



Great Clarendon Street, Oxford, ox 2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2014

The moral rights of the author have been asserted First published in 2014 2018 2017 2016 2015 2014 10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 446369 0 Teacher's Book
ISBN: 978 0 19 446439 0 Teacher's Access Card

ISBN: 978 0 19 446437 6 Pack

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Cover images reproduced with permission by: Alamy (cable car/Nikreates); Getty (mechanics/Echo), (selfie/sturti), (The Colour Run/Peter Muhly); Shutterstock (the Atlantic road/Igor Plotnikov).

Contents

Introduction			
Introducing Got it! 2 nd edition	iv	Student self-assessment checklist	xviii
Course components	iv	Student progress record sheet	xix
Using the Student Book	vii	Lesson planner	XX
Classroom management	xvi	Class Audio CD track list	xxi
Suggestions for further reading	xvi	Student Book contents	2
Common European Framework of Reference	xvii		
Teaching notes			
Welcome			4
Unit 1 You must have a ticket			10
Unit 2 Everyone has to clean the ho	use		18
Review A			26
3 Unit 3 What are you going to do?			30
4 Unit 4 What will their future be like	?		38
Review B			46
Remember			50
5 Unit 5 I've never had so much fun			52
6 Unit 6 Have you seen it yet?			60
Review C			68
7 Unit 7 What were they doing?			72
8 Unit 8 People who have made histo	ry		80
Review D			88
Writing builder			92
Curriculum extra			96
Puzzles			104
Audioscripts			
Student Book audioscripts			108
Workbook answer key			
Answers to Workbook exercises			115

Introduction

Introducing Got it! 2nd edition

Methodology

Got it! 2nd edition is a four-level American English course written specifically for secondary school students, with particular emphasis on meaningful communication and skills development. It covers levels A1 through B2 in the Common European Framework for Reference (CEFR).

The second edition has brand new content and builds on the strengths of the first edition, following thorough research into the needs of teachers and students.

Key features of the methodology are:

Hands-on language presentation Students immediately interact with the dialogue or text that opens each unit, check their understanding of meaning and context, and are given the chance to try out new structures;

Guided discovery Students explore the meaning and usage of new language before they move on to more formal presentation and practice;

Communicative practice Dialogue work and personalization are emphasized at each level, and pairwork activities and games are included throughout;

Cultural awareness A focus on the U.S. and other English-speaking countries is placed within the context of the wider world:

Skills development In every unit, students apply and extend what they have learned, through targeted skills lessons designed to build their competence in each individual skill;

Self-assessment Students regularly review and measure their progress against the Common European Framework of Reference;

Learning across the curriculum Interdisciplinary reading and project pages link the topics and language content of the main units to other areas of the school curriculum;

Values The topics in *Got it!* 2nd edition have been carefully chosen to stimulate reflection on a broad range of issues related to citizenship and the development of socially responsible values. These are highlighted in the teaching notes for each unit.

Flexibility

A comprehensive and innovative package of components gives the teacher maximum support and flexibility. Whatever your teaching style, *Got it!* 2nd edition has everything you could possibly need to match your students' learning environment.

Combined Student Book and Workbook Available in full and split editions. Every student also has access to an online version of the Workbook with extra practice via a code supplied on a card in the print book.

iTools Featuring a fully interactive Student Book and Workbook, for use in class with interactive whiteboard, computer, or data projector.

Video Four video reports and eight authentic voxpop interviews with teenagers per level. Each report and voxpop video comes with an accompanying worksheet, and all are available on DVD (with additional on-screen comprehension questions) and on iTools.

Online printable worksheets More than 50 extra worksheets are available online, including pairwork activities and games, and review and extension worksheets for extra grammar and vocabulary practice.

Flexible assessment options Printable, editable course tests are available online at www.oxfordlearn.com, along with a bank of extra test questions for each unit.

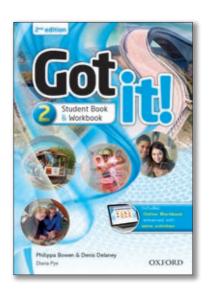
Printable KET and PET practice tests For level 2 there is a printable KET practice test, and for level 3 there is a printable PET practice test. Both are available online at www.oxfordlearn.com.

Overview of components

Student Book and Workbook

The Student Book contains:

- eight teaching units;
- a Welcome unit, reviewing key language from the previous level. In the Starter level, the Welcome unit briefly reviews basic language typically covered at primary level;
- a Remember unit for mid-year language review and consolidation. In the split edition of *Got it!* 2nd edition, the Remember unit opens the second volume at each level;
- a Review unit covering grammar, vocabulary, and communication after every two units;
- a Culture club lesson in each Review unit, providing an insight into life in the U.S. and other English-speaking countries:
- regular self-assessment pages correlated to the Common European Framework of Reference;



- a Writing builder section, providing material to develop your students' writing skills and confidence;
- Puzzles for every unit;
- four Curriculum extra reading and project lessons;
- a complete Word list containing new vocabulary and phonetic transcriptions, organized by unit.

The Workbook contains:

- additional practice for each teaching unit, covering grammar, vocabulary, communication, reading, and writing;
- detailed grammar notes and word lists, included at the start of each Workbook unit for ease of reference.

Online Workbook and Extra Practice

All students have access to an online version of the Workbook via a code supplied on a card in the print book. The Online Workbook includes:

- all the activities in the print Workbook;
- extra practice in vocabulary, grammar, and communication for every unit;

Got

- a Picture dictionary;
- extra Review activities;
- regular interactive Progress quizzes;
- automatic grading, providing the student with instant feedback;
- a Gradebook, showing students' scores.



Online Teacher's Resources www.oxfordlearn.com

All the course resources are supplied online in the Resources section of the Online Workbook. Students will not be able to see these resources. There are extra worksheets and all the assessment materials

The extra resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

There are more than 50 printable worksheets for each level, covering the following areas:

- Vocabulary help and extension
- Grammar help and extension
- Reading and writing
- Pairwork
- Games
- Puzzles
- Video report activities
- Video voxpop activities

There is a wide range of materials for assessment, as follows:

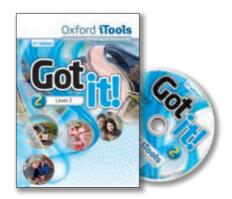
- printable and editable course tests, including eight Unit tests and four Review tests per level. All course tests have A and B versions, to help prevent your students from cheating;
- a bank of Extra test questions, with extra grammar and vocabulary questions for every unit of the Student Book;
- regular interactive Progress quizzes with the Online Workbook;
- International-style practice examinations, linked to the Got it!
 2nd edition syllabus;
- a printable KET practice test with Level 2, and a printable PET practice test with Level 3.



iTools

iTools is designed to be used in the classroom with an interactive whiteboard. It can also be used with a computer linked to a monitor or data projector. Features include:

- fully interactive Student Book content including full class audio;
- answer keys and audio scripts that can be turned on or off;
- extra audio to accompany reading texts in Skills lessons;
- complete Workbook content with answer keys;
- the ability to alternate between corresponding Student Book and Workbook pages at the click of a button;
- interactive grammar presentations, with activities to complete as a whole class;
- video lessons containing complete video clips; students can view the video clips with or without scripts.



DVD

Video material for *Got it!* is also available on two DVDs. The DVDs contain:

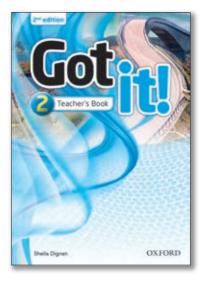
- four video reports per level, linked to the topical and linguistic content of the Student Book;
- on-screen interactive comprehension questions;
- printable worksheets for each video report;
- authentic voxpop interviews with American teenagers for every unit;
- printable worksheets to accompany each voxpop video;
- teaching notes with full scripts and answer keys.



Teacher's Book

The Teacher's Book contains:

- teaching notes and at-a-glance answer keys for all the Student Book material;
- ideas for warm-ups and extra activities;
- suggestions for using authentic songs with specific topics or areas of language;
- background notes and cultural information on people and topics mentioned in the Student Book;
- audio scripts for all listening material;
- Workbook answer keys.



Class Audio CDs

Each set of Class Audio CDs contains:

- all the listening material for the Student Book;
- audio for the Review tests.



Using the Student Book

Welcome unit

The Welcome unit offers six pages of vocabulary and grammar practice, covering language students have seen in the previous level. In the Starter level, students are given a brief overview of basic language they may have seen at primary level, before beginning the main syllabus in unit 1.

Main units

Each main unit is divided as follows:

Presentation and Language focus 2 pages

Vocabulary 1 page **Grammar** 1 page

Communication 1 page

Grammar 1 page **Skills** 2 pages

Presentation

The Presentation text on the left-hand page exposes students to the theme, grammar, vocabulary, and functions of the unit. The Language focus exercises on the right-hand page allow students to interact with the dialogue in more detail, encouraging them to explore, use, and personalize new language before it is formally presented and practiced on the Vocabulary and Grammar pages.

In the Starter level and Level 1, the text is a dialogue presented in a photostory format. The photostories reflect the aspirations of the students, using familiar contexts to motivate and engage them. Each unit focuses on a different episode in the lives of the central characters.

In the Starter level, the story takes place in a school. Jacob meets a new girl, Lucia. Lucia joins the school choir, and Jacob joins the choir so he can get to know her. Jacob's friends are mad about this because choir practice makes him late for soccer practice. Max tells Jacob to choose between choir and soccer. Jacob is sad and chooses choir, which means he will

miss the big soccer game. Lucia persuades Jacob at the last minute to play in the game. Jacob's friends go to watch the choir perform in a show, and realise that choir is actually cool. In Level 1, we follow a story about two bands (Supernova and The Misfitz) competing against each other in a Battle of the Bands competition. Zac, the lead singer of Supernova, is behaving arrogantly and doesn't care about band practice. The other members of the band become frustrated with him. Zac decides to leave Supernova and join The Misfitz. This leaves Supernova without a singer at the last minute. Rosie, a member of Supernova, decides to sing at the contest, transforms her image, and amazes everybody! Supernova wins the contest. Zac is mad, but the Supernova band members are very happy. In Levels 2 and 3, the emphasis is on texts dealing with individual topics of a more grown-up nature, in recognition of the fact that students, along with their interests and tastes, mature very quickly during the teenage years. A variety of formats and genres is used, including dialogues, magazine articles, and web pages.

Following on from the presentation text, students complete a series of questions to check basic comprehension. The **Check it out!** feature draws students' attention to useful colloquial expressions in the dialogue in Starter level and Level 1, while in Levels 2 and 3 it helps students extend their vocabulary.

Language focus

The exercises in the Language focus section familiarize students with the language of the unit, without requiring them to manipulate it. In Starter and Level 1, students focus on the target language in relation to specific scenes and sections of dialogue from the photostory; in Levels 2 and 3, students find phrases and structures in the presentation text, and use them to complete sentences or captions about the text.

Finally, **Focus on you** and **Pairwork** activities give students the chance to communicate with the new language in a personalized context, following carefully controlled models.



Vocabulary

This page presents and practices a set of vocabulary items associated with the unit topic and previewed in the presentation lesson. **Look!** boxes contain useful tips and draw attention to potential problems and errors. These include spelling rules, exceptions or irregular forms, collocations, and notes about English usage.

Students once again have the opportunity for guided speaking practice with a **Pairwork** activity at the end of the lesson.

At the foot of the Vocabulary page, students are directed to the Extra practice online and the Workbook, where there is further practice of the unit vocabulary.

Grammar

Underlying the methodology of *Got it!* is the conviction that students understand and remember rules better if they work them out for themselves. As a result, a guided discovery approach to teaching grammar is adopted throughout the series.

Each unit has two Grammar lessons. A grammar chart models the form of the key structures, using examples taken from the presentation text that opens the unit.

Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail as they complete the **Think!** activity.

A cross-reference to **Rules** then directs the students to a grammar reference page in the corresponding Workbook unit, where detailed explanations and examples are given.

The activities on the page provide thorough and detailed practice of both form and usage, moving from carefully controlled exercises to more demanding production.

Each Grammar page has an optional **Finished?** activity. These are designed as a fun way of providing extension work for fast finishers. Fast finishers can then move on to a puzzle at the back of the book. The puzzle practices the language presented in the unit

At the end of each Grammar page, students are directed to the Extra practice online and the Workbook, where there is further practice.



Communication

One page in every unit focuses on everyday English. Conversational language is presented in the form of a dialogue which reviews the vocabulary and grammar from the previous lessons.

The **Learn it, use it!** feature summarizes the target language in the dialogue, while some pages feature a **Pronunciation** activity that draws students' attention to a specific sound or a relevant aspect of intonation. The students then listen to this language in different contexts before practicing it themselves in the **Pairwork** activity.

At the end of each Communication page, students are directed to the Extra practice online and the Workbook, where there is further practice.



Skills

The last two pages of the unit contain targeted skills work designed to equip students with the necessary strategies to build confidence and competence in each individual skill.

Skills lessons also provide a way of consolidating and recycling the language students have studied throughout the unit, while exploring different aspects of the unit topic.

Reading texts deal with the main topic of the unit in a factual way using real-life contexts. Comprehension exercises typically start with a skimming or scanning activity, followed by more detailed questions that gradually increase in difficulty as the series progresses.

Listening activities extend the topic of the text. A variety of activity formats is used to help students develop well-rounded listening comprehension skills.

The **Speaking** and **Writing** sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. The aim is to strike a



balance between giving clear, guided models on the page on the one hand, and allowing students freedom to express themselves and experiment with newly-acquired vocabulary and structures on the other.

Review units

After every two main units, there is a four-page Review unit comprising:

Grammar and Vocabulary Review 1 page

Extra communication 1 page **Culture club reading** 1 page

My progress 1 page

The first page of each Review unit covers the main grammar and vocabulary points from the previous two units. The second page of the Review unit consists of **Extra communication** activities. This comprises practice from the Communication sections of the previous two units, some relevant Pronunciation work, and an additional listening comprehension.

Most teenagers are curious to know what life is like for their peers in other parts of the world. **Culture club** reading lessons give a factual account of different aspects of the English-speaking world from a young person's perspective. The **Presentation** section at the end of the lesson invites a personal response from students in the form of a presentation.

The **My progress** page is a self-assessment page correlated to the Common European Framework of Reference. It is very motivating for students to reflect on their progress, and this type of activity is also very helpful in encouraging students to take responsibility for their own learning.





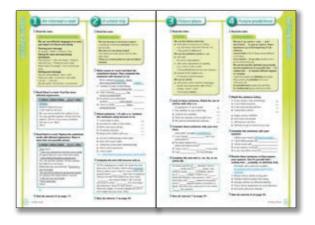
Remember

After Unit 4, there is a two-page review covering the main grammar and vocabulary points from the first half of the book. In the split edition of *Got it!* 2nd edition, the Remember unit opens the second volume at each level.



Writing builder

There are four Writing builder pages in the Student Book, providing extra writing practice for every main unit. The Writing builder gives an opportunity to expand and develop the skills acquired in the writing section in the unit. In each section, a useful skill or language point is presented and then practiced. Students work with a model text and build up to producing their own composition, with the support of a Writing guide.



Curriculum extra

There are four cross-curricular reading and project lessons in the Student Book, providing two pages of material for each block of two units. The Curriculum extra lessons link to the themes of the corresponding Student Book units, as well as to subjects that students typically study in their own language, such as geography, science, math, art, and history.

Each of the lessons concludes with a project that synthesizes the language focus and the content of the cross-curricular theme and gives students the opportunity to develop their creativity. The projects can be done in class or assigned for homework. Depending on time available and the needs of the students, the projects can be done in groups, pairs, or individually.



Puzzles

There are four Puzzle pages in the Student Book, providing two puzzles for every main unit. These puzzles practice the key vocabulary and grammar that is presented in the unit. Students are directed toward the puzzles when they have completed all the activities on the grammar pages. The puzzles are useful for mixed-ability classes as they make a good activity for fast finishers, as well as being motivating for weaker students. Alternatively, they can be used with the whole class as a fun warm-up or end-of-lesson activity.



Word list

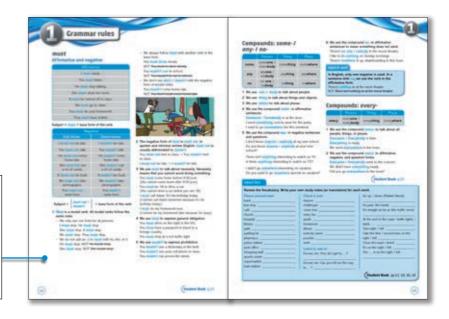
The Student Book includes a Word list clearly organized by unit and by part of speech. It contains all sets of new vocabulary items from each of the eight units in addition to other incidental vocabulary items that may be new to students. All words are accompanied by their pronunciation clearly presented in phonetics, and the Word list is a useful tool for student self-study.



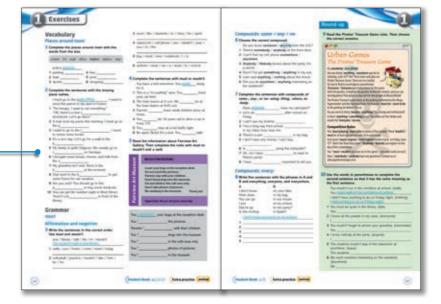
Workbook

The Workbook section contains eight sixpage units of extra practice of the language and skills taught in the Student Book. The Workbook exercises can be completed in class or for homework.

The first two pages of each Workbook unit summarize the grammar structures introduced in the corresponding Student Book unit with comprehensive charts and detailed grammar notes. They also contain a Word list of all the new vocabulary from that unit.



The following two pages provide extra vocabulary and grammar practice.



The last two pages provide additional practice to accompany the Student Book Communication lesson, and further reading and writing practice.



Online Workbook

All students have access to the Online Workbook, via a code supplied on a card in the Student Book and Workbook. The Online Workbook includes activities from the print Workbook, with additional **Extra practice** in vocabulary, grammar, and communication. There are extra activities for every unit of the Student Book, as well as a **Picture dictionary**, extra **Review activities**, and regular interactive **Progress quizzes**.

Most of the Online Workbook and Extra Practice activities are automatically graded, and the scores are visible in the **Gradebook**. You can assign work to your students and monitor their progress.

The Online Workbook includes most of the exercises from the Workbook in an interactive format. Students and teachers can use all the content easily on desktop, laptop, or tablet computers.



The Online Workbook features automatic scoring of most exercises.



The Gradebook allows teachers to monitor students' progress in the Online Workbook and send feedback on their work. Teachers can choose to filter the data in a variety of different ways, and they also have the ability to generate reports.



You can access the Online Workbook Learning Management System via a code supplied on a card in the Teacher's Book. The Teacher's esources are also supplied online in the Teacher's resources section of the Online Workbook.

There are many benefits to using these online materials. Students often feel more motivated when working online, and the automatic grading means that valuable time in class does not have to be spent correcting homework.

The Online Workbook and Extra practice activities are suitable for use in a language lab with Internet connection if there is one computer per student, as well as at home.

See page xv for more information and support with getting started.

Each unit of the Online Workbook contains a **Picture dictionary** with audio which students can listen to in order to review the vocabulary set from the corresponding Student Book unit.



Writing exercises are provided in a PDF format which students can send electronically to their teachers for grading.



Online Teacher's resources

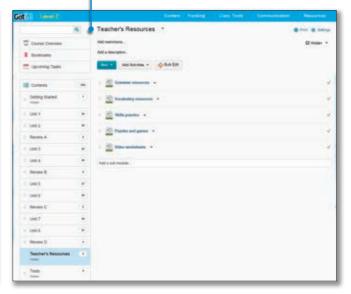
There is a large amount of extra resource material included online in the Teacher's resources section of the Online Workbook. These can be accessed via a code supplied on a card in the Teacher's Book

The Teacher's resources provide support material for consolidation, extension, mixed-ability classes, and assessment.

Titled if no most in digital. Comma ja none land

| Note |

All the printable Teacher's resources and tests are in one place and are easily accessible from the Teacher's view of the Online Workbook.



The Teacher's view of the Online workbook can only be accessed by teachers who have registered and been validated. Students cannot see or access the teacher's materials.

Printable worksheets

Grammar and vocabulary

Grammar help and **Vocabulary help** worksheets for each unit provide additional practice of the Student Book material at a basic level, and are ideal for giving weaker students more practice.

Grammar extension and **Vocabulary extension** worksheets offer more challenging practice for the more able students.

Reading and writing

There is a Reading and writing worksheet for every unit, providing more reading and writing practice linked to the topic and language of the unit.

Pairwork

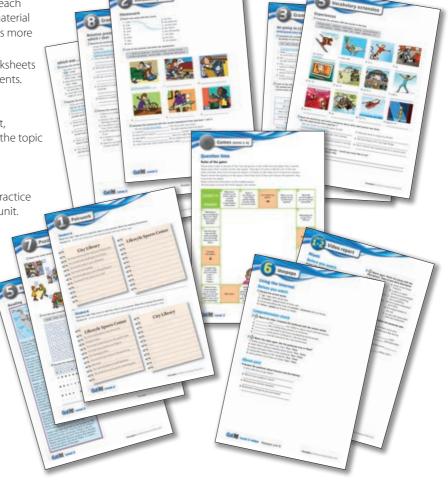
There is one Pairwork worksheet per unit, giving oral practice of the grammar and vocabulary in the corresponding unit.

Puzzles and games

One page of puzzles is included for each unit, and two board games for each level of the series. Although these resources give practice of the main grammar and vocabulary of the unit, the emphasis is on fun activities, such as crosswords, wordsearches, and code breakers.

Video lessons

There are worksheets to accompany four video reports per level, and worksheets to accompany eight voxpop interview clips per level. The video clips are available on iTools and on the DVD. The worksheets are available online with all the other resources, on the DVD, and on iTools.



Tests and assessment

For each level of *Got it!*, there are eight Unit tests and four Review tests, all of which can be opened using Microsoft® Word and edited before printing.

The **Unit tests** include vocabulary and grammar questions, dialogue work, and a writing task. Each test is scored out of 50 points.

The **Review tests** focus on vocabulary and grammar, and reading, writing, and listening skills. Each test is scored out of 100 points.

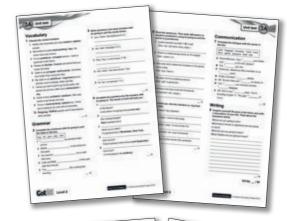
All course tests have A and B versions, to help prevent your students from cheating.

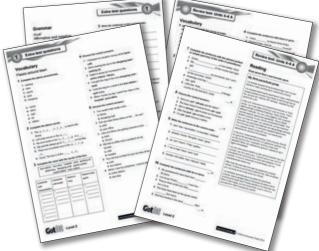
There is also a bank of **Extra test questions** in editable Microsoft® Word documents, with more grammar and vocabulary questions for every unit of the Student Book. You can use these to compile additional tests to suit your individual requirements.

Regular assessment makes it easier to monitor students' progress during each semester. Teachers can keep a record of individual students' progress using the evaluation chart on page xix.

There are also printable **practice examinations** in the style of KET, PET, and TOEFL Junior, aligned to the *Got it!* 2nd edition syllabus. These will help students who are preparing for these exams to gain confidence with the specific question types while using language that they have already covered. The audio material for these practice examinations is available online with all the resources.

There is also a printable **KET practice test** with Level 2, and a printable **PET practice test** with Level 3. Further practice tests can be purchased from www.oxfordenglishtesting.com.





DVD

Two DVDs accompany the series, with four video reports for each level. The material deals with different cultural aspects of the English-speaking world, and is closely linked to the language syllabus and topical themes of the Student Book. There are also video voxpops – authentic interviews with American teenagers about the topics in the units of the book.

The video reports are designed to be used after completion of each Review unit, or after every second main unit.

The voxpops could be used at the end of each unit.

The DVD also contains printable worksheets, teaching notes, answer keys, and scripts. These can be accessed when the DVD is used with a computer.

In addition to the comprehension questions on the worksheets, there are multiple-choice questions displayed on screen after each documentary. The correct answer can be selected with the remote control if viewed on a DVD player, or using a mouse if viewed on a computer.



The Class Audio CD is for classroom use. There is a track list on page xxi.





Teacher's Book

The Teacher's Book contains detailed lesson notes and at-a-glance answers for all the Student Book and Workbook material

Each Teacher's Book unit starts with a summary of the areas of vocabulary, grammar, communication, skills, and topical themes covered in the Student Book unit. Also listed are themes relating to values and responsible citizenship, such as:

- ethics and morals;
- society, including the themes of respect, solidarity, and iustice;
- multiculturalism, including anthropology, human rights, cultural studies, sociology, and historical, geographical, legal, and ethical perspectives;
- the environment, including protecting the environment, and natural cycles;
- work and consumerism, including mass communication, advertising, sales, workers' rights, and consumer rights;
- health.

The notes include a description of the aim of every exercise in the Student Book, followed by detailed instructions and

There are also suggestions for **Warm-up activities**, and **Extra activities** that can be used to extend the Student Book content according to the needs and abilities of each class.

The Student Book is full of factual information and references to the real world. The teaching notes provide support for this by giving additional notes and cultural facts in the **Background information** boxes.

Teenage students have an insatiable interest in music and popular culture, and the use of songs to consolidate the linguistic and topical contents of the Student Book can be an effective way of motivating students.

The teaching notes for each Review unit include suggestions for suitable songs that can be exploited for this purpose. The songs have been chosen because of their lexical, grammatical, or thematic link to the corresponding units.

See page xvi for suggestions on how to exploit songs in class.

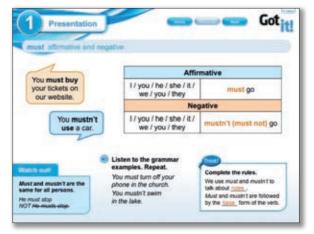
iTools

The *Got it!* 2nd edition iTools provides a powerful classroom resource for the teacher.

iTools contains the complete content of the Student Book and Workbook, designed to be projected in class. To take full advantage of its rich interactive content, it should be used with an interactive whiteboard, but may also be used with a computer connected to a screen or data projector.

In addition to the standard interactive functions common to interactive whiteboards, other features of iTools include:

- full audio content, launched directly from the Student Book page;
- audioscripts and answer keys displayed at the click of a button;
- interactive grammar presentations, which launch from the page, containing extra activities for each grammar point in the Student Book;
- video lessons with accompanying worksheets. There are four video reports per level, as well as authentic voxpop interviews with American teenagers for every unit. The video clips can be launched directly from the icon on the worksheet.



- full zoom functionality;
- extra interactivity on selected exercises;
- quick links from each Student Book lesson to the corresponding Workbook page.

For full details, see the separate documentation included with the iTools disc.

Getting started with the *Got it! 2nd edition* Online Workbook and Teacher's resources

All *Got it!* 2nd edition teachers and students can access the Online Workbook on tablets or computers. This is also where all the Teacher's resources are supplied.

Before you can do anything else, you must have an account that you can use to log in. You only need one account to teach any number of courses. You will need the access code supplied on the card in this book. Your students will need the access code supplied on the card in their print Student Book & Workbook.

Go to www.oxfordlearn.com and follow the step-by-step instructions and watch the **Getting started** videos. Click the **Help and Support** link.

After you have registered, download a PDF of our full **Training Guide**. Go to **Teacher Resources** in the Content area of your online course.

Use our resources for getting started, managing your account, and using the learning management tools, as well as for finding ideas and best practice for teaching online. Go to www.oup.com/elt/teachonline.

For further help, contact our Customer support team – e-mail eltsupport@oup.com.

Classroom management

An English-speaking environment

- Use English for classroom instructions as often as you can, and ask students to use English as well. For example: *Open your books at page 10. Raise your hand. Work in pairs*, etc.
- Students should be encouraged to use expressions such as: How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can I go to the bathroom?

Managing large classes

Large classes are easier to manage if you establish routines such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide examples as well.
- Set time limits for all activities and remind them of time limits, for example: *You have two minutes left*.
- Walk around the class monitoring while students work.
- Get to know your students' personalities and learning styles so that you can maximize their potential in class.
- Allow stronger students to help weaker students while ensuring that there is always an atmosphere of mutual respect and understanding.

Group and pairwork

The interaction from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.
- Demonstrate tasks with one pair or group at the front of the
- Set a time limit and keep reminding students of it.

Songs

There are many ways in which songs can be exploited in class, including the following suggestions:

- **Gap-fill** There are many variations of this type of activity, in which students are given the lyrics with certain key words deleted. To make it easier for students, the missing words can be grouped together in a wordpool. As students read the lyrics, they try to fill in the gaps, then they listen and check. If you wish to make the activity more challenging, you could add extra words to the wordpool as distracters, or not provide the missing words at all. It is important to choose the gapped words carefully, however, because they should be audible, and students should be able to guess from the context which word makes most sense in each gap.
- **Correct the mistakes** Include some incorrect words or information in the lyrics. Ask students to identify where the mistakes are and replace them with the correct words, before they listen to the song to check their answers.
- Choose the correct alternative At regular points in the lyrics, students have to choose between two or more alternative words or phrases to complete the lyrics correctly. Students then listen and check.

- **Put the verses in the correct order** This activity works especially well with songs that tell a story. Students are given the verses in the wrong order, and they have to guess the correct order before listening to the song.
- Match rhyming words Many songs are structured so that alternating lines end with rhyming words, and this provides an excellent opportunity to work on different sounds. One useful activity is to give students the lyrics with the lines of each verse jumbled. Students try to unjumble the lines, according to which lines rhyme with each other, before listening to the song to check their ideas. Another variation is for students to choose between two alternatives to end each line. This could mean choosing the word that provides the best rhyme, or the word that makes most sense in the context.
- Match words to definitions Songs often contain informal expressions, idioms, and colloquial grammar. With stronger groups, it can be useful to have students try to match difficult words and expressions to definitions or explanations. Alternatively, where lyrics feature more standard items of vocabulary, students could work together in groups to find the words in a dictionary and agree on a definition.

Feedback

It is important for students to have a sense of how they have performed. Provide feedback while you are monitoring activities. Alternatively, you can assess an exercise afterward with the whole class: students can put up their hands to indicate how many answers they shared, how hard or easy the task was, etc. Encourage students to behave well by using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English.

Suggestions for further reading

General reference

Oxford Guide to British and American Culture – 2nd Edition The Oxford Picture Dictionary – New edition Practical English Usage – 3nd Edition by Michael Swan

Grammar

Oxford English Grammar Course (Basic to Advanced) by Michael Swan and Catherine Walter

Grammar New Edition (Beginner to Pre-intermediate) by Jennifer Seidl

Grammar Sense (1-3) by Susan Kesner Bland

Graded readers

The Oxford Bookworms Library (Elementary to Pre-intermediate) – graded readers that are ideal for extended reading, including non-fiction readers that are ideal for cultural and cross-curricular studies.

Ideas for supplementary activities and teacher development

Oxford Basics – a series of short, accessible books for teachers who are looking for new creative ways of teaching with limited resources.

Resource Books for Teachers – a popular series that gives teachers practical advice and guidance, together with resource ideas and materials for the classroom.

Common European Framework of Reference (CEFR)

The Common European Framework of Reference (CEFR) was designed to promote a consistent interpretation of foreign-language competence among the member states of the European Union. Today, the use of the CEFR has expanded beyond the boundaries of Europe, and it is used in other regions of the world, including Latin America, Asia, and the Middle East.

The CEFR defines linguistic competence in three levels: A, B, and C. Each of these levels is split into two sub-levels:

A2 Waystage	
/\z \vaystage	
B Independent User B1 Threshold	
B2 Vantage	
C Proficient User C1 Effectiveness	
C2 Mastery	

The CEFR provides teachers with a structure for assessing their students' progress as well as monitoring specific language objectives and achievements. Students respond to the CEFR statements in the Reviews after Units 2, 4, 6, and 8.

Got it! aims to enable students to move from no English or level A1 into level B2 at the end of the four years of the course.

Descriptions of the CEFR levels

Basic User

- A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself / herself and others and can ask and answer questions about personal details such as where he / she lives, people he / she knows, and things he / she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspect of his / her background, immediate environment, and matters in areas of immediate need.

Independent User

- B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans.
- B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his / her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

English Portfolio

The **Language Portfolio** has been developed in conjunction with the CEFR. It is a folder kept by the students which details their experiences of English and learning English. A Language Portfolio consists of the following elements:

A Language Biography

- A checklist for students to assess their own language skills in terms of "What I can do." In *Got it!*, these are found in the Review Units after Units 2, 4, 6, and 8.
- Tools to help students identify their learning style and objectives. See the photocopiable form for students on page xviii.
- A checklist of learning activities outside the classroom. See the photocopiable form for students on page xviii.

A Language Passport

• An overview of the level attained by the student in English at the end of the year.

A Dossier

Samples of the students' work, including tests, written work, projects, or other student-generated materials. In order to assist students with the compilation of a Language Portfolio, you may ask them to record their answers to the CEFR checklist on a separate sheet of paper and keep it in a folder. In addition, provide each student with a copy of the photocopiable form from page xix once they have completed the CEFR checklist in the book. Ask them to keep these forms in their portfolio folder as well. Finally, encourage students to choose several pieces of their work from different points in the year in order to compile the dossier that will appear in their portfolio.

Student self-assessment checklist

VVII	at i remember.
Use	ful grammar:
Use	ful vocabulary:
Ωh	jectives:
	thing I need to improve:
0	
—————————————————————————————————————	v can I improve this?
1100	real ramprove cars:
Wha	at did I do in English outside class?
	Do homework
	Learn new words
	Study for a test
	Listen to music
	Read something extra
	Watch a TV show, video, or DVD
	Write an e-mail or chat
	Look at web pages
	Speak to someone
	Read a magazine
	Other activities:

Student progress record sheet

	Name:														
Class/	Class/Grade:														
	cuncal real														
	Writing														
	Speaking														
Classwork: continuous assessment	Listening										Comments				
	Reading														
	Vocabulary														
	Grammar														
	Date														
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8			Units 1–2	Units 3–4	Units 5–6	Units 7–8

Lesson planner

Class:	Date:	Time:
Objectives:		
Anticipated problems:		
Materials and resources:		

Stage	Estimated Timing	Activity	Procedure

Class Audio CD track list

CD1		CD2	
1.01	Title	2.01	Title
1.02	Unit 1, page 4, exercise 2	2.02	Unit 5, page 52, exercise 1
1.03	Unit 1, page 11, exercise 1	2.03	Unit 5, page 52, exercise 4
1.04	Unit 1, page 12, exercise 1	2.04	Unit 5, page 54, exercise 1
1.05	Unit 1, page 12, exercise 2	2.05	Unit 5, page 54, exercise 2
1.06	Unit 1, page 12, exercise 3	2.06	Unit 5, page 56, exercise 1
1.07	Unit 1, page 14, exercise 1	2.07	Unit 5, page 56, exercises 1 and 2
1.08	Unit 1, page 14, exercise 2	2.08	Unit 5, page 59, exercise 1
1.09	Unit 1, page 16, exercise 1	2.09	Unit 5, page 59, exercise 3
1.10	Unit 1, page 17, exercise 3	2.10	Unit 6, page 60, exercise 1
1.11	Unit 2, page 18, exercise 1	2.11	Unit 6, page 61, exercise 4
1.12	Unit 2, page 19, exercise 3	2.12	Unit 6, page 62, exercise 1
1.13	Unit 2, page 20, exercise 1	2.13	Unit 6, page 62, exercise 2
1.14	Unit 2, page 20, exercise 2	2.14	Unit 6, page 64, exercise 1
1.15	Unit 2, page 22, exercise 1	2.15	Unit 6, page 64, exercise 2
1.16	Unit 2, page 22, exercise 2	2.16	Unit 6, page 67, exercise 1
1.17	Unit 2, page 24, exercise 1	2.17	Unit 6, page 67, exercise 3
1.18	Unit 2, page 25, exercise 3	2.18	Extra communication C, page 69, exercise 7
1.19	Extra communication A, page 27, exercise 8	2.19	Extra communication C, page 69, exercise 8
1.20	Extra communication A, page 27, exercise 9	2.20	Extra communication C, page 69, exercise 9
1.21	Extra communication A, page 27, exercise 10	2.21	Extra communication C, page 69, exercise 10
1.22	Extra communication A, page 27, exercise 11	2.22	Extra communication C, page 69, exercise 11
1.23	Extra communication A, page 27, exercise 12	2.23	Culture club C, page 70, exercise 1
1.24	Culture club A, page 28, exercise 1	2.24	Unit 7, page 72, exercise 1
1.25	Unit 3, page 30, exercise 1	2.25	Unit 7, page 73, exercise 4
1.26	Unit 3, page 32, exercise 2	2.26	Unit 7, page 74, exercise 1
1.27	Unit 3, page 32, exercise 4	2.27	Unit 7, page 74, exercise 2
1.28	Unit 3, page 32, exercise 5	2.28	Unit 7, page 76, exercise 1
1.29	Unit 3, page 34, exercise 1	2.29	Unit 7, page 76, exercise 2
1.30	Unit 3, page 33, exercise 2	2.30	Unit 7, page 79, exercise 2
1.31	Unit 3, page 36, exercise 2	2.31	Unit 7, page 79, exercise 3
1.32	Unit 3, page 37, exercises 3 and 4	2.32	Unit 7, page 79, exercise 4
1.33	Unit 4, page 39, exercise 1	2.33	Unit 8, page 80, exercise 1
1.34	Unit 4, page 39, exercise 5	2.34	Unit 8, page 82, exercise 1
1.35	Unit 4, page 40, exercise 1	2.35	Unit 8, page 82, exercise 2
1.36	Unit 4, page 42, exercise 1	2.36	Unit 8, page 84, exercise 1
1.37	Unit 4, page 42, exercise 2	2.37	Unit 8, page 84, exercise 2
1.38	Unit 4, page 45, exercise 1	2.38	Unit 8, page 84, exercise 3
1.39	Unit 4, page 45, exercises 3 and 4	2.39	Unit 8, page 86, exercise 1
1.40	Extra communication B, page 47, exercise 6	2.40	Unit 8, page 87, exercises 3 and 4
1.41	Extra communication B, page 47, exercise 7	2.41	Extra communication D, page 89, exercise 7
1.42	Extra communication B, page 47, exercise 8	2.42	Extra communication D, page 89, exercise 8
1.43	Extra communication B, page 47, exercise 9	2.43	Extra communication D, page 89, exercise 9
1.44	Culture club B, page 48, exercise 1	2.44	Extra communication D, page 89, exercise 10
		2.45	Culture club D, page 90, exercise 1
		2.46 2.47	Review test, Units 1–2 Review test, Units 3–4
		2.47	Review test, Units 5–4 Review test, Units 5–6
		2.46	Review test, Units 5–6 Review test, Units 7–8
		∠. ₩3	neview test, offics / =0

Contents

lal.	alc	om	0
VV		UIII	=

page 4

- Musical genres and instruments
- Physical descriptions
- The weather

- Movies
- Geography

Culture club D: page 90

- Food and drinkTransportation
- Feelings and emotions

Unit	Vocabulary	Grammar
You must have a ticket page 10	Places around town	must (affirmative and negative) Compounds: some- / any- / no- Compounds: every-
Everyone has to clean the house page 18	Housework	have to (affirmative, negative, yes / no questions and short answers) mustn't / don't have to Gerunds Verb + -ing form
Review A: page 26	Extra communicati	on A: page 27 Culture club A: page 28
What are you going to do? page 30	Personality adjectives	be going to (affirmative, negative, yes / no questions and short answers) Verb + infinitive / -ing form
What will their future be like? page 38	Life events	will: future (affirmative, negative, yes / no questions and short answers) will / be going to First conditional
Review B: page 46	Extra communicati	ion B: page 47 Culture club B: page 48
Remember: pages 50-51		
l've never had so much fun page 52	Experiences	Present perfect (affirmative, negative, yes / no questions and short answers) Past participles been / gone ever / never Present perfect / Simple past
Have you seen it yet? Page 60	Internet activities	Present perfect + yet + already Present perfect + just Present perfect + for / since
Review C: page 68	Extra communicati	on C: page 69 Culture club C: page 70
What were they doing? page 72	Crime	Past progressive (affirmative, negative, yes / no questions and short answers) while Past progressive and simple past + when / while
People who have made history	Human achievement	Relative pronouns: who / which / that The infinitive of purpose Which one? / Which ones?
page 80		

Writing builder: pages 92-95

Review D: page 88

Puzzles: pages 104-107

Extra communication D: page 89

Simple present / Present progressive be: Simple past Simple past

some / any with countable / uncountable nouns a lot of / much / many / a little / a few Present progressive for future

How long ...? + take Comparative adjectives Superlative adjectives

Communication	Skills
Asking for and giving directions	Reading: A poster about the Color Run Listening: A conversation about the Color Run Speaking: Giving directions Writing: A message giving directions
Asking for permission	Reading: A web page about an adventure camp Listening: A description of a summer camp Speaking: Talking about rules on a school trip Writing: An e-mail describing a school trip
My progress A: page 29	Curriculum extra A, Biology: pages 96-97
At the airport	Reading: A website about summer internships Listening: Teenagers talking about their future plans Speaking: Talking about future plans Writing: An e-mail about future plans
At the bus station	Reading: An article about future predictions Listening: An interview with a futurologist Speaking: Asking and answering questions about the future of the world Writing: A paragraph about future predictions for the world
My progress B: page 49	Curriculum extra B, History: pages 98-99
At the hotel	Reading: An article about the Duke of Edinburgh Award Listening: A teenager's experience of the Duke of Edinburgh Award Speaking: Talking about experiences Writing: A postcard about an exciting vacation
At the visitor center	Reading: An article about different Internet users Listening: A description of Internet use Speaking: Talking about Internet use Writing: A paragraph about how you use the Internet
My progress C: page 71	Curriculum extra C, Computer science: pages 100-101
At the police station	Reading: A text about the founding of modern Australia Listening: A description of a crime Speaking: Describing a picture of a crime Writing: An e-mail about a robbery
Discussing what things are for	Reading: A biography of Charles Darwin Listening: Conversations about preferences Speaking: Talking about preferences Writing: A biography
My progress D: page 91	Curriculum extra D, Literature: pages 102-103

Word list: pages 108-110

Workbook: pages W1-W49
© 2020 Oxford University Press
publication, broadcast, sale or other distribution of the book is prohibite

Welcome

Vocabulary

Musical genres and instruments

Physical descriptions

The weather

Movies

Food and drink

Transportation

Geography

Feelings and emotions

Grammar

Simple present / Present progressive

be: Simple past

Simple past

some / any with countable / uncountable nouns

a lot of / much / many / a little / a few

Present progressive for future

How long ...? + take

Comparative adjectives

Superlative adjectives

Vocabulary pages 4–5



Aim

To present and practice vocabulary for musical genres and instruments, physical descriptions, the weather, movies, food and drink, transportation, geography, and feelings and emotions

Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves.
- Ask individual students questions about some of the topics on pages 4–5, e.g., What kind of music do you like? Can you describe yourself? What's the weather like today? What kinds of movies do you like? What's your favorite kind of food? How do you usually travel to school?
- Do not worry about correcting students' answers, but use their answers to get an idea of the kind and level of vocabulary they already know.

Musical genres and instruments

Exercise 1

- Students reorder the letters to write the musical instruments.
- Check the answers with the class.
- Elicit other musical instruments students know and write them on the board.
- Ask: Who plays a musical instrument? What instrument do you play? Do you enjoy it? Why? / Why not?



Vocabulary

Musical genres and instruments

1 Reorder the letters and write the instruments.

ultef 1 opani piano 2 dorcerre recorder 3 haseonxop saxophone 4 ritaug guitar 5 mertupt 6 sdurm

2 @ 102 Listen and put the types of music in the correct order.

- 1 reggae 4 classical 2 heavy metal _6_ 5 mck 3 hip-hop 6 pop
- 3 And you? What is your favorite type of music? Who is your favorite singer / band?

Physical descriptions

4 Complete the descriptions of the two friends.



- her nose. b He's stall and a little "overweight He has short, "black curly hair, and brown eyes. He has a "beard"
- 5 And you? Write a short description of yourself and one person in your family.

My brother is short and ...

The weather

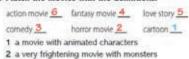
6 Match the words with the symbols.



7 And you? What is the weather like today? What was it like yesterday?

Movies

8 Match the movies with the definitions.



- 3 a funny movie 4 a movie about an imaginary world
- 5 a movie about relationships and romance
- 6 a movie with a lot of fast and exciting events
- 9 And you? What's your favorite type of movie? Why?

Exercise 2 (9 1.02

- Read through the list of musical genres with the class, but don't teach the meaning.
- Play the audio. Students listen and put the types of music in order.
- Check the answers with the class.
- Elicit other musical genres that students know.

Exercise 3 And you?

• Ask individual students the questions. As students answer, ask other students: What about you? Do you like this type of music? Do you like this singer / band?

ANSWERS

Students' own answers.

Physical descriptions

Exercise 4

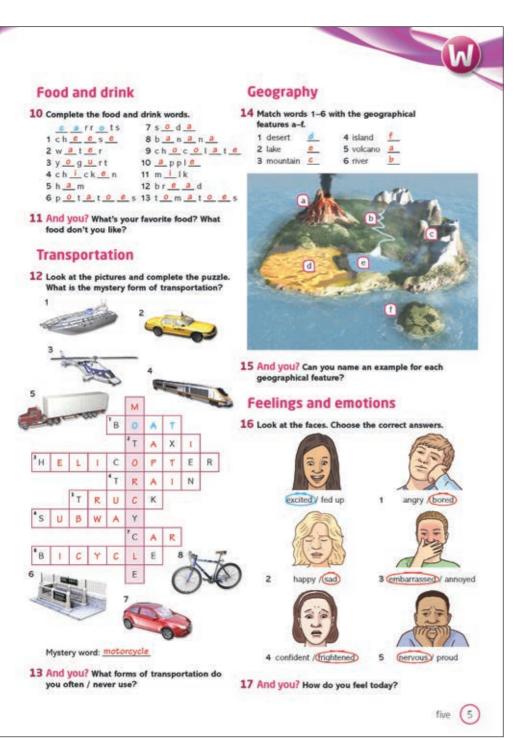
- Students work individually or in pairs to complete the descriptions.
- Check the answers with the class.
- Elicit other words that students know for physical descriptions, and write them on the board.

Exercise 5 And you?

- Students write a description of themselves and a member of their family.
- Ask some students to read their descriptions to the class. Correct any mistakes.

ANSWERS

Students' own answers.



The weather

Exercise 6

- Students work individually or in pairs to match the words with the symbols.
- Check the answers with the class.

Exercise 7 And you?

- Ask individual students the questions.
- Ask more questions, e.g., What's the weather usually like in the summer?

ANSWERS

Students' own answers.

Movies

Exercise 8

• Students work individually or in pairs to match the movies with the definitions.

- Check the answers with the class.
- Elicit other words for kinds of movies that students know, and write them on the board.

Exercise 9 And you?

• Ask individual students the questions.

ANSWERS

Students' own answers.

Food and drink

Exercise 10

- Students work individually or in pairs to complete the words.
- Check the answers with the class.
- Elicit other words for food and drink that students know, and write them on the board.

Exercise 11 And you?

 Ask students to write down their three favorite kinds of food, and three they don't like.

ANSWERS

Students' own answers.

Transportation

Exercise 12

- Students work individually or in pairs to complete the puzzle with the correct words, and find the mystery word.
- With stronger classes, you could do this as a race, for extra challenge.
- Check the answers with the class.
- Elicit other words that students know for forms of transportation, and write them on the board.

Exercise 13 And you?

Ask individual students the questions.
 Ask more questions to do with transportation, e.g., What forms of transportation would you like to try? Why?
 Which do you never want to use? Why?

ANSWERS

Students' own answers.

Geography

Exercise 14

- Read out the heading and check that students understand *qeography*.
- Students work individually or in pairs to match the words with the features.
- Check the answers with the class.

Exercise 15 And you?

- Students work individually or in pairs to name an example for each geographical feature. With stronger classes, you could do this as a race, for extra challenge.
- Elicit answers from individual students.

ANSWERS

Students' own answers.

Feelings and emotions

Exercise 16

- Students work individually or in pairs to choose the correct words.
- Check the answers with the class.
- Elicit other words for feelings and emotions that students know, and write them on the board.

Exercise 17 And you?

Ask individual students the question.
 Ask more questions to do with feelings and emotions, e.g., When do you feel annoyed? What makes you feel embarrassed? When do you get bored?

Grammar pages 6-9



Aim

To practice the simple present and present progressive, the simple past of be, and the simple past

Warm-up

- Ask individual students questions using the grammar on pages 6-7, e.g., What do you usually do on the weekend? What are you wearing today? Where were you yesterday evening? What did you do last
- Do not worry about correcting students' answers, but use their answers to get an idea of the kind and level of grammar they already know.

Simple present / Present progressive

Exercise 1

- Read out the example answer and ask: What verb form is this? (simple present) When do we use the simple present? (for things we do regularly)
- Read out the second sentence and ask: What verb form is this? (present progressive) When do we use the present progressive? (for things we're doing now)
- Students work individually or in pairs to complete the sentences with the correct verb forms.
- Check the answers with the class. Review the form and use of the simple present and present progressive if necessary.

Exercise 2

- Read through the questions with the class and check that students understand them all.
- Students write their own answers to the auestions.
- Ask some students to read out their answers. Correct any mistakes as a class.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

be: Simple past

Exercise 3

- Read through the task with the class, and check they understand it relates to the past.
- Read out the example question (but not the answer) Point out the word order
- Read out the prompt for question 1 and elicit the question from the class.

Grammar

Simple present / Present progressive

1 Complete the sentences with the simple present or present progressive form of the verbs in parentheses



- a Lucas usually # (go) to school on Tuesday morning, but today his class is visiting (visit) a museum. They are studying (study) Inca culture in history this semester, and they are looking (look) at ancient Inca. objects at the moment.
- b Sarah and Lily 190 to the movies every Saturday. They usually (watch) action movies but today they are watching (watch) a
- c A Do you play _ (you / play) the guitar? B No, I don't. But I have
 - B No, I don't I ¹⁰ prefer rock music?
- d A 11 Does Juan play (Juan / play) any sports
- B Yes, he does. He often 12 plays (play) soccer.
- A 13 le he playing (he / play) today?
- B No, he isn't. It "le raining _ (watch) TV at the He 19 is watching

2 Write answers to the questions that are true for you.

- 1 How do you usually travel to school?
- 2 How often do you go to the movies?
- 3 Do you like action movies?
- 4 What sports do you play every week?
- 5 Are you playing sports now?
- 6 What are you doing?



Oscar / be / in New Orleans / at 8 a.m. yesterday?

Orleans

- Was Oscar in New Orleans at 8 a.m. yesterday No, he wasn't. He was in New Yor
- 1 Who / be / Oscar with / at 8 a.m.? Who was Oscar with at 8 a.m.? He was with Victoria Azarenka
- 2 Where / be / they? Where were they?

be: Simple past

1:30 p.m.

4 p.m.

6 p.m.

8:30 p.m.

3 Oscar Wide is a sports journalist. Write

questions about his day yesterday. Then look

Breakfast interview with

Victoria Azarenka at the

Lunch with Terri Ray of

Sports World (the Stella

Visit Superdome Stadium

(American football) with

New Orleans Saints vs.

Atlanta Falcons football

game - Superdome, New

Monteleone Hotel

Elite Café in New York

at his schedule and answer the questions.

10:30 a.m. JFK Airport - New York

11:30 a.m. Airplane to New Orleans

restaurant)

Terri

- They were at the Elite Café in New York
- 3 What time / be / Oscar at the airport? What time was Oscar at the airport? He was at the airport at 10:30 a.m
- 4 Where / be / Oscar and Terri Ray / at 1:30 p.m.? Where were Oscar and Terri Ray at 1:30 p.m.? They were at the Stella restaurant
- 5 They / be / in the restaurant / at 4:15 p.m.? Were they in the restaurant at 4:15 p.m? No, they weren't. They were at the Superdome Stadium.
- 6 Where / be / the Saints vs. Falcons game? Where was the Saints vs. Falcons game? The game was at the Superdome
- Students work individually or in pairs to write the questions.
- Ask some students to read their questions to the class. Correct any mistakes as a class.
- Refer students to Oscar's schedule, and read out the first question again, this time with the answer.
- Read out question 1 and elicit the answer.
- Students then work individually or in pairs to look at Oscar's schedule and answer the questions.
- Check answers by asking students in turn to read out the questions, and asking other students to answer them.
- Review the form and use of the simple past of be if necessary.

Simple past

4 Complete the text with the affirmative or negative simple past form of the verbs in parentheses.

A day in my life

Sandra Carroll – Actress, currently performing in The Lion King, The Minskoff Theatre, New York

I didn't get up (not get up) late yesterday, for a change, I got up up) at about 9 a.m. After breakfast, I wrote (write) e-mails and then I played (play) my guitar. At lunchtime, I "met (meet) my friend, Kate. It was a lovely day, so we idldn't eat (not eat) lunch in a café. We bought some sandwiches and we ate (eat) them in Central Park. After lunch, 1 went (go) shopping in Greenwich Village. After that, I walked (walk) to the theater and I started (start) work at 5 p.m. After the show, didn't have (not have) dinner with the other actors. I was really tired, so I "didn't walk (take) a taxi, and then I walk) home, I 11 took (watch) my favorite TV show in bed.

5 Write questions about Sandra using the simple past. Then answer the questions.

What time / Sandra get up / yesterday? What time did Sandra get up yesterday? She got up at about 9 a.m.

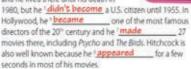
- What / she do / after breakfast?
 What did she do after breakfast?
 She wrote e-mails and played her guitar.
- 2 Who / she meet / at lunchtime? Who did she meet at lunchtime? She met her friend, Kate.
- 3 What / they buy for lunch? What did they buy for lunch? They bought some sandwiches
- 4 Where / they have lunch?
 Where did they have lunch?
 They had lunch in Central Park.
- 5 Where / she go shopping?
 Where did she go shopping?
 She went shopping in Greenwich Village.

- 6 What time / Sandra start work? What time did Sandra start work? She started work at 5 p.m.
- 7 How / she get home last night? How did she get home last night? She took a taxi (she didn't walk).
- 6 Complete the text with the simple past form of the verbs in the box.

appear become not become come go not have make not speak start

Alfred Hitchcock

Alfred Hitchcock was a great English movie director. He came from London and he started making movies in England in the 1920s and 30s. His early movies alidn't have any color – they were black and white. It was "The Silent Era" of movie history and actors alidn't speak Hitchcock went to the U.S. in 1939, and he lived there until his death in



7 Read the answers. Complete the questions.

When did Alfred Hitchcock make his firet movies?

Alfred Hitchcock made his first movies in the 1920s and 30s.

Where did he come from
He came from London.

2 When did he go to the U.S.

He went to the U.S. in 1939.

3 When did he become a U.S. citizen

He became a U.S. citizen in 1955.

4 How many movies did he make in Hollywood?

He made 27 movies in Hollywood.



- Point to the picture and ask: What do you know about Alfred Hitchcock? Who was he? What did he do? What is he well-known for?
- Ask students to read the text quickly, ignoring the gaps, to find the answers.
- Students then work individually or in pairs to complete the text with the correct form of the verbs.
- Check the answers with the class.
- Ask: Do you know any of Hitchcock's movies? Would you like to see them? Why? / Why not?

Exercise 7

- Read out the example question and answer.
- Read out the next answer and elicit the question for it.
- Students then work individually or in pairs to write the questions.
- Check the answers with the class.
- Ask individual students questions about themselves using the simple past, e.g., What did you do yesterday evening? What did you have for dinner last night? What did you do last weekend? Did you play any sports? Did you watch a movie?
- Elicit a range of answers.

seven



Simple past

Exercise 4

- With weaker classes, briefly review the form of the simple past. Write on the board: I play tennis every day. Yesterday, I ______tennis.
- Elicit the missing verb. Repeat this with some more verbs, including some irregular verbs.
- Point to the simple past sentences on the board and elicit how to make them negative.
- Students work individually or in pairs to complete the text with the correct works
- Check the answers with the class.

Exercise 5

- Read out the example question and point out the form.
- Do another example with the class if necessary.
- Students then work individually or in pairs to write the questions and answers.
- Check answers by asking students in turn to read out the questions. Correct any mistakes, then ask other students to answer them.

Aim

To practice *some / any* with countable and uncountable nouns, *a lot of / much / many / a little / a few*, present progressive for future, questions with *How long ...?* + *take*, comparative adjectives, and superlative adjectives

Warm-up

- Ask individual students questions using the grammar on pages 8–9, e.g., What is there in your bag? Is there any paper? Are there many books? How much time do you spend on the Internet every day? How many online friends do you have? What are you doing next weekend? How long does it take you to get to school? Are you taller than your parents? Who's the tallest / oldest in your family?
- Do not worry about correcting students' answers, but use their answers to get an idea of the kind and level of grammar they already know.

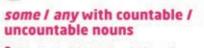
some / any with countable / uncountable nouns

Exercise 8

- Focus on the picture and elicit the names of the things in the cart.
- Ask: Which nouns are countable? Which are uncountable? Elicit the answers and discuss the difference between countable and uncountable nouns.
- Read out the example answers and check that students understand them.
- Remind students that we use some in affirmative sentences, and any in negative sentences.
- Point out the form *there is / isn't* for singular nouns, and *there are / aren't* for plural nouns.
- Students work individually or in pairs to write the sentences.
- Check the answers with the class.

Exercise 9

- Read out the example question and answer
- Students then work individually or in pairs to write questions and answers.
- Check answers by asking students in turn to read out one of the questions.
 Correct any mistakes, then ask another student to give the answer.
- Students could work in pairs to write one more question. Ask pairs in turn to read out their questions. Correct any mistakes, then ask other students to answer.



8 What food and drink is there in the cart? Check (/) or cross (X) the food items, then write a sentence about each item.



- chicken There isn't any chicken.

 carrots There are some carrots.

 yogurt There's some yogurt.
- 2 ggs There are some eggs.
 3 cheese There's some cheese.
- 4 X orange juice There isn't any orange juice.
- 5 X tomatoes There aren't any tomatoes.
- 6 Dread There's some bread.

9 Now write questions and short answers about the food and drink in the cart.

milk? "Is there any milk?" "Yes, there

1 cookies? "Are there any cookies?" "No, there aren't." 2 eggs?

"Are there any eggs?" "Yes, the

"Is there any water?" "No, there isn't."
4 potatoes?

"Are there any potatoes?" "Yes, there are."
5 ham?

"Is there any ham?" "No, there isn't."

6 tomatoes
"Are there any tomatoes?" "No, there aren't."

a lot of I much I many I a little I a few

10 Choose the correct answers.

There isn't many / much sugar in this coffee.

1 These vegetables need a few / a little salt.

- 2 How much (How many people are here?
- 3 I got a lot of / many text messages yesterday!
- 4 My brother spent a little /a few weeks in Miami last year.
- 5 Al didn't answer much / many of the questions.
 6 How much/ How many rain was there yesterday?



eight

11 Choose the correct answers.

Hi, Jimmy,
How are you? I'm on vacation, but I don't have
much!/ many free time. I spend 'much, 'a lot o'time
on the beach. I often on suring with 'a few)' a little
friends. We have 'a lot o't / many beach berbecues.
The weather is usually good, but we had 'a few / a little
rain yesterday. I don't watch 'much)' many TV because
there aren't 'a lot o't / many good shows on right
now. How 'much)' many TV do you watch? There are
'a few)' a little good concerts. Bruno Mars is coming
in August. I'm going with 'a little / a few/triends from
school. Are there "many/ much concerts in your town
this summer?

Present progressive for future

12 Write questions with the present progressive. Then answer the questions.



Where / the tour / start? Where is the tour starting? It's starting in London.

- 1 When / The Allsorts / play / in France? When are The Allsorts playing in France? They're playing in France on October 28*
- 2 How many / concerts / they / do / in the U.K.? How many concerts are they doing in the U.K.? They're doing two concerts in the U.K.
- 3 Where / they / play / in Manchester? Where are they playing in Manchester? They're playing at The Arena.
- 4 Where / they / go / after Spain? Where are they going after Spain? They're going to Portugal.
- 5 Where / the tour / finish?
 Where is the tour finishing?
 It's finishing in Lisbon, Portugal
- 6 How many cities / they / visit / in Europe? How many cities are they visiting in Europe? They're visiting five cities.

a lot of / much / many / a little / a few

Exercise 10

- Do this exercise with the class. Elicit the correct answer in each case and ask: Why?
- Use the sentences to discuss the rules for how each word or expression is used.

Exercise 11

- Students work individually or in pairs to choose the correct words.
- Check the answers with the class, and discuss why the other answers are incorrect in each case.

Present progressive for future

Exercise 12

- Give students time to read through the information on The Allsorts.
- Point out that the dates refer to next October and November, so the tour is in the future.
- Read out the example question and answer. Elicit that we use the present progressive for future events when the events are arranged and will definitely happen.
- Students work individually or in pairs to write the questions and answers.
- Check answers by asking students in turn to read out one of the questions.
 Correct any mistakes, then ask another student to give the answer.



How long ...? + take

13 Write questions. Then answer the questions.

How long / fly from New York City to Los Angeles? (6 hours) How long does it take to fly from New York City to Los Angeles? It takes 6 hours.

- How long / drive from Los Angeles to San Francisco? (6 hours 30 minutes)
- 2 How long / travel by airplane from Los Angeles to Mexico City? (3 hours 35 minutes)
- 3 How long / go from Los Angeles to Washington, D.C. by bus? (2 days)
- 4 How long / travel by train from New York City to Washington, D.C.? (3 hours)
- 5 How long / travel by taxi from JFK Airport to Manhattan? (30 minutes)

Comparative adjectives

- 14 Complete the sentences with the comparative form of the adjectives in parentheses.
 - Florida is hotter (hot) than Chicago.

 1 The planet Mars is smaller (small) than the Earth.

 2 The weather today is better (good) than yesterday.

 3 Traveling by train is more relaxing (relaxing) than traveling by car.

 4 Biology is sasier (easy) than physics.

 5 Phone calls are more expensive (expensive)
 - than text messages.

 6 Los Angeles is <u>farther / further</u> (far) from New York City than Toronto.
 - 7 Is New York City bigger (big) than Washington, D.C.?

Superlative adjectives

15 Complete the sentences with the superlative form of the adjectives. Then write true answers.

	Who is t	he <u>youngest</u>	(youn	g) person
	in your			
	My sist	ter. She's 6 years o	ld.	
1	What is	the most difficult	(difficult)	subject for

- you at school?

 2 What is the easiest you at school? (easy) subject for you at school?
- you at school?

 3 Who is the best country? (good) singer in your
- 4 What was the worst (bad) movie you saw last year?

- 5 What is <u>the most famous</u> (famous) tourist attraction in your country?
- 6 What is the prettiest (pretty) area of your town?
- 7 Who is the tallest (tall) person in your family?
- 8 What is <u>the most interesting</u> (interesting) show on TV?
- 16 Complete the quiz with the comparative or superlative form of the adjectives in parentheses. Are the statements true (T) or false (F)? Write a check mark (/).



How long ...? + take

Exercise 13

- Read out the example question and answer. Check that students understand everything.
- Read out the next prompt and elicit the question and answer.
- Students work individually or in pairs to write the questions and answers.
- Check the answers with the class.
- Ask students to work in pairs and write one more question using How long ...? + take.
- Ask pairs in turn to read out their questions. Correct any mistakes, then ask other students to answer.

ANSWERS

- 1 How long does it take to drive from Los Angeles to San Francisco? It takes 6 hours 30 minutes.
- 2 How long does it take to travel by airplane from Los Angeles to Mexico City? It takes 3 hours 35 minutes.
- 3 How long does it take to go from Los Angeles to Washington, D.C. by bus? It takes 2 days.
- 4 How long does it take to travel by train from New York City to Washington, D.C.? It takes 3 hours.
- 5 How long does it take to travel by taxi from JFK Airport to Manhattan? It takes 30 minutes.

Comparative adjectives

Exercise 14

- Read out the adjectives in parentheses, and check that students understand them all.
- Read out the example sentence and check that students understand it. Remind students that we use comparative adjectives to compare two people or things.
- Elicit any rules that students know about comparative adjectives.
- Students work individually or in pairs to complete the sentences.
- Check answers with the class, pointing out the spelling changes in easier, further, and bigger.
- Review the rules for the form and use of comparative adjectives in detail if necessary.

Superlative adjectives

Exercise 15

- Read out the adjectives in parentheses, and check that students understand them all.
- Read out the example sentence and check that students understand it.
 Remind students that we use superlative adjectives to compare more than two people or things.
- Elicit any rules that students know about superlative adjectives.
- Point out the use of *the* before superlative adjectives.
- Students work individually or in pairs to complete the sentences.
- Check the answers with the class.
- Students then write true answers.
- Review the rules for the form and use of superlative adjectives in detail if necessary.

Exercise 16

- Point out to students that in each sentence they must choose between a comparative and superlative adjective.
- Students work individually or in pairs to complete the quiz with the correct comparative or superlative forms.
- Check the answers with the class.
- Students then work individually or in pairs to guess whether the sentences are true or false.
- Check answers with the class and see who got the most correct answers.

			-	
Λ	NIC	W	н	o c

ANSWERS			
1	False	5	True
2	True	6	True
3	True	7	True
4	True	8	True

1 You must have a ticket

Grammar

must (affirmative and negative) Compounds: some- / any- / no-Compounds: every-

Vocabulary

Places around town

Communication

Asking for and giving directions

Skills

Reading: A poster about the Color Run Listening: A conversation about the Color Run

Speaking: Giving directions

Writing: An e-mail giving directions

Topics and values

Science and technology; Tolerance and respect; Outdoor activities

Presentation pages 10–11



To present the new language in an interesting context

Warm-up

• Ask students to look at the pictures. Ask: What are the people doing? Read out the title *Urban Adventures* and ask: *Why* do you think the people are all looking at their phones? What do you think an Urban Adventure is? Elicit a range of ideas.

Background notes

- The Rocky Statue is a statue of the character Rocky Balboa from the Rocky movies. The statue stands in front of the Philadelphia Museum of Art – a location that became famous because of its appearance in the movies.
- SoHo is a district of Lower Manhattan, in New York City. It is known for its range of small shops and art galleries.
- Washington, D.C. is the capital of the United States and home to the central government of the United States.
- The CIA (Central Intelligence Agency) is the U.S. secret service. The CIA Museum is an archive of the history of intelligence-gathering in the U.S.
- The Congress Library is a research library which serves the United States Congress, the government of the U.S.



Exercise 1 Read and listen 1.03



- Play the audio. Students read and listen. Ask: What is an Urban Adventure game? Check that students have understood the basic idea of the games. Students then match the cell phones with the cities.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the text. Make sure that students understand the meaning of the words.

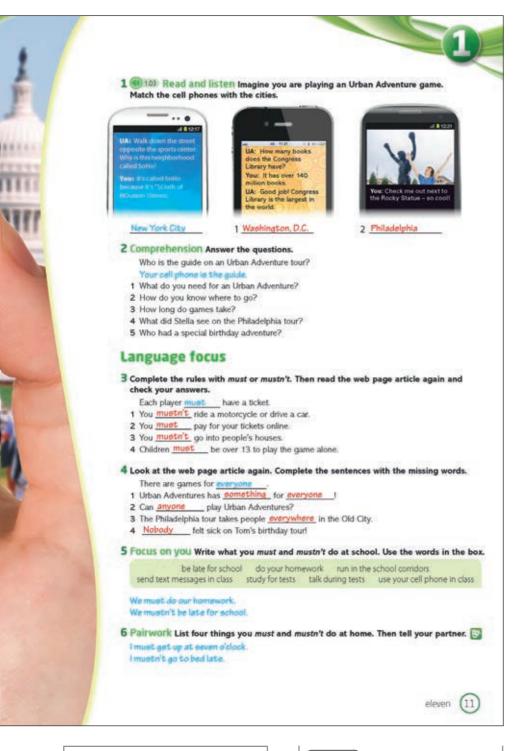
Audioscript Student Book page 10

Exercise 2 Comprehension

- Students read the text again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class. Correct any mistakes.

ANSWERS

- 1 You need comfortable shoes and a cell phone with a camera.
- 2 You go to the starting point and activate your phone. Then you receive instructions on your phone.
- Games take two to three hours.
- She saw the Old City, an old church, and the Rocky Statue.
- 5 Tom



Extra activity

- Write these sentences on the board.
 - 1 You can play urban games against other teams of people.
 - 2 Sometimes you must take pictures as part of the game.
 - 3 You can walk, or travel by car.
 - 4 Some people felt sick on Tom's tour.
 - 5 Sofia didn't enjoy visiting the Congress Library.
- Students read the text again and decide if the sentences are true or false. Ask them to correct the false
- Check the answers with the class.

ANSWERS

- 1 True
- 2 True
- 3 False. You mustn't use a car.
- 4 False. Nobody felt sick.
- 5 False. The Congress Library was awesome.

Consolidation

• Tell students that, as this unit is all about places around town, they should start a new page in their vocabulary notebooks for words related to this topic, then add all the new vocabulary on this topic to it as they work through the unit. Tell them to note down verbs, e.g., visit, as well as nouns.

Language focus page 11



Aim

To practice the target language in a controlled and personalized context

Exercise 3

- Students complete the rules with the correct words, then check their answers
- Check the answers with the class. Make sure that students understand the meaning of the sentences with *must* and mustn't.

Exercise 4

- Students find the sentences in the text and complete them with the correct words
- Check the answers with the class. Make sure that students understand the meaning of all the sentences.

Exercise 5 Focus on you

- Read through the phrases in the box with the class, and make sure that students understand them all. Flicit one or two sentences with must and mustn't Students then write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes as a class. Elicit further sentences of what students must and mustn't do at school.

SUGGESTED ANSWERS

We mustn't run in the school corridors. We mustn't send text messages in class. We must study for tests. We mustn't talk during tests. I mustn't use my cell phone in class.

Exercise 6 Pairwork

- Elicit one or two ideas from the class. Students then write their own ideas.
- Put students into pairs to tell their partner what they must and mustn't do.
- Ask some students to tell the class what their partner must and mustn't do at home. Ask: Which rules do you agree with? Which rules don't you agree with?

ANSWERS

Students' own answers.

Consolidation

• Tell students that they could write some rules for themselves to help them remember must and mustn't, e.g., I must clean my bedroom. I mustn't stay up too late.

Vocabulary page 12

Places around town

Aim

To present and practice vocabulary for places around town

Grammar PowerPoint presentation Unit 1

Warm-up

- With books closed, ask: What places are there in your town or city?
- Elicit a few answers, then put students into pairs. Give them two minutes to write down as many places in towns and cities as they can. Tell them they can use their dictionaries to help.
- Write the students' ideas on the board, and tell them that they are going to learn more words for places around town

Exercise 1 (%) 1•04

- Students work individually or in pairs to match the words with the places on the map.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Teacher's Book page 108

Exercise 2 Pronunciation (§) 1.05

- Go through the Look! box with the class. Check that students understand the meaning of the nouns.
- Play the audio. Students listen and notice the pronunciation of the letter r.
- Play the audio again, pausing after each word for students to repeat chorally, then individually

Audioscript Student Book page 12

Extra activity

• As a class, brainstorm other words that have the letter r in them. Write them on the board and elicit the pronunciation. Put students into pairs and ask them to write a sentence containing as many *r* sounds as they can. Students can swap sentences with another pair and practice saying the sentence they are given. Ask some students to say their sentences for the class.

Exercise 3 (%) 1.06

- Students work individually or in pairs to complete the sentences.
- Play the audio. Students listen and check their answers.

Audioscript Teacher's Book page 108



Exercise 4 Pairwork

- Ask two confident students to read out the example dialogue.
- Elicit a similar dialogue for the bank.
- Students work in pairs to ask and answer the questions about the places.
- Ask some students to tell the class where the places are.

Consolidation

• Advise students to note down the new vocabulary with other vocabulary for places around town from the previous class in their vocabulary notebooks.

Workbook page 4 **Online Workbook Extra practice**

Grammar page 13

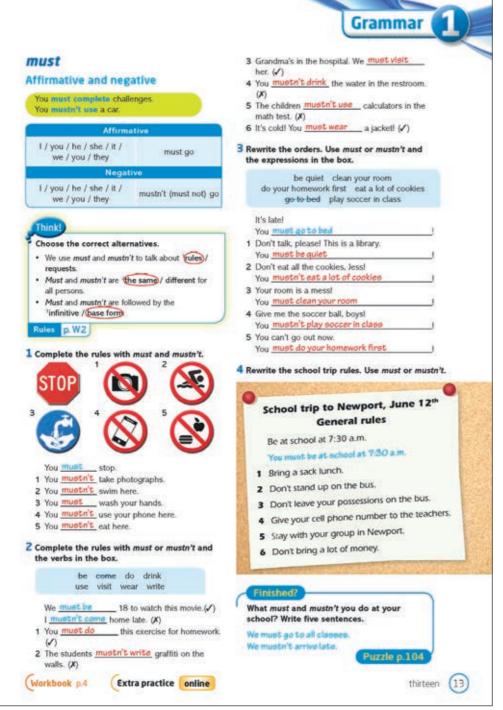


To present and practice the affirmative and negative forms of must

Grammar PowerPoint presentation Unit 1

Warm-up

• Ask: What can you remember about *Urban Adventures? Which cities did the* people visit? What did they see? Elicit a few ideas, then ask: What are the rules? Can you drive a car? Can young children play? Elicit some sentences with must and mustn't, and write them on the board. Underline must and mustn't, and tell students they are going to study these verbs in more detail now.



must (affirmative and negative)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W2.

Rules page W2

Exercise 1

- Students complete the rules with the correct words.
- Check the answers with the class.

Extra activity

- Ask: Where do you see signs like this, telling you what you must and mustn't do? Elicit ideas and write them on the board, e.g., a library, museum, hospital.
- Students work in pairs and draw a sign telling people what they must or mustn't do in one of these places.
 Pairs swap signs with another pair and write a sentence based on the sign.

ANSWERS

Students' own answers.

Exercise 2

- Students complete the rules with *must* and *mustn't* and the verbs in the box.
- Check the answers with the class. Make sure that students understand all the sentences

Exercise 3

- Read out the example answer and elicit another example from the class. Students then write the orders.
- Check the answers with the class.

Extra activity

- Read out the example answer from exercise 3 again (You must go to bed!).
 Say: You mustn't stay up late!
- Students work in pairs and write another sentence with *must* or *mustn't* for the rules in exercise 3. Tell students that there is more than one correct answer for some sentences and that they can use their imagination!

SUGGESTED ANSWERS

- 1 You mustn't talk / make a noise!
- 2 You must leave some cookies for other people!
- 3 You mustn't leave your room in a mess!
- 4 You must listen to the teacher in class!
- 5 You mustn't forget to do your homework!

Exercise 4

- Students work individually or in pairs to rewrite the rules.
- Check the answers with the class.

ANSWERS

- 1 You must bring a sack lunch.
- 2 You mustn't stand up on the bus.
- 3 You mustn't leave your possessions on the bus.
- 4 You must give your cell phone number to the teachers.
- 5 You must stay with your group in Newport.
- 6 You mustn't bring a lot of money.

Finished?

- Students write rules about their school.
- Students can compare their answers in pairs.
- Alternatively, ask some students to read their rules out to the class. Ask other students which rules they agree with, and which they would like to change.
- Once students have finished this activity, they can go on to do the puzzle on page 104.

ANSWERS

Students' own answers.

Consolidation

• Suggest to students that to help them learn these verb forms, they could write a set of personal rules for themselves, e.g., You mustn't eat chocolate. / You must exercise every day.

Workbook page 4
Online Workbook Extra practice

Communication page 14



Asking for and giving directions

Aim

To present and practice asking for and giving directions

Warm-up

- With books closed, tell students they learned fifteen words for places around town earlier in this unit. Put them into pairs and give them two minutes to remember as many words as they can.
- Write students' ideas on the board. Check that students understand all the words. See which pair remembered the most words. Brainstorm other words as a class.

Exercise 1 (%) 1.07

- Play the audio for students to listen and complete the directions.
- Play the audio again for students to check their answers.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the Learn it, use it! chart with the class. Check that students understand all the phrases.
- Go through the Look! box with the class. Point out that Go up ... and Go down ... have the same meaning if a street is flat, but if there is a hill, we use Go up ... for going up the hill and Go down ... for going down the hill.

Audioscript Teacher's Book page 108

Exercise 2 (9 1**.**08

- Play the audio. Students listen and follow the directions on the map to find the correct destinations.
- Play the audio again if necessary for students to check their answers.

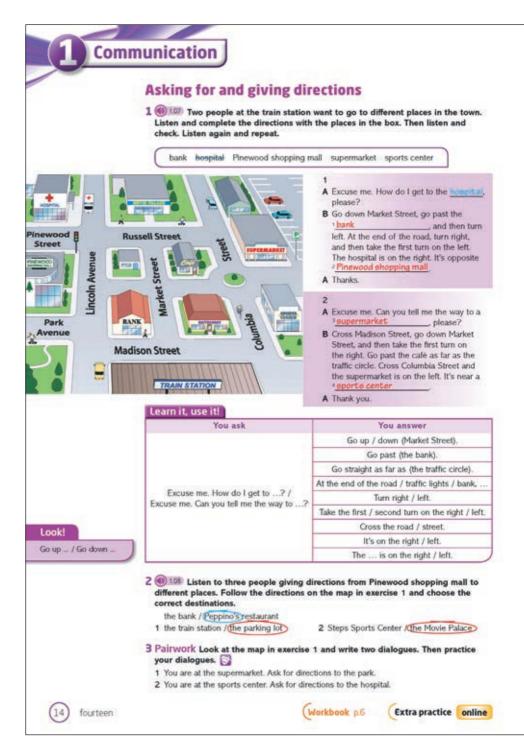
Audioscript Teacher's Book page 108

Exercise 3 Pairwork

- Point to the bank on the map in exercise 1. Demonstrate the activity by asking a confident student: Excuse me, can you tell me the way to the sports center, please? Elicit directions. Other students can help out with the directions if necessary.
- Students work in pairs to write two dialogues asking for and giving directions. They then practice their dialogues.
- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

ANSWERS

Students' own answers.



Extra activity

- Tell students to choose another starting point on the map. Ask them to work in pairs again and ask for and give directions to another place on the map
- Ask some pairs to perform their dialogues for the class. See if other students can guess the starting place.

Extra activity

• Choose some places that are near the students' school. Ask students for directions to the places. Other students can help out with the directions.

Consolidation

• Suggest to students that they could imagine they are at a central place in their town or city. They could record on their cell phones requests for directions to different places, then practice listening to them and responding with directions.

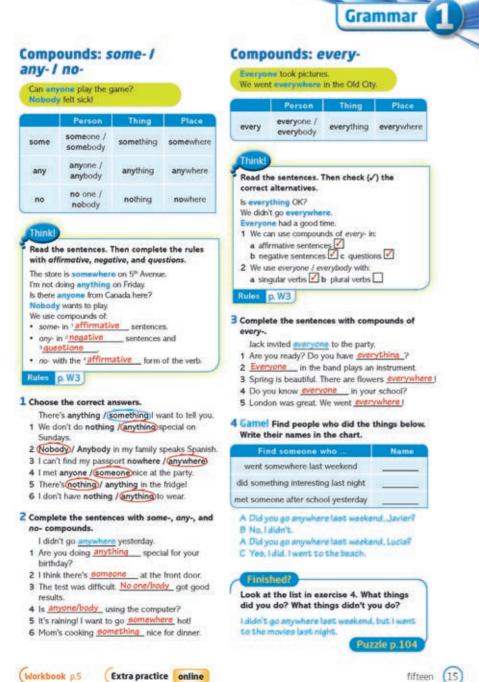
Workbook page 6 Online Workbook Extra practice

Grammar page 15



To present and practice compounds with some-, any-, no-, and every-

Grammar PowerPoint presentation Unit 1



Warm-up

- Refer students back to the text on page 10. Ask: What kind of tour did Tom take? Elicit the answer, then ask: Did anybody feel sick?
- Elicit the answer, then ask: Does anybody in this class want to go to New York City? Does anybody want to go to Washington, D.C.? Continue asking about different places. As students answer, write sentences on the board using somebody and nobody, e.g., Somebody wants to go to New York City. Nobody wants to go to (Boston).
- Underline *somebody* and *nobody* and ask students to translate the sentences into their own language.

Compounds: some- / any- / no-

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and complete the rules with the correct words.
- Check the answers with the class.
- Reinforce the rules by pointing out that we use anybody / anyone in questions, NOT somebody / someone.
- Refer students to the rules on page W3.

Rules page W3

Exercise 1

- Students choose the correct words.
- Check the answers with the class.

Exercise 2

- Students complete the sentences with the correct words.
- Check the answers with the class.

Compounds: every-

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and check the correct alternatives in the rules.
- · Check the answers with the class.
- Refer students to the rules on page W3.

Rules page W3

Exercise 3

- Students complete the sentences with the correct compounds.
- Check the answers with the class.

Exercise 4 Game!

- Read through the instructions with the class.
- If you have time, you could add a few more sentences to the chart (went somewhere interesting last summer, watched something funny on TV last night, met someone last weekend).
- With weaker classes, elicit all the guestions students need to ask.
- Put students into groups of five or six.
 Give them two minutes to ask and answer questions.
- Ask: Who found someone for all the questions?

ANSWERS

Students' own answers.

Finished?

- Students write sentences that are true for them about the things in exercise 4.
- Ask one or two students to read their sentences to the class. Ask other students to say if the sentences are also true for them.
- Once students have finished this activity, they can go on to do the puzzle on page 104.

ANSWERS

Students' own answers.

Consolidation

 Tell students that they should monitor their own use of grammar points such as this. Tell them that if they make mistakes, they can look at the rules again and re-do the exercises in their book for extra practice.

Workbook page 5
Online Workbook Extra practice

Skills pages 16–17



Reading

Aim

To read and understand a poster about a fun run in Australia

Warm-up

- Point to the pictures and ask: What do they show? What are the people doing? Do you think they are having fun?
- Elicit that the pictures show a running event. Ask: Do you ever take part in runs? Are there runs or marathons in your town or city? Would you like to take part one day? Why? / Why not?

Background notes

- The Color Run is a fun 5 km run that takes place each year in the U.S., South America, Australia, Europe, and Asia. The first event took place in 2012 in Phoenix, Arizona, with the aim of encouraging professional runners and amateurs to run together just for pleasure. The run is not timed, and there are no prizes, so the aim is purely to enjoy running and being showered in colored paint powders along the way.
- Adelaide is the capital of the region of South Australia, and is the fifth largest city in Australia.

Exercise 1 (%) 1.09

- Check that students understand charity and paint. Pre-teach the atmosphere (= the general mood in a place).
- Read the My reading skills box with the class.
- Read through the chart with the class and discuss what kind of information students are looking for in each gap.
- Play the audio. Students read and listen and complete the chart.
- Check the answers with the class.

Audioscript Student Book page 16

Exercise 2

- Give students time to read through the questions. Check that they understand participated and competitor.
- Students read the poster again and answer the questions. Encourage students to write full sentences in their
- Students can compare their answers in pairs.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the poster. Make sure that students understand the meaning of the words.



ANSWERS

- 1 10,000 people participated in the run.
- 2 He wanted to go on an African safari.
- 3 Thirteen students from Lucy's class participated.
- 4 It was cloudy.
- Competitor 1,299 completed the race in a wheelchair.
- You must register online.
- Students' own answers.

Extra activity

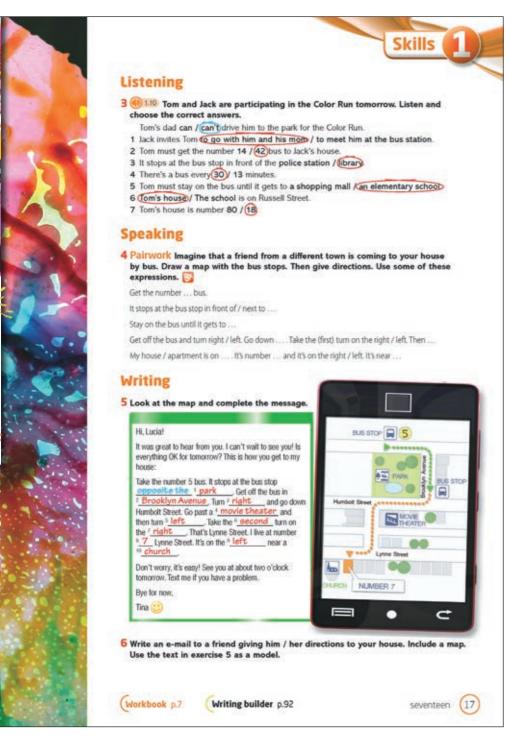
- Write these sentences on the board.
 - 1 You must be 10 years old to do the Color Run.
 - 2 The Color Runs take place in different countries on the same day.
 - 3 Peter is not sick now.
 - 4 Everyone was disappointed because the weather wasn't good.

- 5 You must complete the race as quickly as you can.
- Students read the poster again and decide if the facts are true, false, or not mentioned.
- Check the answers with the class.

- 1 False. It's for people of all ages.
- 2 Not mentioned.
- 3 True.
- 4 False. Nobody cared.
- 5 False. It isn't really a race.

Extra activity

Ask students to imagine they took part in the Color Run this year. Ask them to write a short paragraph about their experiences. Students can compare their answers in pairs.



Listening

Aim

To listen to two teenagers making arrangements to take part in the Color Run

Warm-up

- Briefly review numbers by asking students to say numbers from 1 to 30 around the class, with each student saying a number in turn. Repeat the activity with students counting in tens from 10 to 100. If students struggle, repeat both activities, starting with a different student each time.
- Write on the board these pairs of numbers: 13/30, 14/40, 15/50, 16/60.
 Model pronunciation of the pairs, and get students to repeat.

 Ask: When you want to go somewhere with your friends, how do you usually get there? Do you get the bus? Do your parents drive you? How do you prefer to travel? Why?

Exercise 3 🚳 1.10

- Give students time to read the questions. Check that they understand everything.
- Play the audio. Students listen and choose the correct answers.
- Check the answers with the class.

Audioscript Teacher's Book page 108

Speaking

Aim

To practice giving directions

Exercise 4 Pairwork

- Read the instructions with the class.
- Read through the expressions with the class, and check that students understand them all.
- Draw a model map on the board, with a bus stop and a building marked as 'my apartment'. Elicit directions to the apartment.
- Students draw their maps. They then work in pairs to give directions to their house or apartment.

ANSWERS

Students' own answers.

Writing

Aim

To write an e-mail to a friend giving directions

Writing builder

 Ask students to turn to the Writing builder on page 92/C1. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 5

- Ask students to read the message quickly, ignoring the gaps. Ask: What time are Tina and Lucia meeting tomorrow? (two o'clock)
- Students complete the message with the correct words.
- Check the answers with the class.

Exercise 6

- Students write an e-mail giving directions to their house or apartment.
- With weaker classes, write the first sentence of the e-mail on the board and elicit two or three more sentences to continue it. Write these on the board. Students can then continue the e-mail themselves.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class.

ANSWERS

Students' own answers.

Consolidation

 Suggest to students that they could practice writing e-mails or short notes with directions to other places where they might meet friends, e.g., a movie theater, café.

Writing builder page 92/C1 Workbook page 7 Online Workbook Extra practice Unit test Worksheets DVD

2 Everyone has to clean the house

Grammar

have to (affirmative and negative, yes / no questions and short answers)

mustn't / don't have to

Gerunds

Verb + -ing form

Vocabulary

Housework

Communication

Asking for permission

Skills

Reading: A web page about a summer camp

Listening: A description of a summer camp

Speaking: Talking about rules on a school trip

Writing: An e-mail describing a school trip

Topics and values

Family; House and home; Personal organization; Sport; Outdoor activities; Vacations

Presentation pages 18–19

To present the new language in an interesting context

Warm-up

• Ask students to look at the pictures. Ask: What's the boy doing? Does he look happy? Read out the title My Top Five Worst Chores. Check that students understand chores, then ask: Do you do these chores at home? Elicit a range of answers.

Exercise 1 Read and listen 🚳 1-11

- Read through the headings with the class, and check that students understand them all.
- Play the audio. Students read and listen, and match the headings with the sections
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the web page. Make sure that students understand the meaning of the words.

Audioscript Student Book page 18



Exercise 2 Comprehension

- Students read the web page again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class. Correct any mistakes.

ANSWERS

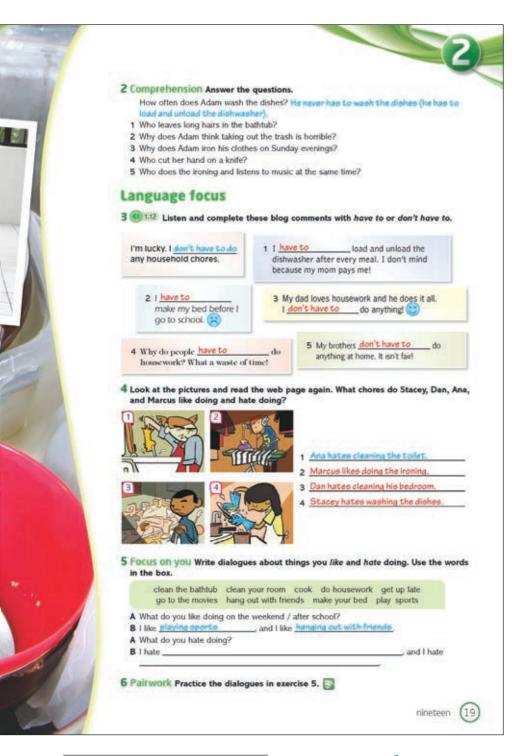
- 1 Adam's sister leaves long hairs in the bathtub.
- 2 He thinks it's horrible because the trash bags smell terrible. Sometimes the trash falls out of the bag and he has to pick it up.
- 3 He irons his clothes on Sunday evenings so that he doesn't look messy for school on Monday.
- Stacey cut her hand on a knife.
- Marcus does the ironing and listens to music at the same time.

Extra activity

- Write these gapped sentences on the board.
 - 1 Adam likes to start with the chore he _ the most.
 - 2 Adam's_ _ has to put the clean dishes away.
 - 3 No one in Adam's family enjoys cleaning the _
 - 4 Adam doesn't like the noise when he
- Students read the web page again and complete the sentences with one word in each space.
- Check the answers with the class.

ANSWERS

- 1 hates
- 3 bathroom
- 2 sister
- 4 vacuuming



Consolidation

• Tell students that, as this unit is all about household chores, they should start a new page in their vocabulary notebooks for words related to this topic, then add all the new vocabulary on this topic to it as they work through the unit. Tell them to note down useful adjectives, e.g., terrible, horrible, as well as words for the chores.

Language focus page 19



To practice the target language in a controlled and personalized context

Exercise 3 (%) 1.12

- Give students time to read through the bloa comments.
- Play the audio. Students listen and complete the comments.
- Check the answers with the class. Make sure that students understand all the comments.

Audioscript Teacher's Book page 108

Extra activity

• Ask students to write their own blog comment. Students can compare their comments in pairs. Ask some students to read their comments to the class. Ask other students: Do you agree? Is this true for you, too?

Exercise 4

- Focus on the first picture and ask: What's she doing? Does she like doing this? Read out the example answer.
- Students look at the pictures and write sentences about what the people like or hate doing.
- Check the answers with the class. Make sure that students understand the meaning of all the sentences.

Exercise 5 Focus on you

- Model the example dialogue with a confident student, eliciting expressions to complete the sentences. Make sure that students understand they must change the verbs in the box to their -ing form.
- Students work in pairs to prepare their dialogues.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students practice their dialogues in pairs.
- Ask some pairs to perform their dialogues for the class.

Consolidation

• Tell students that they could add some sentences about what they like and hate doing to their list of chores in their vocabulary notebook.

Vocabulary page 20

Housework

Aim

To present and practice vocabulary for housework

Grammar PowerPoint presentation Unit 2

Warm-up

- With books closed, ask: What chores do you do at home? What chores does your mom / dad do?
- Elicit a few answers, then put students into pairs. Give them two minutes to write down as many household chores as they can. Tell them they can use their dictionaries to help.
- Write the students' ideas on the board, and tell students they are going to learn more words for housework.

Exercise 1 (9 1-13

- Students work individually or in pairs to match the expressions with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

Audioscript Teacher's Book page 108

Exercise 2 🚳 1.14

- Read the My listening skills box with the class
- Play the audio. Students listen and complete the sentences with the correct expressions.
- Play the audio again if necessary, for students to check and complete their answers
- Check the answers with the class.

Audioscript Teacher's Book page 108

Extra activity

- Mime doing the vacuuming and ask: What am I doing? The first student to say the correct answer gets a point.
- Ask a student to choose another chore and mime it. Students race to guess the correct answer.
- Continue playing the game until all the expressions have been practiced.
- With stronger students, you could write the expressions from exercise 1 on the board, then play the game with books closed. See who has the most points at the end.



Housework

1 @3.133 Match the expressions in the box with the pictures. Then listen and repeat.

clean my bedroom clean the bathroom do the cooking do the ironing do the laundry do the vacuuming feed the dog foad / unload the dishwasher make my bed set / clear the table take out the trash wash the dishes





1 take out the trash



2 wash the dishes



3 clean the bath











8 clean my bedroom



9 make my bed

7 He always feeds



10 do the laundry

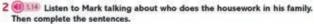


11 do the cooking

My listening skills

Collocations

Many verbs and nouns go together naturally, e.g., do chores, make the bed It is useful to note down these word partners or collocations, and learn them together.



Mom usually does the cooking 1 She always does the ironing

2 Dad often does the vacuuming 3 He sometimes cleans the kitchen

4 Lalways make my bed in the morning 5 I usually <u>set the table</u> before dinner 6 Luke sometimes loads the dishwasher after dinner.

3 Pairwork Ask your partner about who does the housework in his / her family. Use the expressions in exercise 1. [3]

our dog, Snoopy.

A Who does the housework in your family?

B. Well, my mom usually dose the cooking, but my dad ...

A What housework do you do?

B. I always make my bed and I usually ...



twenty







Exercise 3 Pairwork

- Ask two confident students to read out the example dialogue.
- Work with a confident student to elicit another example dialogue.
- Students work in pairs to ask and answer the questions about the housework in their house.
- Ask some students to tell the class what they learned about their partner.

Consolidation

• Advise students to note down the new vocabulary with other vocabulary for housework from the previous class in their vocabulary notebooks.

Workbook page 10 **Online Workbook Extra practice**

Grammar page 21



Aim

• To present and practice the affirmative and negative forms of have to, and yes / no questions and short answers

Grammar PowerPoint presentation Unit 2

Warm-up

• Ask: What can you remember about Adam? What chores does he have to do? Elicit some sentences with have to and doesn't have to, and write them on the board. Underline have to and doesn't have to, and tell students they are going to study these verbs in more detail now.



have to

Affirmative and negative

I have to wash the dishes.
I don't have to clean the bathroom.

	Affirmative	Negative
I / You / We / You / They	have to work.	don't have to work.
He / She / It	has to work.	doesn't have to work.

Think

Read the rules and choose the correct

- · We use have to to talk about obligations.
- . We use don't have to to say that it isn't necessary to do something.
- · Have to and don't have to are followed by the -ing form / base form of the main verb

Rules p. W8

1 Complete the sentences with the affirmative (/) or negative (X) form of have to.

On school days, Liam has to get up at 7:45 a.m. (/)

- 1 Liam and his sister, Rosie, have to
- walk to school. (/) 2 They don't have to walk home after school. Their mom takes them home. (X)
- 3 Liam doesn't have to do his homework in
- the afternoon. He usually watches TV. (X) set the 4 In the evening, he has to table for dinner. (1)
- 5 He doesn't have to clear the table. That's Rosie's job! (X)
- 6 On school days, Liam has to bed at nine thirty. (/)

2 Do you have to do these things on school days or on weekends? Write affirmative or negative sentences.

get up early?

On school days I have to get up early. / I don't have to get up early on weekend

- 1 make your bed?
- 2 do chores?
- 3 go to bed before 10 p.m.?
- 4 cook dinner?
- 5 do your homework?
- 6 stay home in the evening?

(Workbook p.10





yes / no questions and short answers

Do you have to do a lot of chores?

	Short answers			
yes / no questions	Affirmative	Negative		
Do I / you have to work?	Yes, you / I do.	No, you / I don't.		
Do we / you / they have to work?	Yes, you / we / they do.	No, you / we / they don't.		
Does he / she / it have to work?	Yes, he / she / it does.	No, he / she / it doesn't.		
Rules p. W8				

3 Write questions with the correct form of have to. Then write true answers

you / wear a uniform to school? Do you have to wear a uniform to school? No. I don't

- 1 you / go to school on Saturday?
- 2 your parents / work on the weekend?
- 3 you / help with the housework at home?
- your best friend / walk to school?
- 5 you / do a lot of homework?
- 6 your best friend / study in the afternoon?

4 Complete the note with the correct form of have to and the verbs in parentheses.

I can't come to computer club this afternoon, I have to go (90) to the dentat (2) and then I have to help (help) Man cook dinner. It's Dad's birthday teday!

Do you have to do (you / dir) anything t Do you want to come to my house? You can come for haich because Alom * doesn't have to work (not work).

I * have to finish (finish) my geography I have to finish (finish) my geography project in the morning, but I don't have to do (not do) any homework in the afternoon, so we can watch monic or play video games. Please say yes, Flor! You _(come)! (3) Carola

Finished?

Write five things you have to or don't have to do at home. Then compare lists with a partner.

I have to take the dog for a walk every eve Puzzle p.104





have to (affirmative and negative, yes / no questions and short answers)

Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart with the class.
- Students read the Think! box and choose the correct words.
- Check the answers with the class.
- Refer students to the rules on page W8.

Rules page W8

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Read out the example sentences. Make sure students understand they should write two sentences for each chore.
- Students write their sentences.
- Ask some students to read their sentences out to the class. Ask other students: What about you? Is this true for you?

ANSWERS

Students' own answers.

Extra activity

• Ask students to note down all the chores they have to do. Ask: Who has to do a lot of chores? / Who doesn't have to do many chores? Ask students to read out their lists, and discuss as a class who does the most / fewest chores.

Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with
- Refer students to the rules on page W8.

Rules page W8

Exercise 3

- Read out the example questions and answers
- Students write the questions.
- Ask some students to read out their questions. Correct any mistakes as a class. Students then write answers to the questions that are true to them.
- Students can ask and answer the questions in pairs.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

- 1 Do you have to go to school on Saturday?
- 2 Do your parents have to work on the weekend?
- 3 Do you have to help with the housework at home?
- 4 Does your best friend have to walk to school?
- 5 Do you have to do a lot of homework?
- 6 Does your best friend have to study in the afternoon?

Exercise 4

- Students work individually or in pairs to complete the note with the correct verh forms
- Check the answers with the class.

Finished?

- Students write five things they have to or *don't have to* do at home. They can compare their lists in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 104.

ANSWERS

Students' own answers.

Consolidation

• Suggest to students that to help them learn these verb forms, they could use their cell phone to record some of the questions from exercise 3, or some other questions about chores. They could then practice answering the questions and adding more information.

Workbook page 10 **Online Workbook Extra practice**

Communication page 22





Aim

To present and practice asking for permission

Warm-up

• Focus on the picture and ask: Who do vou think the people are? What are they talking about? What do the airls want to do? What does their mom want? Elicit some answers, then ask: What do you think the girls are saying? What do you think their mom is saying? Elicit a range of answers

Exercise 1 (%) 1.15

- Play the audio for students to listen and complete the dialogues.
- Play the audio again for students to check their answers.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the Learn it, use it! box with the class. Check that students understand all the phrases.
- Go through the Look! box with the class, and ask students to find the verbs in the dialogues. Ask: Who uses "can"? Who are they speaking to? (Lisa uses "can" to her mom.) Who uses "may" and "could"? Who are they speaking to? (Dan uses "could" to a friend, and Jack uses "may" to his teacher.)

Audioscript Teacher's Book page 108

Exercise 2 (%) 1.16

- Play the audio. Students listen and complete the chart.
- With weaker classes, play the audio once for students to note the requests, then play it again for them to check or put a cross.
- Check the answers with the class.

Audioscript Teacher's Book page 109

Exercise 3 Pairwork

- Read out the first situation to the class. Ask: What do you say to your dad? Elicit a few ideas, then ask: What does your dad say? Elicit a few ideas.
- Students work in pairs to write their dialogues.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Students practice their dialogues in pairs.
- Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.



Asking for permission

1 @ 150 Listen and complete the dialogues with the phrases in the box. Listen and check. Then listen again and repeat.



Yes, of course you can.



Could I borrow_your cell phone, Mark? I forgot my phone today and I have to call my mom. Sorry, Dan, but I don't have any credit on my phone. Ask Tina.

No, I'm sorry, you can't, Lisa. You have to go to bed now.

Oh ... can I watch it on the computer tomorrow?

Jack Mrs. Greene

May I go to the bathroom, please, Mrs. Greene? Yes, of course, lack, but come back to class immediately. Don't talk to your friends in the hall! OK. Thanks

May and could are more polite than can.

Learn it use itl

You ask	You answer
Can I (watch this movie), please?	Yes, (of course) you can. / No, (I'm sorry,) you can't.
Could I (borrow your cell phone), please?	Yes, of course. / (I'm) sorry, but
May I (go to the bathroom), please?	Yes, of course. / (I'm) sorry, but

2 @ 136 Listen to four teenagers asking for permission to do things. Complete the chart with their requests. Then check (√) if they get permission or put a cross (X) if they don't get permission.

Request for permission	Reply
Joe wants to use the computer.	
1 Olivia wants to go bowling	X
2 Tom wants to use the phone	V
3 Lucia wants to borrow Hugo's bike	X

3 Pairwork Write dialogues for these situations. Then practice your dialogues. 🛜

- 1 You ask your dad if you can go to the sports center. You explain that you have to practice for the basketball game on Saturday. Your dad agrees.
- 2 You ask your morn if you can go to a friend's house. You explain that you have to study for a math test tomorrow. Your mom says no, You have to clean your room and finish your



twenty-two

(Workbook p.12

Extra practice online

Consolidation

• Suggest to students that they could keep a note over the next few days of situations in which they ask for permission. They could then think about how they would ask for permission in English.

Workbook page 12 **Online Workbook Extra practice**

Grammar page 23

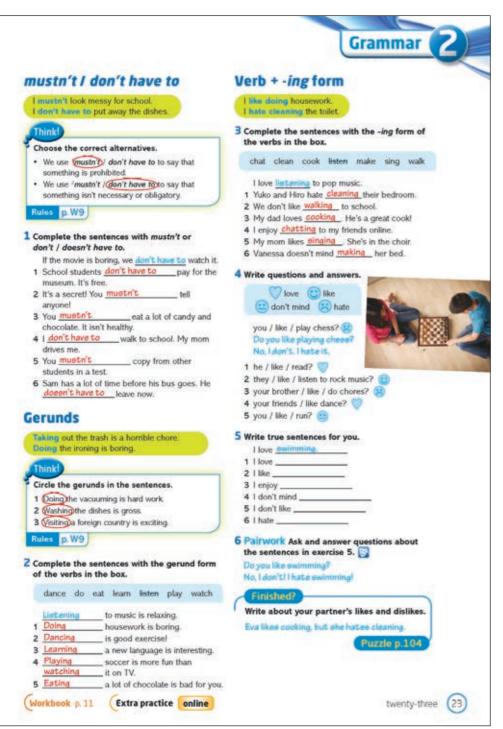


Aim

To present and practice the difference between mustn't and don't have to; to practice gerunds, and verb + -ing form **Grammar PowerPoint presentation Unit 2**

Warm-up

- Ask: Who has to clean their room? Who has to do the vacuuming? Elicit a few responses, and write some sentences on the board: (Elena) has to clean her room. (Luis) doesn't have to do the vacuuming.
- Ask: When doing the ironing, do you have to be careful? (yes) Must you touch the iron? (no) Write on the board: You have to be careful. You mustn't touch the iron.
- Underline all the verbs on the board and ask: Does "don't have to" have the same meaning as "mustn't"? Ask students to try to explain the difference in meaning, but don't confirm their answers yet.



mustn't / don't have to

Think! box

- Read out the grammar examples.
- Students read the *Think!* box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W9.

Rules page W9

Exercise 1

- Students complete the sentences with the correct verbs.
- Check the answers with the class.

Gerunds

Think! box

- Read out the grammar examples.
- Elicit or explain that a gerund is the -ing form of a verb. Students read the *Think!* box and circle the gerunds in the sentence.
- Check the answers with the class. Elicit or explain that we can use a gerund as the subject or object of a sentence.
- Refer students to the rules on page W9.
 Rules (page W9)

Exercise 2

- Students complete the sentences with the correct gerunds.
- Check the answers with the class.

Extra activity

- Read out sentence 1 from exercise 2 again, then say: Watching TV is boring.
- Put students into pairs and ask them to rewrite the sentences in exercise 2.

ANSWERS

Students' own answers.

Verb + -ing form

Exercise 3

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 4

- Students write the questions and answers.
- Check the answers with the class.

ANSWERS

- 1 Does he like reading? Yes, he does. He loves it.
- 2 Do they like listening to rock music? Yes, they do.
- 3 Does your brother like doing chores? No, he doesn't. He hates it.
- 4 Do your friends like dancing? Yes, they do. They love it.
- 5 Do you like running? I don't mind it.

Exercise 5

- Students write sentences about themselves.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students ask and answer questions in pairs.
- Ask students to tell the class something they learned about their partner.

Finished?

- Students write sentences about their partner. Ask some students to read their sentences to the class.
- Once students have finished this activity, they can go on to do the puzzle on page 104.

ANSWERS

Students' own answers.

Consolidation

 Tell students that they should monitor their own use of grammar points. Tell them that if they make mistakes, they can look at the rules again and re-do the exercises in their book for extra practice.

Workbook page 11 Online Workbook Extra practice

Skills pages 24–25

Reading

Aim

To read and understand a web page about a summer camp

Warm-up

- Point to the pictures and ask: What do they show? What are the people doing? Where do you think they are? Do you think they are having fun? Teach the word sailing if necessary.
- Ask: Would you enjoy this kind of vacation? Why? / Why not?

Background notes

- Some of the jobs mentioned on the Work Wheel are specific to sailing, while others are more general:
 - The engineer / mate is responsible for the boat's engine, and for helping the captain.
 - The navigator sets the course and decides which way the boat should sail
 - The chef is responsible for food.
 - The skipper is the captain.
 - The salt water washer washes the boat's deck with salt water.
 - The fresh water washer rinses the deck with fresh water, after the salt water wash.
 - The gopher is a general messenger.
 - The dryer dries the deck of the boat after washing.
 - The cabin cleaner cleans the cabins.
 - The sous-chef helps the chef.

Exercise 1 Read and listen 1.17

- Check that students understand *cabin* (= the room where you sleep on a boat).
- Play the audio. Students read and listen, and choose the correct text type.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the web page. Make sure that students understand the meaning of the words.

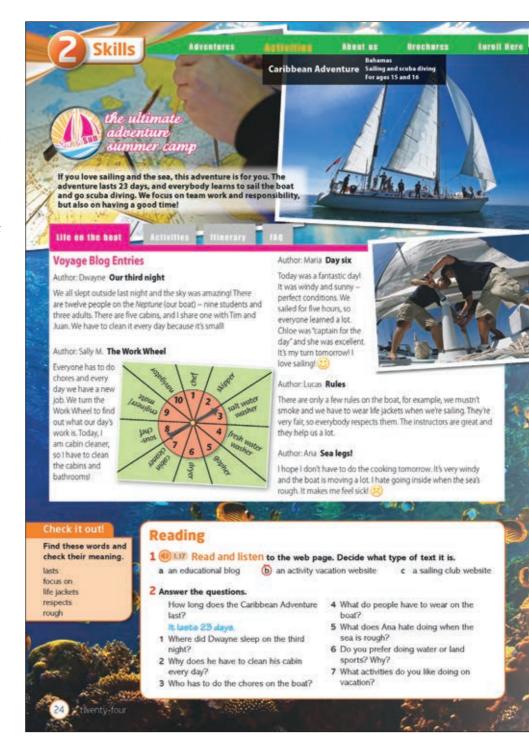
Audioscript Student Book page 24

Exercise 2

- Students read the web page again and answer the questions. Encourage students to write full sentences in their answers.
- Students can compare their answers in pairs.
- Check the answers with the class.

ANSWERS

- 1 He slept outside.
- 2 He has to clean it every day because it's small.
- 3 Everyone has to do chores.
- 4 They have to wear a life jacket.



- 5 She hates cooking / going inside when the sea's rough.
- 6 Students' own answers.
- 7 Students' own answers.

Extra activity

- Read through the jobs on the Work Wheel with the class. Discuss what each job involves. Ask: Which jobs would you like doing? Which would you hate doing? Why?
- You could ask students to choose one of the jobs and imagine they did that job on day seven of the trip. Ask them to write a blog entry about their day. Students can compare their blog entries in pairs. Ask some students to read their blog entries out to the class.

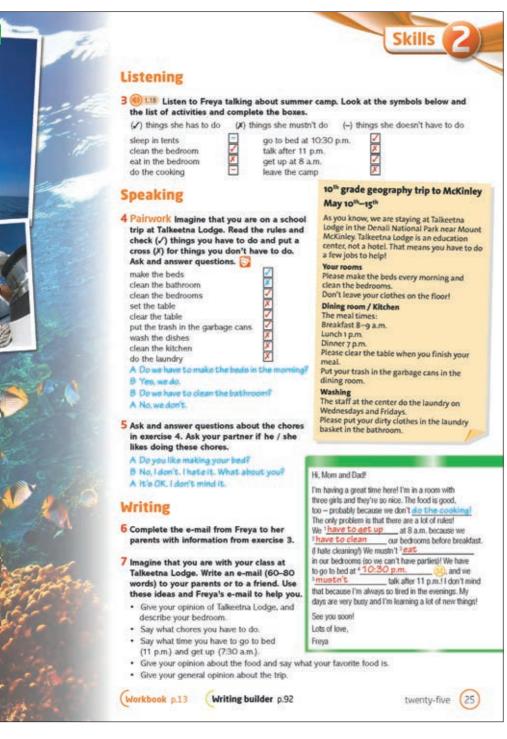
Listening

Aim

To listen to a teenager talking about summer camp

Warm-up

- Ask: Do you ever go to summer camp? Would you like to go? What kinds of activities can you do?
- Brainstorm a range of activities that children can do at summer camp, e.g., camp, play sports, go swimming, build camp fires. Ask: Which activities do you like doing? Which do you hate doing? Which would you like to try? Why?



Exercise 3 (1.18

- Give students time to read the list of activities. Check that they understand everything.
- Play the audio. Students listen and complete the boxes.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 109

Speaking

Aim

To practice talking about rules on a school trip

Exercise 4 Pairwork

- Give students time to read the rules.
- Students check the things you have to do, and put a cross for the things you don't have to do.
- Put students into pairs to ask and answer questions about the chores.
- Check the answers with the class.

Exercise 5

- Ask two confident students to read out the example dialogue.
- Students ask and answer questions about the other chores in exercise 4.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some students to tell the class something they learned about their partner.

Writing

Aim

To write an e-mail to your parents or a friend

Writing builder

 Ask students to turn to the Writing builder on page 92/C1. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 6

- Refer students back to exercise 3 and ask: Where is Freya? (at summer camp) Students use the information in exercise 3 to complete the e-mail.
- Check the answers with the class.

Exercise 7

- Read through the instructions with the class and check that students understand everything.
- With weaker classes, write the first sentence of the e-mail on the board and elicit two or three more sentences to continue it. Write these on the board. Students can then continue the e-mail themselves.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails out to the class.

ANSWERS

Students' own answers.

Consolidation

Suggest to students that, to practice their writing skills, they could imagine they are in different places or different situations each week, and practice writing a weekly e-mail to their parents or a friend, describing where they are and what they are doing. They can write about different topics, depending on what they have studied in class that week.

Writing builder page 92/C1 Workbook page 13 Online Workbook Extra practice Unit test Worksheets

Review A

Grammar

must (affirmative and negative)

Compounds: some- / any- / no-

Compounds: every-

have to (affirmative and negative, yes / no questions and short answers)

mustn't / don't have to

Gerunds

Verb + -ing form

Vocabulary

Places around town

Housework

Review A page 26



Grammar

Exercise 7

ANSWERS

- 1 Listening to music is relaxing.
- 2 Does your sister like playing tennis?
- 3 Mateo hates taking out the trash.
- 4 I don't mind cooking.
- 5 Learning Chinese isn't easy.

Songs

You Don't Have To Mean It, by The Rolling Stones (have to)

Lovin' You, by Minnie Riperton (gerunds, compounds with *no*- and *every*-)



Vocabulary

1 Write the names of the places in town.

- café 1hospits!
- 2sports contor
- 311 brary
- 4 p 0 1 1 c 8 station
- 5 c h u r c h 6parking lot

2 Match A and B to find chores.

- 1 do b
- 2 set e
- 3 make d
- c the trash 4 take out c d my bed
- 5 clean _s
- e the table 6 feed f f the dog
- Grammar

3 Complete the rules with must or mustn't and the verbs in the box.

drink feed listen stop use wear

B

a my bedroom

b the ironing



You mustn't drink the water.

1 You must stop





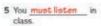
2 You mustn't use cell phone in the library.

3 You mustn't feed the





4 You must wear





- 4 Complete the sentences with some-, any-, no-, and every- compounds.
 - Did you do anything interesting last night?
 - 1 There's nothing on TV. Let's play video games
- 2 I didn't meet anyone/body in town
- 3 There's someone/body in the yard! Who is it?
- 4 Did you go anywhere nice at the weekend? 5 Eggs, butter, sugar, and flour ... OK, we have
- everything . Let's make a cake!

5 Complete the sentences with have to / don't have to and the verbs in the box.

be clean feed study take wear

Jason can't go out. He has to study for a test

- 1 Sam's bedroom is a mess! He has to clean
- 2 You don't have to be Beginners can join the club.
- 3 You don't have to take an umbrella. It isn't going to rain.
- 4 Dad doesn't have to feed the dog. Mom feeds him.
- 5 It isn't fair! We have to wear at our school

6 Complete the sentences with mustn't or don't / doesn't have to.

The bus is at 10 a.m. You mustr't be late.

Dad doesn't have to work on Saturdays.

- 1 I have to load the dishwasher, but I don't have to unload it.

 2 Friday is Maria's birthday. I muetr't
- forget to call her. 3 Slow down! You mustn't run around
- the swimming pool 4 Mom doesn't have to wash the dishes - Dad
- always does it. 5 We don't have to go shopping today. There's a lot of food in the fridge.

7 Use the prompts to write sentences.

I / enjoy / read.

- 1 Listen / to music / be / relaxing.
- 2 Your sister / like / play / tennis?
- 3 Mateo / hate / take / out the trash.
- 4 1 / not mind / cook.
- 5 Learn / Chinese / not be / easy.



twenty-six



Communication

- a You have to do your homework.
- b Go down this street, go past the
- post office, and then turn left. e No, I'm sorry, you can't, Tom.
- d Thanks.
- e Yes, of course you can.
- f But Hugo and Luis are going
- g It's at the end of the road.
- h OK. But can I go out tomorrow night?

Dialogue 1

- A Excuse me. How do I get to the library, please?
- B Go down this street go past the post office. and then turn left. It's at the end of the road.
- A Thanks

- C Can I go to the movies tonight, Mom?
- *No, I'm sorry, you can't, Tom. D But Hugo and Luis are going.
- D *You have to do your homework.
- C OK. But can I go out tomorrow night?
- D "Yes, of course you can

Pronunciation

have /hæv/ and have to /'hæfto/

9 (120) Listen to the pronunciation of have /hæv/ and have to /'hæfto/. Then listen and repeat.

In the words have to, the /v/ sound in have becomes a /f/ sound.

/hæv/ I have breakfast at seven o'clock. /bæfta/ I have to go to school at 7:30

10 @ 121 Listen and write a /hæv/ or b /hacftə/. Then listen and repeat.



11 @ 122 Listen and repeat the sentences.

- 1 I have to set the table, but I don't have to clear it.
- 2 We have math at 9 a.m., and then we have history and art.

Listening





Where are Ana and her friend going?

1 What job does Alice hate?

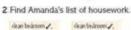


















3 What does Kenji like doing on Saturday mornings?





4 What is forbidden at the beach?







twenty-seven (27

Extra communication A

page 27

dean bedroom 🗸

work the delives /. take out the tradical

est fire table /

a 🗌

Aim

To practice asking for and giving directions, and asking for permission; to practice hearing and pronouncing have and have to; to listen to five short conversations

Communication

Exercise 8 (%) 1.19

- Students complete the dialogues with the correct sentences.
- Play the audio. Students listen and check.
- Check the answers with the class.
- Ask two pairs of students to read out the two completed dialogues.

Audioscript Teacher's Book page 109

Pronunciation

Exercise 9 (%) 1.20

- Read through the information on the pronunciation of have and have to with the class
- Play the audio for students to hear the pronunciation.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Student Book page 27

Exercise 10 (1.21

- Play the audio for students to listen and decide which sound they hear.
- Check answers, playing the audio again if necessary for students to hear the sounds.

Audioscript Teacher's Book page 109

Exercise 11 (%) 1.22

- Give students time to read the sentences
- Play the audio for students to listen.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Student Book page 27

Extra activity

- Ask students to write one sentence using have, and one using have to.
- Students can read their sentences to each other in pairs, trying to pronounce have and have to correctly.
- Ask some students to read their sentences to the class. Correct any mistakes with the pronunciation of have and have to.

Listening

Exercise 12 (1.23

- Give students time to read through the questions and look at the pictures. Check that they understand everything.
- Play the audio of the first conversation and point out the example answer.
- Play the audio. Students listen and check the correct answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 109

Culture club A page 28



Aim

To learn about voluntary community service in the U.S.; to learn about two people's experience of Friendly Visitors; to give a presentation on a popular charity in your country

Reading

Warm-up

- Point to the picture and ask: Who do you think the people are? Family members? Friends? In what ways can the young woman help the older one? What do you think the young woman can learn from the older woman?
- Elicit a range of answers from individual students.

Exercise 1 Read and listen 1.24

- Give students time to read through the three options.
- Play the audio. Students read and listen to the article, then answer the question.
- Check the answer with the class.
- Check that students understand *military* service and community service. Point out that the civil service is a general word for all the government departments that manage public services.

Audioscript Student Book page 28

Exercise 2

- Check that students understand chess.
- Students read the article again and answer the questions.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

ANSWERS

- 1 She visits her two or three times every week.
- 2 Life is difficult for Maggie because she has to use a wheelchair.
- 3 She washes the dishes and clears the table.
- 4 They play chess.
- 5 Maggie helps Nina with her homework.
- They go to the park.
- You must complete an application form and give three references.

Exercise 3 Presentation

- Read the task with the class.
- As a class, brainstorm the names of some popular charities in the students' own country. Write the names of the charities on the board.
- Point to two or three charities and ask the questions in exercise 3. Discuss the answers as a class, and write useful vocabulary on the board.

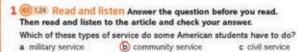
Americans don't have to do military service, but many young people do voluntary community service. In some high schools they have to do 10 to 100 hours of community service if they want to graduate. Many students enjoy the experience and continue as volunteers. Nina Davis is 17 and she is a Friendly

Friendly Visitors

Visitor volunteer. She visits Maggie Lewis every week. Maggie is 82 years old and she lives alone. She doesn't have a family, so Nina's visits are very important to her

- 66 Ljoined Friendly Visitors last year as my community service project. Volunteers have to visit an elderly person once a week, but I see Maggie two or three times every week, I enjoy visiting her. We talk about movies and books. She loves watching science fiction movies and she has an amazing collection of DVDs. Her life isn't easy because she has to use a wheelchair. She never asks me to do chores, but I sometimes wash the dishes and clear the table. It's difficult for her to do these things. Maggie likes cooking, and she makes delicious cookies for me to take home. I never think about our age difference. Maggie is a young person inside! 99
- 66 Before Nina started coming, I was very lonely. It was a lovely surprise when Nina arrived one day. She comes here after school and we talk about different things. She shows me photos of her family and school. She likes playing chess, and we sometimes have a game. I was a teacher when I was younger, and I help her with her homework. Her grades are better these days! She takes me to the park when it's sunny. Volunteers don't have to do housework, but Nina often does the grocery shopping for me. She also takes out the trash. She's kind to me. I am very grateful. 99

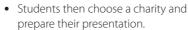
To become a Friendly Visitor volunteer, you must complete an application form and give three references. For those under 18, parents have to give their



2 Answer the questions.

Why are Nina's visits very important to Maggie?

- 1 How often does Nina visit Maggie?
- 2 Why is life difficult for Maggie?
- 3 What chores does Nina do for Maggie?
- 4 What game do Maggie and Nina play?
- 5 How does Maggie help Nina?
- 6 Where do Maggie and Nina go on sunny days?
- 7 What must you do if you want to become a Friendly Visitor?
- 3 Presentation Prepare a presentation about a popular charity in your country. Use these questions to help you. Present your charity to the other students.
 - · What is the name of the charity and where is it?
 - What does it do and who does it help?
 - · What do volunteers have to do?
- · Why is it important?



Students take turns to give their presentation to the class.

Extra activity

Find these words and check their meaning

lonely

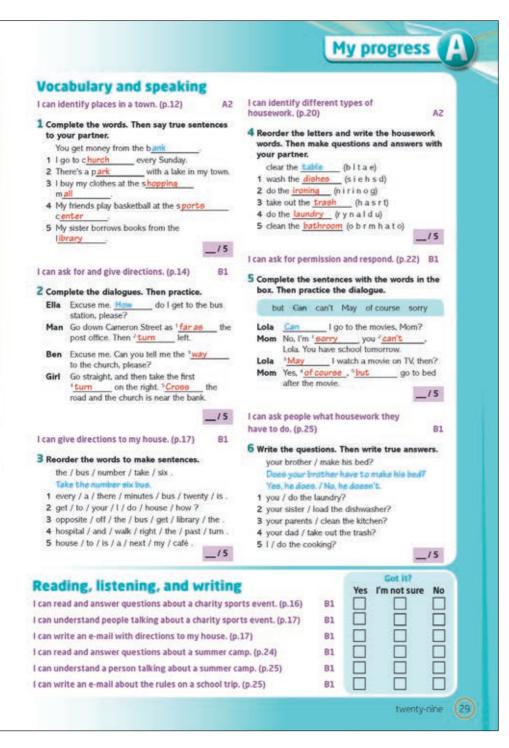
grateful

elderly

references

- For homework, students could choose a large international charity. They could find information about it, and learn what volunteers can do to help. They could prepare a short presentation for the next lesson.
- In the next lesson, students can work in small groups and give their presentations to each other. Ask some students: Which charity would you most like to help? Why?





My progress A page 29

Aim

To review the language and skills learned in Units 1 and 2

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. Students then change the sentences so they are true for them, then read their sentences to each other in pairs.
- If students did not do well, refer them back to page 12. Ask: Which of the places do you go to every week?
- Repeat exercise 1 on page 29 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogues in pairs.
- If students did not do well, refer them back to exercise 1 on page 14. Play the audio (1.07) again for students to hear the phrases in context.
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 3 on page 17. Play the audio (1.10) again for them to listen.
- Repeat exercise 3 on page 29 as a class.
 Explain and discuss the correct answers.

ANSWERS

- 1 There is a bus every twenty minutes.
- 2 How do I get to your house?
- 3 Get off the bus opposite the library.
- 4 Walk past the hospital and turn right. / Turn right and walk past the hospital.
- 5 My house is next to a café.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Brainstorm a few questions with the class, e.g., How often do you wash the dishes? Students then work in pairs to ask and answer questions.
- If students did not do well, refer them back to exercise 1 on page 20.
- Repeat exercise 4 on page 29 as a class, eliciting the correct answers.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. Students practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 22.
- Play the audio (1.15) again for students to hear the phrases in context.
- Repeat exercise 5 on page 29 as a class, eliciting the correct answers.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then write true answers. Ask some students to read out their answers. Correct any mistakes.
- Students can then ask and answer the questions in pairs.
- If students did not do well, refer them back to exercise 4 on page 25. Ask two confident students to read out the example questions and answers. Elicit some more questions and answers, using the prompts.
- Repeat exercise 6 on page 29 as a class, eliciting the correct answers.

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any
 of the activities difficult, they should
 go back and review them, using a
 dictionary to help them understand
 vocabulary they find difficult.

3 What are you going to do?

Grammar

be going to (affirmative and negative, yes / no questions and short answers) Verb + infinitive / -ing form

Vocabulary

Personality adjectives

Communication

At the airport

Skills

Reading: A website about summer internships

Listening: Teenagers talking about their future plans

Speaking: Talking about future plans

Writing: An e-mail about your plans for the future

Topics and values

Personal ambition; Recognizing the importance of individuality; Unusual jobs; Planning; Tourism and travel

Presentation pages 30–31



Aim

To present the new language in an interesting context

Warm-up

- Ask students to look at the pictures. Ask: What jobs are the people doing? Elicit ideas, but don't confirm students' ideas at this stage.
- Put students into pairs and give them two minutes to write down as many jobs as they can. Tell them they can use their dictionaries to help.
- Write the students' ideas on the board. and ask: Which job would you most like to do? Why? Elicit a range of answers.

Exercise 1 Read and listen (4) 1.25

- Give students time to read the names and the activities. Play the audio. Students read and listen, and match the people with the activities.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 30

What are you going to do?

Follow Your Passion

How are you going to choose your future career? Would you like your passion or hobby to become your work? Read about three teenagers with plans to do exactly that.

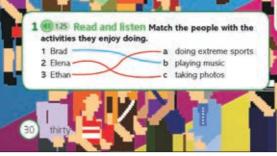


Music is my passion, and I want to make it my career and be an audio engineer. I want to work at concerts and music festivals. I think I have the right qualities for the job. I'm a musician, and I'm hard-working and flexible. This is important because the working hours aren't regular in the music world. This summer, I'm not going to go on vacation; I'm going to help at a music festival in July. When I graduate, I hope to study sound engineering at the University of Melbourne. Brad (16), Australia

After I graduate, I want to be a wildlife biologist and work for a national park. I hope to study biological sciences at the University of Sao Paulo. It's the perfect profession for me because I am passionate about nature. I'm very patient and I'm hard-working, too. I love being outdoors, and I enjoy taking wildlife photos. This summer, I'm going to spend a month in the Pantanal region of Brazil. I'm going to work as a volunteer on a conservation project. Elena (15), Brazil







Find these words and check their meaning wildlife

Exercise 2 Comprehension

- Check that students understand flexible. Students read the article again and answer the questions. Encourage stronger students to use their own words where possible in their answers.
- They can compare answers in pairs.
- Check the answers with the class.

ANSWERS

- 1 Because the working hours aren't always regular.
- 2 He wants to study in Melbourne.
- 3 She wants to work for a national park.
- 4 She's patient and hard-working, and she's passionate about nature.
- 5 She enjoys taking wildlife photos.
- 6 He's a very active person.
- He's learning to ride a motorcycle.
- 8 He wants to go to a stuntman school in Florida.

Extra activity

- Write these definitions on the board.
 - 1 to finish school (Brad)
 - 2 a job that needs a high level of education or training (Elena)
 - 3 someone who does a job without receiving any money (Elena)
 - 4 sports such as karate and judo (Ethan)
 - **5** ways of doing something
- Students read the article again and find words to match the definitions.

ANSWERS

- 1 graduate
- 4 martial arts
- 2 profession
- 5 techniques
- 3 volunteer



Consolidation

• Tell students that in this unit they will learn some adjectives to describe personality. Suggest that they start a new page in their vocabulary notebooks for personality adjectives now, and add words from this page. They can then add more vocabulary to their notebook as they work through the unit.

Language focus page 31



To practice the target language in a controlled and personalized context

Exercise 3

- Students complete the sentences and write the names.
- Check the answers with the class. Make sure that students understand all the sentences

Extra activity

- For some extra controlled practice, write on the board: I'm going to ... next summer.
- Give an example of something you are going to do next summer, e.g., I'm going to play tennis next summer. Elicit other ways of completing the sentence from individual students.

Exercise 4

- Students read the article again and complete the sentences.
- Check the answers with the class. Make sure that students understand the difference between I want to (= a definite wish and intention). I'd like to (= a wish), and I hope to (= a wish for something that may not be possible).

Exercise 5 Focus on you

- Read out the example sentences. Elicit one or two more examples from the class. Students then write their own sentences
- You could write on the board the four sentence beginnings: I'm going to, I want to, I'd like to, I hope to. Tell students to use each of the sentence beginnings at least once.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students work in pairs to tell each other about their plans.
- Ask some students to tell the class something they learned about their

Consolidation

• Tell students that keeping a record of personal sentences like the ones in exercise 5 is a good way to learn and remember new language. Suggest to students that they can update their sentences as they learn more vocabulary, or change their ideas about their future.

Vocabulary page 32

Personality adjectives

Aim

To present and practice personality adjectives

Grammar PowerPoint presentation Unit 3

Warm-up

- With books closed, ask: What kind of person are you? How would you describe yourself? Are you very active? Are you hard-working?
- Elicit a few answers, then ask them to write down three words to describe themselves. Students can compare their answers in pairs.
- Ask students in turn to read out their words, and write the words on the board. As a class, brainstorm other words to describe people.

Exercise 1

- Students work individually or in pairs to decide if the adjectives are positive or negative.
- Check answers with the class. Make sure that students understand all the words.

Exercise 2 (9) 1**.**26

 Play the audio, pausing after each expression for students to repeat chorally, then individually.

Audioscript Student Book page 32

Exercise 3

- Students work individually or in pairs to choose adjectives to describe the people.
- Check the answers with the class.

Exercise 4 Pronunciation (§) 1-27

- Play the audio. Students listen to the words and focus on the underlined /ʃ/ sounds
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Student Book page 32

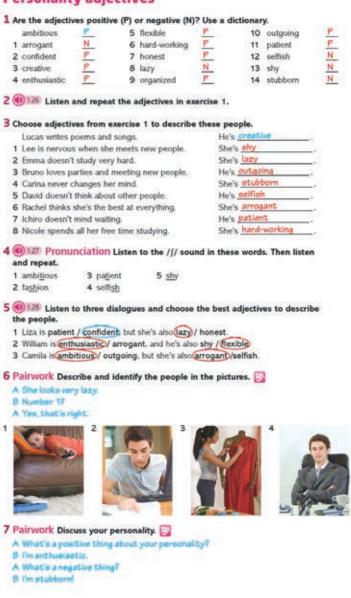
Exercise 5 (%) 1.28

- Give students time to read the sentences. Play the audio for students to listen and choose the correct words.
- Play the audio again if necessary for students to check and complete their answers
- Check the answers with the class. If students struggled with the exercise, discuss as a class why each answer is correct.

Audioscript Teacher's Book page 109



Personality adjectives



Exercise 6 Pairwork

thirty-two

- Read out the example sentence about the girl in photo 1. Then give a negative example about the same girl, e.g., She doesn't look very enthusiastic. Point out that there are a lot of different things you can say about each person.
- Give students a little time to prepare their ideas about each person.
- Put students into pairs to describe the people and guess who it is.
- Ask who guessed all their partner's descriptions correctly. Ask some students: Which person in the pictures is most like you? Why?

Exercise 7 Pairwork

Workbook p.16

• Ask two confident students to read out the example dialogue.

Extra practice online

- Give students time to prepare their ideas about their own personality.
- Students work in pairs to ask and answer the questions about their personality.
- Ask some students to tell the class what they learned about their partner.

Consolidation

 Advise students to note down the new vocabulary with other vocabulary for personality from the previous class in their vocabulary notebooks.

Workbook page 16
Online Workbook Extra practice



be going to (1)

Affirmative and negative

I'm going to get work experience this summer. I'm not going to go on vacation.

Affirmative	Negative
I am (*m)	I am not ('m not)
going to play	going to play.
You are ('re)	You are not (aren't)
going to play.	going to play.
He / She / It is ('s)	He / She / It is not
going to play	(isn't) going to play.
We / You / They are	We / You / They are not
('re) going to play.	(aren't) going to play.

Read the sentences. Then choose the correct alternative.

She's going to be a dentist

He isn't going to study math in college, We use be going to to talk about intentions./ present activities.

les p.W14

1 Write sentences with be going to. Use the short form of be.

I / see / the Iron Man movie tonight

- 1 Al / not visit / his friend in Canada next summer.
- 2 You / not study / Chinese next year.
- 3 We / make / a birthday cake for Melissa.
- 4 They / do / their homework later.
- 5 1 / not watch / this movie again.
- 6 Carl and I / get married next month.
- 2 Complete the text with the correct form of be going to and the verbs in parentheses.

Jack: "I want to leave the band!"

Terrible news! Jack Finley 64 (leave) Magic Live! He wants to be a solo singer, but he 'isn't going to start (not start) his solo career immediately. He ³'s going to have (have) a vacation, and then he ³'s going to write (write) some new songs. The other members of the band *are going to stay (stay) together. They

*aren't going to change (not change) the name of the band. They "re going to loo (look) for a new singer. I'm devastated! POSTED May 10th 14:30



Extra practice online



yes / no questions and short answers

"Are you going to get work experience?" "Yes, I am."
"Is he going to go to college?" "No, he isn't."
How are you going to go to choose your future career?

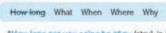
	yı	s / no	questi	ons		
A	m	- 1				
- 1	s	he / she / it we / you / they		going to	going to play?	
A	re w					
	79.00	Short	Answe	rs		
	Affirmative			Negative		
	1	am.		- 1:	'm not	
Yes,	he / she / it	is.	No,	he / she / it	isn't.	
	we / you / they	are.		we / you / they	aren't	
Rules	pp.W14-	15				

3 Write questions with be going to. Then write affirmative (/) or negative (X) short answers.

Jo and Ed / play tennis tomorrow? (/)

Are Jo and Ed going to play ten Yes, they are

- 1 Matt / buy a guitar? (X)
- 2 you / send Andy a text message? ()
- 3 Denise and Clara / bike to school? (X)
- 4 we / have a test tomorrow? (/)
- 4 Complete the questions using a question word in the box, be going to, and the verbs in



- "How long are you going to etay (stay) in Rio?"
 "I'm going to stay in Rio for a week."
- *What is she going to buy shopping mall?* "She's going to buy some jeans."
- When are they going to meet ___ (meet) Sally?" "They're going to meet Sally tomorrow afternoon."
- Why are you going to study _ (study) law in college?" "Because I want to be an attorney.
- "Where are you going to stay (stay) in New York?" "We're going to stay at the Hilton."

Write about your plans for the weekend. Write three things that you're going to do and three things you aren't going to do.

Puzzle p.105

thirty-three (33)



Grammar page 33



Aim

To present and practice the affirmative and negative forms of be going to, and yes / no questions and short answers

Grammar PowerPoint presentation Unit 3

Warm-up

- Ask: What are you going to do in the next school vacation?
- Elicit some sentences with be going to and write them on the board, e.g., I'm going to visit my grandparents. I'm going to play soccer.
- Underline be going to, and tell students they are going to study this verb form in more detail now

be going to (1) (affirmative and negative, yes / no questions and short answers)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct words to complete
- Check the answers with the class.
- Refer students to the rules on page W14.

Rules page W14

Exercise 1

- Students write sentences with be aoina to.
- Check the answers with the class.

ANSWERS

- Al isn't going to visit his friend in Canada next summer.
- 2 You aren't going to study Chinese next year.
- 3 We're going to make a birthday cake for Melissa.
- 4 They're going to do their homework
- 5 I'm not going to watch this movie again.
- 6 Carl and I are going to get married next month.

Exercise 2

- Students complete the text with the correct verb forms.
- Check the answers with the class.

Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with
- Refer students to the rules on pages W14-15.

Rules pages W14–15

Exercise 3

- Students write the guestions and answers.
- Check the answers with the class.

ANSWERS

- 1 Is Matt going to buy a guitar? No,
- 2 Are you going to send Andy a text message? Yes, I am.
- 3 Are Denise and Clara going to bike to school? No, they aren't.
- 4 Are we going to have a test tomorrow? Yes, we are.

Exercise 4

- Read out the example question and elicit another example from the class.
- Students then write the questions.
- Check the answers with the class.

Finished?

- Students write about their plans for the weekend. They can compare their plans in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 105.

ANSWERS

Students' own answers.

Consolidation

• Suggest to students that to help them learn these verb forms, they could write some sentences at the beginning of each week saying what they are going to do that week and the following weekend.

Workbook page 16 **Online Workbook Extra practice**

Communication page 34





Aim

To present and practice conversations at the airport

Warm-up

- Focus on the pictures and ask: Where are the people? What are they doing? Use the pictures to teach check-in desk and security checkpoint.
- Ask: What do you need to take with you when you go to the airport? Use students' answers to teach useful vocabulary: ticket, passport, boarding pass, suitcase, and baggage.

Exercise 1 (%) 1-29

- Play the audio for students to listen and complete the dialogues.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

Audioscript Teacher's Book page 110

Exercise 2 (%) 1**.**30

- · Play the audio. Students listen and choose the correct answers.
- Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

Audioscript Teacher's Book page 110

Exercise 3 Pairwork

- Work with a confident student to elicit a model dialogue. Play the role of the check-in clerk and ask the questions in the conversation in exercise 1. Elicit possible answers from the student.
- Students work in pairs to write and practice their dialogues.
- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

ANSWERS

Students' own answers.

Extra activity

watch / belt

• Write these prompts on the board: ticket / passport window / aisle seat baggage boarding pass liquids / laptop tray metal items



At the airport

1 @129 Listen and complete the dialogues with the questions in the box. Listen again and check. Then listen and repeat.

Are you wearing a watch or a belt? Can I see your ticket and passport or ID card, pleaser

Do you have any baggage to check in?

Do you have any liquids or a laptop in your hand baggage?

Do you have any metal items in your pockets? Would you like a window or an aisle seat?

At the check-in desk

- ticket and passport or ID card, plea-A Good morning. Can le
- B Yes, here you are.
- A Thank you. Would you like a window or an aisle seat?
- B I'd like a window seat, please
- A OK Do you have any baggage to check in?
- B Yes, I have this suitcase.
- A OK, here's your boarding pass. You're boarding at gate 7. The gate opens at 11 a.m.

At the security checkpoint

- A *Do you have any liquids or a laptop in your hand baggage?
- B I don't have any liquids, but I have a laptop.
- A Please put it in this tray. *Do you have any metal items in your pockets? keys. a cell phone, coins?
- B No. I don't.
- A * Are you wearing a watch or a belt?
- B I'm wearing a belt.
- A Please remove it.

Learn it, use it!

You hear	You say
Can I see your ticket and passport, please?	Yes, here you are.
Would you like a window or an aisle seat?	I'd like
Do you have any baggage to check in / any liquids or a laptop in your hand baggage / anything in your pockets?	No, I don't. / Yes, I do.
Are you wearing a watch or a belt?	Yes, I am. / No, I'm not.

2 (1) Listen to two conversations at the airport and choose the correct options.

- window / aisle 1 suitcase (hand baggage)
- 2 gate 13 / gate 30)
- 3 (4:15)/ 4:50 4 liquids / laptop
- 5 (keys)/ cell phone 6 (watch) belt
- 3 Pairwork Choose details from the options below and then write dialogues at the airport check-in and the security checkpoint. Use the dialogues in exercise 1 as a model. Then practice your dialogues. 🛜

11:30 / 11:13 gate 12 / gate 20 keys / cell phone in your pocket liquids / laptop in your hand baggage suitcase / hand baggage wearing a watch / belt window / aisle seat



thirty-four

Workbook p.18



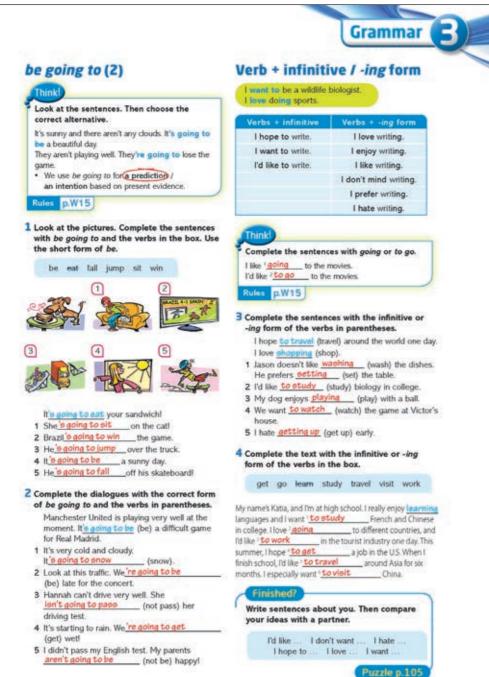


- Ask students to close their books.
- Play the audio (1.30) from exercise 2 again for students to listen and read the prompts.
- Students then work in pairs and see if they can prepare two new dialogues using just the prompts on the board.
- Ask some pairs to perform their dialogues for the class.
- If this is too difficult for your students, work as a class and use the prompts on the board to create a new dialogue. Students can then work in pairs to practice the new dialogue.

Consolidation

• Suggest to students that they could use their cell phone to record the questions from the Learn it, use it! chart. They could then practice listening to the questions and giving a range of different answers.

Workbook page 18 **Online Workbook Extra practice**



Grammar page 35

Δim

(Workbook p.17

To present and practice *be going to* for predictions, and verbs followed by the infinitive or *-ing* form

Extra practice online

Grammar PowerPoint presentation Unit 3

Warm-up

- Ask: What are your plans for this evening, after school? Are you going to see your friends? What are you going to do?
 Elicit a few responses, and write some affirmative and negative sentences on the board: (Clara) is going to do her homework. (Flavio) isn't going to watch TV.
- Briefly review the form of be going to if necessary. Tell students they are going to study another use of be going to in this lesson.

be going to (2)

Think! box

- Go through the information in the *Think!* box with the class.
- Students choose the correct words to complete the rule.

thirty-five (35)

- Check answers with the class.
- Refer students to the rules on page W15.

Rules page W15

Exercise 1

- Point to the first picture and read out the example sentence.
- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Students complete the dialogues with the correct verb forms.
- Students can compare their answers in pairs.
- Check the answers with the class.

Verb + infinitive / -ing form

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and complete the sentences with the correct verb forms.
- Check the answers with the class. Make sure that students understand the difference between I like going (= I enjoy this regularly), and I'd like to go (= this is a wish about the future).
- Refer students to the rules on page W15.

Rules page W15

Exercise 3

- Students complete the sentences with the correct verb forms.
- Students can compare their answers in pairs.
- Check answers with the class.

Exercise 4

- Students complete the text with the correct verb forms.
- Students can compare their answers in pairs.
- Check the answers with the class.

Finished?

- Students write sentences about themselves. Ask some students to read their sentences to the class. Ask other students to talk about themselves, e.g., Is this also true for you? What would you like to do? What do you hate doing?
- Once students have finished this activity, they can go on to do the puzzle on page 105.

ANSWERS

Students' own answers.

Consolidation

 Tell students that when they learn new verbs they should make a note of whether they can be followed by an infinitive, or an -ing form. Tell them they should note this information down when they record new verbs.

Workbook page 17 Online Workbook Extra practice

Skills pages 36–37



Reading

Aim

To read and understand a website about summer internships

Warm-up

• Point to the pictures and ask: What do they show? How old are the young people in the pictures? What iobs are they doing? Use the pictures to teach *mechanic* and software developer. Ask: Which job would you like to do? Why?

Background notes

• Summer internships have become more popular in recent years as it has become difficult for young people to get work experience through paid employment. Some companies pay their interns a small amount, but in the majority of cases, young people are not paid during their internship.

Exercise 1

- Students read the website quickly and choose the correct answer.
- Check the answer with the class.
- Go through the Check it out! box and ask students to find the words and phrases in the website. Make sure that students understand the meaning of the words and phrases.

Exercise 2 Read and listen (§) 1-31

- Play the audio. Students read and listen and answer the questions. Encourage students to write full sentences in their answers, and use their own words where possible.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Discuss question 7 with the class and ask more questions, e.g., What kind of internship would you like to do? Encourage students to talk about their own plans and hopes for the future.

ANSWERS

- He did an internship at a garden center in L.A.
- 2 He wants to be a garden designer.
- 3 He plans to study landscape design in college.
- 4 She did her work experience in a pet hospital in Dallas.
- 5 It was a good opportunity because she did a lot of different kinds of work.
- She's going to study veterinary medicine.
- 7 Students' own answers.

Audioscript Student Book page 36

Summer Interestitys | Ages 16-03

Doctor, software developer, mechanic, hairdresser - what job do you want to do in the future? How are you going to choose your career? A summer internship is an opportunity for you to learn about different careers. It gives you a chance to experience a career and find out if it's the right one for you. We offer three- to six-week summer internships in twelve different U.S. cities. Each program gives students the opportunity to get real-life work experience. Our team can also help

you choose the best program for you.



Here are the experiences of two students who were interns last summer

I'm Scott Rankin and I'm 16. I did a three-week internship at a garden center in L.A. last summer. My experience was very useful. I did a lot of different things, including taking care of plants and helping customers. I asked a lot of questions and I learned so much from the people there. When I graduate from high school, I want to be a garden designer. I think it's the perfect career for me because I love gardening, and I'm artistic, creative, and enthusiastic. Also, I don't mind working hard outside in all types of weather. I'm going to take classes in environmental studies and art next year. After school, I'm not going to get a job immediately. I'm going to study landscape design in college.



I'm Clara Svenson and I'm 17, I love being with animals and I'd like to be a vet. I did a veterinary internship in a pet hospital in Dallas for six weeks last summer because I wanted to find out more about the job. I had an amazing experience there, and the internship was a great opportunity because I did a lot of varied work behind the scenes. I looked after the animals - I fed and cleaned them. I also watched operations and helped the vets when they examined animals. I know veterinary medicine is the career for me because I'm hard-working and patient. That's important when you work with animals. I'd like to go to Texas ASM College of Veterinary Medicine, but I need excellent grades?



Find these words and check their meaning.

chance real-life behind the scenes operations

Reading

- 1 Read the website quickly. What is an internship?
 - a a summer job

b a way to get work experience

2 @ f311 Read and listen to the website and answer the questions. How long do the internships last? They last three to six weeks.

- Where did Scott do an internship last summer?
- 2 What work does he want to do in the future?
- 3 What does he plan to do after school?
- 4 Where did Clara do her work experience?
- 5 Why was it a good opportunity for her?
- 6 What would she like to study in college?
- 7 What do you think of internships? Are they a good idea for young people? Why? / Why not?

Listening

Aim

To listen to teenagers talking about their future plans

Warm-up

- Ask: What are your plans for the future? What's your ideal career? Why?
- Ask students to discuss the questions in pairs. Ask some students to tell the class what they learned about their partner.
- If most of your students don't know what they want to do in the future, ask: Where can you get ideas for future careers? Who can help you choose a career? Elicit a range of answers.

Exercise 3 (%) 1.32

- Read through the list of places with the class and discuss what kinds of jobs people do in each one.
- Play the audio. Students listen and choose the best place for each person.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 110

Exercise 4 (4) 1.32

- Give students time to read through the sentences.
- Play the audio again for students to listen and choose the correct answers.
- Students can compare their answers
- Check the answers with the class.



Listening

3 (1) 1.32 Look at the places a-f and think about the type of jobs and internships people can do in these places. Then listen to Kelly, Emi, and Rafael talking about their plans for the future. Choose the best place for their internships.

- 1 Kelly <u>f</u>
- 2 Emi <u>d</u> 3 Rafael •
- a Massachusetts General Hospitalb Express Transport Company
 - b Express Transport Company
 c Atlanta Recreation and Sports Center
 - d Styles Beauty and Hair Salon
 - e Lux Hotel
 - f CBS Newsroom

My listening skills

Identifying information to perform a task

Some questions ask you to listen for information to perform a task. First read the question carefully, and try to predict possible answers. Then listen and identify the information you need. Be careful—the speakers may not use the same words as in the task.

4 1.32 Listen again to Kelly, Emi, and Rafael and choose the correct answers.

Kelly wants to be a journalist / English teacher.

- 1 Kelly loves writing / telling stories.
- 2 She'd like to work in radio / television news.
- 3 Emi enjoys meeting people/ buying clothes.
- 4 She hopes to have her own hairdressing salon / products in the future.
- 5 Rafael wants to be a professional soccer player / fitness coach
- 6 He'd like to work with a professional soccer team/ in a sports center.

Speaking

5 Pairwork Ask and answer the questions about your future plans. Make notes of your partner's answers.

- Are you going to go to college? Yes, Sao Paulo University (medicine)
- What type of work would you like to do? Are you going to travel?
- · Would you like to do an internship?
- Would you like to live in a foreign country?
- 6 Pairwork Tell another student about your partner's plans for the future. Valeria hopes to go to college and study ...

Writing

7 Complete Flavio's e-mail with the, a / an, or Ø (no article). Then write a reply telling him about your plans for the future (70–100 words). Use Flavio's e-mail as a model and your answers to the questions in exercise 5.

Hi!

Thanks for your e-mail. You asked me about my plans for $\underline{\text{the}}$ future! Well, I have $^1\underline{\text{a}}$ lot of ideas!

I'm going to stay at ${}^2\underline{\mathscr{O}}$ school until I'm 18. I'm not going to go to ${}^3\underline{\mathscr{O}}$ college immediately because I'd like to travel around ${}^4\underline{\text{the}}$ world first. I really want to visit ${}^5\underline{\mathscr{O}}$ Europe. I'd like to do ${}^6\underline{\text{an}}$ internship for ${}^7\underline{\text{a}}$ few months, too.

After that, I hope to go to ${}^{8}\underline{{}^{0}}$ college. I want to study ${}^{9}\underline{{}^{0}}$ information technology because I'd like to be ${}^{10}\underline{{}^{0}}$ web designer. This type of work appeals to me because it's creative, but it's also technical. It's also well paid, and I'd like to make a lot of money! What about you? What are your plans? Are you going to get a job or go to college?

Write soon,

Tidvio

Workbook p.19

Writing builder p.93

thirty-seven

(37)

Extra activity

- Write these questions on the board.
 - 1 What is Kelly's favorite subject?
 - **2** What is she going to study next year?
 - **3** How is Emi going to get a part-time job?
 - 4 What is "Glamor"?
 - **5** What is Rafael's favorite subject?
 - 6 What is he going to study in Alabama?
- Students work individually or in pairs to answer them from memory.
- Check the answers with the class.

ANSWERS

- 1 English
- 2 English, media studies, and Spanish
- 3 She knows a girl who works in a salon.

- 4 It's the name of the salon Emi is going to have in the future.
- 5 P.E.
- 6 sports science

Speaking

Aim

To practice talking about future plans

Exercise 5 Pairwork

- Read through the questions with the class and elicit some example answers.
- Give students time to think about their answers. Tell them they can make notes, but they shouldn't write their answers to the questions.

- Put students into pairs to ask and answer questions about their future plans.
- Tell them to listen carefully to their partner's answers and make notes.

Exercise 6 Pairwork

- Put students into different pairs. Students take turns to tell their new partner about their previous partner's plans.
- Ask some students to tell the class something they learned about their classmate.

Writing

Aim

To write an e-mail about future plans

Writing builder

• Ask students to turn to the Writing builder on page 93/C2. Complete the exercises. Then go straight to the Writing section on the skills page of the main unit.

Exercise 7

- Ask students to read Flavio's e-mail, ignoring the gaps. Ask: What job does he want to do? (A web designer)
- Students complete the e-mail with the correct articles.
- Check the answers with the class. Review the rules for the use of articles if necessary.
- Students write their own e-mail.
- With weaker classes, write some prompts on the board to help students, e.g., I'm going to ..., I really want to ... because ..., I'd like to ..., I want to ... because ..., I hope to ...
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class.

ANSWERS

Students' own answers.

Consolidation

• Suggest to students that they could start keeping a diary in English. They could write about things they do each day, their interests, and how they are feeling. They could use the diary to practice the vocabulary and grammar they learn in class. This week, they could write about their hopes and plans for the future.

Writing builder page 93/C2 Workbook page 19 Online Workbook Extra practice Unit test Worksheets DVD

4 What will their future be like?

Grammar

will: future (affirmative and negative, yes / no questions and short answers)

will / be going to

First conditional

Vocabulary

Life events

Communication

At the bus station

Skills

Reading: A magazine article about future predictions

Listening: An interview with a futurologist

Speaking: Asking and answering questions about the future of the world

Writing: A text about future predictions for the world

Topics and values

Citizenship; Society; Environmental awareness; Science and technology

Presentation pages 38-39



Aim

To present the new language in an interesting context

Warm-up

- Ask students to look at the pictures. Ask: Which ones suggest problems in the world? Which ones suggest solutions to the problems?
- Elicit a few ideas, then ask: What do you think the future will be like? Will life be better or worse than it is now? Why? Elicit a range of answers.

Exercise 1 Read and listen (§) 1-33

- Give students time to read the topics. Check that they understand them all.
- Play the audio. Students read and listen, and check the topics the people make predictions about.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 38



Exercise 2 Comprehension

- Students read the article again and answer the questions. Encourage stronger students to use their own words where possible in their answers.
- They can compare answers in pairs.
- Check the answers with the class.

ANSWERS

- Because they have a good education, so they can make the world a better
- 2 He wants to be an architect.
- 3 She would like to work in Africa.
- She hates it when adults criticize teenagers.
- 5 She thinks adults are responsible for the problems in the world now.

Extra activity

- Write these sentences on the board.
 - 1 Nathan wants to have a big family.
 - 2 Nathan thinks that a lot of teenagers don't understand the world's problems.
 - 3 Nathan is 15 now.
 - 4 Rachel wants to be a doctor.
 - **5** Rachel would like to get married quite young.
 - 6 Rachel is confident about the future.
- Students read the article again and decide if they are true or false. Ask them to correct the false sentences.
- Check the answers with the class.





ANSWERS

- 1 False. He wants to have just one child.
- 2 False. He says that most teenagers know about the world's problems.
- 3 True.
- 4 True.
- 5 False. She doesn't want to get married very young.
- 6 False. She is worried about the future.

Consolidation

• Point out that the article contains vocabulary to do with problems in the world (overpopulation, sustainable), and life events (have a child, get married). Suggest that students choose one of these topics, then find vocabulary in the article to record in their vocabulary notebooks.

Language focus page 39



To practice the target language in a controlled and personalized context

Exercise 3

- Students reorder the words to make sentences, then check their answers in the article.
- Check the answers with the class. Make sure that students understand all the sentences. Ask: Which sentences are true for you?

ANSWERS

- 1 I'll be 20 in five years.
- 2 I won't live in a big city.
- 3 I'm not sure where I'll be.
- 4 I hope I'll have a good qualification.
- 5 I won't get married very young.

Exercise 4

- Students read the article again and complete the sentences.
- Check the answers with the class. Make sure that students understand the meaning of all the sentences.

Extra activity

- Write on the board: If I get married, I'll ... If I graduate, I'll ... If I become rich, I'll ...
- Ask students to complete the sentences with their own ideas.
- Students can compare their answers in pairs. Then ask some students to read their sentences to the class.

Exercise 5 (§) 1•34

- Give students time to read the sentences.
- Play the audio. Students listen and choose the correct words.
- Play the audio again if necessary for students to check and complete their
- Check the answers with the class.

Audioscript Teacher's Book page 110

Exercise 6 Focus on you

• Students read the sentences in exercise 5 again and choose the words that match their own opinions.

ANSWERS

Students' own answers.

Exercise 7 Pairwork

- Students work in pairs to discuss their predictions.
- Ask some students to tell the class which predictions they agreed on, and which they disagreed on.

Consolidation

• Suggest to students that they could write some more personal predictions about their future, beginning with I will ..., or I won't ... to help them consolidate the language.

Vocabulary page 40



Life events

Aim

To present and practice vocabulary for life events

Grammar PowerPoint presentation Unit 4

Warm-up

- With books closed, ask: What do you think you will do in the future? Will you go to college? At what age will you get a job? Will you get married? Where will you live?
- Elicit a few answers, then ask students to write down three things they think they will do, and three things they definitely won't do.
- Ask some students to read out their sentences. Ask other students: Is this true for you, too?

Exercise 1 (9 1.35

- Students work individually or in pairs to match the pictures with the expressions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

Audioscript Teacher's Book page 110

Exercise 2

- Read the task with the class. Make sure that students understand they should use the simple past form of the verbs.
- Students complete the timeline with the correct verbs.
- Check the answers with the class.

Exercise 3 Pairwork

- Students work individually to draw their own timeline and write six events on it.
- Ask some students to read some of their sentences to the class. Correct any mistakes
- Students work in pairs to tell their partner about the important events. Make sure that students do this task orally, and don't just show each other their timelines.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4 Pairwork

- Ask two confident students to read out the example question and answer.
- Elicit the next question, then elicit an answer.
- Students work in pairs to ask and answer the questions.
- Ask some students which questions they disagreed on.



1 start schoo

Life events

1 @ 135 Match the pictures on the timeline with the expressions in the box. Then listen and repeat

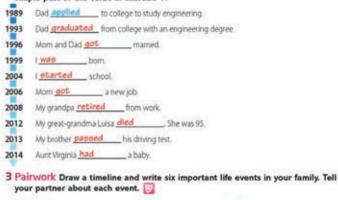
4 apply to college / for a job

apply to college / for a job be born die get a job get married graduate have a baby / children pass your driving test retire start school

7 have a baby / children



Z Lily's timeline shows some important life events in her family. Complete it with the simple past of the verbs in exercise 1.



4 Pairwork Ask and answer questions about life events. [3]

What age do people usually ...

start school?

· finish school?

graduate from college? · pass their driving test? get their first job

get married?

A What age do people usually start school?

8 They usually start school at 5 or 6 years old.



forty







Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks.
- Suggest to students that they could write a detailed family timeline, using the expressions, to help them remember them. Suggest that they could add family pictures of weddings, graduations, etc. to their timeline, to help them remember the vocabulary.

Workbook page 22 **Online Workbook Extra practice**

Grammar page 41



Aim

• To present and practice the affirmative and negative forms of will: future, and *yes / no* questions and short answers

Grammar PowerPoint presentation Unit 4

Warm-up

- Say to the class: Imagine your ideal future. What will it be like? Will you be a famous singer / sports person? Will you have a job? Where will you live?
- Elicit some sentences with will and won't, and write them on the board, e.g., I will live in Hollywood. I won't have a job.
- Underline will and won't, and tell students they are going to study this verb form in more detail now.



will: future

Affirmative and negative

In five years, I'll be 20. I won't get married very young.

Affirmative				
Full forr	Short form			
I / you / he / she / it / we / you / they	'II go.			
Negative				
Full form Short for				
Full forr	n	Short form		



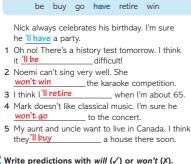
Read the sentences. Then choose the correct alternative.

I think he'll get the job. It won't rain this evening.

• We use will or won't to talk about intentions / make predictions

Rules p. W20

1 Complete the sentences with will or won't and the verbs in the box. Use short forms



Write predictions with will (√) or won't (X).

We / win the soccer game tomorrow. (X) We won't win the soccer game tomorrow

- 1 He / graduate / next year. ()
- 2 It / rain this afternoon. (X)
- 3 They / go to the school concert on Friday. (X)
- 4 She / be famous one day. ()
- 5 I / see Luis on the weekend. (X)

yes / no questions and short answers

Will the world be a better place? Yes, it will. / No, it won't.

yes / no questions				
Will	I / you / he / she / it / we / you / they	win?		
	Short answers			
Yes,	you / I / he / she / it / you / we / they	will.		
No,	you / I / he / she / it / you / we / they	won't.		

3 Write yes / no questions with will. Then answer the questions with your opinions.

it / rain tonight?

- "Will it rain tonight?" "Yes, it will." / "No, it won't."
- 1 you / go to college?
- 2 you / leave home before you are 20?
- 3 Brazil / win the next soccer World Cup?
- 4 people / live longer in 2050?
- 5 you and your family / visit the U.S. one day?

will I be going to

Think

Read the sentences. Then choose the correct alternatives to complete the rules

Good news! Camila's going to have a baby Lucia wants children. I think she'll have a baby soon. 1 We use will going to to make predictions

2 We use ²will / going to to make an opinion based on evidence

Rules pp.W20-21

based on an opinion

4 Complete the sentences with the correct forms of will or be going to. Then match the sentences with the correct rule from the Think! box.

I think he <u>II</u> ___ do well on his test. 1 The score is 4–0 to us! We <u>'re going to</u> win! 2 2 I think we will ___ travel in space. 1_. 3 Look at those black clouds! It 's going to rain! 2 4 I don't think my sister 's going to get the

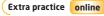
job. She arrived late for the interview! 2

Make predictions about your future.

be famous learn to cook live in a big city

Puzzle p.105

(Workbook p.22







will: future (affirmative and negative, yes / no questions and short answers)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct words to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W20.

Rules page W20

Exercise 1

- Students complete the sentences with will or won't and the correct verbs. Remind students to use the short forms.
- Check the answers with the class.

Exercise 2

- Students write predictions with will or won't.
- Check the answers with the class.

ANSWERS

- 1 He will graduate next year.
- It won't rain this afternoon.
- They won't go to the school concert on Friday.
- She will be famous one day.
- 5 I won't see Luis on the weekend.

Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class

Exercise 3

- Students write the questions and their own answers.
- Check the answers with the class.

ANSWERS

- Will you go to college?
- 2 Will you leave home before you are 20?
- 3 Will Brazil win the next soccer World Cun?
- 4 Will people live longer in 2050?
- 5 Will you and your family visit the U.S. one day?

will / be going to

Think! box

- Students read the Think! hox and choose the correct words to complete the rules
- · Check the answers with the class.
- Refer students to the rules on pages W20-21.

Rules pages W20–21

Exercise 4

- Read out the example answer. Point out how it matches rule 1 in the Think! box.
- Students complete the sentences with the correct verb forms, and match them with the correct rules.
- Check the answers with the class.

Finished?

- Students write predictions about their future. Students can compare their predictions in pairs.
- Ask some students to read their sentences to the class.
- Once students have finished this activity, they can go on to do the puzzle on page 105.

ANSWERS

Students' own answers.

Consolidation

- Remind students that they should monitor their own use of grammar, and the mistakes that they make.
- Suggest that if they make mistakes with the verb forms they have learned in this unit, they can go back and review the rules, then work through the exercises again to help them understand everything.

Workbook page 22 **Online Workbook Extra practice**

Communication page 42





Aim

To present and practice conversations at the bus station

Warm-up

• Focus on the picture and ask: What can vou see? Where is the bus going to? Do vou ever travel by bus? Where do you go to catch the bus? Are buses a good form of transport? Why? / Why not?

Exercise 1 (%) 1.36

- Play the audio. Students listen and complete the conversations.
- Play the audio again, pausing after each line for students to repeat, individually and chorally.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

Audioscript Teacher's Book page 110

Exercise 2 (%) 1.37

- Play the audio. Students listen and choose the correct answers.
- Check the answers with the class.
- Play the audio again if necessary, for students to hear the correct answers.

Audioscript Teacher's Book page 110

Exercise 3 Pairwork

- Work with a confident student to elicit a model dialogue. Play the role of the assistant and get the student to buy a ticket from you.
- With weaker classes, give students time to prepare and write their dialogue. Stronger classes can go straight into the practice.
- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

Extra activity

- Ask students to work in pairs and write information about two more journeys like the information in exercise 3.
- Students can then practice again, using the information they have prepared, or they can swap information with another pair and practice again using the information they have been given.
- With stronger classes, you could encourage students to practice with their books closed this time.



Kyle

Kyle

Assistant

At the bus station

1 @ 1.56 Listen and complete the conversation with the words in the box. Then listen again and repeat.



Kyle	Hello, I'd like a <u>ticket</u> to Baltimore, please.
Assistant	Would you like a 1 one-way or a round-trip ticket?
Kyle	A ² round-trip please.
Assistant	OK. Are you leaving today?
Kyle	Yes, I am.
Assistant	And when are you coming back?
Kyle	I'm coming back anext Tuesday.
Assistant	OK, so you'll need an open return. That's \$28, please.
Kyle	Here you are, here's \$30.
Assistant	Thank you. Here's your ticket and \$2 *change
Kyle	What time is the next bus?
Assistant	There's a bus for Baltimore every 30 minutes. The next bus leaves at ten thirty.
Kyle	OK, thanks. What agate does it leave from?
Aceletant	It have not from make then

change gate ticket trip next one-way round-trip

Thanks. Oh ... how long does the "trip

It takes about three and a half hours.

OK. Thanks. Goodbye.

How long does the trip take?

Assistant Goodbye.	
Learn it, use it!	
You say	You hear
I'd like a ticket to, please.	Would you like a one-way ticket or a round-trip? Are you leaving today? / When are you coming back?
What time is the next bus?	It leaves at
What gate / Where does it leave from?	It leaves from

2 @ 1339 Listen to three more people buying bus tickets. Choose the correct answers.

	Type of baker	Price	Next bus	Gate	Duration
1 New Haven	lone-way / round-trip	\$22/\$32	*8:00 (9:00)	18/10	2/3 hours
2 Boston	*one-way / round-trip	1\$27 / \$37)	10:15/10:50	17/(11)	103 /A hours
3 Long Island	1 one-way / found-trip	1515/\$16	196:45 (6:55)	16/9	1540 (50 minutes

3 Pairwork Look at the bus information below. Choose a destination and take turns to buy a bus ticket. Find out when the next bus is and where it leaves from. 🔯

	To	Time	Departure	One-way	Round-trip	Duration
Boston	Newport	10:30 AM	Pike Street	\$27	\$52	1 hour 40 minutes
Boston	Providence	8:00 PM	South Station	\$8	\$16	1 hour
Boston	New York	10:30 AM	Downtown	\$29	\$58	4 hours 20 minutes
Boston	Montreat	7:15 AM	South Station	\$91	\$173	7 hours 30 minutes



forty-two



Extra practice online

It takes about



Consolidation

• Tell students it is a good idea to learn the You say phrases in the Learn it, use it! chart by heart, so that they can say them easily and naturally. Tell them that if they make an effort and practice the phrases for a few days, they should be able to commit them to memory.

Workbook page 24 Online Workbook Extra practice

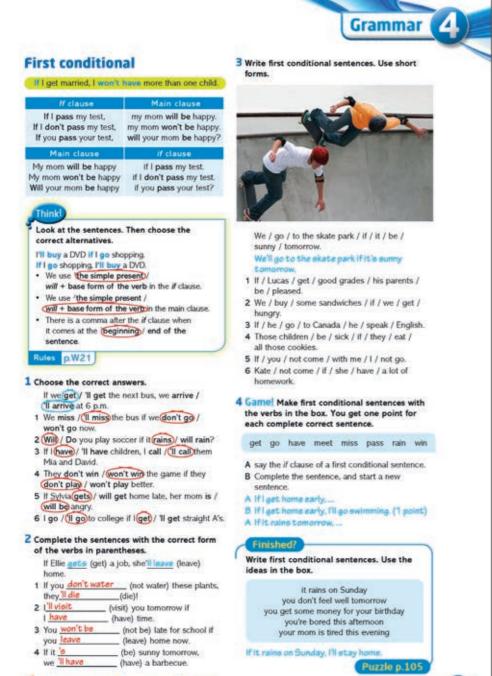
Grammar page 43



To present and practice the first conditional **Grammar PowerPoint presentation Unit 4**

Warm-up

- Ask: Will you go to college one day? Will you get married? Will you have children? Elicit a few responses, then ask: Is this certain? What does it depend on? Write on the board: I'll go to college if ... I'll get married if ...
- Elicit some ideas for finishing the sentences and write them on the board. Tell students that these are first conditional sentences, and they are going to study them in this lesson.



First conditional

(Workbook p.23

Grammar chart and Think! box

Extra practice online

- Read out the grammar example.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Reinforce the point that we use the simple present, not will, in the if clause. If it rains, we will stay at home. NOT If it will rain, we will stay at home.
- Refer students to the rules on page W21.

Rules page W21

Exercise 1

- Students circle the correct words.
- Check the answers with the class.

Exercise 2

• Students complete the sentences with the correct verb forms.

forty-three (43)

- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 3

- Students write the first conditional sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

ANSWERS

- If Lucas gets good grades, his parents will be pleased.
- **2** We'll buy some sandwiches if we get hungry.
- 3 If he goes to Canada, he'll speak English.

- 4 Those children will be sick if they eat all those cookies.
- 5 If you don't come with me, I won't go.
- 6 Kate won't come if she has a lot of homework.

Exercise 4 Game!

- Ask two confident students to read out the example answers. Elicit an ending to the unfinished sentence, and another beginning.
- Students work in pairs to make sentences. You could set a time limit for the game, to make it more competitive.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- See who has the most points at the end of the game.

Extra activity

- Write these sentence beginnings on the board.
 - 1 If I do well in my exams this year, ...
 - 2 If I get a good job one day, ...
 - 3 If I don't have any homework next weekend, ...
 - 4 If I lose my cell phone, ...
- Students complete them with their own ideas.
- Students can compare their answers in pairs. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Finished?

- Students write first conditional sentences. Ask some students to read their sentences to the class.
- Once students have finished this activity, they can go on to do the puzzle on page 105.

ANSWERS

Students' own answers.

Consolidation

 Suggest to students that they study the rules for the first conditional and write some personal first conditional sentences, to help them remember the grammar. Tell them they can make personal grammar notes to go with their examples, to remind themselves of the rules.

Workbook page 23 Online Workbook Extra practice

Skills pages 44–45



Reading

Aim

To read and understand a magazine article about future predictions

Warm-up

• Read out the title of the magazine article, then point to the pictures and ask: What do they show? Use the pictures to teach X-ray, mosquito, and satellite. Ask: What kinds of predictions do you think the article will talk about? Elicit a range of answers.

Background notes

- John Watkins (1852–1903) was a civil engineer who worked for an American railroad company. As well as the predictions that are mentioned in the article, he also made some other inaccurate predictions, including:
 - All traffic in cities will be either above the ground, or under the ground.
 - People will eat strawberries as big as
 - People will apply electric currents to the soil, to make plants grow more quickly.

Exercise 1 Read and listen **(%)** 1.38

- Play the audio. Students read and listen, and answer the question.
- Go through the Check it out! box and ask students find the words in the magazine article. Make sure that students understand the meaning of the words.

There won't be any mosquitoes or flies. There will be no C, X, or Q in our everyday alphabet.

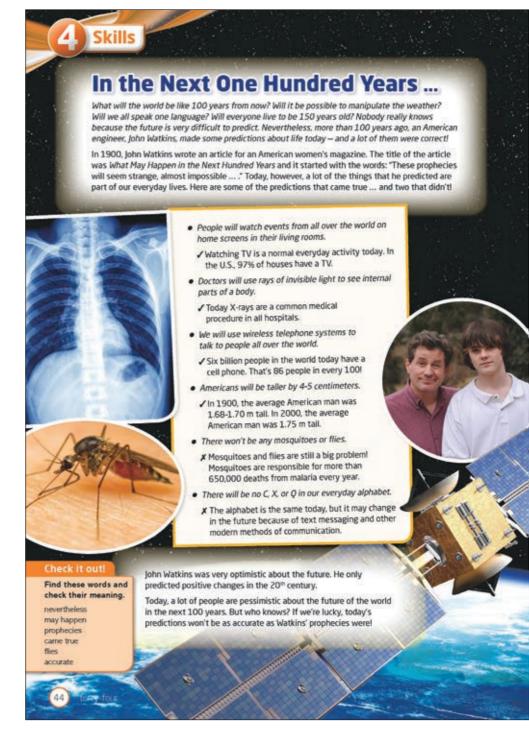
Audioscript Student Book page 44

Exercise 2

- Students read the magazine article again and answer the questions.
- · Students compare their answers in pairs.
- Check the answers with the class.
- Discuss question 5 with the class. You could find out through a show of hands whether most students are optimistic or pessimistic, then discuss their reasons.

ANSWERS

- 1 He was an engineer.
- 2 He made his predictions in 1900.
- 3 An American women's magazine published his predictions.
- cell phones, TV, physical changes to the body, X-rays
- 5 Students' own answers.



Extra activity

- To help students practice scanning for specific information in a text, write these numbers on the board.
 - 1 1.75
 - 2 six billion
 - **3** 650,000
 - 4 97
 - 5 86
- Ask students to find the numbers as quickly as they can. They can then write a sentence for each one to put it in context.

ANSWERS

- 1 The average American man was 1.75 m tall in 2000.
- 2 Six billion people in the world today have a cell phone.

- 3 650,000 people die from malaria each year.
- 4 97% of American households have
- 5 86 people in every 100 have a cell phone.

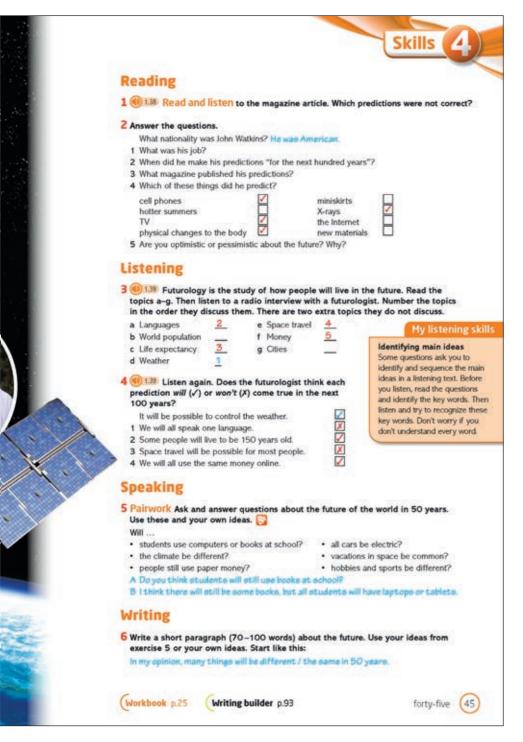
Listening

Aim

To listen to an interview with a futurologist

Warm-up

- Ask: Do you think it is possible to predict the future? What kinds of things can we predict quite easily? What can't we predict?
- Ask students to discuss the guestions in pairs. Ask some students to tell the class what they and their partner agreed on.



Exercise 3 (%) 1.39

- Read through the instructions and the list of topics with the class. Make sure that students understand all the topics.
- Play the audio. Students listen and number the topics in the order the people discuss them.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 111

Exercise 4 (%) 1.39

- Give students time to read through the sentences.
- Play the audio again for students to listen and decide if the futurologist thinks each prediction will come true or not.
- Check the answers with the class.

Extra activity

- Write these questions on the board.
 - 1 Why are scientists interested in the weather, according to the futurologist?
 - **2** What kinds of weather does he think scientists will control?
 - 3 Which three languages does he think will be the most important?
 - 4 What does he say about Portuguese?
 - 5 Why won't space travel be possible for most people?
- Students work individually or in pairs to answer the questions from memory.
- Play the audio again for students to listen and check their answers.
- Check the answers with the class.

ANSWERS

- 1 Because the climate is changing.
- 2 Extreme weather.
- 3 English, Mandarin Chinese, and Spanish.
- 4 It will still exist.
- 5 Because it will still be too expensive.

Speaking

Aim

To practice asking and answering questions about the future of the world

Exercise 5 Pairwork

- Ask two confident students to read out the example question and answer.
- Read through the ideas with the class and check that they understand everything.
- With weaker classes, elicit the question that students will ask for each idea.
- Put students into pairs to ask and answer the questions.
- Ask some pairs to tell the class what they agreed on. Ask other students: Do you agree? Why? / Why not?

Writing

Ain

To write a text about future predictions for the world

Writing builder

 Ask students to turn to the Writing builder on page 93/C2. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Students write their text, using their ideas from exercise 5.
- Students swap their text with their partner, who corrects any mistakes.
- Ask some students to read their texts to the class. Ask other students: Which predictions do you agree /disagree with?

ANSWERS

Students' own answers.

Consolidation

 Suggest to students that they could start a blog in English. They could write blog posts about topics that interest them, e.g., what life will be like in the future. They could use the blog to practice the vocabulary and grammar that they learn each week in class.

Writing builder page 93/C2 Workbook page 25 Online Workbook Extra practice Unit test Worksheets DVD

Review B

Grammar

be going to (affirmative and negative, yes / no questions and short answers) Verb + infinitive / -ing form will: future (affirmative and negative, yes / no questions and short answers) will / be going to First conditional

Vocabulary

Personality adjectives

Life events

Review B page 46



Songs

If You Leave Me Now, by Chicago (first conditional)

The Chain, by Fleetwood Mac (first conditional)

Dance Tonight, by Paul McCartney (be going to)



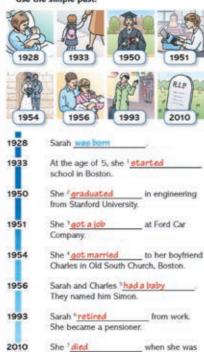
Vocabulary

1 Complete the sentences with personality

Maria designs her own clothes.

- She's very creative

 1 That man thinks he's very important. He's arrogant
- 2 Elena is friendly and makes friends easily. She's outgoing
- 3 Steve wants to be an astronaut. He's very ambitious
- 4 I always plan my study time. I'm quite organized
- 5 Lily never changes her mind. She's very stubborn
- 6 I don't mind changing my plans at the last minute. I'm flexible
- Complete the timeline with seven life events. Use the simple past.



82 years old. She had a good life.

Grammar

3 Complete the sentences with the affirmative (/), negative (X), or question (?) forms of will or be going to.

watch the movie at 8 p.m. (/) 1 I 'm not going to play volleyball today. I don't have time. (X) 2 Who do you think w next soccer World Cup? (?) 3 The weather forecast says that it isn't going to rain today. (X) 4 You won't pass your test. You don't work hard enough. (X) 5 What will life be like 20 years

4 Choose the correct answers.

from now? (?)

6 If Tina goes

she won't be

- I don't mind playing / to play hockey at school.
- 1 I don't want getting / to get up early tomorrow.
- 2 Steve enjoys reading / to read crime stories.
- 3 The students hate doing / to do P.E. outside in
- 4 I hope seeing / to see you soon!
- 5 I'd like buying / to buy some new jeans.
- 5 Complete the sentences with the correct form of the verbs in parentheses. Use short forms if possible.

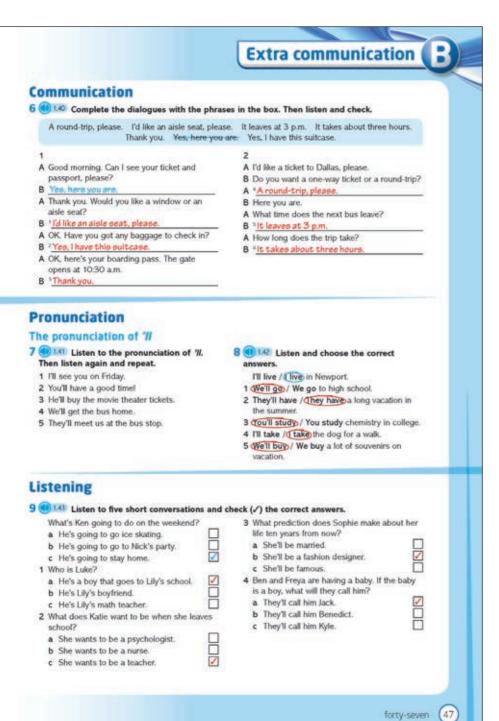
1	If it 's	(be) sunny later,
	we II go	(go) for a walk.
11	We Il wait	(wait) for you
	f you re	(be) late.
2	If you 're	(be) hungry.
94	7l make	_ (make) you a sandwich.
3	If Jack does	n't leave (not leave) now,
24	he "Il miss	(miss) the bus.
4	If the band	losen't practice (not practice), it
00-	won't play	(not play) well.
5	'll help	(help) you with your math
	f you don't	understand (not understand) it.

(go) to the movies,

(not be) home until 10 p.m.

46

forty-six



Extra communication B

page 47

Aim

To practice talking at the airport and the bus station; to practice hearing and pronouncing ///; to listen to five short conversations about the future

Communication

Exercise 6 (%) 1•40

- Students complete the dialogues with the phrases in the box.
- Play the audio. Students listen and check.
- Check answers with the class, and check that students understand everything.
- Ask two pairs of students to read out the two completed dialogues.

Audioscript Teacher's Book page 111

Pronunciation

Exercise 7 (%) 1•41

- Play the audio for students to listen to the sounds
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Student Book page 47

Exercise 8 (%) 1•42

- Give students time to read the sentences.
- Play the audio for students to listen and choose the correct answers.
- Check answers, playing the audio and pausing after the relevant words for students to hear the sounds.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Teacher's Book page 111

Extra activity

- Ask pairs to write two sentences about themselves: one using / and one using ///l.
- Students can read their sentences to each other in pairs and decide if their partner is saying / or I'll.
- Ask some students to read out their sentences. Correct any mistakes.

Listening

Exercise 9 (9 1.43

- Give students time to read the questions and possible answers.
- Play the audio. Students listen and check the correct answers.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 111

Culture club B page 48



Aim

To read some predictions about the future of the United States; to give a presentation on the future of your country

Reading

Warm-up

- Read out the title of the article on page 48. Ask: What do you think life will be like in 2100? What things will be better? What problems will there be?
- Elicit a range of answers from individual students

Exercise 1 Read and listen 1.44

- Give students time to read the question.
- · Play the audio. Students read and listen to the article, then answer the question.
- Students can compare their answers in pairs.
- Check the answer with the class.

ANSWER

People will live longer.

Audioscript Student Book page 48

Exercise 2

- Students read the article again and answer the questions.
- Students can compare their answers in pairs
- · Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

ANSWERS

- 1 They will be underwater.
- 2 They will be smaller than they are now.
- Spanish.
- People won't get married for life. They will get married for ten or twenty years.
- They will (want to) become independent.
- Most people will stay healthy until they die.
- They will live to 150.

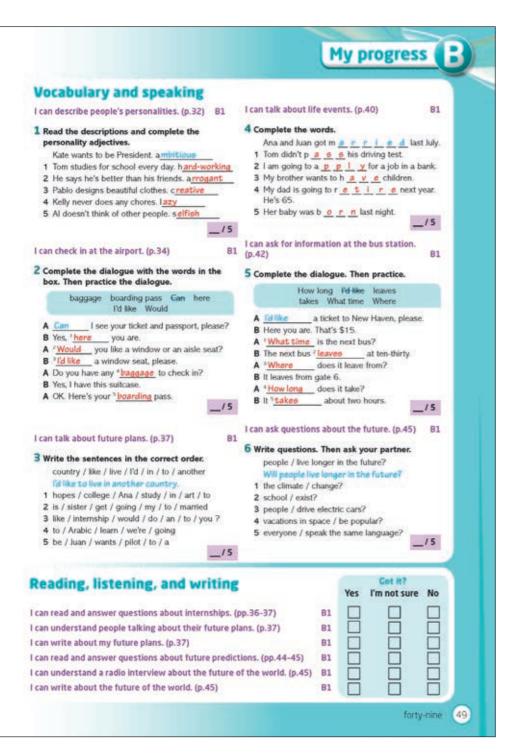
Exercise 3 Presentation

- Read the task with the class.
- Students work individually or in pairs to answer the questions and prepare their presentation.
- Monitor and help as necessary.
- Students take turns to present their predictions to the class.
- Hold a brief class discussion on which predictions students think will definitely come true.



Extra activity

- For homework, students could choose a different topic, e.g., education or jobs, and make predictions about it.
- In the next lesson, students can work in small groups and present their predictions to each other and discuss which they think will come true. Ask groups in turn to tell the class which predictions they all agree will come true.



My progress B page 49

Aim

To review the language and skills learned in Units 3 and 4

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 32.
- Read through the vocabulary with the class and check students understand it all.
- Repeat exercise 1 on page 49 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 34. Play the audio (1.29) again for students to hear the phrases in context.
- Repeat exercise 2 on page 49 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 37.

- Ask individual students the questions.
 When they answer, ask other students
 questions about their plans, e.g., What
 does (Ana) hope to do?
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

ANSWERS

- 1 Ana hopes to study in art college.
- 2 My sister is going to get married.
- 3 Would you like to do an internship?
- 4 We're going to learn Arabic.
- 5 Juan wants to be a pilot.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 40. Point to the pictures in turn and elicit the correct phrases. Ask individual students questions using the phrases.
- Repeat exercise 4 on page 49 as a class, eliciting the correct answers.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 42.
- Play the audio (1.36) again for students to hear the words and phrases in context.
- Repeat exercise 5 on page 49 as a class, eliciting the correct answers.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They then practice asking and answering the questions in pairs.
- If students did not do well, write the questions on the board in full and drill them with the class.
- Students can then ask and answer the guestions in pairs.

ANSWERS

- 1 Will the climate change?
- 2 Will school exist?
- 3 Will people drive electric cars?
- 4 Will vacations in space be popular?
- 5 Will everyone speak the same language?

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any
 of the activities difficult, they should
 go back and review them, using a
 dictionary to help them understand
 vocabulary they find difficult.

Remember pages 50–51

Grammar

must (affirmative and negative)

Compounds: some-/any-/no-

Compounds: every-

have to (affirmative and negative, yes / no questions and short answers)

mustn't / don't have to

Gerunds

Verb + -ing form

be going to (affirmative and negative, yes / no questions and short answers)

Verb + infinitive / -ing form

will: future (affirmative and negative, yes / no questions and short answers)

will / be going to

First conditional

Vocabulary

Places around town

Housework

Personality adjectives

Life events

Vocabulary

Aim

To review and consolidate the vocabulary learned in Units 1–4

Exercise 2

ANSWERS

Accept any words from the vocabulary pages of Units 1–4.

Extra activity

- Tell students they are going to test a partner on vocabulary they have learned in Units 1–4.
- Tell students to look back through the vocabulary pages of their book and choose five words. They should write a sentence for each word, with some letters missing from the target word (tell them not to gap more than half the letters).
- Students work in pairs to complete each other's words. Tell them to give themselves a point for each correct answer
- Students can repeat the activity with a different partner. See who has the most points at the end!



Vocabulary

 Complete the sentences with the correct noun or adjective.

Karl never works. He's very lazy

1 I went to the hospital when I broke my

- 2 I have to load the dishwasher after dinner.
- Clara hates waiting. She isn't a patient girl.
- 4 I borrow books from the city library
- 5 Peter loves meeting new people. He's very outgoing ____.
- 6 You can buy stamps at the post office
- 2 Add three new words or phrases for each category.

Places around town	Housework	Personality adjectives	Life events
hunstation		·	e
			11
	-		·
2			

Grammar

must

3 Look at the information. Then write five more rules with must / mustn't.

Stanton Swimming Pool

buy a ticket at the entrance

take a shower before you swim

don't jump into the pool

don't eat food near the pool

leave your clothes in the changing room

don't run near the pool

You must buy a ticket at the entrance.

Compounds: some-1 any-1 no-1 every-

4 Complete the compound words with some-, any-, no-, or every-.

We didn't do any thing interesting last weekend.

- I think there's <u>some</u> one upstairs.
 I can see a light.
- No body came to the park with me.

 I was alone.
- 3 I can't find my cat any where
- 4 I saw <u>some</u> thing moving over there. What is it?
- 5 We looked every where, but we didn't find him.
- 6 I have no thing to do. Let's play tennis.

have to

5 Write five more sentences about Kevin's obligations. Use the correct form of have to.

At home	At school		
set the table 🗸	play sports 🗸		
clean the bathroom 🗴	eat in the cafeteria 🗴		
feed the dog 🗸	go to school on Saturday X		

te has to get the table

6 And you? Write about your obligations. Use the activities in activity 5 or your ideas.

mustn't / don't have to

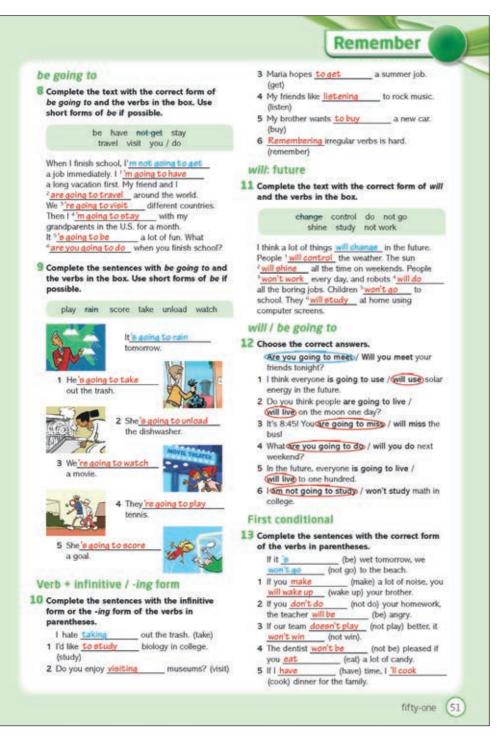
7 Complete the sentences. Use mustn't, don't have to, or doesn't have to.

You mustn't play soccer in the classroom!

- She's lucky. She <u>doesn't have to</u> do any housework.
- 2 I don't have to get up early on Saturday because there's no school.
- Mom says I <u>muetn't</u> play loud music at night.
- 4 We don't have to walk. We can get the bus.
- 5 Tom doesn't have to take out the trash. His dad always does it.
- 6 You mustn't go near the animals.
 They're dangerous.



fifty



Grammar

Aim

To review and consolidate the grammar learned in Units 1–4

Exercise 3

ANSWERS

You must take a shower before you swim.

You mustn't jump into the pool. You mustn't eat food near the pool. You must leave your clothes in the changing room.

You mustn't run near the pool.

Exercise 5

ANSWERS

He doesn't have to clean the bathroom. He has to feed the dog. He has to play sports. He doesn't have to eat in the cafeteria. He doesn't have to go to school on Saturday.

Exercise 6

ANSWERS

Students' own answers.

Extra activity

- Write these sentences on the board.
 - 1 I'm hungry, but there isn't something to eat!
 - 2 That paint is wet, so you don't have to touch it.
 - 3 Do you enjoy to watch movies?
 - 4 We're going meet some friends later.
 - 5 Do you want to come with us?
 - 6 If you will be late, we'll miss the start of the movie.
- Tell students that five of the sentences include a mistake, but one sentence is correct.
- Students work in pairs to correct the mistakes.
- Check the answers with the class.

ANSWERS

- 1 I'm hungry, but there isn't **anything** to eat!
- 2 That paint is wet, so you mustn't touch it.
- 3 Do you enjoy watching movies?
- 4 We're going **to** meet some friends later.
- 5 Correct.
- **6** If you **are** late, we'll miss the start of the movie.

5 I've never had so much fun!

Grammar

Present perfect (affirmative and negative, yes / no questions and short answers)

Past participles

been / gone

ever / never

Present perfect / Simple past

Vocabulary

Experiences

Communication

At the hotel

Skills

Reading: A magazine article about the Duke of Edinburgh Award

Listening: A teenager's experience of the Duke of Edinburgh Award

Speaking: Talking about experiences

Writing: A postcard about a vacation

Topics and values

Personal development; Outdoor activities; Vacations; Tourism and travel

Presentation pages 52–53



Aim

To present the new language in an interesting context

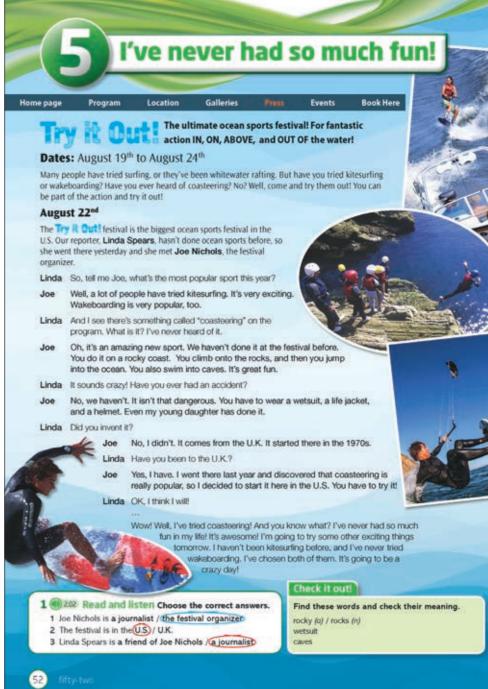
Warm-up

• Ask students to look at the pictures. Ask: What can you see? What are the people doing? Use the pictures to teach surfing, wakeboarding, and kitesurfing. Ask: Can you do these sports in your country? Have you tried them? Which one would you like to try? Why?

Exercise 1 Read and listen **()** 2.02

- Give students time to read the sentences. Check that they understand them all. Play the audio. Students read and listen, and choose the correct answers.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 52



Exercise 2 Comprehension

- Students read the article again and answer the questions. Encourage stronger students to use their own words where possible in their answers.
- They can compare answers in pairs.
- Check the answers with the class.

ANSWERS

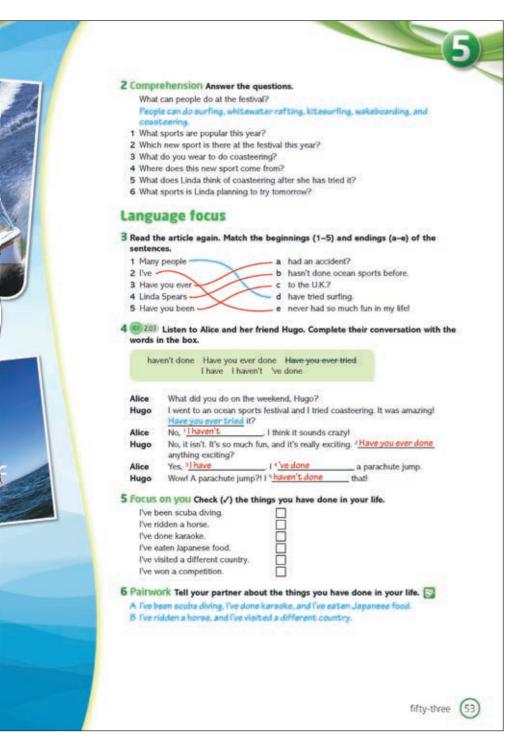
- Kitesurfing and wakeboarding are popular this year.
- Coasteering.
- You wear a wetsuit, a life jacket, and a helmet.
- 4 It comes from the U.K.
- She thinks it's awesome.
- 6 She's going to try kitesurfing and wakeboarding.

Extra activity

- Write these sentences on the board.
 - 1 Linda has done ocean sports before.
 - 2 Coasteering involves climbing, jumping, swimming, and sailing.
 - **3** *Joe thinks that coasteering is safe.*
 - 4 Coasteering started in the 1980s.
 - 5 Joe learned about coasteering in the U.K. last year.
- Students decide if they are true or false, and correct the false sentences.

ANSWERS

- 1 False. She has never done ocean sports
- 2 False. It involves just climbing, jumping, and swimming.
- 4 False. It started in the 1970s.
- 5 True.



Consolidation

 Point out that the text contains quite a lot of vocabulary to do with sports. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks.
 Encourage them to record useful adjectives (e.g., awesome), and words for equipment (e.g., wetsuit), as well as words for sports.

Language focus page 53

Aim

To practice the target language in a controlled and personalized context

Exercise 3

- Students match the beginnings and endings of the sentences, then check their answers in the article.
- Check the answers with the class. Make sure that students understand the meaning of all the sentences.

Exercise 4 () 2. 03

- Give students time to read the gapped conversation. Check that they understand parachute jump.
- Play the audio. Students listen and complete the conversation.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 111

Exercise 5 Focus on you

- Read through the activities with the class, and check that students understand them all.
- Students check the things they have done.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Ask two confident students to read out the example answers.
- Students work in pairs to tell their partner about things they have done.
- Ask some students to tell the class what things they and their partner have both done.

Extra activity

- Brainstorm some other exciting activities that students have done, e.g., I've been to a music festival. I've been to Disneyworld. I've been ice skating. Write sentences on the board. When you have about ten ideas on the board, put students into pairs to tell their partner which of the things on the board they have done.
- Ask some students to tell the class what things they and their partner have both done.

Consolidation

 Suggest to students that they could make a poster with some exciting things they have done. They could write a sentence for each activity, and add pictures if they have any.

Vocabulary page 54

Experiences

Aim

To present and practice vocabulary for experiences

Grammar PowerPoint presentation Unit 5

Warm-up

- With books closed, ask: What exciting things have you done? Elicit a few ideas, then say: Write down something exciting that you've done, that you think no one else in the class has done.
- Students write down their ideas. Ask students in turn to read out their sentences. See who has managed to find something that no one else has done.

Exercise 1 (%) 2•04

- Students work individually or in pairs to match the pictures with the expressions.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

Audioscript Teacher's Book page 111

Exercise 2 ⑤ 2•05

- Play the first part of the audio and read out the example sentence.
- Play the rest of the audio, pausing as necessary to give students time to write their sentences.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

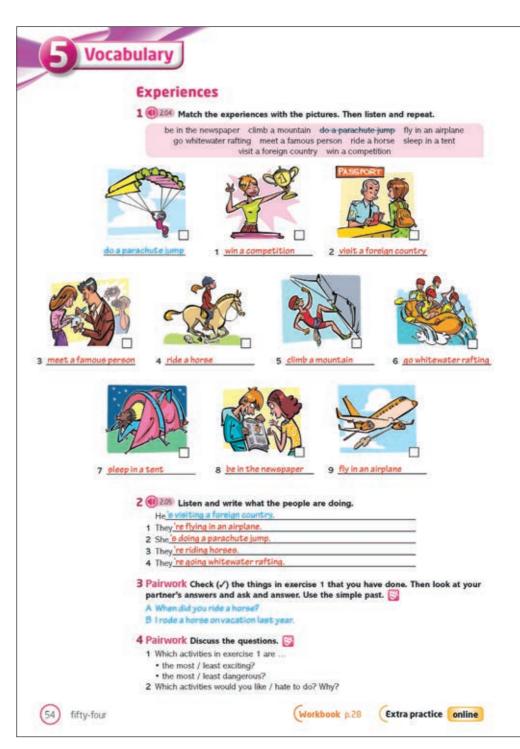
Audioscript Teacher's Book pages 111–112

Exercise 3 Pairwork

- Students work individually to check the things in exercise 1 that they have done.
- Ask a student to read out one of the things from exercise 1 that they have done. Ask: When did you ...? Where did you do this? Did you enjoy it? Elicit the answers.
- Point out to students that some of the verbs in the expressions are irregular in the simple past form.
- Students then work in pairs to ask and answer questions about their experiences.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.



Exercise 4 Pairwork

- Model the activity by asking a confident student which activities they think are the most exciting. Agree or disagree with their answer, giving a reason and making another suggestion.
- Students then discuss the questions in pairs.

Extra activity

- Write the phrase bucket list on the board. Explain that your bucket list is your list of things you want to do before you die. Give some examples of things that might be on someone's bucket list, e.g., swim with dolphins, climb Mount Everest.
- Ask students to think of three experiences for their bucket list.
 Students can use their dictionaries.

- Elicit ideas from students and write them on the board. Explain any new vocabulary as necessary.
- Point to the activities on the board and discuss as a class which are the most exciting, and which ones students would like or hate to do.

Consolidation

• Advise students to note down the new vocabulary in their vocabulary notebooks. Suggest that they could put the expressions into personal sentences, saying if they have done the thing, would like to do it, or would hate it.

Workbook page 28 Online Workbook Extra practice

Grammar

Present perfect

Affirmative and negative

A lot of people have tried kitesurfing. She hasn't done ocean sports before

Subject	have / has	Past participle
I / You / We / They	have ('ve) / haven't	finished.
He / She /	has ('s) / hasn't	finished.

Think Read the sentences. Then choose the correct

She's seen Beyoncé They've visited Mexico

- We 'know / don't know when she saw Beyonce.
- We 'know / don't know when they visited
- · We use the present perfect when we 'know / don't know when a past action happened.

Rules p.W26

Past participles

	Regular ver	bs	
Base form	Simple past	Past participle	
finish	finished	finished	
visit	visited	visited	
	Irregular ve	rbs	
Base form Simple past Past p		Past participle	
see	5-bw	seen	
eat	ate	eaten	
Rules p. W.	26	rregular verbs list	

1 Complete the sentences with the affirmative (/) or negative (X) present perfect form of the verbs in parentheses.

I 've read this book three times. (read) (/) Roberta hasn't met Diego. (meet) (X) 1 Dad has lost his glasses again! (lose) (🗸) 2 We haven't seen this movie before. (see) (X) 3 Beth has bought some new shoes. (buy) (/) 4 | haven't done all my homework. (do) (x) 5 My uncle has been on TV. (be) (/) 6 You haven't heard her new song. (hear) (X)



Extra practice online



Z Complete the sentences with the present perfect form of the verbs in the box.

buy not clean not eat not fly not meet read

- I haven't eaten Indian food before. Let's try it!
- ve read ____ this book twice. It's great. 2 Eij hasn't flown in an airplane before. He's very excited!
- 3 We haven't met Chloe's new boyfriend.
- 4 Tom's parents have bought __ him a tablet for his birthday.
- 5 Ana haen't cle her room. It's a mess!

been I gone



Read the sentences and answer the

- 1 Adam's been to Mexico. He really enjoyed it. Is Adam in Mexico now? No, he isn't
- 2 Adam's gone to Mexico. He's coming home on Friday

Is Adam in Mexico now? Yee, he is.

Rules p.W26

3 Complete the sentences with been or gone.

"Are Jack and Sarah at home?" "No, they've ___ to the movie theater."

- 1 Jo loves Italy. She's been there six times.
- 2 "Where's Greta?" "She's gone to bed."
- 3 My dad's gone to Chicago. He's staying there until Monday.
- 4 Ben's been to Spain. He showed me his pictures.
- 5 "Is Mrs. Wilson in her office?" "No, she's to lunch."

4 Game! In groups, talk about the experiences on page 54. Who has done the most things?

se, and I've flown in an air

Write about your experiences using the ideas in the box. Then compare your answers with a partner.

climb a mountain eat sushi ride a camel stay in a hotel swim with a dolphin travel abroad win a competition

I haven't eaten sushi.

Puzzle p.106



Grammar page 55

Aim

To present and practice the affirmative and negative forms of the present perfect, past participles, and the difference between been and gone

Grammar PowerPoint presentation Unit 5

Warm-up

- With books closed, write the nouns from the expressions on page 54 on the board. Put students into pairs and give them two minutes to write the expressions for the experiences.
- Elicit the answers from the class and add them to the board. Ask: Who's ridden a horse? Elicit answers, and write some sentences on the board: (Ana) has ridden a horse. (Rafael) has flown in an airplane.

• Underline the verbs, and tell students they are going to study this verb form in more detail now.

Present perfect (affirmative and negative)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W26.

Rules page W26

Past participles

Grammar chart

- Go through the grammar chart with the class and refer students to the irregular verbs list at the back of the book.
- Point out that some past participles are the same as the simple past form, but others are different.
- Refer students to the rules on page W26.

Rules page W26

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

been / gone

Think! box

- Go through the *Think!* box with the class. Students answer the questions.
- Check the answers, and make sure that students understand the two sentences.
- Refer students to the rules on page W26.

Rules page W26

Exercise 3

- Students complete the sentences with the correct words.
- Check the answers with the class.

Exercise 4 Game!

- Refer students back to page 54. Students look at the experiences again and decide which they have done.
- Put students into pairs to compare their experiences and see who has done more things.
- Ask pairs to report back to the class. See who has done the most things.

Finished?

- Students write about their experiences, and compare them with a partner.
- Ask students to read their sentences to the class, and ask others Have you done this?
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

• Point out that a lot of very common verbs have irregular past participles. Suggest to students that they should try to learn a few irregular verbs each week, using the irregular verbs list.

Workbook page 28 **Online Workbook Extra practice**

Communication page 56



At the hotel

Aim

To present and practice conversations at a hotel

Warm-up

- Focus on the picture and ask: What can vou see? Where are the people? Who are they? What are they doing?
- Elicit that they are in a hotel, and teach receptionist and to check in, then ask: What do you think they are saying? Elicit a few ideas

Exercise 1 (%) 2•06

- Give students time to read through the hotel registration form. Check that they understand single and double, and
- Play the audio. Students listen and complete the form.
- Play the audio again, and ask students to read the conversation as they listen.
- Play the audio once more, pausing after each line for students to repeat, individually and chorally.
- Go through the Learn it, use it! chart with the class. Check that students understand all the phrases.

Audioscript Student Book page 56

Exercise 2 (%) 2•07

- Play the audio. Students listen and complete the charts.
- · Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

Audioscript Teacher's Book page 112

Exercise 3 Pairwork

- Give students time to plan their information for their stay.
- Model the activity with a confident student. Play the role of the receptionist and get the student to check in.
- Students then practice in pairs and take turns to check in.
- Students can change their information and practice again with a different partner for extra practice.
- Ask some students to perform their conversations for the class

Consolidation

• Tell students it is a good idea to practice saying and spelling their name so that they can do this easily in English where necessary.

Workbook page 30 **Online Workbook Extra practice**



At the hotel

1 @ 2000 Heather is checking in to a hotel with her family. Listen to the dialogue and complete the hotel registration form. Then listen and repeat.



The Grand Hotel		
Check in date / time: 08/05 / 3:1	5 p.m.	
First name: 1	Last name: 1	
Number of people: 3	Type of room: *	(single / double / family
Number of nights: 1	Room number: 4	
Check out date / time: *		

Good afternoon. Can I help you? Heather Yes, please. We'd like to check in. Receptionist Certainly. What's your name, please? Heather It's Heather Blackwell. I've booked a room for four people for tonight. Receptionist OK, I'll just check that. Yes, ... a family room for one night. Is that correct? Heather Yes, that's right. Receptionist Great. Could I have your passports or ID cards? Heather Yes, here they are. Receptionist Thank you. And, can you sign this form, please? Heather Yes, of course. OK. Here's your key card. It's room 205. That's on the second floor. Receptionist Heather OK, thank you. And what time do we have to check out tomorrow? Receptionist You have to leave the room by 11 a.m. Heather OK, thank you very much. Receptionist You're welcome. Have a nice stay

Learn it, use it!

You hear	You say
Can I help you?	I / We'd like to check in. I / We've booked a room for
Could I have your passports or ID cards?	Yes, here they are.
Can you sign this form, please?	Yes, of course.
Here's your key card. It's room	Thank you. What time do we have to check out?

2 @200 Listen to two people checking in. Complete the charts.



2	First name:	Rafael
	Last name:	Lopes
	Number of people:	two
	Type of room:	double
1	Number of nights:	one
	Room number:	134

3 Pairwork Imagine that you are checking into a hotel. Invent information for your stay (number of people, type of room, number of nights) and then take it in turns to role-play your conversation with the receptionist.



fifty-six

Workbook p.30

Extra practice online



Grammar page 57



Aim

To present and practice yes / no questions and short answers in the present perfect, ever and never, and the difference between the present perfect and simple past

Grammar PowerPoint presentation Unit 5

Warm-up

- With books closed, write these verbs on the board: buy, clean, do, eat, finish, fly, go, hear, meet, read, ride, see, travel, visit, win.
- Put students into pairs and give them two minutes to write as many past participles of the verbs as they can.
- Check answers, and write the past participles on the board.
- See which pair got most correct answers. Remind students that they need to learn irregular past participles.

Present perfect (yes / no questions and short answers)

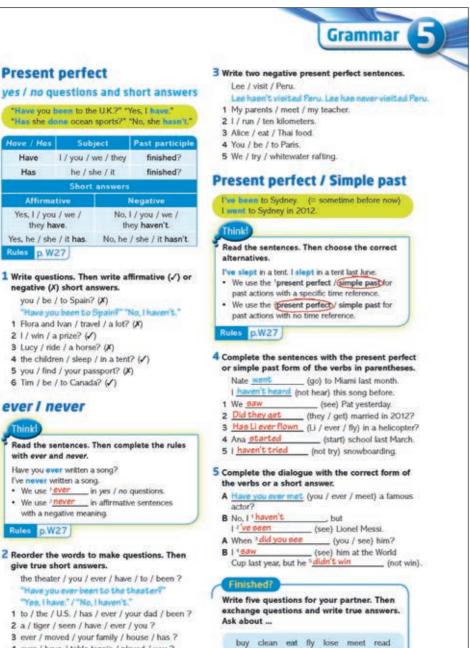
Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with
- Refer students to the rules on page W27.

Rules page W27

Exercise 1

- Students write the questions and short
- Check the answers with the class.



ANSWERS

they have.

Think

1 Have Flora and Ivan traveled a lot? No, they haven't.

4 ever / have / table tennis / played / you ? 5 pizza / made / ever / have / your parents ?

6 have / in / a lake / you / swum / ever ?

Workbook pp.28-29 Extra practice online

- 2 Have I won a prize? Yes, you have.
- 3 Has Lucy ridden a horse? No, she hasn't.
- 4 Have the children slept in a tent? Yes, they have.
- 5 Have you found your passport? No, I haven't.
- 6 Has Tim been to Canada? Yes, he has.

ever / never

Think! box

- Students read the Think! box and complete the rules with the correct words.
- Refer students to the rules on page W27.

Rules page W27

Exercise 2

Have you ever eaten Chinese food?

• Students reorder the words to make questions.

Puzzle p.106

fifty-seven (57)

- Ask some students to read out their questions. Correct any mistakes.
- Students then write short answers that are true for them.
- Students can ask and answer the questions in pairs.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

- 1 Has your dad ever been to the U.S.?
- 2 Have you ever seen a tiger?
- 3 Has your family ever moved house?
- 4 Have you ever played table tennis?
- 5 Have your parents ever made pizza?
- 6 Have you ever swum in a lake?

Exercise 3

- Students write two negative sentences for each set of prompts.
- Check the answers with the class.

ANSWERS

- My parents haven't met my teacher. My parents have never met my teacher.
- 2 I haven't run ten kilometers. I've never run ten kilometers.
- 3 Alice hasn't eaten Thai food. Alice has never eaten Thai food.
- 4 You haven't been to Paris. You've never been to Paris.
- 5 We haven't tried whitewater rafting. We've never tried whitewater rafting.

Present perfect / Simple past

Think! box

- Read out the grammar examples.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W27.

Rules page W27

Exercise 4

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 5

- Students complete the dialogue with the correct verb forms.
- Check the answers with the class.

Finished?

- Students write five questions to ask a partner, then ask and answer their questions in pairs.
- Ask some students to read their questions to the class. Ask other students to answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

 Suggest to students that they study the rules for the use of the present perfect and simple past, and write some personal sentences using each verb form, to help them remember the grammar. Tell them they can make personal grammar notes to go with their examples, to remind themselves of the rules.

Workbook pages W28-29 **Online Workbook Extra practice**

Skills pages 58–59



Reading

Aim

To read and understand a magazine article about the Duke of Edinburgh Award

Warm-up

- Point to the picture of the Duke of Edinburgh and ask: Do you know who this is? Discuss as a class who the Duke of Edinburgh is (see Background notes). Ask students to read the Culture note on the Duke of Edinburgh quickly.
- Point to the other pictures and ask: What do you think young people have to do for the Duke of Edinburgh Award? What do you think they learn from these things?
- Elicit a few ideas. Use the pictures to teach unicycle and canoeing.

Background notes

- Prince Philip, the Duke of Edinburgh (born 1921) is the husband of the British Queen Elizabeth II. He was born in Greece into the Greek and Danish roval families, but became a British citizen before he married Elizabeth.
- The Duke of Edinburgh Award scheme encourages young people to take part in a range of challenging activities designed to help them develop qualities such as maturity, independence, and leadership.

Exercise 1 Read and listen **3** 2.08

- Read through the list of activities with the class, and check that students understand them all.
- Play the audio. Students read and listen, and check the activities that Jessica mentions
- Go through the Check it out! box and ask students find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 58

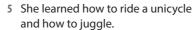
Exercise 2

- Check that students understand expedition and juggle.
- Students read the article again and answer the questions.
- Check the answers with the class.
- Discuss question 7 with the class, encouraging as many students as possible to join in and express their opinions.

ANSWERS

- 1 500,000
- 2 Bronze, Silver, and Gold.
- Community service, skills, physical fitness, and an expedition.
- 4 She's done the Bronze Award.





- She went on a canoeing trip with two friends in Ontario.
- 7 Students' own answers.

check their meaning.

to date at least

unicycle

juggle

Extra activity

- Tell students to imagine they are going to do the Duke of Edinburgh Award.
- As a class, brainstorm some activities that students could do for each section of the award. Make notes on the board.
- Ask students to choose and plan an activity for each section of the award. Tell them they can use the ideas on the board, or their own ideas.
- Students can compare their ideas in pairs and discuss why they chose these activities.

• Ask some students to present their ideas to the class. Discuss as a class what students could learn from each of the activities mentioned

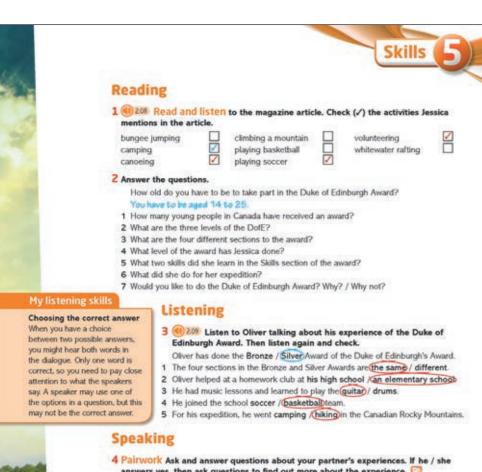
Listening

Aim

To listen to a teenager's experience of the Duke of Edinburgh Award

Warm-up

- Ask: What new skills have you learned recently? Did you enjoy it? What sports and other activities do you do to keep fit? Do you enjoy them? Have you ever helped out in your community? What kinds of things could you do to help?
- Elicit a range of ideas.



4 PairWork Ask and answer questions about your partner's experiences. If he / she answers yes, then ask questions to find out more about the experience. If yes: When? Where? Who with? Yes (V) / No (X) · do any volunteer work · win an award or a prize · visit another country · try an exciting sport · speak in public · visit a famous tourist attraction · go on a school trip · sleep in a tent · have an exciting experience A Have you ever done any volunteer work? A When did you do that? B Yee, I have. I've helped clean a river. B Last summer.

Writing

5 Read the beginning of Dave's postcard. Then imagine you are on vacation and write a postcard (80-100 words) to a friend. Replace the phrases in bold with your experiences. Then write the second paragraph with your ideas.

Hi Carlos

Guess what! I'm on vacation in New Zealand with my family. It's a very beautiful country, I've only been here for a week, and I've already done some really exciting things. I've done a bungee jump, I've seen whales, and I've climbed a volcano! ..

Workbook p.31

Writing builder p.94

fifty-nine (59)



Exercise 3 (%) 2•09

- Read the Mv listening skills box with the
- Give students time to read the sentences.
- Play the audio. Students listen and choose the correct answers.
- · Check the answers with the class.

Audioscript Teacher's Book page 112

Extra activity

- Write these gapped sentences on the board.
 - 1 Oliver did his Duke of Edinburgh Award last_
 - 2 For the Silver Award, you have to do the activities for _

3	Oliver still has guitar lessons
	a week

- 4 The basketball team has __ this year.
- 5 In the mountains, Oliver walked on _____ most of the time.
- Students work individually or in pairs to complete the sentences from memory, with between one and three words.
- Check the answers with the class.

ANSWERS

- 1 year
- 2 six months
- 3 once
- 4 done well
- 5 snow and ice

Speaking

Aim

To practice talking about experiences

Exercise 4 Pairwork

- Read the task with the class, then ask two confident students to read out the example questions and answers.
- Elicit or point out that we use the present perfect to ask about experiences, then the simple past to find out more.
- Read through the ideas with the class and check that students understand everything.
- Put students into pairs to ask and answer the questions.
- Ask some pairs to tell the class something they learned about their partner.

Writing

Aim

To write a postcard about a vacation

Writing builder

• Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 5

- Students read the beginning of Dave's postcard.
- Elicit some ideas to replace the phrases in bold, and brainstorm some ideas to add in the second paragraph. Make notes on the board.
- Students replace the phrases in bold with their own ideas, and write a second paragraph with their own ideas.
- Students swap their postcard with their partner, who corrects any mistakes.
- Ask some students to read their postcards to the class. Ask other students: Whose vacation sounds like the most fun? Why?

ANSWERS

Students' own answers.

Consolidation

• Tell students they should keep a note of mistakes that they make in their writing, and use the grammar rules in the Workbook to review grammar points that they find difficult.

Writing builder page 94/C9 Workbook page 31 **Online Workbook Extra practice Unit test** Worksheets DVD

6 Have you seen it yet?

Grammar

Present perfect + yet and already

Present perfect + just

Present perfect + for / since

Vocabulary

Internet activities

Communication

At the visitor center

Skills

Reading: An article about different Internet users

Listening: A description of Internet use **Speaking:** Talking about Internet use Writing: A paragraph about how you use the Internet

Topics and values

The Internet: Science and technology: Hobbies and free time; Popular culture

Presentation pages 60-61



To present the new language in an interesting context

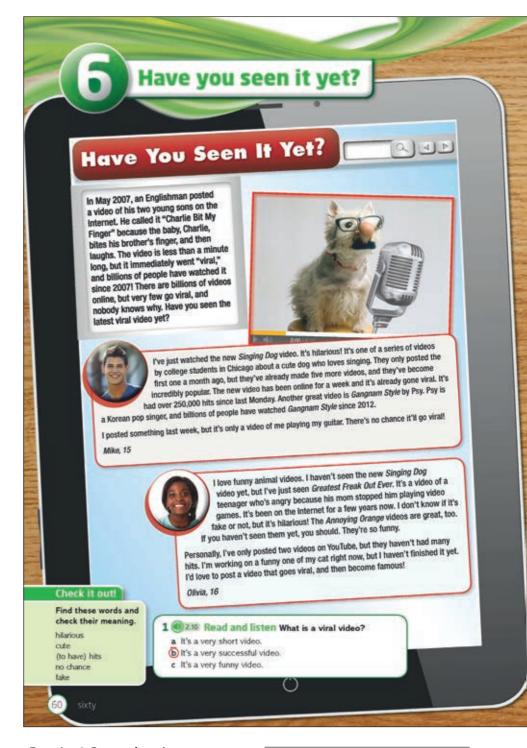
Warm-up

• Ask: Do you ever watch funny videos on the Internet? What videos have you seen recently? Elicit ideas from individual students, and ask them to describe funny videos they have seen recently. As they mention videos, ask other students: Have you seen this video? Did you enjoy it?

Exercise 1 Read and listen 2.10

- Give students time to read the three definitions of viral video. Check that they understand successful. Play the audio. Students read and listen, and choose the correct answer.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 60



Exercise 2 Comprehension

- Students read the article again and answer the questions. Encourage stronger students to use their own words where possible in their answers.
- Students can compare their answers in pairs.
- · Check the answers with the class.

ANSWERS

- 1 It's less than a minute long.
- 2 No, no one knows why some videos
- 3 He thinks it's very funny.
- 4 He posted a video of him playing the guitar.
- 5 He's angry because his mom stopped him playing video games.
- She's working on a funny video of
- 7 Students' own answers.

Extra activity

- Write these sentences on the board.
 - 1 College students in Boston made the Singing Dog videos.
 - 2 Psy is from Korea.
 - 3 Mike thinks his video might go viral.
 - 4 Olivia has also seen the new Singing Dog video.
 - 5 Olivia thinks the Greatest Freak Out Ever video might not be real.
 - 6 Olivia has only posted one video
- Students read the article again and decide if the sentences are true or false. Ask them to correct the false sentences.





ANSWERS

- 1 False. College students in Chicago made the video.
- 2 True
- 3 False. He says there is no chance it will go viral.
- 4 False. She hasn't seen it yet.
- 5 False. She's posted two.

Consolidation

• Point out that the article contains a lot of vocabulary to do with the Internet. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations, as well as individual words, e.g., post a video, be on the Internet.

Language focus page 61



To practice the target language in a controlled and personalized context

Exercise 3

- Students put the words in the correct order to make sentences. They can check their answers in the article on
- Check the answers with the class. Make sure that students understand all the sentences

Exercise 4 (%) 2-11

- Give students time to read the activities in the chart. Check that they understand them all. Elicit that Scooby is probably a dog.
- Play the audio. Students listen and complete the chart.
- Play the audio again if necessary for students to check and complete their
- · Check the answers with the class.

Audioscript Teacher's Book page 112

Exercise 5 Focus on you

- Read through the movie titles with the class. Check that students understand them all. Ask them to translate the titles into their own language if necessary,
- Read out the example sentences, and elicit one or two more examples of movies that students have and haven't seen
- Students write sentences.
- Ask some students to read some of their sentences to the class. Correct any mistakes.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students work in pairs to tell their partner about movies they have and haven't seen
- Ask some students to tell the class which movies they and their partner have both seen.

Extra activity

- Ask: What new songs have you heard recently? What new games have you played? What apps have you tried? Elicit ideas from students, and write the titles on the board. When you have about ten ideas on the board, put students into pairs to tell their partner which songs they have heard, games they have played, and apps they have tried.
- Ask some students to tell the class something that they have both done.

Consolidation

• Suggest to students that they choose some of their sentences from exercise 5 to keep and use as reminders about how to use I've already ... and I haven't ... yet.

Vocabulary page 62



Internet activities

Aim

To present and practice vocabulary for Internet activities

Grammar PowerPoint presentation Unit 6

Warm-up

- With books closed, ask: How much time do you spend on the Internet every day? What do you usually do online? Elicit a few ideas, then put students into pairs and give them two minutes to write down as many things as they can that they do online.
- · Elicit ideas from the class and make notes on the board. Tell students they are going to learn some more vocabulary for Internet activities.

Exercise 1 (%) 2•12

- Students work individually or in pairs to complete the Internet activities with the words in the box.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

Audioscript Teacher's Book page 112

Exercise 2 (%) 2•13

- Students complete the sentences with the correct verbs.
- Play the audio for students to listen and check their answers.

Audioscript Teacher's Book page 112

Exercise 3 Pairwork

- Read out the guestion with How often ...? Read through the adverbs of frequency with the class and check that students understand them. If necessary, review the meanings by writing the adverbs on the board and writing percentage numbers next to them: always 100%, often 75%, sometimes 50%, rarely 25%, never 0%.
- Model the activity by asking a few students questions about the Internet activities in exercise 1
- Students then work in pairs to ask and answer questions.

Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks.
- They could keep a diary of their Internet use for a week, to practice the vocabulary and discover how much they use the Internet.

Workbook page 34 **Online Workbook Extra practice**



Internet activities

1 (1) 212 Complete the Internet activities with the words in the box. Then listen and repeat.

commenting on a picture downloading music. IMing playing an online game posting a picture sending an e-mail updating her antivirus software using a search engine watching a video















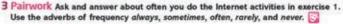




- 1 He's playing an o 2 She's using a search engine 3 He's watching a video
- 4 She's sending an e-mail to a friend. 5 He's commenting on a picture
- She's updating her antivirus software
- She's downloading music He's Ming 8 his cousin.
 - 9 He's posting a picture
- 2 (1) 213 Complete the sentences. Then listen and check.

I always download music from the Internet Music Store. The songs are only \$1!

- 1 Is George going to post pictures from his vacation on Facebook?
- 2 A lot of teenagers play online games
- 3 I often comment on my friends' posts on Facebook. I usually write something funny.
- 4 If I want to find some information, I use a search engine
- 5 I <u>update</u> my antivirus software every week.
- 6 Can you IM me when you get home?
- 7 I watch funny videos on YouTube when I'm bored.
- 8 I don't often gend e-mails to my friends. I usually text them.



- A How often do you download music?
- B Trarely download music.



Look!

IM = Instant message

sixty-two

(Workbook p.34

Extra practice online



Grammar page 63



Aim

To present and practice the present perfect with yet and already

Grammar PowerPoint presentation Unit 6

Warm-up

- With books closed, write the following verbs on the board: buy, do, download, finish, have, make, post, read, save, see, speak, wash.
- Put students into small groups.
- Groups take turns to choose a verb and say its past participle.
- If they give a correct answer, they get a point and the verb is crossed off. If their sentence is incorrect, the verb remains on the board. Continue until all the verbs have been used.

Present perfect + yet and already

Think! box

- Read out the grammar examples.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules page W32

Exercise 1

- Students choose the correct words.
- Check the answers with the class.

Grammar

Present perfect + yet and aiready

lave you seen the latest viral video yet? They've already made five more vide

Read the sentences. Then complete the rules with yet and already.

Have you seen the new video yet? No, I haven't. I haven't seen it yet.

- Yes, I have. I've already seen it.

 We usually put 'yet ____ in yes / no questions and negative sentences.
- . We usually put already in affirmative sentences.

Rules p.W32

1 Choose the correct answers.

Darren hasn't read his e-mails already / (yet) 1 Clara has already / yet posted the pictures on her social network page.

- 2 Have you done your homework already / vet?
- 3 We haven't had dinner already / vet
- 4 ('ve'already) / yet spoken to Mia
- 5 You're late! The test has already / yet started.

2 Write the sentences in the correct order.

finished / hasn't / yet / her dance lesson / Maria . had her dance lesson

- 1 blog / read / yet / have / you / Michael's ?
- 2 already / my / I've / done / homework
- 3 movie / hurry upl / the / already / started / has .
- 4 you / have / new / yet / student / met / the ?
- 5 already / some / Jo / songs / downloaded / has .
- 6 shopping / we / yet / done / the / haven't .

3 Write affirmative sentences (/) with already, and negative sentences (X) and yes / no questions (?) with yet.

Dad / wash the dishes (X) Dad hasn't washed the they / finish their project (?) Have they finished their Katie / see / the video (/)

- 1 1 / make my bed (✔)
- 2 you / see Sally's new video (?)
- 3 Mike / post the pictures of his birthday party (X)
- 4 the train / arrive (X)
- 5 we / downloaded the new Superman movie (/)
- 6 you / save the document (?)





4 Look at Julia's list. Write about what she has already done () and what she hasn't done yet (X)

e's already made her bed. She haen't cleaned her room yet.

Mu chares

make my hed (2) clean my room (x) IM: Ame about tonight (X)

do the shopping (X)

post pictures on my blog (1) buy Mours hirthday present (X) finish my homework (1) study for the English test (1)

5 Complete the message with the words in the box.

already (x3) has haven't have already yet (x2)

Array

We're having a great time in New York. We only arrived two days ago, but we've <u>already</u> done some exciting things. I've '<u>already</u> taken a lot of pictures, but I' _ posted them on my website yet. We've visited the Statue of Liberty, but we haven't been to any museums 'yet planning to go tomorrow. On Friday, we're going to see War Horse on Broadway. We have already bought the tickets. I'm very excited! Have you gotten your test scores 7 My brother has already received his and they aren't very good. I hope yours are better

6 Game! Guess three things your partner has already done and three things he / she hasn't done yet this week. Write them down.

She's already cleaned her ro She hasn't watched her favorite TV show yet.

Then find out if your guesses are correct. You get one point for a correct guess. The winner is the person with more points.

A Have you cleaned your room yet?

B Yes, I've already cleaned it. / No, I haven't cleaned it yet.

Write five sentences about things you have already done or haven't done yet today.

I've cleaned my room today, but I have watched my favorite TV show yet.

Puzzie p.106

sixty-three (63)



Exercise 2

- Students write the sentences in the correct order
- Point out that some of the sentences are questions, so students need to think about the word order carefully.
- Check the answers with the class.

ANSWERS

- 1 Have you read Michael's blog yet?
- 2 I've already done my homework.
- 3 Hurry up! The movie has already started.
- 4 Have you met the new student yet?
- Jo has already downloaded some
- 6 We haven't done the shopping yet.

Exercise 3

- Read out the three example answers and point out how they relate to the prompts.
- Students write the sentences.
- Check the answers with the class.

ANSWERS

- 1 I've already made my bed.
- 2 Have you seen Sally's new video yet?
- 3 Mike hasn't posted the pictures of his birthday party yet.
- The train hasn't arrived yet.
- We've already downloaded the new Superman movie.
- 6 Have you saved the document yet?

Exercise 4

- Give students time to read through the list. Check they understand everything.
- Read out the example sentences, and point out how they relate to the prompts.
- Students write sentences.
- Check the answers with the class.

ANSWERS

She hasn't done the shopping yet. She's already finished her homework. She hasn't IMd Ana about tonight yet. She's already posted pictures on her blog. She hasn't bought Mom's birthday present yet.

She's already studied for the English test.

Exercise 5

- Ask students to read through the message quickly, ignoring the gaps. Ask: Where is Amy? (She's in New York.) Why is her brother not very happy? (His test scores aren't very good.)
- Students complete the message with the correct words.
- Check the answers with the class.

Exercise 6 Game!

- Read out the example sentences.
- Students work individually to write their
- Ask some students to read their sentences to the class. Correct any mistakes
- Students read their guesses to each other in pairs and say whether they are
- See if anyone made six correct guesses!

ANSWERS

Students' own answers.

Finished?

- Students write about things they have and haven't done today.
- Ask some students to read their sentences to the class. Ask other students: Is this sentence true for you, too?
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

• Tell students that if they are still not confident with the present perfect, they should study the rules in the Workbook. Point out that there is also a lot of extra practice available online, which students can use to help them become more confident.

Workbook page 34 **Online Workbook Extra practice**

Communication page 64



At the visitor center

Aim

To present and practice conversations in a visitor center

Warm-up

- Focus on the picture and ask: What can vou see? Where are the people? Who are they? What are they doing?
- Elicit that the girl is at a visitor center, asking for information, then ask: What do you think she is saying? What's the best way to see a city when you visit it? Elicit a few ideas, and try to elicit the idea of doing a city tour.

Exercise 1 (%) 2•14

- Check that students understand tour, sights (= things to see), and leaflet.
- Play the audio for students to listen and choose the correct answers.
- Play the audio again, pausing after each line for students to repeat, individually and chorally. Check that students understand everything.
- Go through the Learn it, use it! chart with the class. Check that students understand all the phrases.

Audioscript Teacher's Book page 112

Exercise 2 (%) 2**.**15

- Read through the chart with the class. Check that students understand Duration of tour and Departure from.
- Play the audio. Students listen and complete the chart.
- · Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

Audioscript Teacher's Book pages 112–113

Exercise 3 Pairwork

- Give students time to read about the two tours. Check they understand everything.
- Model the activity with a confident student. Play the role of the assistant and get the student to ask you for information.
- Students then practice in pairs and take turns to ask for information.
- Students can choose the other tour and practice again with a different partner for extra practice.
- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.



At the visitor center

1 @234 Jenny is at a visitor center. Listen and choose the correct answer. Then listen and repeat.

Jenny

Assistant Good morning / afternoon. Can I help you? Yes, please. I'd like to do a tour of the 'city / old town

There are a lot of different tours. There's a walking tour, a bike tour, and a bus Assistant

tour. What type of tour are you looking for?

What do you recommend? The walking / bike tour is very good. And I think the best way to see the city is Assistant on foot/ by bike.

Jenny How much does it cost? Assistant The tickets are \$87 \$18. How long does it take? Jenny Assistant It takes two/ a few hours

Assistant It starts here at the visitor center. You visit the most important sights in the city.

What time does it start? Jenny

There are three toors every day - at 10 a.m., 2 p.m., and 4 p.m. Here's a leaflet Assistant with all the information / telephone numbers

Jenny Thank you. That's great.

Where does it start?

Learn it, use it!

You say	You hear
I'd like to do a tour of the city.	What type of tour are you looking for?
What do you recommend?	I think the best way to see the city is on foot / by bike.
How much does the tour cost?	The tickets are
How long does the tour take?	It takes
Where / What time does it start?	It starts at / There are three tours. They start at

2 @235 Listen to two more people at the visitor center. Complete the chart.

	Person 1	Person 2
Type of tour	Abustour	A bike tour
Price of ticket	\$10	1\$12
Duration of tour	* Three hours	* Two hours
Departure from	The bus station	"The parking lot
Times	19:30 a.m. 2:30 p.m.	10 11 a.m. 11 3 p.m.

3 Pairwork Look at advertisements for tours of San Francisco. Choose a tour and take turns to ask for information at the visitor center. 💽











Extra activity

sixty-four

- As a class, brainstorm some ideas for more tours of cities, e.g., a boat tour of London.
- Write these prompts on the board. tour what / recommend how much / cost how long / take where / start what time / start
- Ask students to close their books.
- Students then work in pairs and prepare a new dialogue using the prompts and ideas on the board.
- Ask some pairs to perform their dialogues for the class.
- If this is too difficult for your students, work as a class and use the prompts and ideas on the board to create a new dialogue. Students then practice the new dialogue in pairs.

Consolidation

• Tell students it is a good idea to learn how to say and understand times and prices, so they can do this easily in English where necessary. Suggest that to practice, they could use their cell phone to record some of the sentences with times and numbers from this dialogue. They could record them more than once. with different times and prices. They could then listen a few days later and make notes on the times and prices they hear.

Workbook page 36 **Online Workbook Extra practice**

Grammar

Present perfect + just

I've just watched the new "Singing Dog" video.

Think!

Read the sentences. Then choose the correct alternatives

I've just watched the new "Singing Dog" video. He's just bought an awesome new video game.

- We use just in ¹affirmative / negative sentences.
- Just comes after ²have or has / the verb.

Rules p.W32

1 Complete the sentences with the present perfect form of the verbs in parentheses and just. Use short forms.

My brother is very excited. He 's just passed (pass) his driving test.

- 1 Our team is winning! Diego 's just scored (score) a goal.
- 2 They're not hungry. They 've just had (have) lunch.
- was easy.
- 4 Sally isn't here. She 's just taken (take) the dog for a walk.
- 5 It's Liam's birthday today. I <u>'ve just sent</u> (send) him a text message.
- 2 Look at the pictures and write sentences with the words in the box. Use the present perfect with iust.

break / a bottle buy / the groceries eat / a fish find / some money have / a swim miss / the bus



ie's just found some money

- She's just bought the groceries
- 2 He's just broken a bottle.
- 3 They've just missed the bus
- 4 It's just eaten a fish
- 5 He's just had a swim

(Workbook p.35

Extra practice online



Present perfect + for / since

It's been on the Internet for a few years now. Billions of people have watched Gangnam Style since 2012.

Think!

Read the sentences. Then complete the rules with for and since

The new video has been online for a week

- It's had over 250,000 hits since last Monday. We use 1 for with the present perfect to talk about the duration of a state or action.
- We use ² since with the present perfect to talk about when a state or action began.

Rules pp.W32-33

3 Complete the time expressions with for or since.

	since	April	3	since last Saturday
1	for	twenty minutes	4	since 2 o'clock
2	for	six months	5	for a long time

4 Match the sentence halves and complete them with for or since.

a the phone for hours! 1 I've been a student at this 2 Our team hasn't won b house since 2012. 3 We've lived in this c school for two years. d a game since November. 4 Jennifer has been on e teacher for two years. 5 Olivia hasn't eaten 6 Mrs. Watson has been our f chocolate since February.

1 c I've been a student at this school for two yea

5 Complete the sentences with the present perfect form of the verbs in parentheses and for or since.

We 've been (be) friends for five years 1 George has studied (study) Japanese _ three years. 2 My grandparents have lived Spain since 2013. She's hungry because she hasn't eaten (eat) anything since breakfast. 4 We 've had _ (have) our pet iguana six months. 5 | haven't seen (see) my cousins since _ my birthday party.

Write about the things in the box. Use the present perfect with for and since.

> be at this school have my cell phone know my best friend

I've known my best friend for / since ..

sixty-five



Grammar page 65



Aim

To present and practice the present perfect with just, and the present perfect with for and since

Grammar PowerPoint presentation Unit 6

Warm-up

- With books closed, write the following verbs on the board: break, find, have, miss, pass, score, send, take, win.
- Tell students they will need to know the past participles of these verbs for this lesson.
- Put students into pairs and get them to guess the past participles of the verbs. They can then check their answers in the irregular verbs list on the inside back cover.

Present perfect + just

Think! box

- Read out the grammar example.
- Students read the Think! box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules page W32

Exercise 1

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 2

- Point to the first picture and read out the example sentence.
- Students write the sentences.
- Check the answers with the class.

Extra activity

• Mime being asleep and then waking up suddenly and looking surprised. Ask: What have I just done? (You've just woken up.) Ask students in turn to mime doing something, then ask other students to guess what they have just done.

Present perfect + for / since

Think! box

- Read out the grammar examples.
- Students read the Think! box and complete the rules.
- Check the answers with the class.
- Refer students to the rules on pages W32-33.

Rules pages W32–33

Exercise 3

- Students complete the time expressions with for or since.
- Check the answers with the class.

Exercise 4

- Read out the example answer.
- Students match the sentence halves and complete the sentences.
- Check the answers with the class.

ANSWERS

2 d 3 b 4 a 5 f 6 e

Exercise 5

- Students complete the sentences with the correct words and verb forms.
- Check the answers with the class.

Finished?

- Students write sentences about themselves, using for and since.
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

• Suggest students write some personalized sentences using for and since to help them remember how to use them. Tell them that the more memorable the sentences are, the easier they will be to remember, so students should write about things that are important to them, or funny sentences to help them remember the grammar.

Workbook page 35 **Online Workbook Extra practice**

Skills pages 66–67



Reading

Aim

To read and understand an article about different Internet users

Warm-up

- Point to the pictures of the people and ask: What do you think they're doing? What are they using the Internet for? Elicit a few ideas, then ask: What do you use the Internet for? Finding information? Downloading music? Elicit a range of ideas from different students, and use the opportunity to review some of the vocabulary for Internet activities from page 62.
- Use the pictures to check that students understand laptop and tablet.

Exercise 1 Read and listen @ 2-16

- Play the audio. Students read and listen and note down four types of Internet
- Check the answer with the class. Use the pictures of the animals to check that students understand them.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

ANSWER

butterfly, dolphin, seal, and squirrel Audioscript Student Book page 66

Exercise 2

- Check that students understand research.
- Students read the article again and answer the questions.
- Check the answers with the class.
- Discuss guestion 7 with the class, encouraging as many students as possible to join in and talk about their personal experiences.

ANSWERS

- 1 He's playing an online game / a fantasy game.
- 2 They are games that a lot of people all play at the same time.
- 3 She's downloaded some songs because she's spending the evening with some friends and she wants a playlist of music to listen to.
- 4 They usually access it through their smartphones, laptops, or tablets.
- 5 They are doing research for their science project.
- 6 They have to be careful to choose the correct websites because the information on some websites is not accurate.
- 7 Students' own answers.



Extra activity

- Ask students to think about someone they know. Ask them to write two or three sentences about how that person uses the Internet.
- Students can then work in pairs to read their sentences to each other and discuss what type of Internet user each person is. Ask some pairs to tell the class who they discussed, and what they decided.

Listening

Aim

To listen to a description of Internet use

Warm-up

- Ask: How long do you spend on the Internet each day? How do you access the *Internet? On your cell phone, or laptop?* Where do you usually access the Internet? What kinds of games do you like playing online? Can you imagine life without the Internet? Does the Internet have any disadvantages?
- Elicit a range of answers from students.

Exercise 3 (%) 2•17

- Give students time to read the sentences.
- Play the audio. Students listen and write the correct information.
- Play the audio again if necessary for students to check and complete their
- Check the answers with the class.



Listening

3 @277 Listen to Darren talking about how he uses the Internet. The underlined information is false. Listen and write the correct information. Then listen and check.

I use the Internet every week. day

- 1 I use it at school and at the library.
- 2 At home, I use the Internet for homework.
- 3 I have a laptop, but I usually use my tablet to go online.
- 4 I often play online games
- 5 I like adventure and action games.
- 6 I love social network websites.
- 7 I prefer chatting to my friends online.

Taking notes

finished talking

Speaking

4 Pairwork Ask and answer with a partner, Take notes of your partner's answers.

- How often do you use the Internet?
- Where do you usually go online at home, at school, at
- How do you access the Internet PC, laptop, smartphone, tablet?
- What do you use the Internet for social network sites, games, music, videos, schoolwork, other?
- Give an example of how the Internet has helped you with your schoolwork
- How often do you post things online? What and where?
- How many times have you used the Internet today / this week? What sites have you visited? Why?
- 5 Tell your classmates about how your partner uses the internet.

Andrea uses the Internet every day ...

Writing

6 Use your answers in exercise 4 to write a paragraph (70-100 words) about how you use the Internet.

luse the Internet twice or three times a week ...

Workbook p.37

Writing builder p.94

sixty-seven (67



My speaking skills

When you ask another student

questions, and you take notes of their answers, don't write full

sentences. Only write one or

the words when you have

two key words. You can also use

abbreviations and then complete

ANSWERS

- 1 at home
- 5 fantasy
- 2 fun
- 6 hate
- 3 smartphone 7 in person
- 4 sometimes

Audioscript Teacher's Book page 113

Extra activity

- Write these sentences on the board.
 - 1 Darren sometimes has classes in the computer lab.
 - 2 He likes watching music videos online.
 - 3 He plays games against his friends.
 - 4 He never wins the games.
- Students decide from memory if the sentences are true or false.
- Play the audio again for students to listen and check their answers.

• Check the answers with the class.

ANSWERS

- 1 True
- 2 True.
- 3 False. He plays against his brother.
- 4 False. He always wins.

Speaking

To practice talking about Internet use

Exercise 4 Pairwork

- Read the My speaking skills box with the class.
- Give students time to think about their answers and make notes. Remind them just to make notes, and not to write their answers out in full.

- Demonstrate the activity by asking a confident student the first two or three questions. As they answer, make notes on the board.
- Put students into pairs to ask and answer the questions.

Exercise 5

• Ask students in turn to tell the class something about how their partner uses the Internet. Encourage students to refer to their notes to help them.

Writing

Aim

To write a paragraph about how you use the Internet

Writing builder

• Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Students use their own answers to the questions in exercise 4 to write a paragraph about how they use the Internet
- With weaker classes, read out the first few questions in exercise 4 and elicit answers. As students answer, write sentences on the board, to start building up a paragraph. Students can then refer to this to help them with their own paragraph.
- Students swap their paragraph with their partner, who corrects any mistakes.
- Ask some students to read their paragraphs to the class. Ask other students: What type of Internet user are they? Why?

ANSWERS

Students' own answers.

Consolidation

• Tell students that they should use writing tasks to practice new grammar and vocabulary that they have learned. Suggest that students could write one or two more paragraphs about how friends or family members use the Internet, and use the task as an opportunity to review and use as much vocabulary and grammar from this unit as possible.

Writing builder page 94/C9 Workbook page 37 Online Workbook Extra practice **Unit test** Worksheets DVD

Review C

Grammar

Present perfect (affirmative and negative, yes / no questions and short answers)

Past participles

been / gone

ever / never

Present perfect / Simple past

Present perfect + yet and already

Present perfect + just

Present perfect + for / since

Vocabulary

Experiences

Internet activities

Review C page 68



Songs

I Still Haven't Found What I'm Looking For, by U2 (present perfect)

Have You Ever, by Brandy (present perfect)



Vocabulary

1 Match the words in A and B to make six exciting experiences and six Internet activities.

В download ! a a horse 1 do k b a mountain 2 post _ c a competition 3 ride a d in an airplane e whitewater rafting 4 use f 5 climb b f a search engine 6 comment a g on your friends' pictures 7 win c h music 8 send 1

9 fly d j pictures on a website 10 watch 1 k a parachute jump

11 go _c 1 e-mails

Grammar

Write affirmative (√) and negative (X) sentences or questions (?) with the present perfect.

i a video

we / be / to Spain (X) We haven't been to S

1 Kevin / answer / my e-mail (X) Kevin hasn't answered my e-mail.

2 you / download / The Script's new album (?) Have you downloaded The Script's new album?

3 1 / see / all of Kirsten Dunst's movies (/) I have seen all of Kirsten Dunst's movies.

4 Mary / post / the pictures of her party on Facebook (/) Mary has posted the pictures of her party on Facebook.

5 the children / finish / their homework (?) Have the children finished their homework?

6 it / stop / raining (X) It hasn't stopped ra

3 Complete the sentences with been or gone.

"Where's Alice?" "She's gone home."

1 I've been to Mexico twice.

2 Tim isn't here. He's gone to the library.

3 Pete's never been to a pop concert.

4 Steve has <u>gone</u> whitewater rafting in the mountains, I hope it doesn't rain.

5 She's been to eight countries in Asia.

4 Complete the dialogues. Use the present perfect or simple past.

A

Chinese food? B Yes, I have 1 went (go) to a Chinese restaurant last weekend. A 'Have you ever flown in an airplane? (you / ever fly) B Yes, I have 1 went (go) to Australia last year, I *flew (fly) from Rio to Perth.

(you / ever eat)

A *Has your grandma ever used (your grandma / ever use) a computer?

Yes, she "has She 'downloaded (download) the new Adele song last week . She 'downloaded

A *Have you ever climbed (you / ever climb) a mountain?

B Yes, I have 1 to climbed Mount Kilimanjaro last summer

5 Rewrite the sentences in the correct order.

started / just / has / the / movie

1 has / Peter / yet / sold / his / laptop ? Has Peter sold his laptop yet?

2 we've / cousin / your / met / already We've already met your cousin

3 taken / trash / Jason / yet / hasn't / the / out Jason hasn't taken out the trash yet.

4 left / train / just / has / the The train has just left.

5 I've / seen / movie / this / already I've already seen this movie.

6 the / just / students / finished / have / Unit 4 The students have just finished Unit 4.

6 Complete the sentences with for, since, already, or yet.

Jack hasn't woken up yet 1 I've known my best friends since at elementary school.

2 Jill hasn't finished her homework yet

3 Dad has already fed the dog.

4 We've been here since Friday.

5 Al has already invited 50 people to his partyl

6 I've had this phone for two years.

7 Have you lived in L.A. for a long time?



sixty-eight

Extra communication

Communication

7 @ 218 Complete the dialogues. Then listen and check.

- A Good afternoon. Can I help you?
- B Yes, please. I'd like to check in.
- A OK. 'What's your name, please ?
- B It's Ray, Janet Ray. I've booked a room for three nights.
- A Ray. OK, that's fine. Could I have "your passport or ID card ?
- B Yes, here's my passport.
- A Thank you. Your room number is 26. It's on the second floor.
- B Thank you.
- A 'You're welcome. Have a nice stay .

- A Hello. 5 How much does a walking tour of the town cost?
- B The tickets are \$6.
- A "How long does it take ?

 B It takes about two hours.
- A What time does it start ?
- B It starts at 10 a.m.
- A Thank you. That's great.

Pronunciation

/æ/ and /A/

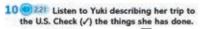
B (1) 2.19 Listen to the difference between the two sounds. Then listen and repeat.

/æ/ began /a/ begun

9 @ 200 Complete the chart with the simple past and past participles of the verbs. Listen and check. Then listen and repeat.

Base form	Simple past	Past participle
begin	began	begun
drink	drank	drunk
ring	*rang	¹rung
sing	sang	⁶ sung
swim	*swam	*swum

Listening



- 1 ridden a horse
- 2 been whitewater rafting
- 3 visited a museum
- 4 met Native American people 5 done a parachute jump
- 6 taken a lot of pictures
- 7 been to Las Vegas
- 8 been to a theme park

Where does Paul live now?

11 @ ZZZ Listen to four conversations and check (V) the correct answers.















2 What has Grandpa never done?



a V



b V

sixty-nine (69)

Extra communication C

page 69

Aim

To practice dialogues at a hotel and a visitor center; to practice pronouncing /æ/ and $/\Lambda/$ correctly; to listen to someone describing a trip, and to listen to four short conversations

Communication

Exercise 7 (%) 2.18

- Students complete the dialogues with the correct words.
- Play the audio. Students listen and check.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Pronunciation

Exercise 8 (%) 2•19

- Play the audio. Students listen and notice the pronunciation of the two sounds
- Play the audio again, pausing after each sound for students to repeat chorally. then individually.

Audioscript Student Book page 69

Exercise 9 (%) 2•20

- Students complete the chart with the correct simple past and past participle
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Teacher's Book page 113

Extra activity

- Ask students to write a sentence using some of the simple past and past participle forms in exercise 9.
- Students can read their sentences to each other in pairs.
- Ask some students to read their sentences to the class.
- Correct pronunciation and any mistakes.

Listening

Exercise 10 (%) 2.21

- Give students time to read through the experiences. Check that they understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and check the things Yuki has done.
- Play the audio again if necessary for students to complete and check their answers
- Check the answers with the class.

Audioscript Teacher's Book page 113

Extra activity

- Write these questions on the board.
 - 1 When did Yuki arrive in the Grand Canvon?
 - 2 Where did she learn about Native American people?
 - 3 Where did Yuki's friends see her pictures?
 - 4 Where does she want to do on Friday?
- Students can answer them from memory. Play the audio again for students to listen and check their answers
- Check the answers with the class.

ANSWERS

- She arrived on Sunday night.
- 2 In a museum.
- On her Facebook page.
- 4 She wants to have fun at the theme parks in Las Vegas.

Exercise 11 (%) 2•22

- Give students time to read the questions and look at the pictures.
- Play the audio. Students listen and check the correct answers.
- Play the audio again for students to listen and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Culture club C page 70



Aim

To learn about the online community; to learn about social networking sites in the U.S.; to give a presentation on social network sites in your own country, and your experiences online

Reading

Warm-up

- Point to the pictures and ask: What are the people doing? What do you think they are using the Internet for?
- Read out the title of the article and elicit the meaning of online community (people who communicate with each other online, but don't know each other
- Teach the word social networking site. Ask: Do you use social networking sites like Facebook? What do you use them for? Why do you like them?
- Elicit a range of answers from individual students

Exercise 1 Read and listen © 2.23

- Read through the headings with the class and check that students understand them all.
- Play the audio. Students read and listen to the article, then match the headings with the paragraphs.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 70

Exercise 2 Comprehension

- Students read the article again and answer the questions.
- Students can compare their answers
- Check the answers with the class.

ANSWERS

- 1 The first social networking sites appeared in the late 1990s.
- 2 Chatting and instant messaging are the most popular activities.
- 3 Online bullying is a serious problem on the Internet.
- 4 They change.
- 5 A digital citizen is an Internet user.
- 6 They can learn to use the Internet in a safe and responsible way.

Exercise 3 Presentation

- Read the task and the questions with the class.
- Students work individually or in pairs to answer the questions and prepare their presentation.

Culture club

The Online Community

The Internet has become an essential part of a teenager's life in the U.S. Today, about 97 percent of American teenagers use the Internet, and over three quarters of them use social networking websites.

Social networks

Social networking sites first appeared in the late 1990s, and their growth has been incredible. Today, the number one social network in the U.S. is Facebook, but Pinterest and Twitter are also popular. The most popular activities on social networking sites are chatting and instant messaging. People also post comments on their friends' newsfeeds as well as posting pictures and personal updates

Online experiences

The majority of teenagers say that they have had positive online experiences, and people their own age are generally kind to one another on social networks. However, 20 percent say that some people write unkind or rude things on their social networking sites. Also, many young people have experienced online bullying. This is a very serious problem, and you must tell an adult if someone tries to bully you or is unkind to you on the Internet.

Online identity

Many people seem to have different personalities online than in real life. For example, some people may be too shy to say what they think in real life, but they are more confident online and they aren't afraid of giving their opinions. But someone who is usually kind may say unkind things about a friend online, and this can create problems.

We are all citizens of a physical community and we have to obey laws. Similarly, Internet users are citizens of the digital community and there are rules of behavior there, too. It is important that all people learn to be responsible digital citizens. They must learn to use the Internet safely and responsibly to help make the Internet a great place to be



Digital Citizenship Tips

Think before you post something – nothing disappears on the internet, so never post secrets or personal information.

Respect other people - don't post your friends' personal texts or pictures onl

Be kind and polite - don't say unkind things about other people

Be responsible - only spread useful and positive

Be critical - don't believe everything you read on

Find these words and check their meaning.

newsfeeds one another bullying similarly spread

1 @223 Read and listen to the article. Match the headings with the paragraphs. Then listen and check.

A Online experiences

C Digital citizenship D Social networks

E Online identity

B Teens online

2 Comprehension Answer the questions.

What proportion of American teenagers use social networking sites? ee quarters of them use social netv

- 1 When did the first social networking sites appear?
- 2 What are the most popular social networking activities?
- 3 What is a serious problem on the Internet?
- 4 What happens to many people's personalities online?
- 5 What is a digital citizen?
- 6 How can people make the Internet a great place to be?

3 Presentation Discuss the questions with your partner. Make notes and then prepare a short presentation about your online experiences.

- · What social network websites do you and your friends use?
- . What activities do you and your friends use these sites for?
- · Have you had mainly positive or negative experiences on the Internet?
- · Have you or someone you know ever experienced online bullying? If so, what happened?
- . How do you check information you find on the Internet?

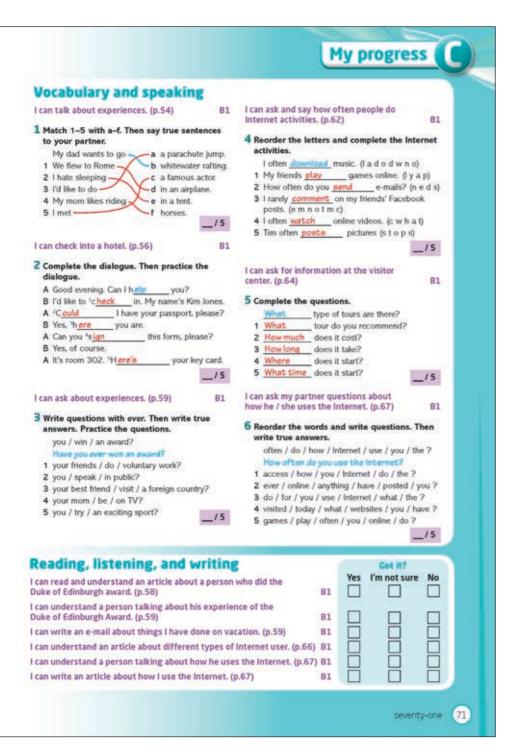


seventy

• Students take turns to present their ideas to the class.

Extra activity

- Students could work in pairs or small groups and design a poster against online bullying.
- Groups can take turns to show their poster to the class. Discuss as a class which posters would be effective and whv.
- The class could vote for the best poster.



My progress C page 71



To review the language and skills learned in Units 5 and 6

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then change the sentences so they are true for them, then read their sentences to each other in pairs.
- If students did not do well, refer them back to page 54. Give them one minute to look at the vocabulary for experiences, then ask them to close their books.

- Read out the first word of each expression, e.g., do... Students race to complete the experience (do a parachute jump).
- Repeat exercise 1 on page 71 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They can then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 56.
- Play the audio (2.06) again for students to hear the phrases in context.
- Repeat exercise 2 on page 71 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then write answers that are true for them.
- If students did not do well, refer them back to exercise 4 on page 59.
- Repeat exercise 3 on page 71 as a class, eliciting the correct answers.

ANSWERS

- 1 Have your friends ever done voluntary work?
- 2 Have you ever spoken in public?
- 3 Has your best friend ever visited a foreign country?
- 4 Has your mom ever been on TV?
- 5 Have you ever tried an exciting sport?

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, tell them you will test them on the vocabulary in the next lesson, and they must learn it.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 64.
- Play the audio (2.14) again for students to hear the phrases in context.
- Refer students back to exercise 5 on page 71 and put students into pairs to complete the questions.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then write answers that are true for them.
- If students did not do well, write the questions on the board in full and drill them with the class.

ANSWERS

- 1 How do you access the Internet?
- 2 Have you ever posted anything online?
- 3 What do you use the Internet for?
- 4 What websites have you visited today?
- 5 Do you often play online games?

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any
 of the activities difficult, they should
 go back and review them, using a
 dictionary to help them understand
 vocabulary they find difficult.

7 What were they doing?

Grammar

Past progressive (affirmative and negative, yes / no questions and short answers)

Past progressive and simple past + when / while

Vocabulary

Crime

Communication

At the police station

Skills

Reading: The story of Mary Wade

Listening: A description of a crime

Speaking: Describing a picture of

Writing: An e-mail about a robbery

Topics and values

Crime; Personal safety; Citizenship; Ethics and morals

Presentation pages 72–73



Aim

To present the new language in an interesting context

Warm-up

- Focus on the pictures and ask: What do they show? What can you see? Do you like biking? Do you bike to school? Is it safe to bike in your town or city? What dangers are there? How can you keep yourself safe?
- Use the pictures to teach *lock* and *steal*. Also teach thief and theft.

Exercise 1 Read and listen 2.24

- Read out the guestion. Pre-teach
- Play the audio. Students read and listen, and answer the question.
- Discuss the answer with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

SUGGESTED ANSWER

Steve was riding his bike alone at night in a backstreet. Eva didn't lock her bike. Audioscript Student Book page 72



Exercise 2 Comprehension

- Students read the article again and answer the questions.
- Check the answers with the class.

- Because the police are usually too busy to do anything about these crimes.
- He was in a backstreet.
- Steve fell off his bike.
- She didn't lock it because she only left it for a couple of minutes.
- 5 Nothing happened.

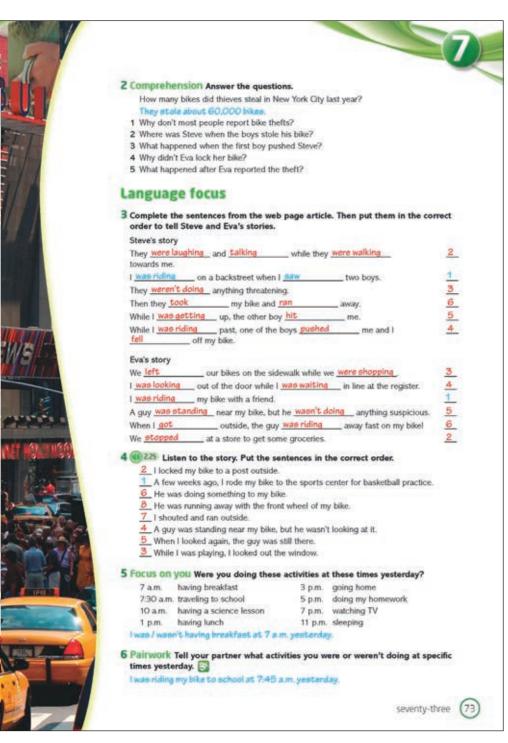
Extra activity

- Write these sentences on the board.
 - 1 Thieves stole 60,000 bikes in the U.S. last year.
 - 2 Casey's movie showed that it was difficult to steal bikes.

- 3 Casey stole a lot of people's bikes in New York City.
- 4 Steve felt scared of the two boys as soon as he saw them.
- 5 Eva saw a man standing close to her
- Students read the article again and decide if they are true or false. Ask them to correct the false sentences.
- Check the answers with the class.

ANSWERS

- 1 False. They stole 60,000 bikes in New York City last year.
- 2 False. The film showed it was easy to steal bikes.
- 3 False. He only stole his own bike.
- 4 False. He didn't think they were threatening.
- True.



Exercise 3

- Students complete the sentences and put them in order to tell the two stories.
- Students can refer back to the article on page 72 to help them with the task.
- Check the answers by asking two confident students to read out the completed stories.

Exercise 4 (%) 2•25

- Give students time to read the sentences. Check that they understand
- Play the audio. Students listen and put the sentences in the correct order.
- Play the audio again if necessary for students to check and complete their answers
- Check the answers with the class.

Audioscript Teacher's Book page 113

Exercise 5 Focus on you

- Read out the example answer. Ask individual students: What about you? Give another example with the next activity on the list, and elicit example answers from three or four students.
- Students write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Students work in pairs to tell their partner which activities they were and weren't doing.
- Ask some students to tell the class something they learned about their partner.

Extra activity

- Ask students to write three more sentences about what they were doing at specific times yesterday. Tell them that two sentences should be true, and one should be false.
- Ask some students to read their sentences to the class. Correct any mistakes.
- Put students into pairs to read their sentences to each other and guess the false sentence.
- Ask who managed to guess correctly.

Consolidation

• Suggest to students that they make a poster of the things they were doing at specific times yesterday, or last weekend. They could add pictures or photos of the activities, and write sentences like the ones in exercise 5.

Consolidation

• Point out that the article contains a lot of vocabulary to do with crime. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations as well as individual words, e.g., report a theft, serious crimes, victims of theft.

Language focus page 73



Aim

To practice the target language in a controlled and personalized context

Vocabulary page 74



Crime

Aim

To present and practice vocabulary for crime

Grammar PowerPoint presentation Unit 7

Warm-up

- With books closed, ask: Is crime a problem in your town or city? What kinds of crimes are there?
- Elicit some answers, and note down words for crimes on the board.
- Put students into pairs and give them two minutes to write as many more words for crimes as they can.
- Write the students' ideas on the board and check that students understand all the words.
- See which pair wrote the most correct words.
- Tell students they are going to learn some more vocabulary for crime and criminals.

Exercise 1 (%) 2•26

- Students work individually or in pairs to match the crimes with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Teacher's Book page 113

Exercise 2 (%) 2•27

- Students work individually or in pairs to complete the chart with the correct words.
- Play the audio. Students listen and check.
- Check the answers with the class, and check that students understand all the words.
- Go through the Look! box with the class.

Audioscript Teacher's Book page 113

Exercise 3 Pairwork

- Read out the first question and answer, then read out the second question and elicit the answer.
- Students could either work in pairs with their books open to ask and answer questions, or they could prepare their questions and then ask and answer the questions with their books closed, as a game.
- · At the end of the activity, ask all students to close their books. Ask more questions to the whole class, e.g., What does a mugger do? Students race to give the correct answer.









2 pickpocketing









2 @227 Complete the chart with the words in the box. Then listen and check.

burglar kidnapper mugger murderer pickpocket robber shoplifter vandal

Look!

Steal (v) (simple past stole, past participle stolen) - to take something from someone without their permission. Theft (n) - the act of Thief (n) - a general term for a person who steals. Robbers, burglars, pickpockets, and muggers are all thieves

Crime	Criminal	Action
robbery	robber	robs a bank or a store
shoplifting	• shoplifter	shoplifts / steals things in a store
burglary	burglar	enters a house and burglarizes it
pickpocketing	pickpocket	picks people's pockets or steals from bags
murder	*murderer	murders someone
mugging	⁵ mugger	mugs people in the street
vandalism	*vandal	vandalizes property
kidnapping	kidnapper	kidnaps someone

3 Pairwork Ask and answer questions about what criminals do. [3]

A What does a burglar do?

B He enters a house and burglarizes it. What does a pickpocket do?

A He takes ...



seventy-four

Workbook p.40

Extra practice online



Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks.
- Suggest that they record the related words together, for example in a chart like the one on page 74. Suggest to students that they could test themselves by covering two columns of the chart and using the visible column as a prompt to help them remember all the vocabulary.

Workbook page 40 Online Workbook Extra practice

Grammar page 75



Aim

To present and practice the past progressive, and while

Grammar PowerPoint presentation Unit 7

Warm-up

- Say: At 8 p.m. yesterday, I was sleeping. True or false? Write the sentence on the board. Students guess the answer.
- Ask other students in turn to say a similar sentence for the class to guess.
- As students say their sentences, write them on the board.
- Point to the sentences on the board and underline the verbs. Tell students that this is the past progressive form of the verb, and they are going to study it in this lesson.

Grammar

Past progressive

Affirmative and negative

was riding my bike with a friend. They were walking towards me

Affirmative	Negative
I was walking.	I wasn't walking.
You were talking.	You weren't talking.
He / She / It was running.	He / She / It wasn't running.
We/ You / They were riding.	We / You / They weren't riding.

Think

Read the sentences. Then choose the correct alternative.

I was having breakfast at eight o'clock this morning. They weren't listening to the teacher. We use the past progressive to describe an action in progress in the past/ that is still

Rules p.W38

happening now.

1 Complete the sentences with the past progressive form of the verbs in parentheses

The boys were play (play) soccer on Saturday morning.

- 1 She was listening (listen) to music in her bedroom all evening
- 2 I wasn't wearing (not wear) my best clothes yesterday.
- 3 They weren't studying (not study) all afternoon.
- 4 The officer was running (run) after the
- 5 He was watching (watch) a movie at 8 p.m.

ves / no questions and short answers

Were they walking towards you? Yes, they were. / No, they weren't.

	Short answers	
yes / no questions	Affirmative	Negative
Was I talking?	Yes, I was	No, I wasn't.
Were you walking?	Yes, you were.	No, you weren't.
Was he / she / it sleeping?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they playing?	Yes, we / you / they were.	No, we / you / they weren't.





Z Write questions in the past progressive. Then write short answers.

Amy / use the tablet / this morning? (/) Was Amy using the tablet this mo

it / rain / yesterday? (X)

- "No. It wasn't."
- 1 the burglar / run away / from the police? (1)
- 2 you / talk to Mr. Peters / after the lesson? (X)
- 3 James / wait at the bus stop / this morning? (/)
- 4 they / copy / during the test / last week? (X)
- 5 you / wear / sneakers / yesterday? (X)

while

Think

Read the sentences. Then complete the rule. While he was studying, he was listening to

The boys were talking while they were walking towards me. We use while to link two simultaneous

actions in the past

les p.W39

3 Write sentences. Use the past progressive.

Juan / play / video games / while / I / wash / the dishes Juan was playing video games while I was washing the dishes.

- 1 You / bike / while / I / run.
- 2 While / we / play / basketball, / Maria / study.
- 3 The students / talk / while / they / take / a test.
- 4 Jason / come / out of the movie theater / while / we / go / in.
- 5 While / they / have / lunch, / they / watch / TV.

Say what you and your friends were and weren't doing at these times.

10 a.m. last Saturday 5 p.m. yesterday 8 p.m. last night 7:30 a.m. today

I was playing tennis at 10 a.m. last Saturday. I wasn't sleeping.

Puzzie p.107

seventy-five



Past progressive (affirmative and negative, yes / no questions and short answers)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the Think! box and choose the correct words to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W38.

Rules page W38

Exercise 1

- Students complete the sentences with the correct affirmative and negative verb forms
- Check the answers with the class.

Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class

Exercise 2

- Read out the example guestions and answers.
- Students write questions and answers.
- · Check the answers with the class.

ANSWERS

- Was the burglar running away from the police? Yes, he / she was.
- Were you talking to Mr. Peters after the lesson? No, I wasn't. / No, we weren't.
- Was James waiting at the bus stop this morning? Yes, he was.
- Were they copying during the test last week? No, they weren't.
- Were you wearing sneakers yesterday? No, I wasn't. / No, we weren't.

while

Think! box

- Check that students understand simultaneous
- Students read the Think! box and complete the rule with the correct word.
- Refer students to the rules on page W39.

Rules page W39

Exercise 3

- Read out the example answer. Elicit another example answer from the class.
- Students then write the sentences.
- · Check the answers with the class.

ANSWERS

- 1 You were biking while I was running.
- 2 While we were playing basketball, Maria was studying.
- 3 The students were talking while they were taking a test.
- 4 Jason was coming out of the movie theater while we were going in.
- 5 While they were having lunch, they were watching TV.

Finished?

- Students write about things they were and weren't doing at specific times.
- Ask some students to read their sentences to the class. Ask other students: What about you? What were you doing at that time?
- Once students have finished this activity, they can go on to do the puzzle on page 107.

Consolidation

• Tell students that, as they are coming towards the end of this book, it would be a good time to review all the verb forms they have learned, and make sure they know how to form and use them all.

Workbook pages 40-41 **Online Workbook Extra practice**

Communication page 76



At the police station

Aim

To present and practice conversations in a police station

Warm-up

- Focus on the picture and ask: What can vou see? Where are the people? Who are they? What are they doing?
- Elicit that the girl is at a police station to report a crime. Ask: What do you think she is saying? What questions do you think the police officer is asking?
- Elicit a range of ideas.
- Check that students understand wallet, knife, and metro card.
- With weaker classes, ask: How can you describe a criminal to the police? Briefly review vocabulary for physical descriptions.

Exercise 1 (%) 2.28

- Read through the crime report with the class. Check that students understand suspect and tattoo.
- Play the audio for students to listen and complete the crime report.
- Play the audio again and ask students to read and listen to the conversation.
- Play the audio once more, pausing after each line for students to repeat. individually and chorally. Check that students understand everything.
- Go through the Learn it, use it! chart with the class. Check that students understand all the phrases.

Audioscript Student Book page 76

Exercise 2 (%) 2•29

- Give students time to read through the crime report. Check that they understand everything
- Play the audio. Students listen and complete the crime report.
- Check the answers with the class.
- Give students time to read through the description of the crime. Stronger classes could try to complete some of the details from memory.
- Play the audio again. Students listen and complete the description.
- Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

Audioscript Teacher's Book pages 113–114

Exercise 3 Pairwork

- Students work in pairs to prepare and practice their dialogue.
- With weaker classes, brainstorm details of the crime with the class and make notes on the board. Students can then



At the police station

1 @ 228 Listen and complete the crime report. Then listen and repeat.



Officer Can I help you?

Diane Yes. I want to report a crime

Officer OK. Let's fill out this crime report. What happened?

Diane A boy stole my wallet and my cell phone OK. I need a few details. Where were you? Officer

Diane I was walking through Lincoln Park. I was going home from school.

Officer Lincoln Park ... and then what happened?

Diane A boy stopped me. He had a knife and he asked me for money and my cell phone.

Officer What time did this happen? Diane It happened at around 4:30 this afternoon.

Officer How much money was in your wallet?

Diane There was about \$15 and my metro card.

Officer What did the boy look like?

Diane He was about 16 or 17. He was wearing jeans and a black jacket. He was tall, and he had short brown hair. He had a tattoo on his neck.

Learn it use it!

You hear	You say	
Can I help you?	I want to report a crime.	
What happened?	A boy / girl stole my cell phone.	
Where / When did it happen?	It happened in Lincoln Park / this afternoon	
What was he / were they wearing?	He was wearing / They were wearing	

2 @229 Listen to the conversation in a police station and complete Rachael's crime report. Listen again and complete the description of the crime and suspect.



knew something was wrong so I checked my backpack and my wallet wasn't to Description of the suspect(s): She was "short and slim, and she had blond, 11 curly hair. She was

3 Pairwork Role-play a scene at a police station. Take turns to play the parts of the officer and the victim. Use the dialogue in exercise 1 as a model.

wearing jeans and 1/4 gray hoodle She was about 11/16



seventy-six

(Workbook p.42

Extra practice online

use the notes to prepare and practice their dialogue.

- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

Extra activity

- Tell students to imagine that they have witnessed a crime. Refer them back to page 74 to choose a crime, then tell them to use their imagination to invent as many details as they can.
- Students can work in pairs again and have a new conversation about their crime. Stronger classes could work with their books closed.

- Tell students that when they are playing the role of the police officer, they must find out as many details as they can about the crime.
- Ask some students to tell the class what they learned about their partner's crime. Discuss as a class who found out the most about the crime, so who is the best police officer!

Consolidation

• Suggest to students that they could record the questions in the *Learn* it, use it! box on their cell phone, then practice listening to them and answering with different details and descriptions.

Workbook page 42 **Online Workbook Extra practice**

Grammar

Past progressive and simple past + when / while

Read the sentences. Then complete the sentences with past progressive or simple past. While I was riding past them, one of the boys pushed me. was sitting on the bus when my phone rang. We use the simple past action which interrupts a longer action. . We use the past progressive for the longer action.

1 Match the sentence halves.

1 I was sleeping d

Rules p.W39

- 2 While Katia was cleaning her room, 3
- 3 Tom was skateboarding in the park 1
- 4 When I saw the burglar, 6
- 5 While we were walking home, 6
- 6 Mom burned her hand b
- a her pet mouse escaped.
- b while she was cooking.
- c we saw an accident.
- d when my alarm went off.
- e he was climbing out of a window
- f when he fell and broke his arm

2 Read the text and choose the correct answers.





3 Complete the sentences with the past progressive or simple past form of the verbs in parentheses.

was reading in bed when I heard someone outside. (read / hear)

- Two boys stole Oscar's backnack while he was wa home from school. (steal / walk)
- 2 While we were traveling in Brazil, we a lot of friendly people. met (travel / meet)
- 3 When I woke up, it was snowing (wake / snow)
- 4 While Alicia was studying in her room, a in through the open bird flew window. (study / fly)
- 5 Lucas broke his leg while he in Canada. (break / ski) was skiing
- at the train 6 Aunt Katie was waiting station when I arrived (wait / arrive)
- 7 We were walking to the bus stop when it started to rain. (walk / start)
- on the sofa when 8 Our cat was sleeping we got home. (sleep / get)
- 4 Complete the sentences with your ideas. Use the past progressive or the simple past.

I was getting on the bus when my call pho

when the teacher called his name 2 While my friend was walking home,

when it started to rain

4 While my parents were watching TV,

5 I fell asleep while I

Write a crime story. Use the words in the box. Then exchange stories with a partner.

call look see vandalize wait watch

Last night, I was waiting for the bus when I

seventy-seven (77



Grammar page 77



To present and practice the past progressive and simple past used with when and while

Grammar PowerPoint presentation Unit 7

Warm-up

- With books closed, say: Imagine you saw a crime last night. Where were you? What were you doing? What did you see? Give students time to think about their ideas.
- Choose one or two confident students and, as a class, ask them questions to find out as many details as possible.
- Make sure there are questions in the past progressive and simple past. You may have to ask one or two questions yourself to make sure this is the case.

- As the students answer, write sentences in the past progressive and simple past on the board.
- Point to the sentences on the board and underline all the verbs. Elicit which sentences are in the past progressive, and which are in the simple past. Tell students they are going to learn more about these verb forms in this lesson.

Past progressive and simple past + when / while

Think! hox

- Students read the Think! box and complete the rules with the correct
- Check the answers with the class.

- Point out that we use while with a verb in the past progressive, and when with a verb in the simple past.
- Refer students to the rules on page W39.

Rules page W39

Exercise 1

- Students match the sentence halves.
- Check the answers with the class.

Exercise 2

- Students read the text and choose the correct verb forms.
- Check the answers with the class.

Exercise 3

- Students complete the sentences with the correct verb forms.
- Check the answers with the class.

Exercise 4

- Read out the example answer and elicit other possible endings to the sentence, e.g., I saw Maria. or someone stole my wallet.
- Students complete their sentences with their own ideas
- Students can compare their answers in pairs.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

ANSWERS

Students' own answers.

Finished?

- Students use the verbs in the box to write a crime story. They then exchange stories with a partner.
- Ask some students to read their stories to the class. Elicit other possible endings to the stories from the class.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

ANSWERS

Students' own answers.

Consolidation

• Suggest to students that they think about something interesting or exciting that happened to them in the past. Tell them to think about the details, and then practice telling the story using verbs in the past progressive and simple past. Suggest that they could record their story, or write it down to help them consolidate the grammar from this lesson.

Workbook page 41 **Online Workbook Extra practice**

Skills pages 78–79



Reading

Aim

To read and understand the story of Mary Wade

Warm-up

- Point to the map and ask: What do you know about Australia? What do you know about the modern country? What do you know about its history?
- Elicit some ideas. If students are struggling for ideas, ask some more detailed questions, e.g., What language do they speak in Australia? Why do they speak English? When did British people first go there? Elicit some ideas, but don't confirm them at this stage.

Background notes

- Australia is the sixth largest country in the world by area. It is also the twelfth largest economy.
- The continent has been inhabited for over 40,000 years, but Europeans didn't discover it until the early seventeenth century.
- In 1770, Britain claimed the eastern half of the country as its own, and in 1788, it began using it as a penal colony. The last convict ship arrived in 1848.
- Australia gradually became independent from Britain – a process which culminated formally in 1986, with legislation to break the remaining political ties between the two countries. However, Australia is still part of the British Commonwealth, and the British Oueen is still the official head of state.

Exercise 1

- Go through the My reading skills box with the class. Students look at the text and decide what kind of text it is.
- Check the answer with the class.
- Go through the Check it out! box and ask students to find the words in the text. Make sure that students understand the meaning of the words.

Exercise 2 Read and listen **()** 2.30

- Pre-teach convict, ancestor, trial, death penalty, transportation, and penal colony.
- Read through the questions with the class, and check that students understand everything.
- Play the audio. Students read and listen and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Discuss question 6 with the class, encouraging as many students as possible to join in and talk about their personal reactions to the text.



ANSWERS

- She was filling a water bottle at a fountain.
- 2 They stole the little girl's clothes.
- 3 He gave her the death penalty.
- 4 She was lucky because the authorities changed her sentence to transportation to Australia.
- 5 She had 21 children.
- 6 Students' own answers.

Audioscript Student Book page 78

- Play the audio. Students listen and read the rest of the text.
- Discuss the answers to the questions with the class.

ANSWERS

Australia Day is on January 26th. It celebrates the arrival of the first convict ships in Australia.

Audioscript Student Book page 78

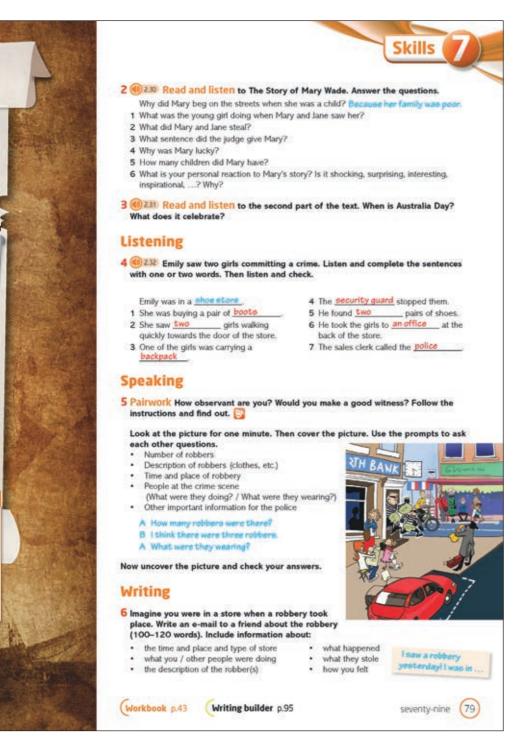
Listening

Aim

To listen to a description of a crime

Warm-up

- Ask: What kinds of crimes do young people commit? What happens to them if the police catch them? Why do you think some young people commit crimes?
- Elicit a range of answers from students.



Exercise 4 (%) 2•32

- Read the task with the class. Give students time to read the sentences.
- Play the audio. Students listen and complete the sentences.
- Play the audio again if necessary for students to check and complete their answers
- Check the answers with the class.

Audioscript Teacher's Book page 114

Speaking

Aim

To practice describing a crime

Exercise 5 Pairwork

- Read the task with the class. Give students one minute to look at the picture carefully, then ask them to cover it.
- Read through the prompts with the class. With weaker classes, elicit some of the questions that students need to ask.
- Students ask and answer questions in pairs.
- Give students time to look briefly at the picture again, then ask them to cover it.
- Students swap roles and practice again.
- Ask pairs in turn to tell the class who was a better witness.

Writing

Aim

To write an e-mail about a robbery

Writing builder

 Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the task with the class and make sure students understand everything.
- With weaker classes, write on the board: I saw a robbery yesterday! I was in ...

 Use the prompts to ask two or three questions and elicit details of the crime. As students answer, write the sentences on the board. Students can then continue the e-mail.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class. Ask other students: *Who was a good witness? Why?*

ANSWERS

Students' own answers.

Extra activity

- If you have time at the end of the class, play "alibi." Set the scene for a crime, e.g., someone robbed a bank at 8 p.m. last night. Choose three students to be suspects. Tell them they were all together yesterday evening, and they must decide on their alibi.
- Allow them to go out of the classroom for two minutes to plan their alibi. Meanwhile, brainstorm with the rest of the class what questions they will ask.
- Ask the suspects to come back into the room one at a time. Students question each suspect and try to find inconsistencies in their alibis. The suspects "win" if no inconsistencies can be found.

Consolidation

Remind students that a good way
to practice their writing skills is to
keep a diary in English. Tell them they
can use their diary to write accounts
of interesting things that happen
to them, and also to record their
feelings and opinions about things.

Writing builder page 95/C10 Workbook page 43 Online Workbook Extra practice Unit test Worksheets DVD

8 People who have made history

Grammar

Relative pronouns: who / which / that The infinitive of purpose Which one ...? / Which ones ...?

Vocabulary

Human achievement

Communication

Discussing what things are for

Skills

Reading: A biography of Charles Darwin

Listening: Conversations about preferences

Speaking: Talking about preferences

Writing: A biography

Topics and values

Human achievement; Gender equality; Science and technology

Presentation pages 80-81



Aim

To present the new language in an interesting context

Warm-up

- Read out the title of the article. Ask: What famous women are there in the history of your country / the world? What important effects have these women had on history?
- If students are struggling to think of famous women, you could mention a few names, e.g., Mother Teresa, Rosa Parks, Indira Gandhi, Eva Perón, Rachel Carson, Margaret Thatcher, Malala Yousafzai. Ask: What do you know about these women? How have they changed the world?
- Elicit a range of ideas.

Exercise 1 Read and listen **()** 2-33

- Read through the chart with the class. Check that students understand occupation. Pre-teach radiation and radioactive
- Play the audio. Students read and listen, and complete the chart.
- Check the answers with the class.



• Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Audioscript Student Book page 80

Background notes

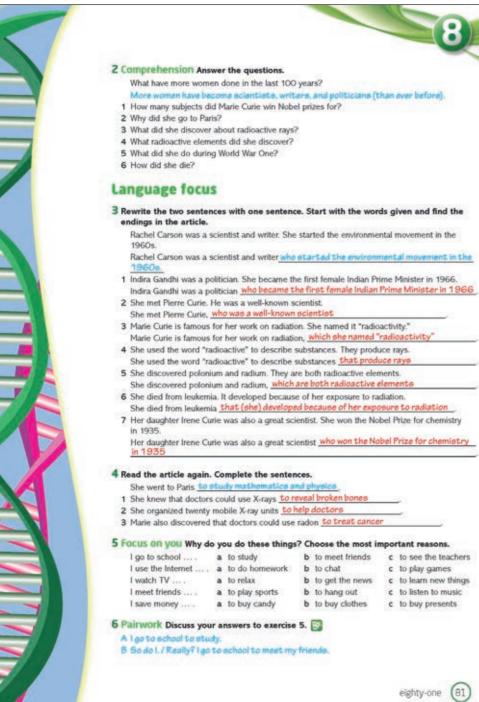
- Rachel Carson (1907-64) was an American marine biologist, who became concerned with the effects that the use of pesticides was having on the natural world. Her book Silent Spring (1962) warns of the dangers of the use of pesticides and other chemicals, and this, and her other writing, is credited with beginning the worldwide environmental movement.
- Indira Gandhi (1917–84) was an Indian politician who served as Prime Minister of India from 1966 to 1977 and again from 1980 until her assassination in 1984. She is the only woman to have held this office.

Exercise 2 Comprehension

- Students read the article again and answer the questions. Encourage stronger students to use their own words where possible in their answers.
- They can compare answers in pairs.
- Check the answers with the class.

ANSWERS

- She won Nobel prizes for two subjects.
- 2 She went to Paris to study mathematics and physics.
- 3 She discovered that they come from
- She discovered the radioactive elements polonium and radium.
- She organized twenty mobile X-ray units to help doctors.
- 6 She died from leukemia because of her exposure to radiation.





Extra activity

- Write these gapped sentences on the board.
 - 1 Rachel Carson began the _ movement in the 1960s.
 - 2 Indira Gandhi became the Prime Minister of India in ___
 - 3 Marie Curie was born in the city
 - 4 She got ____ ___ in 1895.
 - 5 She died in ___
- Students read the article again and complete the sentences with the correct information.

ANSWERS

- 1 environmental 4 married
- 2 1966
- **5** 1934
- 3 Warsaw

Consolidation

• Point out that the article contains a lot of vocabulary to do with science. Suggest that students choose some useful vocabulary on this topic and record it in their vocabulary notebooks.

Language focus page 81



Aim

To practice the target language in a controlled and personalized context

Exercise 3

- Read out the example sentence and ask students to find it in the article.
- Students rewrite the sentences.
- Check the answers with the class.

Exercise 4

- Students read the article again and complete the sentences.
- Check the answers with the class. Make sure that students understand the meaning of all the sentences.

Exercise 5 Focus on you

- Read out the first sentence beginning and the possible reasons. Make sure students understand that there are no right and wrong answers, but they should choose the answer that is true for them.
- Students choose their reasons.

ANSWERS

Students' own answers.

Exercise 6 Pairwork

- Ask two confident students to read out the example conversation. Check they understand So do I. (= used to agree with someone)
- Students work in pairs to discuss their answers
- Ask some students to tell the class which reasons they agreed on.

Extra activity

- Ask students to write two more sentences about activities they do and why they do them. Elicit some examples first, e.g., I go to the gym to keep fit. I play sports to have fun.
- Students can compare their sentences in pairs.
- Ask some students to read their sentences to the class.

Consolidation

• Suggest to students that they find one or two pictures of themselves doing different activities, and add these to their vocabulary notebook with a sentence like the ones in exercise 6. This will help them to remember the language.

Vocabulary page 82



Human achievement

Aim

To present and practice vocabulary for human achievement

Grammar PowerPoint presentation Unit 8

Warm-up

- With books closed, ask: What people have made the most difference to the world? Why? What was their achievement?
- Elicit some answers, and write names on the board. If students are struggling, mention a few names.
- Elicit a range of ideas from the class and encourage as many students as possible to express their opinions.
- Tell students they are going to learn some vocabulary related to human achievements.

Exercise 1 (%) 2•34

- Students work individually or in pairs to label the people with the correct words.
- Play the audio. Students listen and check. Check that students understand all the words.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

Audioscript Teacher's Book page 114

Exercise 2 (%) 2•35

- Students work individually or in pairs to match the people with the verbs.
- Play the audio to check the answers. Make sure that students understand all the words.

Audioscript Teacher's Book page 114

Exercise 3

- Read through the list of names with the class. If you think your students won't know all the names, discuss as a class who each person was, and why they are famous (see Background notes).
- Students work individually or in pairs to match the people to their profession and achievements, and write two sentences about each.
- Check the answers with the class.

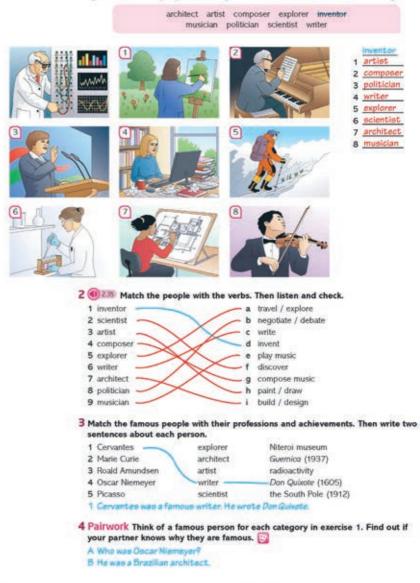
ANSWERS

- 2 Marie Curie was a famous scientist. She discovered radioactivity.
- 3 Roald Amundsen was a famous explorer. He travelled to the South Pole in 1912.
- 4 Oscar Niemeyer was a famous architect. He built / designed the Niteroi museum.
- Picasso was a famous artist. He painted Guernica in 1937.

Vocabulary

Human achievement

1 @ 236 Label the people with the professions in the box. Then listen and repeat.



Background notes

eighty-two

- Miguel de Cervantes (1547–1616) was a Spanish writer. His novel Don Quixote (published in 1605 and 1615) was the first modern novel, and is still considered a classic work of fiction.
- Roald Amundsen (1872–1928) was a Norwegian explorer. He led an expedition which was the first to reach the South Pole in 1912, and in 1926 he led an expedition to the North Pole.
- Oscar Niemeyer (1907–2012) was a Brazilian architect. He designed the Contemporary Art Museum in Niteroi, Brazil and many other famous buildings.
- Pablo Picasso (1881–1973) was a Spanish painter. He painted Guernica in response to the bombing of the Spanish town of Guernica during the Spanish Civil War.

Exercise 4 Pairwork

Workbook p.46

• Students work individually to think of a famous person for each category.

Extra practice online

- They then work in pairs and find out if their partner knows why each person is famous.
- Ask some students to tell the class the name of a famous person their partner didn't know about. Ask them to tell the class about the person and why they are famous.

Consolidation

• Advise students to note down the new vocabulary from this page in their vocabulary notebooks. Suggest that they record the verbs from exercise 2 with the nouns.

Workbook page 46 **Online Workbook Extra practice**



Relative pronouns: who / which / that

People

Marie Curie was a scientist. She discovered

Marie Curie was the scientist who / that discovered radium.

Things

Radium is an element. It is very radioactive Radium is an element which / that is very radioactive.

Read the sentences. Then complete the rules with who and which.

Alexander Fleming was the scientist who discovered

- Penicillin is a drug which kills bacteria
- The relative pronoun 'who __ refers to people.
- . The relative pronoun 'which refers to animals or things

Rules p.W44

1 Choose the correct answers.

Oscar Niemeyer was the architect who / that designed the National Museum in Bra

- 1 Charles Darwin was the man who / which described the theory of evolution
- 2 DNA is a molecule which / who contains genetic code.
- 3 An explorer is a person who / which discovers new places.
- 4 The TV was an invention who / which changed the world.
- 5 Tim Berners-Lee was the person which / who invented the World Wide Web.
- 6 The Internet is a network who / which connects computers.
- 2 Complete the definitions with who or which and a phrase from the box.

debate and make laws designed the Eiffel Tower discovered DNA made the Star Wars movies is radioactive stores and plays music files

Politicians are people



Extra practice online



1 George Lucas is the director who made the Star Ware movies

- 2 Uranium is an atom which is radioactive
- Crick and Watson were the scientists who discovered DNA
- 4 An MP3 player is an electronic device which stores and plays mus
- 5 Gustave Eiffel is the man who designed the Eiffel

3 Join the sentences together. Rewrite them with who, which, or that.

Laurel and Hardy were actors. They appeared in silent movies.

Laurel and Hardy were actors wh

- 1 Frida Kahlo was a Mexican artist. She painted a lot of self-portraits. Frida Kahlo was a Mexican artist who / that
- painted a lot of self-portraits. 2 A hard drive is a part of a computer. It stores
- computer files. A hard drive is a part of a computer which /
- that stores computer files. 3 Vasco da Gama was an explorer. He came from Portugal.
- Vasco da Gama was an explorer who / that came from Portugal. 4 A vacuum cleaner is a machine. It cleans the
- A vacuum cleaner is a machine which / that
- cleans the floor 5 That is the dog. It bit my brother. That is the dog which / that bit my brother.
- 4 Game! Take turns to define one of the people or things in the box. See if your partner can guess who or what you are describing.

an airplane a cat a dog a DVD player an iron a pickpocket a salesclerk a student a teacher an umbrella a vandal

- A It is an object that is very useful when it
- B An umbrellal

Finished?

Write five more definitions for people and things.

A tablet is a computer that's small and easy to carry.

eighty-three





Grammar page 83



To present and practice the relative pronouns who, which, and that **Grammar PowerPoint presentation Unit 8**

Warm-up

- With books closed, write the names from exercise 3 on page 82 on the board: Cervantes, Marie Curie, Roald Amundsen, Oscar Niemeyer, Picasso.
- Put students into pairs and give them two minutes to write who the people were and what they achieved.
- Elicit answers from the class. See which pairs remembered all the details and vocabulary correctly.

- Write on the board: Cervantes was writer / wrote Don Quixote.
- Ask: Can you join all this information in one sentence? Elicit a few ideas, but don't confirm whether they are correct at this stage.

Relative pronouns: who / which / that (people and things)

Think! box

- Read out the grammar examples.
- Students read the Think! box and complete the rules with the correct words.
- Check the answers with the class.
- Refer students to the rules on page W44.

Rules page W44

Exercise 1

- Students choose the correct answers.
- Check the answers with the class.

Exercise 2

- Read out the example definition.
- Students complete the definitions with who or which and the correct phrase.
- Check the answers with the class.

Exercise 3

- Students join the sentences and rewrite them
- Check the answers with the class.

Exercise 4 Game!

- Read through the list of words in the box and check that students understand them all.
- Read out the example definition and answer. Elicit a definition for another of the things in the box. See if other students can guess the correct word.
- Students work in pairs and take turns to define the words and guess what their partner is describing. Pairs get a point for each word they define / guess correctly.
- Ask: Who guessed all the words correctly? Which words were most difficult to define?

Extra activity

- Tell students to look back through the vocabulary pages of their book and find three more people or things to define. Give them time to prepare, then ask them to close their books.
- Students work in pairs to read their definitions to each other and guess the words. They get a point for each word they guess correctly.
- Students can repeat the activity with a different partner for extra practice. See who has the most points at the end.

Finished?

- Students write five more definitions.
- Ask some students to read their definitions to the class, omitting the key word. See if the class can guess the missing words.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

ANSWERS

Students' own answers.

Consolidation

• Tell students that they can practice using who, which, and that by writing definitions in English for some of the words they record in their vocabulary notebook.

Workbook page 46 **Online Workbook Extra practice**

Communication page 84



Discussing what things are for

Aim

To present and practice phrases for discussing what things are for

Warm-up

- Focus on the pictures and ask: What can you see? What do you think the things are? What do you think they are for?
- Ask students to describe each picture in turn and speculate on what the object is and what it is for.
- Don't confirm their ideas at this stage.
- Teach the word gadget.

Exercise 1 Read and listen () 2.36

- Play the audio for students to listen and match the dialogues with the pictures.
- Play the audio again, pausing after each line for students to repeat, individually and chorally. Check that students understand everything.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

Audioscript Student Book page 84

Exercise 2 Pronunciation (%) 2-37

- Model the pronunciation of the /ð/ sound.
- Give students time to read through
- Play the audio, pausing after each word for students to repeat.

Audioscript Student Book page 84

Exercise 3 (%) 2.38

- Give students time to read through the gapped notes.
- Play the audio. Students listen and complete the notes.
- Play the audio again for students to check and complete their notes.
- Check the answers with the class Make sure that students understand what all the gadgets are.
- Ask: Do you have any of these gadgets? Which is the most useful? Why?

Audioscript Teacher's Book page 114

Exercise 4 Pairwork

- Read through the notes with the class. Check that students understand everything.
- Demonstrate the activity by pointing to the first picture and asking: What's this gadget? Elicit the answer, then ask: What's it for? Elicit the answer from another student.
- Students work in pairs to ask and answer questions about the gadgets.

Communication

Discussing what things are for

1 @250 Read and listen to the dialogues. Match the dialogues with the pictures. Listen again and repeat.







- A What's this gadget?
- B It's a solar cell phone charger
- A What's it for?
- B It's for charging your cell phone. You attach it to your backpack and you use it to charge your cell phone outside in sunny weather.
- A What's this?
- B It's an automatic dog bowl.
- A What's it for?
- B It's for feeding your dog. You put dog food in it and you use it to feed your dog when you're not
- A What are these?
- B They're ice grippers.
- A What are they for?
- B They're for walking on ice. You put them over your shoes and you use them to walk on icy roads.

		GEORGIA.
ASTR.	it, use i	CT 888
eam	it use	

You ask	You answer	
What's this / are these?	It's a/an / They're	
What's it for?	It's for (feeding your dog), / You use it to (feed your dog).	
What are they for?	They're for (charging your cell phone), / You use them to (walk on icy roads).	



2 these 1 this 3 they 4 then

3 @238 Listen to three more conversations. Complete the notes about the gadgets.

1 A USB memory stick 2 A money belt

3 Touch screen gloves

3 Runaway alarm clock

Can you catch it?

Use: for storing information.

Use: for keeping your passport and money safe. Use: for using your smartphone in cold weather.

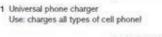
5 them

4 Pairwork Ask and answer questions about these gadgets. [3]



eighty-four

dialogues for the class.



2 DVD for cats Use: for indoor cats - keeps your cat happy when you're out!





Workbook p.48

keeps your head and ears warm!





You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

Extra activity

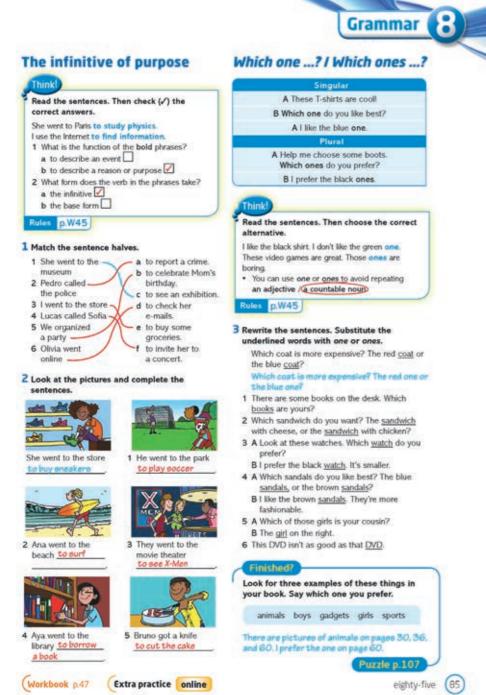
- Ask: What clever gadgets do you have at home? What gadgets would you like? Brainstorm some ideas for clever gadgets as a class.
- Put students into pairs and ask them to invent a new gadget. Tell them they are going to present their new gadget to the class. They can draw a picture of it, and they should decide what it is called, and what it's for.

- Ask pairs in turn to present their new gadget to the class. Other students can ask questions about it.
- When everyone has presented their gadget, ask: Which are your favorite gadgets? Why?

Consolidation

• Suggest to students that they could record the questions in the *Learn* it, use it! box on their cell phone, then practice listening to them and describing different gadgets they have at home.

Workbook page 48 **Online Workbook Extra practice**



Grammar page 85



To present and practice the infinitive of purpose, and questions with Which one ...? and Which ones ...?

Grammar PowerPoint presentation Unit 8

Warm-up

- Ask: What do you use the Internet for? Why do you come to school? Why do people go to work?
- Elicit some sentences with an infinitive of purpose and write them on the board, e.g., I use the Internet to chat. We come to school to study. People go to work to earn money.
- Underline the infinitives in the sentences and ask: What verb form is this? (the infinitive)

• Tell students that this use of the infinitive is called the infinitive of purpose because it tells you the reason or purpose for something.

The infinitive of purpose

Think! box

- Students read the Think! box and check the correct answers.
- Check the answers with the class.
- Refer students to the rules on page W45.

Rules page W45

Exercise 1

- Students match the sentence halves.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 2

- Students look at the pictures and complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

Which one ...? / Which ones ...?

Grammar chart and Think! box

- Go through the grammar chart with the class
- Students choose the correct words to complete the rule.
- Check the answers with the class.

Exercise 3

- Read out the example answer and point out how one replaces coat.
- Students rewrite the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

ANSWERS

- There are some books on the desk. Which **ones** are yours?
- 2 Which sandwich do you want? The one with cheese, or the **one** with chicken?
- 3 Look at these watches. Which one do you prefer? I prefer the black **one**. It's smaller.
- 4 Which sandals do you like best? The blue ones, or the brown ones? I like the brown ones. They're more fashionable.
- 5 Which of those girls is your cousin? The **one** on the right.
- 6 This DVD isn't as good as that one.

Finished?

- Students find examples of the things in their book and say which they prefer.
- Ask some students to tell the class their ideas. Ask other students: Which one do you prefer?
- Once students have finished this activity, they can go on to do the puzzle on page 107.

Consolidation

- Suggest to students they could make a poster or display in their vocabulary notebook of things they prefer. They could download some pictures of gadgets, sports, or other things from the Internet, and write sentences saying which ones they prefer.
- Suggest to students as this is the final unit in the book, they could review all the grammar they have learned in the book, to make sure they understand it and can use it all correctly.

Workbook page 47 **Online Workbook Extra practice**

Skills pages 86–87



Reading

Aim

To read and understand a biography of Charles Darwin

Warm-up

- Point to the picture of Charles Darwin and ask: Do you know who this is? Why is he famous? If students don't recognize Darwin from the picture, ask them to look at the photo and the cartoon to help them guess.
- Elicit that the picture shows Darwin, then ask: What do you know about Darwin's life? Why was he so important? Elicit a range of answers.

Exercise 1 Read and listen © 2.39

- Read the question with the class.
- Play the audio. Students read and listen, and answer the question.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand all the words.

ANSWER

On the Origin of Species

Audioscript Student Book page 86

Exercise 2

- Pre-teach evolution, voyage, fossils, origin, and inheritance
- Read through the guestions with the class, and check that students understand everything
- Students read the biography again and answer the questions.
- Students can compare their answers
- Check the answers with the class.

- 1 He was born on February 12th, 1809.
- 2 He was interested in nature.
- 3 His life changed because he joined a scientific voyage around the world.
- 4 He collected birds, plants, and fossils.
- 5 He presented the theory of evolution (by the process of natural selection).
- 6 It was controversial because it contradicted religious beliefs about the creation of life.
- The discovery of genes and DNA helped explain Darwin's theory of evolution.

Extra activity

- Write these sentences on the board.
 - 1 Darwin studied biology at college.
 - 2 Darwin was especially interested in Africa and the Galapagos Islands.

Skills

The Genius Who Changed the Way We See the World

on February 12th, 1809. Darwin is famous because he described the theory of evolution, which transformed the way people think about life on Earth

As a child, Darwin was very interested in nature, and he collected insects and plants. Later, he v to college to study medicine, but he hated it. His life changed in 1831 when he joined a scientific voyage around the world as a naturalist on a ship called the HMS Beagle During the trip, he collected an enormous number of birds, plants, and fossils, and he found South America and the Galapagos Islands particularly interesting. He studied the animals and plants there, and noticed small but important differences between species on different islands. It was then that he started to develop his ideas about evolution.

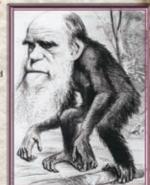


Darwin returned to England in 1836, and continued to collect evidence to support his theory. He worked hard for over twenty years until, in 1859, he published his famous book On the Origin of Species on his theory of evolution by the process of natural selection. According to his theory, animals (or plants) that are best adapted to the environment are more likely to survive and pass on to their offspring the characteristics that helped them to survive Gradually, over very long periods of time, species change and new species develop.

His theory was extremely controversial because it contradicted religious beliefs about the creation of life. Over the past 150 years, many important scientists have discovered new evidence to support and explain his theory, and today most scientists and ordinary people, with the exception of creationists, accept the theory.

Darwin did not know how inheritance worked because the science of genetics was unknown in his lifetime. The later discoveries of gen and DNA have helped explain exactly how inheritance works.

Charles Darwin died on April 19th 1882, but his ideas live on. His theories have revolutionized science, and he is one of the greatest scientists in history



Find these words and

offspring evidence controversial inheritance

Reading

1 @ 239 Read and listen Answer the question.

What was the title of Charles Darwin's famous book?

2 Answer the questions.

What nationality was Charles Darwin? He was British.

- 1 When was he born?
- 2 What was he interested in as a child?
- 3 Why did his life change in 1831?
- 4 What did he collect during his trip on the Beagle?
- 5 What theory did he present in his book?
- 6 Why was his book controversial?
- 7 What discoveries helped explain Darwin's theory of evolution?



eighty-six

3 He noticed there were big differences between species on different islands.

- 4 He worked on his theories for ten years.
- Creationists do not accept Darwin's theory.
- Students read the article again and decide if they are true or false. Ask them to correct the false sentences.
- Check the answers with the class.

ANSWERS

- 1 False. He studied medicine.
- 2 False. He was especially interested in South America and the Galapagos Islands.
- 3 False. He noticed small differences between the species.
- 4 False. He worked on his theories for twenty years.
- True.

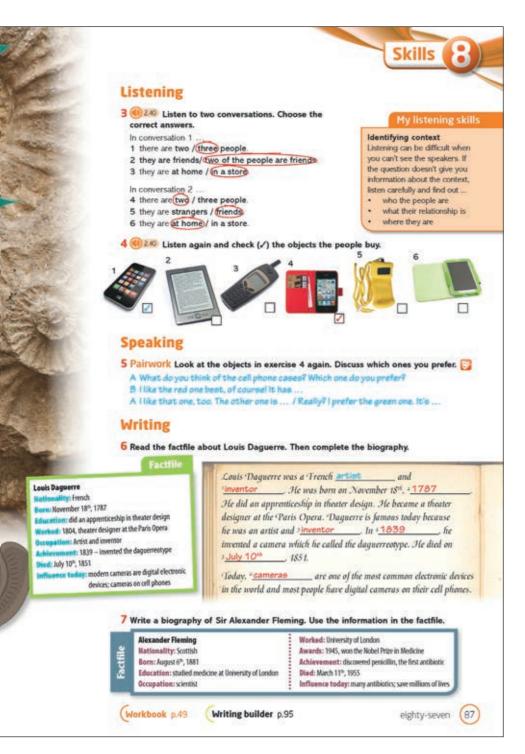
Listening

Aim

To listen to conversations about preferences

Warm-up

- Ask: Who has an e-reader? What kind of e-reader do you have? What can you use it for? What advantages does it have?
- Elicit a range of answers, then ask: Who has a smartphone? What kind of phone do you have? What can you do on it? What do you use it for? What advantages does it have?
- Elicit a range of answers from students.



Exercise 3 (%) 2•40

- Read the *My listening skills* box with the class
- Give students time to read the sentences.
- Play the audio. Students listen and choose the correct words.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 114

Exercise 4 (§) 2•40

- Ask students to look at the pictures.
- Play the audio again. Students listen and check the objects the people buy.

- Check the answers with the class.
 Discuss the reasons why these answers are correct.
- Play the audio again if necessary for students to hear the answers.

Audioscript Teacher's Book page 114

Speaking

Aim

To practice talking about preferences

Exercise 5 Pairwork

- Read the task with the class.
- Ask two confident students to read out the example dialogue.
- Students work in pairs to discuss which objects they prefer.
- Ask some students to tell the class what they agreed and disagreed on.

Writing

Aim

To write a biography

Writing builder

 Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the factfile with the class. Check that students understand everything.
- Ask: Did you already know about Louis Daguerre? How important do you think his invention was? Why?
- Students complete the biography.
- Check the answers with the class.

Exercise 7

- Read through the factfile with the class. Check that students understand everything.
- Ask: Did you already know about Alexander Fleming? How important do you think his discovery was? Why?
- Students use the information in the factfile to write a biography of Fleming.
- With weaker classes, write on the board: Alexander Fleming was a Scottish scientist. Use the model in exercise 6 to elicit two or three more sentences about Alexander Fleming and add them to the board. Students can then continue the biography.
- Students swap their biography with their partner who corrects any mistakes.
- Ask some students to read their biographies to the class. Ask other students: Who was more important, Daguerre or Fleming? Why? Have a brief class discussion.

ANSWERS

Students' own answers.

Consolidation

 Suggest to students that as they are coming to the end of the book, they could look back through the Writing builder pages and review all the writing tips and language points they have studied. They can then try to use them in their future writing.

Writing builder page 95/C10 Workbook page 49 Online Workbook Extra practice Unit test Worksheets DVD

Review D

Grammar

Past progressive (affirmative and negative, yes / no questions and short answers)

Past progressive and simple past + when / while

Relative pronouns: who / which / that

The infinitive of purpose

Which one ...? / Which ones ...?

Vocabulary

Crime

Human achievement

Review D page 88



Grammar

Exercise 5

ANSWERS

- 1 Ichiro wrote to his uncle who lives in Tokyo.
- 2 A chef is a person who cooks in a restaurant.
- 3 Jack bought a car which was ten years old.
- 4 Katie has a brother who is a pilot.
- 5 This is the photograph which was in the newspaper.
- 6 Salvador Dali was a Spanish painter who was an important surrealist artist.

Songs

Don't You Want Me, by The Human League (past progressive)

You're The One That I Want, by John Travolta and Olivia Newton-John (relative pronouns)



Vocabulary

1 Complete the chart with the missing crimes or

Crime	Criminal
robbery	robber
vandalism	vandal
burglary	burglar burglar
3 mugging	mugger
shoplifting	• shoplifter
3 murder	murderer

2 Answer the questions.

What do you call someone who ...

creates new machines? an Inventor 1 writes novels and plays? a writer 2 writes music? a composer 3 plays music? a musician 4 travels to unknown places? an explorer 5 designs buildings? an architect 6 debates and makes new laws? a politician

an artist

Grammar

3 Complete the dialogues with the past progressive form of the verbs and short answers.

7 paints and draws pictures?

•	
Police	What were you doing (do) at 7 p.m.
Suspect 1	I 'was watching (watch) TV at home. My wife 'was cooking (cook) dinner and the children 'were playing (play) video games.
2	
Police	*Were you sitting (you / sit) in your car in Lyme Street at 8 p.m.?
Suspect 2	No, 1 "waen't . 1 "wae walking (wal my dog. We "were going (go) to the park.
3	
Police	"Were the men looking (the men / look) through the window?
Witness	No they "weren't They

No, they "weren't. They were standing (stand) on the sidewalk What "were they wearing (they / wear)?

They 12 were wearing (wear) dark hoodies and jeans.

4 Complete the sentences with the simple past or the past progressive form of the verbs in parentheses.

I was watching TV (watch) when the doorbell rang (ring) 1 While I was waiting (wait) for the bus, a

pickpocket stale _ (steal) my wallet. 2 Jake was eating (eat) candy when he

broke (break) his tooth. 3 When the phone rang

was taking (take) a shower. 4 While they were shapping (shop), they

(see) a bank robbery saw 5 Daniel was playing

playing (play) tennis when he (hurt) his arm. hurt ___ (arrive) while we 6 Mom's friend arrived

were cooking (cook) dinner. 5 Write complete sentences using who or which.

I met a woman. (the woman was a famous writer)

I met a woman who was a famous writer ...

1 Ichiro wrote to his uncle. (his uncle lives in Tokyo)

2 A chef is a person. (a chef cooks in a restaurant)

3 Jack bought a car. (the car was ten years old)

4 Katie has a brother. (her brother is a pilot)

5 This is the photograph. (the photograph was in the newspaper)

6 Salvador Dali was a Spanish painter. (he was an important surrealist artist)

6 Choose the correct answers.

You use a search engine for /(to find information.

1 He went to the hospital for / to see his grandpa.

2 Which one / ones do you prefer? The red or the blue wallet?

3 I called Maria for / to invite her to my party.

4 "Which of these sweaters is yours?" "The one / ones with the hood."

5 A USB stick is 60 / to storing information from your computer

6 I prefer these drawings to those one / ones

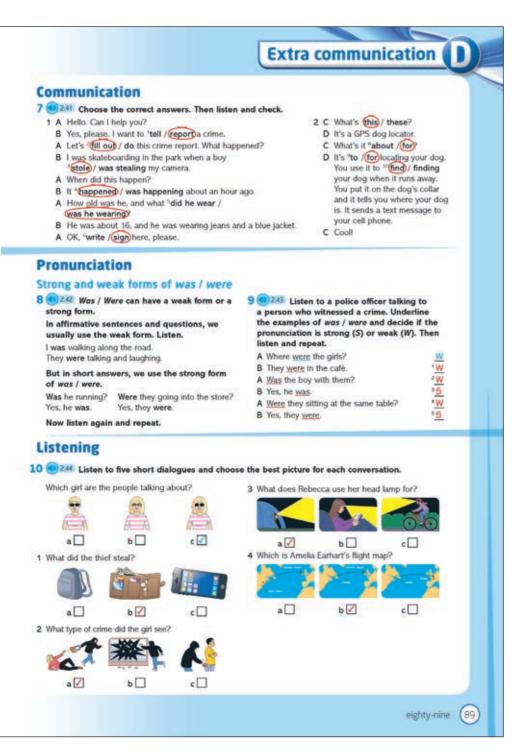
7 A book light is for / to reading in the dark.



eighty-eight

Police

Witness



- Play the audio again for students to listen and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Student Book page 89

Extra activity

- Put students into pairs and ask them to write a short dialogue using questions and answers with was or were.
- Students can practice their dialogues in pairs.
- Ask pairs to perform their dialogues for the class.
- Ask other students to listen and note down how many strong and weak forms of was and were they hear.

Listening

Exercise 10 (%) 2•44

- Give students time to read the questions and look at the pictures.
 Check that they understand everything.
- Play the audio. Students listen and choose the best picture for each conversation.
- Check the answers with the class.

Audioscript Teacher's Book page 114

Extra communication D

page 89

Aim

To practice a conversation at the police station, and discussing what things are for; to practice listening to and using strong and weak forms of *was / were*; to listen to five short dialogues

Communication

Exercise 7 (%) 2•41

- Students choose the correct words to complete the dialogues.
- Play the audio. Students listen and check.
- Ask two pairs of students to read out the two completed dialogues.

Audioscript Teacher's Book page 114

Pronunciation

Exercise 8 (%) 2•42

- Read the information on strong and weak forms with the class.
- Play the audio. Students listen to the strong and weak forms.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

Audioscript Student Book page 89

Exercise 9 (%) 2•43

- Give students time to read through the dialogue.
- Play the audio. Students listen and underline the examples of was and were, and decide if they are strong or weak forms.

Culture club D page 90



Aim

To learn about some famous African Americans; to learn how the lives of African Americans have changed over time; to give a presentation on an important person in the history of your country

Reading

Warm-up

- Point to the pictures and ask: What do you think life was like for African Americans in the past? How has it changed now?
- Teach the meaning of segregation and integration.
- Point to the picture of Martin Luther King and ask: Do you know who this person is? Why do you think he was important?

Background notes

• Rosa Parks (1913–2005) was an African American woman from Montgomery, Alabama. In the 1950s, it was expected that if there were not enough seats on a bus, African Americans would give up their seats to white passengers. On December 1st, 1955, Rosa Parks refused to give up her seat, and, as a result, was arrested. This sparked the Montgomery bus boycott in which African Americans refused to use the buses until the policy on seating was changed. It was an important part of the fight for civil rights, which culminated in the Civil Rights Act of 1964.

Exercise 1 Read and listen **()** 2.45

- Give students time to read through the three options.
- Play the audio. Students read and listen to the article, then answer the question.
- Check the answer with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.
- Read through the Culture Focus box with the class. Ask: Do you think this dream has now come true? Why? / Why not?

Audioscript Student Book page 90

Exercise 2

- Students read the article again and answer the questions.
- Students can compare answers in pairs.
- Check the answers with the class.



started in 1863 with the Proclamation of

Obama in 2008 was an achievement beyond their wildest dreams. For the first time in history, a black American was President of the United States. For black Americans, the long road to freedom

> Emancipation by President Abraham Lincoln. The Proclamation of Emancipation gave black slaves their freedom, but it didn't give them the same rights as white people. It took over 100 years for black Americans to achieve equality. Read about the Little Rock Nine and Martin Luther King, heroes of the

civil rights movement in the

In 1957, segregation in schools was still common in nany southern states of the U.S. In Little Rock, Arkansas. nine black students were determined to change this and attend the Central High School, which was for whites only. On the first day of school, the governor of Arkansas sent the state's soldiers to stop the

1950s and 60s.

President Eisenhower had to send federal soldiers to protect the students. It took a lot of courage to continue attending school because every morning, angry crowds of whites insulted the students and they even made death threats. But the Little Rock Nine didn't give up, and several graduated from Central High. Their example gave other students the courage to ight for equality. Nine courageous African-American teenagers challenged segregation in the south and won.

Americans celebrate Martin Luther King Day each year in January. Dr. Martin Luther King was a church minister who was the leader of the civil rights movement in the 1950s and 60s. He was born on January 15th, 1929 in Atlanta. After graduating, King became a church minister in Alabama. Dr. King helped organize the Montgomery bus boycott, which another famous black American named Rosa Parks started. He was sent to jail for his participation. On August 28th, 1963, King made a speech which became very famous. It is called the "I have a dream" speech. His actions resulted in the Civil Rights Act of 1964, which made all forms of discrimination and segregation illegal. Dr. King won the Nobel Peace Prize in 1964. He was assassinated on April 4th, 1968. In the U.S., August 28", which is the anniversary of Dr. King's speech, is called "Dream Day."

Find these words and check their meaning.

wildest freedom boycott assassinated

Extract from Dr. Martin Luther King's famous speech.

"I have a dream that my four little children will one day live in a nation where they will not be judged by their color of their skin. but by the content of their



ninety

1 @255 Read and listen to the magazine article. Why are The Little Rock Nine and Martin Luther King famous?

- a They were the first black American politicians.
- b Their actions helped black Americans get equality.
- c They both went to prison for their ideas.

2 Answer the questions.

When did Barack Obama first become President? He first became President in 2008.

- What did the Proclamation of Emancipation do?
- 2 Why did President Eisenhower send federal soldiers?
- 3 How did the crowds of white people react?
- 4 How did the actions of the Little Rock Nine influence other people?
- 5 Who was Dr. Martin Luther King?
- 6 What did the Civil Rights Act of 1964 do?
- 7 What is Dream Day?

3 Presentation Prepare a presentation about an important person in the history of your country. Include the following information.

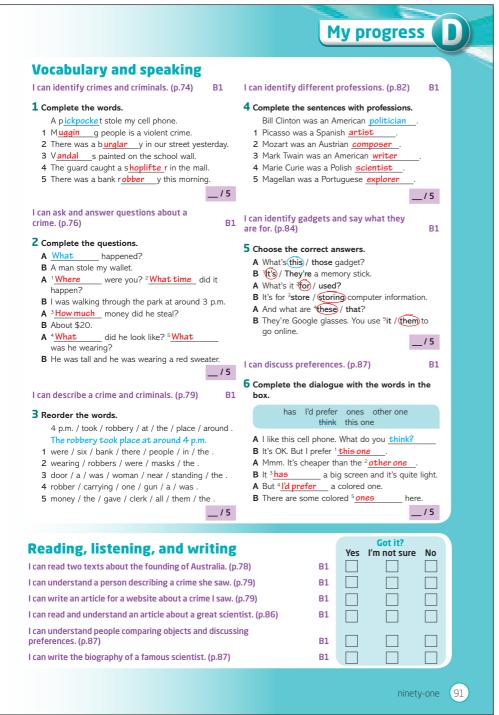
- Who is / was the person?
- Why is / was the person famous?
- · What has changed as a result of his / her actions?

ANSWERS

- 1 It gave black slaves their freedom, but it didn't give them the same rights as white people had.
- 2 He sent federal soldiers to protect a group of black students who wanted to enter the Central High School in Little Rock, Arkansas.
- 3 They insulted the black students and made death threats.
- They gave other people the courage to fight for equality.
- 5 He was a church minister who led the civil rights movement in the U.S. in the 1950s and 1960s.
- 6 It made all forms of discrimination and segregation illegal.
- 7 It is the anniversary of the day when Martin Luther King made a famous speech beginning: "I have a dream."

Exercise 3 Presentation

- Read the task with the class. As a class. brainstorm some famous people from the students' own country.
- Write the names on the board, then point to each one in turn and elicit answers to the questions in exercise 3 about each person.
- Students research a famous person from their country and prepare a presentation. If students have access to the Internet in class, they can do the research in class. Otherwise, they can do the research and prepare their presentation for homework.
- Students take turns to present their famous person to the class.
- Discuss as a class who has had the most effect on life in their country.



My progress D page 91



To review the language and skills learned in Units 7 and 8

Vocabulary and speaking

Exercise 1

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to page 74.
- Give them one minute to look at the crime words, then ask them to close their books.

- Ask questions about the words, e.g., What do you call someone who kills a person? What is the crime of painting on walls in public places? Students race to say the words.
- Repeat exercise 1 on page 91 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 76.
- Play the audio (2.28) again for students to hear the phrases in context.
- Repeat exercise 2 on page 91 as a class, eliciting the correct answers.

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 79. Ask questions about the picture. Elicit answers from students.
- Repeat exercise 3 on page 91 as a class, eliciting the answers.

ANSWERS

- There were six people in the bank.
- 2 The robbers were wearing masks.
- A woman was standing near the door.
- One robber was carrying a gun.
- 5 The clerk gave them all the money.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 82.
- Point to each picture in turn and elicit the correct word. Check that students understand all the words
- Refer students back to exercise 4 on page 91 and go through the exercise as a class, eliciting the correct answers.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They can practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 84.
- Play the audio (2.36) again for students to hear the phrases in context.
- Refer students back to exercise 5 on page 91 and put students into pairs to practice again.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 87.
- Ask two confident students to read out the example dialogue. Elicit another example dialogue from the class.
- Repeat exercise 6 on page 91 as a class, eliciting the answers.

Reading, listening, and writing

- Students look back at the texts and exercises on the pages, and judge how well they can do them now.
- Tell students that if they found any of the activities difficult, they should go back and review them, using a dictionary to help them understand vocabulary they find difficult.

1 An informal e-mail page 92



Writing skill

Informal expressions in e-mails

Writing genre

An e-mail giving directions

Aim

To practice using informal expressions in e-mails; to write an e-mail giving directions

Exercise 1

Read the rules for using informal expressions in e-mails with the class.

- Focus on the example answer.
- Students find five more informal expressions.
- Check the answers with the class.

Exercise 3

- Students replace the underlined words with informal expressions from exercise 1.
- Check the answers with the class.

POSSIBLE ANSWERS

- Great to hear from you. / Thanks for your e-mail.
- 2 I can't wait to see you.
- 3 Text me.
- Guess what I'm doing next week!
- See you next week.

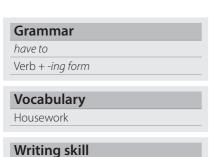
because and so

Bye (for now)! / All the best, / Love,

Exercise 4

• Refer students to exercise 6 on page 17.

2 A school trip page 92





1 Read the rules.

in each

informal expressions in e-mails

We can use informal language in e-mails and letters to friends and family.

Starting your message

Hi, (name), / Hello! / Hi there! / Hey. Asking for news and expressing excitement

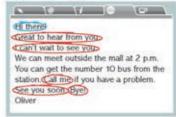
How are you? / How are things? / Great to hear from you. / Thanks for your e-mail. Guess what (I'm doing)! / I can't wait (to see

Ending your message

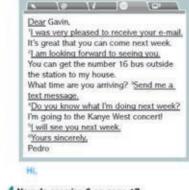
See you next weekend / later / soon. Talk to you later / tomorrow / next week. Call me ... / Text me

Bye (for now)! / All the best / Love (name)

2 Read Oliver's e-mail. Find five more informal expressions.



3 Read Pedro's e-mail. Replace the underlined words with informal expressions. There is more than one possible answer.



4 Now do exercise 6 on page 17.

ninety-two

A school trip

1 Read the rules.

because and so

We use because to introduce a reason I usually go to bed early because I have to get up early

We use so to introduce a result. The cabins are small, so we have to keep

There is a comma before so, but not before because.

Write reason or result and label the underlined clauses. Then complete the sentences with because or so.

We're camping because there aren't any hotels near here. 1 I wanted to learn scuba diving, Ljoined a diving club. result 2 I hate cleaning, 50 room is a total mess! 3 I'm going on an adventure vacation because | love sports reason 4 I have to study because | have a test tomorrow.

3 Match sentences 1-5 with a-e. Combine the sentences using because or so.

d

a

- 1 I can't learn to dive ...
- 2 You have to walk or ride a bike ..
- 3 We're very busy all day ...
- 4 I'm going camping
- 5 Bring some bottles with you ...
- a we don't mind going to bed early.
- b there isn't much water.
- c I must buy a tent and a sleeping bag.
- d there aren't any buses.
- e I can't swim!

1 e I can't learn to dive because I can't swim!

4 Complete the text with because and so.

Hil I'm camping for a week: It's great fun, but there are a lot of rules. I don't mind because they're safety rules. I have to wear a shirt and long trousers 'because there are mosquitoes. They're homble! The water here isn't clean, we mustn't drink it. We cook all our food on a fire, *50 It is very basic, but delicious. I have to wear boots *because there are snakes. It sounds dangerous, but it isn't really! See you soon. Tracy

5 Now do exercise 7 on page 25.

Writing genre

An e-mail describing a school trip

Aim

To practice using because and so; to write an e-mail describing a school trip

• Read the rules for because and so with the class.

Exercise 2

- Students label the clauses as reason or
- Check the answers with the class.
- Students then complete the sentences with because or so.
- Check the answers with the class.

Exercise 3

- Students match the sentence halves and join them using because or so.
- Check the answers with the class.

ANSWERS

2 because 4 so

3 so 5 because

Exercise 4

- Ask students to read the text quickly, ignoring the gaps. Ask: What things are bad about the trip? (the clothes, the dirty water) What things are good? (the food)
- Students complete the text with the correct words.
- Check the answers with the class.

• Refer students to exercise 7 on page 25.



1 Read the rules.

Articles

We use the definite article the:

a when there is only one of a thing, e.g., the future, the world, the law, etc. I have plans for the future.

We use the indefinite article a / an:

- b with jobs
- My uncle is an engineer
- c with some expressions of quantity, e.g., a lot of, a few, a little
- I have a lot of plans for my next vacation. d instead of the number one
- I'm going to stay for a week

We use no article:

e with towns, most countries, languages. sports, and expressions with school / college / home / work. I love playing tennis.

Z Look at these sentences. Match the use of articles with rules a-e.

I'm going to L.A. for a week

- 1 The weather is very cold today. 2 I want to be a dentist.
- 3 There are already a few people here
- 4 We went to Australia last summer.

3 Complete these sentences with your own

Last week, I bought a skateboard

- , but I can 1 I can't speak understand it.
- 2 My sister wants to be when she leaves school.
- 3 I have a lot of ___ in my room. 4 I got_ for my birthday.
- 4 Complete the text with a / an, the, or no article (Ø).

I'm Javier, and I'm 💋	Spanish. I live in
small town in	Spain. I am
going to study 10	journalism when I
go to 40 college	. I'd like to be 1a
political journalist. La	st summer, I did *an
internship with 7 a	national newspaper.
It has "the largest	number of readers in
Spain. My work was	varied and I even wrote
9 few articles!	

3 Future plans page 93

An e-mail about your plans for the future

5 Now do exercise 7 on page 37.

Grammar

be going to

Verb + infinitive

Vocabulary

Writing skill

Writing genre

lohs

Articles

Future predictions

1 Read the rules.

Giving opinions

We use In my opinion / view, ... and I (don't) think ... to give an opinion. These expressions go at the beginning of the

I (don't) think a lot of things will be different

In my opinion, / In my view, students won't go to school every day.
We use the adverbs definitely and probably.

and the expressions It is possible that ... / It's unlikely that ... , to express different degrees of certainty.

I think that people will definitely live langer Most people will probably live to over 100 years old.

It's possible that humans will visit Mars. It's unlikely that people will live on Mars.

2 Match the sentence halves.

- 1 In my opinion, new technology
- 2 I don't think students
- 3 In my view, people will live
- 4 I think there will be

a

- a longer and be healthier.
- b a lot more old people.
- c will improve our lives.
- d will have to go to school every day.

3 Complete the sentences with your opinions.

- I think space travel will beco
- 1 I don't think people will
- 2 I think robots will
- 3 In my opinion, food will
- 4 In my view, there won't be

4 Rewrite these sentences so they express ur opinions. Use It's possible that unlikely that ..., probably, or definitely (not).

Scientists will control the weather Scientists will pro

- 1 Robots will do all the boring jobs.
- 2 Families will be smaller than today.
- 3 Humans will live on different planets.
- 4 There will be treatments for most illnesses.
- 5 Scientists will clone humans.

5 Now do exercise 6 on page 45.



ninety-three (93

d

To practice using articles; to write an e-mail about your plans for the future

Exercise 1

• Read the rules for the use of articles with the class.

Exercise 2

- Students read the sentences and match the use of articles with the rules.
- Check the answers with the class.

- Students complete the sentences with their own ideas
- · Ask some students to read their sentences to the class.

Students' own answers.

Exercise 4

- Students complete the text with the correct articles.
- Check the answers with the class.

Exercise 5

• Refer students to exercise 7 on page 37.

4 Future predictions page 93



Grammar

will: future

Vocabulary

Life events

Writing skill

Giving opinions

Writing genre

A text about future predictions for the world

Aim

To practice giving opinions; to write a text about future predictions for the world

Exercise 1

- Read the rules for giving opinions with the class.
- Point out that in a piece of writing it is important to use a range of expressions for giving opinions, rather than repeating the same one several times.

Exercise 2

- Students match the sentence halves.
- Check the answers with the class.

Exercise 3

- Students complete the sentences with their own opinions.
- Ask some students to read their sentences to the class. Ask other students: What do you think? Do you agree? Encourage other students to give their opinions.

Exercise 4

- Students rewrite the sentences so that they express their own opinions.
- · Ask some students to read their sentences to the class. Ask other students: What do you think? Do you agree? Encourage other students to give their opinions.

ANSWERS

Students' own answers.

Exercise 5

• Refer students to exercise 6 on page 45.

5 A postcard page 94

Grammar

Present perfect

Vocabulary

Experiences

Writing skill

Adverbs of degree

Writing genre

A postcard about a vacation

Aim

To practice using adverbs of degree; to write a postcard about a vacation

Exercise 1

• Read the rules for using adverbs of degree with the class.

Exercise 2

- Students choose the correct answers.
- Check the answers with the class.

Exercise 3

- Ask students to read the text quickly. Ask: What things has Dave done? (been diving, swum with sharks, done a parachute jump)
- Students find seven more adverbs of degree in the text.
- Check the answers with the class.

Exercise 4

• Refer students to exercise 5 on page 59.

6 How I use the nternet page 94

Grammar

Simple present

Vocabulary

Internet activities

Writing skill

Expressions of frequency

Writing genre

A paragraph about how you use the Internet

Aim

To practice using expressions of frequency; to write a paragraph about how you use the Internet

A postcard

1 Read the rules.

builder

90

Adverbs of degree

We can use adverbs of degree before

a bit, quite, really, very, extremely, incredibly They change the meaning of the adjective by making it weaker:

We were a bit tired.

It was quite interesting

making it stronger:

It's a very old place.

It was really interesting

I was extremely bored

They were incredibly friendly.

Choose the correct answers.

I ate two huge sandwiches. I was a bit / really hungry.

- 1 We wore coats, gloves, and boots. It was really / quite cold.
- 2 He was quite / extremely lucky. He won a million dollars on the lottery
- 3 It was a bit / (ncredibly dark, so we couldn't see anything.
- 4 I got a B in the test and I was quite / extremely happy. 5 The view was quite /really beautiful and I

3 Look at the text and find seven more adverbs of degree.

took a lot of pictures

Hi, Carlos. Guess what! I'm on vacation in Australia with my cousin. It's a really interesting country. I've done some (er) exciting things. I've been diving on the Great Barrier Reef, I've swum with sharks, and I've done a parachute jumpl I went diving last weekend. The fish and the coral were ocredibly beautiful. It's quite easy to take pictures because the sea is really clear. On Sunday, I was diving when two sharks swam past me. I was really scared! Yesterday, I did a parachute jump from an airplane. I was extremely frightened before the jump, but I'm (er) proud I did it! Bye for now!

4 Now do exercise 5 on page 59.

How I use the Internet

1 Read the rules.

Expressions of frequency

We use adverbs of frequency and phrases to say how often things happen.

never, rarely, hardly ever, sometimes, usually, generally, often, always

every day / month / year

once / twice / three times a week Frequency adverbs go between the subject and

the verb She never posts comments

Adverb phrases go at the end of the sentence. Tom plays video games three times a week

Where does the adverb or adverb phrase go in these sentences? Check (/) the correct position.

__I ✓ access __ the Internet __ with my smartphone ___. (rarely)

1 Maria __ chats __ to her friends ✓. (every

2 I / read _ the newspaper _ on Sundays (sometimes)

_ Those students _ go _ to the movies (once a month)

4 We / buy _ things _ online __. (often)

3 Reorder the words to make sentences.

phone / online / go / Mom / her / never / to / uses

ses her phone to go online.

1 week / a / l / room / clean / my / once

2 month / visits / Lucia / her / twice / grandparents / a

3 TV / my / night / is / on / every / show /

4 three / week / I / soccer / play / a / times

5 computers / in / ever / class / use / hardly / math / we

4 Rewrite the sentences so they are true for you. Use expressions of frequency.

I go online.

1 I download music.

2 I post comments on other people's social network sites

3 I use the Internet at school.

4 I have used the Internet for schoolwork.

5 I watch online videos.

5 Now do exercise 6 on page 67.

Exercise 1

• Read the rules for using expressions of frequency with the class.

ninety-four

Exercise 2

- Students check the correct position in the sentences for the adverbs or adverb phrases.
- Check the answers with the class.

Exercise 3

- Students reorder the words to make sentences
- Check the answers with the class.

ANSWERS

- 1 I clean my room once a week.
- 2 Lucia visits her grandparents twice

- 3 My favorite show is on TV every night. / My favorite TV show is on every night.
- 4 I play soccer three times a week.
- 5 We hardly ever use computers in math class.

Exercise 4

- Students rewrite the sentences using expressions of frequency, so that they are true for them.
- Ask some students to read their sentences to the class. You could discuss as a class who spends the most time online each week.

Exercise 5

• Refer students to exercise 6 on page 67.



1 Read the rules.

Time expressions in stories

We use time expressions like Last week and Yesterday to say when something happened Last month. I saw a crime in the street We use when and while to talk about actions and situations that take place at the same

I was walking home when a man stole my purse. The man was watching me while I was waiting for the bus.

We use time expressions like First, Suddenly, Then, Next, Just then, After that, Next, Later, In the end, and Finally to order events in a story. The man bought a ticket. Then he sat down. Suddenly, a woman started shouting. In the end, the thief ran away.

2 Choose the correct answers.

I was so mad when / while someone stole my phone at school. After that, /At first, I thought it was at home, but it wasn't.

- 1 While / When I was looking at my watch, a man took my bag. Suddenly / Then he ran down the street and disappeared.
- 2 Last night / Next, I was walking down the street when / then I heard a noise behind me. Suddenly / Later, a man ran past me.
- 3 Complete the texts with the time expressions in the box. There is more than one possible answer.

After that Finally Suddenly Then Yesterday

, I was standing in 1 Yesterday the bank. ¹Suddenly robbers came in and told everyone to lie on the floor. ²Then / After that , they told the clerk to give them the money. ³After that / Then, they ran out of the bank. ⁴Finally arrived, but it was too late.

After that In the end Just then Last night Then who

2 ⁵Last night _, Sophie and I were waiting for the bus. ⁶ Just then a man grabbed my sister's purse. Then / After that , he ran away 8 After that / Then, the man stole a car. ⁹ In the end _, the police arrested

4 Now do exercise 6 on page 79.

1 Read the rules

Time expressions in biographies

We can use these time expressions in biographies:

A biography

He was born on April 6th She died in 1867

She studied architecture for three years. After college, he worked for a software company. Today / Now, most people use the Internet

2 Match the sentence halves

- 1 Galileo was born 2 He studied medicine d 3 After that, he Ь 4 He died
- a on January 8th, 1642.
- b became a professor of mathematics.
- c in 1564.
- d for a year at Pisa University.

3 Look at the factfile for Hubert Booth. Answer the questions.

When was Hubert Booth born? He was born on July 4th. 1871.

- 1 What did he do after college?
- 2 When did he die?
- 3 When did he invent the vacuum cleaner?

Name: Hubert Booth Nationality: British Born: July 4th, 1871

Education: engineering in London $Worked: engineering\ company-designed$ bridges and ship engines Occupation: engineer and inventor Died: January 14th, 1955

Achievement: 1901, invented the vacuum

4 Complete the time expressions in the text.

Hubert Booth was a British engineer and inventor. He was born on July 4th, 1871. He studied engineering in London. ¹After _ college, he worked for an engineering company, and he designed bridges and ship engines. He ___ January 14th, 1955. died 2 on Booth is famous because he invented the vacuum cleaner 3 in modern machines are based on Booth's idea. ⁴Today / Now, the vacuum cleaner is one of the most common household machines

5 Now do exercise 7 on page 87.

ninety-five

(95

7 A crime page 95



Grammar

Past progressive

Past progressive and simple past + when/while

Vocabulary

Crime

Writing skill

Time expressions in stories

Writing genre

An e-mail about a robbery

Aim

To practice using time expressions in stories; to write an e-mail about a robbery

Exercise 1

• Read the rules for using time expressions in stories with the class.

Exercise 2

- Students choose the correct words.
- · Check the answers with the class.

Exercise 3

- Students complete the texts with the time expressions in the box.
- Ask some students to read their texts to the class. Discuss what other time expressions are possible in the gaps.

Exercise 4

• Refer students to exercise 6 on page 79.

Grammar

Simple past

Writing builder

Vocabulary

Human achievement

Writing skill

Time expressions in biographies

Writing genre

A biography

Aim

To practice using time expressions in biographies; to write a biography

Exercise 1

• Read the rules for using time expressions in biographies with the class.

Exercise 2

- Students match the sentence halves.
- Check the answers with the class.

Exercise 3

- Read through the factfile with the class and check that students understand everything.
- Students answer the questions.
- Check the answers with the class.

ANSWERS

- 1 He worked for an engineering company. He designed bridges and ship engines.
- 2 He died on January 14th, 1955.
- 3 He invented the vacuum cleaner in 1901.

Exercise 4

- Students complete the time expressions in the text.
- Check the answers with the class.

Exercise 5

• Refer students to exercise 7 on page 87.

Biology

pages 96-97/C3-C4

Grammar

must

Compounds: every-

Vocabulary

Housework

Topic

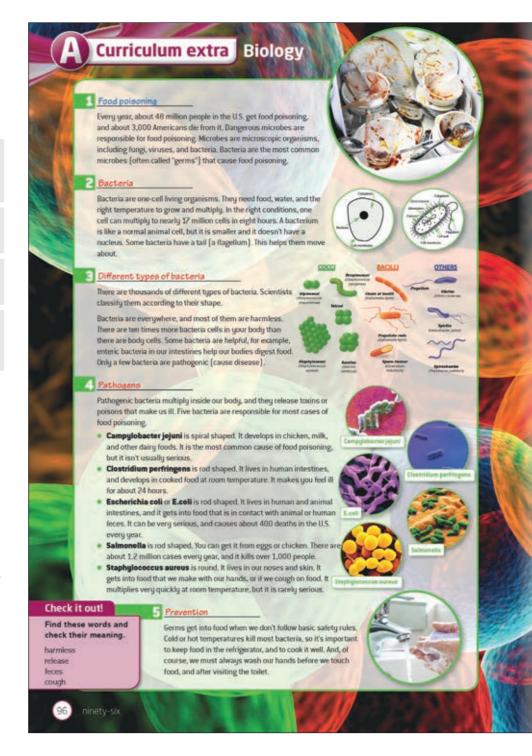
Bacteria and food poisoning

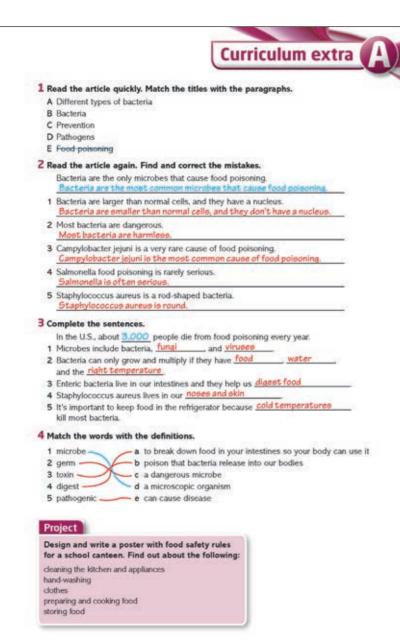
Project

Design and write a poster with food safety rules

Warm-up

- Ask: Do you sometimes prepare food at home? What do you need to remember when you're preparing food? Elicit some ideas.
- Focus on the picture of the dirty plates. Ask: What happens to old food when you leave it like this? Elicit a few ideas. Point to the picture of someone washing their hands and ask: Why is it important to wash your hands when you're preparing food? How can food make you ill? Elicit a few answers. Teach the words bacteria, food poisoning, and pathogen.









Exercise 1

- Read through the list of titles with the class. Check that students understand Prevention.
- Students read the article quickly and match the titles to the paragraphs.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Exercise 2

- Check that students understand microbe, cell, nucleus, and rod.
- Students read the article again and correct the mistakes.
- Check the answers with the class.
 Discuss which words in the article give each answer.

Exercise 3

- Students read the article again and complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.
 Make sure that students understand everything.

Exercise 4

- Students match the words with the definitions
- Students can compare their answers in pairs.
- Check the answers with the class.

Extra activity

- Ask students to close their books.
 Ask: What have you learned about bacteria and food poisoning? Elicit a few ideas, then put students into pairs to note down a list of bullet points with as many facts as they can remember from the article.
- Ask pairs in turn to tell the class their ideas. Make notes on the board.
- Students can open their books again and read the article again quickly to see what ideas they missed.

ANSWERS

Students' own answers.

Project

- Read through the Project box with the class. Make sure students understand everything.
- Discuss each of the topics in the Project box with the class and elicit some possible food safety rules for each topic. Make notes on the board.
- If necessary, review the use of *must* and *mustn't* for rules.
- Students then search online to find out more about each of the topics. Suggest to students that they search for "food safety cleaning the kitchen", "food safety hand washing", etc.
- Students then design and write a poster with food safety rules.
- Pin the completed projects around the classroom for students to look at.

Consolidation

Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they cannot learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they think they will need to use in the future.

History

pages 98–99/C5–C6

Grammar

Simple past

Verb + infinitive / -ing form

Vocabulary

Life events

Topic

The history of the American people

Project

Find out about the origins of the population of your own country

Warm-up

- Ask: What do you know about the history
 of the United States? Who were the first
 Americans? Where did people move to the
 U.S. from? Why? Elicit a range of ideas.
- Point to each picture on page 98 in turn and ask: What does it show? Use the pictures to teach Native American, slave, immigrate / immigration, and emigrate / emigration.

The Melting Pot Who are the American people?

The first people to come to North America probably arrived about 30,000 years ago. They walked across the Bering Strait between Asia and North America, and then moved south. The arrival of the first Europeaus in 1500 was a disaster for these indigenous people. The newcomers brought diseases which killed native people, and they killed many more for their land. Historians estimate that by 1900 there were only 200,000 Native Americans left in the U.S. Today, there are about five million people of native origin. Famous Native Americans from history include Sitting Bull and Pocahontas.



The British were the first Europeans to arrive in North America. They settled on the East Coast from around 1600. Some Spanish immigrants settled in modern-day California and Texas, and French immigrants went to the area that is now Louisiana and Florida. Many settlers became farmers because there was a lot of land. Towards the end of the 19th century, immigrants from all over Europe came to the U.S. looking for a better life. These new Americans included many Jews. They were escaping discrimination in Europe. Famous Jewish Americans include the singer Bob Dylan and Mark Zuckerberg, a co-founder of Facebook.

The First Africans

From around 1650, Europeans started transporting the first African slaves to work on the sugar and cotton plantations of the South. When the U.S. became independent, in 1776, about 20 percent of the population was African-American. In 1860, there were about 3.5 million slaves in the south and half a million free African-Americans in the north. Today there are about 40 million African-Americans. Famous African-Americans include civil rights campaigner Martin Luther King and President Barack Obama.



Latin American immigration to the U.S. started to increase in the early 20th century when large numbers of Mexicans arrived in Texas, California, and Arizona. After the Cuban Revolution in 1959, many Cubans came to America, too, Later, people from other Central American countries such as Honduras, the Dominican Republic, and El Salvador emigrated to the U.S. Today, there are more than 50 million Hispanic-Americans living in the United States. Famous Hispanic-Americans include the actress Cameron Diaz and the singer Jennifer Lopez.

Check it out!

Find these words and check their meaning.

melting pot newcomers diseases settlers emigrated

New Immigration

At the end of the 20th century, large numbers of immigrants came from Asia. They came from countries like the Philippines, Vietnam, India, China, and Pakistan. Many were economic immigrants, attracted by the promise of a better life.

Its unique mix of people from different origins is what makes the United States a melting pot of cultural diversity.





1 Read the article quickly. Then answer the question.

Why do people call the United States of America a melting pot?

Because of its unique mix of people from different origins.

- 2 Read the article again. Match the headings with the paragraphs.
 - A New Immigration
 - **B** Indigenous People
 - C Hispanic Immigration
 - D The First Africans
 - E European Settlers
- 3 Read the article again. Answer the questions

Where did the first inhabitants of North America come from?
The first inhabitants of North America came from Asia.

- 1 Why was the arrival of Europeans a disaster for Native Americans? The newcomers brought diseases that killed the Native Americans, and they killed many more for their land.
- 2 When did the first European settlers arrive?
 The first European settlers arrived around 160
- 3 Why did Europeans bring African slaves to America?

 They brought African slaves to work on the sugar and cotton plantations
- 4 How many African-Americans are there in the U.S. today? There are about 40 million.
- 5 When did Hispanic immigration to the U.S. start to increase? It started to increase in the early 20th century.
- 6 Where do the most recent immigrants come from? They come from Asia.
- 4 Read the article again and complete the sentences with the correct dates.

1500 1650 1860 1900 1959

After 1959, a lot of Cubans came to the U.S.

- 1 In 1650, African slaves started to arrive.
- 2 In 1500, the first Europeans arrived.
- 3 In 1860, there were about four million African-Americans.
- 4 In 1900, there were 200,000 Native Americans.

Project

Find out about the origins of the population of your country, or another country. Include the following:

Who were the first people? Where did they come from?

What other people have immigrated to your country? Why? What are the proportions of people of different origins today?

ninety-nine



Exercise 1

- Students read the article quickly and answer the question. Tell students not to worry if they don't understand everything in the article at this stage.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

Exercise 2

- Read through the headings with the class and check that students understand them all.
- Students read the article again and match the headings with the paragraphs.
- Check the answers with the class.

Exercise 3

- Read through the questions with the class and check that students understand everything.
- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 4

- Students read the article again and complete the sentences with the correct dates.
- Check the answers with the class.

Extra activity

- Ask students to close their books.
- Write the headings from exercise 2 on the board.
- Put students into pairs and ask them to make notes under each heading. They should include information and facts they can remember from the article.
- Write the students' ideas on the board.
- Students can open their books and read the article again quickly to find any information or facts that everyone missed.

Project

- Read through the Project box with the class. Make sure students understand everything.
- Discuss each question in turn with the class and elicit what students already know.
- Students then search online to find out more about each of the topics.
 Discuss as a class what search words would be effective in finding the answer to each question.
- Students then find information about the origins of their own country.
 Students can either write a short article about their own country, or you could have a class discussion about the topic.

Consolidation

- Encourage students to make a note
 of any new vocabulary from the
 article in their vocabulary notebooks.
 Tell students they cannot learn all the
 new vocabulary they come across in
 their reading, so they should choose
 vocabulary that they are interested
 in, or vocabulary they think they will
 need to use in the future.
- Point out that there are quite a few words for countries and nationalities in the article, which students could add to the countries and nationalities they have already learned.

Computer science

pages 100–101/C11–C12

Grammar

must

Imperatives

Vocabulary

Internet activities

Topic

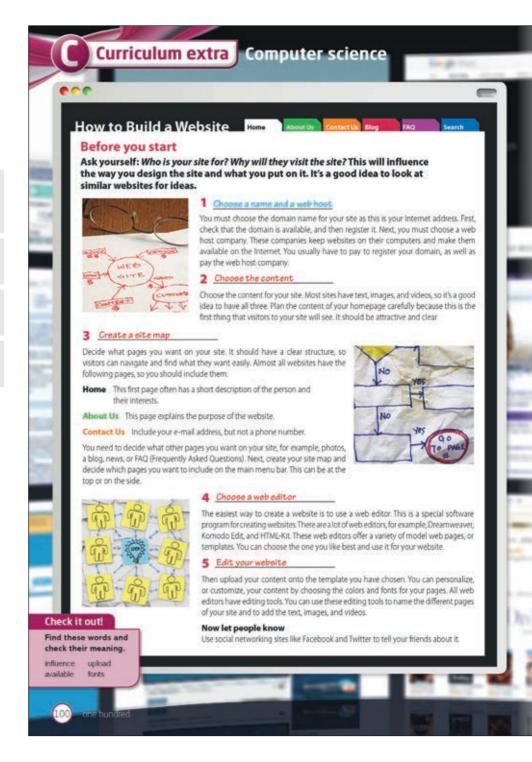
How to build a website

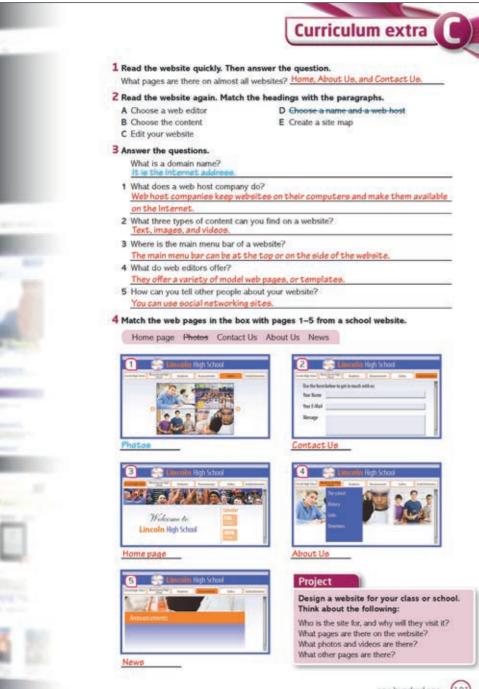
Project

Design a website for your class or school

Warm-up

- Ask: What websites do you visit regularly on the Internet? What is important on a good website? What is annoying about some websites?
- Elicit a range of answers. Use the
 discussion to teach the words content
 (= e.g., text, video, pictures), navigate
 (= find your way to different parts of
 the website), and font.
- Focus on the pictures and ask: What do you think they show? (plans for a new website) Ask: Do you think it's easy or difficult to design a website? Have you ever helped design one?





one hundred one (101)

101

Exercise 1

- Students read the website quickly and answer the question. Tell students not to worry if they do not understand everything in the website at this stage.
- Check the answers with the class.
- Go through the Check it out! box and ask students to find the words in the website. Make sure that students understand the meaning of the words.

Exercise 2

- Read through the headings with the class and check that students understand them all.
- Students read the website again and match the headings with the paragraphs.
- Check the answers with the class.

Exercise 3

- Read through the questions with the class and check that students understand everything.
- Students read the website again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 4

- Students match the web pages with the pictures.
- Students can compare their answers in pairs.
- Check the answers with the class.

Extra activity

- Ask: What do you think is good about the web pages in exercise 4? What things could you improve? What other pages could you add?
- Give students time to prepare their ideas, then put them into pairs to discuss the questions.
- Ask some students to tell the class their ideas. Encourage other students to agree and disagree, and express their own opinions.

Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Discuss each question briefly with the class. As students answer, write notes on the board of useful ideas.
- Tell students they can either plan their website as a diagram like the plan on page 100, or they can simply list pages their website will include.
- Students then work individually or in pairs to plan their website.
- Ask some students to tell the class about their website. Ask other students: What do you think? Could you improve on this idea? Try to agree as a class on the best ideas for a class or school website.

Consolidation

- Suggest to students that they could write a list of bullet points on "How to build a website" to help them remember the useful vocabulary from the website.
- Suggest that they could also download some pictures of web pages and stick them into their vocabulary notebooks. They could then label them with words such as font, image, menu bar, etc.

Literature

pages 102-103/C13-C14

Grammar

Relative pronouns: who / which / that

Vocabulary

Human achievement

Topic

American writers

Project

Find out about a famous writer and one of his or her novels in your own language

Warm-up

- With books closed, ask: What American writers do you know? Brainstorm some ideas as a class and write some names on the board.
- Point to each name on the board in turn and ask: Do you know any novels by this writer? What are the titles? What are the novels about?
- If your students don't know any American writers, you could just ask: What is your favorite novel? What is it about? Who is the author? Why do you like it? Elicit a range of answers from individual students.



Novels

Many great novels come from the U.S. Some of the famous novels below are over 100 years old, but they are still popular today.

1 Adventures of Huckleberry Finn

by Mark Twain (1885)

A young boy runs away from home. He makes friends with an African-American slave, Jim. Together, they travel down the Mississippi River. They have lots of adventures, some good and some bad. At the end of the story, Jim becomes a free man.

2 Little Women

by Louisa May Alcott (1868

Four sisters – Meg, Jo, Beth, and Amy – live with their mother in Boston during the 1860s. Their father is away fighting in the American Civil War. The four girls are all very different, but they all help each other during a very difficult time. 3 A Farewell to Arms

by Ernest Hemingway (1929)

This is the story of an American ambulance driver in the Italian army during World War One. Lieutenant Frederic Henry falls in love with an English nurse named Catherine. The story is tragic. Catherine dies after giving birth to their stillborn child.

4 The Grapes of Wrath

by John Steinbeck (1939)

Life is very difficult in Oklahoma in the 1930s. Tom Joad and his family leave their farm. They drive across America to California. Tom and his family try to find work on farms in California, but this is not easy.





Louisa May Alcott was born in Philadelphia, Pennsylvania in 1832. She moved to Boston when she was young. She had three sisters. In her novel, she describes a family very similar to hers. She never got married, and she died in 1888.

h John Steinbeck

John Steinbeck was born in 1902 in Salinas, California. Many of his novels are about poor people who live in California in the 1930s, for example Of Mice and Men. He won the Nobel Prize in 1962. He got married three times and had two children. He died in New York in 1968.

c Ernest Hemingway

Ernest Herningway was born near Chicago in 1899. As a young man, he worked for a newspaper. During World War One, he drove an ambulance in Italy, He lived in Paris, Florida, Spain, and Cuba. Many of his novels describe the places that he visited. He died in Idaho in

d Mark Twain

Samuel Clemens, which is the real name of Mark
Twain, was born in Missouri in
1835. When he was four, his family moved to the town of Hamilbal, by the Mississippi River. He worked in a newspaper office, and then on a boat on the Mississippi. He loved the river, and many of his books tell stories about it. He died in 1910.

(102)

Check it out!

Find these words and

check their meaning.

runs away from home each other stillborn

one hundred two



- 1 Read the descriptions and biographies quickly. Then write the names of the writers (a-d) with their novels (1-4).
- 2 Write the titles of the novels. Then write the names of the characters.



Novel: Little Wamen

Characters



2 Novel: A Farewell to Arms

Characters Frederic Henry and Catherine



Novel:
 Adventures of Huckleberry Finn
 Characters:
 Huckleberry Finn and Jim



3 Novel: The Grapes of Wrath

Characters: Tom Joad and his family

3 Answer the questions.

What happens to Jim at the end of Huckleberry Finn? He becomes a free man.

- 1 Who is the novel Little Women about? It is about four eisters - Meg, Jo, Beth, and Amy - who live with their mothe
- 2 Why is the story in A Farewell to Arms tragic? It is tragic because one character dies after giving birth to a stillborn child.
- 3 When does the story The Grapes of Wrath take place? It takes place in the 1930s.

Project

Find out about a famous writer and one of his / her novels in your language. Think about the following:

Who is the writer?

Where was he / she born and where did he / she live?

When did he / she write the novel?

Who are the main characters? Where does it take place?

What happens?

one hundred three



Exercise 1

- Point out the four descriptions of novels on page 102, and the four biographies of writers.
- Students read the descriptions and biographies quickly and match the writers with their novels.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the descriptions and biographies. Make sure that students understand the meaning of the words.

Exercise 2

- Students read the descriptions again and write the title and characters for each picture.
- Students can compare their answers in pairs.
- Check the answers with the class.

Exercise 3

- Students read the descriptions again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

Extra activity

- Write these gapped sentences on the board:
 - 1 _____ used his / her experiences of an unusual way of life in a book.
 - 2 _____used his / her experiences of family life in a book.
 - 3 _____ wrote about places he / she traveled to.
 - 4 _____wrote about people in the place where he / she was born and arew up.
- Students read the biographies again and complete the sentences with the correct names.
- Check the answers with the class.
- Ask: Do you think writers always write about experiences from their own lives? Discuss the question as a class.

ANSWERS

- 1 Mark Twain
- 2 Louisa May Alcott
- 3 Ernest Hemingway
- 4 John Steinbeck

Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Read out each question from the Project box in turn and brainstorm ideas with the class.
- Make notes of some names of writers and their books on the board.
- Students then find information about a famous writer from their country.
- Students could write a short biography of the writer, and a description of one of their books.
- Alternatively, students could prepare notes and then give a presentation on the writer and one of his / her books.
 With smaller classes, students could give their presentations to the whole class. With larger classes, they could work in small groups and take turns to give their presentations.

Consolidation

 Encourage students to record any new vocabulary from the texts in their vocabulary notebooks. Suggest that they choose vocabulary that might be useful in the future for talking about writers and their books.

Puzzles 1-2

Unit 1 page 104/C7

Grammar

must (affirmative and negative) Compounds: some- / any- / no-

Compounds: every-

Vocabulary

Places around town

Aim

To practice vocabulary for places around town, affirmative and negative forms of must, compounds with some- / any- / no-, and compounds with every-

1A

• Students match the letters and make places around town.

1B

• Students copy and reorder the words to make sentences.

Unit 2 page 104/C7



Vocabulary Housework

Aim

To practice vocabulary for housework, have to, mustn't / don't have to, gerunds, and verb + -ing form

2A

• Students connect the words and make sentences.

ANSWERS

- 1 He has to unload the dishwasher.
- 2 She hates cleaning her room.
- 3 Doing housework is boring.
- 4 You mustn't run near the swimming pool.
- 5 They love going to the movies.
- 6 Do you mind taking out the trash?

2B

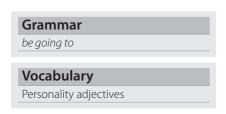
• Students read the clues and complete the crossword.





Puzzles 3-4

Unit 3 page 105/C8



Aim

To practice personality adjectives and be going to

3A

• Students find eight more adjectives and complete the sentences.

3B

• Students look at the pictures and complete the sentences.

Unit 4 page 105/C8

Grammar	
will: future	
will / be going to	
First conditional	
Vocabulary	
Life events	

Aim

To practice vocabulary for live events, will, be going to, and the first conditional

4A

• Students copy and reorder the words to make sentences.

4B

• Students copy the letters to make questions. They then answer the questions with their own ideas.

Puzzles 5-6

Unit 5 page 106/C15

Grammar

Present perfect (affirmative and negative, *yes / no* questions and short answers)

been / gone

ever / never

Vocabulary

Experiences

Aim

To practice vocabulary for experiences, the present perfect, been / gone, and ever / never

5A

 Students reorder the words and write the sentences.

5B

 Students break the code and write the questions. They then answer the questions with their own ideas.

Unit 6 page 106/C15

Grammar

Present perfect + *yet* and *already* Present perfect + *just*

Present perfect + for / since

Vocabulary

Internet activities

Aim

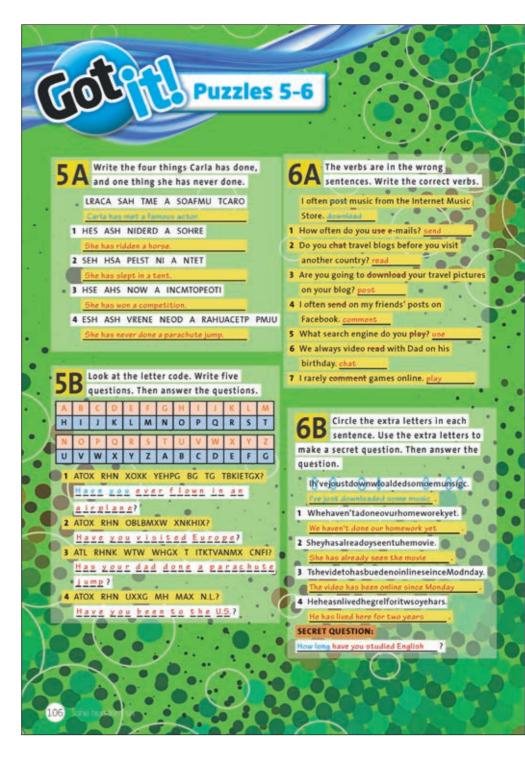
To practice vocabulary for Internet activities, and the present perfect with yet, already, just, and for / since

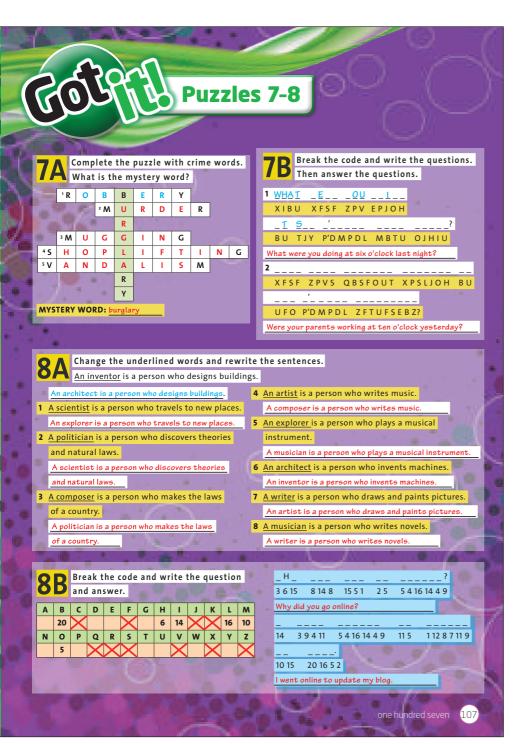
6A

• Students write the correct verbs.

6B

 Students use the extra letters in the sentences to make a secret question.
 They then answer the question with their own ideas.





Puzzles 7-8

Unit 7 page 107/C16

Grammar

Past progressive (questions)

Vocabulary

Crime

Aim

To practice vocabulary for crime, and the past progressive

7A

 Students complete the puzzle with the crime words, and write the mystery word.

7B

• Students break the code and write the questions. They then answer the questions with their own ideas.

Unit 8 page 107/C16

Grammar

Relative pronouns: who / which / that
The infinitive of purpose

Vocabulary

Human achievement

Aim

To practice vocabulary for human achievement, relative pronouns, and the infinitive of purpose

8A

• Students change the underlined words to words that fit the definitions.

8B

• Students break the code to write the guestion and answer.

Audioscripts

6 1•04 page 12, exercise 1

- 1 pharmacy
- 2 library
- 3 post office
- 4 bus stop
- 5 train station
- 6 café
- 7 shopping mall
- 8 sports center
- 9 park
- 10 bank
- 11 supermarket
- 12 parking lot
- 13 church
- 14 police station
- 15 hospital

1.06 page 12, exercise 3

Example

- A Excuse me, is there a library near here, please?
- **B** Yes, there's a library on Walton Street. It's next to the park.

1

- A Excuse me, is there a bus stop near here, please?
- **B** Yes, there's a bus stop on Virginia Avenue. It's in front of the shopping mall.

- A Excuse me, is there a parking lot near here, please?
- B Yes, there's a parking lot on Bedford Street. It's behind the supermarket.

- A Excuse me, is there a church near here,
- **B** Yes, there's a church on Union Avenue. It's opposite the hospital.

- A Excuse me, is there a café near here, please?
- **B** Yes, there's a café on Franklin Street. It's between the post office and the bank.

1•07 page 14, exercise 1

A Excuse me. How do I get to the hospital, please?

B Go down Market Street, go past the bank, and then turn left. At the end of the road, turn right, and then take the first turn on the left. The hospital is on the right. It's opposite Pinewood shopping mall.

A Thanks

- A Excuse me. Can you tell me the way to a supermarket, please?
- **B** Cross Madison Street, go down Market Street, and then take the first turn on the right. Go past the café as far as the traffic circle. Cross Columbia Street and the supermarket is on the left. It's near a sports center.
- A Thank you.

¶ 1•08 page 14, exercise 2

Example Turn right and go down the road past the bank. Take the first turn on the left and go down Madison Street. It's on the left. It's opposite a train station.

- 1 Cross Lincoln Avenue and go straight as far as the traffic circle. Go straight at the traffic circle past the supermarket and turn left. It's behind the supermarket.
- 2 Turn left and go down the road as far as the traffic lights. At the traffic lights, turn right and go down Russell Street. It's on the left.

(S) 1•10 page 17, exercise 3

Jack Hi, Tom!

Tom Oh, hi, Jack! How are you?

Jack Great, thanks. I'm calling about the Color Run tomorrow. Where do you want to meet? How about the park entrance? Tom Umm ... I'm not sure. Dad can't drive me to the park in the morning. He's going to the dentist

Jack Oh, well, do you want to come with us? Mom's coming, too. We're leaving at nine o'clock.

Tom Yes, that's great. Thanks.

Jack Can you get the bus to our house?

Tom Sure, no problem. What number bus do I get?

Jack The number 42. It stops at the bus stop in front of the library in town. There's a bus every 30 minutes.

Tom OK, and how do I get to your house? **Jack** Well, stay on the bus until it gets to St. John's school. It's a big elementary school near our house. Walk past the school and turn right. Then take the first turn on the left. That's Russell Street. Our house is in Russell Street. It's number 18, and it's on the left near the police station. Tom OK, that's easy. Number 18, Russell Street. Thanks.

Jack That's OK. See you tomorrow, then. And don't be late!

1•12 page 19, exercise 3

Example I'm lucky. I don't have to do any household chores.

- 1 I have to load and unload the dishwasher after every meal. I don't mind because my mom pays me!
- 2 I have to make my bed before I go to
- 3 My dad loves housework and he does it all. I don't have to do anything!
- 4 Why do people have to do housework? What a waste of time!
- 5 My brothers don't have to do anything at home. It isn't fair!

¶ 1•13 page 20, exercise 1

Example load the dishwasher / unload the dishwasher

- 1 take out the trash
- 2 wash the dishes
- 3 clean the bathroom
- 4 feed the dog
- 5 set the table / clear the table
- 6 do the ironing
- 7 do the vacuuming
- 8 clean my bedroom
- 9 make my bed
- 10 do the laundry
- 11 do the cooking

(S) 1•14 page 20, exercise 2

Girl Who does the housework in your family, Mark?

Mark Umm ..., Mom and Dad do a lot of it. **Girl** What housework does your mom do?

Mark Well, she usually does the cooking. She's a great cook. Then, she always does the ironing.

Girl So, what does your dad do?

Mark Oh, he does a lot, too. He often does the vacuuming. He loves it!

Girl Really?

Mark Yes, and he sometimes cleans the

Girl What housework do you do? Mark Umm ... I have two jobs in the house. I always make my bed in the morning ...

Girl That's an easy job!

Mark Yes, but I usually set the table before dinner, too.

Girl And does your brother, Luke, help? Mark No, he doesn't. He's so lazy! Girl What does he do?

Mark Well, he sometimes loads the dishwasher after dinner, but not very often. Oh, and he always feeds our dog, Snoopy, but that's not housework because Luke really loves Snoopy!

1.15 page 22, exercise 1

Example

Lisa Can I watch the end of this movie, Mom? Mom No, I'm sorry, you can't, Lisa. You have to go to bed now.

Lisa Oh ... can I watch it on the computer tomorrow?

Mom Yes, of course you can.

1

Dan Could I borrow your cell phone, Mark? I forgot my phone today and I have to call mv mom.

Mark Sorry, Dan, but I don't have any credit on my phone. Ask Tina.

2

Jack May I go to the bathroom, please,

Mrs. Greene Yes, of course, Jack, but come back to class immediately. Don't talk to your friends in the hall!

Jack OK. Thanks.

(S) 1•16 page 22, exercise 2

Example

Joe Could I use your computer for a moment, Mrs. Thompson? I need to write an e-mail

Mrs. Thompson Yes, of course, Joe. My laptop's in the living room.

Olivia Can I go bowling tonight, Dad? **Dad** What time do you want to go? Olivia At nine o'clock.

Dad No, sorry, you can't. Nine o'clock is very late. It's a school day tomorrow, Olivia.

Tom May I use the phone for a moment, Mr. Martinez? I have to call my dad. Mr. Martinez Yes, of course, Tom. The phone's in the kitchen.

3

Lucia Can I borrow your bike, Hugo? Hugo No, I'm sorry, Lucia, you can't. I need it. I'm meeting Bruno this afternoon. We're going on a bike ride.

(S) 1•18 page 25, exercise 3

Freya Hi, Erica. How are you?

Erica Hi, Freya. I'm fine, thanks. How's the camp going?

Freya Oh, it's good. I'm having fun.

Erica What are the tents like? Are they big? **Freya** We don't have to sleep in tents.

There's a big house. I sleep in a bedroom with three other girls.

Erica Oh, that's good!

Freya Yeah, but there are a lot of rules. We have to clean the bedroom every day, and we mustn't eat anything in the room that's a problem!

Erica What's the food like at the camp? Do you have to do the cooking?

Freya No, we don't. There's a cook. The food's really nice, actually.

Erica Great! And what about the evenings? What do you do?

Freya Umm ... we usually watch a movie or listen to music, but we have to go to bed at 10:30 p.m.

Erica Wow! That's early!

Freya Yeah, and we mustn't talk after 11 p.m.

Erica That's terrible!

Freya Well, it's OK, actually, because I'm always tired at night. We have to get up at eight o'clock in the morning, and we have very busy days.

Erica Do you have any free time?

Freya Yeah, we do, but we mustn't leave the camp. I usually chat to my roommates or sit in the sun. Hey, Erica, sorry, but I have to go now.

Erica OK, see you when you get back! Freya Cool. Thanks for calling. Bye!

1•19 page 27, exercise 8

Dialogue 1

A Excuse me. How do I get to the library, please?

B Go down this street, go past the post office, and then turn left. It's at the end of the road

A Thanks.

Dialogue 2

Can I go to the movies tonight, Mom?

- **D** No, I'm sorry, you can't, Tom.
- **C** But Hugo and Luis are going.
- **D** You have to do your homework.
- **C** OK. But can I go out tomorrow night?
- **D** Yes, of course you can.

(Section 2) page 27, exercise 10

Example At school I have lunch at 12:30 every day.

- 1 I have to feed my dog in the morning.
- 2 I don't have anything to wear for the party.
- 3 We have to listen to our teacher in class.
- 4 You have to wear sneakers in the gym.
- 5 We have math homework every weekend.

3 1•23 page 27, exercise 12 Example

Juan Where are we on the map, Ana? Here's the train station, and a bank.

Ana Umm, here we are! We're across the road from the bank. OK, so where's the post office?

Juan It's on Edmund Street. Mmm, here it is. It's next to the library.

Ana That's not too far. We can walk there. It won't take long.

Juan We have to go down Union Street and then cross the parking lot.

Ana Cool. Let's go.

1

Lucas What chores do you have to do at home, Alice?

Alice It depends. I don't have to do anything on weekdays. What about you? **Lucas** I have to do everything! My sister doesn't do anything. She's so lazy!

Alice That isn't fair. I don't mind cooking or cleaning my room. But I can't stand washing dishes.

Lucas I'm lucky. I don't have to wash dishes. We have a dishwasher. Alice Well, you don't have to do everything, then!

Luiz Hi, Amanda. What's that? Amanda It's my housework list. It's all the chores I have to do this week. Luiz What, at night after school? **Amanda** Yeah. My mom and dad work, so they can't do everything. We all have

Luiz So what do you have to do this week? Amanda I have to clean my room, set the table for dinner, and take out the trash. Luiz Oh, that's not so bad!

Asami Do you get up early on weekends, Kenji?

Kenji Yes, I do. I prefer getting up early to lying in bed. That's boring.

Asami Do you go out?

Kenji Yes, in the afternoon, I often go skateboarding, but not in the morning. I sometimes have to help Dad. Then I play video games. I love doing that, and I don't have time during the week.

Gabriel Let's surf on this beach. The ocean is perfect.

Julia OK. Umm ... there aren't any surfers. That's strange.

Gabriel Mmm, but there are some people swimming.

Julia And there's a boy fishing on those rocks. Come on. Let's go!

Man Hey! You two over there!

Gabriel What's wrong?

Man You mustn't surf here! There's a sign over there.

Gabriel Oh, sorry! We didn't see it.

1.28 page 32, exercise 5

Mom Liza, you have a history test tomorrow. Are you going to study for it? Liza Don't worry, Mom. History's easy. Mom I'm sorry, Liza, but your grades aren't good. You spend every night in front of the TV and you never study. Liza I have to study all day at school. I don't want to work at home.

2

Girl I see the new *X-Men* movie is on in town.

William Hey, I love X-Men movies. Why don't we go tonight?

Girl I can't. I have to study for a test tonight. William Tomorrow afternoon, then? Girl I'm visiting my grandma.

William That's no problem. We can go next week.

Man I like this painting of yours, Camila. It's very realistic. You're very talented. Camila Oh, yes, I know. I love art, and I'm very good at painting. In fact, I'm going to be an artist when I graduate. Man Do you want to go to art school? **Camila** Yes, of course. And I hope to earn

a lot of money selling my paintings.

34, exercise 1

At the check-in desk

A Good morning. Can I see your ticket and passport or ID card, please?

B Yes, here you are.

A Thank you. Would you like a window or an aisle seat?

B I'd like a window seat, please.

A OK. Do you have any baggage to check in?

B Yes, I have this suitcase.

A OK, here's your boarding pass. You're boarding at gate 7. The gate opens at 11 a.m.

At the security checkpoint

A Do you have any liquids or a laptop in your hand baggage?

B I don't have any liquids, but I have a laptop.

A Please put it in this tray. Do you have any metal items in your pockets? – keys, a cell phone, coins?

B No, I don't.

A Are you wearing a watch or a belt?

B I'm wearing a belt.

A Please remove it.

30 page 34, exercise 2

At the check-in desk

A Good afternoon. Can I see your ticket and passport, please?

B Yes, here you are.

A Thank you. Would you like a window or an aisle seat?

B I'd like an aisle seat, please.

A OK. Do you have any baggage to check in?

B No, I don't. I only have hand baggage. It's this bag.

A OK, here's your boarding pass. You're boarding at gate 30. The gate opens at 4:15 p.m.

At the security checkpoint

A Do you have any liquids or a laptop in your hand baggage?

B I don't have any liquids, but I have a laptop.

A Please remove it and put it in this tray. Do you have any metal items in your pockets – keys, a cell phone, coins?

B Yes, I have my keys.

A Please put them in the tray. Are you wearing a watch or a belt?

B I'm wearing a watch.

A Please take it off and put it in the tray.

(a) 1•32 page 37, exercises 3 and 4 **1 Kelly**

Kelly I want to be a journalist. I think it's an exciting job. English is my favorite subject at school, and I love writing about people's lives. I'm interested in people, and I enjoy hearing their stories. I'm going to study English, media studies, and Spanish next year. Then I'm going to study multimedia journalism at the University of Atlanta. I'd like to work on a TV news show.

2 Em

Emi When I leave school, I'm going to be a hairdresser. I hope to study hairdressing in college. I love clothes and fashion, and I enjoy meeting people. I know a girl who works in a local salon, and she's going to get me a part-time job there on Saturdays. I'm not going to work for someone else. I want to have my own hairdressing salon in the future. I'm going to call it Glamor.

3 Rafael

Rafael I'm not going to do a boring office job! I want to be a fitness coach. I love playing soccer and P.E. is my favorite school subject, and I'm the varsity soccer captain. I'm going to graduate next year, and then I'm going to study sports science at the United States Sports Academy in Alabama. I'd like to be the fitness coach for a professional soccer team.

1.34 page 39, exercise 5

Zoe What will our lives be like 20 years from now?

Claire Umm ... 20 years isn't a very long time, so I think our lives will be very similar to our lives today. We certainly won't live on a different planet and we won't go on vacation in space in the next 20 years. **Zoe** So, what changes will there be?

Claire Well, there'll be more technology, and we'll use it a lot more in our everyday lives. Everyone will use computers at school, for example. And we won't use books!

Zoe What about your life? Will you be married?

Claire Yes, I think I will.

Zoe And will you have children? **Claire** Yes, I think I will have children. I love children.

③ 1•35 page 40, exercise 1

Example be born

1 start school

2 pass your driving test

3 graduate

4 apply to college / apply for a job

5 get a job

6 get married

7 have a baby / have children

8 retire

9 die

36 page 42, exercise 1

Kyle Hello. I'd like a ticket to Baltimore, please.

Assistant Would you like a one-way or a round-trip ticket?

Kyle A round-trip, please.

Assistant OK. Are you leaving today?

Kyle Yes, I am.

Assistant And when are you coming back? **Kyle** I'm coming back next Tuesday.

Assistant OK, so you'll need an open return. That's \$28, please.

Kyle Here you are, here's \$30.

Assistant Thank you. Here's your ticket and \$2 change.

Kyle What time is the next bus?

Assistant There's a bus for Baltimore every 30 minutes. The next bus leaves at ten thirty. **Kyle** OK, thanks. What gate does it leave

from? **Assistant** It leaves from gate five.

Kyle Thanks. Oh ... how long does the trip take?

Assistant It takes about three and a half hours.

Kyle OK. Thanks. Goodbye. **Assistant** Goodbye.

1

Boy Hello. I'd like a ticket to New Haven, please.

Assistant Do you want a one-way or a round-trip ticket?

Boy A one-way, please.

Assistant OK, that's \$22.

Boy Here you are.

Assistant \$25, thank you. Here's your ticket and your change.

Boy What time's the next bus, please? **Assistant** The buses are every 30 minutes, and the next bus leaves at nine o'clock.

Boy Thanks. What gate does it leave from?

Assistant It leaves from gate eight. **Boy** Thanks. Sorry, how long does the trip take?

Assistant It takes about two hours. **Boy** Great. Thanks. Goodbye.

2

Girl Hello. I'd like a round-trip ticket to Boston, please.

Assistant OK, when are you returning? **Girl** I'm coming back

tomorrow. Assistant OK. That's \$37, please. **Girl** Here you are.

Assistant Thank you. The next bus leaves at 10:15.

Girl OK, thanks. What gate does it leave from?

Assistant Umm ... from gate eleven, I think. Let me check. Yes, gate eleven.

Girl And, how long does the trip take?

Assistant It takes about four hours.

Girl OK. Thanks. Goodbye.

3

Boy I'd like a round-trip ticket to Long Island, please.

Assistant Are you coming back today? **Boy** No, I'm not. I'm coming back tomorrow. **Assistant** OK, so that'll be an open return. That's \$15, please.

Boy Here you are.

Assistant \$20, thank you. Here's your ticket and five dollars change.

Boy Thank you. Is there a bus at six o'clock? **Assistant** No, there isn't. The next bus leaves at six fifty-five from gate number five.

Boy OK. Thanks very much. How long does the trip take?

Assistant It usually takes about 50 minutes. **Boy** OK. Thanks. Goodbye.

1•39 page 45, exercises 3 and 4

Host Hello, and welcome to Radio 109. This week, I'm talking to a man who knows a lot about the future. He is futurologist Drew Roberts. Welcome to the show, Drew.

Drew Thank you.

Host All right. Well, I have a lot of questions here from our listeners. They all want to hear your opinions about what life will be like in 100 years.

Drew Sure, go ahead.

Host OK. Question 1: In 100 years, will it be possible to control the weather?

Drew Well, scientists are already doing a lot of work in this area. They're interested in the weather because the climate is changing. They're learning a lot, and they're already starting to experiment, so I think it will definitely be possible to control the weather in the future. But it will probably be very expensive. If it is expensive, then we'll probably only control extreme weather conditions.

Host Really? Interesting. Now question 2: Will we all speak one language in 100 years? **Drew** Umm ... no, I don't think so. There will definitely be fewer languages. I think that there'll be three important languages in the future: English, Mandarin Chinese, and Spanish. But other languages, like Portuguese and Hindi, will definitely still exist.

Host OK. Now a question from a listener in San Diego: Will people live to be 150 years old?

Drew Well, I think that in rich countries, some people will live to 150 years old. But definitely not everyone, and not everywhere.

Host OK, question 4 asks: Will we all travel in space in 100 years?

Drew In one hundred years? No, that won't happen. Space travel will still be very expensive and it won't be possible for most people.

Host Mmm. OK, so this is the last guestion: In 100 years, will we all use the same money? Drew That's a good question. Umm ... yes, I think we will, but I don't think it will be paper money. Today people use the Internet a lot to buy and pay for things. My prediction is that in the future there will be a global electronic form of money. **Host** Well, thank you, Drew, that's all very interesting. Now, if we ...

1•40 page 47, exercise 6

- A Good morning. Can I see your ticket and passport, please?
- B Yes, here you are.
- A Thank you. Would you like a window or an aisle seat?
- B I'd like an aisle seat, please.
- A OK. Have you got any baggage to check in?
- **B** Yes, I have this suitcase.
- A OK, here's your boarding pass. The gate opens at 10:30 a.m.
- **B** Thank you.

- A I'd like a ticket to Dallas, please.
- B Do you want a one-way ticket or a round-trip?
- A A round-trip, please.
- **B** Here you are.
- A What time does the next bus leave?
- **B** It leaves at 3 p.m.
- A How long does the trip take?
- B It takes about three hours.

(a) 1•42 page 47, exercise 8

Example I live in Newport.

- 1 We'll go to high school.
- 2 They have a long vacation in the summer.
- 3 You'll study chemistry in college.
- 4 I take the dog for a walk.
- 5 We'll buy a lot of souvenirs on vacation.

1•43 page 47, exercise 9 Example

Nate Are you going to come ice skating on the weekend. Ken?

Ken No, I'm not. And I'm not going to Nick's party, either.

Nate What are you going to do, then? **Ken** I'm going to stay home. My relatives are coming to visit us.

Mark Hey, Lily! There's a message on your cell phone from someone called Luke. Who's Luke?

Lily He's a boy that goes to my school. Mark Is he your boyfriend?

Lily No, he isn't. He's just a friend. His dad is our math teacher. Now give me my phone, Mark!

Josh What are you going to study in college, Katie?

Katie I'm not sure at the moment. Psychology maybe.

Josh Really? Do you want to be a psychologist?

Katie No, I don't think so, but I'm interested in psychology.

Josh So, what do you want to be? Katie Well, I like working with children. In the past, I wanted to be a nurse, but now I want to be a teacher.

3

Ana What will your life be like ten years from now, Sophie?

Sophie Umm ... let's see. I'll be 26. Hmm ... I don't think I'll be married. I don't want to get married until I'm about 30.

Ana Will you have a job?

Sophie Yes, I hope so. I'm going to study fashion and I'd like to be a fashion designer. That's the plan, anyway!

Ana Do you think you'll be famous? Sophie Oh, that's really difficult to predict.

Who knows?

Freya OK, Ben. We have a name for a girl. If the baby is a girl, we'll call her Amelia, OK? Ben Yes, Amelia is a lovely name. But what if it's a boy? I like the name Jack. What do you think?

Freya Yes, I like Jack, too, but I'd like something unusual. What about Benedict? Ben Benedict? That's a really old fashioned name! I don't like it.

Freya OK, OK. What about Kyle? That's a modern name.

Ben Umm ... it's OK, but I prefer Jack.

Freya Do you really like it?

Ben Yes, I do. And you chose Amelia.

Freya OK, then. If it's a boy, we'll call him Jack. Jack and Amelia. I hope we have

3 2•03 page 53, exercise 4

Alice What did you do on the weekend, Hugo?

Hugo I went to an ocean sports festival and I tried coasteering. It was amazing! Have you ever tried it?

Alice No, I haven't. I think it sounds crazy! Hugo No, it isn't. It's so much fun, and it's really exciting. Have you ever done anything exciting?

Alice Yes, I have. I've done a parachute

Hugo Wow! A parachute jump?! I haven't done that!

3 2•04 page 54, exercise 1

Example do a parachute jump

- 1 win a competition
- 2 visit a foreign country
- 3 meet a famous person
- 4 ride a horse
- 5 climb a mountain
- 6 go whitewater rafting
- 7 sleep in a tent
- 8 be in the newspaper
- 9 fly in an airplane

3 2•05 page 54, exercise 2 **Example**

Boy Excuse me. How do I get to the bus station, please?

Man Sorry, I don't understand. Boy Oh, umm ... the bus station.

Man Ah, OK. I understand! Go ...

Captain This is the captain speaking. We're flying over the Andes Mountains at an altitude of 12,000 meters. Our estimated arrival time in Santiago is 2 p.m. Sit back and enjoy the flight.

Woman This is really scary! I can't jump! I can't do it! I'm too scared!

Man Of course you can. Hold my arm and we'll jump together.

Woman Aargh!

3

Boy What's his name?

Girl Billy. He's very kind. He won't do anything dangerous. I'll hold him for you to get on.

Boy Are you sure he won't run away? **Girl** Yes. Just follow me.

4

Man Right, you can sit there. Take this paddle.

Girl Ooo! The water's really cold!

Boy Where should I sit?

Man You sit there.

Boy What do we have to do? I don't want to fall in the water!

2•07 page 56, exercise 4

Receptionist Good afternoon. Can I help you?

Woman Yes, please. I'd like to check in.

Receptionist OK, What's your name, please?

Woman It's Wilson, Janet Wilson. I've booked a room for two nights.

Receptionist Janet Wilson. OK. Is that a single or a double room?

Woman A single room.

Receptionist OK, that's fine. Can I see some identification, please?

Woman Yes, here's my passport.

Receptionist That's great. And, could you sign this form? Thank you. Now, here's your key card. Your room number is 26. It's on the second floor.

Woman Thank you.

Receptionist You're welcome. Have a nice stay.

2

Receptionist Good morning. Can I help you? Man Yes, please. We'd like to check in.
Receptionist OK, what's your name, please?
Man It's Rafael Lopes. I've booked a room for two people for tonight.

Receptionist OK, so you've booked a double room. Is that just for one night, Mr. Lopes?

Man Yes, it is.

Receptionist Great. Now, could I see your passports or ID cards, please?

Man Yes, sure. Here they are.

Receptionist That's fine. Umm, can you just sign this form, please?

Man Yes, of course.

Receptionist Great. That's everything. Here's your key. It's room 34. That's on the third floor. **Man** Thanks very much.

Receptionist You're welcome. Goodbye.

3 2•09 page 59, exercise 3

Tara Have you ever slept in a tent, Oliver? **Oliver** Yes, I have. I slept in a tent when I did my Duke of Edinburgh Award last year.

Tara Oh, have you done the Duke of Edinburgh Award? I didn't know that. What was it like?

Oliver It was really good.

Tara Did you do the Bronze Award last year?

Oliver No, I didn't. I did the Silver Award. **Tara** Is that very different from the Bronze Award?

Oliver Not really. The four sections are the same, but you have to do the activities for longer. For the Bronze Award, you only have to do the activities for three months; but for the Silver, you have to do them for at least six months.

Tara What community work did you do, then?

Oliver I helped at a homework club after school.

Tara Was that at your high school? **Oliver** No, my mom teaches in an elementary school and I helped there. It was fun!

Tara What else did you do for your award?
Oliver Umm ... well, for the skills section,
I learned to play a musical instrument.
I wanted to play the drums, but in the end
I chose the guitar because we had a guitar at home. I still take lessons once a week.
Then for the sport, ...

Tara I know! You joined the school soccer team.

Oliver No, I didn't, actually. I joined the school basketball team. I'm still on the team. We've done really well this year.

Tara That's great! I love basketball!

Oliver Yeah, me too. Then ... the final thing I did for the award was to go on an expedition with my friends. That was

Tara Where did you go?

awesome!

Oliver We went on a three-day mountain hike in Banff National Park in the Canadian Rockies. Have you ever been there?

Tara No, I haven't, but everyone says it's beautiful. Did you camp?

Oliver No, we slept in mountain huts. You can't camp there because it's too cold. We walked on snow and ice most of the time! **Tara** It sounds awesome!

3 2•11 page 61, exercise 4

Dad Victor! Have you cleaned your bedroom yet?

Victor I've already made my bed, but I haven't cleaned the room yet.

Dad Hurry up! It's time for dinner!

Jane Hi, Lola. Have you done your homework yet?

Lola I haven't started my math homework yet, but I've already finished my English homework.

Jane Why don't you come to my house and we can do the math homework together?

Lola Great idea! See you soon.

Mom Alice, have you taken Scooby for a walk yet?

Alice Yes, I've taken him for a walk, but I haven't fed him yet. I can't find the dog food anywhere.

Mom You haven't looked! It's in the cupboard under the sink.

3 2•12 page 62, exercise 1

- 1 He's playing an online game.
- 2 She's using a search engine.
- 3 He's watching a video.
- **4** She's sending an e-mail to a friend.
- 5 He's commenting on a picture.
- 6 She's updating her antivirus software.
- 7 She's downloading music.
- 8 He's IMing his cousin.
- 9 He's posting a picture.

(%) 2•13 page 62, exercise 2

Example I always download music from the Internet Music Store. The songs are only \$1!

- 1 Is George going to post pictures from his vacation on Facebook?
- 2 A lot of teenagers play online games.
- **3** I often comment on my friends' posts on Facebook. I usually write something funny.
- **4** If I want to find some information, I use a search engine.
- 5 | Lupdate my antivirus software every week.
- 6 Can you IM me when you get home?
- **7** I watch funny videos on YouTube when I'm bored.
- **8** I don't often send e-mails to my friends. I usually text them.

(%) 2•14 page 64, exercise 1

Assistant Good morning. Can I help you? **Jenny** Yes, please. I'd like to do a tour of the city.

Assistant There are a lot of different tours. There's a walking tour, a bike tour, and a bus tour. What type of tour are you looking for?

Jenny What do you recommend? **Assistant** The walking tour is very good. And I think the best way to see the city is on foot.

Jenny How much does it cost?

Assistant The tickets are \$8.

Jenny How long does it take?

Assistant It takes two hours.

Jenny Where does it start?

Assistant It starts here at the visitor center. You visit the most important sights in the city.

Jenny What time does it start?

Assistant There are three tours every day – at 10 a.m., 2 p.m., and 4 p.m. Here's a leaflet with all the information.

Jenny Thank you. That's great.



Assistant Good afternoon. Can I help you? **Man** Yes, please. I'd like to do a tour of the city.

Assistant What type of tour are you looking for?

Man I'd like to do a bus tour, please.

Assistant There are bus tours every day.

Man How much does it cost?

Assistant The tickets are \$10.

Man How long does it take?

Assistant It takes three hours. **Man** Where does it start?

Assistant It starts at the bus station.

Man What time does it start? Assistant There's a tour at 9:30 a.m. and another tour at 2:30 p.m. Here's a leaflet with all the information.

Man Thank you. That's great.

Assistant Hello. Can I help you? Woman Yes, please. I'd like to do a tour of

Assistant What type of tour are you looking for?

Woman I'd like to do a walking tour, please. Assistant When do you want to do the tour? Woman This afternoon, if possible.

Assistant I'm sorry, the walking tour is in the morning. There's a bike tour this afternoon. Woman Oh, a bike tour. Great! How much does it cost?

Assistant The tickets are \$12. Woman How long does it take? Assistant It takes two hours. Woman Where does it start? **Assistant** It starts from the parking lot opposite the visitor center. Woman What time does it start?

Assistant There's a tour at 11 a.m., and another tour at 3 p.m. Here's a leaflet with all the information.

Woman Thank you. That's great.

(S) 2•17 page 67, exercise 3

I use the Internet every day. I use it at school and at home. At school, we have a computer lab. We go there for Internet technology classes, or if we want to do some research for other subjects. At home, I use the Internet for fun. I have a laptop, but I usually use my smartphone to go online. I often listen to music, and I like watching videos online. I watch funny videos and videos of my favorite bands. I sometimes play online games. I like fantasy and action games. They're the best. I often play against my brother. I always win! Lots of people like social network sites, but I hate them – I prefer chatting to my friends in person.

3 2•18 page 69, exercise 7

A Good afternoon. Can I help you?

B Yes, please. I'd like to check in.

A OK. What's your name, please?

B It's Ray, Janet Ray. I've booked a room for three nights.

A Ray. OK, that's fine. Could I have your passport or ID card?

B Yes, here's my passport.

A Thank you. Your room number is 26. It's on the second floor.

B Thank you

A You're welcome. Have a nice stay.

A Hello. How much does a walking tour of the town cost?

B The tickets are \$6.

A How long does it take?

B It takes about two hours.

A What time does it start?

B It starts at 10 a.m.

A Thank you. That's great.

a 2•20 page 69, exercise 9 begin, began, begun drink, drank, drunk ring, rang, rung sing, sang, sung swim, swam, swum

② 2•21 page 69, exercise 10

We're having a great time at the Grand Canyon. We arrived here on Sunday night. We've done a lot of amazing things. On Monday, we rode horses in the Canyon, and on Tuesday, we went whitewater rafting. It was so exciting! Yesterday, we went to a museum and we learned how Native American people lived in the Canyon 800 years ago. I've posted a lot of pictures on my Facebook page, and a lot of my friends have commented on them. On Friday, we're going to Las Vegas. I hope I have fun at the theme parks!

3 2•22 page 69, exercise 11 **Example**

Paul I've lived in a lot of different cities. I was born in Philadelphia, and I lived there until I was 10 years old. Then my family moved to Washington, D.C., and I lived there for a few years. We moved to New York City three years ago, and I've lived here since then.

1

Mom Chloe! Have you cleaned your bedroom yet?

Chloe Yes, I've started. I've already put all my clothes in the closet.

Mom Have you put all your books on the shelf?

Chloe Yes, I have.

Mom Have you made your bed? **Chloe** No, I haven't made my bed yet. I'm going to do it now.

Rafa Grandpa, what's the most exciting thing you've ever done?

Grandpa Well, I've done a parachute jump. **Rafa** Wow! That's exciting!

Grandpa And I've climbed Mount McKinley. **Rafa** What's Mount McKinley?

Grandpa It's the highest mountain in the U.S. It's in Alaska.

Rafa Are there any exciting things you want to do in the future, Grandpa? **Grandpa** Yes, I want to go whitewater rafting. I've never done that.

3

Jessica Have you seen my keys, Mom? **Mom** No, I haven't. Where did you put them? Jessica I put them on the desk in my bedroom, but they aren't there.

Mom Have you looked on the floor and on your chair?

Jessica Yes, I have, but they aren't there. Mom What about your backpack? Look in your backpack!

Jessica Oh yes. They're in my backpack. Thanks, Mom! When did I put them in there?

2•25 page 73, exercise 4

A few weeks ago, I rode my bike to the sports center for basketball practice. I locked my bike to a post outside. While I was playing, I looked out the window. A guy was standing near my bike, but he wasn't looking at it. When I looked again, the guy was still there. He was doing something to my bike. I shouted and ran outside. He was running away with the front wheel of my bike!

② 2•26 page 74, exercise 1 **Example** robbery

1 burglary

2 pickpocketing

3 murder

4 mugging

5 vandalism

6 shoplifting

7 kidnapping

3 2•27 page 74, exercise 2

Example robber

1 shoplifter

2 burglar

3 pickpocket

4 murderer

5 mugger

6 vandal 7 kidnapper

3 2•29 page 76, exercise 2 Officer Can I help you?

Rachael Yes, please. I want to report a crime. Officer OK. Let's fill in this crime report.

What happened?

Rachael A girl stole my wallet.

Officer OK. I need a few details. Where were you?

Rachael I was on the number 65 bus. I was going home. I live on Carter Street.

Officer And what happened?

Rachael I was sitting on the bus when my phone rang. It was in my backpack. I took it out and, while I was talking, a girl sat down next to me.

Officer Where was your backpack? **Rachael** It was on my knee, and it was open. At the next stop, the girl stood up suddenly and got off the bus. I knew something was wrong, so I checked my backpack and my wallet wasn't there. **Officer** What time did this happen?

Rachael It happened about an hour ago at six fifteen.

Officer What did the girl look like? **Rachael** She was short and slim, and she had blond, curly hair. She was wearing jeans and a gray hoodie.

Officer How old was she?

Rachael She was about sixteen.

Officer How much money was in your wallet?

Rachael About \$20.

32 page 79, exercise 4

I was in a shoe store with my mom yesterday. I was buying a pair of boots. I was waiting in line at the checkout counter to pay for them when I saw two girls walking quickly towards the door of the store. One of the girls was carrying a backpack. While they were walking through the door, the security guard stopped them. He asked to look in the backpack. One of the girls opened the backpack, and the security guard found two pairs of shoes. The two girls were shoplifters! The security guard took the two girls to an office at the back of the store, and the sales clerk called the police.



Example inventor

- 1 artist
- 2 composer
- 3 politician
- 4 writer
- 5 explorer
- 6 scientist
- 7 architect
- 8 musician

3 2•35 page 82, exercise 2

- 1 an inventor invents
- 2 a scientist discovers
- 3 an artist paints or draws
- 4 a composer composes music
- 5 an explorer travels or explores
- 6 a writer writes
- 7 an architect builds or designs
- 8 a politician negotiates or debates
- 9 a musician plays music

2•38 page 84, exercise 3

- A What's this gadget?
- **B** It's a USB memory stick.
- A What's it for?
- **B** It's for storing information from a computer. You use it to hold copies of pictures, music, or computer files.
- 2
- A What's this?
- B It's a money belt.
- **A** What's it for?
- **B** It's for keeping your money and passport safe when you travel.

- 3
- A What are these?
- **B** They're touch screen gloves.
- A What are they for?
- **B** They're for using your smartphone in the cold weather. You don't have to take these gloves off when you answer your phone or call someone.

3 2•40 page 87, exercises 3 and 4

Conversation 1

A Here's the electronics department. Where are the e-readers?

- **B** Over there.
- A There's a lot of choice. I'll have to get a salesperson to help me. Excuse me. Could you advise me, please? I want to get an e-reader for my dad.

Salesclerk It depends what he wants to do with it. With this one, for example, you can use 4G to download books.

A Can he access the Internet with it? **Salesclerk** No. He can only buy books. If you want to access the Internet, you need a tablet.

A Oh. Can he download books on to a tablet? **Salesclerk** Yes. But you can go online, too. You can do a lot more with a tablet.

- **B** Maybe you should buy your dad a tablet. I mean, it is his fiftieth birthday.
- A Yeah, I think I'll get him a tablet.

Oh no! There are so many, I can't choose.

- **B** They're all similar. Look at the price and the color! This green one is cool. It's just your dad's style.
- A And it's the cheapest one! I'll get that one.

Conversation 2

- **C** Hey, I like this smartphone. It's cool! What do you think?
- **D** Not bad. But I prefer this one. It isn't heavy, and it's cheaper than the other one. It's only \$89.
- **C** Mmm. It is very light, and I like the big screen. But it's black, which is boring. I'd prefer a colored one.
- **D** You can buy a colored case for it. They don't cost a lot. They're under accessories.
- C Here they are. Hey, there are some great cases here! What do you think of this red one? It's a wallet, too.
- D Cool!
- **C** I'll get this one and the phone. How does the site work?
- D Click on "Add to Basket."
- **c** OK. Now I need my bank card.

3 2•41 page 89, exercise 7

1

- A Hello. Can I help you?
- **B** Yes, please. I want to report a crime.
- **A** Let's fill out this crime report. What happened?
- **B** I was skateboarding in the park when a boy stole my camera.
- A When did this happen?
- B It happened about an hour ago.

- A How old was he, and what was he wearing?
- **B** He was about 16, and he was wearing jeans and a blue jacket.
- A OK, sign here, please.

2

- **C** What's this?
- **D** It's a GPS dog locator.
- C What's it for?
- **D** It's for locating your dog. You use it to find your dog when it runs away. You put it on the dog's collar and it tells you where your dog is. It sends a text message to your cell phone
- Cool!

② 2•44 page 89, exercise 10 **Example**

- A What was the girl like?
- **B** She had blond, shoulder-length hair and she was wearing sunglasses.
- A And what clothes was she wearing?
- **B** Umm ... she was wearing a pink and white striped T-shirt, I think.
- 1
- A What happened exactly?
- **B** Well, I was on the bus when my cell phone rang. I took it out of my backpack but, unfortunately, I didn't close the backpack all the way. While I was talking on the phone, a man walked past me. He got off the bus and walked away. When I put my phone back into my backpack, I saw that my wallet wasn't there. I think he stole it.
- 2
- A Can you describe what happened?
 B I was walking downtown when I saw a crime. It was outside the city library.
 A woman was waiting to cross the road when a teenage boy pushed her. She fell and he took her bag. Then he ran away. The woman hurt her arm when she fell but, luckily, it wasn't broken.
- 3
- A That's cool. What is it?
- **B** It's my headlamp. I got it for my birthday.
- A How does it work?
- **B** You turn this and the light comes on. You put it on your head, so you can do other things.
- A Like reading or cooking on the barbecue at night?
- **B** I use it for camping. It's really useful.
- 4
- A What's that?
- **B** It's an article about Amelia Earhart.
- A Who was she?
- **B** She was an American woman who flew across the Atlantic Ocean in 1928. She was a great adventurer. It took her 14 hours 56 minutes to fly from Canada to Northern Ireland. She became very famous. Eleven years later, in 1939, she disappeared over the Pacific Ocean while she was trying to fly around the world. Nobody knows what happened to her.

Workbook answer key

Unit 1

Page W4

1			
1	lot	4	stop
2	station	5	office
3	center	6	mall
2			
1	café	6	supermarket
2	police station	7	hospital
3	library	8	bank
4	park	9	pharmacy
5	church	10	bus stop

- 1 You must come home early today.
- Tom mustn't be late for volleyball
- The students must be quiet in class.
- You mustn't use your cell phone in the classroom.
- I must buy a new notebook.
- We must wear a uniform to school.

4

1	mustn't	4	must
2	must	5	must
3	mustn't	6	mustn't

5

- 1 mustn't touch
- 2 must stay
- 3 mustn't bring
- 4 must eat and drink
- 5 mustn't take
- 6 mustn't smoke

Page W5

6

1	somebody	4	something
2	anywhere	5	nothing
3	Nobody	6	anything

7

1	something	5	anything
2	anywhere	6	anybody
3	Nobody	7	nothing
4	somewhere	8	something

8

Possible answers:

- 1 Mom does everything in our house.
- 2 You can go everywhere on your bike.
- 3 I put something in my bag.
- 4 Did he go everywhere in Spain?
- 5 Is she inviting everyone to her party?

anything 7 must play

Everyone 8 must

must be 9 must register 10 Nobody anything

anything 11 mustn't everyone 12 anybody

10

- 1 You mustn't talk in the library.
- 2 I know everyone in my class.
- You must remember to phone your grandma.
- I didn't know anyone at the party.
- 5 The students must leave the classroom at lunchtime.
- 6 We didn't go anywhere interesting on the weekend.

Page W6

2 c 3 b 4 f 5 a 6 e

_			
1	as far as	4	first turn
2	turn	5	left
3	traffic lights	6	opposite

3

1	Go down	10	left
2	as far as	11	opposite
3	turn left	12	to the end
4	go down	13	Turn left
5	the right	14	Take
6	next to	15	left
7	right	16	past
8	straight	17	It's (on)

Page W7

9 turn

- 1 London
- 2 June 9th
- 3 special children's hospital
- adults £15 (\$25), children (under 16) £10 (\$16)

- Five students from her class entered
- They raised a total of £682 (\$1,116).
- It rained on the day of the race.
- She ran it in 39 minutes.
- You must register online.

Students' own answers.

Unit 2

Page W10

•			
1	ironing	4	dishwasher
2	dishes	5	trash
3	vacuuming		

2

1	feed	5	make
2	load / unload	6	do
3	clean	7	clean

4 take

- 3 1 has to clear
- 2 have to wash
- 3 don't have to make
- 4 doesn't have to feed
- 5 has to take
- 6 don't have to do

4

- 1 Does Rob have to load the dishwasher? Yes, he does.
- 2 Do they have to clean the bathroom? Yes, they do.
- 3 Does Rob have to take out the trash? No, he doesn't.
- 4 Do they have to feed the dog? No, they don't.

Page W11

5

,			
1	don't have to	4	don't have to
2	mustn't	5	mustn't
3	doesn't have to	6	doesn't have to

v			
1	Learning	4	Playing
2	Washing	5	Getting
-	T 1:		

Traveling

- Sofia doesn't like walking in the mountains.
- 2 Kenna loves playing on his game console.
- 3 Does Josh like running?
- The boys don't mind doing housework.
- 5 Do you enjoy listening to classical music?
- 6 Ella hates being late.

8			
1	have to	8	don't have to
2	getting up	9	camping
3	hate	10	don't have to
4	visiting	11	going
5	mustn't	12	don't have to
6	have to	13	do you have to
7	mustn't		

- 1 Megan doesn't like getting up early on school days.
- 2 She mustn't make any noise in the afternoon.
- She doesn't have to wash the dishes at the camp.
- 4 Lucas loves going to the activity club.
- 5 She doesn't have to play with Lucas

Page W12

1 No, you can't 4 Could I borrow

2 have to do

5 have to

3 you can go

6 of course

2 a 3 e 4 f 5 c 6 b

- 1 Can I go to Dan's house later to watch the soccer game?
- 2 Yes, of course.
- 3 Could I stay at Dan's house tonight? He has an awesome new video game.
- 4 No, you can't. You have to come home after the game.
- 5 But why?
- Because we're having dinner with Grandma this evening.
- 7 Oh, OK.

4

- Could I make a sandwich?
- Can I borrow your MP3 player?
- May I use your calculator?
- Can I watch the news?
- Can I sit here, Miss Green?

Page W13

Free breakfast, outdoor garden

2

- 1 It is fifteen minutes by bus from the city center.
- 2 There is space for 30 guests.
- 3 They mustn't bring any pets to the
- They have to wash the dishes and clean the kitchen after meals.
- She doesn't like paying a lot for the Internet or people making a lot of noise at night.

3

Students' own answers.

Unit 3

Page W16

1 1 flexible 5 confident outgoing 6 ambitious lazy patient creative 8 honest

2

're going to have

- 2 'm going to stay
- 3 is going to cook
- are going to play
- 5 is going to find
- 6 is going to work
- 's going to write
- are going to buy

3

- We aren't going to watch TV. We're going to play soccer.
- 2 Mateus isn't going to ride his bike to school. He's going to walk.
- 3 It isn't going to rain tomorrow. It's going to snow.
- They aren't going to watch a movie. They're going to study for a test.
- 5 I'm not going to wear shorts. I'm going to wear jeans.

- 1 Are you going to finish; I am
- 2 Are you and Kate going to watch; we are
- 3 Is Juan going to study; he isn't
- Are Ana and Isabel going to stay; they aren't
- 5 Is Mrs. Harris going to give; she is
- 6 are you going to do

Page W17

- 1 is going to win
- 2 's going to jump
- 3 's going to have
- is going to break
- 're going to get

2 to live 5 playing 3 to visit 6 to be 7 watching meeting

7

to travel 10 are going to 2 to see

to stay spend seeing

5 to visit

6 traveling 12 flying

'm going to fly 8 's going to meet 9 's going to show

11 aren't going to travel

13 're going to take

Page W18

- 1 here you are
- 2 Would you like
- 3 to check in
- 4 boarding pass
- 5 Do you have
- put it
- in your pockets
- a watch or a belt
- remove

2

1 Good morning. Can I see your tickets and passports, please?

- 2 Yes, here you are.
- 3 Thank you. Do you have any baggage to check in?
- Yes, we have two suitcases.
- Two suitcases. OK, and would you like a window or an aisle seat?
- 6 A window seat, please.
- OK. Here are your boarding passes.

- 1 Do you have any metal items in your pockets?
- 2 Yes, I have. I have some coins and mv kevs.
- 3 Please put them in this tray. And are you wearing a watch or a belt?
- 4 I'm wearing a belt.
- 5 Please remove it.
- 6 OK. Here it is.
- 7 Please put it in the tray with the other things.

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

- 4 1 Can I see your ticket and passport or
- ID card, please? 2 Do you have any baggage to check in?
- 3 Would you like a window or an aisle seat?
- 4 remove it 5 Do you have any liquids (or a laptop) in your hand baggage?
- 6 Do you have any metal items in your pockets?
- put them in the tray with the other

Page W19

Maria Turner would like to be a famous soccer player.

She is going to be a professional referee.

2

- 1 False. Maria has a plan to become a professional referee.
- 2 False. The referee can stop a game if there are problems with the weather.
- 3 False. Most players are easy to talk to, but some behave badly.
- 4 True.
- 5 False. Maria wants to be a referee because she has the right qualities and she is passionate about soccer.
- **6** False. She is going to become a referee for her local club.
- 7 True.

3

Students' own answers.

Unit 4

Page W22

1

1 apply 6 pass 2 start 7 retire 3 have 8 graduate 4 married 9 get

5 die

2

- 1 You'll enjoy the food in Mexico.
- 2 I won't stay for long.
- 3 He'll tell you about his trip to South Africa.
- 4 We won't go to the shopping mall tomorrow.
- 5 She'll graduate in June.
- 6 Barcelona won't win next week.
- 7 It won't rain tomorrow.
- 8 They'll meet us at the airport.

3

- 1 Will Maxine get married this year? No, she won't.
- Will the weather be cold in Montreal in December? Yes, it will.
- 3 Will Mr. Fernandez retire next year? No, he won't.
- 4 Will Luis study English in college? Yes, he will.
- 5 Will your sister get a job this summer? No, she won't.
- 6 Will you pass your driving test next week? Yes, I will.

4

1 're going to; will
2 'll; is going to
3 will; 're going to
4 'm going to; 'll
5 're going to; 'll
6 is going to; 'll

Page W23

5

2 d 3 f 4 e 5 c 6 a

6

1 wake
2 'Il have to
3 won't have
4 look after
5 don't finish
6 will be
7 's
8 'Il give
9 won't have
10 gives
11 go
6 will be
12 won't hear

7

- 1 happens
- 2 will be
- 3 are we going to feed
- 4 won't be
- 5 don't
- 6 will become
- 7 will produce
- 8 is going to
- 9 won't solve
- **10** are

8

- 1 There will be farms in tall buildings.
- 2 Vertical farms will produce vegetables.
- 3 Sky Greens already has 120 vertical farms in Singapore. / Sky Greens is going to build 2,000 farms in the next few years.
- 4 Vertical farms are part of the solution to the world food problem.

Page W24

1

1 Would you like2 round-trip3 change4 leaves5 gate6 long

2

2 d 3 e 4 f 5 c 6 a

3

- 1 When are you coming back?
- 2 Would you like a one-way or a round-trip ticket?
- 3 When's the next bus for Denver?
- 4 What gate does it leave from?
- 5 How long does the journey take?
- 4
- 1 Hello. I'd like a round-trip to Chicago, please.
- 2 Are you coming back today?
- 3 No, I'm not. I'm coming back next
- 4 OK, so you'll need an open return. That's \$39, please.
- 5 Here you are, here's \$50.
- 6 Thank you. Here's your ticket and eleven dollars change.
- 7 Thank you. What time's the next bus, please?
- 8 It's at two thirty.
- 9 And what gate does it leave from?
- 10 Umm ... gate 8.
- 11 Gate 8. Thanks. And how long does the trip take?
- 12 It takes four hours.
- 13 OK, thanks. Goodbye.

5

Suggested answers:

You I'd like a ticket to Stamford, please. Assistant Do you want a one-way or a round-trip?

You A round-trip, please.

Assistant That's \$13, please.

You What time's the next bus, please? **Assistant** It's at 8 a.m.

You And how long does the journey take? Assistant It takes an hour and a half.

You OK, thanks. Goodbye.

Page W25

1 1 c 2 a 3 b

2

- 1 They live with a host family.
- 2 You will learn to be more tolerant as you start to understand and accept other people's customs and cultures.
- 3 It opened his eyes because everything was different.
- 4 He's going to travel around the world before getting a job.

3

Students' own answers.

Unit 5

Page W28

1

1 mountain 5 airplane 2 person 6 competition 3 tent 7 country 4 parachute 8 newspaper

2

- 1 has lost
- 2 haven't done
- 3 has climbed
- 4 've visited
- 5 has never ridden
- 6 've read
- 7 has given

3

1 've been2 've gone3 've been4 's gone5 has been6 's gone

4

- 1 Have you seen my cell phone?
- 2 I haven't
- 3 Have you tried calling it?
- 4 I have
- 5 Have you looked in your room?
- 6 I have

8 I haven't

- 7 Have you asked your brother?
- 9 Has he come home from school?
- 10 has
- 11 Have you taken my cell phone?
- 12 I have

Page W29

5

- 1 've never done
- 2 Have you ever felt
- 3 've never felt
- 4 've never had
- 5 Have you ever refused
- 6 've never refused
- 7 Have you ever fallen
- 8 've never ridden
- 9 Have you ever swum
- 10 've never done

6

- 1 Has he gone
- 2 hasn't
- 3 saw
- 4 's gone
- 5 Have you spoken
- 6 haven't
- 7 called him
- 8 didn't answer
- 9 's gone
- 10 Have you met
- 11 have
- 12 came
- 13 didn't like

7

- 1 's made9 's done2 was10 crossed
- 3 became 11 swam
- 4 was 12 didn't like
- 5 loved 13 were 6 has been 14 's neve
- 6 has been 14 's never been 7 's visited 15 slept 8 's camped 16 heard

8

- 1 What extreme places has he visited? He's visited the freezing Antarctic and he's camped in the Amazon Rainforest.
- 2 What did he do last February? He crossed a desert on a camel.
- 3 Has Martin ever been on a safari before? No, he hasn't.
- 4 Where did he sleep last night? He slept in a tent.

Page W30

1

- 1 I've booked
- 2 I'll just check that
- 3 can you sign
- 4 your key card
- 5 do we have to check out
- 6 Have a nice stay.

2

1 a 2 a 3 c 4 b 5 c

3

Suggested answers:

- 1 Yes, please. I've booked a room for one person.
- 2 It's a single room.
- 3 It's Thomas Lockhart.
- 4 I'm staying one night.
- 5 OK, thank you. What time is breakfast served?
- 6 And what time do I have to check out?
- 7 OK, thank you very much.

4

Students' own answers.

Page W31

1

2 c 3 a

2

- 1 Eric **heard** a bear near his tent last night.
- 2 Eric has eaten **snake** meat.
- 3 Mia has been on **four** wilderness adventures.
- 4 Last year, she camped in snow **one** night.
- 5 Tina has found the outdoor experience challenging.

3

Students' own answers.

Unit 6

Page W34

1

1 download 5 engine
2 IM 6 software
3 games 7 send
4 post 8 videos

2

- 1 Have you sent Alice an e-mail yet? No, I haven't turned on the computer yet.
- 2 Has Pablo had his test scores yet? No, they haven't posted them on the school website yet.
- 3 Has Silvia left for Europe yet? No, she hasn't received her passport
- 4 Have you heard from Joe yet? No, he hasn't called us yet.

3

- 1 I've already made it.
- 2 I've already taken it.
- 3 He's already sent them.
- 4 She's already written it.5 They've already left.
- 6 We've already seen it.

4

- 1 He hasn't watched Liz's video yet.
- 2 He's already posted comments on blogs.
- 3 He hasn't checked his e-mails yet.
- 4 He's already posted some pictures on Facebook.
- 5 He hasn't played the new online game yet.
- 6 He's already visited his school's website.

Page W35

5

1 've just had 4 's just bought 2 's just gone 5 've just played 3 's just passed

6

1 since 4 since 2 since 5 for 3 for 6 since

7

- 1 They've been students here since September.
- 2 We've studied Chinese for two years.
- 3 Oscar has known Amy since elementary school.
- 4 You've been online for three hours.
- 5 My brother has had his motorcycle for a month.

8

1	since	6	for
2	just	7	already
3	yet	8	since
4	already / just	9	yet
5	yet	10	just

9

- 1 Donna has just finished her exams.
- 2 She hasn't had her exam results yet.
- 3 Her mom hasn't bought the airplane tickets yet.
- 4 Donna hasn't been to L.A. for ages.
- 5 Jim has already found a summer job.
- 5 Donna has just posted some new pictures on Facebook.

Page W36

1

- 1 What do you recommend?
- 2 How much does it cost?
- 3 How long does it take?
- 4 Where does it start?

2

2 f 3 b 4 d 5 a 6 e

5 What time does it start?

- 1 I'd like to do a tour of the city.
- 2 Sure. What type of tour would you like to do?
- What do you recommend? 3
- The river tour is very nice.
- The river tour great. How much does it cost?
- It costs \$15. 6
- \$15. OK, and what time does it start?
- It starts at 11 a.m. in Canal Street.
- OK, thank you.
- 10 You're welcome.

Students' own answers.

Page W37

2 d 3 a 4 b

- 1 She's writing her science project.
- They read a lot of short texts online.
- They find it difficult to concentrate on long texts.
- The Internet / Search engines like Google have replaced reference books.
- Teenagers' brains are adapting to new technology.

Students' own answers.

Unit 7

Page W40

1 burglarize 5 murder 2 rob 6 vandalize

3 mug 7 kidnap

4 shoplift

2

1 vandals 5 Pickpockets

kidnapped robbers 2

murderer 3 stolen

4 shoplifter 8 mugger

3

1 wasn't playing; was sleeping

2 wasn't helping; was making

wasn't having; was robbing

weren't visiting; were surfing

5 weren't studying; were cooking

1 Were you talking

2 I was talking

3 Were you waiting

4 I was waiting

5 Was he wearing

6 he was

7 Was he burglarizing

8 he wasn't

9 He was visiting

Page W41

- 1 We were setting the table while my dad was cooking dinner.
- A man was robbing the bank while another man was waiting in a car.
- Sara was talking on her cell phone while I was trying to call her.
- My brother wasn't doing anything while I was helping with the housework.
- Tim and Rob were playing loud music while I was trying to study.

6

1 when 2 While 3 when 4 when 5 while

1 Did you see 6 heard I didn't 7 was talking was having 8 arrived happened 9 Did you speak 10 I did

8

went

9 When 1 was walking 10 took 2 was carrying were talking 11 fell when 12 was helping were riding 13 While were wearing 14 took was getting 15 went came 16 reported

9

- 1 Luke and Matt were talking about
- 2 The lady was getting something out of her bag while the motorcycle was coming towards her.
- 3 The woman fell down when the motorcyclist took her bag.
- 4 Luke ran into the street with his cell phone / Luke took a picture of the motorcycle while Matt was helping the lady.

Page W42

1

stole

walked up to me

took my wallet

It happened at around 8:30

There was about \$25

He was wearing

2

2 e 3 a 4 c 5 d

3

1 What happened?

2 Where did it happen?

And then what happened?

What time did this happen?

What did she look like?

Students' own answers.

Page W43

They were victims of mugging and pickpocketing.

2

- 1 He was listening to music on his MP3
- 2 They stole his wallet, MP3 player, and cell phone.
- She put her bag on the floor to let the girl sit down.
- 4 He stole her wallet.
- 5 She put her bag out of her sight.
- 6 You should be careful because pickpockets sometimes work in pairs.
- You should go with a friend or two.

3

Students' own answers.

Students' own answers.

Unit 8

Page W46

1

1 composer 5 artist 6 politician 2 writer explorer 7 musician

architect

2 writer 4 artist scientist 5 composer 6 politician inventor

- Guernica is a famous painting which is in the Reina Sofia Museum in Madrid.
- 2 Zhou Man was a Chinese explorer who traveled around Asia and Africa in the 13th century.
- 3 The Ford Model T was a car which was very popular in the 1920s.
- 4 Ernest Hemingway was a writer who came from the U.S. 5 Amelia Earhart was a pilot who was

the first woman to fly solo across the

Atlantic Ocean.

- 2 d Uranium is an element that is very
- 3 e She's a teacher that always gives homework.
- 4 b It's a website that has a lot of interesting information.
- 5 f The Hunger Games is a movie that is very exciting.
- 6 a A lawyer is someone who defends people in a court of law.

Page W47

5

- 1 She called Tara and Kim to ask them for help.
- 2 She went to the store to buy hamburgers and drinks.
- 3 She bought some candles to put on the tables.
- 4 She made some ice to put in the drinks.
- 5 She cleaned the barbecue to cook the hamburgers.

6

1	boys	4	men
2	books	5	songs
3	sneakers	6	paintings

7

1	which	10	who
2	who	11	to pick
3	which	12	to find
4	who	13	who
5	to lie	14	who
6	to stimulate	15	to work
7	to damage	16	to turn
8	who	17	to stop
9	who	18	who

8

- 1 ones
 - The Magnetic Pick-up Tool and the Shape Up Alarm Clock
- 2 one
 - The Bed of Nails
- 3 one
 - Students' own answers.
- 4 one
 - Students' own answers.
- 5 one
 - Students' own answers.

Page W48

- 1
- 1 What's it for?
- 2 for telling
- 3 What's this?
- 4 to help
- 5 What are these?
- 6 What are they for?
- 7 They're for

2

- 2 d 3 c 4 b
- 3
- 1
- 1 What's that?
- 2 It's a popcorn machine.
- 3 What's it for?
- 4 It's for making popcorn at home.
- 5 I want one of those!

- 2
- 1 What are those?
- 2 They're reading glasses.
- 3 What are they for?
- 4 They're for reading in bed.
- 5 They're stupid! I have a lamp by my bed for reading when it's dark!

4

Suggested answers:

- 1 It's a CD / DVD repair kit.
- 2 It cleans and repairs damaged DVDs and CDs.
- 3 It's \$19.50.
- 4 What are those?
- 5 They're sleep phones.
- 6 What are they for?
- 7 They're for listening to music.
- 8 How much are they?
- 9 They're \$34.

Page W49

- ı
- C

2

- 1 He was born in 1809.
- 2 He had an accident while he was playing in his father's workshop, and he became blind.
- 3 He was not happy with his education.
- 4 It became popular after his death.
- 5 They feel the Braille characters with their fingers.
- 3

Students' own answers.