

2<sup>nd</sup> edition

# Got it!

1

Teacher's Book

Sheila Dignen

OXFORD

2<sup>nd</sup> edition

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Sheila Dignen

OXFORD  
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# Introduction

## Introducing *Got it! 2<sup>nd</sup> edition*

### Methodology

*Got it! 2<sup>nd</sup> 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! 2<sup>nd</sup> 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! 2<sup>nd</sup> 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](http://www.oxfordlearn.com), along with a bank of extra test questions for each unit.

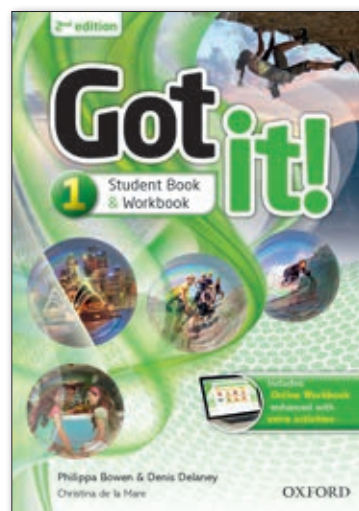
**Printable KET and PET practice tests** For level 2 there is a printable KET practice test, and for level 3 there is a printable PET practice test. Both are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com).

## 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! 2<sup>nd</sup> 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.

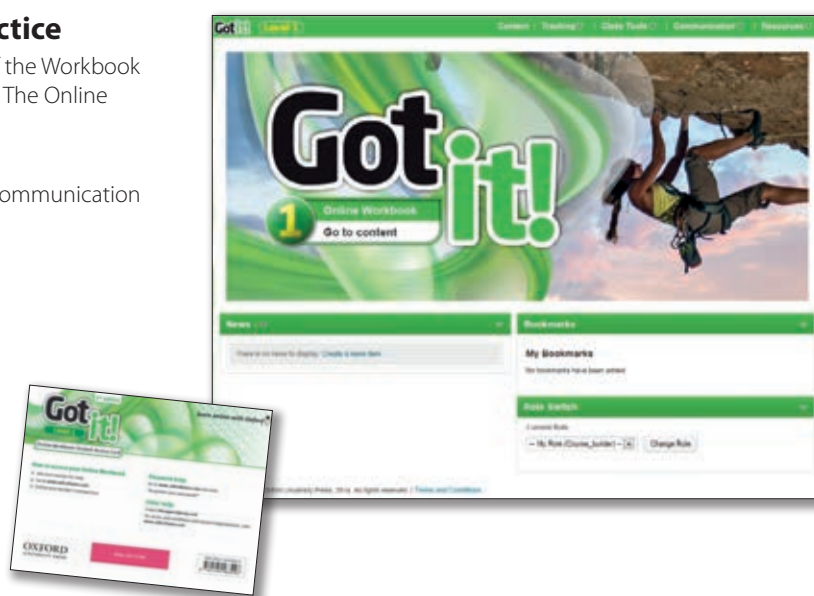
The Workbook contains:

- 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;
- 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! 2<sup>nd</sup> 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:

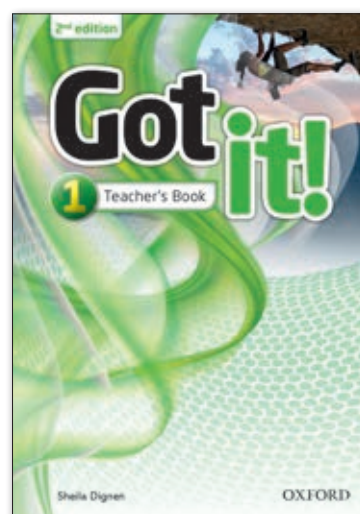
- four video reports per level, linked to the topical and linguistic content of the Student Book;
- on-screen interactive comprehension questions;
- printable worksheets for each video report;
- authentic voxpop interviews with American teenagers for every unit;
- printable worksheets to accompany each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

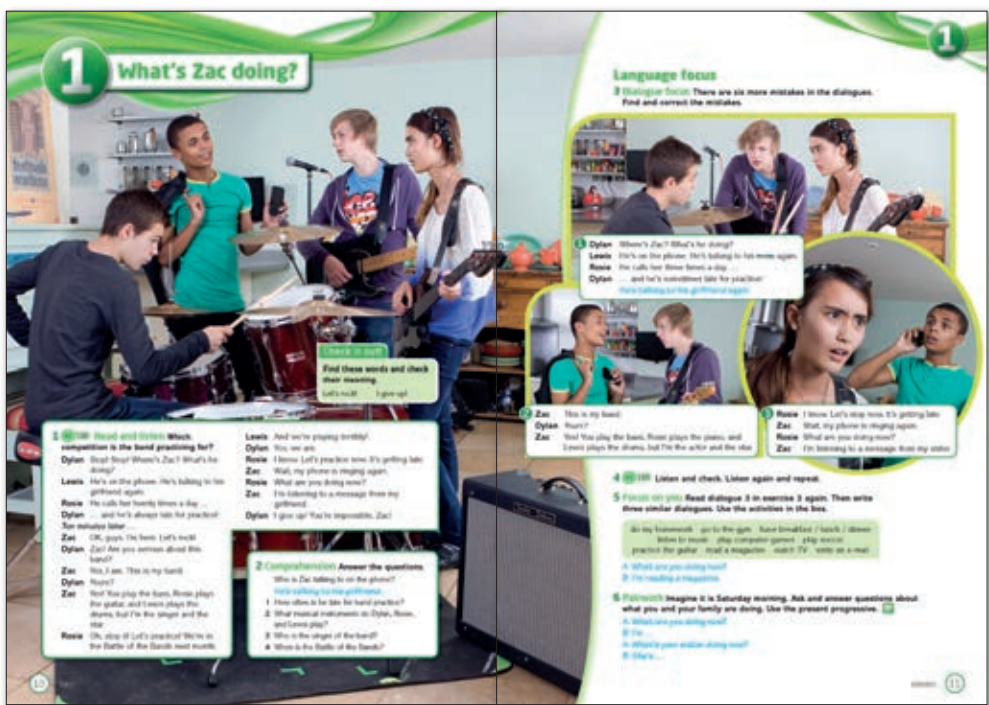
In Levels 2 and 3, the emphasis is on texts dealing with individual topics of a more grown-up nature, in recognition of the fact that students, along with their interests and tastes, mature very quickly during the teenage years. A variety of formats and genres is used, including dialogues, magazine articles, 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.

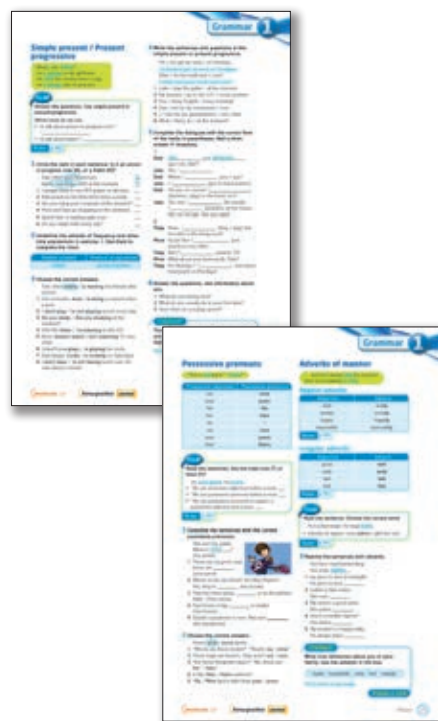
Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail as they complete the **Think!** activity.

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.



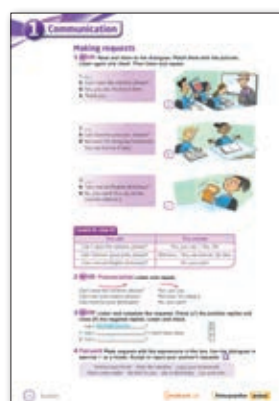
## Communication

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

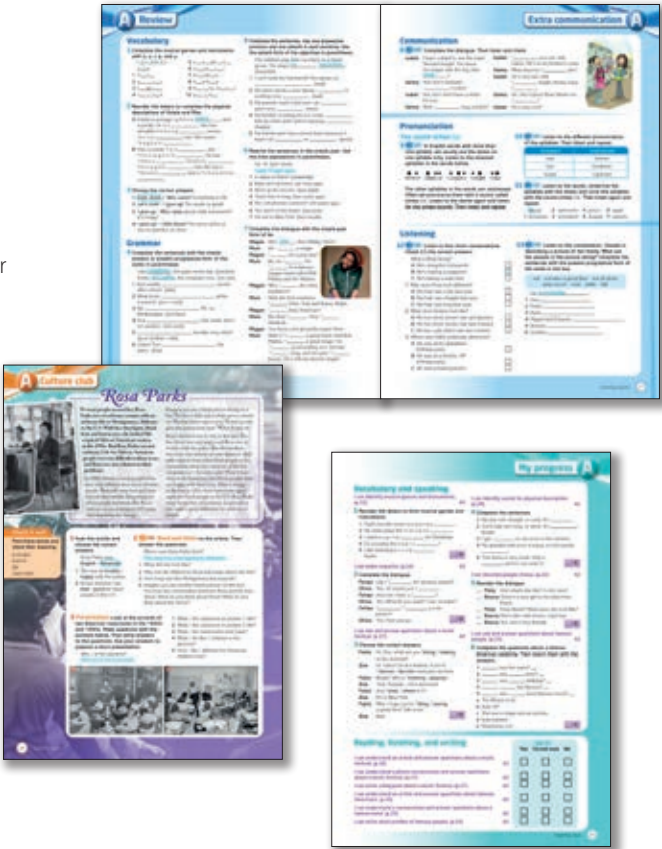
**Culture club reading** 1 page

**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.

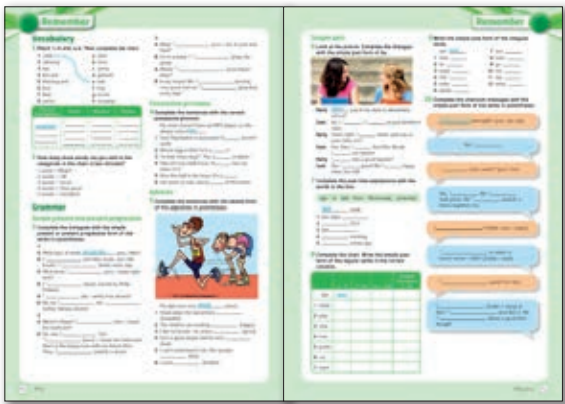
Most teenagers are curious to know what life is like for their peers in other parts of the world. **Culture club** reading lessons give a factual account of different aspects of the English-speaking world from a young person's perspective. The **Presentation** section at the end of the lesson invites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

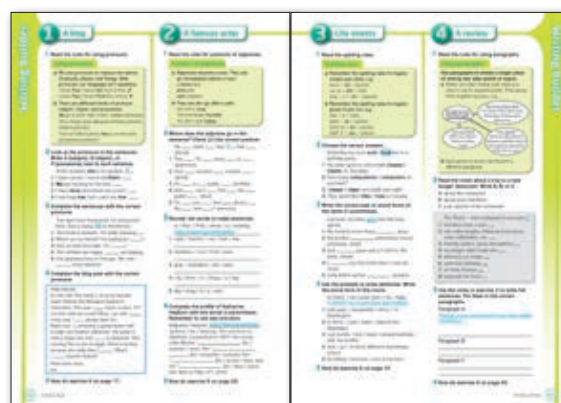
After Unit 4, there is a two-page review covering the main grammar and vocabulary points from the first half of the book. In the split edition of *Got it! 2nd edition*, the Remember unit opens the second volume at each level.





## Writing builder

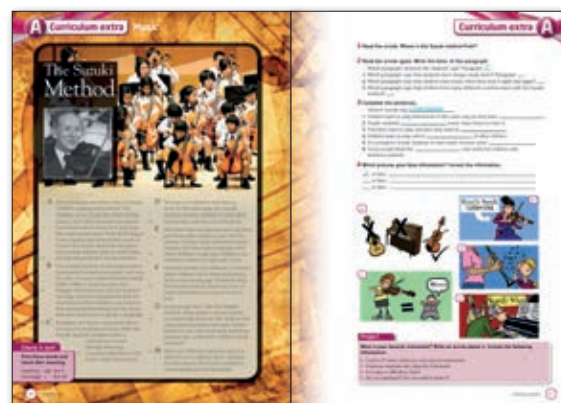
There are four Writing builder pages in the Student Book, providing extra writing practice for every main unit. The Writing builder gives an opportunity to expand and develop the skills acquired in the writing section in the unit. In each section, a useful skill or language point is presented and then 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 six-page 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.

# 1 Grammar rules

## Simple present / Present progressive

Present progressive	
Form	I am not doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is not doing his homework.
Form	I am doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is doing his homework.
Form	I am not doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is not doing his homework.
Form	I am doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is doing his homework.

- Use the simple present to talk about habits and daily routines.  
I get up at half past seven.  
**Permanent situations.**
- Use this in English and French to say what you are doing at the moment.  
I'm studying for my exam.  
**Temporary situations.**
- Use this in English and French to say what you are doing at the moment.  
I'm studying for my exam.  
**Temporary situations.**
- Use this in English and French to say what you are doing at the moment.  
I'm studying for my exam.  
**Temporary situations.**

### Spelling variations

- Use the simple present conjugate with the base form of the verb.  
I study.  
He studies.
- Use the base form of the verb + **ing** when the verb ends in **e**.  
I study.  
He studies.

- When the verb ends in a consonant + **y**, the **y** changes to **i** + **ing**.  
He studies.
- When the verb ends in a vowel + **y**, the **y** is added + **ing**.  
He studies.

### Present progressive

Present progressive	
Form	I am not doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is not doing his homework.
Form	I am doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is doing his homework.
Form	I am not doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is not doing his homework.
Form	I am doing
Structure	am + V-ing
Use	am + V-ing + doing
Example	He is doing his homework.

- Use the present progressive to talk about something that is happening now.  
I'm studying for my exam.  
**Temporary situations.**
- Use this in English and French to say what you are doing at the moment.  
I'm studying for my exam.  
**Temporary situations.**
- Use this in English and French to say what you are doing at the moment.  
I'm studying for my exam.  
**Temporary situations.**

### Spelling variations

- Use the simple present conjugate with the base form of the verb.  
I study.  
He studies.
- Use the base form of the verb + **ing** when the verb ends in **e**.  
I study.  
He studies.

## Possessive pronouns

Person	Subject	Possessive pronoun
1st	I	my
2nd	you	your
3rd	he	his
4th	she	her
5th	it	its
6th	we	our
7th	you	your
8th	they	their

- Use the possessive pronoun to talk about something that belongs to someone.  
This is my book.
- Use the possessive pronoun to talk about something that belongs to someone.  
This is my book.
- Use the possessive pronoun to talk about something that belongs to someone.  
This is my book.

## Adverbs of manner

Adverb	Form
1st	my
2nd	your
3rd	his
4th	her
5th	its
6th	our
7th	your
8th	their

- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.

### Spelling variations

- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.

## Comparative and superlative

Person	Subject	Comparative	Superlative
1st	I	my	my
2nd	you	your	your
3rd	he	his	his
4th	she	her	her
5th	it	its	its
6th	we	our	our
7th	you	your	your
8th	they	their	their

- Use the comparative and superlative to talk about something that belongs to someone.  
This is my book.
- Use the comparative and superlative to talk about something that belongs to someone.  
This is my book.
- Use the comparative and superlative to talk about something that belongs to someone.  
This is my book.

## Adverbs of manner

Adverb	Form
1st	my
2nd	your
3rd	his
4th	her
5th	its
6th	our
7th	your
8th	their

- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.
- Use the adverb of manner to talk about how something is done.  
I'm studying for my exam.

### Spelling variations

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Grammar rules 1

Grammar rules 1

The following two pages provide extra vocabulary and grammar practice.

# 1 Exercises

## Vocabulary

### Match a game and instrument

Find the names of the most common games in the puzzle.

Find the names of the instruments in the squares.

## Grammar

### Simple present / Present progressive

1 Choose the correct answers.

Many people like **reading** / **to read** at night.

- I **was** / **am** using my computer every day.
- Our doctor **hasn't** / **isn't** visiting the hospital at the moment.
- She **goes** / **is going** out every night when she's getting up early.
- The school **isn't** / **is** playing sports in the afternoon.
- The teacher **isn't** / **is** talking only about the moment.
- The school **isn't** / **is** playing the piano every day.

2 Complete the dialogue with the correct form of the verbs in parentheses.

A: How often **do you visit** (visit) the museum?  
 B: I **visit** (visit) the National Museum at least once a month.  
 A: What **are you doing** (do) at the moment?  
 B: I **am visiting** (visit) the museum.  
 A: When **are you going** (go) to the sports centre?  
 B: I **am going** (go) to the gym on Wednesday and Wednesday (go).  
 A: What **is** (is) your hobby, Mike?  
 B: I **play** (play) table tennis.  
 A: How often **do you play** (play) table tennis?  
 B: I **play** (play) table tennis every week.  
 A: How often **do you play** (play) table tennis?  
 B: I **play** (play) table tennis every week.

3 Complete the paragraph about Maria with the simple present or present progressive form of the verbs in the box.

goes visit go play practice work

Look at a cartoon about Rachel. She **goes** (go) to the cinema to play the piano and she **visits** (visit) the National Museum at least once a month. She **is visiting** (visit) the National Museum at the moment. She **goes** (go) to the sports centre on Wednesday and Wednesday (go) to the gym on Wednesday and Wednesday (go).

She **plays** (play) table tennis every week. She **is playing** (play) table tennis every week. She **is going** (go) to the gym on Wednesday and Wednesday (go) to the sports centre on Wednesday and Wednesday (go).

## Progressive presents

2 Complete the chart with progressive adjectives and progressive present verbs.

Adjective	Verb
excited	visit
happy	play
sad	go
angry	visit
surprised	go
interested	play

3 Complete the sentences with the progressive adjective and progressive present verb in the box.

excited happy sad angry surprised interested

1 I **am excited** (excite) about the museum.

2 I **am going** (go) to the gym on Wednesday.

3 I **am playing** (play) table tennis every week.

4 I **am visiting** (visit) the National Museum at the moment.

5 I **am going** (go) to the sports centre on Wednesday.

6 I **am playing** (play) table tennis every week.

7 I **am visiting** (visit) the National Museum at the moment.

8 I **am going** (go) to the sports centre on Wednesday.

9 I **am playing** (play) table tennis every week.

10 I **am visiting** (visit) the National Museum at the moment.

11 I **am going** (go) to the sports centre on Wednesday.

12 I **am playing** (play) table tennis every week.

13 I **am visiting** (visit) the National Museum at the moment.

14 I **am going** (go) to the sports centre on Wednesday.

15 I **am playing** (play) table tennis every week.

16 I **am visiting** (visit) the National Museum at the moment.

17 I **am going** (go) to the sports centre on Wednesday.

18 I **am playing** (play) table tennis every week.

19 I **am visiting** (visit) the National Museum at the moment.

20 I **am going** (go) to the sports centre on Wednesday.

21 I **am playing** (play) table tennis every week.

22 I **am visiting** (visit) the National Museum at the moment.

23 I **am going** (go) to the sports centre on Wednesday.

24 I **am playing** (play) table tennis every week.

25 I **am visiting** (visit) the National Museum at the moment.

26 I **am going** (go) to the sports centre on Wednesday.

27 I **am playing** (play) table tennis every week.

28 I **am visiting** (visit) the National Museum at the moment.

29 I **am going** (go) to the sports centre on Wednesday.

30 I **am playing** (play) table tennis every week.

31 I **am visiting** (visit) the National Museum at the moment.

32 I **am going** (go) to the sports centre on Wednesday.

33 I **am playing** (play) table tennis every week.

34 I **am visiting** (visit) the National Museum at the moment.

35 I **am going** (go) to the sports centre on Wednesday.

36 I **am playing** (play) table tennis every week.

37 I **am visiting** (visit) the National Museum at the moment.

38 I **am going** (go) to the sports centre on Wednesday.

39 I **am playing** (play) table tennis every week.

40 I **am visiting** (visit) the National Museum at

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

[illegible]



# 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.

You can access the Online Workbook Learning Management System via a code supplied on a card in the Teacher's Book. The Teacher's resources 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.

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.



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.



The Online Workbook features automatic scoring of most exercises.



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



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.



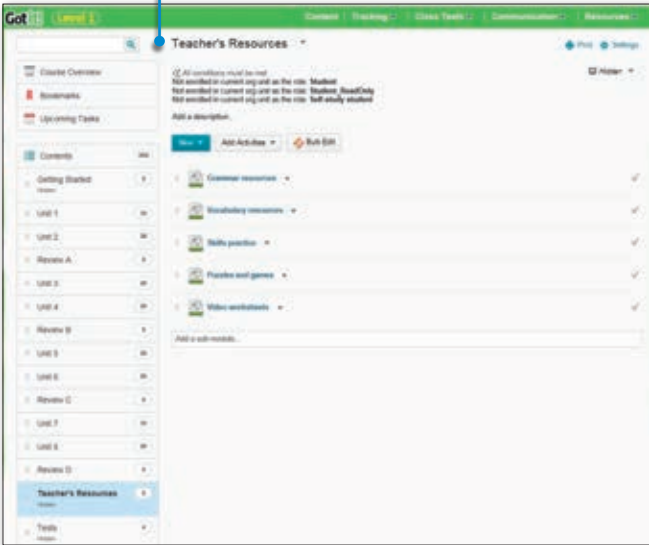
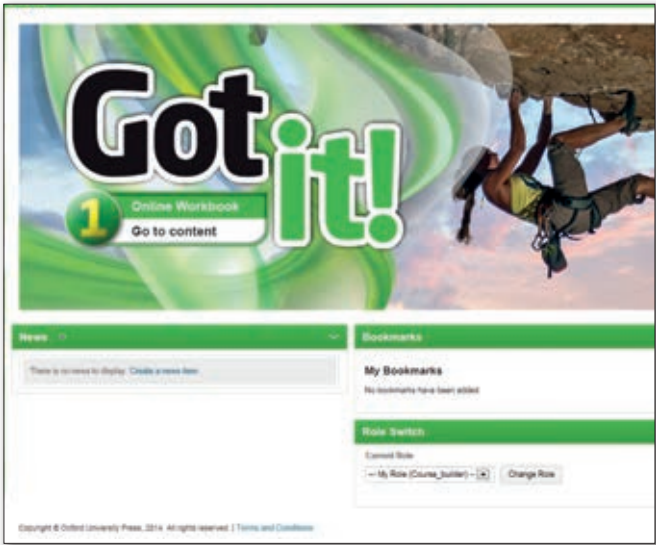


# Online Teacher's resources

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.

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.**

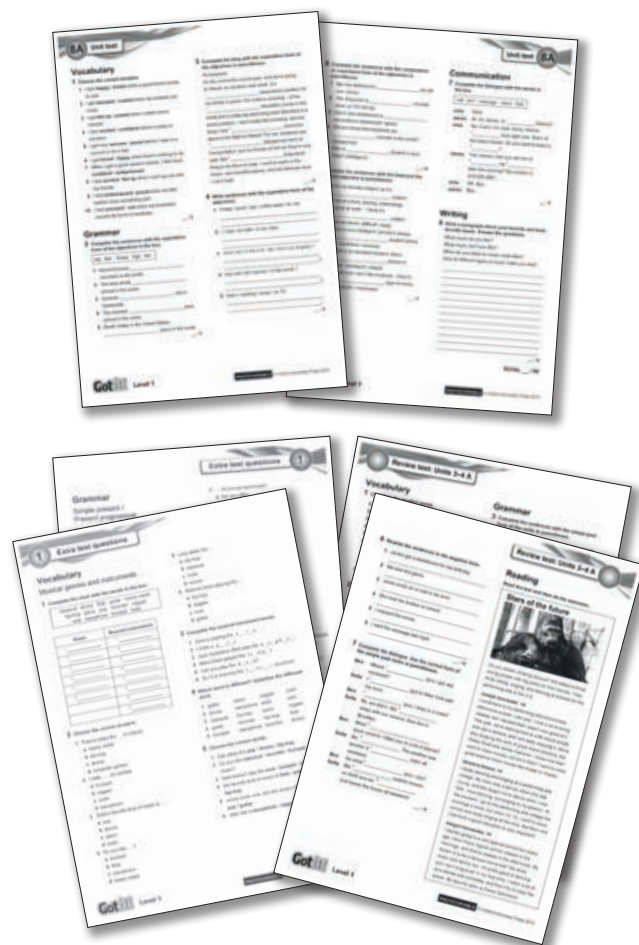
There is also a bank of **Extra test questions** in editable Microsoft® Word documents, with more grammar and vocabulary questions for every unit of the Student Book. You can use these to compile additional tests to suit your individual requirements.

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! 2<sup>nd</sup> 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](http://www.oxfordenglishtesting.com).



## DVD

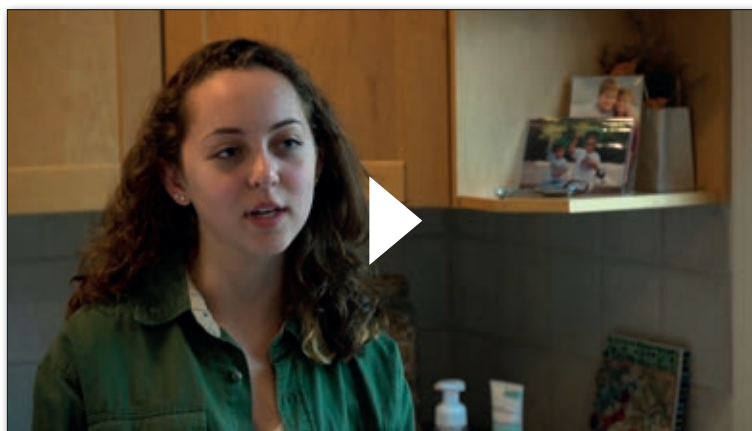
Two DVDs accompany the series, with four video reports for each level. The material deals with different cultural aspects of the English-speaking world, and is closely linked to the language syllabus and topical themes of the Student Book. There are also video voxpops – authentic interviews with American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



## Class Audio CD

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 justice;
- 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.

## iTools

The *Got it! 2<sup>nd</sup> 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.

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

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.

**1 Presentation**

Adverbs of manner

We're in the Battle of the Bands next week.

And we are playing terribly!

Watch out! Irregular adverbs do not follow any spelling rules.

Regular adverbs		Irregular adverbs	
Adjective	Adverb	Adjective	Adverb
bad	badly	good	well
terrible	terribly	early	early
happy	happily	late	late
impossible	impossibly	fast	fast

Listen to the grammar examples. Repeat.  
Cathy always gets up early.  
David sings terribly.

Think! Complete the rule.  
Adverbs of manner come after the verb.

- 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! 2<sup>nd</sup> edition* Online Workbook and Teacher's resources

All *Got it! 2<sup>nd</sup> 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](http://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](http://www.oup.com/elt/teachonline).

For further help, contact our Customer support team – e-mail [eltsupport@oup.com](mailto: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 class.
- 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* – 2<sup>nd</sup> Edition  
*The Oxford Picture Dictionary* – New edition  
*Practical English Usage* – 3<sup>rd</sup> 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:

A	Basic User	A1	Breakthrough
		A2	Waystage
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

## What I remember:

### Useful grammar:

---

---

---

---

### Useful vocabulary:

---

---

---

---

## Objectives:

### One thing I need to improve:

---

---

---

---

### How can I improve this?

---

## What 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 /Grade: \_\_\_\_\_

Classwork: continuous assessment							Test results
	Date	Grammar	Vocabulary	Reading	Listening	Speaking	Writing
Unit 1							
Unit 2							
Unit 3							
Unit 4							
Unit 5							
Unit 6							
Unit 7							
Unit 8							

Comments	
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

<b>1.01</b>	Title
<b>1.02</b>	Unit 1, page 10, exercise 1
<b>1.03</b>	Unit 1, page 11, exercise 4
<b>1.04</b>	Unit 1, page 12, exercise 1
<b>1.05</b>	Unit 1, page 12, exercise 2
<b>1.06</b>	Unit 1, page 12, exercise 3
<b>1.07</b>	Unit 1, page 14, exercise 1
<b>1.08</b>	Unit 1, page 14, exercise 2
<b>1.09</b>	Unit 1, page 14, exercise 3
<b>1.10</b>	Unit 1, page 16, exercise 1
<b>1.11</b>	Unit 1, page 17, exercise 2
<b>1.12</b>	Unit 2, page 18, exercise 1
<b>1.13</b>	Unit 2, page 19, exercise 4
<b>1.14</b>	Unit 2, page 20, exercise 1
<b>1.15</b>	Unit 2, page 20, exercise 3
<b>1.16</b>	Unit 2, page 22, exercise 1
<b>1.17</b>	Unit 2, page 22, exercises 2 and 3
<b>1.18</b>	Unit 2, page 24, exercise 1
<b>1.19</b>	Unit 2, page 25, exercise 2
<b>1.20</b>	Extra communication A, page 27, exercise 8
<b>1.21</b>	Extra communication A, page 27, exercise 9
<b>1.22</b>	Extra communication A, page 27, exercise 10
<b>1.23</b>	Extra communication A, page 27, exercise 11
<b>1.24</b>	Extra communication A, page 27, exercise 12
<b>1.25</b>	Extra communication A, page 27, exercise 13
<b>1.26</b>	Culture club A, page 28, exercise 2
<b>1.27</b>	Unit 3, page 30, exercise 1
<b>1.28</b>	Unit 3, page 31, exercise 4
<b>1.29</b>	Unit 3, page 32, exercise 1
<b>1.30</b>	Unit 3, page 33, exercise 4
<b>1.31</b>	Unit 3, page 33, exercise 5
<b>1.32</b>	Unit 3, page 34, exercise 1
<b>1.33</b>	Unit 3, page 34, exercise 2
<b>1.34</b>	Unit 3, page 36, exercise 2
<b>1.35</b>	Unit 3, page 37, exercise 3
<b>1.36</b>	Unit 4, page 38, exercise 1
<b>1.37</b>	Unit 4, page 39, exercise 4
<b>1.38</b>	Unit 4, page 40, exercise 1
<b>1.39</b>	Unit 4, page 40, exercise 2
<b>1.40</b>	Unit 4, page 42, exercise 1
<b>1.41</b>	Unit 4, page 42, exercise 2
<b>1.42</b>	Unit 4, page 44, exercise 2
<b>1.43</b>	Unit 4, page 45, exercises 3 and 4
<b>1.44</b>	Extra communication B, page 47, exercise 8
<b>1.45</b>	Extra communication B, page 47, exercise 9
<b>1.46</b>	Extra communication B, page 47, exercise 10
<b>1.47</b>	Extra communication B, page 47, exercise 11
<b>1.48</b>	Extra communication B, page 47, exercise 12
<b>1.49</b>	Culture club B, page 48, exercise 2
<b>1.50</b>	Unit 5, page 52, exercise 1
<b>1.51</b>	Unit 5, page 53, exercise 4
<b>1.52</b>	Unit 5, page 54, exercise 1
<b>1.53</b>	Unit 5, page 56, exercise 1
<b>1.54</b>	Unit 5, page 56, exercises 2 and 3
<b>1.55</b>	Unit 5, page 58, exercise 1
<b>1.56</b>	Unit 5, page 59, exercise 2

## CD2

<b>2.01</b>	Title
<b>2.02</b>	Unit 6, page 60, exercise 1
<b>2.03</b>	Unit 6, page 61, exercise 4
<b>2.04</b>	Unit 6, page 62, exercise 1
<b>2.05</b>	Unit 6, page 62, exercise 2
<b>2.06</b>	Unit 6, page 64, exercise 1
<b>2.07</b>	Unit 6, page 64, exercise 2
<b>2.08</b>	Unit 6, page 66, exercise 2
<b>2.09</b>	Unit 6, page 67, exercise 3
<b>2.10</b>	Extra communication C, page 69, exercise 8
<b>2.11</b>	Extra communication C, page 69, exercise 9
<b>2.12</b>	Extra communication C, page 69, exercise 10
<b>2.13</b>	Extra communication C, page 69, exercise 11
<b>2.14</b>	Extra communication C, page 69, exercise 12
<b>2.15</b>	Culture club C, page 70, exercise 2
<b>2.16</b>	Unit 7, page 72, exercise 1
<b>2.17</b>	Unit 7, page 73, exercise 4
<b>2.18</b>	Unit 7, page 74, exercise 1
<b>2.19</b>	Unit 7, page 76, exercise 1
<b>2.20</b>	Unit 7, page 76, exercises 2 and 3
<b>2.21</b>	Unit 7, page 78, exercise 2
<b>2.22</b>	Unit 7, page 79, exercises 3 and 4
<b>2.23</b>	Unit 8, page 80, exercise 1
<b>2.24</b>	Unit 8, page 81, exercise 4
<b>2.25</b>	Unit 8, page 82, exercise 1
<b>2.26</b>	Unit 8, page 84, exercise 1
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*can (ability)*  
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# Welcome

## Vocabulary

Countries and nationalities  
The family  
Daily routines and sports  
House and furniture  
Possessions  
School subjects  
Clothes and prices

## Grammar

be: Simple present  
There is / isn't, There are / aren't  
Demonstratives: this, that, these, those  
Simple present  
Adverbs of frequency  
How often ...?  
Imperatives  
can (ability)  
Present progressive

## Vocabulary

pages 4–5

### Aim

To present and practice vocabulary for countries and nationalities, the family, daily routines and sports, house and furniture, possessions, school subjects, and clothes and prices

### Warm-up

- Start by introducing yourself to the class, then ask individual students to introduce themselves, saying: *Hello, my name's ... I'm ... years old.*
- Ask individual students questions about the topics on pages 4–5, e.g., *What's your nationality? Tell me about your family. What do you usually do after school? What's in your bedroom? What's your favorite school subject? What are you wearing today?*
- 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.

## Countries and nationalities

### Exercise 1

- Point to the flags and teach the word *flag*. Students match the countries with the flags.
- Check answers, and model pronunciation of the countries, asking students to repeat. Elicit other countries that students know and write them on the board.



## Vocabulary

### Countries and nationalities

1 Match the countries with the flags. Then write the nationalities.

Brazil Canada Japan South Korea the United Kingdom the United States

 1 <u>South Korea</u> <u>Korean</u>	 2 <u>the United Kingdom</u> <u>British</u>	 3 <u>Canada</u> <u>Canadian</u>
 4 <u>Japan</u> <u>Japanese</u>	 5 <u>the United States</u> <u>American</u>	 6 <u>Brazil</u> <u>Brazilian</u>

### The family

2 Look at Alicia's family tree. Complete the sentences.

- Bruno is the children's grandpa
- Bruno is David's dad
  - Gabriel is Alicia's cousin
  - Sophia is Hugo's sister
  - Hugo is Alicia's brother
  - Julia is Sophia's aunt
  - David is Hugo's uncle
  - Esther is Alicia's grandma
  - Bruno and Esther are Sophia's grandparents
  - Julia is Gabriel's mom
  - Laura and Samuel are Hugo's parents



### Daily routines and sports

3 Look at the pictures. Complete the daily routine for Jackson Williams, high school sports star!

I have breakfast  at six thirty, then I go swimming   
before school. At school, I play tennis  - I'm on the team! After school,  
I get home  and do my homework . Then,  
I play basketball . I always go to bed  late. It's a long day!

4 four

- Students then write the nationalities.
- Check answers and model pronunciation of the nationalities, asking students to repeat. Elicit the nationalities for the countries on the board.

### The family

#### Exercise 2

- Focus on the family tree and read out the example answer. Point out the apostrophe 's for possession.
- Students work individually or in pairs to complete the sentences. If students are struggling with the exercise, do it with the whole class, using the family tree to teach the family vocabulary.
- Check the answers with the class.

- Ask individual students about their family, e.g., *How many brothers and sisters do you have? How many cousins do you have?*

### Daily routines and sports

#### Exercise 3

- Read out the heading and check that students understand *daily routines*.
- Students work individually or in pairs to look at the pictures and complete the daily routine.
- Check the answers with the class.
- Ask individual students about their daily routine and sports, e.g., *What time do you get up? What sports do you play? What do you do when you get home after school? What time do you go to bed?*



## House and furniture

4 Complete the rooms and the furniture with the missing letters.

Room	b _ e _ d _ r _ o _ o _ m	' b _ a _ t _ h _ r _ o _ o _ m	' k _ i _ t _ c _ h _ e _ n	' l _ i _ v _ i _ n _ g r _ o _ o _ m	' d _ i _ n _ i _ n _ g r _ o _ o _ m
Furniture	' b _ e _ d ' c _ l _ o _ s _ e _ t	' t _ o _ i _ l _ e _ t ' s _ h _ o _ w _ e _ r	' s _ t _ o _ v _ e ' s _ i _ n _ k	' s _ o _ f _ a ' a _ r _ m _ c _ h _ a _ i _ r	' t _ a _ b _ l _ e ' c _ h _ a _ i _ r

## Possessions

5 Look at the pictures. Complete the word puzzle. What is the mystery possession?



1	e	k	a	t	e	b	o	a	r	d
2	g	u	i	t	a	r				
3	c	e	l	i	p	h	o	n	e	
4	w	a	t	c	h					
5	b	i	k	e						
6	l	a	p	t	o	p				
7	M	P	3	p	l	a	y	e	r	

Mystery possession: tablet

## School subjects

6 Complete the sentences with the correct school subjects.

Isabel likes art.

She hates science.

1 Marcos' favorite subject is math.

But he doesn't like music.

2 David likes P.E..

But he doesn't like computer science.

3 Lucia really likes drama.

But she hates geography.

## Clothes and prices

7 Complete the sentences with the correct clothes.

Jen's jacket is \$30.

1 Her T-shirt is \$18.

2 Her skirt is \$22.

3 Her shoes are \$50.

4 Juan's hat is \$20.

5 His sweater is \$35.

6 His pants are \$45.

7 His sneakers are \$60.



five 5

## School subjects

### Exercise 6

- Read out the heading and check that students understand *school subjects*.
- Students work individually or in pairs to complete the sentences with the correct school subjects.
- Check the answers with the class.
- Ask individual students questions about school subjects, e.g., *Which school subjects do you study every day? Which do you study once or twice a week? What's your favorite school subject? Why?*

## Clothes and prices

### Exercise 7

- Read out the heading and check that students understand *clothes* and *prices*.
- Students work individually or in pairs to complete the sentences with the correct clothes.
- Check the answers with the class.
- Ask individual students questions about clothes and prices, e.g., *What are you wearing today? What do you usually wear on the weekend? How much is a pair of shoes? How much do you usually pay for a T-shirt?*

## House and furniture

### Exercise 4

- Read out the heading and check that students understand *house* and *furniture*.
- Students work individually or in pairs to complete the words.
- Check the answers with the class.
- Ask individual students questions about their house and furniture, e.g., *What rooms are there in your house / apartment? What is there in your living room?*

## Possessions

### Exercise 5

- Read out the heading and check that students understand *possessions*.
- Students work individually or in pairs to look at the pictures and complete the puzzle.
- Check the answers with the class.
- Ask individual students questions about their possessions, e.g., *Do you have a tablet / bike? What's your favorite possession? Why?*

## Aim

To practice the simple present of *be*, *there is / isn't*, *there are / aren't*, demonstratives: *this*, *that*, *these*, *those*, the simple present, and adverbs of frequency

## Warm-up

- Ask individual students questions using the grammar on pages 6–7, e.g., *What's your name? How old are you? What is there in your bag? What's this? Is that your pen? What time do you usually go to bed? Do you sometimes play sports on the weekend?*
- 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.

## be: Simple present

### Exercise 1

- Read through the factfile with the class. Check that students understand everything.
- Students work individually or in pairs to complete the sentences.
- Check the answers with the class, and review the forms of the simple present of *be* if necessary.

### Exercise 2

- Read out the example answer and point out the word order in the question.
- Read through the question prompts with the class and check that students understand everything.
- Students work individually or in pairs to write the questions.
- Ask students to read out their questions, and correct any mistakes as a class.
- Students then answer the questions about themselves.
- 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.

## There is / isn't, There are / aren't

### Exercise 3

- Read through the descriptions of the rooms with the class, ignoring the gaps. Check that students understand all the vocabulary.
- Students work individually or in pairs to complete the sentences.

## Grammar

### be: Simple present

- Read the factfile. Then complete the sentences about Eduardo. Use the affirmative or negative form of the verb *be*.

#### Factfile



Name: Eduardo Ruiz  
Age: 14  
Country: Brazil  
School: The American College of Sao Paulo  
Favorite subject: history  
Friends: Taylor (American), Markus (German)  
Favorite bands: Paramore, Maroon 5

Eduardo's surname isn't Ramos.

- Eduardo is 14.
- Eduardo isn't from the U.S.
- Taylor and Markus aren't Eduardo's teachers.
- History is his favorite school subject.
- His friends are from the U.S. and Germany.
- His favorite bands aren't Linkin Park and Green Day.

- Write questions. Then answer the questions with information about you.

What / your name?

What's your name?

- How old / you?

How old are you?

- Where / you from?

Where are you from?

- art / your favorite subject?

Is art your favorite subject?

- Who / your friends?

Who are your friends?

- Paramore / your favorite band?

Is Paramore your favorite band?

## There is / isn't, There are / aren't

- Look at Sara and Frank's perfect rooms. Complete the sentences with *there is*, *there are*, *there isn't*, or *there aren't*.



In Sara's perfect bedroom there is a big bed. <sup>1</sup>There are a lot of posters on the walls, too. <sup>2</sup>There is a closet and a mirror, but <sup>3</sup>there isn't a chair. And <sup>4</sup>there aren't any shelves.



In Frank's perfect living room <sup>5</sup>there is a big TV. <sup>6</sup>There are sofas, too, but <sup>7</sup>there aren't any armchairs. <sup>8</sup>There are shelves for games and DVDs, but <sup>9</sup>there isn't a table.

## Demonstratives: this, that, these, those

- Complete the sentences with *this*, *that*, *these*, or *those*.



These are my parents, Sally and Michael.

- This is my dog, Pugsy.

- That is my house.

- Those boys are my brothers.

- Check the answers with the class, and review the forms of *there is / there are* if necessary.
- Ask individual students questions using *there is / there are*, e.g., *What is there in your bedroom? Are there any shelves in your living room?*

## Demonstratives: this, that, these, those

### Exercise 4

- Do this exercise with the whole class, using gestures as well as the picture to demonstrate the meaning of the words and elicit the answers.

- Ask questions about people and things in the classroom using *this*, *that*, *these*, and *those*, e.g., *Who's that? Is this your book? Is that your pen? Are these your sneakers? What's on those posters?*



## Simple present

5 Look at the information in the chart. Write questions. Then answer the questions.

	Amy	Tom	Mia	Leo
have / lunch at 1:15		✓		
play / basketball		✓		✓
get up / at 7:30	✓			
like / track and field	✓		✓	
go / to bed late				✓

(Amy / get up / 6:30)

Does Amy get up at 6:30?

No, she doesn't. She gets up at 7:30.

- (you / have lunch / 1:30, Tom)
- (Amy and Mia / like / basketball)
- (you and Tom / play baseball, Leo)
- (Leo / go to bed / early)

6 Complete the blog post with the correct form of the verbs in parentheses.

Hi! My name's Alanna. I live (live) in Detroit, Michigan. I go (go) to Roosevelt Junior High School. I get up (get up) at 7 a.m. I have (have) breakfast with my family. My sister goes (go) to my school, too. She plays (play) the violin. I don't like (not like) music lessons, but P.E. is great. School starts (start) at 8:45 a.m. and it finishes (finish) at 3 p.m. I get (get) home at around 3:30 p.m. I usually watch (watch) TV for an hour, and then I do (do) my homework. Dad gets (get) home from work at 6:30 p.m., and then we have (have) dinner. My sister and I don't go (not go) out on school nights. After dinner, I listen (listen) to music, or I chat (chat) with my friends on the Internet. I go (go) to bed at 10:30 p.m.



7 Write questions about Alanna. Then answer the questions.

Where / she / live?

Where does she live?

She lives in Detroit, Michigan.

- Where / she / go to school?
- Who / she / have breakfast with?
- What / her sister / play?
- What time / school / start?
- What / she / do / before dinner?
- What / Alanna and her friends / do after dinner?

## Adverbs of frequency

8 Write the adverbs of frequency in the correct order.

always never often rarely  
sometimes usually

1 <u>always</u>	●●●●●
2 <u>usually</u>	●●●●○
3 <u>often</u>	●●●○○
4 <u>sometimes</u>	●●○○○
5 <u>rarely</u>	●○○○○
6 <u>never</u>	○●○○○

9 Rewrite the sentences with the correct adverbs of frequency in the correct place.



I play tennis on the weekend. (●●●●○)

I usually play tennis on the weekend.

- Cecilia takes a bath in the evening. (●●●●○)
- Our teacher is late for class. (○○○○○)
- They go out on school nights. (●○○○○)
- Ken gets up at eight o'clock. (●●●○○)
- Luke goes to a café after school. (●●○○○)
- We go shopping on Fridays. (●●●○○)

seven 7

## Exercise 7

- Read out the example question and answer. Point out the word order with the question word. Check that the students understand *where?*, *what?*, *who?*, and *what time?*
- Students work individually or in pairs to write the questions and answers.
- Check the answers with the class.
- Ask individual students questions about themselves, using the information in the blog post, e.g., *Do you have breakfast with your family?* *Do you play the violin?* *Do you like P.E.?* *What time does school start?*

## ANSWERS

- Where does she go to school? She goes to Roosevelt Junior High School.
- Who does she have breakfast with? She has breakfast with her family.
- What does her sister play? She plays the violin.
- What time does school start? It starts at 8:45 a.m.
- What does she do before dinner? She watches TV for an hour, and then she does her homework.
- What do Alanna and her friends do after dinner? They chat on the Internet.

## Adverbs of frequency

### Exercise 8

- Read out the example answers in the chart and check that students understand *always* and *never*.
- Students work individually or in pairs to write the adverbs of frequency in the correct order.
- Check the answers with the class.

### Exercise 9

- Read out the example answer and point out how the prompt in parentheses relates to the chart in exercise 7. Point out the position of the adverb of frequency before the main verb. Remind students that adverbs of frequency are used *after* the verb *be*.
- Students work individually or in pairs to rewrite the sentences.
- Check the answers with the class.
- Ask students to write three similar sentences about themselves, e.g., *I usually get up at seven o'clock.*

## ANSWERS

- Cecilia always takes a bath in the evening.
- Our teacher is never late for class.
- They rarely go out on school nights.
- Ken often gets up at eight o'clock.
- Luke sometimes goes to a café after school.
- We often go shopping on Fridays.

## Simple present

### Exercise 5

- Read through the information in the chart with the class and check that students understand everything.
- Read out the example question and answer, and point out the word order in the question.
- Elicit another example question and answer from the class and point out the different forms used for *you* (*Do you ...?* *No, I don't*).
- Students work individually or in pairs to write the questions and answers.
- Check the answers with the class.
- Review the forms of the simple present if necessary.

## ANSWERS

- Do you have lunch at 1:30, Tom? No, I don't. I have lunch at 1:15.
- Do Amy and Mia like basketball? No, they don't. They like track and field.
- Do you and Tom play baseball, Leo? No, we don't. We play basketball.
- Does Leo go to bed early? No, he doesn't. He goes to bed late.

### Exercise 6

- Students work individually or in pairs to complete the blog post with the correct form of the verbs.
- Check the answers with the class.



## Aim

To practice *How often ...?*, imperatives, *can* for ability, and the present progressive

## Warm-up

- Ask individual students questions using the grammar on pages 8–9, e.g., *How often do you have math? How often do you go swimming? Can you ride a bike? Can you play the guitar? What are you doing right now? What are you wearing today?*
- 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.

## How often ...?

### Exercise 10

- Read through the information in the schedule with the class and check that students understand everything. Use the opportunity to review the days of the week if necessary. Check that students know *morning* and *afternoon*.
- Read out the example question and answer. Point out the expression *three times a week*. Elicit some similar frequency expressions and write them on the board, e.g., *once a week, twice a week, every day, on Mondays*.
- Elicit another example question and answer from the class.
- Students work individually or in pairs to write the questions and answers.
- Check the answers with the class.

## Imperatives

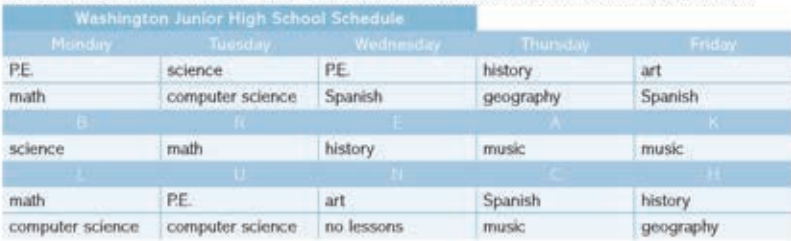
### Exercise 11

- Read through the gapped rules with the class and check that students understand everything.
- Read out the example answers and point out the form of the imperatives.
- Students work individually or in pairs to complete the rules.
- Check the answers with the class.
- Students could work in pairs to write one more rule. Elicit answers and write students' rules on the board.

## can (ability)

### Exercise 12

- Point to the pictures and read out the example answers. Point out the negative form *can't*, and point out the word order in the question.
- Elicit another example question and answer from the whole class.
- If you do not think your students will know all the verbs to complete this exercise, use the pictures to elicit them and write them on the board.



**Washington Junior High School Schedule**

Monday	Tuesday	Wednesday	Thursday	Friday
PE.	science	PE.	history	art
math	computer science	Spanish	geography	Spanish
B	R	E	A	K
science	math	history	music	music
L	U	N	C	H
math	PE.	art	Spanish	history
computer science	computer science	no lessons	music	geography

**How often / have PE?**  
*How often does she have P.E.?*  
*She has P.E. three times a week.*

1 *How often / eat lunch at school?*  
*How often does she eat lunch at school?*  
*She eats lunch at school every day / five times a week.*

2 *How often / study geography in the morning?*  
*How often does she study geography in the morning?*  
*She studies geography in the morning once a week / every Thursday.*

3 *How often / have computer science in the afternoon?*  
*How often does she have computer science in the afternoon?*  
*She has computer science in the afternoon every Monday and Tuesday / twice a week.*

4 *How often / go to art class?*  
*How often does she go to art class?*  
*She goes to art class every Wednesday and Friday / twice a week.*

**Imperatives**


11 Complete the school rules with the affirmative or negative imperative form of the verbs in the box.


be eat finish leave use walk wear


*Don't wear* jeans. (X)  
*Be* on time for class. (✓)  
1 *Don't use* cell phones. (X)  
2 *Walk* ! Don't run! (X)  
3 *Don't eat* or drink during class. (X)  
4 *Don't leave* the school at lunchtime. (X)  
5 *Finish* your homework on time. (✓)


**can (ability)**


12 Look at the pictures. Write sentences about what the people can and can't do.


 Bella  
*Can Bella sing?*  
*Yes, she can, but she can't dance.*

 1 Grandpa  
*Can Grandpa run?*  
*No, he can't, but he can walk.*

 2 The children  
*Can the children play soccer?*  
*Yes, they can, but they can't play basketball.*

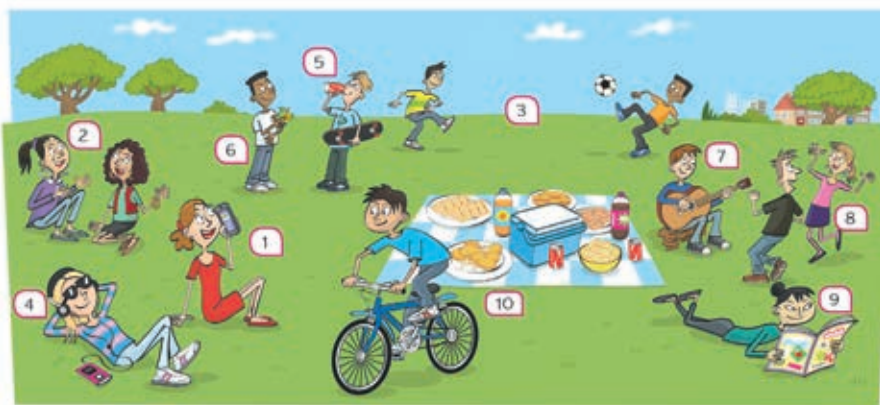
 3 Alicia  
*Can Alicia speak English?*  
*No, she can't, but she can speak Spanish.*

 4 Miguel  
*Can Miguel ride a bike?*  
*Yes, he can, but he can't ride a horse.*

 5 Your little brother  
*Can your little brother read?*  
*No, he can't, but he can write.*

*can (ability)*

- Students work individually or in pairs to write the questions and answers.
- Check the answers with the class.
- Ask individual students questions using *can*, e.g., *Can you ride a horse? Can you play soccer?*



## Present progressive

**13** Look at the picture of the picnic. What are teenagers 1–5 doing? Write present progressive sentences.

- 1 She is talking on her cell phone.
- 2 They are chatting about something.
- 3 They are playing soccer.
- 4 She is listening to her MP3 player.
- 5 He is drinking a cola.

**14** The sentences about teenagers 6–10 are incorrect. Correct the mistakes.

- 6 He's exercising.  
He isn't exercising. He's eating.
- 7 He's sending a message.  
He isn't sending a message. He's playing the guitar.
- 8 They're talking.  
They aren't talking. They're dancing.
- 9 She's playing tennis.  
She isn't playing tennis. She's reading.
- 10 He's dancing.  
He isn't dancing. He's riding a bike.

**15** Write questions in the present progressive. Then answer the questions.

What / the girl with the cell phone / wear?  
What is the girl with the cell phone wearing?  
She's wearing a red dress.

- 1 What / the boy / eat?  
What is the boy eating?  
He's eating an apple.

- 2 How many people / sit down?  
How many people are sitting down?  
Four people are sitting down.

3 How many people / stand up?

How many people are standing up?

Six people are standing up.

4 What / the girl / read?

What is the girl reading?

She's reading a magazine.

**16** Complete the dialogue with the present progressive form of the verbs in parentheses.

- Sophie Hi, Gabriel! Where are you? Are you at home?
- Gabriel Yes, I'm watching (I / watch) TV. What about you?
- Sophie I'm sitting (I / sit) in the park. A lot of people from school are here.
- Gabriel That sounds good. I can hear music.
- Sophie That's Sam. He's playing (he / play) the guitar.
- Gabriel What are Lucy and Harry doing (what / Lucy and Harry / do)?
- Sophie Well, Lucy is listening (Lucy / listen) to her MP3 player. Very boring!  
She isn't talking (she / not talk) to us. Harry is eating (Harry / eat). Like always!
- Gabriel Is Diego there?
- Sophie Yes, he is. He's riding (he / ride) his bike.
- Gabriel And what about Maria and Paul?
- Sophie They're here. They're dancing (they dance). Jack and Luis are here, too.
- Gabriel Are they playing (they / play) baseball?
- Sophie No, they aren't (no / they).  
They're playing (they / play) soccer.
- Gabriel Great! I'm leaving (I / leave) the house now!

nine 9

## Exercise 15

- Check that students know the verbs *wear*, *sit down*, and *stand up*.
- Read out the example question and answer, and point out the question form of the present progressive.
- Elicit another example question from the class.
- Students work individually or in pairs to write the questions.
- Ask students to read out their questions, and correct any mistakes. Point out the spelling change in *sitting*.
- Students then write the answers to the questions.
- Check the answers with the class.
- Review the question forms of the present progressive in detail if necessary.

## Exercise 16

- Students work individually or in pairs to complete the dialogue with the correct form of the verbs.
- Check answers by asking two confident students to read out the dialogue.
- Students can practice the dialogue in pairs.

## Present progressive

### Exercise 13

- Focus on the picture and check that students know the verbs *chat*, *listen*, and *drink*.
- Read out the example sentence and point out the form of the present progressive. Elicit that we use the present progressive for things that are happening now.
- Elicit another example answer and point out the different form used for *they*.
- Students work individually or in pairs to write the sentences.
- Check the answers with the class, pointing out the double *t* in *chatting*. Elicit other spelling changes in the present progressive, e.g., dropping the final *e* (*dance* – *dancing*).

- Review the forms of the present progressive in detail if necessary.

### Exercise 14

- Check that students know the verbs *send* (a message), *exercise*, *talk*, *dance*, *read*, and *ride* (a bike).
- Read out the example answer and point out the negative form of the present progressive.
- Elicit another example answer from the class.
- Students work individually or in pairs to write the sentences.
- Check the answers with the class, pointing out the spelling changes in *dancing* and *riding*.
- Review the negative forms of the present progressive in detail if necessary.



# 1 What's Zac doing?

## Grammar

Simple present / Present progressive  
Possessive pronouns  
Adverbs of manner

## Vocabulary

Musical genres and instruments

## Communication

Making requests

## Skills

**Reading:** A website article about a music festival

**Listening:** A phone conversation about a festival

**Speaking:** A conversation about a festival

**Writing:** A blog post about a festival

## Topics and values

Music; Talent and success

## Presentation

page 10

### Aim

To present the new language in a familiar context

### Story

Dylan, Lewis, and Rosie are waiting for Zac so they can start band practice. Zac is late because he's talking to his girlfriend. When Zac arrives, Dylan asks him if he is serious about the band, because they need to practice for a competition next month. Zac assures them that he is serious, but then delays the practice again to listen to a message from his girlfriend on his phone.

### Warm-up

- Ask students to look at the picture. Ask: *Where are the people? What are they doing?* Teach the word *band*, and use the picture to teach *guitar*, *bass*, *drums*, and *singer*. Ask: *Do you play in a band? Would you like to? Why? / Why not?*

### Exercise 1 Read and listen

1.02

- Read the question out to the class. Check that students understand *competition* and *practice*.
- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.

**1 What's Zac doing?**

**Check it out!**  
Find these words and check their meaning.  
Let's rock! I give up!

**1.02 Read and listen** Which competition is the band practicing for?

**Dylan** Stop! Stop! Where's Zac? What's he doing?

**Lewis** He's on the phone. He's talking to his girlfriend again.

**Rosie** He calls her twenty times a day ...

**Dylan** ... and he's always late for practice!

*Ten minutes later ...*

**Zac** OK, guys. I'm here. Let's rock!

**Dylan** Zac! Are you serious about this band?

**Zac** Yes, I am. This is my band.

**Dylan** Yours?

**Zac** Yes! You play the bass, Rosie plays the guitar, and Lewis plays the drums, but I'm the singer and the star.

**Rosie** Oh, stop it! Let's practice! We're in the Battle of the Bands next month.

**Lewis** And we're playing terribly!

**Dylan** Yes, we are.

**Rosie** I know. Let's practice now. It's getting late.

**Zac** Wait, my phone is ringing again.

**Rosie** What are you doing now?

**Zac** I'm listening to a message from my girlfriend.

**Dylan** I give up! You're impossible, Zac!

**2 Comprehension** Answer the questions.

Who is Zac talking to on the phone?  
*He's talking to his girlfriend.*

- How often is he late for band practice?
- What musical instruments do Dylan, Rosie, and Lewis play?
- Who is the singer of the band?
- When is the Battle of the Bands?

- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

### ANSWER

The band is practicing for the Battle of the Bands.

**Audioscript** Student Book page 10

### Exercise 2 Comprehension

- Students read the dialogue again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.
- Point out the use of the article *the* when talking about musical instruments, e.g., *play the guitar*.

### ANSWERS

- He's always late for band practice.
- Dylan plays the bass, Rosie plays the guitar, and Lewis plays the drums.
- Zac is the singer of the band.
- The Battle of the Bands is next month.

### Consolidation

- Tell students that, as this unit is all about music, they should start a new page in their vocabulary notebooks for music words, then add all the new music vocabulary to it as they work through the unit. Tell them to note down verbs, e.g., *play*, as well as nouns.



## Language focus

**3 Dialogue focus** There are six more mistakes in the dialogues. Find and correct the mistakes.



**1** Dylan Where's Zac? What's he doing?  
 Lewis He's on the phone. He's talking to his mom again.  
 Rosie He calls her three times a day ...  
 Dylan ... and he's sometimes late for practice!  
 He's talking to his girlfriend again.



**2** Zac This is my band.  
 Dylan Yours?  
 Zac Yes! You play the bass, Rosie plays the piano, and Lewis plays the drums, but I'm the actor and the star.



**3** Rosie I know. Let's stop now. It's getting late.  
 Zac Wait, my phone is ringing again.  
 Rosie What are you doing now?  
 Zac I'm listening to a message from my sister.

**4** 103 Listen and check. Listen again and repeat.

**5 Focus on you** Read dialogue 3 in exercise 3 again. Then write three similar dialogues. Use the activities in the box.

do my homework go to the gym have breakfast / lunch / dinner  
 listen to music play computer games play soccer  
 practice the guitar read a magazine watch TV write an e-mail

A What are you doing now?  
 B I'm reading a magazine.

**6 Pairwork** Imagine it is Saturday morning. Ask and answer questions about what you and your family are doing. Use the present progressive.

A What are you doing now?  
 B I'm ...  
 A What's your sister doing now?  
 B She's ...

eleven 11

## Exercise 5 Focus on you

- Ask two students to read out dialogue 3.
- Then ask two students to read out the example dialogue in exercise 5.
- Elicit one or two more example answers using the activities in the box.
- Students work in pairs and write three similar dialogues.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

- Ask two confident students to read out the example answers.
- Students work in pairs to ask and answer questions. Monitor and help as necessary.
- Ask some students to tell the class what their partner is doing, and what members of their family are doing.

## Consolidation

- Tell students that they could keep an hour-by-hour diary for a day, noting down what they and members of their family are doing at each time, e.g., 7 a.m. – I'm getting up. My mom is making breakfast.
- They could compare their diary with another student in the next class, and see if any of their notes are the same.

## Language focus

page 11

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example answer and point out the mistake in the second line of the mini-dialogue.
- Students read the dialogues, find six more mistakes, and correct them.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 103

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

## ANSWERS

twenty times  
 he's **always** late  
 Rosie plays the **guitar**  
 I'm the **singer**  
 Let's **practice** now  
 from my **girlfriend**

Audioscript Teacher's Book page 108

## Musical genres and instruments

### Aim

To present and practice vocabulary for musical genres and instruments

Grammar PowerPoint presentation Unit 1

### Warm-up

- With books closed, ask: *What kind of music do you like?* Elicit a few answers, and teach the word *genre*. Ask: *What other genres can you think of? Which do you listen to? Which do you never listen to?*
- Ask: *What does Dylan play in the band?* (the bass) *What does Rosie play?* (the guitar) Elicit answers, then put students into pairs. Give them two minutes to write down as many words for musical instruments as they can. Tell them they can use their dictionaries to help.
- Write the students' ideas on the board, and tell them they are going to learn more words for musical instruments and genres.

### Exercise 1 1.04

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

Audioscript Teacher's Book page 108

### Exercise 2 1.05

- Play the audio. Students write the genres.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

### Exercise 3 1.06

- Students work individually or in pairs to label the pictures with the words.
- Play the audio. Students listen and check their answers.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Teacher's Book page 108

### Exercise 4 Pairwork

- Go through the *Look!* box with the class. Check that students understand the meaning of the nouns.
- Ask two confident students to read out the example dialogue. Check that students understand *can* and *can't*.
- Students work in pairs to ask and answer the questions about music.
- Ask some students to tell the class about their partner.

# 1 Vocabulary

## Musical genres and instruments

**1** 1.04 Match the pictures of the singers and bands with the music genres in the box. Then listen and check.

classical heavy metal hip-hop pop reggae rock

pop
1 hip-hop
2 classical
3 reggae
4 rock
5 heavy metal

**2** 1.05 Listen. Can you identify the musical genres?

pop
1 reggae
2 classical
3 hip-hop
4 heavy metal
5 rock

**3** 1.06 Label the pictures with the words in the box. Then listen and check.

drums flute guitar piano recorder saxophone trumpet violin

drums
1 piano
2 guitar
3 violin
4 recorder
5 trumpet
6 flute
7 saxophone

**Look!**

Instrument	Musician
piano	a pianist
guitar	a guitarist
drum	a drummer
trumpet	a trumpeter

**4 Pairwork** Ask and answer questions about ...

- your favorite type of music and your favorite singer / band.
- the musical instruments that you can play.

**A** What's your favorite type of music?  
**B** I like heavy metal.  
**A** What's your favorite heavy metal band?  
**B** It's Metallica. It's fantastic!

**B** Can you play a musical instrument?  
**A** Yes, I can. I can play the piano and the guitar. What about you?  
**B** I can't play an instrument.

twelve
Workbook p.4
Extra practice online

### Consolidation

- Encourage students to make a note of any new vocabulary with the music vocabulary from the previous class in their vocabulary notebooks.

Workbook page 4

Online Workbook Extra practice

## Grammar

page 13

### Simple present / Present progressive

#### Aim

To present and practice the simple present and present progressive

Grammar PowerPoint presentation Unit 1

### Warm-up

- Mime playing the guitar and ask: *What instrument am I playing?* With weaker classes, write the words for musical instruments from page 12 on the board to help them.
- Elicit the answer, then invite a student to mime playing a different instrument. Ask: *What instrument is he / she playing?*
- Continue in this way until all the instruments from page 12 have been practiced. You could add some more instruments to extend the vocabulary set, e.g., *trombone, cello*.



## Simple present / Present progressive

What's Zac doing?

He's talking to his girlfriend.  
He calls her twenty times a day.  
He's always late for practice.

## Think!

Answer the questions. Use **simple present** or **present progressive**.

Which tense do we use:

- to talk about actions in progress now?  
**present progressive**
- to talk about habits? **simple present**

Rules p.W2

## 1 Circle the verb in each sentence. Is it an action in progress now (N), or a habit (H)?

- Sam often watches movies. **H**  
 Sam's watching a DVD at the moment. **N**  
 1 I always listen to my MP3 player on the bus. **H**  
 2 Kate practices her flute three times a week. **H**  
 3 Are you using your computer at the moment? **N**  
 4 Mom and Dad go shopping on the weekend. **H**  
 5 Quick! Glee is starting right now! **N**  
 6 Do you study math every day? **H**

## 2 Underline the adverbs of frequency and other time expressions in exercise 1. Use them to complete the chart.

Simple present	Present progressive
often	at the moment

## 3 Choose the correct answers.

- Tom often meets / is meeting his friends after school.  
 1 Our orchestra does / is doing a concert twice a year.  
 2 don't play / 'm not playing sports every day.  
 3 Do you study / are you studying at the moment?  
 4 Shh! We listen / re listening to this CD.  
 5 Kevin doesn't watch / isn't watching TV very often.  
 6 Listen! Luisa plays / is playing her violin.  
 7 Dad always cooks / is cooking on Saturdays.  
 8 I don't have / m not having lunch now. It's only eleven o'clock!

## 4 Write the sentences and questions in the simple present or present progressive.

- He / not get up early / on Sundays.  
He doesn't get up early on Sundays.  
 Ellen / do her math test / now?  
Is Ellen doing her math test now?  
 1 Luke / play the guitar / at the moment.  
 2 My teacher / go to the U.S. / every summer.  
 3 You / study English / every evening?  
 4 Dan / not do his homework / now.  
 5 I / not see my grandparents / very often.  
 6 What / Harry do / at the moment?

## 5 Complete the dialogues with the correct form of the verbs in parentheses. Add a short answer if necessary.

- 1  
 Dad Are you going out (go out), Jake?  
 Jake Yes, I am.  
 Dad Where are you going (you / go)?  
 Jake I 'm going (go) to band practice.  
 Dad Oh yes, of course! Does Gemma play (Gemma / play) in the band, too?  
 Jake Yes, she does. We usually practice (practice) at her house.  
 Oh, no! I'm late. See you later!  
 2  
 Toby Mom, 'Amy is playing (Amy / play) her recorder in the living room!  
 Mom Good! She doesn't practice (not practice) very often.  
 Toby But I 'm watching (watch) TV!  
 Mom What about your homework, Toby?  
 Toby It's Monday. I 'm don't have (not have) homework on Mondays!

## 6 Answer the questions. Use information about you.

- 1 What are you doing now?  
 2 What do you usually do in your free time?  
 3 How often do you play sports?

## Finished?

Think about a friend or family member. What are they doing now? What do they do every day? Write sentences.

My dad is sitting in his office. He's ...

Puzzle p.104

Workbook p.4

Extra practice online

thirteen 13

## Think! box

- Read out the grammar examples.
- Students read the Think! box and answer the questions.
- Check the answers with the class.
- Review the form of the simple present and present progressive, using the grammar examples. Point out the use of -s in the third person singular of the simple present, and point out that we form the present progressive with the correct form of *be* and the -ing form of the verb.
- Refer students to the rules on page W2.

Rules page W2

## Exercise 1

- Students circle the verbs and decide if they refer to actions in progress now, or habits.

- Check the answers with the class, and use the sentences to point out how we form questions in the simple present and present progressive.

## Exercise 2

- Students complete the chart.
- Students can compare their answers in pairs.
- Check the answers with the class, and make sure that students understand the meaning of all the time words and expressions.
- Point out the position of adverbs of frequency before the main verb. Point out that other time expressions usually come at the end of the sentence.

## ANSWERS

Simple present: always, three times a week, on the weekend, every day  
 Present progressive: right now

## Exercise 3

- Students choose the correct answers.
- Check the answers with the class.
- Use the sentences to point out how we form negatives in the simple present and present progressive.

## Exercise 4

- Read out the example sentence and question. Point out that students can use the time expressions to help them decide which tense to use.
- Students write sentences and questions.
- Check the answers with the class.

## ANSWERS

- 1 Luke is playing the guitar at the moment.  
 2 My teacher goes to the U.S. every summer.  
 3 Do you study English every evening?  
 4 Dan isn't doing his homework now.  
 5 I don't see my grandparents very often.  
 6 What is Harry doing at the moment?

## Exercise 5

- Students work individually or in pairs to complete the dialogues.
- Check the answers with the class.
- Ask two confident students to read out each completed dialogue.

## Exercise 6

- Students answer the questions with information about themselves.
- Students ask and answer the questions in pairs.
- Ask some students to tell the class about their partner.

## ANSWERS

Students' own answers.

## Finished?

- Students write sentences about a friend or family member.
- Students can compare their sentences in pairs.
- Alternatively, ask some students to read their sentences out to the class. Ask other students to change the sentences so they are 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

- To help students learn these verb forms, they could write personalized sentences and questions / answers about themselves and their friends or family members.

Workbook page 4

Online Workbook Extra practice



## Making requests

### Aim

To present and practice making requests

### Warm-up

- Ask students to write one true sentence about themselves using either the simple present or present progressive.
- Ask a student at the front of the class to say their sentence, e.g., *I listen to music every day*. The student next to them should repeat this sentence, and then add their own, e.g., *Lucia listens to music every day, and I'm not watching TV at the moment*.
- Continue around the class, with each student repeating the previous sentences and adding their own sentence. Continue until all students have participated, or until the list becomes too long to remember!

### Exercise 1 1.07

- Play the audio. Students listen and match the dialogues with the pictures.
- Check the answers with the class, and make sure that students understand the meaning of *borrow* and *use*.
- 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.

**Audioscript** Student Book page 14

### Exercise 2 Pronunciation 1.08

- Play the audio. Students listen and note the rising intonation on the questions, and the falling intonation on the answers.
- Play the audio again, pausing after each question and answer for students to repeat.

**Audioscript** Student Book page 14

### Exercise 3 1.09

- Play the audio. Students complete the requests.
- Play the audio again if necessary for students to complete their answers.
- Students check the positive replies and cross the negative ones.
- Play the audio again for students to listen and check.
- Check the answers with the class.

**Audioscript** Teacher's Book page 108

### Exercise 4 Pairwork

- Read through the expressions in the box with the class. Check that students understand everything.
- Demonstrate the activity by asking a confident student to make a request using one of the expressions in the box.

# 1 Communication

## Making requests

1 1.07 Read and listen to the dialogues. Match them with the pictures. Listen again and check. Then listen and repeat.

- 1 c
- A Can I open the window, please?  
B Yes, you can. It's hot in here.  
A Thank you.



- 2 b
- A Can I borrow your pen, Susana?  
B Not now, I'm doing my homework. You can borrow it later.



- 3 a
- A Can I use an English dictionary?  
B No, you can't! You can do the exercise without it.



### Learn it, use it!

You ask	You answer
Can I open the window, please?	Yes, you can. / Yes, OK.
Can I borrow (your pen), please?	Not now. / You can borrow (it) later.
Can I use an English dictionary?	No, you can't.

### 2 1.08 Pronunciation Listen and repeat.

- Can I open the window, please? Yes, you can.  
Can I use your eraser, please? Not now, I'm using it.  
Can I borrow your dictionary? No, you can't.

### 3 1.09 Listen and complete the requests. Check (✓) the positive replies and cross (X) the negative replies. Listen and check.

- Can I sit next to you?  
1 Can I borrow your flute? I don't have mine.  
2 Can I copy your homework?



### 4 Pairwork Make requests with the expressions in the box. Use the dialogues in exercise 1 as a model. Accept or reject your partner's requests.

borrow your book close the window copy your homework  
have some water sit next to you use a dictionary use your pen

Ask another student to accept or reject the request, and give a reason.

- Students work in pairs and take turns to make requests, and accept or reject their partner's requests.
- 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

- Students think of more requests to make to their partner.
- Students work in pairs again and practice the dialogues with their own requests.
- Ask some pairs to perform their dialogues for the class.

### Consolidation

- Suggest to students that they could record some requests on their phone, then practice listening to them and responding in different ways. They could then listen to themselves and see if they can spot any mistakes or improve their pronunciation.

### Workbook page 6

Online Workbook Extra practice

## Possessive pronouns

"This is my band." "Yours?"

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

## Think!

Read the sentences. Are the rules true (T) or false (F)?

- It's your guitar. It's yours.
- \*We use possessive adjectives before a noun. T
- \*We use possessive pronouns before a noun. F
- \*We use possessive pronouns to replace a possessive adjective and a noun. T

Rules p. W3

## 1 Complete the sentences with the correct possessive pronouns.

This isn't my guitar.  
Where's mine?  
(my guitar)

- These are my pens, and those are yours.  
(your pens)
- Whose books are these? Are they Paula's?  
Yes, they're hers.  
(her books)
- That isn't their pizza. Theirs is on the kitchen table.  
(Their pizza)
- Your house is big. Ours is smaller.  
(Our house)
- David's saxophone is new. This isn't his.  
(his saxophone)

## 2 Choose the correct answers.

Here's your / yours jacket.

- "Whose are these books?" "They're my (mine)."
- Those bags are Jason's. They aren't our (ours).
- "Are these Elizabeth's keys?" "No, these are her (hers)."
- Is this (their) / theirs address?
- (My) / Mine dad is taller than your (yours).

## Adverbs of manner

... and he's always late for practice!  
And we're playing terribly.

## Regular adverbs

Adjective	Adverb
bad	badly
terrible	terribly
happy	happily
impossible	impossibly

Rules p. W3

## Irregular adverbs

Adjective	Adverb
good	well
early	early
late	late
fast	fast

Rules p. W3

## Think!

Read the sentence. Choose the correct word.

- He's a bad singer. He sings badly.
- Adverbs of manner come before / after the verb.

Rules p. W3

## 3 Rewrite the sentences with adverbs.

You have neat handwriting.

You write neatly.

- Jay goes to bed at midnight.  
He goes to bed late.
- Lydia's a fast runner.  
She runs fast.
- My mom's a good artist.  
She paints well.
- You're a terrible dancer!  
You dance terribly.
- My brother's a happy baby.  
He always plays happily.

## Finished?

Write true sentences about you or your family. Use the adverbs in the box.

badly beautifully early fast happily

My brother sings badly.

Puzzle p.104

Workbook p.5 Extra practice online

fifteen 15

## Exercise 1

- Students complete the sentences with the correct possessive pronouns.
- Check the answers with the class.
- Point out that we can use the possessive 's as both an adjective (with a noun) and as a pronoun (without a noun), e.g., *David's saxophone is new.* *Whose books are these? Are they Paula's?*

## Exercise 2

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

## Adverbs of manner

## Grammar charts and Think! box

- Read out the grammar examples.
- Go through the grammar charts with the class.
- Point out that with some adjectives, we add -ly to form the adverb, e.g., *bad – badly*; but with other adjectives, more spelling changes are necessary, e.g., *terrible – terribly*, *happy – happily*.
- Students read the Think! box and choose the correct word to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W3.

Rules page W3

## Exercise 3

- Students rewrite the sentences with adverbs.
- Check the answers with the class.

## Finished?

- Students write true sentences about themselves and their family, using the adverbs in the box.
- Students can compare their sentences with a partner.
- Alternatively, 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 or their family.
- 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 make an effort to include adverbs of manner in their writing, to make their writing more interesting.

Workbook page 5

Online Workbook Extra practice

## Grammar page 15

## Possessive pronouns

## Aim

To present and practice possessive pronouns and adverbs of manner

Grammar PowerPoint presentation Unit 1

## Warm-up

- Point to a book on a student's desk and ask: *Is that your book?* Elicit the answer: *Yes, it's my book.* Write the question and answer on the board.
- Point to an object on another student's desk and ask: *Is that (pen) yours?* Elicit the answer: *Yes, it's mine.*
- Write the sentences on the board and underline the possessive adjectives and

pronouns. Tell students they are going to learn more about these in this lesson.

## Grammar chart and Think! box

- Read out the grammar example.
- Go through the grammar chart with the class.
- Students read the Think! box and decide if the rules are true or false.
- Check the answers with the class.
- Reinforce the point that in English we use possessive adjectives before a noun, and we use possessive pronouns without a noun: *It's my book. It's mine.* NOT *It's mine book.*
- Refer students to the rules on page W3.

Rules page W3



## Reading

### Aim

To read and understand an article about a music festival

### Warm-up

- Point to the pictures and ask: *What do they show? What are the people doing?*
- Elicit that the pictures show a music festival. Ask: *Do you ever go to music festivals? Are there any music festivals where you live? Would you like to go to a music festival? Why? / Why not?*

### Background notes

- Austin is the capital of Texas, in the south west of the U.S. It is the eleventh largest city in the U.S. Austin is a center for high-tech industries, and also prides itself as being a center for live music.
- The Austin City Limits Music Festival has been held in Zilker Park every year since 2002. The festival brings together around 130 acts covering many musical genres, from rock to country, folk, and electronic. The festival lasts for three days, and it is very popular, with around 225,000 visitors in total.
- Florence and the Machine are an English rock band whose lead singer is Florence Welch. Their albums include *Lungs* (2009) and *Ceremonials* (2011).
- Jack White (born 1975) is an American musician and singer-songwriter. He is known especially for his guitar playing, and has been described as one of the greatest rock guitarists of all time.

### Exercise 1 Read and listen 1:10

- Pre-teach *the atmosphere* (= the general mood in a place), *an attraction* (= something fun to do), *to organize*, and *fans*.
- Play the audio. Students read and listen.
- Read through the questions with the class, and check that students understand everything. Students 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.
- 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

- It lasts for three days.
- The festival is in September or October every year, in the Zilker Park near Austin in Texas.

1 Skills

Teen News Your Reports Chat Vote Quiz Games

# TEEN NEWS

## ACL Rocks!

**Abbie Draper (17) is at the Austin City Limits Music Festival in Texas. Her parents work there every year, and this year she's working, too. She's telling us about the festival.**

"It's a beautiful warm evening in October, and I'm having a fantastic time with 75,000 other people. I'm watching Florence and the Machine on one of eight stages, and they are fantastic. Everyone is singing and dancing, and enjoying the atmosphere. But where are we? The Austin City Limits Music Festival of course!

The festival is now very popular in the U.S. It happens for three days in September or October every year in the Zilker Park near Austin, Texas. People travel from a lot of different places to come here. A lot of famous singers and bands play at the festival. But they aren't the only attraction. There are a lot of other activities including a place to watch NFL football games!

You can play beach volleyball, too!

My parents help organize the festival. I don't see them very much because they are always busy. But that's OK, I'm very lucky because I come here every year. And this year is different because I'm working here for the first time. My job is to help in the children's zone, *Austin Kiddie Limits*. There are art and music activities, and a lot of games. So while the adults are enjoying the music, the children are having a fantastic time, too!

I'm watching the fans and I can see a lot of happy people. There is always fantastic music at the ACL. Tomorrow, one of my favorite musicians is on stage: Jack White. I'm so excited! And I can meet him afterwards with my dad! ACL rocks!"

**Culture focus**

The U.S. has some big music festivals and they are very popular. These festivals have a lot of stages and visitors can see many different musicians. Some of these festivals also have art, movies, theater, dance, and literature. There is a lot of fun for visitors to the festivals.

**Check it out!**  
 Find these words and check their meaning.  
 stage      busy  
 a lot of      zone

**Reading**

**1** 1:10 **Read and listen to the article. Then answer the questions.**

How many stages are there?  
There are eight stages.

- How many days does the festival last?
- When and where is the Austin City Limits Festival?
- What attractions are there for visitors?
- Why does Abbie go to the festival every year?
- What is she doing there this year?
- Who is Abbie excited about meeting?
- What do you think of the Austin City Limits Festival? Are there similar festivals in your country?

16 sixteen

- There are a lot of activities, including NFL football games, beach volleyball, and a children's zone.
- She goes to the festival because her parents help organize it.
- She's working in the children's zone.
- She's excited about meeting Jack White.
- Students' own answers.

**Audio script** Student Book page 16

#### Extra activity

- Write these sentences on the board.
- Abbie says that a lot of people are dancing.
  - The festival is only for people from Texas.
  - There are art activities for adults and children.
  - Jack White is on stage right now.

- Students read the article again and decide if the sentences are true or false. Ask them to correct the false sentences.
- Check the answers with the class.

#### ANSWERS

- True.
- False. People come from a lot of different places.
- False. There are only art activities for children.
- False. He is on stage tomorrow.



## Listening

### My listening skills

#### Predicting the content of a listening text

Before you listen to a recording, it is a good idea to predict the content. This can help you to understand the language better. Read the instructions for the exercise. Find out who is speaking and where they are. Then, look at the questions. Some words in the questions give you more information about the text.

### 2 Listen to Bella's phone conversation with her friend Harry about a festival. Choose the correct answers.

- Harry wants to stay at home / go out tonight.
- 1 Bella is / isn't free now.
- 2 Bella is at the movie theater / a music festival.
- 3 She's there with her parents / friend.
- 4 She's staying with her aunt / in a hotel.
- 5 Bella likes / doesn't like Guns N' Roses.
- 6 Harry wants to go to the movie theater next Thursday / Friday.

## Speaking

### 3 Imagine that you are at one of these festivals and make notes. Decide ...

- which festival you are at.
- which bands you are watching.
- which other activities you can do.
- who is with you at the festival.
- how long you are staying.

### 4 Pairwork Ask and answer questions about one of the festivals in exercise 3. Use the simple present and the present progressive.

- Which festival / you at?
- Where / happen?
- Who / you with?
- How long / you stay?
- What bands / play at the festival?
- What / other activities can you do?

A Which festival are you at?  
B I'm at ...

## Writing

### 5 Look at the posters in exercise 3. Complete the e-mail.

### 6 Imagine you are at the Lollapalooza festival. Write a blog post with the information in the poster. Use the e-mail in exercise 5 as a model.

Hello, friends.  
I'm at the ...



Sent, Friday July 27th, 15:33

Hello, friends.  
I'm at the Bonnaroo Festival in Tennessee! It's my second time here. This year it starts on June 13th and finishes on the 16th. I'm here with my friends, and we're having a great time.  
Right now, I'm having an electric guitar lesson. Tonight, my favorite band The XX are on stage. It's fantastic here!  
More news soon,  
Zac

Workbook p.7

Writing builder p.92

seventeen 17

## Speaking

### Aim

To talk about a music festival

### Background notes

- The Bonnaroo Music Festival is a four-day event held every year on a farm in Tennessee. It features a range of genres, including world music and folk.
- Lollapalooza is an annual music festival held in Chicago. It features genres including alternative rock, heavy metal, and punk rock.

### Exercise 3

- Students decide individually which festival they are at and make notes.
- Monitor and help as necessary.

### Exercise 4 Pairwork

- Read through the instructions.
- Students ask and answer the questions in pairs.
- Monitor and help as necessary.

## Writing

### Aim

To write about a music festival

### Writing builder

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

### Exercise 5

- Students complete the e-mail.
- Check the answers with the class.

### Exercise 6

- Students write a blog post about the Lollapalooza festival.
- Students swap their blog post with their partner, who corrects any mistakes.
- Ask some students to read their blog posts to the class.

### ANSWERS

#### Students' own answers.

### Consolidation

- Students could write an e-mail in English to a friend about a festival they have been to, using the new grammar and vocabulary they have learned.

### Writing builder page 92/C1

#### Workbook page 7

#### Online Workbook Extra practice

#### Unit test

#### Worksheets

#### DVD

## Listening

### Aim

To listen to two teenagers talking on the phone about a music festival

### Warm-up

- Ask: Which singers / bands would you like to see live at a festival? Why?
- Elicit a range of answers. Write on the board the names of the singers and bands from the background notes below. Ask: Do you know these singers and bands? Which do you like?

### Background notes

- The Governors Ball Music Festival is an annual music festival held on Randall's Island in New York. It features a range of music styles, including rock and hip-hop.

- Kings of Leon is an American rock band, formed in 1999. Their successful singles include *Use Somebody* and *Notion*.
- Kanye West is an American hip-hop singer, songwriter, and rapper.
- Guns N' Roses is a hard-rock band, formed in 1985. Their best-known hit single is *Sweet Child o' Mine*.
- Jay Z is the stage name of Shawn Corey Carter. He has sung with singers such as Beyoncé and Rihanna.

### Exercise 2 1•11

- Read through the *My listening skills* box with the class. Students read the questions and options.
- Play the audio. Students listen and choose the correct answers.
- Check the answers with the class.

### Audioscript Teacher's Book page 108

# 2 Where were you?

## Grammar

*be*: Simple past (affirmative, negative, questions and short answers, question words + *was / were*)

Past time expressions

## Vocabulary

Physical descriptions

## Communication

Describing people

## Skills

**Reading:** An article about America's favorite people

**Listening:** A conversation about John Lennon and his band

**Speaking:** Factfiles of Greta Garbo, Geoffrey Chaucer, and Diego Rivera

**Writing:** A profile of Geoffrey Chaucer and Diego Rivera

## Topics and values

Movies; Arts and culture; Diversity; Multiculturalism: famous people from around the world

## Presentation

page 18

### Aim

To present the new language in a familiar context

### Story

Dylan asks Zac where he was last night, and reprimands him because it was a band practice night and Zac wasn't there. Zac argues that he doesn't need to practice as he is already a star. Rosie draws attention to another band, The Misfitz, who are also entering the Battle of the Bands. When Lewis adds that The Misfitz don't have a very good singer, Zac seems interested.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see? Where are they? What are they doing?*
- Ask: *Does Dylan look happy? What do you think he's talking to Zac about?*

### Exercise 1 Read and listen 1.12

- Read the question out to the class. Check that students understand *last night*.
- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.

# 2

## Where were you?



### 1 1.12 Read and listen Where was Zac last night?

- Dylan** Where were you last night, Zac?  
**Zac** I was at home. Why? Was it band practice?  
**Dylan** Yes, it was, and you weren't there again!  
**Zac** Calm down, Dylan. *The Amazing Spider-Man* was on TV.  
**Lewis** Cool! I love *Spider-Man* movies!  
**Dylan** Who cares about *Spider-Man* movies? We were there for band practice, Zac, and you weren't!  
**Zac** Practice is for you guys, Dylan. I'm already a star.  
**Dylan** We're a band, Zac. There aren't any stars.  
**Rosie** Look, guys! The Misfitz are over there. They're entering the Battle of the Bands, too.  
**Zac** Who's the girl with the brown hair?  
**Rosie** Her name's Kelly. She's the keyboard player in The Misfitz.  
**Lewis** She's a brilliant player, but their singer's terrible.  
**Zac** Their singer's terrible ... hmm ... interesting.

### Check it out!

Find these words and check their meaning.

Calm down. Who cares about ...?

### 2 Comprehension Complete the sentences with Dylan, Zac, Rosie, Lewis, or Kelly.

- Dylan isn't happy with Zac.  
 1 Zac sometimes doesn't go to band practice.  
 2 Zac thinks he's a star.  
 3 Rosie sees The Misfitz.  
 4 Kelly is the keyboard player in The Misfitz.  
 5 Lewis says Kelly is a brilliant player.

18 eighteen

- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

### ANSWER

He was at home, watching a movie.

**Audioscript** Student Book page 18

### Exercise 2 Comprehension

- Students read the dialogue again and complete the sentences.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.
- Check that students understand *keyboard player*. Point out that other instruments can be used with *player* in this way, e.g., *guitar player*, *bass player*.

### Extra activity

- Write these sentences on the board.
  - Lewis doesn't like Spider-Man movies.*
  - The Misfitz are also entering the Battle of the Bands.*
  - Kelly has black hair.*
- Students read the dialogue again and decide if the sentences are true or false. Ask them to correct the false sentences.
- Check the answers with the class.

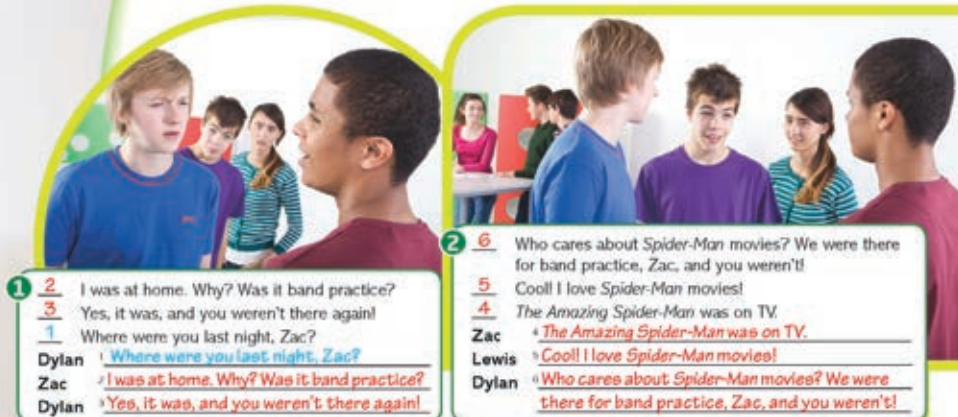
### ANSWERS

- False. He loves *Spider-Man* movies.
- True.
- False. She has brown hair.



## Language focus

3 Dialogue focus Reorder the sentences to form dialogues. Then write them again.



1 2 I was at home. Why? Was it band practice?  
3 Yes, it was, and you weren't there again!  
1 Where were you last night, Zac?  
Dylan Where were you last night, Zac?  
Zac I was at home. Why? Was it band practice?  
Dylan Yes, it was, and you weren't there again!

2 6 Who cares about Spider-Man movies? We were there for band practice, Zac, and you weren't!  
5 Cool! I love Spider-Man movies!  
4 The Amazing Spider-Man was on TV.  
Zac The Amazing Spider-Man was on TV.  
Lewis Cool! I love Spider-Man movies!  
Dylan Who cares about Spider-Man movies? We were there for band practice, Zac, and you weren't!



3 8 Her name's Kelly. She's the keyboard player in The Mifflitz.  
9 She's a brilliant player, but their singer's terrible.  
7 Who's the girl with the brown hair?  
Zac Who's the girl with the brown hair?  
Rosie Her name's Kelly. She's the keyboard player in The Mifflitz.  
Lewis She's a brilliant player, but their singer's terrible.

4 1:13 Listen and check. Listen again and repeat.

5 Focus on you Read the example dialogue. Then write four similar dialogues. Use the activities in the boxes.

at Bella's party at Giovanni's pizza restaurant  
at a rock concert at the movies at the swimming pool

basketball practice drama club music practice  
soccer practice track and field club

A Where were you yesterday evening?  
B I was at Bella's party. Why? Was it basketball practice?

A Yes, it was. And you weren't there.  
B I'm sorry. But I love Bella's parties.

6 Pairwork Practice the dialogues in exercise 5.

nineteen 19

- Students work in pairs and write four similar dialogues.
- Ask one or two pairs to read one of their dialogues to the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

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

## Extra activity

- Students can work in their pairs to prepare another dialogue with their own ideas. Tell them they can make notes and write down key words, but they should not write out the full dialogue.
- Students practice their dialogues in pairs.
- Ask some pairs to perform their dialogues for the class. Encourage them to perform their dialogues from memory, using just their notes for prompts.

## Consolidation

- Tell students that learning and practicing mini-dialogues like the ones in exercise 5 is a good way to focus on improving their pronunciation and intonation. As they feel more confident about the words they have to say, they can focus more on sounding natural, and using intonation to sound happy, annoyed, etc.

## Consolidation

- Tell students that they should try to use the phrases in the *Check it out!* boxes when they do speaking activities in class, so that they practice and remember them.

## Language focus

page 19

## Aim

To practice the target language in a personalized context

## Exercise 3 Dialogue focus

- Students write the sentences in the correct order to complete the mini-dialogues.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.

- Students can compare answers in pairs. Do not check the answers at this point.

## Exercise 4 1:13

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

Audioscript Teacher's Book page 108

## Exercise 5 Focus on you

- Ask two students to read out the example dialogue.
- Read through the activities in the boxes with the class, and check that students understand everything.
- Elicit one or two more example answers using the activities in the boxes.



## Physical descriptions

### Aim

To present and practice vocabulary for physical descriptions

Grammar PowerPoint presentation Unit 2

### Warm-up

- Focus on the picture and the banner.  
Ask: Which person in the picture is Grandpa? How do you know? Who are the other people? Elicit some ideas, and use the opportunity to review words for family members.

### Exercise 1 1.14

- Students work individually or in pairs to match the descriptions with the people in the picture.
- Play the audio. Students listen and check.
- Play the audio again, pausing after key words for students to repeat, chorally and individually.
- Go through the *Look!* box with the class. Elicit how students would say the things in their own language.

Audioscript Teacher's Book page 108

### Exercise 2

- Read through the headings in the chart, and check that students understand them all. Model pronunciation of the words, and point out that *hair* is a singular noun, not plural.
- Read through the first description with the class, eliciting which words are adjectives and description words. Elicit where the words go in the chart.
- Students then underline the remaining adjectives and description words, and complete the chart.

### ANSWERS

**Age:** pretty old, middle-aged, about 45

**Height:** tall, average height

**Weight:** overweight, pretty slim, average weight

**Hair:** beard, mustache; **length:** shoulder-length, short; **color:** gray, red, black; **style:** straight, curly

**Eyes:** brown, green

**Other:** glasses, freckles

### Exercise 3 1.15

- Focus on the picture in exercise 1 and ask: Who is Sarah? Who is Jack?
- Students complete the descriptions with the correct words.
- Play the audio. Students listen and check their answers.

Audioscript Teacher's Book page 108

## 2 Vocabulary

### Physical descriptions

1 1.14 Match the descriptions with four of the people in the picture. Write the correct names under the people. Then listen and check.



### Look!

How do you say this in your language?

She's pretty tall.  
She's very tall.  
She's average height.

- Olivia is short and very slim. She has long, blond, wavy hair and blue eyes. She has braces. She's young. She's about 15.
- Ron is tall and overweight. He's bald, but he has a gray beard. His eyes are brown and he wears glasses. He's pretty old. He's about 70.
- Julia is average height and pretty slim. She has shoulder-length, red, straight hair and freckles. Her eyes are green. She's middle-aged. She's about 45.
- David is tall and average weight. He has short, black, curly hair, and a mustache. He has brown eyes and he's about 45, too.

2 Underline the adjectives and other description words in exercise 1. Then complete the chart.

Age	Height	Weight	Hair	Eyes	Other
young	short	very slim	bald	blue	braces
			length: long ...		
			color: blond ...		
			style: wavy ...		

### Look!

When we describe hair, the usual order of adjectives is length + color + style

I have long, brown, wavy hair.

3 1.15 Complete the descriptions of Sarah and Jack, two members of the family in exercise 1. Then listen and check.

- A Sarah is short and pretty overweight. She has short, gray curly hair and blue eyes. She's pretty old. She's about 70.
- B Jack is pretty tall and slim. He has shoulder-length, brown, wavy hair and green eyes. He wears glasses. He's young. He's about 18.

4 Pairwork Describe two members of your family to your partner. Use the information in the box. Can your partner guess who you are describing?

age eyes hair height name other weight

He's 16. He's average height and slim. He has short, black, straight hair, and brown eyes. He wears glasses.

20 twenty

Workbook p.10

Extra practice online

### Exercise 4 Pairwork

- Go through the *Look!* box with the class. Ask students to find other examples of the correct adjective order in the descriptions in exercise 1.
- Ask a confident student to read out the example answer.
- Allow students time to prepare their descriptions, but encourage them to just make notes, rather than writing out the full descriptions.
- Students work in pairs to describe their family members.
- Ask some students to tell the class what they can remember about their partner's family members.

### ANSWERS

Students' own answers.

### Consolidation

- Students could find a picture of members of their family, and stick it into their vocabulary notebooks. They could write descriptions of their family members like the ones in exercise 1.

Workbook page 10

Online Workbook Extra practice

## Grammar

### be: Simple past (affirmative and negative)

### Aim

- To present and practice the simple past form of *be* and past time expressions

Grammar PowerPoint presentation Unit 2

## be: Simple past

## Affirmative

I **was** at home. We **were** at band practice.

I	was
you	were
he / she / it	was
we	were
you	were
they	were

## Think!

Complete the chart with **was** and **were**.

I / he / she / it	<b>was</b>
you / we / they	<b>were</b>

Rules p.W8

1 Complete the sentences with **was** or **were**.

- Ana **was** in my class in elementary school.
- Your glasses **were** on the desk.
  - Tom **was** 12 in this picture.
  - I **was** very happy on my birthday.
  - Mr. and Mrs. Hernandez **were** at home.
  - The man **was** very tall.
  - The students **were** in class.

## Negative

I **wasn't** at home. You **weren't** at band practice!

Full forms	Short forms
I <b>was not</b>	I <b>wasn't</b>
you <b>were not</b>	you <b>weren't</b>
he / she / it <b>was not</b>	he / she / it <b>wasn't</b>
we <b>were not</b>	we <b>weren't</b>
you <b>were not</b>	you <b>weren't</b>
they <b>were not</b>	they <b>weren't</b>

Rules p.W8

## 2 Rewrite the sentences in exercise 1 in the negative form.

Ana **wasn't** in my class in elementary school.

## 3 Correct the sentences with the words in parentheses.

- Elvis Presley was British. (American)  
**Elvis Presley wasn't British. He was American.**
- Marilyn Monroe was a writer. (actress)
  - Bob Marley was a jazz singer. (reggae singer)

Workbook p.10

Extra practice online

- Charlie Chaplin and Cory Monteith were musicians. (actors)
- Selena was an actress. (singer)
- The Jackson Five pop group were friends. (brothers)
- Mário de Andrade was a singer. (writer)

## Past time expressions

Where were you **last night**?

**yesterday** (yesterday morning / afternoon / evening)  
**last night** (last Monday / week / summer / Christmas / year)  
**a year ago** (ten minutes / two days / a week / a month ago)  
**in 2013** (in June / the 1990s / the twentieth century)

## Think!

Read the sentences. Choose the correct words.

I was at school **last Monday**.  
**Last Monday** I was at school.  
 English time phrases **can't** / **can't** go at the beginning of a sentence. They **can't** / **can't** go at the end of a sentence.

Rules p.W8

4 Write the past time expressions in the correct order. Start with **ten minutes ago**.

a month ago   an hour ago   last night  
 last week   last year   ten minutes ago  
 two weeks ago   yesterday morning

- ten minutes ago**
- an hour ago**
- last night**
- last week**
- two weeks ago**
- a month ago**
- last year**

5 Write five true sentences with the past time expressions in exercise 3 and the affirmative and negative forms of **be**.I **wasn't** at home last night.

## Finished?

Think of a famous person from the past and write five sentences about them. Describe their profession and their physical appearance with the simple past form of **be**.  
 Elvis Presley was a singer. His hair was short and black, and his eyes were ...

Puzzle p.104

twenty-one 21

- Mr. and Mrs. Hernandez weren't at home.
- The man wasn't very tall.
- The students weren't in class.

## Exercise 3

- Read out the example answer.
- Students correct the sentences.
- Check the answers with the class.

## ANSWERS

- Marilyn Monroe wasn't a writer. She was an actress.
- Bob Marley wasn't a jazz singer. He was a reggae singer.
- Charlie Chaplin and Cory Monteith weren't musicians. They were actors.
- Selena wasn't an actress. She was a singer.
- The Jackson Five pop group weren't friends. They were brothers.
- Mário de Andrade wasn't a singer. He was a writer.

## Past time expressions

## Grammar chart and Think! box

- Read out the grammar example and go through the grammar chart.
- Point out that we don't use an article before **last** in time expressions: **last Monday** NOT **the last Monday**.
- Point out the position of **ago**: **It was two days ago**. NOT **It was ago two days**.
- 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 4

- Students write the time expressions in the correct order.
- Check the answers with the class.

## Exercise 5

- Read out the example sentence.
- Students write their sentences.
- Ask a few students to read their sentences to the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Finished?

- Students write sentences about a famous person from the past.
- They can then do the puzzle on page 104.

## ANSWERS

Students' own answers.

## Consolidation

- Students can look at the rules for the simple past forms of **be** on page 21.

Workbook page 10

Online Workbook Extra practice

## Warm-up

- Ask students to write a description of themselves on a piece of paper. Collect the pieces of paper, then jumble them and hand them out again.
- Ask students in turn to read out the description they have. See if the class can guess which student it describes.

## Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart.
- Point out that **be** has three forms in the simple present (**am, is, are**), but it has only two forms in the simple past (**was, were**).
- Students read the **Think!** box and complete the chart with **was** and **were**.
- Check the answers with the class.
- Refer students to the rules on page W8.

Rules page W8

## Exercise 1

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

## Grammar chart

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

Rules page W8

## Exercise 2

- Students rewrite the sentences in exercise 1 in the negative form.
- Check the answers with the class. Point out that in spoken English the short forms are much more common.

## ANSWERS

- Your glasses weren't on the desk.
- Tom wasn't 12 in this picture.
- I wasn't very happy on my birthday.



## Describing people

### Aim

To present and practice describing people

### Warm-up

- With books closed, say some false sentences about individual students, e.g., (*Lara*) *has blond hair*. (*Maria*) *is middle-aged*. Ask students to correct the sentences.
- Write the headings from the chart on page 20 on the board.
- Tell students that they learned more than twenty words for physical descriptions on page 20. Put students into pairs and give them three minutes to write as many words as they can under the correct headings.
- Elicit answers and write the words on the board. Check that students understand them, and see which pair wrote the most correct words.

### Exercise 1 1.16

- Play the audio. Students listen and complete the dialogues with the words in the box.
- Check the answers with the class, and make sure that students understand the meaning of *strict* and *friendly*.
- 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. If necessary, ask students to translate the questions into their own language.

**Audioscript** Teacher's Book page 108

### Exercise 2 1.17

- Read the three names (*Gemma*, *Tina*, and *Marie*) with the class to model pronunciation.
- Play the audio. Students listen and write the correct names.
- Check the answers with the class.

**Audioscript** Teacher's Book page 108

### Exercise 3 1.17

- Give students a minute to read the sentences.
- Play the audio again. Students listen and write the correct names.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 108

### Exercise 4 Pairwork

- Read through the task with the class.
- Refer students back to the questions in the *Learn it, use it!* chart. Ask them to

## 2 Communication

### Describing people

1 1.16 Listen and complete the dialogues with the words in the box. Listen again and check. Then listen and repeat.

about boy brown glasses math Spain very young

- 1 Mom Who's Miss Riley?  
Kate She's our new math teacher.  
Mom Oh, what's she like?  
Kate She's OK, but she's pretty strict.  
Mom Is she young?  
Kate Yes, she is. She's about 30.  
Mom What does she look like?  
Kate She's short and she has blond hair.  
She wears glasses.
- 2 Ellen Who's Carlos?  
Tom He's a new boy in my class.  
Ellen Oh. Where does he come from?  
Tom He comes from Spain.  
Ellen Really? What does he look like?  
Tom Um ... he's tall and he has brown hair.  
Ellen What's he like?  
Tom He's nice. He's very friendly.

### Learn it, use it!

You ask	You answer
What's (she) like?	(She)'s nice. / (She)'s friendly. / (She)'s OK. / (She)'s strict.
What does (he) look like?	(He)'s tall and (he) has ...

2 1.17 Listen to the three conversations about Gemma, Tina, and Marie. Write the correct names under the photos.



1 Marie



2 Gemma



3 Tina

3 1.17 Listen again. Write *Gemma*, *Tina*, or *Marie*. Listen and check.

- She's about 15.  
1 She's a new girl at school. Gemma  
2 She comes from Canada. Marie  
3 She's very nice. Gemma  
4 She's my brother's new girlfriend. Marie  
5 She's very friendly. Tina

4 Pairwork Write the names of five people you know. Then ask and answer with the words in the box. Use the dialogues in exercise 1 as a model.

(not) cool (not) friendly (not) nice (not) strict

A Who's João?

B He's my piano teacher.

22 twenty-two

Workbook p.12

Extra practice online

find more examples of questions in the dialogues in exercise 1 (*Who's ...? Where does he / she come from?* etc.).

- Read through the expressions in the box with the class. Check that students understand everything.
- Demonstrate the activity by asking a confident student to think about someone they know and say their name. Ask other students in turn to ask a question about the person for the student to answer.
- Give students a few minutes to think of five people they know.
- Students work in pairs and take turns to ask and answer questions about the people they know.
- Ask some students to tell the class about one of the people their partner talked about.

- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### Consolidation

- Suggest to students that they could work in pairs and show each other pictures of members of their families. They could ask and answer questions about the people, using the words and expressions in this unit.

Workbook page 12

Online Workbook Extra practice



## be: Simple past

## Questions and short answers

Was it band practice?

Were you at home yesterday?

Questions	Short answer	
	Affirmative	Negative
Was I?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
Were you?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
Was he / she / it?	Yes, he / she / it <b>was</b> .	No, he / she / it <b>wasn't</b> .
Were we?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
Were you?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
Were they?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

Rules p.W9

1 Write the questions in the correct order. Then give short affirmative (✓) or negative (X) answers.

in the park / was / yesterday / Tom? (X)

Was Tom in the park yesterday?

No, he wasn't.

1 last night / *Scrubs* / on TV / was? (✓)

2 you and Miguel / at the soccer game / were / on Saturday? (✓)

3 good / the concert / was? (X)

4 Mrs. Jones / yesterday / at school / was? (✓)

5 Matt and Clare / were / at the sports center? (✓)

6 in London / last week / the students / were? (X)

2 Complete the dialogue with the correct simple past form of *be*.

A Were Stan Laurel and Oliver Hardy actors?B Yes, they were. They were famous for their comedy movies in the 1920s and 1930s.A Were they American?B Oliver Hardy was American, but Stan Laurel was British. He was from the north of the U.K.

Workbook p.11

Extra practice online

twenty-three 23

Question words + *was / were*Where were you last night?  
What was on TV?

When	were you	born?
Why	was he	at home?
Where	were you	yesterday?
Who	was she?	
How old	were you	last year?

## Think!

Read the sentences. Choose the correct alternative.

When were you born?I was born in 2001.

• When we talk about our date of birth, we use the simple present / simple past of *be* + *born*.

Rules p.W9

3 Look at the underlined words in the answers. Then complete the questions with the words in the box.

How old When Where Where Who Why

Where were you at eight o'clock?I was at home at eight o'clock.1 Where were you last weekend?I was in Chicago last weekend.2 Who was your English teacher

last year?

My English teacher last year was Mrs. Smith.3 When were you born?I was born in 2010.4 Why were you at Kelly's house?I was at Kelly's house because it was her birthday.5 How old was Tom in 2012?Tom was 8 years old in 2012.

## Finished?

Write five questions for a partner with the simple past form of *be* and question words. Use the questions in exercise 3 as a model. Then ask and answer the questions.

Puzzle p.104

## ANSWERS

- 1 Was *Scrubs* on TV last night? Yes, it was.
- 2 Were you and Miguel at the soccer game on Saturday? Yes, we were.
- 3 Was the concert good? No, it wasn't.
- 4 Was Mrs. Jones at school yesterday? Yes, she was.
- 5 Were Matt and Clare at the sports center? Yes, they were.
- 6 Were the students in London last week? No, they weren't.

## Exercise 2

- Focus on the picture and ask: *Do you know who these people were?*
- Students complete the dialogue with the correct verb forms.
- Check answers by asking two confident students to read out the dialogue.

## Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart with the class, and check that students understand all the question words.
- Students read the Think! box and choose the correct alternative.
- Check the answers with the class.
- Refer students to the rules on page W9.

Rules page W9

## Exercise 3

- Read out the example answer and point out the word order again.
- Students complete the questions with the words in the box.
- Check the answers with the class.

## Finished?

- Students write five questions.
- Students can ask and answer their questions with a partner.
- Alternatively, ask one or two 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 104.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that they have now learned the simple present and simple past of *be*, so this would be a good time to review all the forms.
- Advise them to read the grammar sections in the Workbook again, and to look back through this unit and the Welcome unit. They should write personalized examples using all the forms, and make notes to themselves to help them remember the rules.

Workbook page 11

Online Workbook Extra practice

## Grammar page 23

be: Simple past (questions and short answers, question words + *was / were*)

## Aim

To present and practice questions and short answers using *be* in the simple past, and question words with *was / were*

Grammar PowerPoint presentation Unit 2

## Warm-up

- With books closed, write some past time expressions from page 21 on the board, with the letters jumbled, e.g., *tasl tgnhi* (last night). Put students into pairs and give them two minutes to complete as many as they can.

- Check answers by asking individual students to come out and write the correct words on the board. See who wrote all the expressions correctly.
- Ask individual students questions using the time expressions, e.g., *Were you at school yesterday? Was your mom at work last night?*

## Grammar chart

- Read out the grammar examples and go through the grammar chart.
- Point out the word order in the questions.
- Refer students to the rules on page W9.

Rules page W9

## Exercise 1

- Students write the sentences in the correct order, and write short answers.
- Check the answers with the class.

Reading

Aim

To read and understand an article about America's favorite people

Warm-up

- Point to the pictures and ask: *Which of the people do you recognize? Who are they? Why are they famous?*
- Read out the title *America's Favorites* and ask: *What other famous Americans do you know?*

Background notes

- *The Simpsons* is an animated TV series created by Matt Groening. The series is a satirical depiction of an average American family, consisting of parents Homer and Marge, and children Bart, Lisa, and Maggie.
- *The Hunger Games* is a science fiction novel by the American writer Suzanne Collins, first published in 2008. The book, the first in the Hunger Games Trilogy, has been extremely popular, and has been translated into 26 languages. It was made into a movie in 2012.

Exercise 1 Read and listen 1-18

- Pre-teach *group*, *assassinate*, and *someone's look* (= their appearance).
- Play the audio. Students read and listen.
- Read through the questions with the class, and check that students understand everything. Students 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.
- 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 He was president of the U.S. from 1961 to 1963.
- 2 They were from Detroit in the U.S.
- 3 They were very slim with short, black hair.
- 4 She's a strong girl.
- 5 She's slim with long, brown, wavy hair and gray eyes.
- 6 He has short, yellow arms and legs, and yellow hair.
- 7 Some parents weren't happy about the Bart Simpson character.
- 8 Students' own answers.
- 9 Students' own answers.

Audioscript Student Book page 24

2 Skills

# America's FAVORITES

Who are America's favorite people?  
Some are real, but others are characters in books and cartoons!  
Read and find out more.



### John F Kennedy

John F Kennedy (JFK) (1917–1963) was born in Massachusetts, U.S. He was president of the U.S. from 1961 to 1963, and he was very popular with American people. He was only 43, but he was a strong leader and, with his short, brown hair and blue eyes, he looked like a movie star, too. But JFK's time as president was short. Lee Harvey Oswald assassinated him in 1963.



### Diana Ross and the Supremes

Diana Ross and the Supremes were a famous singing group in the 1960s. The three women were from Detroit in the U.S. Their music was popular all over the world, and twelve of their songs were number one in the U.S. Some of their famous songs are *Where Did Our Love Go*, *Baby Love*, and *Stop! In the Name of Love*. The group was also popular for its look: the women were very slim with short, black hair.



### Bart Simpson

With his short, yellow arms and legs, and yellow hair, Bart Simpson doesn't look like a typical 10-year-old boy. But Bart isn't real; he's a cartoon character in the TV show *The Simpsons*. Bart loves doing crazy things, and he doesn't like rules. Some parents weren't happy about this! But Bart is a very popular character in the U.S.



### Katniss Everdeen

Katniss Everdeen is a character in the book and movie series *The Hunger Games* by Suzanne Collins. Katniss lives in the imaginary country Panem, in an area with little money. Life can be very tough, but Katniss is a strong girl. In the movies, the beautiful actress Jennifer Lawrence plays the part of Katniss. She is slim with long, brown, wavy hair and gray eyes.

#### Check it out!

Find these words and check their meaning.

leader  
little  
tough

#### Reading

1 1.15 Read and listen to the article. Then answer the questions.

When was JFK born?  
He was born in 1917.

- 1 When was he president of the U.S.?
- 2 Where were Diana Ross and the other women in her group from?
- 3 What did they look like?
- 4 What is Katniss Everdeen like?
- 5 In the movies, what does Katniss look like?
- 6 What does Bart Simpson look like?
- 7 Who weren't happy about the Bart Simpson character?
- 8 Who is your favorite person in the article? Why?
- 9 Who is your favorite person in your country? Why?

24 twenty-four

Extra activity

- Write these gapped sentences on the board.
  - 1 \_\_\_\_ lives in Panem.
  - 2 \_\_\_\_ is a movie actress.
  - 3 \_\_\_\_ loves doing crazy things.
  - 4 \_\_\_\_ was born in Massachusetts, U.S.
  - 5 \_\_\_\_ doesn't like rules.
- Students read the article again and complete the sentences with the correct names from the article.
- Check the answers with the class.

ANSWERS

- 1 Katniss Everdeen
- 2 Jennifer Lawrence
- 3 Bart Simpson
- 4 John F Kennedy
- 5 Bart Simpson

Listening

Aim

To listen to a conversation about John Lennon and his band

Warm-up

- Tell students they are going to listen to a conversation about a famous band.
- Students read the questions and possible answers. Ask: *Do you know any of the bands in question 1? Do you know any of the songs in question 2?*

Background notes

- John Lennon (1940–1980) was a British singer and songwriter, and a member of the band The Beatles. He and Paul McCartney wrote the majority of the songs that The Beatles performed, making them one of the most



## Listening

2 1.19 Listen to the conversation about a famous singer and his band. Check (✓) the correct answers.

- |                            |                                     |                               |                                     |
|----------------------------|-------------------------------------|-------------------------------|-------------------------------------|
| John Lennon was a ...      | <input type="checkbox"/>            | 3 The song was from ...       | <input type="checkbox"/>            |
| A writer                   | <input type="checkbox"/>            | A 1960                        | <input checked="" type="checkbox"/> |
| B singer and songwriter    | <input checked="" type="checkbox"/> | B 1962                        | <input type="checkbox"/>            |
| C actor                    | <input type="checkbox"/>            | C 1965                        | <input type="checkbox"/>            |
| 1 He was a member of ...   | <input type="checkbox"/>            | 4 The band's nickname was ... | <input checked="" type="checkbox"/> |
| A Metallica                | <input type="checkbox"/>            | A The Fab Four                | <input checked="" type="checkbox"/> |
| B U2                       | <input type="checkbox"/>            | B The Beat Fans               | <input type="checkbox"/>            |
| C The Beatles              | <input checked="" type="checkbox"/> | C The Fab Fans                | <input type="checkbox"/>            |
| 2 Their first song was ... | <input type="checkbox"/>            | 5 They were famous ...        | <input type="checkbox"/>            |
| A Yellow Submarine         | <input type="checkbox"/>            | A in the U.K.                 | <input type="checkbox"/>            |
| B Yesterday                | <input type="checkbox"/>            | B in the U.S.                 | <input type="checkbox"/>            |
| C Love Me Do               | <input checked="" type="checkbox"/> | C all over the world.         | <input checked="" type="checkbox"/> |

## Speaking

3 **Pairwork** Use the words and the factfiles to ask and answer questions about the famous people.

- What / name?
- Where / born?
- Why / famous?
- What / famous (movie / painting / poem ...)?

A What's her name?

B Her name is Greta Garbo.

## Writing

4 Complete the profile of Greta Garbo. Use the factfile in exercise 3 as a model.

Greta Garbo was born on September 18<sup>th</sup>, 1905 in Stockholm in Sweden. She was an actress and she was famous all over the world. One of her famous movies was Anna Karenina. Greta Garbo was a slim, beautiful woman. Her eyes were blue and her hair was blond. She died on April 15<sup>th</sup>, 1990.

5 Write profiles of Geoffrey Chaucer and Diego Rivera.

### My speaking skills

#### Preparing for a role play

Prepare for your role play before you start speaking.

Look at the prompts and use them to form questions. Which tense do you need? Look carefully at the information. What are the questions asking exactly? How can you form your answers with the correct grammar and the correct information?



#### Greta Garbo

(September 18<sup>th</sup>, 1905 – April 15<sup>th</sup>, 1990)  
Place of birth: Stockholm, Sweden  
Profession: actress  
Famous movie: *Anna Karenina*



#### Geoffrey Chaucer

(c. 1343 – October 25<sup>th</sup>, 1400)  
Place of birth: London, England  
Profession: writer and poet  
Famous poem: *The Canterbury Tales*



#### Diego Rivera

(December 8<sup>th</sup>, 1886 – November 24<sup>th</sup>, 1957)  
Place of birth: Guanajuato, Mexico  
Profession: artist  
Famous painting: *The Flower Carrier*

Workbook p.13

Writing builder p.92

twenty-five 25

- Diego Rivera was a Mexican artist, remembered especially for his murals in cities such as Mexico City, San Francisco, and Detroit.

## Exercise 3 Pairwork

- Read through the factfiles with the class. Check that students understand *place of birth* and *profession*.
- Allow students time to prepare the questions. Ask some students to read their questions to the class, and correct any mistakes.
- Students work in pairs to ask and answer the questions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.

## Writing

### Aim

To write a profile of Geoffrey Chaucer and Diego Rivera

### Writing builder

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

### Exercise 4

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

### Exercise 5

- Students use the information in the factfiles to write a profile of Geoffrey Chaucer and Diego Rivera.
- Students swap their profiles with their partner, who corrects any mistakes.
- Ask some students to read their profiles to the class.

### ANSWERS

#### Students' own answers.

#### Consolidation

- Suggest to students that they could write a profile of a famous actor, author, or painter. They should research the key facts and remember to use the simple past.

#### Writing builder page 92/C1

#### Workbook page 13

#### Online Workbook Extra practice

#### Unit test

#### Worksheets

#### DVD

successful songwriting partnerships ever. When The Beatles disbanded in 1970, Lennon continued with a solo career, but he was murdered in 1980.

- The British band The Beatles was formed in 1960 in Liverpool, in the northwest of England. The "Fab Four" of John Lennon, Paul McCartney, George Harrison, and Ringo Starr stayed together for ten years, until 1970. They are the best-selling band in pop history, with estimated sales of over 600 million records.

### Exercise 2 1.19

- Check that students understand *songwriter* and *member*.
- Focus on the dates in question 3 and check that students know how to say them. Teach *the sixties*, *the seventies*, etc. as a way of referring to decades.

- Play the audio. Students listen and check the correct answers.
- Check the answers with the class.

Audioscript Teacher's Book page 109

## Speaking

### Aim

To talk about famous people from the past

### Background notes

- Greta Garbo was a Swedish movie actress who was a screen icon from the 1920s to the 1940s.
- Geoffrey Chaucer was a British writer and poet. He was one of the first writers to use the vernacular English language in writing, rather than French or Latin, which were usually used for written texts in England at that time.



# Review A

## Grammar

Simple present / Present progressive

Possessive pronouns

Adverbs of manner

be: Simple past (affirmative, negative, questions, and short answers, question words + was / were)

Past time expressions

## Vocabulary

Musical genres and instruments

Physical descriptions

## Review A

page 26

## Grammar

### Exercise 6

#### ANSWERS

- 1 Was Jamie in Paris yesterday?
- 2 Katie wasn't at home an hour ago.
- 3 We were at the movies last night.
- 4 Tina's hair was long two years ago.
- 5 Were cell phones common 30 years ago?
- 6 You weren't in the band last year.
- 7 I wasn't in New York last month.

## Songs

*Old Time Rock and Roll*, by Bob Seger and the Silver Bullet Band (musical genres)  
*(Sittin' On) the Dock of the Bay*, by Otis Redding (present progressive)

## A Review

### Vocabulary

1 Complete the musical genres and instruments with a, e, i, o, and u.

- |                                    |  |
|------------------------------------|--|
| 1 fl <u>u</u> t <u>e</u>           | 5 s <u>a</u> x <u>o</u> ph <u>o</u> n <u>e</u>   |
| 2 g <u>u</u> i <u>t</u> a <u>r</u> | 6 cl <u>a</u> ss <u>i</u> c <u>a</u> l           |
| 3 r <u>e</u> gg <u>a</u> e         | 7 tr <u>u</u> mp <u>e</u> t                      |
| 4 v <u>i</u> ol <u>i</u> n         | 8 h <u>i</u> p-h <u>o</u> p                      |
|                                    | 9 h <u>e</u> av <u>y</u> m <u>e</u> t <u>a</u> l |
|                                    | 10 p <u>i</u> an <u>o</u>                        |

2 Reorder the letters to complete the physical descriptions of Estela and Max.

- A Estela is average tghie height and is pretty 'mils slim. She has shoulder-lnetg lenghth brown, 'ucrly curly hair. She wears 'sagsest glasses.
- B Max is pretty 'talt tall and 'rtoewgevih overweight. He has 'rhtso short 'dobni blond 'tiragsh straight hair. He has a 'odrabe beard and a 'chusatem mustache.

3 Choose the correct answers.

- 1 Calm down / Who cares? Everything is OK.
- 2 Let's rock! / I give up! The music is great!
- 3 I give up / Who cares about math homework? It's Friday!
- 4 I give up / Calm down! You never arrive at soccer practice on time!

### Grammar

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

- Lara practices the piano every day. (practice)  
 Emilio isn't using the computer now. (not use)
- 1 Koji usually plays sports after school. (play)
  - 2 What book are you reading at the moment? (you / read)
  - 3 We don't have P.E. on Wednesdays. (not have)
  - 4 Eva isn't working this week. She's on vacation. (not work)
  - 5 Does your brother ride his bike very often? (your brother / ride)
  - 6 Listen! Tom is playing the piano. (play)

5 Complete the sentences. Use one possessive pronoun and one adverb in each sentence. Use the adverb form of the adjectives in parentheses.

- The children play their recorders in a music group. Tim plays his beautifully (beautiful)
- 1 I can't read my homework! You always do yours neatly (neat)
  - 2 My sister needs a new laptop. Here is working very badly (bad)
  - 3 My parents want a fast new car. Theirs goes very slowly (slow)
  - 4 My brother is eating his ice cream happily (happy)  
But my sister and I aren't enjoying ours
  - 5 My friends and I have school tests tomorrow. I hope I do well on mine (good)

6 Rewrite the sentences in the simple past. Use the time expressions in parentheses.

- I'm 13. (last week)  
I was 13 last week.
- 1 Is Jamie in Paris? (yesterday)
  - 2 Katie isn't at home. (an hour ago)
  - 3 We're at the movies. (last night)
  - 4 Tina's hair is long. (two years ago)
  - 5 Are cell phones common? (30 years ago)
  - 6 You aren't in the band. (last year)
  - 7 I'm not in New York. (last month)

7 Complete the dialogue with the simple past form of be.

- Megan Who was Bob Marley. Mom?
- Mom He was a singer.
- Megan Was he a pop star?
- Mom No, he wasn't. He was in a famous reggae band called Bob Marley and the Wailers.
- Megan Who were the other members?
- Mom Well, the first members were Peter Tosh and Bunny Wailer.
- Megan Were they American?
- Mom No, they weren't. They were Jamaican.
- Megan You know a lot about the band, Mom.
- Mom Well, it was a great band. And Bob Marley was a great singer. He was good-looking, too. His hair was long, and his eyes were brown. He's still my favorite singer!



## Communication

8 1.20 Complete the dialogue. Then listen and check.

- Isabel I have a ticket to see the band Shouter tonight. You know the singer with the big, blue eyes?
- Selma Yes! She's fantastic! Can I come?
- Isabel Yes, but I don't have a ticket for you.
- Selma Well, can I buy a ticket?
- Isabel Yes, you can. Ask Carlos. He's in my brother's class. What does he look like?
- Isabel He's very tall, with shoulder-length, blond, wavy hair.
- Selma Oh, that Carlos! Wow! What's he like?
- Isabel He's very cool!



## Pronunciation

### The sound schwa /ə/

9 1.21 In English words with more than one syllable, we usually put the stress on one syllable only. Listen to the stressed syllables in the words below.

brother classical computer tonight relax

The other syllables in the words are unstressed. Often we pronounce them with a sound called schwa /ə/. Listen to the words again and listen for the schwa sounds. Then listen and repeat.

10 1.22 Listen to the different pronunciation of the syllables. Then listen and repeat.

stressed	unstressed
man	human
fast	breakfast
board	cupboard

11 1.23 Listen to the words. Underline the syllables with the stress and circle the syllables with the sound schwa /ə/. Then listen again and repeat.

1 about 2 awesome 4 pizza 6 again  
3 priceless 5 president 7 parents

## Listening

12 1.24 Listen to four short conversations.

Check (✓) the correct answers.

- What is Brad doing?
- A He's doing his homework. ☐
- B He's reading a magazine. ☒
- C He's taking a math test. ☐
- 1 Why does Rosa look different?
- A Her hair was curly last year. ☐
- B Her hair was straight last year. ☒
- C Her hair was long last year. ☐
- 2 What does Andres look like?
- A He has short, brown hair and glasses. ☒
- B He has short, brown hair and a beard. ☐
- C He has curly, black hair and a beard. ☐
- 3 Where was Pablo yesterday afternoon?
- A He was at his grandma's birthday party. ☒
- B He was at a friend's 18<sup>th</sup> birthday party. ☐
- C He was at band practice. ☐

13 1.25 Listen to the conversation. Claudia is describing a picture of her family. What are the people in the picture doing? Complete the sentences with the present progressive form of the verbs in the box.

eat not have a good time not sit down  
play soccer read swim talk

- Lia is swimming
- 1 Jose is eating
- 2 Pedro is reading
- 3 Nuria isn't sitting down
- 4 Miguel and Eduardo are playing soccer
- 5 Antonio is talking
- 6 Josefina isn't having a good time

## Extra communication A

page 27

### Aim

To practice making requests and describing people; to practice hearing and pronouncing the schwa sound; to listen to five short conversations in which people describe someone

### Communication

Exercise 8 1.20

- Point to the picture and ask: *Where are the girls? (at school) What is one girl holding? (a ticket) Are they happy? (yes)*
- Students complete the dialogue with the correct words.
- Play the audio. Students listen and check.

- Check the answers with the class.
- Ask two students to read out the completed dialogue.

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### Pronunciation

Exercise 9 1.21

- Read through the information on the schwa with the class.
- Play the audio for students to hear the stressed syllables in the words.
- Play the audio again for students to hear the schwa sound.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 27

Exercise 10 1.22

- Play the audio for students to hear the different pronunciations.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 27

Exercise 11 1.23

- Give students time to read the words. Check that students understand all the words.
- Play the audio for students to listen.
- Students underline the syllables with stress, and circle the syllables with a schwa sound.
- Play the audio again for students to listen and check their answers.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 27

### Extra activity

- Ask students to write two sentences using words from exercises 9–11.
- Students can read their sentences to each other in pairs, trying to pronounce the schwa sounds correctly.
- Ask some students to read their sentences to the class. Correct any mistakes with the pronunciation of the schwa.

## Listening

Exercise 12 1.24

- Give students time to read through the questions and possible answers. Check that they understand everything.
- Play the audio of the conversation with Brad 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

Exercise 13 1.25

- Give students time to read through the words in the box.
- Play the audio. Students listen and complete the sentences.
- 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



## Aim

To learn about the life and achievements of Rosa Parks; to understand the history of racism and civil rights in the U.S.; to give a presentation on life for African children in the 1940s and 1950s

## Reading

### Warm-up

- Point to the picture and ask: *Where do you think this woman is? (in the U.S.) Is it a modern photo? (no) When do you think the photo was taken? (the 1950s)*
- Ask: *What do you think life was like for black people in the U.S. at that time?*

### Background notes

- Alabama is a state in the southeast of the United States, and has always been one of the poorest and most conservative states. In the 1950s, bus companies had the policy of reserving the front rows of seats for white people. If more white people got on the bus, and there were no free seats, it was expected that black people would move further towards the back of the bus, or stand.
- Rosa Parks (1913–2005) is now celebrated in the U.S. as the “first lady of civil rights.” In her autobiography she says that she refused to move that day because she was “tired of giving in.”

### Exercise 1

- Remind students that when they scan a text they do not have to read it all, but should run their eyes over it quickly to search for particular words.
- Students scan the article and choose the correct answers.
- Check the answers with the class.

### Exercise 2 Read and listen 1:26

- Give students time to read through the questions.
- Play the audio. Students read and listen to the article, then answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class. Discuss students' own answers to question 4.
- 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

- She was slim, and she had black hair and brown eyes.
- Black people's jobs were bad, and their schools were terrible.
- It was over a year long.
- Students' own answers.

**Audioscript** Student Book page 28

# A Culture club

## Rosa Parks



To most people around her, Rosa Parks was an ordinary woman with an ordinary life in Montgomery, Alabama in the U.S. With her slim figure, black hair and brown eyes, she looked like a typical African American woman in the 1950s. But Rosa Parks was not ordinary. Life for African American people was very difficult in those years, and Rosa was one solution to their problems.

In 1950s America, black people's lives were very different from those of white people. Their jobs were bad, and their schools were terrible. Everything for white people was better. But Rosa's actions on one evening in 1955 were very important for change.

Imagine you are a black person sitting on a bus. The bus is full, and a white person climbs on. The bus driver says to you, “Stand up and give this person your seat.” What do you do?

Rosa's decision was to stay in her seat. The bus driver was very angry, and Rosa was in trouble with the police. But the incident was soon very famous all over America. And with support from other black people in her community, there was a boycott of the bus company, too – for over a year! Now it was clear to all Americans that black people were not happy with their lives. After a change in the law in 1956, there were more equal rights for black people in the U.S. Rosa Parks' story shows that one person's simple action can make a great difference for millions of people.

**Check it out!**

Find these words and check their meaning.

in trouble  
boycott  
law  
equal rights

**1** Scan the article and choose the correct answers.

Rosa Parks was English / American.

1 She was in trouble / happy with the police.

2 Rosa's decision was bad / good for black people in the U.S.



**2** 1:26 **Read and listen to the article. Then answer the questions.**

Where was Rosa Parks from?  
She was from Montgomery, Alabama.

- What did she look like?
- Why was life difficult for Rosa and many others like her?
- How long was the Montgomery bus boycott?
- Imagine you are another black person on the bus. You hear the conversation between Rosa and the bus driver. What do you think about Rosa? What do you think about the driver?

**3** Presentation Look at the pictures of two American classrooms in the 1940s and 1950s. Make questions with the prompts below. Then write answers to the questions. Use your answers to prepare a short presentation.

Who / in the pictures?  
Who are in the pictures?

- What / the classroom in picture 1 like?
- What / the classroom in picture 2 like?
- What / the classrooms (not) have?
- What / life like / children in the pictures?
- How / life / different for American children now?

### Exercise 3 Presentation

- Read the task with the class.
- Students use the prompts to write questions.
- Ask students to read out their questions. Correct any mistakes.
- Students write their answers, then compare their answers in pairs.
- Ask some students to read their answers to the class. Ask other students: *Do you agree?*
- Students use their answers to prepare their presentations.
- Monitor and help as necessary.
- Students take turns to give their presentation to the class.

#### ANSWERS

- What is the classroom in picture 1 like?
- What is the classroom in picture 2 like?

- What do / did the classrooms (not) have?
- What is / was life like for the children in the pictures?
- How is life different for American children now?

#### Extra activity

- For homework, students could choose another important civil rights activist. They could prepare a short presentation of the person 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 person do you admire the most? Why?*



## Vocabulary and speaking

I can identify musical genres and instruments. (p.12)

1 Reorder the letters to form musical genres and instruments.

- Dad's favorite music is e g a r e reggae
- My sister plays the t r u m p e t trumpet
- I want a g r t a i guitar for Christmas.
- Do you play the n a p i o piano?
- I like listening to r c o k rock music.

/ 5

I can make requests. (p.14)

2 Complete the dialogue.

- Felipe Can I open the window, please?  
 Olivia Yes, of course you can.  
 Felipe And can I have a drink?  
 Olivia Yes. What do you want? Cola, or water?  
 Felipe Can I have a cola, please?  
 Olivia Yes. Here you go.

/ 5

I can ask and answer questions about a music festival. (p.17)

3 Choose the correct answers.

- Fabio Hi, Zoe, what are you doing / making at the moment?  
 Zoe Hi, Fabio! I'm at a festival. A lot of famous / favorite musicians are here.  
 Fabio Really? Who's listening / playing?  
 Zoe Tini Tempah – he's awesome!  
 Fabio And what / where is it?  
 Zoe It's in New York.  
 Fabio Well, I hope you're liking / having a great time! Talk soon!  
 Zoe Bye!

/ 5

I can identify words for physical description. (p.20)

4 Complete the sentences.

- My hair isn't straight, or curly. It's wavy.
- Tom's hair isn't long, or short. It's shoulder length.
- I get freckles on my nose in the summer.
- My grandpa eats a lot of pizza, so he's pretty overweight.
- This dress is very small. Only a slim person can wear it.

/ 5

I can describe people I know. (p.22)

5 Reorder the dialogue.

- 4 Patty And what's she like? Is she nice?  
 1 Bianca There's a new girl in my class from Brazil.  
 2 Patty From Brazil? What does she look like?  
 3 Bianca She's slim with brown, curly hair.  
 5 Bianca Yes, she's very friendly.

/ 5

I can ask and answer questions about famous people. (p.25)

6 Complete the questions about a famous American celebrity. Then match them with the answers.

- What was her name? d
  - Where was she born? e
  - When was her birthday? b
  - Why was she famous? c
  - Which was her most famous movie? a
- a The Wizard of Oz  
 b June 10<sup>th</sup>  
 c She was a singer and an actress.  
 d Judy Garland.  
 e Minnesota, U.S.

/ 5

## Reading, listening, and writing

I can understand an article and answer questions about a music festival. (p.16)

I can understand a phone conversation and answer questions about a music festival. (p.17)

I can write a blog post about a music festival. (p.17)

I can understand an article and answer questions about famous Americans. (p.24)

I can understand a conversation and answer questions about a famous band. (p.25)

I can write short profiles of famous people. (p.25)

	Yes	Got it?	No
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

twenty-nine 29

### 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 2 on page 17.
- Play the audio (1•11) again for them to listen. Ask questions about Bella, e.g., *Where is she? Who's playing at the festival? Is she having a great time?*
- Repeat exercise 3 on page 29 as a class. Explain and discuss the correct answers.

### 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 20. Use the picture to check that students understand all the words. Ask some questions, e.g., *Who has curly hair?*
- 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. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 22.
- Play the audio (1•16) again for students to hear the phrases in context. Say to individual students: *What's your best friend like? What's your dad like? What does your cousin look like?* Elicit a range of answers from the *Learn it, use it!* chart.
- 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. They then practice asking and answering the questions in pairs.
- If students did not do well, refer them back to exercise 3 on page 25.
- Elicit the questions and answers about Greta Garbo, and put students in pairs to practice asking and answering them.
- 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.

## 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.
- If students did not do well, refer them back to page 12. Give them a few minutes to study the vocabulary. Ask: *What kinds of music do you listen to? What's your favorite kind of music? What instruments can you play? What's your favorite instrument?*

- 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 dialogue in pairs.
- If students did not do well, refer them back to page 14.
- Play the audio (1•07) again for students to hear the phrases in context. Say to individual students: *Can I open the window, please? Can I borrow your pen?* Elicit a range of answers from the *Learn it, use it!* chart.
- Repeat exercise 2 on page 29 as a class, eliciting the correct answers.

# 3 He sang all their songs

**Grammar**

Simple past: Regular verbs (affirmative, spelling variations)

Simple past: Irregular verbs

**Vocabulary**

The weather

**Communication**

Talking about vacations

**Skills**

**Reading:** An article about the discovery of Antarctica

**Listening:** A biography of Sir Edmund Hillary

**Speaking:** A presentation of the important events in someone's life

**Writing:** A description of the important events in your life

**Topics and values**

Travel; Exploration; Multiculturalism: experiencing different cultures through travel

## Presentation page 30

### Aim

To present the new language in a familiar context

### Story

Dylan and Rosie are chatting. Dylan is unhappy with the weather, and says he would like to live in California. He and Rosie compare notes on vacations they have had in California. Lewis arrives and tells them that he saw The Misfitz playing at the youth center the night before, and Zac was their new singer. Dylan and Rosie are upset that their band doesn't have a singer now.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see? Who isn't there? (Zac) How do you think Dylan, Rosie, and Lewis are feeling? Why do you think they are upset / worried?*
- Encourage students to speculate on where Zac might be, and why the others don't look happy.

### Exercise 1 Read and listen 1-27

- Read the question out to the class. Check that students understand *raining, hot, sunny, and bad news*.

## 3 He sang all their songs

**1 1-27 Read and listen Who has bad news?**

**Dylan** It's raining again! I want to live in California! It's always hot and sunny there.

**Rosie** I went to California on vacation last year. The weather was beautiful. We stayed in a hotel near the beach.

**Dylan** Really? I went there with my family two years ago, but it rained every day!

**Lewis** Hey, guys!

**Rosie** Hi, Lewis. What's up?

**Lewis** I have some bad news.

**Dylan** Oh no ... what is it?

**Lewis** I went to the youth center yesterday. There was a talent show and The Misfitz played.

**Dylan** So what?

**Lewis** Well, they had a new singer.

**Rosie** Really? Who was it?

**Lewis** It was Zac! He sang all their songs. He knew all the words.

**Dylan** Oh, no! Zac's with The Misfitz now!

**Rosie** And we don't have a singer!

**Check it out!**  
Find these words and check their meaning.  
What's up? So what?

**2 Comprehension Answer the questions.**  
Where was Dylan on holiday with his family?  
*They were in California.*

1 Where was Lewis yesterday?  
2 What was the bad news?  
3 Who sings with The Misfitz now?

30 thirty

- Play the audio. Students listen and read, and find the answer to the question.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

**ANSWER**  
Lewis has bad news.

**Audioscript** Student Book page 30

### Exercise 2 Comprehension

- Students read the dialogue again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

### ANSWERS

- He was at the youth center.
- The Misfitz have a new singer.
- Zac sings with The Misfitz.

### Extra activity

- Write these sentences on the board.
- 1 \_\_\_\_\_ is unhappy about the weather today.
- 2 \_\_\_\_\_ was in California last year.
- 3 The weather was bad when \_\_\_\_\_ was in California.
- 4 \_\_\_\_\_ knows the words to The Misfitz songs.
- Students read the dialogue again and complete the sentences.
- Check the answers with the class.

### ANSWERS

- Dylan
- Rosie
- Dylan
- Zac



## Language focus

**3 Dialogue focus** There are six more mistakes in the dialogues. Find and correct the mistakes.

- 1** Rosie I went to Florida on vacation last year. The weather was beautiful. We stayed in a hostel near a swimming-pool.  
Dylan Really? I went there with my-friends two years ago, but it rained every day! I went to California on vacation ...  
1 We stayed in a hotel ...  
2 ... near the beach  
3 I went there with my family ...



- 2** Lewis I went to the sports-center yesterday. There was a party and The Misfits played.  
Dylan So what?  
Lewis Well, they had a new guitarist.  
+ I went to the youth center yesterday.  
+ There was a talent show ...  
+ Well, they had a new singer.

**4** 128 Listen and check. Listen again and repeat.

**5 Focus on you** Read the example dialogue. Then write two similar dialogues. Use the words in the box.

a concert a pizzeria a soccer game my grandma's house  
the movies the sports center the swimming pool the youth center

A I went to my grandma's house with my brother yesterday.  
B Really? I went to the movies with my friends.

**6 Pairwork** Practice the dialogues in exercise 5.

thirty-one 31

- Explain if necessary that *I went* is the simple past form of *I go*. Don't go into too many details about this yet, as students will study the simple past later in the unit.
- Read through the activities in the box with the class, and check that students understand everything.
- Elicit one or two more example answers using the activities in the box.
- Students write two similar dialogues.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Students work in pairs to practice their dialogues.
- Ask some pairs to perform their dialogues for the class. Correct any mistakes.

### Extra activity

- Tell students to think about a place they went to on vacation. Give an example, e.g., *I went to Florida two years ago*.
- Students can work in their pairs and tell their partner where they went on vacation.
- Ask some students to tell the class about their partner. Tell students they will talk more about their vacations later in the unit.

### Consolidation

- Point out to students that they can learn and use different verb forms such as *I went*, even though they haven't studied all the grammar rules for them. Encourage students to be confident about trying out new language when they speak and write.

### Consolidation

- Ask students to find words to do with weather in the dialogue and make a note of them in their vocabulary notebooks (*weather, rain, hot, sunny, beautiful*). They can add more weather vocabulary to their list later in the unit.

## Language focus

page 31

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example answer and point out the mistake in the first line of the mini-dialogue.

- Students read the dialogues, find six more mistakes, and correct them.
- Tell students they can refer back to the dialogue in exercise 1 if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 128

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book page 109

### Exercise 5 Focus on you

- Ask two students to read out the example dialogue.

## The weather

### Aim

To present and practice vocabulary for the weather

Grammar PowerPoint presentation Unit 3

### Warm-up

- Ask: *What's the weather like today? Is it nice?*
- Focus on the pictures and ask: *Which city has the same weather as here?*
- Remind students that Dylan and Rosie went to California. Ask: *What was the weather like when they were there?* (It was beautiful when Rosie was there, but it rained when Dylan was there.)

### Exercise 1 1.29

- Students work individually or in pairs to read the comments and complete the sentences with the city names.
- Play the audio. Students listen and check.
- Play the audio again, pausing after key words for students to repeat, chorally and individually.

Audioscript Teacher's Book page 109

### Exercise 2

- Read through the bold words in exercise 1, and check that students understand them all. Model pronunciation, especially of *cloudy*.
- Students write a sentence about the weather in each city.
- Students can compare their answers in pairs.
- Check the answers with the class.

### ANSWERS

In Seattle it's raining.  
In Tokyo it's sunny.  
In Seoul it's cloudy.  
In Chicago it's windy.  
In London it's foggy.

### Exercise 3

- Focus on the thermometer and read out the adjectives, modelling pronunciation.
- Students complete the sentences.
- Check the answers with the class.







### Exercise 4 Pairwork

- Go through the **Look!** box with the class.  
Ask: *What's the temperature here today? What was it last night?*
- Ask two confident students to read out the example answer.
- Allow students time to prepare their ideas on what the weather is like in each city.

## 3 Vocabulary

### The weather

**1** **1.29** Look at the pictures and read the people's comments. Which cities are they in? Complete the sentences. Then listen and check.

"The weather here is terrible. It's **snowing** at the moment."  
Quique is in Paris.

1 "This city is great, but the weather is horrible. It's **raining** again today!"  
Paul is in Seattle.

2 "I'm having a great vacation. The weather is always **sunny**."  
Gabriel is in Tokyo.

3 "The city and the food are fantastic, but the weather is **cloudy**."  
Claudia is in Seoul.

4 "Yesterday, the weather was good, but today it's very **windy**."  
Jenny is in Chicago.

5 "The weather is bad again today! It's **foggy** and miserable."  
Sam is in London.

**2** Write a sentence about the weather in each city. Use the words in bold from exercise 1.

In Paris it's **snowing**.

**3** Look at the thermometers in the pictures in exercise 1. Complete the sentences about the cities with the temperature words.

In Chicago it's cold.

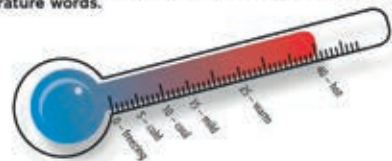
1 In Seattle it's mild.

2 In Paris it's freezing.

3 In Tokyo it's hot.

4 In London it's cool.

5 In Seoul it's warm.



**Look!**

18°C = eighteen degrees Celsius  
-3°C = minus three degrees Celsius

32

thirty-two

Workbook p.16
Extra practice online

- Students work in pairs to ask and answer questions about the weather in the cities, and where they live.
- Check the answers by asking individual students questions about the weather in the cities. Correct any mistakes.

### Consolidation

- Tell students that they could keep a weather diary for a few weeks, to practice the vocabulary. They could either write down what the weather is like each day, or keep an audio diary on their phones.

**Workbook page 16**  
**Online Workbook Extra practice**

## Grammar

page 33

### Simple past: Regular verbs (affirmative, spelling variations)

#### Aim

To present and practice the simple past of regular verbs

Grammar PowerPoint presentation Unit 3

#### Warm-up

- With books closed, draw a thermometer on the board, like the one on page 32, adding the numbers, but not the words.
- Students copy the thermometer and work in pairs to add the words.
- Check the answers by asking students to write the words on the board.



## Simple past: Regular verbs

## Affirmative

We **stayed** in a hotel near the beach.  
It **rained** every day!

I / you / he / she / it /  
we / you / they

watched

## Think!

## Complete the rule.

- In English we add **-ed** to the base form of regular verbs to make the simple past form.

Rules p.W14

## 1 Complete the sentences with the simple past form of the verbs in parentheses.

- We **visited** Aunt Kate last weekend. (visit)  
 1 The movie **started** ten minutes ago. (start)  
 2 We **played** baseball last Saturday. (play)  
 3 I **listened** to the new Pitbull album yesterday. (listen)  
 4 You **watched** a DVD after dinner. (watch)  
 5 Dad **washed** his car on Sunday. (wash)  
 6 The class **ended** at ten o'clock. (end)  
 7 My mom **worked** for a year. (work)  
 8 The teacher **opened** the window. (open)

## Spelling variations

I **loved** the beaches in Florida!  
It **stopped** raining in the afternoon.

## Verbs ending in -e: + -d

love	→	loved
use	→	used

## Verbs ending with a consonant + -y: -y + -ied

study	→	studied
tidy	→	tidied

## Some verbs ending with a vowel + consonant: double the consonant + -ed

stop	→	stopped
admit	→	admitted
prefer	→	preferred

Rules p.W14

## 2 Write the verbs in the simple past.

watch	<b>watched</b>	4 hate	<b>hated</b>
1 study	<b>studied</b>	5 play	<b>played</b>
2 explore	<b>explored</b>	6 cry	<b>cried</b>
3 close	<b>closed</b>	7 stop	<b>stopped</b>

## 3 Complete the sentences with the simple past form of the verbs in exercise 2.

Tom and Yuki **played** computer games after lunch.

- 1 We **closed** the window last night.  
 2 The bus **stopped** in front of the school.  
 3 The baby **cried** because she was cold and hungry.  
 4 Francisco **studied** German for three years.  
 5 We **watched** the basketball game on TV.  
 6 When I was a teenager, I **hated** jazz.  
 7 We **explored** the history museum.

## 4 1.30 Pronunciation Listen to the pronunciation of the words. Listen again and repeat.

/d/	/t/	/tɪd/
lived	worked	hated

We usually pronounce the simple past ending -ed as /d/.

When the base form of the verb finishes with the sounds /p/, /k/, /t/, /s/, /ʃ/, or /tʃ/, we pronounce -ed as /t/.

When the base form of the verb finishes with the sounds /d/ or /t/, we pronounce -ed as /ɪd/.

## 5 1.31 Listen to the verbs. Then complete the chart.

decided hated liked listened  
opened rained started washed watched

/d/	/t/	/ɪd/
listened	liked	decided
opened	washed	hated
rained	watched	started

## Finished?

How many sentences can you make with the words below? Remember to use the simple past.

People: Cecilia I Pedro the girls we you  
 Verbs: close play stop study watch work  
 Cecilia played the guitar.  
 I watched TV.

Puzzle p.105

Workbook p.16

Extra practice online

thirty-three 33

## Exercise 4 Pronunciation 1.30

- Explain that the -ed ending is not always pronounced in the same way.
- Play the audio for students to listen.
- Read through the pronunciation notes.
- Play the audio again for students to listen, then play it once more, pausing after each verb for students to repeat, chorally then individually.

Audioscript Student Book page 33

## Exercise 5 1.31

- Read out the three example answers (*listened, liked, decided*), making clear the different pronunciation of the -ed ending for each.
- Play the audio. Students complete the chart.
- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.
- Play the audio again, pausing after each verb for students to repeat.

Audioscript Student Book page 33

## Extra activity

- Write these sentence beginnings on the board.

- Yesterday, I ...
- Last weekend, I ...
- Last summer, I ...

- Students complete them with their own ideas, using the simple past form of verbs on this page.
- Students can compare their answers in pairs.
- Ask some students to read their sentences to the class.

## ANSWERS

Students' own answers.

## Finished?

- Students write sentences using the words in the box and the simple past.
- Students can compare their sentences in pairs.
- 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 the verbs on this page are all regular, but a lot of verbs in English are irregular in the simple past. When they record a new verb, they should make a note of whether it is regular or irregular, and they should make a note of any irregular forms or spelling variations.

Workbook page 16

Online Workbook Extra practice

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart.
- Students read the Think! box and complete the rule.
- Refer students to the rules on page W14.

Rules page W14

## Exercise 1

- Students complete the sentences with the simple past forms of the verbs.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Grammar chart

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

- Point out that not all verbs that end with a vowel and consonant double the consonant, so tell students they need to learn which verbs do and don't double the consonant.
- Refer students to the rules on page W14.

Rules page W14

## Exercise 2

- Students write the verbs in the simple past.
- Check the answers with the class, and check that students understand the meaning of all the verbs.

## Exercise 3

- Read out the example answer.
- Students complete the sentences with the correct simple past forms.
- Check the answers with the class.

## Talking about vacations

### Aim

To present and practice talking about vacations

### Warm-up

- With books closed, write the weather adjectives from page 32 on the board, with some missing letters, e.g., cl \_ y (cloudy), fr \_ z \_ g (freezing). Put students into pairs and give them two minutes to complete the words.
- Check the answers by asking individual students to come out and fill in the missing letters on the board.
- Check that students understand all the words, and see which pair completed the most words correctly.
- Ask: *What was the weather like yesterday / last week / in October?*
- Elicit a range of answers talking about weather in the past, e.g., *It was sunny. It rained.*

### Exercise 1 1.32

- Read through the words in the box with the class, and check that students understand them all.
- Play the audio. Students listen and complete the dialogues.
- Check the answers with the class, and check that students understand *swimming pool*, *disgusting*, and *gross*.
- 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, and check that students understand everything.
- Students practice the dialogues in pairs.

**Audioscript** Teacher's Book page 109

### Exercise 2 1.33

- Give students time to read the sentences.
- Play the audio. Students listen and complete the chart.
- Play the audio again if necessary.
- Check the answers with the class.

**Audioscript** Teacher's Book page 109

### Exercise 3 Pairwork

- Read through the task with the class, and allow students time to read the two factfiles. Ask: *Which vacation was good? Which was terrible?*
- Demonstrate the activity by asking a confident student: *How was your vacation in Canada?* Ask questions from the *Learn it, use it!* chart to elicit answers.
- Students work in pairs and take turns to ask and answer questions about the vacations in the factfiles.

## 3 Communication

### Talking about vacations

- 1 1.32 Listen and complete the dialogues with the words in the box. Listen again and check. Then listen and repeat.



awesome beautiful delicious  
good great

awful friendly nice terrible

1

Ana How was your vacation in Hawaii?  
Jim It was awesome.  
Ana What was the weather like?  
Jim It was beautiful. It was hot and sunny.  
Ana Was the food good?  
Jim Yes, it was delicious.  
Ana What was your hotel like?  
Jim It was great. It had a big swimming pool.

2

Ivan How was your vacation in New York?  
Lily It was terrible.  
Ivan What was the weather like?  
Lily It was awful. It rained every day!  
Ivan Were the people nice?  
Lily Yes, they were. They were very friendly.  
Ivan What was the hotel food like?  
Lily It was disgusting! Gross!

### Learn it, use it!

You ask	You answer
How was your vacation in (town / country)?	It was great / awesome / OK / terrible.
What was the weather like?	It was beautiful / amazing / great / OK / miserable.
Was the food good?	Yes, it was. It was delicious. No, it wasn't. It was horrible / disgusting.
What was your hotel like?	It was great / awesome / OK / terrible / awful.
Were the people friendly?	Yes, they were. They were very nice. No, they weren't. They were unfriendly.

- 2 1.33 Listen to the two conversations and complete the sentences. Listen and check.

- A Gemma went to Mexico on vacation. The weather was great. It was very hot. The food was delicious.  
B Mrs. Alonso went to Scotland on vacation. The weather was miserable. It was cold and windy. The people weren't nice.

- 3 Pairwork Write two dialogues using the country factfiles and the dialogues in exercise 1 as a model. Then practice your dialogues.

1

#### Country Canada

Weather miserable (cold and it snowed)  
Hotel terrible (rooms / very small)  
Food horrible  
People unfriendly

2

#### Country Italy

Weather amazing (warm and sunny)  
Hotel great (satellite TV and Internet in the rooms)  
Food delicious  
People friendly

34 thirty-four

Workbook p.18

Extra practice online

## Grammar page 35

### Simple past: Irregular verbs

#### Aim

To present and practice the simple past of irregular verbs

Grammar PowerPoint presentation Unit 3

#### Warm-up

- Write a list of verbs with regular simple past forms on the board, e.g., *chat, listen, play, rain, start, snow, use, talk, visit, watch, work*.
- Put students into pairs and give them two minutes to write as many sentences as they can using the verbs in the simple past.

### Consolidation

- Suggest to students that they find some photos of past vacations they had, and write some sentences about them, to help them learn the vocabulary. They could also record the questions from the *Learn it, use it!* chart on their phone, then practice listening and answering the questions about their own vacations.

Workbook page 18

Online Workbook Extra practice



## Simple past: Irregular verbs

I went to California on vacation last year.  
He sang all their songs.

Base form	Simple past	Base form	Simple past
do	did	read	read
eat	ate	say	said
go	went	sing	sang
make	made	take	took

Rules p.W14

Irregular verbs list

1 Look at the list of irregular verbs on the inside back cover. Complete the sentences with the simple past form of the verbs in the box.

get go read run sing swim win

- Steve got a bike for his birthday.  
 1 We swam in the ocean. It was very cold!  
 2 We ran to school because we were very late!  
 3 The first book I read was Harry Potter.  
 4 We went to Maui on vacation last year.  
 5 Brazil won the World Cup in 2002.  
 6 They sang all my favorite songs at the concert.

2 Read the information. Then write sentences about what Jose did last Saturday.

## Saturday

- ☐ get up early
- ☐ clean my bedroom
- ☐ play computer games
- ☐ buy some new sneakers with Mom
- ☐ have dinner with Mom and Dad
- ☐ chat online with my cousin
- ☐ go to bed late

## Look!

Talking about the order of events

First, ...  
Then, ...  
Afterwards, ...  
Finally, ...

On Saturday, Jose got up early. In the morning, he cleaned his bedroom and then he ...  
After that, he ...

Workbook p.17

Extra practice online

3 Complete the e-card with the simple past form of the verbs in parentheses.



## A Weekend in New Orleans

Last weekend, I visited (visit) New Orleans for the first time with Mom and Dad. We stayed (stay) in the beautiful Roosevelt Hotel. We arrived (arrive) on Friday evening and had (have) a meal in the hotel. Then, on Saturday morning, we went (go) on a bus tour of the city. I learned (learn) a lot about it. The tour guide told (tell) me that New Orleans is the home of jazz music. And he took (take) us to listen to some jazz musicians. On Sunday, we walked (walk) around the French part of the city and saw (see) some beautiful buildings. Then, we sat (sit) by the river and ate (eat) a delicious picnic. We enjoyed (enjoy) every minute of our trip!

4 Write true sentences with past time expressions and the simple past.

go to the movies

I went to the movies last week.

1 watch my favorite TV show

2 send a text message

3 take a test

4 go to a party

5 get a present

## Finished?

Describe your weekend. Write five sentences using five different irregular verbs. Then tell your partner.

Puzzle p.105

thirty-five

35

- Go through the *Look!* box with the class. Then read out the example answer.
- Students write sentences about what Jose did.
- Check the answers by asking students in turn to read out some of their sentences.

## POSSIBLE ANSWERS

He cleaned his bedroom, and then he played computer games.

Then he bought some new sneakers with his mom.

After that, he had dinner with his mom and dad.

Afterwards, he chatted online with his cousin.

Finally, he went to bed late.

## Exercise 3

- Focus on the picture and ask: *Where do you think it is? What are the people doing? What kind of music are they playing?*
- Elicit a few possible answers, then ask students to read the e-card quickly, ignoring the gaps, to check their answers.
- Students complete the e-card with the correct verb forms.
- Check the answers with the class.

## Exercise 4

- Read out the example answer, and elicit one or two example answers for sentence 1.
- Students write true sentences.
- Check the answers by asking some students to read out their sentences. Correct any mistakes.

## ANSWERS

Students' own answers.

## Finished?

- Students write five sentences about their weekend.
- Students can tell their partner about their weekend.
- 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 they need to learn irregular verbs. Suggest that they try to learn a few each week, and test themselves regularly, so that they gradually learn all the important simple past forms.

Workbook page 17

Online Workbook Extra practice

- Ask students how many sentences they have written. Choose the pair with the highest number and ask them to read out their sentences.
- Check that students are pronouncing the simple past forms correctly.
- Ask other pairs to read out some of their sentences using other verbs.
- See which pair wrote the most correct sentences.

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Point out that all irregular forms are different, so students need to learn them.
- Refer students to the rules on page W14.

Rules page W14

## Exercise 1

- Students look at the list of irregular verbs on the inside back cover of the Student Book, and complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Exercise 2

- Read through the information with the class, and check that students understand everything.
- Point out that some of the verbs in the information are regular, and some are irregular. Tell students that if a verb is not on the irregular verbs list, they can assume it is regular.
- Remind students that with regular verbs, they still need to think about spelling variations.

## Reading

### Aim

To read and understand an article about the discovery of Antarctica

### Warm-up

- Point to the pictures and ask: *Where do you think this is? What's the weather like here?*
- Read out the title *The Discovery of Antarctica* and ask: *When do you think these people first went to Antarctica?*

### Background notes

- Ernest Shackleton (1874–1922) was a British polar explorer who led three expeditions to the Antarctic.
- Roald Amundsen (1872–1928) was a Norwegian explorer who was the first person to reach the South Pole in December 1911.
- Nobu Shirase (1861–1946) was a Japanese army officer who led an expedition to the Antarctic from 1910 to 1912.
- Captain Robert Scott (1868–1912) was a British naval officer who led an expedition to the South Pole. They reached the South Pole in January 1912, only to find that they had been beaten there by Roald Amundsen. Scott and his four companions all died on the journey back from the Pole.

### Exercise 1

- Pre-teach *explorer, expedition, to die, and base camp*.
- Read the *My reading skills* box with the class. Give students time to read the questions and underline the key words.
- Elicit the key words for each question. Students then scan the article to find the key words and answer the questions.
- Students can compare their answer in pairs.
- Check the answers with the class.



### ANSWERS

- Roald Amundsen
- They admire him for his courage and determination.

### Exercise 2 Read and listen 1:34

- Students read and listen to the article. They then correct the mistakes in the sentences.
- 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.

# The Discovery of Antarctica

**Antarctica is an enormous frozen continent at the South Pole.** It's very cold and windy, and there's snow and ice all year. In the 1890s, many explorers went to Antarctica, including the British explorer Ernest Shackleton, Roald Amundsen from Norway, and Nobu Shirase from Japan. Another very famous name in Antarctic history is British explorer, Captain Robert Scott.

Scott's first expedition began in 1901, but there was terrible weather, with strong winds and freezing temperatures. Scott and his men stopped their expedition before they reached the South Pole.

Between 1910 and 1912, the Japanese explorer Nobu Shirase and his men went on an expedition in Antarctica. They explored the Edward VII peninsula, but they didn't reach the South Pole.

Scott started his second expedition to the South Pole in 1910, too. There was a race between him and Roald Amundsen to reach the South Pole first. Scott and his men arrived there on January 17<sup>th</sup> 1912, but they found a Norwegian flag and a message from Amundsen. The Norwegian explorer and his men arrived at the South Pole 33 days before Scott.

Scott and his men started traveling back to camp. Again, the weather was terrible with strong winds and snow. His men were freezing and hungry, and, tragically, everyone died. They were only 18 km from their base camp.

There were many Antarctic explorers, but people admire Captain Scott for his courage and determination. He wasn't the winner of the race to the South Pole, but he helped people to understand the extreme weather, geography, and geology of Antarctica.

**Check it out!**

Find these words and check their meaning.

discovery  
frozen  
South Pole  
reach

**My reading skills**

**Scanning the text for specific information**

Some questions ask you to look for specific information in a text. You don't need to read all the words to find it. Before you read the text, read the questions and underline the key words in them. This helps you to find the correct information in the text.

**Reading**

**1 Look at the pictures. Underline the key words in the questions. Then scan the article and find the answers.**

What is the weather like in Antarctica?

The weather is cold, windy, and snowing in Antarctica.

1 Who was the winner of the race to the South Pole?

2 Why do people admire Captain Scott?


**2 1:34 Read and listen to the article. Then correct the mistakes in the sentences below.**

Antarctica is at the North Pole.  
Antarctica is at the South Pole.

1 Antarctica has mild temperatures.  
2 Captain Scott traveled to Antarctica for the first time in 1890.  
3 He went to Antarctica four times.

4 A German explorer wanted to get to the South Pole at the same time as Scott.  
5 Scott reached the South Pole about a month before Amundsen.  
6 Scott and his men died at the South Pole.

36 thirty-six



### ANSWERS

- Antarctica has **freezing** temperatures.
- Scott traveled to Antarctica for the first time in **1901**.
- He went to Antarctica **twice**.
- A **Norwegian** explorer wanted to get to the South Pole at the same time as Scott.
- Amundsen** reached the South Pole about a month before **Scott**.
- Scott and his men died **on their way back from the South Pole (18 km from their base camp)**.

**Audioscript** Student Book page 36

## Listening

### Aim

To listen to a radio program about Sir Edmund Hillary

### Warm-up

- Tell students they are going to listen to a conversation about a famous explorer.
- Point to the photo and ask: *Where do you think this is?*
- Pre-teach the words *mountain* and *climb*.
- Ask: *Why do you think people want to climb mountains? Would you like to climb a high mountain? Why? / Why not?*



## Listening

3 1.35 Listen to the radio programme. Complete the timeline about the events in the life of the explorer Sir Edmund Hillary. Use the information in the box.

He arrived at the South Pole. He died in New Zealand.  
He discovered his love of climbing. He helped to build schools and hospitals there.  
He reached the top of Mount Everest. He was born in New Zealand.

1919	He was born in New Zealand.
1935	He went on a school trip to the mountains in New Zealand. He discovered his love of climbing.
1939	He completed his first big climb.
1951	He made his first journey to Nepal to climb the Himalayan mountains.
1953	He reached the top of Mount Everest.
1958	He arrived at the South Pole.
1962	He returned to Nepal. He helped to build schools and hospitals there.
2008	He died in New Zealand.



## Speaking

4 Pairwork Look at the timeline about Emilio. Describe the important events in his life with your partner. Remember to use the simple past.



- A Emilio was born in Miami in 2001.  
B He started elementary school in 2006.  
A He ...

5 Make a timeline about the important events in your life. Use it to describe the events to your partner. Use the ideas in the box, or use your own ideas.

be born brother / sister born get my first ... go on vacation to ...  
learn to ride a bicycle learn to swim lose my first tooth meet my best friend  
say my first word start elementary school start junior high

I was born in ...  
I was born in (place) in (year). I ...

## Writing

6 Write a paragraph about the important events in your life.

I was born in (place) in (year). I ...

Workbook p.19

Writing builder p.93

thirty-seven 37

## Background notes

- Sir Edmund Hillary (1919–2008) was a mountaineer and explorer from New Zealand. In 1953, he and the Nepalese Sherpa mountaineer Tenzing Norgay became the first climbers to reach the top of Mount Everest.
- Mount Everest, at 8,848 meters above sea level, is the highest mountain in the world.

## Exercise 3 1.35

- Pre-teach *New Zealand, Nepal, and Himalayas*.
- Read through the information in the box with the class, and check that students understand everything.
- Give students time to read the timeline.
- Play the audio. Students listen and complete the timeline.

- Play the audio again if necessary for students to complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 110

## Speaking

## Aim

To give a presentation about the important events in someone's life

## Exercise 4 Pairwork

- Read through the timeline with the class, and check that students understand everything.
- Elicit how to say the dates. Point out that for dates up to 2009 we say: *two thousand one, two thousand two*, etc., but for dates from 2010 onwards, we say *twenty ten, twenty eleven*, etc.

- Read out the example answers, and elicit one more answer as an example.
- Students work in pairs and take turns to describe the events in Emilio's life.
- Check the answers with the class.

## ANSWERS

He learned to ride a bike in 2008.

He traveled to Uruguay on vacation in 2011.

He started junior high school in 2012.

He got his first horse in 2013.

## Exercise 5

- Read through the ideas in the box with the class, and check that students understand everything.
- Brainstorm some more ideas with the class, e.g., *get a pet, learn to read, play on a soccer team*.
- Give students time to prepare their timelines.
- Students work in pairs to describe the important events in their life.
- Ask students to make notes as they listen to their partner's presentation.
- Ask some students to tell the class about their partner.

## Writing

## Aim

To write a paragraph about the important events in your life

## 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 use their timeline from exercise 5 to write a paragraph about the important events in their life.
- Students swap their paragraphs with their partner, who corrects any mistakes.
- Ask some students to read their paragraphs to the class.

## ANSWERS

Students' own answers.

## Consolidation

- Tell students that they could write a timeline for someone in their family. Suggest that they interview the person and make sure that they have all the key information they need before they begin.

Writing builder page 93/C2

Workbook page 19

Online Workbook Extra practice

Unit test

Worksheets

DVD

# 4 Did you like the movie?

**Grammar**

Simple past (negative, questions and short answers)  
Question words + Simple past

**Vocabulary**

Movies

**Communication**

Going to the movies

**Skills**

**Reading:** A web page about movies  
**Listening:** A conversation about a movie  
**Speaking:** Discussing a movie  
**Writing:** A review of a movie

**Topics and values**

Arts and culture: movies; Success: famous actors

## Presentation page 38

### Aim

To present the new language in a familiar context

### Story

Zac is with Kelly, a member of The Misfitz. They are coming out of the movies, and they talk about the movie, and discuss what they did after band practice yesterday. They see Rosie, and Zac asks her if she saw The Misfitz last week. Zac asks Rosie why she stays with her band, Supernova, and with the "losers" Lewis and Dylan. Rosie defends her friends and the band. Kelly tells Rosie she is an awesome guitarist, and invites her to join The Misfitz.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see?*
- Remind students if necessary that the girl is Kelly, the keyboard player with The Misfitz. Ask: *Where are Zac and Kelly? What are they doing?*
- Elicit that they are at the movies, then ask: *Do you like going to the movies? Who do you usually go with?*

### Exercise 1 Read and listen 1-36

- Read the question out to the class. Check that students understand *join*, *science fiction movie*, and *horror movie*.

## 4 Did you like the movie?



**1  1-36 Read and listen** Who does Kelly invite to join The Misfitz?

**Kelly** Did you like the movie, Zac?

**Zac** Yes, I did. It was good, but I didn't like the ending. Did you like it?

**Kelly** Yes, I did. I love science fiction movies.

**Zac** Science fiction movies and horror movies are my favorite types of movie.

**Kelly** What did you do after band practice yesterday?

**Zac** I went for a pizza. Did you go out?

**Kelly** No, I didn't. I went home. Hey, there's Rosie.

**Zac** Rosie? Where is she?

**Kelly** She's over there. Let's say hello.

**Zac** Good idea. Hi, Rosie. So, did you see The Misfitz last week?

**Rosie** Umm ... no, I didn't, but Lewis saw you.

**Zac** Huh, Lewis and Dylan! Why do you stay with those losers?

**Rosie** They aren't losers. They're my friends, and we're a good band.

**Zac** Get real, Rosie! Supernova isn't a good band! You don't have a singer.

**Kelly** But you're an awesome guitarist. Rosie, and we're a great band. Why don't you join The Misfitz, too?

**Check it out!**

Find these words and check their meaning.

over there   losers   Get real!

**2 Comprehension** Complete the sentences with the names in the box.

Dylan   Kelly   Lewis   Rosie   Zac

Zac and Kelly liked the movie.

1 Zac likes science fiction movies and horror movies.

2 Zac went for a pizza after band practice.

3 Kelly went home.

4 Lewis saw The Misfitz last week.

5 Lewis and Dylan are Rosie's friends.

6 Rosie is an awesome guitarist.

38 thirty-eight

- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

### ANSWER

Kelly invites Rosie to join The Misfitz.

**Audioscript** Student Book page 38

### Exercise 2 Comprehension

- Students read the dialogue again and complete the sentences with the correct names. Tell students they can use the names in the box more than once.
- They can compare answers in pairs.

- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

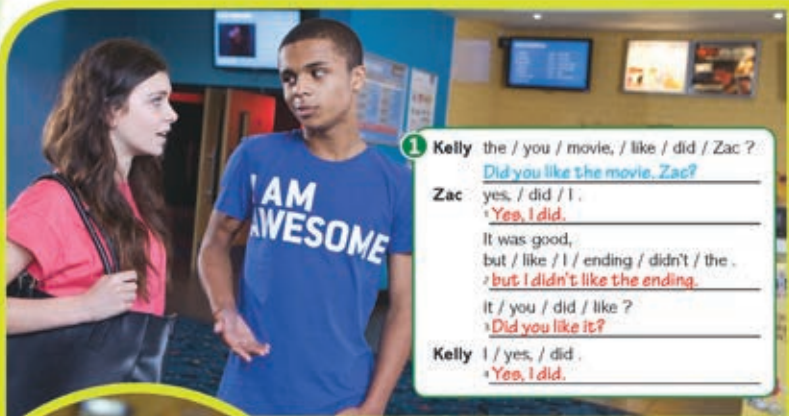
### Consolidation

- Tell students that they are going to learn vocabulary about movies in this unit. Ask them to find words for two kinds of movies in the dialogue and make a note of them in their vocabulary notebook (*science fiction movie*, *horror movie*). Ask them to find a word meaning "the last part of a movie" and add this to their list (*ending*). Students can add more movies vocabulary to their list later in the unit.



## Language focus

**3 Dialogue focus** Write the sentences and questions in the correct order to form dialogues.



**1 Kelly** the / you / movie, / like / did / Zac ?  
*Did you like the movie, Zac?*  
**Zac** yes, / did / I .  
*\*Yes, I did.*  
 It was good,  
 but / like / I / ending / didn't / the .  
*\*but I didn't like the ending.*  
 it / you / did / like ?  
*\*Did you like it?*  
**Kelly** I / yes, / did .  
*\*Yes, I did.*



**2 Kelly** did / what / you / practice / yesterday /  
 do / band / after ? \**What did you do  
 after band practice yesterday?*  
**Zac** I went for a pizza.  
 go / you / did / out ? \**Did you go out?*  
**Kelly** no, / didn't / I . \**No, I didn't.*



**3 Zac** see / so, / you / did / last / The Misfitz / week ?  
*\*So, did you see The Misfitz last week?*  
**Rosie** didn't, / no, / umm ... / I \**Umm ... no, I didn't,*  
 but Lewis saw you.

**4** 1:37 Listen and check. Listen again and repeat.

**5 Focus on you** Read the example dialogue. Then write three similar dialogues. Use the activities in the box.

chat with friends online   clean my bedroom   do my homework  
 go shopping   go swimming   go to the movies   listen to my new CDs  
 play computer games   play soccer   watch some DVDs

A What did you do yesterday?  
 B I went to the movies.

A Did you go swimming?  
 B Yes, I did. / No, I didn't.

**6 Pairwork** Practice the dialogues in exercise 5.

thirty-nine 39

- Read through the activities in the box with the class, and check that students understand everything.
- Elicit one or two more example answers using the activities in the box.
- Students work in pairs to write three similar dialogues.
- Ask one or two pairs to read one of their dialogues to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Students practice their dialogues in pairs.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the lesson.
- Ask some pairs to perform their dialogues for the class.

### Extra activity

- Ask students to think about what they did last weekend, and note down three activities. They can use the ideas in the box or their own ideas.
- Students can work with a new partner and make a new dialogue about what they did last weekend.
- Ask some students to tell the class what their partner did last weekend.

### Consolidation

- Tell students that to review vocabulary they could look back through the pictures in their book so far and see how many objects they can identify in English. They could use a dictionary to look up some words they don't know.

## Language focus page 39

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example, and elicit another example answer from the class.
- Students write the sentences and questions in the correct order to complete the mini-dialogues.
- Tell students they should try to do the exercise without looking back at the dialogue in exercise 1, but they can refer back to it if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 1:37

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book page 110

### Exercise 5 Focus on you

- Ask two students to read out the example dialogue.
- Explain if necessary that *What did you do?* is a question in the simple past. Point out that in the question *Did you go swimming?*, the activity (*go swimming*) is in the base form. Don't go into too many details about this yet, as students will study questions in the simple past later in the unit.

Movies

Aim

To present and practice vocabulary for movies

Grammar PowerPoint presentation Unit 4

Warm-up

- With books closed, ask: *What was the last movie you saw? Was it good? Why? / Why not?*
- Elicit answers from individual students, then ask: *Where do you prefer to watch movies – at home, or at the movie theater? Why?* Put students into pairs to discuss the question.
- Ask some students to tell the class if they and their partner agree.

Exercise 1 1-38

- Students work individually or in pairs to match the movie types with the pictures.
- Play the audio. Students listen and check.
- Play the audio again, pausing for students to repeat, chorally and individually.

Audioscript Teacher's Book page 110

Exercise 2 1-39

- Read through the list of movie titles with the class, modelling pronunciation of difficult words, especially *dungeon* and *silent*.
- Play the audio. Students listen and complete the chart.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.
- Go through the *Look!* box with the class.

Audioscript Teacher's Book page 110

Exercise 3 Pairwork

- Give students time to think of their three favorite movies. Students can give the names of the movies in their own language if they don't know the English titles.
- Students work in pairs to tell their partner about their favorite movies.
- Ask some students to tell the class about their partner's favorite movies.

Extra activity

- Say that you are going to describe a movie, and students must guess the title.
- Describe a popular movie, e.g., *It's an action movie with Johnny Depp. It's on a ship. (Pirates of the Caribbean)*
- Ask students to write a similar description of a movie.

4 Vocabulary

Movies

1 1-38 Match the movie types with the pictures. Then listen and check.

action movie cartoon comedy fantasy movie  
horror movie love story musical science fiction movie



action movie



1 horror movie



2 love story



3 musical



4 cartoon



5 fantasy movie



6 comedy



7 science fiction movie

Look!

A comedy, a cartoon, a love story, a musical but an action movie, a horror movie, a fantasy movie, a science fiction movie

2 1-39 Listen to the conversations about movies. Complete the chart. Then listen and check.

Name	Type of movie
Thirty Minutes	action movie
1 Animals United	cartoon
2 Dear John	love story
3 American Girl	comedy
4 Dungeons and Dragons	fantasy movie
5 New World	science fiction movie
6 Silent House	horror movie
7 Secret Heart	musical

3 Pairwork Think of three of your favorite movies. Tell your partner the names of the movies and their movie types.

A My favorite movies are Mamma Mia!, Shrek, and Skyfall.  
B What type of movie is Mamma Mia?  
A It's a musical ...

40 forty

Workbook p.22

Extra practice online

- Ask students in turn to read out their descriptions. See if the class can guess the movies.

Consolidation

- Encourage students to read movie reviews in English online to learn more movies vocabulary.
- Tell them that watching movies in English with subtitles in their own language is also a good way to improve their English.

Workbook page 22

Online Workbook Extra practice

Grammar page 41

Simple past (negative)

Aim

To present and practice the negative form of the simple past

Grammar PowerPoint presentation Unit 4

Warm-up

- With books closed, write a selection of regular and irregular verbs on the board, e.g., *do, go, sit, stay, study, watch*.
- Put students into pairs and give them two minutes to write the simple past forms.
- Check answers and ask: *Which verbs are regular? Which are irregular?*
- See who got the most correct answers, and remind students that they should try to learn irregular verbs.



## Simple past

## Negative

I didn't like the ending.  
We didn't go out.

Full forms	Short forms
I <b>did not</b> eat	I <b>didn't</b> eat
you <b>did not</b> eat	you <b>didn't</b> eat
he / she / it <b>did not</b> eat	he / she / it <b>didn't</b> eat
we <b>did not</b> eat	we <b>didn't</b> eat
you <b>did not</b> eat	you <b>didn't</b> eat
they <b>did not</b> eat	they <b>didn't</b> eat

## Think!

## Choose the correct alternatives.

- In English, we form the simple past negative with **did not (didn't)** and the **base form** / past form of the main verb.
- Irregular verbs **follow** / don't follow the same rule.

Rules p.W20

## 1 Complete the sentences with the simple past form of the verbs in the box.

clean do go play visit watch

- We didn't watch TV last night.  
 1 I didn't go swimming last Saturday.  
 2 You didn't clean your bedroom!  
 3 Shiori didn't do her science homework.  
 4 They didn't play soccer on Sunday.  
 5 We didn't visit our cousins yesterday.

## 2 Rewrite the sentences in the negative form.

- Tiago sent me a text yesterday.  
Tiago didn't send me a text yesterday.  
 1 My mom got up at seven o'clock.  
My mom didn't get up at seven o'clock.  
 2 I went to the theater last week.  
I didn't go to the theater last week.  
 3 The movie started at eight o'clock.  
The movie didn't start at eight o'clock.  
 4 Emily bought a new cell phone.  
Emily didn't buy a new cell phone.  
 5 Sam and Carlos came to the party.  
Sam and Carlos didn't come to the party.  
 6 We ate pizza for dinner.  
We didn't eat pizza for dinner.

Workbook p.22

Extra practice online

## 3 How much do you know about Johnny Depp? Do the quiz and find out!

Johnny Depp left school when he was ...  
 A 18 B 15 ✓  
 C 16

## 1 He wanted to be ...

- A an actor \_\_\_\_\_  
 B a rock musician ✓  
 C a doctor \_\_\_\_\_

## 2 Before he was famous, he sold ...

- A pens ✓ B pencils \_\_\_\_\_ C cars \_\_\_\_\_

3 In *Edward Scissorhands* he starred with ...

- A Keira Knightley \_\_\_\_\_ B Winona Ryder ✓  
 C Emma Watson \_\_\_\_\_

4 In the *Pirates of the Caribbean* films he played the part of ...

- A Captain Sparrow ✓ B Will Turner \_\_\_\_\_  
 C Hector Barbossa \_\_\_\_\_



## 4 Now write sentences about Johnny Depp. Use the information in the quiz. The answers are at the bottom of the quiz.

Johnny Depp didn't leave school when he was 18. He left school when he was 15.

## 5 Complete the diary page with the simple past form of the verbs in parentheses. Are the verbs affirmative or negative?

Yesterday was a horrible day! I didn't hear (hear) the alarm clock, and I didn't wake up (wake up). I usually take the bus, but it left (leave) without me, so I walked (walk). It was (be) freezing and I didn't have (have) my jacket. I arrived (arrive) at school miserable, late, and cold! We had (have) a math test and I didn't know (know) the answers to the questions. I didn't pass (pass) it! After school, we had an important basketball game – the final of the School Championship. We didn't play (play) well, and we didn't win (win) the cup!

## Finished?

Imagine you are a movie star. What did you plan to do last weekend? Write a list of six things. Then write sentences about what you did and didn't do.

Puzzle p.105

forty-one 41

- Students do the quiz. Tell them they should guess the answers if they don't know them.

## Exercise 4

- Point out the answers at the bottom of the quiz. Ask students to check their answers. Ask who got all the answers right.
- Read out the example sentences. Point out the differences between the negative form of the simple past and the affirmative form.
- Students work individually or in pairs to write negative and affirmative sentences about Johnny Depp.
- Check the answers with the class.

## POSSIBLE ANSWERS

He didn't want to be an actor. He wanted to be a rock musician.

Before he was famous, he didn't sell cars. He sold pens.

In *Edward Scissorhands*, he didn't star with Keira Knightley. He starred with Winona Ryder.

In the *Pirates of the Caribbean* films/movies, he didn't play the part of Will Turner. He played the part of Captain Sparrow.

## Exercise 5

- Students complete the diary page with the correct affirmative or negative forms of the verbs.
- Students can compare their answers in pairs.
- Check the answers with the class. Ask about each verb: *Is it affirmative or negative?*

## Finished?

- Students imagine they are a movie star and write a list of things they planned to do last weekend, and things they did and didn't do.
- Students can compare their sentences in pairs.
- 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 they should monitor their own language learning and keep notes of mistakes that they make. If they find they are making mistakes with negative forms, for example, they should review the grammar point and write some notes and personalized examples to help them remember the rules in future.

Workbook page 22

Online Workbook Extra practice

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart.
- Point out that in spoken English the short forms are much more common.
- Students read the *Think!* box and choose the correct alternatives to complete the rules.
- Refer students to the rules on page W20.

Rules page W20

## Exercise 1

- Students complete the sentences with the negative simple past forms of the verbs in the box.
- Check the answers with the class.

## Exercise 2

- Read out the example answer. Point out the steps that need to be taken to transform the affirmative verb to a negative verb – add *didn't*, and change the simple past form of the verb to the base form.
- Do another example with the whole class.
- Students then work individually or in pairs to rewrite the sentences in the negative form.
- Check the answers with the class.

## Exercise 3

- Focus on the picture and ask: *Who is this? What do you know about Johnny Depp?* Elicit a few answers.
- Check that students understand *left* (to leave), *sold* (to sell), and *starred* (to star).

## Going to the movies

### Aim

To present and practice talking about going to the movies

### Warm-up

- With books closed, tell students that in this unit they learned eight words for movie types. Ask: *Can you remember them all?*
- Give students a minute to think, then ask: *Who can remember all eight?*
- If no one can remember all eight, see who can remember seven, or six. Ask that student to say the movie types they can remember, then see if another student can complete the list.
- Ask: *What movies can you watch at your age? What movies can't you watch?* Discuss the movie classifications in the students' own country and ask: *Do you agree with the rules? Why? / Why not?*

### Exercise 1 1.40

- Check that students understand *3D*, *ticket*, and *change* (= money you get back when you pay for something).
- Play the audio. Students listen and complete the dialogue.
- Play the audio again. Students listen again and check.
- 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, and check that students understand everything.
- Read the *Culture focus* box with the class. Ask: *Is this similar to your country, or different?*

**Audioscript** Teacher's Book page 110

### Exercise 2 1.41

- Give students a few minutes to read the movie posters.
- Play the audio. Students listen and complete the movie posters.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 110

### Exercise 3 Pairwork

- Read through the task with the class.
- To demonstrate the activity, say: *Let's go to watch Fast Car.* Elicit the next few lines of the dialogue.
- Students work in pairs to write their dialogue and practice it.
- Ask some pairs to perform their dialogues for the class.

## 4 Communication

### Going to the movies

- 1 1.40 Use the information on the movie theater poster to complete the dialogues. Listen to the dialogues and check. Then listen and repeat.

#### On the phone ...

Martha Let's go to watch *High Impact*.  
 Dan What type of movie is it?  
 Martha It's an *action* movie. And it's in 3D.  
 Dan Cool. I love action movies. Where is it playing?  
 Martha It's playing at the *Cinemark movie theater*.  
 Dan What time does it start?  
 Martha It starts at six thirty.  
 Dan OK. Let's go and see that then.

#### At the movie theater ...

Martha Can I have two children's tickets for *High Impact*, please?  
 Clerk How old are you?  
 Martha We're twelve.  
 Clerk OK. That's \$ 22.  
 Martha There you go.  
 Clerk Thank you. Here are your tickets and \$8 change.  
 Martha What screen is it?  
 Clerk It's screen 7.  
 Martha Thank you.



### Culture focus

G Movie for all ages  
 PG Movie for all ages, but parents decide  
 PG-13 Parents decide for children under 13  
 R Children under 17 only allowed to see movie with an adult  
 NC-17 Only for adults aged 18 and over

### Learn it, use it!

You ask	You answer
Let's go to ...	OK.
What type of movie is it?	It's a ...
Where is it playing?	It's playing at ...
What time does it start?	It starts at ...
Can I have ... tickets, please?	That's \$11.
What screen is it?	It's screen 4.

- 2 1.41 Listen to three conversations and complete the movie posters. Listen and check.



- 3 Pairwork Choose a movie poster from exercise 2 and write a dialogue. Use the dialogues in exercise 1 as a model. Then practice your dialogue.

42 forty-two

Workbook p.24

Extra practice online

- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### ANSWERS

Students' own answers.

### Consolidation

- Suggest to students that they read through this page again to find useful words to do with movies, to add to their vocabulary notebooks, e.g., *ticket*, *screen*, *movie theater*.

Workbook page 24

Online Workbook Extra practice

## Grammar

### Simple past (questions and short answers)

#### Aim

To present and practice questions and short answers in the simple past

Grammar PowerPoint presentation Unit 4

#### Warm-up

- Write on the board: *I watched a movie last night.*
- Ask students to make the sentence negative, and write this sentence on the board: *I didn't watch a movie last night.*



## Simple past

## Questions and short answers

Did you like the movie, Zac? **Yes, I did.**  
Did you go out? **No, I didn't.**

Questions	Short answers	
	Affirmative	Negative
Did I eat?	Yes, you did.	No, you didn't.
Did you eat?	Yes, I did.	No, I didn't.
Did he eat?	Yes, he did.	No, he didn't.
Did she eat?	Yes, she did.	No, she didn't.
Did it eat?	Yes, it did.	No, it didn't.
Did we eat?	Yes, you did.	No, you didn't.
Did you eat?	Yes, we did.	No, we didn't.
Did they eat?	Yes, they did.	No, they didn't.

Rules p.W20

### 1 Write the questions in the correct order. Then write short answers that are true for you.

do / your homework / you / did / yesterday ?  
**Did you do your homework yesterday?**  
**Yes, I did. / No, I didn't.**

- 1 your mom / watch TV / did / last night ?
- 2 your best friend / yesterday / call you / did ?
- 3 you / did / go to Joe's party / last night ?
- 4 did / last weekend / play soccer / your sister ?
- 5 your history teacher / give you a test / did / yesterday ?

### 2 Pairwork Look at Lucy's list of plans for yesterday. Then ask and answer questions about what she did (✓) and didn't do (X).



get up early (✓) clean bedroom (X)  
go to the gym (X) take the dog for a walk (✓)  
phone grandma (✓) finish science project (X)

Workbook p.23

Extra practice online

### 3 Complete the questions, short answers, and sentences. Use the simple past form of the verbs in parentheses.

- Julia Did you go out (you / go out) last night?  
David Yes, I did. I went to Cesar's house to watch a movie.  
Julia Did Beth go (Beth / go), too?  
David No, she didn't. She didn't feel (not feel) well.  
Julia What movie did you watch (you / watch)?  
David Distant Galaxies.  
Julia Did you like (you / like) it?  
David No, I didn't. I didn't enjoy (not enjoy) it at all!  
Julia So why did you watch (you / watch) it?  
David Cesar wanted to. He likes stupid movies!

### Question words + Simple past

What did you do after band practice yesterday?

What	did	you	do over the weekend?
Where	did	he	teach?
When	did	we	arrive?
What time	did	she	start work?
How	did	you	travel there?
Why	did	we	leave?

Rules p.W20

### 4 Look at the underlined part of the answers.

Which question word do you need to use?

- He got up at seven o'clock. What time  
1 She bought a book. What  
2 He went to bed because he was tired. Why  
3 They worked in a hospital. Where  
4 It rained on Tuesday. When  
5 He traveled across the U.S. on a bike. How

### 5 Write the question for each answer in exercise 4.

- What time did he get up?  
1 What did she buy?  
2 Why did he go to bed?  
3 Where did they work?  
4 When did it rain?  
5 How did he travel across the U.S.?

### Finished?

Write questions starting with *Did* and question words about what you and your classmates did last weekend. Then ask and answer them.

Puzzle p.105

forty-three 43

- Elicit the first question and answer from the class: *Did she get up early? Yes, she did.*
- Students work in pairs to ask and answer the questions.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the class.

### ANSWERS

Did she get up early? Yes, she did.  
Did she go to the gym? No, she didn't.  
Did she phone her grandma? Yes, she did.  
Did she clean her bedroom? No, she didn't.  
Did she take the dog for a walk? Yes, she did.  
Did she finish her science project? No, she didn't.

### Exercise 3

- Students complete the dialogue with the correct form of the verbs.
- Check answers by asking two confident students to read out the dialogue.

### Question words + Simple past

#### Grammar chart

- Read out the grammar examples and go through the grammar chart. Check that students understand the meaning of all the question words. Point out the word order in the questions.
- Refer students to the rules on page W20.

Rules page W20

### Exercise 4

- Students look at the answers and write the correct question words.
- Check the answers with the class.

### Exercise 5

- Students write the questions for the answers in exercise 4.
- Check the answers with the class.

### Finished?

- Students write questions to ask a classmate, then ask and answer their questions in pairs. Alternatively, ask a few students to read out their questions.
- Students can go on to do the puzzle on page 105.

### ANSWERS

Students' own answers.

### Consolidation

- Tell students that they have now learned all the forms of the simple past, so it would be a good idea to review it.
- Remind them that they should continue to learn and practice irregular verb forms.

Workbook page 23

Online Workbook Extra practice

- Point to the affirmative sentence again and ask: *How do you think you make this into a question?* Elicit a few ideas. Underline *did* in the negative sentence to lead students towards producing the question form.

#### Grammar chart

- Read out the grammar examples and go through the grammar chart.
- Point out the word order: *did* + subject + verb.
- Refer students to the rules on page W20.

Rules page W20

### Exercise 1

- Students write the questions in the correct order.
- Ask some students to read out the questions. Correct any mistakes.

- Students then write short answers that are true for them.
- Check answers by asking pairs of students to ask and answer the questions.

### ANSWERS

- 1 Did your mom watch TV last night?
- 2 Did your best friend call you yesterday?
- 3 Did you go to Joe's party last night?
- 4 Did your sister play soccer last weekend?
- 5 Did your history teacher give you a test yesterday?

### Exercise 2 Pairwork

- Read through Lucy's list of plans, and check that students understand everything. Point out that they will need to add words to some of the questions, e.g., *Did she clean her bedroom?*

## Reading

### Aim

To read and understand a web page about movies

### Warm-up

- Point to the pictures and ask: *Do you know these actors? Do you know the movies?*
- If students recognize the actors or movies, encourage them to talk about them and give their opinions.
- Read out the title *Welcome to We Love Movies* and ask: *Do you visit web pages like this one?*

### Background notes

- The Academy Awards, usually called the Oscars, are a set of annual awards given for achievements in the movie industry. The first Oscars were awarded in 1929. Awards include Best Actor in a Leading Role, Best Visual Effects, Best Costume Design, and Best Picture (for the best movie overall).
- Stanford University is a university in Stanford, California. It opened in 1891 and has around 7,000 undergraduate students and 8,900 graduate students.
- Details* is a monthly men's magazine in the U.S. which focuses on fashion and lifestyle.

### Exercise 1

- Read the *My reading skills* box with the class. Check that students understand what false friends are.
- Students find the words in the web page and choose the correct meanings.
- Check the answers with the class.

### Exercise 2 Read and listen 1.42



- Check that students understand *move* (= go to live in a new place), *appear* (= be in a movie), *grow up*, *character* (in a movie), and *Oscar*.
- Play the audio. Students read and listen.
- Students read the web page individually 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 web page. Make sure that students understand the meaning of the words.

#### ANSWERS

- She moved to Germany.
- She first appeared in a movie when she was 14.
- She spent one year at university.
- She won an Oscar in 2006.
- He grew up in Australia.
- No, he didn't.


# 4 Skills

## Welcome to We Love Movies

**a website for movie lovers!**  
Check out our We Love ... section for information about your favorite Hollywood stars.  
Follow us @welovecinema

**Reese Witherspoon**  
Reese Witherspoon is the star of *Legally Blonde* and *This Means War*. She's the queen of Hollywood. But did you know ...? Reese isn't her first name. Her name is actually Laura Jeanne Reese Witherspoon.  
She was born in New Orleans in 1976, but she lived in Germany until she was 4 years old.  
She got her first part in the movie *Man in the Moon* in 1990. She was only 14!  
After High School, she went to Stanford University to study English literature, but she didn't graduate.  
After one year, she left university and became an actress again. In 2006, she won an Oscar for her role as June Carter in the movie *Walk the Line*.



**Liam Hemsworth**  
He's a young, good-looking Hollywood actor. But Liam Hemsworth, star of the *The Hunger Games* movies, didn't grow up in the U.S. He was born in Australia in 1990, and didn't move to the U.S. till he was 19. Liam began his acting career when he was 16. Aged 19, he auditioned for a part in the movie *Thor*, but didn't get it. But this didn't stop Liam, and eventually he started winning movie roles in Hollywood. In 2011, he won the part of Gale Hawthorne in the popular *The Hunger Games* movies. He acted opposite Jennifer Lawrence. She played Gale's best friend Katniss. In 2010, *Details* magazine chose him as one of 'The Next Generation of Hollywood's Leading Men.' We Love Movies agrees!

**Check it out!**  
Find these words and check their meaning.  
graduate  
career  
magazine

**My reading skills**  
**Checking meaning: false friends**  
Some words in your language look like English words. But their meanings are very different. It is important to make a note of the correct meanings in your vocabulary notebook.

**Reading**

**1** Find these false friends in the web page and choose their correct meanings.  
actually really / at the moment  
1 career university degree / profession  
2 eventually in the end / for a period of time

**2** **1.42 Read and listen** to the web page. Then answer the questions.  
What is Reese Witherspoon's real name?  
Her real name is Laura Jeanne Reese Witherspoon.

1 Where did Reese Witherspoon move to when she was a baby?	7 Who is Liam's character in <i>The Hunger Games</i> ?
2 When did she first appear in a movie?	8 Which actress was in the movie?
3 How long did she spend at university?	9 What is Gale's relationship with Katniss in the movie?
4 What did she win in 2006?	10 Who are your favorite actors and actresses?
5 Where did Liam Hemsworth grow up?	
6 Did Liam win a part in the movie <i>Thor</i> ?	

- His character is Gale Hawthorne.
- Jennifer Lawrence was in the movie.
- Gale is Katniss's best friend.
- Students' own answers.

**Audioscript** Student Book page 44

#### Extra activity

- Write these gapped sentences on the board.
- Reese Witherspoon is the \_\_\_\_\_ of *Legally Blonde*.
  - She got her first \_\_\_\_\_ in a movie in 1990.
  - She won an Oscar for her \_\_\_\_\_ as June Carter.
  - Liam began his \_\_\_\_\_ career when he was 16.
  - He \_\_\_\_\_ for a part in the movie *Thor*.
  - He acted \_\_\_\_\_ Jennifer Lawrence.

- Students read the web page again and complete the sentences with the correct words.
- Check the answers with the class, and check that students understand all the words.
- Suggest to students that they add these words to the movies vocabulary in their vocabulary notebooks.

#### ANSWERS

- |        |              |
|--------|--------------|
| 1 star | 4 acting     |
| 2 part | 5 auditioned |
| 3 role | 6 opposite   |



## Listening

3 1:43 Listen to a conversation between two friends. Check (✓) the correct answers.

- |  |   |   |
|--|---|---|
| Tyler went to the ...                        | 2 The Avengers is ...                                 | 4 The special effects were ...                      |
| A movies <input checked="" type="checkbox"/> | A an action movie <input checked="" type="checkbox"/> | A good <input type="checkbox"/>                     |
| B sports center <input type="checkbox"/>     | B a comedy <input checked="" type="checkbox"/>        | B boring <input type="checkbox"/>                   |
| C swimming pool <input type="checkbox"/>     | C a science fiction movie <input type="checkbox"/>    | C awesome <input checked="" type="checkbox"/>       |
| 1 Raquel is Juan Carlos' ...                 | 3 The stars were Mark Ruffalo and ...                 | 5 After the movie, Tyler and his friends went ...   |
| A girlfriend <input type="checkbox"/>        | A Chris Rock <input type="checkbox"/>                 | A home <input type="checkbox"/>                     |
| B sister <input type="checkbox"/>            | B Chris O'Donnell <input type="checkbox"/>            | B to a pizzeria <input checked="" type="checkbox"/> |
| C cousin <input checked="" type="checkbox"/> | C Chris Hemsworth <input checked="" type="checkbox"/> | C to a party <input type="checkbox"/>               |

4 1:43 Listen again and complete the questions.

- What did you do yesterday, Tyler?
- 1 Who did you go with?
- 2 What movie did you see?
- 3 What type of movie was it?
- 4 Who starred in it?
- 5 What did you think of the actors?
- 6 What did you think of the movie?
- 7 What did you do after the movie?

## Speaking

5 Pairwork Choose one of the movies in the ad. Ask and answer questions about the movie. Use the conversation in exercise 4 as a model.

- A What did you do yesterday, Chinmae?
- B I went to the movies.
- A Who did you ...

## Writing

6 Think of a movie you know well. Answer the questions below. Separate your answers by topic and plan your paragraphs. Then write a review of the movie.

- What was the name of the movie?
- Where did you see it? (TV, tablet, movie theater)
- Who did you go with?
- When did you go?
- What type of movie was it?
- What did you like about the movie?
- Is there anything you didn't like about the movie?
- Who starred in it?
- What was your general opinion of the movie?

## What's on at the movies?

AMC

Screen 1

Oz: The Great and Powerful – A fantasy movie with James Franco and Milla Kunis

★★★★★

Screen 2

The Croods – A comedy starring Nicholas Cage and Ryan Reynolds

★★★★★

Screen 3

The Thing – A classic horror movie with Kurt Russell and Keith David

★★★★★

Screen 4

Love and Honor – A love story starring Liam Hemsworth and Teresa Palmer

★★★★★

Screen 5

Battleship – A science fiction movie starring Alexander Skarsgard and Taylor Kitsch

★★★★★

- Give students time to choose a movie and think about their answers to the questions in exercise 4.
- Ask confident students the questions and elicit answers.
- Students work in pairs to ask and answer questions about movies.
- Ask some students to tell the class about their partner.

## Writing

### Aim

To write a review of a movie

### 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

- Read the task with the class. Give students time to prepare their answers.
- Ask students to look at the questions again and ask: *Which questions go together in paragraphs?*
- Elicit that the review should have three paragraphs:  
Paragraph 1: the name of the movie, where you saw it, who you went with, and when you went  
Paragraph 2: the type of movie, what you liked and disliked, who starred in it  
Paragraph 3: your conclusion and general opinion
- Write on the board: *Last week, I watched The Hunger Games.*
- Elicit a possible next sentence for the review, e.g., *I saw it at home, on DVD.*
- Continue in this way, building up a review on the board.
- Students then write their review.
- Students swap their reviews with their partner, who corrects any mistakes.
- Ask some students to read their reviews to the class. Ask other students: *Do you agree with the conclusion?*

### ANSWERS

Students' own answers.

### Consolidation

- Students could write a review of a movie that they have watched at home recently. They could use some of the ideas on page 45, exercise 6 to help structure their review.

Writing builder page 93/C2

Workbook page 25

Online Workbook Extra practice

Unit test

Worksheets

DVD

## Listening

### Aim

To listen to a conversation about a movie

### Warm-up

- Tell students they are going to listen to a conversation between two friends.
- Remind students of the listening skill they practiced in Unit 1, of predicting the content of a listening text.
- Ask students to read through the questions and possible answers. Ask: *What do you think the people talk about? Where do you think Tyler went?*

### Exercise 3 1:43

- Check that students understand *special effects* and *excellent*.

- Play the audio. Students listen and check the correct answers.
- Check the answers with the class.

Audioscript Teacher's Book page 111

### Exercise 4 1:43

- Give students time to read through the questions.
- Play the audio. Students listen and complete the questions.
- Check the answers with the class.

## Speaking

### Aim

To discuss a movie

### Exercise 5 Pairwork

- Read through the ad with the class.

# Review B

## Grammar

Simple past: Regular verbs (affirmative, spelling variations)

Simple past: Irregular verbs

Simple past: (negative, questions and short answers)

Question words + Simple past

## Vocabulary

The weather

Movies

## Review B page 46

### Vocabulary

#### Exercise 2

##### ANSWERS

- love story, musical
- action movie, fantasy movie
- horror movie, cartoon

### Grammar

#### Exercise 7

##### ANSWERS

- Where did Olivia and Eve go?
- What did you eat for lunch?
- When did you go to Thailand on vacation?
- What time did the baby wake up?
- How did he travel across Australia?
- Why did Jaime go to bed?

### Songs

*Saturday Night at the Movies*, by The Drifters (movies)


*Here Comes the Sun*, by The Beatles (weather)

*Raining in My Heart*, by Buddy Holly (weather)


## B Review

### Vocabulary


**1** Look at the information about the weather in some American cities. Write two things about the weather in each city.




It's windy and cold.




It's foggy and cool.




It's rainy and mild.



It's sunny and hot.




It's cloudy and warm.





It's snowing and freezing.


**2** Reorder the letters in each circle to form two movie types.



science fiction movie, comedy







**3** Complete the dialogue with the words in the box.

Get real!   losers   over there  
 So what?   What's up?

**Ruby** What's up? You don't look very happy.

**Peter** Look at those kids over there. They're making a lot of noise.

**Ruby** So what? They're only laughing at something.

**Peter** I think they're losers.

**Ruby** Get real! They're having fun!

### Grammar

**4** Write the verbs in the simple past.

come <u>came</u>	6 get <u>got</u>
1 stop <u>stopped</u>	7 take <u>took</u>
2 study <u>studied</u>	8 travel <u>traveled</u>
3 try <u>tried</u>	9 use <u>used</u>
4 watch <u>watched</u>	10 do <u>did</u>
5 work <u>worked</u>	11 see <u>saw</u>

**5** Complete the sentences with the simple past form of the verbs in the box.

clean   close   give   go   read   run   see

We went to Florida on vacation last year.

1 I cleaned my bedroom last Saturday.

2 We closed the window because it was noisy.

3 Pamela read her horoscope in the newspaper.

4 Henrique ran to the bus stop.

5 They saw a horror movie on TV last night.

6 My uncle gave me a book for my birthday.

**6** Complete the dialogues with the correct short answer and the affirmative and negative forms of the underlined verbs.

A Did Mom study French?

B Yes, she did. Mom studied French at school, but she didn't study German.

1 A Did you write an e-mail to Jo?

B No, I didn't. I wrote an e-mail to Sam, but I didn't write an e-mail to Jo.

2 A Did Luis do exercise 1?

B Yes, he did. Luis did exercise 1, but he didn't do exercise 2.

3 A Did Anna buy a T-shirt?

B No, she didn't. Anna bought a pair of jeans, but she didn't buy a T-shirt.

**7** Look at the underlined words in the answers. Write questions for the answers with the words in the box. Use the simple past.

How   What   What time  
 When   Where   Who   Why

Adrian called Isabel. Who did Adrian call?

1 Olivia and Eve went to the movies.

2 I ate a hamburger for lunch.

3 We went to Thailand on vacation last year.

4 The baby woke up at four o'clock this morning.

5 He traveled across Australia on a skateboard.

6 Jaime went to bed because he was tired.

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46

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## Communication

8 1.44 Reorder the dialogue. Then listen and check.

- 1 A Where did you go on vacation last year?
- 2 B We went to Cancun in Mexico. We stayed there for two weeks.
- 3 A Awesome! What was the weather like?
- 4 B It was very good. And the hotel was great. I took a lot of books and relaxed by the pool. Do you know Cancun?
- 5 A I know a little. I saw a movie about it a few years ago.
- 6 B A movie? What type was it?
- 7 A It was a love story!
- 8 B Really? I love romantic movies! Did you enjoy it?

## Pronunciation

/u/ and /ʊ/

9 1.45 Listen to the two different sounds, /u/ and /ʊ/, in the words below. Listen again and repeat.

/u/	/ʊ/
put	use
book	soon
could	lose
full	choose
good	who

11 1.47 Underline the sound /u/ in the sentences and circle the sound /ʊ/. Then listen and repeat.  
I took off my new shoes and put them in my room.  
Students can look for information in their books while they are doing the activity.

10 1.46 Listen to the words. Check (✓) the correct box. Then listen and repeat.

	/u/	/ʊ/
room		✓
1 student		✓
2 cook	✓	
3 took	✓	
4 pool		✓
5 foot	✓	
6 flute		✓
7 understood	✓	

## Listening

12 1.48 Javier and Cristina are standing outside a movie theater. Listen to their conversation. Then check (✓) the correct answers.



- What type of movie did Javier and Cristina see?
- A an action movie ☐
- B a science fiction movie ☒
- C a comedy ☐
- 1 What was the weather like when they left the movie theater?
- A raining ☒
- B sunny ☐
- C cold ☐
- 2 Where did Javier have his cell phone?
- A in his jacket ☐
- B in his jeans ☐
- C in his backpack ☒
- 3 Why did he take his cell phone out?
- A to call his mom ☐
- B to send a message ☒
- C to phone Julia ☐
- 4 Where did the girl find Javier's cell phone?
- A on his seat ☐
- B near his seat ☐
- C under his seat ☒

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## Extra communication B

page 47

### Aim

To practice talking about vacations and movies; to practice hearing and pronouncing the two different sounds of /u/ and /ʊ/; to listen to a conversation outside a movie theater

### Communication

Exercise 8 1.44

- Students reorder the dialogue.
- Play the audio. Students listen and check.
- Check the answers, and check that students understand everything.
- Ask two students to read out the completed dialogue.

Audioscript Teacher's Book page 111

### Pronunciation

Exercise 9 1.45

- Play the audio for students to listen to the different sounds.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 47

Exercise 10 1.46

- Give students time to read through the words. Check that students understand them all.
- Play the audio once for students to listen and check the correct box.
- Check the answers with the class.

- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 47

Exercise 11 1.47

- Students underline and circle the sounds in the sentences.
- Play the audio for students to listen and check their answers.
- Check the answers with the class, playing the audio and pausing after the relevant words for students to hear the sounds.
- Play the audio again, pausing after each relevant word for students to repeat, chorally and individually.

Audioscript Student Book page 47

### Extra activity

- Ask pairs to write a sentence, using as many /u/ and /ʊ/ sounds as they can.
- Ask students in turn to read out their sentences. Correct any mistakes. See who managed to use the most /u/ and /ʊ/ sounds!

## Listening

Exercise 12 1.48

- 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

### Extra activity

- Write these sentences on the board.
- 1 Javier doesn't usually like action movies.
  - 2 Javier thinks the special effects weren't very good.
  - 3 Cristina wants to go for an ice cream.
  - 4 Cristina doesn't want to take the bus home.
  - 5 Javier didn't put his phone back in his backpack after he sent a message.
- Ask students to 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 False. (He usually prefers action movies.)
- 2 False. (He thinks they were excellent.)
- 3 False. (Javier wants to go for an ice cream; Cristina wants to go home.)
- 4 False. (She says, "Good idea.")
- 5 True.

## Aim

To learn about J.K. Rowling and the Harry Potter books and movies; to give a presentation on a movie character

## Reading

### Warm-up

- Ask: *What do you know about Harry Potter? Do you know the Harry Potter movies?*
- Elicit a range of answers and write useful vocabulary on the board, e.g., *wizard, magic*.
- Point to the pictures and ask: *Who are the people? Where do you think the people are in the bottom picture?*

### Background notes

- There are seven Harry Potter books, which follow Harry's adventures as he tries to defeat the dark wizard Lord Voldemort. The series has sold over 500 million copies and has been translated into over 70 languages, making it the best-selling series of books in history.
- There are eight Harry Potter movies (the final book in the series was split into two movies). They have all been box office hits.
- J.K. Rowling (born 1965) is the British novelist who wrote the Harry Potter books. Before writing the books, her life had not been successful. Her marriage had failed, and she was living on government benefits. She is now one of the richest women in the world.
- Daniel Radcliffe (born 1989) is the British actor who played the character of Harry in the Harry Potter movies. He made his acting debut at the age of 10, and has gone on to have a successful acting career as an adult.

### Exercise 1

- Students scan the article and answer the questions. Remind students they should not read the article in detail at this stage.
- Check answers with the class.

### ANSWERS

- She visited the Harry Potter theme park in Orlando, Florida.
- There are seven Harry Potter books.

### Exercise 2 Read and listen 1.49

- Give students time to read the questions.
- Play the audio. Students read and listen to the article, then answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class. Discuss students' own answers to question 7.

## B Culture club

# WITCHES & WIZARDS

**↑** Twelve-year-old Amy Branning is very excited. Today, she visited the Harry Potter theme park in Orlando, Florida. Amy loves the Harry Potter books and movies. But how did they all begin?

Author J.K. Rowling had the idea for Harry Potter on a train journey. But she didn't have a pen! When she got home, she started her first Harry Potter book, *Harry Potter and the Philosopher's Stone*. Five years later, in 1995, she sent the book to a lot of publishers, but they didn't like it! Finally she got a "yes" from a publisher, and in 1997, the first Harry Potter book was in bookstores. Soon it was a bestseller in the U.K., the U.S., and around the world, too. Six other Harry Potter books followed, and they became bestsellers, too.

In 2001, the first book became a movie. The movie director needed an actor for the part of Harry. In London, Daniel Radcliffe's parents heard about the movie, but they didn't tell Daniel! He was only 11 years old, and the location for the movie was Los Angeles. But the director thought Daniel was perfect for the part of Harry Potter. He changed the location from Los Angeles to London, and Daniel got the part of Harry!

The Harry Potter movies were very successful, but Harry Potter fans wanted more! In 2011, J.K. Rowling created a website, *Pottermore*. Visitors can learn to make magic spells and play interactive games.

Today, there are Harry Potter theme parks in the U.S. and Japan. Visitors watch shows, and go on rides inspired by Harry Potter. In London, fans can visit the Harry Potter movie studio. They see the movie sets and learn secrets about the special effects in the movies.

So, what's next for Amy? "I'm a very big Harry Potter fan!" she says. "Maybe I can go to the studios in London next year!"





### Check it out!

Find these words and check their meaning.

theme park  
 publishers  
 bestseller  
 magic spells  
 movie sets

### 1 Scan the article and answer the questions.

Who is the woman in the picture?

*J.K. Rowling – the author of the Harry Potter books.*

- Where did Amy Branning go today?
- How many Harry Potter books are there?

### 2 1.49 Read and listen to the article. Then answer the questions.

Where was J.K. Rowling when she first created Harry Potter?

*She was on a train.*

- Why didn't she start writing immediately?
- When did stores start selling the first Harry Potter book?
- Why didn't Daniel Radcliffe's parents tell him about the movie?
- Where did they make the Harry Potter movies?
- What is *Pottermore*?
- Where can fans visit the Harry Potter movie sets?
- Do you like the Harry Potter movies / books? Why / Why not?

### 3 Presentation Harry Potter is a very popular movie character all over the world. Think of your favorite movie character and answer the questions below. Then use your answers to prepare a short presentation.

• What is the character's name?	• What does he / she look like?
• What movie is he / she in?	• Is he / she a good or bad character?
• Who played the part in the movie?	• Why do you like the character?

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- 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

- Because she didn't have a pen.
- In 1997.
- Because he was only 11 years old and the location for the movie was Los Angeles.
- In London.
- It is a website for Harry Potter fans.
- In London.
- Students' own answers.

### Audioscript Student Book page 48

### Exercise 3 Presentation

- Read the task with the class.

- Students work individually or in pairs to answer the questions and prepare their presentations.
- Monitor and help as necessary.
- Students take turns to present their movie character to the class.

### Extra activity

- For homework, students could choose a cartoon or video game character and find information about him / her online. They could prepare a short presentation of the character for the next class.
- In the next class, students can work in small groups and present their characters to each other. Ask some students: *Who's your favorite character? Why?*



## Vocabulary and speaking

I can identify weather types and temperature words (p.32) **A2**

1 Complete the sentences with the correct words.

- It's -3°C today – it's freezing.
- It was windy and my hat blew into the tree!
- I hope this summer is sunny and hot.
- When it's foggy, I can't see!
- When it's cloudy, the sky is gray. **/ 5**

I can ask and answer questions about vacations. (p.34) **A2**

2 Match the questions and answers.

- What was your hotel like? c
  - What was the weather like? b
  - What was the food like? e
  - Were the people nice? a
  - How was your vacation? d
- a Yes, they were. They were very friendly.  
b It was warm and sunny.  
c It was OK, but there wasn't a swimming pool.  
d It was awesome!  
e It was delicious! **/ 5**

I can describe important life events. (p.37) **A2**

3 Complete the events in Jen's life with the simple past form of the irregular verbs in the box.

go learn lose say win

- She said her first word when she was 2.
- She learned to swim when she was 5.
- She lost her first tooth in 2005.
- She won her first race when she was 9.
- She went on vacation in 2011. **/ 5**

I can identify movie types (p.40) **A2**

4 Reorder the letters to make movie types.

- rrrhoo vimeo horror movie
- demcoy comedy
- veol trsyo love story
- tonorac cartoon
- cuismla musical **/ 5**

I can use language for going to the movies. (p.42) **A2**

5 Complete the dialogue.

- Raul Let's go to the movies! Shock is playing.  
Quique What type of movie is it?  
Raul It's an action movie.  
Quique Oh, no! What about a science fiction movie? Project Star is playing at the AMC.  
Raul OK. What time does it start?  
Quique It starts at 7:30 p.m. **/ 5**  
Raul OK. Let's go!

I can ask and answer questions about going to the movies. (p.45) **A2**

6 Read the answers. Then complete the questions.

- What movie did you see?  
We saw *Atlantic Adventure*.
- What type of movie was it?  
It was an action movie.
- Who did you go with?  
I went with Sarah.
- Who starred in it?  
Nicole Kidman starred in it.
- What did you think of the movie?  
I thought it was quite boring. **/ 5**

## Reading, listening, and writing

I can understand an article and answer questions about the discovery of Antarctica. (p.36)

I can understand a description of the life of an explorer and answer questions about him. (p.37)

I can write a paragraph about the events in my life. (p.37)

I can understand a web page and answer questions about Hollywood actors and movies. (p.44)

I can understand a conversation and answer questions about a trip to the movie theater. (p.45)

I can write a review of a movie I saw. (p.45)

Got it?

Yes I'm not sure No

<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 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. Give them time to study the pictures and then ask them to write five sentences about the weather in different parts of the world.
- Ask some students to read their sentences to the class, and check that students understand everything.

- 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•32) 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. Point out

that the verbs are all irregular. Check the answers with the class.

- If students did not do well, refer them to the irregular verbs list. Give them time to study the list, and remind them that they need to learn the irregular verb forms.
- Repeat exercise 3 on page 49 as a class, eliciting the correct answers.

### Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask individual students: *What types of movies do you like? Which do you hate?*
- If students did not do well, tell them you will test them on the vocabulary in the next lesson, and they must learn it.
- In the next lesson, write some jumbled words for movie types on the board, and ask students to reorder the letters.

### 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•40) again for students to hear the 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.
- Ask students to think of a movie, and prepare their answers to the questions.
- Students can ask and answer their questions in pairs.
- Ask some students to ask and answer their questions for the class. Ask other students: *Do you like this movie? Why? / Why not?*

## 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.

## Grammar

Simple present / Present progressive

Possessive pronouns

Adverbs of manner

be: Simple past (affirmative, negative, questions and short answers, question words + was / were)

Past time expressions

Simple past: Regular verbs (affirmative, spelling variations)

Simple past: Irregular verbs

Simple past: (negative, questions and short answers)

Question words + Simple past

## Vocabulary

Musical genres and instruments

Physical descriptions

The weather

Movies

## Vocabulary

### Aim

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

### Extra activity

- Tell students they are going to test a partner on vocabulary they have learned in Units 1 to 4.
- Tell students to look back through the Vocabulary pages of their book and choose five words. They should write the words with some gapped letters (tell them not to remove 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!

## Remember

### Vocabulary

1 Match 1–5 with a–e. Then complete the chart.

- |                |             |
|----------------|-------------|
| 1 curly        | a eyes      |
| 2 classical    | b story     |
| 3 hip-         | c sunny     |
| 4 hot and      | d guitarist |
| 5 freezing and | e hair      |
| 6 love         | f hop       |
| 7 blue         | g movie     |
| 8 action       | h snowing   |

Physical descriptions	Music	Weather	Movies
curly hair	classical	hot and sunny	love story
blue eyes	hip-hop	freezing and snowing	action movie

2 How many more words can you add to the categories in the chart in two minutes?

- 1 word = What?!  
 2 words = OK  
 3 words = Good  
 4 words = Very good  
 5 words = Excellent!

### Grammar

#### Simple present and present progressive

3 Complete the dialogues with the simple present or present progressive form of the verbs in parentheses.

- 1  
 A What type of music do you like (you / like)?  
 B I don't like (not like) music, but I like books. I read (read) every day.  
 A What book are you reading (you / read) right now?  
 B I 'm reading (read) a book by Philip Pullman.  
 A Does he write (he / write) love stories?  
 B No, he doesn't. He writes (write) fantasy stories!
- 2  
 A Where's Pippa? Is she cleaning (she / clean) her bedroom?  
 B No, she isn't. She never cleans (never / clean) her bedroom! She's in the living room with her friend Alice. They 're watching (watch) a movie.

3

- A What do you do (you / do) in your free time?  
 B I'm in a band. I 'play (play) the guitar.  
 A Where does your band play (your band / play)?  
 B In my house! We aren't (not be) very good, but we 'practice (practice) every day!

### Possessive pronouns

4 Complete the sentences with the correct possessive pronoun.

- My sister doesn't have an MP3 player, so she always uses mine.  
 1 Your PlayStation is awesome! Ours doesn't work!  
 2 Whose bag is this? Is it yours?  
 3 "Is that Tina's dog?" "No, here is black."  
 4 This isn't my math book. Mine has my name in it.  
 5 Give this ball to the boys. It's theirs.  
 6 His name is João, and hers is Mercedes.

### Adverbs

5 Complete the sentences with the adverb form of the adjectives in parentheses.



- My dad runs very slowly (slow)  
 1 Adam plays the saxophone beautifully (beautiful)  
 2 The children are reading happily (happy)  
 3 I like his books. He writes well (good)  
 4 He's a great singer, but he acts badly (bad)  
 5 I can't understand Lola. She speaks fast (fast)  
 6 I cook terribly (terrible)



## Remember

### Simple past

6 Look at the picture. Complete the dialogue with the simple past form of *be*.



Kelly Were you in my class in elementary school?  
 Sam No, I wasn't. I was in your brother's class.  
 Kelly That's right. Were Adam and Luis in your class, too?  
 Sam Yes, they were. And Mrs. Novak was our teacher.  
 Kelly Was she a good teacher?  
 Sam She was great! We weren't happy when she left!

7 Complete the past time expressions with the words in the box.

ago in last three Wednesday yesterday

- 1 last week
- 2 in two days ago
- 3 last Wednesday
- 4 yesterday morning
- 5 three weeks ago

8 Complete the chart. Write the simple past form of the regular verbs in the correct columns.

	+ -d	+ -ed	-y + -ied	double consonant + -ed
like	liked			
1 study			studied	
2 play		played		
3 stop				stopped
4 love	loved			
5 prefer				preferred
6 cry			cried	
7 want		wanted		

9 Write the simple past form of the irregular verbs.

- |                      |                    |
|----------------------|--------------------|
| win <u>won</u>       | 7 see <u>saw</u>   |
| 1 read <u>read</u>   | 8 have <u>had</u>  |
| 2 do <u>did</u>      | 9 go <u>went</u>   |
| 3 make <u>made</u>   | 10 run <u>ran</u>  |
| 4 ride <u>rode</u>   | 11 say <u>said</u> |
| 5 write <u>wrote</u> | 12 meet <u>met</u> |
| 6 speak <u>spoke</u> |                    |

10 Complete the chatroom messages with the simple past form of the verbs in parentheses.

Did you go out last night? (you / go out)

No, I didn't.

Did you see your cousin? (you / see)

Yes, I did. We ate (eat) pizza. We watched (watch) a movie together, too.

What did you watch? (what / you / watch)

Caitlin wanted to watch a horror movie – Killer! (Caitlin / want)

Was it good? (it / be)

Caitlin enjoyed (Caitlin / enjoy) it. But I didn't like (not like) it. We had (have) a good time though!

### Extra activity

- Write these sentences on the board.
- 1 *I'm watch TV at the moment.*
- 2 *Is that yours book?*
- 3 *We was in New York two weeks ago.*
- 4 *Did you see Sam last night?*
- 5 *She didn't bought a new cell phone.*
- 6 *What you do last weekend?*
- 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 **watching** TV at the moment.
- 2 Is that **your** book?
- 3 We **were** in New York two weeks ago.
- 4 Correct.
- 5 She didn't **buy** a new cell phone.
- 6 What **did** you do last weekend?

## Grammar

### Aim

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

# 5 Is there any milk?

## Grammar

Countable / Uncountable nouns

*some / any*

*a lot of / much / many*

*How much ...? / How many ...?*

*a little / a few*

## Vocabulary

Food and drink

## Communication

Ordering food and drink

## Skills

**Reading:** An article about the history of school lunches in the U.S.

**Listening:** A radio interview about the Okinawa diet

**Speaking:** Discussing favorite types of food

**Writing:** A food article about the American hot dog

## Topics and values

Family; Health and nutrition;

Multiculturalism: typical food in other countries

## Presentation page 52

### Aim

To present the new language in a familiar context

### Story

Rosie is helping her dad to cook. Her dad asks her about various ingredients and Rosie answers, but seems sad. When her dad asks her if there is a problem, Rosie explains that Zac left the band last week to join The Misfitz. The phone rings, and when Rosie's dad tells her that it's Kelly from The Misfitz, Rosie is confused about what she should do.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see? Where are they? What are they doing?*
- Use the picture to teach *milk, eggs, cheese, and tomatoes*.
- Point to Rosie and ask: *How do you think Rosie is feeling? Why do you think she looks unhappy?*
- Elicit or remind students that Zac now sings with The Misfitz, and Kelly invited Rosie to join The Misfitz, too.



# 5 Is there any milk?

**1 Read and listen** Who phones

**Rosie?**

**Dad** OK. Let's start. Are there any eggs in the fridge?

**Rosie** Yes, there are, but only a few. How many eggs do you want?

**Dad** Three, please. Is there any milk?

**Rosie** Yes, there is, but there isn't much.

**Dad** Hmm, how much milk is there?

**Rosie** There's about half a liter.

**Dad** Oh, that's OK. What else? Is there any cheese?

**Rosie** Yes, there is, but only a little. There are a lot of tomatoes.

**Dad** Perfect! Are you OK, Rosie?

**Rosie** No, I'm not. There's a problem with the band. We don't have a singer.

**Dad** You're kidding! What about Zac?

**Rosie** He left the band last week. He's with The Misfitz now. And they want me in their band, too!

**The telephone rings and Rosie's dad answers.**

**Dad** It's for you, Rosie. It's Kelly.

**Rosie** Kelly? From The Misfitz? Oh no! What do I do now?

**Check it out!**

Find these words and check their meaning.

What else? You're kidding!

**2 Comprehension** Answer the questions.

What are Rosie and her dad doing?  
*He's cooking and Rosie is helping him.*

1 What's the problem with the band?  
2 When did Zac leave the band?

### Exercise 1 Read and listen 1:50

- Read the question out to the class. Check that students understand *fridge*.
- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Ask: *What do you think Rosie's dad is cooking?*
- Play the audio again.

#### ANSWER

Kelly phones Rosie.

**Audioscript** Student Book page 52

### Exercise 2 Comprehension

- Students read the dialogue again and answer the questions.

- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

#### ANSWERS

- They don't have a singer.
- Zac left the band last week.

### Consolidation

- Ask students to find words for four kinds of food in the dialogue and make a note of them in their vocabulary notebooks (*milk, eggs, cheese, tomatoes*). Students can add more food vocabulary to their list later in the unit.



## Language focus

### 3 Dialogue focus Complete the dialogues with the questions in the box.

Are there any eggs in the fridge? How many eggs do you want?  
How much milk is there? Is there any cheese? Is there any milk?



1 Dad Are there any eggs in the fridge?  
Rosie Yes, there are, but only a few.  
Dad How many eggs do you want?  
Dad Three, please.



2 Dad Is there any milk?  
Rosie Yes, there is, but there isn't much.  
Dad How much milk is there?  
Rosie There's about half a liter.  
Dad Oh, that's OK.



3 Dad Is there any cheese?  
Rosie Yes, there is, but only a little.  
Dad There are a lot of tomatoes.

#### 4 1:51 Listen and check. Listen again and repeat.

#### 5 Focus on you Read the example dialogue. Then write three similar dialogues. Use the words and phrases in the box.

books / in your school bag computers / in your house cousins / in your family  
posters / on your bedroom wall songs / MP3 player

A How many books are there in your school bag?  
B There are about three. Are there any books in your school bag?  
A Yes, there are. There's one.

#### 6 Pairwork Practice the dialogues in exercise 5.

fifty-three 53

### Extra activity

- For extra practice, students could cover the dialogues in exercise 3. They could work in pairs and take turns to ask the questions in the box and try to answer from memory.
- They can uncover the dialogues to check their answers.

### Exercise 5 Focus on you

- Ask two students to read out the example dialogue.
- Explain if necessary that *How many ...?* asks about the number of things, and *Are there any ...?* asks whether something is present in a place. You could get students to translate the two questions into their own language to check understanding.
- Read through the words and phrases in the box with the class, and check that students understand everything. Point out that we use the preposition *on* with *MP3 player* (*There are hundreds of songs on my MP3 player*).
- Elicit one or two more example answers using the words and phrases in the box.
- Students work in pairs to write three similar dialogues.
- Ask one or two pairs to read one of their dialogues to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

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

### Extra activity

- Students could think of one more question to ask a partner, beginning with *How many ...?* Elicit a few examples from the class first, e.g., *How many pictures are there on your phone?*
- Students work in pairs to make a new dialogue using their questions.
- Ask some students to tell the class what they learned about their partner.

### Consolidation

- Point out to students that when they learn a new phrase or question form such as *How many ...?*, they should think about other contexts in which they can use it, e.g., *How many people are coming to the party? How many Pirates of the Caribbean movies are there?* Encourage students to think of new contexts and write a range of example sentences when they record new language.

## Language focus

page 53

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Read out the example answer, and elicit another example answer from the class.
- Students complete the dialogues with the questions.
- Tell students they should try to do the exercise without looking back at the dialogue in exercise 1, but they can refer back to it if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 1:51

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Point out the intonation in the questions, and encourage students to copy the intonation when they repeat.
- Check that students understand everything in the dialogues.

Audioscript Teacher's Book page 111

## Food and drink

### Aim

To present and practice vocabulary for food

Grammar PowerPoint presentation Unit 5

### Warm-up

- Focus on the pictures and check that students understand *breakfast*, *lunch*, *dinner*, and *snacks*.
- Ask: *Which of these foods do you like? Which don't you like? Which do you eat every day?*
- Students can answer using the words or by pointing to the pictures.

### Exercise 1 1.52

- Students label the foods.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat, chorally and individually.

**Audioscript** Teacher's Book page 111

### Exercise 2

- Read through the food categories with the class, modelling pronunciation and checking that students understand them.
- Students add the words from exercise 1 to the categories.
- Check the answers with the class. Then put students into pairs to add more words to each category. They can use their dictionaries to help them.
- Elicit other foods to add to each category (see examples below). Write them on the board and model pronunciation.

### ANSWERS

(possible answers in parentheses)

- banana, tomato, potatoes, carrots, peas (strawberry, orange, beans, spinach)
- yogurt, cheese, ice cream (cream)
- chicken (beef, lamb, burger)
- toast (sandwich, rice)
- soda, orange juice, tea (coffee, apple juice)
- potato chips, cookies, chocolate, candy

### Exercise 3

- Tell students what you ate for breakfast yesterday.
- Give students time to write their food journal. They can use their dictionaries to look up any extra food words.
- Ask individual students: *What did you have for breakfast / lunch / dinner yesterday?* Elicit a few answers, and correct any mistakes.

### ANSWERS

Students' own answers.

## 5 Vocabulary

### Food and drink

**1** 1.52 Laura is keeping a food journal for a school science project. Label the food with the words in the box. Then listen and check.

apple banana candy carrots cereal cheese chicken chocolate  
 cookies egg ham ice cream milk orange juice peas  
 potato chips potatoes soda tea toast tomato water yogurt

**Breakfast**

1 milk 2 tea 3 orange juice  
4 cereal 5 egg 6 toast

**Lunch**

8 banana 9 potato chips  
10 yogurt 11 ham  
12 cheese 13 tomato

**Dinner**

14 water 15 ice cream 16 potatoes  
17 carrots 18 chicken 19 peas

**Snacks**

20 cookies 21 apple  
22 chocolate 23 candy

**2** Write the foods from exercise 1 in the correct groups. What other foods can you add?

1 fruit and vegetables: <u>apple, ...</u>	4 bread and cereal: <u>cereal, ...</u>
2 dairy products: <u>milk, ...</u>	5 drinks: <u>water, ...</u>
3 meat and fish: <u>ham, ...</u>	6 other: <u>egg, ...</u>

**3** Write a food journal of the food you ate yesterday. Use the words from exercise 1.

**4 Pairwork** Use your food journal. Ask and answer questions about your breakfast, lunch, dinner, and snacks yesterday. Did you eat the same things?

**A** What did you have for breakfast yesterday?

**B** I had coffee, toast, and fruit. What about you?

**A** I had tea, orange juice, and an egg. What did you have for lunch?

**B** I had pasta, ham, tomatoes, and a banana for lunch. And you?

**Look!**

have breakfast  
have lunch  
have dinner

54 fifty-four

Workbook p.28 Extra practice online

### Exercise 4 Pairwork

- Go through the **Look!** box with the class. Point out that we often use *have*, rather than *eat*, to talk about things we eat.
- Ask two confident students to read out the example answer.
- Students work in pairs to ask and answer questions about what they ate yesterday.
- Ask some students to tell the class which things they ate were the same, and which were different. You could teach *both*: *We both had coffee for breakfast.*

### Extra activity

- Point to the pictures in exercise 1 again and ask: *Which foods are healthy? Which are unhealthy?*
- Ask students to look at their food journal. Ask: *How healthy is your food?*

- Students can compare their journals and decide whose is healthier.

### Consolidation

- Point out that there are different ways of categorizing the vocabulary, e.g., according to food groups, or according to meals. Tell students that categorizing words is a good way to learn new vocabulary, and they should choose a way of categorizing that works for them.

Workbook page 28

Online Workbook Extra practice



Countable / Uncountable nouns *some / any*There are three eggs. There's some milk.

Countable		Uncountable
Singular	Plural	Singular only
a tomato	two tomatoes	milk
an egg	two eggs	pasta

## Think!

Complete the rules with **countable** or **uncountable**.

- You can count **countable** nouns.
- You can't count **uncountable** nouns.
- Countable** nouns have a singular and a plural form.
- Uncountable** nouns have a singular form only.

Rules p.W26

## 1 Are the nouns countable (C) or uncountable (U)? Write the plural form where possible.

chicken	U
cookie	C <u>cookies</u>
1 bread	U
2 egg	C <u>eggs</u>
3 cheese	U
4 rice	U
5 strawberry	C <u>strawberries</u>
6 beef	U
7 onion	C <u>onions</u>
8 sugar	U
9 mushroom	C <u>mushrooms</u>
10 water	U

## 2 Complete the sentences with food that you like and don't like. Remember to use plural forms where possible.

I love eggs, tomatoes, and cheese.I don't like milk and fish.

- I love \_\_\_\_\_
- I like \_\_\_\_\_
- I don't like \_\_\_\_\_
- I hate \_\_\_\_\_

## 3 Tell the class what you like and don't like.

Workbook p.28 Extra practice online

There's some bread. There aren't any peas.

Countable		Uncountable
Singular	Plural	Singular only
There's <b>an</b> egg.	There <b>are</b> some eggs.	There's <b>some</b> bread.
There <b>isn't</b> an egg.	There <b>aren't</b> any eggs.	There <b>isn't</b> any bread.
Is there <b>an</b> egg?	Are there <b>any</b> eggs?	Is there <b>any</b> bread?

## Think!

Complete the rules with **some**, **any**, and **an**.

- We use **a** and **an** with singular countable nouns.
- We use **some** and **any** with plural countable nouns.
- We use **some** and **any** with uncountable nouns.
- We use **some** in affirmative sentences and **any** in questions and negative sentences.

Rules p.W26

4 Complete the sentences and questions with **a**, **an**, **some**, or **any**.

- There's some chocolate in the kitchen.
- There's an apple on the floor.
  - There aren't any potatoes in my bag.
  - Is there a cookie in my lunchbox?
  - Are there any carrots in the fridge?
  - There isn't any cereal on the table.

## 5 Sam is planning a picnic with his mom. Complete the dialogue with the words in the box.

a any are Is there some some there's

- Sam Mom, are there any apples?  
 Mom Yes, and there are some oranges, too.  
 Sam OK, is there any bread?  
 Mom Yes, there is. And there's some cheese.  
 Sam Great. I need some tomatoes, too.  
 Mom I think there's a tomato here.  
 Sam Are there any cookies?  
 Mom No, there aren't. You ate them all!

## Finished?

Plan your own picnic and write a dialogue. Use the dialogue in exercise 5 as a model.

Puzzle p.106

fifty-five 55

nouns and write the plurals. Remind them to think about spelling changes.

- Check the answers with the class.

## Exercise 2

- Read out the example answers, and point out that the countable nouns are all in the plural form.
- Check students understand *I hate*.
- Students complete the sentences with their own ideas.

## ANSWERS

Students' own answers.

## Exercise 3

- Ask individual students to tell the class what they like and don't like. Ask other students: *Do you agree?* Encourage them to talk about their likes and dislikes.

## some / any

## Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart.
- Point out that we don't use *some* in negative sentences or questions: *There isn't any milk.* NOT *There isn't some milk.* *Is there any milk?* NOT *Is there some milk?*
- Students read the *Think!* box and complete the rules.
- Refer students to the rules on page W26.

Rules page W26

## Exercise 4

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

## Exercise 5

- Check that students understand *picnic*.
- Students complete the dialogue.
- Check the answers with the class.

## Finished?

- Students plan a picnic and write a dialogue.
- Once students have finished this activity, they can go on to do the puzzle on page 106.

## ANSWERS

Students' own answers.

## Consolidation

- Students can add the new words on this page to their list of food words.
- Tell students that when they learn new nouns they should always make a note of whether they are countable or uncountable.

Workbook page 28

Online Workbook Extra practice

## Grammar page 55

## Countable / Uncountable nouns

## Aim

To present and practice countable and uncountable nouns and *some / any*

Grammar PowerPoint presentation Unit 5

## Warm-up

- Ask individual students: *What did you have for dinner last night?*
- Write some of the foods on the board. Include a mixture of countable and uncountable nouns, e.g., *meat, fish, rice, potatoes, peas*.
- Point to the words on the board and underline the plural nouns. Ask: *What do you notice about these nouns?*

- Elicit that they are plural, and tell students they are going to learn more about nouns in this class.

## Grammar chart and Think! box

- Read out the grammar examples and go through the grammar chart.
- Point out the use of *a / an* (*a tomato, an egg*) and review the rules for their use.
- Students read the *Think!* box and complete the rules.
- Refer students to the rules on page W26.

Rules page W26

## Exercise 1

- Read through the list of nouns. Check that students understand them all.
- Do one or two words with the class as examples. Students then categorize the

## Ordering food and drink

### Aim

To present and practice ordering food and drink

### Warm-up

- With books closed, put students into pairs and give them two minutes to write down as many words for food as they can.
- Check answers by writing the words for food categories from page 54 on the board, and eliciting words to go in each category.
- Teach *tuna*, *still water*, and *sparkling water*, and write these on the board.
- Check that students understand all the words, and see which pair wrote the most correct words.

### Exercise 1 1.53

- Give students time to read the dialogues. Check they understand *baked potato*.
- Point to the prices and check that students know how to say them.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again. Students listen again and check.
- 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, and check that students understand everything.
- Go through the *Look!* box with the class.
- Point out the difference between: *Is there any water?* (a question) and *Would you like some water?* (an offer).

**Audioscript** Teacher's Book page 111

### Exercise 2 1.54

- Give students time to read the options.
- Play the audio. Students listen and note down what the people order.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 111

### Exercise 3 1.54

- Play the audio. Students listen and complete the chart.
- Check the answers with the class.

### Exercise 4 Pairwork

- Read through the notes with the class.
- Check they understand *French fries*. Check that they can say the prices.
- To demonstrate the activity, say: *Can I help you?* Elicit the next few lines.

## 5 Communication

### Ordering food and drink

1 1.53 Listen to the dialogues and choose the correct answers. Listen again and check. Then listen and repeat.



1  
A Can I help you?  
B Yes, please. I'll have a baked potato with tuna / cheese.  
A Is that for here, or to go?  
B It's to go.  
A OK, here you go. Anything else?  
B No, thanks / Yes, please. That's all.  
A OK. That's '\$5.19' / '\$5.99'.  
B Here you go.  
A Thanks. And here's your change.  
B Thanks.

2  
A What would you like to eat?  
B I'd like a ham and cheese / tomato sandwich, please.  
A Is that for here, or to go?  
B It's for here, thanks.  
A Fine.  
B Can I have some water / soda, too?  
A Sparkling, or still?  
B A small bottle of 'still' / sparkling water, please.  
A OK. That's '\$7.65' / '\$7.59'.  
B Here you go.  
A Great. Thanks.

#### Look!

When we make requests or offer things, we don't use any. We use some.  
Can I have some water, please?  
Would you like some water?

#### Learn it, use it!

You ask	You answer
Can I help you?	Yes, please. I'll have ... / I'd like ... / Can I have ...?
What would you like to eat / drink?	I'd like ... / I'll have ...
Is that for here, or to go?	It's for here. / It's to go.
Anything else?	No, thanks. That's all. / Yes, please. I'd like ...
Here's your change.	Thanks.

2 1.54 Listen to the three conversations. Which food and drinks do the people order? Listen and check.

a chicken sandwich a coffee with milk a cookie a cup of tea  
1 a pizza a hamburger a large soda a small soda  
2 a baked potato tuna cheese sparkling water still water

3 1.54 Listen again and complete the chart.

	For here, or to go?	Price
Example	for here	\$8.15
1	to go	\$10.10
2	to go	\$9.59

4 Pairwork Look at the notes. Write two dialogues. Use the dialogues in exercise 1 as a model. Then practice your dialogues.

A Can I help you?  
B Yes, please. I'd like a ...

Order 1  
cheese and tomato sandwich  
+ large soda  
to go  
\$8.75  
Order 2  
hamburger and French fries  
for here  
\$7.99

56 fifty-six

Workbook p.30 Extra practice online

- Students work in pairs to write their dialogues and practice them.
- Ask some pairs 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

- Students can work in pairs to make their own order.
- Students prepare and practice a new dialogue. They can either use their own order, or swap orders with another pair.
- Ask some students to perform their dialogues for the class.

#### Consolidation

- Suggest to students that they could work with a friend and record one or two dialogues in which they order food and drink. Tell them they can then listen to the dialogues to learn or review the useful expressions.
- Suggest that they also add the food vocabulary from this page to their vocabulary notebook, with the other food vocabulary.

Workbook page 30  
Online Workbook Extra practice



## a lot of / much / many

Countable	Uncountable
There are <b>a lot of</b> eggs.	There's <b>a lot of</b> bread.
There aren't <b>many</b> eggs.	There isn't <b>much</b> bread.
Are there <b>many</b> eggs?	Is there <b>much</b> bread?

## Think!

Complete the sentences with **A lot of**, **Much**, or **Many**.

- **A lot of** goes before plural countable nouns, and uncountable nouns in affirmative sentences.
- **Many** goes before plural countable nouns in negative sentences and questions.
- **Much** goes before uncountable nouns in negative sentences and questions.

Complete the table with **a lot of**, **much**, or **many**.

	Plural countable	Uncountable
+	<b>a lot of</b> <b>uncountable</b>	<b>a lot of</b> <b>uncountable</b>
- / ?	<b>many</b> <b>uncountable</b>	<b>much</b> <b>uncountable</b>

Rules p.W26

1 Complete the sentences with **a lot of**, **much**, or **many**.

- Do we have **much** oil?
- 1 I don't drink **much** coffee.
- 2 We always buy **a lot of** cheese.
- 3 Nick doesn't eat **many** vegetables.
- 4 Are there **many** strawberries in the garden?
- 5 Do we need **much** chicken for this recipe?

## How much ...? / How many ...?

Countable	Uncountable
How <b>many</b> apples are there?	How <b>much</b> sugar is there?

## Think!

Complete the rules with countable and uncountable.

- How much ...? + **uncountable** nouns.
- How many ...? + plural **countable** nouns.

Rules p.W27

2 Complete the questions with **How much** or **How many** and the words in the box.

bread languages money people rooms sugar

- How much** sugar does lake put in his coffee?
- 1 **How many** people are there in the class?
- 2 **How much** bread do you eat every day?
- 3 **How many** rooms are there in the house?
- 4 **How much** money do you have?
- 5 **How many** languages do you speak?

## a little / a few

Countable	Uncountable
There are <b>a few</b> eggs.	There's <b>a little</b> milk.

Rules p.W27

## Note!

a few = not many  
There are a few lemons.  
There aren't many lemons.  
a little = not much  
She needs a little butter.  
She doesn't need much butter.

3 Rewrite the sentences in the affirmative form. Use **a little** or **a few**.

- We don't have many apples. **We have a few apples.**
- There isn't much coffee. **There's a little coffee.**
- 1 There isn't much cheese.
- 2 Dad didn't cook many carrots.
- 3 I don't want many cookies.
- 4 We don't have much coffee.
- 5 She didn't make many sandwiches.

## 4 Complete the dialogue with the words in the box.

a few a little a lot of any how many  
how much many much some

- Lucia **How many** onions are there?
- Jorge There are **a few**. But not **many**.  
Only two or three.
- Lucia OK. And **how much** milk do we have?
- Jorge Oh, not **much**. But there are  
**a lot of** potatoes. About 20 of them!
- Lucia Well, that's OK. I only need **a little** milk.  
But I need butter. Do we have **any**?
- Jorge Yes, I'm sure there's **some** in the fridge.

## Finished?

Make a list of countable and uncountable food. Write a question for each item with **How much** or **How many**. Answer the questions with **a lot of / much / many / a little / a few**.

**How much** chocolate do you eat every day?  
I don't eat much – only a little.

Puzzle p.106

fifty-seven 57

- Refer students to the rules on page W27.

Rules page W27

## Exercise 2

- Students complete the questions with the correct words.
- Students can compare their answers in pairs.
- Check the answers with the class.

## a little / a few

## Grammar chart

- Go through the grammar chart with the class.
- Refer students to the rules on page W27.

Rules page W27

## Exercise 3

- Read out the example answers, and do one more sentence with the whole class.
- Students rewrite the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

## ANSWERS

- 1 There's a little cheese.
- 2 Dad cooked a few carrots.
- 3 I want a few cookies.
- 4 We have a little coffee.
- 5 She made a few sandwiches.

## Exercise 4

- Students work individually or in pairs to complete the dialogue with the words in the box.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Finished?

- Students write questions and answers.
- Students can ask and answer their questions in pairs.
- 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 they have learned a lot of grammar points in this class. Suggest that they review all the rules and check they understand everything. Tell them they can do extra practice outside class by searching online for "English grammar practice." There are a lot of sites which offer free grammar practice.

Workbook pages.28–29  
Online Workbook Extra practice

## Grammar page 57

## a lot of / much / many

## Aim

To present and practice **a lot of / much / many**, **How much ...? / How many ...?**, and **a little / a few**

## Grammar PowerPoint presentation Unit 5

## Warm-up

- Write a selection of food words on the board. Put students into pairs and ask them to decide which are countable and which are uncountable.
- Check answers, and see who got them all right.
- Explain that students need to know whether nouns are countable or uncountable in order to use them correctly in sentences.

## Grammar chart and Think! box

- Go through the grammar chart.
- Students read the **Think!** box and complete the rules.
- Refer students to the rules on page W26.

Rules page W26

## Exercise 1

- Students complete the sentences with the correct words, then compare their answers in pairs.
- Check the answers with the class.

## How much ...? / How many ...?

## Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students read the **Think!** box and complete the rules.

## Reading

### Aim

To read and understand an article about the history of school lunches in the U.S.

### Warm-up

- Ask: *What do you have for lunch at school? Do you have a hot meal, or a sack lunch? What's your favorite kind of lunch? Do you think it's important to have a healthy lunch at school? Why? / Why not?*

### Exercise 1 Read and listen 1.55

- Pre-teach *portion, salt, fat, and farm*.
- Play the audio. Students read and listen.
- Students read the article individually 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

- They got one big cup of milk every day.
- They sold soda, candy, and potato chips.
- Not many children wanted school lunches.
- They were unhealthy.
- They are full of salt and fat.
- They are buying their food from farms.
- They are buying fresh fruit and vegetables.
- Students' own answers.
- Students' own answers.

**Audioscript** Student Book page 58

### Extra activity

- Write these sentences on the board.
- In the 1930s, children didn't get hot meals at school.*
- In the 1950s, children never got fruit and vegetables at school.*
- In the 1970s, children could buy unhealthy food at school.*
- In the 1980s, the government gave more money to schools to pay for lunches.*
- There are now more vending machines in schools.*
- Students read the article again and decide if the sentences are true or false. Ask them to correct the false sentences.
- Check the answers with the class.

# 5 Skills

## A history of school lunches in the U.S.

**1930s**

At this time, a lot of people didn't have jobs. They didn't have much money to give their children a lot of food. A school lunch became very important for this reason, and children got at least one hot meal every day.

**1940s-1950s**

The National School Lunch Program began. At school, children now ate meat with two vegetables and pieces of fruit every day. They also received some bread and butter. From 1954, children also got one big cup of milk every day.

**1970s**

Vending machines appeared in schools. Now it was possible for children to buy soda, candy, and potato chips during school hours. Not surprisingly, not many children wanted their school lunches!

**1980s**

School lunches were in trouble! The government gave less money for school lunches, and fresh food became very expensive for schools. Food portions became very small. Schools started selling pizzas and burgers from private companies. These foods are full of salt and fat, and are very unhealthy.

**2000s**

Things are getting better! Vending machines are disappearing from schools, and some farms now sell fresh fruit and vegetables directly to schools. With less sugar, salt, and fat in school lunches, there is more fresh, healthy food for everyone!

**Check it out!**

Find these words and check their meaning.

piece  
vending machine  
less  
full of

**Reading**

1.55 Read and listen to the article. Then answer the questions.

Why didn't parents give their children much food in the 1930s?  
They didn't have jobs and didn't have much money to buy food.

- How much milk did children get from 1954?
- What did the vending machines in schools sell to children?
- With new vending machines in schools, how many children wanted school lunches?
- In the 1980s, were school lunches healthy, or unhealthy?
- Why are pizzas and burgers unhealthy?
- Where are some schools buying their food from now?
- What kind of food are they buying?
- Are school lunches a good idea? Why? / Why not?
- What do you prefer to eat for lunch every day?

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### ANSWERS

- False. (In the 1930s, children got hot meals at school.)
- False. (In the 1950s, children got fruit and vegetables every day.)
- True.
- False. (The government gave less money to schools to pay for lunches.)
- False. (Vending machines are disappearing from schools.)

## Listening

### Aim

To listen to a radio interview about the Okinawa diet

### Warm-up

- Ask: *What kinds of foods are healthy? Do you think that eating the right foods can help you to live longer?*
- Tell students they are going to listen to a radio interview about people in one part of Japan.

### Background notes

- Okinawa is the largest of the Ryuku Islands, which are part of Japan. The inhabitants of Okinawa have the highest life expectancy in the world, which many people attribute to their diet and lifestyle.
- Other countries which have a high proportion of centenarians include Canada, France, Spain, and Thailand.



## Listening

2 1:56 Listen to a radio interview about the Okinawa diet from the Ryuku Islands in Japan. Then check (✓) the correct answers.

- How long do the people of the Ryuku Islands live?
- A They all live to over 100 years. ☐
- B They don't live very long. ☐
- C A lot of them live long and healthy lives. ☒
- 1 How important is brown rice in the diet?
- A There isn't any brown rice in it. ☐
- B There isn't much rice in the diet. ☐
- C It's a big part of the Okinawa diet. ☒
- 2 What does the Okinawa diet contain?
- A It contains a lot of meat. ☐
- B It doesn't contain any meat. ☒
- C It contains a little meat. ☒
- 3 How big are food portions in the Okinawa diet?
- A They are very big. ☐
- B They are pretty small. ☒
- C They are like portions in the U.S. ☐
- 4 When do people on the Okinawa diet stop eating?
- A They stop when they are so full, they can't move. ☐
- B They stop when they are 80 years old. ☐
- C They stop eating when they feel 80% full. ☒
- 5 Do the people of the Ryuku Islands do a lot of exercise?
- A No, they don't need to exercise. ☐
- B They stop exercising when they are old. ☐
- C Yes, they are very active and walk a lot. ☒

## My listening skills

### Identifying key words

Before you listen to a recording, read the questions in the accompanying exercises. They contain important key words. These words help you to listen for the necessary information in the text. Underline the key words before you listen.



## Speaking

3 **Pairwork** Make a list of six types of food that you like. Ask and answer questions about them.

you / like? how much / eat? what / eat / it with?

- A Do you like French fries? B How much fish do you eat?  
B Yes, I do. I love them! A I eat a little two or three times a week.

## Writing

4 Read the information about the American hot dog. Write a food article about it. Remember to use apostrophes in the right places!

Hot dog	popular snack in U.S.
Origins	sausage from 13 <sup>th</sup> century Germany. American Charles Feltmann sold sausage between pieces of bread in 1870.
Ingredients	pork, chicken, fat, water, salt
Delicious with	mustard, ketchup, French fries



Workbook p.31 Writing builder p.94

fifty-nine 59

## Speaking

### Aim

To discuss favorite types of food

### Exercise 3 Pairwork

- Students make a list of six types of food that they like.
- Read through the question prompts with the class, and elicit the three questions students will ask. With weaker classes, you could write the questions on the board.
- Students work in pairs to ask and answer questions about food.
- Ask some students to tell the class about their partner.

### ANSWERS

Students' own answers.

## Writing

### Aim

To write a food article about the American hot dog

### 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 4

- Read through the information on hot dogs with the class. Check that students understand *ingredients, sausage, pork, mustard, and ketchup*.
- Tell students that they are going to write a food article about hot dogs.
- Tell students they can use the article on page 94/C9 as a model.
- Students write their article.
- Students swap their articles with their partner, who corrects any mistakes.
- Ask some students to read their articles to the class. Correct any mistakes as a class.

### ANSWERS

Students' own answers.

### Consolidation

- Remind students that they should keep a note of mistakes that they make in their writing, and try not to make the same mistakes in future.

### Writing builder page 94/C9

### Workbook page 31

### Online Workbook Extra practice

### Unit test

### Worksheets

### DVD

### Exercise 2 1:56

- Read through the *My listening skills* box with the class.
- Ask students to read through the questions and possible answers, and identify key words.
- Go through the questions with the class, discussing the key words in each one (see answers below):  
**Example** how long, live  
1 important, brown rice  
2 diet, contain  
3 big, portions  
4 when, stop eating  
5 exercise
- Ask: *What do you think is special about the people of the Ryuku Islands? What do you think the interview will say about them?*
- Play the audio. Students listen and check the correct answers.

- Ask: *Do you think that what you eat can help you to live longer? Would you change your diet to live longer?*

### Audioscript Teacher's Book page 112

### Extra activity

- Write these sentences on the board.
- 1 *The people on the Ryuku Islands eat a lot of \_\_\_\_\_ and vegetables.*
- 2 *They don't eat much meat or \_\_\_\_\_.*
- 3 *In the U.S., people often eat until they can't \_\_\_\_\_.*
- 4 *People on the Ryuku Islands \_\_\_\_\_ a lot and are very active.*
- Students can try to complete the sentences from memory.
- Check the answers with the class.

### ANSWERS

- 1 fruit 2 fish 3 move 4 walk

# 6 I'm playing on Saturday

## Grammar

Present progressive for future (future time expressions)

How long ...? + take

## Vocabulary

Transportation

## Communication

Inviting and making arrangements

## Skills

**Reading:** An article about a very long bus ride

**Listening:** Two teenagers talking about a vacation

**Speaking:** Making arrangements for a vacation

**Writing:** An itinerary for a vacation

## Topics and values

Travel and transportation; Friends and friendship; Multiculturalism: experiencing different cultures through travel

## Presentation

page 60

### Aim

To present the new language in a familiar context

### Story

The teenagers are at school. A teacher is about to explain the arrangements for the Battle of the Bands on Saturday. Zac asks Dylan why he is there, as his band doesn't have a singer or a guitarist now. Rosie arrives and confirms that she will play with Dylan and Lewis on Saturday. The teacher explains how the competition will work and where it will be. Zac tells Rosie she's made the wrong decision, but she tells him to get lost.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see? Where are they? Do you think Rosie decided to join The Misfitz? Why? / Why not?*

### Exercise 1 Read and listen

2•02

- Read the question out to the class. Check that students understand *judge*, *decision*, *gym*, and *subway*.
- Play the audio. Students listen and read, and find the answer.

**1 Read and listen** Who is Rosie playing with in the competition on Saturday?

**Zac** What are you two doing here? You aren't playing in the competition on Saturday!

**Dylan** What?! Yes, we are. We're a band, too!

**Zac** No, you aren't. You don't have a singer, and you don't have a guitarist now!

*Rosie arrives ...*

**Rosie** Shut up, Zac! I'm their guitarist, and I'm playing with them on Saturday! Come on guys. Let's go!

**Lewis** What was that about, Rosie?

**Rosie** Nothing. Forget it!

**Teacher** OK, everybody. Each band is playing two songs, and you're bringing your own instruments. Then, finally, the judges make their decision! How long does that part take?

**Zac** It doesn't usually take long, Zac, so don't worry. OK. Are there any other questions?

**Teacher** No.

**Everybody** No.

**Teacher** Great. We're starting at 7 p.m. on Saturday, so don't be late. OK?

**Everybody** Yeah.

**Teacher** The competition is at the gym on Albert Street.

**Lewis** How long does it take to get there from this part of town?

**Teacher** It takes about 20 minutes on the subway. Good luck, everybody!

*Later ...*

**Zac** Hey, Rosie! You made the wrong decision! Your band is terrible.

**Rosie** Get lost, Zac!

**Check it out!**

Find these words and check their meaning.

Forget it!      Good luck!      Get lost!

**2 Comprehension** Answer the questions.

When is the Battle of the Bands competition?

*On Saturday*

1 Who explains the rules of the competition?

2 What time is it starting?

3 Where is it?

- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

### ANSWER

She's playing with Lewis and Dylan.

**Audioscript** Student Book page 60

### Exercise 2 Comprehension

- Students read the dialogue again and answer the questions.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

### ANSWERS

- The teacher explains the rules.
- At 7 p.m.
- At the gym on Albert Street.

### Consolidation

- Ask: *What form of transportation does the dialogue mention? (the subway)*
- Suggest that students start a list of transportation vocabulary. They can add more to their list later in the unit.



## Language focus

**3 Dialogue focus** There are five more mistakes in the dialogue. Find and correct the mistakes.

**1 Teacher** OK, everybody. Each band is playing ~~four~~ songs, and you're bringing your own ~~music~~. Then, finally, the judges make their decision!

**Zac** How long does that part take?

**Teacher** It doesn't usually take long. Zac, so don't worry.

**2 Teacher** Great. We're starting at ~~8~~ p.m. on Saturday, so don't be late. OK?

**Everybody** Yeah.

**Teacher** The competition is at the ~~movie-theater~~ on Albert Street.

**Lewis** How long does it take to get there from this part of town?

**Teacher** It takes about ~~30~~ minutes on the ~~bus~~. Good luck, everybody!

**4** **203** Listen and check. Listen again and repeat.

**5 Focus on you** What are you doing this weekend? Choose five activities in the box. Write sentences about things you are doing and things you are not doing.

clean my bedroom   do my homework   go to a concert   go to the movies  
help my parents   meet friends   play sports   stay home   visit family

*I'm doing my homework. I'm not going to a concert.*

**6 Pairwork** Ask and answer questions about your plans for the weekend.

**A** What are you doing on Saturday?

**B** I'm going to the movies. What about you?

**A** I'm visiting my grandma. What are you doing on Sunday?

sixty-one **61**

## Language focus page 61

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students read the dialogues, find five more mistakes, and correct them.
- Tell students they should try to do the exercise without looking back at the dialogue in exercise 1, but they can refer back to it if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 2-03

- Play the audio. Students listen and check their answers to exercise 3.

- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

### ANSWERS

two; instruments; 7; gym; 20; subway

**Audioscript** Teacher's Book page 112

### Extra activity

- With books closed, write these gapped sentences on the board.
- The competition is \_\_\_\_ Saturday.
  - It starts \_\_\_\_ 7 p.m.
  - It's \_\_\_\_ the gym \_\_\_\_ Albert Street.
  - It takes 20 minutes \_\_\_\_ the subway.
- Students can try to complete the sentences from memory. They can then check their answers in the dialogue.

### ANSWERS

1 on 2 at 3 at, on 4 on

### Exercise 5 Focus on you

- Ask a student to read out the example sentences. Point out that they are in the present progressive form, but don't go into too many details, as students will study this in the next class.
- Read through the activities in the box with the class, and check that students understand everything.
- Elicit one or two more example answers using the words and phrases in the box.
- Students write five sentences about what they are and aren't doing.
- Ask one or two students to read one of their sentences to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Ask two students to read out the example dialogue. Point out the form of the question in the present progressive. Elicit one or two more questions if necessary to practice the form.
- Students work in pairs to ask and answer the questions.
- Ask some students to tell the class what they learned about their partner.

### Extra activity

- Students could think of one more question to ask a partner about their plans, e.g., *What are you doing this evening? What are you doing in the summer vacation?*
- Ask some students to read their questions to the class. Correct any mistakes.
- Students work in pairs to ask and answer their questions.
- Ask some students to tell the class what they learned about their partner.

### Consolidation

- Point out to students that when they read a text, they should look out for useful words or phrases they can learn. Point out *don't worry* in dialogue 1 and *don't be late* in dialogue 2.
- Tell students they should note down two or three new words or phrases from each text or dialogue they read.

## Transportation

### Aim

To present and practice vocabulary for transportation

Grammar PowerPoint presentation Unit 6

### Warm-up

- Ask individual students: *How do you usually get to school?* Elicit a range of answers, and see how many different forms of transportation students use.
- Ask: *How do you travel when you go on vacation? What's your favorite way of traveling? Why?*

### Exercise 1 2-04

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

**Audioscript** Teacher's Book page 112

### Exercise 2 2-05

- Read through the chart with the class. Check that students understand *walk*.
- Play the audio. Students listen and complete the chart.
- 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 112

### Extra activity

- Ask these questions.
  - Does Alejandro always take the bus?
  - Does Angela sometimes walk?
  - Does Mark often go by car?
  - How often does Fletcher ride his bike?
- Elicit answers, playing the audio again if necessary.
- Briefly review adverbs and expressions of frequency.

### ANSWERS

- No, he usually takes the bus.
- No, she never walks.
- No, he sometimes goes by car.
- Fletcher rides his bike every day.

### Exercise 3 Pairwork

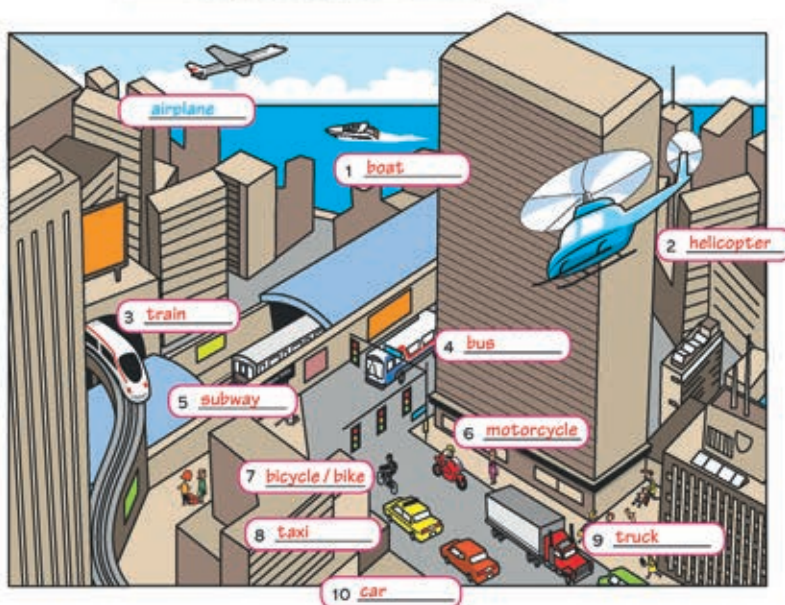
- Ask two confident students to read out the example answer. Point out that we use *take + bus, train, subway*, and we use *go by + car*.
- Read through the adverbs and expressions of frequency with the class, and check they understand *rarely*.

## 6 Vocabulary

### Transportation

- 1 2-04 Match the words with the different forms of transportation. Then listen and check.

airplane bicycle / bike boat bus car helicopter  
motorcycle subway taxi train truck



- 2 2-05 Listen to the conversations. Complete the chart. Then listen and check.

	Bus	Car	Train	Walk	Subway	Bike
Alejandro	✓			✓		
1 Angela	✓				✓	
2 Sofia		✓				
3 Mark		✓	✓			
4 Fletcher						✓

- 3 Pairwork Read the model dialogue. Choose three forms of transportation from exercise 1. Make dialogues with the adverbs and expressions of frequency in the box.

often once / twice / three times a week / month / year  
never rarely sometimes

A How often do you take the bus to school?  
B I take the bus once or twice a week.  
A How often do you walk to school?  
B I rarely walk to school.

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Workbook p.34

Extra practice online

- Students work in pairs to ask and answer questions about how they get to school.
- Ask some students to tell the class how their partner usually gets to school.

### Extra activity

- Ask students to think about when they use the different forms of transportation. Give some examples, e.g., *When I go out with friends, we sometimes take a taxi. When I go on vacation, I usually go by airplane. I'd love to go in a helicopter!*
- Ask students to write three similar sentences about themselves.
- Students can compare their sentences in pairs.
- Ask some students to tell the class about their partner.

### Consolidation

- Encourage students to make a note of all the transportation vocabulary from this page.
- Point out that they should also note down the verbs they used with each form of transportation, e.g., *take a train, go by car, ride a bike*.
- Suggest that students should write personalized example sentences to help them remember the vocabulary.

Workbook page 34

Online Workbook Extra practice



## Present progressive for future

You aren't playing in the competition.  
We're starting at 7 p.m. on Saturday.

## Future time expressions

this afternoon / evening, but tonight  
on Monday / Tuesday / March 2<sup>nd</sup>  
tomorrow morning / afternoon / evening / night  
next Saturday / week / weekend / month / year  
in May / the winter / 2016  
at five o'clock / Christmas

Rules p.W33

## Think!

Do the sentences describe the present (P) or the future (F)?

- 'He's playing basketball at the moment. (P)
- 'He's playing soccer next week. (F)
- 'She's going to the movies tomorrow. (F)
- 'She's watching a movie now. (P)

Rules p.W32

## 1 Choose the correct words.

- My parents are going to Rome at / on Friday.
- We're taking the train this / at six o'clock.
  - What are you doing next / tomorrow afternoon?
  - I'm going to Spain in / on August.
  - They aren't walking to the party next / tomorrow weekend.
  - Ben is taking a test in / this afternoon.
  - Are you playing tennis next / at Saturday?

## 2 Mary Beth and Dolly are going on a trip to Europe. Look at their travel itinerary. Write negative and affirmative sentences.

Travel itinerary  
April 1<sup>st</sup> Hotel Zingari, Rome, Italy  
airplane  
April 8<sup>th</sup> Hotel San Miguel, Madrid, Spain  
train  
April 16<sup>th</sup> Hotel Printemps, Paris, France

They're visiting Europe in June.  
They aren't visiting Europe in June. They're visiting Europe in April.

- They're traveling from April 1<sup>st</sup> to April 10<sup>th</sup>.
- Mary Beth is going to Madrid by car.
- 'We're going to Germany on April 8<sup>th</sup>,' says Dolly.
- They're flying to Paris on April 16<sup>th</sup>.

Workbook p.34

Extra practice online

sixty-three 63

## 3 Read Carolina's diary for next week. Write questions and answers with the words below.

Monday play volleyball (4:30 p.m.)  
Tuesday study science at Julia's house after school  
Wednesday go swimming (4:30 p.m.)  
Thursday meet Tom and Ines (4:30 p.m.)  
Friday have a pizza with Mom and Dad (8 p.m.)  
Saturday visit Uncle Ross and Aunt Sadie  
Sunday go to the movies (7 p.m.)

Carolina / play sports / on Monday?  
Is Carolina playing sports on Monday?  
Yes, she is. She's playing volleyball at 4:30 p.m.

- she / stay home / after school on Tuesday?  
Is she staying home after school on Tuesday?  
No, she isn't. She's studying science at Julia's house.
- what / she / do / on Wednesday afternoon?  
What is she doing on Wednesday afternoon?  
She's going swimming.
- she / meet Tom and Ines / before school on Thursday?  
Is she meeting Tom and Ines before school on Thursday?  
No, she isn't. She's meeting Tom and Ines after school on Thursday.
- she / have a pizza with friends / on Friday night?  
Is she having a pizza with friends on Friday night?  
No, she isn't. She's having a pizza with her mom and dad.
- who / she visit / next weekend?  
Who is she visiting next weekend?  
She's visiting Uncle Ross and Aunt Sadie.
- where / she go / on Sunday evening?  
Where is she going on Sunday evening?  
She's going to the movies.

## Finished?

Choose five future time expressions and write a question for each one in the present progressive for future. Then answer the questions.

Next weekend: What are you doing next weekend?

I'm visiting my cousins.

On Sunday: Who are you meeting on Sunday?

I'm meeting my friends.

Puzzle p.106

## Exercise 1

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

## Exercise 2

- Read out the example answers, and make sure students understand that they must write a negative and affirmative sentence each time.
- Students write the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

## ANSWERS

- They aren't traveling from April 1<sup>st</sup> to April 10<sup>th</sup>. They're traveling from April 1<sup>st</sup> to April 16<sup>th</sup>.
- Mary Beth isn't going to Madrid by car. She's going by airplane.
- 'We aren't going to Germany on April 8<sup>th</sup>. We're going to Spain on April 8<sup>th</sup>,' says Dolly.
- They aren't flying to Paris on April 16<sup>th</sup>. They're going by train.

## Exercise 3

- Read through the diary with the class, and make sure that students understand everything.
- Read out the example question and answer.
- Ask students to write the questions first.
- Ask individual students to read out the questions. Correct any mistakes.
- Students then write the answers to the questions.
- Students can compare their answers in pairs.
- Check answers by asking individual students to read out the questions, and asking other students to answer.

## Finished?

- Students write questions using different time expressions.
- Students can write answers to their own questions, or swap with a partner and write answers to their questions.
- 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 made mistakes with the present progressive in this lesson, they could go back and look at the rules for the present progressive in Unit 1, and redo the practice exercises, to make sure they understand how to form the tense.

Workbook page 34

Online Workbook Extra practice

## Grammar page 63

## Present progressive for future (future time expressions)

## Aim

To present and practice the present progressive for future with future time expressions

Grammar PowerPoint presentation Unit 6

## Warm-up

- Ask individual students: *What are you doing this weekend?*
- Elicit answers, and write some students' replies on the board, e.g., *I'm doing my homework. I'm playing soccer.*

- Focus on the sentences on the board and underline the verbs. Ask: *What form of the verb is this? (present progressive) Is it referring to what's happening now? (no) Is it referring to the future? (yes)*
- Point out to students that they have studied the present progressive for actions happening right now, but we can also use it for the future.

## Grammar chart and Think! box

- Read the grammar examples and briefly review the present progressive form.
- Go through the information on future time expressions in the grammar chart.
- Students read the Think! box and decide if the sentences refer to the present or the future.
- Refer students to the rules on pages W32–33.

Rules pages W32–33

## Inviting and making arrangements

### Aim

To present and practice inviting and making arrangements

### Warm-up

- With books closed, ask: *Do you usually see your friends on the weekend? What do you do together?*
- Elicit a few answers, then ask: *How do you make arrangements to see your friends? Do you call, or send messages? Do you make arrangements at school?* Elicit a range of answers.
- If necessary, briefly review how to say times in English. You could do this by drawing some simple clocks on the board and asking: *What time is it?*

### Exercise 1 2-06

- Give students time to read through the dialogues. Check they understand *shopping mall* and *babysitting*.
- Play the audio. Students listen and choose the correct answers.
- Play the audio again. Students listen again and check.
- 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, and check that students understand everything.
- Read the *My study skills* box with the class. Point out that recording expressions and then listening to them later is a good way to memorize them.

**Audioscript** Teacher's Book page 112

### Exercise 2 2-07

- Give students time to read through the sentences.
- Play the audio. Students listen and decide if the sentences are true or false.
- Play the audio again for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 112

### Exercise 3 Pairwork

- Read through the notes with the class.
- Ask two confident students to read out the first example dialogue. Elicit ways to complete the dialogue.
- Ask two more students to read out the second example dialogue. Elicit ways to complete it.
- Students work in pairs to write their dialogues and practice them.

## 6 Communication

### Inviting and making arrangements

1 2-06 Listen to the dialogues and choose the correct answers. Listen again and check. Then listen and repeat.



1  
Asahi Hi, Maia. Are you free on Saturday?  
Maia Yes, I am. / No, I'm not.  
Asahi Great. Let's do something together.  
Maia Good idea. What do you want to do?  
Asahi How about going swimming / to the shopping mall?  
Maia OK. Where do you want to meet?  
Asahi Let's meet at the bus stop / subway.  
Maia Fine. At what time?  
Asahi Is nine / ten thirty OK?  
Maia Yes, that's fine. See you on Saturday!

2  
Hugo I'm going to the movies / a concert on Friday, Amy. Are you free?  
Amy No, I'm sorry. I'm not. I'm meeting Jack / babysitting on Friday.  
Hugo Oh, OK. How about doing something on Saturday?  
Amy No, I'm sorry, it's my dad's / brother's birthday on Saturday.  
Hugo Never mind. Let's go another time.  
Amy Yes, OK. Thanks, Hugo.

#### My study skills

##### Memorizing expressions

It's a good idea to memorize *Learn it, use it!* expressions. You can use them in a lot of different situations and they help you to sound more fluent, too. When you see an expression for the first time, think about different situations you can use it in. This helps you to memorize the new language.

#### Learn it, use it!

You ask	You answer
Are you free on ...?	Yes, I am. / No, I'm not.
What do you want to do?	Let's go / do / play ... How about doing / going ...? Why don't we go / do ...?
How about going / doing ...?	Yes. / OK. / All right. / Good idea. / No. / No, I'm sorry, I can't. / No, I don't like ...
Where do you want to meet?	Let's meet at ...

2 2-07 Listen to the conversations. Are the sentences true or false? Correct the false sentences. Listen and check.

- Carlos invites Leo to get a pizza. **False**  
1 Leo says no to the invitation. **True**  
2 Leo is going to a football game with Ellie. **False**  
3 Nina invites Juan to play tennis. **True**  
4 Juan accepts the invitation. **True**  
5 They're meeting at school on Saturday morning. **False**

3 Pairwork Read the instructions and make dialogues. Use the activities in the box and the dialogues in exercise 1 as a model.

go shopping go swimming go to a concert go to the movies play tennis

- 1  
A Invite your partner to one of the activities in the box. Say when you are doing it.  
B Accept the invitation. Plan when and where to meet.  
2  
B Invite your partner to one of the activities in the box. Say when you are doing it.  
A Refuse the invitation. Give a reason: you are babysitting / meeting a friend / going to a party, etc.  
A I'm going swimming on Friday afternoon. Are you free?  
B Yes, I am. Where do you want to ...?  
B I'm going to the movies on Saturday. Are you free?  
A I'm sorry, I can't. I'm ...

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Workbook p.36

Extra practice online

- Ask some pairs 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

- Write on the board:  
*Saturday morning:*  
*Saturday afternoon:*  
*Sunday morning:*  
*Sunday afternoon:*
- Ask students to make a plan for their weekend, without showing their partner. Tell them they should include two activities they can invite a friend to, and two times when they are free, e.g., *Saturday morning: free, Saturday afternoon: go shopping*, etc.

- Students can work in pairs to make a new dialogue, using their own plans, e.g., *I'm going swimming on Saturday afternoon. Are you free?*
- Ask who managed to make an arrangement.

#### Consolidation

- Suggest to students that they could record the questions from the *Learn it, use it!* chart, and practice giving different replies, using the different expressions. Suggest that they do this with their books open to start with, then try to answer with their books closed.

Workbook page 36  
Online Workbook Extra practice



## How long ...? + take

How long does it **take** to get there from this part of town?  
It **takes** about twenty minutes on the subway.

## Think!

Read the sentences. Complete the rules with **How long, takes and take**.

- How long does it **take** you to get to the gym?  
It **takes** about twenty minutes.  
It **doesn't take** long.  
• **How long** does it + **take** + (you) + infinitive of the verb with to?  
• It + **takes** (me) + length of time.

Rules p.W33

## 1 Correct the mistakes in the sentences below.

- How long ~~it takes~~ you to get to school?  
How long ~~does it take you to get to school~~?  
1 It ~~take~~ three hours to travel to Georgia.  
2 It ~~me takes~~ a long time to take a shower.  
3 How long does it take ~~walk~~ to school?  
4 ~~She~~ takes my mom a long time to choose the right dress.  
5 How long ~~de~~ it take you to swim one kilometer?  
6 It ~~don't~~ take my brother long to wake up in the morning.

## 2 Write questions and answers.



How long / travel / from Chicago to Las Vegas / by airplane? (six hours)  
How long does it take to travel from Chicago to Las Vegas by airplane?  
It takes six hours.

- 1 How long / walk through Central Park? (one hour)  
2 How long / you / take a shower? (five minutes)  
3 How long / go to Canal Street on the subway? (30 minutes)  
4 How long / you / clean your bedroom? (fifteen minutes)  
5 How long / you / do your homework? (two hours)  
6 How long / you / bike to school? (ten minutes)

## 3 Complete the messages with the correct form of the verbs in the box.

decide do go have not take  
study take take take

Hey, Mia, what are you doing later?

Oh no. How long does it take?

Well, I 'm going to the new shopping mall tomorrow evening. Are you free?

OK. I need a new dress. My cousin is having a big party on Saturday. There are a lot of nice dresses in the stores.

Ha ha!

I 'm studying math. I 'm taking an important test tomorrow.

Two hours!

Yes, I am! Let's take the subway. It doesn't take long to get there – only 15 minutes.

It always takes you a long time to decide. I 'm taking a book with me!

## Finished?

What are you doing next weekend? Write questions and answers with the words in the chart. You can use words more than once. How many can you write?

go / zoo	bus	30 minutes
have / picnic on the beach	bike	one hour
visit / the art museum	subway	15 minutes
go / to the Metro theater	walk	25 minutes
meet friend / the new café	train	45 minutes

A What are you doing next weekend?

B I'm going to the zoo.

A How are you traveling there?

B I'm taking the subway.

A How long does it take to get there?

B It takes 25 minutes.

Puzzle p.106

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## Exercise 2

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

## ANSWERS

- How long does it take to walk through Central Park? It takes one hour.
- How long does it take you to take a shower? It takes (me) five minutes.
- How long does it take to go to Canal Street on the subway? It takes 30 minutes.
- How long does it take you to clean your bedroom? It takes (me) fifteen minutes.
- How long does it take you to do your homework? It takes (me) two hours.
- How long does it take you to bike to school? It takes (me) ten minutes.

## Exercise 3

- Students complete the messages with the correct form of the verbs.
- Check the answers with the class.

## Extra activity

- Ask students to write three questions to ask a partner using *How long ...? + take*.
- Elicit a few examples first, e.g., *How long does it take you to eat lunch? How long does it take you to get to school?*
- Students write their questions. Ask some students to read out their questions. Correct any mistakes.
- Students then work in pairs to ask and answer their questions.
- Ask some students to tell the class what they learned about their partner.

## ANSWERS

Students' own answers.

## Finished?

- Students write questions and answers with the words in the chart.
- 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 the expression *It takes (me) ...* is one that they can use to add extra information when they answer questions, e.g., *How do you get to school? I usually travel by bus. It takes me about fifteen minutes.*
- Tell students that they should start to think about using a range of tenses and expressions to add more information when they answer questions.

Workbook page 35

Online Workbook Extra practice

## Grammar page 65

## How long ...? + take

## Aim

To present and practice *How long ...? + take*

Grammar PowerPoint presentation Unit 6

## Warm-up

- Write the transportation words from page 62 on the board, but with some letters missing, e.g., *t i* (taxi).
- Put students into pairs and give them two minutes to complete as many of the words as they can.
- Check answers by asking students to come out and complete the words on the board. Check that students understand all the words.

- See which pair completed the most words correctly.

## Think! box

- Read out the grammar examples.
- Students read the *Think!* box and complete the rules.
- Refer students to the rules on page W33.

Rules page W33

## Exercise 1

- Students correct the mistakes in the sentences.
- Check the answers with the class.

## ANSWERS

- takes
- takes me
- to walk
- It
- does
- doesn't



## Reading

### Aim

To read and understand an article about a very long bus ride

### Warm-up

- With books closed, ask: *Where would you like to travel to in the world? Why?* Elicit some answers, then ask: *How would you like to travel? Why?*
- Ask students to open their books on page 66 and look at the map. Ask: *Would you like to go on this bus ride? Why? / Why not?*

### Exercise 1

- Elicit the meaning of *scan* (to search a text for specific bits of information).
- Read through the sentences with the class and elicit what kinds of words students should scan for:
  - different buses
  - other forms of transportation
  - thirteen weeks
- Students scan the article and decide if the sentences are true or false.
- 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 and listen 2-08

- Play the audio. Students read and listen.
- Students read the article individually and answer the questions.
- Check the answers with the class.

### ANSWERS

- He finished school last summer.
- Ron thought he was a travel expert, but Andy thought he was a loser.
- It was very small.
- There was a lot of poverty.
- It was very scary.
- He took an airplane.
- Students' own answers.

**Audioscript** Student Book page 66

### Extra activity

- Put students into pairs and ask them to write Andy's blog post when he is back in London. Suggest he could write about how he feels now, what he enjoyed and didn't enjoy about his trip, and if he wants to do another trip like this in the future.
- Monitor and help as necessary. Ask some students to read their blog posts to the class. The class could vote for the best.

# 6 Skills

## A very long bus ride

When Canadian student Andy Fitzpatrick left school last summer, he decided to travel to Australia. He traveled in a group from London to Sydney ... on a bus! Here are some extracts from his blog.

### Week 1

We left London yesterday, and today, we're in Bruges in Belgium. Tomorrow, we're travelling to Heidelberg in Germany. The bus is very comfortable, and the other passengers are very friendly.

### Week 2

A few days ago, I was in Prague in the Czech Republic. It was so beautiful! Now we're in Istanbul in Turkey, a city in both Europe and Asia! There are just two problems: 1) Ron, a student from Liverpool – he thinks he's a travel expert, but I think he's a loser! And 2) we have a different bus. It's very small!

### Week 4

A new and better bus took us around Turkey, and we traveled down the coast in a boat, too! Then, we took an airplane to India. Now, we're in Delhi. It's an exciting city, but there's a lot of poverty here. Next week, we're going to Nepal.



### Week 9

We visited some awesome cities: Kathmandu in Nepal, Bangkok in Thailand, and Kuala Lumpur in Malaysia. We nearly lost Ron in all of them! Now, after a very scary boat trip, we're on the island of Bali in Indonesia. I'm relaxing on the beach! We're flying to Darwin in Australia soon. I don't want to leave Asia. It's an amazing continent.

### Week 13

After thirteen weeks, we're in Sydney! I'm walking a lot and exploring the city. Luckily Ron has a girlfriend, so he doesn't talk to me now! Tomorrow, I'm traveling back to London ... but I'm taking an airplane this time!

### Check it out!

Find these words and check their meaning.

comfortable  
expert  
poverty  
scary

### Reading

**1 Scan the article. Are the sentences true or false?**

1 Andy Fitzpatrick traveled on different buses to Sydney.	<u>True</u>
2 He only used buses on his trip.	<u>False</u>
3 He spent thirteen weeks in Australia.	<u>False</u>

**2 2-08 Read and listen to the article. Then answer the questions.**

Where is Andy from? <u>He's from Canada.</u>	4 What did Andy notice about Delhi?
1 When did he finish school?	5 What was the boat trip to Bali like?
2 Why didn't Andy like Ron?	6 How did he travel back to the U.K.?
3 What was the problem with the bus in Istanbul?	7 Which countries do you want to visit? Why?

## Listening

### Aim

To listen to two teenagers talking about a vacation

### Warm-up

- Ask: *Where did you go for your last vacation? Where would you like to go on vacation? Why?*
- Elicit some answers, then ask: *What kinds of things do you enjoy doing on vacation?* Elicit some useful vocabulary to do with vacations, e.g., *stay in a hotel, beach, swim, swimming pool, beautiful weather, go sightseeing.*
- Focus on the picture and ask: *Where do you think this is? What are the people doing? Would you enjoy a vacation here? Why? / Why not?*

## Background notes

- Acapulco is Mexico's largest beach resort and is a popular destination for people from Mexico, the U.S., and other countries in South America.

### Exercise 3 2-09

- Give students time to read through the questions. Check that they understand everything.
- Play the audio. Students listen and choose the correct answers. Tell them not to worry if they don't get all the answers first time, because they will listen again.
- Read through the *My listening skills* box with the class.
- Play the audio again for students to complete and check their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 112



## Listening

3 2:09 Luisa is going on a vacation with her friend, Ana. Listen to their conversation. Choose the correct answers.

### My listening skills

#### Listening to a text for a second time

The second time you listen, it's important to pay attention to details. Are the verbs affirmative, or negative? Which tense are they in? Who or what do pronouns refer to? Are the nouns singular, or plural?



Luisa invites / doesn't invite Ana to go on vacation with her.

- 1 The vacation is in the spring / summer.
- 2 Luisa is staying in a house / hotel in Mexico.
- 3 She's staying for one week / two weeks.
- 4 Luisa's brothers are / aren't going.
- 5 Ana needs / doesn't need to ask her parents about the vacation.
- 6 Luisa thinks the airplane tickets are cheap / expensive.
- 7 The girls arrange to meet next weekend / on Tuesday evening.

## Speaking

4 **Pairwork** You are making arrangements for a vacation and want to invite your partner to come with you. Complete the factfile below. Then practice your dialogue.

When	_____
Where	_____
How long	_____
Form of transportation	_____
Who else you are traveling with	_____
When you can meet your friend to plan your vacation	_____

A Hi, ... I have a question for you. I'm going on vacation to ... Do you want to come?

B That sounds amazing! Where are you staying?

## Writing

5 Look at your arrangements for your vacation in exercise 4. Write an itinerary for your blog about it. Use adverbs to order the events and remember to describe your feelings about your vacation.

Workbook p.37

Writing builder p.94

sixty-seven 67

- Students work in pairs to practice their dialogues.
- Ask some students to perform their dialogue for the class. Discuss whose vacation sounds the most fun!

### ANSWERS

Students' own answers.

## Writing

### Aim

To write an itinerary for 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

- Refer students back to their vacation arrangements in exercise 4. Tell them they should now think about their plans for each day or each week. Allow them time to plan their ideas and make notes.
- Write on the board: *I'm going to Florida on vacation next month. Awesome! We're spending the first night in a big hotel.* Elicit some sentences for the rest of the itinerary and write them on the board. Include adverbs to order the events. Build up a model itinerary on the board.
- Students write their itinerary. Tell them they can use the itinerary on the board as a model, and they can also refer to the Writing builder on page 94/C9 for adverbs and ideas.
- Students swap their itinerary with their partner, who corrects any mistakes.
- Ask some students to read their itinerary to the class. Correct any mistakes as a class, and ask: *Which vacation would you like to go on? Why?*

### ANSWERS

Students' own answers.

### Consolidation

- Suggest to students that they could keep a blog in English to practice their writing skills. Suggest that they could write about the topics they have covered in class, e.g., food, transportation, vacations, and include new grammar and vocabulary they have learned in class.

Writing builder page 94/C9

Workbook page 37

Online Workbook Extra practice

Unit test

Worksheets

DVD

### Extra activity

- Write these questions on the board.
- 1 *Who went to Acapulco last summer?*
- 2 *Where is the swimming pool?*
- 3 *When is Luisa going to Acapulco?*
- 4 *What is Luisa doing next weekend?*
- Students can try to answer the questions from memory.
- Play the audio again for students to listen and check.
- Check the answers with the class.

### ANSWERS

- 1 Luisa's aunt
- 2 It's near the beach.
- 3 At the end of March.
- 4 She's visiting her grandparents.

## Speaking

### Aim

To make arrangements for a vacation

### Exercise 4 Pairwork

- Read through the factfile with the class. Check that students understand everything.
- Students work in pairs to plan their vacation. Monitor and help as necessary.
- Demonstrate the activity by asking two students to read out the example dialogue. Elicit how the dialogue might continue. With weaker classes, you could write some useful questions and expressions on the board, e.g., *When are you going? How long are you going for? Who are you going with? Let's meet ...*

# Review C

## Grammar

Countable / Uncountable nouns

some / any

a lot of / much / many

How much ...? / How many ...?

a little / a few

Present progressive for future (future time expressions)

How long ...? + take

## Vocabulary

Food and drink

Transportation

## Review C

page 68

## Grammar

### Exercise 7

#### ANSWERS

- How long does it take to fly to Miami? It takes two hours.
- How long does it take to make a chocolate cake? It takes one hour.
- How long does it take your sister to do her homework? It takes (her) two hours.
- How long does it take to go to Times Square on the subway? It takes one hour.

## Songs

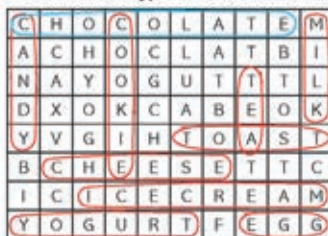
*Trains and Boats and Planes*, by Dionne Warwick (transportation)

*Blowin' in the Wind*, by Bob Dylan (How much ...? / How many ...?)

## Review

### Vocabulary

#### 1 Find nine more types of food and drink.



#### 2 Read the definitions. Write the correct words.

It has four wheels and carries about five people on roads. car

1 About four people can travel in it, and you pay the driver. taxi

2 It goes very fast on two wheels. motorcycle

3 You see it in the sky. airplane

4 It's very big with a lot of wheels and carries a lot of things on the roads. truck

5 It's a long, thin vehicle. It doesn't travel on the road. train

6 You travel in this on water. boat

7 It has two wheels and is a healthy form of transport. bike

8 You can travel under cities in this. subway

#### 3 Complete the sentences.

We have milk and sugar. What else do we need?

1 I heard you're doing an audition tomorrow. Good luck!

2 You're a loser! Get lost!

3 Forget it. I'm not doing your homework for you!

4 You're kidding! I don't believe it.

### Grammar

#### 4 Complete the sentences with a, an, some, or any.

There isn't any tea in the cupboard.

1 I eat an apple every day.

2 There aren't any cookies.

3 Is there any sugar in this tea?

4 There's some orange juice in the kitchen.

5 We need to buy some potatoes.

6 I always have a ham sandwich for lunch.

#### 5 Choose the correct answers.



There are usually a lot of / many dogs in the park.

1 How much / How many coffee do you drink every day?

2 "Do we have any butter?" "Yes we do, but only a little / a few."

3 It's seven thirty in the morning. There aren't much / many students at school.

4 The children asked many / a lot of questions.

5 Do you have much / many homework today?

6 There are much / a lot of people in the restaurant.

#### 6 Write sentences and questions in the present progressive. Do they refer to the present (P) or future (F)?

you / meet Harry / tomorrow?

Are you meeting Harry tomorrow? F

1 I / cook dinner / tonight

I'm cooking dinner tonight. F

2 What / you do / at the moment?

What are you doing at the moment? P

3 Jack / not have a party / next week

Jack isn't having a party next week. F

4 Tina / study / now?

Is Tina studying now? P

5 We / travel to France / right now.

We're traveling to France right now. P

#### 7 Write questions and answers.

How long / your dad / drive / to work? (40 minutes)

How long does it take your dad to drive to work? It takes him 40 minutes.

1 How long / fly / Miami? (two hours)

2 How long / make / a chocolate cake? (one hour)

3 How long / your sister / do / her homework? (two hours)

4 How long / take / go / to Times Square on the subway? (one hour)



## Communication

8 2.10 Complete the dialogue with the words in the box. Then listen and check.

go going great have here Hi meeting  
That's There When working would

Jorge Hi \_\_\_\_\_, Sally!

Sally Jorge! <sup>1</sup>When \_\_\_\_\_ did you start working here? It's my favorite café!

Jorge About a week ago! What <sup>2</sup>would \_\_\_\_\_ you like to eat?

Sally Can I <sup>3</sup>have \_\_\_\_\_ a cheese sandwich and a bottle of water, please?

Jorge OK. And is that for <sup>4</sup>here \_\_\_\_\_, or to <sup>5</sup>go \_\_\_\_\_?

Sally To go.

Jorge Are you <sup>6</sup>going \_\_\_\_\_ for a picnic?

Sally Yes. I'm <sup>7</sup>meeting \_\_\_\_\_ my friends by the river.

Jorge Lucky you! I'm <sup>8</sup>working \_\_\_\_\_ here all day. Here's your sandwich and water.

<sup>9</sup>That's \_\_\_\_\_ \$8.49.

Sally <sup>10</sup>There \_\_\_\_\_ you go.

Jorge That's <sup>11</sup>great \_\_\_\_\_, thanks. Have a great picnic!

Sally Bye!

## Pronunciation

would you and do you

9 2.11 We usually say the words *would you* and *do you* quickly, so the words become connected. Listen to the pronunciation of *would you* /wʊdju/ and *do you* /dju/ in these sentences. Listen again and repeat.

- 1 Would you like a soda?
- 2 What would you like to eat?
- 3 What would you like on your burger?
- 4 What do you have to drink?
- 5 Do you want anything to eat?

10 2.12 Listen to the dialogues. Practice them with a partner.

- 1  
A Would you like a soda?  
B Yes, please. Which ones do you have?  
A I only have cola. Do you want one?  
B Yes, please.
- 2  
A How would you like your burger? Do you want some cheese on it?  
B No, thanks. But do you have any ketchup?  
A Yes, I do. How much do you want?  
B A lot, please!

## Listening

11 2.13 Max and Claudia are organizing a party. Look at their list of food and drinks. Listen to their conversation. Check (✓) the things they have and cross (X) the things they don't have.

bread  
ham  
cheese  
pizza  
potato chips  
chocolate  
ice cream  
soda  
orange juice



12 2.14 Listen to the conversation. What things are happening now? What things are happening in the future?

	Now	Future
Laura is studying.	✓	
1 Laura is taking a test.		✓
2 Ben is relaxing.	✓	
3 Ben is going to a party.		✓
4 Jessica's brother is organizing the music.	✓	
5 A lot of Jessica's friends are going to the party.		✓
6 Laura is watching a movie.		✓
7 Laura is going to bed early.		✓

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## Extra communication C

page 69

### Aim

To practice ordering food and drink, and inviting and making arrangements; to practice pronouncing *would you* and *do you*; to listen to a conversation about food and drink; to listen to a conversation about things happening now and in the future

## Communication

Exercise 8 2.10

- Students complete the dialogue with the words in the box.
- Play the audio for students to check their answers, then check the answers with the class and check that students understand everything.

- Ask two students to read out the completed dialogue.

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## Pronunciation

Exercise 9 2.11

- Read the information on *would you* and *do you* with the class.
- Play the audio. Students listen to the pronunciation.
- Play the audio again, pausing after each question for students to repeat, chorally and individually.

Audioscript Student Book page 69

Exercise 10 2.12

- Give students time to read the dialogues. Check that they understand everything.
- Play the audio for students to listen.

- Students practice the dialogues in pairs.
- Ask some pairs to perform the dialogues for the class.
- Ask other students to listen to check that they are pronouncing *would you* and *do you* in the correct way.

Audioscript Student Book page 69

### Extra activity

- Ask students to work in pairs and prepare and practice a new dialogue using *would you* and *do you*.
- Ask some pairs to perform their dialogues for the class.
- Ask other students to listen and notice how many times they use *would you* and *do you*.

## Listening

Exercise 11 2.13

- Give students time to read through the list of food and drinks. 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 they have, and cross the things they don't have.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

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### Extra activity

- Ask students to look at the items they checked in exercise 11. Ask: *Which things do they have a lot of? Which things do they only have a little of?*
- Students answer the questions from memory.
- Play the audio again for students to listen and check their answers.
- Check the answers with the class.

### ANSWERS

They have a lot of bread, cheese, and chocolate.

They only have a little ham and orange juice. (They don't say how much soda they have.)

Exercise 12 2.14

- Give students time to read through the list of activities. Check that they understand them all.
- Play the audio. Students listen and decide which activities are happening now, and which are happening in the future.
- Play the audio again for students to listen and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113

## Aim

To learn about a TV cooking competition for children in Australia; to learn about children who took part in the competition; to give a presentation on a TV competition for children in your own country

## Reading

### Warm-up

- Read out the title and point to the pictures. Ask: *What do you think the children are doing? What do you think Junior MasterChef is?*
- Explain if necessary that *Junior MasterChef* is a TV cooking competition for children. Ask: *Do you like watching this kind of show on TV? Why? / Why not?*
- Pre-teach *contestant, episode, and ingredients*.

### Background notes

- The TV show *MasterChef* originated as a competition for adults in the U.K. in 1990. It has now appeared on TV screens in over 40 countries. *Junior MasterChef* is a version of the competition for teenagers, and in some countries there is also a *Celebrity MasterChef*, in which celebrities compete to win money for charity.

### Exercise 1

- Students scan the article and check the correct sentence. Remind students they should not read the article in detail at this stage.
- Check the answers with the class.

### Exercise 2 Read and listen 2:15

- Give students time to read the questions.
- Play the audio. Students read and listen to the article, then 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 There were 21 episodes.
- 2 They spent a day in the high school snack store.
- 3 They thought it was excellent.
- 4 Because she had only a little time.
- 5 She used seafood.

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### Exercise 3 Presentation

- Read the task and the questions with the class.

C

Culture club

## Junior MasterChef

**Can you cook? Do your family and friends think your food is amazing? How about entering a cooking competition? There are a lot of TV cooking competitions for children these days, and they are becoming very popular.**

In Australia, the cooking competition *Junior MasterChef* first appeared on TV screens in 2010. About 5,000 children entered! The show was very popular and attracted a lot of children in 2011, too. But the level of the competition was very high, and there were 50 children in the second series.

The children did a lot of different things in the 21 episodes. In one episode, they invented their own meals with two key ingredients, and in another they worked in a high school snack store for a day. They also discovered how to use ingredients like fresh herbs in their cooking, and learned how to prepare some very complicated meals.

The winner of the second series was 11-year-old Greta Yaxley. She entered the show without any hopes of winning – she simply enjoyed cooking. But each week, her excellent meals won a lot of points, and it didn't take long for the judges to see her special talent.

In the final episode of the series, Greta's first test was to prepare a dessert with only a little time. There were a few mistakes, but the result was delicious. Her second test, a seafood dish, also had a few problems, but at the end the judges thought it tasted great.

Greta's prize was AU\$15,000. There was a lot of praise from the judges, too. She was very surprised and very happy. "I want to continue with food," she said. "I want to show the whole world that I love food, and that I can cook it."




**Check it out!**

Find these words and check their meaning.

herbs  
dessert  
seafood  
praise

**1 Scan the article and check (✓) the correct sentence.**

A Fifty children entered the competition in 2010. ☐

B Greta thought she was the best contestant on the show. ☐

C In the final episode, the judges liked her dessert. ☒

**2 2:15 Read and listen to the article. Then answer the questions.**

How much did people like the first series?  
*They liked it a lot – it was very popular.*

1 How many episodes were there?  
2 How much time did the contestants spend in the high school snack store?

3 What did the judges think of Greta's cooking each week?  
4 Why was the dessert test in the final episode difficult?  
5 What ingredient did Greta use in her second dish in the final episode?

**3 Presentation** There are a lot of different competitions for children on TV. Think of a competition you would like to enter, and answer the questions below. Then use your answers to prepare a short presentation.

- What type of competition is it?
- What are the judges looking for in the contestants?
- How many people enter the competition?
- How old are the contestants?
- Where does the competition take place?
- What happens during the competition?
- What is the prize?

- 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 TV competition to the class.

### Extra activity

- Students could work in small groups and think of their own TV competition for children. They could plan the rules, what happens in each episode, and what the winner gets.
- Groups can take turns to present their ideas to the class. The class could vote for the best idea.



## Vocabulary and speaking

I can identify different types of food and drink. (p.54) A2

## 1 Choose the correct answers.

- 1 People usually put milk / soda on their cereal.
- 2 Juan loves chocolate ice cream / potato chips.
- 3 My favorite vegetables are carrots / cookies.
- 4 Can I have a drink of water / toast, please?
- 5 A banana / apple is a long, thin yellow fruit. \_ / 5

I can ask and answer questions about ordering food. (p.56) A2

## 2 Reorder the dialogue.

- A Here you go. 5  
 B I'll have a cheese sandwich, please. 1  
 C It's to go. 3  
 D That's \$7.50, please. 4  
 E Is that for here, or to go? 2 \_ / 5

I can talk about food that I like. (p.59) A2

## 3 Complete the dialogue with the words in the box.

a few a lot many much them

- Abby Do you like apples?  
 Sam Yes, I do. I love them.  
 Abby How many apples do you eat every day?  
 Sam I eat two or three. What about you?  
 Abby Oh, I only eat a few. I prefer chocolate.  
 Sam How much water do you drink?  
 Abby A lot. \_ / 5

I can identify forms of transportation. (p.62) A2

## 4 Complete the forms of transportation.

- 1 t r u c k
- 2 t r a i n
- 3 a i r p l a n e
- 4 h e l i c o p t e r
- 5 m o t o r c y c l e \_ / 5

I can use language for inviting and making arrangements. (p.64) A2

## 5 Write the sentences and questions.

- 1 you / Tuesday / free / are / evening / on ?  
Are you free on Tuesday evening?
- 2 where / you / do / meet / to / want ?  
Where do you want to meet?
- 3 subway / meet / the / let's / at  
Let's meet at the subway.
- 4 movies / going / to / the / about / how ?  
How about going to the movies?
- 5 on / I'm / my cousin / Saturday / meeting  
I'm meeting my cousin on Saturday. \_ / 5

I can ask and answer questions about planning vacations (p.67) A2

## 6 Write questions and answers.

- 1 Where / you / go / on vacation this year?  
Where are you going on vacation this year?
- 2 They / go / in August.  
They're going in August.
- 3 Who / go / with her?  
Who is going with her?
- 4 We / stay / in a hotel.  
We're staying in a hotel.
- 5 How long / we / stay for?  
How long are we staying for? \_ / 5

## Reading, listening, and writing

I can understand an article and answer questions about the history of school lunches in the U.S. (p.58) A2

I can understand a description of a special diet and answer questions about it. (p.59) A2

I can write a food article about an item of food. (p.59) A2

I can understand an article and answer questions about a bus trip from London to Sydney. (p.66) A2

I can understand a conversation about plans for a vacation and answer questions about it. (p.67) A2

I can write a blog itinerary about my plans for a vacation. (p.67) A2

	Yes	Got it? I'm not sure	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Exercise 3

- 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 the grammar on page 57 and go through the rules with the class.
- Repeat exercise 3 on page 71 as a class, eliciting the correct answers.

## 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.
- In the next lesson, write some jumbled words for transportation on the board, and ask students to reorder the letters.

## Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Ask a confident student to read out questions 1, 2, and 4. Elicit possible answers from other students.
- If students did not do well, refer them back to exercise 1 on page 64. Play the audio (2•06) again for students to hear the questions and phrases in context. Read through the *Learn it, use it!* chart. Ask individual students some of the questions, and elicit possible answers.
- Repeat exercise 5 on page 71 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.
- If students did not do well, write the questions on the board in full and drill them with the class. Elicit the questions for the answers in sentences 2 and 4. (*When are they going? Where are you staying?*)
- Ask the questions to individual students in the class and elicit a range of answers.
- Put students into pairs to ask and answer the questions.

## 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.

## My progress C

page 71

## Aim

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.
- If students did not do well, refer them back to page 54. Give them one minute to look at the vocabulary for food and drinks, then ask them to close their books.
- Write the categories from exercise 2 on page 54 on the board and put students in pairs to add as many words as they

can to each category. Write students' ideas on the board and add any other words that they missed.

- 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 then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 56.
- Play the audio (1•53) again for students to hear the phrases in context. Read out some key phrases, e.g., *What would you like to eat? Anything else?* Elicit some possible responses.
- Repeat exercise 2 on page 71 as a class, eliciting the correct answers.

# 7 You're a better singer

**Grammar**

Comparative adjectives (regular and irregular adjectives)

as ... as

less ... than

**Vocabulary**

Geography

**Communication**

Asking for tourist information

**Skills**

**Reading:** A magazine article about our changing planet

**Listening:** A radio interview about a volcano

**Speaking:** Talking about a scary incident

**Writing:** A story about a scary experience

**Topics and values**

The environment; Environmental awareness; Tourism and travel; The arts

## Presentation page 72

**Aim**  
To present the new language in a familiar context

**Story**  
Rosie, Lewis, and Dylan are at band practice. Lewis talks about a TV show he saw about the Atacama Desert. Rosie tells the others to get on with the practice, and they discuss who will sing for them now that Zac has left. Dylan and Lewis want Rosie to be the singer. Rosie is reluctant, but her mom comes home and says that Rosie has a beautiful voice.

**Warm-up**

- Ask students to look at the picture. Ask: *Who can you see? Where are they? What are they doing? What do you think they are talking about? Who can sing for them now?* Encourage students to use their imagination and speculate on what is happening in the story.



### Exercise 1 Read and listen 2-16

- Read the question out to the class. Check that students understand *better*, *desert*, *geography*, and *complicated*.
- Play the audio. Students listen and read, and find the answer.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

**ANSWER**  
Rosie's voice is better.

**Audioscript** Student Book page 72

### Exercise 2 Comprehension

- Students read the dialogue again and write the correct names.
- They can compare answers in pairs.
- Check the answers with the class, asking students to read out their answers. Correct any mistakes.

### Consolidation

- Ask: *What geography words does the dialogue mention? (desert, mountain, volcano)* Suggest that students start a list of geography vocabulary in their vocabulary notebooks. They can add more to their list later in the unit.



## Language focus

### 3 Dialogue focus Complete the dialogues with the expressions in the box.

Band practice is more important.  
But my voice isn't as strong as yours. I sound worse than a cat!  
The desert is drier than Africa. Things are getting more complicated ...  
You're a better singer than all of us.



1 **Lewis** Did you see that TV show about the Atacama Desert in Chile last night?  
**Dylan** No. Why? Was it interesting?  
**Lewis** It was awesome! The desert is drier than Africa. In fact, it sometimes doesn't rain for ...  
**Rosie** Guys, guys. Please stop talking about deserts. Band practice is more important. And it's late.



2 **Dylan** Me? No way! I'm terrible.  
I sound worse than a cat! Listen!  
*La, la, la ...*  
**Rosie** But my voice isn't as strong as yours.  
I can't sing in front of people.  
**Lewis** Yes, you can, Rosie. You're a better singer than all of us.

3 **Mom** Hi, guys. How's it going?  
**Rosie** Things are getting more complicated ...  
**Lewis** Rosie doesn't want to be our singer.  
**Mom** Why not, Rosie? You have a beautiful voice.  
**Dylan** You see, Rosie? Go for it!

#### 4 2:17 Listen and check. Listen again and repeat.

#### 5 Focus on you Look at the pairs of nouns in the first box. Use the adjectives in the second box to compare them. How many dialogues can you write? You can use the words more than once.

pizza / salad math / geography sweatshirt / T-shirt the U.S. / the U.K.

better bigger cheaper easier more difficult more expensive  
more interesting nicer smaller

A Which is nicer? A pizza, or a salad?

B I think a pizza is nicer.

A Yes, but a salad is better.

#### 6 Pairwork Practice the dialogues in exercise 5. 5

seventy-three 73

- Ask two students to read out the example answer. Read out the next pair of nouns and say: *Which is more difficult? Math, or geography?* Elicit some answers, and elicit a short dialogue.
- Students work in pairs to write their dialogues.
- Ask one or two students to read one of their dialogues to the class. Correct any mistakes.

#### ANSWERS

Students' own answers.

#### Exercise 6 Pairwork

- Students practice their dialogues in pairs.
- Ask some students to tell the class what things they agreed about.

#### Extra activity

- Students could work in pairs and think of one more pair of nouns to compare, e.g., *tea / coffee, apples / bananas, history / science*.
- Ask students to write another dialogue with their own ideas.
- Ask some students to perform their dialogues for the class. Ask other students: *Do you agree?*

#### Consolidation

- Point out to students that some of the adjectives in the box are opposites: *bigger / smaller, cheaper / more expensive*.
- Tell them it can be useful to record opposites together, as it is a good way of remembering meanings.
- Tell students they should experiment with different ways of recording vocabulary to find out what works well for them.

## Language focus page 73

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students complete the dialogues with the expressions in the box.
- Tell students they should try to do the exercise without looking back at the dialogue in exercise 1, but they can refer back to it if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4 2:17

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book page 113

### Exercise 5 Focus on you

- Read through the pairs of nouns and the adjectives in the boxes and check that students understand them all. Point out that this is a form of adjective that we use for comparing things, but do not go into too many details as students will study this in the next lesson.

## Geography

### Aim

To present and practice vocabulary for geography

Grammar PowerPoint presentation Unit 7

### Warm-up

- Ask: *What subjects do you study at school?* Put students into pairs and give them one minute to write down as many school subjects as they can.
- Elicit answers and write the words on the board. Check that students understand them all.
- Point to *geography* and ask: *What do you learn about in geography? Do you find geography interesting? Why? / Why not?*

### Exercise 1

- Students work individually or in pairs to read the sentences and choose the correct answers.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each geography word for students to repeat, chorally and individually.
- Go through the *Look!* box. Point out that we use *the* with the names of rivers and oceans, but we do not use *the* with the names of mountains and lakes.

Audioscript Teacher's Book page 113

### Exercise 2

- Look at the map of Iceland with the class. Ask: *Do you know where Iceland is? What do you know about it?*
- Students read the description and complete it with the correct words.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 3 Pairwork

- Students work in pairs to add two more names in each factfile category.
- Elicit answers from the class.

### ANSWERS

Students' own answers.

#### Extra activity

- Students work in pairs to write three sentences about the factfile items. Elicit some examples first, e.g., *Lake Titicaca is high in the mountains. The Amazon runs through the rainforest to the sea.*
- Students write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

### ANSWERS

Students' own answers.

## 7 Vocabulary

### Geography

1 Choose the correct answers. Then listen and check.

The Atacama is a mountain / desert / sea.

1 Mount Everest is a mountain / volcano / island in the Himalayas.

2 Africa is a bigger continent / country / island than Europe.

3 The Atlantic Ocean / Sea / Lake is between Europe and Africa in the east, and the Americas in the west.

4 The Amazon is a very long ocean / island / river in South America.

5 Germany is a country / continent / lake in Europe.

6 How about going to Desert / Lake / River Michigan tomorrow?

7 Jamaica is a beautiful continent / sea / island in the Caribbean.

8 The Mauna Loa desert / river / volcano is in Hawaii.

9 Spain's east coast is on the Mediterranean Country / River / Sea.

2 Look at the map of Iceland. Complete the description with the words in the box.

island lake mountains Ocean river sea volcano



3 Pairwork Complete the factfile about South America. Add two more names for each category.

#### FACTFILE

#### South America

- Important rivers: the Amazon, Grijalva, ...
- Important mountains: Aconcagua, Ojos del Salado, ...
- Important lakes: Lake Maracaibo, Lake Titicaca, ...
- Important islands: Grande de Tierra del Fuego, the Galapagos, ...
- Important seas / oceans: the Caribbean Sea, ...
- Important cities: Sao Paulo, Bogota, ...

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Workbook p.40

Extra practice online

### Consolidation

- Encourage students to make a note of all the geography vocabulary from this page.
- Point out that students who are visual learners might like to use pictures to help them remember this vocabulary. For example, they could draw a simple map like the one of Iceland and mark the vocabulary items.
- Tell students it is important that they find out what methods work for them when it comes to learning vocabulary.

Workbook page 40

Online Workbook Extra practice

## Grammar

page 75

### Comparative adjectives (regular adjectives and irregular adjectives)

#### Aim

To present and practice comparative adjectives

Grammar PowerPoint presentation Unit 7

#### Warm-up

- Write some pairs of nouns on the board for students to compare, e.g., *English / math, chocolate / cheese, soccer / tennis.*
- Point to the nouns and ask questions using comparative adjectives, e.g., *Which is easier: English, or math? Which is nicer: chocolate, or cheese? Which is more interesting to watch: soccer, or tennis?*



## Comparative adjectives

### Regular adjectives

The desert is **drier** than Africa.

Short adjectives		Comparative
slow	+ -er	slower (than)
warm		warmer (than)
large	+ -r	larger (than)
nice		nicer (than)
thin	double the consonant + -er	thinner (than)
hot		hotter (than)
Adjectives ending with consonant + y		Comparative
funny	y + -ier	funnier (than)
heavy		heavier (than)
Long adjectives		Comparative
beautiful	more + adjective	more beautiful (than)
interesting		more interesting (than)

Rules p.W38

1 Complete the sentences with the comparative form of the adjectives in parentheses.



My brother is older than me. (old)

- Luisa is taller than Eva. (tall)
- Mexico City is bigger than New York City. (big)
- The Mississippi River is longer than the Hudson River. (long)
- Happiness is more important than money. (important)
- A walk is easier than a run. (easy)

### Think!

Choose the correct word.

- We use comparative adjectives to compare people and things.
- When a comparative adjective goes between two people or things, we write than / of after the adjective.

Rules p.W38

Workbook pp.40-41

Extra practice online

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2 Read the information. Write sentences with the comparative form of the adjectives in parentheses.

The Indian elephant (6,000 kg)  
African elephant (7,000 kg) (heavy)

The African elephant is **heavier** than the Indian elephant.

- Seoul (population: 10.58 million)  
Tokyo (population: 13.23 million) (big)
- The Shard tower (308 m)  
The Burj Khalifa tower (830 m) (tall)
- The Lamborghini car (\$3.9 million)  
The Ferrari car (\$1.3 million) (expensive)

### Irregular adjectives

I sound **worse** than a cat.

Adjective	Comparative
good	<b>better</b> (than)
bad	<b>worse</b> (than)
far	<b>farther / further</b> (than)

Rules p.W38

3 Complete Joel's blog entry. Use the comparative forms of the adjectives in the box. Use **than** in the correct places.

bad beautiful far high hungry quiet thin

It's the end of my vacation in India. I'm writing my last blog post in a noisy café in Mumbai. There are quieter cafés, but I like it here! India is really interesting. The poverty here is worse than in the U.S. The children are thinner than kids back home, and when they want money for food, I know that they're hungrier, too. But the country looks amazing. The beaches are more beautiful than the beaches at home and the mountains are higher. I can't travel farther / further because I'm starting college soon. But I hope I can return one day.

### Finished?

Choose two places from your vacations. Write five sentences to compare them. Use the adjectives in the box.

beautiful big dangerous exciting  
expensive hot popular unusual

Uruguay is **more expensive** than Argentina.

Puzzle p.107

### ANSWERS

- Tokyo is bigger than Seoul.
- The Burj Khalifa tower is taller than the Shard tower.
- The Lamborghini car is more expensive than the Ferrari car.

### Grammar chart

- Read out the grammar example.
- Go through the grammar chart.
- Refer students to the rules on page W38.

Rules page W38

### Exercise 3

- Ask students to read through Joel's blog, ignoring the gaps. Ask: *Where is he at the moment? (in India) What is he doing soon? (starting college)*
- Students complete the blog with the correct forms of the adjectives and **than**.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Finished?

- Students write five sentences about places from their vacations.
- Students can compare their sentences in pairs.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

### ANSWERS

Students' own answers.

### Consolidation

- Point out to students that there are quite a few spelling rules for comparative adjectives that they need to learn.
- Suggest that they go through the grammar boxes on this page and write personalized examples with all the adjectives, to practice the spelling.

Workbook pages 40-41

Online Workbook Extra practice

- Elicit answers and write some simple sentences on the board, e.g., *English is easier. Chocolate is nicer. Soccer is more interesting.*
- Underline the adjectives and tell students these are called comparative adjectives, and we use them to compare things.

### Grammar chart

- Read out the grammar example.
- Go through the grammar chart.
- Refer students to the rules on page W38.

Rules page W38

### Exercise 1

- Students complete the sentences with the comparative form of the adjectives.
- Students can compare their answers in pairs.

- Check the answers with the class.

### Think! box

- Students read the Think! box and choose the correct word to complete the rule.
- Check the answers with the class.
- Refer students to the rules on page W38.

Rules page W38

### Exercise 2

- Read through the example with the class and check that students understand what they must do.
- Check that students understand *population*.
- Students write the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Asking for tourist information

### Aim

To present and practice asking for tourist information

### Warm-up

- With books closed, ask: *What do you like doing when you're on vacation?*
- Elicit a few ideas, then ask: *Do you visit museums or zoos? What places do you like visiting?*
- Elicit some more vocabulary for places to visit, e.g., *theme park, art gallery, monuments.*

### Exercise 1

2-19

- Give students time to read through the dialogue.
- Play the audio. Students listen and complete the dialogue.
- 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, and check that students understand everything.

**Audioscript** Teacher's Book page 113

### Exercise 2

2-20

- Give students time to read through the sentences.
- Pre-teach *ferry* and *hours* (the times when a place is open).
- Play the audio. Students listen and decide if the sentences are true or false. Remind them to correct the false sentences.
- Check the answers with the class.

### ANSWERS

- False. (The tickets are more expensive now.)
- True.
- False. (She doesn't know where it is.)
- False. (The subway doesn't go to the Statue of Liberty. You can take a ferry.)
- False. (He asks about the hours.)

**Audioscript** Teacher's Book page 113

### Exercise 3

2-20

- Give students time to read through the sentences.
- Play the audio. Students listen and complete the sentences.
- Check the answers with the class.

### Exercise 4 Pairwork

- Read through the poster with the class.
- Demonstrate the activity by saying to a student: *Good morning. I want to visit the Museum of Modern Art. How much are the tickets?* Elicit the answer, then ask: *What time does it open?* Elicit the answer.

# 7 Communication



## Asking for tourist information

- 1 **2-19** Listen and complete the dialogue with the questions in the box. Listen again and check. Then listen and repeat.

Can I help you? How can I get there? How much are the tickets?  
What time does it open? Where is it?

**Assistant** Good morning.  
**Mario** Yes, please. I want to visit the Central Park Zoo.  
**Assistant** They're \$12 for adults, and \$7 for children.  
**Mario** What time does it open?  
**Assistant** It's open from 10 a.m. to 5 p.m. every day. It takes two hours to see all the animals.  
**Mario** Where is it?  
**Assistant** It's on 5<sup>th</sup> Avenue, near 65<sup>th</sup> Street.  
**Mario** How can I get there?  
**Assistant** You can take the subway to 59<sup>th</sup> Street and then walk. Or you can take a bus, and get off between 59<sup>th</sup> and 64<sup>th</sup> Streets. The M1 and the M2 stop there.  
**Mario** Thanks.  
**Assistant** You're welcome. Have a nice day!

### Learn it, use it!

You ask	You answer
How much are the tickets?	They're \$20. / The tickets cost \$20.
What time does it open / close / start / finish?	It opens / starts at ... It closes / finishes at ... It's open from ... to ...
Where is it?	It's on / near / in ...
How can I get there?	You can take the subway / take a bus / walk.

- 2 **2-20** Listen to the conversations. Are the sentences true or false?

Correct the false sentences.

Jesse is asking about hours. **False** Jesse is asking about ticket prices.

- Tickets to the Empire State Building are cheaper now. **False**
- Allison wants to know about hours at Madame Tussauds. **True**
- She knows where the museum is. **False**
- The subway goes direct to the Statue of Liberty. **False**
- Carlos asks about ticket prices to the museum. **False**

- 3 **2-20** Listen again and complete the sentences.

A child's ticket to the Empire State Building costs \$19.

- An adult's ticket costs \$25.
- Madame Tussauds is between 7<sup>th</sup> and 8<sup>th</sup> Avenue.
- You can take a **ferry** to the Statue of Liberty.
- The Ellis Island museum opens at 9:00 a.m.
- The museum closes at 5:00 p.m.

### The Museum of Modern Art

Adult ticket: \$25.00  
Student ticket: \$14.00  
Opening times: 10:30 a.m. - 5:30 p.m.  
Location: West 53<sup>rd</sup> Street (between 5<sup>th</sup> and 6<sup>th</sup> Avenues)  
Transportation: subway to 5<sup>th</sup> Avenue / 53<sup>rd</sup> Street, or bus M1, 2, 3, 4m, or 5 to 53<sup>rd</sup> Street

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Workbook p.42

Extra practice online

4 **Pairwork** Look at the poster for the Museum of Modern Art in New York. Use the information to write a dialogue. Then practice your dialogue.

- Students work in pairs to write their dialogues and practice them.
- Ask some pairs 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.

### Consolidation

- Tell students that if they have access to the Internet at home, they can visit the websites of tourist attractions in the U.S. or other English-speaking countries. They could imagine they want to visit the places and practice asking for information about them.

Workbook page 42

Online Workbook Extra practice

# Grammar

## as ... as

### Aim

To present and practice *as ... as* and *less ... than*

Grammar PowerPoint presentation Unit 7

### Warm-up

- Ask two students to stand up. Ask: *Who is taller?* Elicit the answer and write it on the board, e.g., *Ana is taller than Julia.*
- Ask: *Is Julia as tall as Ana?* (no) Write on the board: *Julia isn't as tall as Ana.*
- Tell students they are going to learn some more expressions for comparing.



## as ... as

My voice isn't **as strong as** yours.

Affirmative	I'm <b>as tall as</b> my mom.
Negative	Mount K2 isn't <b>as high as</b> Mount Everest.
Questions	Is the Gobi Desert <b>as big as</b> the Sahara Desert?

Rules p.W39

### 1 Complete the sentences with the expressions in the box.

is as expensive as    is as old as    isn't as deep as  
isn't as good as    isn't as tall as    isn't as warm as

My brother is shorter than me.

My brother **isn't as tall as** me.

1 My aunt is 70. My grandma is 70.

My aunt **is as old as** my grandma.

2 The book is better than the movie.

The movie **isn't as good as** the book.

3 The car cost \$4,000. The motorcycle cost \$4,000.

The motorcycle **is as expensive as** the car.

4 The Pacific Ocean is deeper than the Atlantic Ocean.

The Atlantic Ocean **isn't as deep as** the Pacific Ocean.

5 It's colder today than yesterday.

Today **isn't as warm as** yesterday.

### Think!

#### Choose the correct alternative.

- When we use the structure as ... as, we use / **don't use** the comparative form of the adjective.

Rules p.W39

### 2 Rewrite the sentences using as ... as. Use the adjectives in parentheses.

Skiing is more difficult than swimming. (easy)  
**Skiing isn't as easy as swimming.**

1 Fantasy movies are worse than love stories. (good)

**Fantasy movies aren't as good as love stories.**

2 Art is more interesting than science. (boring)

**Art isn't as boring as science.**

3 Lake Maracaibo is smaller than Lake Superior. (big)

**Lake Maracaibo isn't as big as Lake Superior.**

4 The bus is slower than the train. (fast)

**The bus isn't as fast as the train.**

5 Angelina Jolie is younger than Brad Pitt. (old)

**Angelina Jolie isn't as old as Brad Pitt.**

Workbook p.41

Extra practice online

## less ... than

A cell phone is **less expensive than** an iPad.  
Cats are **less intelligent than** people.

Rules p.W39

### 3 Correct the mistakes in the sentences below.

This book was lesser interesting than that book.

**This book was less interesting than that book.**

1 English is less difficult Japanese.

2 Your appearance is less important of your personality.

3 The jacket was less than expensive the dress.

4 I am less popular that my brother.

### 4 Write sentences giving your opinion. Use less ... than.

Selena Gomez / Miley Cyrus (beautiful)

**Selena Gomez is less beautiful than Miley Cyrus.** or

**Miley Cyrus is less beautiful than Selena Gomez.**

1 trains / buses (expensive)

2 iPads / laptops (useful)

3 Enrique Iglesias / Mark Anthony (famous)

4 action movies / horror movies (exciting)

5 Daniel Radcliffe / Robert Pattinson (talented)

6 motorcycles / cars (dangerous)

### Finished?

Choose one of the categories below. Think of two nouns for that category. How many sentences can you make to compare the two things? Use **as ... as** and **less ... than**. Choose another category and repeat the activity.

cities    countries    famous people  
food and drink    movies    music  
sports    transportation

Countries: the U.S. and Japan.

**The U.S. is as exciting as Japan.**

**Japan isn't as big as the U.S.**

**The U.S. is less expensive than Japan.**

Puzzle p.107

seventy-seven

77

## Exercise 3

- Students correct the mistakes in the sentences.
- Check the answers with the class.

### ANSWERS

- difficult than
- than
- expensive than
- than

## Exercise 4

- Read out the example sentences and point out that students can give their own opinion in the sentences.
- Check that students understand *talented*.
- Students write sentences using *less ... than*.
- Check answers by asking individual students to read their answers to the class. Correct any mistakes and ask other students: *Do you agree? What do you think?*

### ANSWERS

- Trains are less expensive than buses. / Buses are less expensive than trains.
- iPads are less useful than laptops. / Laptops are less useful than iPads.
- Enrique Iglesias is less famous than Mark Anthony. / Mark Anthony is less famous than Enrique Iglesias.
- Action movies are less exciting than horror movies. / Horror movies are less exciting than action movies.
- Daniel Radcliffe is less talented than Robert Pattinson. / Robert Pattinson is less talented than Daniel Radcliffe.
- Motorcycles are less dangerous than cars. / Cars are less dangerous than motorcycles.

## Finished?

- Students write sentences to compare things in the categories in the box.
- Students can compare their sentences.
- 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 could look back through some of the vocabulary topics in their books and make sentences comparing the things, e.g., *Riding a bike is less expensive than taking the bus. Chocolate isn't as delicious as ice cream.* Point out that this would give them extra grammar practice and also help them to learn the vocabulary.

### Workbook page 41

#### Online Workbook Extra practice

## Grammar chart

- Read out the grammar example.
- Go through the grammar chart with the class.
- Refer students to the rules on page W39.

Rules page W39

## Exercise 1

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

### Think! box

- Students read the *Think!* box and choose the correct alternative to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W39.

Rules page W39

## Exercise 2

- Read out the example sentence and answer.
- Read out the second sentence and elicit the answer from the class.
- Students rewrite the remaining sentences.
- Check the answers with the class.

## less ... than

## Grammar chart

- Go through the grammar chart with the class.
- Refer students to the rules on page W39.

Rules page W39

## Reading

### Aim

To read and understand an article about our changing planet

### Warm-up

- With books closed, write the geography words from page 74 on the board, with the letters jumbled, e.g., *ederst* (desert). Put students into pairs and give them two minutes to complete as many as they can.
- Check answers by asking individual students to come out and write the correct words on the board. See who wrote all the words correctly.
- Ask: *What do you know about global warming? How does it change the geography of the planet?* Elicit a few ideas.

### Exercise 1

- Use the pictures on pages 78 and 79 to check that students understand *beach*, *ice*, *melt*, *erupt*, *active*, and *lava*.
- Read the *My reading skills* box with the class.
- Students find the words in the article and write the meaning in their own language.
- Check the answers with the class.
- Remind students that cognates can be useful, but it is important to remember that some words can also be false friends.

### ANSWERS

Answers in students' own language.

### Exercise 2 Read and listen 2:21

- Play the audio. Students read and listen.
- Students read the article individually 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 are growing smaller.
- 2 It comes from beneath the sea.
- 3 A soft mantle and a hard crust.
- 4 When pieces of the crust collide, they push land up.
- 5 They grew 3.9 cm.
- 6 They become deeper and heavier when snow and ice melt.
- 7 There is more pressure on the ocean floor.
- 8 It is getting bigger because its volcano is erupting more.

**Audioscript** Student Book page 78

7 Skills

## OUR CHANGING PLANET

Our planet is getting warmer. We know it changes our weather, but it changes the geography of our planet, too.

### BEACHES ARE GETTING SMALLER!



When water gets warmer, it expands. And when the ice at the North and South Poles gets warmer, it melts. As a result our seas and oceans are getting bigger, and some islands are losing their beaches! The beautiful beaches of Hawaii are very popular with tourists, but they are growing smaller each year. The government is spending millions of dollars to make beaches bigger with sand from beneath the sea. But the problem is very serious.

### MOUNTAINS ARE GROWING TALLER!

The surface of the Earth has two parts: the soft mantle, and the hard crust around it. The crust looks like a jigsaw puzzle, and the pieces are always colliding. They push land up, and mountains appear and grow taller. And this happens again and again! But scientists also think that with less heavy snow and ice on the mountains, it's easier for them to grow! In Patagonia, the mountains increased in height by 3.9 cm between 2003 and 2006.

### VOLCANOES CAN BECOME MORE ACTIVE!

Warmer temperatures can make volcanoes on dry land more active. Melting snow and ice adds water to the oceans, and they become deeper and heavier. There is greater pressure on the ocean floor, and less pressure on dry land. This makes it easier for volcanoes to erupt. Volcanic eruptions make countries and islands larger. One example is Big Island in Hawaii. Its volcano Kilauea is very active, and its lava is forming new land. Hawaii's beaches are shrinking ..., but its land is getting bigger!

**Check it out!**

Find these words and check their meaning.

melt  
crust  
jigsaw puzzle  
collide

**My reading skills**

There are different ways you can find the meaning of new vocabulary without a dictionary:

- Decide what part of speech it is – a verb, noun, adjective, etc.
- Look for cognates – they are similar to words in your language.
- Use the context of a text to help you understand.

**Reading**

**1** Read the skills box. Then find the words in the article. Write the meanings in your language.

1 parts of speech:	serious _____	increase _____
2 cognates:	expand _____	pressure _____
3 context:	beneath _____	shrinking _____

**2** 2:21 Read and listen to the article. Then answer the questions.

What do warmer temperatures change?  
They change our weather and the geography of our planet.

- 1 What is happening to beaches in Hawaii?
- 2 Where does the extra sand come from?
- 3 What is the Earth's surface made of?
- 4 What causes mountains to grow taller?
- 5 How much did the mountains in Patagonia grow in three years?
- 6 When do oceans become deeper and heavier?
- 7 What does this do to the ocean floor?
- 8 Why is Big Island getting bigger?

78 seventy-eight

### Extra activity

- Point out that there are three topics in the article (beaches getting smaller, mountains growing taller, and volcanoes becoming more active).
- Tell students they are going to choose one topic to explain to a partner.
- Ask students to read about the topic they have chosen very carefully and note down key words, then ask them to close their books.
- Students work in pairs to try to explain the topic they chose to a partner. Their partner can ask questions if they don't understand.
- Students can then check in the article to see if they remembered everything.
- Ask some students to explain their topic to the class.

## Listening

### Aim

To listen to a radio interview about a volcano

### Warm-up

- Ask: *What do you know about volcanoes? Are there any volcanoes in your country?*
- Write the following words on the board and elicit a sentence using each word: *active*, *erupt*, *eruption*, *lava*.
- Focus on the pictures and ask: *Where do you think this is? What's happening in the pictures? Do you think it's scary to live near a volcano? Why?*



## Listening

3 2:22 Listen to a radio interview about the eruption of the Mount St. Helens volcano. Are the sentences true or false?



- The volcano erupted in 1980.  
The volcano is in Canada.
- The eruption didn't kill any people.
  - Eddie was a teenager at the time of the eruption.
  - On the day of the eruption, the animals in her garden weren't as noisy as usual.
  - The sky was a different color.
  - Eddie lived very near the volcano.
  - Her uncle lived farther away from the volcano.
  - Eddie didn't feel very scared.
  - The eruption wasn't as big as she expected.
  - During the day, the sky got lighter.
  - Eddie still thinks about the people and animals who died in the eruption.

True  
False  
False  
True  
True  
False  
False  
True  
False  
False  
True

4 2:22 Listen again and correct the false sentences.

The volcano is in Canada. **False**  
The volcano is in the U.S.

## Speaking

5 Pairwork Think of a scary incident in your life. Use the adjectives in the box or your own ideas and the questions below to describe it to your partner. Whose story is more frightening? Why?

bad loud nervous quiet scary terrible

- Where were you?
  - Who were you with?
  - What happened?
  - What did you see?
  - What did you hear?
  - What did the incident affect / change?
  - How did you feel?
- A I was at home and my parents were at a party. My sister was also out. I thought I was alone, but suddenly I heard a loud noise. I felt cold air in the room, too. Someone was in my house! Then I saw ...
- B I was in town with two friends. It was late at night and it was cold, too. We were at the bus stop. Suddenly a man appeared and shouted at my friend ...
- A I think your story is scarier. I felt more nervous, but ...

## Writing

6 Write your story from exercise 5. Remember to use adjectives *also* and *too*.

Workbook p.43

Writing builder p.95

seventy-nine 79

- Ask students to prepare a dialogue. The person near the volcano should talk about what they can see and hear, and how they feel. Their friend can ask questions and offer support.
- Ask some pairs to perform their dialogues for the class.

## Speaking

### Aim

To talk about a scary incident

### Exercise 5 Pairwork

- Read through the adjectives and the questions with the class. Check that students understand everything.
- Allow students time to prepare their ideas individually.
- Students work in pairs to tell their stories.
- Ask some pairs to tell the class whose story is more frightening and why.

## Writing

### Aim

To write a story about a scary experience

### 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

- Students write the story of their scary experience.
- Remind them to use adjectives, and to use *also* and *too* to link ideas.
- Students swap their stories with their partner who corrects any mistakes.
- Ask some students to read their stories to the class. Correct any mistakes as a class, and ask: *Which stories are more scary? Why?*

### ANSWERS

Students' own answers.

### Consolidation

- Suggest to students that they could keep a diary in English to practice their writing skills. They could write about good or bad experiences they have each week.

Writing builder page 95/C10

Workbook page 43

Online Workbook Extra practice

Unit test

Worksheets

DVD

### Background notes

- Mount St. Helens is an active volcano in the northwest of the U.S., 154 km from Seattle, and 80 km from Portland, Oregon. The eruption on May 18<sup>th</sup>, 1980 was the largest in the history of the U.S. Fifty-seven people were killed, and 250 homes, 47 bridges, and almost 300 km of highways were destroyed.

### Exercise 3 2:22

- Check that students understand *explosion*.
- Allow students time to read through the sentences. Check that they understand everything.
- Play the audio. Students listen and decide if the sentences are true or false.
- Play the audio again if necessary.
- Do not check the answers at this point.

Audioscript Teacher's Book page 113

### Exercise 4 2:22

- Play the audio again. Students listen and correct the false sentences.
- Check the answers with the class.

### ANSWERS

- It killed 57 people.
- She lived about 240 km from the volcano.
- He lived nearer to the volcano.
- The eruption was bigger than she expected.
- The sky got darker.

### Extra activity

- Put students into pairs. Ask them to imagine that one of them is close to the volcano. They call their friend to say what is happening.

# 8 They're the best band

## Grammar

Superlative adjectives (regular and irregular adjectives)

Comparative / Superlative

*the least*

## Vocabulary

Feelings and emotions

## Communication

Making a phone call

## Skills

**Reading:** An article about the '-est' moment of your life

**Listening:** A radio interview about the results of a survey

**Speaking:** Comparing your country with other countries

**Writing:** A report about your country

## Topics and values

Success and achievement; Talent; Multiculturalism: comparing countries

## Presentation page 80

### Aim

To present the new language in a familiar context

### Story

It is the night of the Battle of the Bands. Lewis arrives as The Misfitz are playing, and Dylan tells him The Misfitz are the best band so far. Dylan is nervous. He feels that Rosie can sing, but she isn't a rock star. Lewis is confident, and when Rosie arrives they are both amazed at how good she looks. Supernova perform and are declared the winners. Zac is very annoyed, but the others are delighted.

### Warm-up

- Ask students to look at the picture. Ask: *Who can you see? What are they doing? How do you think they are feeling? Do you think they are the winners?* Encourage students to speculate on what is happening.

### Exercise 1 Read and listen 2-23

- Read the question out to the class. Check that students understand *confident* and *nervous*.
- Play the audio. Students listen and read, and find the answer.

**Check it out!**

Find these words and check their meaning.

so far   That sucks!   Here we come!

**1** 2-23 **Read and listen** Which group wins the Battle of the Bands?

**Lewis** Hey, Dylan! Sorry I'm late. Who's playing?

**Dylan** The Misfitz. They're the best band so far.

**Lewis** They aren't as good as us!

**Dylan** No, but Zac looks very confident up there. He's the least nervous person in this room.

**Lewis** Chill out! Rosie's fantastic! She has the most amazing voice of all these people.

**Dylan** She's an awesome singer, but she isn't a rock star.

**Rosie** Who isn't a rock star?

**Dylan** Rosie? Wow! Is that really you? You look great!

**Lewis** I don't believe it! You're the most beautiful girl here tonight!

**Dylan** And the coolest!

**Rosie** You look pretty good, too, guys. Come on! Let's rock!

**Later ...**

**Announcer** OK, people. The top two bands are The Misfitz and Supernova. And the winner is ... Supernova!

**Zac** What? No way! That sucks!

**Rosie** We won! I'm so happy!

**Dylan** I knew we could do it! Nice job, Rosie. I'm proud of you!

**Lewis** Me, too. You were amazing!

**Rosie** Thanks, guys. MTV, here we come!

**2 Comprehension** Correct the sentences.

Dylan is late.

Lewis is late.

- Supernova is playing when Lewis arrives.
- The Misfitz aren't very good.
- Dylan is the best singer at the Battle of Bands.
- Supernova plays before The Misfitz.
- The Misfitz win the competition.

- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- Play the audio again.

### ANSWER

Supernova

**Audioscript** Student Book page 80

### Exercise 2 Comprehension

- Students read the dialogue again and correct the sentences.
- Check the answers with the class.

### ANSWERS

- The Misfitz** are playing when Lewis arrives.
- The Misfitz **are** very good.

- Rosie** is the best singer at the Battle of the Bands.
- The Misfitz** play before **Supernova**.
- Supernova** wins the competition.

### Extra activity

- Write these sentences on the board.

- \_\_\_\_\_ is confident that Supernova is better than The Misfitz.
- \_\_\_\_\_ doesn't look nervous on stage.
- \_\_\_\_\_ is worried that Rosie isn't a rock star.
- \_\_\_\_\_ thinks that Dylan and Lewis look good.

- Students read the dialogue again and complete the sentences.

- Check the answers with the class.

### ANSWERS

- Lewis
- Zac
- Dylan
- Rosie



## Language focus

### 3 Dialogue focus

Reorder the words to complete the dialogues.

- 1 Dylan the / band / they're / best / so / far .  
They're the best band so far.
- Lewis They aren't as good as us!
- Dylan No, but Zac looks very confident up there.  
 nervous / this / he's / least / the / person / in / room .  
He's the least nervous person in this room.

- 2 Lewis Chill out! Rosie's fantastic!  
 she / the / all / these / people / has /  
 amazing / voice / of / most .  
She has the most amazing voice  
 of all these people.

- 3 Dylan Rosie? Wow! Is that really you? You look great!  
 Lewis I don't believe it!  
 girl / you're / most / tonight / beautiful / here / the !  
You're the most beautiful girl here tonight!
- Dylan and / coolest / the ! And the coolest!

#### 4 Listen and check. Listen again and repeat.

#### 5 Focus on you

Read the example dialogue. Then write two similar dialogues. Use the words in the boxes.

actor / Hollywood comedy / on TV meal / school cafeteria  
 place / on the planet soccer player / South America

the coldest the friendliest the funniest  
 the most delicious the most expensive the most talented

A New Girl is the funniest comedy on TV.

B No, it isn't! The Big Bang Theory is the funniest comedy on TV.

A Do you really think so? I think it's terrible!

#### 6 Pairwork

Practice the dialogues in exercise 5. Do you and your partner agree?

eighty-one 81

### Consolidation

- Tell students that they are going to learn vocabulary to do with feelings and emotions in this unit. Ask: *What words to do with feelings does the dialogue mention?* (confident, nervous, happy, proud)

## Language focus

page 81

### Aim

To practice the target language in a personalized context

### Exercise 3 Dialogue focus

- Students reorder the words to complete the dialogues.

- Tell students they should try to do the exercise without looking back at the dialogue in exercise 1, but they can refer back to it if necessary.
- Students can compare answers in pairs. Do not check the answers at this point.

### Exercise 4

- Play the audio. Students listen and check their answers to exercise 3.
- Students listen again and repeat chorally, then individually.
- Check that students understand everything in the dialogues.

**Audioscript** Teacher's Book pages 113–114

### Exercise 5 Focus on you

- Read through the prompts and the adjectives in the boxes and check that students understand them all. Point out that this is a form of adjective that we use for comparing more than two things, but do not go into too many details as students will study this in the next lesson.
- Ask two students to read out the example answer. Read out another prompt and say: *Who's the most talented actor in Hollywood?* Elicit some answers, and elicit a short dialogue.
- Students work in pairs to write their dialogues.
- Ask one or two students to read out one of their dialogues to the class. Correct any mistakes.

### ANSWERS

Students' own answers.

### Exercise 6 Pairwork

- Students practice their dialogues in pairs.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the class.
- Ask some students to tell the class what things they agreed about.

### Extra activity

- Students could work in pairs and think of more people and things to compare using the adjectives in the box, e.g., *the most talented singer in the world, the most expensive car in the world, the hottest place on the planet.*
- Ask students to write another dialogue with their own ideas.
- Ask some students to perform their dialogues for the class. Ask other students: *Do you agree?*

### Consolidation

- Point out that the dialogues in the Student Book contain a lot of very useful everyday phrases.
- Point out some useful phrases in these dialogues, e.g., *Chill out! Wow! Come on! Me, too.*
- Tell students that as they are coming to the end of the book, they could go back through the story and make a note of all these useful phrases. They can then try to use them in their speaking.

## Feelings and emotions

### Aim

To present and practice vocabulary for feelings and emotions

Grammar PowerPoint presentation Unit 8

### Warm-up

- With books closed, ask: *How do Lewis and Dylan feel before the competition?* (nervous, confident) *How does Zac feel when The Misfits don't win?* (angry) *How does Rosie feel when Supernova wins?* (happy)
- Elicit answers, and write the words for feelings and emotions on the board. Ask: *What other words do you know to describe how you feel?* Elicit some words, and write them on the board.

### Exercise 1 2.25

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

Audioscript Teacher's Book page 114

### Exercise 2

- Ask students to read through the text, ignoring the gaps. Ask: *Where was the girl? What happened?* Elicit answers, and check that students understand *audition*.
- Students then complete the text with the correct adjectives.
- Check the answers with the class.

### Extra activity

- Read out the first sentence of the text in exercise 2, and point out that we can use *be* + adjective: *I was nervous*. Ask students to read the text again and find other verbs we can use before adjectives of feelings and emotions (*seem, feel, look*).
- Elicit examples using each verb.

### Exercise 3

- Read the *My study skills* box with the class.
- Students write two true sentences with each adjective.
- Ask some students to read their sentences to the class. Ask other students: *Do you agree?*

### ANSWERS

Students' own answers.

### Exercise 4 Pairwork

- Read through the situations with the class and check that students understand everything.

## 8 Vocabulary

### Feelings and emotions

1 2.25 Match the adjectives with the pictures. Then listen and check.

angry annoyed bored confident embarrassed excited  
fed up frightened happy nervous proud sad



1 annoyed



2 nervous



3 proud



4 sad



5 frightened



6 bored



7 embarrassed



8 excited



9 confident



10 happy



11 angry



12 fed up

### My study skills

#### Using new vocabulary in context

When you learn new vocabulary, it is a good idea to use it in different sentences. This gives the vocabulary a context and helps you to remember it.

2 Complete the text with the words in the box.

bored confident excited happy nervous proud sad

At the audition for the band, I was very nervous. A lot of people were there. One girl looked very sad. "They didn't want me," she said. When it was finally my turn, the band seemed tired and a little bored. But when I started to sing, they started to listen, and I began to feel more confident. When I finished, the band members looked really happy. "You're perfect!" they said. Afterwards, I called my mom and she said, "I'm very proud." I'm singing in my first concert next week. I'm still a little nervous, but now I'm also excited!

3 Choose five words from exercise 1. Write two true sentences for each word.

I feel happy when I have fun with my friends.  
I feel happy when Mom makes a nice dinner.  
I feel angry when ...

4 Pairwork Ask and answer questions about your emotions in these situations.

- It's the first day of your summer vacation.
- Your new clothes look great on you.
- Your new clothes look better on your friend.
- You argue with your best friend.
- You win a competition.
- Another student says bad things about you at school.

A How do you feel when argue with your best friend?

B I usually feel sad, because I love spending time with her. How do you feel ...?

82 eighty-two

Workbook p. 46

Extra practice online

- Ask two students to read out the example answer.
- Point out the question to ask about feelings: *How do you feel ...?*
- Students work in pairs to ask and answer questions.
- Ask some students to tell the class what they learned about their partner.

### Extra activity

- Ask students to write two more questions beginning: *How do you feel ...?*
- Elicit a few example questions first, e.g., *How do you feel before a test? How do you feel on your birthday?*
- Students can ask and answer their questions in pairs.

- Ask some students to tell the class what they learned about their partner.

### ANSWERS

Students' own answers.

### Consolidation

- Encourage students to make a note of all the feelings and emotions vocabulary from this page in their vocabulary notebooks. Point out that they should also record useful words to use with new vocabulary – in this case verbs they can use with the adjectives (*be, seem, feel, look*).

Workbook page 46

Online Workbook Extra practice



## Superlative adjectives

## Regular adjectives

You're **the coolest** girl here tonight!  
You're **the most beautiful** girl here tonight!

Short adjectives	Superlative
tall <b>the + adjective + -est</b>	<b>the tallest</b>
nice <b>the + adjective + -st</b>	<b>the nicest</b>
sad <b>the + adjective + double consonant + -est</b>	<b>the saddest</b>
Adjectives ending with consonant + y	Superlative
happy <b>the + adjective -y + -iest</b>	<b>the happiest</b>
Long adjectives	Superlative
boring important <b>the most + adjective</b>	<b>the most boring</b> <b>the most important</b>

Rules p.W44

## 1 Write the superlative form of the adjectives.

small	<b>the smallest</b>
1 large	<b>the largest</b>
2 old	<b>the oldest</b>
3 hot	<b>the hottest</b>
4 noisy	<b>the noisiest</b>
5 famous	<b>the most famous</b>
6 expensive	<b>the most expensive</b>

## 2 Correct the mistakes in the sentences below.

Ella is most popular girl in the school.

**Ella is the most popular girl in the school.**

- The Mona Lisa is Leonardo da Vinci's **famousest** painting.
- This is the **most-cheap** hotel I can find.
- Airplanes are **safest** form of transportation.
- I think Robert Pattinson is **most attractive** than actor on the planet.
- Which is the **most-easy** language to learn?
- Mark is the **craziest** boy I know.

## 3 Write sentences with the superlative form of the adjectives.

Amy / young / girl in the school.

**Amy is the youngest girl in the school.**

- Today / hot / day of the year so far.  
**Today is the hottest day of the year so far.**

- Elena's hair / long / in the class.  
**Elena's hair is the longest in the class.**
- London / populated / city in the U.K.  
**London is the most populated city in the U.K.**
- Mount Etna / one of / active / volcanoes in the world.  
**Mount Etna is one of the most active volcanoes in the world.**
- This / proud / moment of my life.  
**This is the proudest moment of my life.**

## 4 Complete the sentences with the superlative form of the adjectives in the box.

dangerous expensive happy  
heavy high hot wet

## Record breakers!

Blue whales are **the heaviest** animals on the planet. They can weigh up to 180,000 kg!

- The most expensive** homes in New York cost \$100 million!
- Mount Everest is **the highest mountain** in the world. And scientists think it's still growing!
- Mawsynram in India is one of **the wettest** places on Earth. It has 11,872 millimeters of rain every year.
- The Australians are the **the happiest** people in the world! Life is great there.
- With hundreds of accidents each year, Death Road in Bolivia is **the most dangerous** road in the world.
- Death Valley in California is **the hottest** place in the world. In 1913, temperatures reached 56.7°C!

## Finished?

Write questions with the superlative form of the adjectives in the box. Then answer the questions.

attractive easy expensive friendly  
interesting young

Which do you think is the most interesting subject?  
I think the most interesting subject is history.  
Who is the youngest person in ...

Puzzle p.107

eighty-three 83

## ANSWERS

- most famous
- cheapest
- the safest
- the most attractive
- easiest
- craziest

## Exercise 3

- Read out the example sentence. Read out the next prompt and elicit the sentence from the class.
- Students write the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Exercise 4

- Read out the title *Record breakers!* and elicit or teach the meaning.
- Students complete the sentences with the superlative forms of the adjectives.
- Students can compare their answers in pairs.
- Check the answers with the class.

## Extra activity

- Put students into groups of three or four. Ask them to work together to find out information about each other and write one superlative sentence about each person.
- Elicit a few examples from the class first, e.g., *Ella is the youngest person.* *Paul is the most talented at soccer.*
- Ask groups in turn to read out their sentences. Correct any mistakes as a class.

## Finished?

- Students write questions with the superlative form of the adjectives.
- Students can then write answers to their questions.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

## ANSWERS

Students' own answers.

## Consolidation

- Point out to students that they have now learned both the comparative and superlative form of adjectives, and a lot of spelling rules are the same for the two forms, e.g., *sad, sadder, saddest*. Suggest that they review the sections on comparative adjectives, and learn both the comparative and superlative forms for common adjectives.

Workbook pages 46–47  
Online Workbook Extra practice

## Grammar page 83

## Superlative adjectives (regular adjectives)

## Aim

To present and practice regular superlative adjectives

Grammar PowerPoint presentation Unit 8

## Warm-up

- Remind students of the story of the Battle of the Bands. Ask: *Who had the most amazing voice?* Elicit the answer and write it on the board. (Rosie had the most amazing voice) Ask: *Who was the coolest girl?* (Rosie was the coolest girl)
- Underline the superlative adjectives and tell students these are called superlative

adjectives, and we use them to compare two or more people or things.

## Grammar chart

- Read out the grammar examples.
- Go through the grammar chart. Point out that we always use *the* with superlative adjectives.
- Refer students to the rules on page W44.

Rules page W44

## Exercise 1

- Students write the superlative form of the adjectives.
- Check the answers with the class.

## Exercise 2

- Students correct the mistakes in the sentences.
- Check the answers with the class.

## Making a phone call

### Aim

To present and practice making a phone call

### Warm-up

- With books closed, ask: *How often do you make phone calls? Who do you call? What do you talk about?*
- Elicit a few answers, then ask: *Do you ever make phone calls in English? Do you think it would be more difficult than talking face to face? Why? / Why not?*
- Write a phone number on the board, e.g., 7904 355647. Ask: *How do you say this number?*
- Point out that in English, we say each number individually, e.g., *seven – nine – zero – four*.
- Explain that we can say 0 as *zero* or *oh*.

### Exercise 1

- Explain the task to the class, then ask students to find the first sentence of dialogue 1. (*Hello?*)
- Students order the sentences to form two dialogues.
- Play the audio. Students listen and check their answers.
- Play the audio again, pausing after each line for students to repeat, chorally and individually.
- Go through the *Learn it, use it!* chart with the class. Make sure and check that students understand everything.

**Audioscript** Teacher's Book page 114

### Exercise 2

- Give students time to read through the dialogues.
- Play the audio once through, then play it again, pausing as necessary to allow students time to complete the dialogue.
- Check the answers with the class.

**Audioscript** Teacher's Book page 114

### Exercise 3 Pairwork

- Write *Hello?* on the board, as the first line of a dialogue.
- Elicit two or three more lines of a new dialogue from the class.
- Students work in pairs to write their dialogues and practice them.
- Ask some pairs 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.

## 8 Communication

### Making a phone call

1 226 Reorder the sentences to form two dialogues. Listen and check. Then listen and repeat.



- 1  
2 Hil! It's Mercedes here. Is this Carla?  
5 That's (212)-555-0371. OK. Bye.  
1 Hello?  
4 Yes, please. Can you ask her to return my call by eight o'clock at the latest? My number is (212)-555-0371.  
3 No, it isn't. It's her sister, Becca. Carla isn't here right now. She's at the library. Do you want to leave a message?  
6 Bye.
- 2  
2 Hello. Can I speak with Diego please?  
4 It's Ben, Diego's best friend.  
3 Yes, of course. Who's calling?  
1 Hello?  
5 Oh, hi, Ben! Hang on a minute. Diego! It's for you. It's Ben.

### Learn it, use it!

You ask	You answer
Can I speak with ...?	Yes, of course. Sorry, (Julia / Simon) isn't here right now.
Who's calling?	It's (Julia / Simon).
Is this ...?	Yes, it is. / No, it isn't.
Do you want to leave a message?	Yes, please. Can you tell him / her ...? / Can you ask him / her to return my call? No, thanks.

2 227 Listen and complete the dialogues. Listen again and check.

- 1  
A Hello?  
B Oh, hi. Is this Amelia?  
A No, it isn't. It's her cousin, Laura. Amelia isn't here right now.  
She's at the movies. Do you want to leave a message?  
B No, thanks. I can call again tomorrow.  
A OK. Bye.  
B Bye.
- 2  
A Hello. Can I speak with Cesar, please?  
B Is this Julian?  
A Yes, it is.  
B Oh, hi, Julian. Cesar, it's for you. It's Julian! Oh ...  
hang on a minute. Julian, Cesar is taking a shower at the moment. Do you  
want to leave a message?  
A Yes, please. Can you ask him to return my call by seven o'clock at the latest?  
There's something important I need to tell him! My number is (212)-555-9235.  
B That's (212)-555-9235. OK. Bye.  
A Bye.

3 **Pairwork** Make dialogues with a partner. Use the dialogues in exercises 1 and 2 as a model.

84 eighty-four

Workbook p.48

Extra practice online

### Consolidation

- Students should practice saying their phone number in English until they can say it confidently. They could also practice making phone calls in English.

Workbook page 48

Online Workbook Extra practice

## Grammar

page 85

### Superlative adjectives (irregular adjectives)

#### Aim

To present and practice irregular superlative adjectives, comparative and superlative adjectives, and *the least*

Grammar PowerPoint presentation Unit 8

### Warm-up

- Ask students to think about the Battle of the Bands again. Ask: *Who won the competition? Who was the best band?*
- Write on the board: *Supernova was the best band.*
- Underline the adjective and ask: *What kind of adjective is this? (superlative) Is it regular or irregular? (irregular)*
- Tell students they are going to learn about irregular superlative adjectives.

### Grammar chart

- Read out the grammar example.
- Go through the grammar chart with the class.
- Refer students to the rules on page W45.

Rules page W45



## Superlative adjectives

## Irregular adjectives

They're **the best** band so far.

Adjective	Superlative
good	<b>the best</b>
bad	<b>the worst</b>
far	<b>the furthest / farthest</b>

Rules p.W45

## 1 Complete the sentences with the superlative form of good, bad, or far.

I love Fridays. They're **the best** day of the week.1 **The farthest / furthest** place from the North Pole is the South Pole.2 Rain is **the worst** thing for a picnic!3 This song is awesome! It's **the best** one on the album.4 With his old-fashioned clothes, Dad wears **the worst** things in our family!

## Comparative / Superlative

## Think!

Read the sentences. Then choose the correct word.

The Yangtze is **longer than** the Mississippi. The Nile is **the longest** river in the world.

- We use the **comparative** / **superlative** to compare two people or things.
- We use the **comparative** / **superlative** to compare something with more than two people or things.

Rules p.W45

## 2 Write sentences with the comparative and superlative forms of the adjectives in parentheses.

Pia (1.68 m) / Ali (1.62 m) / Pat (1.57 m) (tall)  
**Ali is taller than Pat. Pia is the tallest.**1 Chile (756,096 km<sup>2</sup>) / Argentina (2,780,400 km<sup>2</sup>) / Paraguay (406,752 km<sup>2</sup>) (big)

2 iPhone (£549) / Samsung (£473) / BlackBerry (£619.53) (expensive)

3 Pacific (10,911 m) / Atlantic (8,605 m) / Arctic (5,441 m) (deep)

4 horse (70.76 km/hour) / kangaroo (71 km/hour) / dolphin (65 km/hour) (fast)

## the least

He's **the least** nervous person here.

Adjective	Superlative
boring	<b>the least</b> boring
important	<b>the least</b> important
interesting	<b>the least</b> interesting

Rules p.W45

## 3 Rewrite the sentences with the least and one of the adjectives in the box.

confident dangerous expensive noisy

My mom bought me the cheapest phone in the store. My mom bought me **the least expensive** phone in the store.1 Lizzie is the most nervous girl in the competition. Lizzie is **the least confident** girl in the competition.2 My grandparents live in the safest part of town. My grandparents live in **the least dangerous** part of town.3 Our bathroom is the quietest room in the house! Our bathroom is **the least noisy** room in the house!

## 4 Game! Complete the sentences with the adjectives in parentheses. Use comparative and superlative forms. More than one answer is possible. Are the sentences true (T) or false (F)? Who got the most correct answers?

With great prices, trains are **the least expensive** form of transportation in the U.S. (expensive) **F**1 Airplanes are **worse than** trains for the environment. (bad) **T**2 With a lot of fruit and vegetables, the Okinawan diet is **the healthiest** in the world. (healthy) **T**3 At 206 cm, Elisany da Cruz Silva is **the tallest** woman in the world. (tall) **T**4 The Yellow River is **longer than** the Mississippi. (long) **F**5 With only fifty inhabitants, the Cook Islands are **the least populated** islands in the world. (populated) **F**

## Finished?

Write three more sentences for the quiz. Ask your classmates if they are true or false.

**Seoul is the biggest city in South Korea.**

Puzzle p.107

Workbook p.47

Extra practice online

eighty-five 85

## Extra activity

- Write on the board the adjectives: *short, small, cheap, shallow, slow.*
- Ask students to use the adjectives to write three questions about the information in exercise 2. Elicit a few examples from the class, e.g., *What is the cheapest: an iPhone, a Samsung, or a BlackBerry?*
- With books closed, students can then work in pairs to ask and answer their questions.

## the least

## Grammar chart

- Read out the grammar example.
- Go through the grammar chart with the class.
- Refer students to the rules on page W45.

Rules page W45

## Exercise 3

- Read out the example sentence and answer.
- Students rewrite the sentences using *the least*.
- Check the answers with the class.

## Exercise 4 Game!

- Students complete the sentences with the correct comparative or superlative forms.
- Check the answers with the class.
- Students then read the sentences and guess whether they are true or false.
- Read out the answers and see who got the most correct.

## Finished?

- Students write three more sentences for the quiz.
- Ask students to read some of their sentences to the class. The class can guess whether they are true or false.
- 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 could look back through Units 7 and 8 at all the different expressions for comparing things (comparative and superlative adjectives, *as ... as, less ... than, the least*). They could then choose a topic and write some sentences to practice all the expressions.

Workbook page 47

Online Workbook Extra practice

## Exercise 1

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

## Comparative / Superlative

## Think! box

- Students read the *Think!* box and choose the correct words to complete the rules.
- Refer students to the rules on page W45.

Rules page W45

## Exercise 2

- Read out the example prompts and answers. Elicit other possible comparative sentences: *Pia is taller than Ali; Pia is taller than Pat.*

- Students write the comparative and superlative sentences. Remind them to think about spelling changes to the adjectives.
- Check the answers with the class.

## POSSIBLE ANSWERS

- Chile is bigger than Paraguay. Argentina is the biggest.
- An iPhone is more expensive than a Samsung. A BlackBerry is the most expensive.
- The Atlantic is deeper than the Arctic. The Pacific is the deepest.
- A horse is faster than a dolphin. A kangaroo is the fastest.

## Reading

### Aim

To read and understand an article about the ‘-est’ moment of your life

### Warm-up

- With books closed, write the feelings and emotions words from page 82 on the board, with some missing letters, e.g., *n v s* (nervous). Put students into pairs and give them two minutes to write as many of the words as they can.
- Check answers by asking students to come and complete the words on the board.
- Check that students understand all the words, and see which pair wrote the most words correctly.
- Ask: *What was the happiest moment of your life? When were you the most annoyed / the most excited?* Elicit a few answers.

### Exercise 1

- Read the *My reading skills* box with the class.
- Students find the phrasal verbs in the website.
- Check answers, and check that students understand the phrasal verbs.
- Students choose the correct answers.
- Check the answers with the class.

### Exercise 2 Read and listen 2:28

- Play the audio. Students read and listen.
- Students read the website individually and write the correct names.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the expressions in the website. Make sure that students understand the meaning of the words.

### Audioscript Student Book page 86

### Exercise 3

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

### ANSWERS

- 1 She felt embarrassed.
- 2 She now thinks he is an idiot.
- 3 A man she didn't know.
- 4 It was dark and scary.
- 5 They were there for about twenty minutes.
- 6 He was worried about his younger brother, João.
- 7 He has problems with his legs.
- 8 He felt very proud.

8 Skills

Your Reports

Teen News Your Reports Chat Write Quiz Learn

## THE ‘-EST’ MOMENT OF YOUR LIFE!

Tell us about the ‘-est’ moment of your life. Was it the best? The funniest? The proudest? We want to know!

Ana

Last year, a note turned up in my bag. It said, “Do you want to go on a date?” and had a cell phone number at the bottom. It was from Pablo, a boy in my class. I was very excited because I thought he was the coolest boy in school! I called the number but, guess what? Pablo didn't know about the note. His friends played a joke on me – it was the worst day of my life and I was so embarrassed. Now Pablo always ignores me. I'm still embarrassed, and my friends and I think he and his friends are idiots!

Naomi

elevator.jpg attached

My scariest moment was in an elevator – I needed to go to the twentieth floor. It was just me and a man I didn't know in there, and suddenly the elevator stopped and the lights went out. I was really frightened, and I started screaming and shouting. We got out after about twenty minutes. That poor guy – I don't know what was scarier for him – the problem with the elevator, or me!

David

party.jpg attached

My younger brother, João, has problems with his legs. Last year, he started elementary school. I felt nervous for him, and I was very annoyed when the other kids asked why he wasn't as fast as they were. But João just laughed – he didn't care, and his first day turned out fine. Now he's very popular and on his seventh birthday, all the class came to his party. That was the proudest day of my life.

### Reading

**1 Find the phrasal verbs *turn up*, *go out*, *get out*, and *turn out* in the website. Then choose the correct answers.**

OK, guys. When the lights go out / turn out, you stop talking and go to sleep!

- 1 We put the dog in the kitchen and closed the door, so it can't go out / get out.
- 2 I'm worried because I've lost my cell phone. I hope it turns up / turns out soon.
- 3 I was worried about the weather. But it went out / turned out OK in the end.

**2 2:28 Read and listen to the website. Then write *João*, *Naomi*, or *Pablo* next to the sentences.**

- 1 Who is the least worried about his situation? João
- 2 Who was in the darkest location? Naomi
- 3 Who is less popular than before? Pablo

**3 Answer the questions.**

Where did Pablo's friends put the note? They put it in Ana's bag.

- 1 How did Ana feel when she discovered the joke?
- 2 How did Ana's opinion of Pablo change?
- 3 Who was in the elevator with Naomi?
- 4 What was it like in the elevator when it stopped?

- 5 How long were they in the elevator together?
- 6 Who was David worried about?
- 7 Why isn't João as fast as the other kids?
- 8 How did David feel on the day of his brother's party?

86 eighty-six

### Extra activity

- Ask students to think about the ‘-est’ moment of their life.
- Give them time to think of an idea and make notes.
- Put students into pairs to tell each other about the ‘-est’ moment of their life. Remind them that they should say what happened and also describe how they felt.
- Ask some students to tell the class what they learned about their partner.

## Listening

### Aim

To listen to a radio interview about the results of a survey

### Warm-up

- Focus on the picture. Ask: *Where do you think this is? Do you think this is a nice place to live? Why? How do you think the woman is feeling? Why?*
- Tell students they are going to listen to people talking about a survey to find out which is the happiest country in the world. Check that students understand *survey*.

### Background notes

- The Organization for Economic Cooperation and Development publishes an annual top 10 of “happy” countries, by measuring a range of things including life expectancy, average income, and employment. Other “happy” countries include Canada, the U.S., Sweden, Norway, the Netherlands, and Switzerland.



## Listening

4 2:29 Listen to a radio interview about a survey. Choose the correct answers.



Australia is the happiest / richest / safest country in the world.

- 1 Jodie thinks that the Australian lifestyle / food / culture makes Australians happy.
- 2 The survey shows that Australians' lives are often longer than / shorter than / as long as other people's lives.
- 3 Americans and Norwegians are healthier / poorer / richer than Australians.
- 4 Jodie believes that money is less important than free time / good health / good weather.
- 5 Jodie agrees that Australians have a lot of negative / normal / positive feelings.
- 6 She feels proud of her country / her lifestyle / the result of the survey.

## Speaking

5 Pairwork Ask and answer questions about your country with the comparative and superlative forms of the adjectives in the box.

beautiful cheap expensive happy healthy proud rich safe warm

- A Do you think our country is a happy country?  
 B Yes, but I think other countries are happier. We have problems with ...  
 A Is our country the safest in the world?  
 B It isn't the safest, but it's safer than ...

6 Prepare a short presentation about your country with your partner. Use your answers from exercise 5.

## Writing

7 Write a report about your country. Use your presentation from exercise 6.

Workbook p.49

Writing builder p.95

eighty-seven 87

- Ask two students to read out the example questions and answers.
- Students work in pairs to ask and answer questions about their country.
- Ask some pairs to tell the class what they agreed on.

## Exercise 6

- Students work in their pairs and prepare a short presentation on their country.
- Monitor and help as necessary. Make a note of any repeated mistakes to go over at the end of the class.
- Ask pairs in turn to give their presentations to the class.
- In larger classes, students can work in groups of four or six to give their presentations to each other.
- Ask: Which ideas in the presentations did you agree with? Which did you disagree with?

## Writing

### Aim

To write a report about your country

### 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 7

- Students write a report about their country. Remind them to use *however* and *although* to contrast ideas.
- Students swap their reports with their partner, who corrects any mistakes.
- Ask some students to read their reports to the class. Correct any mistakes as a class, and ask: Which reports do you agree with? Which do you disagree with? Why?

## 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

## Exercise 4 2:29

- Check that students understand *Norway*, *health*, *active*, *positive*, and *unemployment*.
- Give students time to read the sentences. Check that they understand everything.
- Play the audio. Students listen and choose the correct answers.
- 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

### Extra activity

- Ask: What do you think makes people happy? Elicit some ideas and write them on the board, e.g., *safety*, *health*, *life expectancy*, *money*, *jobs*, *weather*, *family*, *nice home*.

- Put students into pairs and ask them to agree on the top five things that make people happy.
- Ask pairs in turn to read their lists to the class and explain their answers. See if the class can agree on a top five list.

## Speaking

### Aim

To compare your country with other countries

### Exercise 5 Pairwork

- Read through the adjectives with the class and check that students understand them all.

# Review D

## Grammar

Comparative adjectives (regular and irregular adjectives)

as ... as

less ... than

Superlative adjectives (regular and irregular adjectives)

Comparative / Superlative

the least

## Vocabulary

Geography

Feelings and emotions

## Review D

page 88

## Grammar

### Exercise 7

#### POSSIBLE ANSWERS

Ed Sheeran is older than Connor Maynard. Bruno Mars is the oldest. Connor Maynard is the youngest. Bruno Mars is more talented than Ed Sheeran. Connor Maynard is the most talented. Ed Sheeran is the least talented. Connor Maynard is more popular than Ed Sheeran. Bruno Mars is the most popular.

## Songs

*River Deep, Mountain High*, by Tina Turner (geography, comparatives)

*Flashdance ... What A Feeling*, by Irene Cara (feelings and emotions)

*Feeling Good*, by Nina Simone (feelings and emotions)

## D Review

### Vocabulary

#### 1 Reorder the letters to form geography words.

- |            |           |
|------------|-----------|
| tinchnote  | continent |
| 1 kela     | lake      |
| 2 aes      | sea       |
| 3 disain   | island    |
| 4 conutyr  | country   |
| 5 verir    | river     |
| 6 ntmuaoni | mountain  |

#### 2 Complete the sentences with an adjective of feeling or emotion.

- Fabio was embarrassed because his cell phone rang in the movie theater.
- 1 I get frightened if I hear a noise at night.
- 2 Mom's very nervous! The dog ate our dinner!
- 3 Sam is fed up because he can't go out with his friends.
- 4 We're very proud of our dad. He got a fantastic new job last week.
- 5 The girls are excited about their vacation.
- 6 Are you nervous about your audition?

#### 3 Complete the dialogue with the words in the box.

come go going so sucks terrible way

- Nick How's it going?
- Ryo I'm running in a race tomorrow! Do you want to do it too?
- Nick No! I way! I'm terrible at running. Are you ready?
- Ryo No, I'm not! I have a bad leg again.
- Nick Not again. That sucks.
- Ryo But we're collecting money for the hospital. We have about \$80 so far.
- Nick That's awesome. Go for it!
- Ryo Thanks. Tokyo 2020, here I come!

### Grammar

#### 4 Choose the correct answers.

- It's warmer / more warm today than yesterday.
- 1 I think Beyoncé is better / gooder than Shakira.
- 2 Venezuela is larger / largger than Uruguay.
- 3 My cell phone was more expensive / expensiver than my brother's.
- 4 Blue whales are heavier / heavyer than elephants.
- 5 Summer is hoter / hotter than spring.

#### 5 Complete the sentences with as ... as, less ... than, and the adjectives in parentheses.



- The cell phone isn't as big as the tablet (big)
- 1 The tablet is less expensive than the cell phone (expensive)
- 2 The cell phone is as popular as the tablet (popular)
- 3 The cell phone is less heavy than the tablet (heavy)

#### 6 Complete the dialogue with the superlative form of the adjectives in the box.

bad cool funny unfriendly unlucky

- Eva You know Miguel, the coolest boy in class?
- Maria And the funniest. He makes me laugh!
- Eva I dropped my lunch on his pants!
- Maria Oh, no!
- Eva But that wasn't the worst thing. When I apologized, he just ignored me.
- Maria He's the most unfriendly boy in the class!
- Eva But also the most unlucky, too. He didn't have any other pants!

#### 7 Write sentences comparing the singers. Use the comparative and superlative forms of the adjectives in the box.

old popular short talented tall young

		
Name: Connor Maynard	Name: Ed Sheeran	Name: Bruno Mars
Birth date: Nov 21, 1994	Birth date: Feb 17, 1991	Birth date: Oct 8, 1985
Height: 179 cm	Height: 178 cm	Height: 165 cm

Ed Sheeran is taller than Bruno Mars. Connor Maynard is the tallest. Bruno Mars is the shortest.



## Communication

### 8 2.30 Complete the dialogue. Then listen and check.

Yesul Hi, is this Clara?  
 Sonia No, it isn't. It's her sister, Sonia.  
 Who's calling?  
 Yesul It's Yesul.  
 Sonia Oh, hi, Yesul. Hang on a minute. Clara!  
 It's for you! It's Yesul.  
 Clara Hi, Yesul. How are you?  
 Yesul Great, thanks. Do you want to go to the  
 new science museum tomorrow morning?  
 Clara Where is it?  
 Yesul It's on Main Street.  
 Clara How do I get there?  
 Yesul You can get the number 30 bus.  
 Clara And how much are the tickets?  
 Yesul They're \$8.  
 Clara OK. When do you want to meet?  
 Yesul 10 a.m.  
 Clara Great! See you there tomorrow!  
 Yesul OK. Bye!

## Pronunciation

/h/

### 9 2.31 Read the explanations. Then listen to the words.

- In spoken English, we usually pronounce the *h* as /h/ at the beginning of a word. A few words beginning with *wh* also have the /h/ sound.

have head house who whole

- However, some words beginning with *wh* don't have the /h/ sound. We pronounce these words with a /w/.

what where while why

### 10 2.32 Listen to the words. Check (✓) the words that start with the /h/ sound. Then listen and repeat.

what	✓	3 hat	✓
1 when	✓	4 white	✓
2 home	✓	5 whose	✓

### 11 2.33 Underline the /h/ sounds in the dialogue. Then listen and repeat.

Mom Where are you? Who are you with? How are you getting home?  
 Bianca I'm with Harry. He's having hamburgers for his dinner. Can I stay another hour?  
His house is near ours.  
 Mom OK. Call me when you finish.

## Listening

### 12 2.34 Listen to Bella and Andres talking about their vacation in Wales. Are the sentences true or false?



Bella and Andres went to Wales last winter.

- |                                       |       |
|---------------------------------------|-------|
| 1 The weather was sunny at the beach. | False |
| 2 The weather was bad every day.      | True  |
| 3 Bella doesn't like walking.         | True  |
| 4 Andres climbed a mountain.          | True  |
| 5 Bella never worries about things.   | False |

### 13 2.34 Listen again and answer the questions.

- What does Bella call the vacation?  
She calls it the worst time of her life.
- 1 How did Andres feel on the beach?  
He felt very happy.
- 2 How often did it rain during their vacation?  
It rained every day.
- 3 How did Bella feel when the weather was bad?  
She felt fed up.
- 4 Why was Andres proud?  
He reached the top of the highest mountain in Wales.
- 5 Why was Bella frightened?  
It was cold and windy on the mountain.
- 6 Where are Bella and Andres going on vacation next year?  
They're going to Wales again.

eighty-nine 89

## Extra communication D

page 89

### Aim

To practice making a phone call and asking for tourist information; to practice listening to and practicing the sound /h/, to listen to a conversation about a vacation

## Communication

### Exercise 8 2.30

- Students complete the dialogues.
- Play the audio. Students listen and check.
- Ask two students to read out the completed dialogue.

Audioscript Teacher's Book page 114

## Pronunciation

### Exercise 9 2.31

- Read the explanations with the class.
- Play the audio. Students listen to the words. Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 89

### Exercise 10 2.32

- Play the example *what* and point out the example answer.
- Play the rest of the audio. Students listen and check or cross the words.
- Play the audio again for students to listen and check their answers.

- Play the audio again, pausing after each word for students to repeat, chorally and individually.

Audioscript Student Book page 89

### Exercise 11 2.33

- Students read the dialogue and underline the /h/ sounds.
- Play the audio. Students listen and check their answers.
- Play the audio again, pausing after each sentence or question for students to repeat, chorally and individually.
- Students can practice the dialogue in pairs.

Audioscript Student Book page 89

### Extra activity

- Write these words on the board and model and drill pronunciation: *hair, he, heavy metal, helicopter, hip-hop, horrible, horror movie*.
- Put students into pairs and ask them to write a dialogue using as many words with /h/ sounds as possible. Tell them they can use the words on the board or on page 89.
- Monitor and help as necessary.
- Ask pairs to perform their dialogues with the class.
- Ask other students to listen and note down the words with /h/ sounds.
- See who managed to include the most!

## Listening

### Exercise 12 2.34

- Read out the names and ask: *Where is Wales?* (it is part of the United Kingdom).
- Give students time to read the sentences.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and decide if the sentences are true or false.
- 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 114

### Exercise 13 2.34

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

Audioscript Teacher's Book page 114

## Aim

To learn about the book *Guinness World Records*; to learn about unusual world records and record holders; to give a presentation on a world record holder in your own country

## Reading

### Warm-up

- Read out the title and check that students understand *world record*.
- Ask: *What world records do you know about?*
- Point to the pictures and ask: *What world records do you think these are?*
- Teach the meaning of *flexible* and *expression* (the look on someone's face).

### Background notes

- As well as keeping records of current world records, the organization Guinness World Records is also responsible for verifying new world records. Officials will attend record attempts to make sure that new world records are genuine.
- Some strange world records listed in the book include the world's largest biceps (64.7 cm), the tallest hair (44 cm), the largest collection of Barbie dolls (15,000), and most balls juggled by one person (11).

### Exercise 1 Read and listen 2-35

- Give students time to read through the questions. Check that they understand everything.
- Play the audio. Students listen and read, then 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 She was 122 years and 164 days old.
- 2 She stopped riding a bike when she was 100.
- 3 You make strange expressions with it.
- 4 You can eat it at the Serendipity 3 restaurant in New York.
- 5 Meat, cheese, mushrooms, and an egg (and bread and butter).
- 6 She became the fastest-talking woman in 1986.
- 7 You can see her on TV talk shows.

**Audioscript** Student Book page 90

**Guinness World Records** is a famous book of world records about people, animals, and the natural world. It started in 1951, and there is a new edition every year. Today, the book is one of the best-selling books in the world!

**THE OLDEST PERSON IN HISTORY**

The oldest person in history was Jeanne Calment, a French woman. She was born in 1875, and died in 1997 aged 122 years and 164 days. Jeanne never needed to work because her husband was rich. But she was a very active person and enjoyed playing sports. She rode a bike till the age of 100 and said her long life was because of olive oil, wine, and chocolate.

**THE WORLD'S MOST FLEXIBLE FACE**

Some people can make very strange expressions with their faces. This sport is called gurning – and it is in the Guinness World Records! The current record holder is Tommy Mattinson from the U.K. He is the only person to win the World Gurning Championship twelve times!

**THE WORLD'S MOST EXPENSIVE HAMBURGER**

Feeling hungry? Why not visit the restaurant Serendipity 3 in New York? There you can eat a delicious hamburger made with meat from Japan. It comes with cheese, expensive mushrooms, and an egg, and sits on a bread roll with butter. This delicious meal only costs \$295! Go on – why are you waiting?!

**THE WORLD'S FASTEST-TALKING WOMAN**

The world's fastest-talking woman is Fran Capo, from New York. She first got the title in 1986, and can say 603.32 words in 54.2 seconds. Fran appears on a lot of TV talk shows to show people her talent. She was always a fast talker, but she doesn't know why. However, she definitely has a lot to say!

**Check it out!**

Find these words and check their meaning.

edition  
record holder  
title

**1** 235 **Read and listen** to the article. Then answer the questions.

When did the *Guinness World Records* book first arrive in stores?  
**It first arrived in stores in 1951.**

- 1 How old was Jeanne Calment when she died?
- 2 When did she stop riding a bike?
- 3 What do you do with your face in gurning?
- 4 Where can you eat the world's most expensive burger?
- 5 Name four of the ingredients of the burger.
- 6 When did Fran Capo first become the world's fastest talking woman?
- 7 Where can you see Fran demonstrate her talent?

**2 Presentation** Find out about a world record holder from your country. Use the *Guinness World Records* book, or the website ([www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)). Then use your answers to prepare a short presentation.

- What is the name of the person?
- Where is he / she from?
- How old is he / she?
- What record does he / she have?

90 ninety

### Exercise 2 Presentation

- Read the task with the class. Elicit some possible world record holders that students could talk about.
- Students research a world record holder 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 world record holder to the class.
- Ask the class to vote for the best achievement.

### Extra activity

- Point out that some world records involve groups and do not take any skill to break, e.g., the most people high-fived in one minute.
- Point out that it is also possible to create a completely new world record. Give some examples of possible new world records, e.g., the largest number of people dressed as Harry Potter, the largest number of people doing a handstand.
- Put students into groups and ask them to decide on a new world record they would like to create with their classmates.
- Ask groups in turn to present their ideas to the class. Get the class to vote for the best idea.



## Vocabulary and speaking

I can identify geography words. (p.74) A2

1 Complete the geography words.

- 1 v o l c a n o
- 2 c o n t i n e n t
- 3 i e l a n d
- 4 m o u n t a i n
- 5 r i v e r

— / 5

I can ask for tourist information. (p.76) A2

2 Write the sentences in the correct order to form a dialogue.

A help / can / you / ?  
 'Can I help you?'

B I want to visit the zoo.  
 open / time / does / what / it ?  
 'What time does it open?'

A open / it's / 9 a.m. / from / 5 p.m. / to  
 'It's open from 9 a.m. to 5 p.m.'

B I get / how / there / can ?  
 'How can I get there?'

A bus / number 3 / take / you / the / can  
 'You can take the number 3 bus.'

— / 5

I can use language to tell a scary story. (p.79) A2

3 Complete the story with the comparative form of the adjectives in parentheses.

When everybody left the house, it seemed 'quieter' (quiet). Then night arrived and the sky grew 'darker' (dark), too. Alone in the house, I started to feel more and 'more nervous' (nervous). Then suddenly I heard a noise. It wasn't the cat – it was 'louder' (loud) than that. A person – or something horrible – was in the house. Then suddenly I saw it ... it was 'more terrible' (terrible) than anything you can imagine ... !

— / 5

I can identify feelings and emotions. (p.82) A2

4 Complete the sentences.

- 1 When I go on vacation, I'm e x c i t e d
- 2 When I make a mistake, I feel e m b a r r a s s e d
- 3 I was very n e r v o u s before the math test.
- 4 My parents are p r o u d of me.
- 5 A s a d person sometimes cries.

— / 5

I can make and answer a phone call. (p.84) A2

5 Choose the correct answers.

- A Hello. Is 't h a n / ' t h i s J a i m e ?  
 B No, it isn't. It's Diego. Who's 'c a l l i n g / t a l k i n g ?  
 A It's Mark.  
 B Oh, 'b y e / h i. Mark. Do you want to leave  
 'a m e s s a g e / a n a n s w e r ?  
 A No, 'p r o b l e m / ' t h a n k s. Bye.

— / 5

I can use comparatives and superlatives to compare countries. (p.87) A2

6 Find and correct the mistakes in the sentences.

- 1 Suriname is the small country in Latin America.  
Suriname is the smallest country in Latin America.
- 2 I think Peru is more exciting Argentina.  
I think Peru is more exciting than Argentina.
- 3 Our country isn't the richest the world.  
Our country isn't the richest in the world.
- 4 Our country isn't the safer, but it's safest than some.  
Our country isn't the safest, but it's safer than some.
- 5 South America is the more beautiful continent in the world!  
South America is the most beautiful continent in the world!

— / 5

## Reading, listening, and writing

I can understand a text about the changing geography of our planet. (p.78) A2

I can understand an interview about a volcanic eruption. (p.79) A2

I can write a short story about a scary incident. (p.79) A2

I can understand a text about events in people's lives. (p.86) A2

I can understand an interview about Australia. (p.87) A2

I can write a report about my country. (p.87) A2

Got it?	Yes	I'm not sure	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ninety-one 91

## My progress D

page 91

### Aim

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 geography words, then ask them to close their books. Ask: *What is Everest? What is Titicaca? What is the Amazon? What is the Pacific? What is the Atacama? What is Jamaica?* 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. They then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 76.
- Play the audio (2•19) again for students to hear the phrases in context. Read out some key phrases, e.g., *Can I help you? What time does it close?* Elicit some possible responses.
- 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 page 75 and go through the rules for comparative adjectives.
- Repeat exercise 3 on page 91 as a class, eliciting the correct answers.

### 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 page 82.
- Look at the feelings and emotions words with the class, and check that students understand everything.
- Ask students to write three sentences describing their feelings at different times, e.g., *I'm always excited on my birthday.* Ask some students to read their sentences to the class.
- Repeat exercise 4 on page 91 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 84.
- Play the audio (2•26) again for students to hear the phrases in context. Read out some of the key questions from the *Learn it, use it!* chart, e.g., *Can I speak with ...? Who's calling? Do you want to leave a message?* Elicit possible answers.
- Repeat exercise 5 on page 91 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.
- If students did not do well, refer them back to page 85 and go through the rules for comparative and superlative adjectives again.
- Repeat exercise 6 on page 91 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.

# A blog

page 92/C1

## Grammar

Simple present / Present progressive

## Vocabulary

Musical genres and instruments

## Writing skill

Using pronouns

## Writing genre

A blog

### Aim

To practice using pronouns correctly; to write a blog post about a music festival

### Exercise 1

- Read the rules for using pronouns with the class.

### Exercise 2

- Focus on the example answer and point out that *she* is the subject of the verb, so is a subject pronoun.
- Students categorize the pronouns in the sentences.
- Check the answers with the class.

### Exercise 3

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

### Exercise 4

- Students read through the blog quickly, ignoring the gaps. Ask: *Where is Joe?* (at a music festival) *Who is he with?* (his cousin Alicia)
- Students complete the blog with the correct pronouns.
- Check the answers with the class.

### Exercise 5

- Refer students to exercise 6 on page 17.

# A famous actor

page 92/C1

## Grammar

be: Simple past

## Vocabulary

Physical descriptions

## Writing skill

Position of adjectives

## Writing builder

### 1 A blog

#### 1 Read the rules for using pronouns.

##### Using pronouns

- a** We use pronouns to replace the names of people, places, and things. With pronouns our language isn't repetitive.  
I know Paul. I know him from school. ✓  
I know Paul. I know Paul from school. X
- b** There are different kinds of pronoun: subject, object, and possessive.  
We go to junior high school. (subject pronoun)  
Mom always gives me great birthday presents. (object pronoun)  
That isn't Ellen's pizza. Hers is on the table. (possessive pronoun)

#### 2 Look at the pronouns in the sentences. Write S (subject), O (object), or P (possessive) next to each sentence.

- At the moment, she is on vacation. S
- 1 I hate carrots. I never eat them. O
- 2 We are running for the bus. S
- 3 I have mine, but where are yours? P
- 4 I can hear him, but I can't see him. O

#### 3 Complete the sentences with the correct pronouns.

- Tom and I have homework. I'm doing mine here. Tom is doing his in the kitchen.
- 1 This book is fantastic. I'm really enjoying it.
- 2 Where are my friends? I'm waiting for them.
- 3 Give us that chocolate. It's ours.
- 4 The children are happy. They are playing.
- 5 Our grandma lives in Chicago. We visit her every summer.

#### 4 Complete the blog post with the correct pronouns.

Hello friends,  
It's me, Joe! This week I 'm at my favorite music festival, the Bonnaroo festival in Tennessee. This year it starts on June 13<sup>th</sup>. I'm here with my cousin Alicia. I go with her every year. We always have fun. Right now, I 'm having a guitar lesson with a really cool teacher called Eric. My guitar is only a cheap one, but his is awesome. This evening the xx are on stage. Alicia is excited because she really likes them. What's your favorite festival?

More news soon,  
Joe.

#### 5 Now do exercise 6 on page 17.

92

ninety-two

### 2 A famous actor

#### 1 Read the rules for positions of adjectives.

##### Position of adjectives

- a** Adjectives describe nouns. They can go immediately before a noun.  
a heavy bag  
blue eyes  
new sneakers
- b** They can also go after a verb.  
Her hair is long.  
The food tastes horrible.  
You don't look happy.

#### 2 Where does the adjective go in the sentence? Check (✓) the correct position.

- My        sister        has ✓ hair        (blond)
- 1 This        TV        show        is ✓ (awesome)
- 2 Your        vacation        sounds ✓ (great)
- 3 It's        a ✓ party        (terrible)
- 4 Jack        can't        find        his ✓ jacket        (blue)
- 5 Do        you        feel ✓ about        the        test       ? (nervous)

#### 3 Reorder the words to make sentences.

- is / blue / Polly / dress / a / wearing  
Polly is wearing a blue dress.
- 1 curly / teacher / our / hair / has  
Our teacher has curly hair.
- 2 sneakers / cool / look / your  
Your sneakers look cool.
- 3 gray / Grandpa's / are / eyes  
Grandpa's eyes are gray.
- 4 city / lives / in / Diego / a / big  
Diego lives in a big city.
- 5 day / long / it / a / was  
It was a long day.

#### 4 Complete the profile of Katharine Hepburn with the words in parentheses. Remember to use was and were.

Katharine Hepburn was a famous actress (actress / be / famous). She was born in Hartford, Connecticut in 1907. Her movie *Little Women* was very popular (be / popular / very). She was a beautiful woman (be / beautiful / woman). Her hair was brown (be / brown / hair), and her eyes were blue (be / blue / eyes). She died on May 12<sup>th</sup>, 2003.

#### 5 Now do exercise 5 on page 25.

## Writing genre

A profile of a famous person

### Aim

To practice using adjectives in the correct position; to write a profile of a famous person

### Exercise 1

- Read the rules for the position of adjectives with the class.

### Exercise 2

- Read out the example sentence with the adjective in the correct position.
- Students check the correct position for the adjectives.
- Check the answers with the class.

### Exercise 3

- Students reorder the words to make sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 4

- Read out the example answer. Point out that the profile is about the past, so it uses the simple past forms *was* and *were*.
- Students complete the profile with the correct words.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 5

- Refer students to exercise 5 on page 25.



### 3 Life events

#### 1 Read the spelling rules.

##### Spelling rules

- a Remember the spelling rules for regular simple past verbs, e.g.:  
learn + ed = learned  
cry - y + ied = cried  
stop + p + ed = stopped
- b Remember the spelling rules for regular plural nouns, too, e.g.:  
bike + s = bikes  
glass + es = glasses  
party - y + ies = parties  
shelf - f + ves = shelves

#### 2 Choose the correct answers.

Yesterday my mom **tuck** / **took** me to a birthday party.

- 1 My sister goes to extra math **classes** / **classis** on Tuesdays.
- 2 How many **computeres** / **computers** do you have?
- 3 I **slept** / **slept** very badly last night.
- 4 They spent their **lives** / **lives** in Canada.

#### 3 Write the correct past or plural forms of the verbs in parentheses.

Last year, my sister **grew** her hair long. (grow)

- 1 We need to move these **boxes**. (box)
- 2 My brother **started** elementary school yesterday. (start)
- 3 Jack **wore** jeans and a T-shirt to the party. (wear)
- 4 I **lost** my first tooth when I was six. (lose)
- 5 Sofia didn't eat her **potatoes**. (potato)

#### 4 Use the prompts to write sentences. Write the plural form of the nouns.

In 2000, / my cousin and I / be / baby  
In 2000, my cousin and I **were babies**.

- 1 Last year, / my parents / move / to Washington
- 2 In 2012, / Luis / start / class in two languages
- 3 Last month, / she / travel / around Australia / with her brother
- 4 Jack / go / to three different elementary school
- 5 Sir Hillary / become / one of my hero

#### 5 Now do exercise 6 on page 37.

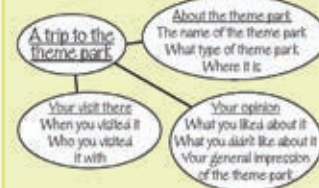
### 4 A review

#### 1 Read the rules for using paragraphs.

##### Using paragraphs

Use paragraphs to divide a longer piece of writing into clear points or topics.

- a Before you start writing, plan what you want to say in separate points. Then group them together by topic, e.g.:



- b Each group of points can become a different paragraph.

#### 2 Read the notes about a trip to a new burger restaurant. Write A, B, or C.

- A about the restaurant  
B about your visit there  
C your opinion of the restaurant

The Shack – new restaurant in my town **A**

- 1 invitation from cousin **B**
- 2 can order burgers, Mexican food, pizza, soda, milkshakes, etc. **A**
- 3 friendly waiters, great atmosphere **C**
- 4 my burger didn't taste nice **C**
- 5 delicious ice cream **C**
- 6 went last Saturday **B**
- 7 on Penn Avenue **A**
- 8 long wait for food **C**

#### 3 Use the notes in exercise 2 to write full sentences. Put them in the correct paragraphs.

Paragraph A

There's a new restaurant in my town called The Shack...

Paragraph B

Paragraph C

#### 4 Now do exercise 6 on page 45.

ninety-three 93

- Students write the sentences.
- Check the answers with the class.

#### ANSWERS

- 1 Last year, my parents moved to Washington.
- 2 In 2012, Luis started classes in two languages.
- 3 Last month, she traveled around Australia with her brother.
- 4 Jack went to three different elementary schools.
- 5 Sir Hillary became one of my heroes.

#### Exercise 5

- Refer students to exercise 6 on page 37.

## A review

page 93/C2

### Grammar

Simple past (affirmative and negative)

### Vocabulary

Food and drink

### Writing skill

Using paragraphs

### Writing genre

A review of a burger restaurant

#### Aim

To practice using paragraphs correctly; to write a review of a burger restaurant

#### Exercise 1

- Read the rules for using paragraphs.
- Discuss why paragraphs are important (to make a piece of writing easier to read by grouping similar ideas).

#### Exercise 2

- Students match the notes to the topics.
- Check the answers with the class.

#### Exercise 3

- Students write sentences and put them in the correct paragraphs.
- Check the answers with the class.

#### POSSIBLE ANSWERS

**Paragraph A** It is on Penn Avenue. You can order burgers, Mexican food, pizza, soda, and milkshakes there.

**Paragraph B** I went there last Saturday. I went because I had an invitation from my cousin.

**Paragraph C** The waiters were friendly, and there was a great atmosphere. I had some delicious ice cream! However, we had a long wait for our food.

#### Exercise 4

- Refer students to exercise 6 on page 45.

## Life events

page 93/C2

### Grammar

Simple past (affirmative)

Plural nouns

### Vocabulary

Life events

### Writing skill

Spelling rules

### Writing genre

A description of important events in your life

#### Aim

To practice using the simple past; to practice spelling rules; to write a description of the important events in your life

#### Exercise 1

- Read the spelling rules with the class.

#### Exercise 2

- Students choose the correct answers. They can refer to the irregular verbs list.
- Check the answers with the class.

#### Exercise 3

- Students write the correct simple past or plural forms. Check the answers.

#### Exercise 4

- Read out the example answer and point out that students may need to make more than one change to the prompts.

# A food article

page 94/C9

## Grammar

Countable / Uncountable nouns  
Simple past

## Vocabulary

Food and drink

## Writing skill

Using apostrophes

## Writing genre

A food article

### Aim

To practice using apostrophes; to write a food article

### Exercise 1

- Read the rules for using apostrophes.

### Exercise 2

- Students decide if the apostrophes indicate possessives or short forms.
- Check the answers with the class.

### Exercise 3

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

### Exercise 4

- Students add apostrophes to the text.

### ANSWERS

there's, wasn't, man's, hamburger's, They're

### Exercise 5

- Refer students to exercise 4 on page 59.

# An itinerary

page 94/C9

## Grammar

Present progressive for future

## Vocabulary

Transportation

## Writing skill

Ordering events

## Writing genre

An itinerary

### Aim

To practice ordering events in your writing; to write an itinerary for a travel plan

### Exercise 1

- Read the rules for ordering events.

## Writing builder

## 5 A food article

- Read the rules for using apostrophes.

### Using apostrophes

- We use apostrophes to show possession or relationships.  
The apostrophe goes before the possessive s if the person or thing is singular, and after the possessive s if it is plural.  
*Carmen's house. The two boys' parents.*
- We also use apostrophes for short forms.  
*I don't have my bag. We're waiting for you!*
- We don't use apostrophes ...
  - to show plurals, e.g., *I have two pencils.*
  - in possessive pronouns, e.g., *hers.*
  - in the possessive adjective *its*, e.g., *The cat broke its leg.*

- Look at the words with apostrophes in bold. Write P (possessive) or SF (short form) next to each sentence.

- Lucy's parents eat a lot of meat. **P**
- Mario's having a birthday party tomorrow. **SF**
- Who's cooking dinner? **SF**
- The teacher's ruler is on the table. **P**

- Circle the correct answers.

- Mom's / Moms leaving her's / hers on the table.
- You're / Your with you're / your friends.
- This café's / cafés burger's / burgers are awesome.
- The dog wants it's / its dinner because it's / its very hungry.
- They're / Theyre my dad's / dads new car's / cars.

- Read the text. Add apostrophes in the correct places.

### The history of the hamburger

The hamburger is one of America's favorite foods, but there's a lot of discussion about its origins. The round piece of meat probably first appeared in Germany in the 19<sup>th</sup> century. But it wasn't till 1904 that an American restaurant owner decided to sell it between two pieces of bread. That man's name was Louis Lassen and he was possibly the first person to make the famous hamburger we know today. The hamburgers ingredients are usually beef, eggs and onions. They're delicious!

- Now do exercise 4 on page 59.

94

ninety-four

## 6 An itinerary

- Read the rules for ordering events.

### Ordering events

- We use adverbs to order events. This helps the reader to understand the text because it has a clear structure. We can use words like *first*, *next*, *then*, *after*, *after that*, *lastly*, and *finally*.
- We can also separate events with commas and *and*.  
*First we visited the museum, then we had lunch in a restaurant, and lastly we went for a walk along the river.*

- Choose the correct answers.

**After** / **Next** the concert, I'm going to a party and **finally** / **first** we're going home about midnight.

- Finally** / **First** we're flying to Miami and **first** / **then** we're traveling to Tampa.
- Jorge is going to Spain next week. **First** / **Then** he's staying in Madrid, and **finally** / **first**, he's traveling south to Malaga.

- Order the events with adverbs, commas, and *and*. More than one answer is possible.

I went to school. I played sports. I did my homework. I watched TV. I went to bed.  
**First** I went to school, **then** I played sports, **next** I did my homework, and **lastly** I went to bed.

- We have breakfast at eight o'clock. We have a snack at about eleven o'clock. Lunch is usually at one o'clock and we eat dinner at about seven o'clock. We have another snack at about ten o'clock.
- I'm flying to Berlin. I'm spending a day in Weimar. I'm taking a train to Trier. I'm visiting some friends in Bonn. I'm flying home.

- Put the events in the correct order. Then add adverbs to each sentence to order the events. Sometimes more than one answer is possible.

- He's arriving in New York late at night. **1**
- He's spending his last day at Ellis Island and the Statue of Liberty. **5**
- He's going to the tourist office for a map. **3**
- He's visiting the Empire State Building and the Guggenheim Museum, and going to the theater on Broadway. **4**
- He's spending his first night in the city. **2**
- He's flying home. **6**

- Now do exercise 5 on page 67.

### Exercise 2

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

### Exercise 3

- Read the example answer, and elicit other ways that these events could be ordered.
- Students order the events. Remind them to think about using commas and *and*.
- Check the answers with the class.

### POSSIBLE ANSWERS

- First we have breakfast at eight o'clock, then we have a snack at about eleven o'clock. After that, we have dinner at about seven o'clock, and finally we have another snack at about ten o'clock.
- First I'm flying to Berlin, then I'm spending a day in Weimar. Next I'm taking a train to Trier. After that, I'm

visiting some friends in Bonn, and finally I'm flying home.

### Exercise 4

- Students put the events in order, then add adverbs to the sentences.
- Check the answers with the class.

### POSSIBLE ANSWERS

He's arriving in New York late at night. First, he's spending his first night in the city. After that, he's going to the tourist office for a map. Then he's visiting the Empire State Building and the Guggenheim Museum, and going to the theater on Broadway. Finally, he's spending his last day at Ellis Island and the Statue of Liberty, and he's flying home.

### Exercise 5

- Refer students to exercise 5 on page 67.



## 7 A story

1 Read the rules for using *also* and *too*.

### also and too

*Also* and *too* have the same meaning. We use the words to link two similar or related points. However, they go in different parts of a sentence.

a *Also* usually goes after the verb *be* or before other verbs.

*I also thought the movie was scary.*

*But it was also pretty funny.*

b *Too* usually goes at the end of a sentence, after a comma.

*I thought the movie was scary, too.*

2 Reorder the words to complete the sentences. Sometimes more than one answer is possible.

are / but / dangerous / are / beautiful / also / they

Volcanoes are beautiful, but they are also dangerous

1 to climb / Iceland / like / , too / I'd like / to visit / , and / its mountains  
I'd like to visit Iceland, and I'd like to climb its mountains, too

2 are / getting / also / are / they / and / getting / warmer / , deeper  
Our oceans are getting warmer, and they are also getting deeper

3 , too / was / it / sunny / , very cold / but / was  
The weather was sunny, but it was very cold, too

3 Look at the sentences of a story below. Put them into pairs. Write a short story using the sentences and use *also* and *too*. More than one combination is possible.

The night was dark.  
I felt alone.

She looked very old.  
I started to run.

I was a little scared.

I noticed that we were the only people on the street.

It was cold.

She was very thin.

Then she started to run.

I saw a woman.

*The night was dark. It was cold, too. ...*

4 Now do exercise 6 on page 79.

## 8 A report

1 Read the rules for using *however* and *although*.

### however and although

We use *however* and *although* to compare and contrast two points.

a *However* often goes at the beginning of a sentence or paragraph.

b We always put a comma after *however*.

*It was a beautiful, sunny day. However, Nuria looked very sad.*

c We usually use *although* in one sentence with two contrasting points. *Although* can go at the beginning of the sentence, or between the two points.

*Although it's colder than yesterday, it's sunny.*

*Eva never seems tired, although she always goes to bed late.*

2 Choose the correct answers.

**However / Although** it's a hot day, it's very cloudy.

1 Selma eats a lot. **However / although** she's very slim.

2 Costa Rica isn't the richest country in the world. **Although / However**, it's one of the happiest.

3 I was fed up yesterday. **although / however** I feel happier today.

4 **Although / However** it was a horror movie, it wasn't scary at all.

5 In Ecuador, you can find high mountains, beautiful beaches, pretty towns, and beautiful cities. **Although / However**, it is only a small country.

3 Write matching sentences with *however* and *although*. Use commas in the correct places.

There's a lot of poverty in Indian cities.

However, ... they are also very beautiful and exciting.

1 Sao Paulo is one of the most expensive cities in South America. However ...

2 Although Chile is one of the richest countries in South America ...

3 Some people think life in the countryside is safer than in the cities. However ...

4 I think Ecuador has the best weather in South America. However ...

5 Although Australia is officially the happiest country in the world ...

4 Now do exercise 7 on page 87.

## Writing builder

- Ask some students to read their stories to the class.

### POSSIBLE ANSWER

The night was dark. It was cold, too. I felt alone. I was also a little scared. I saw a woman. I also noticed that we were the only two people on the street. She looked very old. She was very thin, too. I started to run. Then she started to run, too.

### Exercise 4

- Refer students to exercise 6 on page 79.

## A report

page 95/C10

### Grammar

Comparative and superlative adjectives (regular and irregular adjectives)

### Vocabulary

Feelings and emotions

### Writing skill

*however* and *although*

### Writing genre

A report about a country

### Aim

To practice using *however* and *although* to compare and contrast two points, to write a report about a country

### Exercise 1

- Read the rules for using *however* and *although*.

### Exercise 2

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

### Exercise 3

- Read out the example answer and point out that students must use their own ideas to finish the sentences.
- Students write the matching sentences.
- Students compare their answers in pairs.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

### POSSIBLE ANSWERS

1 ..., you can still find good, cheap restaurants.

2 there is still a lot of poverty ...

3 ..., there is also a lot of crime in the countryside.

4 ..., it also rains a lot.

5 ... it also has some problems.

### Exercise 4

- Refer students to exercise 7 on page 87.

## A story

page 95/C10

### Grammar

Comparative adjectives (regular and irregular adjectives)

Simple past

### Vocabulary

Geography

### Writing skill

*also* and *too*

### Writing genre

A story

### Aim

To practice using *also* and *too* to link similar points; to write a short story

### Exercise 1

- Read the rules for using *also* and *too* to link similar points with the class.

### Exercise 2

- Students reorder the words to complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students put the sentences into pairs and write a short story. Tell them that there is more than one possible answer.
- Students can compare their answers in pairs.

# Music

pages 96–97/C3–C4

## Grammar

Simple present / Present progressive

Adverbs of manner

be: Simple past

## Vocabulary

Musical genres and instruments

## Topic

The Suzuki method of learning music

## Project

Write an article about your favorite musical instrument

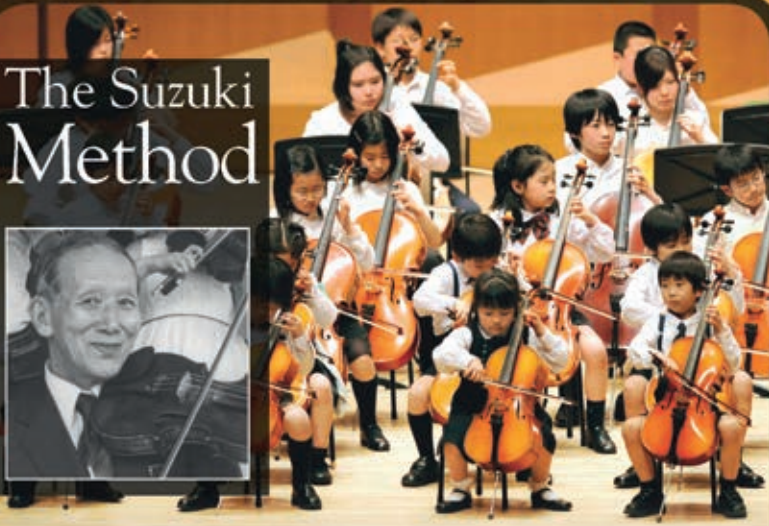
### Warm-up

- Review vocabulary for musical instruments by miming playing different musical instruments and eliciting the words. Use the pictures on pages 96 and 97/C3 and C4 to teach *clarinet* and *cello*.
- Focus on the picture of the children playing and ask: *How old do you think these children are? Then ask: Do you play a musical instrument? How old were you when you started? What's a good age to start playing an instrument? Why?*

### Exercise 1

- Pre-teach *repeat*, *repetition*, *individual*, and *ambitious*.
- Students read the article and answer the question. Tell students not to worry if they do not understand every word in the article.
- 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.

**A**
Curriculum extra
Music



## The Suzuki Method

1 **A** We sometimes see video clips of young children playing instruments. The children are so small that their violins, pianos, and other instruments appear enormous next to them, but they play like expert musicians. Their little fingers move rapidly, and their bodies move in time to the music. But how can these very young children play so well? They are learning with the Suzuki method.

10 **B** The Suzuki method of learning musical instruments comes from Japan, and was the idea of a man called Shinichi Suzuki (1898–1998), a violin teacher from Nagoya. His belief was that all children can play musical instruments well. He also believed that children can learn to play a musical instrument in the same way that they learn to speak a language.

20 **C** As babies, we learn a new word when we hear it hundreds of times. With the Suzuki method, children learn a new piece of music through listening.

25 Constant repetition of the music helps them learn.

**D** We learn to talk first, and then to read. In the same way, the Suzuki method teaches children to play their instrument, and then to read music.

30 **E** We learn from our parents and teachers, and from other children, too. For this reason, children have individual music lessons, but also learn in groups with other children. In groups, children can motivate and encourage each other.

35 **F** Shinichi Suzuki also believed it is better when children learn their instrument from a very young age. Therefore with the Suzuki method, there are a lot of music students as young as three or four.

40 **G** Some people don't like the Suzuki method. They think it creates robots, not musicians because the children are only repeating what they hear. Others believe it can only work with ambitious parents who make their children work very hard.

45 **H** There are different opinions, but it is difficult not to admire these children. For this reason the Suzuki method is now popular all over the world.

**Check it out!**

Find these words and check their meaning.

enormous: adj line 5  
encourage: v line 36

96
ninety-six



**1 Read the article. Where is the Suzuki method from?**

Japan

**2 Read the article again. Write the letter of the paragraph.**Which paragraph mentions the students' age? Paragraph **F**

- 1 Which paragraph says that students don't always study alone? Paragraph **E**
- 2 Which paragraph says that children learn music when they hear it again and again? **C**
- 3 Which paragraph says that children from many different countries learn with the Suzuki method? **H**

**3 Complete the sentences.**Shinichi Suzuki was a violin teacher

- 1 Children learn to play instruments in the same way as they learn to speak
- 2 Suzuki students listen to music many times to learn it.
- 3 First they learn to play, and then they learn to read music
- 4 Children learn to play well in groups of other children.
- 5 It's normal for Suzuki students to start music lessons when they are very young
- 6 Some people think the Suzuki method only works for children with ambitious parents.

**4 Which pictures give false information? Correct the information.**

- a** is false. Suzuki students can learn different instruments
- b** is false. Shinichi Suzuki was a man
- e** is false. Suzuki students are young children

**Project**

What is your favorite instrument? Write an article about it. Include the following information:

- A piece of music where you can hear the instrument.
- A famous musician who plays the instrument.
- Is it easy or difficult to learn?
- Are you learning it? Do you want to learn it?

ninety-seven **97****Exercise 2**

- Read out the first question and the example answer.
- Students read the article again and write the correct letters for the paragraphs.
- Check the answers with the class and discuss the words that give each answer. Point out that the words in the article express the same meaning as the questions, but in a different way.

**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**

- Focus on the example answer. Elicit why picture a is false. (Suzuki students can learn different instruments.)
- Students look at the remaining pictures to decide which are false, and correct the false information.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Extra activity**

- Ask students to work in pairs to read the article again and list all of Suzuki's beliefs that are mentioned. Elicit the first one from the class. (All children can play musical instruments well.)
- Elicit all the beliefs and write them on the board.

- Put students into small groups and ask them to decide which ones they agree with and which they disagree with.
- Ask each group in turn to tell the class which beliefs they agree and disagree with.
- Discuss as a class the advantages and disadvantages of the Suzuki method.

**ANSWERS**

All children can play musical instruments well.

Children can learn to play an instrument in the same way that they learn to speak.

Hearing a piece of music a lot of times helps children to learn.

Students can learn to play the instrument first, and then read music. Children learn well in groups. Children learn well when they start at a very young age.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Write *guitar* on the board and ask: *Do you know a piece of music where you can hear this instrument? Which famous musicians play the instrument? Is it easy or difficult to learn? Why? Are you learning it? Do you want to learn it?*
- As students answer, write notes on the board.
- Point to the notes on the board and discuss how they could put the notes together to write an article.
- Tell students to choose an instrument and make notes for each point in the *Project* box. They can then write their article.
- Pin the completed projects around the classroom for students to look at.

**ANSWERS**

Students' own answers.

**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.

# Geography

pages 98–99/C5–C6

## Grammar

Simple present / Present progressive  
Simple past (regular and irregular verbs)

## Vocabulary

The weather

## Topic

Why we have seasons

## Project

Write an article about your favorite season

## Warm-up

- Ask: *What's the date today? What month is it? What season is it?*
- Use the pictures on page 98/C5 to review the names of the seasons with the class.
- Ask: *Which seasons do you like? Why?* Elicit a range of answers.
- Ask: *Do you know why we have different seasons?* Elicit a few ideas.

## B Curriculum extra Geography

# Why We Have Seasons

1 When you look at Planet Earth's journey around the sun, you can see that our planet isn't straight. It's tilted, at 23.5 degrees. Scientists aren't completely sure why it is like this. But some believe that about 4.5 billion years ago, a collision with an enormous object, like an asteroid, pushed Earth into a new position. As a result our planet was tilted, and the collision created our seasons, too.

The Earth's journey around the sun takes one year. For six months of the year, the North Pole tilts towards the sun. Therefore, the top part of our planet, or northern hemisphere, experiences summer time. At the same time, the South Pole tilts away from the sun, and the southern hemisphere is in winter time. For the other six months of the year, the South Pole tilts towards the sun, the North Pole tilts away, and the seasons reverse. So, maybe it's snowing on Christmas Day in Canada, but in Uruguay people are celebrating in hot, sunny weather!



25 The middle of Planet Earth, the equator, is always near the sun and countries in this region, such as Brazil, Colombia, and Northern Australia have tropical weather. Temperatures there are usually warm, above eighteen degrees, and there are no seasons. But it gets very rainy, too. That's why the equator has a lot of rainforests. Constant, hot, wet weather is a perfect place for them.

Nevertheless, seasons are very important for animal and plant life. Imagine our planet without its tilt, and without the seasons. In this situation, near the North and South Poles it's always dark and freezing, so plants and animals in those regions can't survive. Most plants and animals live near the equator because it's warm and sunny there, but this is bad for essential plants like wheat, corn, and potatoes. These plants also need cold winter weather to grow well. The result is that we have great weather, but we don't have sufficient food. How can we live on our planet like this?

The collision 4.5 billion years ago created the seasons, with their temperature variations and beautiful changes of color. But most importantly, it created enormous possibilities for life on our planet.



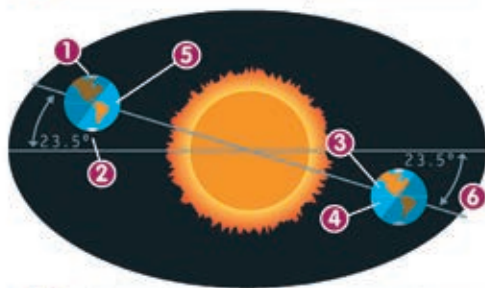
## Check it out!

Find these words and check their meaning.

straight	adj.	line 3
tilted	adj.	line 4
tropical	adj.	line 28
rainforest	n.	line 31
nevertheless	adv.	line 34
wheat	n.	line 42
corn	n.	line 42



## 1 Read the article. Then label the parts of Planet Earth.



- 1 North Pole
- 2 South Pole
- 3 northern hemisphere
- 4 southern hemisphere
- 5 equator
- 6 tilt

## 2 Read the article again. Correct the mistakes in sentences below.

Some scientists believe that the seasons caused the Earth's tilt.

Some scientists believe that a collision caused the Earth's tilt.

1 Our planet needs six months to travel around the sun.

Our planet needs one year to travel around the sun.

2 When the South Pole points away from the sun, it's summer in the southern hemisphere.

When the South Pole points away from the sun, it's winter in the southern hemisphere.

3 The equator always has cold weather.

The equator always has warm / tropical weather.

4 Rainforests need hot, dry weather.

Rainforests need hot, wet weather.

5 Essential plants like wheat grow better when it's always warm.

Essential plants like wheat grow better when there's different weather.

## 3 Answer the questions.

When do some scientists think the collision happened?

They think it happened about 4.5 billion years ago.

1 During the Earth's journey around the sun, how long does the North Pole tilt towards the sun?

It tilts towards the sun for six months.

2 When it's spring in Uruguay, what season is it in Canada?

It's fall.

3 Why are there no seasons on the equator?

It's always near the sun.

4 In a world with no seasons, what is it like in northern and southern countries?

It's always dark and freezing.

5 In a world with no seasons, what happens to plants and animals on our planet?

Plants and animals can't survive near the North and South Poles.

## Project

What is your favorite season? Write an article about it. Include the following information:

- When the season occurs.
- The activities you can do at that time of year.
- Festivals and celebrations during the season.
- The different things you can see at that time of year.
- The temperature – do you like it?

ninety-nine 99

## Extra activity

- Tell students they are going to try to explain to a classmate why we have seasons.
- Ask them to read the article again and make notes to help them with their explanation.
- Students work in pairs to try to explain why we have seasons.
- Ask some students to explain to the class why we have seasons. Other students can help out if they get stuck. See if, as a class, students can produce a clear explanation.

## Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Write *winter* on the board. Ask: *When does winter occur? What festivals and celebrations take place in winter? What's the temperature? Do you like it? Why? / Why not? What activities can you do in winter? What can you see in winter?*
- As students answer, write notes on the board.
- Point to the notes on the board and discuss how they could put the notes together to write an article.
- Tell students to choose a season and make notes to answer the questions in the *Project* box. They can then write their article.
- Pin the completed projects around the classroom for students to look at.

## ANSWERS

Students' own answers.

## 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 is some weather vocabulary in the article that they could add to the weather vocabulary they have already learned, e.g., *wet, rainy*.

## Exercise 1

- Pre-teach *planet, Earth, collision, asteroid, survive, essential, sufficient, and survive*.
- Read the task with the class and check that students understand what they have to do.
- Students read the article and label the parts of Planet Earth.
- 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.

## Exercise 2

- Students read the article again and correct the mistakes in the sentences.
- Check the answers with the class.

## Exercise 3

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

# History

pages 100–101/C11–C12

## Grammar

Simple past (regular and irregular verbs)

Simple past (questions)

Present progressive for future

a lot of / much / many

a little / a few

## Vocabulary

Transportation

## Topic

The history of air travel

## Project

Write a story about a recent flight on a plane

## Warm-up

- Focus on the pictures and ask: *What can you see?* Use the pictures to teach *flying machine*, *to draw (drew)*, *pilot*, *to fly*, *astronaut*, and *sky*. Also teach *space*, *spaceship*, and *supersonic*.
- Ask: *Do you enjoy flying? Are you scared of flying? Would you like to be a pilot? Why? / Why not? Would you like to travel into space? Why? / Why not?* Elicit a range of answers. If students are interested in the topic, allow them to discuss their ideas in their own language to encourage their interest.

C Curriculum extra

History

## A HISTORY OF AIR TRAVEL






1485

1 In about 1485, Leonardo da Vinci began studying birds and how they fly. He drew a series of detailed pictures of flying machines. One, called the *ornithopter*, copied the movement of birds' wings.

1903

5 On December 17<sup>th</sup> 1903, Orville Wright flew 36 meters in an airplane. It was probably the first flight in a flying machine to stay in the air under the control of a pilot, and lasted twelve seconds!

1914

10 At the beginning of the First World War (1914–1918), airplanes were very simple. Pilots only used them to follow the movements of enemy soldiers. But at the end of the war, they were pretty sophisticated and pilots used them to fight the enemy.

1937

15 Amelia Earhart was the first woman to fly alone across the Atlantic Ocean. In 1937, she tried to fly around the world. Sadly, on July 2<sup>nd</sup>, her airplane disappeared over the Pacific Ocean. Today, we still don't know the location of Amelia's airplane, or her body.

1957

20 In 1957, the Russians completed the first successful flights into space. In the same year, a dog called Laika became the first animal in space. The first astronaut traveled into space in 1961.

1976

25 In 1976, Concorde airplanes became the world's first supersonic commercial airplanes to carry passengers. But the Concorde planes were very expensive because they used a lot of fuel. The last Concorde flight was in 2003.

2005

30 In 2005, the world's largest passenger airplane appeared in the skies. The Airbus A380 can fly over 15,000 km without stopping, and can carry 555 passengers! People ask why an enormous airplane is a good idea. Its designers say it only uses a little fuel for its size, and doesn't make much noise.

2014

35 In January 2014, the Virgin Galactic SpaceShipTwo completed its third test flight and reached more than 21 km above the Earth. It prepared to carry a group of tourists above the Earth's atmosphere for a two-and-a-half-hour journey. But this trip is very expensive – tickets cost about \$250,000!

40

This timeline shows the enormous changes in air travel in 100 years. And it is still changing very fast! Where are we going next? The future is very exciting!

### Check it out!

Find these words and check their meaning.

wing	n	line 4
flight	n	line 6
alone	adv	line 14
passenger	n	line 24
largest	adj	line 28

100 one hundred



**1 Read the timeline. Which forms of air travel are for tourists?**Concorde, Airbus A380, and Virgin Galactic SpaceShipTwo**2 Read the timeline. Write the correct year next to each picture.**19571 19032 20053 14854 1914**3 Complete the sentences with the simple past form of the verbs in the box.**

be cost do keep know pay think

Leonardo da Vinci did a lot of drawings of birds.1 Orville Wright kept his airplane in the air for twelve seconds.2 When Amelia Earhart disappeared, nobody knew exactly where she was.3 Laika was the first animal to travel into space.4 The Concorde airplane cost a lot of money to maintain.5 Some people thought that the Airbus A380 was too big.6 Reports say that tourists paid a lot of money to be the first tourists in space.**4 Answer the questions.**

Did Leonardo da Vinci design, or build his flying machines?

He designed them.

1 What was the distance of Orville Wright's first controlled flight?

It was 36 meters.

2 When did Amelia Earhart disappear?

She disappeared in July 1937.

3 Which animal did the Russians send into space?

They sent a dog.

4 How fast was Concorde?

It was supersonic.

5 What distance can the Airbus A380 stay in the air for?

It can stay in the air for over 15,000 km.

6 How far above the Earth did the Virgin Galactic SpaceShipTwo go in January 2014?

It went 21 km above the Earth.**Project****Think about a recent flight on a plane, or imagine one. Write a story about it. Include the following information:**

- Where was the flight to?
- How long was it?
- How did it feel when you took off?
- Was the flight comfortable?
- What were the views from the plane like?
- What was the weather like during the flight?
- Did you enjoy it?

one hundred one

101

**Exercise 1**

- Students read the timeline 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 timeline. Make sure that students understand the meaning of the words.

**Exercise 2**

- Students read the timeline again and write the correct year next to each picture.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Exercise 3**

- Students complete the sentences with the correct simple past forms. Point out that the verbs are all irregular. Suggest that students use the irregular verbs list to help them.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Exercise 4**

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

**Extra activity**

- Ask: Which of the airplanes in the timeline would you like to fly in? Why? Which would you not like to fly in? Why?
- Allow students time to prepare their ideas, then put them into pairs to discuss the questions.
- Ask some students to tell the class their ideas.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything. Point out that *plane* is another way of referring to an *airplane*.
- Tell students to imagine their flight. Ask each question in turn to the class and elicit a range of answers from individual students.
- As students answer, write notes on the board of useful vocabulary.
- Point to the notes on the board and remind students that they are writing a story, so they should use interesting vocabulary to make it exciting.
- Tell students to imagine their flight and make notes to answer the questions in the *Project* box. They can then write their story.
- Pin the completed stories around the classroom for students to look at.

**ANSWERS**

Students' own answers.

**Consolidation**

- Suggest to students that they could download some pictures of different airplanes and flying machines to stick into their vocabulary notebook. They could then label the pictures with useful vocabulary from the article, and write some example sentences about airplanes to help them remember useful vocabulary from the article.

# Citizenship

pages 102–103/C13–C14

## Grammar

Comparative adjectives (regular and irregular adjectives)

Superlative adjectives (regular and irregular adjectives)

## Vocabulary

Feelings and emotions

## Topic

Rules of behavior in different countries

## Project

Write a magazine article for tourists about polite behavior in your country

### Warm-up

- Point to the pictures and ask: *What are the people doing?* Use the pictures to teach *bow*, *shake hands*, and *eat with your hands*.
- Ask: *Which countries do you think the pictures show?* Elicit some answers. Check that students understand *Japan*, *India*, *South Korea*, *China*, *Asia*, and *Africa*.
- Teach the words *custom*, *to offend*, *close to*, and *to smile*.

## Curriculum extra D Citizenship

### The Rules of Behavior in Different Countries

- 1 Every country is proud of its rules of polite and acceptable behavior. However, they are different in each country. In the U.S., for example, there are some forms of behavior that Americans think are polite. But in South Korea, these forms are rude and can make local people embarrassed. And there are South Korean customs that are difficult for Americans to understand!



#### GREETINGS

- 30 First impressions are important wherever you go, so it's important to greet a new person in the correct way. In the U.S., people generally appear more relaxed and confident than in other countries, and it's normal to tell a new person your name. However, in Korea, people always wait until another person does this for them. In many parts of Europe, people offer their hand to greet someone for the first time, but in Asian countries, people bow.



#### A GENERAL RULE

For people who are traveling to another country, it's a good idea to learn a few of the local rules of behavior. But most people understand when a visitor makes a cultural mistake. And there is always one thing people can do which helps in all situations: smile!

#### BODY LANGUAGE

Some countries are more relaxed in their body language than others.

- 10 In South American countries in general, people stand closer to each other than in English-speaking countries. Some parts of the body can offend people, too. In Asia, people think the feet are the dirtiest part of the body, so showing the soles of your feet can make people very angry. There are different rules about blowing your nose: never blow it in Japan, where people think it's absolutely disgusting!



#### TABLE MANNERS

When you are visiting another country, it is important to try to eat in the same way as local people. In some parts of India and Africa, people eat whole meals with their hand. In the U.S., it's normal to eat some things (but not everything!) with your hands, and across the ocean in the U.K. the same is true. In South Korea, it is polite to eat all the food on your plate at a dinner party. But in China, an empty plate indicates that your host didn't give you sufficient food!



#### Check it out!

Find these words and check their meaning.

behavior	n	line 4
polite	adj	line 4
rude	adj	line 5
sole	n	line 16
blow	v	line 19
disgusting	adj	line 21



**1 Read the article quickly. Check the correct answer.**

The article tells you ...

- A how to behave politely in other countries. ☒  
 B what to wear in other countries. ☐  
 C what time to eat in other countries. ☐

**2 Read the article again. Write the correct country or continent.**

Don't do this in ...

1 China2 Japan3 Asia**3 Answer the questions.**

Why is it difficult to learn the correct behavior in different countries?

The rules are different in every country.

- 1 Why do people in Asia think it's rude to show the soles of your feet?

They are the dirtiest part of the body.

- 2 How do many people in some parts of India and Africa eat their meals?

They eat with their hand.

- 3 Where is it polite to finish your meal?

It's polite to finish your meal in South Korea.

- 4 What is the normal way to greet a person in many parts of Europe?

The normal way is to offer your hand.

- 5 How do people in Asia usually greet each other?

They usually bow.**Project**

Think about polite behavior in your country. Write a magazine article for visitors to your country. Include the following information:

- How close people stand to each other.
- Parts of the body you don't show.
- Nose blowing!
- Polite eating habits.
- How people greet each other?
- What snacks do they eat?
- How often do they eat snacks?

one hundred three

103

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Write the headings from the article on page 102/C13 on the board.
- Read out each bullet point from the *Project* box in turn and brainstorm ideas with the class. Make notes on the board under the appropriate headings.
- Point out that they are writing a magazine article, so they can include headings to help organize the article.
- Students can use the notes on the board to write their article.
- Pin the completed articles around the classroom for students to look at.

**ANSWERS**

Students' own answers.

**Consolidation**

- Encourage students to record the vocabulary for rules of behavior in their vocabulary notebook. Tell them they could personalize the vocabulary by writing example sentences about their own country.

**Exercise 1**

- Students read the article quickly and choose the correct answer. You could set a time limit for this exercise, to encourage students to read quickly.
- 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 they are looking for countries or continents where they must not do the things in the pictures.
- Students read the article again and write the countries or continents.
- Students can compare their answers in pairs.

- Check the answers with the class.

**Exercise 3**

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Extra activity**

- Ask: *Do you think it's important to learn the rules of behavior before you visit a country? Do you have any experience of different rules of behavior in other countries, or with visitors to your country?*
- Conduct a class discussion, encouraging students to join in and express their opinions, and talk about their own experiences.

# Puzzles 1-2

## Unit 1 page 104/C7

### Grammar

Simple present / Present progressive  
Possessive pronouns  
Adverbs of manner

### Vocabulary

Musical genres and instruments

### Aim

To practice vocabulary for musical genres and instruments, the simple present and present progressive, possessive pronouns, and adverbs of manner

### 1A

- Students break the code and write the musical genres and instruments.

### ANSWERS

- classical
- recorder
- hip-hop
- flute
- violin

### 1B

- Students draw lines to connect the words and make sentences.

## Unit 2 page 104/C7

### Grammar

*be*: Simple past (affirmative, negative, questions and short answers)  
Past time expressions  
Question words + *was* / *were*

### Vocabulary

Physical descriptions

### Aim

To practice vocabulary for physical descriptions, the simple past of *be*, past time expressions, and question words with *was* and *were*

### 2A

- Students complete the sentences, then use the letters in the gray boxes to complete the mystery sentence.

### 2B

- Students copy the words with the same color and reorder them to make sentences.

**Got it! Puzzles 1-2**

**1A** Break the code and write the musical genres and instruments.

4	5	6	7	8	9	10	11	12	13	14	15	16
A	B	C	D	E	F	G	H	I	J	K	L	M
17	18	19	20	21	22	23	24	25	26	1	2	3
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

22 4 1 18 19 11 18 17 8 *suburbans*

1 6 15 4 22 22 12 6 4 15 \_\_\_\_\_  
2 21 8 6 18 21 7 8 21 \_\_\_\_\_  
3 11 12 19 - 11 18 19 \_\_\_\_\_  
4 9 15 24 23 8 \_\_\_\_\_  
5 25 12 18 15 12 17 \_\_\_\_\_

**1B** Draw lines to connect the words and make sentences.

He	listen	saxophone	2 I	is	late	are	a
is	play	sing	am	singing	she	5 He	is
playing	the	flute	singer	a	heavy metal song	terrible	a
1 She	happy	plays	3 You	playing	noisily	guitarist	terribly
is	listening	bad	play	good	my	not	mine
listen	to	reggae	the drums	4 This	yours	is	trumpet
badly	singer	slow	well	hip-hop CD	is	yours	6 That

**2A** Complete the sentences. Use the letters in the gray boxes to complete the mystery sentence.

Kelly's birthday was last m e n t h

1 Her party was a week a b o

2 She was at the movies y e a r e r d a y evening.

3 She w a n t happy about the extra math homework last week.

4 W h e r e was she this morning?

Mystery sentence: Kelly was a t h o m e

**2B** Copy the words with the same color. Reorder the words to make sentences.

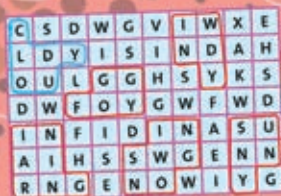
very	your	isn't	like?	is
very	my	does	friendly	teacher
brother	like?	student	new	what
she	strict	what's	look	the

What does she look like? \_\_\_\_\_  
What's your brother like? \_\_\_\_\_  
My teacher isn't very strict. \_\_\_\_\_  
The new student is very friendly. \_\_\_\_\_

104 *one hundred*



### 3A Find five more weather words. Then complete the sentences.



- The sun disappears when it's cloudy.
- 1 It's difficult to see things in front of you when it's foggy.
  - 2 My hair is wet because it's raining.
  - 3 We spent a beautiful hot and sunny day on the beach.
  - 4 Yesterday was very windy and my newspaper blew away!
  - 5 It's cold and it's snowing - a typical winter's day.

### 3B Use some of the letters in each group to make the missing irregular verbs in the simple past. Use the extra letters to make a secret message.

- 1 Yesterday, I bought a new dress.  
H B A T O M U A G N
- 2 I found my new sneakers under the bed.  
F N S O T U O D
- 3 Toby knew all the answers to the questions.  
L E E N W M Y K
- 4 Anna sent an SMS message to her friend.  
B N I K E S E T

Secret message: A man stole my bike.

### 4A Read the sentences. Write the correct movie types in the puzzle. What's the mystery movie type?

- The two men drove their cars very fast in the action movie.
- 1 The singers in the musical were awesome.
  - 2 I find all horror movies very scary!
  - 3 A fantasy movie shows things that can't happen in real life.
  - 4 The comedy made us laugh.
  - 5 Boy meets girl in the love story of the year!
  - 6 My brother watches a lot of science fiction movies.



The mystery movie type is cartoon.

### 4B Complete the negative form of the sentences. Use the letters in the gray boxes to find out what kind of movie Carla and Jorge saw.

- They met outside the movie theater.
- They didn't meet outside the movie theater.
- 1 The tickets cost \$18.  
The tickets didn't cost \$18.
  - 2 Jorge forgot to bring his money.  
Jorge didn't forget to bring his money.
  - 3 They saw the horror movie.  
They didn't see the horror movie.
  - 4 Carla enjoyed the movie.  
Carla didn't enjoy the movie.
  - 5 Jorge ate all the popcorn.  
Jorge didn't eat all the popcorn.
  - 6 Carla drank all the cola.  
Carla didn't drink all the cola.
- Type of movie: comedy

### Grammar

Simple past (negative)

### Vocabulary

Movies

### Aim

To practice vocabulary for movies, and negative forms of the simple past

### 4A

- Students read the sentences and write the correct movie types in the puzzle. They then write the mystery movie type.

### 4B

- Students complete the negative form of the sentences. They then use the gray letters to find the missing movie type.

## Puzzles 3-4

### Grammar

Simple past: Irregular verbs

### Vocabulary

The weather

### Aim

To practice vocabulary for the weather, and the simple past of irregular verbs in the affirmative

### 3A

- Students find five more weather words and complete the sentences.

### 3B

- Students use some of the letters in each group to make the missing irregular verbs in the sentences. They then use the extra letters to make a secret message.

# Puzzles 5–6

## Unit 5 page 106/C15

### Grammar

Countable / Uncountable nouns

*some / any*

*a lot of / much / many*

*How much ...? / How many ...?*

*a little / a few*

### Vocabulary

Food and drink

### Aim

To practice vocabulary for food and drink, countable and uncountable nouns, *some*, *any*, *a lot of*, *much*, *many*, *How much ...?*, *How many ...?*, *a little*, and *a few*

### 5A

- Students reorder the food and drink words and write them next to the pictures.

### 5B

- Students complete the sentences and write the missing words in the crossword.

## Unit 6 page 106/C15

### Grammar

Present progressive for future (future time expressions)

### Vocabulary

Transportation

### Aim

To practice vocabulary for transportation, the present progressive for future, and future time expressions

### 6A

- Students match the letters and write the forms of transportation.

### 6B

- Students write the correct verbs for the sentences.

# Got it!

## Puzzles 5-6

### 5A

Reorder the letters to make food and drink words. Write them next to the correct pictures.

Letters: d r e e b, o o t a m t, n e l k h e c, c e i m a c r e, t r w a e, r g n e o a j c u e i, g e g s

Words: bread, water, eggs, chicken, orange juice, tomato, ice cream

### 5B

Complete the sentences. Write the missing words in the crossword.

**Down**

We have a lot of milk — ten litres of it.

1 I need some eggs.

2 How many apples do you need?

5 Is there any milk?

**Across**

3 I don't eat much candy.

4 I eat a little chocolate every day: not much.

5 There aren't many tomatoes — only a few.

### 6A

Match the letters to make different forms of transportation.

Letters: h e l, a i, l e, a i n, t o, a y, c l e, t r, c k, o p t, b w, r p l, t r u, s u, a r, m o, a n e, r c y

Words: helicopter, truck, train, airplane, subway, motorcycle

### 6B

The verbs are in the wrong sentences. Write the correct verbs.

I'm going a mountain tomorrow. climbing

1 We're starting a movie tonight. watching

2 They're meeting on vacation in August. going

3 She's climbing a birthday party next weekend. having

4 I'm having college soon. starting

5 He's watching his friends in a café this evening. meeting



# Got it! Puzzles 7-8

## 7A Break the code and write the geography words.

D	E	F	G	H	I	J	K	L	M	N	O	P
a	b	c	d	e	f	g	h	i	j	k	l	m
Q	R	S	T	U	V	W	X	Y	Z	A	B	C
n	o	p	q	r	s	t	u	v	w	x	y	z

- LVODQG island
- YROFDQR volcano
- RFHDQ ocean
- GHVHUW desert
- FRQLQHQQW continent
- ODNH lake
- PRXQWDLQ mountain
- FRXQWUB country
- ULYHU river

## 7B Use some of the letters in each group to make the missing comparative adjectives. Use the extra letters to make a secret sentence.

- The Pacific Ocean is deeper than the Atlantic.  
ADENEEPELRE
- 1 Mount Everest is higher than Mount K2.  
PHHGAHNETR
- 2 Australia is bigger than Japan.  
BIISGHGEER
- 3 Venezuela is hotter than the U.K.  
AHVOITETERR
- 4 The Arctic Ocean is colder than the Mediterranean Sea.  
TCHOHLDAERN
- 5 The Mississippi River is longer than the Ganges.  
ALOCNAGETR
- Secret sentence: An elephant is heavier than a cat.

## 8A Find seven more feelings and emotions. Match them to the correct faces.

E	S	C	I	T	O	H	A	P	P	Y
M	V	F	R	C	S	G	Y	F	S	C
B	F	R	I	G	H	T	E	N	E	D
A	R	W	P	V	F	F	T	P	R	E
R	H	G	A	W	N	E	F	Z	S	X
R	C	O	N	F	I	D	E	N	T	C
A	W	C	G	N	V	U	S	P	M	I
S	Y	P	R	S	W	P	N	H	V	T
S	M	Z	Y	Y	Y	K	Y	G	M	E
E	Y	V	N	E	R	V	O	U	S	D
D	S	N	W	R	S	A	D	M	R	H



## 8B Look at the code. Complete the words in the questions. Answer the questions.

- a=@ e=\* i=\$ o=% u=!  
Wh@t w@s th\* b\*st d@y %f y%lr i\$? ?  
What was the best day of your life?  
1 Wh% \$s th\* m%st \$mp%rt@nt p\*rs%n \$n y%lr i\$? ?  
2 Wh@t \$s y%lr w%rst sch%l s!bj\*ct?  
3 Wh% \$s th\* m%st f@m%ls p\*rs%n y%l kn%w?  
4 Wh@t \$s th\* m%st \$nt\*r\*st\$ng th\$ng \$n y%lr sch%l b@g?  
5 Wh% \$s th\*t@ll\*st p\*rs%n \$n y%lr f@m\$ly?  
6 Wh@t w@s y%lr sc@r\$st j%l m\*y?

## Unit 8 page 107/C16

### Grammar

Superlative adjectives (regular and irregular adjectives)

### Vocabulary

Feelings and emotions

### Aim

To practice vocabulary for feelings and emotions, and superlative adjectives

### 8A

- Students find seven more words for feelings and emotions and match them to the faces.

### 8B

- Students use the code to complete the questions. They then answer the questions with their own ideas.

### ANSWERS

- Who is the most important person in your life?
- What is your worst school subject?
- Who is the most famous person you know?
- What is the most interesting thing in your school bag?
- Who is the tallest person in your family?
- What was your scariest journey?

# Puzzles 7-8

## Unit 7 page 107/C16

### Grammar

Comparative adjectives (regular and irregular adjectives)

### Vocabulary

Geography

### Aim

To practice vocabulary for geography, and comparative adjectives

### 7A

- Students break the code and write the geography words.

### 7B

- Students use some of the letters in each group to make the missing comparative adjectives in the sentences. They then use the extra letters to make a secret message.

# Audioscripts

🔊 1•03 page 11, exercise 4

**1**  
**Dylan** Where's Zac? What's he doing?  
**Lewis** He's on the phone. He's talking to his girlfriend again.  
**Rosie** He calls her twenty times a day ...  
**Dylan** ... and he's always late for practice!

**2**  
**Zac** This is *my* band.  
**Dylan** *Yours*?  
**Zac** Yes! You play the bass, Rosie plays the guitar, and Lewis plays the drums, but I'm the singer and the star.

**3**  
**Rosie** I know. Let's practice now. It's getting late.  
**Zac** Wait, my phone is ringing again.  
**Rosie** What are you doing now?  
**Zac** I'm listening to a message from my girlfriend.

🔊 1•04 page 12, exercise 1

**Example** pop  
**1** hip-hop  
**2** classical  
**3** reggae  
**4** rock  
**5** heavy metal

🔊 1•06 page 12, exercise 3

**Example** drums  
**1** piano  
**2** guitar  
**3** violin  
**4** recorder  
**5** trumpet  
**6** flute  
**7** saxophone

🔊 1•09 page 14, exercise 3

**Example**  
**A** Can I sit next to you?  
**B** No, you can't. Pablo is sitting here.  
**1**  
**C** Can I borrow your flute? I don't have mine.  
**D** Yes, you can. It's in my bag.  
**2**  
**E** Can I copy your homework?  
**F** Umm ... not now. I'm copying Silvia's right now!

🔊 1•11 page 17, exercise 2

**Harry** Hi, Bella. How are you?  
**Bella** Oh, hi, Harry. I'm fine, thanks.  
**Harry** Listen, Bella, I want to go to the movies tonight. Would you like to come?  
**Bella** Oh, sorry, but I can't. I'm not at home right now.  
**Harry** Really? Where are you?

**Bella** I'm at the Governors Ball Music Festival in New York. It's a birthday present from Mom and Dad!  
**Harry** That's fantastic! Who are you there with?  
**Bella** I'm with a friend from school. We're having a fantastic time.  
**Harry** Wow! Where are you staying?  
**Bella** My mom's sister lives in New York. We're staying with her.  
**Harry** Oh, right! Lucky you! What bands are playing there this year?  
**Bella** Oh, there are a lot of great bands: Kings of Leon, Kanye West, ... Guns N' Roses are playing right now. They're my favorite!  
**Harry** What about Jay Z? Is he there, too?  
**Bella** No, he isn't, unfortunately. Not this year.  
**Harry** Never mind. When does the festival finish?  
**Bella** It finishes on Sunday, but I want to spend a few days with my aunt in New York next week.  
**Harry** OK, well ... would you like to go to the movies next Friday?  
**Bella** Oh, yes. I'd love to. Thanks, Harry!  
**Harry** OK, that's a date. Have fun at the festival, and see you soon!  
**Bella** OK, bye, Harry!

🔊 113 page 19, exercise 4

**1**  
**Dylan** Where were you last night, Zac?  
**Zac** I was at home. Why? Was it band practice?  
**Dylan** Yes, it was, and you weren't there again!  
**2**  
**Zac** *The Amazing Spider-Man* was on TV.  
**Lewis** Cool! I love *Spider-Man* movies!  
**Dylan** Who cares about *Spider-Man* movies? We were there for band practice, Zac, and you weren't!  
**3**  
**Zac** Who's the girl with the brown hair?  
**Rosie** Her name's Kelly. She's the keyboard player in The Misfitz.  
**Lewis** She's a brilliant player, but their singer's terrible.

🔊 1•14 page 20, exercise 1

**1** Ron is tall and overweight. He's bald, but he has a gray beard. His eyes are brown and he wears glasses. He's pretty old. He's about 70.  
**2** David is tall and average weight. He has short, black, curly hair, and a mustache. He has brown eyes and he's about 45, too.  
**3** Julia is average height and pretty slim. She has shoulder-length, red, straight hair and freckles. Her eyes are green. She's middle-aged. She's about 45.  
**4** Olivia is short and very slim. She has long, blond, wavy hair, and blue eyes. She has braces. She's young. She's about 15.

🔊 1•15 page 20, exercise 3

**A** Sarah is short and pretty overweight. She has short, gray, curly hair and blue eyes. She's pretty old. She's about 70.  
**B** Jack is pretty tall and slim. He has shoulder-length, brown, wavy hair and green eyes. He wears glasses. He's young. He's about 18.

🔊 1•16 page 22, exercise 1

**1**  
**Mom** Who's Miss Riley?  
**Kate** She's our new math teacher.  
**Mom** Oh, what's she like?  
**Kate** She's OK, but she's pretty strict.  
**Mom** Is she young?  
**Kate** Yes, she is. She's about 30.  
**Mom** What does she look like?  
**Kate** She's short and she has blond hair. She wears glasses.

**2**  
**Ellen** Who's Carlos?  
**Tom** He's a new boy in my class.  
**Ellen** Oh. Where does he come from?  
**Tom** He comes from Spain.  
**Ellen** Really? What does he look like?  
**Tom** Umm ... he's tall and he has brown hair.  
**Ellen** What's he like?  
**Tom** He's nice. He's very friendly.

🔊 1•17 page 22, exercises 2 and 3

**1**  
**A** Who's Gemma?  
**B** She's Mark's sister.  
**A** How old is she?  
**B** She's about 15.  
**A** What does she look like?  
**B** She has red, wavy hair and freckles.  
**A** What's she like?  
**B** She's very nice.

**2**  
**A** Who's Tina?  
**B** She's a new girl in my school.  
**A** What's she like?  
**B** She's cool. She's very friendly.  
**A** What does she look like?  
**B** She has shoulder-length, straight, brown hair, and she wears glasses.  
**3**  
**A** Who's Marie?  
**B** She's my brother's new girlfriend.  
**A** How old is she?  
**B** She's 16.  
**A** Where does she come from?  
**B** She's from Canada.  
**A** What does she look like?  
**B** She has long, blond hair and blue eyes.



1-19 page 25, exercise 2

**Boy** Dad, who was John Lennon?  
**Dad** John Lennon? He's very famous. He was a pop singer, and he was a great songwriter!  
**Boy** Was he in a band?  
**Dad** Yes, he was. He was in The Beatles!  
**Boy** The Beatles? I don't know them.  
**Dad** Yes, you do! You certainly know their songs – *All You Need Is Love*, *Yellow Submarine* ...  
**Boy** *Yellow Submarine*? Was that a Beatles song? It's a great song! When were they a band?  
**Dad** In the sixties. Your grandma was a big fan. She still has their first song.  
**Boy** What was it?  
**Dad** *Love Me Do*. It was a long time ago – in 1962. It was before I was born!  
**Boy** Were The Beatles very popular in the sixties?  
**Dad** Yes, they were. People were crazy about them! Their nickname was "The Fab Four," and there were millions of Beatles fans.  
**Boy** Were they famous in other countries?  
**Dad** Yes, they were. First they were famous in the U.K., then in the U.S., and, after that, they were famous all over the world.  
**Boy** Do you have a favorite Beatles song, Dad?  
**Dad** Yes, I do. My favorite song is *Let It Be*. It's from 1970 and it was their last song. It's beautiful. I love it!

1-20 page 27, exercise 8

**Isabel** I have a ticket to see the band Shouter tonight. You know the singer with the big, blue eyes?  
**Selma** Yes! She's fantastic! Can I come?  
**Isabel** Yes, but I don't have a ticket for you.  
**Selma** Well, can I buy a ticket?  
**Isabel** Yes, you can. Ask Carlos. He's in my brother's class.  
**Selma** What does he look like?  
**Isabel** He's very tall, with shoulder-length, blond, wavy hair.  
**Selma** Oh, *that* Carlos! Wow! What's he like?  
**Isabel** He's very cool!

1-24 page 27, exercise 12

**Example**  
**Emma** Are you doing your math homework, Brad?  
**Brad** No, I'm not. I'm reading a magazine.  
**Emma** But you have a math test on Monday!  
**Brad** Who cares? It's Friday!

**1**  
**Jake** Wow! Rosa looks different! I love her curly hair.  
**Ben** Was it straight last year?  
**Jake** Yes, it was.

**2**  
**Lucia** Do you know my friend Andres?  
**Ana** Does he have black, curly hair and a beard?  
**Lucia** No, that's his brother, Luis. Andres has short, brown hair and glasses.

**3**  
**Libby** Why weren't you at band practice yesterday? The concert is next month!  
**Pablo** Calm down! I was at a party. It was for my grandma's 80<sup>th</sup> birthday.

1-25 page 27, exercise 13

**Emilia** Who are the people in the picture, Claudia?  
**Claudia** Well, the girl in the pool is my sister, Lia. She's always in the water! And the boy with the dark hair ...  
**Emilia** The one with the hamburger?  
**Claudia** Yes, that's him. He's my brother, Jose.  
**Emilia** He looks very hungry.  
**Claudia** He's always hungry!  
**Emilia** Who's the man with the book?  
**Claudia** Oh, that's my uncle Pedro. It's probably a book about history. It's his favorite subject. And the woman standing up is my aunt Nuria.  
**Emilia** And the two little boys?  
**Claudia** The ones with the ball? They're my cousins, Miguel and Eduardo.  
**Emilia** What about the boy with the cell phone?  
**Claudia** That's my cousin, Antonio. He's always talking on his phone!  
**Emilia** He's very good-looking!  
**Claudia** Really?!

**Emilia** And who is the girl on the chair? She looks so sad!  
**Claudia** She's my cousin, Josefina. I think she's sad because her boyfriend isn't there.

1-28 page 31, exercise 4

**1**  
**Rosie** I went to California on vacation last year. The weather was beautiful. We stayed in a hotel near the beach.  
**Dylan** Really? I went there with my family two years ago, but it rained every day!

1-29 page 32, exercise 1

**Example**  
**Quique** The weather here is terrible. It's snowing at the moment.  
**Reader** Quique is in Paris.

**1**  
**Paul** This city is great, but the weather is horrible. It's raining again today!  
**Reader** Paul is in Seattle.

**2**  
**Gabriel** I'm having a great vacation. The weather is always sunny.  
**Reader** Gabriel is in Tokyo.

**3**  
**Claudia** The city and the food are fantastic, but the weather is cloudy.  
**Reader** Claudia is in Seoul.

**4**  
**Jenny** Yesterday, the weather was good, but today it's very windy.  
**Reader** Jenny is in Chicago.

**5**  
**Sam** The weather is bad again today! It's foggy and miserable.  
**Reader** Sam is in London.

1-32 page 34, exercise 1

**1**  
**Ana** How was your vacation in Hawaii?  
**Jim** It was awesome!  
**Ana** What was the weather like?  
**Jim** It was beautiful. It was hot and sunny.  
**Ana** Was the food good?  
**Jim** Yes, it was delicious.  
**Ana** What was your hotel like?  
**Jim** It was great. It had a big swimming pool.

**2**  
**Ivan** How was your vacation in New York?  
**Lily** It was terrible!  
**Ivan** What was the weather like?  
**Lily** It was awful. It rained every day!  
**Ivan** Were the people nice?  
**Lily** Yes, they were. They were very friendly.  
**Ivan** What was the hotel food like?  
**Lily** It was disgusting! Gross!

1-33 page 34, exercise 2

**A**  
**Toby** Hi, Gemma. How was your vacation in Mexico?  
**Gemma** It was amazing.  
**Toby** What was the weather like?  
**Gemma** It was great, but it was very hot.  
**Toby** Was the food good?  
**Gemma** Yes, it was delicious.

**B**  
**Sam** Hello, Mrs. Alonso. How was your vacation in Scotland?  
**Mrs. Alonso** It was terrible.  
**Sam** What was the weather like?  
**Mrs. Alonso** It was miserable. It was cold and windy.  
**Sam** What were the people like?  
**Mrs. Alonso** They weren't nice!

1.35 page 37, exercise 3

Good morning, listeners. Today, we're remembering the world-famous explorer, Sir Edmund Hillary, who died yesterday. Sir Edmund was born in New Zealand in 1919. At school, he was an intelligent pupil, and completed elementary school two years early. Then, in 1935, aged 16, he discovered his love of climbing on a school trip to the mountains, and completed his first big climb in 1939. He traveled to Nepal to climb in the Himalayan mountains for the first time in 1951. And on a windy May morning in 1953, he became the first person in history to reach the top of Mount Everest. But other things were very important for Sir Edmund, too. After he arrived at the South Pole in 1958, he wanted to help the people of Nepal. In 1962, he began to work there, and helped to build schools and hospitals. It's a sad day for climbing, but Sir Edmund leaves behind him some amazing work and discoveries. Sir Edmund Hillary died yesterday, on Saturday, January 11<sup>th</sup>, 2008 in New Zealand.

1.37 page 39, exercise 4

**1**  
**Kelly** Did you like the movie, Zac?  
**Zac** Yes, I did. It was good, but I didn't like the ending. Did you like it?  
**Kelly** Yes, I did.

**2**  
**Kelly** What did you do after band practice yesterday?  
**Zac** I went for a pizza. Did you go out?  
**Kelly** No, I didn't.

**3**  
**Zac** So, did you see The Misfitz last week?  
**Rosie** Umm ... no, I didn't, but Lewis saw you.

1.38 page 40, exercise 1

**Example** action movie  
**1** horror movie  
**2** love story  
**3** musical  
**4** cartoon  
**5** fantasy  
**6** comedy  
**7** science fiction movie

1.39 page 40, exercise 2

**Example**  
**Boy** What's your favorite movie?  
**Girl** It's *Thirty Minutes*.  
**Boy** What type of movie is it?  
**Girl** It's an action movie.

**1**  
**Girl** What's your favorite movie?  
**Boy** It's *Animals United*.  
**Girl** Oh, you like cartoons.

**2**  
**Girl** My favorite film is *Dear John*.  
**Boy** Is it an action movie?  
**Girl** No, it isn't. It's a love story.

**3**  
**Boy** I saw *American Girl* last night. It was great!  
**Girl** What type of movie is it?  
**Boy** It's a comedy. It's very funny.

**4**  
**Girl** Look! *Dungeons and Dragons* is on TV tonight.  
**Boy** What type of movie is it?  
**Girl** It's a fantasy movie. It's cool.

**5**  
**Boy** What type of movies do you like?  
**Girl** I like action movies and comedies.  
**Boy** What's your favorite movie?  
**Girl** It's *New World*.  
**Boy** Is it an action movie?  
**Girl** No, it isn't. It's a science fiction movie. I like science fiction movies, too.

**6**  
**Boy** What's your favorite movie?  
**Girl** It's *Silent House*.  
**Boy** Is it a horror movie?  
**Girl** Yes, it is.  
**Boy** I don't like horror movies. I prefer action movies, or fantasy movies.

**7**  
**Girl** Would you like to go to the movies on Saturday?  
**Boy** Yes, I'd love to.  
**Girl** *Secret Heart* is on at the AMC.  
**Boy** What type of movie is it?  
**Girl** It's a musical.  
**Boy** Cool. I love musicals.

1.40 page 42, exercise 1

**Martha** Let's go to watch *High Impact*.  
**Dan** What type of movie is it?  
**Martha** It's an action movie. And it's in 3D.  
**Dan** Cool. I love action movies. Where is it playing?  
**Martha** It's playing at the Cinemark movie theater.  
**Dan** What time does it start?  
**Martha** It starts at six thirty.  
**Dan** OK. Let's go and see that then.

**Martha** Can I have two children's tickets for *High Impact*, please?  
**Clerk** How old are you?  
**Martha** We're twelve.  
**Clerk** OK. That's \$22.  
**Martha** There you go.  
**Clerk** Thank you. Here are your tickets and \$8 change.  
**Martha** What screen is it?  
**Clerk** It's screen 7.  
**Martha** Thank you.

1.41 page 42, exercise 2

**1**  
**Teen 1** Let's go to watch *Fast Car*.  
**Teen 2** What type of movie is it?  
**Teen 1** It's an action movie.  
**Teen 2** What time does it start?  
**Teen 1** It starts at six thirty. Don't be late!  
**Teen 2** OK. Let's go to that then.

**Teen 1** Can I have two children's tickets for *Fast Car*, please?  
**Assistant** How old are you?  
**Teen 1** We're twelve.  
**Assistant** OK. Children's tickets are \$11.50, so that's \$23 in total.  
**Teen 1** Here you are.  
**Assistant** Thank you. Here are your tickets and \$7 change.  
**Teen 1** Which screen is it?  
**Assistant** It's screen 4.  
**Teen 1** Thank you.

**2**  
**Dad** Let's go and see *The Music Man*.  
**Teen** What type of movie is it?  
**Dad** It's a musical.  
**Teen** I like musicals. Let's go and see that. What time does it start?  
**Dad** It starts at seven o'clock.

**Dad** How much are the tickets for *The Music Man*?  
**Assistant** Adult tickets are \$14, and children's tickets are \$10.50. They're for under 12s.  
**Dad** One adult ticket and one children's ticket, please.  
**Assistant** That's \$24.50.  
**Dad** There you go.  
**Assistant** Thank you. Here are your tickets and 50 cents change.  
**Dad** Which screen is it?  
**Assistant** It's screen 2.  
**Dad** Thank you.

**3**  
**Teen 1** Let's go to see *Birthday Party*.  
**Dad** What type of movie is it?  
**Teen 1** It's a comedy.  
**Teen 2** Cool.  
**Dad** Where is it playing?  
**Teen 2** It's on at the AMC.  
**Dad** What time does it start?  
**Teen 1** It starts at five fifteen.  
**Dad** Let's go and see that then.

**Dad** How much are the tickets for *Birthday Party*?  
**Assistant** Adult tickets are \$15, and children's tickets are \$10.  
**Dad** One adult ticket and two children's tickets, please.  
**Assistant** That's \$35.  
**Dad** There you go.  
**Assistant** Thank you. Here are your tickets and \$5 change.  
**Dad** Which screen is it?  
**Assistant** It's screen 1.  
**Dad** Thank you.



🎧 1•43 page 45, exercise 3

**Teen 1** What did you do yesterday, Tyler?  
**Teen 2** Well, I wanted to go swimming, but the pool was closed. So I went to the movies.  
**Teen 1** Who did you go with?  
**Teen 2** I went with Juan Carlos and Raquel.  
**Teen 1** Who's Raquel? Is that his sister?  
**Teen 2** No, his cousin.  
**Teen 1** What movie did you see?  
**Teen 2** Raquel wanted to see *The Perfect Family* – a comedy movie. But Juan Carlos and I didn't want to see it. In the end, we saw *The Avengers*.  
**Teen 1** *The Avengers*? What type of movie was it? Was it a science fiction movie?  
**Teen 2** No, it wasn't. It was an action movie.  
**Teen 1** Who starred in it?  
**Teen 2** Mark Ruffalo and Chris – Chris ...  
**Teen 1** Chris O'Donnell? Chris Rock?  
**Teen 2** No, no, it was ... Chris Hemsworth!  
**Teen 1** What did you think of the actors?  
**Teen 2** They were good, especially Mark Ruffalo. I didn't know him before, but he was excellent.  
**Teen 1** What did you think of the movie?  
**Teen 2** The story was good and the special effects were awesome.  
**Teen 1** What did you do after the movie?  
**Teen 2** There was a party at Kenny's house, but we didn't want to go, so we went for a pizza at Mizzoni's pizzeria.

🎧 1•44 page 47, exercise 8

**A** Where did you go on vacation last year?  
**B** We went to Cancun in Mexico. We stayed there for two weeks.  
**A** Awesome! What was the weather like?  
**B** It was very good. And the hotel was great. I took a lot of books, and relaxed by the pool. Do you know Cancun?  
**A** I know a little. I saw a movie about it a few years ago.  
**B** A movie? What type was it?  
**A** It was a love story!  
**B** Really? I love romantic movies! Did you enjoy it?  
**A** No, I didn't. I didn't choose it. But the place looked great!

🎧 1•48 page 47, exercise 12

**Javier** What did you think of the movie, Cristina?  
**Cristina** It was amazing. I love science fiction movies.  
**Javier** I usually prefer action movies, but this science fiction movie was great. The special effects were excellent. Do you want to go for ice cream? It isn't cold!  
**Cristina** No, but it's late. Let's go home! And it's raining.  
**Javier** It was sunny when we arrived!  
**Cristina** I know.  
**Javier** Let's take a bus.  
**Cristina** Good idea.

**Javier** Wait a minute. I can't find my cell phone.  
**Cristina** Your cell phone? Oh, Javier! Where did you have it?  
**Javier** I think it was in my jeans – no, wait! I had it in my backpack.  
**Cristina** Did you take it out in the movie theater? Did you call your mom?  
**Javier** No, I didn't. But I sent Julia a message.  
**Cristina** What did you do with it then? Did you put it back in your backpack?  
**Javier** No, I didn't. Oh, no! I think I left it in the movie theater.  
**Girl** Excuse me. Is this your cell phone?  
**Javier** Yes, it is. Thank you very much. Where did you find it? Did I leave it on my seat?  
**Girl** No. It was on the floor under the seat.

🎧 1•51 page 53, exercise 4

**1**  
**Dad** Are there any eggs in the fridge?  
**Rosie** Yes, there are, but only a few. How many eggs do you want?  
**Dad** Three, please.  
**2**  
**Dad** Is there any milk?  
**Rosie** Yes, there is, but there isn't much.  
**Dad** How much milk is there?  
**Rosie** There's about half a liter.  
**Dad** Oh, that's OK.

**3**  
**Dad** Is there any cheese?  
**Rosie** Yes, there is, but only a little. There are a lot of tomatoes.

🎧 1•52 page 54, exercise 1

- 1 milk
- 2 tea
- 3 orange juice
- 4 cereal
- 5 egg
- 6 toast
- 7 soda
- 8 banana
- 9 potato chips
- 10 yogurt
- 11 ham
- 12 cheese
- 13 tomato
- 14 water
- 15 ice cream
- 16 potatoes
- 17 carrots
- 18 chicken
- 19 peas
- 20 cookies
- 21 apple
- 22 chocolate
- 23 candy

🎧 1•53 page 56, exercise 1

**1**  
**A** Can I help you?  
**B** Yes, please. I'll have a baked potato with tuna.  
**A** Is that for here, or to go?  
**B** It's to go.  
**A** OK, here you go. Anything else?  
**B** No, thanks. That's all.  
**A** OK. That's \$5.99.  
**B** Here you go.  
**A** Thanks. And here's your change.  
**B** Thanks.

**2**  
**A** What would you like to eat?  
**B** I'd like a ham and cheese sandwich, please.  
**A** Is that for here, or to go?  
**B** It's for here, thanks.  
**A** Fine.  
**B** Can I have some water, too?  
**A** Sparkling, or still?  
**B** A small bottle of sparkling water, please.  
**A** OK. That's \$7.65.  
**B** Here you go.  
**A** Great. Thanks.

🎧 1•54 page 56, exercises 2 and 3

**Example**  
**Assistant** Can I help you?  
**Girl** Yes, please. I'll have a chicken sandwich.  
**Assistant** Is that for here?  
**Girl** Yes, it is.  
**Assistant** Fine. Anything else?  
**Girl** Yes, a cup of tea, please.  
**Assistant** OK, that's \$8.15.

**1**  
**Assistant** What would you like to eat?  
**Boy** I'd like a hamburger, please.  
**Assistant** OK, is that for here, or to go?  
**Boy** It's to go. Oh, can I have a large soda, too?  
**Assistant** OK, here you go. That's \$10.10, please.

**2**  
**Assistant** Can I help you?  
**Boy** Yes, please. I'd like a baked potato to go.  
**Assistant** OK, a baked potato – with tuna, or cheese?  
**Boy** With cheese, please.  
**Assistant** Fine. Anything else?  
**Boy** Umm ... yes, I'll have some water, please.  
**Assistant** Sparkling, or still?  
**Boy** Still.  
**Assistant** OK, that's \$9.59.

🎧 1•56 page 59, exercise 2

**Host** You're listening to Radio 212 and with me today is food expert Michelle Engels. Michelle is here to tell us all about a special diet, called the Okinawa diet. Michelle, tell us more!

**Michelle** Well, the Okinawa diet comes from a group of Japanese islands called the Ryuku Islands. The people there are very healthy and live long lives. It's pretty normal to live to over one hundred!

**Host** Really? So what are they eating?

**Michelle** Well, they eat a lot of fresh fruit and vegetables. They eat a lot of healthy things like cereal and brown rice, too. But they don't eat much meat or fish.

**Host** That sounds OK. I can do that.

**Michelle** Well, there's another very important thing.

**Host** What's that?

**Michelle** In the U.S., we often eat big portions, usually very quickly and in front of the TV. On the Ryuku Islands, people eat small portions of food more slowly. And they stop eating when they feel 80% full! A lot of Americans eat till they can't move!

**Host** Aah, yes. I often do that with potato chips ... I feel terrible afterwards!

**Michelle** One more thing ...

**Host** OK?

**Michelle** Exercise! The people of the Ryuku Islands walk a lot and are very active.

**Host** Yes, well, a good diet needs to go together with a lot of exercise. Thanks, Michelle. That was very interesting! Now ...

🎧 2•03 page 61, exercise 4

1

**Teacher** OK, everybody. Each band is playing two songs, and you're bringing your own instruments. Then, finally, the judges make their decision!

**Zac** How long does that part take?

**Teacher** It doesn't usually take long, Zac, so don't worry.

2

**Teacher** Great. We're starting at 7 p.m. on Saturday, so don't be late. OK?

**Everybody** Yeah.

**Teacher** The competition is at the gym on Albert Street.

**Lewis** How long does it take to get there from this part of town?

**Teacher** It takes about twenty minutes on the subway. Good luck, everybody!

🎧 2•04 page 62, exercise 1

**Example** airplane

1 boat

2 helicopter

3 train

4 bus

5 subway

6 motorcycle

7 bicycle / bike

8 taxi

9 truck

10 car

🎧 2•05 page 62, exercise 2

**Example**

**Interviewer** How do you go to school, Alejandro?

**Alejandro** I usually take the bus, but I sometimes walk.

1

**Interviewer** How do you go to school, Angela?

**Angela** I take a bus, or the subway. I never walk.

2

**Interviewer** How do you go to school, Sofia? Do you take a bus?

**Sofia** No, I don't. I go to school by car with my mom. She works near my school.

3

**Interviewer** How do you go to school, Mark?

**Mark** I usually take the train, or I sometimes go by car with my Dad.

4

**Interviewer** How do you go to school, Fletcher?

**Fletcher** I ride my bike every day! I love it.

🎧 2•06 page 64, exercise 1

1

**Asahi** Hi, Maia. Are you free on Saturday?

**Maia** Yes, I am.

**Asahi** Great. Let's do something together.

**Maia** Good idea. What do you want to do?

**Asahi** How about going to the shopping mall?

**Maia** OK. Where do you want to meet?

**Asahi** Let's meet at the bus stop.

**Maia** Fine. At what time?

**Asahi** Is ten thirty OK?

**Maia** Yes, that's fine. See you on Saturday!

2

**Hugo** I'm going to a concert on Friday, Amy. Are you free?

**Amy** No, I'm sorry, I'm not. I'm meeting Jack on Friday.

**Hugo** Oh, OK. How about doing something on Saturday?

**Amy** No, I'm sorry, it's my brother's birthday on Saturday.

**Hugo** Never mind. Let's go another time.

**Amy** Yes, OK. Thanks, Hugo.

🎧 2•07 page 64, exercise 2

1

**Carlos** Hi, Leo! Are you free on Friday evening? Luke and I are going to a football game.

**Leo** No, I'm not. I'm going to get a pizza with Ellie.

**Carlos** Oh, never mind. Say "hello" to Ellie for me.

**Leo** OK, see you, Carlos. And thanks for the invite.

**Carlos** No, problem. Bye, Leo.

2

**Nina** Are you free on Saturday morning, Juan?

**Juan** Yes, I am. Why?

**Nina** How about playing tennis at ten o'clock?

**Juan** Good idea. Thanks, Nina! Where can we meet?

**Nina** Let's meet at the bus stop outside my house.

**Juan** OK, fine. At what time?

**Nina** Is nine forty-five OK?

**Juan** Yes, that's fine. See you on Saturday morning!

🎧 2•09 page 67, exercise 3

**Luisa** Hi, Ana, it's Luisa here. I have a question for you.

**Ana** That sounds interesting! What is it?

**Luisa** I'm going to Mexico for a vacation this spring. Do you want to come?

**Ana** Oh, that sounds amazing! Where are you staying?

**Luisa** I'm staying in a hotel in Acapulco. My aunt went there last summer. She says it's awesome. There's a big swimming pool, and it's near the beach.

**Ana** When are you going? And how long are you staying?

**Luisa** I'm going for a week at the end of March.

**Ana** And who are you going with?

**Luisa** Mom, Dad, and my brothers. So I need a friend there, too!

**Ana** I need to ask my parents, but I think I can come. How are you traveling there?

**Luisa** By airplane. It's very easy that way. I don't think the tickets are very expensive.

**Ana** OK. Well, let's meet next weekend. We can plan our vacation together!

**Luisa** Oh, I can't next weekend. We're visiting my grandparents. What about Tuesday evening? You can come to my house.

**Ana** OK! I'm not doing anything on Tuesday. And thanks for the invite!

🎧 2•10 page 69, exercise 8

**Jorge** Hi, Sally!

**Sally** Jorge! When did you start working here? It's my favorite café!

**Jorge** About a week ago! What would you like to eat?

**Sally** Can I have a cheese sandwich and a bottle of water, please?

**Jorge** OK. And is that for here, or to go?

**Sally** To go.

**Jorge** Are you going for a picnic?

**Sally** Yes. I'm meeting my friends by the river.

**Jorge** Lucky you! I'm working here all day. Here's your sandwich and water. That's \$8.49.

**Sally** There you go.

**Jorge** That's great, thanks. Have a great picnic!

**Sally** Bye!



2-13 page 69, exercise 11

**Claudia** OK, now what food do we need to buy for the party?

**Max** I'm not sure. Let's see what there is in the kitchen.

**Claudia** Yes, that's a good idea. How much bread do we have?

**Max** Well, there's a lot of bread for sandwiches, so we don't need any bread.

**Claudia** What can we put in the sandwiches? Is there any ham?

**Max** Uhh ... there's a little ham.

**Claudia** OK. What about cheese – do we have any cheese?

**Max** There's a lot of cheese. So, we don't need any. But there isn't any pizza.

**Claudia** OK, I'm going to the supermarket later. I can buy some pizza there. And there aren't any potato chips, so we can get some potato chips, too.

**Max** OK, what about things like chocolate and ice cream?

**Claudia** Let's see ... we have a lot of chocolate.

**Max** Yes, but there isn't any ice cream. We definitely need some ice cream.

**Claudia** OK, calm down! We can get some ice cream. Is strawberry OK?

**Max** Yes, that's fine. And we need some drinks, too. There's some soda, but there isn't much orange juice.

**Claudia** OK, we can buy some orange juice. That's all, I think. Now, what about the music ...

2-14 page 69, exercise 12

**Ben** Hey, Laura, what are you doing?

**Laura** I'm studying. I'm taking a test tomorrow. What about you, Ben?

**Ben** Oh, I'm just relaxing. It's so warm and sunny out here. Better than in the cold, dark library. Are you going to Jessica's party tonight?

**Laura** No. I told you. I'm taking a test tomorrow!

**Ben** Oh, that's a shame. I'm going. Jessica's brother is organizing the music. And a lot of her friends are going.

**Laura** Oh, it sounds great. No, tonight I'm watching a movie, and then going to bed early.

**Ben** OK. Well, I can see you need to study. See you tomorrow, OK?

**Laura** OK, thanks. Have fun tonight!

2-17 page 73, exercise 4

1

**Lewis** Did you see that TV show about the Atacama Desert in Chile last night?

**Dylan** No. Why? Was it interesting?

**Lewis** It was awesome! The desert is drier than Africa. In fact, it sometimes doesn't rain for ...

**Rosie** Guys, guys. Please stop talking about deserts. Band practice is more important. And it's late.

2

**Dylan** Me? No way! I'm terrible. I sound worse than a cat! Listen! *La, la la, ...*

**Rosie** But my voice isn't as strong as yours. I can't sing in front of people.

**Lewis** Yes, you can, Rosie. You're a better singer than all of us.

3

**Mom** Hi, guys. How's it going?

**Rosie** Things are getting more complicated ...

**Lewis** Rosie doesn't want to be our singer.

**Mom** Why not, Rosie? You have a beautiful voice.

**Dylan** You see, Rosie? Go for it!

2-18 page 74, exercise 1

**Example** The Atacama is a desert.

1 Mount Everest is a mountain in the Himalayas.

2 Africa is a bigger continent than Europe.

3 The Atlantic Ocean is between Europe and Africa in the east, and the Americas in the west.

4 The Amazon is a very long river in South America.

5 Germany is a country in Europe.

6 How about going to Lake Michigan tomorrow?

7 Jamaica is a beautiful island in the Caribbean.

8 The Mauna Loa volcano is in Hawaii.

9 Spain's east coast is on the Mediterranean Sea.

2-19 page 76, exercise 1

**Assistant** Good morning. Can I help you?

**Mario** Yes, please. I want to visit the Central Park Zoo. How much are the tickets?

**Assistant** They're \$12 for adults, and \$7 for children.

**Mario** What time does it open?

**Assistant** It's open from 10 a.m. to 5 p.m. every day. It takes two hours to see all the animals.

**Mario** Where is it?

**Assistant** It's on 5<sup>th</sup> Avenue, near 65<sup>th</sup> Street.

**Mario** How can I get there?

**Assistant** You can take the subway to 59<sup>th</sup> Street and then walk. Or you can take a bus, and get off between 59<sup>th</sup> and 64<sup>th</sup> Streets. The M1 and the M2 stop there.

**Mario** Thanks.

**Assistant** You're welcome. Have a nice day!

2-20 page 76, exercise 2

**Jesse**

**Assistant** Good morning. Can I help you?

**Jesse** Yes, please. How much are the tickets for the Empire State Building?

**Assistant** They're \$22 – no, sorry, they're \$25 for adults, and \$19 for children.

**Jesse** That's a lot! They were \$20 and \$14 last time I visited!

**Allison**

**Allison** Hi! I want to visit Madame Tussauds museum. What time does it open?

**Assistant** It's open from 10 a.m. to 10 p.m.

**Allison** OK, thanks. Where is it, please?

**Assistant** It's on West 42<sup>nd</sup> Street, and you can find it between 7<sup>th</sup> and 8<sup>th</sup> Avenue.

**Carlos**

**Carlos** Hi. I want to go to the Statue of Liberty. Can I get the subway there?

**Assistant** No, you can't. The subway doesn't go there. But you can take a ferry. It takes you to Ellis Island Museum, too. Would you like to visit the museum?

**Carlos** Yes, please. What are its hours?

**Assistant** I can look for you ... They're 9 a.m. to 5 p.m.

2-22 page 79, exercises 3 and 4

**Radio host** On May 18<sup>th</sup>, 1980, the volcano Mount St. Helens erupted. Mount St. Helens is in the United States and its eruption was bigger than any other in U.S. history. Fifty-seven people died, and the disaster destroyed huge areas of land. Today, I'm with Edie Matthews, who was 14 on that day. Edie, what do you remember?

**Edie** It was a Sunday morning, and everything was quieter than usual. Usually, there were a lot of birds and other animals in my garden, but there was absolute silence. Then I noticed that the sky was darker, too.

**Radio host** Did you know immediately what the problem was?

**Edie** No, I didn't because we lived about 240 km from the volcano. My uncle called and told us about the eruption. He lived nearer to the volcano than us, but luckily he wasn't in any danger.

**Radio host** Were you scared?

**Edie** I think I was more surprised than scared. We knew that the volcano was ready to erupt. But we didn't really expect a big eruption. However it wasn't only a little lava, it was an enormous explosion!

**Radio host** What did you do?

**Edie** We went to our grandmother's house. During the day, the sky got darker. The air became hotter and started to smell worse, too. However, the photos of the black land around the volcano look worse than any of my memories. They're a reminder of the people and animals who lost their lives.

2-24 page 81, exercise 4

1

**Dylan** They're the best band so far.

**Lewis** They aren't as good as us!

**Dylan** No, but Zac looks very confident up there. He's the least nervous person in this room.

2

**Lewis** Chill out! Rosie's fantastic! She has the most amazing voice of all these people.

3

**Dylan** Rosie? Wow! Is that really you? You look great!

**Lewis** I don't believe it! You're the most beautiful girl here tonight!

**Dylan** And the coolest!

🎧 2•25 page 82, exercise 1

**Example** annoyed

- 1 nervous
- 2 proud
- 3 sad
- 4 frightened
- 5 bored
- 6 embarrassed
- 7 excited
- 8 confident
- 9 happy
- 10 angry
- 11 fed up

🎧 2•26 page 84, exercise 1

1  
**Becca** Hello?

**Mercedes** Hi! It's Mercedes here. Is this Carla?

**Becca** No, it isn't. It's her sister, Becca. Carla isn't here right now. She's at the library. Do you want to leave a message?

**Mercedes** Yes, please. Can you ask her to return my call by eight o'clock at the latest? My number is (212)-555-0371.

**Becca** That's (212)-555-0371. OK. Bye.

**Mercedes** Bye.

2

**Boy** Hello?

**Ben** Hello. Can I speak with Diego please?

**Boy** Yes, of course. Who's calling?

**Ben** It's Ben, Diego's best friend.

**Boy** Oh, hi, Ben! Hang on a minute. Diego! It's for you. It's Ben.

🎧 2•27 page 84, exercise 2

1  
**A** Hello?

**B** Oh, hi. Is this Amelia?

**A** No, it isn't. It's her cousin, Laura. Amelia isn't here right now. She's at the movies. Do you want to leave a message?

**B** No, thanks. I can call again tomorrow.

**A** OK. Bye.

**B** Bye.

2

**A** Hello. Can I speak with Cesar, please?

**B** Is this Julian?

**A** Yes, it is.

**B** Oh, hi, Julian. Cesar, it's for you. It's Julian! Oh ... hang on a minute. Julian, Cesar is taking a shower at the moment. Do you want to leave a message?

**A** Yes, please. Can you ask him to return my call by seven o'clock at the latest? There's something important I need to tell him! My number is (212)-555-9235.

**B** That's (212)-555-9235. OK. Bye.

**A** Bye.

🎧 2•29 page 87, exercise 4

**Interviewer** According to a survey, Australia is the happiest country in the world. I'm with Jodie Matthews, from Sydney. Jodie, were you surprised with the results?

**Jodie** No, not at all!

**Interviewer** Why's that?

**Jodie** Well, a lot of Australians have a very active outdoor lifestyle. I think that being active makes you healthier. And I think it makes you a happier, more confident person, too.

**Interviewer** Well, health is one part of the survey and I see that Australians are on average healthier and often have longer lives than people in other countries. But there are other things, too, aren't there?

**Jodie** That's right. Our jobs pay us good money – that makes us richer, and we have less unemployment than in other countries.

**Interviewer** You aren't the richest people, though. In Norway and the U.S., people have more money. So why do you think Australia won?

**Jodie** I think we are happier because of our fantastic weather. That's more important than money!

**Interviewer** The report also says that Australians have a lot of positive feelings. They often feel happy, proud, and enjoy what they're doing. Do you think that's true?

**Jodie** Definitely. I think Australians are happy people. We enjoy our lives. And most important of all – we're proud of our country!

🎧 2•30 page 89, exercise 8

**Yesul** Hi, is this Clara?

**Sonia** No, it isn't. It's her sister, Sonia. Who's calling?

**Yesul** It's Yesul.

**Sonia** Oh, hi, Yesul. Hang on a minute. Clara! It's for you! It's Yesul.

**Clara** Hi, Yesul. How are you?

**Yesul** Great, thanks. Do you want to go to the new science museum tomorrow morning?

**Clara** Where is it?

**Yesul** It's on Main Street.

**Clara** How do I get there?

**Yesul** You can get the number 30 bus.

**Clara** And how much are the tickets?

**Yesul** They're \$8.

**Clara** OK. When do you want to meet?

**Yesul** 10 a.m.?

**Clara** Great! See you there tomorrow!

**Yesul** OK. Bye!

🎧 2•34 page 89, exercises 12 and 13

**Andres** I'm just thinking about our vacation in Wales last summer, Bella. It was awesome!

**Bella** What are you talking about, Andres? It was the worst time of my life!

**Andres** You're kidding! I thought it was the best vacation ever. Remember that beautiful beach? I was so happy that day.

**Bella** But it rained! In fact, it rained every day we were there. I think Wales has the wettest weather in the world. I got so fed up.

**Andres** Remember all those beautiful walks we did?

**Bella** You, Mom, and Dad love walking. I don't! I'm not as active as you.

**Andres** But what about that mountain? It was the highest mountain in Wales! When I reached the top, I felt really proud.

**Bella** I don't care how high it was. It was so cold and windy up there I got really frightened.

**Andres** Oh, you're always worried about things.

**Bella** I'm not like you. You're more confident than me.

**Andres** Well, Bella, do you know what the best thing about the vacation was?

**Bella** No. What?

**Andres** Mom and Dad had such a great time, we're going to Wales again next year!

**Bella** No way!



# Workbook answer key

## Unit 1

### Page W4

1

E	T	A	H	O	C	K	R	A	E
R	O	C	A	L	S	H	O	C	K
E	C	L	A	S	S	I	C	A	L
G	G	A	P	O	L	P	K	M	E
G	E	V	Y	S	S	H	C	T	O
A	C	K	E	I	P	O	P	H	P
E	S	I	P	C	L	P	I	C	O
H	E	A	V	Y	M	E	T	A	L

2

- 1 piano, violin
- 2 recorder, saxophone
- 3 trumpet, flute, guitar

3

- 1 use
- 2 isn't talking
- 3 Do you get up
- 4 don't play
- 5 am writing
- 6 plays

4

- 1 are you listening; 'm listening
- 2 does Jack go; goes
- 3 is she talking; 's talking
- 4 do you have; have

5

- 1 works
- 2 doesn't go
- 3 gives
- 4 doesn't play
- 5 are practicing
- 6 aren't talking
- 7 're deciding

### Page W5

6

- 1 his
- 2 their
- 3 yours
- 4 hers
- 5 ours
- 6 yours

7

- 1 mine
- 2 Their
- 3 yours
- 4 your
- 5 ours
- 6 its

8

- 1 slowly
- 2 fantastically
- 3 fast
- 4 late
- 5 noisily
- 6 well

9

- 1 fast
- 2 slowly
- 3 late
- 4 well
- 5 noisily
- 6 fantastically

10

- 1 at the moment
- 2 mine
- 3 well
- 4 do you go
- 5 your
- 6 every morning

11

- 1 are playing
- 2 're practicing
- 3 meet
- 4 My friend
- 5 hers
- 6 mine
- 7 fantastically
- 8 amazing
- 9 well

### Page W6

1

- 1 you can
- 2 Can I use
- 3 you can't
- 4 Can I borrow
- 5 Not now
- 6 I'm listening

2

- 2 d
- 3 e
- 4 a
- 5 f
- 6 c

3

- 1
- 3 You can watch it later.
- 2 Not now. Grandpa is watching the basketball.
- 1 Can I watch a DVD, please?  
Can I watch a DVD, please?  
Not now. Grandpa is watching the basketball.  
You can watch it later.

2

- 1 Can I use your bathroom, please?
- 3 It's at the top of the stairs.
- 2 Yes, you can.  
Can I use your bathroom, please?  
Yes, you can.  
It's at the top of the stairs.

3

- 3 Thank you.
- 2 Yes, you can. Here's a chair.
- 1 Can I sit down, please?  
Can I sit down, please?  
Yes, you can. Here's a chair.  
Thank you.

4

- 1 Can I copy your homework?  
No, you can't.
- 2 Can I borrow your book?  
No, you can't. I'm reading it at the moment.
- 3 Can I have some water?  
Yes, you can.
- 4 Can I use your pen?  
No, you can't. You can use it later.

5

Possible answers:

- 1 **You** Can I sit there, please?  
**Woman** Yes, you can.
- 2 **You** Can I play soccer with my friends, please?  
**Your mom** No, you can't. Dinner is ready.  
You can play later.

### Page W7

1

- 1 In the U.S. and Mexico.
- 2 No, they can't.
- 3 They teach children how to play their instruments, perform in front of a big crowd, and work well in a group.
- 4 They perform music.
- 5 He wants to be a professional musician.
- 6 He likes its music and the students.

2

Students' own answers.

## Unit 2

### Page W10

1

Possible answers:

- 1 **height:** short
- 2 **weight:** average weight, overweight
- 3 **hair length:** shoulder-length, short
- 4 **hair color:** blond, gray, red, black
- 5 **hair style:** straight, curly, bald
- 6 **eyes:** blue, green
- 7 **age:** middle-aged, old
- 8 **other:** braces, glasses, freckles, mustache

2

- 1 hair
- 2 eyes
- 3 bald
- 4 red
- 5 braces
- 6 straight

3

- 1 was
- 2 were
- 3 was
- 4 were
- 5 was
- 6 were
- 7 was
- 8 were

4

- 1 The school bus wasn't late.
- 2 The concert tickets weren't free!
- 3 I wasn't 13 on January 2<sup>nd</sup>.
- 4 We weren't at home last night.
- 5 My elementary school wasn't small.
- 6 My grandparents weren't teachers.
- 7 The movie wasn't awesome!
- 8 The science lessons weren't very interesting.

5

- 1 in August
- 2 three months ago
- 3 yesterday afternoon
- 4 in May
- 5 last summer
- 6 yesterday evening

6

- 1 Tom was in 8<sup>th</sup> grade in 2012.
- 2 Tom was in France two months ago.
- 3 Tom was at his grandma's house last week.
- 4 Tom was at school yesterday afternoon.
- 5 Tom was at home last night.
- 6 Tom was in the kitchen ten minutes ago.

7

- 1 My hair was long a year ago.
- 2 The boys weren't in the park yesterday morning.
- 3 Mr. Wilson was my English teacher last year.
- 4 You were in tenth grade in 2013.
- 5 I wasn't at school last Friday.

## Page W11

8

- 1 Were you at the concert last night?  
Yes, I was. The music was cool.
- 2 Was the math test difficult?  
No, it wasn't. It was easy.
- 3 Was the movie good?  
Yes, it was. It was fantastic.
- 4 Were you born in 1998?  
No, I wasn't. I was born in 1997.

9

- 1 Where was he born?  
He was born in Kentucky, U.S.
- 2 When was he Olympic champion?  
He was Olympic champion in 1960.

3 How old was he in 1960?

He was 18.

4 What was his motto?

His motto was "I am the greatest."

10

- 1 six o'clock
- 2 were
- 3 where
- 4 wasn't
- 5 wasn't
- 6 the evening
- 7 were
- 8 Saturday
- 9 was
- 10 Who
- 11 Was
- 12 was

## Page W12

1

- 2 a
- 3 b
- 4 e
- 5 f
- 6 d

2

- 1 She's 16.
- 2 She's average height and slim. She has blue eyes and blond hair.
- 3 She's friendly.

3

- 1 What's he like?
- 2 How old is he?
- 3 What does he look like?

4

- 1 piano teacher
- 2 does she come from?
- 3 She comes from Poland.
- 4 she like?
- 5 She's OK, but she's very strict.
- 6 she look like?
- 7 She's short and slim. She has red, curly hair and blue eyes.
- 8 Thiago Costa
- 9 basketball coach
- 10 Where does he come from?
- 11 He comes from Brazil.
- 12 What's he like?
- 13 He's nice and friendly.
- 14 What does he look like?
- 15 He's very tall. He has short, black hair, and brown eyes. He wears glasses.

## Page W13

1

- 1 Emma
- 2 Aunt Rachel
- 3 Emma's mom
- 4 Uncle Joe

2

- 1 No, she wasn't. She was slim.
- 2 It was brown.
- 3 No, they aren't.
- 4 Emma has braces. She is pretty slim and she has big, brown eyes.
- 5 They are nice and friendly.

3

Students' own answers.

## Unit 3

### Page W16

1

- 1 raining
- 2 cold; windy
- 3 snowing
- 4 warm; freezing
- 5 foggy
- 6 mild; cloudy

2

- 1 warm; foggy
- 2 freezing; snowing
- 3 cold; sunny
- 4 mild; raining
- 5 cool; windy

3

- 1 We played volleyball
- 2 My dad worked in a hospital
- 3 I watched a lot of TV
- 4 The store opened at 9 a.m.
- 5 They listened to Radio DeeJay
- 6 It rained a lot
- 7 You finished school early

4

- 1 cry
- 2 decide
- 3 prefer
- 4 liked
- 5 tried
- 6 traveled

5

- 1 loved
- 2 stopped
- 3 studied
- 4 traveled
- 5 cleaned
- 6 arrived

### Page W17

6

- 1 knew – know; sent – send
- 2 felt – feel / left – leave; wrote – write; got – get
- 3 said – say; sang – sing; took – take
- 4 drank – drink; put – put; fell – fall



7

- 1 gave
- 2 went
- 3 bought
- 4 came
- 5 did
- 6 made
- 7 saw
- 8 met
- 9 wore
- 10 thought

8

- 1 got up
- 2 took
- 3 prepared
- 4 left
- 5 walked
- 6 arrived
- 7 finished
- 8 went
- 9 got
- 10 did
- 11 studied
- 12 had
- 13 cleaned
- 14 played
- 15 watched
- 16 went

9

Students' own answers.

## Page W18

1

- 1 What was the weather like?
- 2 It was great. It was warm and sunny.
- 3 Was the food good?
- 4 How was your vacation in Chicago?
- 5 It was pretty bad. It was very cold and windy.
- 6 Yes, they were. They were very friendly.

2

- 1 Hi, Ellie! How are you?
- 2 Hi, Sophie. I'm OK, thanks. I returned from Paris yesterday.
- 3 Oh yes, Paris! What was it like?
- 4 Paris was great! It's a fantastic place!
- 5 I like Paris, too. There are some great places to visit. What was the weather like?
- 6 It wasn't very good. It rained a lot.
- 7 Really? It was sunny here. What was your hotel like?
- 8 Umm ... It was very small, but it had a restaurant and it was near the city center.
- 9 What was the food in the hotel restaurant like?
- 10 Umm ... the food was OK, but we only had breakfast at the hotel. We usually ate in cafés and restaurants.
- 11 Mmm! I love French food! Oh, here's my bus. Bye, Ellie!
- 12 Bye, Sophie! See you soon!

3

2 d 3 a 4 c 5 e

4

- 1 Was the weather nice?
- 2 What was the hotel like?
- 3 What was the food like?
- 4 Were they nice / friendly?

5

Students' own answers.

## Page W19

1

- 1 They looked at the sky.
- 2 The sky appeared normal and gave no indication of bad weather.
- 3 It came from the north.
- 4 Wind and snow.
- 5 Because they were at work or school.
- 6 To her house.
- 7 At school.
- 8 Their parents.

2

Students' own answers.

## Unit 4

### Page W22

1

- 1 science fiction
- 2 fantasy
- 3 horror
- 4 musical
- 5 comedy
- 6 cartoon
- 7 action

2

- 1 action movie
- 2 science fiction movie
- 3 horror movie
- 4 fantasy movie
- 5 comedy

3

- 1 didn't come
- 2 didn't take
- 3 didn't play
- 4 didn't buy
- 5 didn't rain
- 6 didn't win
- 7 didn't get up
- 8 didn't clean

4

- 1 didn't rain
- 2 didn't play
- 3 didn't come
- 4 didn't buy
- 5 didn't take
- 6 didn't win
- 7 didn't clean
- 8 didn't get up

## Page W23

5

- 1 Did Mark listen to music last weekend?  
No, he didn't.
- 2 Did you listen to music last weekend, Emma?  
Yes, I did.
- 3 Did Emma go online last weekend?  
No, she didn't.
- 4 Did Mark go online last weekend?  
Yes, he did.
- 5 Did Mark and Emma study for a test last weekend?  
Yes, they did.
- 6 Did you play sports last weekend, Mark and Emma?  
No, we didn't.

6

- 1 What did you buy?
- 2 When did he go?
- 3 Where did they go? / Why did they go to Greece?
- 4 What time did she get up?
- 5 How did he travel there?

7

- 1 didn't know
- 2 had
- 3 decided
- 4 knew
- 5 wasn't
- 6 wanted
- 7 didn't expect
- 8 didn't think
- 9 didn't feel
- 10 didn't win
- 11 won

8

- 1 What
- 2 Did you make
- 3 No, we didn't
- 4 Who did you use
- 5 No, we didn't
- 6 Yes, they did
- 7 What did you
- 8 Did you enjoy

## Page W24

1

- 1 Where is it playing?
- 2 What time does it start?
- 3 How old are you?
- 4 Which screen is it?

2

- 2 c
- 3 a
- 4 e
- 5 b

- 3
- How old are you?
  - \$23.
  - It's screen 3.
  - Adventure Time*
  - How old is
  - \$23.50.
  - is it?
  - It's screen 6.

4  
Students' own answers.

## Page W25

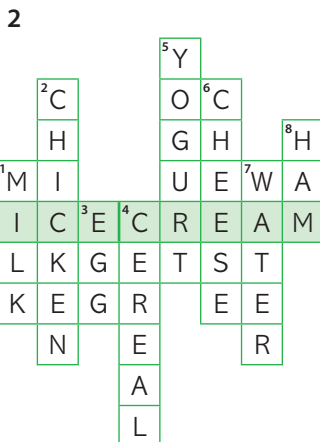
- 1
- Ten languages.
  - The X-Men series.
  - Science fiction.
  - It was in 2000.
  - In *X-Men Origins: Wolverine*.
  - Hugh Jackman.
  - His super powers.

2  
Students' own answers.

## Unit 5

### Page W28

- 1
- ice cream
  - tomato
  - toast
  - potato chips
  - chocolate



Mystery food: ice cream

3

Countable		Uncountable
Singular	Plural	Singular only
<sup>1</sup> carrot	<sup>6</sup> carrots	<sup>11</sup> cereal
<sup>2</sup> cookie	<sup>7</sup> cookies	<sup>12</sup> cheese
<sup>3</sup> egg	<sup>8</sup> eggs	<sup>13</sup> ham
<sup>4</sup> potato	<sup>9</sup> potatoes	<sup>14</sup> orange juice
<sup>5</sup> tomato	<sup>10</sup> tomatoes	<sup>15</sup> water

- 4
- some
  - some
  - an
  - any
  - any
  - a

- 5
- many
  - a lot of
  - much
  - much
  - a lot of
  - many
  - a lot of
  - many
  - many

### Page W29

- 6
- How many; many
  - How much; a lot of
  - How many; many
  - How many; a lot of
  - How much; much

- 7
- a little
  - a few
  - a few
  - a little
  - a few

- 8
- A a lot of
  - B How much
  - A a lot of
  - A a few
  - B How much
  - A a lot of
  - B any
  - A a lot of
  - B any
  - B some
  - A much

### Page W30

- 1
- A Can I help you?
  - B Yes, please. I'll have two chocolate cookies and a bottle of soda.
  - A Is that for here, or to go?
  - B It's to go.
  - A OK, here you go. Anything else?
  - B No, thanks. That's all.
  - A OK. That's \$6.59.
  - B Here you go.
  - A Thanks. And here's your change.
  - B Thanks.

- 2
- A What would you like to eat?
  - B I'd like a cheese and tomato sandwich, please.
  - A Is that for here, or to go?
  - B It's for here, thanks.
  - A Fine.
  - B Can I have some tea, too?
  - A OK. Would you like your tea with milk?
  - B Yes, please.
  - A OK. That's \$7.65 then.
  - B Here you go.
  - A Great. Thanks.

- 2
- Is that for here?
  - Would you like a drink, too?
  - Small or large soda?
  - Anything else?

- 3
- a ham, cheese, and tomato sandwich, please.
  - water, please
  - Sparkling
  - for here
  - to go?
  - to go, thanks
  - else
  - I'd like a yogurt and a banana
  - \$10.50
  - Here you go.

4  
Students' own answers.

### Page W31

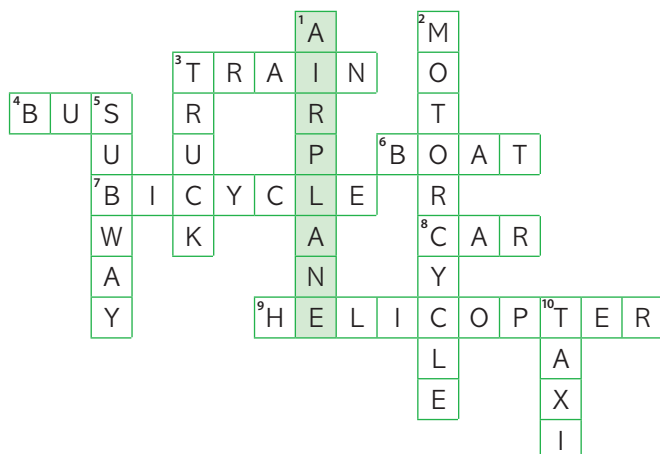
- 1
- Because children have a lot more taste buds, so the flavor can be incredibly strong for them.
  - Candy, cookies, and chocolate.
  - They don't usually like them.
  - You can enjoy these strong flavors.
  - When you become a teenager.
  - Our mouths and our noses.
  - Its appearance.
  - On their feet.

2  
Students' own answers.



## Page W34

1



2

- 1 in a taxi
- 2 helicopter
- 3 motorcycle
- 4 The subway
- 5 bus
- 6 truck

3

- 1 next
- 2 tomorrow
- 3 in
- 4 on
- 5 at

4

- 1 're meeting
- 2 are going
- 3 'm not coming
- 4 'm finishing
- 5 'm studying
- 6 're having

5

- 1 Is Paul coming to the party?
- 2 What time is the bus leaving?
- 3 When are we having our geography test?
- 4 Is your mom driving you tomorrow?

5 Where are Camila and Lily meeting?

- They're meeting at the bus stop.
- 6 How are they traveling to Bellevue Street?  
They're traveling to Bellevue Street on the number 11 bus.
- 7 Where are they having lunch?  
They're having lunch at Pizza Paradise.
- 8 What are they doing after lunch?  
They're going to the movies.

7

- 1 How long does it take to fly to Mars?  
It takes between 150 and 300 days.
- 2 How long does it take to travel from Seattle to Chicago by train?  
It takes two days.
- 3 How long does it take to walk one kilometer on foot?  
It takes twelve minutes.
- 4 How long does it take to fly from London to Sydney?  
It takes 22 hours.
- 5 How long does it take to travel from Battery Park to Times Square by taxi?  
It takes fourteen minutes.

8

- 1 're flying
- 2 are they arriving
- 3 are driving
- 4 are they staying
- 5 're taking
- 6 're visiting
- 7 does it take
- 8 is making
- 9 are you doing
- 10 're going

## Page W35

6

- 1 Where is Alicia meeting Ross?  
She's meeting him on Canal Street.
- 2 What time is she going to the movies with Norie?  
She's going to the movies with Norie at 6 p.m.
- 3 When is Bruno having a party?  
He's having a party on Saturday night.
- 4 Is David going to the party?  
No, he isn't.

## Page W36

1

- 1 Let's  
2 want  
3 How  
4 OK  
5 time  
6 Are  
7 not  
8 meeting  
9 doing  
10 No  
11 mind

2

1

- 1 I have tickets for the One Direction concert on Saturday. Are you free to come with me?
- 2 Yes, I am! Thanks! Where do you want to meet?
- 3 Let's meet at my house. Mom's taking me to the concert. You can come with us.
- 4 Great! What time are you leaving?
- 5 We're leaving at six thirty. Can you be here at six?
- 6 Yes, I can! Thanks, Lily! See you on Saturday!

2

- 1 Are you free on Saturday?
- 2 No, sorry, I'm not. I'm watching a soccer game with my dad on Saturday.
- 3 Oh, OK. What about Sunday?
- 4 Sorry, but I can't. My aunt and uncle are coming for lunch on Sunday.
- 5 Never mind. Let's go another time.

3

- 1 A I'm having a party on Friday evening. Are you free?  
B Yes, I am.
- 2 A Are you free on Wednesday afternoon? I'm going shopping.  
B No, I'm sorry, I'm babysitting my little brother.
- 3 A I'm watching a movie at my house tomorrow evening. Are you free?  
B No, I'm sorry, it's my mom's birthday.
- 4 A Are you free on Sunday morning? I'm going swimming.  
B Yes, I am.

4

Students' own answers.

## Page W37

1

- 1 With a friend in Miami.
- 2 It takes 26 hours.
- 3 They're traveling by car.
- 4 No, she isn't.
- 5 She's using a bike.
- 6 She's meeting Jose Luis's friends.
- 7 She thinks that it's terrible.

2  
Students' own answers.

## Unit 7

### Page W40

1

V	O	L	T	R	I	V	E	L	S	I
N	A	C	K	A	R	E	L	A	N	T
O	H	A	M	S	O	P	S	D	D	E
A	B	C	O	U	W	R	Y	R	W	R
M	N	R	W	N	T	B	I	N	O	C
O	I	B	P	A	R	Y	R	T	I	D
U	A	Y	O	R	Y	D	N	E	N	M
N	T	R	C	E	N	A	T	M	D	P
P	R	W	N	A	C	R	B	Y	E	R
T	R	E	T	A	L	A	C	K	E	A
D	E	S	A	W	E	K	B	W	S	P

- 2
- 1 island
  - 2 mountain
  - 3 volcano
  - 4 lake
  - 5 Sea
  - 6 Desert
  - 7 Ocean
  - 8 continent

- 3
- 1 longer
  - 2 windier
  - 3 hotter
  - 4 easier
  - 5 slower
  - 6 nicer

- 4
- 1 My sister is slower than me.
  - 2 Today is hotter than yesterday.
  - 3 My math homework was easier than my English homework.
  - 4 The blue jacket is nicer than the green one.
  - 5 The Nile River is longer than the Amazon River.

- 5
- 1 more interesting than
  - 2 more dangerous than
  - 3 more expensive
  - 4 more popular
  - 5 more difficult

6

Irregular adjective	Comparative
good	<sup>1</sup> better (than)
bad	<sup>2</sup> worse (than)
far	<sup>3</sup> farther / further (than)

### Page W41

7

- 1 worse than
- 2 more dangerous than
- 3 more famous than
- 4 better than
- 5 cheaper than

8

- 1 The magazine is as expensive as the book.
- 2 This movie is as boring as last night's movie.
- 3 Africa isn't as large as Asia.
- 4 Houston isn't as interesting as New Orleans.
- 5 Your cousin is as nice as your sister.

9

Possible answers:

- 1 Paris is less beautiful than Rio de Janeiro.
- 2 Basketball is less popular than soccer.
- 3 Don Omar is less famous than Daddy Yankee.
- 4 Mountain biking is less exciting than climbing.
- 5 Money is less important than happiness.

10

Possible answers:

- 1 Paris isn't as beautiful as Rio de Janeiro.
- 2 Basketball isn't as popular as soccer.
- 3 Don Omar isn't as famous as Daddy Yankee.
- 4 Mountain biking isn't as exciting as climbing.
- 5 Money isn't as important as happiness.

11

- 1 isn't as big
- 2 bigger
- 3 less populated
- 4 as high
- 5 better
- 6 more popular
- 7 more expensive
- 8 nicer
- 9 than

### Page W42

1

- 1 How much
- 2 does it open
- 3 It's open from
- 4 Where is it
- 5 How can I get
- 6 Thanks

2

- 1 Where is it?
- 2 What time does it open?
- 3 How can I get there?
- 4 How much are the tickets?

3

- 1 It's at 2920 Zoo Drive.
- 2 You can take the number 7 bus from the city center.
- 3 They're \$44 for adults, and \$34 for children.
- 4 It's open from 9 a.m. to 6 p.m. every day.

4

Students' own answers.

### Page W43

1

- 1 Salvador
- 2 The Chapada Diamantina National Park
- 3 The Abrolhos archipelago

2

- 1 In the northeast of Brazil.
- 2 They can see beautiful, colorful houses and monuments from the 17<sup>th</sup> century.
- 3 It lasts for seven days and seven nights.
- 4 It's in the center of Bahia.
- 5 They can go walking, mountain biking, swimming, and snorkeling.
- 6 Whale watching is a popular activity.
- 7 It's off the south coast of Bahia.
- 8 It's famous for its colorful, exotic fish, and spectacular coral formations.

3

Students' own answers.

## Unit 8

### Page W46

1

- 1 annoyed
- 2 frightened
- 3 nervous
- 4 happy
- 5 proud
- 6 fed up
- 7 embarrassed
- 8 bored

2

- 1 nervous
- 2 annoyed
- 3 happy
- 4 proud
- 5 bored
- 6 frightened

3

- 1 the happiest
- 2 the oldest
- 3 the nicest
- 4 the biggest
- 5 the cleanest



4

- 1 Dad is the tallest.
- 2 Angela is the shortest.
- 3 Angela is the lightest.
- 4 Mom is the oldest.
- 5 Jorge is the youngest.
- 6 Mom is the blondest.

5

- 1 the best
- 2 the most beautiful
- 3 the most exciting
- 4 the farthest / furthest
- 5 the worst
- 6 the most amazing

### Page W47

6

- 1 the worst
- 2 the most interesting
- 3 the quietest
- 4 the most nervous
- 5 the most confident
- 6 the simplest

7

Students' own answers.

8

- 1 the best
- 2 the most amazing
- 3 the nicest
- 4 more talented
- 5 better
- 6 more beautiful
- 7 the greatest

9

- 1 These sneakers are the least expensive ones.
- 2 For me, math is the least difficult subject at school.
- 3 Laura is the least confident student before tests.
- 4 People say that airplanes are the least dangerous form of transport.

10

- 1 most
- 2 better than
- 3 closer
- 4 most beautiful
- 5 the quietest
- 6 least
- 7 less
- 8 most
- 9 most delicious
- 10 least

### Page W48

1

- 1 Is this Estela?
- 2 leave a message
- 3 return my call
- 4 My number is
- 5 speak with
- 6 Who's calling?
- 7 for you

2

- 2 d
- 3 a
- 4 e
- 5 b

3

- 1 No, it isn't. It's his cousin, Eduardo.
- 2 He isn't here right now. He's at basketball practice. Do you want to leave a message?
- 3 Does he have your number?
- 4 That's (212)-555-8833. OK. Bye.

4

Students' own answers.

### Page W49

1

- 1 They're the largest group of sculptures in the world.
- 2 Doane Robinson wanted to build the sculptures.
- 3 It needed tourism because it was very poor.
- 4 Gutzon Borglum created the sculptures.
- 5 It took fourteen years to create them.
- 6 About 400 local workers helped them.
- 7 More than two million tourists visit the monument every year.

2

Students' own answers.







