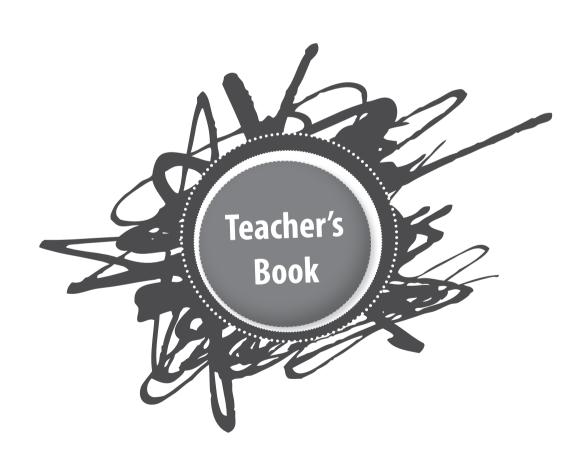




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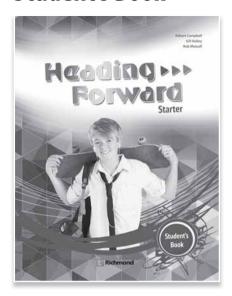
Methodology

- Heading Forward is a dynamic four-level secondary course (plus a Starter level). The course thoroughly integrates practice of the four macro skills – reading, listening, speaking and writing – with work on vocabulary, grammar and pronunciation.
- Language is presented through interesting topics.
 This is followed by practice, which begins with meaningful controlled exercises and gradually develops into freer, personalised activities.

- Language input is provided through interesting reading texts and listening activities.
- Clear speaking and writing models are given to students as extra guidance for producing their own work.
- Language for everyday situations is presented and practised in a special section in every unit.
- Students are provided with a variety of material to consolidate what they have learnt and practised in the classroom both in the Student's Book and Workbook and through the interactive activities for students in the website.
- The Workbook also comes with Speaking and Writing Practice Booklets to further practise the productive skills.
- Mixed ability in the classroom is catered for by a
 wide selection of resource material for teachers:
 photocopiable worksheets, tests and exams at three
 levels of difficulty in the website. The Teacher's
 Book also includes suggestions on how to adapt
 the material in the Student's Book to suit individual
 needs.

Teaching with Heading Forward

Student's Book



The Student's Book is divided into a Welcome unit, nine core units, three review units and a reference section. At the starter and elementary levels, the Welcome unit revises basic language that students may know from their primary-level education or a beginner's secondary course. At pre-intermediate, intermediate and upper-intermediate levels, it revises the language taught in the previous level. The core units are presented in blocks of three units, followed by a review unit. There is finally a unit-by-unit review section to further consolidate all the contents studied.

Core units



Each unit starts with a vocabulary double-page spread. This presents eight to twelve words or expressions related to the topic of the unit. Practice activities, including listening and repeating, answering questions, completing and writing sentences or paragraphs, help these words and expressions to become part of the students' active vocabulary.

The following double-page spread starts with a warmer to activate students' knowledge of the topic and to generate interest. Students then read a text, with the option of listening on the Audio CD. The texts reflect a variety of text types that students could meet outside the classroom, and they exemplify some of the new vocabulary.

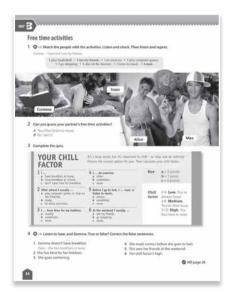
Activities then teach students how to read by practising strategies such as predicting content from titles and visual clues. Carefully-staged exercises teach students to read for general meaning and then for more specific information.



Teaching with Heading Forward

These activities are followed by grammar structures that students have been exposed to in the reading text and exercises integrated into other skills such as reading or writing.

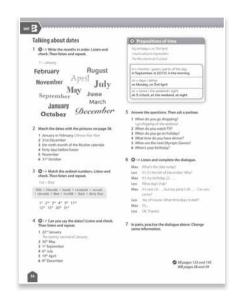
Graded exercises check students' understanding and provide practice. This practice is personalised and meaningful, while at the same time develops students' accuracy. A full explanation of each grammar point is included in the Grammar Reference at the back of the book.



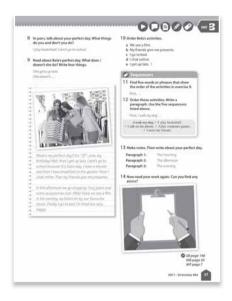
The third double-page spread introduces eight to twelve new words or expressions which prepare students for the listening activities. In the Listening section, students learn how to go about understanding a range of different spoken texts, from informal conversations to radio programmes.



This is followed by more grammatical structures that students have been exposed to in the listening activities and exercises integrated into other skills such as listening and speaking.



The next double-page spread helps develop the speaking skill. It presents functional language that students will need in specific situations, such as helping a tourist or talking on the phone. Useful expressions are introduced through short dialogues. Students practise these expressions to build confidence before creating and practising their own dialogues. The Pronunciation exercises practise recognising and producing important sounds in English and develop an awareness of stress, rhythm and intonation. The final related activities give students an opportunity to try using the new language. These include a fun speaking task, which develops students' fluency in the new grammar points. All the expressions from every unit are listed at the back of the book, in the Useful phrases section. More practice is provided in the Speaking Practice Booklet accompanying the Workbook.



Writing is broken down into clear steps and thoroughly practised. After a speaking warmer, students read a model text, which recycles grammar and vocabulary from the unit.

They then focus on an area of their writing which helps them to make it more effective. As with speaking, all the expressions from every unit are listed at the back of the book in the Useful phrases section.

Students can still further practise this skill in the Writing Practice Booklet which also accompanies the Workbook.

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| Description of the picture of the picture in the force of the picture of the picture

21st Century skills are the main focus of the last double-page spread. These pages present cross-curricular topics of special interest to the age group. Students practise their reading skills and extend their knowledge of a range of subjects.

Comprehension exercises are followed by a research activity in which students are encouraged to investigate the topic in greater depth through learning links.

21st Century skills are practised throughout the book and especially in this section. These are some essential skills and knowledge that today's students need to become successful and productive citizens in the 21st century.

They include:

- Learning and innovation skills such as problem-solving, creativity, visual literacy, scientific and numerical literacy, cross-disciplinary thinking, decision-making and learner autonomy, among others.
- Information, media and technology skills such as information literacy, ITC literacy, accessing and analysing information, learning in digital networks through digital means such as social networking, technological awareness and simulation, contribution to the development of social and intellectual capital, etc.
- Working skills such organisation, time management, negotiating, communication and cooperation, teambuilding and working, initiative and self-direction.
- Social skills like citizenship, cultural awareness, health and environmental literacy, leadership, responsibility, etc.

Review units



Teaching with Heading Forward

The review units present a new topic so that students have a context in which to revise and consolidate the language covered in the previous three units.

The first page revises vocabulary. In the following pages reading, listening and speaking tasks provide integrated grammar practice.

The section ends with a short project linked to the topic of the unit. Students work in pairs or groups to produce a piece of work such as a poster or class magazine. The project provides another opportunity for writing practice.

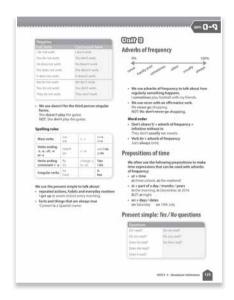
The final page of the review units features a fun game or quiz that puts into practice grammar and vocabulary learnt throughout the three previous units. At the starter level, each review unit ends with a popular song for students to enjoy.

Reference Review



There is also a review page per unit. This one-page review includes the main vocabulary and grammar studied in the unit. Students can use this to revise before their exams.

Grammar Reference



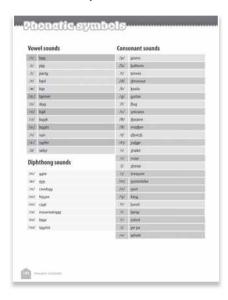
This reference section includes tables, explanations and example sentences.

Word List



This list is ordered by unit, beginning with vocabulary sets, and followed by other difficult words that appear in the unit, which are grouped by parts of speech. Each word appears with its phonetic transcription.

Phonetic symbols



This sections lists and exemplifies, the vowel, diphthong and consonant sounds of the IPA.

Speaking and Writing Useful Expressions

This section includes all the useful phrases learnt for both skills in each unit. It can be easily cut out along the dotted lines so that students can have it at hand when needed.

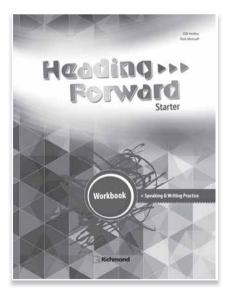


Irregular verbs list



A list of all the irregular verbs used in the book and in the following levels of *Heading Forward* is also provided. It can also be easily cut out along the dotted lines.

Workbook



The Workbook gives students extra practice of the Student's Book content and encourages independent study. It can also be used in class.

Teaching with Heading Forward



The exercises in the Workbook cover the Student's Book material in the following order:

- vocabulary and grammar
- listening, speaking and reading
- reading and writing
- self-check

The dictation exercise recycles the vocabulary and grammar from the unit, while the translation exercise helps students become aware of the different ways that concepts can be expressed in different languages. The correction exercise focuses students' attention on common mistakes.

The unit ends with a 'Self Check' page. Students can independently monitor their progress by completing the exercises. You can provide them with the answers if you want or carry out whole-class correction. Photocopiable answers are provided in this Teacher's Book.



Speaking and Writing Practice Booklets



The speaking worksheets (one or two per unit) are provided to help students use the grammar and vocabulary structures covered in a speaking context. The tone of the exercises is intended to be fun and a move away from the more rigid grammatical activities in the Student's Book and the Workbook.

The activities are designed for pairwork, although several can be adapted for larger groups. Students are provided with a context, model dialogues and a task. The tasks require students to use some of the structures covered in the unit and recycle vocabulary.

Notice that when doing these activities students are not asked to focus on their use of grammar and vocabulary, but rather on the effectiveness of communication.

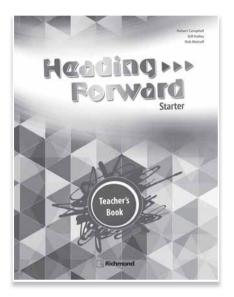


The Writing Practice Booklet is a an extra resource for students to think about their language learning experiences, assess their language skills and collect samples of their work.

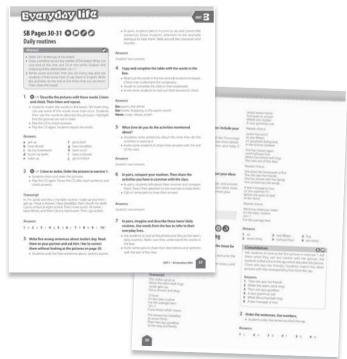
The activities link directly to the step-by-step writing tasks in each unit in the Student's Book. Useful expressions and writing guidelines are provided in each unit. There is also a handy 'Writing guide' at the end of the booklet for students to consult. By the end of the course, they will have a complete dossier with samples of their written work.



Teacher's Book



As well as teaching notes, answer keys and audio transcripts for the Student's Book, the Teacher's Book provides ideas for extra activities to cater for mixed-ability classes. Warmers, Extension, Reinforcement and Consolidation activities are suggested at different stages in the lesson. 'Did you know?' boxes provide teachers with background information on the topic of each unit. At the back of the book is where teachers can find the answer key for the Workbook and photocopiable Self-check sections in case they want to provide students with this tool to encourage autonomous learning.



Teaching with Heading Forward



Audio Material



The Teacher's Audio Material includes two Audio CDs with all the Student's Book listening activities.

The Workbook Audio with all the recordings to complete the listening and dictation exercises is available online on our website

Digital Resources

Digital resources for both teachers and students are provided in our website: www.richmond.com.ar . They include a Teacher's and a Student's area.

The Student's area includes:

- The Workbook Audio students need to complete the listening and dictation exercises
- Interactive vocabulary and grammar e-practice exercises to revise key concepts while studying each unit. Teachers can ask students to alternate or combine the exercises in the Student's Book and Workbook with the interactive ones to generate interest and motivation.

The Teacher's area includes a wealth of downloadable and photocopiable material:

 Mixed-ability worksheets: vocabulary and grammar reinforcement, consolidation and extension exercises for weaker students and fast-finishers.



- Tests: Available at three levels of difficulty to cater for mixed-ability classes:
 - Consolidation: same level as in the Student's Book
 - Reinforcement: a level below
 - Extension: a level above

There are tests for each unit, two mid-term tests and two end-of-year exams (to cater for re-sits). Tests and exams cover reading, vocabulary, grammar, speaking and writing.





	Contents	Vocabulary	Grammar		
0	Gatting startad	Numbers The alphabet Countries and nationalities	a/an Plural nouns can: ability Imperatives		
1	Our favourita things	Favourite things Sports	Subject pronouns be: Present simple Question words		
2	Familias avarywhara	Family members and relatives Adjectives for pets	This, That, These, Those Possessive adjectives Possessive 's Present simple		
3	Evaryday lifa	Daily routines Free-time activities	Adverbs of frequency Present simple: questions love, like, not like, hate + -ing form		
	Raviaw	Revision of units 1, 2 and 3			
4	Graat school days	Food items and drinks School subjects	Countable and uncountable nouns a lot of, some, any Frequency expressions How often?		
5	Our livas right now	The weather Collocations	Present continuous Present continuous for future plans Present continuous vs. Present simple		
6	This is our time and place	Prepositions of place Home furniture and home items	There is / There are Object pronouns have got How many?		
	Raviaw	Revision of units 4, 5 and 6			
7	Foravar idols	Physical descriptions Jobs and occupations	was / were Past simple: regular verbs		
8	Daar-diary storias	Things people read Adjectives of opinion	Past simple: irregular verbs There was / There were Past time expressions Past simple: questions		
P	Being at home and away	Holidays Rules	going to must / mustn't can: permission		
	Raviaw	Revision of units 7, 8 and 9			

Reading	Listening	Speaking	Writing	21st Century Skills
A text on a personal introduction	Listening to people introducing themselves	Introductions Classroom language Pronunciation: Word stress		
Different people's profiles	An interview with a candidate for a Spy School	Asking for and giving personal information Talking about your country Talking about your favourite things Pronunciation: Sentence stress	My online profile and and but	The Kiwi quiz A webpage on Maori language facts
Family life stories	People's pets Dialogues with different times	Talking about your family Telling the time Describing a pet Pronunciation: Third person -s	My family Capital letters	A mixed- culture girl's life story A blog by a TCK (a Third Culture Kid)
A rap on daily routine	A quiz on different people's chill factor	Performing a rap Talking about dates Pronunciation: Rhyme and rhythm	My perfect day Sequencers	Festivals around the world Tips and tricks!
An article on Scotland's top teen chef	An exchange student in the UK	Describing your school timetable Odering food in a restaurant Pronunciation: Weak forms: /ə/	My school day because	An article on The Tour de France's cyclists and their healthy habits High-tech hydration
A travel diary	A phone call to identify differences	Describing a holiday Asking what someone is doing Talking on the phone Pronunciation: -ing form: /iŋ/	An email Expressions in informal letters	An article about satellites orbiting Earth Space Junk. Take action now!
A diary by a person who can travel in time	A radio programme about a famous person's home	Describing a scene Describing a house Giving directions Pronunciation: Linking sounds	My room Adjectives: before nouns and after <i>be</i>	Clone cities An article on different Apple Stores around the world
Some famous people's biographies	A radio quiz on famous people's lives	Talking about when you were young Doing a quiz Going shopping Pronunciation: Past simple: <i>-ed</i>	An online fan page Organising information	The cool clothes quiz Wearable technologies
A dream diary	A dialogue about a weekend	Describing a dream Talking about last weekend Describing a process Pronunciation: Past simple of some irregular verbs	A blog entry before, during, after	Famous people's diaries Collective thoughts
Holiday plans	Bedroom rules	Talking about holiday plans Setting rules Making plans Pronunciation: can /æ/ , /ə/ , /ɑː/	My summer plans so	Birthdays around the world Online greetings

SB Pages 4-5 D D 🕝 🖯

Identifying numbers, letters, countries and nationalities

Warmer

• Say the number 1. Ask a student to tell you the next number - 2. Continue asking students until everyone in the class has said a number up to 100.

1 Say the numbers. Then listen and check.

- Students say the numbers.
- Play the CD to check answers. Write the numbers in words on the board.
- Play the CD again. Students repeat the numbers.

Answers / Transcript

- a eight
- **b** seventy-eight
- **c** three
- **d** nine

- e twenty-four
- **f** fifteen
- **g** sixty-six
- **h** one hundred

Warmer

- Ask students how many letters there are in the English alphabet (26). Write them on the board.
- Students chant the alphabet together with you to practise saying them.

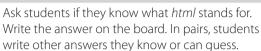
2 D 1.2 Say the letters. Then listen and check.

- Students say the letters.
- Play the CD to check answers.
- Play the CD again. Students repeat the letters.

Answers / Transcript

- 1 html **2** BBC 4 DVD
- **5** USA
- 6 www
- **7** PC **8** EU

Consolidation



Answers

- 1 html- Hypertext Mark-up Language
- **2** BBC British Broadcasting Corporation
- **3** UK United Kingdom
- 4 DVD Digital Versatile/Video Disc
- 5 USA United States of America
- 6 www World Wide Web
- **7** PC Personal Computer
- 8 EU European Union

In pairs, can you say the alphabet from A to Z? Can you count to 100?

• Students work in pairs and answer the questions. Monitor the activity by circulating around the classroom and observing students' performance.

4 Complete the nationalities.

• Students complete the nationalities.

Answers

- **1** American
- **4** Japanese
- **7** Portuguese 8 Argentinian

- **2** British **3** French
- **5** Spanish 6 Dutch
- 5 Listen and mark the stress on the nationalities in exercise 4. Then listen and repeat.
 - Students listen and mark the stress on the nationalities in exercise 4. They will hear each word twice.
 - Play the CD again. Pause the CD after each word so that students can repeat.

Answers / Transcript

- 1 American
- 4 Japan<u>ese</u>
- 7 Portuguese 8 Argentinian

- **2** British **3** French
- **5** Spanish
- 6 Dutch



6 Can you write the countries and languages for the nationalities?

- Students write the countries and languages for the nationalities in exercise 4.
- Point out the use of the definite article: in *the USA* and *the UK*, and capital letters for nationalities, countries and languages.

Answers

- 1 American, the USA, English
- **2** British, the UK, English
- 3 French, France, French
- 4 Japanese, Japan, Japanese
- 5 Spanish, Spain, Spanish
- 6 Dutch, the Netherlands, Dutch
- 7 Portuguese, Portugal, Portuguese
- 8 Argentinian, Argentina, Spanish

7 In pairs, take turns to say some famous people's names and their nationalities.

• Students work in pairs, look at the examples and practise in a similar way.

8 Unscramble these famous people's names.

Students unscramble the names. Check answers with the whole class

Answers

- **1** Taylor Swift
- 2 Lady Gaga
- **3** Anne Hathaway
- 4 Lio Messi
- **5** Katy Perry
- **6** Cristiano Ronaldo
- **7** Johnny Depp
- 8 Penelope Cruz

9 In pairs, take turns to spell out the names in exercise 8.

• Students work in pairs, look at the example and spell the names of the famous people mentioned before.

SB Pages 6-7 D 🔘 🚳

Abilities, introductions, imperatives and classroom language

Warmer

6

• Hold up a copy of the *Heading Forward Starter Student's* book and ask students: *What's this?* Write the answer on the board: *a book*. Open the book, point to any exercise and ask: *What's this?* Write the answer on the board: *an exercise*. Write the rule on the board and ask students to tell you which letters of the alphabet are vowels (a, e, i, o, u).

1 Can you find eight objects? Use a or an.

• Students find eight objects in the picture puzzle, and write their names using *a* or *an*.

Answers

a dog a phone an apple a computer a bike an elephant a jacket an ice cream

2 Draw pictures of three objects you know in English. Can your partner identify them?

• In pairs, students draw pictures of objects they know in English. Can their partners guess the objects? Make sure they use *a* or *an*.

Warmer



• Write the headings *Singular* and *Plural* on the board. Under the *Singular* heading write *one dog*. Can students tell you the plural form? Under the *Plural* heading write *two dogs*.

3 • 1.4 Write the plurals. Then listen and check.

- Students write the plurals.
- Play the CD to check answers.

Answers / Transcript

1 dogs2 watches3 cities5 buses6 nationalities



Consolidation



- Focus on the pronunciation of the plural forms. Point out that after -s, -x, -ch and -sh, the plural ending -es is pronounced /IZ/.
- Play the CD again. Pause the CD after each word for students to repeat.

Warmer



• Ask a student to count from 1 to 10 in English and then say: He/She can count to ten in English. Write the sentence on the board. Ask another student to count from 1 to 10 in Japanese. Introduce the negative form can't and write: He/She can't count to ten in Japanese. Tell students that we use can to talk about ability.

4 Complete the sentences about you with can or can't.

• Students complete the sentences about themselves with can or can't. Make sure they understand that the sentences should be true for them.

Answers

Students' own answers

Consolidation



- Ask students to turn the first sentence in exercise 4 into a question and write it on the board: Can you count from 1 to 20 in English? Ask a student the question. Introduce the short affirmative and negative answers and write them on the board: Yes, I can. No, I can't.
- Students write questions for the sentences in exercise 4.
- In pairs, students ask each other the questions and answer them.

5 Page 1.5 Read and listen.

• Students read and listen. Point out the way Victor says his email address: *victor at britmail dot co dot uk*. Ask students to repeat it after you.

Transcript

Hi. My name's Victor. I'm fifteen years old. I'm from the UK. I'm British. I can speak English and Spanish. My phone number is 020 8652289. My email address is *victor@britmail.co.uk*.

6 Complete the sentences about you.

• Students complete the sentences about themselves.

Answers

Students' own answers

In pairs, talk about the information in exercise 6. Include two false statements. Can your partner identify the false ones?

• In pairs, students exchange the information in exercise 6. They include two false answers. Can their partners identify the false information?

SB pages 121 and 145 WB pages 4 and 5

Warmer



• Tell students you are going to spell two words and they should write them down. Spell out: *Understand instructions*. Say the words and ask students to repeat them after you. Finally, tell them to look at page 7 in their books and explain that they are going to learn how to understand instructions.

- Students match the pictures with the words. Point out that many of these instructions appear on pages 4-6 of their books. Students can look back at these pages to help them do this matching activity.
- Play the CD to check answers. Tell students that the instructions are all imperatives. To make an imperative in English, we use the infinitive of the verb without *to*.
- Play the CD again. Students repeat the words.

Answers / Transcript

 1 match
 4 repeat
 7 ask

 2 listen
 5 read
 8 answer

 3 check
 6 write



9 D 1.7 Unscramble the questions used in classroom language. Listen and check. Then listen and repeat.

- Students unscramble the questions.
- Play the CD to check answers.
- Play the CD again. Students repeat the phrases.

Answers / Transcript

- 1 How do you say 'idioma' in English?
- 2 How do you spell that?
- **3** Can you repeat that?
- **4** How do you pronounce that?

Consolidation



• Encourage students to use the classroom language questions from this lesson in future English classes. For example, say a word in English and have students ask you to repeat and spell it. Enquire what words students are interested to learn in English, and encourage them to ask you how to say and pronounce these words in the target language.

10 Write five nouns from this unit. Translate the nouns. Then ask your partner.

- Choose three nouns from the unit, such as computer, book and language. Translate them into your own language and ask a student: How do you say 'computadora' in English? Ask another student: How do you spell that? Check that students understand that these words are nouns.
- Students write five nouns from the unit. They translate the nouns into their own language and then test their partners by asking questions with How ...?

Answers

Students' own answers



🌌 SB page 121

SB Pages 8-9 🔘 🐼 📀



Recapping it all

Warmer



• Divide the class into two teams and hold a spelling contest. Invite two volunteers from each group and say a word related to the vocabulary in this unit for them to spell. The student who spells the word correctly gets a point. Teams can win an extra point if they use the word in a sentence.

1 Complete the number sequences.

- Students write the missing numbers.
- Invite different students to write the answers on the board to check spelling.

Answers

- 1 twelve, thirteen
- 2 twenty, twenty-one
- **3** thirty-one, thirty-two
- 4 fifty, fifty-one
- **5** seventy, seventy-one
- 6 ninety-eight, ninety-nine

Work in pairs. What are the English words for these things / people?

• In pairs, students say the English words for the pictures. Encourage them to take turns and ask: What's this? for their partners to answer.

Answers

1 book 4 dog **2** man 5 woman 3 watch 6 bus

Spell the words in exercise 2 with a friend.

• In pairs, students take it in turns to spell the words from the previous exercise. Circulate around the classroom and monitor.

Answers

Students' own answers









Consolidation



Play *Pictionary* with the class. Ask a student to draw a picture to represent a word they have learnt in the unit. The student who guesses the word, draws another picture for the rest to identify.

4 Work in pairs. Who are these people? What are their nationalities?

- In pairs, students answer the questions about the people in the photos. Draw students' attention to the example dialogue to help them.
- Call on pairs to share their answers to check.

Answers

Adele, British Ricky Martin, Puerto Rican Lionel Messi, Argentinian

5 Complete with *a* or *an*.

- Students write the correct article.
- Check answers with the whole class.

Answers

1	a	5	a	9	an
2	a	6	an	10	а
3	an	7	a		
4	an	8	an		

6 Write the plural form of these nouns.

- Students write the plurals.
- Ask different students to write the words on the board to check spelling.

Answers

1	watches	5	sandwiches
2	men	6	phone numbers
3	women	7	countries
4	buses	8	books

Write sentences about things you can (✓) or can't (X) do.

- Students write sentences so that they are true for them.
- Invite some students to read out their sentences.

Answers

Students' own answers

8 Work in pairs. Take turns to introduce yourself to your friend. Tell him / her something about you.

• In pairs, students take it in turns to introduce themselves. Encourage students to ask each other questions to learn more about each other.

Answers

Students' own answers

Extension



Invite pairs to work together. Encourage students to take turns and share with the class their partners' information that was collected in exercise 8.

9 Unscramble these classroom language questions.

• Students order the words to make questions.

Answers

- 1 How do you say 'ciudad' in English?
- 2 How do you spell that, please?
- **3** Can you repeat that, please?
- 4 How do you pronounce that, please?

10 Complete this chat message with some information about yourself.

• Students write information about themselves. Elicit the type of information that they may include and write it on the board as a guide.

Answers

Students' own answers



Diffuoyoffus Epoiliff)

Warmer

• Write *My favourite things* on the board. Ask students to call out some of their favourite things. Make a list of these on the board, translating into English if necessary.

- Students match the pictures with the words.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

- **a** an iPad **g** a piano
- **b** a DVD **h** computer games
- c books i a bike
- **d** clothes **j** a cat
- **e** a games console **k** a camera
- **f** a mobile **I** trainers

2 In pairs, complete the table with words from exercise 1.

- Ask students to write the words from the previous exercise with the corresponding category. Point out that some words can go with more than one category.
- Invite different students to read their lists.

Suggested answers

Technology: an iPad, a camera, a games console, a mobile Entertainment: a bike, books, a camera, computer games, a mobile, an iPad, a piano Sports: a bike, trainers

3 Look at the photo of the boy on page 10. Unscramble the words to learn about his favourite things.

- Students identify the objects in the photo. They read the descriptions and order the letters to write the words.
- Call on some students to read their answers to check.

Answers

1 mobile 3 iPad 5 books

2 computer 4 camera

4 In pairs, do the quiz about these celebrities' favourites.

- Tell students they are going to complete a quiz. Ask them to look at the pictures and identify the celebrities. Encourage them to give information they may know about these people: nationality, age, profession, etc.
- Check students understand the meaning of the words. Then students choose the options and read the answers at the bottom to check.

5 Write your five favourite things.

• Students write a sentence about their five favourite things.

Answers

Students' own answers

6 Ask two partners about their favourite things. Copy and complete the table with their answers. Are your favourite things similar?

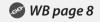
- Students ask their partners the question to complete the table. Draw their attention to the example dialogue to help them.
- Ask some students to tell you how many things they have in common and what they are.

Answers

Students' own answers

Extension

Tell students to write a sentence about one of their favourite things on a slip of paper. Encourage them to use phrases from the Quiz in exercise 4: *I love..., One of my favourite things is...*, etc. Collect all the slips of paper and put them in a bag. Then invite different students to take one and read the sentence aloud for the class to identify who wrote it.



Warmer



• Students guess which objects in exercise 1 belong to the people in the photographs.

1 • Read and listen to the profiles. Match the people with the objects.

• Students read and listen to the profiles, and check their answers to the warmer.

Transcript

Patrick: I'm fourteen and I'm from France. I'm into music and clothes. I like pop and rap music and one of my favourite things is my iPad. I like sports clothes.

They're cool and they aren't expensive. My number one thing is my cat, Vince. He's black and white and he's very independent.

Eva: I'm from Argentina, but my mother's English. I'm thirteen and I'm into books, films and music. My favourite books are adventure books. They're brilliant. But my number one thing isn't a book or a DVD. It's my piano.

Mark: I'm from New Zealand and I'm thirteen. My number one thing is my games console and my favourite computer game is Final Fantasy. I love football too.

Football isn't very popular in New Zealand, but I'm a fan of Manchester United. They're from England and they're great!

Answers

Patrick - an iPad, a cat Eva - books, a piano

Mark - a games console, a computer game

2 True or false? Correct the false sentences.

 Students decide if the sentences are true or false, and correct the false ones.

Answers

- 1 False He's French.
- 2 True
- **3** True
- **4** True
- **5** False He's a fan of Manchester United.
- **6** False Football isn't very popular in New Zealand.

3 Read again. Find these words.

• Students read the profiles again and find the words.

Answers

- 1 cool, brilliant, great
- 2 France, Argentina, New Zealand, England
- 3 pop, rap
- 4 black, white

4 Match the sentence halves.

- Students match the sentence halves and write complete sentences.
- Students translate the sentences into their own language if you consider it appropriate.

Answers

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

Consolidation



Write the translations of the first parts of the sentences (1-6) in exercise 4 on the board. Students close their books and translate them back into English. They then complete the sentences about themselves. Finally, invite some students to read their sentences to the class.

Match the people and objects with a subject pronoun.

• Students match the people and objects with a subject pronoun.

Answers

Eva- she Patrick - he books - they
Eva and Julia - they Mark and Eva - they

6 Write the subject pronoun.

• Students write the subject pronoun in the sentences.

Answers

1 I 2 We 3 you 4 It 5 you 6 They

Be: present simple

• Write the two examples on the board. Write the full forms of *I'm* and *isn't*, and explain that *am* and *is* are different forms of the verb *be*. Point out that *be* (not *have*) is used for ages in English.

• With the students' help, build up a table on the board that shows both the full and contracted forms of affirmative and negative *be*. Explain that the contracted forms are almost always used in informal spoken and written English.

7 Match the sentence halves.

 Students match the sentence halves and write complete sentences.

Answers

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

8 © 1.10 Complete with the affirmative or negative of be. Then listen and check.

- Students complete the profile with the affirmative or negative form of *be*. Tell them to use contracted forms where possible.
- Play the CD to check answers.

Transcript

Hi. My name's Antonia. I'm from England, but my parents aren't English. They're Italian. I love music and I'm a fan of Beyoncé. She's really cool. But my number one CD isn't a Beyoncé CD. It's a Madonna CD. My favourite book's *Poirot Investigates*. The Agatha Christie books are brilliant!

Answers

 1 's
 3 aren't
 5 'm
 7 isn't
 9 's

 2 'm
 4 're
 6 's
 8 's
 10 are

Pronunciation: Sentence stress

• Explain that in English some words are stressed more than others. These are usually the important words in a sentence: the words that contain meaning.

9 1.11 Listen and repeat. Focus on stress.

- Students listen to the sentences. Can they hear the stressed words?
- Students listen again and repeat the sentences. Pause the CD after each sentence so that students can repeat.

Transcript

- 1 My <u>name's Antonia</u>.
- 2 I'm from England.
- 3 My parents aren't English. They're Italian.
- 4 I <u>love music</u> and I'm a <u>fan</u> of <u>Beyoncé</u>.
- 5 She's really cool.

Consolidation

ə

- Students say just the stressed words.
- Then students say the whole sentence, exaggerating the stress.

10 Make a list.

• Students work on their own and make a list of their favourite things.

11 In pairs, talk about your favourite things.

• In pairs, students talk about their favourite things.

Reinforcement



Students complete the list in exercise 10 about their partners from memory. Then they show the list to their partners to check it.

Extension



Teach the possessive adjective *your*. Students write sentences about their partners' favourite things using *Your* ... and *You're* Then they show the sentences to their partners to check them. Point out that *you're* and *your* are pronounced in the same way, but spelled differently (*you're* has an apostrophe).

SB page 122 WB page 9

Warmer



 Ask students which sports they can name in English. Build up a list on the board.

1 © 1.12 Can you guess the sports? Listen and check. Then listen and repeat.

- Students guess the sports in the pictures.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

1 tennis5 skiing9 swimming2 karate6 cycling10 rugby

3 snowboarding4 horse riding8 football

2 Complete the sentences.

• Students complete the sentences about sports referring to their own preferences.

Answers

Students' own answers

Consolidation

O

In small groups, students compare their sentences from exercise 2. Do they have anything in common with the rest of their groups? Ask some students to tell you what they have in common with the rest of their groups.

Warmer



- Check students understand the word spy (plural spies).
- Ask students to describe the picture. Explain that the boy is a student at a spy school. He has to memorise a new identity. The teacher is testing him to see if he can remember it.

3 Read the identity test. Complete 1–5.

• Students read the test and complete 1-5.

Answers

1 England2 thirteen3 tennis5 German4 hip hop

4 • 1.13 Listen to the interview. What four things are different? Does Jason pass or fail the test?

- Students listen and note which answers are different from the information on the Identity Test.
- Pause the CD before the end and ask students to predict if he passes or fails the test.

Transcript

I - Interviewer J – Jason

I: Agent 497. This is your Spy School New Identity Test. Listen and answer the questions about your new identity. Ready?

- J: Yes, sir.
- **I:** Good. Can you spell your new surname?
- J: Of course. It's F-O-R-D.
- I: Are you American?
- J: No, I'm not. I'm British.
- **I:** Where are you from, Jason?
- **J:** I'm from London, in England.
- **I:** And how old are you?
- J: I'm fourteen.
- **I:** Fourteen. I see. And, what's the name of your school?
- J: It's Highgate School
- **I:** Are you sure?
- **J:** Um... Yes.
- **I:** Who are your best friends there, Jason?
- **J:** My best friends are Paul and Sarah.
- **I:** Oh. And, what are your favourite sports?
- **J:** Well, I like snowboarding, football and basketball. But my favourite sport is tennis.
- **I:** And what's your favourite music?
- J: Hip hop. I love hip hop.
- **I:** I see. Can you speak any languages?
- **J:** I speak English and French.
- **I:** Are you sure?
- J: Yes... I think...
- **I:** I see. And you want to be a spy. Is that correct?
- **J:** Well, your test result is... a fail. I'm sorry, Jason. Maybe next time

Answers

Age: thirteen not fourteen
Best friends: Andrew and Lucy, not Paul and Sarah
Favourite sports: football, not rugby
Languages English and French, not English and
German
He fails the test.

5 D1.13 Listen again. Complete the questions.

• Students listen again and complete the questions. Pause the CD at the end of each question for students to write the answers.

Answers

1 Are **2** are **3** are **4** 's **5** are **6** are

Be: questions

 Write on the board: You are American. Ask students to look at exercise 5 on page 14 and find the question Are you American? Explain that the subject and the verb be are inverted. With the students' help, build up a table like the following on the board:

Affirmative	Question		
l'm	Am I?		
You're	Are you?		

Ask students for the negative answer to the question Am I?
 (No, I'm not). Point out that we repeat the verb be in the short answer. Highlight that we don't use the contracted form in affirmative short answers. Build up a table of short answers on the board:

AffirmativeNegativeYes, I am.No, I'm not.Yes, you are.No, you aren't.

6 Unscramble the questions. Then answer them.

• Students order the words to make questions. Then they write the short answers.

Answers

- 1 Are you from Madrid?
- 2 Is your teacher French?
- **3** Are you and your friends good students?
- **4** Are your favourite actors American?
- **5** Is your school very big?
- **6** Are you into sports?

Students' own answers

Consolidation

In pairs, students ask and answer the questions in exercise 6. Ask some students to tell you if they had any different answers.

Question words

• Encourage students to look at the pictures and the question words. Ask students to translate the question words.

7 Complete the questions.

• Students complete the questions.

Answers

1 Who 2 How old 3 When 4 Where 5 What

8 Answer the questions from exercise 7.

• Students answer the questions from exercise 7.

Answers

Students' own answers

Consolidation



In pairs, students ask and answer the questions from exercise 7. Then they write about their partners: He / She likes *Orlando Bloom*

Be: wh- questions

• Write on the board: *are/you/where/from?* Ask students to order the words to make a question. Highlight the formula: question word + *be* + subject + other words.

9 Write questions adding the verb be.

• Students write questions using question words and *be*. Tell them to use contracted forms of *be* where possible.

Answers

- 1 What's your favourite film?
- **2** Where are your parents from?
- **3** Who's your favourite singer?
- 4 How old's your mother?
- **5** What are your favourite things?
- **6** When's your birthday?

Consolidation



Students answer the questions from exercise 9.

10 In pairs, ask the questions from exercise 9.

• In pairs, students ask and answer the questions from exercise 9. Student B gives two false answers. Student A guesses which answers are false. Students change roles and repeat.

SB pages 122 and 123
WB pages 10 and 11
SP page 4

Warmer



Students count together from 1 to 30. Then, revise the numbers from 30 to 99 by writing some of them on the board for students to read them out loud. Finally, pre-teach these words: hundred, thousand, million.

1.14 Match the words with the numbers. Then listen and repeat.

- Students match the words with the numbers.
- Play the CD to check answers.
- Play the CD again. Students repeat the numbers.

Transcript

- 1 one hundred
- 3 one hundred thousand
- 2 one thousand
- 4 one million

Answers

- **1** b
- **2** d
- **3** a
- **4** C

Consolidation



Write some big numbers on the board, for example: 180/ 1,350 / 12,973 / 240,000 / 65,000,000. Before students practise saving them, point out that:

- 1) hundred, thousand and million are not used in plural form with a number before them.
- 2) we say and between hundred and another number, e.g. one hundred and eighty
- 3) we don't say and between million and thousand, or between thousand and hundred.
- 4) we use commas when we write big numbers, not dots, for example: 65,000 / 65,000,000.

2 D1.15 Say the numbers. Complete the Big Facts. Then listen and check.

- Students say the numbers.
- Students complete the Big Facts with the numbers.
- Play the CD to check answers.

Transcript

- 1 The Maori population in New Zealand is 620,000.
- 2 The number of countries in the United Nations is 192.
- **3** Mount Everest is 8,850 metres high.
- 4 Wellington in New Zealand is 18,839 km from London.
- **5** The Moon is 384,000 km from our planet.

Answers

2 192

- **1** 620,000
- **3** 8.850
- **5** 384,000
- **4** 18,839

3 D 1.16 Listen to the dialogue. Write the missing

• Students read and listen to the dialogue, and write the missing numbers.

Transcript

Ali: Where are you from?

Eva: I'm from Argentina.

Ali: What's the population of Argentina?

Eva: It's about 43 million.

Ali: Where are you from in Argentina?

Eva: I'm from Santa Rosa. It's in the centre of Argentina. It's 612

kilometres from Buenos Aires, the capital city. Ali: What's the population of Santa Rosa?

Eva: It's 300,000.

Answers

- 1 43,000,000 / 43 million
- **2** 612
- 3 300,000

Reinforcement



In pairs, students practise the dialogue in exercise 3.

Extension



Students close their books, and try to reconstruct the dialogue in exercise 3 from memory. Start by writing Ali -Where ...? on the board and see if they can continue. Students then practise the dialogue in pairs.

4 Copy and complete the information about you.

• Students copy and complete the information about themselves.

Answers

Students' own answers

5 In pairs, talk about your country.

• In pairs, students talk about their own country. Tell them to use the dialogue in exercise 3 as a model.



SB page 145

WB pages 12 and 13

Warmer



Write the prompts from exercise 6 on the board: *Name, Age, Favourite group / singer*, etc. Ask students these revision questions:

What's your name?

How old are you?

What's your favourite group or singer?

Who's your favourite actor / actress?

What are your favourite sports?

What are your favourite things?

Write one or two students' responses next to each prompt on the board.

6 Read Bela's online profile. Complete the information.

• Students read about Bela and complete the information about her.

Answers

1 Bela

4 Daisy Ridley

2 twelve

5 tennis, skiing

3 Coldplay

6 mobile, iPad

And and but

• Write these sentences on the board:

I like music.

I like films.

I like music films.

I love tennis. I'm not into football.

I love tennis, _____ I'm not into football.

Ask students to complete the gaps. Check students understand the meaning of *and* and *but*. Point out the comma before *but*.

7 Join the sentences. Use and or but.

• Students join the sentences using and or but.

Answers

- 1 I'm from Spain, but my mother's from Germany.
- **2** Australia is a big country, but the population is small.
- **3** I'm a fan of the Internet and my favourite site is YouTube.
- **4** My favourite things are films and I love comedies.
- **5** I like football, but it isn't my favourite sport.
- 6 My name's Jason and I'm fourteen.

8 Make notes. Then write your own online profile.

• Students get ready to write their own online profiles. First, they make notes about themselves (their names, ages, cities, etc.). Then they write their profiles.

9 Now read your work again. Can you find any errors?

 Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Subject pronouns

be: present simple and and but

.

SB page 146
WB page 14
WP page 5

SB Pages 18-19 Distant countries at a glance

Warmer



- Play hangman with the words New Zealand.
- Ask students to tell you people and things they associate with this country. Write their ideas on the board.
- Students look at page 18. Ask them what they can see in the photos in the quiz about New Zealand. Pre-teach these words: *bird*, *sheep*, *rugby team*, *indigenous people*.

1 Do the quiz.

• Students do the quiz. Don't check answers at this point.

2 • 1.17 Read and listen to the fact file. Check your answers to the quiz.

• Students read and listen to the fact file, and check their answers to the quiz.

Transcript

- 1 New Zealand is two islands in the Pacific Ocean North Island and South Island. The capital city, Wellington, is on North Island
- **2** The population is only four million, with ten sheep for every person!
- **3** The indigenous people of New Zealand are the Maori, but 70% of the population is originally from Europe. Maori and English are the official languages.

4 New Zealand is famous for its mountains. It's the location for the Lord of the Rings films. And it's also famous for the All Blacks, the national rugby team.

Answers

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

4 a

Consolidation



Ask students to look back at the words and phrases written on the board from the Warmer. How many of them appear in the fact file?

What are 1–5 on the map?

• Students identify 1-5 on the map. They do this by looking back at the fact file.

Answers

1 North

3 Wellington

5 The Pacific

2 South

4 South Island

Ocean

Answer the guestions about New Zealand.

• Students answer the questions about New Zealand. Tell them to look back at the guiz and the fact file to help them.

Answers

- 1 The kiwi
- 2 A person from New Zealand (because it's written with a capital 'K')
- 3 On North Island
- **4** Europe
- 5 Maori and English
- 6 Its mountains and the All Blacks rugby team

Did you know?



Famous New Zealanders include film director Peter Jackson (director of the Lord of the Rings films), actor Russell Crowe and mountaineer Edmund Hillary (who first climbed Mount Everest with Tenzing Norgay in 1953).

Imagine you visit New Zealand and want to learn the Maori language. In pairs, choose three digital things that are good for learning it.

• In pairs, students discuss the different options and choose the best three digital things. Check students understand the words in the box.

• Invite some students to tell the rest of the class which digital things are good for learning a language. Have a vote to find out which of the options is the best.

Answers

Students' own answers

Read the webpage. Are any of the things you chose in exercise 5 mentioned?

- Tell students to read the text and check their answers in exercise 5.
- Invite some students to mention the digital things that appear in the webpage.

Read the text again and correct the sentences.

• Students read the webpage again and correct the mistakes.

Answers

- 1 Thomas is 16 years old. / Emily is 13 years old.
- **2** Ben is a university student. / Lucy is a teacher.
- 3 Lucy is a fan of an educational app with reading and listening exercises and interactive games.
- **4** Jake is a tourist.
- 5 Emily's favourite digital technology is a bilingual app with stories about indigenous people.

21st Century Skills

Find this information about Australia.

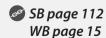
• Ask students to find out the information in the box about Australia. They can do this by entering the word Australia into an Internet search engine or by consulting reference books.

Answers

The capital city is Canberra.

The population is about 24 million.

The indigenous people are the Aborigines and Torres Strait Islanders.





Background

Tom lives with his mother and stepfather. His family is an example of the diversity of family models today.

Warmer



- Introduce the phrase *family tree*, and use your own family as an example to teach or review family words.
- 1 D 1.18 Write the missing words in the family tree. Listen and check. Then listen and repeat.
 - Students write the missing words in the family tree.
 - Play the CD to check answers. Tell students that they will hear all the family words, starting with *grandfather* at the top, and then the left side of the family tree followed by the right. Point out that we use the word *cousin* in English for males and females.
 - Play the CD again. Students repeat the family words.

Transcript

grandfather, grandmother, father, mother, stepfather, sister, brother, aunt, uncle, cousins

Answers

Julia - grandmotherOliver - uncleIbrahim - fatherMegan - cousinRiana - sisterSimon - cousin

Nancy - aunt

2 Match these informal words with the ones in exercise 1.

- Students match the informal words with words in the family tree in exercise 1.
- Model the pronunciation of the informal words for students to repeat.

Answers

1 grandfather2 father3 mother4 grandmother

3 D 1.19 Complete the information about Molly. Then listen and check.

• Ask students to find Molly in the family tree in exercise 1. Then teach the meaning of the words in the box.

- Students complete the information about Molly.
- Play the CD to check answers.

Transcript

I've got three children. Tom and Jack are my sons and Riana's my daughter. My parents are called Ian and Julia. I've got a brother called Oliver. He's got two children. Megan's my niece and Simon's my nephew.

Answers

1 children3 daughter5 niece2 sons4 parents6 nephew

4 In pairs, take turns to choose a person from the family tree on page 20. Say sentences for your partner to identify who you are.

 Ask students to take turns to say a sentence about one of the members of the family in exercise 1 and identify him / her.
 Draw their attention to the example dialogue to help them.

Answers

Students' own answers

5 Complete the definitions with a word from the box.

- Read the words in the box to model pronunciation. Then ask students to complete the sentences.
- Invite some students to read out their answers to check.

Answers

1 nuclear2 extended3 single-parent4 blended

6 Look at the picture and circle the correct option.

- Ask students to choose the options according to the photo.
- Call on different students to read their answers. Make sure students understand new vocabulary.

Answers

1 blended 2 mum 3 sons 4 stepbrothers

In pairs, describe the families in the pictures. What type of family are they?

In pairs, students talk about the families in the photos.
 Encourage them to use complete sentences and the vocabulary from this lesson. Walk around the classroom to monitor.

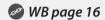
• Invite some students to describe the photos to the rest of the class and compare their ideas.

Answers

Students' own answers

8 Draw your family tree and write about your family. Then share your ideas with your partner.

- Ask students to draw their family trees and direct their attention to the example in exercise 1 to help them. Then students write a description.
- In their pairs, they take it in turns to talk about their families.
- Call on some pairs to tell the rest of the class about their families.



Background

Tom is the boy from the family tree on page 20. He's making a home video with his camcorder. On this page are still images from the video and extracts from the video soundtrack as Tom walks around his house and introduces the members of his family.

Warmer

Students look at the pictures. Ask students these questions about the people, rooms and things in each one:

Picture 1: What's this? (Tom's house) What country is it in? (England)

Picture 2: Who are these people? (Tom's mum and sister) Where are they? (In the living room)

Picture 3: What's this? (A bedroom) What's in the room? (Students name things they can see.)

Picture 4: Who's this? (Tom's stepfather) Where is he? (In the kitchen)

1 Find the objects in the pictures.

• Students find the objects in the pictures.

Answers

a fish tank - picture 3 a bike - picture 1 clothes - picture 3 a computer - picture 3 a radio - picture 2 a dog - picture 1 a kitchen - picture 4 DVDs - picture 3 a TV - picture 2

• Students read about Tom and correct the mistakes. Encourage them to write complete sentences.

Transcript

Hi, I'm Tom and I'm thirteen. I live in Manchester in the north of England with my mum, my stepdad, my sister and my dog, Rusty. My brother, Jack, lives in London. That's our house and that's my bike. Can you see Rusty?

This is my mum, and this is my sister, Riana. She's sixteen. This is her boyfriend, Andy. He comes to our house after school every day and they watch TV. They're in love!

This is my room. My CDs and DVDs are here, and these are my comics. My clothes are on the bed, and that's my computer on the desk. Can you see the tank over there? Those are my fish. I'm really into animals!

This is the kitchen, and that's my stepdad, Steve. My dad's from Turkey and he lives there now, but we talk a lot on the Internet, with a webcam. I visit my dad in the summer.

Answers

- 1 Tom's thirteen years old.
- **2** Tom lives with three people (and his dog).
- **3** Riana watches TV with Andy after school.
- 4 He's really into animals.
- **5** He talks to his dad on the Internet.

3 Answer the questions.

• Students answer the questions using complete sentences.

Answers

- 1 He's from Manchester.
- 2 He's in London.
- 3 Riana and Andv are in love.
- 4 He's Tom's stepdad.
- **5** He's in Turkey

This, that, these, those

- Write this, that, these, those on the board. Ask students to find an example of each word in the texts in exercise 1 on page 22. Ask questions to establish the meaning of the different demonstrative pronouns: Is it singular or plural? Is it near (here) or far (over there)?
- Point to things in the classroom and ask students to say this, these, etc. Work on the pronunciation of th-/ð/, this/and these/izz/.

Consolidation



In pairs, students ask each other about things in the classroom. They point to things and ask *What's this / that?* or *What are these / those?*

Possessive adjectives

- Write I'm Tom. This is ___ mum. on the board. Ask students what the missing word is. Explain that my is the possessive adjective that relates to I. Look at the grammar table. Ask questions to highlight the differences between English and their own language: Does your language have three forms for the third person singular?
- Highlight that the possessive adjective *its* is pronounced in the same way as *it's* (the contracted form of *it is*), but the possessive adjective does not have an apostrophe.

4 Complete the sentences.

• Students complete the sentences.

Answers

1 our garden2 my dog3 its bed4 their tank5 her bike

5 Complete the sentences with the possessive adjectives in the box.

• Students complete the sentences with the possessive adjectives.

Answers

1 My 2 her 3 your 4 Their 5 his 6 its

Possessive 's

- Tell students to look at picture 1 on page 22 and ask: What can you see in front of the house? If students answer a dog or a bike, ask them to be more specific. Write It's Tom's bike / dog. on the board. Explain that we use apostrophe +s to indicate possession.
- Point to different possessions in the classroom and ask students to make sentences: What's that? It's Maria's bag.
- Write *My cousins' house* on the board. Explain that if a word already ends in -s (e.g. a plural form), we write the apostrophe after the -s, but we don't add another s.

6 Write one missing possessive 's or ' in each sentence.

• Students write one missing 's or ' in each sentence.

Answers

- 1 In the summer I visit my dad's family.
- 2 I stay at my grandparents' house in Istanbul.
- **3** My grandfather's name is Mehmet.
- **4** My grandmother's name is Nuray.
- **5** This is my uncle with my cousins in my uncle's shop.
- 6 My cousins' names are Alper and Melis.

7 Write names of people in your family.

• Students make a list of the names of people in their families. Encourage them to include not only direct family members, but also extended family members (cousins, grandparents, etc.).

8 In pairs, ask and answer questions about the names.

- Write the names of some people in your family on the board and encourage students to ask questions about them. Write the following prompts on the board: Who ...? How old ...? Where ... from? What's ...?
- In pairs, students ask and answer questions about the names on each other's lists from exercise 7. Tell them to make a note of their partners' answers.

9 Write a description of your partner's family.

• Students write a description of their partners' families. To illustrate how they should do this, write an example on the board based on the sample dialogue in exercise 8: David is James' brother. He's fifteen. Leonard and Sarah are his ...



Warmer



- In pairs, students write down as many animals as possible in one minute.
- Ask students what words they wrote. Write these on the board in two columns: Pets and Other animals. Ask students what the words in the first column have in common. Introduce the word pets and write it on the board.
- Ask students: Have you got a pet? What is it? What's its name?
- Students look at the picture on page 24. Can they find their pet(s) in the picture?
- Ask students: Which pet in the picture is a toy pet? (number 3)

1 Match the pictures with the words in the box.

• Students match the pictures with the words.

Answers

1 a dog4 a cat7 a rabbit2 a fish5 a spider8 ants3 a roboraptor6 a bird9 a hamster

2 1.21 Are these adjectives positive or negative? Listen and check. Then listen and repeat.

- With students' help, build up two lists on the board of positive and negative adjectives. Check students understand the meaning of each word.
- Play the CD to check answers.
- Play the CD again. Students repeat the adjectives.

Answers / Transcript

Positive: clean, friendly, intelligent, cuddly, quiet Negative: noisy, messy, scary, annoying

3 Describe the pets in the photos. Use the adjectives in exercise 2.

• Students describe the pets in the photos using the adjectives in exercise 2.

Answers

Students' own answers

Consolidation

Ask students: What's your favourite pet? Encourage them to explain why.

Did you know?

- The number one pet in Britain is the cat.
- The favourite names for cats are Tigger, Oscar and Charlie.
- Cats are also popular in the USA, but the Japanese prefer dogs.

Warmer

• Tell students they're going to listen to interviews with the three people in the photos in exercise 4. Before they listen, what pets do they think these people have?

4 1.22 Listen to Tony, Alison and Jay. What are their pets?

• Students listen to Tony, Alison and Jay and write what pets they have.

Transcript

I – Interviewer T – Tony A – Alison J – Jay

I: So, Tony. What's your pet?

T: I haven't got one pet. I've got hundreds.

I: Er... hundreds?

T: Yes, my pets are ants.

I: Um... yes, very unusual. But they aren't real pets. I mean... they don't play.

T: But they run and they work. They're quiet and they aren't messy.

!: Yes, well..., thank you, Tony.

I: And you, Alison. What's your pet?

A: My pet's a dog. His name's Pooch. He's great!

I: Why's that?

A: Well, he's always happy when he sees me. I play with him in the park at weekends. And he's very intelligent. He understands instructions. Listen - come here Pooch.

I: Um... he isn't very friendly.

A: No, he doesn't like people.

I: Yes,... thanks, Alison.

I: And Jay, what's your pet?

J: My roboraptor.

I: Your what?

J: My roboraptor.

I: Is it a real pet?

J: It's a real pet to me. Look, I do this and... it walks and runs. It doesn't eat, but it plays.

I: It's a bit scary.

J: It depends. It can be friendly, but if I do this...

I: Ouch!

J: It bites.

5 1.22 Listen again. Write the correct option.

• Play the CD again. Students write the correct option. Pause the CD after each speaker for students to write.

Answers

1 hundreds of pets2 work4 park5 is

3 is **6** the interviewer

6 Write the adjectives for the pets.

• Students write the adjectives for the pets.

Answers

- 1 quiet, messy
- 2 intelligent, friendly
- **3** friendly, scary



Present simple

• Write these verbs on the board: run, play, eat. Can students describe Tony's, Alison's and Jay's pets using these verbs? Elicit these sentences and write them on the board:

Ants run and eat. They **don't** play.

The dog runs, plays and eats.

The roboraptor run**s**. It **doesn't** play and it **doesn't** eat.

- Point out the third person singular -s in the affirmative of the present simple and explain how to form the negative.
- Students look at the table for a summary of the present
- Explain the third person singular spelling rules.

Write the third person singular of these verbs.

• Students write the third person singular of the verbs.

Answers

1 swims **3** finishes **5** plays **2** lives **4** studies **6** does

Pronunciation: Third person -s

Copy the table.

- Students copy the table into their notebooks.
- Model the pronunciation of the examples eats, plays and washes for students to repeat.

1.23 Listen to six sentences. Write the verbs in the table. Listen and check. Then listen and repeat.

- Students listen to the sentences and write the verbs in the correct column of the table.
- Play the CD again to check answers. Students hear each sentence twice.
- Play the CD again. Pause the CD for students to repeat.

Transcript

- **1** My dog sleeps in my room.
- 2 My sister teaches French.
- **3** A parrot flies.
- 4 My friend walks to school.
- **5** My father lives in Turkey.
- **6** My mother watches television.

Answers

/s/: eats, sleeps, walks /**z**/: plays, flies, lives

/IZ/: washes, teaches, watches

Consolidation



Students pronounce the verbs in exercise 7 and write them in the table. Encourage them to add any other verbs they can think of

10 Complete the sentences with the verbs.

Students complete the sentences.

Answers

1 understands 4 doesn't eat, plays 5 run, work 2 doesn't like **3** walks, runs 6 don't play

Reinforcement



Students choose another pet from the picture on page 24 and write about the things it does and doesn't do.

11 Do the quiz. Write the affirmative or negative of the verbs. Are the results true?

• Students do the guiz. Make sure they understand that they have to write the affirmative or negative of the verbs to make the sentences true for them. Then they calculate their score. The number of negative sentences reveals their ideal pet. Ask some students what the guiz says their ideal pet is and if they think the results are true.

12 Invent a pet. Is it real or a toy? What's its name?

• Students think of a pet. First, they decide if it's a real pet or a virtual (toy) pet. Then they give it a name.

13 Draw your pet. What does it do?

• Students draw their pets and write a short description of them using the verbs in the box. Encourage them to also use adjectives to describe them.

14 In pairs, describe your pet. Use adjectives.

• In pairs, students describe their pets using the verbs and adjectives.

Consolidation

Students display the drawings and descriptions of their invented pets on the classroom walls.



SB pages 124 and 125 WB pages 19 and 20 SP page 5

Warmer

- Draw a large clock face on the board. Ask a student to say the numbers as you write them. Draw the minute hand of the clock pointing to twelve. Use a ruler as the hour hand and point it to three. Ask a student: What time is it? (It's three o'clock.)
- Move the hour hand to different numbers and ask different students to tell you the time. Write the question *What time is it?* and an example answer on the board.
- Draw the hour hand pointing to seven and use the ruler as the minute hand pointing to twelve. Move the minute hand to check students understand how to say the time using past and to the hour. Teach the expressions a quarter to, a quarter past and half past. Write example sentences on the board. During the lesson, ask different students to tell you the current time.

1 What time is it? Match the clocks with the times.

• Students match the clocks with the times.

Answers

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

2 1.24 Write the times. Listen and check. Then listen and repeat.

- Students write the times.
- Play the CD to check answers.
- Play the CD again. Students repeat the times.

Answers / Transcript

- 1 It's twenty past one.
- **2** It's five to seven.
- **3** It's twenty-five past five.
- 4 It's five past twelve.
- 5 It's nine o' dock.
- 6 It's ten to nine.

3 Listen. Complete the dialogues with the times.

• Students listen and complete the dialogues with the times. Pause the CD after each dialogue and check answers.

Transcript

- A: Hello, can I help you?
- **B:** Yes. What time is the concert tonight?
- **A:** It starts at a quarter past seven.
- **B:** OK. Thank you.
- A: Dad, what time is it?
- **B:** It's ten past seven.
- **A:** Oh, no! Basketball practice starts at twenty past.
- **B:** You're late, again!
- A: Excuse me. When's the next train to Manchester?
- **B:** Um, three o'clock.
- A: Great. Thanks.
- **B:** No problem.

Answers

- 1 a quarter past seven
- **3** three o'dock
- 2 ten past seven

Reinforcement



Play the dialogues in exercise 3 again. Pause after each line for students to repeat.

4 In pairs, practise the dialogues above. Change the times.

• Students practise the dialogues in exercise 3. Encourage them to change roles and repeat, and change the times.

Extension



Give students local situations they will be familiar with, such as a local bus station or a football stadium. In pairs, students prepare and practise dialogues for those situations.

SB page 145 WB page 21

Warmer



Write this sentence on the board: *Do i live in england?* Ask students to correct the sentence. (Two capital letters are missing.) Are the equivalent words in their language written with a capital letter? Highlight that, in different languages, different words need capital letters.

Match the rules with the examples.

- Students match the rules with the examples.
- Ask students to tell you which of the rules are different in their language.

Answers

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

6 Write the sentences with capital letters.

• Students write the sentences using capital letters.

Answers

- 1 Our dog, Max, is five.
- **2** He goes to my school in Brighton.
- 3 Her name's Odile and she's French.
- 4 He loves football, but I hate sport.

7 Read about Bela's family. Complete the text with the sentences from exercise 6.

 Students read about Bela's family and match the sentences from exercise 6 with a-d.

Answers

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

8 Read the text again. Complete the table.

• Students read the description in exercise 7 again and complete the table.

Answers

- 1 eleven
- 2 thirty-eight
- **3** dad
- 4 Max

5 He's very friendly and intelligent, and he doesn't bite.

9 Make notes. Then write about your family.

Students get ready to write about their families. First, they
make notes about the members of their families and their
pets. Then they write their compositions.

Reinforcement

Before writing, students look at Bela's description in exercise 7 again and rewrite three of the sentences using their own information.

10 Now read your work again. Can you find any errors?

• Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

This, that, these, those

My mum's parents ... My sisters' names ...

I like / don't like ... He plays / doesn't play ... Capital letters

SB page 146
WB page 22
WP page 6

SB Pages 28-29 (11) Mixed-culture stories

Background

• Many children in the UK are mixed-race. This means that their parents are from different races or religions. These children often grow up in two very different cultures.

Warmer



Write these countries on the board: *Scotland, Bangladesh*. Can students tell you three things they associate with each country? Write their ideas on the board. Encourage students to tell you names of places, types of food, etc.

Where's Meva from? Are the two cultures shown in the pictures similar or different?

• Students look at the photos and answer the questions with their own ideas.

Answers

Students' own answers

2 1.26 Read and listen about Meva. Check your answers to exercise 1.

• Students read and listen to check their answers to exercise 1.

Transcript

Hi! My name's Meva. I'm half Bangladeshi and half Scottish because my dad's from Bangladesh and my mum's from Scotland. I live in Edinburgh, the capital city of Scotland, but I visit my family in Bangladesh in the summer.

My dad's family lives in a small village in Sylhet in Bangladesh. Bangladesh has got about sixty thousand villages! Scotland and Bangladesh are very different. For example, in the village we haven't got cars, telephones or newspapers. We don't watch TV because we haven't got electricity. In Edinburgh I watch a lot of TV.

The village in Bangladesh is really small and I know all the people there. I don't speak Bangla, the official language of

Bangladesh, but I study it on the Internet. My favourite sport is football. In Bangladesh I play football in a rice paddy. It's fantastic.

Answers

Meva's from Bangladesh and Scotland. She says the two cultures are very different.

3 D 1.27 Are Meva's sentences about Scotland, Bangladesh or both? Listen and check.

- Students decide if the sentences are about Scotland, Bangladesh or both. Encourage them to use the information in the text and their world knowledge to help them answer.
- Play the CD to check answers.

Transcript

- 1 In Bangladesh, I eat rice and vegetables for breakfast.
- 2 I've got a computer in my bedroom in Scotland.
- **3** It rains a lot in Scotland and Bangladesh.
- **4** At school in Bangladesh the boys and girls sit separately.
- **5** Two thousand people live in the village in Bangladesh.
- 6 In Scotland I go to school by car.

Answers

- 1 Bangladesh
- 2 Scotland
- **3** Scotland and Bangladesh
- **4** Bangladesh
- **5** Bangladesh
- **6** Scotland

4 Find a word in the same category in the text above.

• Students find words in the same category in the text in exercise 2.

Answers

1 dad2 Edinburgh3 summer4 villages5 small6 football

5 Complete the sentences with a word from exercise 4.

• Students complete the sentences using words from exercise 4.

Answers

1 dad3 summer5 Edinburgh2 villages4 football6 (really) small

6 Read about Nick. What are the positive aspects of a Third Culture Kid?

- Draw students' attention to the picture and encourage them to mention the relationship between the boys: Are they friends / brothers / stepbrothers / cousins?
- Ask students to read the text to identify the positive aspects and check their predictions.
- Invite some students to read out their answers. Encourage them to think of other positive things of being a TCK.

Answers

A Third Culture Kid eats traditional food and learns about new cultures. He / She meets people and can keep in touch with them through social networking sites and apps.

7 True or false? Read the blog entry again and correct the false sentences.

- Students read the blog entry again and decide if the sentences are true or false and correct the false ones.
- When checking answers, ask students to tell you the sentences that helped them correct the mistakes.

Answers

- **1** True
- 2 False. He's Spanish.
- **3** False. His brother doesn't learn languages fast.
- 4 True
- **5** False. He shares photos with his family on Flickr.

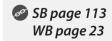
21st Century Skills

Find the nationalities of these famous TCKs and those of their parents.

• Students find the information by entering the names of the famous TCKs into an Internet search engine.

Answer

Barack Obama: American Mother: American Father: African Uma Thurman: American Mother: Mexican Father: American Freddie Mercury: British (Place of birth: Tanzania, at that time, a British colony) Mother: Indian Father: Indian





Warmer



- Write 24/7 at the top of the board.
- Draw a timeline across the middle of the board. Write 0 at one end of the line and 24 at the other. Explain the meaning of the abbreviation 24 / 7.
- Mime some activities that you do every day and ask students if they know how to say them in English. Write the activities on the line at the times that you do them. Then clean the board.

- Students match the words in the boxes. Tell them they can use some of the words more than once. Students then use the words to describe the pictures. Highlight that the pictures are not in order.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

- a get up
- **b** have dinner
- **c** do my homework
- **d** brush my teeth
- e wake up

- **f** go to bed
- **g** have breakfast
- **h** have lunch
- i have a shower
- **j** go to school

2 D1.29 Listen to Jackie. Order the pictures in exercise 1.

- Students listen and order the pictures.
- Play the CD again. Pause the CD after each sentence and check answers.

Transcript

Hi. I'm Jackie and this is my daily routine. I wake up and then I get up. I have a shower, I have breakfast, then I brush my teeth. I go to school at eight o'clock. Then I have lunch. At home, I have dinner, and then I do my homework. Then I go to bed.

Answers

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

- Write five wrong sentences about Jackie's day. Read them to your partner and ask him / her to correct them without looking at the pictures on page 30.
 - Students write five false sentences about Jackie's routine.

 In pairs, students take it in turns to say and correct the sentences. Draw students' attention to the example dialogue to help them. Walk around the classroom and monitor.

Answers

Students' own answers

4 Copy and complete the table with the words in the box.

- Read out the words in the box and ask students to repeat. Check they understand the vocabualry.
- Students complete the table in their notebooks.
- Invite some students to read out their answers to check.

Answers

Do: sports, the dishes

Go: home, shopping, to the sports centre

Have: a nap, classes, a bath

5 What time do you do the activities mentioned above?

- Students write sentences about the time they do the activities in exercise 4.
- Invite some students to share their answers with the rest of the class.

Answers

Students' own answers

6 In pairs, compare your routines. Then share the activities you have in common with the class.

- In pairs, students talk about their routines and compare them. Direct their attention to the example to help them.
- Call on some pairs to share their answers.

Answers

Students' own answers

7 In pairs, imagine and describe these teens' daily routines. Use words from the box to refer to their everyday lives.

- Ask students to look at the photos and discuss the teen's daily routines. Make sure they understand the words in the box.
- Invite some pairs to share their descriptions and opinions with the rest of the class.

Answers

Students' own answers

8 Describe your ideal day to your partner. Include your activities and the time you do them.

 In pairs, students talk about their ideal day. Encourage them to ask each other questions to know more details.
 Walk around the classroom to monitor and help if necessary.

Answers

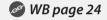
Students' own answers

9 In pairs, ask and answer questions about your ideas in exercise 8.

• In pairs, students take it in turns to ask and answer questions. Encourage students to ask each other more questions about the information their partners give.

Answers

Students' own answers



1 1.30 Read and listen to the rap. Write the times for 1-6.

- Students read and listen to the entire rap, and write the times.
- Play the CD again. Pause after each verse or chorus, and check the answers.

Transcript

She wakes up at six When the alarm bell rings Jackie gets up, Has a shower and sings

Chorus: It's the daily routine For the average teen 24 / 7 If you know what I mean

She always has breakfast At seven thirty Then she says goodbye To her dog and family Jackie leaves home And goes to school Where she studies A new grammar rule

Repeat chorus

Jackie has lunch At one fifteen It's spaghetti Bolognese In the school canteen

She has classes again Until half past four When the school bell rings She runs out of the door

Repeat chorus

She does her homework at five The she sees her friends She has dinner with her family And sometimes she sends

A text message or two Or she watches TV Before she goes to bed At ten thirty

Repeat chorus

We know what you mean It's the daily routine 24 / 7 For the average teen

Answers

1 six2 seven thirty3 one fifteen4 half past four6 ten thirty

Consolidation

00

Ask students to look at the first picture in exercise 1. Ask them what they can see (Jackie with her group). Ask students to find a line in the rap which describes this picture. (Then she sees her friends.) Students match the other pictures with the corresponding lines from the rap.

Answers

- 1 Then she sees her friends
- 2 When the alarm bell rings
- **3** Then she says goodbye
- 4 A new grammar rule
- **5** When the school bell rings
- 6 A text message or two

2 Order the sentences. Use numbers.

• Students order the sentences from the rap.

Answers

1 c 2 a 3 d 4 f 5 b 6

Extension



Write these text messages on the board:

How RU?

CU B4 skool 2MORO

Got HMWK 4U

Can students translate them into ordinary English?

Answers

How are you?

See you before school tomorrow.

I've got homework for you.

Adverbs of frequency

- Ask students: What time does Jackie have breakfast? Does she have breakfast at half past seven on Mondays? ... on Tuesdays? etc.
- Focus on this sentence from the rap: She always has breakfast at seven thirty. Ask students: Does she always watch TV? ... send text messages? (No, she **sometimes** watches TV; No, she **sometimes** sends text messages.) Tell students that the words always and sometimes are called adverbs of frequency.
- Look at the chart with students and check they understand the meaning of the adverbs.
- Students close their books. Draw a line on the board with *always* at one end and *never* at the other. Say the other adverbs. Ask students where they go and write them on the line.
- Focus on the position of the adverbs in the example sentences (after *be* and before other verbs).

3 Write sentences. Put the adverb of frequency in the correct place.

• Students write sentences with the adverb of frequency in the correct place.

Answers

- 1 I usually go to school by bus.
- 2 John never does his homework.
- **3** We're often late for class.
- 4 My friends sometimes have lunch at school.
- **5** You're always friendly.
- **6** I hardly ever use my phone.

4 Write the sentences about you. Use adverbs of frequency.

• Students write sentences about themselves using adverbs of frequency.

Answers

Students' own answers

5 In pairs, discuss your answers to exercise 4.

• In pairs, students discuss their answers to exercise 4.

Answers

Students' own answers

Pronunciation: Rhyme and rhythm

- Write the word *rhyme* on the board. Ask students to repeat the word after you /raim/.
- Write the words *time* and *do* on the board. Explain that the words *time* and *rhyme* sound the same. In other words, they rhyme. Can students think of a word that rhymes with *do*? (e.g. you, blue).

6 • 1.31 Match the words that rhyme. Listen and check. Then listen and repeat.

- Students match the words that rhyme. Encourage them to look back at the rap lyrics on page 32 to help them.
- Play the CD to check answers. Students hear the words twice.
- Play the CD again. Pause the CD for students to repeat.

Answers / Transcript

- 1 teen-mean
- **3** school-rule
- **5** four-door

- 2 sings-rings
- 4 friends-sends

Reinforcement



• Read out the chorus of the rap on page 32 slowly, emphasising rhyme and rhythm. Students repeat each line after you. Then do the same for the first verse.

7 Complete the sentences about your daily routine.

• Students complete the sentences about their own daily routine.

Answers

Students' own answers

8 Give your sentences to your partner.

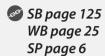
• Students give their sentences to their partners.

9 Copy and complete the rap about your partner.

• Students use their partners' sentences to write two verses of the rap. They use the example as a model.

10 • 1.32 Perform your rap to your partners.

- Students perform their raps to their partners.
- Ask some students to chant their rap to the music. Play
 the CD with the backing track version of the rap. This
 starts with voices rapping the chorus and continues with
 an instrumental version for students to rap along to.



Warmer



• Write *In my free time, I* ... on the board. Students copy the sentence and complete it referring to three different activities. Then write some of their ideas on the board.

- Students match the people with the activities.
- Play the CD to check answers.
- Play the CD again. Students repeat the phrases.

Answers / Transcript

Gemma I read and I see my friends.

I play computer games and chat on the Internet.

Alice I go shopping and I listen to music.

Max I do exercise and I play basketball.

2 Can you guess your partner's free time activities?

• In pairs, students guess their partners' free time activities. Encourage them to use adverbs of frequency.

3 Complete the quiz.

- Students complete the questionnaire. Point out that *meet* my friends is another way to say see my friends.
- Students calculate their score using the key and then read about their chill factor.

Answers

Students' own answers

4 Listen to Isaac and Gemma. True or false? Correct the false sentences.

- Explain that Isaac (from the photo in exercise 1) is asking Gemma about the questionnaire so that he can calculate her chill factor.
- Students read the sentences. Check they understand them.
- Students listen and identify the false sentences.
- Play the CD again. This time students correct the false sentences. Encourage them to write complete sentences.
 Pause the CD at appropriate points to give students time to write.

Transcript

I – Isaac G – Gemma

I: Look at this questionnaire.

G: Mmm. Your chill factor. That's interesting. Can you calculate my chill factor?

I: You? You're always busy!

G: OK, I'm busy, but not always.

I: Let's see. Where do you have breakfast?

G: I usually have breakfast at home.

I: What do you do after school?

G: After school? I usually study.

I: OK. Do you have time for your hobbies?

G: Yes, I do. I have a lot of time for my hobbies.

I: Really? When?

G: When I finish my homework.

I: Do you do exercise?

G: Yes. I sometimes go swimming on Wednesday afternoon.

I: Do you like swimming?

G: No, I don't. But it's good for you.

I: And do you read or listen to music before you go to bed?

G: Oh, yes. I always read. I love reading.

I: Do you read comics?

G: No, I don't. I read books.

I: Right! And what do you do at the weekend? I bet you study!

G: I usually study a little, yes, but I often meet my friends. So what's my chill factor?

1: Just a moment... It's 8 – medium.

G: You see? I'm not so busy!

Answers

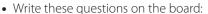
- 1 False She has breakfast at home.
- **2** True
- **3** True
- **4** False She doesn't read comics before she goes to bed. / She reads books before she goes to bed.
- 5 True
- 6 False Her chill factor's medium. / It's medium.

Reinforcement 1.34



Students listen again to find three things they have in common with Gemma and tell a partner using *We both* ...

Extension 1.34



- 1 What does Gemma do after school?
- 2 When does she go swimming?
- 3 Does she like swimming?
- 4 Why does she go swimming?
- 5 Does she study at the weekend?
- Play the CD again. Students answer the questions by writing them in their notebooks.

Answers

- 1 She studies and then she does her hobbies.
- **2** On Wednesday afternoon.
- 3 No, she doesn't.
- 4 Because it's good for you.
- **5** Yes, a little.

WB page 26

Present simple: Yes / No questions

• Write these affirmative sentences and questions on the board:

<u>Affirmative</u> <u>Question</u>

You read books. Do you read books? She reads books. Does she read books?

- Focus on the use of the auxiliaries *do* and *does* in *Yes / No* questions. Explain that the main verb (*read*) is an infinitive without *to* in questions.
- Look at the word order of questions in the grammar table: Auxiliary + Subject + Infinitive. Students can easily remember this as 'ASI'. It is a simple mnemotechnich resource.
- Explain how to give short answers.

5 Complete the questions. Use *Do* or *Does*. Then answer them.

- Students complete the questions using Do or Does.
- Students answer the questions with short answers.

Answers

1 Do 2 Does 3 Do 4 Does 5 Do 6 Do

Present simple: wh- questions

• Write these answers on the board. Ask students if they can ask the guestions and write them on the board.

QuestionAnswerWhat do you study?I study Maths.Where does he study?He studies at home.

• Explain the word order of wh- questions:

Question word + **A**uxiliary + **S**ubject + **I**nfinitive. Students can remember this as 'QASI'.

6 Order the questions. Then answer them.

- Students order the questions.
- Students answer the questions by writing them in their notebooks.

Answers

- **1** What time do you get up?
- 2 What do you have for breakfast?
- **3** When does school start?
- **4** When does your mum go shopping?
- **5** What do you do on Friday evenings?
- **6** What does your teacher do at lunchtime?

Students' own answers

7 Write complete questions.

• Students write complete questions.

Answers

- 1 Where do you have breakfast?
- 2 What do you do after school?
- **3** Do you have time for your hobbies?
- **4** Do you do exercise?
- 5 Do you read before you go to bed?
- **6** What do you do at the weekend?

8 Ask a partner the questions in exercise 7. Write his / her answers. Then calculate the Chill Factor.

- In pairs, students ask the questions in exercise 7 and write their partners' answers.
- Students use these answers to calculate their partners' chill factor. To do this, tell them to use the key in the questionnaire on page 34.

Answers

Students' own answers

③ Love, like, not like, hate + -ing form

- Write *I like reading* on the board. Explain that we normally use the *-ing* form of the verb after *like*.
- Draw the emoticons and write the sentences on the board.

② □ I... reading.② I i... reading.② I like reading.③ ⊗ I ... reading.

• Ask students which verbs can be used to complete the sentences. Introduce *love*, *not like* and *hate*.



9 Write sentences. Use love, like, don't like and hate.

• Students write true sentences about themselves using love, like, not like and hate, and the -ing form of the verbs.

Answers

Students' own answers

10 Choose three activities. For each activity, write one question with *like* and another one with a *question* word.

• Students choose three activities. For each activity, they write one question with *like* and another one with a *question word*.

11 In pairs, ask and answer the questions above.

• In pairs, students ask each other their questions and write their partners' answers.

12 Tell another pair about your partner.

• Students use the answers they wrote in exercise 11 and tell another pair about their partners. Remind them to use the third person singular.



1 1.35 Write the months in order. Listen and check. Then listen and repeat.

- Students write the months in order.
- Play the CD to check answers.
- Play the CD again. Students repeat the words. Focus on word stress.
- Point out that we also use capital letters for months.

Answers / Transcript

1 January
2 February
3 March
4 April
5 May
6 June
10 October
11 November
12 December

2 Match the dates with the pictures on page 38.

• Students match the dates with the pictures on page 38.

• Draw students' attention to items 2 and 6. Explain that we use ordinal numbers in dates in English.

Answers

Chinese New Year
 New Year's Eve
 Ramadan
 Carnival
 Thanksgiving
 Halloween

- Students match the ordinal numbers.
- Play the CD to check answers.
- Play the CD again. Students repeat the numbers.

Answers / Transcript

1 st first	5 th fifth	20 th twentieth
2 nd second	11th eleventh	31 st thirty-first
3 rd third	12 th twelfth	
4 th fourth	15 th fifteenth	

• Ask students: What's the date today? Show students how we write the date in English, for example: 6th December. Then model how we say it: the sixth of December.

4 1.37 Can you say the dates? Listen and check. Then listen and repeat.

- Students write the dates as they say them in English.
- Play the CD to check answers.
- Play the CD again. Students repeat the dates.

Answers / Transcript

- 1 The twenty-second of January
- **2** The thirtieth of May
- **3** The first of September
- **4** The sixth of July
- **5** The nineteenth of April
- 6 The eighth of December

Prepositions of time

- Ask students these questions and introduce the prepositions: When's your birthday? (On ...); Which month does the school year start? (In ...); What time does this class start? (At ...).
- Students look at the table. Explain the use of prepositions of time.

5 Answer the questions. Then ask a partner.

• Students answer the questions. Then they ask a partner.

Answers

Students' own answers

6 1.38 Listen and complete the dialogue.

Students listen to the dialogue and write the missing information

Transcript

Max: What's the date today?

Leo: It's the 6th of December. Why? **Max:** It's my birthday on the 11th.

Leo: What day's that?

Max: It's next Sunday, but my party's on Saturday.Can you

come?

Leo: Yes, of course. What time does it start?

Max: At half past eight. **Leo:** OK. Thanks!

Answers

1 the 6th of December

2 on the 11th

4 on Saturday

5 at half past eight

3 Sunday

7 In pairs, practise the dialogue above. Change some information.

• In pairs, students practise the dialogue, in exercise 6, first as it is, and then changing the information in 1-5.



8 In pairs, talk about your perfect day. What things do you and don't you do?

• In pairs, students talk about their perfect day. Tell them to describe the things they *do* and *don't do*.

9 Read about Bela's perfect day. What does / doesn't she do? Write four things.

• Students read about Bela's perfect day and write four things that she *does* or *doesn't do*. Encourage them to write a mixture of affirmative and negative sentences.

Possible sample answers

She doesn't get up early. She doesn't go to school. She chats online. She goes shopping.

10 Order Bela's activities.

• Students put Bela's activities in the correct order.

Answers

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

Sequencers

11 Find five words or phrases that show the order of the activities in exercise 9.

- Students look at the text in exercise 9 again and find five words or phrases that show the order of Bela's activities.
- Explain that the sequencers *next, then* and *after that* can be used in any order in the middle of a text.

Answers

first, next, then, after that, finally

12 Order these activities. Write a paragraph. Use the five sequencers listed above.

- Check students understand the meaning of the activities.
- Students order the activities as they wish and then write a paragraph using the five sequencers.

13 Make notes. Then write about your perfect day.

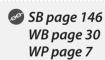
• Students get ready to write about their perfect day. First, they make notes. They should include at least two activities for each part of the day (morning, afternoon and evening). Then they write their compositions.

14 Now read your work again. Can you find any errors?

• Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Checklist

Adverbs of frequency love, like ... + -ing form Prepositions of time Sequencers



SB Pages 38-39 Festivals around the world

• Students match the pictures with the phrases in the box. Tell them they will need to use some of the phrases more than once.

Match the pictures with the phrases in the box.



Answers

Carnival- wear special costumes, watch a parade New Year's Eve - watch fireworks Thanksgiving - have a family meal, eat turkey Halloween - wear special costumes Chinese New Year - wear special costumes, watch a parade Ramadan - have a family meal

2 1.39 Read and listen about four festivals. Write the names of the celebrations.

• Students read and listen to four teens describing different festivals and write the names.

Answers

1 Chinese New Year

3 Carnival

2 Ramadan

4 Thanksgiving

3 Write the festival or festivals.

• Students answer the questions.

Answers

- 1 Chinese New Year, Ramadan
- **2** Chinese New Year, Carnival
- 3 Chinese New Year, Ramadan, Thanksgiving
- 4 Chinese New Year, Carnival
- **5** Carnival, Thanksgiving
- **6** Chinese New Year, Ramadan

4 Do you celebrate any festivals? Complete the sentences.

• Students complete the sentences with information about the festivals they celebrate.

Answers

Students' own answers

Did you know?

Colonists in the USA first celebrated Thanksgiving in 1621 at the end of their first harvest. They sent invitations to the Native Americans and they all celebrated together. The celebration lasted for three days.

5 Read the text and identify the festival. Underline the words related to it.

- Ask students to look at the photos and describe them.
 Write the new vocabulary items that may crop up on the board.
- Students read the text to identify the festival and underline the key words connected to it.
- Invite some students to read out their answers. Write vocabulary on the board and check students understand the meaning: *spooky, scare (someone) stiff, creepy,* etc.

Answers

Halloween: tricks, costume, spooky, scare (your friends) stiff, skeleton, horrifying, creepy, terrifying, zombie faces, ghosts, scary, pumpkin

6 Complete the table with the information from the text.

- Students read the text again and complete the table. Draw students' attention to the example to help them.
- Ask some students to read out their answers to check.

Answers

LEDs: add special effects with lights shining bright or fading away. They are good to simulate a walking skeleton.

Mobile: makes you look more horrifying with creepy sound effects and scary music you can download. And it has free apps to turn selfies into zombie faces.

Drone: makes a flying ghost with a white sheet.

Digital projector: projects scary images such as ghosts, pumpkins, skeletons and children with creepy voices.

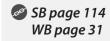
21st Century Skills

Find out about Halloween. Where do people celebrate it? What do they do?

• Ask students to find out about Halloween. They can do this by entering *Halloween* into an Internet search engine or by consulting a reference book in the library.

Answers

Halloween is celebrated in most English speaking and Latin American countries. It is also becoming popular in Europe. On this day, people wear special costumes, eat special food, go to parties and play games.





SB Pages 40-41 **DD @ Ø** E-pals and friends

Warmer

- Students make a list of five things you can find in a bedroom. In pairs, they compare their lists. How many things are the same?
- Students look at the picture. How many of the things on their lists are in the picture?

1.40 Complete words 1–10. Use a, e, i, o or u. Listen and check. Then listen and repeat.

- Students complete the names of ten things in the picture using a, e, i, o or u.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

- 1 camera
- 2 comics
- **3** fish
- 4 bike
- **5** bedroom

- **6** clothes
- 7 books
- 8 computer
- **9** trainers
- 10 games console

In pairs, ask the names of other things in the picture.

• In pairs, students ask each other the names of other things in the picture. Point out the example dialogue. Model it with a student to show them how to do this activity.

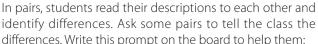
Is it a boy's or a girl's room? Describe him / her. Use the words below.

- Students say if they think the picture shows a boy's or a girl's room. Ask them to say why.
- Students write a short description of the boy or girl using the words in the box. Look at the example description to show them how to do this.

Answers

Students' own answers

Consolidation



differences. Write this prompt on the board to help them: I think he / she ... but (student's name) thinks he / she ...

Warmer



• Ask students to tell you the different ways in which they communicate with their friends. Write a list on the board.

4 Answer the questions.

- Students answer the questions.
- Teach the term *e-pal* (someone in another country that you write emails to). Explain that the terms e-pal (pal is an informal word for friend) and key pal can be used iinterchangeably. They both refer to people who correspond only by email. Ask students if they have a pen pal or a key pal.

Answers

Students' own answers

Consolidation



In pairs, students ask each other the questions and compare their answers.

5 D_{1.41} Read and listen to the e-pal messages. Then write descriptions for the four items below.

- Tell students that the things in the photos are related to the e-pal messages.
- Students read and listen to the e-pal messages, and write descriptions. Look at the example sentence to show them how to do this. Review possessive 's and this / these as necessary.

Transcript

Lee: Hello. I'm Lee, I'm fourteen, and I live in Seoul, the capital city of Korea. In my free time I like watching films on Netflix and playing video games on my computer, and chatting on the Internet to friends around the world. I'm the perfect e-pal – I always write back!

Salma: Hi! My name's Salma. I'm from Mexico, but I live in the USA now with my mum and my sister. My dad lives in Mexico. I speak Spanish at home and English at school. I like reading and I love animals. I've got two cats. They're very intelligent. I've got five hamsters and a bird too.

Liam: Hi everyone! My name's Liam, I'm twelve years old and I'm Irish. My number one sport's football and my favourite player's Leo Messi. He's from Argentina and he's great. Do you like football? Please write to me.

Amanda: HELLO! I'm Amanda and I'm English. I'm fourteen and my birthday is on Christmas Day! I have two sisters and two

UNIT 1-3

brothers. I love listening to music, and I sing in a pop group. We usually practise on Saturday afternoons. Email me!

Answers

- 1 This is Liam's football.
- **2** This is Lee's computer.
- **3** These are Salma's cats.
- 4 These are Amanda's sisters.

6 Write complete sentences.

• Students write complete sentences. Review *be* and the present simple as necessary.

Answers

- 1 They're fourteen years old.
- 2 He likes playing video games.
- **3** She comes from a big family.
- **4** Her cats are really intelligent.
- **5** He's really into sport.
- **6** She doesn't live with her dad.

7 Match the sentences in exercise 6 with the e-pals.

• Students match the sentences in exercise 6 with the e-pals.

Answers

- 1 Amanda and Lee2 Lee3 Amanda4 Salma5 Liam6 Salma

8 Find these things in the messages.

• Students find examples of items 1 to 5 in the messages.

Answers

- 1 Five of the following: listening to music, watching films on Netflix, playing video games, chatting on the Internet, reading, singing in a pop group
- 2 mum, sister, dad, brother
- 3 cat, hamster, bird
- 4 Spanish, English
- 5 intelligent

9 Can you write four other family words, four sports, four pets and four adjectives for pets?

• In pairs, students write four other family words, four sports, four pets and four adjectives for pets.

Answers

Students' own answers

Reinforcement



In pairs, students take it in turns to say a sentence about one of the e-pals in exercise 5, for example: *He likes football*. Their partners have to say which e-pal it is.

Extension



- Students choose the e-pal they like better themselves and write the reason(s) why. Write this prompt on the board to help them: *The best e-pal for me is* He / She ... and I
- In pairs, students talk about their choice of e-pals. Are they the same?

1 Complete the description with the words in the box.

• Students complete the description using the words in the box.

Answers

This
 my
 His
 to friendly
 That
 sometimes
 sister
 our

2 • 1.42 Complete the questions about the girl in exercise 1. Then listen and check.

- Students complete the questions about the younger of the girls in exercise 1. Highlight that there are two words missing in each question. Review question forms with *be* and the present simple as necessary.
- Play the CD to check answers.

Transcript

I - Interviewer R – Rebecca

I: What's your name?

R: My name's Rebecca.

I: How old are you?

R: I'm thirteen years old.



I: Where are you from?

R: I'm from Australia.

I: Where do you live?

R: I live in Sydney

!: What do you do in your free time?

R: I meet my friends, I go shopping and I listen to music.

I: What type of music do you like?

R: I like rap music and soul.

Answers

1 your name2 old are3 are you4 Where do5 do you6 do you

3 D_{1.42} Listen again. Complete her e-pal message.

- Students read the girl's e-pal message so that they know what information they need to listen for. In pairs, students discuss possible answers before they listen.
- Play the CD. Students complete the message. Pause the CD after each sentence to give students time to write their answers. Play the CD again if necessary.

Answers

1 Rebecca2 thirteen3 Australia4 Sydney5 go shopping6 rap

4 Ask your partner the questions in exercise 2. Write his / her answers on a piece of paper.

• Students ask their partners the questions in exercise 2 and write his or her answers on a piece of paper. Tell them to write the answers in complete sentences. Write this prompt on the board to help them: His / Her name's ... He's / she's from ... etc.

Pass your answers to the front of the class. Now take a different piece of paper. Tell the class the answers, but don't say the person's name. Can other students guess who it is?

• Students pass their answers to the front of the class. Then they take a different piece of paper. They read out the answers to the class, but they don't say the student's name. Can the other students guess who it is?

Project

Find an e-pal

Write a message simulating you are somebody's e-pal. Include information about you, your family and free time activities.

• Tell students they are going to write a message to an imaginary e-pal they have got. First, they look at the messages on page 41 and make a note of some expressions they want to use. Then they write their messages. Tell them they should include information about themselves, their families, their hobbies and their free time activities.

7 Put all the messages in a bag. Take a message and write a reply.

• Students put their e-pal messages in a bag. Then they take a message from the bag and write a reply. If a student takes their own message, they should put it back in the bag and take another one.

Consolidation



If you want to find key pals for your students, there are sites on the Internet where you can post or answer a message to set up a class key pal exchange with a teacher in another country.

Background

- Aretha Franklin was born in Memphis, Tennessee, in the USA in 1942. She is a singer, songwriter and pianist, and is often called "The Queen of Soul".
- The song "I say a little prayer" was written by Burt Bacharach and Hal David in 1967. Aretha Franklin recorded the song in 1968. It has become one of the most famous soul songs of all time.

Warmer 1.43



• Ask students what type of music Rebecca (the girl on page 42) likes (rap music and soul). Play the introduction of the song. Ask: *Is this rap music or soul?*

8 Read about the origins of soul and complete the fact file.

• Students read about the origins of soul and complete the fact file.

Answers

- 1 soul
- 2 the USA
- **3** the late 1950's
- 4 rhythm and blues, and gospel music
- 5 call and response / the chorus (backing singers) respond to the singer.
- **6** Aretha Franklin

9 Match the rhyming words.

• Students match the rhyming words.

Answers

wake up-make-up bus-us hair-wear take-break heart-part you-too

be-me

10 1.43 Listen and complete the song with some of the words in exercise 9.

• Students listen and complete the song with words from the box on the right in exercise 9. Play the CD again if necessary.

Transcript

The moment I wake up Before I put on my make up I say a little prayer for you And while combing my hair now And wondering what dress to wear now I say a little prayer for you Chorus Forever, and ever, you'll stay in my heart And I will love you Forever, and ever, we never will part Oh, how I love you Together, together, that's how it must be To live without you Would only mean heartbreak for me I run for the bus, dear Well while riding I think of us dear

I say a little prayer for you And at work I just take time And all through my coffee break time I say a little prayer for you Chorus
My darling believe me
For me there is no one but you!
Please love me too
I'm in love with you
Answer my prayer babe
Say you love me too

Answers

make up
 me
 wear
 us
 part
 break

11 What's the song about? Use the ideas in the box.

- Students decide what they think the song is about and answer the question. Point out the ideas in the box and encourage students to use the model expressions.
- In pairs, students compare their ideas. Invite some pairs to share their ideas with the class.

Answers

Students' own answers



Coarechool (1975)

SB Pages 44-45 **D D O**

Yummy school and family menus

1 1.44 Match the pictures with the food on the menu. Listen and check. Then listen and repeat.

- Students match the pictures with the food on the menu.
- Play the CD to check answers.
- Play the CD again. Students repeat the words. Point out the silent 'l' in salmon.

Answers / Transcript

a cheese
b bacon
c ham
d cucumber
e salami
i lettuce
j roast beef
k salmon
l mayonnaise

2 Discuss. What's your favourite school sandwich?

- Introduce the word *bread*. Teach *white bread* and *brown bread*. Draw students' attention to the example to help them.
- In pairs, students describe their favourite school sandwich. Walk around the classroom and help with vocabulary if necessary.

Answers

Students' own answers

3 Look at the picture below and complete the description with the food words in the box.

- Read out the words in the box and check students understand them.
- Encourage students to look at the pictures and complete the text
- Invite some students to read out their answers to check.

Answers

1 meat
2 pizza
3 cheese
4 spaghetti
5 sandwiches
6 carrot
7 tomato
8 broccoli

4 Categorise the food items in the pictures in exercises 1 and 3. Can you add some more?

- Check students understand the categories of food by asking them to tell you one food item for each category.
- Students categorise the food in the photos.
- Students add more words to the categories.

Answers

Vegetables: lettuce, cucumber, onion, tomato (treated as a vegetable but scientifically it is a fruit.), broccoli, carrot.

Fruit: Students' own answers

Meat: ham, salami, roast beef, bacon, beef

Fish: tuna, salmon

Drinks: Students' own answers

Other: cheese, mayonnaise, pizza, spaghetti, sandwich

In pairs, take turns to define five words related to food. Can your partner guess the answer?

- In pairs, students take it in turns to define five words related to food from the lesson. Direct their attention to the example dialogue to help them and teach the word *chop*.
- Walk around the classroom and monitor.

Answers

Students' own answers

6 Copy and complete the table with your ideas in the YOU column. Guess your partner's answers and write them on the other column.

• Students copy the table into their notebooks and complete it with their ideas. Walk around the classroom and help students with new vocabulary.

Answers

Students' own answers

In pairs, exchange the ideas you have of each other from exercise 6. How many answers about your partner are correct?

- In pairs, students tell each other their predictions in the previous exercise and check their ideas. Direct their attention to the example dialogue to help them.
- Call on some pairs to share their correct guesses with the rest of the class.

Answers

Students' own answers

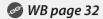
8 What do you usually eat? Write your weekly menu. Then describe it to your partner.

- Students write a description of their weekly menus. Tell them to use the text in exercise 3 as a model and encourage them to include adverbs of frequency and vocabulary from this lesson.
- In pairs, students take it in turns to describe their menus.



Answers

Students' own answers



1 Answer the questions.

• Students answer the questions.

Answers

Students' own answers

2 • 1.45 Read and listen about a top teen chef. What does she describe?

• Students read and listen to the article about the top teen chef, and identify the things she describes.

Transcript

I'm a chef so people often ask me about the food that I eat. I like food that's healthy, and simple to make.

Breakfast is very important. I always have orange juice and an egg on toast. I don't eat any cereal because I don't like milk. For lunch I make a sandwich. This is my favourite sandwich: take two slices of bread and put some mayonnaise on one. Cut some cold chicken. Then add some lettuce and a tomato. Tomatoes are brilliant. They've got a lot of vitamin A and C. They protect your skin and they're good for your eyes and immune system. Delicious!

In the evening, I usually cook for my mum and dad. We don't eat fish because my dad doesn't like it, but we sometimes have meat. We all like pasta – a lot of pasta. It gives you energy and it's great with a salad. Try a spinach, avocado and parmesan cheese salad! It'seasy to make and good for your body and your brain.

Answers

She describes what she has for breakfast and lunch. She also describes what she usually cooks for her mum and dad in the evening.

3 True or false? Correct the false sentences.

 Students decide if the sentences are true or false, and correct the false ones. Encourage them to write complete sentences.

Answers

- **1** False She likes healthy food.
- **2** True
- **3** True
- 4 False Miranda cooks dinner for her mum and dad.
- 5 False They don't eat fish. / Her dad doesn't like fish.
- 6 False Pasta is very popular / They all like pasta.

4 Answer the questions.

• Students answer the questions in complete sentences.

Answers

- 1 She's a chef.
- 2 Her favourite sandwich has got mayonnaise, cold chicken, lettuce and tomato in it.
- 3 They've got a lot of vitamin A and C.
- 4 It gives you energy and it's great with a salad.
- **5** Her salad has got spinach, avocado and parmesan cheese in it.
- **6** It's easy to make, and it's good for your body and your brain.

Countable and uncountable nouns

- Draw an apple on the board and ask students: What's this? Draw two more apples and ask: What are these? Establish that apple is a countable noun.
- Draw a bowl of pasta (e.g. spaghetti) on the board. Ask students: *Is it possible to count pasta?* Explain that pasta is an *uncountable noun*.

5 Make a list.

 Students make a list of countable and uncountable nouns.

Answers

Countable banana, chip, harnburger, onion, pizza, potato, tomato, vegetable

Uncountable: bread, cheese, fmit, rneat, rnilk, spinach, toast

Ask students when we use a / an. Teach students the rules.
 a / an + singular countable noun
 no article + plural countable noun
 no article + uncountable noun

6 Copy and complete with *a*, *an* or nothing. Are the sentences true for you?

• Students copy and complete the sentences. They also write if the sentences are true or false for them.

Answers

1 - 2 - 3 an 4 an 5 - 6 a Students' own answers

A lot of, some, any

 Write the example sentences on the board and check students understand a lot of, some and any.
 a lot of: a big quantity some: a quantity that is not stated or known any: it means 'none' if used with a negative verb

7 Write sentences about Victor and Veronica.

• Students write sentences about Victor and Veronica using *a lot of, some* or *any.*

Answers

- 1 Victor doesn't eat any fruit. Veronica eats a lot of fruit.
- 2 Victor drinks a lot of milk. Veronica drinks some milk.
- **3** Victor doesn't eat any fish. Veronica eats some fish.
- 4 Victor eats some Indian food. Veronica doesn't eat any Indian food.
- **5** Victor eats a lot of vegetables. Veronica eats some vegetables.
- 6 Victor doesn't eat any chips. Veronica eats some chips.

O Pronunciation: Weak forms /ə/

8 1.46 Listen and repeat.

- Say the first sentence and ask students which words are stressed (have, sandwich, lunch). Explain that the determiner *a* isn't stressed: the pronunciation is /ə/. The words *an* and *some* have the same sound /ə/.
- Students hear each sentence twice. Pause the CD for students to repeat.

Transcript

- 1 I have a sandwich for lunch.
- 2 leat an orange every day.
- 3 leat a lot of fruit.
- 4 I have some meat for lunch.
- **5** I have some milk for breakfast.
- 6 I eat a lot of vegetables.

Any in questions

• Write these sentences on the board:

I eat some cheese.

I don't eat any tomatoes.

Ask students to complete these questions.

Do you eat ____ cheese?

Do you eat _____ tomatoes?

- Explain that we use *any* in negative sentences and in questions.
- Ask students to look at exercise 7. Ask: *Does Victor eat any fruit?* (No, he doesn't.) *Does Veronica eat any fruit?* (Yes, she does.)

9 Close your books. In pairs, ask questions about Victor and Veronica.

• In pairs, students ask and answer questions about Victor and Veronica. Pairs try to work from memory. Sholud this fail, then Student A keeps his / her book open and asks questions. Student B closes his / her book and answers from memory.

10 Work in pairs. Does your partner have a healthy diet? Ask each other some questions. Use *any* and *a lot of*.

- Students prepare questions to ask their partners using any and a lot of, and the food vocabulary. Encourage students to use the words provided in the box.
- In pairs, students take it in turns to ask their questions and make a note of their partners' answers.

11 Tell another pair about your partner's diet.

• Students tell another pair about their partners' diet. They can use the short speech in the example as a guide.



Warmer

With students' help, build up a list of school subjects on the board in their own language. Do they know how to say any of the subjects in English? If so, write these on the board.

1 • 1.47 Match the pictures with the subjects. Listen and check. Then listen and repeat.

- Students match the pictures with the subjects.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

- **a** History
- **b** French
- **c** Maths
- **d** Geography
- e Drama
- **f** Music

- **g** Art
- **h** Science
- i ICT (Information and Communication Technology)
- **j** PE (Physical Education)



Reinforcement

In pairs, students test each other on the school subjects. Student A closes his / her book. Student B says the names of the school subjects in his / her own mother tongue, Student A translates the subjects into English.

Extension



Students make a list of four words they associate with each school subject (e.g. Science - experiments, biology, scientist, results).

2 In pairs, talk about school subjects. Do you like the same subjects?

- Model the activity by asking a student: What's your favourite subject? Why?
- In pairs, students talk about school subjects. Do they like the same subjects?
- Read out the list of subjects in exercise 1. Students put up their hands when you say their favourite subject. Find out which subject is the favourite of most students in the class

3 D 1.48 Véronique is a French exchange student in the UK. Listen to her conversation with Sandra. Write four subjects she mentions.

- Explain that Véronique is a French exchange student in the UK. Check students understand the meaning of exchange student (someone who goes to a foreign country to study and learn the language). Do they know any exchange students?
- Students listen to Véronique's conversation with Sandra and write the four school subjects she mentions.

Transcript

- S Sandra V Véronique
- **S:** Are you nervous, Véronique?
- **V:** Nervous? Yes! Today's my first day in a new school in a new country. What time do classes start?
- **S:** Classes always start at five to nine.
- V: Do you study Geography?
- S: Of course.
- **V:** I like Geography. How often do you have Geography classes?
- **S:** We have Geography twice a week, on Monday and Wednesday.
- **V:** And Science? How often do you have Science?
- **S:** Three times a week, on Tuesday, Thursday and Friday.
- V: Do you like Science?

- S: No. I don't.
- **V:** What's your favourite subject?
- S: ICT.
- V: ICT?
- S: Information and Communication Technology. I love ICT.
- V: Why?
- **S:** Because our teacher, Mr Walker, is excellent.
- **V:** My teachers in France are very strict. Do you study any languages?
- **S:** Of course.
- **V:** What languages can you study at school?
- **S:** We can choose from Arabic, French, German or Mandarin.
- **V:** What languages do you study?
- **S:** Mandarin. Our teacher says that it's the language of the future.
- **V:** Can I study French today?
- S: No.
- V: Why not?
- **S:** Because you're French!

Answers

Four of the following: Geography, Science, ICT, Arabic, French, German, Mandarin

4 • 1.48 Listen again. Write Sandra's answers to Véronique's questions.

• Students listen again and write Sandra's answers to Véronique's questions. Pause the CD after each question to give students time to write the answers.

Answers

- 1 at five to nine
- **2** twice a week
- **3** three times a week
- Mandarin

5 Arabic, French, German or

6 Mandarin

4 ICT

5 Answer the questions from exercise 4 referring to your own school experience.

• Students answer the questions in exercise 4 about themselves. Alternatively, in pairs, students take it in turns to ask and answer the questions.

Answers

Students' own answers

Frequency expressions

• Students close their books. Copy the table onto the board without writing the frequency expressions in the first column. Point to the first row and say: I listen to music on Monday,

Tuesday, Wednesday, Thursday and Friday. Write every day in the table and explain that this expression can replace the days of the week mentioned before: I listen to music every day. With students' help, complete the rest of the table with the frequency expressions.

6 Write the frequency expression.

• Students read the sentences and write the appropriate frequency expressions.

Answers

1 once a week

4 twice a week

2 three times a week

5 every day

3 every day

6 twice a week

7 Make a list of your school subjects. How often are the classes?

• Students make a list of their school subjects and write sentences describing how often they have classes.

Answers

Students' own answers

8 Complete the sentences. Use frequency expressions.

• Students complete the sentences with information about themselves using frequency expressions.

Answers

Students' own answers

How often?

• Use the sentences from exercise 8 to illustrate the use of *How often* ...? Ask a student: *How often do you go shopping?* After asking a few students this question, write it on the board. Then introduce the third person singular question by asking: *How often does [student's name] go shopping?* Write this question on the board.

9 Complete the questions. Then match them with the answers.

- Before students do this exercise, check they understand the new vocabulary: *earthquakes*, *full moon, rise, spider*.
- Students complete the questions. Then they match them with the answers.

Answers

1 How often do earthquakes happen in the UK? About 200

- times a vear.
- **2** How often does the time change in the UK? Twice ayear.
- **3** How often does a full moon appear? Once a month.
- **4** How often do kids in the USA use the Internet? Three to four times a day.
- **5** How often does the sun rise? Every day.
- 6 How often does a spider eat? Once a week.

10 How often do you do these activities?

• Students write sentences describing how often they do the activities mentioned in the list.

Answers

Students' own answers

11 Make a list of the school subjects you like and don't like.

• Students make a list of school subjects they like and don't like.

12 In pairs, create your perfect weekly timetable. Include six school subjects or more.

• In pairs, students create a perfect school timetable that includes six or more of their favourite subjects.



1 Look at the menu. Write the words.

• Students look at the menu and write the words.

Answers

1 veggie burger

3 medium

2 BLT

4 fries

2 D1.49 Listen to six prices. Write the food.

- Look at the box about prices in the UK. Students practise saying the prices.
- Say two or three prices from the menu. Ask students what food they correspond to.
- Students listen to six prices and write the food.



Transcript

That's £1.99, please.
 That's £1.75, please.

3 That's £1.89, please.

4 That's £1.30, please.

5 That's 99 p, please.

6 That's £2.65, please.

Answers

1 a veggie burger2 a medium orange juice

3 a large cola

4 a medium water

5 medium fries

6 a sandwich

3 Listen again. Write the prices. Then listen and repeat.

• Students listen again and write the prices. Then they listen once again and repeat them.

Answers

1 £1.99 **2** £1.75 **3** £1.89 **4** £1.30 **5** 99 p **6** £2.65

4 1.50 Ruby and Scott are at a café. Listen and write their orders.

• Explain that Ruby and Scott are at the Fresh & Fast Café. Students listen and write their orders. Pause the CD after the first order to give students time to write. If necessary, play the CD again.

Transcript

A - Attendant R - Ruby S - Scott

A: Can I help you?

R: Yes, can I have a veggie burger and a salad, please?

A: A medium or large salad?

R: Medium, please.

A: Anything to drink?

R: Can I have a large cola, please?

A: Anything else?

R: No, thanks. How much is that?

A: That's £ 5.43, please

R: Here you are.

A: Thanks. Next, please I Can I help you?

S: Yeah. What's a BLT sandwich?

A: Bacon, lettuce and tomato.

S: Oh! Can I have a BLT and a salad, please?

A: A medium or large salad?

S: Large, please.

A: Anything to drink?

S: Yes! Can I have a medium orange juice, please?

A: Anything else?

S: No, thanks.

A: That's £ 5.29, please.

Answers

Ruby: a veggie burger, a medium salad, a large cola Scott: a BLT sandwich, a large salad, a medium orange juice

5 • 1.51 Listen to Ruby's order again. Complete the sentences. Then listen and repeat.

- Students listen to Ruby's order again and complete the sentences. Pause the CD after each sentence to give students time to write.
- Play the CD again. Students repeat the sentences. Pause the CD after each one. Focus on intonation.

Answers

1 help3 have5 How2 drink4 Anything6 Here

6 In pairs, prepare and practise the dialogue. Then change roles.

- In pairs, students prepare and practise a dialogue between a customer and an attendant. Encourage the attendant to write down the order to make it easier to calculate the price.
- Students swap roles and repeat.



7 In pairs, describe your typical school day.

• In pairs, students describe their typical school day, including the times that they do different things.

8 Rohan is from Australia. Read about his school day. Find two things that are the same and two things that are different for you.

- Explain that Rohan is a boy from Australia. Tell students that Australia is 14 hours ahead of Argentina in winter / spring and 13 hours ahead of Argentina in summer / autumn. Ask them to calculate the current time in Australia.
- Students read about Rohan's school day and find two things that are the same and two things that are different for them.

Answers

Students' own answers

Because

- Ask students Why does Rohan wear a cap to school? / Why does he go to bed at half past ten?
- Use the example sentences to teach the meaning of *because*. Explain that we use *Why* ... ? to ask a question and *because* to give a reason for our answer.

9 Join the sentences using because.

• Students join the sentences using *because*. Point out that they may need to change the order of the sentences.

Answers

- 1 I walk to school because my school's near my house.
- 2 I wear casual clothes to school because we don't have a school uniform.
- **3** I have sandwiches for lunch because I don't like the food at school.
- **4** My favourite day is Wednesday because we play sports in the afternoon.
- 5 I don't chat online with friends after school because I have a lot of homework.
- **6** I watch TV with my parents because I haven't got a TV in my room.

10 Make notes. Then describe your typical school day. Include different times.

 Students get ready to write about their typical school day. First, they list the things they do before school, at school and after school, including the times that they do these things. Then they write their compositions.

11 Now read your work again. Can you find any errors?

• Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Present simple (third person singular -s)
Adverbs of frequency (before verbs, after be)
Frequency expressions
because

SB page 146
WB page 38
WP page 8

SB Pages 52-53 Sportspeople's diets

Warmer



- Review the sports from page 14 (Unit 1). Give a short definition of a sport and students write the name, for example: You do this sport on a horse. (horse riding) You do these sports on snow. (skiing, snowboarding)
- Students look at page 52. Ask: What sport is the article about? What competition can you see in the photo? Students look at the fact file at the top of the page. Check they understand all of the words by asking them if they know or can guess any of the missing facts.

1 © 1.52 Copy the factfile. Read and listen about the cyclists. Then complete the information.

• Students copy the fact file. Then they read and listen to the article about the cyclists and complete the information.

Answers

Competition: The Tour de France Sport: Cycling

Month: July

Total distance: 3.5 thousand kilometres Distance per day: 180 kilometres or more

Calories per day: ten thousand

2 Choose the correct option. Then read and check.

• Students choose the correct option. Then they read and check.

Answers

1 isn't 3 weeks 5 a lot of food 2 all over the world 4 sometimes 6 hour

3 Does a professional cyclist eat these things before, during or after a race? Make a list.

- Before students do this exercise, check they understand the meaning of the words listed in the box.
- Students decide whether a professional cyclist eats the food items mentioned before, during or after a race and make a list.



Answers

Before: bread and jam, cereal, omelette, orange juice, pasta or

During: biscuits, cakes, energy bars, fruit

After: dessert, salad, meat, fish or chicken, pasta or rice

Reinforcement

Students close their books. In pairs, can they remember what a cyclist eats? Together, they make a list and then check their answers.

Extension



In pairs, students do a role-play Student A is a professional cyclist and Student B is his / her friend. Student A describes what the Tour de France is like. Student B listens and asks questions to obtain more information. Then they swap roles and repeat.

Did you know?



The swimmer Michael Phelps won four gold and two silver medals at the 2012 Olympics. During his training, he ate 12,000 calories per day, including two kilos of pasta and a whole pizza for dinner!

Discuss these questions in pairs.

- In pairs, students answer the questions and exchange their ideas
- Invite some pairs to share their answers and discuss them with the whole class.
- Write new vocabulary on the board and check students understand it.

Answers

Students' own answers

Complete the interview with the guestions below.

- Direct students' attention to the photos and ask: What are these products for? Do you use these or other similar products when doing sports? Are they effective?
- Read out the questions to check students understand them. Teach new vocabulary if necessary.
- Students complete the interview with the questions. Invite some students to read out the complete text to check. Encourage them to mention the key words that helped them to find the connections.

Answers

- 1 What exactly is this new item?
- **2** What does this device do?
- **3** How does it work?
- **4** What are the smart parts of the bottle?
- **5** What specific information does the coach receive?
- **6** Why is this useful?

6 Read the text again and match the sentence halves.

- Students read the interview again so that they can match the information and make sentences.
- Invite some students to read out their answers to check.

Answers

- 1 A smart bottle helps athletes to get the correct hydration
- 2 The top of the bottle has the athlete's name on it.
- 3 The chip of the bottle is connected to the chips the athlete has on the body.
- 4 Coaches receive the information about the athletes in real
- 5 Athletes are aware of their hydration level by looking at the LED lights at the top of the bottle.

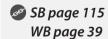
21st Century Skills

Find out the names of pro athletes and teams testing Gatorade smart bottles before they go onto the market.

• Students find out the names of the athletes or teams by entering the key phrase 'athletes testing Gatorade smart bottles' into an Internet search engine.

Answers

Teams testing the smart bottle are the Kansas City Chiefs, the Boston Celtics basketballl team, FC Barcelona, Brazil's National Football Team and Gatorade sponsored IMG Academy in Bradenton, Florida.





Warmer

Ask students about the weather today: What's the temperature? Is it hot or cold? Is it sunny, rainy or windy? Use today's weather to introduce some of the weather vocabulary from exercise 1.

1 © 1.53 Match the pictures with the expressions. Listen and check. Then listen and repeat.

- Students match the pictures with the expressions.
- Play the CD to check answers.
- Play the CD again. Students repeat the expressions.

Answers / Transcript

- 1 It's foggy.
- 2 It's sunny.
- **3** It's snowing.
- 4 It's raining.
- 5 It's windy.

- **6** It's cloudy.
- **7** It's cold.
- 8 It's warm.
- **9** It's hot.

2 Look at the photos. Describe the weather.

• Students look at the photos and describe the weather. Encourage students to look at the example provided to help them do this task.

Answers

- 1 In London, it's cold, a bit foggy and it's raining.
- 2 In Cairo, it's hot and sunny.
- 3 In New York, it's cold and it's snowing.
- 4 In Sydney, it's warm and sunny.

3 Read the weather reports and match the words in bold with the pictures.

- Encourage students to look at the photos and mention what the weather is like using the vocabulary from the previous exercises. Point out that the reports refer to extreme conditions.
- Students read the descriptions and match them with the pictures.
- Invite some students to read out the answers to check. Make sure students understand the meaning of the words in the descriptions.

Answers

- 1 blizzard
- 2 heatwave
- **3** thunderstorm
- 4 tornado

4 In pairs, tell your partner what you usually do under a particular weather condition. Can he / she identify it?

- In pairs, students take it in turns to describe the activities they do under certain weather conditions. The students who remain silent identify the weather condition. Walk around the classroom to monitor this activity.
- Invite some students to share their descriptions with the rest of the class so that their partners can recognise the weather conditions being described.

Answers

Students' own answers

5 In pairs, ask and answer these questions.

- In pairs, students ask and answer the questions. Direct their attention to the example to help them. Check students understand weather forecast.
- Encourage students to ask each other more questions to get specific information.

Answers

Students' own answers

6 Tick the things you do to help stop climate change. Then compare your answers with your partner.

- Invite some students to read out the sentences in the list. Make sure students understand the words and teach new vocabulary on the board, if necessary.
- Students tick the actions they take. Then, in pairs, they compare their answers.

Answers

Students' own answers

In pairs, choose three actions from exercise 6 and design a poster to illustrate your ideas.

• In pairs, students discuss the ideas from the previous exercise and choose three actions. Ask them to make a sketch before designing the poster.

• Invite pairs to show their posters to the rest of the class. Encourage them to describe the illustrations and explain their designs.

Answers

Students' own answers



SB Pages 56-57 **DDD Travelling and future plans**

Warmer



Ask students if they know anything about Wales - the weather, sports, places, etc. Write their ideas on the board.

Look at the pictures. When is it ...?

• Students look at the pictures and write when the weather is sunny, raining, etc.

Answers

- 1 It's sunny on Saturday.
- 2 It's raining on Thursday.
- **3** It's windy on Sunday.
- 4 It's cloudy on Friday.

2 1.54 Read and listen about a travel diary. Order the activities.

- Check students understand the meaning of the words and phrases in the box by relating them to the pictures.
- Students read and listen to the travel diary, and put the activities in the order that they hear them by using numbers.

Transcript

Wednesday, Tomorrow we start our holiday in Wales, People speak two languages in Wales – English and Welsh. The Welsh for Wales is Cymru.

Thursday. Here we're going to Cardiff, the capital of Wales. Mum's driving and Dad's sleeping. Jim's sitting next to me but you can't see him. He's reading a book. I'm not reading. I'm looking at the countryside.

Friday. In this picture we're visiting the Millennium Stadium. We're on a guided tour. The stadium's enormous. It's got 74,000 seats! They have concerts and rugby games here. Rugby's the Welsh national sport.

Saturday. Here we're lying on a beach near Cardiff. Jim's swimming and Mum's having an ice cream. The weather in Wales is crazy. One minute it's sunny and the next minute it's raining.

Sunday. In this picture we're climbing a mountain in the Brecon Beacons. It's incredible. Mum and Dad are singing, but I'm not listening. I've got my MP3 player. Tomorrow we're taking a train to the Snowdonia National Park. More mountains!

Answers

- 1 drivina
- 2 visiting a stadium **3** lying in the sun
- 4 swimming
- **5** climbing a mountain
- **6** singing

Can you remember? Write Mum, Dad or Jim. Read the travel diary again and check.

• Students cover up the diary entry on page 56 and complete the sentences with the corred family members. Then they read the diary again and check their answers.

Answers

- 1 Mum **3** Jim **5** Mum
- **4** Jim **2** Dad 6 Mum and Dad

Answer these questions.

• Students answer the questions.

Answers

- **1** English and Welsh
- **4** rugby
- 2 Cymru /knmriː/
- **5** in the Brecon Beacons

3 Cardiff

6 Snowdonia

Present continuous

- Ask students to look at the diary entry for Thursday on page 56 again and find examples of be and verbs ending in -ing.
- Explain that be + verb in the -ing form is the present continuous. We use this tense to talk about things happening at the moment of speaking.
- With students' help, build up a table on the board: with the verb be in the affirmative and negative, and verb with -ing.
- Explain the -ing form spelling rules.

Write the -ing form of the verbs below.

• Students complete the text with the correct form.

Answers

1 visiting2 going3 swimming4 playing5 dancing8 taking6 running

6 Write affirmative or negative sentences with the present continuous.

• Students write sentences with the present continuous affirmative or negative. Highlight that the sentences should describe what is or isn't happening at the moment.

Answers

Students' own answers

O Pronunciation: -ing form /ɪŋ/

7 Listen and repeat. Focus on the -ing sound.

- Explain that the pronunciation of *-ing* is /**ɪŋ**/. Point out that the 'g' is silent.
- Students listen to each sentence twice. Pause the CD for students to repeat. Focus on the *-ing* sound.

Transcript

- 1 We're going to Cardiff.
- 2 Mum's driving.
- 3 Dad's sleeping.
- 4 I'm not reading.
- **5** I'm not listening.
- **6** We're climbing.

8 Complete with the present continuous.

• Students complete the final diary entry using the present continuous.

Answers

1 're going
2 isn't raining
3 's driving
4 's reading
5 aren't talking
6 'm listening to

Present continuous for future plans

• Students look at the example sentences. Explain that we also use the present continuous to talk about already arranged future events. We use this tense with future time expressions, for example: tomorrow, next week, on Saturday, in June, etc.

9 Are the sentences about the present or the future?

• Students decide if the sentences are about the present or the future

Answers

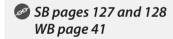
1 future2 present3 future4 future5 present6 present

10 Imagine you are in one of these cities. Describe the weather. What are you and other people doing?

- Students look at the cities and read the example description. Can students guess where the person is? (Granada)
- Students imagine they are in one of the cities. They write a description of the weather, and what they and other people are doing.

11 Tell your partner. Can he / she guess where you are?

• In pairs, students read their descriptions to each other. Their partners try to guess where they are.



SB Pages 58-59 Playing the invisible game

Background

The Invisibles are a family of superheroes who have the power to make themselves invisible. The father and mother are called Mr and Mrs Invisible. They have a daughter called Gill and a son called Junior.

1 © 1.56 Match the verbs with the nouns. Listen and check. Then listen and repeat.

- Students match the verbs with the nouns.
- Play the CD to check answers.
- Play the CD again. Students repeat the phrases.

Answers / Transcript

1 read a newspaper
2 listen to music
3 drink milk
5 watch TV
6 eat some cereal
7 answer the phone

4 do my homework 8 rob a bank

2 Describe picture A. Use the collocations from exercise 1 in the present continuous.

• Students describe picture A using the collocations from exercise 1 in the present continuous.

Answers

- 1 answering the phone.
- 2 's reading a newspaper.
- **3** 's listening to music and doing her homework.
- 4 's watching TV and eating some cereal.

Warmer



- Students close their books. How much can they remember about the picture of The Invisibles in their kitchen? Write the names of the four characters on the board and ask students to say what each one is doing.
- Ask students what time of the day it is in the picture (morning). How do they know? Ask them to complete this sentence: *The Invisibles are* ... (having breakfast).

3 D 1.57 Listen. Find one difference in picture A.

• Play the CD and pause when the narrator finishes speaking. Students listen and find one difference in picture A.

Transcript

Today is an ordinary morning and The Invisibles are having breakfast. Mrs Invisible's reading a newspaper. Gill's listening to music and doing her homework. Junior's watching TV and eating a sandwich. Mr Invisible's drinking milk and answering the phone. Who's phoning The Invisibles? Listen and find out.

Mr I - Mr Invisible PC - Police Commissioner Mrs I - Mrs Invisible G - Gill J - Junior

Mr I: Hello? Mr Invisible speaking.

PC: Mr Invisible. It's Bob de Vinci. We need you. The Jackson brothers are robbing another bank.

Mrs I: Who is it, honey?

Mr I: It's the Police Commissioner, honey. He needs us. The Jackson brothers are robbing another bank. OK, Mr de Vinci. We're on our way!

G: Wow! No school today.

Mr I: Come on, Invisibles. Let's go!

J: What's the plan, dad?

Mrs I: Shhhh, Junior. Your father's thinking.

J: What are you thinking, dad?

Mr I: I'm thinking... it's time to be invisible!

All: Now you see us...! **All:** ... Now you don't!

Answers

Junior's eating sorne cereal, not a sandwich.

4 D 1.57 Listen again. Choose the correct option.

• Play the rest of the track. Students listen to the entire scene and choose the correct option.

Answers

1 a

2 a

3 b

5 • 1.58 Look at picture B. Listen and match the names with the activities.

• Students look at picture B. Then they listen and match the names with the activities.

Transcript

PC - Police Commissioner Mr I - Mr Invisible Mrs I - Mrs Invisible

PC: Mrs Invisible, I'm calling to say thank you to you and your family

Mrs I: You're welcome, Mr de Vinci. Any time. Do you want to speak to my husband?

PC: Is he there?

Mrs I: I'm not sure. He's invisible. One moment. Mr Invisible! Where are you? What are you doing?

Mr I: I'm here, darling. I'm washing the car.

Mrs I: Where's Junior? Is he washing the car too?

Mr I: No, he isn't. He's playing with the dog.

Mrs I: And Gill? What's Gill doing?

Mr I: She's eating a sandwich. I think. And you? What are you doing, darling?

Mrs I: I'm talking on the phone. It's the police. He's phoning to say thank you for stopping the robbery.

Answers

- 1 Mr Invisible's washing the car.
- 2 Junior's playing with the dog.
- **3** Gill's eating a sandwich.
- **4** Mrs Invisible's talking on the phone.

SP pages 8 and 9

Present continuous: questions

• Write on the board: I'm reading. Can students make the question? Remind them how to ask questions with be and write on the board: Am I reading? With students' help, build up

- a table of present continuous questions with different subject pronouns on the board.
- Ask students different questions and focus on the short answers.

6 Write the questions in order. Then answer them.

• Students write the questions in order. Then they answer them using picture B on page 58 to help them if necessary.

Answers

- 1 Is Junior playing with the dog? Yes, he is.
- 2 Is Mr Invisible having a sandwich? No, he isn't.
- 3 Is Gill listening to music? No, she isn't.
- **4** Are Mr and Mrs Invisible sitting on the grass? No, they aren't.
- 5 Is Junior washing the car? No, he isn't.
- **6** Is Mrs Invisible talking on the phone? Yes, she is.

Reinforcement



Students write similar present continuous questions for picture A In pairs, they ask and answer each other's questions.

Extension



Write these short answers on the board: Yes, I am. No, they aren 't. Yes, she is. No, it isn 't. Yes, you are. Ask students to write questions to work in pairs and ask their partners that they think will get these answers. When they are ready, students ask their partners the questions they prepared and see if they were right about the answers.

7 Write questions in the present continuous.

• Students write questions in the present continuous.

Answers

- **1** What are they doing?
- **2** Who are you phoning?
- **3** What's she having for lunch?
- **4** Where are we going?
- **5** What are you playing?
- **6** What's he buying?

8 Match the questions in exercise 7 with these answers.

• Students match the questions with the answers.

Answers

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

Present continuous vs. Present simple

• Remind students that we use the present continuous to talk about things that are happening now and the present simple to talk about habits and routines. Both tenses are often used with different time expressions. Write the headings *Present continuous* and *Present simple* on the board. Read out the time expressions in the table and ask students to tell you under which heading you should write them.

9 Complete with the present continuous or present simple.

• Students complete the dialogue with the present continuous or present simple of the verbs in brackets.

Answers

1 are; doing
2 'm making
3 cook
4 Is; sitting
5 isn't
6 watches
7 's playing
8 doesn't like

10 Imagine that you are invisible. What are you doing? Write three sentences.

• Students imagine they are invisible. They think of three activities and write three sentences using the present continuous to describe them. If you want to make this activity more controlled, tell students they can only use the activities which appear on pages 58 and 59.

11 In pairs, take turns to mime your actions above. Ask four questions to guess what your partner is doing.

• In pairs, students ask each other *What am I doing?* Can they guess what their partners are doing in no more than four questions? They check their answers by showing each other the sentences they wrote. Encourage pairs to look at the example dialogue for help.



SB Pages 60-61 Phoning and writing an email

Warmer



Students imagine they are going to phone an English-speaking friend. The friend's father or mother answers the phone. Ask students to suggest how the first few lines of the conversation might go.

1 D 1.59 Listen. Is the photo for dialogue 1 or 2?

• Play the CD. Students listen to the dialogues and decide if the photo is for dialogue 1 or dialogue 2.

Transcript

Dialogue one

Ally: Hi, Jane!

Jane: Hi! What are you doing? Ally: I'm watching TV. Why?

Jane: Do you want to watch a DVD at my house?

Ally: Yeah, OK.

Jane: Great. See you soon!

Dialogue two

Mum: Hello.

Zach: Hello. Can I speak to Ally, please?

Mum: Yes. Who's calling?

Zach: It's Zach.

Mum: Just a moment, Zach. Ally! Phone!

Ally: Hello.

Zach: Hi, Ally! It's Zach.

Ally: Oh, hi.

Zach: What are you doing at the moment?

Ally: I'm studying. Why?

Zach: Do you want to go to the cinema? **Ally:** I can't. I've got an exam on Monday.

Zach: OK. Another time.

Ally: OK. See you at school! Bye!

Answers

Dialogue 2

2 • 1.59 Listen again. Write the correct option.

• Play the CD again. Students listen and write the correct option.

Answers

1 watching TV2 wants to go3 go the cinema4 doesn't meet

3 © 1.59 Complete the dialogues. Then listen again and check.

- Students complete the dialogues.
- Play the CD once again to check answers.

Answers

 1 want
 3 Can
 5 It's

 2 See
 4 moment
 6 time

4 D 1.60 Listen and repeat.

- Students translate the sentences. Point out that when you identity yourself on the phone in English, you say *It's* + your name (NOT: *I'm*).
- Play the CD. Students repeat the sentences. Focus on intonation.

Transcript

- 1 Can I speak to Ally, please?
- **2** Yes, who's calling?
- **3** It's Zach.
- 4 Just a moment.
- **5** Do you want to go to the cinema?
- **6** See you soon!

5 In pairs, prepare and practise a phone dialogue.

- In pairs, students prepare and practise a phone dialogue. Encourage pairs to look at the situation provided to help them plan what they are going to say.
- Invite some students to perform their dialogues in front of the class.



Warmer



- Ask students: When you go on holiday, do you phone your friends? Students put up their hands if the answer is yes.
 Ask the same question for: write emails, write postcards and send WhatsApp messages.
- Tell students they are going to read an email from Rohan, a boy who is on holiday, who writes to his friend.

6 In pairs, look at the photos. Do you know the countries?

• In pairs, students look at the photos. Do they know the countries? Can they also name the cities and places?

Answers

- 1 Italy The Colosseum in Rome.
- 2 Australia The Sydney Opera House in Sydney
- 3 China The Great Wall.

7 Read the email. Where is it from?

• Students read the email and decide where it is from.

Answers

Any of the following: Europe, Italy, Rome

8 Order the sentences. Use numbers.

• Students read the email again and order the sentences.

Answers

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

Consolidation



Write these questions on the board for students to answer:

- 1 What two things are different from Australia?
- 2 What do Rohan 's parents do every day?
- 3 What's his sister doing now?
- 4 Where's Rohan?
- 5 What's he doing?
- 6 Where are they going tomorrow?

Answers

- 1 The buildings are old and the people drive on the right.
- 2 They go sightseeing every day.
- **3** Right now she's shopping.
- 4 He's in an Internet café.
- **5** He's listening to music and writing to his friends.
- **6** Tomorrow they're going to Pisa.

Expressions in informal letters

9 Make two lists for informal letters.

- Explain that we use informal expressions to start and end the letters or emails we write to friends.
- Students make two lists of expressions to start and to end informal letters or emails.
- Point out that it is possible to use a combination of the expressions to end a letter, for example: *Write soon, Love, and Bye for now.*

Answers

To start: Hi ...!, How are things?, Dear ..., To end: Write soon, Love, Bye for now

10 Make notes. Then write an email.

• Students get ready to write an email. First, they answer the questions and make notes. Then they write their compositions.

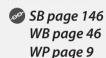
11 Now read your work again. Can you find any errors?

 Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Weather expressions

Present continuous (be and -ing spelling rules)

Time expressions - at the moment, now, today, right now Informal expressions to start and end a letter or email.



SB Pages 62-63 Satellites and more

Warmer



Play hangman with the words: the Earth, satellite dish and the equator.

Match the photos with the words.

- Students match the photos with the words.
- Model the pronunciation of the words for students to repeat.

Answers

1 a satellite

3 the equator

2 the Earth

4 a special dish

2 Can you answer the questions?

- Students guess the answers to the guestions.
- Compare answers to see if the class generally agrees, but don't check answers at this point.

Answers

Students' own answers

3 © 1.61 Read and listen about satellites. Check your answers to exercise 2.

• Students read and listen to the article about satellites and check their answers to exercise 2.

Answers

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

4 True or false? Correct the false sentences.

• Students decide if the sentences are true or false, and correct the false ones. Encourage students to write complete sentences.

Answers

- 1 False We use satellites every day.
- 2 True
- **3** False We can see some satellites at night.
- **4** True
- **5** True
- **6** False 'Space junk' is another name for old satellites and other objects.

Reinforcement

In pairs, students choose four words or expressions from the article which they don't understand and ask you what they mean using *What does ... mean?*

Extension

(8)

In pairs, students write three more questions about the article for another pair to answer.

Did you know?

- The first satellite was *Sputnik 1*. It was launched by the Soviet Union in 1957, and it started the space race between the Soviet Union and the USA.
- Sputnik is the Russian word for satellite.

5 In pairs, tick the ideas you agree with.

- In pairs, students discuss the options and tick the ones they agree with.
- Call on some pairs to share their answers.

Answers

Students' own answers

6 Read the text and complete it with the corresponding subheadings.

- Students read the text and write the subheadings in the correct place. Make sure students understand the words in the subheadings.
- Invite some students to read out their answers. When checking, ask students to tell you the sentences or phrases that helped them find the connections. Make sure students understand the vocabulary in the text.

Answers

- 1 Collect and destroy
- **2** Remove
- **3** Collect and recycle

7 Answer the questions.

- Students read the text again and answer the questions.
- Ask some students to read out their answers to check.

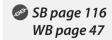
Answers

- 1 Yes, they are.
- 2 The ISS changes its course once a year to avoid junk space. Other possible solutions are: to place a laser cannon on the station to reduce part of the threatening junk and send it down to the atmosphere where it extinguishes; or to use gas to move the particles away.
- **3** By using the particles they collect to make fuel.
- 4 Students' own answers

21st Century Skills

Find out locations and dates of meteorite entries and reentering space junk on planet Earth.

• Students find the information by entering the key phrase locations and dates of meteorite entries and reentering space junk into an Internet search engine. Encourage students to focus their attention only on the latest locations and dates. In this way, their searches will be more restricted and easier to find on the Web.



TO SIGNATION OF THE PROPERTY O



SB Pages 64-65 **DD**

Talking about where things are located

Background

Lara, the woman in the picture in exercise 3 on page 65, can travel in time.

Warmer

Teach or review the prepositions of place in exercise 1 with different objects in the classroom. Ask questions, e.g. *Where's my bag?* Students describe the location of different objects using as many prepositions as they can.

- - Students match the symbols with the prepositions.
 - Play the CD to check answers.
 - Play the CD again. Students repeat the words. Focus on word stress.

Answers / Transcript

- 1 in front of2 behind4 in5 next to8 above
- 3 on 6 under
- 2 Look at the picture and circle the correct option.
 - Students look at the picture and read the description. Then they circle the correct options. Check answers with the whole class.

Answers

- 1 behind2 on5 between
- **3** next to
- 2.2 Look at the picture. Complete the message with the prepositions in exercise 1. Then listen and check.
 - Ask students what they can see in the picture.
 - Students complete the message with suitable prepositions.
 - Play the CD to check answers.

Transcript

You are in the treasure room. A table is in front of you. The treasure chest is between the two statues. The first key is on the floor under the table.

The second key is behind the statue, next to the chair. The third key is on the shelf above the chair. Which keys open the treasure chest?

Answers

- 1 in4 under7 on2 in front of5 behind8 above3 between6 next to
 - Ask students which keys open the treasure chest.

Answers

Keys B, D and E.

- 4 Write a message about the other three keys in the picture. Read it to your partner so that he / she can identify the keys in the correct order.
 - Students write a message about the other three keys in the picture. Ask them to use two prepositions to describe each key.
 - Then students work in pairs. They take it in turns to read out their messages to their partners who try to identify the keys in the correct order.

Answers

Students' own answers

- In pairs, close your books and ask questions about the scene in exercise 3. Can you remember the location of the objects?
 - Students take it in turns to ask and answer questions about the location of different objects in exercise 3. Direct their attention to the example dialogue to help them.
 - Walk around the classroom to monitor.

Answers

Students' own answers

- Design a room with five objects that are part of the treasure. Write a description and read it to your partner so that he / she can draw a plan. Is his / her picture correct?
 - Encourage students to think of five objects that might be part of the treasure. They draw the objects in different



places of the room and write a description using suitable prepositions.

• In pairs, students take turns to read out their descriptions. The student who remains silent produces the corresponding design. Then students compare their pictures to check.

Answers

Students' own answers



Warmer

- Write these dates on the board: 14th April 1912, AD 79, 1200 BC. Ask students to say the dates, and explain the meanings of AD and BC. (AD = after the birth of Christ, BC = before the birth of Christ.)
- Students look at the pictures and try to match each picture with a date. Ask what they can see in the pictures and teach vocabulary as necessary.

1 Match the pictures with the names.

• Students match the pictures with the names.

Answers

1 The Titanic 2 Troy 3 Pompeii

 Students read and listen to extracts from Lara's diary and decide where she is.

Transcript

Α

I'm in a restaurant. There are some tables with food on them, and some people are having dinner. They're wearing elegant clothes. In the corner there's a small orchestra. It's playing classical music, but the people aren't listening to it. What's happening? The floor's moving!

В

I'm under a big building. There are a lot of rooms here. There's a lion in one room. It's looking at me. I think there's a man in the next room. I can see him now. He's a gladiator! I'm outside now. What's happening? People are running. There's black smoke everywhere. There isn't any air. I can't breathe!

C

I'm in an old city. There aren't any people in the street. It's very dark – there isn't a moon tonight. There's a large object in the square. I can't see it very well, but there's a door in it. The door's opening. It's an enormous wooden horse. Help!

Answers

A She's on the Titanic.C She's in Troy.B She's in Pompeii.

3 Match sentences 1–6 with the texts A–C above.

• Students match the sentences with the diary extracts.

Answers

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

4 Answer the questions.

• Students answer the questions in complete sentences.

Answers

- 1 It's playing classical music.
- 2 No, they aren't.
- **3** She sees the lion first.
- **4** They're running.
- **5** Because there isn't a moon.
- **6** She sees a wooden horse.

There is / There are

• Students write sentences starting with *there is / there are* from the diary extracts on page 66, and then close their books. Write the grammar table on the board, with the headings but no example sentences. Ask students to call out their sentences and to tell you where they go in the table. Explain that we use *there is* and *there are* to refer to what exists (*There is* = singular) or exist (*There are* = plural) in a place or situation.

5 • 2.4 Complete with *there's* or *there are*. Then listen and check.

- Students complete another extract from Lara's diary with there's or there are.
- Play the CD to check answers.



Transcript

I'm in a house. There's a door in front of me. Next to the door there's a piano, and there are some other instruments in the room too. On a table there are a lot of pieces of paper with writing on them. It's music! There's some food on the table too. What's that noise? There are some people. They're talking in German. I know! I'm in Mozart's house.

Answers

1 There's 4 there are 2 there's **5** There's 3 there are **6** There are

(a) Pronunciation: Linking sounds

2.5 Listen and repeat.

• Play the CD. Students listen and repeat the sentences. Focus on linking. (Linking occurs when the end of one word runs into the beginning of the next word, with no pause. The result is that the two words sound like one longer word.)

Transcript

- 1 There's some food. There's some food.
- **2** There isn't any food. There isn't any food.
- **3** There are some tables. There are some tables.
- 4 There aren't any tables. There aren't any tables.

There is / There are: questions

• Write these words on the board: food, is, some, there. Ask students to order the words to write a full sentence. (There is some food.) Now ask students to make a guestion. Highlight the change in word order and of some into any. Then ask what the short answers are. Do the same with the other sentences in the table.

Complete the questions about your classroom. Then answer them.

• Students complete the questions about their classroom. Then they answer them.

Answers

- **1** Are there any windows?
- 2 Is there a DVD player?
- **3** Is there a statue?
- **4** Are there any chairs?
- 5 Is there a computer?
- **6** Are there any pictures on the walls?

Students' own answers

Object pronouns

• Write I like ... on the board. Students call out ways of completing the sentence. Write them on the board, and then show students how to substitute their suggestions with object pronouns, e.g. I like sports - I like them.

8 Rewrite the sentences using object pronouns.

• Students rewrite the sentences using object pronouns.

Answers

1 them 2 her 5 them 6 him **3** US 4 it

You're a time traveller. Choose A, B or C. Tell a partner. Can he / she guess where you are?

- Students prepare a description for one of the options and read it to a partner who must try to guess where he / she is. Then students change roles. Encourage students to look at the example description for help.
- Ask some students to read out their descriptions to the class and the other students guess where they are.



SB Pages 68-69 **D** Different homes, different people

Warmer

Draw the outline of a house. Ask students to name the rooms and write the words you elicit in the correct area of the house drawn on the board.

Match the people in the pictures with the rooms.

• Students match the people with the rooms.

Answers

- **1** Mickey's bedroom
- 3 Sharon's kitchen
- **2** Lorene's living room

2 D 2.6 Make two lists. Listen and check. Then listen and repeat.

- Students write the words in the correct list.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.



Answers / Transcript

Furniture / objects: cooker, wardrobe, mirror, shelf, plant, pillow, sound system, cupboard, carpet
Part of room: wall, floor, window

Find these things in the pictures. Write sentences with these prepositions of place.

• Students identify objects 1 - 6 in the pictures and write sentences using the prepositions of place in the box.

Answers

- 1 In the bedroom, there's a wardrobe next to the window.
- 2 In the living room, there's a mirror on the wall.
- **3** In the kitchen, there are cupboards above the cooker.
- 4 In the living room, there's a carpet on the floor.
- 5 In the bedroom, there are pillows on the bed.
- **6** In the living room, there's plant next to the door.

4 2.7 Listen to 'Who lives here?' Write the three rooms in order.

• Students listen and write the three rooms in the order that they hear them.

Transcript

Hi. Today I'm visiting the home of a very famous person in Miami. Come with me and see if you can guess Who Lives Here?

OK. I'm standing in the living room. There's a beautiful mirror and a fantastic sound system. The person who lives here has got a lot of shelves with books in English and in Spanish. I think this person likes reading a lot.

Now I'm walking into the kitchen. Very nice. There's a big cooker next to the window. And there's a lot of food in the fridge. This person likes melon, lettuce and sushi. There are a lot of music awards on the walls. This award is for best Latin pop artist.

Now I'm in the bedroom. I think this person likes the colour black. The pillows on the bed are black and the carpet is black, too. Now I'm looking in the wardrobe. Hmmm. Our mystery star hasn't got a lot of clothes. But this person loves music. There's a CD of the album Insomniac.

So, who is our mystery star? Call us with your answers!

Answers

1 living room 2 kitchen 3 bedroom

 Students listen again and write the of names three pieces of furniture or objects in each room. Pause the CD after each room.

Possible answers

Living room: minor, sound system, shelves Kitchen: cooker, window, fridge, walls Bedroom: pillows, bed, carpet, wardrobe

6 • 2.7 Complete the sentences. Listen and check.

- Students complete the sentences. Then they listen again to check.
- Do any of the students know whose house it is? Tell them it's a famous star called Henry Churches. Explain that Henry Churches is an English version of a famous Spanish name. Can they translate the name into Spanish? (Enrique Iglesias.)

Answers

1 reading2 Spanish3 food4 the walls5 black6 music

Have got

- Write the example sentences on the board. Explain that *have got* is the same as *have* when we talk about possession. It is common in informal English. Point out the use of *have got* and *has got* in their contracted forms: 've got and 's got. Note that 's is used for both *has* and *is*.
- Students look at the table. Ask them: When do we use 'have' and when do we use 'has'?

Write sentences about the famous person in exercises 4, 5 and 6. Use have got in the correct form.

• Students write true sentences about the mystery star using have got.

Answers

- 1 He's got a sound system.
- 2 He's got a lot of books.
- **3** He hasn't got a television in the living room.
- 4 He hasn't got a lot of clothes.
- **5** He's got awards on the kitchen wall.
- **6** He's got a famous father.



8 Complete these sentences about you. Use *have got* in the correct form.

- Students complete the sentences about themselves using *have got* in the correct form.
- Ask some students to give you their books with their answers. Read them aloud and ask students to put up their hands to see how many students have answered each sentence in a similar way.

Have got: questions

- Write the last sentence from exercise 8 on the board. Can the students help you turn it into a question? Write the question on the board: *Have we got a sound system in our class?*
- Ask for the correct short answer. Then draw attention to the examples in the table. Point out the use of the question word.

9 Write questions with *have / has got*. Then answer them.

• Students write questions with *have / has got* and then answer them.

Answers

- 1 Have you got any brothers or sisters?
- 2 Have your parents got a green car?
- **3** Have you got any Mika CDs?
- **4** Has your room got a big window?
- **5** Have your friends got your email address?
- **6** Has your town got any famous monuments?

Student's own answers

How many?

10 In pairs, ask questions. Use the prompts below.

- Ask a student: What have you got in your bag? Then ask the student: How many pens have you got? Explain to students that we use How many to ask about quantities of countable nouns.
- In pairs, students ask each other the questions in exercise 10 using the prompts provided. Encourage pairs to look at the example dialogue for help.

Answers

- 1 What have you got... / in your bag / on your bedroom walls / under your bed / next to your bed ?
- 2 How many... / books / posters / CDs / DVDs / ...have you got?

Student's own answers

11 Think of a famous person. Write five sentences about the person's house. Use *there is / are* and *have got*.

• Students prepare five sentences about a famous person's house. Encourage students to look at the example provided which they can use as a model.

12 In pairs, read your sentences to your partner. Can he / she guess who the famous person is?

• In pairs, students read their sentences and guess who the famous person is. Encourage students to look at the example response which they can use as a model.



Warmer

nlaces

Students look at the map. Ask them to identify the places they can see, and to describe where they are by using suitable prepositions.

Introduce the phrases on the left and on the right. Check understanding by asking further questions.

*Is the computer shop on the left or on the right of the street?*Where's the fast food restaurant? And the bank?

• Students listen to three dialogues. What place is each tourist looking for?

Answers

1 a café

3 a supermarket

2 a sports shop

Transcript

Dialogue 1

A: Excuse me. Do you speak English?

B: Yes, a little.

A: Can you help me? Is there a café near here?

B: Yes. There's one on this street. It's on the left, next to the fast food restaurant.

A: Great, thanks.

B: You're welcome.



Dialogue 2

A: Excuse me.

B: Yes?

A: Is there a sports shop near here?

B: Yes, there's one in Central Square.

A: In Central Square?

B: Yes, that's right. Opposite the bank.

A: Ok. Thank you very much.

Dialogue 3

A: Excuse me. Do you speak English?

B: Yes, a little.

A: Is there a supermarket near here?

B: A... sorry, a what?

A: A supermarket.

B: Ah, yes, over there. It's on the right, between the bank and the clothes shop.

A: Sorry. Where exactly?

B: On the right, between the bank and the clothes shop.

A: Ok. Thank you.

B: You're welcome.

2 2.8 Listen again. Name A, B and C.

• Students listen again and name A, B and C in the picture.

Answers

a a sports shop

c a supermarket

b a café

- Play the CD and stop after each sentence to give students time to write the missing words. Check they understand the expression *You're welcome*.
- Play the CD again and stop at the end of each sentence for students to repeat. Highlight rising intonation at the end of the question.

Transcript

- 1 Excuse me. Is there a café near here?
- **2** Yes, there's one on this street.
- 3 It's on the left, next to the fast food restaurant.
- 4 It's on the right, between the bank and the clothes shop.
- **5** Great, thanks.
- 6 You're welcome.

Answers

- 1 café
- 2 on this street
- 3 left; next to
- 4 right; between; and
- **5** thanks
- **6** welcome

4 In pairs, prepare and practise a dialogue. Then change roles.

- Tell students they are in front of their school and a tourist asks them for directions to a bank. What do they say? Write the dialogue on the board.
- In pairs, students write a similar dialogue for one of the other places in the exercise. Then they practise and try to remember the dialogue. Students swap roles and repeat the dialogue. Encourage students to look at the example dialogue for help and to use the rest of the places the tourist mentions.

Answers

Students' own answers



5 Talk to a partner. Describe the room in the picture. Is it similar or different from your room? Why?

• In pairs, students describe the room in the picture. They say if it's similar or different from their rooms and say why. Refer students to the example dialogue to help them do this task.

6 Read about Rohan's room. Find six mistakes in the picture.

• Students read the description of the room and find six mistakes in the picture.

Answers

- 1 The window isn't small; it's big.
- 2 The walls aren't white; they're blue.
- **3** There aren't a lot of posters; there's one poster.
- 4 There isn't one shelf; there are three shelves.
- **5** The carpet isn't square; it's round.
- **6** The room isn't tidy; it's messy.

Adjectives before nouns and after be

- Ask students to look at the first two example sentences and answer these questions: What are the adjectives in the sentences? What are the nouns? Do we put the adjectives before or after the nouns? In English, adjectives come before nouns.
- Ask students to look at the second example sentence and answer the questions: Is 'the wall' singular or plural? How do we know? Does the adjective also have a plural form? In English, adjectives are never plural.



7 Order the words to make sentences.

• Students order the words to make sentences.

Answers

- 1 I haven't got a big bedroom.
- 2 There's a red chair near the desk
- **3** The lamp is orange.
- **4** There aren't any English books here.
- **5** The computer games are new.
- 6 My room is messy.

8 Where are these things in Rohan's room?

• Students write sentences describing the position of the things in the picture.

Answers

The computer's on the desk

The desk is next to the wardrobe / between the wardrobe and the window.

The shelves are above the desk

The clothes are in the wardrobe, on the floor and on the bed.

The trainers are on the floor, in front of the wardrobe.

The comics are on the floor next to the bed, and on the bedside table next to the bed.

9 Make notes. Then write about your room.

• Students get ready to write about their rooms. First, they answer the questions. Then they write their compositions.

10 Now read your work again. Can you find any errors?

 Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to.

There's + singular / uncountable noun

There are + plural noun

I've got ...

My room's got ...

Adjectives before nouns

No plural for adjectives

SB page 146
WB page 54
WP page 10

SB Pages 72-73 (1) Copycat cities

Warmer



Ask students to name places, for example types of shops in cities. Write a list on the board and include the places in exercise 1.

1 In pairs, name three examples for places 1–6.

• In pairs, students name three examples for places 1-6.

Answers

Students' own answers

2 2.10 Read and listen about clone cities. What are they?

- Students look at the pictures in the article. Ask the class these questions: What different places can you see? What country do you think they are in?
- Tell students they're going to read and listen to an article on 'clone cities'. Ask: What are clone cities? Students read and listen to the article and choose the correct option.

Transcript

The next time that you go shopping, look at the names of the shops. How many are local? How many are international? Many cities today are clone cities, with the same shops, banks and restaurants. Do you live in a clone city?

Fast food

About 50 million people eat a McDonald's meal every day. It's impossible to say how many McDonald's there are because new restaurants open every day, but there are at least 30,000 in more than 119 countries.

Hot drinks

Americans love Starbucks and they often drink the same coffee when they visit Europe on holiday. New Starbucks cafés open every day and there are now about 15,000 in over 44 countries in the world, including Turkey, Thailand and China.

Clothes

United Colours of Benetton is originally from Italy, but you can now see its sign all over the world. Benetton has got five thousand shops in 120 countries. This means that you can buy the same clothes in Italy, Mexico and Iran.

Answer

c identical cities



3 Read again. Match the sentence halves.

• Check students understand these expressions to talk about numbers:

about 50 million people at least 30,000 restaurants more than 119 countries over 44 countries

• Students read the article again and match the sentence halves, then they write complete sentences in their notebooks.

Answers

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

4 Answer the questions.

• Students answer the questions. Check answers with the whole class.

Answers

- **1** 50 million
- 2 At least 30 thousand
- **3** Every day
- **4** Europe, America and Asia
- **5** Italy
- **6** 120

Consolidation

Discuss the article by asking these questions. Is there a McDonald's, a Starbucks and a Benetton shop in your city?

Where are they?

Are clone cities a good thing or a bad thing? Why?

Did you know?

10% of Americans have their first job in McDonald's. Every day 25% of Americans eat fast food. Children usually recognise the McDonald's logo before they can respond to their own names.

Where are these Apple Stores? Guess and match the places with the pictures.

- Invite students to describe the buildings and find similarities. Write and teach new vocabulary on the board.
- Students write the names of the cities under the pictures, trying to guess where each store might be located. Do not check answers yet.

Answers

Students' own answers

6 Read the article and check your answers in exercise 5.

- Students read the text to check their answers in the previous exercise.
- Check with the whole class.

Answers

1 New York 2 Paris 3 Tokyo 4 Shangai

7 Re-read the article above and complete the sentences.

- Students read the article again and complete the sentences.
- Call on some students to read out their answers.

Answers

 \Box

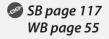
- **1** Apple has stores in 18 countries all over the world.
- **2** Apple Stores are usually made of glass and steel.
- **3** Inside Apple Stores, there are wooden tables with products and accessories, a Genius Bar and there are iPod bars in the newly built shops.
- **4** Customers can buy products and get technical support or service on products.
- 5 In new shops, there are iPod Bars.

21st Century Skills

Find out some information about another well-known shop with worldwide branches.

Ask students to find information for another famous shop.
They may include the number of shops worldwide, the
countries where they are located and the products or services
the shop offers. Students can do this by entering the name of
the shop into an Internet search engine.

Suggested shops: Nike, Adidas, Sony, Burger King, Walmart, Coca Cola, Samsung, Nikon, Levi's, etc.







Warmer

Ask students to make a food alphabet by writing a food word for each letter of the alphabet, for example: *Apple, Banana, Cupcake,* etc. Give students a time limit. When they have finished, ask them to tell you what food words they thought of for each letter and write these on the board.

What food items from the shopping list can you see in the picture?

• Students write the food items from the shopping list that they can see in the picture.

Answers

ham a banana tomatoes chicken

What other food items can you see in the picture? Use there's / there are with a / an or some.

• Students name the other food items they can see in the picture using *there's / there are* with *a / an* or *some*.

Answers

- 1 There's some water.
- 2 There's some orange juice.
- **3** There's some cheese.
- 4 There's a pizza.
- **5** There are some hamburgers.
- 6 There's a lettuce.

What things from the shopping list can't you see? Use there isn't / aren't with a / an or any.

• Students name the things from the shopping list they can't see using there isn't/aren't with a/an or any.

Answers

- 1 There aren't any apples.
- 2 There isn't a cucumber.
- **3** There aren't any onions.
- 4 There isn't any tuna.

4 Write four questions about the picture.

• Students write four questions about the picture.

Answers

Four of the following:
Is there any cheese?
Is there a chicken?
Is there a pizza?
Are there any hamburgers?
Is there any salmon?
Is there any bacon?
Is there a lettuce?
Are there any bananas?

Consolidation



In pairs, students ask and answer the questions in exercise 4. Point out that they should use the short answers *Yes*, there is / No. there isn't or *Yes*, there are / No. there aren't.

Memorise the picture for 20 seconds. Close your books and ask your partner.

• Students memorise the picture for 20 seconds. Then they close their books and ask their partners questions to test their memory.

Answers

Students' own answers

Warmer



- Ask students to imagine they are organising a birthday party. What things do they need for the party? Make a list on the board. Include the word *presents*.
- Explain to students that they are going to read about a surprise birthday party. Can they tell you what a *surprise* party is?

6 © 2.11 Complete the email with verbs in the present continuous. Then listen and check.

- Students complete the email with verbs in the present continuous.
- Play the CD to check answers.

Transcript

Hi Sam!

How are things? It's Julie's birthday today and I'm organising a surprise party with her friends. Can you help us? Helen's preparing a CD of her favourite singers – Selena Gomez, Ariana Grande, etc. Jack's baking a birthday cake. He's got a fantastic recipe book.

Marc's got a video camera and he's making a DVD. On the DVD, Julie's friends talk about her and sing 'Happy Birthday'. I'm



putting her presents in secret places! Susie and Justin aren't helping. They're sitting on the sofa with Susie's iPod. Typical! At the moment, Julie's shopping with her sister. Then they're coming here at three o'clock.

I hope the weather's OK this afternoon. It isn't raining at the moment.

Can you come and help? Millie.

Answers

1 'm organising2 's preparing

3 's baking

4 's making

5 'm putting

6 aren't helping

7 're sitting

8 's shopping

9 're coming

10 isn't raining

7 Read the email again. Identify the people in the picture. What are they doing?

• Students read the email again and identify the people in the picture. They write sentences about what they are doing.

Answers

- A Millie She's putting the presents in secret places.
- **B** Helen She's preparing a CD of her favourite singers.
- **C** Susie She's sitting on the sofa with Justin.
- **D** Justin He's sitting on the sofa with Susie.
- **E** Marc He's making a DVD.
- **F** Jack He's baking a birthday cake.

8 Write questions with *have got*. Then answer them.

• Students write questions with *have got*. Then they answer the questions.

Answers

- 1 Has Marc got a video camera? Yes, he has.
- **2** Has Jack got a Selena Gomez CD? No, he hasn't.
- **3** Has Helen got a computer? Yes, she has.
- 4 Has Julie got a cat? No, she hasn't.
- **5** Have Susie and Justin got an iPod? Yes, they have.
- **6** Has Jack got a recipe book? Yes, he has.

9 Find the presents in the picture in exercise 7. Write sentences using some of these prepositions.

• Students find the presents in the picture in exercise 7. Then they write sentences using some of the prepositions in the box.

Answers

- 1 The book's in front of the mirror.
- **2** The CD's on the table.
- **3** The guitar's under the shelves.
- **4** The basketball's between the cupboard door and the chair.
- **5** The skateboard's behind the sofa.
- **6** The poster's in the cupboard

Consolidation



- Ask students to make four questions about the picture. Each question must use one of the following: present continuous, *have got*, prepositions of place and vocabulary related to the house. Write their questions on the board. Students then write four more questions of their own.
- Students close their books, work in pairs and take it in turns to ask their partners the questions. They answer the questions from memory, then check their answers by looking at the picture.

Warmer



• Explain that now Julie is phoning Millie, but Millie can't say what she is doing because she is preparing the surprise party. Add that Julie is a bit confused and elicit reasons why students think she may be confused. Write what you elicit on the board.

1 © 2.12 Listen to the conversation. Why is Julie confused? Give three more reasons.

 Students listen and give three reasons to explain why Julie is confused.

Transcript

M - Millie J – Julie

M: Hello?

J: Hi, Millie. It's Julie.

M: Oh! Hi, Julie.

J: Where are you? What are you doing?

M: Um... I'm at home. I'm doing my History homework.

J: But it's Saturday!

M: I always do it on Saturday.



J: You never do homework on Saturday, Millie!

M: Yes, I do.

J: I can hear people. Who's that talking?

M: It's Jack. He's helping me with my Science homework.

J: You mean History homework.

M: Oh... well... I finished my History homework. Now I'm doing Science.

J: Do you know what day it is today?

M: Yes. It's Saturday.

J: You don't remember!

M: Remember what?

J: It's my birthday!

M: Is it today? Really?

J: Yes.

M: I'm sorry... It's raining here. Is it raining there?

J: Yes, it is! It always rains on my birthday.

M: What are you doing?

J: Nothing special. I'm shopping with my sister. We go shopping every Saturday. She's buying a top for me.

M: Great. What colour is it?

J: It's green. What's that?

M: What?

J: I can hear a dog.

M: It's the TV.

J: I know that dog. It's Rufus!

M: No, it's not. That's impossible! Rufus is in your house and I'm in my house.

Answers

Three of the following:

Millie's doing her homework on Saturday.

Julie can hear some people talking.

Millie mentions her History homework and then she talks about her Science homework.

Julie can hear her dog, Rufus.

2 D2.12 Listen again. Answer the questions.

• Students listen again and answer the questions.

Answers

1 Saturday

4 On Julie's birthday

2 History and Science

5 She goes shopping.

3 Jack

6 Atop

- Students write the verbs in the present simple or present continuous.
- Play the CD to check answers.

Transcript

Millie: It's raining here. Is it raining there? **Julie:** Yes, it is! It always rains on my birthday.

Millie: What are you doing?

Julie Nothing special. I'm shopping with my sister. We go

shopping every Saturday.

Answers

1 's raining 3 rains 5 'm shopping

2 Is (it) raining 4 are you doing 6 go

4 In pairs, describe this week's weather forecast.

• Students describe the weather. They work in pairs and take it in turns to look at the weather icons and make sentences.

Answers

- 1 It's foggy on Monday.
- 2 It's snowing on Tuesday.
- **3** It's cloudy on Wednesday.
- 4 It's windy on Thursday.
- **5** It's cold on Friday.
- **6** It's raining on Saturday.
- 7 It's sunny on Sunday.

5 Replace the underlined words with object pronouns.

 Students replace the underlined words with object pronouns. Encourage students to write complete sentences.

Answers

- **1** What colour is it?
- 2 I always do it on Saturday.
- **3** She's buying a top for her.
- 4 Julie likes them a lot.
- **5** Can you help us to organize the party?
- 6 Millie: 'He's helping me with my Science homework.'

6 Write Millie's other school subjects.

• Students write Millie's other school subjects.

Answers

1 Art2 Drama3 Maths4 Geography5 ICT6 Music



7 In pairs, write and answer the questions.

- Students write questions. Check students have asked the questions correctly before they answer them.
- Students answer the questions.

Answers

Answers to these questions will vary

- 1 How often do you go to parties?
- 2 How often does your teacher give you homework?
- **3** How often do you do PE?
- 4 How often do your friends give you presents?
- **5** How often do you bake cakes?
- 6 How often do you go shopping?

Consolidation



In pairs, students ask and answer the questions in exercise 7.

Project

Plan a party

8 Plan a party. Make a list of the things you need: food, drink, music...

• Students plan a party. Ask them to make a list of the things they need, including food, drink and music.

9 Look at the party invitation above. Write an invitation for your party.

• Students write an invitation for their party using the model to help them.

Background

- Kylie Minogue is an Australian pop singer who became famous in the 1980s as an actress in the Australian television soap opera, *Neighbours*.
- The song *Celebration* was first released in 1980 by *Kool & the Gang* and it reached number one on the US chart. Kylie Minogue recorded her version of the song in 1992.

Warmer



Ask students to mention the titles of current English pop songs and the singers' names. Write a selection of song titles and artists on the board. Does anyone know which song is number one on the pop charts at the moment?

10 Guess the correct option. Then read and check your answers

 Students choose the correct option. Then they read the text and check their answers.

Answers

1 Italian operas 2 1940s 3 Australia

11 2.14 Listen to the song. What is it about?

- Students listen to the song and answer the question.
- Ask students to find and underline words in the song that support their answer. Help students understand the meaning of any new words in the song lyrics.

Answers

Any of the following:

a party a celebration having a good time

12 Find abbreviations of these words in the song lyrics.

• Students find abbreviations of the words. Point out that these forms are very common in song lyrics and informal spoken English.

Answers

1 goin' 2 gonna 3 'Cos

13 Name four good songs for a party. Why are they good?

- Students name four good songs for a party. Ask: Why are they good for a party? Encourage them to use the expressions You can dance to ... and I like ... because it's
- In pairs, students compare their opinions. Then invite some pairs to tell the class their choices and explain why they think these songs are good for a party. Write the song titles on the board.

Consolidation



Use the songs that students chose in exercise 13 to create *The Ultimate Party CD* containing the top 10 songs. Students can vote for the songs they like best and the order in which they should appear on the CD.



Warmer



- Play twenty questions, Tell students you are thinking of a famous person. Students can ask you twenty questions to guess the person's identity, but you can only answer Yes or No. For example: Is it a woman? (Yes, it is.) Is she American? (Yes, she is.)
- Students can then play the game in pairs or small groups.

1 Match the people with the descriptions.

• Students match the people with the descriptions.

Answers

- **1** Sergio Ramos
- **2** Justin Timberlake
- 3 Christina Aguilera
- 4 Michelle Wie
- 5 Lewis Hamilton
- 6 Scarlett Johansson

2 © 2.15 Write words from exercise 1. Listen and check. Then listen and repeat.

- Students write the words from exercise 1.
- Play the CD to check answers. Check students understand the meaning of each word.
- Play the CD again. Students repeat the words.

Answers / Transcript

- 1 eyes: brown, blue, green
- 2 hair colour: brown, blonde, dark
- 3 hair: long, short, curly, straight, wavy
- 4 build: tall, slim, short

3 In pairs, describe these famous siblings. Are they similar?

- Students describe the famous people in the photos and compare them. Encourage students to use the vocabulary in exercise 2.
- Walk around the classroom and monitor. Then call on some pairs to share their ideas with the whole class.

Suggested answers

Owen Wilson has got wavy blonde hair and his eyes are blue. Luke Wilson has got blue eyes too. But his hair is brown. Dakota and Ella Fanning are similar. They have got long straight blonde hair and blue eyes. They're both slim.

4 Describe a famous person. Can your partner guess who it is?

- In pairs, students take it in turns to describe a famous person. Their partners try to guess who it is.
- Direct students' attention to the example phrases and encourage them to use these expressions.

Answers

Students' own answers

Write five wrong descriptions of famous people you admire. Then ask your partner to correct them.

• Students write five wrong descriptions. Then, in pairs, they take it in turns to read out their sentences. The other student corrects the descriptions. Draw students' attention to the example to help them.

Answers

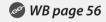
Students' own answers

6 Complete the paragraph about you. Then share your description with your partner.

• Students complete the paragraph with the information provided in the prompts in brackets. Then, in pairs, they take it in turns to read out their descriptions.

Answers

Students' own answers



Warmer



Students look at the famous people on page 78 again. Ask them what they know about each of these people, for example, where they are from, their songs, films, football teams, etc.

1 Match the photos with the people on page 78.

• Explain that these photos show some of the people on page 78 when they were children. Students match the photos with the people.

Answers

- **A** is Justin Timberlake.
- **C** is Scarlett Johansson.
- **B** is Lewis Hamilton.

2 2.16 Read and listen to the biographies. Match with the people in exercise 1.

• Students read and listen to the biographies, and match them with the people in exercise 1. Check students understand the phrase was born.

Transcript

1 She was born on 22nd November, 1984 in New York. Her father's from Denmark and her mother's family is Polish. Her parents weren't rich when she was a child. She was only ten in her first film, *North*, and fourteen in *The Horse Whisperer*. She's got a twin brother called Hunter. She loves clothes and shopping.

2 He was born on 31st January, 1981 in Memphis, Tennessee. He was a good student, but he wasn't happy at school. When he was twelve, he was an actor and singer on a TV show and in 1995 he was a singer in the boy band 'N Sync. He's got a lot of restaurants in the USA and his own clothes label.

3 His father's from Grenada, in the Caribbean, but he was born in England on 7th January, 1985. His grandfather was a driver on the London Underground. His first go-kart was a Christmas present when he was six and his first race was when he was eight. He loves football and he's got a black belt in karate.

Answers

- 1 Scarlett Johansson
- **3** Lewis Hamilton
- **2** Justin Timberlake

3 True or false? Correct the false sentences.

• Students decide if the sentences are true or false, and correct the false ones. Encourage students to write complete sentences.

Answers

- 1 False He was born in Denmark.
- **2** False She was ten years old in her first film.

- 3 True.
- **4** False He's got a lot of restaurants and his own clothes label
- **5** False He was born in England.
- 6 False His first go-kart was a Christmas present.

4 Answer the questions.

• Students answer the questions.

Answers

- 1 North
- 2 The same age as her
- 3 An actor and singer
- 4 'N Sync
- 5 A driver on the London Underground
- 6 Eight

Extension



Students read the biographies again and find one fact that was new for them, and one fact that they already knew about each person. In pairs, students compare the facts. Who knew the most about each person?

Was / Were

- Draw a table with two columns on the board. Write *Past* at the top of the left column and *Present* at the top of the right column. On a different part of the board, write some key words and phrases from the biographies on page 78, for example: *Scarlett parents not rich, first film / ten, clothes and shopping; Justin actor and singer on TV show, a lot of restaurants, singer in boy band; Lewis football, first go-cart / Christmas present.* Students decide if this information refers to the past or the present. Then they look back at the biographies and find the corresponding sentences to check.
- Copy the tables of the past of *be* in the affirmative and negative onto the board but without *was* and *were*. Ask students to tell you the different forms of *be* in the past. Explain that the negative verbs are contracted forms, and that the full forms are *was not* and *were not*.

5 Complete these sentences about you. Use was / wasn't or were / weren't.

• Students complete the sentences so that they are true for them using was/wasn't or were/weren't.

Answers

Students' own answers

6 Complete with was / wasn't or were / weren't. Who is it?

• Students complete the biography with was / wasn't or were / weren't. Then they guess who the woman in the photo is.

Answers

 1 was
 3 were
 5 was
 7 was

 2 weren't
 4 was
 6 wasn't
 8 was

 Michelle Wie

Was / Were: questions

- Write this sentence on the board: *He's an actor.* Ask students to ask the question. (*Is he an actor?*) Remind them that, to make a question with *be*, we invert the subject and the verb. Repeat this process with the same sentence in the past.
- Ask students to tell you the short answers for all subjects and write these in a table on the board. Encourage students to look at the tables of the past of be in the affirmative and negative to help them.
- Write on the board: *His father was from Grenada*. Where ...? Ask students to complete the question. Explain that the question word goes in front of the inverted subject and verb.

7 Order the questions. Then answer them.

- Students order the questions. Check students have ordered the questions correctly before they answer them.
- Students answer the questions.

Answers

Answers to these questions may vary

- 1 Where were you yesterday?
- **2** What was your favourite subject at primary school?
- **3** Was your first English teacher a woman?
- **4** When was your last phone conversation?
- **5** Who were your friends at primary schoo!?
- **6** Were you born in a big city?

Consolidation

In pairs, students ask and answer the questions in exercise 7.

8 Complete the questions about the past.

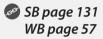
- Tell students that they are going to prepare questions to interview their partners about their childhood.
- Students complete the questions using the past of be.

Answers

- 1 Where were you born?
- 2 When were you born?
- **3** Where were your parents born?
- **4** What was your favourite toy?
- **5** What were your favourite TV programmes?
- **6** What was the name of your first schoo!?
- **7** What was your favourite food and drink?

9 Interview a partner. Use the questions above.

• Students interview their partners using the questions in exercise 8 and any other questions they can think of. Encourage them to look at the example dialogue for help.



Warmer



In pairs, students write a list of as many jobs as they can in two minutes. Find out which pair has the longest list and ask them to write their jobs on the board. Then ask other pairs if they can suggest some more jobs.

- Students match the pictures with the jobs.
- Play the CD to check answers.
- Play the CD again. Students repeat the jobs. These come at the end of each sentence.
- Explain that we use a or an before a job: Alexander Fleming was a doctor; Pablo Picasso was an artist.

Answers / Transcript

- 1 Alexander Fleming was a doctor.
- 2 Edmund Hillary and Norgay Tenzing were mountaineers.
- **3** J.R.R. Tolkien was a writer.
- 4 Pablo Picasso was an artist.
- 5 Neil Armstrong and Edwin Aldrin were astronauts.
- 6 Steffi Graf is a tennis player.
- 7 Charles Windsor is a prince.
- 8 Tim Berners-Lee is a scientist.

2 Can you name other people with these jobs?

• Students name other people with the jobs in exercise 1.

Answers

Students' own answers

Reinforcement

In pairs, students take it in turns to mime one of the jobs in exercise 1. The other student has to guess what the job is by asking: $Are you \ a(n) \dots ?$

Extension



In pairs, students compare the lists they made in exercise 2. Then they prepare questions about the people, for example: *Who was Van Gogh?* Finally, they ask another pair their questions.

- Read the incomplete sentences and check that students understand them.
- Students complete the sentences with the people in exercise 1.
- Explain to students that they are going to listen to a radio quiz in which a contestant (Alan) answers questions about the 20th century. Tell them to listen and check their answers.

Transcript

B - Betty A - Alan J - Jingle

B: It's time for the 20th century quiz. Our contestant today is Alan from Brighton. Alan, are you ready?

A: I'm ready.

B: OK, let's play.

J: 1949!

B: In 1949, after 12 years, this writer finished his book, The Lord of the Rings. What's the writer's name?

A: Tolkien!

B: It's the correct answer! J.R.R. Tolkien.

J: 1999!

B: In 1999, this German tennis player played her last match. What's her name?

A: Is it Steffi Graf?

B: Steffi Graf is the right answer.

J: 1937!

B: In 1937, this Spanish artist painted his famous painting, Guernica. What's his name?

A: Was it Salvador Dalí?

B: I'm sorry, Alan.

A: It was Pablo Picasso.

J: 1994!

B: In 1994, this scientist created the World Wide Web. What's his name?

A: Bill Gates?

B: It's the wrong answer. It was Tim Berners-Lee.

I. 1953

B: In 1953, two mountaineers climbed Mount Everest. Can you name one of them?

A: No. I can't.

B: The answer is Edmund Hillary and Norgay Tenzing.

J: 1928

B: In 1928, this doctor discovered penicillin. What was his name?

A: It was Alexander Fleming!

B: That's right! Alexander Fleming!

J: 1969!

B: In 1969, two astronauts landed on the moon. Can you name one of them?

A: Neil Armstrong.

B: Correct. The other was Edwin Aldrin.

J: 1981!

B: In 1981, this man married Diana Spencer. What's his name?

A: Charles Windsor.

B: It's the correct answer. Time's up, Alan.

A: Well done!

Answers

- 1 J.R.R. Tolkien
- 2 Steffi Graf
- 3 Pablo Picasso
- 4 Tim Berners-Lee
- **5** Edmund Hillary and Norgay Tenzing
- 6 Alexander Fleming
- 7 Neil Armstrong and Edwin Aldrin
- 8 Charles Windsor

4 D2.18 Listen again. Match the events with the dates.

- Review how we say different years in English, for example: (1928) *nineteen twenty eight*. In pairs, students practise saying the years in this exercise.
- Students listen to the quiz again and match the events in exercise 3 with the dates.

Answers

1	1949	3	1937	5	1953	7	1969
2	1999	4	1994	6	1928	8	1981

Past simple: regular verbs

- Students look at the sentences in exercise 3 on page 82. Ask: Are they about the present or the past? (The past) What two letters are at the end of all the verbs? (-ed)
- Explain that these verbs refer to completed actions and events in the past. You can add that they are examples of the past simple tense and that these verbs are regular: to form the past simple affirmative, we add -ed to the verb. To form the past simple negative, we use didn't and the verb without -ed.
- Point out that the form of the past simple is the same for all subject pronouns. Then explain the spelling rules.

5 Complete the sentences. Use the past simple. Then match the sentences with the names.

• Students complete the sentences using the past simple. Then they match the sentences with the names.

Answers

- 1 invented Alexander Graham Bell
- 2 played Sigourney Weaver
- 3 studied Prince William
- 4 finished Jane Austen
- **5** robbed George Clooney
- 6 discovered Marie Curie

6 Write negative sentences. Can you correct the sentences?

• Students write negative sentences. They then try to correct the sentences.

Answers

- 1 Marconi didn't invent the telephone. He invented the radio.
- 2 Steffi Graf didn't play football. She played tennis.
- **3** French astronauts didn't land on the moon first. American astronauts landed on the moon first.
- **4** Victoria Adams didn't marry Cristiano Ronaldo. She married David Beckham.
- **5** Picasso didn't paint the Mona Lisa. Leonardo Da Vinci painted it.
- **6** Marie Curie didn't study History at university. She studied Physics.

Past simple: -ed

7 Copy the table.

- Students look at the table. Model the sounds represented by each phonetic symbol and the pronunciation of the verbs climbed, finished and landed for students to repeat.
- Students copy the table in their notebooks.

8 • 2.19 Write the verbs in the table. Listen and check. Then listen and repeat.

- Students write the past simple form of each verb in the correct column of the table.
- Play the CD to check answers. Students listen to each verb twice.
- Play the CD again and pause for students to repeat.

Answers / Transcript

/d/ climbed, played, married, discovered /t/ finished, stopped, watched, helped /Id/ landed, invented, studied, painted

9 Write true sentences. Use the past simple affirmative or negative.

• Students write affirmative or negative sentences.

Answers

- 1 Astronauts didn't land on Mars in 1997.
- **2** Walt Disney created Mickey Mouse.
- **3** The Italians didn't invent pasta. (It was the Chinese.)
- 4 Tom Cruise didn't marry Penelope Cruz.
- **5** The Second World War stopped in 1945.
- **6** Davo Karnicar skied down Mount Everest in 2000.

10 In pairs, write three quiz questions. Use some of these verbs.

• In pairs, students write three quiz questions using some of the verbs in the box. Encourage students who feel more confident to write more questions. Draw students' attention to the example of a quiz question to help them do this task more easily.

11 Read your questions to another pair. Can they answer the questions?

 Pairs read their questions to another pair who try to answer them.

SB pages 131 and 132
WB pages 58 and 59

Warmer

- Draw a square on the board to represent a shop window.
 Draw the outlines of two shop window dummies in the square.
- Tell students that you need to put some clothes on the dummies. What items of clothing can they name? As they tell you words, write them on the board and draw the clothes on the dummies. Put boys' clothes on one dummy and girls' clothes on the other.

1 Match the clothes with the picture.

- Students match the clothes with the pictures.
- Ask if any of the other clothes listed on the board during the warmer appear in the pictures.

Answers

1 a skirt3 a jacket5 a sweater2 a top4 shorts6 trousers

2 2.20 Complete the dialogue with these sentences. Then listen and check.

- Students complete the dialogue with the sentences in the box
- Play the CD to check answers.

Transcript

Assistant: Can I help you?

Barbara: Hi. Yes. I'm looking for some shorts.

Assistant: What size are you?

Barbara: 40.

Assistant: OK. Here you are. **Barbara:** Great. Can I try them on?

Assistant: Yes, of course. Well? What do you think?

Barbara: They're perfect. How much are they?

Assistant: 30 euros. **Barbara:** OK. I'll take them.

Answers

- 1 I'm looking for sorne shorts.
- **2** Can I try thern on?
- **3** How rnuch are they?
- 4 I'll take thern.

- Students complete the sentences.
- Play the CD to check answers.
- Play the CD again. Students repeat the sentences.

Transcript

- 1 I'm looking for a top.
- 2 Have you got it in size 40?
- **3** Can I try it on?
- 4 It's perfect.
- 5 How much is it?
- 6 OK. I'll take it.

Answers

1 a **2** it **3** it **4** lt **5** it **6** it

4 In pairs, prepare and practise a dialogue between a shop assistant and a customer at a clothes shop. Use the clothes in the picture above.

- In pairs, students prepare and practise a a dialogue between a shop assistant and a customer at a clothes shop, using the clothes in the picture in exercise 1.
- Invite some students to perform their dialogues in front of the class.



5 In pairs, discuss what you know about the person in the photo below.

• In pairs, students discuss what they know about the person in the photo.

Answers

Students' own answers

6 Read Sandra's fan page description and check your answers above. Why does Sandra like him?

- Students read the description and check their answers from exercise 5.
- Students answer the question.

Answers

Sandra likes Rafa Nadal because he is an ordinary person just like you and me, and she likes the clothes he wears.

7 Put the sentences in chronological order.

• Students put the sentences in chronological order.

Answers

c 1 **d** 2

е :

b 4

a 5

8 Match the words and phrases with the sentences in exercise 7.

• Students match the words and phrases with the sentences in exercise 7.

Answers

- 1 he decided to devote his life to tennis.
- 2 He was born
- **3** he is rich and famous.
- 4 he wanted to be a footballer.
- 5 he was in the world's top 10 tennis players.

9 Make notes. Then write a description for a fan page about someone you admire.

• Students get ready to write about someone they admire. First, they make notes about the person's early life, his / her appearance and why they like him / her. Then they write their compositions. Encourage students to use the phrases in exercise 8.

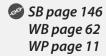
10 Now read your work again. Can you find any errors?

• Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Physical descriptions vocabulary

was/were

Past simple: regular verbs (-ed and didn't + infinitive without to)



SB Pages 86-87 Super cool fashion

1 Answer the questions.

• Students answer the questions.

Answers

Students' own answers

2 Do the quiz.

- Students do the quiz.
- Ask students to compare their answers in pairs. Don't check answers at this point. Students will check them when they do the listening task in exercise 3.

Answers

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

• Students read and listen to the descriptions. They match the descriptions with the clothes and accessories in the quiz.

Transcript

- **1** In the Second World War a lot of American soldiers travelled to Europe. They discovered a cotton shirt in the shape of the letter T.
- **2** The original ones didn't have a left foot or a right foot. In the United States they called them sneakers because they were very quiet.
- **3** They were in fashion in the 1950s but people first used them in ancient China in the 12th century. Some of today's models are smart and have a camera and phone connection.
- **4** They were popular in the United States in the 1850s because they were strong. The name comes from a kind of material. They're usually blue.

Answers

1 T-shirt 2 trainers 3 sunglasses 4 jeans

• Students use the descriptions to check their answers to the quiz. How many questions did they answer correctly?

4 True or false? Correct the false sentences.

 Students decide if the sentences are true or false, and correct the false ones.

Answers

- 1 True
- 2 False They were popular because they were strong.
- 3 True
- 4 False T-shirts come from Europe.
- **5** True
- **6** True

Did you know?

- NIKE is the name of the Greek goddess of victory.
- The *ADIDAS* brand name comes from the nickname (Adi) and surname of Adolf Dassler, the shoemaker who started the company.

5 In pairs, discuss these questions.

- In pairs, students answer the guestions.
- Invite some students to share their ideas with the whole class. Have a vote to find out which accessory is the most essential for the class.

Answers

Students' own answers

6 Read the article and underline the different functions of the accessories.

- Ask students to look at the pictures and read the names of the accessories. Encourage them to guess the functions of the objects. Make sure students understand *smart*, *techie* and *trendy*.
- Students read the text to identify the functions of the accessories and check their predictions.
- Invite some students to read out their answers.

Answers

Smart friendship bracelets:

They indicate through light flashes when a friend, also wearing a bracelet, is near. You can create codes to share with your

friends to be in contact with them. And you can programme the bracelet to receive notifications from other social networks.

Techie necklaces:

They connect their owners to other users and social networks, like Facebook or Instagram.

Trendy smartwatches:

By wearing them, you can have access to numerous apps, like GPS and fitness tracking, and be connected to your friends.

Read the sentences and identify the accessory. Write 1, 2 and / or 3.

- Students read the article again and match the sentences with the accessories.
- Ask some students to share their answers with the class and mention the information from the text to support them. Write new vocabulary on the board and check students understand it.

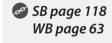
Answers

- **1** 1, 2, 3
- **2** 1
- **3** 1, 2
- **4** 3
- **5** 2

21st Century Skills

Search for some information about another wearable techie device.

• Students find the information by entering the key phrase wearable technology into an Internet search engine. You may suggest some items related to wearable technologies to help students find information about: trainers, smart socks, rings, glasses, fitness tracking bands, etc.





Warmer

Write these things on the board: *The Hobbit, The New York Times, WhatsApp messages, school textbooks.* Can students tell you what they all have in common? (They are all different examples of things people read.)

- Students match the pictures with the words.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

- 1 a comic strip
- **2** magazines
- **3** a chat message
- **4** song lyrics
- **5** a novel

- 6 a diary
- 7 an e-book reader
- **8** a street sign
- 9 a blog
- 10 newspapers

2 In pairs, describe the photos. Discuss what the teenagers are reading and why. Then share your ideas with another pair.

• In pairs, students describe the photos and speculate about what the teenagers are reading and give reasons to support their ideas. Then they exchange their opinions with another pair.

Answers

Students' own answers

3 Discuss in pairs. What reading material...

- Students answer the questions using the vocabulary in exercise 1.
- Call on some pairs to share their ideas with the class.

Suggested answers

- 1 a comic book, a diary, magazines, newspapers, a novel, an e-book reader
- 2 a blog, a comic strip, magazines
- **3** a comic strip, a blog, magazines, newspapers, song lyrics
- 4 a blog, a diary, a chat message

4 Complete the table with words from exercise 1. Add some more words to the lists if you can. Then compare your answers in pairs.

- Students write the words in the table and then compare the answers with their partners.
- Ask some students to read out their lists.

Answers

Students' own answers

Write definitions for three of the words listed above. Include examples.

- Students choose three words from exercise 4 and write definitions and give examples.
- Draw students' attention to the example to help them.

Answers

Students' own answers

6 Read your definitions to your partner. Can he / she guess the word?

- In pairs, students take it in turns to read their definitions.
 The other student identifies the word.
- Invite some students to read out their definitions for the rest of the class to guess the word.

Answers

Students' own answers

Write questions about your reading habits and answer them. Use the prompts below.

- Students use the prompts to make questions and answer them.
- Ask some students to read out the questions to check.

Answers

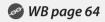
- 1 What do you like reading?
- **2** How often do you read this type of text?
- **3** Why do you read?
- **4** Do you like reading on a screen?
- **5** What don't you like reading? Why?

8 Ask your partner the questions in exercise 7 and take down some notes. Then report his / her ideas to the class.

- In pairs, students take it in turns to ask and answer the questions from the previous exercise. Remind them to write down notes about their partners' ideas.
- Invite some students to share their partners' answers with the whole class.

Answers

Students' own answers



Warmer

Write these sentences on the board:

I had a good ... last night.

A bad ... is called a nightmare.

My ... is to travel around the world.

Students copy them and decide which word can complete all of the sentences (dream).

1 Answer the questions.

• Students answer the questions.

Answers

Students' own answers

Consolidation



In pairs, students ask and answer the questions in exercise 1.

2 2.24 Read and listen to a dream diary. Match the pictures with the dreams.

- Write these words on the board: *ship, zoo, jewellery, bridge, treasure, tiger, pirate, classroom, hole, ladder.* Check students understand their meaning.
- Explain that the pictures represent three dreams. What can they see in the pictures? What do they think happens in each dream?
- Students read and listen to a dream diary, and match the pictures with the dreams.
- Ask if their predictions about the dreams were right.

Transcript

Saturday 26th. I was in a zoo. Suddenly there was a noise behind me. I looked round and saw a tiger. I started running. There was a bridge in front of me. I ran towards it, but I didn't see a big hole and fell into it. That's when the tiger spoke, 'Can I help you?' it said.

Sunday 27th. My bed was on the sea, and there were flowers in the water. I saw a pirate ship. There was a ladder on the side. I climbed it. There weren't any people on the ship, but I saw a treasure chest. It was full of jewellery. Suddenly there were pirates around me. I was frightened, but they smiled and sang 'Happy Birthday'.

Monday 28th. My alarm clock rang. I got up, but I wasn't in my bedroom. I was at school, alone in my classroom. But then I saw my teacher. She had a piece of paper in her hand. 'Your exam', she said. I went to my desk and wrote my name at the top. Then my teacher said 'Stop writing!' Suddenly the bell rang and I woke up.

Answers

1 Monday 28th 2 Saturday 26th 3 Sunday 27th

3 Write the day.

• Students read the dream diary again and write the day next to each of the sentences 1-6.

Answers

1 Monday2 Saturday3 Sunday4 Saturday5 Monday6 Sunday

Consolidation



Students close their books. Dictate the words in red in the Dream dictionary. Explain that these words often appear in dreams and some people think they represent special things in real life. Tell students you are going to read out the interpretations, but in a different order. Can they guess which thing each interpretation refers to?

4 Look at the dream dictionary. Complete this interpretation. Which of the dreams above is it?

• Students look at the dream dictionary and complete the interpretation of the dream. Then they decide which dream it is.

Answers

- 1 two friends not talking
- 2 love
- **3** important things

The dream is Sunday 27th

Consolidation



In pairs, students write an interpretation of one of the other two dreams. They read it to another pair who identify which dream it is.

Past simple: irregular verbs

- Write I looked around and I saw a tiger on the board. Ask students to tell you the infinitive of the two verbs. Review how we form the past simple of regular verbs.
- Tell students that some verbs are irregular and change in the past, for example: see-saw. Point out that the negative form of irregular verbs is the same as regular verbs: didn't + verb without -ed.

5 Find the past simple of these irregular verbs in the dream diary in exercise 2.

• Students find the past simple of the irregular verbs in the dream diary in exercise 2 on page 90.

Answers

see-saw ring-rang
run-ran get up-got up
fall-fell have-had
speak-spoke go-went
say-said write-wrote
sing-sang wake up-woke up

6 2.25 Complete the description with the past simple verbs in exercise 5. Then listen and check.

- Students complete the description of another dream with the past simple of the verbs in exercise 5.
- Play the CD to check answers.

Transcript

Tuesday 29th. I woke up at seven, as usual. I had a shower and then I went to the kitchen. Suddenly my mobile rang. It was my Maths teacher. 'You're late for school!' she said. I couldn't find my trainers, but I finally saw them in the fridge. When I arrived at school, it was closed. It was Sunday!

Answers

 1 woke up
 3 went
 5 said

 2 had
 4 rang
 6 saw

O Pronunciation: Irregular verbs

7 Copy the table.

- Students look at the table. Model the sounds represented by each phonetic symbol and the pronunciation of the verbs *went*, *sang* and *wrote* for students to repeat.
- Students copy the table.

8 2.26 Match the verbs with the sounds. Listen and check. Then listen and repeat.

- Students match the verbs with the sounds.
- Play the CD to check answers. Students listen to each verb twice.
- Play the CD again and pause for students to repeat.

Answers / Transcript

/e/ went, fell, said /æ/ sang, ran, rang /əʊ/ wrote, spoke, woke up

9 Write true sentences about you with the past simple.

• Students write true sentences about themselves using the past simple.

Answers

Students' own answers

There was / There were

- Students look at the dream diary on page 90 and find examples of *there was* and *there were*. Write these on the board.
- Ask students to ask questions and give short answers for the examples on the board (e.g. Were there flowers in the water? Yes, there were. / No, there weren't.)

10 Complete the sentences about the dreams. Use There was / wasn't or There were / weren't.

• Students complete the sentences about the dreams using *There was / wasn't* or *There were / weren't*.

Answers

1 There was
2 There wasn't
3 There wasn't
4 There weren't
5 There were
6 There weren't

11 Think about your last dream. Tell your partner about it.

- Students think about their last dream or about dreams they once had. Tell them to make notes about where they took place, who or what was in the dream, and what happened.
- Students tell their partners about their dreams.

12 Listen to your partner's dream. What's your interpretation?

- Students listen to their partners' dreams. Encourage them to make notes as they listen.
- Students give their interpretation of their partners' dreams using the Dream dictionary on page 90 and the notes they made.



Adjectives of opinion

Warmer

Draw two large speech bubbles on the board. In the first one, write: What do you think of ...? In the second one, write: It's ... / They're ... Think of some names that will provoke a strong reaction from students (e.g. pop stars, sports teams, politicians, types of food, etc.). Ask the question several times using different names and write their answers in the second speech bubble.

1 © 2.27 Are these adjectives positive, negative or neutral? Listen and check. Then listen and repeat.

- Students decide if the adjectives listed on the right are positive, negative or neutral.
- Play the CD to check answers.
- Play the CD again. Students repeat the adjectives.

Answers / Transcript

Positive: amazing, cool, fantastic, fun, good, great, interesting Neutral: all right, OK

Negative: awful, boring, terrible

2 In pairs, discuss these things.

• In pairs, students discuss the items listed in the box. Encourage them to use the question on the board from the warmer: What do you think of ... ? Point out the use of prefer in the example answer.

Answers

Students' own answers

 Students look at the list of activities in the box and write what they think Martin and Jane did at the weekend. Highlight that each person did more than one thing. Then students listen to the CD and check their predictions.

Transcript

J – Jane M – Martin

J: Hi, Martin.

M: Hi, Jane.

J: What did you do at the weekend?

M: Nothing special. I stayed at home on Saturday morning. That was all right. Then in the afternoon I met Sam and Justin.

J: Where did you go?

M: We went to the shopping centre.

J: That was boring.

M: No, it wasn't. It was fun. I saw this fantastic shirt.

J: Oh. Did you buy it?

M: No, I didn't. But I bought a DVD. Then in the evening we went to the Robbie Williams concert.

J: Really? I went to the concert too.

M: No way. Who did you go with?

J: Laura. Her boyfriend didn't go so she gave me his ticket.

M: What did you think of it?

J: I thought it was amazing. What about you?

M: I thought it was... OK.

J: Oh. What did you do on Sunday?

M: We went skateboarding. That was cool. Then we ate a pizza and watched the DVD. What about you?

J: I got up late. Then I studied for today's History test.

M: That's awful!

J: Not really. I think History's interesting.

M: Oh. Well... Good luck with the test.

J: Thanks. See you.

Answers

Martin stayed at home, met friends, went to the shopping centre, bought a DVD, went to a concert, went skateboarding, ate a pizza and watched the DVD.

Jane got up late, studied for a History test and went to a concert.

4 D2.28 Write the correct answer. Then listen and

- Students write the correct answer next to each sentence 1-6.
- Play the CD again to check answers.

Answers

1 morning 3 Sunday 5 late 2 didn't buy 4 Laura 6 today

5 • 2.28 Listen again and write the adjectives you hear to describe these things.

• Students listen again and write the adjective or adjectives they hear Martin and Jane use to describe the different items 1 - 6 in the list.

Answers

- 1 all right 4 amazing, OK **2** boring, fun **5** cool
- 3 fantastic 6 awful, interesting

SP page 13

Past simple: Yes / No questions

- Write this question on the board: Did Martin have a good weekend? Can students answer the question? Write the short and long answers on the board: Yes, he did. Martin had a good weekend. Explain that the word order to ask questions in the past simple is: Did + subject + verb without -ed for all subject pronouns. Write the question Did he buy the shirt? and introduce the negative short answer No, he didn't.
- Tell students we use the same pattern for all subject pronouns. Check that students can give the positive and negative short answers Yes, I did. and No, I didn't by asking them some personal questions in the past.

6 Complete the questions. Use *Did* and the verbs in the box. Then write the answers.

• Students complete the questions using *Did* and the verbs in the box. Then they answer them.

Answers

- 1 Did you go
- **2** Did you watch
- 3 Did you play 4 Did you meet
- 5 Did you buy
- 6 Did you eat
- Students' own answers

Past simple: wh- questions

• Ask students to tell you different Wh- question words they remember: Who, Where, When, Why, What, etc. Explain that the word order to ask Wh- questions in the past is: Question word + did + subject + verb without -ed.

complete the dialogue. Listen and check.

- Students order the words to make questions. Then they complete the dialogue by writing these questions in the correct place.
- Play the CD to check answers.

Transcript

Trudy: What did you do last weekend?

Colin: I went to the cinema. Trudy: What did you see? Colin: A horror film.

Trudy: What did you think of it?

Colin: It was great.

Trudy: Who did you go with? Colin: A friend from school. **Trudy:** Where did you see it? Colin: At the UCI cinema. **Trudy:** When did it start? Colin: At four-thirty, I think.

Answers

- **1** When did it start? (6)
- 2 Who did you go with? (4)
- **3** What did you do last weekend? (1)
- **4** Where did you see it? (5)
- **5** What did you see? (2)
- **6** What did you think of it? (3)

Past time expressions

- Make copies of the dialogue in exercise 7 and hand them out. Ask students to find two past time expressions in the dialogue and write them on the board: last weekend, at four-thirty.
- Explain that we often use time expressions when talking about the past. Check students understand the meaning of the time expressions in the box. Point out that we use yesterday with parts of the day (e.g. yesterday afternoon), but we say last night (not yesterday night). Also explain that we use ago to say how far in the past something happened (e.g. two months ago).

8 When did you last...?

• Students answer the questions. Encourage them to use different time expressions from the box.

Answers

Students' own answers

9 Write two true sentences about your last weekend, and another one that isn't true.

 Demonstrate this activity by writing three sentences on the board about what you did last weekend. Two of the sentences should be true and the other one should be false

Explain that students have to ask you questions to discover which of the sentences is false. They can ask a maximum of 15 questions. Answer their questions, inventing convincing details for the false fact. Can the students identify the false sentence?

• Students write two sentences about what they did last weekend and a third sentence that isn't true.

10 In pairs, talk about your last weekend and ask questions. Try to guess your partner's false information.

• In pairs, students talk about their last weekends and ask questions in order to guess the false information. Encourage pairs to use the sentences they prepared in exercise 9. Draw attention to the example dialogue which may help them ask questions properly.

SB pages 133 and 134
WB pages 66 and 67

SB Pages 94-95 Describing a process

1 Order the steps to start a blog.

- Students order the steps to start a blog.
- Compare answers to see if the class generally agrees, but don't check answers at this point.

2 2.30 Lauren is explaining how to start a blog. Listen and check your answers for exercise 1.

• Students listen to Lauren explaining how to start a blog and check their answers for exercise 1.

Transcript

T – Tasha L – Lauren

T: Hey, what are you doing?

L: I'm writing my blog.

T: Your what?

L: My weblog. You know, my online diary.

T: Wow, can I see? That's amazing. So, how do you start a blog?

L: It's easy. First, you find a provider on the Internet. There are a lot of providers

T: And what do you do next?

L: Well, next you register. You write your name, your email address, and choose a password. Then you select a design. And after that, you create your site. You write your name and hobbies. And finally, you can change the colours and add pictures if you like.

T: And how often do you write it?

L: It's a good idea to write every day. I usually write it before I go to bed.

T: That's really cool.

Answers

- 1 Find a provider
- 2 Register with the provider on the Internet
- **3** Choose a password
- 4 Select a design
- **5** Create your blog site

3 Order the questions. Listen again and check.

- Students order the questions.
- Play the CD again to check answers.

Answers

- 1 How do you start a blog?
- **2** What do you do next?
- 3 How often do you write it?

4 2.31 Listen and complete the sentences. Then listen and repeat.

- Play the CD. Students complete the sentences.
- Play the CD again. Pause the CD after each sentence for students to repeat.

Transcript

- 1 First, you find a provider.
- 2 Next, you register.
- **3** Then, you select a design.
- 4 After that, you create your site.
- **5** And finally, you can change the colours.

Answers

First
 Then
 And finally
 Next
 After that

5 Choose one of the activities listed below and write the process.

- Demonstrate this task by choosing one of the activities. Ask students to describe the process and write it on the board. Encourage them to use the sequencers from exercise 4.
- Students choose another activity and write the process. Remind them to use sequencers.

Answers

Students' own answers

6 Explain the process to a partner.

• Students explain to a partner the process they have written about. Encourage students to look at the example dialogue for help. Then they can swap roles so that everyone in the class has the chance to describe a process.



7 Read Sandra's blog entry about her last Saturday. Is Sandra's experience similar to yours? Discuss in pairs.

• Students read Sandra's blog entry about her last Saturday. Then they talk to a partner and say if Sandra's day was similar to their day. Draw attention to the example dialogue which can be useful to discuss past experiences in pairs.

Answers

Students' own answers

8 Read the blog entry again and order the pictures.

• Students read the blog entry again and order the pictures.

Answers

Picture c
 Picture d
 Picture e
 Picture e

Before, during, after

- Draw a line on the board and mark these activities on it: breakfast, lunch, went to town, watched TV, dinner, Maria phoned
- Ask students: Which activity did Sandra do first: watch TV or have dinner? Introduce the sentence: She watched TV before dinner.
- Ask students: Which activity did she do first: have lunch or go to town? Introduce the sentence: After lunch, she went to town.
- Ask students: Did she have breakfast before Maria phoned? (Yes) And after? (Yes) Introduce the sentence: Maria phoned during breakfast.

9 Fill in the blanks with before or after.

• Students write *before* or *after* in the sentences.

Answers

1 before2 before3 after4 After5 after6 before

10 Write the correct option.

• Explain that this is Sandra's blog entry for Sunday. Students write the correct option to complete it.

Answers

1 During2 Before3 After4 During5 after6 before

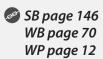
11 Make notes. Then write a blog entry about your last Saturday.

• Students get ready to write about their last Saturday. First, they make notes about what they did in the morning, in the afternoon and in the evening. Encourage them to write at least three things for each part of the day. Then they write their compositions.

12 Now read your work again. Can you find any errors?

• Students read their compositions and check them for errors. Write the following checklist on the board for students to refer to:

Past simple (regular and irregular verbs) Adjectives of opinion before, during, after



SB Pages 96-97 Famous people's diaries

1 Answer the questions.

• Students answer the questions.

Answers

Students' own answers

2 Look at the photos. Who do you think...?

- Students look at the photos and guess who does / did the different things listed (1-3). Emphasise that students shouldn't read the text. They will do so in the following exercise.
- Compare answers to see if the class generally agrees, but don't check answers at this point.

• Students read and listen to the article, and check their answers to exercise 2.

Answers

- 1 Jennifer Love Hewitt
- 2 Anne Frank
- **3** Samuel Pepys

4 Answer these questions about Anne Frank.

- Students read the paragraph about Anne Frank again and answer the questions.
- Check answers with the class and encourage students to share their ideas for question 3.

Answers

- **1** She was from Germany.
- **2** She wrote her diary in an attic in Amsterdam because she lived there to escape from the Nazis.
- 3 Students' own answers

Read the text. Then explain what the Generation Diary project was and its aims.

- Students read the text to explain the project and its aims.
- Invite some students to read out their answers.

Answers

The Generation Diary project was the creation of a collective digital diary. One of its aims was to give teens the chance to express their thoughts and feelings anonymously. Another aim was to make the biggest diary in the world.

6 Read the text again and correct the sentences.

- Students re-read the text and correct the information in the sentences.
- Invite some students to read out their answers to check.

Answers

- **1** The Anne Frank Trust UK organised the project after 70 years of Anne's last diary entry.
- **2** Age was a restriction. Only teenagers between the ages of 13 and 15 participated in the collaborative diary.
- **3** Teens submitted entries for a year.
- 4 The entries could be texts, photos with texts or videos.
- 5 Some of the participants received a reward for their contributions.

21st Century Skills

Search the following information about The Anne Frank Trust UK:

Date of creation Aim of the organisation Activities of the organisation

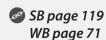
• Students find this information about the organisation. They can do this by entering the name into an Internet search engine or by visiting the website: www.annefrank.org.uk

Answers

Date of creation: 1990

Aim of the organisation: To use Anne's life and inspirational message as an anchor to educate people about damage caused by all forms of prejudice and discrimination.

Activities of the organisation: It organises educational programmes that are implemented in different schools and it also delivers projects to prisons in the UK. And it runs campaigns and holds competitions and exhibitions in the UK as well.





त्याग्वाक्षित्वात्व व्याप्ति व्यापति व्

Warmer

Draw a picture of a large suitcase on the board and teach the word *suitcase*. Tell students that you are going on holiday to Italy. Can they help you pack your suitcase? Build up a list of the items on the board.

1 2.33 Match the pictures with the words. Listen and check. Then listen and repeat.

- Students match the pictures with the words.
- Play the CD to check answers.
- Play the CD again. Students repeat the words.

Answers / Transcript

1 boots
2 a torch
3 a penknife
4 a compass
5 a toothbrush
6 a guidebook
7 an umbrella
11 a towel
12 a swimsuit

2 Look at the bags in exercise 1. Which one is for...

• Students look at the bags A-C and match them with the holiday destinations.

Answers

1 Bag C **2** Bag A **3** Bag B

3 Name one or two other things in each bag.

• Students name one or two other things in each bag.

Answers

Bag A a sweater, a jacket Bag B: a digital camera, an iPod

Bag C: sunglasses (hooked onto the bag), a T-shirt

Consolidation

In pairs, students play a memory game. Student A closes his / her book. Student B says a destination (the mountains, a city, the beach). Student A has to name four things to take on a holiday to that destination.

4 In pairs, match these tourists' comments with the different types of accommodation in the photos.

- Students work in pairs and match the comments with the photos.
- Ask some pairs to share their answers with the whole class to check. Make sure they understand the new vocabulary and encourage some students to define the words.

Answers

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

5 Complete these sentences with your own ideas about a good holiday.

• Students finish the sentences with their own ideas. Tell them to pay special attention to the prepositions and last words so as to write their ideas in the correct form.

Answers

Students' own answers

6 Ask your partner some questions to get to know his / her ideas from exercise 5.

- Students take it in turns to ask and answer questions about their ideas in the previous exercise. Direct their attention to the example dialogue to help them.
- Invite some pairs to share with the class those answers in which they have found to have similar ideas.

Answers

Students' own answers



SB Pages 100-101 C © © © © Going away

Warmer

Write these words on the board: beach, mountains, city. Can the students suggest some holiday destinations for each place?

1 Where are Richard, Marc and Jessica going?

• Students say where they think Richard, Marc and Jessica are going. Are they going to the beach, a city or to the



mountains? Encourage them to give reasons for their answers.

Answers

Students' own answers

2 2.34 Read and listen to the holiday plans. Match the people in exercise 1 with the plans.

- Students read and listen to the holiday plans, and match the people in exercise 1 with the plans.
- Ask if their predictions about the holiday plans were right.

Transcript

Marc: I'm flying to Switzerland for two weeks with my girlfriend. We love walking so we're going to the mountains. We've got our boots and a good map. We're going to stay in a hotel in the Alps. I went there last year with my parents, so I know the area well.

Jessica: I'm travelling to the Greek island of Corfu for a week with my family. We're going to stay in an apartment near the sea. It's my birthday tomorrow so we're going to have a party on the beach. I'm going to sunbathe and listen to my iPod.

Richard: I'm flying to Paris for ten days. I'm going with other students from my class. We're going to stay with French families and practise our French. We aren't going to speak any English. We're going to see the Eiffel Tower and the Mona Lisa. I've got a guidebook. And I'm taking an umbrella in case it rains.

Answers

1 Marc 2 Jessica 3 Richard

3 Copy and complete the table.

• Students copy and complete the table.

Answers

Country: Marc - Switzerland; Jessica - Greece; Richard - France Place: Marc - The Alps; Jessica - Corfu; Richard - Paris Accommodation: Marc - a hotel; Jessica - an apartment; Richard -French families

Going with: Marc - his girlfriend; Jessica - her family; Richard - his class

Activities: Marc - walking; Jessica - have a party, sunbathe, listen to her iPod; Richard - practise French, see the Eiffel Tower and the Mona Lisa

4 Answer the questions.

• Students answer the questions in complete sentences.

Answers

- 1 He's got boots and a good map.
- 2 He went with his parents.
- **3** It's tomorrow.
- **4** She's staying in Corfu for a week
- **5** He wants to practise her French.
- 6 He's taking an umbrella.

Going to

- Ask students to read out the first sentence of each of the texts on page 100. Write the examples of the present continuous on the board. Remind students that we use the present continuous when we talk about fixed plans and arrangements.
- Focus on the examples: I'm going to walk in the mountains and We aren't going to speak any English. Ask: Are these arrangements? Explain that these are intentions.
- Copy the table onto the board and focus on the form of *going* to. Point out that the verb *be* changes, but *going* to stays the same for all subject pronouns.

5 Complete with the correct form of *going to* of the verbs in brackets.

• Students complete the sentences.

Answers

1 aren't going to eat

4 'm going to study

2 are going to visit

5 'm not going to chat

3 is going to go

6 aren't going to go

6 Are the sentences in exercise 5 true for you?

• Students state whether or not the sentences in exercise 5 are true for them.

Answers

Students' own answers

Going to: questions

• Remind students that you are going on holiday to Italy. Write these words and phrases on the board: *in a hotel, the Colosseum, Italian, Yes, I am.* Explain that these are the answers to three questions about your holiday. Can students help you write the questions using *going to?* As students say the questions, write them on the board. Then focus on how we ask *Wh*-questions with going to:

Where are you going to stay? What are you going to see / visit?

What language are you going to speak?

• Write the questions: Are you going to speak Italian? and Are you going to speak English? on the board. Ask students for the short answer to each question.

7 Write questions with *going to*. Then answer them.

 Students write questions with going to. Then they answer them.

Answers

- 1 Are you going to walk home after school?
- **2** What are you going to watch on TV this evening?
- **3** Is your teacher going to give you any homework today?
- **4** What are you going to do on Saturday?
- **5** Are you and your friends going to go to the cinema at the weekend?
- **6** Where are you going to go for your next holiday? *Students' own answers*

8 In pairs, plan a holiday. Decide these things.

• In pairs, students plan a holiday. Encourage students to think about the prompts in the box.

9 Ask another pair about their holiday.

• Students ask another pair about their holiday. Draw students' attention to the example dialogue for help.



Warmer

• Give this series of instructions to students using verbs from exercise 1:

Touch your head.

Touch your chair.

Knock on your desk.

Knock on your partner's desk.

Take your partner's pen.

Use his or her pen to write your name.

Put the pen **back** on your partner's desk.

Look in your school bag.

- As you give the instruction, do the action yourself for students to imitate.
- Repeat the actions and ask students if they can remember the verbs you used. As the students say each verb, write it on the board.

- Students match the pictures with the rules.
- Play the CD to check answers.
- Play the CD again. Students repeat the sentences.

Transcript

- a Don't look in my school bag.
- **b** Don't take my CDs.
- **c** Knock before you come in.
- **d** Don't touch my things.
- e Don't use my computer.
- **f** Don't try on my clothes.
- **g** Don't disturb me in the morning.
- **h** Put things back.

Answers

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

2 Write the four most important rules for you.

• Students write the four most important rules for them.

Answers

Students' own answers

3 In pairs, compare your rules.

• In pairs, students compare their rules.

4 Dan and Vicki are talking about their bedroom rules. Which of the rules in exercise 1 do they have?

- Tell students they are going to listen to a conversation between Dan and Vicki. They are talking about their bedroom rules. Explain that Vicki is visiting Dan's house and she sees a list of rules on his bedroom door.
- Students listen and write the rules that Dan and Vicki have. Emphasise that they don't need to write complete sentences. They can simply write the numbers of the rules in exercise 1.
- With weaker students, play the CD twice. The first time, students write Dan's rules. The second time, they write Vicki's rules.



Transcript

V - Vicki D - Dan

V: Hey, what's this on the door?

D: Those are my bedroom rules.

V: Wow! What do they say?

D: Rule number one: people must knock before they come in. I hate it when people walk in.

V: That's a good rule.

D: And my second rule is that my brother mustn't take my things, especially my CDs. He always takes them and he never puts them back. Rule number three: if you take things, put them back.

V: I know what you mean. My sister loves trying on my clothes. I tell her that she mustn't try on my clothes, but she never listens. And I don't like it when she uses my computer. She knows that she mustn't use my computer, but she sometimes does.

D: Right. Rule number four is that my mum mustn't look in my school bag.

V: My mum can look in my school bag, but she mustn't touch things in my room.

D: Oh, and my other rule is that the cat mustn't disturb me in the morning. He always wakes me up at 5 o'clock. It drives me mad!

V: And tell me how does the cat read that rule?

D: Very funny!

Answers

Dan: 2, 3, 5, 4, 8 Vicki 6, 7, 1

5 • 2.36 Listen again. True or false?

• Students listen again and decide if the sentences are true or false.

Answers

 1 True
 3 False
 5 False

 2 True
 4 True
 6 True

Must

- Write these rules on the board: Knock before you come in. Don't try on my clothes. Ask students if they know another way to say these rules. Write the example sentences on the board next to the ones above: People must knock before they come in. She mustn't try on my clothes. Explain that we use must to say that something is obligatory and mustn't to say that something is forbidden / prohibited.
- Students look at the table. Point out that *must* and *mustn't* are the same for all subject pronouns, and that they are followed by an infinitive without *to*.

6 Write Dan's rules for his friends. Use *must* or *mustn't*.

• Students write Dan's rules for his friends using *must* or *mustn't*.

Answers

- 1 You mustn't forget my birthday.
- 2 You must listen to my problems.
- **3** You must be a fan of rap music.
- 4 You mustn't study on Saturday afternoon.
- **5** You must like skateboarding.
- **6** You mustn't tell other people my secrets.

7 Complete the rules. Use *must/mustn't* and the verbs in the box.

 Students complete the rules using must/mustn't and the verbs in the box.

Answers

1 must have2 must buy3 mustn't listen5 mustn't take6 mustn't use

Can: permission

- Write Dan's rule about his school bag on the board: *She mustn't look in my school bag*. Ask if Vicki has the same rule (No). Write Vicki's rule on the board: *She can look in my school bag*. Explain that we use *can* to say that someone has permission to do something.
- Students look at the table. Point out that *can / can't* is also followed by an infinitive without *to* (like *must / mustn't*).
- Tell students that *can't* and *mustn't* have a similar meaning: they are both used to say that something is forbidden / prohibited.

8 What things can or can't you do?

• Students write the things they can or can't do.

Answers

Students' own answers

1 Pronunciation can/can't: /æ//ə//ox/

9 • 2.37 Listen and repeat.

• Model the pronunciation of the three sounds for students to repeat.

Play the CD. Pause after each sentence. For each sentence, ask students which sound they hear in the verb can: 1/æ/, 2/ə/ or 3/aː/. Explain that the pronunciation is /æ/ in the affirmative short answer, /ə/ in other affirmative sentences and questions, and /aː/ in the negative.

Answers

1 /ə/ 2 /æ/ 3 /ə/ 4 /ə/ 5 /aː/ 6 /aː/

Play the CD again. Students listen to each sentence twice.
 Pause the CD for students to repeat.

10 Answer these questions. Can you...

• Students answer the questions using short answers.

Answers

Students' own answers

Consolidation

In pairs, students ask and answer the questions in exercise

11 Choose a place and write some rules.

• Students choose a place and write the rules. Draw students' attention to the example sentences and tell them to use *must/mustn't* or *can/can't*.

12 Tell another student about your rules.

• In pairs, students tell each other about their rules.

Consolidation

In pairs, students think of rules for their ideal school. Then they tell another pair and decide which set of rules they like best.



Warmer

• Tell students to imagine it is their birthday next weekend. Ask them to think of possible places where to celebrate it and things they would like to do on this special day. Build up a list of their ideas on the board. Include the items mentioned in exercise 1.

• Students listen to the dialogue between Kylie and her friends, and choose the activity that they decide to do on her birthday.

Transcript

K - Kylie M - Mia B – Becky

K: What shall we do on Saturday? It's my birthday, remember?

M: Let's go to the cinema.

K: That's a good idea. What's on?

B: We always go to the cinema. Why don't we go to the park?

K: That's boring. We go there after school every day.

B: Well, let's go to the café in the shopping centre.

K: I don't know. It isn't very exciting.

M: I know! Shall we go ice-skating?

K: Oh! What a great idea!

B: But I don't like ice-skating.

M: Well, why don't we go to the cinema, then?

B: OK. What's on?

Answers

а

2 2.38 Listen again. Complete the suggestions.

- Students listen again and complete the suggestions.
- Briefly focus on the form of the suggestions: *Let's ... , Shall we ... ? and Why don't we ... ? +* infinitive without *to.*

Answers

1 Let's

- 3 Let's
- **2** Why don't we
- 4 Shall we



3 • Listen and match the responses with the suggestions from exercise 2.

- Before they listen, check students understand the meaning of the responses.
- Students listen again and match the responses with the suggestions from exercise 2.

Transcript

K - Kylie M - Mia B – Becky

M: Let's go to the cinema.

K: That's a good idea.

B: Why don't we go to the park?

K: That's boring.

B: Let's go to the café.

K: I don't know. It isn't very exciting

Answers

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

4 2.39 Listen again and repeat the suggestions and responses.

• Students listen again and repeat the suggestions and responses. Focus on intonation.

5 • 2.40 Complete the dialogue. Then listen and check.

- Students complete the dialogue.
- Play the CD to check answers.

Transcript

Becky: What shall we do on Sunday? **Kylie:** Why don't we play tennis?

Mia: That's boring. We play tennis at school.

Becky: Why don't we go to a museum? We never go to

museums. Kylie: OK.

Mia: I don't know. It isn't very exciting.

Becky: I know! Let's go to the park. There's a music festival in

the afternoon, and it's free. Mia: That's a good idea. Kylie: Yes. What a great idea! **Becky:** Great. See you on Sunday!

Answers

1 shall **2** don't we

3 boring

4 Why don't

5 don't know

6 Let's

7 good idea

8 great idea

Consolidation



In groups of three, students practise the dialogue. Then they change roles and repeat.

6 In pairs, make plans for Saturday morning, afternoon and evening.

- In pairs, students make plans for Saturday morning, afternoon and evening. Encourage them to use all the expressions from exercises 2 and 3. Draw students' attention to the example dialogue for help.
- Weaker students could write their dialogues first and then practise them until they can say them from memory.

Consolidation



Students tell another pair about their plans for Saturday using *going to*. Encourage them to start by saying: On Saturday morning, we're going to ...

SB page 145 WB pages 76 and 77 SP page 14

Warmer



- Ask students if they have any plans for the summer.
- Tell students that you are going to say some activities. They should put up their hands if they are going to do these things in the summer: go to the beach, go to the mountains, stay at home, study, stay at your grandparents' village, visit another city, visit another country.

In pairs, talk about your plans for the summer.

• In pairs, students talk about their plans for the summer. Encourage them to use the example dialogue to help them.

8 Sandra lives in the UK. Read her blog entry. Where is she going to be in June, July and August?

• Students read Sandra's blog and write where she is going to be in June, July and August.

Answers

In June: at home

In July: in her grandparents' village In August: in New York and at home

9 Find three expressions in exercise 8 that tell us that Sandra is happy about her plans.

• Students find three expressions that tell us that Sandra is happy about her plans.

Answers

- 1 I can't waitl
- 2 Hove it there.
- 3 I'm really excited!



- Ask students: Why is Sandra going to stay in her grandparents' village? Write the answer on the board: She's going to stay in her grandparents' village because her parents work in July.
- Ask students if they can say the same thing using so and write this sentence on the board: Her parents work, so she's going to stay in her grandparents' village.
- Check students understand the meaning of *so* and point out the comma before this word in the sentence.

10 Write sentences with so. Change the order of the sentences when necessary.

• Students write sentences with so. Highlight that it may be necessary to change the order of the sentences.

Answers

- 1 I'm tired, so I'm going to bed.
- 2 It's Saturday tomorrow, so I'm going to get up late.
- **3** It's hot today, so we're going to go to the beach.
- **4** We went to Australia last year, so we're going to stay here this summer.
- **5** My uncle's got a flat in Prague, so we're going to stay there in July.
- **6** My Dad doesn't like flying, so we're going to go to Switzerland by car.

11 Make notes. Then write a blog entry about your plans for the summer.

• Students get ready to write a blog entry about their plans for the summer. First, they answer the questions. Then they write their blog entries.

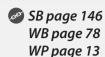
12 Now read your work again. Can you find any errors?

• Students read their blog entries and check them for errors.

Write the following checklist on the board for students to refer to:

Present continuous (for future plans) *going to*

must/mustn't can/can't so



SB Pages 106-107 Birthdays everywhere

Warmer



• In pairs, students make a list of six different ways they would like to celebrate their birthdays. Then they compare their lists with the items mentioned in exercise 1. How many things are similar?

1 How do you celebrate your birthday?

- Check students understand the phrases.
- Students say how they celebrate their birthdays. Draw students' attention to the example sentence for help.

Answers

Students' own answers

2 Read the text and match the pictures with the descriptions.

- Before they read the descriptions, students look at the pictures and describe what they can see. Teach the words flag (n), hit (v) and lift (v).
- Students read about different birthday celebrations around the world, and match the pictures with the descriptions.

Answers

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

- Students match the descriptions with the correct country. Encourage them to guess if they are not sure.
- Play the CD to check answers.



Transcript

- 1 In Vietnam people don't celebrate on the day when they were born. They celebrate their birthday on "Tet" (New Year's Day). Babies are one year old on their first Tet. Children get some money as a present.
- 2 The evening before your birthday, people in Denmark put a flag outside your house. When you're sleeping, family members put presents around your bed. When you wake up on your birthday, you can open the presents.
- 3 In Mexico people put sweets in a paper animal the 'piñata'. This hangs from the ceiling. First you must cover your eyes. Next you must hit the piñata with a stick. When it breaks, you can eat the sweets.
- 4 In England people give you the 'bumps'. They take your hands and feet and lift you in the air. They must give you one bump for every year, and one for luck. So on your thirteenth birthday, you get fourteen bumps.

Answers

Denmark - 2 Mexico - 3 England - 4 Vietnam - 1

4 Read the text again and write the country.

• Students read the descriptions again and write the country.

Answers

1 Mexico3 Vietnam5 Vietnam2 Denmark4 England6 Mexico

5 In pairs, write as many ideas as you can. Then compare your lists with another pair.

- Students work in pairs and list their ideas. Then they compare their suggestions with another pair.
- Invite different students to read out their lists. Conduct a class vote to get to know which are the most common ways in which students do each of the actions.

Answers

Students' own answers

6 Read the text and answer how Google completes your ideas listed in exercise 5.

• Students read the text to compare the information in it with their previous ideas. Encourage students to underline the sentences in the text they have found useful when doing this task.

Ask some students to read out their answers to check.
 Discuss the last question in the text with the whole class:
 How would you feel about having a personalised birthday doodle?

Answers

Ways in which Google...

- 1 remembers people's birthdays: It uses personal information provided by users when creating a Google account.
- **2** greets people on their birthdays: A truly personalised and original doodle appears in the homepage of this search engine.
- **3** makes others feel special on their birthdays: It gives a virtual present to users on their birthdays.

7 Complete the sentences with information from the text.

- Students read the text again and complete the sentences.
- Have some students read out their answers to check.

Answers

- 1 ... designs, which involve illustrations and interactive images, that remind Google users of important dates.
- 2 ... professionals that include illustrators, film animators and engineers.
- **3** ... in 2010.
- 4 ... cakes, presents and fireworks.
- **5** ... you provide personal information when creating a Google account.

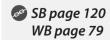
21st Century Skills

Check the following website to see all the Google Doodles. What's your favourite doodle?

 Students visit the website to see all the doodles and choose their favourite design. Encourage them to write a brief description of the design they choose and give some reasons for their choice.

Answers

Students' own answers





Warmer

Write these words on the board one by one: *sugar, bananas, coffee, Caribbean Sea, James Bond, ex-British colony, Kingston, Bob Marley, reggae.* After writing each word, ask students to name the country (Jamaica).

1 Look at the picture. Then answer the questions about Jack.

• Students look at the picture and answer the questions about Jack. Encourage them to guess if they are not sure.

Answers

Students' own answers

• After listening to students' ideas, tell the class that Jack went to Jamaica by plane to take part in a karate *championship*. Point to the karate book in his suitcase and tell them that this is the *programme*. Point to the white shirt in the suitcase and tell students that this is Jack's karate jacket.

2 Look at the picture again for 30 seconds. Then close the book and make a list of all the things you remember.

• Students look at the picture again for 30 seconds. Then they close their books and make a list of all the things they remember.

Answers

Students' own answers

3 Memorise the picture for 20 seconds. Close your books and ask your partner.

- Students memorise the picture for 20 seconds. Then they close their books and tell their partners what items in Jack's suitcase they remember. Encourage students to use the example dialogue to say what they did and didn't remember.
- Write the complete list of words on the board and tell students to check their spelling carefully. Point out that the word *swimsuit* is used for women and *swimming trunks* for men

Answers

a camera a programme for a karate
a guidebook championship
a karate jacket sunglasses
an MP3 player swimming trunks
a passport a toothbrush
a penknife a towel
a phone / a mobile trainers

Consolidation

a plane ticket

In pairs, students close their books and draw the outline of a suitcase. They take it in turns to draw one of Jack's objects inside the suitcase. Their partners have to identify the item and write the word.

a T-shirt

Extension

Students make a list of the items they need to take with them to go to the Alps for a skiing competition.

Warmer

In pairs, students look at the picture in exercise 4 and describe the people in as much detail as possible. Invite some pairs to share their descriptions with the rest of the class.

4 Find Jack and his friends in the picture.

• Students read the description, and find Jack and his friends in the picture.

Answers

Jack - 1 Sal - 2 Justin - 3

5 Add words to the categories. Then write a description of Jack.

• Students add words to the categories. Then they write a description of Jack.

Answers

Build: short, slim, tall
Eye colour: brown, green, blue
Hair colour: blond, brown, dark
Hair type: wavy, long, short, curly, straight
Students' own answers

Consolidation



Students write descriptions of the other two people in the picture (the girl and boy identified with numbers 4 and 5). They read their descriptions to a partner who identifies each person.

6 © 2.42 Complete the diary entry. Use the verbs below. Then listen and check.

- Students complete the diary, entry, using the verbs in the box. Emphasise that the verbs need to be in the past tense
- Play the CD to check answers.

Transcript

We arrived on Tuesday night and took a bus from the airport to our hotel near Discovery Bay. I didn't sleep well because I was very excited. The next morning, we went to James Bond Beach. The author Ian Fleming wrote some of the James Bond books here. In the afternoon, we visited Dolphin Cove in Ocho Rios. There were lots of dolphins and a shark too. Sal swam with the dolphins. She said it was amazing. In the evening, we ate some typical Jamaican food. It was delicious. The next morning, we woke up very early and left Discovery Bay to go to the Blue Mountains. From the highest point we could see Cuba. It was so cool. On the way, we saw a coffee plantation and I bought some Blue Mountain coffee for mum and dad.

Answers

 1 took
 5 said
 9 saw

 2 went
 6 ate
 10 bought

 3 wrote
 7 woke up

 4 swam
 8 left

7 Write questions about the trip. Then answer them.

- Students write questions. Check students have made the questions correctly before they answer them.
- Students answer the questions.

Answers

- 1 When did they arrive? They arrived on Tuesday night.
- 2 How did they travel from the airport to the hotel? They took a bus
- **3** Where did they go the next morning? They went to James Bond Beach.
- 4 What did Sal swim with? She swam with dolphins.
- **5** What did they eat in the evening? They ate typical Jamaican food.
- **6** What could they see from the Blue Mountains? They could see Cuba.

8 Correct the sentences.

• Students correct the sentences. Call on different students to read out their answers to check

Answers

- 1 They didn't arrive on Tuesday morning. They arrived on Tuesday night.
- 2 Ian Fleming didn't write some of the Narnia books in Jamaica. He wrote some of the James Bond books.
- 3 Dolphin Cove wasn't in Montego Bay. It was in Ocho Rios.
- **4** There weren't a lot of dolphins in the Blue Mountains. There were a lot of dolphins in Dolphin Cove.
- **5** They didn't see another country from Discovery Bay. They saw another country from the Blue Mountains.
- **6** Jack bought a present for his parents. He bought some Blue Mountain coffee.

Consolidation



Students write three more sentences about the diary containing factual errors. Then in pairs, they correct their partners' sentences.

9 Complete the sentences. Use was / wasn't or were / weren't.

• Students complete the sentences using was / wasn't or were / weren't.

Answers

were
 wasn't
 was
 were
 was
 were

Warmer



Students look at the photos in exercise 1 and describe what they can see.

1 2.43 Listen and answer the questions about Jack and his team.

- Explain that students are going to listen to Jack and his team talking while they are still in Jamaica.
- Students listen and answer the questions.



Transcript

Sa - Sal Ja - Jack St - Stall holder Ju – Justin

Sa: Well? What do you think?

Ja: It's very big!

Sa: I don't know. Maybe you're right. Excuse me. How much is this T-shirt?

St: It's 2,000 Jamaican dollars.

Sa: Wow! That's expensive!

Ju: Not really. It's about 20 euros.

Sa: OK. I'll take it. These street markets are great. Here you are.

St: Thanks.

Ja: So what do you think of the trip so far, Sal?

Sa: Boring! No, I'm only joking. It's fantastic!

Ja: And tomorrow is going to be more fantastic.

Ju: Why?

Ja: Because we're going to visit Kingston

Sa: And then we're going to win the karate championship.

Ja: The karate is in the afternoon. What are we going to do in the morning?

Sa: Why don't we go to another street market?

Ja: That's a terrible idea. Let's go to the Bob Marley Museum. I want to buy a CD for my parents.

Ju: I don't know. We mustn't be late for the championship.

Sa: Don't panic, Justin! You can take my alarm dock.

Ja: We aren't going to be late. And we're going to win!

Ju: You mustn't think about winning or losing. Remember. You must only think about perfecting your karate...

Answers

- 1 They're at a street market.
- 2 They're going to be in Kingston.
- **3** They must be at the karate championship.

2 2.43 Listen again and choose the correct option.

• Students listen again and choose the correct option. Tell students that, in some cases, both answer options are mentioned, so they need to listen carefully in order to choose the right one.

Answers

1 big

4 Bob Marley Museum

2 2,000 **5** alarm dock

3 fantastic **6** mustn't

3 Complete. Use the prompts in brackets and the correct form of *going to*.

• Students complete the diary entry using the prompts in brackets and the correct form of *going* to.

Answers

- 1 we're going to take
- 2 we're going to sit
- 3 they aren't going to have
- 4 she's going to come back
- **5** he isn't going to leave
- 6 I'm going to do

Consolidation



Students write about their plans for the next days of the week and for the weekend.

Warmer



On the board, make a list of countries students would like to visit in the future.

4 In pairs, imagine you are on a trip. Answer the questions.

• In pairs, students imagine they are on a trip and answer the questions.

Answers

Students' own answers

5 Now improvise a dialogue with your partner about your trip.

- Review the language used when making suggestions: Let's ..., Shall we ...? Why don't we ...?
- Students prepare a dialogue about their imaginary trips. Draw students' attention to the example dialogue for help.
- Invite some students to perform their dialogues in front of the class.

Project Keep a travel diary

6 In pairs, write about your trip in a travel diary.

• In pairs, students write about their trip in a travel diary. If possible, students use blank sheets of paper folded in half to make a mini-booklet. Encourage students to prepare the text for their diary in their notebooks first. Students should read their drafts and check them for errors. Then they copy the corrected text into the diary.

7 Add pictures and souvenirs to the diary.

 Students add pictures and souvenirs to the diary. If you brought magazines and brochures to the class, they can use those as a source for images. They can also find images on the Internet.

8 Display your diary in the classroom. Invite other students to read it.

- Students display their diaries in the classroom for everyone to walk around and read them.
- Encourage students to keep a travel or holiday diary during the summer holidays.

Background

- Bob Nesta Marley was born in 1945 in Jamaica. He was the son of a white father and black mother. In the 1970s, he became the world's most famous reggae star. He died in 1981, but is still popular today.
- Three little birds comes from the album Exodus which was released by Bob Marley & the Wailers in 1977.

Warmer



- Tell students you are going to say a word (reggae) and you want them to write the first word or name that comes into their minds. What did they write? Ask: Did anyone write Bob Marley?
- Ask students what they know about Bob Marley, then tell them the information in the Background section.

9 Answer the questions about reggae.

- Students answer the questions about reggae. Explain that they are not expected to know all the answers and encourage them to guess if they are not sure.
- Compare answers to see if the class generally agrees, but don't check answers at this point.

10 Read about reggae. Check your answers in exercise 9.

• Students read about reggae and check their answers to exercise 9.

Answers

1 b **2** a

3 b

4 C

11 2.44 Listen to the song. Answer the questions.

• Students listen to the song and answer the questions.

Transcript

Chorus

'Don't worry about a thing, 'Cause every little thing gonna be all right.' Singin': 'Don't worry about a thing, 'Cause every little thing gonna be all right!'

Verse

Rise up this mornin',
Smiled with the risin' sun,
Three little birds
Pitch by my doorstep
Singin' sweet songs
Of melodies pure and true,
Sayin': 'This is my message to you-ou-ou'.

Repeat

Answers

- 1 It's the morning.
- 2 He feels happy. We know this because he smiled.
- **3** He can see three birds.

12 •2.44 Four instruments are common in reggae music. Listen again and complete.

• Tell students that four instruments are common in reggae music. Can students hear them? Play the song again. Students complete the names of the instruments.

Answers

1 guitar

2 bass

3 keyboard

4 drums

13 Is it a happy or a sad song? Why?

- Students decide if it is a happy or a sad song and explain why.
- In pairs, students compare their opinions. Invite some pairs to share their ideas with the whole class.

Answers

Students' own answers

Raviaw answars

Unit 1

SB Page 112

1 Match the underlined nouns with the correct subject pronoun.

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

2 Complete with the correct subject pronoun.

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

3 Tick (✓) the correct sentence.

- 1 Are you American?
- 2 Pablo isn't Portuguese.
- 3 Yes, she is.
- 4 I'm not very happy.
- **5** Are they students?
- 6 We aren't English.

4 Order the questions.

- 1 Is your best friend English?
- **2** Are John and Mike at the library?
- **3** Is tennis her favourite sport?
- 4 Am I in your class?
- 5 Is Jane's cat black and white?
- **6** Are your parents American?

5 Match the guestions with the answers.

 1 c
 3 a
 5 e

 2 d
 4 f
 6 b

6 Circle your top five favourite things and sports.

Students' own answers

Unit 2

SB Page 113

1 Complete the sentences with *this, that, these* or *those*.

1 That 3 This 5 That 2 These 4 Those 6 These

2 Complete the sentences. Use the possessive adjectives in the box.

her
 your
 his
 my
 its
 their

3 Write 's or s.'

1 's **3** s' **5** s' **2** 's **4** 's **6** 's

4 Circle the correct option.

 1 live
 4 don't go

 2 flies
 5 has

 3 washes
 6 don't watch

5 Match the opposites.

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

6 Write the opposite of these words.

1 intelligent
2 dirty
3 grandmother
4 south
5 answer
6 expensive

Unit 3

SB Page 114

1 Order the sentences.

- 1 I don't usually have breakfast.
- 2 She hardly ever uses her mobile phone.
- **3** We never go to bed at 11 o'clock.
- **4** Paula is often late for class.
- **5** My brother sometimes has lunch at home.
- **6** Simon's parents always watch TV in the evening.

2 Match the questions with the correct answer.

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

3 Look at the table. Write sentences with *love, like, not like, hate* + -*ing* form.

- **1** Gemma likes listening to music.
- **2** Gemma loves going shopping.
- **3** Sam likes playing tennis.
- 4 Sam doesn't like listening to music.
- **5** Paul and Tim hate playing tennis.
- 6 Paul and Tim don't like going shopping.

4 Put these daily activities in the order you normally do them every day. Use numbers.

Students' own answers

5 Match the columns.

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

6 Write a verb in each blank (1 to 5). Then add another word or phrase in blanks 6 to 10.

- 1 play
- **2** go
- **3** do
- 4 have
- **5** be
- **6** Students' own answers
- **7** Students' own answers
- **8** Students' own answers
- **9** Students' own answers
- **10** Students' own answers

Unit 4

SB Page 115

Countable or uncountable? Write C or U next to each word.

1 C 2 U 3 U 4 C 5 U 6 C

2 Tick (✓) the correct sentence.

- 1 Karen has got a lot of friends.
- **2** We never have any sweets at home.
- **3** For breakfast, I have some cereal.
- 4 Phil doesn't drink any milk.
- **5** I'm trying to give the cat some milk.
- **6** Sheila is a gourmet. There's a lot of cheese of different kinds in her fridge.

3 Look at the table and complete the sentences using an expression from the box below.

1 twice a week2 every day3 three times a week4 once a week

4 Circle the food items you like.

Students' own answers

5 Complete the school subjects with the missing letters.

1Art5History9PE2Drama6ICT10 Science3French7Maths4Geography8Music

Raviawanswars

6 Complete the following phrases with a suitable word.

1 you2 Anything3 have4 else6 are

Unit 5

SB Page 116

1 Write the opposite of these sentences.

- 1 It isn't snowing at the moment.
- 2 I'm playing the piano.
- **3** Gina isn't looking at some clothes in a shop.
- **4** We aren't starting to feel tired.
- **5** Mum and Dad aren't having lunch.
- **6** You're doing this exercise.

2 Six of the *-ing* forms of the verbs listed below are incorrect. Correct the wrong ones and tick the right ones.

1 \(\forall \)
2 dancing
3 meeting
4 \(\forall \)
5 writing
6 \(\forall \)
7 \(\forall \)
8 studying
9 \(\forall \)
10 visiting
11 \(\forall \)
12 playing

3 Present or future? Write P or F.

1 P **3** P **5** P **2** F **4** P **6** F

4 Complete the short answers.

Yes, she is.
 No, i'm not.
 Yes, they are.
 Yes, you are.
 No, we aren't.

5 Circle the correct verb.

1 plays2 love3 's chatting4 have5 Do you have6 think

6 Complete the weather words with the missing letters.

cloudy
 cold
 snowing
 sunny
 foggy
 warm
 hot
 windy

Unit b

SB Page 117

1 Complete with there's or there are.

There's
 There's
 There are
 there are
 there are

2 Answer the questions. Use short answers.

Yes, there are.
 Yes, there is.
 Yes, there aren't.
 Yes, there are.
 Yes, there are.
 Yes, there are.

3 Replace the underlined nouns with suitable subject or object pronouns.

1 She, her **3** They, us **5** We **2** him **4** He, them **6** It

4 Complete the sentences with the correct form of *have got*.

have got
 have got
 have got
 have got
 have got
 have got
 have got

5 Write questions with have got / has got + any or a / an. Use the prompts below.

1 Has Eddy got any animals?

2 Has Judy got a new bag?

3 Have you got a sister?

4 Have they got any plans?

5 Has Mr Rushen got an orange car?

6 Have you got any brothers or sisters?

6 Write these words in the word map.

Living room: sound system

Bedroom: pillow Kitchen: fridge Adjectives: tidy

Floor and walls: carpet

Unit 7

SB Page 118

Complete with the correct form of was or were.

was
 were
 was
 weren't
 were
 wasn't

2 Unscramble the questions.

- **1** Where were you born?
- **2** When were you born?
- **3** Was your family rich?
- 4 What was your father's job?
- **5** Were your father and grandfather successful?
- **6** Was your mother happy?

3 Match the columns to get some regular verbs in the past.

 1 bed
 3 ed
 5 red

 2 ied
 4 ped
 6 d

4 Correct the sentences using the past simple in the negative form.

- 1 Rembrandt didn't paint the Mona Lisa.
- **2** Galileo didn't discover penicillin.
- **3** Australia didn't win the Football World Cup in 2006.
- 4 Gaudi didn't build the Eiffel tower.
- **5** William Shakespeare didn't write 'Don Quixote'.
- **6** Brad Pitt didn't star in 'Specter', the 2015 James Bond film.

5 Write these adjectives in the correct category.

Hair colour: dark, brown, blonde Hairstyle: curly, long, wavy, short, straight

Eye colour: blue, brown, green

Build: slim, short, tall

6 Unscramble these words. They refer to jobs and occupations.

1 artist
2 astronaut
3 doctor
4 mountaineers
5 tennis player
6 prince
7 scientist
8 writer

7 Put the dialogue in order. Use numbers.

9, 2, 6, 1, 4, 7, 8, 3, 5, 10

5 raining

Wanswars

Unit 8

SB Page 119

1 Put the verbs in brackets into the correct form of the past simple.

1 didn't have

5 kept

6 didn't wake up 2 saw

3 went 7 rang

4 fell 8 was

2 Complete the description with the affirmative (✓) or negative (✗) form of there was or there were.

1 there was

4 there wasn't

2 There weren't

5 there was

3 there was

6 there wasn't

3 Match the guestions with the correct answer.

1 h **2** d **3** e

4 Match the columns to get some past time expressions.

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

5 Circle the items you usually read.

Students' own answers

6 Use the sequencers in the box and complete the description of this process.

1 First

4 After that

2 Then

5 Finally

3 Next

Unit 9

SB Page 120

1 Look at the table and write sentences with be *going to*.

- 1 Tom is going to watch TV this evening.
- **2** Leanne is going to play basketball this
- **3** Tom is going to visit his sister tomorrow.
- 4 Leanne is going to work on a computer project tomorrow.
- 5 Tom is going to study at the library on
- **6** Leanne is going to have a party on Friday.

2 Write questions and answers using the correct form of be aoing to and the verbs in brackets.

- 1 are you going to visit
- 2 are going to travel
- **3** are you going to start
- **4** are going to fly
- **5** aren't going to stay
- **6** aren't going to be
- 7 are going to visit
- 8 are going to have

3 Complete these rules using *must/mustn't* and the verb phrases in brackets.

- 1 mustn't use a mobile phone
- 2 must listen to the teacher
- **3** mustn't step on the grass
- 4 must be quiet
- 5 must pay for the items you buy
- **6** must drive on the left

4 Complete the sentences using *I* + can/ can't and the prompts below.

- 1 I can go to the outdoor swimming pool.
- 2 I can't travel without a ticket.
- 3 I can (can't) wear my own clothes.
- 4 I can stay up late at night.
- 5 I can't see my friends until I've done my homework.
- 6 I can't make too much noise in the house.

5 Complete the words with the missing letters. They refer to different items people take with them when going on holiday.

1 boots

7 sun cream

2 compass

8 swimsuit

3 guidebook

9 toothbrush

4 passport

10 torch

5 penknife **6** shorts

11 towel 12 umbrella

Transcripts

Unit 0

WB Page 4, exercise 3

- **1** IBM
- **2** CNN
- **3** FBI
- **4** MI6
- **5** CD
- **6** DJ

Unit 1

WB Page 13, exercise 8

My name's Juno and I'm from China. It's in the centre of Asia. I'm from the capital city, Beijing. Beijing is in the east of the country. The population of Beijing is fourteen million. The official language of China is Mandarin, but there are 235 other languages. China is famous for its mountains. Mount Everest's in the south-west. China is also famous for the Great Wall. It's in the north.

□3 WB Page 13, exercise 9

- 1 Where are you from?
- 2 I'm from the capital city.
- **3** Hike music and computer games.
- 4 I'm not into sports.
- **5** My favourite things are my clothes.
- 6 They're really cool!

Unit 2

WB Page 21, exercises 5 and 6

Hello and welcome to Farwell Zoo! We're open every day from nine o' clock to half past six, and we have hundreds of animals for you to see. The dolphin show is really popular. There are three dolphin shows every day. They're at ten o' clock, two o' clock and half past four. And why not stay for lunch? Our restaurant is open for lunch from a quarter to twelve to a quarter to three.

WB Page 21, exercise 7

- 1 This is a photo of my family.
- **2** These are my parents.
- **3** And that's my brother.
- 4 My grandad lives in our house.
- **5** We've got two dogs.
- 6 But grandad doesn't like pets.

Unit 3

WB Page 29, exercises 8 and 9

Christmas and New Year's Eve are important festivals in the UK. We celebrate Christmas on 25th December.

We have lunch with our family and we eat turkey and Christmas pudding, our special food. We celebrate New Year's Eve on 31st December with our family and friends. At midnight we listen to Big Ben, and we sing a special song. We sometimes watch fireworks. In Scotland, New Year's Eve is very important. It's called Hogmanay.

WB Page 29, exercise 10

- 1 On Saturday, 1 get up at eight.
- 2 Lusually play basketball.
- **3** I sometimes meet my friends.
- **4** We often go shopping.
- 5 In the evening I like listening to music.
- **6** And chatting online.

Unit 4

WB Page 37, exercises 6 and 7

K - Kim D - David

K Do you eat any fast food , David?

D I sometimes have a hamburger for lunch on Saturday. And you?

K I never eat hamburgers, but I get a pizza for lunch three days a week.

- **D** Kim! That's not very healthy!
- **K** I always have a salad too! love salads.
- **D** Salads! Yuck! I hate salads. I don't really like any vegetables.
- **K**That's not very healthy David!
- **D** But I like fruit! I eat some fruit every day.
- **K** So we're both healthy, then.

WB Page 37, exercise 8

- 1 Hove salmon sandwiches.
- 2 I don't like a lot of vegetables.
- **3** Do you eat any fruit?
- 4 I eat an apple every day.
- **5** How often do you have Science?
- 6 Twice a week.

Unit 5

№ WB Page 45, exercises 6 and 7

S - Sam M - Emma's mother E - Emma

S Hi. Emma!

M This is Emma's mother.

S Oh! Sorry. Can I speak to Emma, please?

M Who's calling?

S Sam.

M Just a moment Sam.

E Hi Sam. Where are you?

S I'm at Mark's birthday party. Do you want to come?

E I can't. My cousins are here.

S Emma! It's fantastic! All our friends are here. And guess what? Debbie's dancing with Charlie!

E No!

S Yes!

E Send me a photo.

S OK. I'm sending it now.

E We're having dinner now.

S OK. See you at school.

E See you.

WB Page 45, exercise 8

- 1 I'm sitting at home.
- 2 It isn't very warm.
- **3** My sister's swimming at the moment.
- **4** I'm having an ice-cream.
- **5** What are you doing at the moment?
- **6** Do you want to come here?

Unit 6

▶12 WB Page 53, exercises 7 and 8

P - Paul **M** - Marie

P Do you like my town, Marie?

M Yes! But it's very small. I live in a big city.

P What's different?

M My house hasn't got a garden, and there aren't any parks in my area. You're very lucky! I live in the city centre, and there's a lot of noise. Your town's very quiet. But you've only got one cinema.

There are five cinemas near my house! And there are a lot of shops in the centre, too. Your house isn't near any shops.

№ Page 53, exercise 9

- 1 Have you got a big house?
- 2 It's got three bedrooms.
- **3** There's a sound system in the kitchen.
- 4 I've got a wardrobe.
- 5 It's next to my bed.
- **6** Are there any shops near it?



Unit 7

▶ 14 WB Page 61, exercises 7 and 8.

C - Chloe N - Niamh

C Hey! What's in this bag?

N That's my new top. Do you like it?

C It's great. Where's it from?

N Silvi's. You know, in Leyton Square.

C It's very nice. How much was it?

N It wasn't expensive. It was only 15 pounds.

C That's good. What size is it?

N It's a small.

C Can I try it on?

N OK, if you like.

C It's perfect. Can I wear it to go to the cinema tonight?

N No, I'm sorry, you can't. I'm wearing it, with my new jacket and my new jeans.

C They're nice. Where ...

D₁₅ WB Page 61, exercise 9

- **1** She was born in 1995.
- 2 She's got straight, brown hair and blue eves.
- **3** Her parents weren't at home yesterday.
- **4** She studied in the evening.
- 5 She stopped at nine o'clock
- **6** Then she watched TV.

Unit 9

№ WB Page 77, exercises 9 and 10.

C - Christian D - Derek

C Are you going to have a party on your birthday, Derek?

D No, I'm not. Parties are boring! I'm going to do something different.

C Like what?

D I'm going to go to a theme park

C Who are you going to go with?

D You can come, of course. And I'm going to invite Tom and Tina too.

C What about your parents?

D They don't like theme parks, so they're not going to come.

C Do they know your plans?

D No, they don't. I'm going to tell them tonight. I hope they say it's OK.

D₁₉ WB Page 77, exercise 11

- 1 We're going to go to London.
- 2 I'm going to take some sun cream.
- 3 Is mum going to buy a guidebook?
- 4 You must have an umbrella.
- **5** You can't take a penknife.
- 6 Let's visit a museum.

Unit 8

WB Page 69, exercises 9 and 10

R - Rita J - Jessie

R Did you have a dream last night?

J Yes, I did.

R What happened?

J I was at home in my room. I wanted to open my cupboard, but it didn't have a door. Then I saw some presents. One of them was a guitar.

R Home means you're happy. Presents represent love, and a guitar means you need to relax. The closed cupboard represents a secret. Nicky, do you have a secret?

J Well, you know Mike.

R Jessie! Do you like Mike?

J Well, ... yes.

WB Page 69, exercise 11

- 1 I woke up late yesterday.
- 2 Where did you go?
- **3** We went to the cinema.
- **4** Were there a lot of people?
- 5 The film was awful.
- **6** Did you write in your diary?



Unit 0

WB Page 4

1 Do these Maths calculations.

1 sixteen2 fifteen3 nine4 nineteen5 sixteen6 thirteen

2 Write the numbers.

thirty-one
 fifty-six
 eighty-eight
 one hundred
 ninety-two
 forty-three
 seventy-eight
 nineteen
 twenty-one
 thirty-six

3 Listen. Write the letters.

1 IBM **3** FBI **5** CD **2** CNN **4** MI6 **6** DJ

4 Complete the crossword. The words refer to countries, nationalities or languages.

Down		Across		
1	Portuguese	5	Dutch	
2	Spain	6	American	
3	British	7	Argentina	
4	Japanese	8	French	

5 Write a or an.

1 a 3 an 5 an 7 an 9 an 2 an 4 a 6 a 8 a 10 a

WB Page 5

6 Write a phrase to describe the pictures.

three pizzas
 four sandwiches
 three men
 two countries
 five apples
 three buses

7 Complete the sentences.

can speak
 can't speak
 can ride; can't play
 can ride; can't play

3 can't play

8 Unscramble the sentences.

1 Hi, my name's Daniela.

2 I'm fourteen years old.

3 I'm from Rome in Italy

4 I'm Italian.

5 I can speak Italian and English.

6 My phone number is 06-7034406.

7 My email address is daniela@yahoo.com

WB page 6

Complete these commands with the missing letters.

 1 Answer
 5 write

 2 Check
 6 Match

 3 Repeat
 7 ask

 4 Listen
 8 read

2 Put the dialogue in order. Use numbers.

2143

3 Unscramble these questions used in classroom language.

1 How do you pronounce 'birthday', Miss Stevens?

2 How do you say 'libros' in English, Mike?

3 Can you repeat that word, please?

4 How do you spell this word, Jane?

4 Look at the pictures and complete with a suitable noun.

1 women2 sandwich5 watch3 buses

WB Page 7

5 Who are these famous people? What's their nationality? Complete.

1 Del Potro, Argentinian

2 Lady Gaga, American

3 Neymar, Brazilian

4 Enrique Iglesias, Spanish

6 Shakira, Colombian

6 Match the sentence halves.

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

7 Write sentences about what you can (✓) or can't(X) do.

Students' own answers

8 Complete the number sequences.

1 twelve, thirteen

2 twenty-one, twenty-two

3 thirty-nine, forty

4 forty-eight, fifty

5 eighty-nine, ninety-two

6 ninety-eight, one hundred

9 Fill in the blanks with a or an.

 1 a
 3 a
 5 an
 7 an

 2 an
 4 an
 6 a
 8 a

Unit 1

WB Page 8

1 Complete the words.

1 books
2 cat
3 DVD
4 bike
5 mobile
6 piano
7 trainers
9 clothes
10iPad
11 camera
12 games console

2 Complete with words from exercise 1.

sports clothes
 a Siamese cat
 a digital camera
 a mountain bike
 a film on DVD
 school books

3 Complete the sentences about Ben.

love
 fan
 favourite
 one
 like

4 Complete these sentences about your preferences. Use similar ideas to the ones above.

Students' own answers

WB Page 9

5 Write the plural of the underlined pronouns.

They
 You
 They
 They
 We
 You

6 Complete with these subject pronouns.

 1 you
 4 I

 2 we
 5 She

 3 they
 6 It

7 Complete with the affirmative form of be.

1 'm 2 're 3 's 4 are 5 's 6 're



8 Complete with the negative form of be.

aren't
 aren't
 isn't
 aren't
 isn't
 isn't

9 Complete with the contracted forms below.

 1 's
 4 're
 7 isn't

 2 'm
 5 'm not
 8 's

 3 aren't
 6 's

WB Page 10

1 Complete the puzzle. Find the mystery phrase.

1 swimming
2 cycling
3 karate
4 rugby
5 football
6 skiing
7 snowboarding
8 basketball
9 horse riding
10tennis

Mystery phrase: My trainers

2 Order the questions. Then circle the answers that are true for you.

1 Are you Spanish?

2 Is your best friend a fan of horror films?

3 Is your favourite singer from the USA?

4 Are your parents from South America?

5 Are you into rap music? *Students' own answers*

3 Complete the dialogue.

1 isn't
 2 isn't
 3 aren't
 4 are

WB Page 11

4 Complete the questions. Use *is* or *are*. Then write the answers.

1 Is; Yes it is.

2 Are; students' own answers.

3 Is; No, she isn't.

4 Are; Yes, they are.

5 Is; Yes, he is.

6 Are; No, they aren't.

5 Complete with the question words below. Then match the questions with the answers.

1 Who; c **3** When; e **5** How old; b

2 What; d **4** Where; a

6 Complete using a suitable question word and an appropriate form of *be*.

What's
 Where are
 Who's
 How old are
 What's
 What's
 What's
 What are

7 Write complete answers about you to the questions in exercise 6.

Students' own answers

WB Page 12

1 Answer the questions. Then read and check.

1 b **2** c

2 Match the places with the letters.

1 Disneyland

2 Fontainebleau

3 Mont Saint Michel

3 Read the text again. Answer the questions.

1 Its history, culture and food.

2 In the centre.

3 The City of Love.

4 The Eiffel Tower and the Louvre Museum.

5 32 kilometres

6 The UK.

WB Page 13

4 Write the numbers.

1 one thousand

2 fifty thousand

3 eight hundred thousand

4 three million

5 Write the distances from Paris in numbers.

1 340 km **3** 5,831 km **2** 2,485 km **4** 16,950 km

6 Order the questions.

1 Where are you from?

2 Where is it?

3 What's the population of Perpignan?

4 Is it the capital city?

7 Match the places in the box with the phrases below.

1 China

2 Mount Everest

3 Asia

4 The Great Wall

5 Beijing

8 Listen. Circle the correct option.

1 centre

2 east

3 14 million

4 the official language

5 Mount Everest

6 The Great Wall

Listen. Write the six sentences you hear about Juno.

1 Where are you from?

2 I'm from the capital city.

3 Hike music and computer games.

4 I'm not into sports.

5 My favourite things are my clothes.

6 They're really cool.

WB Page 14

Write the information in the box on the identity card.

1 Nate **5** basketball, tennis

2 14 years old3 NewYork6 Maroon 57 bike, iPad

4 the USA

2 Circle and or but in the email. Then check your answers for exercise 1.

and
 and
 but
 but
 and
 and
 and
 and

3 Complete with and or but.

 1 but
 4 but

 2 but
 5 and

 3 and
 6 and

4 Correct the sentences.

1 I'm a fan of rap music. It's brilliant.

2 Are you from the United States?

3 My sister is sixteen years old.

4 The population of the UK is 61 million.

5 Where is Eva from?

6 My parents aren't English.



WB Page 15

1 Complete the sentences.

4 games console

2 DVD

5 skiing

3 clothes

2 Write the correct subject pronoun.

1 She

4 They

2 We

5 He

3 It

3 Write the correct affirmative or negative form of be.

1 's

4 are

2 'm

5 isn't

3 aren't

4 Write the questions.

- 1 What's your name
- **2** Where are you from
- **3** Is your father
- **4** How old are you
- **5** Are you

5 Complete the text with the words from the box. There are two extra words.

1 south

4 language

2 population

5 famous

3 capital city

Unit 2

WB Page 16

1 Complete the adjectives.

1 sister

6 uncle

2 brother

7 aunt

3 mother

8 cousins

4 stepfather

9 grandmother

5 father

10 grandfather

2 Write the words from exercise 1 in the correct box. Can you think of some more?

male singular: brother, stepfather, father, uncle, grandfather

female singular: sister, mother, aunt, grandmother

plural: cousins

Students' own answers

3 Write the informal word.

1 dad

3 granny

2 mum

4 grandad

WB Page 17

4 Complete the sentences with this, that, these or those.

1 This

4 Those

2 These

5 Those

3 That

6 This

5 Match the subject pronouns with the possessive adjectives.

I-mv you -your he - his

it - its we - our

she - her

you-your they-their

6 Complete the sentences with possessive adjectives.

1 his

4 her

2 my

5 your

3 their

7 Match A with B. Use the possessive 's.

1 Dracula's castle

2 Rafa Nadal's tennis racket

3 Adele's love songs

4 Harry Potter's school, Hogwarts

5 Cristiano Ronaldo's football boots

6 The Simpsons' dog, Santa's helper.

WB Page 18

1 Find eight pets and eight adjectives to describe them.

1	_	(C)	H	0	Ν	L	W	U	(M)	Ε	В
W	N	1/2	L	H	Α	М	S	T	E	R	G
Α	R	T	F	E	В	Q	Н	0	S	Α	N
G	J	U	E	V	A	E	C	Υ	S	K	0
0	7	D	D	Ĺ	$\langle \langle \rangle \rangle$	N)	T	9	Y	V	I
D	A	7	Ν	Z	Í,	\checkmark	/R	/G	Q	Р	S
(F)	((F)	R	F	R	Q	Œ	N	D	L	Y
1	P	C	/Z/	A	$\binom{B}{}$	/K	(g)	7	E	D	(5)
S	1	M	A	/-/	В	H	K	Æ	¥	/T/	B
H		0	(6)	R	F	В	X	J	(V)	X	R
S	Е	C	Α	X	Y)	0	1	(A)	/c`	A)	Ν
1	R	S	D	0	U	-	E	(7)	Р	М	F

1 messy, hamster

5 clean, cat

2 cuddly, rabbit 3 intelligent, ants **6** quiet, fish

4 noisy, bird

scary, spider 8 friendly, dog

2 Use some of the adjectives listed above to describe you, your family and friends.

Students' own answers

WB Page 19

3 Match the sentences with the animals.

1 d

4 e

2 f

5 c

3 a

6 b

4 Write the third person singular affirmative and negative forms.

1 plays, doesn't play

2 does, doesn't do

3 watches, doesn't watch

4 likes, doesn't like

5 flies, doesn't fly

6 swims, doesn't swim

5 Circle the correct option.

1 eat

4 doesn't need

2 drinks

5 sleeps

3 don't live 6 don't

6 Write the verbs in the correct form.

1 play

4 don't watch

2 doesn't live **3** studies

5 meet 6 doesn't go

7 Write the sentences in the negative form.

1 I don't read comics.

2 My father doesn't work in an office.

3 We don't live in a house with a garden.

4 My parents don't give me pocket money

5 Our dog doesn't sleep in the kitchen.

6 My sister doesn't hate spiders.

1 plays

8 Complete the description. **5** sleeps

2 watches

6 doesn't like

3 don't know 4 think

7 stavs **8** go

WB Page 20

1 Read and match the cities with the descriptions.

a London

b Tokyo

c New Delhi

d Washington DC



2 Read the descriptions again and write the names.

1	Keiko	5	Michael
2	Louise	6	Louise
3	Arjun	7	Arjun
4	Keiko	8	Michael

WB Page 21

3 Write the times on the clock.

1	10:00	4	05:45
2	03:30	5	11:40
3	08:55	6	07:15

4 Order the questions. Then complete the answers.

- 1 What time is it? It's twenty to nine.
- **2** What time is the film tonight? It starts at half past six.
- **3** What time is it in New York? It's two o'clock in the morning.
- **4** When's the next bus to Brighton? It goes at twenty past eleven.
- **5** What time are your piano lessons? They're at twenty to five on Mondays and Wednesdays.

5 Listen to the information about Farwell Zoo. Write *true* or *false*.

1 False 2 True 3 False 4 True

6 Listen again and complete the information.

1	9.00	4	4.30
2	6.30	5	11.45
3	2.00	6	2.45

7 Listen. Write the six sentences you hear about Berta's family.

- 1 This is a photo of my family
- **2** These are my parents.
- **3** And that's my brother.
- 4 My grandad lives in our house.
- **5** We've got two dogs.
- 6 But grandad doesn't like pets.

WB Page 22

1 Circle the correct option.

1	Andy	4	l'm
2	England	5	stepmother's

3 Fran; she **6** teacher

3 Rewrite the sentences using capital letters.

- 1 We live in Pairs, the capital city of France.
- **2** My dad's name's Anton and he 's from Lyon.
- **3** My mum's Canadian. She's from Quebec.
- 4 I speak French and English at home.
- **5** My brother's name's Jean.
- **6** He likes spiders but I think they're scary

4 Translate the sentences.

Students' own answers

WB Page 23

1 Complete the dialogue.

1	these	4	aunt
2	cousins	5	that
3	parents		

2 Complete the letter with the correct options.

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

3 Circle the correct option.

1	quiet	4	clean
2	scary	5	Dogs

3 Birds

4 Write the time on the clocks.

- 1 twelve o' clock
- 2 twenty past eleven
- 3 ten to ten
- 4 half past seven
- **5** a quarter to six

5 Write the correct form of the verbs in brackets.

1	live	4	studies
2	teaches	5	don't live

3 doesn't work

Unit 3

Page 24

Match the pictures with Dean's daily activities.

1	wake up	6	go to school
2	get up	7	have lunch
3	have a shower	8	do his homework
4	have breakfast	9	have dinner

5 brush his teeth **10** go to bed

WB Page 25

2 Complete the sentences about Dean's daily routine.

1	wakes up	5	does his
2	gets up		homework
3	goes to school	6	has dinner

4 has lunch

3 Tick (\checkmark) the activity that you do first.

Students' own answers

4 Put the adverbs of frequency in order.

- 1 never
- 2 hardly ever
- **3** sometimes
- 4 often
- **5** usually
- **6** always

5 Look at Dean's week and complete the sentences using frequency adverbs.

- 1 never
- 2 usually
- **3** sometimes
- 4 always
- **5** often
- 6 hardly ever

6 Unscramble the sentences.

- 1 They often go to school by bus.
- 2 You are always noisy
- **3** He hardly ever uses his phone.
- **4** He is usually tired in the morning.
- **5** My brother sometimes does my maths homework
- 6 I am never late for class.

7 Write sentences about you using adverbs of frequency.

Students' own answers

WB Page 26

1 Match the items in the boxes. They refer to free time activities.

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

2 Complete the sentences with the activities in exercise 1.

- 1 listen to music
- 2 meet my friends



- 3 do exercise
- 4 play video games
- **5** chat online with friends
- **6** read magazines or books

3 Complete these sentences about you with different free time activities.

Students' own answers

WB Page 27

4 Circle the correct option.

 1 Do
 4 Do

 2 Does
 5 Does

 3 Do
 6 Does

5 Complete the short answers to exercise 4.

do
 doesn't
 does
 does
 doesn't
 doesn't

6 Complete the dialogue.

- 1 Do you have
- 2 Do you get up
- **3** Does your mother take
- 4 Do you play
- 5 Does your teacher give

7 Write questions for the answers.

- **1** Where does your teacher live?
- **2** What time / When do your parents go to bed?
- **3** What time / When does your school start?
- **4** Where do you usually read?
- **5** What does your father do?

8 Write sentences with the verbs below + -ing. Use your own ideas.

Students' own answers

WB Page 28

Read about New Year customs in different countries. Match the pictures with the countries.

1 Thailand **2** Mexico **3** Argentina

2 Read the texts again. Then complete the sentences.

- 1 Argentina, Thailand, Mexico
- **2** Mexico

- 3 Thailand
- 4 Argentina, Thailand
- 5 Argentina, Mexico
- 6 Argentina, Thailand

3 Write true or false for New Year in your country. Correct the false sentences.

Students' own answers

WB Page 29

4 Complete. Use different months of the year.

Across Down 2 August 1 June 4 October 3 September 6 March 5 December 7 January 7 July 9 May 8 November 10 February

5 Write the dates.

- 1 1st December
- **2** 24th May

11 April

- **3** 30th June
- **4** 3nd September
- **5** 12th February
- **6** 31st August

6 Write the dates as we say them.

- 1 the twenty-second of May
- 2 the third of January
- **3** the second of November
- 4 the thirty-first of July
- **5** the fifteenth of March
- 6 the eighth of October

7 Write in, on or at.

1 on 4 on 2 in 5 in 6 at

8 Circle the correct option about the UK. Then listen and check.

1 25th **2** sometimes **3** Scotland

9 Listen again. Are the sentences about Christmas Day (CD) or New Year's Eve (NYE)?

1	CD	4	NYE
2	CD	5	NYE
3	NYE	6	NYE

10 Listen. Write the six sentences you hear about Marta.

- 1 On Saturday, I get up at eight.
- 2 I usually play basketball.
- **3** I sometimes meet my friends.
- 4 We often go shopping.
- **5** In the evening I like listening to music.
- **6** And chatting online.

WB Page 30

1 Put the activities in order. Then read and check. Ignore the blanks.

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

2 Unscramble the words. Then complete the text in exercise 1.

1 After that2 Then5 First3 Finally

- **1** First
- 2 Then / After that / Next
- 3 Then / After that / Next
- 4 Then / After that / Next
- **5** Finally

3 Circle the correct option.

First
 After that
 Then
 Finally

3 Next

4 Correct the sentences.

- 1 What do you do at the weekend?
- **2** We **often go** to the cinema on Saturday.
- 3 I am never at home.
- 4 I don't do my homework
- **5** I like listening **to** music.
- **6** When **does** the concert start?

WB Page 31

1 Write the correct word or phrase.

- 1 always
- 2 get dressed
- 3 have lunch
- 4 have dinner
- 5 hardly ever

2 Complete the questions.

- 1 Do you have
- 2 does school finish
- **3** do you do



4 Does vour school have

5 do you see

3 Write a verb + -ing form.

1 doina **2** playing **4** reading

5 going

3 listening

4 Write the dates in words.

1 the ninth of April

2 the thirty-first of December

3 the fourth of October

4 the twenty-second of April

5 the fourteenth of February

5 Circle the corred option.

1 First 2 Then 4 After that

5 Finally

3 Next

Unit 4

WB Page 32

1 Write the names of the food items.

1 cheese

7 salmon

2 bacon

8 onion

3 salami

9 tomato

4 tuna

10lettuce

5 ham

11 cucumber

6 roast beef

12 bread

2 Complete the sentences. Use food vocabulary.

Students' own answers

3 Circle the correct option.

1 have

2 drink

3 cook

4 makes

5 cook; make

6 eat

WB Page 33

4 Write the words below in the corresponding tables.

Countable nouns apple

banana

chip

hamburger

potato

sandwich

tomato

vegetable

Uncountable nouns

bread

bacon

fruit

ham

meat

pasta

spinach

toast

5 Tick (\checkmark) the correct phrases. Delete a/anin the other phrases.

1 \langle 2 a 3 a 4 \langle 5 a 6 \langle 7 a 8 \langle

6 Write a, an, some or a lot of.

1 a lot of

3 some

5 some

2 a

4 an

6 a lot of

7 Write sentences with a lot of, some and not any.

1 She eats some chocolate

2 She doesn't eat any fruit.

3 She eats a lot of chips.

4 She doesn't eat any vegetables.

5 He eats a lot meat.

6 He doesn't eat any pizza.

7 He eats a lot of salad.

8 He doesn't eat any ketchup.

8 Write questions with any.

1 Do you eat any pasta?

2 Do you drink any orange juice?

3 Do you eat any fish?

4 Do you eat any apples?

5 Do you drink any milk?

6 Do you eat any chips?

9 Answer the questions in exercise 8 using *a* lot of, some or not any.

Students' own answers

WB Page 34

1 Complete the subjects.

1 History

2 Maths

3 Drama

4 Art and Design

5 Science

6 Geography

7 Music

8 French

9 Physical Education

10 Information and Communication Technology

2 Write the subjects that are optional and compulsory at your school.

Students' own answers

3 Write the frequency expressions in decreasing order. Then write a true sentence about you with each expression.

1 every day

2 four times a week

3 three times a week

4 twice a week

5 once a week

Students' own answers

WB Page 35

4 Complete the sentences about the timetable. Use frequency expressions.

1 three times a week 5 once a week

2 once a week 6 twice a week

3 twice a week 7 once a week

4 every day 8 four times a week

5 Rewrite the sentences using a frequency expression instead.

1 I visit my grandparents once a week.

2 We have homework three times a week

3 I have a shower every day.

4 My friends and I go shopping once a week.

5 I have guitar lessons twice a week.

6 My brothers' friends come to my house four times a week

6 Order the questions. Then answer them.

1 How often do you go to the cinema?

2 How often does your family go on holiday?

3 How often do you and your friends chat online?

4 How often does your mother go shopping?

5 How often do your friends come to your house?

6 How often do you have Maths?

Students' own answers



WB Page 36

1 Match the pictures with the food items in the table.

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

2 Read the article about school meals in the UK. Circle Yes or No in the table above.

 1 Yes
 4 Yes

 2 No
 5 No

 3 No
 6 No

3 Match the questions with the answers.

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

WB Page 37

4 Write the prices in numbers.

1 7.20€ **4** 80p **2** \$17.39 **5** £2.99 **3** £3.75 **6** 4.50€

5 Order the words in the dialogue. Then tick (✓) the correct picture, A or B.

- 1 Can I have a veggie burger with fries please?
- 2 Medium fries please.
- **3** Yes, can I have a large salad please?
- 4 a large orange juice
- **5** How much is that?
- **6** Here you are.

Picture A

6 Listen to the dialogue between Kim and David. Who eats fast food?

C

7 Listen again. Circle the correct option.

1 hamburger
2 hamburgers
3 three times a week
4 a salad
5 vegetables

8 Listen. Write the six sentences you hear

- **about Kim.**1 Hove salmon sandwiches.
- 2 I don't like a lot of vegetables.
- **3** Do you eat any fruit?
- 4 I eat an apple every day.
- **5** How often do you have Science?
- 6 Twice a week.

WB Page 38

1 Match the sentence halves.

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

2 Read and check your answers above.

Students' own answers

3 Complete these sentences about you.

Students' own answers

4 Translate the sentences.

Students' own answers

WB Page 39

1 Circle the correct option.

1 any **4** any **2** a lot of **5** an

3 some

2 Complete with school subjects.

Geography
 Art
 Science
 History

3 Maths

3 Complete the dialogue. Use these words.

often
 twice
 twice
 twes

3 once

4 Write one word in each gap.

 1 Can
 4 juice

 2 large
 5 Here

3 drink

5 Choose the correct options.

1 b 2 b 3 a 4 b 5 a

Unit 5

WB Page 40

1 Complete the sentences.

 1 sunny
 6 cloudy

 2 raining
 7 hot

 3 windy
 8 cold

 4 foggy
 9 warm

 5 snowing

2 Describe the weather.

1 In Bangkok, it's hot and cloudy.

- **2** In Moscow, it's cold, windy and it's snowing.
- **3** In Rio de Janeiro, it's warm and sunny.
- **4** In Tokyo, it's cold, foggy and it's raining.

3 Describe the weather today in different cities in your country.

Students' own answers

WB Page 41

4 Write the -ing form of the verbs in the box.

+ -ing climbing, going, snowing, visiting -e + -ing: driving, having, phoning -ie + -ying: lying double consonant + -ing: swimming, sitting

5 Complete the sentences. Use the verbs from exercise 4.

1 's snowing

2 're visiting

3 'm climbing

4 're going

5 are swimming

6 's eating

6 Write sentences. Then match them with the pictures.

- **1** They aren't talking, they're listening to music. *c*
- **2** She isn't reading, she's writing in her diary. *f*
- 3 They aren't running, they're walking. a
- **4** You aren't chatting online, you're doing your homework. *d*
- **5** We aren't having lunch, we're making sandwiches. *b*
- **6** I'm not watching TV, I'm playing a computer game. *e*

7 Tom's going to Oxford next week. Write sentences about his plans.

- 1 's taking the train to Oxford.
- **2** 's visiting the city.
- **3** are arriving.
- **4** 's having dinner with Dave and Stephan
- **5** 're playing rugby
- **6** 's returning to London

WB Page 42

1 Match the verbs with the nouns.

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



2 Describe the pictures.

- 1 's reading the newspaper.
- 2 's doing homework.
- **3** are watching TV.
- **4** 's eating cereal.
- **5** 's drinking milk.
- 6 are robbing a bank.

3 Write questions. Use the present continuous.

- 1 Are you having
- 2 Are you eating
- 3 Is Junior sitting
- **4** Are you doing
- **5** Is dad helping
- **6** Are mum and dad sleeping

WB Page 43

4 Write guestions. Then answer them.

- 1 Are you studying English at the moment?
- 2 Is your mother working now?
- **3** Is it raining?
- **4** Are your friends going shopping on Saturday?
- 5 Is a person in your family watching TV at the
- **6** Are you and your family chatting right now?

Students' own answers

5 Order the guestions. Then match them to the answers.

- 1 What are you watching? d
- **2** Where is mum going? f
- **3** What are the Invisibles eating? b
- **4** Who are you phoning? c
- **5** Where is Elena sitting? a
- **6** Who are robbing the bank? e

6 Complete the questions.

- 1 are you doing
- 2 's he talking
- 3 are they playing
- 4 are you going
- **5** 's Peter helping
- **6** are they reading

7 Circle the correct option.

- 1 everyday
- 2 in my room
- 3 now
- **4** on Sundays
- 5 today
- **6** here

8 Complete the sentences with the verbs in the present simple or continuous.

- 1 'm doina
- 2 get up
- 3 are watching
- **4** go
- 5 play
- 6 'm having

WB Page 44

1 Circle the option that best describes you.

Students' own answers

2 Read the chat message dialogue. When teenagers chat online, the majority of them...

- 1 Yes
- 4 Yes **5** Yes
- **2** Yes
- 3 No

3 True or false? Correct the false sentences.

- **1** True
- **2** False. It's about the difference between communication now and in the past.
- **3** False. She's got a lot of information.
- **4** True
- **5** False. She's not going out on Saturday.
- **6** True

WB Page 45

4 Match the sentences halves.

- 1 d 2 c 3 f 4 a 5 b 6 e
- 5 Emma is phoning Sam. Complete the dialogue with the sentences in exercise 4.
- 1 Can I speak to Sam please?
- 2 Yes, who's calling?
- **3** Just a moment.
- 4 Hi Sam. It's Emma
- **5** Do you want to come?
- **6** See you soon.

6 Listen to the dialogue. Where are Sam and Emma?

Sam's at a birthday party. Emma's at home.

7 Listen again. Circle the correct answer.

- 1 Emma's mother
- 2 a friend's birthday
- **3** cousins
- 4 dancing

5 photo

6 having dinner

8 Listen. Write the six sentences you hear about Emma.

- 1 I'm sitting at home.
- 2 It isn't very warm.
- **3** My sister's swimming at the moment.
- 4 I'm having an ice-cream.
- **5** What are you doing at the moment?
- **6** Do you want to come here?

WB Page 46

1 Complete the sentences. Use the words and phrases in the box.

- **1** Nice
- 2 my family
- **3** food; shops
- 4 warm; sunny
- 5 sitting in a nice café; eating an ice-cream

2 Write these informal expressions in the email.

- **1** Dear Jeremy / Hi Jeremyl
- **2** How are things
- 3 Love / Bye for now / Write soon

3 Write an email to Leonor. Use the notes below and the expressions in exercise 2.

Students' own answers

4 Correct the sentences.

- 1 Hi. It's Paula. Can 1 speak to Rose, please?
- **2** We're driving to Cardiff, in Wales.
- **3** The weather's fantastic really warm.
- 4 I'm lying in the sun.
- **5** What are you are doing?
- 6 How are things in England?

WB Page 47

1 Write the words to describe the weather.

- 1 cold
- 4 snowing
- 2 sunny
- **5** raining **3** windy

2 Write the verbs in brackets in the correct form in the present continuous.

- 1 're staying
- 4 isn't feeling
- 2 's swimming
- **5** 'm writing
- **3** are lying



3 Complete the dialogue.

- 1 Is it raining?
- **2** What are you doing?
- **3** Are your friends sitting?
- **4** What's she watching?
- **5** Where are you going?

4 Complete the dialogue.

speak
 calling
 speak
 ti's
 See

3 moment

5 Write these phrases in the email.

1 Hi Eva!

4 I'm going

2 How are things

5 Bye for now

3 it's raining

Unit 6

WB Page 48

1 Complete the description of Lara's room. Use the prepositions in the box.

1 on5 between2 behind6 Above3 next to7 in front of4 under8 in

2 Write sentences about Lara's room. Use prepositions from exercise 1.

- 1 The picture's above the piano.
- 2 The cat's on the chair.
- **3** The dog's under the table.
- **4** The camera's in front of the computer.
- **5** The statue's behind the bike.
- **6** The stool's next to the fish tank.

3 Complete the sentences with there's, there isn't, there are or there aren't. Which city do they describe: London or New York?

- **1** There's
- **2** There are
- 3 There aren't
- 4 There's
- 5 There isn't
- 6 There are

They describe London

WB Page 49

4 Write sentences about where you live.

Students' own answers

5 Complete the questions and short answers with there is or there are.

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

6 Write questions. Then answer them referring to your country.

- 1 Are there any mountains?
- 2 Is there a big city in the centre?
- **3** Is there a holiday in July?
- **4** Are there any tourists in the summer?
- **5** Is there one official language?
- **6** Are there any famous rugby teams?

Students' own answers

7 Write the object pronouns.

I - me You - you

He - him

She - her

lt - it

We - us You - you

They - them

8 Complete the dialogue with object pronouns.

 1 me
 3 them
 5 him
 7 us

 2 you
 4 it
 6 her
 8 you

WB Page 50

1 Find words related to home furniture and home items.

(E)	Q	U	Ν	D	S	Υ	S	Т	E	(M)	Χ	$\{C\}$
F	H	7	L	Q	М	-	D	G	Κ		Ε	U
G	D	E	9	Α	J	U	Α	(F)	Z	R	Ν	P
(W)	Α			B	Н	C	Ν	W	T	R	J	В
Α	V	Ν	H	V	\forall	R)	Ν	Α	W	6	¥	0
R	Р	T	C	L	(E)	Ζ.	1	В	Υ	(R)	Q	A
D	L	(P)	V	K,	Ŕ	S	D	Ε	R	F	5	R)
R	Q	T)	\Diamond	(Z)	W	-	Ν	D	0	W)	Р	0
0	X/	6	B	\Diamond	Ý	J	0	Κ	Ζ	M	1	Τ
В	0	Y	1	\Diamond	R)	В	V	Е	Q	1	A/	-1
E	W			Α	R	Р	Ε		/A/	X	В	F
C	/1/	Ŕ	G	S	C	0	Н	1	R	D	L	Χ
P	C	Н	Α	I	R	Τ,	P /	V	М	Α	E	0

1	cooker	7	plant	12 shelves
2	table	8	wall	13 minor
3	chair	9	sound	14 wardrobe
4	cupboard		system	15 floor
5	door	10) carpet	

6 window 11 pillow

2 Complete the sentences about your home.

Students' own answers

3 Complete the sentences about Tyler's bag. Use 's got or hasn't got.

1 's got
 2 hasn't got
 3 's got
 4 hasn't got
 5 's got
 6 hasn't got

WB Page 51

4 Write about what you've got in your school bag. Use *have got* and these words.

Students' own answers

5 Complete the description. Use the correct form of *have got*.

haven't got
 haven't got
 hasn't got
 hasn't got
 's got

6 Order the questions. Then answer them.

- 1 Have you got any brothers or sisters?
- **2** Has your school got a school uniform?
- **3** Have you got any pets?
- **4** Have all your friends got mobile phones?
- **5** Has your classroom got nice posters?
- **6** Has your Mum got a red car?

Students' own answers

7 Write questions using these prompts. Then answer them.

- 1 How many windows has it got?
- **2** What colour walls has it got?
- **3** What has it got on the floor?
- **4** What have you got on your walls?
- **5** What have you got next to your bed?
- **6** How many books have you got? Students' own answers

WB Page 52

1 Tick (✓) the things you can find near your house.

Students' own answers

2 Read the email. What things are there near Sally's house?

a park, a swimming pool and a train station.

3 Read the email again. Circle the correct answer.

1 No 4 Yes 2 Yes 5 No

3 We don't know **6** We don't know



4 Answer the questions.

- 1 Marie's visiting her in a week.
- 2 No, she doesn't.
- **3** Twice a week.
- 4 In the fast food restaurants.
- 5 Ten.
- **6** By train.

WB Page 53

5 Find Marie on the map. Then complete the dialogues with the expressions in the box.

near here
 there's one
 on the left
 Excuse me
 over there
 between

6 Look at the map and complete the dialogue.

Excuse me
 Is there
 Is there
 Is the right
 near here
 heright
 next to

7 Listen to the dialogue. Is Marie's city similar or different to Sally's town?

It's different.

8 Listen again. Circle the correct option for Marie's city.

1 big2 hasn't got3 hasn't qot4 noisy5 five cinemas6 are

9 Listen. Write the six sentences you hear about Marie's house.

- **1** Have you got a big house?
- 2 It's got three bedrooms.
- **3** There's a sound system in the kitchen.
- 4 I've got a wardrobe.
- 5 It's next to my bed.
- **6** Are there any shops near it?

WB Page 54

1 Look at the picture. Match the adjectives with the nouns.

- 1 a big window
- **2** white walls
- **3** a small lamp
- 4 a grey desk and chair
- **5** a tidy room

2 Read the description of the room. Don't complete it! Check your answers for exercise 1.

Students' own answers

3 Now complete the description in exercise 2 with these adjectives.

1 small 4 plastic 2 round 5 big 3 new

4 Rewrite the sentences with the adjectives in brackets in the correct place.

- 1 I've got a big room.
- **2** The walls are yellow, my favourite colour.
- **3** There are some beautiful posters on the wall.
- **4** There's a round carpet on the floor.
- **5** I've got two white shelves above my bed.
- **6** My old comics are usually on the floor.

5 Translate the sentences.

Students' own answers

WB Page 55

1 Circle the correct option.

1 above2 in front of3 Next to4 between5 under

2 Complete with object pronouns.

1 them 4 him 2 it 5 me 3 her

3 Complete the dialogue with the correct form of *have got*.

1 Have; got2 haven't4 Has; got5 've got

3 's got

4 Complete the dialogue. Use these phrases.

near here
 there's one
 vour there
 You're welcome

3 on the left

5 Choose the correct option.

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

Unit 7

WB Page 56

1 Complete the descriptions.

 1 tall
 5 long
 9 blonde

 2 short
 6 straight
 10 blue

 3 dark
 7 green
 11 short

 4 slim
 8 curly
 12 wavy

2 Circle the correct option.

isn't
 have got
 've got
 's
 m

3 Describe three people: you, a family member and a friend.

Students' own answers

WB Page 57

4 Complete with was or were.

 1 was
 3 were
 5 were

 2 was
 4 was
 6 were

5 Complete with wasn't or weren't.

 1 wasn't
 4 weren't

 2 weren't
 5 wasn't

 3 wasn't
 6 weren't

6 Complete the biography with was / wasn't or were / weren't.

 1 was
 4 wasn't

 2 were
 5 was

 3 was
 6 were

7 Write questions with was or were.

- 1 When were you born?
- **2** What was the name of your first school?
- **3** Were you a good student at primary school?
- **4** Who was your first teacher?
- **5** Were your teachers strict?
- **6** What was your favourite subject?

8 Write the answers to the questions in exercise 7 referring to you. Use complete sentences.

Students' own answers

WB Page 58

Write the jobs. Then match them with the pictures.

- 1 artist d
- 2 scientist c
- 3 writer e
- **4** mountaineer f
- 5 doctor a
- 6 prince g
- 7 astronaut b
- 8 tennis player h

2 Write the jobs from exercise 1.

- 1 astronaut, mountaineer
- 2 artist, writer



- 3 doctor
- 4 tennis player
- 5 scientist
- **6** prince

3 Match the verbs with the rules. Then write the past simple of the verbs on the left.

finish, play + ed, finished, played create, live + d, created, lived stop, chat + double consonant + ed, stopped, chatted

marry, study y + ied, married, studied

4 Complete the sentences. Use the past simple verbs from exercise 3.

1 finished
2 studied
3 stopped
4 created
5 married
6 played
7 lived
8 chatted

WB Page 59

5 Complete by writing the past simple of the verbs below. Who is it?

- 1 moved
- 2 studied
- **3** worked
- 4 married
- **5** decided
- **6** planned

It's J.K Rowling

6 Correct the sentences. Use the past simple.

- **1** Pablo Picasso didn't marry Diana Spencer. Prince Charles married her.
- 2 Norgay Tensing didn't paint Guernica. Pablo Picasso painted it.
- **3** Prince Charles didn't climb Mount Everest. Edmund Hilary and Norgar Tensing climbed it.
- **4** Neil Armstrong didn't discover penicillin. Alexander Fleming discovered it.
- **5** Alexander Fleming didn't create the Web. Tim Berners-Lee created it.
- **6** Tim Berners-Lee didn't land on the moon. Neil Armstrong landed on it.

7 Complete these sentences about you. Use the past simple affirmative or negative.

Students' own answers

WB Page 60

1 Answer these questions about your shopping habits.

Students' own answers

2 Read the article about shopping. What information does it include?

1 √ 2 √ 3 x 4 √

3 Circle the correct option.

- 1 exchanged things
- 2 5000 BC
- **3** markets
- 4 used
- 5 the USA
- 6 buy

4 Answer the questions.

- 1 On Saturday afternoons.
- 2 No, they don't.
- 3 In China.
- 4 In the centre of Rome.
- **5** Bread, fruit and vegetables, fish.
- **6** In 1922.

WB Page 61

5 Write the names of these clothes items.

1 a skirt2 shoes3 shorts4 a top5 a jacket6 sweater

6 Complete the dialogue. Use the words and phrases below.

 1 help
 5 try

 2 looking
 6 think

 3 size
 7 How much

 4 Here
 8 take

7 Listen to the dialogue. Circle the correct option.

1 b **2** a

8 Listen again. True or false? Correct the false sentences.

- 1 False Niamh's got a new top.
- **2** True
- **3** False It was cheap.
- 4 False It was 15 pounds.
- **5** True
- 6 False Niamh's wearing it.

9 Listen. Write the six sentences you hear about Niamh.

- **1** She was born in 1995.
- **2** She's got straight, brown hair and blue eyes.

- 3 Her parents weren't at home yesterday.
- **4** She studied in the evening.
- **5** She stopped at nine o'clock.
- 6 Then she watched TV.

WB Page 62

1 Write sentences about Angelina Jolie.

- 1 Angelina Jolie was born in Los Angeles.
- 2 Originally she was a fashion modeL
- **3** She's got long hair and blue eyes.
- **4** I like Angelina because she's a strong woman.

2 Read the description and check your answers above.

Students' own answers

3 Write about Johnny Depp. Use these notes.

Students' own answers

4 Correct these sentences.

- 1 She is tall and slim.
- **2** He was born in Australia.
- **3** Were they good students?
- **4** She marries a prince in 2004.
- **5** Picasso didn't paint the Mona Lisa.
- **6** How much is this Johnny Depp T-shirt?

WB Page 63

1 Complete the dialogue with the words below.

 1 green
 4 curly

 2 blonde
 5 slim

 3 tall

2 Complete with the correct form of was or were.

1 Was2 wasn't4 weren't5 was

3 Were

3 Complete the sentences. Use the past simple of the verbs below.

- 1 didn't land
- 2 stopped
- **3** didn't climb
- **4** married
- **5** created

4 Circle the correct option.

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



5 Circle the correct option.

- 1 was born
- **4** because
- 2 when she was
- 5 isn't
- 3 Today

Unit 8

WB Page 64

1 Complete the crossword.

Across

Down

- 1 comic
- 2 magazine
- **4** novel
- 3 text message
- **8** song lyrics
- **5** diarv
- 10 textbook
- 6 newspaper
- **7** sign
- 9 blog

2 Complete the questions with some of the words in exercise 1. Then answer them.

- 1 sona lyrics
- 2 magazines / newspapers
- **3** newspapers / magazines
- 4 diary / blog
- **5** text messages
- 6 novel / magazine / newspaper / comic story

Students' own answers

WB Page 64

3 Write the past simple of these verbs.

- 1 fell 4 said 2 went 5 saw **3** had **6** spoke
- 4 Complete the description of a dream. Use the past simple verbs in exercise 3.
- 1 went 4 said 2 saw **5** spoke 6 fell **3** had

5 Complete with a negative form of the underlined verbs.

- 1 didn't see 4 didn't run 2 didn't say 5 didn't get up **3** didn't have 6 didn't write
- 6 Write true sentences about the party. Use there was / wasn't or there were / weren't.
- **1** There were
- 2 There was
- 3 There wasn't
- 4 There were

- 5 There weren't
- 6 There wasn't

7 Complete the dialogue. Use an appropriate form of there was or there were.

- 1 Were there
- **4** there was
- 2 there were
- **5** Were there
- **3** Was there
- 6 there weren't

WB Page 66

1 Complete the opinions.

- 1 great
- 2 all right
- 3 awful

2 Unscramble the adjectives. Are they positive (+), neutral (N) or negative (-)?

- **1** good +
- 2 amazing +
- **3** cool +
- 4 OK, N
- **5** fun +
- 6 fantastic +
- 7 terrible-
- 8 boring-
- 9 interesting +

3 Complete the sentences with an adjective to make them true for you.

Students' own answers

4 Order the words to make questions.

- 1 Did Omar wake up late?
- 2 Did he and his friends go to the park?
- **3** Did they go to a restaurant for lunch?
- **4** Did it rain?
- **5** Did Karen buy some sunglasses?
- **6** Did they like Omar's CD?

5 Read Omar's diary entry. Answer the questions in exercise 4.

- 1 No, he didn't.
- 2 Yes, they did.
- 3 No, they didn't.
- 4 No, it didn't.
- **5** Yes, she did.
- 6 Yes, they did.

WB Page 67

6 Write questions with the verbs below.

- 1 did; wake up
- 4 did; see
- 2 did; do
- 5 did; buy
- **3** did; have
- **6** did; study

7 Complete the questions.

- 1 What time did you get up
- 2 What did you do
- **3** Did your meet your friends
- **4** Where did you go
- **5** Did you stay at home
- 6 Did you watch TV

8 Answer the questions in exercise 7 about you.

Students' own answers

9 It's six o'clock on Saturday afternoon. Match the time expressions.

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

10 Write true sentences about you in the past.

Students' own answers

WB Page 68

1 When did you read these things?

Students' own answers

2 Read the extracts. Match them with the items 1-5 from exercise 1.

- 1 a diary
- **2** a textbook
- **3** a novel
- **4** a magazine
- **5** a blog

3 Match the extracts above with a final sentence.

1 b **2** e **3** C **4** a **5** d

4 Answer the questions.

- 1 Two
- 2 Forty-five years
- 3 In a café
- **4** At a secret location near Bath
- **5** He thought it was really awful.

WB Page 69

5 Complete the questions. Use the prompts below.

- 1 How; you
- 3 How often; write
- **2** do; do



6 Read the dialogue and check your answers for exercise 5. Don't complete it now!

Students' own answers

7 Unscramble the sequencers in the list. Then complete the dialogue in exercise 6.

- 1 First
- 2 Next / Then / After that
- 3 Next / Then / After that
- 4 Next / Then / After that
- **5** Finally

8 Do you sometimes remember these things from your dreams? Tick (✓) the ones you remember.

Students' own answers

9 Listen. What four things from exercise 8 were in Jessie's dream?

- 1 home
- 2 cupboard
- **3** presents
- 4 quitar

10 Listen again. Write the items listed above next to their meanings. What's Jessie's secret?

- **1** presents
- 2 quitar
- 3 cupboard
- 4 home

Jessie likes Mike.

11 Listen. Write the six sentences you hear from Jessie's conversation.

- 1 I woke up late yesterday
- **2** Where did you go?
- **3** We went to the cinema.
- **4** Were there a lot of people?
- 5 The film was awful.
- 6 Did you write in your diary?

WB Page 70

1 Complete the sentences with the activities listed below.

- 1 went horse riding, I bought some shoes, I had dinner with my grandparents.
- 2 read, I saw a film, I had a drink

2 Circle the correct option.

1 After 3 During 5 during 2 before 4 After 6 before

3 Complete with *before, during* or *after.*

1 before2 during4 After5 before6 During

4 Translate these sentences.

Students' own answers

WB Page 71

1 Write the names of different things we read.

4 diary

5 magazines

1 newspaper2 novel

3 textbook

2 Complete the description of a dream. Use the past simple of the verbs below.

1 were 3 didn't run 5 woke up

2 saw 4 said

3 Complete the questions.

1 did you go2 did you buy4 Did you play5 did you see

3 Did you meet

4 Complete the dialogue with suitable sequencers.

1 First2 next3 Then5 finally4 After that

5 Circle the correct option.

 1 during
 4 sang

 2 lyrics
 5 fun

3 were

Unit 9

WB Page 72

6 passport

1 Complete the puzzle.

1 toothbrush
2 torch
3 swimsuit
4 sun cream
5 quidebook
7 towel
8 shorts
9 boots
10 compass
11 penknife

12 umbrella

2 Choose three things to take with you to these different destinations.

Students' own answers

WB Page 73

3 Write sentences about these people's holidays.

- 1 She's going to stay in Los Angeles.
- 2 She's going to take a lot of photos.
- **3** She's going to visit Universal Studios.
- 4 They're going to fly to London.
- **5** They're going to buy souvenirs.
- **6** They're going to visit many museums.

4 Write about you and your family's summer plans. Use the prompts below.

Students' own answers

5 Read the note. Then complete the questions and short answers.

- 1 Are you going to watch
- 2 are; going to take
- 3 Is; going to meet
- **4** isn't
- **5** Are; going to have
- 6 are

6 Write guestions. Use the prompts below.

- **1** Where are you going to travel?
- 2 Who are you going to go with?
- **3** Where are you going to stay?
- **4** How long are you going to stay there?
- **5** What are you going to take?
- **6** What are you going to do?

WB Page 74

1 Complete the rules using the verbs below.

take
 put back
 touch
 try on
 look
 disturb
 touch
 knock
 use

2 Write your own rules for these items.

Students' own answers

3 Complete the school rules with *must* or *mustn't* and one of the verbs listed below.

1 must do 4 mustn't arrive
2 mustn't chat 5 must have

3 must listen



WB Page 75

4 Complete the rules. Use *must* or *mustn't*. Then match them to a place.

- 1 must speak only in English c
- 2 mustn't use your mobile phone a
- 3 mustn't take photos f
- 4 must stop e
- 5 mustn't cross the rails d
- 6 must pay the driver b

5 Complete the conversation with can or can't.

1 can
 2 Can she sleep
 3 can't
 4 Can you go
 5 can't
 6 can

6 Circle the correct option.

must
 can't
 mustn't
 mustn't
 must
 must

7 Write about the rules at your school. Choose one of the options for each rule.

Students' own answers

WB Page 76

1 Answer the questions.

Students' own answers

2 Read about a famous song. Can you complete the name of the song?

Happy birthday to you

3 True or false? Correct the false sentences.

- 1 False. Two sisters wrote the song, and one sister was a teacher.
- 2 True
- **3** False. Patty wrote the original words.
- 4 True
- 5 False. People sing it in different languages.
- **6** True

WB Page 77

4 Tick (\checkmark) the correct question.

1 X

2 🗸

5 Circle the correct option in the suggestions.

- 1 Let's
- 4 Let's
- 2 Why don't
- **5** Shall we
- 3 Shall we

6 Match the two parts of the responses.

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

7 Your friend makes the suggestions in exercise 5. Write your responses.

Students' own answers

8 It's your birthday. Tick (✓) the perfect activity for you on this special day.

Students' own answers

9 Listen to the dialogue. What's Derek going to do on his birthday?

He's going to go to a theme park

10 Listen again. Circle the correct option about Derek's birthday celebrations.

- **1** isn't
- **2** boring
- **3** three
- 4 aren't
- 5 don't know

11 Listen. Write the six sentences you hear about Derek's holiday plans.

- 1 We're going to go to London.
- 2 I'm going to take some sun cream.
- 3 Is mum going to buy a guidebook?
- 4 You must have an umbrella.
- **5** You can't take a penknife.
- 6 Let's visit a museum.

WB Page 78

1 Match the first and the second part of these notes somebody wrote.

1 b 2 d 3 c 4 a

2 Read the blog entry. Check your answers for exercise 1.

Students' own answers

3 Match the sentences that can be joined using so. Then write the six sentences you get. Change the order when necessary.

- 1 e 1 study a lot at school so I'm going to relax all summer.
- **2** c My parents work in July so I'm going to stay with my grandparents.
- **3** f I've got an aunt in Italy so I'm going to stay with her in Rome.

- **4** a I love swimming so I'm going to go to the swimming pool in town this summer.
- **5** d We want to paint our flat so we aren't going to have a holiday this year.
- **6** b My brother's got a new job so he's going to work this summer

4 Correct the sentences.

- 1 What's he going to do this summer?
- 2 We're going to go to Greece in August.
- **3** You must take a passport.
- **4** Can you get up late every day?
- **5** Let's visit a museum.
- **6** What a great idea!

5 Translate the sentences.

Students' own answer

WB PAge 79

1 Complete the items you can take with you when you go on holiday.

1 sun cream

4 toothbrush

2 shorts

5 penknife

3 torch

2 Complete the email with the correct form of *going to* and the verbs below.

- 1 're going to spend
- 2 's going to buy
- 3 aren't going to have
- 4 'm going to go
- 5 are you going to do

3 Complete the words in the note.

1 knock

4 use

2 put; back

5 disturb

3 try on

4 Circle the correct option.

can
 can

4 mustn't5 must

3 can't

5 Complete the dialogue with the words below.

1 Let's

Why

2 What

5 shall

3 so

Photocopiable self-check answers

Unit 1

WB Page 15

1 Complete the words.

1 bike

4 games console

2 DVD

5 skiing

3 clothes

2 Write the correct subject pronoun.

1 She

4 Thev

2 We

5 He

3 It

3 Write the correct affirmative or negative form of be.

1 's

4 are

2 'm

5 isn't

3 aren't

4 Write the questions.

1 What's your name 3 Is your father

2 Where are you

4 How old are you

from

5 Are you

5 Complete the text with the words from the box. There are two extra words.

1 south

4 language

2 population

5 famous

3 capital city

Unit 2

WB Page 23

1 Complete the dialogue.

1 these

4 aunt

2 cousins

5 that

3 parents

2 Complete the letter with the correct options.

1 a

3 b

5 b

3 Circle the correct option.

2 a

1 quiet

4 clean

2 scary

5 Dogs

3 Birds

4 Write the time on the clocks.

1 twelve o' clock

4 half past seven

2 twenty past eleven 5 a quarter to six

3 ten to ten

5 Write the correct form of the verbs in

1 live

4 studies

2 teaches

5 don't live

3 doesn't work

Unit 3

WB Page 31

1 Write the correct word or phrase.

1 always

4 have dinner

2 get dressed

5 hardly ever

3 have lunch

2 Complete the questions.

1 Do you have

2 does school finish

3 do vou do

4 Does your school have

5 do you see

3 Write a verb + -ing form.

1 doina

2 playing

3 listening

4 reading

going

4 Write the dates in words.

1 the ninth of April

2 the thirty-first of December

3 the fourth of October

4 the twenty-second of April

5 the fourteenth of February

5 Circle the correct option.

1 First

4 After that

2 Then

5 Finally

3 Next

Unit 4

WB Page 39

1 Circle the correct option.

1 anv

2 a lot of

5 an

3 some

2 Complete with school subjects.

1 Geography

4 Science

2 Art

5 History

3 Maths

3 Complete the dialogue. Use these words.

1 often

2 twice

3 once

4 every

5 times

4 Write one word in each gap.

1 Can

4 iuice **5** Here

2 large 3 drink

5 Choose the correct options.

1 b **2** b

3 a

4 b

5 a

Unit 5

WB Page 47

Write the words to describe the weather.

1 cold

4 snowina **5** raining

2 sunny **3** windy

2 Write the verbs in brackets in the correct form in the present continuous.

1 're staying

4 isn't feeling

2 's swimming

5 'm writing

3 are lying

3 Complete the dialogue.

1 Is it raining?

2 What are you doing?

3 Are your friends sitting

4 What's she watching?

Photocopiable self-check answers

4 Complete the dialogue.

1 speak

4 it's

2 calling

5 See

3 moment

5 Write these phrases in the email.

1 Hi Eval

4 I'm going

2 How are things

5 Bye for now

3 it's raining

Unit 6

WB Page 55

1 Circle the correct option.

1 above

4 between

2 in front of

5 under

3 Next to

2 Complete with object pronouns.

1 them

4 him

2 it

5 me

3 her

3 Complete the dialogue with the correct form of have got.

1 Have; got

4 Has; got

2 haven't

5 've got

3 's got

4 Complete the dialogue. Use these phrases.

1 near here

2 there's one

3 on the left

4 over there

5 You're welcome

5 Choose the correct option.

2 b

1 b

3 a

5 a **4** b

Unit 7

WB Page 63

1 Complete the dialogue with the words below.

1 green

4 curly

2 blonde

5 slim

3 tall

2 Complete with the correct form of was or were.

1 Was

4 weren't

5 was

2 wasn't 3 Were

3 Complete the sentences. Use the past simple of the verbs below.

1 didn't land

2 stopped

3 didn't climb

4 married

5 created

4 Circle the correct option.

2 b

3 a

4 a

5 b

5 Circle the correct option.

1 was born

4 because

2 when she was

5 isn't

3 Todav

Unit 8

WB Page 71

1 Write the names of different things we read.

1 newspaper

4 diary

2 novel

5 magazines

3 textbook

2 Complete the description of a dream. Use the past simple of the verbs below.

1 were

4 said

2 saw

5 woke up

3 didn't run

3 Complete the questions.

1 did you go

2 did you buy

3 Did you meet

4 Did vou plav

5 did you see

4 Complete the dialogue with suitable seauencers.

1 First

4 After that **5** finally

2 next 3 Then

5 Circle the correct option.

1 during

4 sang

2 lyrics

5 fun

3 were

Unit 9

WB Page 79

1 Complete the items you can take with you when you go on holiday.

1 sun cream

4 toothbrush

2 shorts **3** torch

5 penknife

2 Complete the email with the correct form of going to and the verbs below.

1 're going to spend

2 's going to buy

3 aren't going to have

4 'm going to go

5 are you going to do

3 Complete the words in the note.

1 knock

4 use

2 put; back

5 disturb

3 try on

4 Circle the correct option.

1 can

4 mustn't 5 must

2 can 3 can't

5 Complete the dialogue with the words below.

1 Let's **2** What **3** so

4 Why

5 shall

AUDIO TROCK LIST

Audio CD1

Track	Unit	Page	Exercise
1.1	0	4	1
1.2	0	4	2
1.3	0	5	3
1.4	0	6	3
1.5	0	6	5
1.6	0	7	8
1.7	0	7	9
1.8	1	10	1
1.9	1	12	1
1.10	1	13	8
1.11	1	13	9
1.12	1	14	1
1.13	1	14	4 & 5
1.14	1	16	1
1.15	1	16	2
1.16	1	16	3
1.17	1	18	2
1.18	2	20	1
1.19	2	21	3
1.20	2	22	2
1.21	2	24	2
1.22	2	24	4 & 5
1.23	2	25	9
1.24	2	26	5
1.25	2	26	3
1.26	2	28	2
1.27	2	28	3
1.28	3	30	1
1.29	3	31	2
1.30	3	32	1
1.31	3	33	6
1.32	3	33	10
1.33	3	34	1
1.34	3	34	4
1.35	3	36	1
1.36	3	36	3

Track	Unit	Page	Exercise
1.37	3	36	4
1.38	3	36	6
1.39	3	38	2
1.40	Review 1, 2 & 3	40	1
1.41	Review 1, 2 & 3	41	5
1.42	Review 1, 2 & 3	42	2 & 3
1.43	Review 1, 2 & 3	43	10
1.44	4	44	1
1.45	4	46	2
1.46	4	47	8
1.47	4	48	1
1.48	4	48	3 & 4
1.49	4	50	2 & 3
1.50	4	50	4
1.51	4	50	5
1.52	4	52	1
1.53	5	54	1
1.54	5	56	2
1.55	5	57	7
1.56	5	58	1
1.57	5	58	3 & 4
1.58	5	58	5
1.59	5	60	1, 2 & 3
1.60	5	60	4
1.61	5	62	3

Audio Track List

Audio CD2

Track	Unit	Page	Exercise
2.1	6	64	1
2.2	6	65	3
2.3	6	66	2
2.4	6	67	5
2.5	6	67	6
2.6	6	68	2
2.7	6	68	4, 5 & 6
2.8	6	70	1 & 2
2.9	6	70	3
2.10	6	72	2
2.11	Review 4, 5 & 6	75	6
2.12	Review 4, 5 & 6	76	1 & 2
2.13	Review 4, 5 & 6	76	3
2.14	Review 4, 5 & 6	77	11
2.15	7	79	2
2.16	7	80	2
2.17	7	82	1
2.18	7	82	3 & 4
2.19	7	83	8
2.20	7	84	2
2.21	7	84	3
2.22	7	86	3
2.23	8	88	1
2.24	8	90	2
2.25	8	91	6
2.26	8	91	8
2.27	8	92	1
2.28	8	92	3
2.29	8	93	7
2.30	8	94	2 & 3
2.31	8	94	4

Track	Unit	Page	Exercise
2.32	8	96	3
2.33	9	98	1
2.34	9	100	2
2.35	9	102	1
2.36	9	102	4 & 5
2.37	9	103	9
2.38	9	104	1 & 2
2.39	9	104	3 & 4
2.40	9	104	5
2.41	9	106	3
2.42	Review 7, 8 & 9	109	6
2.43	Review 7, 8 & 9	110	1 & 2
2.44	Review 7, 8 & 9	111	11 & 12

AUDIO TROCK LIST

Workbook Audio

Track	Unit	Page	Exercise
1	1	4	3
2	1	13	8
3	1	13	9
4	2	21	5 & 6
5	2	21	7
6	3	29	8 & 9
7	3	29	10
8	4	37	6 & 7
9	4	37	8
10	5	45	6 & 7
11	5	45	8
12	6	53	7 & 8
13	6	53	9
14	7	61	7 & 8
15	7	61	9
16	8	69	9 & 10
17	8	69	11
18	9	77	9 & 10
19	9	77	11



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