke tests for students of every ability. Alternatively, download our pre-prepared two-level tests in PDF or Word and customise to your own needs.

Teacher's Resource Centre



Access a wealth of supplementary resource material and worksheets to support your students' needs.

On-the-Go Practice



Encourage students to reinforce their vocabulary and grammar knowledge, and collect rewards through course-aligned bitesize activities all designed for mobile use.

Kahoot!

Test language and real-world knowledge, and add an exciting and fast-paced competitive element to class revision.
Go to www.macmillanenglish.com/kahoot

These activities are designed to work with a variety of vocabulary or grammar points, so you can use them in the classroom again and again. Some of them are also suggested as lesson Warmers and Extra activities in the teaching notes.

The activities can act as a quick time-filler or be extended for in-depth practice of a key point. They require minimal preparation.

Alphabet race

groupwork vocabulary

An adaptable game for encouraging students to broaden their vocabulary range.

Put students into small teams and ask them to think of a word for each letter of the alphabet for a vocabulary set you want to revise. Tell students not to get stuck on a letter and to move on if they can't think of a word. Set a four-minute time limit (or more/less depending on your class's ability and the difficulty of the set), give regular time updates, then when the time is up ask students to count their words.

The team with the most correct words wins the game. When checking answers, write some of the words on the board if students can use them in an activity later in the lesson.

Chain sentences

whole class vocabulary grammar

A creative, confidence-building game that could also be played in smaller groups.

The teacher starts by saying a sentence using target grammar or vocabulary. The teacher points to a student who has to use the last key piece of information/word/action/phrase in a new sentence using the target grammar structure(s). Then another student continues in the same way, etc.

e.g. *Teacher: I was walking home when I saw a football.*

Student 1: I was playing with the football when I saw a bike.

Student 2: I was riding the bike when I met my friend.

This activity can be adapted to become **Chain questions** where the teacher starts off with a question using target grammar or vocabulary. A student answers the question then asks another student a different question using the same target grammar/vocabulary, and so on.

Charades

whole class vocabulary

An active favourite for practising vocabulary.

Put the class into small groups. Have one student from one team come up to the board and act out (with no noise and no props) an item of vocabulary or a phrase for his/her team to guess. They have 20 seconds to guess it. A correct guess gets a point for their team. If they fail, the other teams can try to steal the point.

Then a member of the next team comes up and does the same thing.

Optional: You can offer the chance to double their points if the student guessing can also spell the word correctly on the board.

Dictogloss

pair/groupwork listening

A listening and transcription task that utilises a video or audio clip the students are already studying.

Play a short section of a video or listening text again (perhaps 30–40 seconds) for students to write down key words and short phrases. In pairs or small groups, students race to reconstruct the dialogue from memory using all of their notes. Play the video/audio again, if necessary. The pair/group who comes up with a text that is the most similar to the original wins.

To increase the level of challenge, use a completely new clip.

First to five

pair/groupwork vocabulary grammar

A racing game to practise vocabulary or grammar structures.

Read out a category related to the vocabulary set or grammar structure you want to practise. Pairs or small groups race to think of five words for each category. The first ones to complete the task shout out 'First to five'. Check their answers. If the words are correct, they win a point. Then give the class a new category and repeat. The pair or group with the most points wins the game.

In larger classes, assign five points to those who complete first, four points to second place, etc. and one point to everyone who completes their list. Use peer checking if necessary.

Hot seat

whole class vocabulary

A team racing game that can get a little noisy!

Divide the class into two teams. Ask a volunteer from the first team to sit in a chair with his/her back to the board, facing the class. Write a word from the unit on the board so that the volunteer can't see the word. His/her team gives clues for him/her to guess the word in a minute using synonyms, antonyms and definitions, etc. A correct guess gets a point for their team. Swap teams and repeat with a new word, changing the volunteer every time. The team with the most points wins the game.

In my opinion

groupwork speaking

A debate task that encourages students to be able to present both sides of an argument.

Set up the activity in groups of three for students to ask opinion questions on topics relevant to the unit you are working on. The first student asks an opinion question and the other two students must respond. One must give a positive response and the other a negative, irrespective of their own opinion. If you have a particular speaking subskill you'd like them to practise, point this out to them. Remind students to give reasons for their opinions to encourage them to debate each topic.

Memory game whole class vocabulary grammar

A game to practise vocabulary or grammar as a class.

The first player begins by saying a sentence containing target vocabulary or grammar, e.g. *I went shopping and I bought a banana and some cereal.* They point to the next person who has to repeat the beginning and add a new item: *I went shopping and I bought a banana, some cereal and some cheese.*

Students can make new sentences if they wish, but they must say the original one first.

Students continue until someone makes a mistake or can't remember, then they pass their turn to another student, who can start a new sequence if they wish.

No points, please! pair/groupwork vocabulary

A game to widen vocabulary.

The aim of the game is to score as *few* points as possible. In pairs or small groups, students brainstorm five vocabulary items connected to a topic (e.g. personal qualities). Write down five vocabulary items on the topic yourself. When everyone has finished, read out your words to the class. Students score two points for every word that other groups have come up with and zero points for any unique words – one that nobody else comes up with. Check understanding of any more difficult or unusual vocabulary. Encourage students to record words that are new to them or they had forgotten.

You could also do this with grammar terms, e.g. irregular verbs, or with speaking phrases, e.g. the Key phrases of two or three units.

Snowman whole class vocabulary

A board game to review vocabulary or introduce a new topic.

Draw a snowman on the board (two or three snowballs, two eyes, a nose, a mouth, two stick arms, three buttons, and a hat). Choose a key word you want students to focus on. Draw dashes on the board to represent the letters. Ask students to suggest letters of the alphabet to guess the secret word. If they guess a letter in the word, write it in any spaces where this letter occurs. If they guess a letter that doesn't exist in the secret word, the snowman begins to melt – first his buttons fall off (all at once, otherwise it gets too long), then his mouth, then his nose and his eyes, etc. until he has completely melted and disappeared.

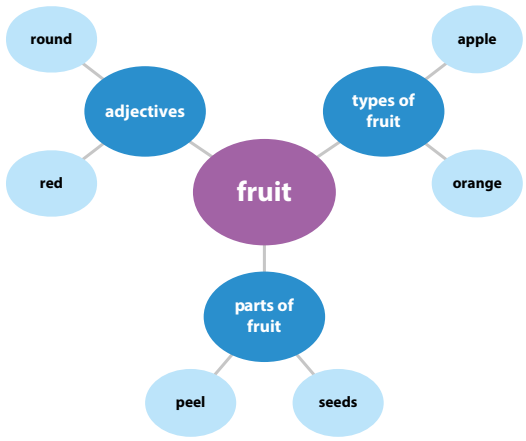
You can also ask students to guess a phrase, e.g. _ / _ _ _ _ / _ _ _ _ _ _ _! "I love Snowman!"

Spidergram whole class vocabulary

Spidergrams (also known as mind maps) can help students discuss and record vocabulary in a visual way, to aid memorisation. This activity encourages students to utilise them in their own vocabulary recording.

Write a word or phrase in a circle in the centre of the board, e.g. *fruit*. Then draw a few main topic lines radiating in all directions from the centre, and elicit words related to the topic. Write these words at the end of each 'branch'. You can extend the exercise by eliciting other related vocabulary. See the spidergram below for examples. Colour, symbols and images all help to show the organisation of the subject, and they aid memorisation. Have students copy the spidergram onto a full page of their notebook, and they can add to it as they learn new vocabulary.

Once students are familiar with how spidergrams work, they can be tasked with creating their own in their notebooks.



Spidergram sentences pairwork vocabulary

An activity to encourage students to use spidergrams as jumping off points for effective further language practice.

Draw a simple spidergram on the board with a key word in the middle and perhaps five associated words on a branch each.

Challenge students, in pairs, to think of a sentence using each of the words, on the subject of the word in the middle. It can be a defining sentence or just a model sentence.

Give them a time limit (perhaps 30 seconds per sentence you want them to produce).

When checking answers, decide if you want to correct grammar or overlook it at this stage – often this is a vocabulary activation task so grammar is not the focus.

Spot the mistake whole class grammar

A simple but effective way to check what students do and don't know about a grammar point.

Put students into teams of four or five. Write a sentence on the board using key grammar. Students confer in their teams and quickly decide if the sentence is grammatically correct or incorrect. If the sentence is incorrect, students must come up with the correct sentence. The first team to tell you the right answer wins a point. Repeat with further sentences. The team with the most points at the end wins.

This can also be played with factual mistakes rather than grammatical ones, or with spelling mistakes, collocation errors, etc.

Get INVOLVED!

Collaborative projects

Collaborate with your classmates to develop your problem-solving skills in the WDYT? projects. Become an expert on a topic and get involved with others in your class.



WDYT?
(What do you think?)

Real-world content

Learn about culture while you learn English. *Get Involved!* is full of real-world content, so go online and learn more about the people, events and places in the book.





Super skills

Get Involved! helps develop your critical thinking, collaboration, creativity and communication skills, which are essential for life in the 21st century.



COLLABORATION

CRITICAL THINKING

COMMUNICATION

CREATIVITY

Building skills for the real world

Social and emotional learning

Get Involved! helps you develop strategies to deal with social situations and gives you the vocabulary you need to discuss emotions that you or others experience.

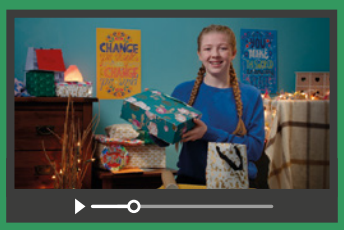
Five reasons why stepping out of your comfort zone is good for you

A **You'll be more successful**: A lot of famous and successful people go out of their comfort zone.



Media-rich content

Get Involved! videos help you with critical thinking, communication and project presentations and improve your video literacy skills.
Access On-the-Go Practice on your phone through the Macmillan Student's App and improve your English with gamified content.



Inclusive classroom

Show your strengths and talents by putting your investigative skills and logic to the test with *Get Involved!* Brain teasers.
Learn at your own pace with graded Workbook activities and The longer read.



BRAIN TEASER

Annie, Hugo, Ari and Maya live in New York. They have each visited one city – Tokyo, London, Los Angeles or Paris. Read the clues.

Annie hasn't been to Japan.
Hugo has travelled to Europe.
Ari has never visited a different country.
Annie has seen the Eiffel Tower.
Maya has tried sushi where it's a typical dish.

Which cities have they each visited?

2 ☆ **Write each caption under the correct picture in exercise 1.**

a After a hard day at work, they ate well!
b Blackbeard was frightening and terrorised the seas!
c Divers find the first treasure!

3 ☆☆ 3 **Read and listen to the article. Match the pictures and their captions with the correct paragraph.**

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
STARTER **What do you know?** Page 6	**Vocabulary:** introducing yourself, your likes and dislikes, personal information, countries and languages		
1 **Stories** WDYT? What makes a good story? Page 12	TV, films and games Phrases with prepositions: likes and dislikes A visit to the film studio	Present simple Adverbs and expressions of frequency Present simple and present continuous	**A blog post** *Screen time? Screen-tastic!* **Subskill:** Making and checking predictions
2 **Then and now** WDYT? What can we learn from history? Page 24	Everyday objects Life events Living in 1927	*(there) was/were* *could* Past time expressions Past simple *used to*	**A history magazine** *How the Aztecs changed the world* **Subskill:** Using visuals to understand ideas
3 **Goals** WDYT? What is your idea of success? Page 36	Success and achievements Word families: verbs and nouns Making a goal diary	Past continuous Past simple and past continuous *when* and *while*	**An online article** *How it all started: the story of three brands* **Subskill:** Finding answers in a text
4 **Spend!** WDYT? How can teenagers learn about money? Page 48	Money Adverbs What can you buy for €1?	Quantifiers: *a lot of (lots of), some, any, not much/many, too much/many, (not) enough* Comparative and superlative adjectives *(not) as* + adjective + *as*	**A magazine article** *Money for your old things* **Subskill:** Scanning
5 **A better place** WDYT? How can we improve our environment? Page 60	Rooms and furniture Your environment The nomadic life	*will* for predictions *might* First and zero conditional	**A newspaper report** *Print your own home* **Subskill:** Reading quickly
6 **Experience** WDYT? Why might it be a good idea to try new things? Page 72	Collocations: experiences Music What have you done?	Present perfect: affirmative and negative Present perfect: questions *ever* and *never*	**A profile** *Meet Jenk, the founder of iCoolKid* **Subskill:** Answering questions in your own words
7 **My stuff** WDYT? How important are personal possessions? Page 84	Describing things Adjective suffixes Birthday unboxing	Present perfect with *for* and *since* Present perfect and past simple Time expressions	**A feature article** *A new way to collect* **Subskill:** Understanding unfamiliar words
8 **Responsibility** WDYT? What responsibilities do teenagers have? Page 96	Jobs around the home *-ed* and *-ing* adjectives Responsibilities	*have to* *will* and *going to*	**An online news story** *Do girls have to do more jobs at home?* **Subskill:** Identifying text type
9 **Look what you know!** Page 108	**Vocabulary** and **Grammar** review		**Reading:** review of subskills
	Pronunciation p116	Project planner p118	

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: possessive adjectives, likes and dislikes, *Wh-* questions, question words, *there is/are*, object pronouns				
A live report from a public library **Subskill:** Answering true/false questions	Expressing preferences	**A review** **Subskill:** *also, too* and *as well*	/s/ /z/ /ɪz/	Make a storyboard for a film or a book. **Creativity** Generating ideas together
A podcast about First Nations people of Canada **Subskill:** Identifying key words in questions	Asking for clarification	**An email to an e-pal** **Subskill:** *because* and *because of*	/ʊ/ and /uː/	Create a fold-out poster about life 25 years ago where you live. **Communication** Taking turns
A presentation about the Afghan girls' robotics team **Subskill:** Writing notes	Telling a story	**A story** **Subskill:** Time expressions	Word linking	Make an infographic about a success story. **Collaboration** Taking on different roles
An interview with the founder of a skills-sharing scheme **Subskill:** Choosing between options	Giving advice	**Notes and messages** **Subskill:** *too* + adjective, *not* + adjective + *enough*	Weak forms in comparatives	Make a proposal to get money for a business idea. **Communication** Communicating effectively in a formal situation to a group
A podcast about environment campaigners **Subskill:** Answering true, false and no information questions	Making decisions	**An advertisement** **Subskill:** Giving examples	Diphthongs /eɪ/ /aɪ/ /əʊ/	Conduct a green audit of your school and make proposals for change. **Critical thinking** Solving different types of problems
A conversation about finding a present **Subskill:** Noticing differences between the question and what you hear	Talking about experience	**An e-postcard** **Subskill:** *who, where* and *which*	Consonant clusters	Make memes of things for classmates to do before they're 18. **Collaboration** Working together to achieve your goals
An interview with a teenage minimalist **Subskill:** Justifying answers	Asking about lost and found objects	**A personal email** **Subskill:** Adjective order	*for, since* and sentence stress	Prepare a 'Me Box' and make a video of yourself talking about the items in it. **Creativity** Taking the initiative
A presentation given by a teacher at an Open Day **Subskill:** Recognising feelings	Making offers and requests	**A for-and-against essay** **Subskill:** Balancing arguments	*have to* /haftə/	Make a proposal for the final lesson at the end of the school year. **Critical thinking** Thinking about other people's interests
Listening: review of subskills		**Speaking:** review of Key phrases		**Writing:** review of subskills
Phrasebook p122	Irregular verbs p126			

STARTER

What do you know?

Meet two students

Student's Book pp6–7

Warmer

Ask students to work in pairs (Student A and Student B) and find out the following about their partner:

1 their favourite school subject (*What's your favourite school subject?*)

2 something they like doing in their free time (*What do you like doing in your free time?*)

3 the languages they speak (*What languages can you speak?*)

Write example questions on the board if you think your students will need them. Allow three minutes for Student A to ask Student B, then another three minutes for them to swap roles.

At the end, nominate students to tell the class about their partner.

Vocabulary: introducing yourself, your likes and dislikes

1 • Ask students to look at the questions before they read so that they know what information to look for.

Exercise 1

1 Guatemala
2 Finn Wolfhard
3 Lucía's brother
4 No, he watches it.
5 pasta

2 • Students do the task.

***Fast* finishers**

Ask students to write another 'who' question about one of the profiles. If time allows, they can ask the class their question when everyone has finished.

▶ **Challenge** Ask students to try and answer the questions without looking back at the two profiles.

Exercise 2

1 Lucía and Harley
2 Lucía
3 Harley
4 Lucía
5 Lucía

3 • Nominate two people to read out the examples in speech bubbles.

• Check understanding of *I'd like to* (see *would like* box below) and drill pronunciation.

• After the pairwork, nominate individuals to tell the class who they would like to meet and why.

would like ABCD

• Tell students that *I'd like* is a contracted form of *I would like* and is a polite way to say *I want*. Explain that it can be followed by a verb (a *to*-infinitive) or a noun:

*I'd like **to meet** Lucía.*
*I'd like **an ice cream**.*

Write the question forms on the board as well:

• *Would you like … ?*
What/Why/When/Where would you like … ?

Further practice

• Vocabulary ➔ On-the-Go Practice
• Vocabulary worksheets (basics and standard) ➔ Teacher's Resource Centre

4 • Before students do the task, explain that *other free-time activities* are things that are not sports.

Exercise 4

School subjects: maths, Spanish, history, PE

Sports: football, swimming, going to the gym

Other free-time activities: watching films and TV series, watching football, meeting friends

Places in a town: park, gym, sports centre, restaurant, shop

5 • Allow students to work in pairs if necessary.

Exercise 5

Suggested answers:

School subjects: biology, chemistry, citizenship, design and technology, drama, English language, English literature, French, geography, German, ICT, music, physics

Sports: (play) badminton, basketball, hockey, table tennis, volleyball; (go) cycling, horse-riding, skateboarding, skiing, surfing; (do) aerobics, athletics, dance, gymnastics, martial arts/karate, yoga

Other free-time activities: play video games, collect things, draw, go to a dance class, make videos, play chess, play in a band, play in a team, practise (a musical instrument), use social media

Places in a town: bus stop, cinema, department store, library, music venue, bus/train/petrol/police/underground station, city/medical/shopping/sports/town centre

6 • Students do the task. You could set a time limit of 20 seconds for students to read and find the answer to the question.

• Follow-up questions:
What time does Harley have a shower? (at about 7:00)

What does he often do after his homework? (sport)
What time does he go to bed? (ten o'clock)

Exercise 6

Harley

7
- Give students time to read through the phrases and make sure they understand them.
- Tell students to write the phrases in order in their notebooks, then compare their list with a partner's. Check pronunciation.
- Nominate students to tell the class about their routine.

Exercise 7

Suggested answers:
wake up, get up, have a shower, get dressed, brush my hair, make my bed, have breakfast, clean my teeth, pack my bag, go to school, start school, have lunch, finish school, go home, do homework, do sports/free-time activities, have dinner, go to bed, go to sleep

Grammar: possessive adjectives and *have got*

8
- Students do the task.
- Ask students to look at the profiles of Lucía and Harley to find more examples of possessive adjectives. (Lucía: our, my x6, his; Harley: my x2)

Exercise 8

1 my **2** your **3** his **4** her **5** its **6** our **7** their

9
- Explain that the table shows the present simple forms of *have got*.
- Ask students to look at the profiles again to find more examples of *have got*. (one in each, right at the beginning)
- Elicit the question forms and write them on the board:
  Have you/we/they got … ? Has he/she/it got … ?
  What have you/we/they got? What has he/she/it got?

Exercise 9

1 've (have) **2** he **3** she **4** it **5** hasn't (has not)

have* and *have got ABCD

- Explain that *have got* is used to talk about possession:
  I have got a cat. / I've got a cat.
- It means the same as *have* on its own:
  I have a cat.
- Point out that *have* without *got* is also often used to talk about activities in expressions like *have a shower*, *have dinner*, *have fun*.

10
- Students do the task.
  - ▶ **Reinforcement** Tell students to think carefully about who or what is being referred to by each pronoun, especially for gap 9.

Exercise 10

1 my **2** her **3** 've got **4** haven't got **5** our
6 His **7** has got **8** their **9** its **10** 's got/has got

Grammar: likes and dislikes

11
- Remind students to be careful about the spelling of *-ing* forms.
  - ▶ **Reinforcement** Remind students that they will need to change any verbs to the *-ing* form.
- When you check answers, draw attention to the spelling of *getting* and elicit the rule (if the verb ends in a vowel followed by a consonant [except *-y*], the last consonant is doubled). Elicit more examples: *sitting*, *stopping*, *planning*.
- Draw attention to the spelling of *living* and elicit the rule: if the verb ends in *-e*, the *-e* is omitted. Ask for more examples: *having*, *making*, *dancing*.

Exercise 11

1 I hate getting up early.
2 She loves watching videos on YouTube.
3 We like our maths teacher.
4 They like living in the centre of the city.
5 He doesn't like pizza.

12
- Make sure students understand they must not write *I like*, *love*, etc. – just the activities, i.e. nouns or *-ing* forms.
- Have students read the instructions for exercise 13 so that they understand why they are making their list.

13
- Nominate two pairs to read out the example dialogue before students do the task.
- At the end, nominate students to guess about each other's likes and dislikes. Student A names a thing or activity and Student B guesses how they feel.

Further practice
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics and standard) ➔ Teacher's Resource Centre

Homework
Ask students to write one or two true sentences about themselves for each of the headings in the profiles (family, languages, school subjects, etc.). (Optional: Students can draw their own icons next to each item as well.)

Let's get personal!

Student's Book p8

Warmer
Draw four faces (like on p7) on the board alongside a list of activities, e.g. *watch films*, *live in the city*, *eat pizza*, *play the piano*, *play football*, *get up early*, *do homework*, *make my bed*, *study maths*, *go shopping*, *have a shower*. You could elicit activities from the students also.

Divide the class into two teams. Point to a team and point to a face on the board. A student from the team has to choose a verb phrase and produce a sentence to match the face, e.g. *I like/don't like/love/hate getting up early.*

Teams get a point for each correct sentence and an extra point if they spell the *-ing* form correctly.

Vocabulary: personal information

1
- Students scan the profile to find the right places for the headings.
- Once they have checked answers, ask students to read the profile again more slowly.

Exercise 1

1 The facts	**2** Family	**3** School
4 Favourite things	**5** Hobbies	

2 1 *See the audioscript on p130.*
- Play the audio. Tell students to listen out for mistakes only this time; they will add any missing information they hear in the next exercise.

Exercise 2

Family: We spell Deniz with a z.

Favourite food: He doesn't like vegetables.

Favourite colour: His favourite colour is blue.

3
- Tell students to make notes in their notebook of any information that is not included in the spidergram in their Student's Book.
- If possible, project the spidergram on the board and allow students to add in the information they heard.

Exercise 3

Languages: Turkish

Hobbies: He likes playing computer games.

Grammar: *Wh-* questions

4
- Tell students to form the questions with *you*.

Exercise 4

1 are you	**2** are you	**3** is your
4 can/do you	**5** Have you got	**6** do you

5
- Elicit the full forms of *What's* and *Who's* (in this context) before students do the task.

Exercise 5

1 What's your favourite subject?
2 What's your favourite food?
3 Who's your favourite actor or singer?
4 What's your favourite colour?
5 What kind of music do you like?
6 What do you do in your free time?

Extra activity

Ask students to write three more questions they could ask a friend, e.g. *What's your address? Where do you live? What's your favourite film/song/book/place? Have you got any pets?*

6
- Tell students that here they are to work individually and think about what they already know about their partner; point out that in exercise 7 they will ask questions to learn the things they don't know yet.
- Tell students to use the headings in exercise 1 to help them organise their notes, e.g. *Languages*, *Brother*, *Sister*, *Favourite subject*.
- Remind students to use *How do you spell that?* to check the spellings of names.

7
- Students use the speech bubble examples to ask and answer. Then ask the other questions from exercises 4 and 5.

8
- When students have completed the profiles, display them in the classroom or bind them together to make a class profile book.

Further practice
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics and standard) ➔ Teacher's Resource Centre
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics and standard) ➔ Teacher's Resource Centre

Homework
Students draw a simple profile for a member of their family, e.g. brother/sister/cousin, including facts they already know under the headings *The facts*, *Family*, *Favourite things* and *Hobbies*. They then choose six to eight of the facts and write full sentences.

Get online

Ask students to create a profile (like the one for Taner) for their favourite musician, sportsperson or actor. They can look up facts about them online and find examples of interviews, which often ask celebrities about their favourite food, colour, etc. They can then create a poster from the information and display it in class.

A world of languages

Student's Book pp9–10

Warmer

Play **Chain sentences**. (See Activities bank, p6, for full instructions).

Start: *I can speak Spanish, but I can't speak Turkish*.

If necessary, write some languages on the board, or translate languages as you play the game.

Point out to students that they should all use one *can* and one *can't* in their sentence – sometimes *can't* will come first, and sometimes *can* will be first.

Vocabulary: countries and languages

1
- Students do the task.
- ▶ **Reinforcement** If appropriate for your class, tell students to try to spell the languages correctly, then check in a dictionary.

Exercise 1

1 Chinese **2** French **3** Italian **4** Japanese **5** Spanish
6 Portuguese **7** Turkish

2
- Students work in pairs before you play the audio.

3 2 *See the audioscript on p130.*
- Students listen to check their answers.
- Follow-up questions:
  What does karate mean? (empty hand)
  What was in Chinese ketchup? (fish and spices)
  What did people use umbrellas for originally? (to protect them from the sun)

Exercise 3

1 Spanish **2** Portuguese (or Spanish) **3** French **4** Japanese
5 Chinese **6** Turkish **7** Italian

Grammar: question words

4
- Check students understand phrases 1–7 before they match them.

Exercise 4

2 Who **3** How many **4** What
5 Where **6** Which **7** How

5
- Check understanding of *invented*, *smoke*, *pigeon* and *whistling*.
- Explain that *most common* in question 2 means *spoken by the most people*.
- Tell students to read the answer options as well as the questions, because these will give them clues to the correct question word.

Exercise 5

2 What **3** Who **4** Which
5 How **6** Where **7** When

6
- Tell students they don't have to agree. If students disagree on an answer, tell them to discuss why they think their answer is the correct one.
- Tell both students to make a full note of their answers, a, b or c, with the accompanying information, as the letter references are not given on the audio track for the next exercise.

7 3 *See the audioscript on p130.*
- Students listen to check their answers.
- ▶ **Challenge** Ask students to also listen out for the answers Cole gets wrong.

Exercise 7

1 a **2** c **3** b **4** a **5** c **6** a **7** b

Further practice

- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics and standard) ➔ Teacher's Resource Centre
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics and standard) ➔ Teacher's Resource Centre

Homework

Students read the fun facts and then find out more about Klingon and other invented languages (e.g. the Na'vi language in *Avatar*). They then note down some facts about one or two of these languages and write a list of some of the invented words and their English equivalents.

Get online

Students find out more about the whistling language of La Gomera. Give groups different questions to answer:
Where is La Gomera? (in the Canary Islands off the coast of Morocco)
Who learns the whistling language today? (primary school children, tourists)
What is the whistling language called? (Silbo Gomero)
Which normal language are the whistled messages in? (Spanish)

Grammar: *there is/are*

1
- When you check answers, make sure that students understand the contraction in *There's* for gap 1.
- Play track 3 from exercise 7 on p9 (or put the audioscript on the board). Ask students to listen and write down more examples of *there is/are*, e.g. *There are a lot of Chinese people. There's a lot of rain in India.*
- Ask students if they hear another example of *there* with a different meaning (adverb meaning *in or to that place*), e.g. *I went there on holiday.*

Exercise 1

1 There's (There is) **2** There aren't **3** Is there **4** there isn't **5** are there

2
- Ask students to read through the fun facts before they complete them.
- Explain that *character* here means a written symbol containing more information than just a letter sound; in the Cambodian language, a character can stand for a syllable.

Exercise 2

1 Is there, there isn't **2** are there, There aren't **3** Are there, There is
4 are there, There are **5** are there, There are

Grammar: object pronouns

3
- When students have read the examples, check their understanding of a subject pronoun and an object pronoun. Show that object pronouns usually come after a verb or a preposition in English.
- Students do the task.

Exercise 3

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

4
- Check that students know that Ellen is a girl's name before they complete the sentences.

Exercise 4

1 her/me **2** them **3** us
4 me **5** him

5
- Ensure students understand which parts of the sentence they are reusing and which parts they can change.
- Students do the task.
- If your class is confident, give them a target number of each. Point out that they can also ask about things or people that are not in the box.
- Afterwards, have students share some of what they learnt about their partner.

6
- Ask students to read the whole text before they choose options.

Exercise 6

1 learning **2** speak **3** reads
4 speaks **5** has got **6** there are
7 them **8** her **9** can't
10 him **11** it

Further practice
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics and standard) ➔ Teacher's Resource Centre

Homework
Students write five more quiz questions about real or invented languages using the question words in the box on p9. Tell them to model the style of their questions on the quiz questions on p9 and p10. Tell them they must include at least two questions with *there is/are*. If they have time, they can research the answers to their questions.

Get online
Students can find out answers to questions about Melissa May and her invented language, e.g. which other languages Melissa knows, what she wants to do as a job as well as some phrases or her favourite words from her invented language. They can then share this information with other students in the following class.

What's in this book?

Student's Book p11

Warmer
Write different types of question on the board as follows:

Asking a question about:

1 *a reason*
2 *a person*
3 *a number*
4 *an age*
5 *a place*
6 *different options*
7 *an object*

Divide the class into teams, nominate a team and give them a number. The team must create an accurate question using the correct question word, e.g. 2 a person: *Who is the best cook in our class?* Teams win one point for a correct question word and one point for a correct complete question.

(1 Why? 2 Who? 3 How many? 4 How old? 5 Where? 6 Which? 7 What?)

1
- Explain that this task will help students to become more familiar with their Student's Book and therefore to use it more efficiently.
- Tell students that they can use the Contents pages to help them find some of the answers to these questions.

Exercise 1

1 After Writing and before Project.
2 You can write translations of the Key phrases on the Speaking pages.
3 Irregular verb list page 134
4 Pronunciation

2
- Encourage students to make a note of the page number for each item they find as this will help them with exercise 3.

Exercise 2

1 How can teenagers learn about money?
2 Why is this type of video popular?
3 Answering questions in your own words
4 opportunities
5 Why do people like buying famous brands? Are brands (of clothes, shoes, phones, etc.) important to you?
6 Answering true/false questions
7 Communication – taking turns

3
- Read out the example answer and highlight the link between *Reading subskills* and *more effective reader* in the description.
- Encourage students to underline the key words in the other descriptions and notice any links between these key words and the words and phrases in exercise 2.
- Tell students also to look carefully at the features they found in the book for exercise 2 to help them with the answers here.

Exercise 3

2 Video skills
3 Critical thinking
4 Super skill
5 Word work
6 WDYT
7 Listening subskill

4
- Encourage students to do this task in small groups and suggest that they divide up the book to make it quicker.
- Encourage them to use English to organise themselves within their group and to allocate pages to look through, e.g. *You look at Units x to x; I'll look at Units x to x.*
- After five minutes and/or if students need some help, you could tell students the unit number to look in for each item (see Answer key).
- Allow students to make guesses about what the photos show if this information isn't given on the page where they find each picture.

Exercise 4

1 Afghan robotics team (Unit 3)
2 Roman key (Unit 2)
3 Brandon Connelly (Unit 8)
4 Felix Finkbeiner (Unit 5)
5 Stone money (Unit 4)
6 Jenk Oz (Unit 6)
7 Lisa and Lena (Unit 1)
8 Spencer O'Brien – snowboarder (Unit 2)
9 Ellie Robinson (Unit 3)
10 Lily Connors (Unit 7)

5
- Before they start, elicit and write on the board some of the language students can use when they talk about this activity with their partner.
- If they don't come up with these, add them to the board:
  Where is … ?
  Do you remember seeing … ?
  I remember – it's in Unit …
  Let's look through the book for … now.
- Run this activity as a groupwork race if you wish – each group has to work together to be the fastest to answer all of the questions.
- Remind students to use the Contents page if necessary.

Exercise 5

1 Unit 8
2 Unit 1
3 Unit 7
4 In the project
5 Unit 2
6 Unit 6
7 Unit 8
8 Unit 4
9 Unit 1
10 Unit 3

Homework
Students look through the Student's Book again and write five new Classroom challenge questions and answers in the same style as the ones in exercise 5, but this time about different topics.

End-of-unit further practice

Starter

- Diagnostic test ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre

1 Stories

Vocabulary

Student's Book pp12–13

Lesson aims *Students learn and practise vocabulary related to TV, film and games, as well as likes and dislikes. They watch a video about a visit to a film studio.*

Warmer

Books closed. Write the unit title on the board and elicit the names of any well-known stories (e.g. folk tales or famous novels/poems) from your students' country. Ask:

Do you like these stories? Why/Why not?

Do you study them at school?

Are they just in books or are there film or TV versions? If there is a film or TV version, what do you think of it?

WDYT? What makes a good story?

Ask students which kinds of stories they prefer and why. Hold an open class discussion. Put some words up on the board to help them:

romantic, *funny*, *interesting characters*, *dramatic*, *scary*, *realistic*, *happy*

Ask students for examples of different media that have stories (e.g. books, films, series, games).

Tell students they will return to the question at the end of the unit.

TV, films and games

1
- Before students begin, check understanding of *screen* and *typical*. Check understanding and pronunciation of *platform* /ˈplætˌfɔː(r)m/ and *series* /ˈsɪəriːz/. Tell students to make notes of their answers in their notebooks.

Extra activity

Elicit examples of other types of screens students may also look at (e.g. transport information boards showing bus/train/plane arrival/departure times, fitness trackers/watches, large public screens showing sports matches in cafés or close-ups of performers at concerts and music festivals). Check pronunciation and encourage further discussion.

2
- Students do the task. See Fast finishers option in the next column.
- Nominate students to share their answers with the class. Ask students to also tell the class about their partner and say who looks at screens more.
- Follow-up questions:
  Are there big differences between your close family members in terms of screen time? How about between you and your grandparents?
  How do people in your family feel about screen time?

***Fast* finishers**

Fast finishers can add to question 3 by asking questions about specific YouTubers, Netflix series, films, games, etc. that they and their family watch and then tell the class.

Get online

Students look online to find stories about teens who have tried to reduce the number of hours they spend looking at screens. In class, discuss the different strategies.

3 Draw students' attention to the box about remembering new vocabulary.
- Read through the phrases in the box as a class and check pronunciation. Tell students that *programme* here means *TV programme* or *TV show* (although this may be watched on a computer/tablet/phone).
- Ask: *What's the difference between a musical and a music programme?* (A musical is a film or play with songs; a music programme is a TV show about music.)
- ▶ **Challenge** Ask students to think of sentences to define the phrases in the box, e.g. *a comedy programme makes you laugh*; *you build things on a computer in a construction game.*

program* vs *programme ABCD

British English talks about a *computer program* but a *television programme*; *program* is used for both meanings in American English. However, in American English, *TV show* is much more commonly used than *TV program*.

4
- Students do the task.
- Remind students to use the phrase *I don't know* if they don't know what type an item is.

5 Before students read the website information, ask them to look first at the headings and the pictures and predict what the website is about. Ask:
Have you seen Star Wars: The Last Jedi, *the TV programme, or played* Legend of Zelda*?*
Where do you think these lists are from?
- Before students do the matching task, ask them to use the headings on the website to find the correct words more quickly.

Exercise 5

1 cartoon	**2** cookery show
3 romantic film	**4** role-playing games
5 horror film	**6** science-fiction film
7 thriller	**8** action game
9 talent show	**10** strategy game
11 drama series	**12** superhero movie

6 • Students do the task. If time is short, ask students to write shorter lists, e.g. a top three for each category.

Extra activity

Ask students to find key words and phrases in the extract that explain why the writer likes each item and write these on the board, e.g. *I love … ; I'm into … ; … is my favourite … ; for me … is the best; I'm (not) a big fan of … ; … is/are (really) great/cool/fantastic/perfect for me.*

Check pronunciation and encourage students to give a few example sentences for their own preferences.

- Ask students to think of reasons why *they* like each item in their lists using the phrases from the extract.

▶ **Reinforcement** Allow students time to make notes of their reasons. To give further support, you could ask each student to give one example sentence, assigning them a particular phrase to avoid too much repetition.

7 • Nominate a confident pair to model. Encourage them to show their opinion through their intonation by sounding motivated.

- Nominate students to give their choices and reasons to the class.

VIDEO SKILLS

8 *See the videoscript on p139.*

- Look at the still with the class. Elicit how many people are in it and what they are doing. (There are three people. One person is operating the camera and the other two are walking around.) Then ask the question. Tell students to think about what the people are going to do.
- Before watching the video, check students understand *special effects* (= unusual sound or images in a film), *motion capture* (= filming movement patterns for a film or video game) and *sensors* (= technology that captures movement, heat or light).
- Afterwards, ask students what they would do if they were wearing the sensors.
- Follow-up questions:
  (You will probably need to write these on the board and allow students to watch the video a second time.)
  What is the name of the studios and where are they? (The Imaginarium Studios, London)
  What does the character on the computer do? (the same thing as Marcus)
  Does Marcus go to the lake? (no)

9 • Students do the task.

Exercise 9

Suggested answers:

1 A journalist called Marcus and his production team or a video production company for a TV show.
2 People who are interested in cinema, computer generated animation, media production and technology.
3 a

Further practice

- Vocabulary ➔ Workbook p4
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students ask another family member for their top five films, TV programmes or games and reasons. Students then write five sentences about them. Remind students to include what kind of film, programme or game they are.

Get online

Ask students to look at other people's lists of top ten films, games, etc.

Reading and critical thinking

Student's Book pp14–15

Lesson aims *Students predict the content of a text, then read about and discuss the creative use of technology.*

Warmer
Books closed. Play **First to five**. (See Activities bank, p6, for full instructions.)

Use the categories *films*, *TV programmes* and *games*. Students race to write down five types for each category. Tell students that they can name any at all (not just those from the previous lesson), but they must use their English names.

A blog post

1 4 *See the audioscript on p131.*

- Students do the task.
- ▶ **Reinforcement** Students can look back at their notes from the Vocabulary lesson for help.
- Follow-up questions (write on the board and allow students to listen for the answers):
  Which sport is mentioned? (hockey)
  Which country is suggested for a holiday? (Slovenia)
  Which ocean is mentioned in the documentary? (the Pacific)

Exercise 1

1 sports programme	**2** romantic film
3 travel show	**4** science-fiction film
5 cookery show	**6** documentary

2

- Students look at the photos and discuss in pairs. They can use the words in the box to help.
- Nominate students to tell the class their ideas, but don't confirm the correct answers yet.
- Encourage students to give reasons for their ideas. Provide prompts on the board:
  I think he's/they are … because …
  I recognise them – they're …
  I can/can't see …

▶ Subskill: Making and checking predictions

Explain to students how making predictions before reading will do the following:

1 activate existing knowledge for new information in the text to 'stick onto'

2 help them learn and remember key vocabulary for understanding a topic

3 stimulate critical thinking about the content of a text

3 5 Before the task, ask students to note down some words connected with their ideas for the three photos.

- When they have done the task, ask which words they found in the text and where.

Exercise 3

1 video game (though David himself is involved in production rather than programming)
2 documentary
3 music video

4

- Before they start, ask: *How many times is 'once a week'?* and check understanding of *creative* (= involving a lot of imagination and new ideas).
- Follow-up questions:
  Which famous people does Zachary Maxwell meet? (politicians)
  How old was he when he started being creative? (eight)
  What is the name of David's first game? (*Mirka*)
- ▶ **Challenge** Students try to fill in some of the names from memory.

Exercise 4

1 Zachary Maxwell	**2** Candy K
3 Zoey	**4** Zachary Maxwell
5 Lisa and Lena	**6** David Eisman

Extra activity

Ask students to write three questions they would like to ask the people featured in the blog.

5

- Before doing the task, check understanding of *recommend* (= to advise someone that they should do something) and *area* (= a part of a city, town, country, etc.).
- Remind students to look for different words meaning the same thing in the sentence halves and the text (*area/neighbourhood*) or different forms of a base word (*organise/organiser).*

Exercise 5

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

6

- **Word work** Before doing the task, read through the definitions as a class and decide what part of speech students need to look for and whether or not any nouns or verbs will be singular or plural.

Exercise 6

1 followers	**2** console
3 upload	**4** shy
5 neighbourhood	**6** twins

7 • Students complete the task. Point out to students that they can find the correct words in the other sentences (and that they are the words from exercise 6).

Exercise 7

1 twins
2 shy
3 console
4 followers
5 neighbourhood
6 upload

Get online

Ask students to research more facts about Zachary Maxwell, Lisa and Lena and David Eisman, with each student being given one person to research. In class, get them into groups of three, each with information about one person, and have them share their information. They could talk about similarities and differences between the people.

CRITICAL THINKING

1 • Remember (LOT) Books closed. Give students 2–3 minutes to note down the types of technology they remember from the text, then quickly scan it again to check anything they missed. Note that *types of technology* here can mean gadgets, as well as programs and apps and the things you can make with them.
- Nominate students to give their answers and write them up on the board.

2 • Evaluate (HOT) Say the names of the people featured in the text and nominate individual students to summarise briefly how each person uses technology. If the students did the Get online task earlier in the lesson, they can also include any information they found out.
- Books open. Read out the question and discuss the meanings of *best use* and *most creative use* as a class.
- Give students time to work in pairs to discuss their views.
- After eliciting a few answers from the class, ask for a show of hands from the whole class for each person to find a majority view.

3 • Create (HOT) Help students with this task by allowing them to work in groups or with a partner. Students could also look online for ideas. Recommend that they think about their own personal experiences and those of their family and friends as well.
- Nominate different students to share their ideas and write them on the board. Ask the class to vote on the best one.

Critical thinking

Suggested answers:
1 Film, app, gaming program
2 Students' own answers
3 Students' own answers

Culture note

Zachary Maxwell is an award-winning teenage documentary director and producer, known for *Yuck! A 4th Grader's Short Documentary about School Lunch* (2012) and *Anatomy of a Snow Day*. He began showing his work at film festivals at the age of eight. He has his own media production company, Maxwell Project.

Lisa and Lena Mantler are identical twins from Stuttgart in Germany who post videos of themselves lip-synching to music tracks on YouTube.

David Eisman built his own business, Pixelman Productions, by advertising jobs for programmers, artists and writers and promising to pay them when the business started earning money. The company's first game, *Mirka*, has a female protagonist. Players of the game explore a character's world and feel emotions that are not usually associated with video game play. David wants eventually to help spread gaming within the educational system.

Further practice

- Reading ➔ Workbook p8
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students write at least five sentences about their own use of technology currently. They describe the apps they use, what they like doing with their phone/laptop/tablet and whether they take photos, record music/sounds, make videos or cartoons, etc.

Grammar

Student's Book p16

Lesson aims *Students learn the forms and spellings of the present simple and the position of adverbs of frequency.*

Warmer
Write the following sentences on the board:
Some adults … teens are … in front of a computer.
Lisa and Lena … 20 minutes … day making videos.
I normally … a video on TikTok once … week.
Elicit the words for the gaps. (think, always, spend, a, upload, a)
Ask which form the verbs are. (present simple)

Present simple

1 • Students copy and complete the rules, referring to the *Spelling rules for he/she/it* on p21.
• Elicit another example for each spelling rule.

Exercise 1

1 -s (uses), -es (pushes), -ies (tries) **2** don't/doesn't
3 do/does **4** do/does, don't/doesn't

Common errors in present simple ABCD

- omitting *do* or *does* before the noun in questions:
~~*What you want?*~~ *What do you want?*
- using sentence structure with question intonation:
~~*You speak English?*~~ *Do you speak English?*
- answering *Yes/No* questions by repeating the main verb form:
Do you like pizza? ~~*Yes, I like*~~*. Yes, I do.*

Extra activity

Hold up word cards of verb infinitives one at a time (or write them on the board) and ask students to hold up a piece of paper showing either *-s*, *-es* or *-ies*.

(**Suggested verbs:** watch, study, smile, play, make, work, have, teach, go, wash, try and enjoy)

2 • Students do the task.

Exercise 2

2 My grandmother doesn't like watching talent shows.
3 Does her brother use a games console?
4 We play construction games.
5 Does their teacher show videos in class?

Adverbs and expressions of frequency

3 • Nominate a student to read out the examples. Clarify the meanings of *specific frequency* and *frequency in general/general frequency*.
• Drill pronunciation of *once* /wʌns/ and *twice* /twaɪs/ in the *Frequency expressions* box.

Exercise 3

specific: once a week **general:** always, often

4 • Nominate a student to read out the expressions in the box before they sort them.

Exercise 4

specific: five times a week, four times a day, once a month, once a week, three times a month, twice a day, twice a year

general: always, hardly ever, never, often, sometimes, usually

Once* and *twice ABCD

Note to students that the adverbs *once* and *twice* can be used alone without a specific period:
I watched Star Wars: The Last Jedi *twice.*
We visited the Taj Mahal once.

5 • Students work independently to do the task, then compare their answers with a partner.

Exercise 5

specific: four times a day, twice a day, five times a week, once a week, three times a month, once a month, twice a year

general: always, usually, often, sometimes, hardly ever, never

6 • Read out the rules including the two options and check understanding before they choose.

Exercise 6

1 after **2** before **3** end

7 • Students do the task.
• After checking, nominate students to decide if each complete sentence is true or false for them.

Exercise 7

1 My father never plays video games.
2 We have our art class once a week.
3 We sometimes upload videos on social media.
4 I get a new video game twice a year.
5 I hardly ever film things with my phone.

8
- Ask students to predict what the text is about.
- Elicit the meaning of *sign* (v) and drill pronunciation /saɪn/.
- Students do the task. Ask: *What does 'We all sign a Screen-Free promise card' mean?*
- Ask follow-up questions:
  How often do you use screens?
  How often do you go to the cinema?

Exercise 8

I **sometimes** use screens for five hours a day. We use computers at school **three times a week** and I **usually** play video games with my friends after school. I go to the cinema **about four times a year** and I **hardly ever** read books. My school celebrates Screen-Free Week **once a year**. We all sign a Screen-Free promise card and they **usually** organise special activities like sports and competitions. It's good fun but I'm happy it's only one week a year!

9
- Read through the Brain teaser and explain what a *riddle* is (= a question that has a clever or funny answer).
- Give students hints if necessary: **1** *Think about spelling!* **2** *Think literally!* and **3** *Think about numbers!*
- Students discuss the questions in pairs for a minute before discussing as a class.
- Ask them for examples of riddles in their language; can they be translated into English?

Exercise 9

1 The letter *r* **2** badly **3** Your age

Further practice
- Grammar ➔ Workbook p5
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p116

Pronunciation p116 Exercise 1

/s/ or /z/: cartoons, games, letters, sisters
/ɪz/: houses, languages, oranges, places

Pronunciation p116 Exercise 2

/s/ or /z/: drives, shows
/ɪz/: passes, teaches

Pronunciation p116 Exercise 3

boxes, changes, dances, finishes, offices

Homework
Ask students to write five sentences about a family member's activities using expressions of frequency.

Vocabulary and Listening

Student's Book p17

Lesson aims *Students learn to talk about their likes and dislikes; they learn to use phrases with prepositions.*

Warmer
Ask students some questions about their library:
How much do you use the school or local library?
Do you just borrow books or are there other activities available?
What do you think of the library you use?
How could you make it better?

Phrases with prepositions: likes and dislikes

1
- Have students scan the first part of the leaflet quickly to find the four activities available at the library. (creating a comic, making a video, recording a review, joining a writing workshop)
  - ▶ **Reinforcement** Tell students that this information is in the four bullet points.
- Check understanding of *comic*, *podcast* and *workshop*.
- Now students do the task.

2
- Ask for examples of prepositions to check understanding of the task first.

Exercise 2

1 on **2** into **3** of
4 about **5** at **6** in

3
- Students answer questions 1 and 2.
- Discuss question 3 as a class. Some students may know the term *gerund*, but the *-ing* form is enough here.

Exercise 3

1 1, 2, 3, 4, 6 **2** 5 **3** verb *-ing* (gerund)

Extra activity

Ask students to rewrite the sentences in exercise 2 so that they are true for them. Then ask and answer with a partner: *Are you keen on … ?, etc.*

4
- Check understanding of *snowboarding*.
- Students do the task.
- Nominate students to tell the class about their partner's likes and dislikes.

A live report

5 6 *See the audioscript on p131.*
- Before doing the exercise, ask students to look at the photo. Ask: *Where are the people?* (in a library) *What are they looking at?* (a laptop) Point out that this is the library from the leaflet.

Exercise 5

1 Anabelle is making a video about a book.
2 Noah and Josh are in the writing workshop.

Subskill: Answering true/false questions

Remind students that they should listen carefully for negatives (or other important words like *except*) and not just key words to have a sense of the whole statement.

6
- Before students listen again, allow them time to underline the key words in the sentences.
- Ask students to think about who *her*, *she*, *they* and *their* refer to in each case.
(**Suggested options for underlining:** 1 Annabelle, talks, books, videos 2 Her videos, help, choose, books 3 She, mad about, horror 4 Noah and Josh, using, technology 5 They, using, photos, maps 6 activities, they do, help, future jobs 7 They, aren't keen, science fiction)
- ▶ **Challenge** Students could try this exercise from memory before listening to check.
- Follow-up questions:
How often does Annabelle go to the library to make films? (twice a week)
How often do Josh and Noah go to the library? (once a week)
Would you like to write a story based on a map or some photos?

Exercise 6

1 False – She acts out scenes from the story.
2 True – People watch them when they're deciding what to read.
3 False – She reads anything *except* horror stories.
4 True – They're using computer programs to get ideas.
5 True – Noah is using photos from Flickr and Josh is using maps from Google maps.
6 True – They want to be journalists or writers.
7 False – They're big fans of science fiction.

Extra activity

Ask students what questions the interviewer, Logan Bell, asked the teens in the audio.

7
- Check understanding of *encourage*. Students discuss in pairs and make a note of their ideas.

Research

Allow time for students to report back in groups of four and briefly tell their partners either about a book they have chosen or what they thought of BookTube.

Culture note

BookTube is a subgroup of YouTubers who record themselves talking about books they have read and recommend good reads to viewers.

Further practice
- Vocabulary ➔ Workbook p6
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p9
- Listening worksheet ➔ Teacher's Resource Centre

Homework
Students find out what their family members like/don't like to read. Students write a sentence about each family member using phrases from the lesson.

Grammar

Student's Book p18

Lesson aims *Students compare the uses of the present simple and the present continuous.*

Warmer
Play a couple of rounds of **Snowman** with *-ing* forms, i.e. supply *-ing* already and ask students to find the first part of the word before the Snowman melts. Possible words: *play*, *swim*, *take*, *make*. Students can win a bonus point if they can form a sentence using the *-ing* form after they have solved it.

(See Activities bank, p7, for full instructions.)

Present simple and present continuous

1
- When they have completed the task, nominate students to give their answers and ask the class if they agree. Ask how they know.

Exercise 1

Present simple: come, do . . . come, doesn't like
Present continuous: 'm visiting, are . . . doing, aren't reading

2 • Students do the task.
• When they have finished, remind students to look again at the Spelling rules on p21.

Exercise 2

1 present continuous	**2** present simple
3 present simple	**4** present continuous

3 • Before students do the task, draw attention to the *Remember!* box about verbs that aren't normally used with the present continuous.
• If you think it will help your class, decide with students which rule in exercise 2 each sentence matches. Ask students which words helped them.

Exercise 3

1 'm reading	**2** play
3 don't like, writes	**4** is watching
5 doesn't use	**6** 're making

4 • Students do the task.
▶ **Reinforcement** For any students who are struggling, allow them to match the sentences to the correct answers in exercise 3 first. This will help them decide which verb form to use.

Exercise 4

1 When do you play video games? (2)
2 How often do you write stories? (3)
3 Does your school use digital textbooks for all subjects? (5)
4 What TV series is everyone watching these days? (4)
5 Are you reading anything at the moment? (1)
6 What are you doing in class this week? (6)

Questions ABCD

Remind students about the auxiliary verb forms *am*, *are* and *is*, used for present continuous *Wh-* questions, and *do/does*, used for present simple *Wh-* questions. Highlight *Yes/No* questions, e.g. *Are you eating pizza at the moment? Do you like* Star Wars*?* and write them on the board. Point out that the same auxiliary verbs are the first item in *Yes/No* questions, which don't have a question word at the beginning.

5 • Tell students to take turns to ask and answer.
▶ **Challenge** Encourage students to expand the conversation beyond the basics by reacting to their partner's responses and offering their own answers, e.g. *Oh really? I play more often than that – probably twice a week.*

Extra activity

Get students to ask more questions using the structures in exercise 4 but asking for different information, e.g. 1 *When do you visit your grandparents?*, 2 *How often do you cook the dinner?*

6 • Revise the short answers in the blue speech bubbles if necessary, pointing out the use of the auxiliary verb forms (*am/'m not*, *do/don't* or *is/isn't*).
• Students do the task.
▶ **Reinforcement** Write on the board some extra prompts for less confident students to use: *Do you do it at home? Do you do it at school? Do you do it every day? Do you like doing it?*

7 • Before students do the task, ask them what they can see in the picture. Teach *donkey* /'dɒŋki/ if necessary.
• When checking answers, encourage students to give reasons for their choice, e.g. **1** because the action is happening right now (in the text, it's early on Saturday morning), **2** because it's a routine.

Exercise 7

1 is taking	**2** twice
3 helps	**4** sometimes travels
5 doesn't	**6** are always
7 does he do	**8** is building

Culture note

The **Donkey Library** concept is not unique to Columbia. In Turkey, for example, **Mustafa Guzelgoz** set up a travelling library in the 1940s and carried his books around local villages on the back of a donkey. To attract women to his library (initially only men borrowed the books), he also carried two sewing machines with him. Soon the women who came to use the sewing machines also started reading the books.

Further practice

- Grammar ➔ Workbook p7
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students research facts about a mobile library either in their area/country or in another country and find out what its routine is. They can write at least three sentences with the information they have found out, using adverbs of frequency and the present simple.

Real-world speaking

Student's Book p19

Lesson aims *Students learn Key phrases for expressing preferences.*

Warmer
Divide the class into two teams and draw a smiley face and a frowning face on the board. Say a type of film, TV programme or video game (from pp12–13), indicate a team and point to one of the faces.

The team has to give an appropriate sentence using one of the phrases for likes/dislikes from this unit:

horror films + smiley face: *I'm a fan of horror films.*

Award one point for every correct statement and two for every correct statement containing an expression that hasn't been used already within the game.

Expressing preferences

1 • Nominate students to say what they would like to watch. Remind them to use the expressions for likes and dislikes to give their reasons.

Extra activity

Ask students to take a vote on each option to find a class favourite.

2 Students read the question so that they know what to listen out for, then watch the video.

Exercise 2

They decide to watch *Men in Black International.*

3 • Read through the Key phrases as a class before watching again.

- Follow-up questions:
  Does Ross want to watch a TV series? (No, he wants to watch a film.)
  Which genres do they mention? (romantic film, action film, superhero movie)
- Point out to students that we don't always agree with the people around us and that it is good to be able to talk about preferences. Ask students to focus on Hannah in the video. Elicit what Hannah does when Ross disagrees with her suggestions. (She suggests an alternative activity/film.)

▶ **Challenge** Books closed. Ask students if they can remember which Key phrases were used, before watching again to check.

Exercise 3

What do you want to watch?
Would you rather watch . . .?
I'd rather watch . . .
I'd prefer to watch . . . It sounds better than . . .

I'd rather, I like + -ing and *I'd like to* ABCD

Draw attention to the following points:

- *'d* in *I'd rather* is the contracted form of *would*.
- Explain the difference in meaning between *I like watching* … (in general) and *I'd like to watch* … (once or at a specific time).
- The infinitive without *to* is used after *rather* and the infinitive with *to* after *like* and *prefer*.

4 • Students do the task.

▶ **Reinforcement** If necessary, play the video again, pausing where needed.

- Draw attention to the Real-world grammar phrases at the bottom of the page. Ask students why each different tense is used here. (*We always watch* is a repeated, habitual action; *Everyone's talking about* it is a continuing action that is going on around now.)

Exercise 4

1 want to	**2** prefer	**3** rather
4 would you	**5** it sounds	

Extra activity

In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

5 • Pairs use the Skills boost to create their own dialogue.

- **THINK** For question 1, pairs need to agree, or compromise, on a series or film and think of reasons why they settled on it; for question 2, students should think individually of other suggestions and of the reasons why they *don't* want to watch other choices.
- **PREPARE** Students can make notes or write their dialogue down if they prefer.
- Have them look at the **Peer review** in exercise 6 and think about the following:
  - whether their final choice of film/series will be clear to listeners
  - whether they have a proper discussion
  - whether they have used several of the Key phrases

- **PRACTISE** Remind students to swap roles.
- **PERFORM** Help students with their pronunciation. Remind them to consider the **Peer review** questions while they listen.

6
- **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions for how to improve.
- Ask the class which choice is the most popular overall. Is it still the same as for exercise 1?

Further practice
- Speaking ➔ Workbook p9
- Phrasebook ➔ Student's Book p122

Homework
Students show the screen in exercise 1 (or another film/TV listing) to a member of their family and ask them what they would prefer to watch/not to watch with them. They then write a dialogue (of at least eight lines) about their discussion and final decision.

Writing

Student's Book pp20–21

Lesson aims *Students learn how to write a review.*

Warmer
Books closed. Ask students for examples of books that are also films. Discuss:

Have you read or seen them?
Which do you think is better – the film or the book? Why?

A review

1
- Check understanding of the words in the box. Drill pronunciation of *character* /ˈkærɪktə(r)/ and *author* /ˈɔːθə(r)/.
- Students do the task in pairs.
- Read out the words and nominate students to say how the words can be used. Ask if everyone agrees and discuss as a class.

Exercise 1

film: acting, director, music, special effects
book: author, chapter, page
both: character, story, writing

2
- Tell students to read the questions before they read the review so that they know what information they are looking for.
- Follow-up questions:
  How do you know, before you read the review, that the writer liked the book? (The writer gives it five stars.)
  Which tense is used to describe what happens in the story? (the present tense)

Exercise 2

1, 2, 3, 4 and 6

3
- Students do the task. If they have read the book (or seen the film version) themselves, students can give their own answer to question 5 or, alternatively, guess who Naomi likes the best, stating possible reasons.

***Fast* finishers**

Ask students to write two more questions they would like to ask about the book.

Exercise 3

1 *Divergent*
2 It's science fiction, and it's an adventure story.
3 It's about Beatrice (Tris) and how she tries to find her true identity.
4 The writer likes the book because it has interesting characters, and because it's exciting.
5 –
6 People who like adventure stories would like this book.

Extra activity

Write these gapped sentences on the board and ask students to find four adjectives in the text to complete them:

1 *Thank you for helping me do my homework – it's very* (. . .) *of you.*
2 *Joe always tells the truth – he's really* (. . .) .
3 *I'm too scared to watch horror films – I'm not very* (. . .) .
4 *Mira is very* (. . .) *. She always gets high marks in tests.*

(1 kind 2 honest 3 brave 4 clever)

Get online

Ask students to look for other teen reviews and plot summaries for both the film and the book of *Divergent* and research some new facts about the story (see *Culture note*). They can then discuss these in class.

4
- Before students start, check that they understand the meaning of *paragraph* and *opinion* (both covered in A2).
- Ask: *Is this the best order for the information in a review? Why/Why not?*
  Which tense does Naomi use to write her review? (the present simple)

- **Reinforcement** Ask students to point to the words that helped them to match the paragraphs with the information.
- **Challenge** Ask students to do this task from memory.

Exercise 4

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

Culture note

Veronica Roth is a young, best-selling American author who lives in Chicago. She started writing *Divergent* when she was still at university in 2009. The novel explores the themes of coming of age, finding your own identity and seeking to challenge adult authority. *Divergent* has now won numerous book awards. Other books in the *Divergent* series are *Insurgent* and *Allegiant*. A film version of each of the three books was released in 2014, 2015 and 2017, respectively.

Subskill: *also*, *too*, and *as well*

Explain that *also*, *too* and *as well* go in different positions.

Also is slightly more formal than *too* and *as well*.

In negative sentences, either is used in the end position:

It isn't exciting. It isn't funny either.

I don't like Beatrice. I don't like Four either.

5 • Students do the task.

Exercise 5

1 She *also* meets a boy called Four.
2 It's science fiction and it's an adventure story *too*.
3 There's action, humour and there's romance *as well*.

6 • When students have completed the rules, ask: *What is the 'other verb' in the text that **also** comes before?* (meets)

Exercise 6

1 too, as well **2** also

7 • Students do the task.

Exercise 7

1 I love romantic films and I'm **also** into musicals.
2 The acting is good, and I love the music **too**.
3 The story is interesting and there's a lot of action **as well**.
4 Ben Affleck stars in the film, and he's the director **too**.
5 It's sad, but at times it's **also** funny.
6 I like the book and I like the film **as well**.

Extra activity

Students write three true personalised sentences about their film likes and dislikes similar to sentences 1, 2 and 3 in exercise 7 using different nouns and adjectives and correctly applying *also*, *too* and *as well*.

8 • **THINK** If possible, allow students online access to research their chosen book/film. If not, tell them that it's acceptable to write *I don't know who the director is*, etc.

- **PREPARE** Refer them back to their answers to exercise 4 and tell them to use this and the *Divergent* review as a model.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Check understanding of *summary* and *plot*. Remind students to use *also*, *too* and *as well* in the correct positions.
- **CHECK** Ask students to go through their review and answer the questions. Tell them to make any corrections if necessary.

9 • **Peer review** Ask students to exchange reviews and answer the questions. More confident students may be able to give suggestions for improvements. Remind them to focus on the positive aspects first and to offer constructive suggestions for improvements, rather than just highlighting errors.

- Nominate students to tell the class about the book/film review they read and to share their answers to question 1. Ask: *What things in the review made you (or didn't make you) want to read the book or see the film?*

Further practice

- Writing ➔ Workbook p10
- Writing competence ➔ Teacher's Resource Centre

Homework

Ask students to write another review of a different item (i.e. a book if they reviewed a film last time or a film if they reviewed a book). If their review was about a book which is also a film or vice versa, they could compare the two.

Project

Student's Book pp22–23

Lesson aims *Students prepare, create and present a storyboard for a film or book. They learn about a creative process used in culture and the arts.*

Warmer
Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about stories and what they have enjoyed most about the unit.

WDYT? What makes a good story?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students if they have more ideas about what makes a good story now. Ask: *What things make you want to continue with a book, film or game? What things make books, films and games enjoyable?* Promote discussion.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a storyboard and explain that it is a way for a film director or author to plan out the sequence of key scenes in a story. Elicit the meaning of *generate* (= create/produce).

1 *See the videoscript on p139.*

- Before watching the video, ask students to pay attention to what each student talks about in the video.
- ▶ **Reinforcement** Write the following in jumbled order on the board and ask students to say whether the boy, girl or both do these things:
  describes each picture *talks about the characters' clothes* *what they are doing in the picture* (boy) *says why they chose Robin Hood* *introduces each picture* *explains what the characters do* (girl)

Exercise 1

Camilla: reads the captions aloud

James: gives additional information for each picture

STEP 1: THINK

2

- Before the task, find out which students are familiar with the story of Robin Hood.
- Organise the students into groups or pairs of those who know something about Robin Hood together and groups of those who don't.
- Students look at the storyboard and discuss the questions in their groups/pairs. See the Model project on p23 and the Model project notes for further ideas. They can use a dictionary to help with any new vocabulary, but they don't need to understand every word of the Robin Hood story to get an idea of it.
- ▶ **Reinforcement** To ensure that less confident students have understood the meaning of the new words, ask the class to give examples.
- Have a class discussion and ask: *Is the storyboard clear enough?*
  What other information should be on it? (The main events are covered, but students might mention characters Maid Marion and Little John are not included, or the reason why Robin Hood is taking part in the tournament (to win money for the poor).)

3

- Students do the task.
- Discuss the answers as a class.

Exercise 3

1 Nine **2** He appears in the most pictures, he is bigger and in the centre of the pictures. His name is in the text as well as the title. **3** Short **4** Present simple **5** A title and numbers to order the story

STEP 2: PLAN

4

- Point out to students that all three members of the group should know their chosen film or book well enough to write not just the beginning and the end but also the most important parts of the whole plot.

5

- Students compare their notes when they have finished and check that between them they have covered the beginning, middle and end of the story concisely and all the key characters adequately.
- ▶ **Reinforcement** Tell students to look at the last three bullet points in exercise 2 and use these as headings for their notes.

6

- Students discuss and decide what to keep in, what to amalgamate and what to leave out. Remind them to use the present tense in short, simple sentences. Students can take turns to write.

STEP 3: CREATE

7

- You could read through the Super skills box with the class and play the video again so that students listen out for the Key phrases and watch to see if the students in the video follow the tips.

8

- Students generate ideas and work together to prepare the pictures for their storyboard. If you have the facilities, allow them to produce their work digitally (using a free downloadable storyboarding app), especially if they are not strong artists. The drawing is the most time-consuming part of the task, so have students share this role, if possible.

Extra activity

Ask students to think of ways to make their main character(s) stand out from the rest, e.g. draw only him/her/them in colour, give him/her/them a distinctive feature (e.g. hat, beard, crown) that is always the same. Ask them to also think of a key feature of the background to their story and just draw that to show place, e.g. one tree for a park, the top of a castle wall to show a castle. This technique will simplify their scenes.

STEP 4: PRESENT

9 • Students present their storyboard to another group. They can read out their story, adding extra information and explaining their pictures.

10 • **Peer review** Students do the task. Encourage the other group to be as positive and constructive as possible when giving feedback.

Model project

Layout: There are nine pictures with a short text under each. The layout is clear and functional, designed for clarity and not beauty.

Artwork: The pictures are big and clear. The students' pictures do not need to look as well drawn as those in the Model project, which were produced by a professional artist. Ensure students understand that the most important thing is clarity of plot and being able to recognise characters and settings.

Language: The text is in short sentences which describe the main actions and events. The sentences are complete (they are not notes), but they don't include more colourful words or phrases or extra descriptive details which are added to stories in books to make them more vivid and exciting. This is not a full script/story – it presents the main plot ideas in a basic way.

The present simple tense (sometimes called the historical present in this context) is often used to tell a story in novels and is always used to recount the plots of novels and films in reviews.

Tone: The aim of the storyboard is to convey the bones of a story rather than provide the fleshed-out kind of story you would find in a novel. The tone is therefore functional and neutral – there is no emotion, no extra colour. It simply states the facts of the story.

Culture note

Robin Hood is the folk hero of many English stories and legends. The character is probably based on a real person born in the north of England around 1160, but there are few definite facts about him. He may have fought in wars with King Richard or another king. Robin is believed to have lived as an outlaw in Sherwood Forest, and he became popular because of his generosity to the poor. He opposed the Sheriff of Nottingham (a sheriff was the king's representative in a county), who tried to enforce oppressive laws. These two characteristics have become his defining traits in the legends – he takes (steals) from the rich to give to the poor, and the Sheriff of Nottingham is his enemy.

1 FINAL REFLECTION

- In their groups of three, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- When evaluating part 1, ask students to think about what their classmates thought about their storyboard: if they know the story, do they agree with the choice of the main events shown? Ask students to think about how they could present the story so that it was clearer (i.e. different scenes, shorter sentences, etc.).
- Where students have chosen a face other than the smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills ➔ Workbook p10

Homework

Ask students to research more stories about Robin Hood, either in books or online, and try to write their own short version of one of them.

End-of-unit further practice 1

- Social and emotional competence ➔ Workbook pp68–69
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

2 Then and now

Vocabulary

Student's Book pp24–25

Lesson aims *Students learn and practise words for everyday objects.*

Warmer

Have a short class discussion about museums:

Do you like museums? Why/Why not?
Which local or national museums have you visited?
What did you see there?
Why is it important for us to have museums?

In particular, listen for students talking about museums and experiences related to history. Help the class to expand on these.

WDYT? What can we learn from history?

Ask students if they think we can learn from history.

What can we learn?
Are we very different from people a long time ago?

Tell students they will return to the question at the end of the unit.

Everyday objects

1 Encourage students to first underline key words in the definitions. Explain that this should make their matching faster.

- ▶ **Reinforcement** If students aren't familiar with this vocabulary, tell them to start by looking for any words or part-words they do know in the boxed words (e.g. *game*, *music*, *sun*, *tooth*) and use these as a starting point.
- Draw attention to the compound nouns (see note on the right on *Compound nouns*). Ask:
  Can you think of any other noun + noun words?
  (**Suggested answers:** car park, storyboard, ice cream, action film, swimming pool, video game)
  Can you think of any other adjective + noun phrases?
  (**Suggested answers:** mobile phone, social media, special effects)
- If students can't think of many, suggest that they look back in Unit 1.

Exercise 1

1 ruler **2** musical instrument **3** socks **4** sunglasses **5** bottle **6** calculator **7** board game **8** toothbrush **9** paper

Extra activity

Write five sentences on the board with an incorrect vocab item in each. Students should rewrite the sentences in their notebooks with the correct words:

1. *I use my socks to measure lines.* (~~socks~~ ruler)
2. *When the sun is shining, I wear my toothbrush.* (~~toothbrush~~ sunglasses)
3. *Jo and Flo used a bottle to help them do their maths homework.* (~~bottle~~ calculator)
4. *She wrote her friend a note on a piece of board game.* (~~board game~~ paper)
5. *There was a musical instrument of water in the fridge.* (~~musical instrument~~ bottle)

Challenge Ask students to write their own sentences for the vocab items they have removed from the sentences.

Compound nouns ABCD

Point out that three of the words in the box are noun + noun combinations (*board game*, *sunglasses* and *toothbrush*). (Tell students that *musical instrument* is an adjective and a noun which frequently collocate to make a noun phrase.) The first word in a noun + noun combination acts like an adjective – it describes what kind of game, glasses and brush. Explain that sometimes these words are written together, like *sunglasses* and *toothbrush*, and sometimes as two words, like *board game*, and dictionaries often give different information from each other. If in doubt, students should write two words.

2

- Before starting, revise key past simple verbs if necessary, e.g. *wore*, *carried*, *cut*.
- ▶ **Reinforcement** Point out the phrase *people used them for* in the rubric. There are more useful phrases students could use in exercise 1.
- Elicit ideas and suggestions from the class, but don't confirm or correct these at this stage. Encourage creative thinking.

3 Students do the task.

- When checking answers, drill *comb* /kəʊm/, *scissors* /ˈsɪzə(r)z/, *knife* /naɪf/ and *mirror* /ˈmɪrə(r)/.
- Follow-up questions:
  Does this look like a modern … ?
  Which object is the most different from a modern one?
- Ask students to guess how old some of the objects are, which people used them and where they are from. (See *Culture note* for information.)

Exercise 3

1 F **2** B **3** J **4** H **5** I **6** G **7** C **8** E **9** A **10** D **11** K **12** L

Culture note

Photo A shows a very early alarm clock invented by Aristotle. Plato invented the very first alarm clock.

Photo B shows a Roman key.

Photo C shows a winespoon made of bronze ch'ih, which is from Western Chou (or Zhou) dynasty.

Photo D shows a bronze mirror with Hathor-headed handle, from Gurna.

Photo E shows some Roman dice made of carved bone.

Photo F shows a bronze age gold comb, from Caldas de Reyes, Spain.

Photo G shows a knife and fork with a sheath.

Photo H shows a replica of an Aztec calendar.

Photo I shows the world's oldest chewing gum. It is 5,000 years old. It is made from the bark of a birch tree.

Photo J shows a pair of scissors trident from Gallo-Roman civilization.

Photo K shows an asbestos purse owned by Benjamin Franklin, 18th century.

Photo L shows an Apulo-Corinthian helmet.

Get online

Students choose one object from the photos and work in groups to find out about who made/used it. Individual students write down two facts about the ancient people and combine them to make a factsheet.

purse/handbag and *wallet* ABCD

In British English, *purse* is a small bag used by women to hold coins; *wallet* is used by men and women for banknotes and cards. *Handbag* is a larger bag used by women to hold a purse/wallet, etc. In American English, *purse* means *handbag*.

4 • When checking answers, ask which words in the sentences gave them clues.

• Follow-up questions:
Why didn't poor people need to lock their doors in Roman times? (because they didn't own anything valuable)
What did ancient people want to remove from their hair? (insects)

Exercise 4

1 alarm clock **2** spoon, knife **3** key
4 comb **5** dice **6** chewing gum

Extra activity

Play **Hot seat** with the words for things on p25. (See Activities bank, p6, for full instructions.)

5 • Students do the task.

Exercise 5

1 calculator, paper, ruler, scissors (possibly calendar)
2 socks, sunglasses, helmet, purse
3 mirror, comb, toothbrush
4 musical instrument, board games, dice

6 • Revise the use of frequency expressions from Unit 1 (p16) if necessary.

▶ **Challenge** Ask students to use other frequency expressions to add variety.

VIDEO SKILLS

7 *See the videoscript on p139.*

• Before watching the video, as a class brainstorm some topics students would expect in a video about life in 1927. Elicit if their ideas were correct after the video.

• Ask students to imagine that they live in 1927. Ask what they would miss the most.

• Follow-up questions:
What do they use the fire for? (cooking, heating and washing)
What did they make for Deborah's birthday? (presents, cards and cakes)

8 • Students do the task.

• Nominate pairs to give their answers.

Exercise 8

Suggested answers:

1 What life was like in 1927, how different life in 1927 is from life now, what living conditions were like in 1927, what entertainment, clothing and shopping were like in 1927.
2 What working conditions were like, did women work outside the home, what school was like, if boys and girls went to school together.
3 That life was simpler, and families and people in general were closer and did more things together.
4 The video is a good way to learn about history as we actually see how people lived and we can empathise with people and their lives.

Further practice

- Vocabulary ➔ Workbook p12
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Ask students to write personalised sentences describing their use of four of the objects on this page and to include a frequency expression in each.

Reading and critical thinking

Student's Book pp26–27

Lesson aims *Students do a quiz about the Aztecs and use visuals to understand ideas.*

Warmer
If possible, show photos of Aztec buildings and artefacts and ask students who made them. Write *Aztecs* on the board and ask what students already know about them. Elicit or say that they lived in Mexico about 700 years ago.

A history magazine

1
- First, ask students to read the title and the first two lines and say what the text is about. Elicit that the word *amazing* suggests that the quiz will contain some impressive facts about the Aztecs.
- Elicit the names of the things in the pictures. (a chilli, half an avocado, a frog)
- Ask students to note down their answers, as *True* or *False* (or both, if pairs don't agree).
- Encourage students to think why the false statements might be false.

2 9 *See the audioscript on p132.*
- Play the audio for students to check their answers.
- When checking the answers, ask students to correct the false quiz statements. Play the recording again if necessary.
- Ask: *Did anything in the recording surprise you?*

Exercise 2

1 True **2** False **3** True **4** False **5** True **6** False

Subskill: Using visuals to understand ideas

Photographs, illustrations or diagrams which go with an article (text) often give helpful clues as to text content. The captions under visuals are also a quick way for students to get an idea of the topic, genre and flavour of a text – even before they read it.

3
- Focus on the words in the box to check understanding; drill pronunciation of *building* /ˈbɪldɪŋ/ and *medicine* /ˈmed(ə)s(ə)n/.
- Give students time to skim the article and also to use the pictures and captions to help them get an idea of its content. Set a time limit if necessary, to prevent detailed reading.
- When checking answers, have students quickly number the paragraphs, then ask which paragraph contains the relevant information. (building a city: paragraph 2; calculating time: paragraph 5; education: paragraph 4; farming: paragraph 3)

Exercise 3

building a city, calculating time, education, farming

Extra activity

Ask students what kind of information is in the last paragraph.

(information about Aztec things that are still around today: the Aztec language, a musical instrument and food)

Ask them to think of a phrase to summarise this to add to the box, e.g. *Aztec inventions*, *Aztec things we use*.

4 10 Ask students to read the gapped sentences first to get an idea of what to listen for.
- Ask students to guess the meaning of *floating* (= resting on the surface of water).

Exercise 4

1 a lake
2 floating gardens, aqueducts
3 girls and boys/both rich and poor/everyone
4 for festivals, for counting days
5 language

5
- Students can answer the questions orally or write the answers down. Encourage them to answer using *so* … and *because* …
- If useful, point out that *so* is used to explain a consequence or outcome, e.g. *There wasn't much land **so** they created artificial islands*, and *because* and *as* introduce reasons. Help students to reword this sentence on the board using *because* and *as*, e.g. ***Because/As** there wasn't much land, they created artificial islands.* or *They created artificial islands **because/as** there wasn't much land.*
- ▶ **Challenge** Students try to remember the reasons before they look back at the text.

Exercise 5

1 Because there wasn't much land (to build a city).
2 Because the population grew.
3 Because they couldn't grow vegetables on the water.
4 Because the water in the lake wasn't good for drinking.
5 Because the Aztecs knew that they needed skilled workers.
6 Because these days were unlucky days.

6
- **Word work** Students do the task.
- ▶ **Reinforcement** Tell students to match the definitions they are sure of first, then work on the others afterwards, looking carefully at whether the word is a noun, an adjective or a verb.

Exercise 6

1 behaviour	**2** fresh	**3** influence
4 artificial	**5** skilled	**6** grow

7 • Before students begin, elicit the meaning of *ingredient* (= one of the foods used to make a meal) by writing on the board: *Avocado, tomato, chocolate and chilli are all ingredients in Mexican dishes.*

Fast finishers

Students write two gapped sentences of their own for a partner or the rest of the class to complete.

Exercise 7

1 artificial	**2** influence	**3** fresh
4 skilled	**5** behaviour	**6** grow

CRITICAL THINKING

1 • Understand (LOT) Give students 4–5 minutes to complete the task. Tell students to read through the text again for ideas or give them additional time to go online to find out more about the Aztecs. You can also give them information from the *Culture note* on this page.

• Nominate students to give their answers and write them up on the board.

2 • Evaluate (HOT) Ask students to look at their answers in 1 and think about which are most important. Give students time to think of their own ideas before comparing with a partner. Model an answer to help students, e.g. *floating gardens, because we need more space to grow food for more and more people.*

• Ask different pairs to feed back, encouraging others to agree or disagree.

3 • Create (HOT) Brainstorm some other inventions as a class, then encourage students to use some of these and also think of some of their own.

• Give students time to discuss in pairs or small groups. Then ask each group to share one invention and the reason why it is important.

• To follow up, ask students to look at all the inventions and then hold a class vote on which they think is the most important.

Critical thinking

Suggested answers:

1 artificial islands to build on; 'floating gardens' to grow food; aqueducts to bring water to homes; free education for boys and girls; calendars to calculate time

2 building new cities – because we need more houses for people and we can use their ideas to build on the sea in the future
water – because we use water at home every day
the floating gardens – because we need to grow more food for the world's population
a system of free education – because now all children go to school

3 The computer – because we use them to look for information and to communicate
The aeroplane – because we can travel to another place in the world in a short time
Electricity – because we use it for light, televisions, computers

Culture note

The **Aztecs** were warrior people who dominated an empire stretching from the Pacific coast to the Gulf of Mexico from the early 1300s until 1521. The Aztecs built sophisticated irrigation systems, which, together with rich soil and a favourable climate, meant there were three harvests a year. As a result, the population quickly grew.

Aztecs did not have horses, cows or sheep for carrying heavy loads, a fact which makes their sophisticated buildings even more impressive. This also meant communication between districts could only go as fast as a human could run. Nor did they have highly developed metal-working skills; most Aztec weapons were made of obsidian, a volcanic glass, making their weapons weaker than European ones.

Aztec knowledge of astronomy was very advanced. They developed sophisticated calendars which were closely linked to their religious beliefs. They had over 200 gods.

The Aztec empire was crushed by Europeans in the 16th century, partly because local tribes were already discontented with Aztec rule and partly because the Europeans brought diseases such as smallpox to which the local people had no immunity.

Research

Ask students to work in pairs or groups. Give them time to look through a few websites, then to write notes on one ball game.

They can then share what they found with a small group or with the whole class if you prefer.

If appropriate, you could try to play one or two of the games with the class.

Ask: *Do you think these games are/were fun?*
Do you think people in history found them fun?
[If the answers to the two questions were different:]
What has changed?

Further practice
- Reading ➔ Workbook p16
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework
Students use the information in the text on p27 to write five more amazing facts about Aztecs. Three facts should be true and two facts should be false, and students should also write the correct answers for the false sentences (upside down or on a separate sheet/page).

Grammar

Student's Book p28

Lesson aims *Students revise ways of talking and writing about the past:* (there) was/were, could *and past time expressions.*

Warmer
Look back at the second paragraph of the text on p27 and ask students to find three instances of past simple forms of the verb *to be* (*was(n't)* and *were(n't)*): *One of these civilisations* ***was*** *… , There* ***wasn't*** *much land* and *There* ***were*** *pyramids, …*

Write them on the board and underline the verbs.

(there) was/were

1
- Students do the task.
- To follow up, elicit a negative version of the first sentence in the box (*The cocoa bean wasn't important to the Aztecs.*), an affirmative version of the second (*Schools were only for rich children.*) and an affirmative short answer to the third example (*Yes, it was.*).
- Help students to form an example of a *Yes/No* question using *were*. Write *schools / only for rich children* on the board. Work through forming the question together using rule 4 (*Were schools only for rich children?*). Elicit the short answer *No, they weren't.*
- Focus on the *there was/were* box. Draw attention to the use of *no* in the first example and follow up using the information in the box below.

Exercise 1

1 was **2** were **3** not (n't) **4** subject

***no* as a determiner** ABCD
- Explain that using *no* with an affirmative verb is another way of making a negative: *There was no popcorn. = There wasn't any popcorn.*
- Revise the use of *any* in negatives and questions if necessary.

2
- Students do the task.

***Fast* finishers**

Ask fast finishers to look again at the second box in exercise 1 and think of another way of wording the last answer (7). (There were no skate parks.)

Exercise 2

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

could

3
- Before students do the task, drill pronunciation of *could* /kʊd/ if necessary. Check understanding of *ability* and *possibility.*
- Ask students to find one more example of *could* in the text on p27 (*clever students could become engineers …*). Also elicit the negative of the example short answer (*No, they couldn't*).

Exercise 3

1 past **2** never **3** without

4
- There is a lot of potentially new vocabulary in this exercise so go through this as necessary before students do the task, e.g. *chariot* /ˈtʃæriət/, *gym* /dʒɪm/, *stadium*, *fighting*, *successful* and *gladiator.*
- Ask if any of the facts surprise the students.

Exercise 4

1 could do exercise.
2 couldn't vote.
3 could watch chariot races.
4 could become rich and famous.
5 couldn't buy meat.

Past time expressions

5
- Revise the meaning of *ago* and explain *century*, if necessary, before students do the task.
- Check the answers by getting students to label a timeline on the board.

Exercise 5

last night, yesterday, a week ago, in June, three years ago, in 2015, when I was five, in the 19th century

6 • Students do the task.

▶ **Challenge** Encourage more confident students to expand on their answer with one piece of information each time, e.g. *It was two weeks ago. I went to a pizza restaurant with my family.*

7 11 Tell students to read through the text before completing the gaps, as this will help them to understand the general sense.

▶ **Reinforcement** Remind students to look at whether the noun after *there* is singular or plural.

Exercise 7

1 were **2** were **3** was **4** could
5 were **6** wasn't **7** could **8** couldn't

8 • Divide the class into teams. The first team to solve the puzzle wins. If you wish, prepare other words for teams to race to solve (simpler versions of the symbols in the Student's Book can be found online).

Exercise 8

yesterday

Culture note

The **hieroglyphs** in the puzzle were used to write sounds similar to the sounds shown by the Roman alphabet. The Egyptians used around 700 other symbols to show meanings as well.

Further practice

- Grammar ➔ Workbook p13
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p116

Pronunciation p116 Exercise 1

1 D **2** D **3** S **4** S **5** S **6** S **7** D

Pronunciation p116 Exercise 2

/ʊ/: book, cook, could, look, put **/uː/:** pool, rule, shoe, school, true

Homework

Students think about when they were five years old and write sentences describing what they *could/couldn't* do.

Get online

Students work in pairs to find out what people could watch in stadiums in Ancient Rome, then write notes using *could/couldn't*. They can then discuss these in class.

Vocabulary and Listening

Student's Book p29

Lesson aims *Students learn phrases for life events and how to identify key words in questions.*

Warmer

Play **Spidergram** with 'life events' in the centre – students should write up life events like *get married*, *make friends*, *start school*, *have children*, *grow up* around the centre and add detail.

(See Activities bank, p7, for full instructions.)

Life events

1 • Students work independently, then discuss their answers with a partner.

- Revise the past simple forms of the verbs in the phrases and elicit examples using them, e.g. *I was born in 2006*.
- Revise *going to* and elicit some personal examples of future plans using the items in the box, e.g. *I'm going to go to university after school.*

Exercise 1

be born, start school, leave school, go to university, get a job, start work, get married, have children, retire, die

Extra activity

Students write personalised sentences using the phrases in the box about themselves and members of their family. Remind them to think carefully about tenses, such as past simple, e.g. *My grandfather retired last year. My cousin got married two years ago.*

2 • Students do the task.

- Follow-up questions:
  Have you ever moved? Where from/to?
  Was it easy to make friends?
  What do you find difficult about growing up?

Exercise 2

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

You can make friends and move house at any time in your life. You can only grow up when you are a child.

3 • Students do the task.

***Fast* finishers**

Students look at the corrected versions of sentences 2, 3 and 5 in exercise 3, then rewrite them so that they are true for them/their country.

- Follow-up question:
  Do you agree with sentence 4? Why/Why not?

Exercise 3

1 moved to Spain **2** leave school **3** retire
4 grow up **5** get a job **6** started school

A podcast

4
- When students have read the fun facts, ask them to look at the pictures and guess the meaning of *indigenous* /ɪnˈdɪdʒənəs/ (= people who have lived in a place for a very long time).
- As a class, discuss what they think the pictures show before students read the captions.
- ▶ **Reinforcement** Help students identify clues contained in the captions, e.g. artist, snowboarding, 12 metres tall (shows that something very high is shown), pictures, life events.
- Follow-up questions:
  Do you ever read/look at manga books/comics? What do you think of them?
  What sorts of things show important life events for you and your family? (e.g. photos, souvenirs)

Exercise 4

1 C **2** D **3** A **4** B

▶ Subskill: Identifying key words in questions

Students are familiar with underlining key words in questions and texts; in exercise 5, they must identify questions, so question words are important. However, they must also understand the time period each question is asking about, so tense is important too.

5 12 *See the audioscript on p132.*
- Students listen and do the task.
- ▶ **Reinforcement** Make sure students notice the key difference between question a (present tense) and question c (past).

Exercise 5

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

6
- Remind students that they will hear the information in the order they noted in exercise 5.
- Make sure that students answer in their notebooks in note form rather than full sentences.
- If students ask, explain that British Columbia is the westernmost province (region) of Canada.
- ▶ **Reinforcement** Pause the audio after the relevant question and answer.
- Follow-up questions (clarify the meaning of *longhouse* first (= a very large traditional house for more than one family)):
  Why did the population fall? (because Europeans brought new illnesses to the island and Haida people became ill and died)
  How many people used to live in a longhouse? (50)
  How many Haida speakers are there now? (20)

Exercise 6

2 all over Canada **3** about 4,500
4 30,000 in the 19th century, 600 in 1900
5 They lived in longhouses with up to 50 people. **6** yes

7
- Students do the task, then share answers in groups or as a class.

Get online

If time allows, encourage students to research the exercise 7 questions.

Further practice
- Vocabulary ➔ Workbook p14
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p17
- Listening worksheet ➔ Teacher's Resource Centre

Homework

Students ask a grandparent (or other family member/friend) about their life and use the past simple to write a short biography with details of their key life events.

Grammar

Student's Book p30

Lesson aims *Students revise the form and use of the past simple and* used to.

Warmer

Play **Snowman** with the following suggested phrases: *get married*, *make friends*, *start school*, *have children*, *grow up*
Tell students you are looking for life events in this game. (See Activities bank, p7, for full instructions.)

Past simple

1
- Do the task with the whole class.
- Elicit the infinitive forms of all the verbs and highlight the spelling of *married*; point out that this is a regular verb but the spelling changes because it ends in *-y*.
- Ask: *Is **speak** regular or irregular? What's the past simple form?* (irregular, spoke)

Exercise 1

regular: lived, married **irregular:** brought, made
negative: Add *not* (n't) (*People didn't speak Haida.*)

2 • Students do the task without looking at the irregular verbs list first, then look to check.

Exercise 2

came, did, got, went, had, liked, played, read, saw, started, studied, talked, thought, worked, wrote

Extra activity

Ask students to write a personalised sentence for each of the past simple forms they found difficult to remember or spell.

3 • Elicit what students know about New Zealand and the Maori. Ask if they remember a word used to describe the Haida in Canada. (indigenous) If necessary, explain that the Maori are the indigenous people of New Zealand.

• Tell students to check the plus and minus signs first to find out whether to write a positive or a negative sentence.

Exercise 3

1 arrived **2** went **3** didn't have, used **4** called **5** didn't arrive

4 • Use the examples to revise past simple *Wh-* question forms before students tackle this exercise.

Exercise 4

2 How did they travel to New Zealand?
3 Did they use the sun and stars to navigate?/What did they use to navigate?
4 What did the Maori call the country?
5 When did the Europeans arrive in New Zealand?

used to

5 • Students do the task. Refer to the box below for additional points to note.

Exercise 5

1 past **2** states and repeated actions
3 past simple **4** infinitive

used to ABCD

Typical errors with *used to* include the following:

- using the present tense form instead of the past simple: ~~*She uses to watch TV a lot.*~~ *She used to watch TV a lot.*
- inserting a past *be* auxiliary: *He ~~was~~ used to go to the cinema a lot.*
- confusion with *use something to …* , which came up a lot in the first lesson of the unit
- confusion with *be/get used to* something: *They were used to the noise/travelling long distances.*
- writing the question form incorrectly: ~~*Did he used to live in London?*~~ *Did he use to live in London?*

6 • Ask students to read the whole text to get an idea of what it is about before they complete it.

• Check understanding of *remote control* (= device for changing television channel) and *channel* (= television station).

• After, ask students to guess the meaning of *episode* (= a part of a television story).

***Fast* finishers**

Students change the verbs in text to past simple forms.

Exercise 6

1 used to watch **2** didn't use to exist **3** didn't use to have
4 used to wait **5** didn't use to be

7 • Remind students to be careful with the spelling of *did you use to … ?* (*use*, not ~~*used*~~).

Exercise 7

1 How many hours did you use to watch per day?
2 Where did you use to watch TV?
3 Did you use to have a favourite programme?
4 What channel did you use to watch?
5 Did you use to watch TV alone or with other people?

8 • Students take turns asking and answering.

• Remind students to also ask their partner about how things are different now.

9 • When checking answers, elicit why the right option is correct.

(1 correct spelling of negative form *didn't use to* 2 plural pronoun *they* requires plural verb 3 infinitive without *to* after *could* 4 singular subject requires singular verb 5 correct spelling of affirmative form of *used to* 6 past simple for single event in the past 7 present continuous for an event that is going on around now 8 *often* comes before verb)

Exercise 9

1 didn't use to become **2** have **3** could **4** was
5 used to go **6** won **7** isn't competing **8** often works

Further practice

- Grammar ➔ Workbook p15
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students look back at the questions in exercise 7 and write five sentences with *used to* describing their television-watching habits when they were six years old. They can also write about what is different now.

Get online

Students write a past simple question about the Maori in the past and one in the present simple about the Maori today, then find the answers.

Real-world speaking

Student's Book p31

Lesson aims *Students learn Key phrases to ask for clarification.*

Warmer
Ask students to look at the objects in exercise 3 on p25 for two minutes and memorise them. Books closed, ask students to write down:

two things beginning with c (comb, and/or calendar, and/or chewing gum)

two things beginning with s (scissors, spoon)

two things beginning with k (key, knife)

one thing beginning with h (helmet)

Asking for clarification

1 Before students discuss the leaflet, use the photos to elicit the meanings of *ship* and *Viking* /'vaɪkɪŋ/ and find out what they know already about Vikings. Students may remember *longhouse* from the Haida recording.

Exercise 1

She doesn't understand everything the receptionist says, she drops her pen and misses something the receptionist says

2
- Before students watch the video again, elicit their ideas for the kinds of information they might want to know about the Viking museum, e.g. when it is open, how much it costs. Write the class's suggestions on the board.
- Follow-up questions:
  When is the museum open? (from 10:30 to 3:30 Monday to Friday, from 11:30 to 3:30 at weekends)
  How much does it cost? (£12.50)
  What number bus does Karen need to take? (number 3)

Exercise 2

What time does it open?
I'm sorry?
How much does it cost?
Did you say . . . ?
How can I get there?
Could you repeat that, please?

Culture note

The Vikings lived in Scandinavia from 700 to 1100. They travelled in longboats to Britain and other countries to trade but also to steal animals, gold, jewels and crops. They began to raid Britain in 787, and over the next few decades they conquered large parts of Scotland and northern and eastern England, which they ruled for nearly 100 years. Vikings continued to have influence after that, and many modern British place names are of Viking origin.

3
- Read through the Key phrases as a class before watching again. See the *could and get* box.
- ▶ **Challenge** Ask students if they remember which Key phrases were used.

Exercise 3

1 time does it	**2** sorry	**3** how much
4 say	**5** get there	**6** repeat that, please

could and get ABCD

- Explain to students that here *could* is used to make a polite request and is not asking about ability in the past.
- Ask students if they can find two examples of *get* in the Key phrases (*How can I get there?* and *Sorry, I didn't get that.*). Ask students to guess the different meanings of *get there* and *get that* and elicit other words/phrases that mean the same: *get there* (= go there, travel there); *get that* (= understand that, hear that).
- Explain that *How can I get there?* asks about means of transport: *How can I travel there?*
  (**Suggested answers:** by car, by bus, by train, on foot)

Extra activity

Ask students to find the sentences about prices in the dialogue: *twelve fifty and twelve pounds fifty*. Explain that *pounds* is often omitted in everyday speech. Write some prices on the board for students to practise saying both forms.

4
- After they have done the task, ask students to read the Real-world grammar phrases.
- In pairs, students practise the dialogue, trying to use the correct intonation. Allow time to swap parts and read again.
- **THINK** Students can either choose a place they already know about because they have visited it or, if there is time in your lesson, they can look online for the information about a place they are interested in. Tell them they can use extra questions if they wish.
- **PREPARE** Remind students to use at least one example in the box. Students can write their dialogue down if they prefer.
- Remind students to look at the **Peer review** in exercise 5 and think about whether their dialogue covers the first two points.
- **PRACTISE** Remind students to swap roles to get practice of both asking and responding.
- **PERFORM** Remind students to look at the **Peer review** section first so that they know what to listen out for.

5
- **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions.

Further practice
- Speaking ➔ Workbook p17
- Phrasebook ➔ Student's Book p122

Homework
Students look at the website of a different museum in an English-speaking country and make notes of the opening times; the ticket prices; the best way to get there; whether there is a café, a gift shop; etc.

Writing

Student's Book pp32–33

Lesson aims *Students learn how to write an email to an e-pal and when to use* because *and* because of.

Warmer
Write a short email on the board, but set the lines out in the wrong order; it could look something like this:

See you! Eddie
Can you help me with something?
How're things?
Can you send me the pages we need to do for maths homework?
Thanks a million
Hi Sasha

Ask students to re-order the writing so it makes sense. Once they have finished and answers checked, ask them what kind of text this is (an email), to elicit the genre and serve as an introduction for today's writing task.

An email to an e-pal

1
- Before students do the task, ask them to say what the text is (an email), who wrote it (Fraser) and who it is to (Ekin).
- Ask students to give reasons for their choice of description.

  (b, because in the first paragraph, Fraser says *you asked me to tell you about my life when I was seven, so here you are!* and the other paragraphs are mainly about his life in the past, not just about what he likes about home and school or how things are better now)
- Follow-up question:
  What tells you it's about the past? (past simple, *used to*, time expressions)

Exercise 1

1 b

2
- Check students understand descriptions a–f. Revise *greeting* if necessary.
- Elicit other words for *opening* (beginning/start) and *closing* (ending/finishing) here. Then ask students to guess the meaning of *write back*.

Exercise 2

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

3
- Students do the task. Tell students to simply write *True*, *False* or *No information*.
  - ▶ **Reinforcement** Offer support for the questions where they must look carefully at tense and make deductions. In particular: **1** *Fraser **lives** in a bigger house **now*** versus *We **lived** in a **smaller** house **then**.* **5** *Fraser **goes** to school in his village* versus *I **didn't use to go** to school in Ripon. I **went** to the village school.*
  - ▶ **Challenge** Students choose their answers before re-reading, then read to check.
- When you check answers, get students to say which paragraph/section of the email the information was in. (questions 1 and 2: paragraph 3; questions 4, 5 and 7: paragraph 4)

Exercise 3

1 True **2** False **3** No information **4** True
5 False **6** No information **7** True

▶ Subskill: *because* and *because of*

Sometimes students mix up *because* and *because of*, e.g. *I was late **because** the snow* or *He was ill **because of** he got wet and cold.* You could explain that *because* is a conjunction that joins two clauses, so it is followed by a subject + a verb; *because of* comes before a noun/pronoun (possibly with an adjective in front of it) which isn't the subject of another clause.

4
- Tell students to write the sentences in their notebooks, then underline *because* and *because of*.

Exercise 4

Sentences with *because*:
I like this house more **because I have** my own room.
I could have lunch at home **because the school was very near** our house.
Sentences with *because of*:
. . . he doesn't have much free time **because of his job**.
. . . our teacher couldn't get to school **because of the snow**.

5
- Students do the task.

Exercise 5

1 because of **2** because

Extra activity

Tell students to underline the nouns following *because of* in one colour, and the subjects + verbs following *because* in another in their notebooks.

Extra activity

Write (or project) these two columns of phrases on the board and ask students to choose one phrase from A and one from B, then make two sentences joined with *because* and two sentences joined with *because of*:

A	*B*
I was late	*they were tired.*
We missed the concert	*the traffic.*
They went home early	*we were ill.*
	the cat.
	the weather.
	I couldn't find my ticket.

6
- Students do the task.
- When checking answers, ask students to state the items (noun/pronoun or subject + verb) which follow *because of* and *because*.
- ▶ **Reinforcement** Students may need help with sentence 5 because *the book* is followed by a relative clause, but point out that *because* here isn't followed by a subject plus verb but by a noun and then a relative pronoun.

Exercise 6

1 because of	**2** because	**3** because
4 Because of	**5** because of	**6** because

Extra activity

Ask students to look again at sentences 1 and 3, then write two sentences that are true for them beginning *I really enjoy/enjoyed …* and *I didn't/don't enjoy …* They should complete them by giving one reason with *because* and one with *because of*.

7
- **THINK** For exercise 1, pairs can help each other with shared memories about schools, for example, or by asking and answering to prompt information. Encourage them to think of as many ideas as they can. Students can then decide individually which two things they want to make notes about for exercise 2.
- When students **PREPARE**, refer them back to their answers to exercise 2 and tell them to organise their paragraphs in the same way.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Encourage them to include interesting details, as well as the basic facts.
- **CHECK** Ask students to go through their email and answer the questions. Tell them to make any corrections if necessary.

8
- **Peer review** Remind students to highlight good and accurate use of the target language first, rather than just pointing out errors. Encourage them to discuss the content as well as the language used – it's important they see English as a means of communication.
- Nominate students to tell the class anything interesting about the email they read and to share their answers to question 2.

Further practice
- Writing ➔ Workbook p18
- Writing competence ➔ Teacher's Resource Centre

Homework

Students look at photos and/or videos of themselves when they were very small children (aged approximately 2–3) and write either captions to the photos or a short text (using *used to* and the past simple) describing what they used to wear, where they used to live, the toys they used to play with, what they used to eat, etc. Encourage them to include at least one *because* and one *because of*.

Project

Student's Book pp34–35

Lesson aims *Students create a fold-out poster about life where they live 25 years ago.*

Warmer

Ask students to look at the Graphic organiser for this unit on p118. Allow five minutes to discuss with a partner what they learnt about the past and the present and what they have enjoyed most about the unit.

WDYT? What can we learn from the past?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students whether or not they think learning about the past is important. Then ask them which past ideas, events or inventions are still important today (e.g. calendars, ideas about education).

Elicit if we can learn from mistakes that were made in the past, e.g. about war, illnesses, inventions. (yes)

Then they discuss the WDYT? question.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a fold-out poster.

1 *See the videoscript on p140.*

- Before students do the task, explain that *player* describes equipment that plays music, e.g. MP3 player or record player. Check the meaning of *portable* (= something that is easy to move and you can use in different places).
- Follow-up questions:

  (You will probably need to write these on the board and allow students to watch the video a second time.)

  Who answered their questions about the 1990s? (parents and relatives)

  Did students have tablets and smartphones in the 1990s? (no)

  How did people find information then? (in books and encyclopaedias)

Exercise 1

free time, music, school

STEP 1: THINK

2

- Students do the task.

Exercise 2

free time, music, school

3

- Elicit other ideas, e.g. a local museum, local history society, neighbours who have lived in the area where you live for a long time.

Exercise 3

All except: a book about ancient civilisations

STEP 2: PLAN

4

- Tell groups of four to discuss the ideas and come up with a consensus, i.e. two ideas that everyone (or a majority) is interested in researching.

5

- Help groups to identify resources and to allocate different roles and tasks if they have trouble doing this themselves.

6

- Encourage students to stick closely to their research task and to write notes which they can discuss with the rest of their group later as they may not have space for all the information they find. Remind them to think first and foremost about what is interesting and what is relevant.

▶ **Reinforcement** Allow groups to research one topic only and produce just a one-sided poster rather than a fold-out one.

STEP 3: CREATE

7

- Students read the tips in the Super skills box.
- Follow-up questions:

  Can you think of any more tips for taking turns?

  How can you make sure everyone speaks for the same amount of time?
- Read the Key phrases together as a class, then give students time to practise with a partner. Encourage them to feed back to one another on intonation.

8

- Students decide together what information and pictures to include. Students should expand their research notes into short texts with headings. See the Model project on p35 and the Model project notes for further ideas. They can cut out, print or draw suitable pictures. (If more appropriate for your classroom, ask students to produce a digital poster which isn't fold-out.)
- Remind them to look at the **Peer review** and the Final reflection so that they know which aspects and which language they need to cover. Also encourage them to be realistic about space.

9

- Students work together to design their poster, making sure the order is clear and logical and relating appropriate pictures to the text.

STEP 4: PRESENT

10

- Students practise in their groups of four, ensuring that everyone speaks at some point.
- Tell students that they should use their notes and their poster as the basis for their presentation, but they should add extra information when they speak, and speak fluently, rather than reading from the poster.
- Tell them to use the practice to think about ways to improve their poster presentation.

11

- **Peer review** If there isn't time for every group to present to the whole class, ask groups to present to one other group.
- Remind students to make positive comments and constructive suggestions for improvement when they give feedback.
- Nominate students to tell the class/group what they found most interesting.

Model project

Layout: There is a main heading at the top, then clear sections with headings. Each section is illustrated with photos/drawings placed next to the relevant text.

Artwork: There is a variety of fun, attractive and relevant photos; they demonstrate fonts and styles of illustration which were popular 25 years ago, which is fitting with the topic of the project.

Language: Full sentences and cohesive texts are used in paragraphs under informative headings. The past simple and *used to*, *there was/were* and past time expressions are all used.

Tone: A formal style suitable for a non-fiction text is used when writing about historical topics, but the inclusion of handwritten detail makes the poster fun and attractive and not too serious.

2 FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples based on the comments they received from classmates during the **Peer review**, as well as how they think they themselves performed in relation to the criteria. Say that not every group member needs to choose the same colour of face.
- Where students have not chosen the smiling face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills ➔ Workbook p18

Homework

Students write a short paragraph detailing the most interesting things they learnt about life 25 years ago while making their own poster and from other groups' posters.

End-of-unit further practice 2

- Social and emotional competence ➔ Workbook pp70–71
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

3 Goals

Vocabulary

Student's Book pp36–37

Lesson aims *Students learn and practise words for achievements.*

Warmer

With books closed, write *Goals* on the board and ask students what the word makes them think of. (Translate if necessary, to include both the sporting sense and the meaning of aims and achievements.)

Tell students that this is the topic of the unit. Have them open their books, flick briefly through the pages of the unit and decide whether they think it is likely to be mostly about the first or the second meaning of the word.
(the second)

WDYT? What is your idea of success?

Use these questions to ask students about what success means to them:

What different types of success are there?
(e.g. professional, personal, academic, sporting)

Do success and fame always go together?
(**Suggested answer (for discussion purposes):** Often, yes, but there are lots of successful people who are not famous. Success can mean achieving a small personal goal too, e.g. passing an exam or doing well in a new sport/job.)

Tell students they will return to this question at the end of the unit.

Success and achievements

1
- Students do the task. Explain that some of the answers will be guesses, and that is fine.
- ▶ **Reinforcement** If necessary for your class, revise expressions for likes and dislikes.
- Nominate students to tell the class their ideas and ask them to give reasons.
- Follow-up questions:
  Have you got a noticeboard/things on the walls in your bedroom?
  What would your bedroom walls tell people about you?

Exercise 1

Liam likes keeping fit and doing sport. He's a fan of Marc Márquez. He's interested in getting a newspaper delivery job. He's studying French.

2 Tell students that the items in the box are all goals. Ask if there are any students who don't understand and clarify as necessary. Check pronunciation.

Exercise 2

1 learn a language	**2** be famous
3 win a race	**4** make money
5 get fit	**6** feel happy

3 Clarify to students that they are only to use the verbs (the first word from each expression) from exercise 2.
- Also clarify that each gap in exercise 3 is followed by two potential phrases, e.g. number 1: *win a prize*, *win a competition*. They don't mean the same thing.
- When students have done the task, discuss the meaning of any phrases the students might not understand.

***Fast* finishers**

Students think of other words that often collocate with the verbs in exercise 2, e.g. **with *get*:** *get married*, *get up*, *get dressed*; **with *be*:** *be born*, *be honest*, *be good*; **with *feel*:** *feel sad*, *feel ill*, *feel unhappy*; **with *make*:** *make a cake*, *make your bed*.

Exercise 3

1 win	**2** get	**3** learn
4 be	**5** make	**6** feel

4
- Refer students to the box about learning whole phrases including the correct verbs. Tell them it will help them to produce spoken and written language more quickly and also help them to sound more authentic.
- Students do the task.
- ▶ **Reinforcement** Tell students to read all the sentences before they start, as this will help them decide which phrase goes in which sentence.

Exercise 4

1 learn to surf	**2** win a prize	**3** get good grades
4 feel proud	**5** be rich	**6** make a difference

Extra activity

When students have read the box, ask them to write six personalised sentences that are true for them using each of the verbs and one of the accompanying phrases in exercise 3. (They can substitute their own ideas for *surf*.)

5
- Tell students that there are no correct and wrong answers – this is a personalised activity, and they just need to be able to provide a reason for each decision. Point out that in exercise 6 they will compare their answers with a partner.
- If time is short, tell students to just choose five achievements for each section of the table.

6
- Ask students to find phrases for talking about what is important in questions 3 and 5 of exercise 4: … *it's not so important to get good grades* … and *What's important is … ; Money isn't very important to me. I think it's more important to* …
- Students use the phrases to talk about their answers to exercise 5. Remind them to give their reasons.
- Nominate pairs to tell the class their ideas, their reasons and whether or not they agreed.
- If you have a confident class, you could ask them to report back on any differences and similarities they found with their partner.

VIDEO SKILLS

7 *See the videoscript on p140.*
- Students do the task. Elicit what a *goal* is (= something you hope to achieve).
- Follow-up questions:
  What are the three sections of her goal diary? (goals, steps/plan and timeline/list)
  What were the benefits to ticking off the tasks on her list/timeline? (It helped her achieve her goal and she felt more confident.)
- Pause the video on the page showing all of Cat's goals (at 44 seconds) and read through them together. Ask students if they have similar goals.
- Ask students to think about their goals. Ask them to choose one and write down the steps they would need to take to achieve it.

8
- Students discuss the questions in pairs.
- Nominate pairs to share their ideas.

Exercise 7

Her main goal is to win a running race. She is successful.

Exercise 8

Suggested answers:

1 To show something they know how to do well, explain their experience of doing something new, attract viewers to their channel and make money from the ads on the channel.
2 People want to find out quickly how to do something so they watch a video. Often people just watch these videos for fun.
3 'How to' videos are short and easy to understand. They are multimodal texts – there is spoken narration, printed text and images which make it easier to follow and copy.
4 Students' own answers

Further practice
- Vocabulary ➔ Workbook p20
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p116

Pronunciation p116 Exercise 2

1 drives a **2** got a **3** five o' **4** 's an, an art

Pronunciation p116 Exercise 3

is a, not important, but I, part of, of a, like I, make a

Homework

Students write three short paragraphs about the three goals that are the most important to them. They can write about short-term goals or any goals for when they leave school.

Reading and critical thinking

Student's Book pp38–39

Lesson aims *Students read about brands and learn to find answers in a text.*

Warmer

Ask students how important a famous brand name is when they are buying clothes or other things. Give them one or two minutes to discuss in pairs.

An online article

1
- Make sure students understand the second task, i.e. they should choose 5 reasons (out of the 18 in questions 1–6) why people might choose to work for a successful company.
  (**Suggested answers:** make money, get a good job, make a difference, be part of a team, be proud, learn something new, be happy)
- Students do the task, then discuss their five choices with a partner.
- ▶ **Reinforcement** Remind students that these expressions were covered in the previous lesson.

Exercise 1

1 win **2** get **3** learn **4** be **5** make **6** feel

Suggested answers:
be rich, learn something new, have a good job, make money, be part of a team

2
- Follow up by nominating pairs to share their ideas and explain their reasons.
  - **Challenge** Ask students to think of a brand they *used to like*, say why they used to like it and why their opinion changed.

3 15 Ask students to look at the title of the article, the images and the timeline and to predict what it will be about.
- Before students match the questions, check their understanding of *product* (= something a company produces) /ˈprɒdʌkt/, *user* (= someone who uses a product) /ˈjuːzə(r)/ and the phrase *come back in(to) fashion* (= become popular again).
- Follow-up questions:
  Can you find two of the phrases from exercise 1 in the text? (make [a lot of] money; make a difference)
  Have you ever used an instant camera or seen photos from one? If so, what did you think of it?

Exercise 3

1 Vans **2** Polaroid **3** Instagram

4
- Go through the example with the class.
- Make sure students just write the Key phrases or their own words describing the main event and don't copy out whole sentences. Explain that they may need to add the company name if this isn't mentioned near the date in the text.

Exercise 4

1948 – the first Polaroid-Land camera went on sale
1966 – the Van Doren brothers started the Vans company
1960s and 70s – Polaroid cameras were very popular
1980s – Vans got in financial difficulties
2010 – Instagram started; 25,000 downloads in 24 hours
2012 – Zuckerberg bought Instagram
now – **Suggested answers:** Polaroid is popular again, Systrom and Krieger are rich, Vans are active in many areas (shoes, competitions, sports shoes, art competition, music festivals, etc.).

Extra activity

Books closed. Read out the dates from the timeline in random order for students to write them down. Then ask students to try and remember which brand each date referred to and what happened.

Subskill: Finding answers in a text

When students are doing reading exercises, tell them to ask themselves: *What's another way of saying this?* If students don't understand parts of a text, tell them to look for words nearby that they *do* understand or that look similar to a word they know. They can then guess the meaning and, hopefully, they will be correct.

5
- Emphasise that sometimes the answers in this exercise consist of one word and sometimes of several words.
- Check understanding of *at first* and *apart from*.

Exercise 5

1 Burbn. **2** day.
3 skateboarders. **4** festivals and competitions.
5 digital photography. **6** weddings and parties.

6
- **Word work** Students do the task.
- Point out the additional questions mentioned in the rubric (in questions 1, 4 and 6).

Fast finishers

Ask students to find words with the following meanings in the text:
difficult (*complicated* in paragraph 1)
easier (*simpler* in paragraph 1)
a whole sentence that means 'everything has changed' (*Today it's a different story*. in paragraph 3).

Exercise 6

1 went on sale (go on sale) **2** sponsor
3 environmentally friendly **4** founders (founder)
5 retro **6** downloaded (download)

7
- Students do the task.

Exercise 7

1 environmentally friendly **2** went on sale
3 retro **4** founders
5 downloaded **6** sponsor

CRITICAL THINKING

1 • Understand (LOT) Give students 2–3 minutes to think about the three brands in the text and decide which has had the most difficulty. Remind students that there is no correct or wrong answer, but they should think of reasons for their opinion. Nominate students to share their opinion and discuss as a class.

2 • Apply (HOT) Suggest an example to get students started (see the Answer key below). Students work in pairs to think of other difficulties businesses can have. If practical, allow them to go online to research this.

- Alternatively, offer these topic hints on the board:

  Staff Finances Reviews Quality Suppliers (= other businesses who provide services/products you need)

- Nominate students to feed back their ideas and together create a spidergram on the board.

3 • Evaluate (HOT) Ask students why people like buying famous brands and whether or not brands are important to students themselves, and why.

- You may prefer to avoid these questions if you know that some students are going to feel sensitive about not being able to afford big brands.

Critical thinking

Suggested answers:

1 Polaroid, because changes in technology nearly destroyed their business.

2 Strong competitors with a better product, financial problems, robots start doing the work more cheaply . . .

3 peer pressure, influence of advertising, may be better quality

Culture note

The first photo posted on **Instagram** was a photo of a dog, posted by Kevin Systrom in 2010. Many people use Instagram to post photos of their food; the most Instagrammed food is pizza, followed by sushi and steak. The most posted emoji is the heart emoji.

Polaroid cameras: Edwin Land was inspired to invent an instant camera when he took a photo of his three-year-old daughter with an ordinary camera and she asked him why she couldn't see the photo straightaway.

Many famous artists have used Polaroid photos in their work, including Guy Bourdin, David Hockney and Andy Warhol.

When the first **Vans** shop opened, 12 people wanted to buy the shoes, but the Van Doren brothers ran out of change, so the customers had to come back the next day to pay. The most famous shoe is the Vans #95 or Era, designed by skateboarders Tony Alva and Stacy Peralta. Vans owns skate parks in California and London. The skate park in London is underneath Waterloo train station.

Research

Allow time for students to go online and find the Vans designs. Elicit opinions.

Further practice

- Reading ➔ Workbook p24
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students write a paragraph about their favourite brand of trainers, clothing and/or phone, explaining why they like each brand. If they aren't into particular brands, they can describe their favourite pair of trainers or item of clothing, or their current phone, and say why they like it/them.

Get online

Ask students to think of a brand they like and research its history. They should write down three key dates with notes about what happened. They could then make posters or give presentations with the information.

Grammar

Student's Book p40

Lesson aims *Students learn and practise the forms and use of the past continuous.*

Warmer

Play **Charades** (see Activities bank, p6, for full instructions) with phrases from the beginning of this unit. If students are a little shy, they could do this in small groups rather than in front of the class. Some possibilities:

get good grades, *win a prize*, *learn to surf*, *feel happy*, *make friends*, *get fit*

Tell students you want to hear accurate present continuous phrases, e.g. *you're getting fit*, *you're winning a prize*, *you're making friends*, *you're feeling happy*.

Past continuous

1 • Students do the task.

- If you played the miming game in the Warmer, elicit what they were doing, e.g. *Ali was learning to surf.*

Exercise 1

1 was/wasn't **2** were/weren't **3** wearing

Past continuous

ABCD

If it's helpful for your class, draw a simple timeline on the board to show that a past continuous action starts, continues, then finishes all in the past:

last night

..... 9 pm [start]–9:30 pm [finish] ..... now

| ← I was having dinner. → |

2
- Students do the task.
- If necessary, explain the meaning of *this time last week* (= at this time last week).

Fast finishers

Ask students to rewrite the sentences changing affirmative to negative and negative to affirmative.

Exercise 2

1 was sleeping
2 wasn't making dinner
3 were doing sport
4 weren't studying
5 was writing

3
- When students have done the task, nominate individuals to tell the class about their partner using *he/she was …* and the two of them using *we were …*

4
- Students copy and complete the tables in their notebooks.

Exercise 4

***Wh-* questions:**				
question word	***be***	**subject**	**verb *-ing***	
Who	was	Edwin Land	travelling	with in 1943?

***Yes/No* questions:**			
be	**subject**	**verb *-ing***	
Was	the Vans company	having	problems in the 1970s?
Yes/No,	**subject**	***be* (+*not*)**	
No,	he	wasn't.	

Extra activity

Ask students to form questions from the sentences they wrote for exercise 3, e.g. *What were you doing at 6:30 am?* Ask for a mix of *Yes/No* questions and *Wh-* questions.

Divide the class into new pairs (not the same as in exercise 3), then students ask and answer.

5
- Students write questions about the boy they are going to hear about in the next exercise.

▶ **Reinforcement** Encourage students to look at each prompt carefully and decide if they need to write a *Wh-* question or a *Yes/No* question.

Exercise 5

1 Was the boy walking quickly or slowly at the start?
2 What was the boy doing while he was walking?
3 What were the birds doing?
4 Were any other people travelling?
5 How was the boy moving in the second part?
6 Who was the boy talking to?

6 15 *See the audioscript on p133.*
- Play the recording twice, if necessary, and elicit oral answers to the questions.
- Follow-up questions:
  Where was the boy going? (to school)
  Why did he start running? (because he was late)
  How were other people travelling? (in cars)

Exercise 6

1 He was walking slowly.
2 He was listening to music and singing.
3 The birds were singing.
4 Yes, they were. Some people were driving by in cars.
5 He was running.
6 A teacher.

7
- Explain that one of the three people (suspects) has robbed a bank and that they have to read and decide who it was.
- Read the first two lines of the puzzle and explain that *thing* here means either a backpack, a camera or a beach bag and that *item of clothing* here means sunglasses, a hat or a scarf.
- Ask students to copy the table into their notebooks, read the other sentences and complete the table with crosses or ticks.
- If necessary, explain the relative clause in the last sentence: *The person who was carrying a camera was wearing a scarf* is the same as *One person was carrying a camera and wearing a scarf.*
- If you have a confident class, set a time limit for students to solve the puzzle, and raise their hands when they have done so. Elicit the answer and ask if other students agree.
- To confirm the answers, copy the table in the Answer key onto the board, then talk through each statement, filling in a tick or cross as appropriate.

Exercise 7

Mark is the bank robber.

Further practice

- Grammar ➔ Workbook p21
- Grammar reference and practice ➔ Teacher's Resource Centre

- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework
Ask students to write at least five sentences using the past continuous about what they and their family were doing and wearing last Sunday.

Vocabulary and Listening

Student's Book p41

Lesson aims *Students learn about word families of verbs and nouns; they listen to a presentation and learn to take notes.*

Warmer
Play **What's the question?** Divide the class into two teams. Read out the answer to a question and ask each team to give you either a *Wh-* question or *Yes/No* question to match it:

T: I was sleeping at six o'clock.

(What were you doing at six o'clock?/Were you sleeping at six o'clock?)

Word families: verbs and nouns

1
- Before they read the instructions, ask students to look at the title, scan the board and say what it shows. (a list of presentation subjects to prepare for homework)
- Check understanding of *compete* (= to take part in a competition) and *invention* (= a machine that someone has made for the first time).
- Nominate students to tell the class their choice of presentation and give reasons and details about their choice.

2
- When checking answers, ask which other nearby words helped students decide.

Exercise 2

1 **Verbs:** compete, invite
Nouns: achievement, invention
2 *-tion, -ment*

3
- Students do the task.
- Tell students to look out for these common noun endings in new words. If students already know the verb form, they may be able to work out the meaning of the noun form and vice versa.

Exercise 3

1 achievement **2** invention **3** competition **4** invitation

4
- Students can check their answers in a dictionary.

Exercise 4

1 competition **2** invite
3 improve **4** information
5 education **6** agree
7 advertise

Extra activity

Write these nouns on the board and elicit the verb forms: *attachment*, *arrangement*, *statement*, *entertainment*, *reinforcement*, *action*, *option*, *instruction*, *collection*, *presentation*, *transportation*.

What do they mean? Point out that if a verb already ends in *-t*, sometimes the noun adds *-ation*, and sometimes it just adds *-ion*.

Now write other nouns on the board and tell students that the verb forms are slightly different. Choose from *argument/argue*, *organisation/organise*, *pronunciation/pronounce*, *collaboration/collaborate*, *explanation/explain*, *definition/define*, *description/describe*, *communication/communicate*. They can use a dictionary as needed.

Nouns ending in *-ment* and *-tion* ABCD

- *-ment*: *comment*, *document*, *instrument*, *entertainment*, *argument*, *arrangement*, *statement*, *moment*, *environment*, *apartment*, *reinforcement*, *attachment*
- *-tion*: *presentation*, *pronunciation*, *question*, *action*, *option*, *organisation*, *station*, *nation*, *section*, *collaboration*, *condition*, *explanation*, *definition*, *instruction*, *collection*, *description*, *generation*, *communication*

5
- Check the completed questions as a class.
- When asking and answering, tell students to ask follow-up questions, e.g. *Why do you like it?*
- Follow up by nominating students to tell the class about their partner.

Exercise 5

1 information **2** competition
3 improves **4** advertisement
5 invited

A presentation

6 17 *See the audioscript on p133.*
- Focus on the photo before students listen. Ask what students think the recording will be about.
- Ask follow-up questions:
Which country were the girls from? (Afghanistan)
What did they try to make? (a robot)
Why were they making a robot? (for a competition)

Exercise 6

A story of an amazing achievement.

7
- Students discuss in pairs, then as a class.
- Check understanding of *materials* (= substances and equipment used for making things) and *broke*. Ask: *What is the infinitive of* broke? (break)

Exercise 7

They didn't have materials to make their robot, the materials arrived late, they couldn't get visas to go to the competition, they didn't have much time to build their robot, their robot broke.

Subskill: Writing notes

Clarify what *notes* are (= short details from texts to help you remember information). Tell students that as well as key words, they can also use initials and symbols, e.g. arrows.

8
- Before listening, students make notes using what they remember as a framework. While listening, students note further details.
- Then students can either write full answers or use the notes to answer orally.

Exercise 8

1 Between 14 and 16.
2 The materials didn't arrive.
3 Two weeks.
4 They went twice.
5 The American president helped.
6 They repaired it and competed as normal.
7 A special prize for their achievement.

9
- Students do the task.

Further practice
- Vocabulary ➔ Workbook p22
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p25
- Listening worksheet ➔ Teacher's Resource Centre

Homework
Students choose five verb-noun pairs from the lesson and write two sentences for each pair, using the verb in one and the noun in the other. They can personalise the sentences if they wish.

Grammar

Student's Book p42

Lesson aims *Students compare and practise the uses of the past simple and the past continuous. They practise sentences with* when *and* while.

Warmer
Practise the nouns and verbs from the last lesson. Say a noun or verb and have students say the equivalent (e.g. You say *invite* and students should say *invitation*). (See T41 for possible nouns and verbs.)

Past simple and past continuous

1
- First, explain the two actions and tenses using a timeline. Have students show you where the first example would fit into the timeline.
- Students do the task.

Exercise 1

1 two
2 **long:** were waiting, were practising **short:** tried, broke
3 **long:** past continuous **short:** past simple

Past simple and past continuous ABCD

past
[= *long action*]
| ← They were practising with their robot. → |
..... now
↑
It broke. [=*short action*]

2
- Students do the task.
- ▶ **Reinforcement** Help students to think carefully about which is the longer and which is the shorter action in each case; sometimes both may appear long, but one is longer in each case. Point out that *start to rain* is a short action that is different from *it was raining* (a long action).

Exercise 2

1 went, was staying
2 were walking, started
3 was visiting, learnt
4 came, was talking
5 were watching, won

when and *while*

3 • Students do the task.
• Drill pronunciation of *while* /waɪl/.

Exercise 3

1 while **2** when

4 • Students do the task.

Exercise 4

1 was shining, woke up
2 called, was waiting
3 were chatting, came
4 met, were working
5 was making, got

Extra activity

Play **Two verbs**. Write two columns of verbs on the board:

Column 1: *talk*, *watch*, *make*, *have*, *ride*, *eat*

Column 2: *see*, *hear*, *meet*, *arrive*, *find*, *fall off*

Divide the class into two teams. A member of one team says a verb from each column. A member of the other team has to make up a sentence using *when/while* and the verbs in the correct form of the past simple and past continuous.

5 • Together, answer the first question on the board.
▶ **Reinforcement** Ask students to look at each half of the sentence separately. If necessary, revise the formation of past continuous and past simple questions.

Exercise 5

1 Where were your parents living when they met?
2 What were they doing when you got home yesterday?
3 Who did you talk to while you were coming to school?
4 What did you do while you were waiting for the bus?

6 • Students do the task. Tell them to make up any answers they don't know the answers to.
▶ **Challenge** Ask students to extend the question and answer into mini-dialogues by returning the question to their partner, e.g. *They were living in Acapulco. How about your parents?*

7 • Make sure students understand that they use *when* if the following verb describes a short action with the past simple or *while* if followed by a long action with the past continuous.
• After the pairwork, nominate students to tell the class their craziest sentence.

Exercise 7

Suggested answers:
I saw a spaceship while I was having breakfast.
Ed Sheeran stepped on a snake while he was running to catch a bus.
Our teacher was singing in the shower when she found a million euros.
We were eating ice creams when we met Álvaro Morata.

8 • Before they read, ask students to look at the title and the photo to get an idea of what it is about.
• Recommend that students read the whole text before they choose the correct options.
• Elicit students' reasons for their choices.

(1 agreement of singular subject and singular verb 2 infinitive form after *used to* 3 *have* (= possess) not used in continuous forms 4 infinitive used after *could* 5 irregular past simple form 6 past continuous for long action in the past 7 past simple for shorter action in the past 8 *ago* after a time expression 9 twice a week, not *two times in a week* in British English)

Exercise 8

1 was
2 live
3 didn't have
4 buy
5 became
6 was working
7 met
8 ago
9 twice a week

Further practice

- Grammar ➔ Workbook p23
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students watch a video of their family (on someone's phone) where several people can be seen doing various things. They write a short text describing what was happening in the video, using the past continuous. Provide this model on the board:

We were staying in a hotel. We were sitting by the swimming pool – my mum was reading a book, my dad was playing tennis with my brother and my sister and I were swimming.

Real-world speaking

Student's Book p43

Lesson aims *Students learn Key phrases for telling a story.*

Warmer
Play **Chain sentences**. (See Activities bank, p6, for full instructions.)

Start off by saying: *I was walking home from school when I saw a football.* The next student should use the last part of the sentence (*football*) and the past continuous, past simple and *when*, e.g. *I was playing with the football when I saw a bike.*

Telling a story

1
- Use the image of Spider-Man and the video still to prompt students to say what they know about the latest Spider-Man film and its lead actor. Explain that the dialogue is about meeting a famous person.
- Students ask and answer in pairs. Encourage them to give reasons for their choice.
- After the pairwork, nominate students to tell the class who their partner would like to meet.

2 Students read the question so that they know what to listen out for, then watch the video.
- Follow-up questions:
  Where was Diego staying? (with his cousin in London)
  What was Diego doing when he saw Tom Holland? (He was walking in the park.)
  What was Tom Holland doing? (He was free running/doing acrobatics/training at the park.)

Exercise 2

Tom Holland, in the park

3
- Read through the Key phrases as a class before watching again.
- Explain that here *it turns out* is a phrase which means *it became clear (to me/us) later on*.
- Ask students for other phrases (from A2) for responding to what someone is saying: *No way! You're joking! Sounds terrible/great/incredible/amazing!*
- Discuss with students the US ➔ UK comparison phrases. Ask if they were aware of these different options.
- Play the video again and ask students to repeat the phrases *It's **awesome**!*, *You're **kidding**!*, *That's **awesome**!*, *He was **really** good.* and *I can't believe you **actually** saw Spider-Man!*
- Ask them to practise the dialogue with the correct word stress in those examples.

Exercise 3

Did I ever tell you about the time . . .
You're kidding!
So, what happened.
It turns out . . .
That's awesome!

4
- Students do the task.
- If necessary, play the video again, pausing for students to complete the gaps.
- Play the video again for students to check their answers.
- After completion, ask students to read the Real-world grammar phrases.
- Ask: *Why is the past continuous used here?* (because they are long continuous actions in the past)
- Explain that *at the time* means *at that time* (i.e. during the time in the past I'm talking about).

Exercise 4

1 tell you about
2 kidding
3 what happened
4 it turns out
5 That's awesome

Extra activity

In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

5
- Students do the task.
- **THINK** Make sure students just write short notes, not full sentences, to answer the questions here.
- **PREPARE** Students can write their dialogue down if they prefer. Remind students to look back at the **THINK** questions and at the **Peer review** questions in exercise 6 to make sure they cover all the information. Tell students to use direct speech if they include what they or the famous person said.
- **PRACTISE** Remind students to swap roles to get practice of both telling and responding to a story.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other pairs perform, so that they know what to listen out for.
- ▶ **Challenge** Students write down the Key phrases they hear in other students' dialogues without looking at the book. They then check in the book.

6
- **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions for how to improve anything, rather than just pointing out mistakes.

Further practice
- Speaking ➔ Workbook p25
- Phrasebook ➔ Student's Book p123

Homework
Students ask a family member if they ever saw a famous person and write a short dialogue with the family member talking about their experience, with the student responding. Tell students that they can invent a story if they prefer.

Writing

Student's Book pp44–45

Lesson aims *Students learn how to write a story and how to use time expressions.*

Warmer
Ask students to look at the first photo on p44. Ask: *Have you ever found any money in the street (in a park, in a public place, etc.)?*

What did you do?

What do you think most people do when they find money?

(Students may have heard of social study surveys where the majority of people hand wallets and purses with money in them to the police because they want to be considered honest.)

A story

1
- Check understanding of *honest* (students may remember this from Unit 1 Writing).
- Ask students to give reasons for their choice of title, citing evidence from the text.

Exercise 1

2 Honest teenager gets a special surprise

2
- Students do the task.
- ▶ **Challenge** Ask students to order the events without looking back at the story, then read again to check.

Exercise 2

e, c, b, d, a

Extra activity

Ask students if they remember any words for putting events in a story in order (from A2), e.g. *first*, *then*, *next*, *after that*, *finally*.

▶ Subskill: Time expressions

Tell students that time expressions which show the order of events make a story clearer and easier to understand. Using a variety of expressions will also help students to make their own written stories clearer.

3
- After reading the Subskill information, students do the task.
- Revise the expression *at the time* from the dialogue on p43.

Exercise 3

a few days later, in the end, one day, soon, then

Extra activity

Ask students to think about the places in a story where the time expressions they know are most likely to come: at the beginning, in the middle or at the end.

(**Suggested answers: at the beginning:** one day, at first, first of all; **in the middle:** a few days later, after that, soon, later, then, at the time; **at the end:** in the end, finally)

4
- Before students choose, explain that each paragraph here shows a paragraph from the same story.
- If students did the extra activity for exercise 3, they can look at their categories for each time expression to help them.
- ▶ **Reinforcement** Ask students to work in pairs to discuss their choices.
- Ask students to give reasons for their choices.
- Elicit other words that mean the same as *donate* (give) and *reward* (prize). Check understanding of *flood*.
- Follow-up questions:
  What did Anupriya do with her money? (donated/gave it to flood victims)
  Why do you think she did that?
  (**Suggested answer:** She thought they needed it more.)
  Why did the bicycle company give her a reward?
  (**Suggested answer:** They thought she had done a very good thing.)

Exercise 4

1 One day
2 at the time
3 A few days later
4 After that
5 Soon
6 Then
7 In the end

Get online

Ask students to find out about another teen who returned a wallet to Australian actor Chris Hemsworth. Ask them to note down the key facts of the story, then give them three or four questions to answer orally:

Where did Chris leave his wallet? (on a table in a restaurant)

What did a teenager do with the wallet? (He gave it back.)

Where did Chris and the teenager meet? (on a TV show)

What did the teenager get as a reward? (the money from Chris's wallet, a thank-you letter and money to pay for college)

5
- Ask students to look at the photo first and say if they recognise what it shows. (the International Space Station)
- Tell students that, like the other stories in this lesson, this story is true – it happened to a British teenager called Miles (see *Culture note*).
- **THINK** Ask students if they know what NASA is (see *Culture note*).
- Check understanding of *data* (= facts or information, usually numbers).
- Ask: *What does the boy do?* (checks data from the International Space Station)
  What does he find? (a mistake)
  Who does he tell? (his physics teacher and NASA)
- Elicit a few ideas for titles of the story from individual students.

▶ **Reinforcement** Tell students to look at exercise 1 for similar title ideas they can adapt.

- **PREPARE** Focus on the language used in the notes. Ask: *What tense is used in the notes?* (present simple)
  What tense is used for Billy Reid's story? (past simple, past continuous)
  What tenses do we usually use for telling a story set in the past? (past simple, past continuous)
- Look at the three paragraph headings and remind students to think carefully about the order of the events.
- Ask what students think *a positive message* means (= an ending which emphasises the good thing(s) about the story).
- When they think about the details of the story, ask students to find points in the events when they could use the past continuous with *when* and *while* (e.g. *[while] he was doing a physics project*, *[when] Miles noticed*, *[while] the boy/Miles was checking data*, *[when] he found*).

▶ **Challenge** Students research more facts to add to their story and write more than three paragraphs.

- Students match some of the time expressions they have studied to the paragraphs they have planned.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Give students time to write, using Billy Reid's story to help them.
- **CHECK** Students use the questions to help them improve their stories.

6
- **Peer review** Students read each other's stories, make notes about questions 1–4, then feed back to their partner one at a time. Tell students to focus on the positive first and to make constructive comments rather than just highlighting mistakes.
- Elicit students' ideas for making stories more interesting and discuss these as a class. Ask students for examples of things they liked about their partner's story.
- Follow-up questions:
  Why is it a good idea to include a positive message at the end?
  Do newspapers/news websites always do this? Why/ Why not?

Further practice
- Writing ➔ Workbook p26
- Writing competence ➔ Teacher's Resource Centre

Homework
Students invent and write a short story about finding something valuable (e.g. money or jewellery) in the street and describe what happened next. They should use the past simple, past continuous, *when* and *while* and time expressions to order the events.

Culture note

NASA, the National Aeronautics and Space Administration, is in charge of American space and aircraft science and technology. It makes satellites and sends probes and spacecraft into space.

The **International Space Station**, ISS, is a spacecraft with a laboratory that orbits the Earth carrying out research into space. It is a collaboration between NASA and astronauts and space scientists from other countries.

British teenager **Miles Solomon** found that radiation sensors on the International Space Station (ISS) were recording incorrect data. A detector was recording negative energy output even though it's impossible to get negative energy. He was looking at the readings as part of a schools project which gives students the chance to work on ISS data.

Project

Student's Book pp46–47

Lesson aims *Students make an infographic about a success story.*

Warmer
Ask students to look at the Graphic organiser for this unit on p119. Allow five minutes to discuss with a partner what they learnt about goals and what they have enjoyed most about the unit.

WDYT? What is your idea of success?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students how they measure success (e.g. effort, being better than everyone else, overcoming a difficulty).

Then return to the WDYT? question and ask students to consider the topics they discussed in the Warmer to answer the question.

Ask students to think back to the answers they gave at the beginning of the unit and decide if their thoughts are different now.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of an infographic and explain that it is a fun way of combining pictures and information.

1 *See the videoscript on p140.*

- Before the task, explain what an *infographic* is (= visual representation of data or information) and where you usually see examples of infographics (in newspapers, magazines and online).
- After watching, ask students if they think Ellie is a real inspiration. Encourage them to give reasons for their answers.
- See the *Culture note* for more information on BBC Young Sports Personality of the Year and Member of the British Empire (MBE).
- Follow-up questions:
  Where does Ellie live? (Northampton, England)
  How often does she train? (five days a week)
  Does she train at 5 am every day? (no)

Exercise 1

Suggested answer:
She worked very hard to overcome her physical difficulties, and she is an inspiration for others.

STEP 1: THINK

2

- Before students read the text, ask them to use the photos and graphics to predict what sort of person the infographic is about.

Exercise 2

age or date of birth, personal life, education, problems or difficulties, when and why they decided to aim for success, achievements

3

- Students talk about the things that make the infographic attractive.
- Ask students what they think *milestone* means (= a very important event or achievement; literally, a stone at the side of the road, which marked a mile).

Exercise 3

photographs, headings, words in bold, different sections, key dates, icons to indicate type of information, not too much text, different font sizes, different colours

STEP 2: PLAN

4

- If students aren't sure about organisations, elicit the names of charities, businesses, schools, etc.
- Before they talk, revise phrases they already know for making suggestions:
  What about … ? How about … ?
  Why don't we … ? Let's …

5

- Draw attention to the tips in the Super skills box before they do their research so that each partner takes on a different research task.
- Suggest that students use the topics in exercise 2 to plan which information to find out.

STEP 3: CREATE

6

- Discuss why it is important to take on different roles sometimes. (If we don't try things, we won't get better at them.)
- Give students time to read and practise the Key phrases in pairs. Model correct pronunciation and intonation where necessary.

7

- See the Model project on p47 and the Model project notes for further ideas. Tell students to look at examples of infographics online to get inspired about how varied and fun they can be and to get ideas.
- If partners have similar strengths and weaknesses, they can divide each role in half so that they each do a bit of everything.
- Help students to think about when to use the present simple, past simple and past continuous appropriately in their infographic text.

Culture note

A **Member of the British Empire** (known commonly as an **MBE**) is someone who has received an award for their achievements from Queen Elizabeth II.

The **BBC Young Sports Personality of the Year** is an annual award given to a young (under 18) British sportsman or woman who has had some impressive achievements in one year. The winner is voted for by the public and the result is announced on national television.

STEP 4: PRESENT

8 • Encourage students to prepare to present, by making sure they know who speaks when, referring to visuals and projecting their voices. Tell students to look at the **Peer review** questions and the Final reflection criteria as well as p46 so that they know what additional information they need to include and how to cover it during their presentation.

9 • **Peer review** At the end, nominate pairs to tell the class about the other pair's infographic, e.g. any particularly interesting information and why it was a good example of a success story.

Model project

Layout: Infographics can be exceptionally varied in their layout – they should all be unique, eye-catching and therefore memorable. The information is presented in a clean, simple way that is easy to digest.

There is a main heading at the top, with subheadings for different sections. Colour is also used to divide up the sections and add both interest and clarity. In this example, there is a lot of text, so the layout is light and the information accessible. There is a lot of clean space, a lot of line breaks, a lot of artwork – icons, photos, etc.

Visuals: There is a mix of photos, illustrations and icons to add interest. Symbols, graphics and charts are some ways to convey information quickly in infographics.

Sometimes text and statistics are built into the artwork but clarity is still the most important thing.

Language: This particular infographic uses short but full sentences, each conveying a key fact. There are even some small paragraphs, although many infographics would have fewer words and more statistics instead. Language is simple and direct, presenting facts and avoiding unnecessary additional words.

Tone: The tone is positive, informative and celebratory. The tone of an infographic will be set by the type of message the writer wants to send.

3 FINAL REFLECTION

- In their groups of four, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 1, ask students to think about how they could present the information differently so that it was more interesting. Would they choose a different kind of success story next time?
- In evaluating part 2, ask students to say how they shared out the tasks and the roles: Did they change round so that one student wasn't doing the same thing all the time?
- Where students have chosen a yellow or red face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills ➔ Workbook p26

Homework

Students research a young sports personality from their own country, download a photo of them and write four or five bullet points listing their achievements.

If you feel they could produce something more ambitious, ask them to make a full infographic.

End-of-unit further practice 3

- Social and emotional competence ➔ Workbook pp72–73
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Units 1–3 test ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

4 Spend!

Vocabulary

Student's Book pp48–49

Lesson aims *Students learn and practise nouns and verbs for talking about money.*

Warmer

Revisit two stories about money from the last unit; write *Anupriya* and *Billy Reid* on the board and ask students to talk to a partner about what they remember. With the class, ask: *What did Anupriya want her money for originally?* (to buy a bike)

What did she do? (She donated her money to flood victims.)

What did Billy Reid find when he was walking along the beach? ($1,500)

What did he do with it? (He gave it to the police.)

Write up all the money words on the board: *money*, *buy*, *donate*, *dollar*, *1,500 dollars*.

WDYT? How can teenagers learn about money?

As an introduction to the WDYT question, elicit students' ideas on these questions. Encourage students to expand on their answers.

Do you get pocket money?

Do your parents teach you about money?

Is it a good idea to learn about money at school?

Is there anywhere else you learn about money?

Money

1 ♻ Before students do the task, explain that one word can be used to refer to more than one item in the photos (*cash* = notes and coins).

- ▶ **Reinforcement** Tell students that six of the words are illustrated in the pictures; there are four items that are not there.
- Drill pronunciation of *coins* /kɔɪnz/ and *receipt* /rɪˈsiːt/.
- Elicit another word like *wallet* from Unit 2. (purse) Point out that students may also see *banknotes*.
- Check the meaning of the words not featured in the pictures.

Exercise 1

bill, cash, coins, discount, notes, price

2 • Nominate pairs to share their answers with the class, giving reasons for their answers, if appropriate.

Exercise 2

1 USA
2 5
3 £5
4 café/restaurant
5 50%

Extra activity

Read out some prices for students to practise writing them down, e.g. £100 (a hundred pounds), £12.75 (twelve pounds seventy-five), £18.50 (eighteen pounds fifty), €15.10 (fifteen euros ten cents). Remind students that the currency is often omitted in speech, e.g. twelve seventy-five. This can then be corrected on the board. A further activity, if time allows, could be students dictating prices to each other.

3 • Students do the task.

***Fast* finishers**

Students write one or more sentences with two options like the ones in the exercise, then read them out for the class to solve at the end.

Exercise 3

1 pocket money
2 bill
3 cash
4 discount
5 receipt

4 • After the pairwork, nominate pairs to feed back their information and ideas to the class.

- Follow-up questions:
  Have you ever used different money in another country? How did you get on – was it easy or difficult?
  Do you or your friends have to do anything to earn pocket money, e.g. clean the house, the car? Is this a good idea?

Extra activity

Tell students to imagine they need to tell a foreigner about money in their country; ask them to write two sentences describing the coins and notes that are used.

If necessary, give them a sentence beginning, e.g. *In this country, we use six coins: a … coin, a … ,* etc.

5 Make sure students don't answer the questions in the quiz themselves yet; they'll do that in exercise 6. Here, they should just find the right words for each definition.

- Clarify that they won't use all the verbs in red – just eight of them.

Exercise 5

1 earn	**2** win	**3** swap	**4** save
5 borrow	**6** waste	**7** lend	**8** sell

6
- Students do the quiz.
- Nominate students to tell the class their score and whether or not they agree with what their result says about them.

7
- Students read the *Learning words in pairs* box. Explain that the box and this exercise are all about using sentences to distinguish between two words with a similar but unidentical meaning:
  I go to work every day to earn money.
  I hope that someday my football team will win the championship.
- Do the first question together, to establish how the meanings of the two words relate to one another but are different. Encourage students not just to define each one separately but to think about the relationship between the two terms, particularly if they are expressed using only one verb in their native language. You may want to ask students to come up with example sentences to clarify the difference fully.
- If suitable for your class, ask students to cover the definitions in exercise 5 and the quiz while they do this. Ask them to use their own words and examples to show the differences.
- ▶ **Reinforcement** Tell students to use the definitions in exercise 5 to help them explain some of the differences.
- Nominate pairs to explain the differences in some words.

Exercise 7

1 **earn:** money you get from a job	**win:** money you get from a competition
2 **swap:** exchange one thing for another	**sell:** get money for something that you give
3 **borrow:** take money for a short time	**lend:** give money for a short time
4 **spend:** use money to buy things	**waste:** use money badly
5 **pay:** you pay money for something	**buy:** you buy something

VIDEO SKILLS

8 *See the videoscript on p141.*
- Students do the task. If necessary, give the value of one euro in your currency. Point out that the currency in Norway is the kroner. Elicit other currencies that students know.
- When checking the answer, elicit if students know what *spinach* and *oats* are.
- Ask students to answer the questions Monica asks at the end of the vlog.
- Follow-up questions:
  Where is Monica from? (Portugal)
  Where is Monica now? (Norway)
  Which other foods does Monica name in the video? (cake, bread, cereal, oats, milk, water, cream, cheese)

9
- Students do the task.

Exercise 8

Red peppers, baby carrots, two pears, two oranges, frozen sliced potatoes, frozen spinach and oats

Exercise 9

Suggested answers:

1 They are entertaining and generally have an engaging personality. Young people can identify with vloggers and they cover a range of subjects. Vlogs are short, engaging and often funny.

2 The presenter speaks very clearly. She isn't a native speaker of English so she speaks more slowly which helps us understand her. She speaks directly to the camera so we can see her lips and facial expression. The images help us to understand the vocabulary.

3 Students' own answers

Further practice

- Vocabulary ➔ Workbook p28
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Ask students to use the new vocabulary to write three more quiz questions with **a** and **b** answers and suitable scores like the ones in The Money Quiz.

Reading and critical thinking

Student's Book pp50–51

Lesson aims *Students read an article about getting money for old things and learn to scan a text for specific information.*

Warmer
Ask students to **Spot the mistake** (see Activities bank, p7, for full instructions) with the verbs in these sentences:

I earn a lot of money on clothes. (✗ ~~earn~~ spend)

She lent a bike from her sister. (✗ ~~lent~~ borrowed)

My brother wastes a lot of money on video games. (✓)

Jake wants to spend his old trainers for my new trainers. (✗ ~~spend~~ swap)

I'll lend you the money to buy a ticket. (✓)

Try to waste money if you want to go on holiday next month. (✗ ~~waste~~ save)

A magazine article

1
- When students have discussed the questions, nominate students to tell the class something they learnt about their partner.
- Elicit ideas for question 3 and discuss as a whole class.

2
- Elicit the names for some of the things in the photos and discuss as a class. (See the *Culture note* for information about the items.)
- Discuss what students have at home that is similar to any of these.
- Ask students to look at the heading of the article:
  Why do you think these toys are in the magazine article? (because they are valuable)
  Why do you think they are valuable? (because people collect them, because they are old, rare/unusual)
  Have you got any old toys that might be valuable?

Exercise 2

LEGO©, Happy Meals toys, breakfast cereal, a old mobile phone

Students' own answers

3 20 Students do the task.
- ▶ **Reinforcement** Tell students to underline the key words in each option before they read and listen.
- Ask: *Why do you think people want old things?* (**Suggested answers:** They enjoy collecting things; they want to remember being children.)
  Do you collect anything? What? Why do you collect these things?

Exercise 3

a and b

▶ Subskill: Scanning

Explain that *scanning* means moving your eyes rapidly over a text to find specific words, numbers or phrases. Tell students to try to find information quickly and not to spend time reading more than is absolutely necessary to answer a question. The crucial thing is for them to be clear about what they're looking for before they start reading, so encourage strategies like underlining key words in questions.

4
- Make sure students read the Subskill before they do the task, and feed in further ideas from the notes above.
- Tell students how they should record their answers, then set the time limit.
- At the end of one minute, ask those who found three or fewer answers to raise their hand, then those who found four and finally those who found all five.
- Some of those who found all five should provide the answers for checking, explaining where they found them.
- When checking the answers, allow students who didn't find the answers within the time limit to look at the text again.
- ▶ **Reinforcement** Encourage students to use the pictures for questions 3 and 5, as these are next to the relevant sections of text.

Exercise 4

1 a set of the Minions **2** red Darth Vader helmet **3** $550
4 a Star Wars Millennium Falcon set ($12,000) **5** $100

5
- Before they do the task, ask students to find four examples of *recently* in the text (paragraphs 2, 3 and 4 and fun facts), and elicit another word that means something similar to *recent* (question 4). (modern, new)
- Students can discuss the answers and the reasons for their answers in pairs.
- Nominate students to share their answers and reasons, and discuss the evidence in the text as a class.

Exercise 5

1 True – there's a website, www.BrickLine.com, just for LEGO©. (lines 3–5)
2 False – You can sell a piece of LEGO© for $200 if it's the right colour. (lines 5–6)
3 No information – one toy sold for $100, but we are not told whether Japanese toys in general are more popular. (lines 15–17)
4 False – It isn't worth much now. (lines 28–30)
5 No information – Cereals with film and video game characters were popular, but we don't know whether people ate more cereals. (lines 22–23)
6 True – A collector recently paid $200 for a box of these cereals – and someone paid half that for an empty box! (lines 24–25)

Extra activity

Ask students to write three true or false statements about the text to give to a partner to answer.

6 • Word work When you check answers, drill the pronunciation of *valuable* /ˈvæljʊb(ə)l/, *worth* /wɜː(r)θ/ and *treasure* /ˈtreʒə(r)/.

Exercise 6

1 valuable	**2** set
3 cereal	**4** collector
5 treasure	**6** worth

7 • Students do the task.

Exercise 7

1 treasure	**2** cereal
3 collector	**4** set
5 worth	**6** valuable

Extra activity

Ask students to rewrite sentences 2 and 6 so that the details are true for them, then compare their answers with a partner's.

CRITICAL THINKING

SUPER SKILLS

1 • Remember (LOT) Give pairs a minute to think about the most surprising information in the article. Tell them they can choose different things if they want.

2 • Analyse (HOT) Students talk about the advantages and disadvantages. They can make notes of their answers in two columns headed *Advantages* and *Disadvantages* if this helps them.

3 • Evaluate (HOT) This discussion can be expanded as some students may prefer to buy some things online and some things in a shop. Encourage them to say what they prefer to buy online and what they prefer to buy in a shop and give their reasons.

Critical thinking

1 **Suggested answers:** People pay a lot of money for one piece of LEGO©. People want to buy old cereals. People pay money for empty boxes.

2 **Suggested answers:**
Advantages: You can buy things at home, so you don't need to go to crowded shops. You can go shopping at any time. You can find out about products and prices. It's sometimes cheaper. It saves time, so you have more time to do other things.
Disadvantages: You can't see (or try on) something before you buy it. You don't know if it's the same as in the picture. You need a credit card. You can't return something that you don't want easily. People spend more money because it's easy to buy online.

3 Students' own answers

Culture note

A **LEGO *Star Wars* Millennium Falcon model** was first produced in 2000 to accompany the *Star Wars* science-fiction film series. Eight different versions of this model have been produced: the 2017 Millennium Falcon set (75192 UCS Millennium Falcon) had 7,541 pieces and cost €730 – it sold out completely in two months.

Happy Meal toys are small toys given away free to children with meals at McDonald's fast-food restaurants. The toys are often linked to a recent family-friendly film release. The most valuable happy meal toy ever was the Ty baby Teenie Beanie Boos – a complete set is worth about €375.

Teenage Mutant Ninja Turtles are four crime-fighting half-man half-turtle characters who first appeared in comic book stories in 1984. The stories were eventually made into animated TV cartoons, and the characters have also appeared in full-length live-action films where actors wear turtle costumes and animatronic heads. The turtles' favourite food is pizza.

Nintendo Cereal System was a cereal produced from 1988 to 1989 and sold in the USA. The fruity cereal had Mario and Zelda-themed shapes, e.g. the main characters, and items from the games – mushrooms, hearts, keys, etc. Even the empty cereal box is now a collector's item.

Motorola was an American communications company. The 1983 Motorola mobile phone weighed 0.8 kg, stood 33 cm. high, stored 30 numbers, took 10 hours to recharge and cost €3,600. It offered 30 mins of talk time before running out of battery.

Research

Allow students time to go online and do the research. Ask students to tell the class about the most valuable old toy or game that they own.

Further practice

- Reading ➔ Workbook p32
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Ask students to write about any collections they have (or a friend or a family member has) describing how many items they own, how much they are worth, how they add to their collection, whether or not they buy or sell online, etc.

If they don't know anyone with a collection, they can write about a collection they would like to start, explaining what they will collect, how and why.

Grammar

Student's Book p52

Lesson aims *Students learn and practise quantifiers.*

Warmer
Play the **Memory game** (see Activities bank, p7, for full instructions). Start with: *I went shopping and I bought a banana and some cereal.*

Students continue by adding one more food item with the correct quantifier, e.g. *I went shopping and I bought a banana, some cereal and some eggs.*

Quantifiers: *a lot of* (*lots of*), *some, any, not much/many*

1
- If helpful, quickly review what students already know about countable and uncountable nouns before they complete the rules.
- You may well find that using realia, such as water, rice and other uncountable nouns, will help you with this as students sometimes struggle with the concept of 'uncountable'.
- Write gapped versions of the sentences in the box below on the board for students to complete with other foods. Add these to the board. Then feed in information from the box below.

▶ **Reinforcement** For exercise 1, ask students if *people* and *money* in the first and last examples are countable or uncountable. (uncountable)

- When students have answered question 3, revise *how much* and *how many*.

Exercise 1

1 a lot of	**2** many/much
3 much/many	**4** many
5 much	**6** any

Countable and uncountable nouns ABCD

- Remind students that nouns can be countable (*banana*, *book*, *mobile phone*) or uncountable (*cereal*, *rice*, *money*). Give examples of the correct quantifier to use depending on whether a noun is countable or uncountable, singular or plural and in affirmatives, negatives and questions:

  We bought a banana.
  We bought some bananas.
  We didn't buy any bananas.
  Did we buy any bananas?
  We bought some cereal.
  We didn't buy any cereal.
  Did you buy any cereal?

- Tell students that they can use *a lot of/lots of* with countable and uncountable nouns, and in affirmatives, negatives and questions, e.g. *Do you buy a lot of things online?/Do you buy lots of things online?*

2
- Clarify to students that two of the three options are correct – they should circle the incorrect option.

▶ **Reinforcement** Tell students to look carefully at the verbs to find the negative sentences.

- When checking answers, ask students to explain their reasons.

(1 *any* is not used in affirmative sentences 2 *not many* is not used with uncountable nouns (time) 3 *some* is not used in negative sentences 4 *not many* is not used with countable nouns (pocket money) 5 *much* is not used with countable nouns (clothes))

***Fast* finishers**

Fast finishers can write the sentences as questions with *How much* or *How many*.

(**Suggested answers:** 1 How many old toys have you got at home? 2 How much time do your friends spend shopping? 3 How many old things are there in your cupboard? 4 How much pocket money do you get? 5 How many clothes do you buy online?)

Exercise 2

1 any	**2** many
3 some	**4** many
5 much	

too much/many, (*not*) *enough*

3
- Students do the task. Explain that one of the questions will require two answers.

Exercise 3

1 too many, too much **2** not enough **3** enough

4
- Remind students to look at the examples in the box in exercise 3 to help them work out the rules.

▶ **Challenge** Ask students to match the rules without looking back at the examples.

Exercise 4

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

5
- Students do the task.

Exercise 5

1 enough	**2** too many
3 too much	**4** enough
5 enough	

6 • Recommend that students read the whole text before they choose the options.

• Follow-up questions:
Why are shops looking for new ways to get customers? (because a lot of people prefer to shop online now)
What are the shops giving to customers? (places to have fun and enjoy themselves/skate(board) parks, cafés, comfortable chairs, free Wi-Fi).

Exercise 6

1 A lot of
2 much
3 enough
4 Some
5 any
6 many
7 too much

7 • When students have solved the puzzle, ask:
Has Adam got enough money to pay for lunch? (yes)

Exercise 7

No, he hasn't (he spent too much money!).

Further practice

- Grammar ➔ Workbook p29
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Ask students to imagine they are telling a visitor about the shops in their village or nearest town or city and write about at least six things, using quantifiers to say how much there is of each, e.g. *There are a lot of clothes shops, but there aren't many bookshops.*

Get online

Ask students to find shops in their nearest town or city that offer more than just things to buy, e.g. a café, free Wi-Fi, activities. They can then have a discussion or prepare a poster about these.

Vocabulary and Listening

Student's Book p53

Lesson aims *Students learn about adverbs; they listen to an interview about skills-sharing and learn how to choose between options.*

Warmer

Ask students about what they do after school:
Do you go to after-school clubs?
Do you work to earn money?
Do you learn to play a musical instrument?
Elicit a variety of activities, from sport and other hobbies to learning new skills or working, and write them on the board.

Adverbs

1 • Ask students to look at the photos, read the headings and guess what the text is about, then quickly read to answer the question.

▶ **Reinforcement** Tell students who are slow readers to just concentrate on the first paragraph.

• Follow-up questions:
You don't spend money with the Skills Bank. What do you spend? (time)
Are there any skills in the website that can help you?

Exercise 1

Because you don't pay. You help other people and they help you.

2 • Before students find the adverbs, ask: *What can you do cheaply with Skills Bank?* (swap skills, find someone to help you)

• Check understanding of *cheap* and *cheaply*. (In fact, the Skills Bank is free rather than cheap, although you would need to pay for anything you may need for your new pursuit, e.g. musical instruments, learning material.)

• Ask students to identify the usual ending of regular adverbs. (*-ly*)

Exercise 2

easily, well (irregular), perfectly

3 • Students do the task.

Exercise 3

		adjective	**adverb**
most adjectives	add *-ly*	cheap perfect	cheaply perfectly
adjectives ending in *y*	change to *-ily*	easy	easily
adjectives ending in *l*	change to *-lly*	*careful*	*carefully*
irregular	–	good	well

4 • Tell students to use a dictionary for the adverb form of *hard*. See also the box below.

Fast finishers

Ask fast finishers to think of other adverbs to go in the table, e.g. *sadly*, *quietly*; *heavily*, *prettily*; *hopefully*; *fast*, *late*.

Exercise 4

Most adjectives add *–ly*: slowly, badly, clearly, quickly, amazingly

Adjectives ending in *y* change to *–ily*: angrily, happily

Adjectives ending in *l* change to *–lly*: beautifully

irregular: hard

ABCD

hard* and *hardly ever

Students already know *hardly ever* as a time expression meaning *almost never*; explain that *hard*, not ~~*hardly*~~, is the adverb form of the adjective *hard* when it describes a way of working (with a lot of effort, with difficulty).

5 • Students do the task.

Exercise 5

1 angrily **2** cheaply
3 quickly **4** clearly
5 hard

Extra activity

Students write sentences using the adverb options that weren't correct, *beautifully*, *quickly*, *slowly*, *easily*.

An interview

6 21 *See the audioscript on p133.*

- First read through the descriptions and check understanding of *generation* (= a group of people who are born and live around the same time).
- Elicit another way of saying *generate money* from Unit 3. (make money)
- Play the audio for students to listen and choose the best description.

Exercise 6

2

Subskill: Choosing between options

Tell students that multiple-choice options in exercises and exams often have very close meanings, so they need to take special note of any important details which will help to differentiate between the answers.

Ask students if they used this strategy (or would have benefited from using it) for exercise 6.

7 • Before students listen again, give them time to read through all of the answer options.

- Point out that in this exercise the two options are not that similar in meaning but that each statement is about the same person.
- When you check answers, ask students to give the true version of each false statement.

(1a She started Generation Skill Share. 2b Cynthia's father had/got some help with his computer two years ago. 3b Hazel Clark knows more about technology now. 4b Lewis Freeman says younger people can learn from older people.)

Exercise 7

1 a **2** b **3** b **4** b

8 • When they have finished, nominate students to tell the class about their or their partner's skills. Can they find a classmate to swap skills with?

Further practice

- Vocabulary ➔ Workbook p30
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p33
- Listening worksheet ➔ Teacher's Resource Centre

Homework

Ask students to imagine they are advertising their and their best friend's skills on a skills-sharing noticeboard. Ask them to write a description of both their skills and how well they do them using suitable adverbs, e.g. *I can help you with computers. I can explain how to use a laptop, a mobile phone and a tablet very clearly and very slowly. My friend Millie can help with cleaning; she can clean very well and very fast. We both work really hard.*

Get online

Students can find out whether there are any skills-swapping organisations near them. They share these with the class.

Grammar

Student's Book p54

Lesson aims *Students compare and practise comparative and superlative adjectives and (*not*) as + adjective + as.*

Warmer

Play a version of **Charades** (see Activities bank, p6, for full instructions).

Give students a phrase on a piece of paper (*play football*, *read a book*, *clean a room*, *walk a dog*, *play the piano*, etc.) and an adverb (e.g. *angrily*, *happily*, *quickly*, *slowly*, *beautifully*) on another.

Tell students to get into teams and mime their action in the way/mood of their adverb. Their teammates should guess what they are doing and how (i.e. what the adverb is).

When they stop, the teams have to say what they were doing using the past continuous and how they were doing it, e.g. *You were playing the piano angrily.*

Comparative and superlative adjectives

1

- If appropriate, do this task on the board.
- Alternatively, students do the task, referring to p54 for help where needed.
- Revise the irregular forms *worse* and *the worst*, as there is no example of these in the box.
- If necessary, revise use of *than* after comparative adjectives and before a following noun/pronoun and phrases such as *in the world/school/[country name]*, etc., after superlatives. Remind them that we use *the* with superlatives.

Exercise 1

2 double consonant and add *-er* ➔ bigger
3 remove *y* and add *-ier* ➔ happier
4 more + adjective ➔ more expensive
5 **irregular adjective:** the best

Extra activity

Ask students to think of one more example for each rule.

2

- Students do the task.
- Tell students to look out for use of *than*, which will help them to use a comparative adjective. For the superlative form, they have to look carefully at meaning.
- When you have checked the answers, write *My dad is more generous than my mum* on the board. Then swap *my dad* and *my mum* round; ask students if they know a way to make the sentence have the same meaning as before using *less than*. (My mum is less generous than my dad.)
- Ask students if they can do the same with sentence 2 about Manchester and Glasgow. (Glasgow is less expensive than Manchester.)

Exercise 2

1 more generous **2** more expensive, the most expensive
3 healthier, the cheapest **4** the worst, bigger
5 richer, poorer, the most important, the happiest

less than ABCD

Tell students that the comparative form *less* + adjective + *than* works in exactly the same way as *more* + adjective + *than* and means the opposite:
My dad is ***more generous than*** *my mum.*

(*not*) *as* + adjective + *as*

3

- If appropriate for your students, work through this together.

Exercise 3

1 b **2** a

4

- Students do the task.
- ▶ **Reinforcement** Tell students that sentences with *equally* in them should be rewritten with *as … as*, while sentences with *less … than* require *not as … as*.

***Fast* finishers**

Ask students to rewrite sentences 2, 4 and 6 so that they mean the same, this time using comparative adjectives.

(2 A computer is more expensive than a mobile phone. 4 The living room is tidier than my bedroom. 6 Doing sport is more exciting than playing video games.)

- When you check answers, nominate individuals to read out their sentences, then ask the rest of the class if they agree or disagree.

Exercise 4

2 A mobile phone isn't as expensive as a computer.
3 Maths is as difficult as physics.
4 My bedroom isn't as tidy as the living room.
5 Today is as cold as yesterday.
6 Playing video games isn't as exciting as doing sport.

5

- Before they do the task, ask students to look at the photo and read the question in the title, then predict what the text is about. Ask: *What do you think the photos show?*
What other things can be used as money?

Exercise 5

1 wasn't **2** lots of **3** used to pay
4 comes **5** happen **6** were exploring
7 when **8** as big as **9** couldn't

Culture note

Yap is a group of islands in the Pacific Ocean 800 miles east of the Philippines. People there still live in a traditional way, but many tourists visit to go diving on the reef and to see the local festivals. The stone slabs used as money, or rai stones, were quarried on the nearby island of Palau from approximately 500 AD onwards. Although the standard currency today is the US dollar, the stones are still occasionally used for important traditional transactions.

Further practice

- Grammar ➔ Workbook p31
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p116

Homework

Ask students to write a text comparing three cities. They can be famous ones like New York and Paris or smaller, more local ones too. They research the facts online and write 6–8 sentences, talking about comparative size, expense, attractiveness, etc.

Tell students to include opinions if they like, e.g. *I think Paris is more beautiful than New York.*

Get online

Students find out more information about Yap and/or research other unusual kinds of money (see *Culture note*). They can then give a short presentation.

Real-world speaking

Student's Book p55

Lesson aims *Students learn Key phrases for giving advice.*

Warmer

Ask students to suggest different kinds of problems, e.g. arguments with friends, not having enough money, losing possessions, not being able to do schoolwork.

Ask: *Who do you talk to when you've got a problem?*

Do you talk to different people about different kinds of problems?

Do you ask for advice?

Giving advice

1 • Tell students to use any clues in the photos to predict the problem in the dialogue.

2 When students have watched the video, ask follow-up questions:
What does Hannah want? (a new skateboard)
Why can't she buy it? (She hasn't got enough money.)

• Check the answer to the activity and ask why Ross's first suggestion won't work. (because Hannah's mum spent a lot of money on Hannah's new guitar)

Exercise 2

To save money by walking home and asking for money for her birthday.

3 • Read through the Key phrases as a class before watching again.

• Elicit other phrases students already know for making suggestions, *How about … ?* and *What about … ?*

Exercise 3

Why don't you (ask) … ?
What about (trying) … ?
How could I do that?
You could always (walk).
That's a good idea.
That's not going to work.
Thanks, I'll try that.

could and *should* ABCD

Tell students that *could* is used here to make suggestions of possible actions now and in the future. Explain that *should* is used in a similar way to make slightly stronger suggestions, often with a sense of duty involved.

Extra activity

Play the video and pause for students to listen and repeat the Key phrases, concentrating on intonation. You could ask students to copy as closely as they can and have other students score how well they imitate the original.

4 • Students do the task.

• If necessary, play the video again pausing for students to complete the gaps.

• Play the video again for students to check their answers.

• After completion, ask students to read the Real-world grammar phrases. Point out that *enough* goes before a noun but after an adjective, e.g. *I haven't got enough time. It isn't interesting enough to win the competition.*

• In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

Exercise 4

1 Why don't you
2 not going to work
3 What about trying
4 do that
5 You could always
6 a good idea
7 try that

5
- Working in pairs, students follow the steps in the Skills boost to create their own dialogue.
- **THINK** Pairs agree on one thing they, or one of them, would like to buy, then brainstorm various ways to get the necessary money.
- **PREPARE** Remind students to look back at their **THINK** ideas and at the peer review questions in exercise 6 to make sure they cover all the necessary information.
- **PRACTISE** Remind students to swap roles to get practice of giving advice, asking for clarification and accepting/rejecting advice.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other pairs perform so that they know what to listen out for and can think about the likely success of students' plans.

6
- **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions for how to improve anything, rather than just pointing out mistakes.
- Ask students to vote for the best way to get the money.

Extra activity

Ask students if they remember any of the pictures that appeared in the video (*guitar*, *bus*, *money*, *present*). Then elicit how many ticks and crosses appeared on the video. (two crosses (bus and presents) and one tick (money))

Ask students to think about what pictures they could use in their own video.

Further practice
- Speaking ➔ Workbook p33
- Phrasebook ➔ Student's Book p123

Homework

Tell students to imagine that their friend Jordan wants to buy his mother a nice birthday present but he doesn't have enough money. Ask them to write a list of five bullet point suggestions for Jordan, giving him advice on how to get the money or suggesting other ways of giving her a present, e.g. making a cake.

Writing

Student's Book pp56–57

Lesson aims *Students learn how to write notes and messages.*

Warmer

Look at formal and informal ways of addressing people. (Students may already use formal and informal forms of *you* in their own language.)

Ask: *How do you say* hello *to these people?:*
your teacher/the headteacher
your best friend
your grandmother
someone in a shop
Why is it different for different people?

Notes and messages

1
- Ask students to look at the list headed *Notes* then match the three names to messages A–C.

Exercise 1

A Maxine **B** Mum **C** Grandma

2
- Students do the task.
- Follow-up questions (set a time limit and ask students to scan the messages quickly to find the answers):
  Whose birthday present is Lola going to buy? (Maxine's)
  Where is Lola going tomorrow night? (the cinema)
  What does Maxine need to borrow the black dress for? (a concert)

Exercise 2

1 Grandma **2** Mum **3** Maxine

3
- Check understanding of *formal* (= correct or conservative in style) and *informal* (= relaxed and friendly) before students find the expressions.
- When students have found the phrases, ask them to look back at the list of people you wrote on the board for the Warmer and decide which of the greetings they would use for each of them.
- Ask: *What other things does Lola use to write to Maxine?* (emojis/emoticons, capital letters (3 WEEKS AGO) and repeated punctuation: ??!!!! and £££££)
  Are these formal or informal? (informal)

Exercise 3

three greetings: Dear, Hi, Hey ('Dear' is used to the grandmother and is the most formal; 'Hey' is used to her sister and is the most informal)

'thank you': Thanks, Many thanks

Subskill: *too* + adjective, *not* + adjective + *enough*

Students have already studied *too* in the quantifiers *too much*, *too many* along with (*not*) *enough* + noun in the Grammar for this unit. (They've also studied *too* as an adverb at the end of a sentence, e.g. *I like football and I like tennis too*.)

Tell them that *too* can also be used in front of an adjective. Then highlight the position of *enough* after an adjective in negative and affirmative phrases*: big enough*, *not big enough*.

Point out that after these expressions, students can add phrases either with *for* or with a *to*-infinitive verb: *She's too young for the football team. He's too lazy to walk. It wasn't big enough for her computer. I'm not brave enough to watch horror films.*

4
- Students do the task.
- Ask students which word is missing from the first sentence (Hope it's not too late; Answer: l) and ask why Lola misses it out. (because she's writing informally to her mum and because it is clear who is hoping)
- Ask students what *mine* refers to in the last sentence they found (Maxine's dress) and check understanding of *smart* (= clean, neat and fashionable) (students may already know the meaning of *intelligent* for this word).

Exercise 4

Hope it's not **too late**.
Is that **too expensive**?
. . . it was**n't big enough** . . .
Mine **isn't smart enough**.

Extra activity

Write some sentence prompts on the board and ask students to write complete sentences using a correct form of the verb *to be* and *too* + adjective or *not* + adjective + *enough*:

1 *I'm going to bed – I / tired / to watch this film / .*
2 *He isn't enjoying his new job – the work / interesting.*
3 *You can't run a marathon – you / fit / !*
4 *My granny says she / old / to do a bungee jump / !*

(1 I'm going to bed – I'm too tired to watch the film. 2 He isn't enjoying his new job – the work isn't interesting enough. 3 You can't run a marathon – you aren't fit enough! 4 My granny says she is too old to do a bungee jump! (also grammatically correct (if unlikely): My granny says she isn't old enough to do a bungee jump!))

5
- Students do the task.
  - ▶ **Reinforcement** After three or four minutes, write the opposite adjectives on the board jumbled up inside a word cloud for students to choose the correct ones.

Exercise 5

2 You can't have this phone: it's not cheap enough.
3 The bus is too slow. We'll go by train.
4 My brother isn't old enough to see that film.
5 These shoes are too small.

Extra activity

Ask students to write sentences that are true for them using the *too* + adjective and the *not* + adjective + *enough* phrases from the sentences they found for exercise 4: *too lazy*, *too boring*, *not interesting enough*, *not beautiful enough.*

6
- Students use the Skills boost to write messages.
- **THINK** Tell students to think about who they are writing to in each case and choose suitable forms of greeting and ways of writing, e.g. if they are writing in the style of a text message to a friend or brother/sister, they may want to use emojis and exaggerated punctuation like Lola.
- Encourage students to note down suitable vocabulary, greetings and phrases for each message when they have decided who to write to and what to write about.
- **PREPARE** Tell students to look at the **CHECK** questions before they write so that they know what they need to cover.
  - ▶ **Challenge** Students write one extra message.
- **CHECK** Give students time to thoroughly check their own work before they give it to anyone else to read.
- **WRITE** Tell students to look at the person being addressed and the formality/informality of each message they receive and tailor their replies to match.

7
- **Peer review** Nominate pairs who wrote and responded to each other to read out their messages for the class.
- Encourage students to give positive feedback and constructive comments when they comment on any messages.

Further practice

- Writing ➔ Workbook p34
- Writing competence ➔ Teacher's Resource Centre

Homework

Ask students to write a message to their teacher explaining why they are bringing in the money for a school trip later than the deadline. Ask them to use the expressions from this lesson and formal language.

Project

Student's Book pp58–59

Lesson aims *Students think of a money-making idea and make a business proposal.*

Warmer
Ask students to look at the Graphic organiser for this unit on p119. Allow five minutes to discuss with a partner what they learnt about making and spending money and what they have enjoyed most about the unit.

WDYT? How can teenagers learn about money?

Ask students what things teenagers need to know about money (e.g. compare prices, offers, how to make money). Focus on the WDYT? question and ask students to discuss the question with partner.

Ask students how their ideas have developed since the beginning of the unit.

Ask students if they will change any spending or saving habits that they have.

TASK

Read through the task and learning outcomes as a class, explaining that completing the task will involve students achieving all of the learning outcomes. Use the Model project to show students an example of a slide presentation.

1 *See the videoscript on p141.*

- Students do the task.
- Follow-up questions: (You will probably need to write these on the board and allow students to watch the video a second time.)
  What are the benefits of using iFixPhone? (It's better for the environment, cheaper than buying a new phone and they have low prices.)
  How much money do they need? ($500)

Exercise 1

a service which fixes mobile phones

STEP 1: THINK

2

- Check students understand a–f before they do the task. If necessary, explain that d is about the money the students need to start up and run the business and that f is the name of the business.
- Ask: *Which information is not in the slides?* (how the students are going to make money themselves, how much they are going to charge for this service)

Exercise 2

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

3

- Students do the task.
- Look together at the Model project on p59 and the Model project notes for further ideas.
- Ask: *Do you think one picture per slide is a good idea? Why/Why not?* (Yes, it adds interest, but more pictures would distract from the text, which the presenter wants the audience to read.)
  What about short sentences? Why/Why not? (Short sentences are good.)
  Are questions a good idea? Why/Why not? (Yes, they engage the audience.)
  Would more text be a good idea, to explain more of your ideas? (No, the presenters should explain their additional ideas in the presentation, but too many words in a presentation screen are not good.)

Exercise 3

1 False
2 True
3 False
4 False
5 True

STEP 2: PLAN

4

- Ask students to think about the tasks for exercises 4 and 5 together, and tell them that if the notes they prepare for their business for exercise 5 don't appear to be viable, they will need to think of another idea for a business.
- Suggest that students look again at information a–f in exercise 2 to help them think about who they can help and how they can help with their business idea.
- Students may have experience of fundraising activities for their school or for charities (e.g. making cakes/snacks or other things to sell) or practical activities like cleaning cars or dog-walking and use one of these ideas as the basis for their business.

Get online

Students can also look online for further ideas, e.g. Young Enterprise message boards or charity fundraising tips. Ask them if they can make money online. If so, how will they be paid for their product or service?

5

- As well as the points in Step 1, students can use the slides in the Model project to help them organise their information.
- Remind them that they will be giving a presentation about the proposal so they can tell their audience more information when they are speaking.

STEP 3: CREATE

6
- If you didn't do so earlier, spend time now looking in detail at the Model project with the class.
- Remind students to share and swap roles, e.g. writing text, looking for pictures/videos, so that they aren't doing the same thing all the time.

7
- Students read the tips in the Super skills box.
- Follow-up questions:
  Can you think of any more tips to add to the list?
  What gestures might you use?
- Elicit that the Key phrases are for use not during the presentation but while preparing for it. Read them as a class, then give students time to practise saying them with a partner.
- Ask students if a business presentation would normally be formal or informal. (formal, although this is changing and some younger businesspeople may be more informal)

8
- Tell students that this is an opportunity to explain their proposal in greater detail and to include any information that won't fit on the slides, e.g. how much they are going to charge for each item they sell or each service they offer, how much money they expect to make, in what ways they are qualified to run the business they propose.
- While they are preparing, students should also look at the **Peer review** questions and the Final reflection to make sure they include everything.
- Students can prepare and write short notes to use as prompts while they are speaking. Recommend that they anticipate any questions other students may want to ask and to have their answers to these prepared as well.
- Remind students to take turns presenting.

STEP 4: PRESENT

9
- Peer review Put pairs in groups to give their presentations.
  - Challenge Ask pairs to do a question-and-answer session as part of their presentation. Remind the class to think of questions while listening.
- After the **Peer review**, ask individuals to tell the class about a business they think would be likely to make money and why, or about a business they would like to be part of and why.

Model project

Layout: There is one slide for each main point. The same design is used for each slide to keep the layout looking clean and clear. Constantly changing layouts can be distracting.

Visuals: There is one photo or illustration per slide. Simple graphics or fun emojis are used for instant communication.

Language: Short sentences/phrases, bullet points and simple language ensure that the presentation can be easily understood.

Tone: Positive language is used, and upbeat statements making promises (*We can fix your phone!*, *We can help everybody!*, *To solve all your problems!*).

Things to include in presentation but not to put on slides: How much you plan to charge per item/service, when you expect to start making money (after loan repaid?), why you are the right people to make these things/provide this service.

4 FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did, based on the feedback they had from their classmates in the **Peer review** and the final whole-class session.

Further practice
- Super skills ➔ Workbook p34

Homework
Students look at local newspapers or news websites to research a local business started up by a teenager/group of teenagers (or alternatively they can write about a local business that is popular with teenagers) and write a paragraph describing what the business is, who uses it/finds it useful and when and how it got started.

End-of-unit further practice 4

- Social and emotional competence ➔ Workbook pp74–75
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

5 A better place

Vocabulary

Student's Book pp60–61

Lesson aims *Students learn and practise vocabulary related to rooms and furniture and their environment. They watch a video about a nomadic group of people, the Evenki.*

Warmer

Write *Places* on the board, give students a letter of the alphabet, and tell them to try and think of as many places beginning with that letter as possible.

(**Suggested letters:** H (house, hospital, hotel, [youth] hostel), S (school, station, supermarket, shop, skate park, square, sports centre, shopping centre, street, etc.), B (bus stop, bookshop, bank, bedroom, bathroom, beach), C (cinema, classroom, café, clothes shop, chemist))

WDYT? How can we improve our environment?

Point out to students the discussion question for this unit. Write *our environment* on the board, check the meaning in their first language, then ask students what it makes them think of. Ask: *Is it just the place where we live?*

What about our school, our town?

What about the air we breathe, the water we drink?

Encourage students to realise that all of these things are part of our environment. Build up a **Spidergram** (see Activities bank, p7, for full instructions) of ideas on the board.

Rooms and furniture

1 Students do the task.

- ▶ **Challenge** Set a time limit of one minute for this.
- Drill pronunciation of *garage* /ˈgærɑːʒ/ or /ˈgærɪdʒ/, *stairs* /steə(r)z/ and *office* /ˈɒfɪs/ which are new items here.

Exercise 1

2 B(E)DR(O)(O)M	**3** G(A)RD(E)N
4 G(A)R(A)G(E)	**5** H(A)LL
6 K(I)TCH(E)N	**7** L(I)V(I)NG R(O)(O)M
8 (O)FF(I)C(E)	**9** ST(A)(I)RS

Extra activity

Give students definitions for two more rooms and ask them to try and remember the words:

1 *a place where you learn English* (classroom)
2 *a room where you eat* (dining room)

Highlight the one-word form of *bathroom*, *bedroom* and *classroom* and the two-word form of *living room* and *dining room*. Tell students that two-word nouns containing an *-ing* form are usually written as two words.

2 Students do the task. Check pronunciation.

- ▶ **Reinforcement** Remind students to look for parts of words they already know (e.g. *chair*, *book*, *cook*, *washing*) to help them with the meanings here.

Fast finishers

Ask students to identify the other items illustrated in the house plan, e.g. *shower*, *bath*, *bed*, *light*, *window*, *toilet* and write a list.

You could ask them to share their list with the class at the end.

Exercise 2

basin – F	bin – I	bookshelf – A
carpet – D	cooker – K	cupboard – G
curtains – H	fridge – C	sink – J
sofa – E	wardrobe – M	washing machine – L

- Drill pronunciation of *basin* /ˈbeɪs(ə)n/, *cupboard* /ˈkʌbə(r)d/, *curtains* /ˈkɜ(r)t(ə)nz/ and *wardrobe* /ˈwɔː(r)drəʊb/.
- Ask: *What do you keep in a wardrobe?* (clothes) *What do you keep in a cupboard?* (food, plates, cups, etc.)
- Use the plan to draw attention to the different locations for *sink* (in a kitchen) and *basin* (in a bathroom).

3

- Students do the task.
- ▶ **Challenge** Ask students to list as many rooms as possible for each item.

Exercise 3

basin – F – bathroom bin – I – kitchen, office, bathroom, bedroom
bookshelf – A – office, living room, bedroom
carpet – D – living room, bedroom, hall, stairs
cooker – K – kitchen cupboard – G – kitchen, office, garage
curtains – H – bedroom, living room fridge – C – kitchen
sink – J – kitchen sofa – E – living room
wardrobe – M – bedroom washing machine – L – kitchen

4
- Check understanding of the advice in the box before students do the task.
- Tell students to look at Unit 2 exercise 5 on p25 for more ideas of categories.
- ▶ **Reinforcement** Students can use one of the categories in the box if they prefer.
- Nominate students to tell the class any interesting categories they came up with. Ask the class if they agree with the items in the student's category and can suggest any more.

Exercise 4

Students' own answers

Suggested answers:
things with moving parts – basin, bin, cooker, cupboard, curtains, fridge, sink, wardrobe, washing machine

5
- Remind students to read the whole of each section before completing the gaps so that they find all the clues to the correct location and context.
- Ask students to identify the prepositions of place (*under*, *in*, *next to*, *on*) in the exercise. Elicit others they already know. (opposite, between, in front of, behind)

Exercise 5

1 sink	**2** kitchen
3 curtains	**4** bedroom
5 armchair	**6** living room
7 carpet	**8** office
9 bin	**10** bookshelf

Prepositions of place: *in* and *on* ABCD

Explain that *on* is used to talk about things on top of another surface, e.g. *on the desk*, *on the carpet*, *on the ceiling/wall/floor*. Compare the phrase *sit on a chair* with *sit in an armchair*.

Extra activity

Ask students to write a sentence about their favourite place to read, similar to the third sentence in the exercise.

6
- Tell students to label all the main items of furniture.
- If time is short, ask students to draw just one or two rooms.
- Remind students to mention the other items that are shown on the plan on p61, e.g. *shower*, *toilet*, and revise these if necessary.
- ▶ **Challenge** Encourage students to think about the correct preposition to describe the placing of their items of furniture.

VIDEO SKILLS

7 *See the videoscript on p142.*
- Ask students to look at the still and guess what the video is about.
- Before they watch, read out the questions.
- Follow-up questions:

  (You will probably need to write these on the board and allow students to watch the video a second time.)
  How far away is the nearest town? (six hours away)
  What are temperatures like in winter? (between –20 and –40 °C)
  What do they take with them when they move? (everyone and everything, including their homes and furniture)
  Why do they move? (to find more food for their families and reindeer)
- Ask students to answer the question the presenter asks at the end of the video.

Exercise 7

1 Because it's about a nomadic group of people, the Evenki.
2 A mini-documentary.
3 **Suggested answer:** there are still nomadic people like the Evenki in Europe and their lifestyle is very different to that of most other people in Europe.
4 **Suggested answer:** people who are interested in travel, geography, sociology, anthropology and traditional lifestyles.

Culture note

Evenki are an ethnic group who can be found in Northern Asia (Russia, China and Mongolia). There are two different cultures: one group breeds reindeer and the other hunts animals. Many lead a nomadic life and move from place to place, but there are others who are settled and live in one place all their lives.

Further practice
- Vocabulary ➔ Workbook p36
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

If students have already drawn and labelled their whole home in exercise 6, ask them to draw and label a plan of a relative's, e.g. grandparent's, home. If students have only drawn and labelled two rooms so far, ask them to draw and label other rooms in their own home.

Ask them to write a short description to accompany their plan.

Reading and critical thinking

Student's Book pp62–63

Lesson aims *Students read a magazine article about 3D-printed houses and learn how to read a text quickly.*

Warmer
Books closed. Play **First to five**. (See Activities bank, p6, for full instructions.)
Use these categories:
Rooms
Furniture
Things you can sit on/in
Things at home with doors

A newspaper report

1
- Use the visual clues to generate interest in the text.
- Students discuss the questions in pairs, then share their ideas with the class.

2
- Before they read, check understanding of *print* and *printing* (= to produce words on paper using a printer, to make marks on something).
- You could set a time limit for students to do the task – perhaps one minute, or 1.5 minutes for less confident classes.
- Follow-up questions:
  What does 3D mean? (three-dimensional)
  What does 2D mean? (two-dimensional)
  Is normal printing 2D or 3D? (2D)
  What does 3D printing make?
  (objects, rather than flat pictures)
- Ask students what else they already know about 3D printing. See the *Culture note* for ideas.

Exercise 2

The photos are all connected to 3D printing. The house was built using 3D printing.

Subskill: Reading quickly

Tell students that practising the skill of reading quickly to locate general information will help them to use their time effectively in exams, when they also won't have access to dictionaries.

3
- When students have read the Subskill hint, remind them to identify the key words in the heading questions, then scan quickly to locate them in the text.
- **Reinforcement** Point out the words *problems* (c) and *advantages* (e). Ask students what kind of words they would expect to find in a paragraph about *advantages* (positive adjectives) and in a paragraph about *problems.* (negative adjectives)
- When you check answers, ask students which words in each paragraph helped them to choose the right places for the headings.
  (a the Netherlands b in the future d introduced, in 1986 e quick, good, environmentally friendly, cheap, strong)

Exercise 3

a 3 **b** 4 **c** – **d** 1 **e** 2

4 24 Check understanding of *invented* and *normal* before the task. Students should remember *space station* from Writing in Unit 3.

***Fast* finishers**

Ask fast finishers to look at the text again and find all the phrases expressing comparisons.
(more environmentally friendly, 60% fewer materials and 70% less time than, better in a strong wind, bigger, with more floors, much more cheaply)

- Ask them to guess the meaning of *fewer* and check it in a dictionary.
- Afterwards, revise *not … as long* and *not as good* (from Grammar Unit 4) in phrases 4 and 5. Ask students what is missing after these words. (as normal houses, as 3D houses)

Exercise 4

2 '… Chuck Hull introduced 3D printing in 1986.'
3 '… in Russia they built one house in just 24 hours.'
4 '… 3D houses use (…) 70% less time … '
5 '… 3D houses are better in a strong wind than many normal houses.'
6 'If everything goes to plan, people will move into the houses next year.'
7 'But 3D technology could also be important in space. The European Space Agency is working on a 3D-printed space station … '

Extra activity

Write sentences 3 and 4 on the board and underline *took one day* and *don't take as long* and compare them with the phrases students found in the text.
Write the basic structure on the board:
take + time period
Then elicit more examples of sentences:
The bus journey takes 20 minutes.
I took ten minutes to walk to school.
Explain that the subject can also be *it*:
It takes (me) ten minutes to walk to school.
Ask students to write a personalised sentence of this.

5
- Tell students not to discuss heading question (c) at this stage, as the information isn't in the article (but see the Get online activity).
- Tell students not to look at the text. Give them time to think and make notes if necessary.

- Questions a and b are slightly more difficult to answer than c and d, so, if necessary, ask the more confident student in a pair to answer a and b and the less confident partner to answer c and d.

6 • **Word work** If students struggle, tell them to first think about the part of speech they need and then to look at the context.

▶ **Reinforcement** Tell students to match the ones they can do most easily first of all.

- Ask students to guess the meaning of *public services* and elicit examples of these, e.g. hospitals, police, firefighters.

Exercise 6

1 floor
2 recycled
3 architects
4 space station
5 the developing world
6 shapes

7 • Students do the task.

Exercise 7

1 architect
2 recycled
3 shape
4 the developing world
5 floors
6 Space Station

CRITICAL THINKING



1 • **Remember** (LOT) Books closed. Give students two to three minutes to remember and note down the advantages they can remember from the text. Nominate students to give their answers and write them up on the board. Check the text with students to see if they forgot any.

- Nominate students to give their answers and write them up on the board.

2 • **Evaluate** (HOT) Give students time to work in pairs to discuss possible disadvantages, then nominate individuals to share their ideas with the class. You may want to expand this to a discussion of the problems with 3D printing in general so that students can bring in any research they did into this for exercise 6.

3 • **Create** (HOT) Allow students time to draw their ideas if they want to or write notes about their ideas if they prefer. Then give them time to show their designs to the class (in small groups if you prefer) and talk about them. Encourage listeners to ask follow-up questions.

Critical thinking

Suggested answers:

1 It's quicker, more environmentally-friendly, cheaper and stronger.
2 Fewer jobs for traditional builders. Less demand for traditional materials. Materials could be toxic?
3 Students' own answers.

Culture note

In **3D printing**, three-dimensional objects are gradually built up in lots of thin layers. A 3D printer takes special material, heats it up and fuses it layer by layer until an object is produced.

To create an object, first you use a special computer program to design a model or a drawing, then the computer turns your design into code that a 3D printer can understand.

3D printing can be used to solve the problem of getting essential supplies to places where they are needed. For example, medical equipment and building parts, like pipes, can be printed in areas hit by disasters when normal road and rail links are cut off.

Current problems with 3D printing include:

- high energy consumption
- the printers and the materials can be expensive
- printing is quite slow
- the use of plastic
- the printers can produce harmful emissions
- plastic is overused in 3D printing
- problems with copyright (i.e. illegal copying of others' ideas)
- traditional manufacturing jobs are lost when factories switch to producing things with 3D printers

Research

Students look online for other objects currently made with 3D printing and make notes about them. They then share these with the class.

Further practice

- Reading ➔ Workbook p40
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students draw and describe their perfect house.

Get online

Students can find out more about 3D printing. Encourage them to also look for more information on the problems with 3D printing and any plans and hopes there are for future developments. They can then exchange information in class in the form of presentations or posters.

Grammar

Student's Book p64

Lesson aims *Students learn and practise* will *in affirmative and negative predictions and questions; they learn and practise* might.

Warmer
Play the **Memory game** (see Activities bank, p7, for full instructions) starting with *My 3D house will have a big bathroom and a pink fridge.* Students continue by adding one more room or piece of furniture of their own, e.g. *My 3D house will have a big bathroom, a pink fridge and an orange sofa.*
Encourage students to also add on new sentences using other verbs if they are able, e.g. *It will be* or *I will live* by writing these on the board.

will for predictions: affirmative and negative

1
- Point out that *won't* is the contracted form of *will* + *not*, and drill the pronunciation.
- Ask students to look back at the affirmative phrases with *will* in the text on p63.
- Then ask: *Does **will** change with a plural subject?* (no)
  *Does **won't** change?* (no)
  *What form is the verb after **will/won't**?* (infinitive without *to*)

Exercise 1

Houses will have unusual shapes.
The house won't have any stairs.

2
- Remind students to read the whole text first to get the general meaning.

Exercise 2

1 won't be	**2** will be	**3** won't use
4 will change	**5** won't need	**6** will do

will for predictions: questions

3
- Students do the task.
- Work as a class to build up other examples of questions and short answers with *will* on the board:
  Will (football team) win the match tonight? Yes, they will./No, they won't.
  Who will win tomorrow/on Saturday?

Exercise 3

How will 3D printing change things in the future?
Will they use 3D printing in space?
No, they won't.

4
- Check understanding of the task, clarifying the meaning of *in 20 years* and the table headings.
- Point out the examples and tell students that they should write a note about *how* they think things will change if they are adding them to column 3.
- Encourage students to write notes to support their predictions in each column as they will discuss them in exercise 5.

***Fast* finishers**

Fast finishers can add notes about other topics, e.g. medicine, computers, hobbies.

5
- After, ask students to share their ideas.
  - ▶ **Challenge** Encourage students to react to and agree/disagree with their partner's answers.

6
- Students do the task.
  - ▶ **Reinforcement** Tell students to look for the first word among the prompts: a question word or, if there isn't one, *will*.

Exercise 6

1 What will your job be?	**2** Will you have a car?
3 Where will you live?	**4** Where will you go on holiday?
5 How will you spend your free time?	

might

7
- First ask students to find the example sentences in the text on p63 and read the context around them. They can't answer this question without using the context.
- Check understanding of *definite* (= sure, certain).

Exercise 7

1 will **2** might

8
- When checking answers, ask students to explain why they chose each option.
  (1 This is a future event that is definite. 2 Although with the weather we can't be certain, it is highly likely – it is a confident prediction. 3 This prediction is less likely. 4 If today is Sunday, then we know with certainty that tomorrow is Monday.)

Exercise 8

1 will	**2** will	**3** might	**4** will

9
- Students do the task. For less confident classes, give students time before they start to think about how they might use *might* and *will*.
- Nominate students to tell the class about their partner's plans.

Extra activity

Students write two more questions using *will* to ask a partner.

10 • Give students time to think about the puzzle. Check they understand the meaning of *half her age* and elicit Vera's age now. (7)

• Check understanding of *twice her present age* and elicit Tess's current age x2. (28)

• Ask students what they need to do to find how old Vera will be. (deduct 7 from 28 = 21)

Exercise 10

Vera will be 21.

Further practice

- Grammar ➔ Workbook p37
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students write a paragraph like the one in exercise 2 about a different topic from exercise 4. They use *will* for predictions they think will definitely happen and *might* for predictions they are less sure about.

Vocabulary and Listening

Student's Book p65

Lesson aims *Students read a text about how to be green, listen to a podcast about environmental campaigners and learn how to answer questions.*

Warmer

Write *environmentally friendly* on the board and build up a spidergram of vocabulary and ideas with the class. Ask: *What environmentally friendly things will you do today?*

Your environment

1 • If you would like to give your students more practice reading quickly for key information, give them a time limit and tell them to scan only the first sentence of each point to find the actions to take.

• Students make a note of the things they do.

2 • Students do the task.

• Drill pronunciation of *waste* /weɪst/, *reuse* /iːˈjuːz/, *reduce* /rɪˈdjuːs/ and *recycle* /riːˈsaɪk(ə)l/.

• Nominate students to tell the class what they themselves do from the list in exercise 1.

Exercise 2

1 waste
2 plant
3 reuse
4 litter
5 pollution
6 reduce
7 recycling bins
8 recycle

Phrasal verbs ABCD

- Discourage students from being too concerned with categorising the different types of particle that follow the verb, and tell them that they should concentrate on learning each verb with all of its possible particles.
- Encourage students to learn phrasal verbs as whole items, ideally in an example phrase or sentence.

3 • Students do the task and copy the phrases from the text into their notebooks.

▶ **Challenge** Ask students to try to give explanations or definitions of the verbs, without using their first language.

Exercise 3

cut down: To cut through the trunk of a tree in order to make it fall to the ground.
give up: To stop doing something that you do regularly.
pick up: Lift someone or something from the ground or a surface.
throw away: To get rid of something that you no longer want, by putting it in a dustbin.
turn off: To stop something working temporarily by pressing a button.
turn up: To increase the sound, heat or light produced by something.

Extra activity

Ask students to think of other words that collocate with the phrasal verbs in the box.

(**Suggested answers:** turn on/off – phone, TV, radio, computer; turn up/down – radio, TV, phone, volume; give up – smoking, eating meat, driving a car; pick up – clothes in your bedroom, toys; throw away – rubbish, old things)

4 • Ask students to use the context to guess the meanings of *straw* (= a thin tube used for drinking) and *air conditioning* (= a system that makes the air inside a building cooler). Elicit a word in exercise 1 that means the opposite. (heating)

• Nominate students to tell the class which of the sentences are true for them.

Exercise 4

1 turn off
2 throw away
3 give up
4 pick up
5 turn up
Students' own answers

A podcast

5 25 *See the audioscript on p134.*

- Ask students to guess what the people are doing.
- Read out the question and check understanding of *campaign* /kæmˈpeɪn/ (= actions intended to produce political or social change) and *campaigner* (= someone who tries to achieve change by persuading others to do something) and drill the pronunciation.
- Tell students they need to listen out for *two* campaigns, then play the audio.
- Point out the US ➔ UK box. Ask students which campaign this word was used in relation to. (Nadia's – she is known as 'trash girl')
- Follow-up questions:
  Which countries do the campaigners live in? (Germany and the UK)
  What is Felix's campaign called? (Plant for the Planet)

Exercise 5

1 plant trees **2** pick up litter

Subskill: Answering true, false and no information questions

Tell students that hearing key words might not mean a statement is true. It is important to listen to the sense of it also.

6

- Ask students to underline the key words to help them to know what to listen for.
- Play the audio twice so that students can apply the Subskill strategy.
- When checking answers, elicit the true versions of the false sentences (see the Answer key).

Exercise 6

1 True
2 No information
3 False
4 False
5 True
6 No information
7 False

7

- Check students understand *arguments for and against* before they talk in pairs.
- Nominate students to tell the class their ideas.
- Elicit what Felix said about *why* young people should act. (because if we wait for adults to act, it'll be too late) Ask if they agree.

Further practice

- Vocabulary ➔ Workbook p38
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p41
- Listening worksheet ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p117

Pronunciation p117 Exercise 2

/eɪ/: make, save, take, waste
/aɪ/: light, night, ride
/əʊ/: grow, home, phone, throw

Homework
Students write a list of at least five resolutions from now on to be environmentally friendly, using *will/won't* and the phrasal verbs and vocabulary on this page.

Grammar

Student's Book p66

Lesson aims *Students learn and practise the first conditional and the zero conditional.*

Warmer
Play **Spot the mistake: helping the planet**. Students in teams say whether the phrase is correct or incorrect and supply the correct versions (extra points if more than one correct answer is possible). Tell students that any mistakes will be in the second word (the particle) in each phrasal verb. Explain that all the correct versions give advice on how to help the planet.

don't cut out trees (✗ cut down)
turn away the air conditioning (✗ turn off/down)
pick down litter (✗ pick up)
give off using plastic straws (✗ give up)
throw up litter (✗ throw away/out)
don't turn on the heating (✓)
turn away the heating (✗ turn down/off)

First conditional

1

- Focus on the contraction *'ll* in the examples by demonstrating how it contracts on the board and elicit other examples with different pronouns. Drill pronunciation of *I'll, he'll, she'll, it'll, we'll*, etc.
- When students have completed the rules, ask them to read the *Order of clauses in conditional sentences* box.
- If you think it will help your students, tell them to be careful not to use *will* in the *if* clause instead of the present simple: *If I ~~will~~ see her, I'll tell her.* or *I'll tell her if I ~~will~~ see her.*

Exercise 1

1 possible
2 the present simple
3 *will* + infinitive

2 • Students do the task.

Exercise 2

1 will be, pick up
2 won't have, cut
3 will produce, recycle
4 plant, won't need
5 do, will make

3 • Remind students to use commas in the correct places if necessary.

▶ **Reinforcement** Tell students that the words are already in correct sentence order; they just have to choose the right forms.

Exercise 3

1 If it's sunny tomorrow, we'll go to the park.
2 You'll be tired tomorrow if you go to bed late.
3 You won't pass your exams if you don't study.
4 If the bus doesn't come soon, we'll be late for class.
5 I'll call you this evening if I have time.

Zero conditional

4 • Students do the task.

Exercise 4

1 certain 2 present simple 3 present simple

5 • Check understanding of any new words.

Exercise 5

1 d – freeze, changes
2 a – save, close
3 c – doesn't rain, don't grow
4 e – don't eat, feel
5 b – put, tastes

First vs zero conditional ABCD

- Show students the difference between the 'possible' sense of first conditional sentences and the 'certain' sense of zero conditional sentences by pointing out that the meaning of zero conditional sentences doesn't change when *if* is replaced with *when*:

  When you freeze water, it changes to ice.
- When you replace *if* with *when* in a first conditional, however, it does change the meaning.

Extra activity

Ask students to reuse five of the verbs in this exercise to write new zero conditional sentences.

6 • Students compare answers with a partner.

Fast finishers

Fast finishers can change the first two sentences into the negative and write endings that are true for them.

- Nominate students to tell the class something interesting about their partner.

Exercise 6

Students own answers
First conditional: 1, 2, 4
Zero conditional: 3, 5

7 • Remind students to read the whole text to get the general sense before answering.

- Ask students to explain their choices when you check answers.
- Discuss the article with students (see *Culture note* below for more information) – do they think it would be possible to live plastic-free where they live?

Exercise 7

1 easier
2 won't see
3 was listening
4 decided
5 much
6 comes
7 as
8 used
9 helping

Culture note

Rachel Benefield and her family used glass jars and other reusable and refillable containers to buy food at shops with large bulk bins. They bought food in paper bags instead of plastic ones. They found toothbrushes made from bamboo. They made their own yoghurt instead of using plastic pots.

Living plastic-free meant they only created two bags of rubbish and most of it was litter they had picked up.

Further practice

- Grammar ➔ Workbook p39
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students research ways to reduce plastic use and the amount of rubbish their family throws away.

They then write five suggestions for their family in the form of first and zero conditional sentences, e.g.:

We won't use plastic bags if we use our own containers for shopping.

Get online

Students can find out more about the practical things Rachel did to reduce plastic in her life. (See the *Culture note*.) They then share these with the class.

Real-world speaking

Student's Book p67

Lesson aims *Students learn Key phrases for making decisions and teamworking.*

Warmer

Play **Chain sentences** (see Activities bank, p6, for full instructions). Start off by saying *If it is sunny on Saturday, I'll go to the beach*, and point to another student who continues, *If I go to the beach, I'll …* , etc. Check for accurate use of present tense and *will* future.

Making decisions

1
- Before students talk in pairs, elicit phrases they already know for making suggestions, e.g. *What about … ?, How about … ?, Why don't we … ?*
- Students read the invitation then, working in pairs, make suggestions of things for a party, noting down their ideas.

2 Students watch the video and do the task.
- You could also ask students to make a list of the things Rosie and Louis are *not* going to buy. (food and drinks, glasses, plates, plastic straws)
- Revise *straws* (from exercise 4 in the Vocabulary and Listening lesson) and ask students to try and guess the meaning of *decorations* from the context.
- Ask follow-up questions:
  Who is buying the food and drinks? (Louis's mum)
  Why don't they need plates? (They've got a lot at home.)
  When is the party? (on Saturday)

Exercise 2

decorations

3
- Read through the Key phrases as a class before watching again.
- Make sure that students understand that after *What do you think about … ?* and *What about … ?*, a noun or an *-ing* form is used.
- Practise this by writing nouns (*ice cream*, *decorations*, *cola*) and verbs (*buy*, *make*, *get*) on the board and eliciting similar phrases, e.g. *What do you think about buying/making/getting … ?* or *What about ice cream/decorations?*

Exercise 3

What about …?
Do you think (that) …
What do you think about … ?
Good point. Yes, but …
You're right.
OK, good idea.

4
- Students do the task.
- ▶ **Reinforcement** If necessary, play the video again, pausing for students.
- Play the video again to check answers.
- After completion, ask students to read the Real-world grammar phrases.
- Ask: *What is the first sentence?* (a prediction)
  What kind of conditional is the second sentence? (a first conditional)

Exercise 4

1 What about	**2** Good point	**3** think about
4 Yes, but	**5** right	**6** Do you think
7 good idea		

I don't think … ABCD

- Tell students that negative opinions and predictions often begin with *I don't think …* , and draw their attention to the use of a negative form for *think*, rather than a negative verb for the prediction or opinion. *I think we won't have time* and *I think he doesn't like me* are much less common in spoken English and sound wrong.
- Other verbs that are used like this are *suppose*, *believe*, *expect*.

Extra activity

In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

5
- Students work in pairs to do the task.
- **THINK** Make sure students just write a list/short notes here and encourage them to think about being environmentally friendly. Ask: *Can you reuse or recycle anything to use at your barbecue/picnic?*
- **PREPARE** Students can write their dialogue down if they prefer. Remind students to look at the **Peer review** questions in exercise 6 to make sure they cover all the information.
- **PRACTISE** Remind students to swap roles to get practice of both discussing ideas and agreeing or disagreeing.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other pairs perform so that they know what to listen out for. They can make notes of the information as they listen.

▶ **Challenge** Ask students to write down the Key phrases they hear in other students' dialogues without looking at their book. They then check in the book afterwards.

6 • **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive aspects first.

• Hold a class vote on the best 'green' barbecue/ picnic idea.

Further practice

- Speaking ➔ Workbook p41
- Phrasebook ➔ Student's Book p124

Homework

Students plan a family party, picnic or barbecue and write about how they will make it a green celebration, using first and zero conditionals where appropriate.

Writing

Student's Book pp68–69

Lesson aims *Students learn how to write an advertisement and how to use phrases to introduce examples.*

Warmer

Discuss water use with the class. Write *141 litres* on the board and tell students this is the average amount of water a person in the UK uses per day. Ask: *What do we use water for at home?* (drinking, cooking, having a shower/bath, using the toilet, washing up, washing clothes, washing cars, watering plants, etc.) *Which do you prefer – a shower or a bath? Why?*

An advertisement

1 • Students discuss in pairs, but don't elicit their ideas at this stage.

2 • Students do the task.

Exercise 2

Picture 4

Get online

Nominate students to tell the class what they think the other three photos show (1 a solar-powered phone charger, 2 bamboo speakers, 3 homemade clay pot candle heater).

Ask why these might be useful green inventions, and discuss which the class thinks would be the most and least useful and why.

Give students time to research further into the clay pot candle heater, then discuss whether students believe it works.

3 • Tell students to allow more space for the cells in their table than the ones in the Student's Book as some answers are quite long.

• When students have made notes, revise *alarm* (similar to *alarm clock* from Unit 2) and ask them to guess the meaning of *special features* (= important parts of something) from the context.

Exercise 3

Why people need it: it saves water/electricity/money

What it does: it controls the time that you spend in the shower

How it works: it's got an alarm to tell you when it's time to end the shower, then then shower turns off

Why it's special: it's got a flexible timer (you choose the time that you want to spend in the shower) and it's easy to use

***Fast* finishers**

Ask students to work out the meanings of *do your bit for* (= take part in, do something to help) and *cut your bills* (= reduce the money you have to pay), then share their ideas with the class.

• Follow-up questions:
What do you think of the shower timer?
Would you use one?

4 • When you check answers, ask students to read out the text they think corresponds to the relevant item in the list (or point to it). (**A short interesting title** – The Shower Timer – for shorter showers! **An important phrase about the product** – Save water, save the planet! **Headings** – What it does, How it works, Why use the Shower Timer? **Short phrases or expressions** – special features, such as a flexible timer; easy to use; saves water, electricity and money; good for the environment **A summary – why people need this product** – Do your bit for the environment and cut your bills.)

• Ask: *Why isn't there one long paragraph?* (because it's easier to read shorter paragraphs, you can give all the important information in separate short paragraphs, and breaking the information up makes it easier to understand and to remember)

Exercise 4

All except: one long paragraph, pictures depending on the advert

▶ Subskill: Giving examples

Tell the students these tips on usage:

– *for example* is mostly used in written texts and should follow a comma. It can introduce one or more examples:

We sell a lot of water-saving gadgets – for example, *shower timers and water meters.*

– *like* and *such as* can be used in the same way with different punctuation:

We sell a lot of water-saving gadgets, like *shower timers and water meters.*

We sell a lot of water-saving gadgets, such as *shower timers and water meters.*

– *for example*, *such as* and *like* can also be followed by phrases with verbs:

There are lots of things you can do to save water, for example/ such as/like have/having showers instead of baths, install/ installing a water meter or use/using a water butt in your garden.

5 • Ask students to read out the sentences they have found, then copy them into their notebooks.

Exercise 5

'We use it to do things *like* wash clothes and have showers.'
'You choose the time that you want to spend in the shower, *for example*, two, three or five minutes.'
'special options, *such as* the flexible timer.'

6 • Students do the task.

Exercise 6

Suggested answers:
2 for example/such as/like phones and cameras.
3 for example /such as/like jeans and T-shirts.
4 for example/such as/like notebooks and pencils.
5 for example/such as/like a plant pot, a pencil holder.

7 • **THINK** Question 1: If students need help with ideas, ask them to look again at the photos in exercise 1. Help them with key vocabulary, or tell them to use a dictionary.
• Students can also look online for ideas for green products.
• Tell students to look back at their notes for exercise 3 to see the kind of things they wrote for each section of the table.
• **PREPARE** Point out that the last bullet point asks students to include two or three sentences that use *for example*, *such as* or *like*.
▶ **Challenge** Students can include other items in their advertisement, e.g. a price, comments from satisfied customers, information about where to buy their product.
• **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include.
• Give students time to write, using the advertisement for the shower timer to help them.
• Draw attention to the first conditional sentence in the first paragraph of the advertisement on p68 (*if you use the Shower Timer …*) and encourage students to use similar sentences in their own adverts.
• **CHECK** Students use the questions to help them improve their advertisements.
• Remind them not to write one long paragraph.

8 • **Peer review** Students can look at more than one advertisement for this stage, if time allows.
• Tell students to answer the questions about the advertisement(s) they look at.
• Nominate individuals to tell the class which product they think is the most useful and why.

Further practice
- Writing ➔ Workbook p42
- Writing competence ➔ Teacher's Resource Centre

Homework
Students think about some of the advertisements they looked at in the **Peer review**, or they can look at more adverts in magazines, newspapers or online. Ask them to write six to eight sentences describing two products they have seen and what each can do. They can use phrases to introduce examples, as well as first and zero conditionals, e.g. *If you buy a … , you will save money*.

Project

Student's Book pp70–71

Lesson aims *Students conduct a green audit and make proposals for change at their school.*

Warmer
Ask students to look at the Graphic organiser for this unit on p120. Allow five minutes to discuss with a partner what they learnt about the environment and homes and what they have enjoyed most about the unit.

WDYT? How can we improve our environment?

Ask students if the issue of the environment is a large or small one. Ask them what they usually do if they are working on a project or solving a difficult problem. (break it down into smaller parts) Elicit how they could break up the issue of the environment into smaller chunks (e.g. at home, at school, in town). Ask them if there are things that could be done individually or in groups. Then encourage them to discuss what steps they can take to improve as many areas as possible.

Ask students how their ideas have developed since the beginning of the unit.

TASK

Read through the task and learning outcomes as a class.

Use the Model project to show students a poster giving details about a green audit. Explain that an audit is a way of assessing how well something works at an organisation. A green audit looks at how environmentally friendly the systems are. At the end of an audit, the team will usually make a *proposal* (= a plan or suggestion for how to improve).

1 *See the videoscript on p142.*

- Students do the task.

Exercise 1

recycling

STEP 1: THINK

2

- Before students do the task, check general understanding:
  Which green activity is the poster about? (recycling)
  What sorts of information does it mention?
  (facts about places in the school, bins, waste collection, separating waste, members of staff, proposals for action)

Exercise 2

Suggested answers:

1 yes	**2** both
3 by hand	**4** yes
5 yes	**6** yes

STEP 2: PLAN

3

- Check understanding of *green spaces* by getting students to guess the meaning.

4

- Tell students to think carefully about the information they want to use, where or who might have the information and the best way to collect it.
- If it is practical, invite key members of staff to your classroom to answer students' questions. Students may also be able to email questions to staff members, but you will need to allow time for them to receive replies.
- Alternatively, restrict students' survey to their classroom and their classmates only. If doing this, ensure that the scope of their plans is realistic.

▶ **Challenge** Students can think about and research different ways of presenting their information, e.g. bar graphs, pie charts.

5

- If practical, allow time for students to carry out interviews with staff, send out and collate surveys or questions in emails or go round the school looking at green spaces, bin provision, etc.
- Before students go to collect information, ensure that they have a clear plan for how they will record their results neatly. Remind them that at this stage their notes are only for themselves, so they don't need to look perfect, but they must be clear in order for the group to understand and work with them later.

STEP 3: CREATE

6

- Ask students to first focus on the tips. Discuss in the group whether they consider themselves good at reacting to problems. Do they have other tips to add to these ones?
- Then focus attention on the Key phrases. Draw attention to the use of *going to* for asking about future plans: *so how are we going to … ? Are we going to include … ?*
- Highlight the use of *could* for making suggestions: *We could put … , we could suggest …*
- Explain that *would* is also used to make a suggestion in *I think … would be a good idea*. See the Model project on p71 and the Model project notes for further ideas.

Extra activity

Ask students to make different sentences using the main elements of the Key phrases they have just studied.

7

- Before they start, encourage students to look at the Final reflection questions to help them with key aspects of creating their poster and working together.

STEP 4: PRESENT

8

- Tell students to think about how they are going to describe their poster. Advise them to do the following:
  - Set out the purpose of their audit (researching paper use, recycling, green spaces, etc.).
  - Explain what they did to get their information and how they recorded it.
  - Briefly summarise their findings, pointing to graphics on their poster to support what they are saying.
  - Sum up with their proposals.
  - Encourage groups to divide the presentation of the stages between them.

9

- **Peer review** Allow groups to present to another group, rather than the whole class, if this is more practical.
- Make sure students read the questions here before they watch the presentations, so that they know what to give feedback on (they can make notes if they wish).
- Nominate students to tell the class about anything surprising they discovered or the proposal that they think would make the biggest difference.

Model project

Layout: A heading at the top says what the audit is focusing on. Different sections are clearly marked using sub-headings *Green Audit* and *Proposal.*

Artwork: Infographic-style symbols and icons are used as a quick way to show different categories of information. The recycling logo is dominant and clear and will help anyone quickly understand the rough topic of the presentation. There is also a diagram (a pie chart) to show survey results, plus photos for interest and simple sketches to help clarify points.

Language: Simple labels and short note-style phrases are used throughout – this presentation prioritises visual techniques for presenting information, and therefore keeps words to a minimum. Imperatives are used for recommendations in the proposals.

5 FINAL REFLECTION

- In their groups of three, ask students to work through the questions and decide which face best matches how they did. Remind students to think back to the **Peer review** and any helpful comments made by their classmates.
- In evaluating part 1, ask students to think about how they could present the information more clearly.
- In evaluating part 2, ask students to remember their discussions when they were planning their posters.
- In evaluating part 3, ask students whether they used language from the unit successfully.
- Where students have not chosen a smiley face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills ➔ Workbook p42

Homework

Students research either the provision of bins and recycling facilities or alternatively the provision of green spaces in their street/immediate local area and write a short list of proposals for possible improvements.

End-of-unit further practice 5

- Social and emotional competence ➔ Workbook p76–77
- Exam trainer ➔ Workbook pp89–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

6 Experience

Vocabulary

Student's Book pp72–73

Lesson aims *Students learn and practise collocations to describe experiences. They watch a video about experiences two vloggers have had.*

Warmer

Play **Twenty questions**. Decide on a holiday activity or place (e.g. a theme park). Students have to ask *Yes/No* questions to guess your holiday plans, e.g. *Are you going to the beach? Are you going to stay in this country? Do you like visiting museums?*

If necessary, write a variety of question structures on the board for students to use during the Warmer.

WDYT? **Why might it be a good idea to try new things?**

Ask: *What kinds of new things can you do?*

(try new sports or hobbies, taste new types of food, visit new places, learn new skills)

What can you find out about yourself if you try a new sport or learn a new skill?

(You can discover that you like new things and that you're good at new things.)

Collocations: experiences

1 Tell students to cover the phrases a–h. Ask them to suggest verbs which can precede the phrases.

- Check understanding of *sushi*.
- Drill pronunciation of *baseball* /ˈbeɪsˌbɔːl/ and *youth hostel* /juːθ ˈhɒst(ə)l/.

Exercise 1

a visit	**b** write	**c** meet	**d** eat
e be	**f** go	**g** stay	**h** play

Extra activity

Revise some of the collocations from Unit 3 by giving students groups of words from exercise 1 on p38 (either orally or on the board) and asking them to supply the correct verb for each one, e.g. a race, prize, competition (*win*); money, friends, a difference (*make*); fit, a good job, good grades (*get*).

Collocations ABCD

- Revise the fact that *stay* and *go* are often followed by a preposition + place: *stay at/in a hotel* and *go to the shopping centre*.
- Say that *visit* and *meet* do not need a following preposition: *visit the park/visit my aunt* and *meet my friends*.

2

- When students have completed the sentences, check understanding of *common* (= usual, happening frequently) in question 3 and elicit another way of asking the same question, e.g. *Do people in your country often eat sushi?*

***Fast* finishers**

Fast finishers can write a question using the one verb from exercise 1 that was not used in exercise 2 (*play*). Point out that it should be a question they would like to ask their partner.

Exercise 2

1 meet	**2** stay	**3** eat	**4** go
5 be	**6** visit	**7** write	

3

- Students do the task.
- Nominate students to share information about themselves or their partner with the class.

4 When students have read the box about learning phrases, tell them that being able to use whole phrases will also make their speech and writing sound more authentic and natural.

- Before students match the phrases, ask them to look at the photos; elicit any words or phrases they already know to describe some of the activities.
- After checking answers, ask them to guess the meanings of *a play* (i.e. theatre play) and *stars*.
- If necessary, explain that *keep a diary* here means write about the things you've done, thought and felt every day.
- Drill pronunciation of any difficult words, e.g. *sandcastle* /ˈsæn(d)ˌkɑːs(ə)l/, *zip lining* /zɪpˈlaɪnɪŋ/, *diary* /ˈdaɪəri/, *dolphin* /ˈdɒlfɪn/. Point out that the stress is on the second syllable of the verb *record* /rɪˈkɔː(r)d/.

- Ask: *Where can you go zip lining/play laser tag/ride a horse?*

Exercise 4

1 sleep under the stars	**2** make a snowman
3 do a bungee jump	**4** travel to another continent
5 act in a play	**6** build a sandcastle
7 keep a diary	**8** record music
9 go zip lining	**10** ride a horse
11 sing karaoke	**12** fly a kite
13 swim with dolphins	**14** bake a cake
15 take a dance class	**16** play laser tag

5
- Before students think of experiences, check their understanding of *adventure* and *outdoor* (they may already know *outdoors*) and elicit the opposite. (indoor[s])
- When you check suggestions, nominate individuals to share their ideas with the class and get the others to say whether they agree or disagree (and, if they disagree, why).

Exercise 5

adventure: do a bungee jump, go zip lining, play laser tag, swim with dolphins, travel to a different continent
music, theatre and dance: act in a play, record music, sing karaoke, take a dance class
outdoor activities: build a sandcastle, fly a kite, make a snowman, ride a horse, sleep under the stars
doing things at home: bake a cake, keep a diary

indoor(s) and *outdoor(s)* ABCD

Tell students that *indoors* and *outdoors* are the adverb forms, e.g. *Jamie loves playing outdoors but I prefer being indoors*; *indoor* and *outdoor* are adjective forms that are only used before a noun, e.g. outdoor activities, outdoor clothes, indoor shoes.

Extra activity

Ask students to also decide on activities for someone who likes making things, for someone who wants to get fit and for someone who likes to travel.

6
- Before students complete the sentences, check understanding of *afraid* /əˈfreɪd/ and *heights* /haɪts/ and elicit the corresponding adjective. (high) Drill pronunciation.

Exercise 6

1 do a bungee jump	**2** bake a cake
3 swim with dolphins	**4** keeps a diary
5 act in a play	**6** build a sandcastle
7 sleep under the stars	

7
- Read the questions together, then if necessary share information from the *would like and would* box on the right with the class.
- Nominate a pair to act out the example.
- Students do the task.

would like and *would* ABCD

Students already know *I'd like (to)* to talk politely about things they want to do. Explain that *would*, *wouldn't* and *would never* can also be used to talk about possible things we imagine doing or not doing. Say that *would* stays the same for *I*, *you*, *he/she/it*, *we* and *they*.

VIDEO SKILLS

8 *See the videoscript on p142.*
- Students do the task.
- Ask students to watch again and say which of the activities in exercise 4 are mentioned. (bake a cake, sleep under the stars (Northern Lights), travel to another continent (China))
- ▶ **Challenge** Ask more confident students to do it from memory. They then watch the video again to check their answers.
- Follow-up questions:
  Does Chloe like flying now? (no)
  Does John's family travel a lot? (yes)
  Who wins the game? (Chloe)

9
- When they have discussed the questions, nominate pairs to share their answers with the class. Encourage students to give alternative answers if they have different ideas.

Exercise 8

Chloe has jumped out of an aeroplane and John has ridden a camel.

Exercise 9

1 B
2 The vloggers look directly at the camera a lot, they also make eye contact with each other. Their voices are positive and they speak enthusiastically. The language is open and positive.
There are attractive photos of different people and places. There is also a panoramic photo.

Further practice

- Vocabulary ➔ Workbook p44
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students show the photos to a family member (or tell them about the activities) and ask them which they would or wouldn't like to do and why. Students write six to eight sentences about their choices giving reasons why they want/don't want to do them.

Reading and critical thinking

Student's Book pp74–75

Lesson aims *Students read an online article about a tech entrepreneur and learn about answering questions in their own words.*

Warmer
Books closed. Play **First to five**. (See Activities bank, p6, for full instructions.)

Use the categories *Indoor activities*, *Outdoor activities*, *Creative activities*.

A profile

1
- Tell students that some verbs can go with more than one noun phrase. When the time limit is up, find out how many students have got more than ten phrases.
- When checking the answers, nominate students who found other combinations to share their suggestions and ask other students if they agree or disagree.
- Ask students what three activities are represented in the photos on the page. Discuss what experiences students have had of each of these.

Fast finishers

Ask fast finishers to note down the three activities that are not on pp72–73.

(write a news story, see a musical, start a company)

Exercise 1

act in a play, bake a cake, do a bungee jump, meet a famous person, record music, see a musical, sing karaoke, start a company, take a dance class, write a news story

2 29 Remind students to look at the heading and the photos before they read and listen. Ask if they remember what *founder* means (from Unit 4).
- Play the audio.
- ▶ **Reinforcement** Tell students to first list all the activities from exercise 1 in the article, then sort out the ones Jenk does and the ones that are mentioned on his website.
- Follow-up questions:
  Which company is Jenk founder of? (iCoolKid)
  Can you guess the meaning of ***tech entrepreneur****?* (someone who uses money to start a business that uses technology/computers)

Exercise 2

1 act in a play, meet a famous person, record music, see a musical, start a company, take a dance class, write a news story
2 bake a cake, do a bungee jump, sing karaoke

Extra activity

Ask students to find the other activities in the article that are not in exercise 1.

(see a football or rugby match, extreme sports, go-karting, sky-diving, singing and playing musical instruments)

3
- When you check answers, ask students to read out the sections of the article that support their choice for the three true sentences.
- Note that exercise 4 asks students to correct the false statements.

Exercise 3

True: 2, 4 and 5

4
- Students do the task.

Exercise 4

1 The website is for eight- to 15-year-olds.
3 He went to musicals and other events. (His classmates went to sports matches.)
6 He gets a lot of ideas from his own hobbies.

▶ Subskill: Answering questions in your own words

Tell students that this skill is based on understanding the meaning of what students are reading. Explain that sometimes they will have to make deductions about the meaning using clues in the text. Say that it is fine to use simple vocabulary when they reword the information; the important thing is to get across the correct meaning.

5
- Students read the Subskill information, then do the task.
- ▶ **Reinforcement** Tell students that question 2 is an example of a question where they have to think about the meaning behind the words; although the text doesn't actually say Jenk was at school at the time, this can be deduced from the other words.

Exercise 5

1 You can find out about interesting things to do and see.
2 He was in class/at primary school when he first had the idea.
3 He presented his mother's email message as a school project.
4 He likes music, dance, extreme sports and fashion.
5 He decides what stories to include on the site./what things are interesting.
6 He wants more people to visit it, and people from all over the world.

Extra activity

Ask students to write two more questions about the article using their own words as much as possible, then give them to a partner to answer.

6 • **Word work** Check students have understood definition 3 when they have matched it. Elicit the infinitive form of *focuses on*. (focus on)

- Ask students to find an example of an *extreme sport* in the article. (a bungee jump on skis)
- Ask: *What is an extreme sport? What **isn't** one?*

Exercise 6

1 research	**2** hits	**3** focuses on
4 go global	**5** events	**6** extreme sports

7 • Students do the task.

Exercise 7

1 extreme sports	**2** hits	**3** events
4 go global	**5** research	**6** focuses on

CRITICAL THINKING

1 • **Remember** (LOT) Books closed. Give students two to three minutes to remember and note down the types of information the article says on the website. Students who have managed to look at the website (see *Get online* on the right) can add the results of their own research, or you can share with them the information in the *Culture note*.

- Nominate students to give their answers and write them up on the board. Discuss which ones students find the most interesting.

2 • **Evaluate** (HOT) Allow students to work in pairs to discuss why they think the website is successful. Tell them to think about what they themselves like about it. If it helps them, ask:

Can you find the information on the website anywhere else? (perhaps, but not all in one place like this)

Who decides what goes on other websites? (usually adults instead of teenagers)

Do you think the website is better for eight-year-olds or for teenagers?

3 • **Create** (HOT) You could allow students to work in a group to brainstorm ideas. Encourage them to note down their ideas so that they can use them to tell the class or another group. Ask students to vote for their favourite of the ideas.

Critical thinking

1 You can find information about pop culture (music, famous people), tech (games, phones, computers), events (concerts, sports competitions, parties), extreme sports etc.

Students' own answers

2 **Suggested answer:** It's designed for eight to 15-year-olds, it has stories about cool things to do and see, it has unusual information (how to bake a 3D cake, where to do a bungee jump on skis), and music videos. It's one place where you can find all these things. There aren't other similar sites.

3 Students' own answers

Culture note

The **iCoolKid** website was officially launched in 2017. It is funded by Jenk's mother, a managing director, and his father, a surgeon.

Jenk has a team of people working for him now, including his mother, Carmen, but he decides what goes on the website. The topic has to be cool and Jenk says he can decide within ten seconds what is cool or not. The iCoolKid office has table football, a basketball hoop, a drum kit, a keyboard and a videogame station.

Other topics covered on the website include music videos, adverts, books and authors, photography, street food, fashion, toys and gadgets and even history.

Jenk Oz was born in 2005 and is the youngest CEO in Britain.

In addition to his website, acting, singing and dancing, Jenk works as a DJ. He also gives talks about how young people can organise their ideas and get them onto paper. Jenk hopes this will help them to eventually become entrepreneurs like him. He would like to be an actor one day and has already appeared in plays in the London theatre as well as in films and on TV.

Further practice

- Reading ➔ Workbook p48
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students write a short paragraph suitable for a website aimed at teenagers. They can write about a subject that they think is interesting and cool for teens (possibly from the Critical thinking activity).

Get online

Students research the iCoolKid website and find out more about what it offers as well as more about Jenk Oz. They can then exchange information. See the *Culture note* above for some information.

Grammar

Student's Book p76

Lesson aims *Students learn and practise the present perfect affirmative and negative.*

Warmer
Play **Snowman** with one or two words from the text about Jenk Oz on p75, e.g. teenager, digital.
(See Activities bank, p7, for full instructions.)

Present perfect: affirmative and negative

1
- When students have done the task, check understanding of *past participle*. Ask them to find more in the text on p75, and write the phrases on the board as they say them, e.g. *He's appeared*. Underline the past participle and elicit that *'s* is short for *has*.
- Drill the pronunciation of the contracted and negative forms.
- Use the timeline below to compare the use of the present perfect with the past simple.

Exercise 1

1 They're about things in the past.
2 no
3 *Have/has* + past participle, *haven't/hasn't* + past participle
4 acted, verb + *ed* (the same as the past simple)

A timeline for the present perfect ABCD

a period of time until now

----------→|

← he's met a lot of celebrities → now

Past simple (action at a specific time in the past):

----------|---------- now

↑

in 2017 he met Adele

2
- Tell students to think carefully about the spelling for sentences 2 and 5.
- When you check answers, elicit both the contracted and full forms of the verbs.

***Fast* finishers**

Ask students to rewrite the sentences using the first person singular to make them true for them.

Exercise 2

1 's (has) visited
2 haven't tried
3 've (have) played
4 hasn't stayed
5 've (have) travelled

3
- Students do the task.
  - **Challenge** Before they go to p134, students write the past participles they have already seen on this page and in the reading text. (met, written, taken) Then they can use the list to find out the ones they don't know.

Exercise 3

eat – eaten; fly – flown; give – given; have – had; make – made; meet – met; see – seen; sing – sung; sleep – slept; swim – swum; take – taken; write – written

4
- Students do the task.

Exercise 4

1 I have never eaten Thai food.
2 My friends have swum in the sea.
3 My cousin hasn't taken any dance classes.
4 We haven't written a book.
5 My aunt has done a bungee jump.
6 I haven't met anyone famous.

5
- Ask students to read the information about *been* and *gone* and to use the Quick review on p81.
- Students do the task.

Extra activity

Ask students to write two extra sentences about places they've visited using *I've been to* … , one true and one false to use in the next exercise.

6
- Students do the task.

7
- Remind students to read the whole text before they complete the gaps.
- Check understanding of *selfie* and *insects*.
  - **Reinforcement** Remind students to be careful with gap 5 and refer them back to the box under exercise 4; ask: *Is Orlando Bloom in Antarctica now?*

Exercise 7

1 have done
2 has taken
3 has swum
4 hasn't spent
5 has been
6 has eaten
7 haven't tried

8 • Encourage students to draw a table and put crosses as they eliminate places.

	Tokyo	London	Los Angeles	Paris
Annie	✗ (hasn't been to Japan)	✗	✗	✓
Hugo	✗ (has travelled to Europe)	✓	✗ (has travelled to Europe)	✗ (must be different from Annie)
Maya	✓ (has tried sushi where typical)	✗	✗	✗
Ari	✗ (has never visited another country)	✗ (has never visited another country)	✓ (can be deduced because Los Angeles is in the USA)	✗ (has never visited another country)

• If students need help, elicit the different countries where the cities are, including New York.

Exercise 8

Annie has been to Paris. Hugo has been to London. Ari has been to Los Angeles. Maya has been to Tokyo.

Further practice

- Grammar ➔ Workbook p45
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students look again at the text in exercise 7 and write sentences that are true for them and their friends. Students should use *but* to add experiences that they have had, e.g. *I haven't taken a selfie with a kangaroo but I have taken a selfie with a monkey. I haven't been to Antarctica but my friend has been to the Arctic.*

Vocabulary and Listening

Student's Book p77

Lesson aims *Students read a text about music, listen to a conversation about birthday presents and look at differences in questions and audio tracks.*

Warmer

Play **Chain sentences** (see Activities bank, p6, for full instructions) using the experiences on pp73–74: *I've acted in a play but I haven't sung karaoke.*

Music

1 • Give students 30 seconds to scan the advertisement and answer the first question.

• Elicit the three experiences before allowing more time for students to read and think about their answers to questions 2 and 3.

• Discuss students' opinions as a class.

Exercise 1

1 An experience box (the giver pays a certain amount and the recipient can choose an activity from a range of options)

2 Students' own answers

3 **Advantages:** giver doesn't have to choose, recipient can get what they want; nice to experience something rather than get a thing you don't necessarily want
Disadvantages: they can be disappointing, may not have options in your area

2 • Drill the pronunciation of any difficult words, e.g. *musician* /mjʊˈzɪʃ(ə)n/.

Exercise 2

four music styles: classical music, pop, hip-hop, jazz
three people: musician, DJ, composer
two instruments: drums, keyboard
one group of musicians: band

3 • Drill the pronunciation of *choir* /kwaɪə(r)/, *guitarist* /gɪˈtɑːrɪst/ and *violin* /ˌvaɪəˈlɪn/.

Exercise 3

music styles: rap
people: guitarist, singer
instruments: piano, violin
group of musicians: choir, orchestra
Suggested answers:
music styles: dance, swing
people: pianist, lead singer, conductor
instruments: flute, trumpet
group of musicians: quartet

4 30 *See the audioscript on p134.*

- Explain that more than one answer is possible.
- Pause after each item and elicit an answer.
- Ask the rest of the class if they agree or disagree.

Exercise 4

1 rap, singer
2 orchestra, classical music
3 composer, piano
4 DJ
5 guitarist, guitar, jazz

A conversation

5 31 *See the audioscript on p134.*

- Students read the questions before listening.

Exercise 5

1 He needs to buy a present for his father.
2 a musical experience box

Subskill: Noticing differences between the question and what you hear

Remind students to read questions (or any information they are asked to complete) carefully before they listen. They should also think of related words or phrases with similar meanings so that they will recognise these if they are used in the recording.

6

- Students look at the table before they listen so that they can apply the Subskill strategy and think of related words and phrases.
- Elicit words and phrases that express the opposite to the phrases in the Subskill box, e.g. he hates, he isn't into, he isn't keen on.
- Students copy the table before listening again.

▶ **Reinforcement** ell students that two of the experiences are possible presents for Zack's father.

Exercise 6

Zack's father likes		Possible presents for Zack's father	
sports	*no*	DJ experience	
clothes	no	masterclass with expert	✓
music	yes	recording studio session	✓

7

- Students read the summary before listening.

▶ **Challenge** Students identify as many mistakes as they can before they listen again.

- Students listen again and make a note of the errors in the summary and the correct versions in their notebooks. Pause the audio as necessary.
- Ask students to expand their corrections into full sentences.
- To check answers, use the overhead projector to underline the sections containing errors.

Exercise 7

Zack and Lily are discussing birthday presents for Zack's cousin. He's going to be 40 next month. Zack has given experience boxes before; they are big boxes with a present inside. Zack and Lily look at a website called Experience Music Now. One option is to record your own song in a studio with a professional singer. Another is to visit a professional musician and write a song together. Zack decides to buy this gift.

8

- Students take turns to read out a sentence.

Exercise 8

~~cousin~~ father, ~~40~~ 50, ~~has given experience boxes before~~ doesn't know what they are, ~~Experience Music Now~~ The Musical Experience, ~~singer~~ sound engineer, ~~write a song together~~ have a masterclass, ~~buy this gift~~ talk to his mum about the idea

9

- Students do the task.

Further practice

- Vocabulary ➔ Workbook p46
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p49
- Listening worksheet ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p117

Pronunciation p117 Exercise 3

1 Crisps are my favourite snack.
2 My friend's brother often camps in spring.
3 My cousins lived in the south-west of Spain.

Homework

Students imagine they have bought a musical experience for a friend. Write sentences explaining why.

Get online

Students find out about different websites offering experiences as gifts, make a note of any they would like to do, then tell the class about what they chose and why.

Grammar

Student's Book p78

Lesson aims *Students learn and practise present perfect questions.*

Warmer
Play **Snowman** with music words from p77. (See Activities bank, p7, for full instructions.)

Present perfect: questions

1
- Students copy and complete the table.
  - ▶ **Reinforcement** For question 5, tell students that the answer is in the examples box.
- Point out that present perfect questions don't always contain *ever*. Demonstrate this by asking, e.g.:
  Have you done your homework?
  Have you visited the new [shopping centre/cinema]?
  Have you seen Spider-Man: Far From Home*?*

Exercise 1

1 Have **2** ever **3** I
4 haven't. **5** never

2
- Ask students to look at question 1 and explain that the present perfect of phrases with *go* + *-ing* forms can be either *have been* + *-ing* or *have gone* + *-ing*, e.g. *have been/gone swimming*.

Exercise 2

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

ever and *never*

ever* and *never ABCD

- Tell students that time expressions like *ever* and *never* are often used with the present perfect because they refer to 'any time up until now'; they don't refer to a specific time in the past, like *yesterday* or *last year*.
- Ask them to look at question 4 in exercise 2 to find another time expression like this. (before)

3
- Highlight the position of *ever* and *never* – after the auxiliary verb *have/has* in statements and after the subject noun/pronoun in questions.
- Point out the symbols for questions and negative sentences.

***Fast* finishers**

Ask fast finishers to write answers to questions 1 and 8 that are true for them.

Exercise 3

2 He has never played golf. **3** Have you ever visited the Royal palace?
4 I've never played Monopoly. **5** Has she ever travelled by plane?
6 He has never had a job. **7** We have never studied Latin.
8 Have you ever been on a motorbike?

4
- Before students do the task, check understanding of *download* (v) /ˌdaʊnˈləʊd/, *live music* /laɪvˈmjuːzɪk/ and *street musician* /mjʊˈzɪʃ(ə)n/, and drill the pronunciation.
- Students write all the questions down.
  - ▶ **Challenge** Ask students to find as many questions as possible (some verbs will go with more than one phrase, e.g. buy/download tickets).

Exercise 4

Have you ever met a famous musician?
Have you ever played the drums?
Have you ever downloaded music from the Internet?
Have you ever given money to a street musician?
Have you ever seen live music?

5
- First, refer students to the replies in exercise 2 and in the boxes on this page. Remind them that if they add more information about a specific occasion in the past, they will need to use a past simple verb, e.g. *Yes, I have. I* ***played*** *the drums at the school concert*.
- Point out that *No, I don't think so* is a possible response if students can't remember.

6
- Ask students to look at the photo and say if they know who it is and what she is famous for.
- Remind students to read the whole text first.
- Note that here *hit* is used in the sense of a big success or best-selling recording.

Exercise 6

1 a **2** a **3** b **4** b **5** b **6** a **7** b **8** a

Culture note

Quechua was the language of the Incan empire. The Inca didn't write their language down but they did use a system of knotted strings to send messages. Recent research suggests that the knotted strings may have been used to record the Quechua language phonetically. Quechua continued to be used after the Spanish conquest in the 16th century, but in the late 18th century, it was banned for public use. Until recently it has been considered uncool and it is not taught in schools.

Renata Flores Rivera has released several songs in Quechua. She began singing as a young girl and participated in *The Voice Kids Peru* in 2014. Inspired by the history of the Inca, Renata is trying to increase the importance of Quechua and reduce discrimination against native speakers.

Further practice

- Grammar ➔ Workbook p47
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students ask a friend some of the questions in exercise 4 or try to remember their partner's answers, then write six to eight sentences summarising what they have done using the present perfect and *ever* or *never*.

Real-world speaking

Student's Book p79

Lesson aims *Students learn Key phrases for asking and talking about experience.*

Warmer

Students ask you as many present perfect questions with *ever* as they can to find out five things you've done, e.g. *Have you ever ridden a horse/bought tickets for a concert/downloaded music from the internet/done a bungee jump/been to Antarctica?*

As soon as they reach a total of five affirmative answers, they ask another student.

Talking about experience

1

- Ask students to read the task and then the advertisement.
- Check understanding of *backstage crew* (= people who work behind the stage) and *production* (= a play or musical). Ask students to guess the meanings of *lighting* and *sound* in this context.
- Check understanding of *qualities* and elicit adjectives, e.g. friendly, kind, fit, strong.
- When checking answers, ask students what qualities and experience are *not* needed for a backstage job. (ability to act, sing, dance)

2 Students do the task.

- Follow-up questions:
  Why does Diego say he wants the job? (because he likes the theatre and it sounds like a cool thing to do)
  Why does he know a bit about sound? (because his brother's a DJ)
  When does he have to meet the others? (Wednesday and Friday after school)

Exercise 2

Yes, because of his experience with sound and using a mixing desk.

3

- Read through the Key phrases as a class before watching again.
- Make sure students are listening for phrases that are *not* used.
- Play the video and pause for students to listen and repeat the Key phrases. Then read out the ones that are not in the video for the class to repeat.
- Point out the US ➔ UK phrases and ask students if they can think of any other *-er/-re* words. (centre/center, litre/liter, metre/meter, fibre/fiber)

Exercise 3

Why are you interested (in this)?
I can (read music).
I don't know anything about (musicals).

4

- Students do the task.
  ▶ **Reinforcement** If necessary, play the video again, pausing for students to complete the gaps.
- Play the video again for students to check their answers.
- Point out to the class that American English uses *have* with the auxiliary *do* while British English uses *have got* with the auxiliary *have*. Ask pupils to find which version Flynn uses. (Do you have any experience with sound or lighting?)
- In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

Exercise 4

1 want	**2** ever	**3** really
4 experience	**5** about	**6** Can

5

- Students work in pairs and follow the steps in the Skills boost to create their own dialogue.
- **THINK** As well as using the language in this unit, tell students to look back at pp36–38 of Unit 3 to find more words and phrases to help them describe qualities. Tell them to think of the different tasks that will need to be done at the event they are interviewing for.
- **PREPARE** Tell students to look at the **Peer review** questions in exercise 6 to make sure they cover all the information. Point out that they may prefer to prepare a dialogue where the candidate does not have the right qualities or experience and does not get the job. Also see the *Get online* task at the bottom of the page.
- **PRACTISE** Remind students to swap roles to practise both asking interview questions and answering questions.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other

pairs perform, so that they know what to listen out for. They can make notes of the information as they listen.

- ▶ **Challenge** Ask students to prepare a dialogue and to try and memorise it, rather than reading it out.

6 • **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive aspects first.

Further practice

- Speaking ➔ Workbook p49
- Phrasebook ➔ Student's Book p124

Homework

Tell students to think of a job they would like to do and imagine they have to write about their experience and qualities. Ask them to write a short paragraph to their interviewer, mentioning what the job is and then describing their qualities and their experience.

Get online

Students can look online for videos of interviews or videos giving interview advice and find out other types of questions that are often asked. They can make a list and share these in class.

Writing

Student's Book pp80–81

Lesson aims *Students learn how to write an e-postcard and how to use relative clauses.*

Warmer

Books closed. Write *postcard* on the board and give out a piece of paper to each student. Students write a short postcard to a friend, as if they are on holiday, without writing their friend's name.

Redistribute the postcards to different students, who should respond to them. Display the postcards in the room for students to read.

An e-postcard

1 • Make sure students don't read the text here (it is the same message on both cards), but just look at and discuss the appearance, style and layout of the postcards at this stage.

- If necessary, write some useful vocabulary in a word cloud on the board to help students discuss the similarities and differences, e.g. *stamp*, *address*, *left*, *right*, *handwriting/handwritten*, *layout*.
- Follow-up questions:
  What can you do with an e-card that you can't do with a postcard? (send it more quickly, use your own photo)

Exercise 1

Similarities: layout of the card with text on the left and the address on the right. In both cases there is a stamp and a post mark (but these are not real in the e-postcard). The address is written line by line occupying the middle to lower part of the right hand side. There is a separation line between the two sides.

Differences: one is handwritten on card, one is typed on a screen. The onscreen writer can choose font and letter size and correct mistakes. We can also see the different stages in the process of making the e-postcard (select style, select photo, etc.)

2 • Students do the task.

Exercise 2

To tell a friend about his experiences at a summer camp.

3 • When you check answers, ask students to read out the relevant text from the postcard (or do the Extra activity below; see also for the relevant text).

- ▶ **Challenge** Students decide which information is included without reading the postcard again.
- After checking answers, elicit other words for *guys*. (boys, teenagers, teens, people)
- Ask students what phrase Alex uses for both his suggestions (you should + infinitive) and ask them to guess the meaning of *give it a go*. (try something)

Exercise 3

1, 3, 5, 6, 7

Extra activity

Ask students to make notes of the relevant information from the postcard next to each featured category.

(1 outdoor activities, ridden horses, slept under the stars, went zip lining, you can also swim and canoe 3 the people are really nice, sharing a room with three guys from Cardiff who are great fun, I met a boy who knows you, Danny Zhao 5 in Indiana, a camp, youth hostel, in the mountains, near a lake 6 someone who knows you, Danny Zhao 7 You should give it a go, you should come with me next year)

4 • Students do the task.

- Ask students to notice the different tenses Alex uses (see language note below on *Tenses*).
- Ask students if they think the order of the information about the place, the activities, the people, etc. is important in a postcard. (no)

Exercise 4

1 Dear X,
2 where you are
3 **Paragraph 1** – the camp and activities, **Paragraph 2** – people, **Paragraph 3** – the place, **Paragraph 4** – finishing the message
4 closing greeting ('see you on the 21st) and Name
5 'Post Scriptum' (Latin - meaning 'after letter'). It includes extra information you forgot to include.

Tenses ABCD

- present continuous for describing what he is doing around now:
  I'm having a great time, *We're staying in a youth hostel.*
- present perfect for experiences he's had without a specific time expression:
  We've ridden horses and slept under stars.
- past simple for a sentence with a specific time expression:
  Yesterday we went zip lining.

Subskill: *who*, *where* and *which*

Explain that relative pronouns *who*, *where* and *which* are similar to other pronouns such as *he*, *her*, *it* and *they*. Just like other pronouns, they help us to avoid repeating nouns and names when we join two clauses, which will make students writing more cohesive and natural.

If helpful for your students, draw attention to the common mistake of including a subject pronoun after the relative pronoun, e.g. *I'm sharing a room with three guys who ~~they~~ are great fun*, or an object pronoun after the verb, e.g. *I brought that book which you wanted ~~it~~*.

5
- When students have read the Subskill information, demonstrate joining the sentences on the board.
- Ask students to note the sentences down.
- ▶ **Challenge** Ask students to think about how to make the sentences they find into two separate sentences.

Exercise 5

I met a boy **who** knows you.
It's a camp **where** you can do lots of outdoor activities.
It's near a lake **where** you can swim and canoe.
Yesterday we went zip lining **which** was amazing.
We're staying in a youth hostel **which** is in the mountains.
I'm sharing a room with three guys from Cardiff **who** are great fun
Rules: 1 who **2** where **3** which

6
- Students do the task.
- ▶ **Reinforcement** Tell students they need to think immediately about whether the word before the brackets is a person, a place or a thing.

Fast finishers

Ask students to rewrite sentence 1 with different information. They can do several versions if they have time.

Exercise 6

1 who **2** where **3** who **4** which **5** which **6** where

7
- Students follow the steps in the Skills boost to do the task.
- **THINK** If students completed the Extra activity after exercise 3, encourage them to look back at their notes to see the kind of things they wrote for some of the topics. Students can also find words for experiences in the Grammar section of the Quick review on the right-hand side of the page. Encourage them to include interesting details where possible.
- ▶ **Challenge** Students can include other information in their postcards, e.g. *Alex makes two suggestions for Leah, and he also says he hopes she is having a good summer.*
- Tell students they don't have to follow the order of the main topics used in the example postcard although they should group information about the same topic together; the only fixed items are the opening and the final greeting plus a signature.
- **PREPARE** They should now organise their writing into paragraphs. Encourage them to use some relative clauses. Circulate and give help with their writing as necessary.
- **WRITE** If practical in your classroom, students can use an online e-postcard app for this task. Before writing, ask students to read through the questions in the **CHECK** section to see what they should include. Tell them to look again at the different tenses Alex uses for his postcard as well.
- **CHECK** Students use the questions to help them improve their postcards.

8
- **Peer review** Take this opportunity to ensure students read a number of different postcards – it is an effective way of showing students how they can interact in writing. Nominate students to tell the class about the most interesting postcards they read.

Further practice
- Writing ➔ Workbook p50
- Writing competence ➔ Teacher's Resource Centre

Homework
Students write a reply to Alex from Leah, responding to his questions and describing her summer activities. They can use their own summer activities, or they can make some up.

Project

Student's Book pp82–83

Lesson aims *Students make a list of things for classmates to do before they're 18.*

Warmer
Ask students to look at the Graphic organiser for this unit on p120. Allow five minutes to discuss with a partner what they learnt about experiences and what they have enjoyed most about the unit.

WDYT? Why might it be a good idea to try new things?

Ask students to work individually to think of two new things they have tried recently and two experiences they had in the past. Next, tell them to write the pros and cons for each experience. Then put students into pairs to decide if the experiences were positive or negative overall. Then read the WDYT? question and ask them to discuss it.

Ask students how their ideas have developed since the beginning of the unit.

TASK

Read through the task and learning outcomes as a class. Ask students to look at the Model project which shows an example of a questionnaire for finding out about other students' past experiences and some memes for inspiring them to try new ones.

1 *See the videoscript on p143.*

- Students do the task.
- Ask for a show of hands to find out which meme the class prefers and which one is the least popular. Ask a few students for reasons why they like or don't like each meme.

Exercise 1

eat Korean food, visit a different continent, make new friends, go to a concert

STEP 1: THINK

2

- Students do the task.
- ▶ **Reinforcement** Tell students to look for a topic to match each of questions 1–5 in the Model project and that question 6 doesn't match a specific topic.
- Ask which tenses are used in the questions and why. (The present perfect is used to ask about experiences up until now and the present simple to ask about now.)

Exercise 2

1 travel	**2** food	**3** dance
4 music	**5** people	**6** fears

3

- Encourage students to look through the other units in the Student's Book if they need ideas.

Exercise 3

Suggested answers: art, homes

STEP 2: PLAN

4

- Before doing the task, look carefully at the Model project with the class. See the Model project on p83 and the Model project notes for further ideas.
- Point out to students that the idea behind the questionnaire is to learn what their classmates have already done, so that they can then write them a list of things they haven't yet done and should do before they turn 18.
- Tell students to look at the questions in the Final reflection to see what they should include.

Exercise 4

Suggested answers:
1 Have you ever done a bungee jump?
2 Have you ever played cricket?
3 Have you ever eaten insects?
4 Have you ever been to a jazz concert?
5 Have you ever danced in a show?
6 Have you ever been to China?
7 Have you ever made a friend from another country?
8 Have you ever taken a dance class?

5

- Tell both students in each pair to make notes of the answers to their questions.
- Encourage them to ask follow-up questions, so that they can learn as much as possible about what their classmates have and haven't done.
- Encourage open questions like question 2 – getting clear answers to open questions allows more options for a follow-up meme.
- Point out that the more information they gain now, the easier the challenge of writing their list will be.

6

- Tell students to concentrate first on listing the things both members of the other pair haven't done, aiming to reach eight things. If not, they then need to add experiences only one partner has not done.

STEP 3: CREATE

7
- Students read the tips in the Super skills box.
- In the Key phrases, draw students' attention to the polite phrases used to make suggestions here: *I think we should …* (rather than *We should …*), *I think it's your turn now* (rather than *It's your turn now …*), *I'm not clear about this* (rather than *This isn't clear*).

8
- Encourage students to make their ideas more creative and specific here. For example, if the students have never learnt to cook, they could suggest that they start by making a cake together.
- If one person has done something and the other hasn't, encourage pairs to try to adapt an experience to make it new for both people, e.g. if one has been to a music festival, they could suggest camping at a music festival.

9
- Students create memes or write a list of goals if they can't use a meme app.

STEP 4: PRESENT

10
- Students should present their memes to the same classmates who completed their original questionnaire.

11
- Peer review Students comment on the memes/list of goals their partners prepared for them. Encourage them to be positive about the memes/goals the others have prepared for them.

Model project

Content: The questionnaire part of the project shows a clear list of questions covering different types of experience. Question 6 asks a general open question which might help students to identify the type (or types) of experience that a classmate is reluctant to try. Students could use the answers to this kind of question to help them think of experiences that might inspire a classmate to overcome their reluctance and try something completely new.

The meme part of the Model project shows photos with captions describing experiences that are linked to the questions in the questionnaire.

Photos: Attractive and inspiring photos/videos have been chosen to make classmates want to try the new experiences.

Language: There is use of the present perfect with *ever* to ask about past experiences; and use of present simple to ask about likes, dislikes, abilities and preferences. Music and activity vocabulary from the unit is also used.

6 FINAL REFLECTION

- In their pairs, ask students to work through the questions and decide which face best matches how they did. Remind students to think back to the **Peer review** and any positive comments made by the pair they prepared memes/goals for.
- In evaluating part 1, ask students to think about how much variety they included in their survey.
- In evaluating part 2, ask students to remember how they worked together.
- In evaluating part 3, students mention how well they used the present perfect and the vocabulary from the unit.
- Where students have chosen a yellow or red face, ask them what they think they can do differently next time to improve.

Further practice
- Super skills ➔ Workbook p50

Homework
Students interview a family member about their experiences and then write a list of goals/experiences for them to try. They can produce memes for them too, if they like.

End-of-unit further practice 6

- Social and emotional competence ➔ Workbook pp78–79
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Units 4–6 test ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

7 My stuff

Vocabulary

Student's Book pp84–85

Lesson aims *Students learn and practise words for describing things.*

Warmer
Play **No points, please!** (see Activities bank, p7, for full instructions) using the topic: *Things in my bedroom.*

WDYT? How important are personal possessions?

Have a short class discussion:
Which possessions are important to you?
Which are important to your parents?
Do you think people around the world like the same things?
Can you imagine living without your possessions?
Point out to students that *stuff* is an alternative, informal term for 'personal possessions'.

Describing things

1
- Give students a moment to look at the title of the picture and the image. Check understanding of the title.
- Students do the task.
- When you check answers, find out who has named the most objects in the photos.

Extra activity

When you check answers, ask students to say sentences with *there's a/there are some/there aren't any* and prepositions (*in*, *on*, *under*, *next to*, *between*).

2 Check understanding of the words in the box and drill pronunciation.
- Read out the example and check understanding of *shelves*; students already know *bookshelf*.
- *Shelves* is plural, so nominate a student to give a singular example.

Exercise 2

Suggested answers:
The sheets are made of cotton.
The bedside lamp is made of metal.
The bedside table is made of wood.
The windows are made of glass.
The posters are made of paper.

3
- Ask a pair to read out the example.
- Check understanding and drill pronunciation of *knives* /naɪvz/ and elicit the singular form. Compare with *shelves*.
- ▶ **Reinforcement** Remind students to think about number and plural verbs for items 6 and 9.

Exercise 3

1 metal	**2** wood or metal	**3** paper
4 cotton	**5** gold	**6** plastic or glass
7 glass and metal	**8** wool	**9** silver or metal

Extra activity

Students think of one of the objects in the photos at the top of the page and say what it's/they're made of; their partner has to guess which object they are thinking of.

4 Explain that items 1–5 describe things in the pictures – students have to decide what they describe.
- If suitable for your class, set a time limit for this task (or part of this task) to encourage students to read quickly and look for clues in each text.
- To check answers, tell students to point to the object(s) as well as saying the name of the item(s).

***Fast* finishers**

Have students try to find another object in the photos that can be described using each of the words in bold, e.g. *There's also a chair that is* ***hard*** *– I think it's probably hard metal.*

Exercise 4

1 the guitar	**2** the amplifier	**3** the chair	**4** the cushions
5 the globe			

5
- Check students understand the category headings before they do the task.
- Check understanding of the new vocabulary and drill pronunciation: *round* /raʊnd/, *medium-sized* /ˌmiːdiəm 'saɪzd/, *valuable* /'væljʊb(ə)l/, *square* /skweə(r)/, *plain* /pleɪn/, *patterned* /'pætə(r)nd/, *huge* /hjuːdʒ/ and *tiny* /'taɪni/.
- Elicit a sentence using the sense of *hard* that students already know, e.g. *We're working hard.*

Exercise 5

How things feel: hard, heavy, light, soft
Shape: round, square
How big things are: huge, medium-sized, tiny
How much they cost: valuable
The design: patterned, plain

hard (adjective and adverb) ABCD

- Students have now seen *hard* used in different ways: (1) as an adverb meaning *with a lot of effort*, e.g. *working hard* (p37) or *studying very hard* (p53); (2) as an adjective meaning *difficult*, e.g. *a very hard time* (p39); and (3) as an adjective meaning the opposite of *soft* in exercise 4. (They also know the time expression *hardly ever*.)
- Remind students that they can use context to work out the meaning.

Extra activity

Have students describe items for their partner to guess.

Tell students to read the *Describing things* box below exercise 7. In pairs, students choose an item from around the classroom and describe it using the new words plus recycled vocabulary. Their partner has to guess which object they are describing.

6
- Students do the task.
  - ▶ **Reinforcement** Help students with the meaning of *sides* (= edges) after gap 4. Tell them to think about a word they know that is similar to *circular*. (circle)

Exercise 6

1 valuable **2** tiny **3** huge **4** round **5** hard

Culture note

The **Cullinan Diamond** was found in South Africa in 1905. It was named after the chairman of the mining company, Thomas Cullinan. It is blue-white and parts of it are included in a crown worn by Queen Elizabeth II in Britain.

7
- Ask students to read the *Describing things* box if they haven't already done so.
- Check understanding of *15 cm across*. Have a look at the description in item 2 of exercise 4.
- Nominate students to read out one of their descriptions for the rest of the class to guess the object. Tell them that they can use their hands and the phrase *it's this big* as well when they speak (as suggested in the box).

VIDEO SKILLS

8 *See the videoscript on p143.*
- Before they watch the video, ask students to look at the still and say what they think the video is about.
- Follow-up questions:
  (You will probably need to write these on the board and allow students to watch the video a second time.)
  How does the vlogger describe the jumper from her grandmother? (It's made of wool and it's big. It feels so soft.)
  Why is she disappointed with her brother's present? (She hates snakes.)
  What does her best friend say she never does? (She never forgets.)
- Ask students if they have ever watched an unboxing video.

Exercise 8

1 To entertain adults
2 Students' own answers
3 Maybe different things are important to them, or they can't prioritise the most important things to help someone identify the thing. They do not have an adult's command of language/vocabulary.

Culture note

Unboxing videos have been on YouTube since about 2006 but this type of video really took off in 2010 when their number increased by 871% on YouTube. Some unboxers make money from the amount of views they get.

Further practice
- Vocabulary ➔ Workbook p52
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework
Ask students to write a description of two or three of the objects on pp24–25 of their Student's Book.

Get online

Students research another valuable material, e.g. gold or silver, and find the correct adjectives to describe its qualities, plus any interesting facts.

Tell students to create a poster explaining their findings.

Reading and critical thinking

Student's Book pp86–87

Lesson aims *Students read an online article about collecting and learn to use context to understand new words.*

Warmer
Describe an object in the classroom. Teams of students try to be first to guess what it is. If they guess correctly, they describe an object (or you can keep describing if you prefer).

A feature article

1
- Before students discuss in pairs, ask them what they can remember about the topic of the reading text in Unit 4 on p51. Ask: *What sort of things do people collect?* (old toys, Lego, cereal boxes, phones, etc.)
- When they have discussed the questions in pairs, nominate students to tell the class about any interesting or unusual collections.

2
- Discuss the question as a class but don't confirm students' ideas at this stage. (The question is a way of getting students to predict the content of the article before they read.)

3 34 Before students read and listen, ask them to look at the questions. Check understanding of *virtual* (= created by or appearing on a screen).
- Give students time to answer the questions in pairs before discussing as a class.

Exercise 3

1 Museum of the World – a virtual exhibit of British Museum objects, Cryptokitties, butterflies
2 to allow many people to see the objects all over the world; because Cryptokitties don't exist; to protect nature and avoid killing butterflies

Extra activity

Ask students to decide which of the collections is the odd one out. There are several possible ideas, e.g. only one is historical, only one is about insects – confirm that all of these are valid. Ask further questions to also prompt the students towards the answer at the bottom:

Where can you see butterflies? (in your garden, in the countryside)

Where can you see CryptoKitties? (only on a computer)

(Cryptokitties are exclusively virtual; the other two exist in reality as well as on screen.)

4
- Students do the task. Encourage scanning for the correct answer, rather than reading in detail.
  - **Reinforcement** Tell students that not all the questions follow the order of the information in the text.
  - **Challenge** Students can try to answer without reading again, then read to check.
- When checking answers, elicit the phrases from the text which support their choices.

(1 *the British Museum has worked with Google* 2 *fans quickly went crazy for a new type of game* 3 *In the early part of the 20th century, when people collected butterflies* 4 *it doesn't matter where you live: this is a museum for everyone.* 5 *One CryptoKitty sold for $140,000!*)

Exercise 4

1 Museum of the World
2 CryptoKitties
3 butterflies
4 Museum of the World
5 CryptoKitties

5
- When checking answers, focus on sentence 4 and elicit the infinitive form of *sold.* (sell) Point out, if necessary, that the full form is *was sold* as it's actually a passive.

***Fast* finishers**

Fast finishers can write two more true/false questions about the task to ask a partner.

Exercise 5

1 False (para 1, lines 2–3)
2 False (para 1, lines 8–9)
3 True (para 2, lines 2–4)
4 True (para 3, lines 5–6)
5 False (para 2, line 7)
6 True (para 3, lines 7–9)

Extra activity

Ask students to quote the parts of the text which support the true statements.

(3 *people make virtual cats. They decide on the body, colouring and characteristics* 4 *One CryptoKitty sold for $140,000!* 6 *he collects them virtually . . . he collects photographs, not butterflies.*)

- Explain that the true information in sentence 6 isn't stated explicitly but students can infer that it is true from several other statements.

6
- Students do the task.

Exercise 6

1 They visit the British Museum.
2 There are objects from 2 million BC up to the present day.
5 Doug Taron collects butterflies virtually.
6 He takes photos, he doesn't catch them.

Subskill: Understanding unfamiliar words

Remind students to think carefully about the meaning of phrases containing an unfamiliar word. Reading the whole sentence and even the paragraph surrounding the word will often help them to think of other words they already know that might also fit into the same context – will help them to guess the meaning of the new word.

7 • **Word work** When checking answers, elicit a phrase with *continent* that describes an experience from Unit 6. (travel to another continent)

• Ask students why *equivalent* is used in the text (because CryptoKitties are bought and sold using a virtual currency or cryptocurrency, rather than normal money)

Exercise 7

1 continent **2** equivalent **3** cruel **4** catch **5** hit **6** attractions

8 • Students do the task.

Exercise 8

1 attraction **2** equivalent **3** cruel **4** hit **5** continent **6** catch

CRITICAL THINKING

1 • **Remember** (LOT) Give students two to three minutes to complete the task. Ask them to do the task from memory, then to look at the text to check their answers.

• The reason for having a collection of CryptoKitties is not made completely clear in the text, so help students to think about why people like collecting them, e.g. *they get enjoyment from building a collection and finding more new items to add to it; they probably like the fact the CryptoKitties are virtual so they don't have to worry about physically storing them somewhere; they like being able to make money when some items in a collection become valuable*.

2 • **Analyse** (HOT) Ask students to look at their answers in question 1 and think about which is most important. Give students time to think of their own ideas before comparing with a partner. Ask different pairs to feedback, encouraging others to agree or disagree and give their reasons.

• Encourage students to rank the other two reasons for collecting. Ask: *Is making a virtual collection of museum objects also an important reason for a collection?*

Do you think creating and collecting images online and making money from them is a good thing to do?

3 • **Evaluate** (HOT) Students do the task.

• Ask students to think back to their answers to exercise 1 (about their own collections or people they know with collections) to help them answer these questions. Allow them to discuss in pairs, then discuss as a class.

Critical thinking

1 Letting more people see the exhibition; because Cryptokitties only exist virtually; to protect the environment

2 **Suggested answer:** The third because if we kill animals or plants to collect them they will become extinct.

3 **Suggested answer:** You need to be patient and organised. You need to learn how to do research. We can become experts in a specific area; we can meet other people who collect the same thing.

Culture note

The **British Museum** in London was the first national public museum in the world. It was founded in 1753 when a famous collector of objects and antiquities from around the world, Sir Hans Sloane, bequeathed his collection to the nation. From the beginning, the museum granted free admission to all 'studious and curious persons'.

The CryptoKitties text talks about things costing the 'equivalent of' dollars; this is because people pay using **cryptocurrency** – digital money. Cryptocurrency is money that only exists digitally and is a way of investing online. The most well-known cryptocurrency is called Bitcoin.

Further practice

- Reading ➔ Workbook p56
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students think of a virtual collection they could make and write six to eight sentences about it, e.g. a collection of photos of animals they are interested in or their favourite places. Ask them to think about whether they would like to share their collection online or to keep it private and why.

Get online

Students visit the Museum of the World. Optional: Ask students to work in groups, choose three interesting items from the Museum of the World to show to their group and explain why they like them.

Grammar

Student's Book p88

Lesson aims *Students learn and practise the present perfect with* for *and* since.

Warmer

Play **Chain sentences** (see Activities bank, p6, for full instructions) with present perfect questions and experiences from Unit 6.

Start: *Have you done a bungee jump?*

Next person: *Yes, I have./No, I haven't. Have you swum with dolphins?* etc.

Present perfect with *for* and *since*

1 • Check understanding of *duration* (= a period of time during which something continues to happen) in rule 4 before students complete the rules, as a class if needed.

Exercise 1

1 present perfect **2** unfinished **3** since **4** for

Common mistakes ABCD

- It is common for students to mix up *since* and *for*: *I've been here since for three months*. Remind them that *for* is used with a length of time and *since* for a finished, specific time (e.g. *since 8 o'clock*).
- Students will also sometimes use the present simple or present continuous when they should use the present perfect:
  I live/am living/have lived here for two years.

Tell students to think about the fact that these actions started in the past, even though they are continuing up to now.

2 • When students have completed the table, elicit more examples for each section.

- Highlight the difference between *for ten minutes* and *since 9 o'clock*, *for five years* and *since 2012*, i.e. one is a length of time and one is a finished time.
- Students may need help to understand that April in this context is a finished time in the past, not a period of time, as in for a month.
- Point out that the past simple used in some of these time expressions, e.g. *since I was eight*, *since we arrived*, describes a finished action that happened at the beginning of a time period.

Exercise 2

For: a long time, five years, many years, three weeks
Since: 2012, 9 o'clock, April, I was eight, lunchtime, Tuesday, we arrived

3 • Students do the task.

▶ **Reinforcement** For question 5, tell students to treat *the last two years* in the same way as *two years*.

Exercise 3

1 since **2** for **3** since **4** for **5** for **6** since **7** since **8** for

4 • Before they start, study the example together.

***Fast* finishers**

Fast finishers can write two more sentences like the ones in the exercise to give to a partner or the class. Remind them to include the time now in brackets.

Exercise 4

2 Fatima's been ill for two days.
3 Jake's been in the football team for five months.
4 We've lived in this house for two years.
5 We've had exams since Tuesday.
6 The weather has been terrible since May 6th.

5 • Ask students to make predictions about the photo.

- Remind students to read the whole text first, then choose *for* or *since* for the gaps.

Exercise 5

1 since **2** for **3** for **4** since **5** since **6** for

Extra activity

Ask: *How long has Lily been a fan of* Doctor Who*?* (since she was a small child)

Write the question on the board and get students to ask and answer other present perfect questions about the text using *How long*.

How long have she and her family watched Doctor Who*?* (for many years)

How long has Lily collected toys, cards and other Doctor Who *objects?* (for nearly ten years)

How long has she been the Guinness World Record holder? (since 2017)

How long has she had three of the figures? (since she was just four years old)

How long has her brother Tom been a record-holder? (for many years)

6 • Remind students to look at pp134–135 if they need help with irregular past participles.

Exercise 6

2 How long have you been at this school?
3 How long have you known your best friend?
4 How long have you been in this lesson?
5 How long have you lived in this town?
6 How long have you been at school today?

7 • Students do the task.

▶ **Reinforcement** Be ready to help students with *since I was born* for question 5.

- Find out which student has lived in the town/ known their best friend for the longest time.

8 • Allow students five minutes to read and think about the puzzle in pairs.

- After two minutes, if students need support, draw a timeline on the board, writing Jan's name in the middle, and then adding information either side as clues every minute or so, or eliciting information from the class.

- Nominate a few students to give their answers and ask if the rest of the class agree. Finish the timeline together to show how the solution is achieved.

Exercise 8

Alfie has been at the bus stop for 35 minutes and arrived at 3:05.

Further practice

- Grammar ➔ Workbook p53
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Pronunciation ➔ Student's Book p117

Pronunciation p117 Exercise 4

1 She's **been** at this **school** since **2018**.
2 He **hasn't seen** his **grandmother** for a **long time**.

Homework

Students write six to eight sentences using *for* and *since* describing how long they have had some of their favourite things, e.g. clothes, phone, pets, games.

Vocabulary and Listening

Student's Book p89

Lesson aims *Students listen to a radio interview with a teenage minimalist. They learn and practise adjective suffixes and how to justify their answers to true/false exercises.*

Warmer

Ask the class:

What's your bedroom like? Is it tidy or untidy?

Have you got a lot of/too much stuff?

Have you got a lot of one thing – trainers, games, soft toys?

Adjective suffixes

1

- Set a time limit of one minute for students to read the text.
- Elicit ideas from the class. Accept different ways of defining *minimalist*.
- Follow-up questions:
  What do you think a minimalist's bedroom is like? (**Suggested answers:** tidy, empty, calm, boring)
  Could you be a minimalist? Why/Why not?
- Point out the use of inverted commas around 'throwing away' in '*throwing away' party* and ask:
  Does the writer mean just 'putting in the bin' here? (No, we can give things to friends or charity shops; we can recycle things or reuse them for other purposes.)

Exercise 1

a person without a lot of possessions

2

- Students do the task.
- Follow-up questions:
  What do you think are some creative ways to organise your things?
  Is organising stuff/tidying up enjoyable?
  Are you realistic about your possessions? Do you think you have too many clothes/shoes/games? Have you got enough space for them?

▶ **Challenge** Books closed, ask students to brainstorm other adjectives that they know with these suffixes. Possible options:
-able: valuable, sociable, breakable, reliable
-ful: beautiful, careful, successful, colourful, powerful, hopeful
-ic: fantastic, romantic, academic
-ive: attractive, expensive, negative, competitive
-y: cloudy, sunny, funny, healthy, tasty, dirty

Exercise 2

enjoyable, useful, realistic, creative, messy

Extra activity

Students choose three of the adjectives and write three sentences about their bedroom and their possessions.

3

- Students do the task, with the help of a dictionary if necessary.
- Don't check answers yet, as students will check these in the next exercise.

▶ **Reinforcement** Tell students that each column/suffix heading in the table needs two more adjectives.

4 35 *See the audioscript on p135.*

- Play the audio for students to listen and check their answers.

Exercise 4

1 active **2** helpful **3** noisy **4** fashionable **5** artistic
6 stressful **7** lucky **8** athletic **9** imaginative **10** comfortable

5 ▶ **Challenge** Students cover the table in exercise 3 when they do this task.

Exercise 5

1 -ic, -ic **2** -ful, -able **3** -y, -y **4** -ive, -ic **5** -able, -able
Students' own answers

An interview

6 36 *See the audioscript on p135.*

- Ask students to read points 1–5 and underline the key words before they listen.

Exercise 6

3, 1, 5, 2, 4

Subskill: Justifying answers

Remind students that they don't always have to remember the exact wording of the original text or recording in order to justify their answers, as long as they remember the correct *meaning* of what they read or heard.

7
- Ask students to read the statements before listening again so they know what to listen for.
- When you check answers, elicit students' reasons for each choice and ask the rest of the class if they agree or disagree.
- Elicit the meanings of *gave away* (= to provide someone with something that you no longer want or need), *charity* (= organisation that you give money to so that they can help poor or sick people or animals) and *childhood* (= the time when you are a child).

Exercise 7

1 True – He's been a minimalist for three years.
2 False – He tidied his room at the end of the school year.
3 False – He sold some things on the Internet.
4 True – He kept his favourite comics.
5 True – He took photos before he gave them away.
6 False – He has more money to travel and go to concerts – to do things that he finds enjoyable.
7 False – He gave away his skates and school books and he needed them.

8
- Students should give approximate numbers for some items, e.g. T-shirts, and just list the larger items individually.
- When students have done the task, nominate individuals to tell the class how they felt about their partner's decisions.
- Ask: *Will you give away any of your possessions now? Do you agree that owning a lot of things can be stressful?*

Further practice
- Vocabulary ➔ Workbook p54
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p57
- Listening worksheet ➔ Teacher's Resource Centre

Homework
Students think about their own possessions and write a paragraph about the things they will and won't sell, give away to friends or charity or throw away. They can use *will/won't* or *am going to/am not going to*.

Grammar

Student's Book p90

Lesson aims *Students compare and practise the uses of the present perfect and the past simple.*

Warmer
With Student's Books closed, write an adjective ending from p89 on the board and give students 30 seconds to write down as many adjectives as they can with that ending. Award one point for every correctly spelt adjective and two for every correct adjective no one else has. Repeat with another adjective ending.

Present perfect and past simple

1
- When students have read the examples, nominate individuals to read out each type of sentence.
- Discuss the reasons why as a class.

Exercise 1

Present perfect: How long have you been a minimalist? I've been a minimalist for about three years. I've done that once or twice.
Past simple: How did it start? It was the end of the school year and I wanted to tidy my room.
The present perfect uses *have* + past participle.
The past simple uses *-ed* (regular ending), *did* + infinitive in questions.

Extra activity

Draw the table below on the board (leaving the ticks off) and revise uses of the present perfect and the past simple by working with students to add the ticks to the correct cells. Then ask students for example sentences for each cell.

We use the	past simple	present perfect
to talk about an experience in the past, often with *ever* and *never*		✓
to talk about an action in the past with a specific time expression	✓	
to talk about an action which started in the past and continues until now, often with *for* or *since*		✓
to ask a question about an action which started in the past with *how long*		✓

2
- Students complete the rules.
- Give them time to match them with the examples before checking answers.

Exercise 2

1 present perfect – How long have you been a minimalist?
I've been a minimalist for about three years.
2 present simple – How did it start?
I wanted to tidy my room.
3 present perfect – I've done that once or twice.

3
- Students do the task.
- When checking answers, ask students to say why they chose each option and ask the class if they agree or not.

Exercise 3

1 sold **2** 've had **3** 've been **4** took

4
- When students have completed the dialogues, nominate two pairs to read them out. Ask students if they agree with the tenses each pair used, and elicit any corrections if necessary.

Exercise 4

1 have you had **2** 've had **3** bought
4 did you get **5** gave **6** haven't worn

Time expressions

5
- Discuss the answers as a class and elicit reasons for each choice. (*a few years ago* and *last year* are used to talk about specific points in the past with the past simple for finished actions; *for* and *since* are used to talk about periods of time which started in the past and still continue up until now with the present perfect for unfinished actions.)
- Tell students that *since 2017* is a particular point in the past. It tells us when an action that is still going (*I've had*) on started. Students need to look at the first verb in the sentence *I've had* to do the task.

Exercise 5

Present simple: ago, last year **Present perfect:** for, since

6
- Students do the task.

Exercise 6

Present perfect: all my life, for a month, since Monday, since I was six
Past simple: in 2020, in July, last summer, last week, yesterday

7
- Ask students to use the dialogue in exercise 4 as a framework for their questions and answers, substituting and adapting the time expressions in exercise 6 so that they are true for them.
- Encourage students to give extra information, e.g. *I bought them online* + time expression.

8
- Students read the full text before they choose the correct options.
- ▶ **Challenge** Ask students to try to complete the text without looking at the multiple-choice options, then check to see if their ideas were correct or similar.
- When you check answers, elicit students' reasons for each of their choices.

Exercise 8

1 b **2** c **3** b **4** c **5** a **6** c **7** c **8** b **9** b

Culture note

The **Small Steps Project** is a charity which helps children who live on rubbish dumps. The charity donates shoes, emergency aid and food to families all over the world. Money is raised from donations and from celebrity shoe auctions.

Further practice
- Grammar ➔ Workbook p55
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework
Students write about their favourite clothes and shoes, describing how long they have had each item and when and where they bought them/got them as presents.

Get online

Students find out more about the Small Steps Project and the celebrity shoe sales. Ask them to find out about another celebrity who donated some shoes, what kind of shoes they donated and how much money they raised, then tell the class/members of their group.

Real-world speaking

Student's Book p91

Lesson aims *Students learn how to ask and answer about a lost item.*

Warmer
Books closed. Ask: *Have you ever lost anything?*
What did you lose?
What did you do to try and find it?
Did you get it back?

Asking about lost and found objects

1
- This pairwork can also be played as a game: Student A describes one of the objects, without naming it, for Student B to guess which one.
- Teach *leather* /'leðə(r)/ if students want to use it to describe the wallet.

Exercise 1

Suggested answers:

Backpack: It's medium-sized and plain.
Phone: It's hard and valuable.
Sunglasses: They're hard and light.
Scarf: It's soft and patterned.
Pencil case: It's square and soft.

2 Read out the questions about Louis, then play the video for students to listen out for the answers.
- Follow-up questions:
  Where did Louis leave his phone? (on a table in the corner)
  What make of phone is it? (an iPhone)
  Why does he need the phone? (It's got all his stuff on it.)

Exercise 2

his phone, yes

make or brand ABCD

Explain that *make* is a noun here. *Make* is used for a type of phone, computer, washing machine or car; *brand* is used for clothes or accessories.

Extra activity

Ask students if they remember which phrases Louis used to describe his phone and its cover. Play the video again for students to listen and make notes: *It's got a cover. It's made of plastic. It's white and it's got a pattern on it.*

3
- Read through the Key phrases as a class before watching.
- ▶ **Challenge** Ask students if they remember which Key phrases were used before watching again to check.

Exercise 3

Could you have a look for it?
It's made of plastic.
What colour is it?
Where did you leave it?
I think I left my phone here.
What does it look like?
What make is it?

4
- Students do the task.
- Play the video again for students to check their answers.
- After completion, ask students to read the Real-world grammar phrases. Ask students why the present perfect and the past simple are used in each sentence. (present perfect in *Have you seen it?*: this asks about a period of time starting in the past up until now without a time expression; past simple in *I was here …* because this refers to a past action that is now finished and includes a specific time expression (*five minutes ago*); present perfect in *I've had it for ages*, because this is about a period of time which started in the past and is continuing up until now and includes a time expression with *for*)
- Ask students to guess the meaning of *for ages* (= for a long time).
- In pairs, students practise the completed dialogue. Allow plenty of time to swap parts and read again.

Exercise 4

1 left my phone
2 did you leave
3 does it look
4 's made of
5 white
6 make is it
7 have a look

5
- Pairs follow the steps in the Skills boost to create their own dialogue.
- **THINK** Students can look back at more words and phrases for describing things on pp84–85 if they need to.
- **PREPARE** Students can write their dialogue down if they prefer, or if they feel confident, then they can just make notes. Students can have a different ending for their dialogue if they wish, e.g. the classmate doesn't find their item. Help them come up with appropriate phrases for this, if necessary.
- **PRACTISE** Remind students to swap roles to get practice of describing a lost object and asking about it.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other pairs perform, so that they know what to listen out for.

6
- **Peer review** Ask students to make a note of the answers to these questions as they are listening to their classmates. Remind them to be sensitive when reviewing other students' work.

Further practice
- Speaking ➔ Workbook p57
- Phrasebook ➔ Student's Book p125

Homework
Students imagine they have lost a personal possession and write a short description of it to put on social media and on local noticeboards. They can use the heading *Lost xxx*. They should also include information about when and where they lost the item.

Writing

Student's Book pp92–93

Lesson aims *Students learn how to write a personal email and how to order adjectives.*

A personal email

Warmer
Play a team game. Ask each team to name something made of:

wood
cotton
glass
metal
plastic
silver
gold
paper

One point for every correct item, plus another if they spell the word correctly.

1
- Ask students to look at the email before they read and say who wrote it and who they wrote it to.
- Complete the task orally.

Exercise 1

1 a great weekend at Ollie's home
2 He lost his watch while he was there.

2
- Tell students to think carefully about the meaning here and to complete the sentences as simple as possible, using words from the text and adapting where necessary.
  - **Reinforcement** Students may need help with sentence 5, which requires slight rewording and use of the present perfect.
  - **Challenge** Students try to complete the sentences without reading the email again.
- Ask students why the present perfect is used in sentence 5. (to describe an action that started in the past and continues up until now, and it includes a time expression with *since*)
- Ask students if they can find two other uses of the present perfect in the email, and say why they are used.

  (*That was definitely the best I've ever had!* (describing an experience during a period which started in the past and which continues up until now); *have you seen … ?* (asking about something that could have happened at any point up until now))

Exercise 2

1 played laser tag
2 had pizza at Ollie's uncle's pizzeria
3 in the bedroom
4 he lost it playing laser tag
5 he's had it since he was a kid
6 next month

3
- When students have done the task, elicit the meanings of *strap* and *face* in this context.

Exercise 3

A

Extra activity

Ask students to use the new words to describe the other watches.

4
- Check understanding of the headings in the table before students do the task.
- Tell students that not all the columns will have an adjective (Size and Age do not). Quickly elicit examples of adjectives orally for these categories, e.g. size: *big*, *small*, *huge*, *tiny* and age: *old*, *young*, *XX years old*, *elderly*, but see also exercise 5 where students will add more adjectives to the whole table.

Exercise 4

Size: big **Shape:** round **Age:** old
Colour: blue **Material:** metal

Subskill: Adjective order

Tell students that this order is for adjectives when they come in front of a noun. As the rules for this are very complicated (and even grammar books don't always agree about them), encourage students to memorise a few simple phrases containing a maximum of two or three adjectives to help them remember, e.g. a nice big blue T-shirt, a small square box, an old green car.

5
- Students do the task.
- Tell students that although words for materials like *cotton* and *plastic* are nouns, they can also be used as adjectives. (This is true for all the materials on p92.)

***Fast* finishers**

Fast finishers can think of more words to complete the table.

Exercise 5

Opinion: expensive, fantastic **Size:** enormous, tiny
Shape: long, square **Age:** ancient, new
Colour: pink, yellow **Material:** cotton, plastic

6 • Students do the task.

Exercise 6

1 cheap, pink, cotton	**2** long, grey, wool
3 beautiful, ancient, silver	**4** big, old, blue
5 fantastic, new, gold	**6** small, square, green

Extra activity

Ask students to rewrite sentences 1 and 3 so that they are true for them, using other adjectives and nouns. Tell them to memorise their sentences to help them remember the order of adjectives in front of nouns.

7 • **THINK** Remind students to look back at their work on formal and informal messages in Unit 4, think about who they are writing to and choose suitable language.

- Encourage them to give a clear and precise description of their object so that it can be identified easily.
- **PREPARE** Tell students to use suitable expressions for opening and closing their emails, again thinking about who they are writing to.
- Ask them to look again at Jack's use of the past simple and the present perfect.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section and the **Peer review** in exercise 8, to see what content and language they should include. They can use Jack's email as a model.
- **CHECK** Ask students to go through their own email and check it for content and language. They can do the same for other students. Tell them to make any corrections if necessary.

8 • Peer review Ask students to exchange emails and answer the questions. More confident students may be able to give suggestions for improvements.

- Remind them to focus on the positive aspects first and to offer constructive suggestions for improvements, rather than just highlighting errors.

Further practice

- Writing ➔ Workbook p58
- Writing competence ➔ Teacher's Resource Centre

Homework

Students write a reply to Jack's email, saying that they have found a watch but it looks different from Jack's description. They should also say they had a good time at the weekend too, describe the watch they have found and ask Jack if he knows whose watch it is.

Project

Student's Book pp94–95

Lesson aims *Students prepare a Me Box with some of their most important personal possessions and make a video of themselves talking about it.*

Warmer

Ask students to look at the Graphic organiser for this unit on p121. Allow five minutes to discuss with a partner what they learnt about collecting things and possessions and what they have enjoyed most about the unit.

WDYT? How important are personal possessions?

Ask students to make a list all of their personal possessions. Ask them to evaluate their possessions on a scale of one to five: one being not very important and five being very important. Tell them to write down reasons in note form for their decisions. Once they have completed the list, ask them to identify which things are more important to them and why.

Then put students into pairs and then ask them to read and discuss the question.

Ask students how their ideas have developed since the beginning of the unit.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a list of items for a Me Box.

1 *See the videoscript on p143.*

- Students watch the video. After the task, ask: *Why is James showing his Me Box?* (so that viewers can get to know him a bit better)

Exercise 1

a baby sock, a book, swimming goggles, his phone, a kiwi

STEP 1: THINK

2 • Before students look at the Model project, ask them to read through the list and check understanding of *official documents* and *membership cards*.

- Nominate students to say which things in the Model project list match the categories in the exercise list.
- Ask students if they think the two categories of things James *doesn't* include in his box would be suitable for their own boxes. (Yes, although people often prefer to keep their official documents and personal letters or poems private.)

Exercise 2

1 when he was a baby (sock), child (book, photo) and now (ticket, goggles, mobile)
2 loves (Harry Styles, swimming), hates (kiwi)
3 no
4 a photo of Euro Disney, a photo from a concert
5 book from his childhood
6 no
7 his phone
8 goggles

3
- Students do the task.
- When you check answers, ask students why James has included this information in the Model project list. (to provide short prompts when he talks about each item in his video: what each item is, how long he has had it, the reason why he has included it)
- See the Model project on p95 and the Model project notes for further ideas.
- Ask what tense James uses on the video to talk about how long he's owned something. (the present perfect)
- Ask students what other information about each item James could include, e.g. what each object is made of.

Exercise 3

1 the object, how long he's had it, why it's important to him
2 notes

STEP 2: PLAN

4
- If you prefer, students can do this part of the task at home, surrounded by the objects they will include.
- You may wish to limit this task by specifying a range for how many objects students can include. For example, tell less confident students they should include a minimum of three items; encourage the more confident to include up to a maximum of seven or eight.

5
- Remind students that they will use their table to help them talk about the objects when they record their video so they need to include the details about how long they've had each item and why it's important to them.

▶ **Challenge** Encourage students to think about and write notes on how they feel about each item in their box. Draw their attention to James's comment about the baby sock; here he doesn't just say he likes or dislikes it – he's just astonished about how small it is.

- Students can tackle this by using a computer or handwriting it.
- Tell students to look at the **Peer review** and the Final reflection to check the content and the language they need to include in their video.

STEP 3: CREATE

6
- Give students time to read and discuss the tips, then practise the Key phrases. Help with pronunciation and intonation where necessary.

7
- Students can exchange ideas and advice on how to organise and help each other with their projects. Some students may want to rehearse with (and later be filmed by) a partner; others may prefer to do this by themselves. Explain that they can simply film the objects and not themselves, if they prefer.

8
- Students read the tips.
- Some students may feel self-conscious and prefer not to appear in their video; allow them to film only the objects and record themselves speaking if they prefer.
- Set a time limit of around three to four minutes.
- Remind students to use the present perfect to talk about how long they have had an item.

STEP 4: PRESENT

9
- **Peer review** The task can be organised in one of three ways:
  - Students watch a peer's video.
  - Students send videos to the teacher, who uploads one or two to watch in class.
  - Alternatively, students could upload the videos to a sharing platform for the teacher to watch and evaluate outside of the class.
- Make sure that students are particularly sensitive when they answer the questions in the **Peer review**.
- If appropriate for your class, ask for volunteers willing to show their video to the class.
- Students may want to choose just one item they would like to share with the class. In this way you can cover more students' videos.
- Ask follow-up questions:
  1 *What sorts of things were most important to you? Were they similar or different to those of your classmates?*
  2 *Imagine the possessions of young people in other countries. Do you think they would be the same? Why/Why not?*

Model project

Layout: A table of three columns organises the information students will provide clearly; a main heading describes what the table is about; shorter question headings help students to organise what they are going to say; the widest column is for *Why?* as this is for the most detailed information.

Visuals: Photos or illustrations can be added to help students remember what they'd like to talk about.

Language: Notes are used rather than full sentences (to be used as prompts for talking about the objects): single words, short phrases, a heart symbol instead of 'love'; there is use of *since* and *for* with appropriate time expressions; present simple tense is used for current regular activities and the past simple is used for states and finished actions in the past.

Punctuation is used to remind the speaker how they feel about each item: exclamation marks and question marks showing amazement (*so tiny!* and *Was I really that small??*) and for emphasis (*I hate kiwis!!!*). Repeated punctuation is used in informal writing to show exaggeration.

Tone: fun, light-hearted and positive: the presenter mainly focuses on things he likes/enjoys (enjoyed) now or in the past.

7 FINAL REFLECTION

- Ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where appropriate.
- Where students have chosen a yellow or red face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills ➔ Workbook p58

Homework

Students ask a family member about things to put in a Me Box for them, then write a short text describing three items (or more if you prefer), how long the family member has had each of them and why it is important or special to them.

End-of-unit further practice 7

- Social and emotional competence ➔ Workbook pp80–81
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

8 Responsibility

Vocabulary

Student's Book pp96–97

Lesson aims *Students learn and practise words for jobs around the home.*

Warmer
Play **First to five** with vocabulary for rooms and furniture (recycling some items from unit 5). (See Activities bank, p6, for full instructions.)

(**Suggested categories:** Rooms in a house, Furniture in a bedroom, Things in a kitchen, Things with doors, Things you can sit on)

WDYT? What responsibilities do teenagers have?

Have a class discussion. Ask students to think about these environments:

at home (helping with housework, following rules, relationships with parents and brothers/sisters)

at school (listening to the teacher, following rules, doing homework, relationships with other students and teachers)

in the community (volunteering, looking after the environment, being kind to and helpful with neighbours)

Jobs around the home

1 Students do the task.

- Nominate students to tell the class which jobs they do.
- Then ask: *Who does the other jobs? Who does the most jobs in your house?*
- Ask students what type of verb *look after* is. (a phrasal verb)

2

- Ask students to read the *Verb forms* box before they do the task.
- If necessary, elicit the kinds of changes students would expect to make, e.g. add *-s* for present simple third person (but remind them to think carefully about the spelling here) or use a past simple form for sentences about the past.
- When you check answers, ask why the present simple is used in some of these sentences. (for regular activities with adverbs of frequency)

▶ **Reinforcement** Remind students to look for time expressions that give clues about habitual actions and actions in the past.

Fast finishers

Fast finishers can rewrite the sentences so that they are true for them and their family.

Exercise 2

1 make **2** tidy, tidies **3** made **4** does **5** cleaned **6** look after

Extra activity

With books closed, elicit phrases for other jobs around the house students already know, e.g. wash the car, look after a pet. Concentrate first on jobs done by the students, then expand to others completed by other family members.

3 Elicit understanding of *jobs charts* and read out the names of the people before the task.

- Check understanding of the new phrases and drill pronunciation.
- Use the pictures to check understanding of the difference between *washing up* and *washing*.
- Elicit another way of saying *on Mondays/Wednesdays* (*every Monday, every Wednesday*). Highlight the plural *-s* on the end of *on Mondays*.
- Ask: *Who does the most jobs every week?* (George) *Who only does two jobs a week?* (Moeen)

Exercise 3

1 George **2** Ali **3** Alice **4** Theo **5** Ali **6** Samira **7** Moeen

4

- Students do the task.

▶ **Challenge** Ask students to try to remember what each person does before they look back at the chart.

- Drill pronunciation of *ironing* /ˈaɪə(r)nɪŋ/.
- When you check answers, elicit the correct spellings of *dries* and *empties*.
- Follow-up questions: *Do you do any of these jobs? Which ones? If not, who – or what – does them?*

Exercise 4

1 clears the table
2 waters the plants, does the dusting
3 takes the dog for a walk
4 does the ironing
5 loads the dishwasher, empties the dishwasher
6 feeds the goldfish, takes out the recycling
7 cuts the grass

feed ABCD

Tell students that *feed* (as a verb) is normally used to mean 'give food to pets or to animals in the zoo'; it is also used to describe giving milk to a small baby (e.g. *breast feed* or *bottle feed*). For people, we usually say *cook for* or *make a meal for someone*.

5 • Tell students to include the jobs from exercise 1 on p96 as well as the ones in the jobs charts.

Exercise 5

clothes: put the washing on, hang out the washing, do the ironing
in the garden: cut the grass, water the plants
before a meal: lay the table
after a meal: clear the table, do the washing up, dry the dishes, load the dishwasher, empty the dishwasher
cleaning: do the dusting, sweep the floor
rubbish: take out the recycling, take out the rubbish
with pets: take the dog for a walk, feed the goldfish

Extra activity

Give students another category, e.g. *Outdoor jobs* or *Jobs you don't do every day*, and ask students to suggest suitable jobs for them (students may have different opinions for the second category.)

(**Suggested answers: Outdoor jobs:** water the plants, take the dog for a walk, cut the grass, hang out the washing, wash the car **Jobs you don't do every day:** take out the recycling, do the dusting, cut the grass, take out the rubbish, put on the washing, hang out the washing, do the ironing)

- Tell students that categorising the phrases will help them to remember them.

6 • Tell students that the person who asks each question should also be given a chance to answer too, so they collect information on all four group members for all questions.
- When students have finished, ask who does the most jobs in each group.

VIDEO SKILLS

7 *See the videoscript on p144.*
- Look at the still with the class. Ask students if they remember the boy and what they think he has in his hands.
- Before they watch the video, explain *hack* (= a solution to a problem which saves time). Ask students if they have any hacks.
- Check students understand *hoover* (= clean the floor with a machine) and *same-day delivery* (= order something which is brought to your house on the same day).
- Elicit which jobs are named in the video from exercises 1 and 3. (sweep the floor, tidy the room, make the bed)
- Follow-up questions:
  How often does he tidy his room? (never)
  What does he borrow from his friend? (a robot that hoovers the floor for you)
  What job does he still have to do at the end of the video? (tidy his room)

8 • Students do the task.

Exercise 7

Sweeping the floor, cleaning the kitchen, lying on the sofa and reading a magazine, using a mobile phone to search online, holding shoes and dancing. Two vacuum robots and a humanoid robot hoovering the floor.

Exercise 8

1 B
2 Students' own answers
3 The vlogger uses a lot of humour.
The video is made up of a series of short clips which hold our attention and add more variety to the video.
His voice is very pleasant, enthusiastic and dramatic.
The vlogger uses a wide variety of facial expressions which help to make the video more engaging and interesting.

Further activities

- Vocabulary ➔ Workbook p60
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students make a jobs chart showing the jobs they and other family members do every week, then write sentences describing what each person does and when.

If any students don't do much around the house, write sentences about what they *could* do and when.

Reading and critical thinking

Student's Book pp98–99

Lesson aims *Students read an online news story about jobs at home and learn to identify text type.*

Warmer
Play **Spidergram sentences** (see Activities bank, p7, for full instructions). Use *Jobs around the home* as the topic in the middle. Elicit verbs and phrases from the previous lesson and write them on branches around the centre, e.g. cut the grass, lay the table, dry the dishes, empty the dishwasher, feed the goldfish.

An online news story

1
- When time is up, find out if any pairs have found all the phrases from the previous lesson.
  - **Challenge** There are 13 phrases in the lesson before. Ask them to think of more.

Exercise 1

Suggested answers: do the dishes, load/empty the dishwasher, do the dusting, clean/sweep the floor, do the ironing, water the plants, take out the rubbish, lay/clear the table, do the washing, do the washing up

2
- Follow-up questions:
  Where is the girl doing the washing/washing the clothes? (outdoors/outside on the ground, in a plastic bowl)
  What do you think the four girls are carrying? (water)
  Why? (Because they haven't got washing machine, electricity or taps at home.)

Exercise 2

1 washing clothes by hand, cleaning pots and pans by hand, collecting/carrying wood, collecting/carrying water
2 Students' own answers

3
- Focus on the title: check understanding of *have to* and ask: *More than who?* (boys)

4
- Ask students to read the questions, then set a time limit for them to find the answers.

Exercise 4

1 Students' own answers
2 cooking and cleaning, shopping, looking after brothers and sisters, collecting water and firewood

Extra activity

Ask students to write two lists using the text: jobs that are the same in their country and jobs that are different.

(**Suggested answers: Different:** bake bread (buy from a shop), wash the clothes by hand (use a washing machine), collect water (from a tap in the house), collect (fire)wood, make fires (put on the heating) **Same:** look after brothers and sisters, go shopping, sweep the floors)

5 40 Before they read the text, ask students to read the sentences and underline any key words.
- Tell students that numbers under ten are often written as words.
  - **Reinforcement** Make sure students don't confuse *housework* and *homework*. Help them to make the link between *homework* and *study*.

Exercise 5

1 False – They do 550 million hours. (lines 6&7)
2 False – Between the ages of five and nine. Older girls do nine hours. (lines 8&9)
3 True – In Somalia, they sometimes spend 26 hours a week helping at home. (lines 10&11)
4 False – They spend most time (46%) cooking and cleaning. (line 12)
5 True – They don't have time to study. (line 17)
6 False – Boys spend 30 minutes a day, girls spend 45 minutes a day. (lines 20&21)

6
- Point out that the phrases in the text will mean *similar* things, rather than exactly the same.
- Check understanding of *developing countries* (= poor countries with little industry and few public services).

Exercise 6

1 '. . . they're typical of many girls around the world.'
2 'In some countries, these numbers are even higher.'
3 '. . . they do heavy and dangerous jobs such as collecting water and wood . . . '
4 '. . . girls often don't have the same opportunities in life as boys.'
5 'The report focuses on developing countries, . . . '
6 '. . . doing housework can teach both boys and girls about responsibility, and this can help them at school and later at work.'

Subskill: Identifying text type

Ask students to think of things that can show that a text is factual. (**Suggested answers:** photographs of serious subjects/real people, including facts, numbers, percentages, statistics, graphs, reliable sources, etc.)

7
- Check understanding of *purpose* (= reason).
- Before question 3, elicit words or phrases that give an opinion, e.g. *in my opinion*, *I think*, and words for making judgements: *good*, *bad*, *better*, *worse*, *positive*, *negative*.

Exercise 7

1 To give facts – there are a lot of numbers, statistics.
2 From a report by UNICEF, and a study in the US.
3 Yes, at the end, the writer suggests that maybe it's time to share the responsibility of helping at home.

8
- **Word work** Students do the task.
- Follow-up questions:
  What rights should children have? (the right to be safe, to a decent place to live, to clean water and good food, to an education, to medical care, etc.)
  What do legally *and* morally *mean?* (legally: according to the law; morally: according to what is right or wrong)

Exercise 8

1 improving	**2** rights	**3** housework
4 tendency	**5** report	**6** opportunities

9 • Students do the task.

Exercise 9

1 housework	**2** opportunities	**3** improving
4 report	**5** tendency	**6** rights

Extra activity

Ask students to write two sentences that are true for them, one including *homework* and one including *housework*.

CRITICAL THINKING

1 • Understand (LOT) Give students four to five minutes to reread the news story and note down reasons for sharing jobs at home.
- Nominate students to give their answers and write them up on the board. Discuss as a class.
- Ask students to think of reasons why boys and girls may not share jobs inside the home, for example, if boys have to do a lot of jobs *outside* the home, such as working in the fields, looking after animals, fishing, etc.

2 • Apply (HOT) Give students time to work in pairs to discuss their ideas about the questions.
- After eliciting a few answers from individuals, ask for a show of hands from the whole class to see if everyone agrees or disagrees. If you teach a mixed class, you could also have a vote for just the girls and one for just the boys. Elicit students' reasons and discuss as a class.
- Follow-up questions:

Do boys and girls usually do different kinds of jobs (e.g. girls cooking and washing, boys cutting the grass, etc.)?
Is the situation the same for your parents? What about when they were children?
How about for your grandparents?

3 • Create (HOT) If appropriate for your class, allow students to work in groups or with a partner to brainstorm ideas. Encourage students to share their ideas and write these on the board. Ask the class to vote on the best one.

Critical thinking

1 When girls do more housework, they don't have the same opportunities in life. They don't have time to play, spend time with friends and study.
Helping at home isn't a bad thing because it teaches responsibility.
2 Students' own answers
3 Students' own answers

Get online

Students find out more about UNICEF and children's rights. Optional: Give groups of students a different area of UNICEF's work to research, e.g. food, education, water, emergency relief, or alternatively one of the different countries that they work in. One group could find out about their work on children's rights. Ask groups to report two interesting things back to the class.

Culture note

The **United Nations Children's Fund** (UNICEF) was created by the United Nations General Assembly in 1946 to provide emergency food and healthcare to children and mothers after the Second World War. Today it works in 190 countries providing food, education, emergency relief, vaccinations and water and sanitation, especially after violent conflicts. The United Nations Convention on the Rights of the Child (UNCRC) is the basis of all UNICEF's work.

Further practice

- Reading ➔ Workbook p64
- The longer read ➔ Teacher's Resource Centre
- Accessible reading worksheet ➔ Teacher's Resource Centre

Homework

Students ask a parent or grandparent about how much housework they did when they were young and how the situation was different for boys and girls. They write six to eight lines about the jobs their relative used to do when they were young.

Grammar

Student's Book p100

Lesson aims *Students learn and practise sentences and questions with* have to.

Warmer

Ask students about your school rules:

What must/mustn't you do … in lessons/in exams/during the lunch break?
What do you think of these rules?

have to

1 • Read out the rules and the alternative options.
- Check understanding of *prohibited* before students do the task.
- Ask students to find another example of *don't have to* in the text on p99. (paragraph 6: boys don't have to do as much housework as their sisters)
- Model and drill pronunciation of *have to* /hæftu:/ (see also Pronunciation practice on p129).

Exercise 1

1 necessary **2** isn't necessary

2
- Students do the task.
- Explain that *have to* changes in the same way as the verb *have* and elicit the past simple form (*had to*) and the negative past simple (*didn't have to*).

Exercise 2

1 have to **2** has to **3** don't have to **4** doesn't have to

3
- Before students do the task, ask them to read through the sentences and think about which tense they should use for each and why. (present simple because they are about habitual actions or about things that are generally true)
- When students have read through the box about *must* and *have to*, elicit some more sentences about school rules with *mustn't* or *don't have to*.
- Ask students to look at sentences 2, 4 and 5 in exercise 3 again. Ask: *Can you use* mustn't *in these sentences?* (no)
  Why not? (because it isn't necessary for each person to do something, but it isn't prohibited)

Exercise 3

1 has to lay **2** don't have to get up **3** have to do
4 doesn't have to work **5** don't have to carry

have to or *have got to*? ABCD

- Tell students that they can also say *have got to/has got to*, which has the same meaning as *have to*.
- Explain that *have to/don't have to* is normally used to talk about things that are necessary or unnecessary according to another person (e.g. a parent or teacher) or an organisation (like a school or a government), for example, school rules:
  We have to wear a uniform but we don't have to wear a tie/skirt/hat.
- Give students a sentence to memorise that demonstrates clearly the difference between *don't have to* and *mustn't*: *We don't have to leave our phones at home but we mustn't use our phones to look at social media in lessons.*

have to: questions

4
- Tell students to write two orderings here, one for *Wh-* questions and one for *Yes/No* questions.

Exercise 4

question word, *do/does,* subject, *have to,* infinitive

Extra activity

Ask students to change the sentences in exercise 3 into questions. Tell them to change *I* and *we* to *you* and *my* to *your*. (1 Does your sister have to lay the table before you have dinner? 2 Do you have to get up early at the weekend? 3 Do you have to do an English test every week at your school? 4 Does your dad have to work at the weekend? 5 Do people in the UK have to carry an identity card?)

5
- Students do the task.

▶ **Reinforcement** Tell students to look for a question word to put first; if there isn't one, they need to put the auxiliary verb *do* or *does* first.

Exercise 5

1 When do you have to help at home?
2 Does your teacher have to work after school?
3 What time do you have to get up on Fridays?
4 Do you have to go to bed at a particular time?
5 Do your parents have to go to work on Saturdays?

6
- Students do the task.

7
- Ask students to read the whole text first.
- Check understanding of *cloth* /klɒθ/ (= a small piece of fabric used for cleaning).

Exercise 7

1 have to **2** don't have to **3** to sweep
4 Do you have **5** don't **6** has to
7 doesn't have to **8** have to **9** doesn't

8
- Tell students to draw a table to help. They should put a cross when they find a fact about someone who doesn't do a particular job.
- If they struggle, tell them to draw a table like the one below.

	sweep the floor	close the windows	clean the whiteboard	take out the rubbish	do the dusting	water the plants
Dang	✗	✗	✗	✓	✗	✗
Andy	✗	✗	✗	✗	✓	✗
Justin	✓	✗	✗	✗	✗	✗
Luke	✗	✓	✗	✗	✗	✗
Daniela	✗	✗	✓	✗	✗	✗
Olivia	✗	✗	✗	✗	✗	✓

Exercise 8

Dang takes out the rubbish, Andy does the dusting, Justin sweeps the floor, Luke closes the windows, Daniela cleans the whiteboard and Olivia waters the plants.

Extra activity

Ask students to write complete sentences about who in the puzzle has to do which task.

Further practice

- Pronunciation ➔ Student's Book p117
- Grammar ➔ Workbook p61
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework

Students write sentences about some of the rules at their school, using *have to* and *don't have to*.

Vocabulary and Listening

Student's Book p101

Lesson aims *Students read about a school open day, listen to a presentation about an open day and study adjective endings.*

Warmer

Play **Chain sentences** with *have to/don't have to* and words for jobs at home. (See Activities bank, p6, for full instructions.)

Start: *I **have to** load the dishwasher but I **don't have to** feed the goldfish.*

-ed and *-ing* adjectives

1

- Set a time limit of 30 seconds for students to scan the information sheet and choose the correct option.
- Ask students which words and phrases gave them clues. (Open Day, starting at a new school, changing school, new things)
- Ask students what they think a school open day is for. (showing future students what the school is like, its facilities, what opportunities there are)

Exercise 1

b

Extra activity

Set a time limit of two minutes and ask students to read the whole information sheet and note down:

the activities and clubs available (computers [tech club], swimming, yoga, photography club, help in an old people's home, join an environmental work group)

two places in the school they can use (a fantastic gym, an indoor swimming pool)

2

- Tell students to copy the table, then look for adjectives ending in *-ed* and *-ing* only.

***Fast* finishers**

Ask students to find all the other adjectives in the text (new, easy, normal, nervous, fantastic, indoor, local, old, environmental, great, excellent, official) then identify some common adjective endings, e.g. *-y*, *-al*, *-ic* and *-ous*.

Exercise 2

-ing: exciting, relaxing

-ed: exhausted, interested

1 how people feel **2** things

3

- Follow up by drilling the pronunciation and the correct word stress.
- Students add the adjectives in the box to the correct columns in the table in exercise 2.

Exercise 3

1 satisfied **2** worried **3** embarrassing **4** exhausted
5 annoyed **6** challenging **7** tiring

4

- Ask students to reread the rules from exercise 2 before they do the exercise so that they use the correct forms.
- Tell students to be careful with the spelling of adjectives they have to change; they may need to use a dictionary.

Exercise 4

1 satisfying **2** annoying **3** worried **4** exhausting **5** embarrassed

A presentation

Subskill: Recognising feelings

Encourage students to be aware of the tone of a speaker's voice. Strong emotions can make people raise or lower their tone of voice and stress words that they feel are important. In exercise 5, students should recognise the warmer tone of Mrs Reed's voice at certain points, as well as her emphasis on affirmative adjectives and phrases (the superlatives *most interesting and satisfying*).

5 41 *See the audioscript on p136.*

- First, read out the questions and elicit students' ideas about what *community action* means. Elicit two examples of *community action* from the information sheet. (help in a local old people's home; be part of an environmental work group in Camworth Forest Park)
- Ask students to read the Subskill information and share the information above.
- Play the audio.

- Follow-up questions:
  Who is Mrs Reed? (the head of Year 9)
  What does Mrs Reed think community action helps students learn about? (responsibility)

▶ **Challenge** Ask students if they remember any other adjectives ending in *-ed* and *-ing* in the recording. (interesting, satisfying, exciting, challenging)

Exercise 5

1 community action **2** She sounds enthusiastic and excited.

6
- Ask students to read the *fun facts* box and ask if there are prefects (or similar) in their school or in other schools in their country.
- Ask students to read the sentences first.
- Play the audio and tell students to make a note of the incorrect information in their notebooks.

Exercise 6

1 the subjects you can study **2** the most boring things **3** The teachers
4 clothes **5** Sundays **6** a children's

7
- Only play the audio again if it is needed.
- Students can answer orally or in writing.
- Follow-up question:
  Why do the students organise a quiz night and a football competition? (to raise money for charity)

Exercise 7

1 the sports programme **2** one of the most interesting and satisfying things they do **3** the prefects **4** food **5** Saturdays **6** an old people's

8
- Students do the task.

Further practice
- Vocabulary ➔ Workbook p62
- Vocabulary ➔ On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) ➔ Teacher's Resource Centre
- Listening ➔ Workbook p65
- Listening worksheet ➔ Teacher's Resource Centre

Homework
Students use *-ed* and *-ing* adjectives to write six sentences about the lessons, extra activities and any community action they do at their school, e.g. *My English lessons are interesting but I get worried when we have a test*.

Grammar

Student's Book p102

Lesson aims *Students compare the uses of* will *and* going to.

Warmer
Write a list of letters on the board: *a*, *c*, *e*, *f*, *i*, *r*, *s*, *t*, *w*. Have students work in small groups to think of pairs of *-ing/-ed* adjectives beginning with these letters.

If appropriate for your class, challenge the groups to be the first to write down ten pairs of words. They can use any letter more than once.

Accept any correct answers.

will and *going to*

1
- Read through the rules with the class and check understanding of *spontaneous* (= unplanned).
- If suitable for your class, work through rules 3–5 together. It may help to play the audio from the last lesson again so that students get a clearer idea of the different contexts in which each form is used.
- Read out the *Present continuous for plans* box and elicit further examples. Share information from the note below.

Exercise 1

1 be **2** without **3** when we decide to do the future action
4 going to **5** will

Choosing the right future tense ABCD

- *going to* is used to talk about future plans that were decided on before the conversation:
  I'm going to study French at college, he's going to buy a new car soon, etc.
- As well as making predictions (see Unit 5), *will* can be used to talk about future actions when a decision is made during a conversation, such as making an offer:
  A: *I can't lift this case.*
  B: *Here, I'll help you.*
- The present continuous is often used to talk about a future plan when using a time expression:
  I'm working tomorrow but on Saturday I'm going on holiday.

2
- Students do the task.

▶ **Reinforcement** Tell students to think carefully about the meaning of *too expensive* for sentence 2 as this needs a negative. Tell them to use *you* as the subject for sentences 4 and 5.

Exercise 2

1 's (is) going to study	**2** 'm (am) not going to buy
3 're (are) going to visit	**4** Are you going to eat
5 are you going to do	

3
- Ask students which other tense they could also use from this Grammar page for these sentences (the present continuous) and encourage them to use this as well when they ask and answer.
- Tell students that, when appropriate, they can also say *I don't know yet.*

4
- Elicit that here *will* is used to express decisions about future action, e.g. offers, that are made during a conversation.
- To check answers, nominate one student to say the first sentence and nominate another to give the correct reply. Ask the class if they agree or disagree.

Exercise 4

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

Extra activity

Say some sentences about problems and elicit offers with *will* from the class. Suggested answers are included here, but many others are possible:

I can't find my phone. (I'll help you look for it.)
I'm thirsty. (I'll buy you a drink.)
I'm confused about the maths lesson. (I'll explain it for you.)
I'm very tired. (I'll do the washing up.)
I haven't got a pen. (I'll lend you one.)
I'm not enjoying this film. (I'll download a different one.)

5
- Students do the task.
  - ▶ **Reinforcement** Tell students to think about whether each person is talking about a plan or decision that has already been made or expressing an instant decision made during the conversation.
- When you check answers, ask students why they have used *going to* or *will*. (Gaps 1, 2 and 4 refer to a decision that was made before the conversation; Gaps 3, 5 and 6 refer to decisions that are made during the conversation.)

Exercise 5

1 'm going to watch	**2** are you going to watch	**3** I'll come
4 's going to order	**5** 'll ask	**6** 'll bring

6
- Students do the task.

Exercise 6

1 won	**2** spends	**3** do	**4** healthier
5 since	**6** used to	**7** doesn't	**8** is going to

Culture note

PEEK stands for Possibilities for Each and Every Kid and helps young people from a poor area of Glasgow to do sports which they wouldn't normally get the opportunity to do. Brandon Donnelly sets up tennis and football sessions in streets, car parks and playgrounds for children.

Further practice
- Grammar ➔ Workbook p63
- Grammar reference and practice ➔ Teacher's Resource Centre
- Grammar ➔ On-the-Go Practice
- Grammar worksheets (basics, standard and higher) ➔ Teacher's Resource Centre

Homework
Students write a dialogue between two people who are talking about and making plans for the evening, similar to the dialogue in exercise 5. Tell them to include at least two sentences with *will* and two with *going to*.

Get online
Students find out more about the work of Brandon Donnelly and PEEK and if there are similar charities in their countries. They can then share this information.

Real-world speaking

Student's Book p103

Lesson aims *Students learn Key phrases for making offers and requests.*

Warmer
Write some problem phrases on the board. Students work in pairs; one student says a problem from the board; the other has to express an offer to help them using *will*, e.g.:

A: *I'm very hungry.*
B: *I'll make some toast.*

(**Suggested phrases:**
I can't find my mobile phone.
I can't decide what to wear.
I've missed the last bus.
I've forgotten to do my homework.
I haven't got my English book.)

Making offers and requests

1
- Before you play the video, ask students to make predictions about what Jen will ask.
  - ▶ **Reinforcement** Allow students to share ideas in pairs *before* they write anything down.
- If necessary, for your class, pre-teach *catch up* (= to study in order to reach the same level as someone), *algebra* and *equation*. Then ask if anyone wants to change their answer.
- Students watch the video.

Exercise 1

To help her catch up on the maths lesson she missed from when she was absent.

2
- Read through the Key phrases as a class before they watch again and number the phrases.
- Elicit another way of saying *give me a hand*. (help me)
- Follow-up questions:
  What did the class do in the maths class? (algebra and a new type of equation)
  What is Rob going to give Jen? (his notes)
  Is he going to show her how to do the equation? (no)

Exercise 2

1 Could you (give me a hand)?
2 Yeah, no problem.
3 Can you (tell me . . .)?
4 Would you like me to (lend you . . .)?
5 That would be great, thanks.
6 Shall I (show you . . .)?
7 No, don't worry. I can (try . . .).
8 I'm happy to help.
9 Sounds good.

3
- Students do the task and check their answers.
- Focus on the US ➔ UK information. Discuss whether they were familiar with these regional differences.
- Ask students which grammar form is used for Rob's second-to-last speech bubble (if you have any questions, just ask): a zero conditional.
- In pairs, students practise the completed dialogue twice, swapping roles.
- Ask students to read the *Reflexive pronouns* box under the dialogue, then share the information in the Language box with them too.
- Ask them to find the expression with *myself* in the dialogue (*by myself*) and check understanding. Elicit another way of expressing this. (on my own, alone, with no help)
- ▶ **Challenge** Ask students to list the other reflexive pronouns (herself, itself, ourselves, yourselves, themselves), and elicit example sentences.

Exercise 3

1 give **2** tell **3** to lend **4** show **5** try **6** to help

Reflexive pronouns ABCD

Tell students to use a reflexive pronoun when the subject and the object of a verb are the same: *I cut myself when I was making dinner. We introduced ourselves*. They shouldn't use the object pronoun: *I cut me . . . , We introduced us.*

Extra activity

Pairs of students use the phrases on the board from the Warmer and the Key phrases to make up more mini dialogues. This time Student A says a phrase from the board, Student B responds with an offer from the Key phrases, and Student A responds with a phrase for accepting/refusing the offer. Student A could also use a phrase for making a request when they state their problem. Students swap roles.

4
- Pairs follow the steps in the Skills boost to create their own dialogue.
- **THINK** If suitable for your class, elicit some ideas of problems from the class before they start, e.g. they've lost or broken something.
- **PREPARE** Students can write their dialogue down if they prefer or just make notes.
- **PRACTISE** Remind students to swap roles to get practice of a wide variety of key language.
- **PERFORM** Remind students to look at the **Peer review** before they hear other pairs perform, so that they know what to listen out for.

5
- **Peer review** After listening to each dialogue individually, students make a note of the characteristics of a good classmate they heard.
- Remind the class to be sensitive when they review other students' dialogues.
- Ask the class to nominate the classmates who did the most to help their partner.

Further practice
- Speaking ➔ Workbook p65
- Phrasebook ➔ Student's Book p125

Homework
Students write some promises about what they will do if their friend needs help, using the first conditional, e.g. *If . . . loses their homework, I will lend him mine.*

Writing

Student's Book pp104–105

Lesson aims *Students learn how to write a for-and-against essay.*

Warmer
Play **Positive or negative**. Write *A good classmate* on the board and two columns – one headed *Positive* + and one headed *Negative* – and divide the class into two teams. Point to a team and a column; the team must come up with a positive or a negative sentence about the topic, e.g. negative: *a good classmate doesn't tell lies*, *a good classmate mustn't borrow things and forget to give them back.*

If necessary, write the following prompts on the board:
must/mustn't
has to
doesn't
is good at

A for-and-against essay

1
- Before doing the task, ask students to look back at the text about Kaito's school on p100. Ask: *What did the students have to do?* (bring a cloth and clean after their lunch)
  Did they have to clean the toilets? (no)
- When you check the answer, ask students to give the relevant section of text from the essay.

Exercise 1

Students should tidy but not clean the school.

2
- Go through features a–e and check understanding.
- Ask: *What form does the title of this essay take?* (a question)

Exercise 2

d, c, e, a, b

A for-and-against essay ABCD

- Explain that a for-and-against essay usually has this structure:

  Title: usually a question or a statement about a particular topic

  Introduction: one paragraph giving a general overview of the topic

  A paragraph (or paragraphs): arguments with reasons that agree with the title question/statement

  A paragraph (or paragraphs): arguments and reasons that disagree with the title question/statement

  A final paragraph: a conclusion and the writer's opinion

- Tell students that the paragraphs with the main arguments for and against can be swapped, i.e. arguments disagreeing with the title statement or question can go first.

3
- To encourage students to use their knowledge of the structure of the essay from exercise 2 for this task, give them one minute to find the arguments.
- Rather than copy out whole sentences, tell students to draw a table with two columns – one headed *for* and one *against* – and then write notes under each heading.
- Follow-up questions:
  Do you agree with any of these arguments?
  Are they strong or weak?

Exercise 3

Suggested answers:

For

1 Students need a good environment to study in.
2 Cleaning the school will teach them to be responsible.

Against

1 Students have more important things to do.
2 They can clean when they are older.

Extra activity

Ask students to think of other reasons for and against the title question.

(**Suggested answers:** For: it will save money; students use the school so they should keep it clean; students won't make the school as dirty if they know they have to clean it. Against: students can't do all the cleaning because some tasks are difficult and require the use of strong chemicals or heavy lifting; real cleaners will lose their jobs; students won't do the cleaning properly.)

4
- Read out reasons 1–7 and check understanding of *contrast* before students do the task.
- Ask students if they know another similar expression that often comes before *on the other hand* in essays or factual texts. (*on the one hand*)
- Draw attention to the places where each expression is used in the essay: to start a new sentence or a new paragraph: *On the other hand*, *In conclusion*, *In my opinion*; or in the middle of a sentence: *so* and *but*.
- ▶ **Challenge** Ask students to think of any other phrases they know for each reason 1–7, e.g. **2** *I think that*, *In my view*; **3** *However*; **4** *Finally*, *In the end*; **6** *As a result*; **7** *In addition*, *too*.

Exercise 4

1 Is this a good idea?	**2** In my opinion,
3 On the other hand,	**4** In conclusion,
5 but	**6** so
7 Also	

Subskill: Balancing arguments

Tell students that using the words and phrases from exercise 4 will make their writing easier to read because they act like signposts, telling the reader which direction the text is following and giving clues to the kinds of ideas and arguments that are coming up next. Using these expressions will also help students to think clearly about what they want to say.

Extra activity

Write some gapped sentences on the board and ask students to complete them with *but*, *so*, *also* or *On the other hand*:

1. *Homework is usually either too easy or too difficult. It (…) takes a lot of time.* (also)
2. *On the one hand, homework can be fun, (…) most teenagers would rather do sport.* (but)
3. *I think students should do homework. (…) some people think it is a waste of time.* (On the other hand)
4. *Homework helps you to work independently, (…) you are ready to study on your own at university.* (so)

5

- Students do the task.
  - **Reinforcement** Tell students that each expression is used only once so they should complete the gaps that they know first, then complete the remainder.

Exercise 5

1 is this a good idea?	**2** also	**3** So
4 On the other hand	**5** In conclusion	**6** but
7 In my opinion		

6

- **THINK** Tell pairs they can think of ideas together but they should put their ideas in separate tables like the one in the book; if they think of two related opposing ideas, encourage them to place them opposite each other in the table. Tell students if they think of as many ideas as possible, they will have more choice of strong arguments in the next step. Help with vocabulary as necessary.
- **PREPARE** Tell students to work individually to choose what they think are the strongest arguments for and against, then decide which of these are the most persuasive to help them decide their own opinion.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section to make sure they cover all the important elements.
- **CHECK** Ask students to go through their review and answer the questions. Tell them to make any corrections if necessary.

7

- **Peer review** Ask students to exchange reviews and answer the questions about each essay they read. Depending on the size of your class, it might make sense to split the class into groups of four and have group members read the essays of the other three group members.
- Remind them to focus on the positive aspects first, rather than just highlighting errors.
- More confident students may be able to give suggestions for improvements.
- If there is time at the end of the lesson, ask the whole class or each group:
  Did the essay you read change your mind?
  What were some very strong arguments for? Against?

Further practice

- Writing ➔ Workbook p66
- Writing competence ➔ Teacher's Resource Centre

Homework

Students think about one of the two essays they read on p104, then write a concluding essay paragraph giving their own opinion on that topic, but ensure it is different to that on the page.

Project

Student's Book pp106–107

Lesson aims *Students make a proposal for the final lesson at the end of the school year.*

Warmer
Ask students to look at the Graphic organiser for this unit on p121. Allow five minutes to discuss with a partner what they learnt about having jobs and being responsible and what they have enjoyed most about the unit.

WDYT? What responsibilities do teenagers have?

Focus students' attention on the question. Elicit if all teenagers everywhere have the same responsibilities. Then ask students to discuss the question in pairs.

Ask students how their ideas have developed since the beginning of the unit.

TASK

Read through the task and learning outcomes as a class, explaining that completing the task will involve students achieving all of the learning outcomes. Use the Model project to show students an example of a spidergram for planning a treasure hunt.

1 *See the videoscript on p144.*

- Check understanding of *treasure hunt* /ˈtreʒə(r) hʌnt/ (= a game where players read and solve clues to find something hidden) and *clue* (= a phrase that players have to understand to find something in a treasure hunt) before students do the task.
- Follow-up questions:
  What names will the teams have? (red, blue and yellow)
  Who will hide the clues? (the teacher)
  Why do they want to organise a treasure hunt? (It will be fun and they will use lots of English.)
- Ask the class how the students in the video divide the speaking up when giving the presentation. (They each answer a question and ask the next one.)
- Ask students what they think of the presentation. Is there anything they would do differently in their own presentation?
- Point out to students that for their own presentation, they will be working in groups, both to prepare it and to present it.

Exercise 1

a treasure hunt

STEP 1: THINK

2

- Students do the task.
- Tell students that although there is no branch to the spidergram headed *When?*, a couple of phrases under *How?* say when students will do the activity. (the lesson before and next lesson)
- Explain that the *Who?* heading in the Model project answers who is going to *do* the activity. Students can deduce the answer to question 5 *Who is going to be responsible for the preparation?* (the students and their class teacher) from the use of *we* and *our teacher*.
- See the Model project on p107 and the Model project notes for further ideas.

Exercise 2

All except: 6

3

- Ask students to do the task individually – tell them they will pool their ideas in groups in exercise 5. Tell them they can look online for more ideas for fun end-of-term/end-of-year activities.

STEP 2: PLAN

4

- Students read the tips first. They are meant to make students think about what the *whole* class would enjoy and get benefit from, rather than just a small group.
- Give students time to read and practise the Key phrases. Help with pronunciation and intonation when necessary. Remind students to give other group members positive feedback.

5

- Remind students that the Model project doesn't completely cover all the questions in exercise 2 and that they will need to consider these aspects in their own proposals. Encourage students to make sure their proposal is practical for a classroom or school setting.

STEP 3: CREATE

6

- Decide if students can use laptops and other digital media to present their proposal.
- Encourage students to look at the questions in the **Peer review** and the Final reflection to help them think about what they should include.

7

- Remind students that their spoken presentation is an opportunity to explain anything that isn't obvious on their poster or in their slideshow. They can prepare notes as prompts for what they want to say.

- Remind students of the things they have considered when giving other presentations in groups during the course, e.g. taking turns, swapping roles.

STEP 4: PRESENT

8 • **Peer review** When students have done the **Peer review**, choose three or four of the most practical proposals and ask students to vote for their favourite.

Model project

Layout: The model is a take on a spidergram, with the name of the activity in the centre and more information branching off it; *Wh-* question headings are used for the different branches of the spidergram, with answers to these questions underneath; space has been allowed for more information to be added where necessary.

Artwork: Symbols/icons are used to show and illustrate the different kinds of information; different colours are used for different sections of the spidergram

Language: There are a mixture of short notes and full sentences giving answers to the heading questions; *will* is used for predictions; the present simple is used to talk about the stages in the process.

Tone: The tone of the whole presentation is fun, attractive, and aimed at making students feel enthusiastic about the proposal.

8 FINAL REFLECTION

- In their groups of four, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples where necessary.
- In evaluating part 1, ask students to think about what their classmates thought about their proposal when they gave their presentation.
- Where students have chosen a yellow or red face, ask them what they think they could do differently.

Further practice

- Super skills ➔ Workbook p66

Homework

Students use their Student's Book as the basis for a simple treasure hunt and write six to eight clues to facts, names and information in the book, e.g. *Find: **1** a very cold man in Unit 6* (a snowman on p73), ***2** a boy who doesn't want a lot of possessions* (Ryan on p89), etc.

End-of-unit further practice 8

- Social and emotional competence ➔ Workbook pp82–83
- Exam trainer ➔ Workbook pp84–94
- Progress test (standard and higher) ➔ Teacher's Resource Centre
- Units 7–8 test ➔ Teacher's Resource Centre
- Communication games ➔ Teacher's Resource Centre
- CLIL and Culture worksheets ➔ Teacher's Resource Centre
- Evaluation rubrics ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre
- Workbook audio and audioscripts ➔ Teacher's Resource Centre
- Workbook answer key ➔ Teacher's Resource Centre

9 Look what you know!

Vocabulary

Student's Book p108

Lesson aims *Students revise vocabulary they have learnt this year.*

Warmer

Ask students about the topics and the people they have read or heard about in the Student's Book this year. Write the questions below on the board, then give them time to look through the book and think about their answers before sharing as a class.

Which was your favourite topic?

Which people impressed you the most?

What new facts did you learn?

1
- Tell students to write the words in a numbered list so that they are ready to do exercise 2.
- Students can do this in pairs, then confer about the correct spellings.
- Check students have got the correct spellings (otherwise they will struggle with exercise 2).

Exercise 1

1 action **2** recycling **3** price **4** kitchen **5** helmet
6 sink **7** pattern **8** choir **9** married

2
- Read out the instructions and elicit another word that means *discover.* (find)
- Look at the example together, explaining that the second letter of *movie* is *o*.
- Ask students if they remember which unit *movie* was in. (Unit 1)

Exercise 2

orchestra

Extra activity

Write the abbreviations *1st*, *2nd*, *3rd*, *4th* and *5th* on the board and elicit the full forms. (first /fɜː(r)st/, second /'sekənd/, third /θɜː(r)d/, fourth /fɔː(r)θ/ and fifth /fɪfθ/)

Drill pronunciation. Read out some dates and ask students to write them down using the abbreviations and omitting *the* and *of*: *the first of July (1st July)*, *the fifth of October (5th October)*, *the third of April (3rd April)*, *the fifth of February (5th February)*, etc.

3
- If you didn't do the Warmer, talk briefly about the topics in the book as a class to reactivate students' memory.
- **Reinforcement** Ask students to work in pairs.
- **Challenge** Ask students to add *four* words to each group instead of three.

Exercise 3

Suggested answers:

1 superhero movie, action game, talent show
2 pick up litter, reduce pollution, plant trees and flowers
3 wallet, borrow, bank card
4 garage, hall, living room
5 calculator, knife and fork, button
6 bookshelf, mirror, wardrobe
7 plain, valuable, tiny
8 band, keyboard, drum
9 retire, move house, have children

4
- When you check answers, elicit whole sentences using some of the phrases.

Exercise 4

1 do **2** be **3** get **4** win

5
- Students do the task.

Exercise 5

1 the washing up **2** born **3** married **4** a competition

Extra activity

Ask students to use one phrase from each group in exercise 4 to write four sentences that are true for them.

6
- Students first complete the text. Check answers.
- When students ask and answer, get them to make a note of their partner's answers, then nominate students to tell the class something they learnt about their partner.

Exercise 6

1 married **2** a competition **3** the washing up **4** born

7
- Tell students that the brackets contain verbs (infinitives without *to*) and that they have to change them to make nouns and adjectives.
- Before they complete the dialogue, ask students if they can remember any common noun endings (from Unit 3 – see p41).
- Ask if they remember the rules about adjectives ending in *-ed* and *-ing* from Unit 8 (see p101).

Exercise 7

1 information	**2** enjoyable	**3** excited	**4** frightened
5 helpful	**6** clearly	**7** achievement	**8** satisfying

Homework

Students use the words they formed to complete exercise 7 to write a paragraph about an experience they themselves have recently had. Tell them to use a variety of word forms: the original verbs, the noun forms and the *-ing* or the *-ed* forms of the adjectives.

Reading

Student's Book p109

Lesson aims *Students revise the reading tips in the Student's Book.*

Warmer

Play **Snowman**. Choose words from the unit students enjoyed the most according to the last Warmer. (See Activities bank, p7, for full instructions.)

If practical in your class, allow the students to choose a word from the course and run the game from the front of the class.

1

- Students do the task.
- Draw students' attention to the semicolon after sentence beginning 1; explain that this is almost like a full stop so students need to look for something like a sentence to follow it.

Exercise 1

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

2

- Before students do the task, check understanding of *prison* /'prɪz(ə)n/ (= a place where criminals are locked up).
- Ask: *Which words in the titles give clues about the topic of the story?*
  Do the titles remind you of any of the topics in the Student's Book? (**A** – objects from the past in Unit 2 **B** – experiences in Unit 6 **C** – the environment in Unit 5 **D** – printing 3D houses in Unit 5)
- When students have done the task, elicit ideas and write them on the board.

Exercise 2

Students' own answers

Suggested answers:

A build, bridge, building, find, wall
B experience, possession, save
C environment, green, recycling
D doctor, hospital, print, copy

3

- Ask students to read the text quickly and try to match the titles with the correct texts.
- At the checking stage, ask students if they found any of the words they thought of for exercise 2 in the texts.

Exercise 3

1 B **2** D **3** A **4** C

4

- If necessary, remind students that numbers from 1 to 10 are often written as words and this might be the case in the text.
  - **Reinforcement** Tell students to be careful with question 1 and not to confuse this with 3D.
- When you check answers, make sure students say what the number refers to precisely, not where it is in the text.
- Check understanding of *bone* and *ban*.

Exercise 4

1 the woman's artificial bones
2 the number of metres underground in Rome that the engineers could go
3 the number of countries who have banned plastic bags
4 the number of people in the experience/possessions survey
5 the days until the woman with the injured spine could walk
6 the percentage of Mexicans who give more importance to experiences rather than money
7 the years you can go to prison in Kenya for making, selling or importing plastic bags

5 44 Students read and listen to the text. Tell them to use the information from exercises 2 and 3 to help them locate the right text to answer each question.

- **Challenge** Students try to decide which sentences are true or false before they read and listen again.
- Before you check answers, ask students if they managed to work out the meanings of *nationality* (= the status of belonging to a country) and *marine* (= connected with the sea).

Exercise 5

1 False (lines 7–8)	**2** True (lines 9–11)	**3** True (lines 14–16)
4 False (lines 18–19)	**5** False (lines 22–25)	**6** True (line 26)
7 True (lines 30–33)	**8** False (lines 36–38)	

6

- **Word work** When checking answers, ask students if they can recall the context in which the word was used earlier in the book.

Exercise 6

worth: the value of something
continents: large area of land which contains many countries
research: finding new facts or information
artificial: not natural
valuable: something that costs a lot or is important to someone
environmentally friendly: green, helping the planet
developing world: countries where people have less money and fewer services

Extra activity

Dictate the definitions of the words from the other units and ask students to write down the correct word each time: **1** *not natural* (= artificial) (Unit 2) **2** *green, helping the planet* (= environmentally friendly) (Unit 3) **3** *a new thing a scientist or engineer makes* (= invention) (Unit 3) **4** *a part of something bigger* (= proportion) (Unit 9) **5** *someone who takes part in a survey or game* (= participant) (Unit 9) **6** *a person who designs or builds things like roads or machines* (= engineer) (Unit 9)

When you check answers, read out the correct spellings.

Homework

Students use the bold, highlighted words from the news stories and exercise 6 to write six sentences.

Get online

Students find out about other countries which have banned plastic bags or introduced laws or taxes to reduce plastic waste. Ask students to work in groups and give each group a continent of the world to research, e.g. Europe, Africa, Asia, North America, South America, and note down one or two facts. They then tell the rest of the class what they have found out.

Grammar

Student's Book pp110–111

Lesson aims *Students revise the grammar from the course.*

Warmer

Students will practise all the grammar from this Student's Book in this lesson. Allow time for them to work in groups and look back at the Grammar pages. Ask them to discuss which grammar they found the easiest and which the hardest and why. Ask a spokesperson from each group to sum up their opinions and write these on the board. Discuss as a class.

Red questions

- Students answer the red questions and then the red section following the order described on p110. Ask them to write answers in their notebooks, or do the questions orally as a whole class if you prefer. With more confident classes, you could do this as a timed exercise.
- Ask if there are any areas they are unsure of before they start the questions in the red section.

Red questions

1 *-ing* form
2 He doesn't watch TV every day.
3 I hardly ever go to the cinema.
4 incorrect – I'm reading a good book at the moment.

Red section

1
- Students do the task.
- ▶ **Reinforcement** Tell students to complete each sentence with the correct verb first, leaving enough space to think about where each adverb or expression should go.

Fast finishers

Ask students to write a question for the answers for 1, 2, 4 and 6.

(**Suggested answers:** 1 How often/When does he do karate? 2 How often do you go to the library?/Do you often go to the library?/Do you ever go to the library? 4 Are they sometimes/ever late for class? 6 Does your sister tidy her room?/How often does your sister tidy her room?)

2
- Students do the task.

For further help with this grammar, return to p16 and p18.

Red section

Exercise 1
1 He does karate twice a week.
2 I hardly ever go to the library.
3 Our teacher doesn't give us homework every day.
4 They are always late for class.
5 We don't have an English test every week.
6 My sister never tidies her room.

Exercise 2
1 writes **2** is he working **3** is making **4** doesn't usually sing
5 sings **6** does Mason like **7** isn't working **8** doesn't have/hasn't got
9 play

Yellow questions

- Students follow the same procedure with the yellow squares as they did for the red ones.

Yellow questions

1 There weren't any planes, so people couldn't fly.
2 played, saw, went, worked, wrote
3 People didn't use to have mobile phones.
4 incorrect – I met an old friend while I was shopping yesterday.

Yellow section

1
- Students do the task.

2
- Students read the whole text to get an idea of the story before they answer.
- ▶ **Reinforcement** Remind students to think about long and short actions in the past.
- ▶ **Challenge** Ask students to cover the box and try to complete the text with their own ideas. Ask them to share these with the class at the end.

For further help with this grammar, return to p28, p30 and p42.

Yellow section

Exercise 1

1 was, became **2** Did you watch **3** couldn't **4** to walk

Exercise 2

1 was travelling **2** got on **3** were waiting **4** took off
5 arrived **6** was walking **7** realised **8** was wearing

Orange questions

- Students follow the same procedure with the orange squares as they did for the previous colours.

Orange questions

1 much; Because computer games are countable. **2** No, he can't.
3 older, oldest, funnier, funniest, more beautiful, most beautiful **4** the same

Orange section

1 • If your class is less confident, underline the incorrect words/phrases on the board and elicit corrections orally.

Extra activity

Students write questions to match sentences 1–3.

(**Suggested answers:** 1 Have you got any/much money (with you)? 2 Are there any cafés near school?/How many cafés are there near school? 3 Does Jenny buy a lot of/any books?/How many books does Jenny buy?)

2 • Students do the task.

For further help with this grammar, return to p52 and p54.

Orange section

Exercise 1

1 incorrect – I haven't got much/any money with me.
2 incorrect – There aren't any/are some cafés near school.
3 correct
4 incorrect – How many people were there at the concert?
5 incorrect – There aren't enough cycle lanes in our town.

Exercise 2

1 is easier than
2 the most expensive
3 is bigger than
4 as fast as

Green questions

- Students follow the same procedure with the green squares as they did for the previous colours.

Green questions

1 People won't live on the moon in 2030. **2** might **3** zero
4 If it's sunny tomorrow, we'll go to the beach.

Green section

1 • Make sure students understand that the phrases in brackets will help them to decide whether to use *will/won't* or *might* in their answers.

2 ▶ **Reinforcement** Point out that only one sentence here contains *when* rather than *if* and that this usually means that both halves require present simple verbs (for the zero conditional).

Extra activity

Ask students to complete sentence halves 1, 2 and 4 so that they are true for them.

For further help with this grammar, return to p64 and p66.

Green section

Exercise 1

1 We won't be in this class ten years from now.
2 Some of us will live in another country.
3 I might go to university.
4 I won't work in an office.
5 Some students will get married.
6 We won't have houses on the moon.
7 I might be rich and famous one day.

Exercise 2

1 sees (b) **2** 'll go (c) **3** comes (d) **4** doesn't win (a)
5 won't wait (e)

Blue questions

- Students follow the same procedure with the blue squares as they did for the previous colours.

Blue questions

1 I've never ridden a horse. **2** No, she isn't.
3 How long have you lived here? **4** played

Blue section

1 • With less confident classes, go through the answers together and identify the word or phrase which is wrong for students to correct.

2 • Students do the task.

- When checking, ask students to give reasons for the correct tense in each case. (1, 2 (second question) 3 and 4: questions with present perfect asking about an experience during a period which started in the past and which continues until now; 1 (answer), 2 (question and first answer), 3 (answer), 4 (answer): past simple with past time expressions asking/talking about finished actions in the past)

Extra activity

Students write answers to the questions in exercise 2 that are true for them.

For further help with this grammar, return to p76, p78 and p90.

Blue section

Exercise 1

1 ~~eat~~ eaten **2** ~~You have~~ Have you **3** ~~gone~~ been
4 ~~many time~~ long **5** ~~during~~ for 16 years **6** ~~ever~~ never

Exercise 2

1 Have you seen, saw, enjoyed **2** did you do, played, Have you tried
3 Has your brother ever been, went, didn't like **4** have you had, gave

Purple questions

- Students follow the same procedure with the purple squares as they did for the previous colours.

Purple questions

1 no **2** My brother doesn't have to do homework.
3 My sister is going to university to study maths. **4** re

Purple section

1 • Students do the task.

Extra activity

Students write two more sentences about things they have to do at school, one with *have to* and one with *don't have to*.

2 • Remind students to think about whether the plans were decided on before the conversation or while the conversation is going on.

For further help with this grammar, return to p100 and p102.

Purple section

Exercise 1

1 We have to/don't have to wear a uniform.
2 We have to/don't have to buy our own textbooks.
3 We have to/don't have to stand up to answer a question.
4 The canteen has to/doesn't have to serve healthy food.
5 Students have to/don't have to go outside at break time.
6 The teacher has to/doesn't have to clean the classroom.

Exercise 2

A: are you going to do
B: 'll probably
A: are going to
B: 'll, 'll be

Listening

Student's Book p112

Lesson aims *Students revise listening to different kinds of recording.*

Warmer

Ask students to do a short class survey to try to find five people who listen to music at each of these times:

1 *while studying*
2 *while sleeping*
3 *on the way to school*

Alternatively, have a class discussion about this.

1 • Tell students to think about things they listen to at home, at school, on transport and in the street.
• Help with vocabulary if necessary, e.g. a public announcement (at a station), a podcast.

Exercise 1

Suggested answers: alarm clock, announcements at the station, music on headphones, friends talking, someone giving a presentation, teacher in a lesson

2 45 *See the audioscript on p136.*

- Read the *Remember!* box with students. Tell them that in exercise 2, they will just hear short extracts from some longer recordings.
- Check understanding of the words in the box.
- Ask students to support their answers.

Exercise 2

1 a recorded message **2** a presentation **3** a live report on TV
4 a podcast **5** a dialogue

3 46 *See the audioscript on p137.*

- Tell students to underline the key words in the sentences before you play the audio.
- Ask students to predict which information in each statement might be different in the recording. They may remember the answer to statement 1 from exercise 2.
- If necessary, pause the recording after each extract so that they can note their answer.

Exercise 3

1 False – It's open Wednesday to Sunday.
2 False – They arrived in the US in 1981 and opened their first shop in 1984.
3 True – They're making gardens and growing food in areas of the city that people don't use.
4 False – He's got 19,000.
5 False – He has to turn it down, but he doesn't have to turn it off.

Extra activity

Play the first extract again and ask students to make a note of the full opening times and the ticket prices.

- When checking answers, put the audioscript on the projector to support the answers.
- Follow-up questions:
  What is the museum about? (the history of computers)
  What do Don and Jin Sook Chang sell? (clothes)
  What will the population of the Earth be in 2050? (nine billion)
  Where did Tushar's green and gold pencils come from? (Buckingham Palace)
  When does the boy have to give his phone to his parents? (before he goes to bed)

4 • Help students with vocabulary for question 2, e.g. *parks*, *playgrounds*, *waste land* (= land which is not being used in towns and cities).

5 • Encourage students to think about verbs as well as nouns when making their predictions.

6 47 *See the audioscript on p137.*

- Encourage students to read the multiple-choice questions first. Remind them that every detail of an option must be accurate for it to be the correct choice.

Exercise 6

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

7 • Play the audio again for students to make sure that their answers are correct.

- When checking answers, put the audioscript on the projector to support the answers.
- Ask students why 'trash' orchestra is written with inverted commas. (because *trash* is what the instruments are made of; it is not a descriptive word for the orchestra)

8 • Follow up by asking the class to vote for the most interesting story and elicit their reasons.

Culture note

Eric Whitacre was born in 1970 in Nevada, USA. When he was younger, he dreamed of being a rock musician. He is now a composer, conductor, lecturer and fashion model. He has his own choir, the Eric Whitacre Singers, who feature on his albums. His most famous album is *Light and Gold*, which won a Grammy Award in 2012.

Homework

Students write six to eight sentences about a band or musician they like listening to. They describe the type of music, what instruments they play, whether they sing, etc. Students say where and how they like listening and whether they have heard them at a concert.

Get online

Students can find out more about Eric Whitacre's virtual choir and the 'trash' orchestra and listen to some of their music. When students have heard some of the music, ask them to give opinions on each performance.

Real-world speaking

Student's Book p113

Lesson aims *Students revise the Key phrases from the course.*

Warmer

Ask students to look back through the Real-world speaking lessons they have covered during the course. Write the three real-life situations below on the board and elicit which sets of Key phrases would be most useful for each one (write all the page numbers on the board inside a word cloud to make this quicker if you wish):

1 *a short visit to an English-speaking country* (asking for clarification on p31 and asking about lost and found objects on p91)

2 *an exchange visit to stay with an English-speaking partner* (expressing preferences on p19, telling a story on p43, giving advice on p55, making decisions on p67)

3 *a job interview with an English speaker* (talking about experience on p79)

1 • Read out the three headings and remind students that they have practised Key phrases for these during the course (in Units 7, 2 and 6 – see p91, p31 and p79). Ask if they remember the situations for which the phrases were used.

- Then discuss their ideas as the class.

Exercise 1

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

2 • Students do the task.

- ▶ **Reinforcement** Tell students the page numbers (see above) where they can find the relevant Real-world speaking pages to help them categorise the phrases.
- ▶ **Challenge** Ask students to add more phrases to each column of the table.

Exercise 2

Describing an object: What does it look like? It's made of cotton. It's medium-sized.
Asking for and checking information: How can I get there? Sorry, I didn't get that. Could you say that again?
Asking about experience: Do you know how to play any other instruments? Have you got any experience of playing in a band?

3
- Read out the headings in the box and ask if students can remember the situations or any Key phrases for them from the course.
- Students do the task.

Fast finishers

Ask students to try and complete the dialogues using their own ideas before they tackle exercise 4.

Exercise 3

1 Talking about preferences **2** Telling a story **3** Giving advice
4 Making decisions **5** Making offers and requests

4 48 *See the audioscript on p138.*
- Students do the task.
- Elicit other phrases that could go in each gap. Ask fast finishers who have tried to complete the dialogues with their own ideas (see above) for suggestions to start this off. (**Suggested answers:** 1 I'd rather 2 You're kidding/How terrible 3 You could always/What about doing/Why don't you 4 How about/What about/What do you think of/Why don't we give 5 That's true/You're right)
- Ask students to practise the dialogues in pairs. Then nominate pairs to act them out using different phrases.

Exercise 4

1 I'd prefer to . . . **2** What a nightmare! **3** You should . . .
4 What do you think about . . . **5** Would you like me to . . .

5
- Read the Exam tip with the class, and discuss why it's good to learn words in whole phrases. (because particularly in speaking scenarios, there are lots of useful set phrases that help communication sound more natural; because it means students will know which words and phrases collocate (are normally used together); because learning one phrase will often help with learning other similar phrases)
- Give pairs time to work through the Skills boost and produce their own dialogue.
- **THINK** When pairs have chosen their situation, they decide which set of Key phrases is relevant and go to the corresponding page/unit.
- ▶ **Reinforcement** Tell students that A will require phrases for making suggestions, talking about preferences, making offers and requests; B will require phrases for questions and answers about experience; C will require phrases for giving advice and accepting/rejecting advice and making decisions.
- **PREPARE** Both students should write their dialogue down, comparing versions to check for any errors or differences.

Point out to students that it is easier to memorise a dialogue if it moves forward in a logical fashion, where one line links to the next.
- **PRACTISE** Students take turns to practise their part and to correct their partner.
- ▶ **Reinforcement** If students are going to memorise their dialogue, it is better for them to stick to one role, rather than swapping roles.
- **PERFORM** Remind students to look at the **Peer review** section before they hear other pairs perform so they know what to listen out for.

6
- **Peer review** If asking students to go beyond the questions and form an opinion on their classmates' dialogues, remind students to be sensitive and kind when they review each other's dialogues.

Homework

Students write two speech bubbles (like the ones they completed for exercise 3) for the two situations they didn't work on in exercise 5. Tell them to use at least one suitable Key phrase for each exchange.

Writing

Student's Book p114

Lesson aims *Students revise different forms of writing.*

Warmer

Ask students to look back at the different texts they studied on the Writing pages in their Student's Book. Ask the questions below, or write them on the board (students could work in groups to discuss their answers, then get a spokesperson to report back). Encourage them to find the correct names for each type of text.

Which type of text did you find the most interesting? Why?

Which type of text was the easiest/hardest to write? Why?

1
- Students do the task.
- ▶ **Reinforcement** If students need help, after one minute write the four options on the board in random order for students to match.
- When you check answers, ask students which details (language and content) helped them decide on the types of text.

(**A** – a title containing a question, an introduction, a paragraph containing arguments against the title question; **B** – information about a film, opinion adjectives, a star rating; **C** – Dear Jodi, details about place and activities, present continuous used for current activities, present perfect for experiences; **D** – an informal greeting (Hey), a personal request for someone to do something)

Follow-up questions:

1 *Where is the writer of the postcard staying in Menorca?*
(in an apartment near the beach)

2 *Why is it difficult to study in July and August?* (because of the hot weather/because the weather is hot)
3 *What does the pencil case look like?* (It's a square black case with a logo on the front.)
4 *Why does the writer of the review like* Teen Titans Go!? (because it's funny and it teaches an important lesson)

Exercise 1

A an opinion essay **B** a review **C** an e-postcard **D** a message

2
- There is an example of each of the seven points in texts A–D in exercise 1.

Exercise 2

1 too, also **2** too, as well **3** because of **4** such as, like
5 where **6** not + adjective + enough **7** Dear
There are 12. See texts for answers.

3
- Read the Exam tip with students. Point out that this has been one of the aims of the Skills boost in each unit – to form the good habit of thinking first, then preparing, then writing and finally (and importantly) checking their writing.
- **THINK** Students look back at the relevant writing sections for more examples and appropriate language for each type of text:

  A: Unit 6 pp80–81

  B: Unit 8 pp104–105

  C: Unit 3 pp44–45
- Tell them to make notes about both content and language.
- If students choose option A, they need to remember to use informal expressions.
- **PREPARE** Tell students to look at their notes and group all the related ideas together in the same paragraphs.
- **WRITE** Before writing, ask students to read through the questions in the **CHECK** section.
- **CHECK** Students go through their review and answer the questions. They make corrections if necessary.

4
- **Peer review** Divide students into groups of four. Tell them to pass their texts round so that all the students can read each other's work, making notes of any comments in their own notebooks for discussion when they have finished.
- Remind students to focus on the positive aspects first and to suggest improvements in a constructive and sensitive way.

Homework
Ask students to choose a different text from exercise 6, think about what they would write, then prepare a paragraph plan, adding a few notes to say what would be in each paragraph.

Review game

Student's Book p115

- Before starting the game, ensure each group of students has the following:
  - a die (or equivalent)
  - counters/markers for each student
- Before playing, read through the rules together.
- Check understanding of the Key phrases.
- Ask students to quickly look through all the questions and think about what they would say for each one.
- While students are playing the game, circulate and give any help necessary.
- When the game has finished, follow up by asking questions for each group:
  - *Who won the game?*
  - *Did anyone go down more than one snake?*
  - *Did anyone go up more than one ladder?*
- Finish by nominating students to say which questions they think they answered best and which ones they found more difficult. They may prefer to answer these questions as a group.

End-of-unit further practice 9

- Exam trainer ➔ Workbook pp84–94
- End-of-year test ➔ Teacher's Resource Centre
- Wordlists ➔ Teacher's Resource Centre
- Student's Book audio and audioscripts ➔ Teacher's Resource Centre

Starter Unit

1

Vocabulary: personal information, exercises 2 and 3 p8

Friend: So, Taner, let's see if this information is correct. Where are you from?

Taner: I'm from Berlin, but my parents are from Ankara in Turkey.

Friend: Berlin, OK, and how old are you?

Taner: I'm 14.

Friend: And when's your birthday?

Taner: It's the 17th of November.

Friend: Ahhh! OK. What languages do you speak?

Taner: I speak German, a little English, and I can speak Turkish too.

Friend: OK. Have you got any brothers and sisters?

Taner: I've got a brother and a sister. Ada's 11 and Deniz is 8.

Friend: How do you spell Deniz?

Taner: D-E-N-I-Z. It's Turkish.

Friend: OK. What's your favourite subject at school?

Taner: It's art. I love drawing.

Friend: Cool! OK, and what's your favourite food?

Taner: Mmm, I like chicken, but I don't like vegetables.

Friend: OK, and what kind of music do you like?

Taner: I like rap and hip hop.

Friend: And your favourite colour?

Taner: Blue.

Friend: Who's your favourite actor or singer?

Taner: My favourite actor is Tom Holland. He plays Spider-Man.

Friend: And what do you do in your free time?

Taner: Mmmm … I like listening to music, playing computer games and hanging out with friends. Right, now it's my turn to ask you questions.

2

Vocabulary: countries and languages, exercise 3 p9

1 Alligator comes from the Spanish word *el lagarto*. It means 'the lizard'.

2 The word banana comes from Portuguese or maybe Spanish. These countries brought bananas to Europe.

3 Café comes from the French word for coffee, because you often drink coffee in a café.

4 Karate comes from Japanese. The word means 'empty hand', because you only use your hands to do it.

5 *Ke-stiap* is a Chinese sauce with fish and spices. Today, it's got tomatoes, and we call it ketchup.

6 A kiosk is a small shop where you can buy newspapers. The word comes from the Turkish *köşk*.

7 The word umbrella comes from Italian. Originally, an umbrella was to protect people from the sun, not the rain.

3

Grammar: question words, exercise 7 p9

DJ: Hello, you're calling Radio West. What's your name?

Cole: Hi, I'm Cole.

DJ: So, Cole, can you answer the questions in today's quiz?

Cole: Umm, I think so.

DJ: OK, well, let's see. The first question: How many languages are there in the world?

Cole: Is it … 7,000?

DJ: That's correct. Well, done, Cole. Next question: What is the most common language?

Cole: Well, I know that there are a lot of Chinese people in the world, so I think it's Chinese.

DJ: Correct again. Over a billion people speak Mandarin Chinese. That's a lot of people! OK, now, who invented Elvish?

Cole: Oh, I'm a fan of *The Lord of the Rings*, so I know this one. It's Tolkien.

DJ: Good job, Cole. That's three out of three. Next question: In which of the places in the quiz are there 500 words for rain?

Cole: Mmm, this is difficult. I know that there's a lot of rain in India, so I'm going to say Mawsynram.

DJ: Sorry Cole, the correct answer is … Hawaii. Bad luck! Next question: What's the special language on Gomera?

Cole: Ah, I went there on holiday, so I know this one. They whistle.

DJ: That's correct. Let's listen to a bit. Incredible right? OK, question 6: Where can you hear Chalcatongo Mixtec?

Cole: I'm not sure, but the name sounds Mexican to me, so I think it's Mexico.

DJ: That's correct. Six thousand people speak this language in a Mexican village. And last question, Cole. When is International Language Day?

Cole: Is it 6th June?

DJ: Sorry, it's 21st February. Well, that's five out of seven. Not bad. Thanks for calling, Cole. Now for some music …

Unit 1

4

Reading and critical thinking, exercise 1 p14

1 **Sports presenter:** On today's programme, we go to St Petersburg for the World Swimming Championship, and we see how England's hockey players are getting on in the first day of the European Club finals, but first tennis …

2 **Woman:** What is it, Emre? What's the matter?

Emre: Nothing's wrong. It's just there's something I want to ask you. A very important something.

Woman: Yes?

3 **Travel presenter:** Slovenia is the perfect destination for a family holiday, with fantastic sunny weather, mountains and the beautiful countryside. This week, our reporter, Carly Washington, is in Bled to find out …

4 **A:** Quick, the aliens are coming. Get back to the space ship!

B: But Ozwark …

A: Come on – hurry!

B: It's too late. The aliens – they're here!

5 **Cookery presenter:** … so that's 200 grams of butter, 400 grams of flour and about 300 millilitres of milk. Mix it all together and put in the oven …

6 **Nature presenter:** … and so this incredible fish starts its 2,000 mile journey across the Pacific Ocean, past sharks and whales to get back to its home …

6

Vocabulary and Listening, exercises 5 and 6 p17

Logan: Hi, I'm Logan Bell, and today I'm visiting the Leeds City Library. I'm here to find out about their activities programme, so let's talk to a few people. Hi, what's your name?

Annabelle: Annabelle.

Logan: I can see you aren't reading. What are you doing here?

Annabelle: We're making a video.

Logan: A video?

Annabelle: Yeah, it's like a review of a book.

Logan: People usually read reviews.

Ex 6.1 **Annabelle:** I know, but we make films. We don't talk about the books. We act out parts
Ex 6.2 of the story. We post the videos online and people watch them when they're deciding what to read.

Logan: So, you're into books.

Ex 6.3 **Annabelle:** Yeah, I read anything – except horror stories! And I'm mad about making films too. I come here twice a week. It's really good fun!

Logan: OK, thanks. What about you two? What are your names?

Noah: I'm Noah.

Josh: And I'm Josh.

Logan: What are you doing?

Ex 6.4 **Noah:** This is the writing workshop. We're using these computer programs
Ex 6.5 to get ideas. I'm using Flickr. It gives you five photos and then you write a story about them.

Ex 6.5 **Josh:** And I'm using Google Maps to find a place to write about.

Logan: How often do you come here?

Ex 6.6 **Josh:** Once a week. We want to be journalists, or writers.

Logan: And are you keen on reading too?

Josh: Yeah, some people think it isn't cool, but we read a lot.

Ex 6.7 **Noah:** We like all kinds of books, but we're big fans of science fiction!

Logan: OK, thanks. So, there are some great things happening here. Why don't you come and see? That's all from me for now. See you next week!

Unit 2

9

Reading and critical thinking, exercise 2 p26

1 The Aztecs used cocoa beans to make a spicy chocolate drink. They also used them as dice when they played the board game Patolli, and they sometimes used them as money too.

2 They ate insects and frogs, but there wasn't a lot of meat in the Aztec diet. They mostly ate vegetables.

3 The Dance of the Flyers was a traditional ceremony. People climbed a pole, tied ropes to their legs and then they went down to the ground. You can still see this in parts of Mexico today.

4 The Aztecs had paper. It was a special material and the Aztecs used it to write all kinds of texts.

5 *Tomato*, *chocolate*, *avocado* and *chilli* are all words that come from the Aztec language.

6 We know that the Aztecs had both popcorn and chewing gum.

12

Vocabulary and Listening, exercises 5 and 6 p29

Interviewer: Good morning. Today on History Now I'm talking about the First Nations with expert Dr Rhona Campbell. Doctor Campbell, what are the First Nations?

Ex 6.1d **Expert:** The First Nations is the name for over 600 groups of indigenous people, some of the first people in Canada.

Interviewer: Interesting. So, where do First Nations people live today?

Ex 6.2b **Expert:** They live all over Canada. One example is the Haida, who live on islands in British Columbia.

Interviewer: I see. So how many Haida are there today?

Ex 6.3a **Expert:** About 4,500 on the islands and in other parts of Canada, but there were a lot more Haida in the past.

Interviewer: Really? How many Haida were there?

Ex 6.4c **Expert:** Well, in the 19th century, there used to be about 30,000, but when Europeans brought new illnesses to the islands, people got ill and the population fell. In 1900, there were only 600 Haida on the islands.

Interviewer: That's terrible. And how did the Haida live in the past?

Expert: Well, family and tradition are very important for the Haida. There were two important groups, and when they got married, people always married someone
Ex 6.5f from the other group. Also, people didn't use to live in individual houses: up to 50 people lived in one big longhouse.

Interviewer: I see. And is there a Haida language?

Ex 6.6e **Expert:** Yes, but unfortunately the language is in real danger. In the past, everyone used to learn Haida when they were growing up, but now there are only 20 speakers. And most of them are over the age of 75! But people didn't want the language to disappear, so now they teach Haida to children when they start school and in 2017 they made the first Haida language film.

Interviewer: That's great news. Now tell me about …

Unit 3

16

Grammar, exercise 6 p40

Aaron: Oh no – it's half past eight!

Female teacher: Nearly late again, Aaron.

Aaron: Just in time, Mrs Alton.

17

Vocabulary and Listening, exercises 6, 7 and 8 p41

Teacher: OK, thank you. That was great. Now, let's see, Charlie. I think it's your turn next.

Charlie: OK, so, I'm going to talk about these girls. They're members of a robotics team
Ex 8.1 from Afghanistan. They're all between 14 and 16 years old, and I think they're amazing.

So, a few years ago, these girls wanted to go to Washington for a robotics
Ex 8.2 competition. They didn't have any materials in Afghanistan to make a robot, so they bought them online from another country. But the materials didn't arrive.

Classmates: Ohhh …

Charlie: While they were waiting, they tried to make a robot with things from home,
Ex 8.3 but they just couldn't do it. In the end, they got the materials two weeks before the competition. Other teams had four months to build their robots!

Classmates: Ah la … !

Charlie: But that wasn't the only problem.

Classmates: Ohhh

Ex 8.4 **Charlie:** To go to Washington, the girls needed to get a visa from the US embassy in Kabul. They travelled 500 miles to the capital
Ex 8.5 Kabul – twice! Both times, the embassy said no. Luckily, the American President heard about their story and helped.

Classmates: Ahhhh

Charlie: So, the girls went to Washington. Then on the day of the competition, they were practising with their robot when … it broke!

Classmates: Noooooo!

Ex 8.6 **Charlie:** What did the girls do? They quickly repaired the robot and competed as normal.

Classmates: Yehhhh

Charlie: So, you're probably thinking, after all this, did the girls win the competition?
Ex 8.7 The answer is no, but they won a special prize for their achievement.
For me, it shows that winning isn't the most important thing. One girl said she learnt a lot while she was staying in the US, and she met lots of people. It was a great achievement for them just to compete.

So that's it …

Unit 4

21

Vocabulary and Listening, exercises 6 and 7 p53

Interviewer: Things today are becoming more expensive, so many people think it's better to share skills than to pay for things. But today we hear about a programme that is trying to connect people with different skills and also connect older and younger people.

Ex 7.1a With me today are Cynthia Jackson, founder of 'Generation Skill Share' and two people who use the service, 83-year-old Hazel Clark and Lewis Freeman, who's 22.

First, Cynthia. Why did you start this service?

Cynthia: Good morning. Well I had the idea about two years ago – at the time, I was giving French classes to a neighbour and he
Ex 7.2b was repairing my car. I was telling my dad, who's 80, about it – um, and Dad said 'That's a great idea. Maybe there's someone who can help me use my computer.' And that was it! I knew that skill-sharing would work amazingly with two people from different generations.

Interviewer: OK, well let's move on to two people who use the service. First Hazel, why do you use 'Generation Skill Share'?

Hazel: Well I'm 83, and to be honest, I was a bit frightened of new technology.

Interviewer: I can understand that – me too!

Ex 7.3b **Hazel:** Yes, but it's actually not as difficult as I thought: Lewis is very kind. He helped me understand my mobile phone and now he's teaching me how to use an iPad. Before this, I went to a class and the teacher explained things too quickly for me. I'm happier with Lewis! For someone my age, this is the easiest way to learn.

Interviewer: What about you, Lewis?

Ex 7.4b **Lewis:** Well, I live on my own and I used to cook really badly – I had no idea! But Hazel's the best teacher I know! She explains everything very clearly and she never goes too fast – that's definitely something my generation can learn from older people. And now I can cook!

Interviewer: OK, so Cynthia …

Unit 5

25

Vocabulary and Listening, exercises 5 and 6 p65

Patrick: Hi everyone! I'm Patrick.

Laura: And I'm Laura.

Patrick: This is the 'Being green' podcast. Every week, we talk about things that we can do at home and in our communities to protect the environment. In this week's podcast, we're going to tell you about two young people and their projects to make the world a better place.

Laura: Our first campaign is a big one. It's called 'Plant for the Planet', and it's all about encouraging people to plant trees.

Ex 6.1 **Patrick:** That's right. As you know, people cut down trees to grow food or build new houses. But trees produce the oxygen in the air that we breathe, and they reduce air pollution too. If we cut down all our trees, we won't have clean air.

Ex 6.3 **Laura:** So, a student from Germany called Felix Finkbeiner started this campaign, and his idea is to plant one trillion trees in the next 30 years. That isn't easy, but he's got 75,000 kids all over the world helping him. He believes if we wait for adults to act, it'll be too late.

Patrick: He's right! And that's what Nadia Sparkes thinks too. She's our second

Ex 6.4 campaigner. Nadia lives in the UK, and she cycles to school every day. She always sees lots of plastic bottles everywhere, so one day she decided to pick them up and take them to the recycling bin.

Laura: That's a good thing, right? But the kids at school were not nice to her. They called her 'the trash girl'.

Ex 6.5 So, Nadia took the name and used it to start a social media page. Now, she's got fans all over the world. They've even made a superhero cartoon about her.

Patrick: Personally, I think she is a superhero. We produce about 400 million tons of plastic every year, and if we don't recycle it, a lot of it goes into the oceans. And if sea animals eat it, they can die.

Ex 6.7 **Laura:** So, Nadia asks people to pick up three pieces of litter every day. If we all pick up three pieces, it'll make a big difference.

Patrick: Right. Well, that's all we have time for. If you want to know more about either of these campaigns, you can find more details at our website. Next week, …

Unit 6

30

Vocabulary and Listening, exercise 4 p77

1 *[sound of rap music]*

2 *[sound of classical music]*

3 *[sound of someone playing the piano]*

4 *[sound of a DJ]*

5 *[sound of someone playing jazz guitar]*

31

Vocabulary and Listening, exercises 5, 6 and 7 p77

Lily: Hey, Zack. What are you looking at?

Zack: Oh, hi Lily. My mum asked me to think of a present for my dad. It's his 50th birthday next month.

Lily: Mmm, let's see. What sort of thing does he like? Sports? Clothes?

Ex 6 **Zack:** No way – he hates all sports, especially football, and he just doesn't care about clothes. My mum hates it!

Lily: So what does he like?

Ex 6 **Zack:** Well he's into music, I mean he plays the guitar and he used to be in a band.

Lily: Maybe something musical then – have you ever given him an experience box?

Zack: No, I haven't. What's an experience box? I've never heard of it.

Lily: So you give the person a box and a special ticket and then they go online to the website and choose something they'd like to do. Here we can take a look … OK, experience gifts – music. Oh, there are lots.

Zack: This one sounds good, can you click on it?

Ex 6 **Lily:** 'The Musical Experience' – let's see. Be a DJ for a day. Learn to mix like a professional … Would he like that?

Ex 6 **Zack:** I don't think so, he's more into jazz. What else have they got?

Ex 6 **Lily:** This one sounds good: record your own song with a professional sound engineer. Has he ever been to a recording studio?

Ex 6 **Zack:** No, never. That sounds like a good idea. I think he'd be into that. Oh, what's this one?

Ex 6 **Lily:** Improve your technique in a guitar Masterclass with a professional jazz musician.

Ex 6 **Zack:** Wow, he'd love that.

Lily: OK, so there are a couple of options he'd like and there's more things lower down the page. Why don't you show your mum and see what she thinks?

Zack: Yeah, that's great. Thanks Lily, nice one.

Unit 7

35

Vocabulary and Listening, exercise 4 p89

1 My grandmother is 80, but she's still active.

2 Tania likes helping people. She's the most helpful person I know.

3 There are lots of cars on our street. It's always noisy!

4 I buy clothes that I love, not just what's fashionable.

5 Rafa loves painting and drawing. He's very artistic.

6 I often worry about exams. I find them really stressful.

7 We were the last people to get tickets for the concert, so we were lucky!

8 My sister goes swimming and running. She's very athletic.

9 Greg always has good ideas. He's so imaginative.

10 I usually wear trainers because they're comfortable.

36

Vocabulary and Listening, exercises 6 and 7 p89

Interviewer: Now, most of us have got lots of possessions, and we think we can't live without them. Well, Ryan Jackson is what we call a minimalist. He decided to donate nearly all his things to charity. He's here to tell us all about it. Ryan, how long have you been a minimalist?

Ex 7.1 **Ryan:** I suppose I've been a minimalist for about three years now.

Interviewer: And how did it start?

Ex 7.2 **Ryan:** Well, it was the end of the school year, and I wanted to tidy my room because it was messy …

Interviewer: Right!

Ryan: So, I took everything out of my wardrobe and off my shelves, and I thought,

Ex 7.3 why do I have all this stuff? So, I put back the things that I needed, and I sold the rest on the internet or gave it to charity.

Interviewer: How did you decide what to keep?

Ex 7.4 **Ryan:** Well, I kept clothes, like T-shirts and jeans, and some comics that I've had since

Ex 7.5 I was a kid. I took photos of other things like my old teddy bear and toys and then gave them away.

Interviewer: So, you took photos first?

Ryan: Yeah. I mean, we've got everything on our phones or iPads now– books, photos, music. We don't need material things.

Interviewer: And do you think you're happier now?

Ryan: Yeah, I do. I think a lot of people want things, and when they have them, they want more, and that's very stressful.

Ex 7.6 I have more money now to travel or to go to concerts – to do things that I find enjoyable.

Interviewer: Do you have any advice for people who want to live like you?

Ryan: Yes, take everything you've got and think about what's useful. If something isn't useful, put it in a box. If you don't take it out of the box for a month – that means you can live without it.

Interviewer: Have you ever thrown away something and then thought, oh no, I needed that?

Ex 7.7 **Ryan:** Err, once or twice, my skates, a book for school, but you can always borrow things.

Interviewer: Alright, thanks Ryan. And now …

Unit 8

41

Vocabulary and Listening, exercises 5, 6 and 7 p101

Mrs Reed: OK, good evening everyone. I hope you're enjoying the Open Day. I'm

Ex 7.1 Mrs Reed, the head of Year 9. Now you've heard about the different subjects you can study here at Camworth High and later on Mrs Lopez is going to tell you about our sports programme. But first I'm going to talk about another exciting aspect of life in the school. If you have any questions, please ask.

Now Camworth High is not just about

Ex 7.2 studying and having fun. We also want our students to learn about responsibility, both inside the school and in the local community. Many of our students say this is one of the most interesting and satisfying things they do here. Yes, do you have a question?

Pupil 1: Are you going to tell us about working in the Forest Park?

Mrs Reed: Yes, I'll tell you about that in just a minute. Now, inside the school, we organise regular competitions and events to raise money for charity and we also have a prefect system.

Pupil 2: What sort of events do you have?

Ex 7.3 **Mrs Reed:** Well last year the prefects organised a quiz night, we had an end-of-year party, oh and a very exciting teachers versus students football competition. The students won by the way.

Ex 7.4 This year older students are running a food bank – that's collecting food for people who need it and we also have a Green group who organise recycling in the school. Erm, yes, at the back?

Pupil 1: What sort of things do pupils do outside the school?

Mrs Reed: To answer the question you asked earlier, for the last three years, we've had a project in Camworth Forest Park.

Ex 7.5 Students in Year 8 have to spend three Saturdays a year working to protect wildlife in the forest and in Year 9 students lead visits for younger children.

Ex 7.6 Our students also visit some of the residents at Maidment Court, an old people's home near Camworth Park. You might find it challenging, but that's the good thing about it. You learn to do things you didn't think you could do before.

Now I'm going to tell you about …

Unit 9

45

Listening, exercise 2 p112

1 **Speaker 1:** The Monrow Museum of Computer History is open on Wednesday, Thursday, Saturday and Sunday from 10 am to 5 pm and on Friday from 10 am to 8 pm.

2 **Student 1:** One of my favourite shops is Forever 21, so I wanted to find out how it started. In 1981, Don Chang and his wife Jin Sook Chang moved from South Korea to Los Angeles …

3 **Reporter:** Experts say that in 2050, the population of the Earth will be 9 billion. Today I'm visiting a farm right in the middle of the city to see how we can produce enough food for all these people.

4 **Podcaster:** In today's episode of *All About Hobbies*, we're looking at collections. Lots of teenagers collect things like football cards or video games, but Tushar Lakhanpal has a different passion.

5 **Student A:** So, what happens if you have to ask a question about something for school?

Student B: There's nothing I can do. I have to give it to them before I go to bed.

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Listening, exercise 3 p112

Ex 3.1 1 **Speaker 1:** The Monrow Museum of Computer History is open on Wednesday, Thursday, Saturday and Sunday from 10 am to 5 pm and on Friday from 10 am to 8 pm. For school visits and workshops, please visit our website at monrowmuseum.org/education. The price for admission is $17.50, or $27.50 for two days. The museum is free for children under the age of ten.

2 **Student 1:** One of my favourite shops is Forever 21, so I wanted to find out how it started. In 1981, Don Chang and his wife Jin Sook Chang moved from South Korea to Los Angeles. They didn't have much money and they couldn't speak English at the time. Don was working at a petrol station when he saw that people with

Ex 3.2 big cars often worked in fashion. The couple opened their first clothes shop in 1984 and then another and another. Now, they've got hundreds …

3 **Reporter:** Experts say that in 2050, the population of the Earth will be 9

Ex 3.3 billion. Today I'm visiting a farm right in the middle of the city to see how we can produce enough food for all these people. Hi there, what are you doing?

Interviewee 1: Hi, I'm planting tomatoes.

Reporter: And why are you here?

Ex 3.3 **Interviewee 2:** Well, there are lots of areas in the city that people don't use, so we're making gardens and planting vegetables on them. We …

4 **Podcaster:** In today's episode of *All About Hobbies*, we're looking at collections. Lots of teenagers collect things like football cards or video games, but Tushar Lakhanpal has a different

Ex 3.4 passion. Yes, this Indian teenager has got the largest collection of pencils in the world. He started collecting when he was three, and now he's got over 19,000. He's even got two green and gold pencils that used to be in Buckingham Palace …

5 **Student A:** So, what happens if you have to ask a question about something for school?

Student B: There's nothing I can do. I have to give it to them before I go to bed.

Student A: You're kidding! That's really strict!

Student B: I know. I can't have my phone in my bedroom, not even to listen to music.

Ex 3.5 **Student A:** Really? I have to turn down the volume when we're having dinner, but I don't have to turn it off.

47

Listening, exercises 6 and 7 p112

Presenter: Using the latest technology or recycled waste, people all over the world find ways to make music. We have two stories for you today – the first is about a virtual choir, and the second is about a trash orchestra. Toby is here to tell us the about them. Hi, Toby.

Toby: Hi there.

Presenter: So, the choir first. How does it work?

Ex 7.1a **Toby:** Well, singers all over the world record a song, and then they upload the video to the internet. A guy called Eric Whitacre, an American composer, uses technology to put all the voices together to make one performance.

Presenter: How many singers are there?

Toby: It's grown from 185 singers to about 8,000, from over 100 countries.

Presenter: And how did it start?

Ex 7.2c **Toby:** Back in 2009, a girl, a fan of Whitacre, sang a song and sent the video to him, and he loved it. He wrote on his blog and asked others to do the same. Then he had the idea of putting the voices together.

Presenter: And there's a youth choir too.

Ex 7.3b **Toby:** That's right. Over 2,000 singers from 80 countries sang together in Scotland in 2014. If you go online, you'll see the video. It's brilliant!

Presenter: OK, and what about the second story?

Ex 7.4a **Toby:** Well, this orchestra started back in 2006. A guy called Nicolás Gómez, from Cateura in Paraguay, was looking for things to recycle when he had the idea of making musical instruments from waste. He made a violin from an old pizza tin and a fork, and things like that, and invited people to play.

Presenter: Because people didn't have enough money to buy instruments, right?

Toby: That's right.

Presenter: And they've had a lot of success?

Ex 7.5b **Toby:** Yes, they've made albums, and they've played in 44 countries. They've even been on tour in South America with the band Metallica.

Presenter: That's an amazing experience.

Ex 7.6b **Toby:** Yeah! The orchestra gave these young people the chance to learn to play an instrument, and travel and see the world.

Presenter: And I think there are trash orchestras in other countries too, now.

Toby: Yes, in Mexico and Spain. You should go online and listen to them.

Presenter: OK, well thanks, Toby. I'll do that. And that's all we have for you today, so …

48

Real-world speaking, exercise 4 p113

A **Speaker A:** Would you rather watch a film or play my new game?

Speaker B: I think I'd prefer to play your game. It sounds more fun.

B **Speaker C:** Did I tell you about the time I lost my wallet?

Speaker D: No, I don't think so. What a nightmare!

C **Speaker A:** I want to buy a new phone, but I haven't got any money.

Speaker B: You should do some extra jobs at home.

D **Speaker C:** What do you think about giving Mum a scarf for her birthday?

Speaker D: I'm not sure. She's got lots of scarves.

E **Speaker E:** Would you like me to load the dishwasher?

Speaker F: No, don't worry, I can do that.

Unit 1

Vocabulary video p13

A visit to the film studio

Films! How do they make them? Let's visit the Imaginarium Studios in London to find out. What's in a film studio? Who creates special effects? Let's meet Bren Jordan. His specialty: motion capture. Bren works on films with characters created on computers. He explains the technology behind motion capture to Marcus. How do they do it? First, they put special blue sensors on Marcus. The computer reads these sensors and creates a virtual character. He moves and the computer-generated character moves with him. Marcus and the character on the computer are the same. So when Marcus moves his legs or his arms, the character on the computer does the same thing. Now you can see what the character looks like! And here, they've got a special camera and sensors. With the camera and the sensors, the character and Marcus become the same person! What does the character do? Everything you do! And it's all on the SimulCam. He shakes hands, walks around and has fun! What else does the SimulCam do? A lot! Is your character too short? No problem. The SimulCam can fix it! And there he goes. He's really tall now! Look at that! There's one more step. He puts the character into the film. And there he is! Near a lake. But Marcus is still in the studio! That's how a computer-generated character comes to life.

Project video p22

James: OK, I think our storyboard pictures look great. Shall we practise our presentation one more time before tomorrow?

Camilla: OK, sure! OK. We decided to tell the story of Robin Hood. We chose Robin Hood because people all over the world know his story. So, the story starts when King Richard leaves England to go and fight.

James: King Richard was a brave, honest and popular king. In this picture, he is leaving England on his horse. This means that there is no king in England!

Camilla: The King's bad brother Prince John and the evil Sheriff of Nottingham take control of the country.

James: Prince John is wearing red and the Sheriff is wearing black. They are bad because they steal a lot of money and land from people.

Camilla: Robin Hood lives in the forest with his Merry Men (his friends). He robs from the rich and gives to the poor. Prince John and the Sheriff are angry because they can't catch Robin.

James: In this picture, Robin is wearing green. He is showing some money he has stolen from a rich person to his Merry Men. The people of England love him.

Camilla: Robin and the King send the Prince and the Sheriff to prison.

James: For our final picture, we drew the Prince and the Sheriff in their prison. They are looking through their prison cell bars, and both look very angry.

Camilla: And that's the end of our story! We hope you enjoyed the story of Robin Hood and our pictures!

Unit 2

Vocabulary video p25

Living in 1927

Presenter: What was it really like to live in the past? No phones, no Netflix, no washing machines. These people are going to live in the past for a TV show.

Reporter: What d'you think you're gonna miss the most?

Child: TV

Reporter: TV. Are you a big TV fan?

Presenter: Their first morning living in the past. And it's Deborah Griffiths' birthday as well.

Richie: Hello Mrs Griffiths. Happy birthday.

Deborah: Ah, thank you, darling.

Presenter: There is no electricity or gas. Only a fire in the kitchen. It's used for cooking and heating.

Deborah: It's a really nice fire there now.

Presenter: The fire also heats water for washing. There is no bathroom in the house. They wash in the kitchen. They don't have cars and there is no bus so the men have to walk to work. It takes an hour and a half. Back at home it's time for shopping – here, the shop comes to them.

Grocer: Sweets are two pence a bag or, if you want a nice bar of chocolate, five pennies.

Presenter: For eggs they keep chickens. The chickens are fun to play with, but they are not really pets. It's time to prepare for Deborah's birthday. It is not easy to buy presents, cards or cakes, so they

have to make them. People in the past needed to be good at making things themselves. Their first day comes to an end. Work is finished, so they think about having fun. The men go out together. Not to the cinema or a café … but to sing. At home, it's Deborah's birthday party.

Various: Happy birthday!

Presenter: With no electricity, they have only candles to light up the night. And with no phones or computers, they make their own music.

Deborah: Brilliant. Absolutely brilliant!

Presenter: Living in the past is not always easy. But the families learn that sometimes, life without technology can bring people closer together.

Project video p34

Clare: Hello. We're going to talk about life in the 1990s. This is a poster we've created.

Jack: We spoke to our parents and relatives about life in the 90s and did research online. Many things were the same in the past as they are now, but some were quite different! In the early 1990s, a lot of people didn't have computers at home, but there were some computers in schools. At the time, computers were much bigger and heavier than they are now. You can see how big and heavy there were in this picture.

Clare: Young people used to listen to music in the 1990s, but they didn't listen to music on their mobile phones. They listened to music on cassettes and CDs. You can see a picture of a cassette in this poster here. Some people used a portable cassette player to listen to cassettes. In this picture, you can see a girl in the 90s listening to music on her portable cassette player. People also listened to CDs, and some people had portable CD players.

Jack: My uncle said schools in the 90s were quite similar to today. Young people studied similar subjects, but there was a big difference in the way they studied. When my uncle was at school, students used books and encyclopaedias in libraries to find information. His school only had a few computers and it didn't have the internet. Another big difference is the way young people used to do their homework. Today, we do a lot of our homework on the computer and even sometimes on our tablets or phones. But young people in the 1990s used to write all their homework by hand in notebooks because they didn't all have computers at home. And they definitely didn't have tablets or smartphones!

Clare: So, as you can see, there were some things that were similar in the 1990s, but there were also some *big* differences.

Unit 3

Vocabulary video p37

Making a goal diary

Hi guys! Cat here. We all have goals, right? Some goals are big, like making lots of money. And some goals are small, like learning to make pancakes. And one way to achieve these goals is to keep a goal diary. Here's how I made my last one. I started like I always start – with a list of the goals I wanted to achieve. There were lots of different things on my list. But then I realised that I really wanted to win a race at my school sports day. So, that became my main goal. Then, I thought about what I needed to do and how to do it. I broke my goal into different small steps and put them in order. This became my plan and it's really important! Once you have a plan, you can create a timeline. To do this, I cut out a calendar page, put it in my diary and wrote what I needed to do and when I needed to do it. I only had a month and I was trying to do a lot! So, having a timeline was really helpful. I followed my list of small steps and ticked off each task. This helped me to achieve my goal and made me feel more confident too. And guess what? I won!

Project video p46

Sarah: Hello. We decided to make our infographic about Ellie Robinson. We think she is a real success story, and we're going to explain why. Ellie is a Paralympic swimmer.

Jack: She was born on the 30th August 2001, and she lives with her parents in Northampton, England. Ellie is smaller than most people because she has a rare condition called achondroplasia. She has also suffered from Perthes' disease, a painful hip disorder.

Sarah: Ellie started swimming when she was only four years old! She trains five days a week and is often at the swimming pool at five o'clock in the morning! She works really hard. Ellie has swum in competitions all around the world. She even won a gold medal in the Rio Olympics, and in this photo, she is with her gold medal at the Commonwealth Games in 2018. Ellie has also won lots of awards. She became a Member of the British Empire and met Prince Charles at Buckingham Palace, and in

2016 she won the BBC Young Sports Personality of the Year award.

Jack: Ellie has worked very hard to be successful and has overcome difficulties and physical pain. She is an inspiration to so many people. Ellie said, 'If I can inspire one child somewhere in the world, that's enough for me.' We think Ellie is a true success story.

Unit 4

Vocabulary video p49

What can you buy for €1?

I don't even know where to start. Hello everyone, welcome back to my channel. Today's video is going to be a little bit different because I had this crazy idea. Basically, I am from Portugal if you guys didn't know that already … In Portugal, or I guess in other countries in Europe, it is quite easy to find things in supermarkets that are like one euro, that you can buy for one euro. I was wondering, what kind of things can you buy in a Norwegian supermarket for one euro? So what I did today was, basically, I went to a supermarket here in Oslo. In the beginning, it went very well. So, I started with, like, the fruit and vegetables, like, section of the supermarket. So, in the vegetable section, you can buy two 'paprikas'. 'Paprikas' as in, like, the Norwegian version of red peppers, I guess? So, yep, you can buy two. Also in the vegetable section, you can buy a bag of baby, baby carrots. They are very small and cute. Look at this one. Oh my goodness! Then I moved on to the fruit section because everything else in the vegetable section was above 10 kroners. If you buy one, like, one pear, then it's one euro or less. But, if you buy two pears, then it goes over the 10 kroners. And the same for oranges. If you buy one orange, then it's OK. OK … But if you buy two, then, nope, it can't be two, just one. Then I moved to the frozen things. I found, get ready for this. So, it's basically frozen potatoes, sliced. So they are already sliced. So, that's under one euro. Then, in the frozens as well, I found spinach: a bag of spinach. Then I moved to, like, the cakes, and bread, and cereal aisle of the supermarket. In this part of the supermarket, I found 'Havegrøt med blåbær'. So, I guess it's like oats. You know when you put together oats with milk or water and, it's like a breakfast thing, I'm not sure, *papas de aveia* in Portuguese, I'm not sure how you say this in English but you get the point. And, no milk, no cream, no cheese, nothing was under one euro. And I think that's it. Let me know what you think about prices in Norway. What do you think about prices in your country? Bye!

Project video p58

James: OK, I think the slides are ready. Shall we practise the presentation one more time?

Camilla: Yeah, let's do it. Remember, we need to be formal! This is a business proposal!

James: Of course!

Camilla: OK. Good afternoon! Today, we would like to present a new business idea. It's called 'iFixPhone'.

James: We think it's a really cool name!

Camilla: Anyway, as the name suggests, our business idea is about fixing mobile phones. Today everybody needs their phone.

James: But sometimes phones break. And what do we do when that happens? Often we just throw them away and that's bad for the environment. And we buy another phone. That's not good because phones are expensive. So, is there another option? Well, yes, there is.

Camilla: We can fix your mobile! When you break your phone, bring it to us and we'll fix it for you.

James: So, who can iFixPhone help? We can help everyone! Fixing your phone is cheaper than buying a new one, and our prices are low, so we believe our service is useful for everyone – students, parents and older people. Anyone who has broken their phone!

Camilla: So, how are we going to advertise our service? Well, we've got some great ideas!

James: We're going to do three things: design posters and put them up in schools, build a website where people can find out more, and post a lot of information about our service on social media.

Camilla: I think you'll agree that iFixPhone is a great idea! So, what do we need to make iFixPhone happen?

James: We need to buy materials to fix phones, we need to pay for a course to learn how to fix phones and we need to pay for advertising. We think we'll need $500.

Camilla: And with this, we will be able to save your old phones and help the environment! Thank you for listening. Do you have any questions about our business idea?

Unit 5

Vocabulary video p61

The nomadic life

In the snow and ice in this part of Siberia, there aren't many signs of life. The nearest town is six hours away. Temperatures are between minus 20 and minus 40 degrees Celsius. After a long journey, we can see through the trees … a camp. These people are the Evenki, and they live in the coldest part of Asia. When night comes, they stay inside the tents by the fire and rest until morning when the activity must begin again. It's morning now and everyone is awake. The Evenki are getting ready to move. The Evenki are nomadic people. This means that they travel from place to place, and everyone and everything goes with them. They even pack their homes and furniture and carry it all across the snow and ice to another place. But why do they move? Because they have to find more food for their families and for their reindeer. And there are hundreds of reindeer! Moving is part of their lifestyle. It's how they live. The Evenki travel across the land until the reindeer stop for food. Finally! They find a new place and the Evenki can build a new camp. They can put their homes together in ten minutes because they don't have kitchens or bedrooms. They just have one big room, where everyone eats and sleeps. The Evenki way of life is not very common now. Would you like to lead a nomadic lifestyle?

Project video p70

Sarah: Hello. We're going to describe the green audit of Cranbourne High School and our proposal. This is the poster we've created about our green audit.

Clare: In our audit, we chose to focus on recycling, because we thought it would be a great way to make the school greener. We did our audit in three ways: First, we counted the number of bins and the number of places where you can separate waste in the school. You can see that there are not a lot of places where we separate waste. Next, we interviewed all the students in our class and found that only 43% of students separate waste in school. Finally, we observed how often they collect waste at school. We found out that general waste was collected every day, but we were surprised that paper and plastic were only collected once a week and glass only once a month.

Sarah: After we did the audit, we thought about the results and decided what we wanted to do to make our school a greener place. I will now explain our proposal. Our proposal has four parts. Firstly, we want to have recycling bins in every classroom. Secondly, we propose that pupils take turns to take recycling to central recycling points every day. Next, we want to stop selling water in plastic bottles at the school shop. Finally, we propose organising a recycling awareness week. During the week, pupils will visit a recycling centre where it will try to reduce waste at school by 50%.

Clare: So, this is our audit and our proposal. We think that if we do these things, we will recycle more, help the environment and be a greener school. Thank you for listening.

Unit 6

Vocabulary video p73

What have you done?

John: Hi guys, I'm John.

Chloe: And I'm Chloe.

John: And today we're playing – Guess the *amazing* things I've done!

Chloe: First question – have you ever played this game? If not, don't worry. It's easy.

John: Chloe is going to tell me three things she's done, but only one is true, and the other two are false. I have to guess which one is true.

Chloe: OK, John, here are the three *amazing* things that I've done. I've baked a wedding cake. I've jumped out of an aeroplane. And I've slept under the Northern Lights.

John: OK … I've never seen you cook so I don't think you've baked a wedding cake. I know you don't like flying, so I'm sure you haven't done a skydive. So … maybe you've seen the Northern Lights?

Chloe: Ah, the Northern Lights. One of the most incredible sights in the world. But sadly, I haven't seen them. I've done a skydive!

John: What? But you hate flying!

Chloe: I do, but I did it with a group and they really helped me! Check out the panoramic photo that I took!

John: Cool! OK – my turn! I've been in a famous TV show. I've travelled to China and I've seen the Great Wall. And I've ridden a camel!

Chloe: I'm sure that you haven't acted in a TV show. Definitely not a famous one! But I know your family has travelled a lot so the last two could be true. I guess that you've ridden a camel.

John: Correct. I haven't been to China, but I have ridden a camel!

Chloe: Yes! So that's … Chloe – One and John – Zero.

John: Yep. You win.

Chloe: That's the most amazing experience of all!

Project video p82

Camilla: Hey James! How are things?

James: Hey Camilla! I'm good. And you?

Camilla: I'm good too! OK, shall we talk about the project? So, we've asked Clare and Jack about their experiences, and we have a list of things they have done and things they haven't done. We've both made four memes for them, and tomorrow we'll show them to Clare and Jack.

James: Yes, I think I have some really cool memes! Let's share the ones we've made so we are ready for tomorrow.

Camilla: OK, I'll send you my first one now. This one's for Clare really. I think she should try Korean food.

James: Yes, that's a good idea. I've tried Korean food and I think it's delicious.

Camilla: OK. Great! What's your first one?

James: It's for Jack. We know he's never travelled abroad to another country so I think he should travel to another continent. It'd be a great adventure for him!

Camilla: That's good. Maybe he'd like to travel more, but his parents don't like to travel far. They often stay here for the holidays. Maybe when he's older!

James: That's a good point … OK. Here's my next meme. It's for Clare. We know she's got a lot of friends here, but she never made another friend from another country. So I think she should try and make at least two online friends from abroad.

Camilla: Yes, I think this one will work really well. Here's my next meme – it's for Jack. We know he likes hip hop, so we can't believe he's never been to a concert. I think he should go to a hip hop concert.

James: Good one! I know he's always wanted to do that.

Camilla: Great! These memes are working well.

James: Yes. Let's do the next meme.

Unit 7

Vocabulary video p85

Birthday unboxing

Hi! It's Millie and yes – it's my birthday! How did you know? I've got lots of presents. But I've got three special presents from three very different people – my grandma, my brother Sam and my best friend Shona. Do you want to see what they got me? Let's have a look. This box is from my grandma. Since I was a little girl, she's always bought me clothes for my birthday. But I never know what the present is! Last year, it was a pair of yellow cotton socks. Very yellow cotton socks. And this year's gift is – drumroll please … It's a jumper! It's made of wool and it's … big. Er, grandma, what were you thinking? But it feels so soft! Thanks Grandma! Box number two! Now this really is a surprise. It's from my little brother Sam, who hasn't bought me a present since … well, forever. So, I really have no idea what this is. It's in a tube, so could be a poster? No, doesn't feel like paper, it feels more like plastic. It's a … toy snake. He knows I hate snakes. Thanks Sam. Gift number three isn't in a box and it looks small. But I think it's something very special because it's from my best friend Shona. We've been friends for years! OK, it's small but it's quite heavy. Maybe it's made of glass or metal? Awww, look at that! It's a gold elephant. And look at the note – 'Just like an elephant, I never forget anything, especially not your birthday. Happy birthday!' Awww, that is so cute! thanks everyone for your extremely thoughtful messages and gifts! Except you Sam!

Project video p94

Camilla: Are you ready, James? Action.

James: My 'Me Box'. My 'Me Box' has some of my most important personal possessions. I'm going to tell you what's in my box and why they're important to me. This sock is really important to me because I've had it since I was a baby. It's the oldest thing I have. It's tiny. I can't believe I was that small. I love this book because my dad used to read it to me before I went to sleep when I was little. I've had it since I was four. I think I know every word in the book from memory. OK, these are my swimming goggles. I've had them for about a year. I included them because I love swimming. I'm in a club and I use them a lot. Next is my phone. I've had it for about two years and it's the most expensive item I own. I use it for everything: to communicate with friends, listen to music, watch videos, play games

and take photos. I don't know what I would do without it. Finally, I have chosen this – a kiwi. It's important to me because it is something I hate. I've had this one for two days and I haven't eaten it. Disgusting! Okay, that was my 'Me Box'. I hope you feel you know me better after watching it. Bye.

Camilla: That was great! Well done.

Unit 8

Vocabulary video p97

Responsibilities

Hello, it's John and welcome to … wait, wait, let me try that again. Hey – it's John. No, that really isn't working. Hi. I'm John. You might remember me from a previous video I posted? Today, my parents have asked me to do jobs around the house! My dad even gave me a list! I have to sweep the living room floor, clean the kitchen *and* tidy my bedroom. But I don't like sweeping … I hate cleaning the kitchen … and I never tidy my room! But don't worry, I've got a plan. Thanks to my very good friend – the internet. I just went online and searched cleaning tips and … boom! These jobs are going to be easy! First, I found this – a robot that hoovers the floor for you! It's expensive but my friend's family have got one and I'm going to borrow it later! It's amazing. You just turn it on and sit back and relax! Then I found these – shoes that clean the floor! I ordered same-day delivery. All you do is put them on, add some water and turn up the music. Then you just dance dance dance until the floor is clean. Perfect! And finally, I found this – the Cleaner Upper 3000. It'll clean your room, make your bed, it'll even do the dishes. The only problem is … it isn't real. So, I still have to tidy my room. Talk to you later!

Project video p106

Sarah: Hi everyone. We're going to talk to you about our proposal for our final English lesson this year. We spent some time planning our idea and decided to make a poster to show our proposal. Here it is.

Jack: To explain our proposal we're going to answer some questions. The first question is: 'What is the idea?'

Sarah: We've decided to have a treasure hunt – a kind of game. The players have to search for hidden objects by following clues and answering questions.

Jack: The second question is: 'How are you going to organise it?'

Sarah: We'll be in teams. We could be the red team, the blue team and the yellow team. In the class before, each team will prepare clues for another team. Then our teacher will hide all the clues. In the last class we have to follow the clues to find the answers. The next question is: 'Where will you do it?'

Jack: Good question. Our idea is to write the clues in the classroom, one lesson before. Then our teacher will hide the clues around the school. So it will be in the classroom and around the school.

Sarah: The last question is: 'Why a treasure hunt?'

Jack: This question has two answers really. It's going to be a lot of fun and an exciting last class. We will also practise English – the clues will be in English, and we will talk with our teams in English.

Sarah: So, this is our proposal. We think it's going to be a really interesting and exciting last class. We hope you agree!