

2<sup>nd</sup> edition

# Got it!

2

Teacher's Book

Sheila Dignen

OXFORD

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Sheila Dignen

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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.

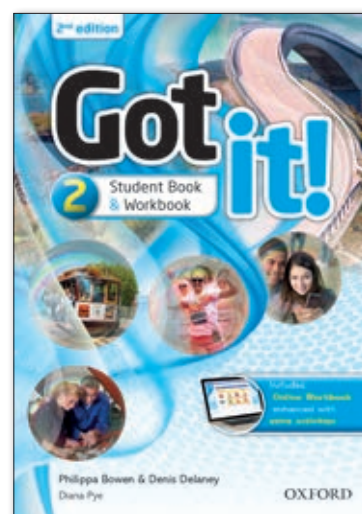
**Printable KET and PET practice tests** For level 2 there is a printable KET practice test, and for level 3 there is a printable PET practice test. Both are available online at [www.oxfordlearn.com](http://www.oxfordlearn.com).

## 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.

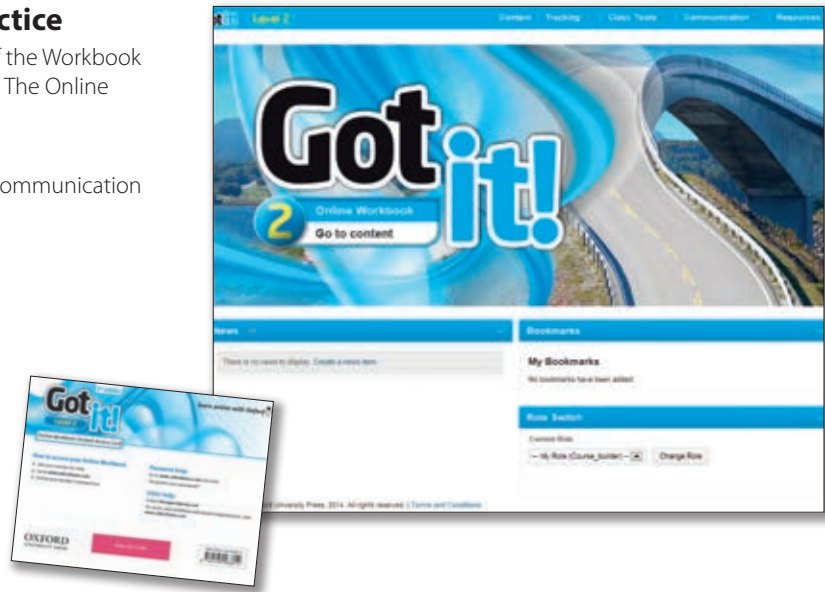
The Workbook contains:

- 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.

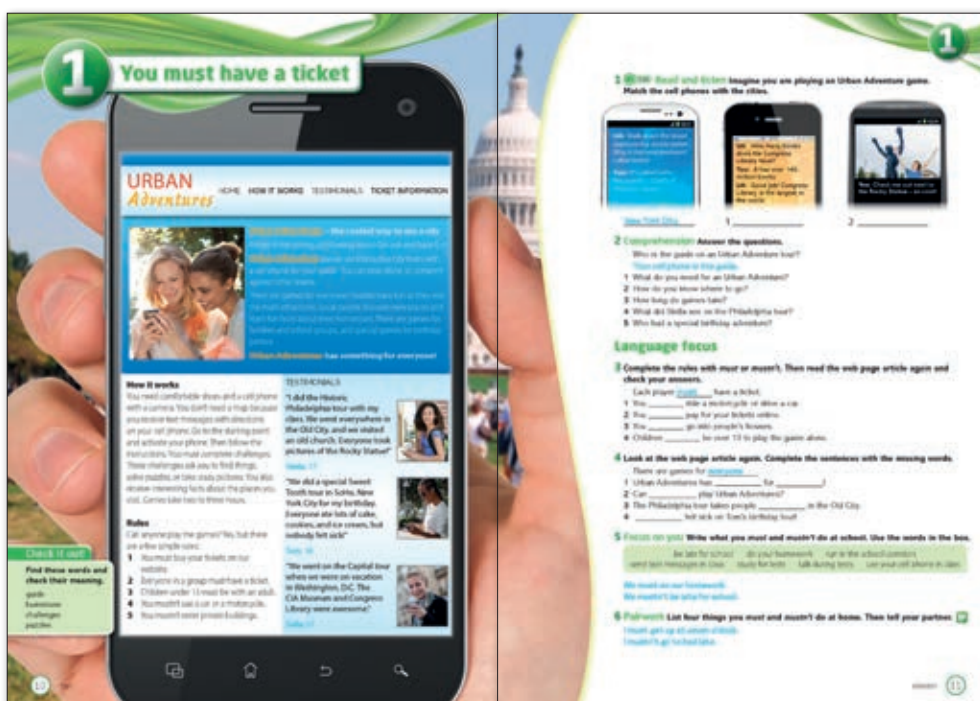
In Levels 2 and 3, the emphasis is on texts dealing with individual topics of a more grown-up nature, in recognition of the fact that students, along with their interests and tastes, mature very quickly during the teenage years. A variety of formats and genres is used, including dialogues, magazine articles,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

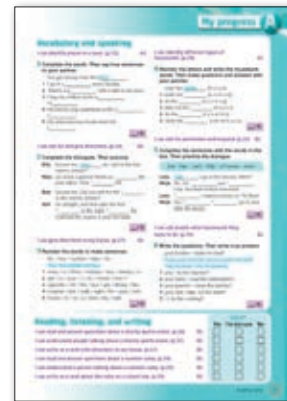
**Culture club reading** 1 page

**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

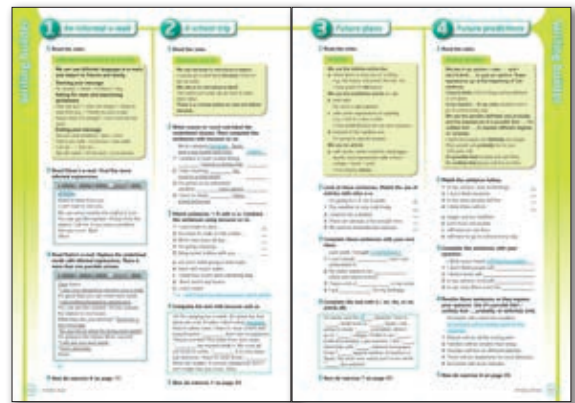
After Unit 4, there is a two-page review covering the main grammar and vocabulary points from the first half of the book. In the split edition of *Got it! 2<sup>nd</sup> edition*, the Remember unit opens the second volume at each level.





## Writing builder

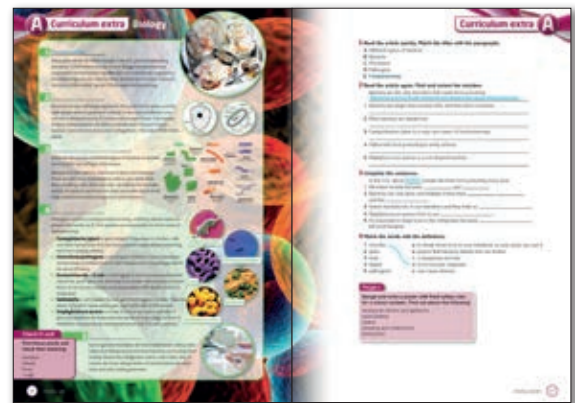
There are four Writing builder pages in the Student Book, providing extra writing practice for every main unit. The Writing builder gives an opportunity to expand and develop the skills acquired in the writing section in the unit. In each section, a useful skill or language point is presented and then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

The following two pages provide extra vocabulary and grammar practice.

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



# Online Workbook

All students have access to the Online Workbook, via a code supplied on a card in the Student Book and Workbook.

The Online Workbook includes activities from the print Workbook, with additional **Extra practice** in vocabulary, grammar, and communication. There are extra activities for every unit of the Student Book, as well as a **Picture dictionary**, extra **Review activities**, and regular interactive **Progress quizzes**.

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

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.



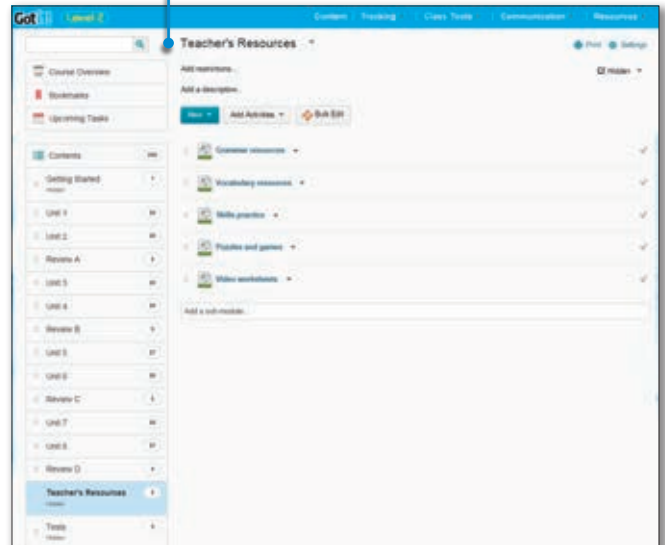
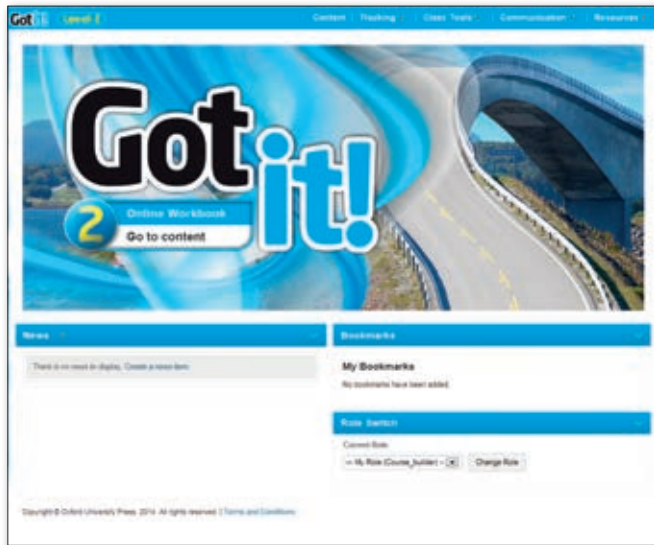


# Online Teacher's resources

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 iTTools and on the DVD. The worksheets are available online with all the other resources, on the DVD, and on iTTools.



## 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.

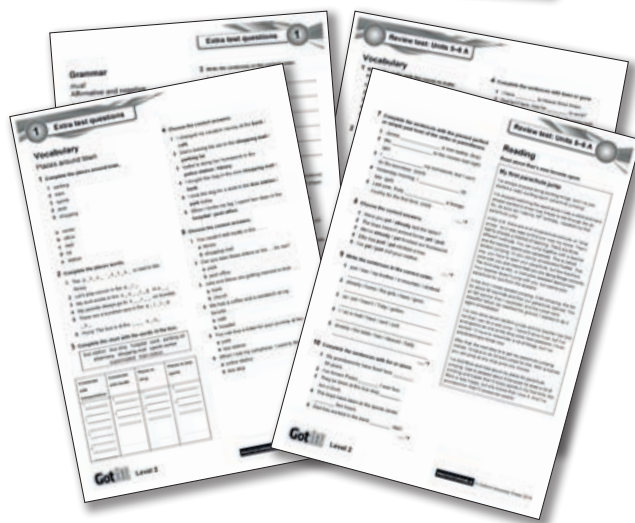
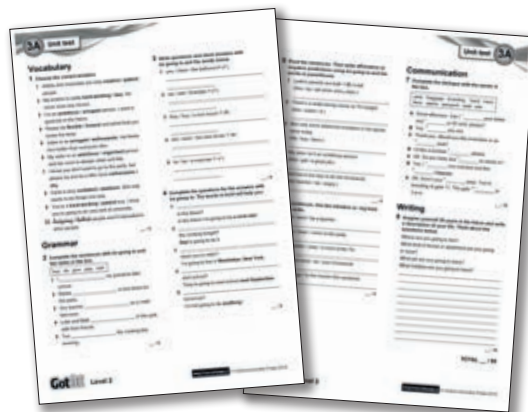
**All course tests have A and B versions, to help prevent your students from cheating.**

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**

must affirmative and negative

You **must** buy your tickets on our website.

You **mustn't** use a car.

Affirmative	
I / you / he / she / it / we / you / they	<b>must</b> go

Negative	
I / you / he / she / it / we / you / they	<b>mustn't (must not)</b> go

**Watch out!**  
Must and mustn't are the same for all persons.  
He **must** stop.  
**NOT** He **mustn't** stop.

**Listen to the grammar examples. Repeat.**  
You **must** turn off your phone in the church.  
You **mustn't** swim in the lake.

**Think!**  
Complete the rules.  
We use **must** and **mustn't** to talk about **rules**.  
**Must** and **mustn't** are followed by the **base** form of 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	
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

<b>Class:</b>	<b>Date:</b>	<b>Time:</b>
<b>Objectives:</b>		
<b>Anticipated problems:</b>		
<b>Materials and resources:</b>		

Stage	Estimated Timing	Activity	Procedure

# Class Audio CD track list

## CD1

- 1.01 Title
- 1.02 Unit 1, page 4, exercise 2
- 1.03 Unit 1, page 11, exercise 1
- 1.04 Unit 1, page 12, exercise 1
- 1.05 Unit 1, page 12, exercise 2
- 1.06 Unit 1, page 12, exercise 3
- 1.07 Unit 1, page 14, exercise 1
- 1.08 Unit 1, page 14, exercise 2
- 1.09 Unit 1, page 16, exercise 1
- 1.10 Unit 1, page 17, exercise 3
- 1.11 Unit 2, page 18, exercise 1
- 1.12 Unit 2, page 19, exercise 3
- 1.13 Unit 2, page 20, exercise 1
- 1.14 Unit 2, page 20, exercise 2
- 1.15 Unit 2, page 22, exercise 1
- 1.16 Unit 2, page 22, exercise 2
- 1.17 Unit 2, page 24, exercise 1
- 1.18 Unit 2, page 25, exercise 3
- 1.19 Extra communication A, page 27, exercise 8
- 1.20 Extra communication A, page 27, exercise 9
- 1.21 Extra communication A, page 27, exercise 10
- 1.22 Extra communication A, page 27, exercise 11
- 1.23 Extra communication A, page 27, exercise 12
- 1.24 Culture club A, page 28, exercise 1
- 1.25 Unit 3, page 30, exercise 1
- 1.26 Unit 3, page 32, exercise 2
- 1.27 Unit 3, page 32, exercise 4
- 1.28 Unit 3, page 32, exercise 5
- 1.29 Unit 3, page 34, exercise 1
- 1.30 Unit 3, page 33, exercise 2
- 1.31 Unit 3, page 36, exercise 2
- 1.32 Unit 3, page 37, exercises 3 and 4
- 1.33 Unit 4, page 39, exercise 1
- 1.34 Unit 4, page 39, exercise 5
- 1.35 Unit 4, page 40, exercise 1
- 1.36 Unit 4, page 42, exercise 1
- 1.37 Unit 4, page 42, exercise 2
- 1.38 Unit 4, page 45, exercise 1
- 1.39 Unit 4, page 45, exercises 3 and 4
- 1.40 Extra communication B, page 47, exercise 6
- 1.41 Extra communication B, page 47, exercise 7
- 1.42 Extra communication B, page 47, exercise 8
- 1.43 Extra communication B, page 47, exercise 9
- 1.44 Culture club B, page 48, exercise 1

## CD2

- 2.01 Title
- 2.02 Unit 5, page 52, exercise 1
- 2.03 Unit 5, page 53, exercise 4
- 2.04 Unit 5, page 54, exercise 1
- 2.05 Unit 5, page 54, exercise 2
- 2.06 Unit 5, page 56, exercise 1
- 2.07 Unit 5, page 56, exercises 1 and 2
- 2.08 Unit 5, page 59, exercise 1
- 2.09 Unit 5, page 59, exercise 3
- 2.10 Unit 6, page 60, exercise 1
- 2.11 Unit 6, page 61, exercise 4
- 2.12 Unit 6, page 62, exercise 1
- 2.13 Unit 6, page 62, exercise 2
- 2.14 Unit 6, page 64, exercise 1
- 2.15 Unit 6, page 64, exercise 2
- 2.16 Unit 6, page 67, exercise 1
- 2.17 Unit 6, page 67, exercise 3
- 2.18 Extra communication C, page 69, exercise 7
- 2.19 Extra communication C, page 69, exercise 8
- 2.20 Extra communication C, page 69, exercise 9
- 2.21 Extra communication C, page 69, exercise 10
- 2.22 Extra communication C, page 69, exercise 11
- 2.23 Culture club C, page 70, exercise 1
- 2.24 Unit 7, page 72, exercise 1
- 2.25 Unit 7, page 73, exercise 4
- 2.26 Unit 7, page 74, exercise 1
- 2.27 Unit 7, page 74, exercise 2
- 2.28 Unit 7, page 76, exercise 1
- 2.29 Unit 7, page 76, exercise 2
- 2.30 Unit 7, page 79, exercise 2
- 2.31 Unit 7, page 79, exercise 3
- 2.32 Unit 7, page 79, exercise 4
- 2.33 Unit 8, page 80, exercise 1
- 2.34 Unit 8, page 82, exercise 1
- 2.35 Unit 8, page 82, exercise 2
- 2.36 Unit 8, page 84, exercise 1
- 2.37 Unit 8, page 84, exercise 2
- 2.38 Unit 8, page 84, exercise 3
- 2.39 Unit 8, page 86, exercise 1
- 2.40 Unit 8, page 87, exercises 3 and 4
- 2.41 Extra communication D, page 89, exercise 7
- 2.42 Extra communication D, page 89, exercise 8
- 2.43 Extra communication D, page 89, exercise 9
- 2.44 Extra communication D, page 89, exercise 10
- 2.45 Culture club D, page 90, exercise 1
- 2.46 Review test, Units 1–2
- 2.47 Review test, Units 3–4
- 2.48 Review test, Units 5–6
- 2.49 Review test, Units 7–8



# Contents

## Welcome

page 4

- Musical genres and instruments
- Physical descriptions
- The weather

- Movies
- Food and drink
- Transportation

- Geography
- Feelings and emotions

Unit	Vocabulary	Grammar
<b>1</b> You must have a ticket page 10	Places around town	<i>must</i> (affirmative and negative) Compounds: <i>some-</i> / <i>any-</i> / <i>no-</i> Compounds: <i>every-</i>
<b>2</b> Everyone has to clean the house page 18	Housework	<i>have to</i> (affirmative, negative, <i>yes</i> / <i>no</i> questions and short answers) <i>mustn't</i> / <i>don't have to</i> Gerunds Verb + <i>-ing</i> form
Review A: page 26      Extra communication A: page 27      Culture club A: page 28		
<b>3</b> What are you going to do? page 30	Personality adjectives	<i>be going to</i> (affirmative, negative, <i>yes</i> / <i>no</i> questions and short answers) Verb + infinitive / <i>-ing</i> form
<b>4</b> What will their future be like? page 38	Life events	<i>will</i> : future (affirmative, negative, <i>yes</i> / <i>no</i> questions and short answers) <i>will</i> / <i>be going to</i> First conditional
Review B: page 46      Extra communication B: page 47      Culture club B: page 48		
Remember: pages 50-51		
<b>5</b> I've never had so much fun page 52	Experiences	Present perfect (affirmative, negative, <i>yes</i> / <i>no</i> questions and short answers) Past participles <i>been</i> / <i>gone</i> <i>ever</i> / <i>never</i> Present perfect / Simple past
<b>6</b> Have you seen it yet? Page 60	Internet activities	Present perfect + <i>yet</i> + <i>already</i> Present perfect + <i>just</i> Present perfect + <i>for</i> / <i>since</i>
Review C: page 68      Extra communication C: page 69      Culture club C: page 70		
<b>7</b> What were they doing? page 72	Crime	Past progressive (affirmative, negative, <i>yes</i> / <i>no</i> questions and short answers) <i>while</i> Past progressive and simple past + <i>when</i> / <i>while</i>
<b>8</b> People who have made history page 80	Human achievement	Relative pronouns: <i>who</i> / <i>which</i> / <i>that</i> The infinitive of purpose <i>Which one ...?</i> / <i>Which ones ...?</i>
Review D: page 88      Extra communication D: page 89      Culture club D: page 90		



Simple present / Present progressive  
*be*: Simple past  
 Simple past

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

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

## Communication

## Skills

Asking for and giving directions

**Reading:** A poster about the Color Run  
**Listening:** A conversation about the Color Run  
**Speaking:** Giving directions  
**Writing:** A message giving directions

Asking for permission

**Reading:** A web page about an adventure camp  
**Listening:** A description of a summer camp  
**Speaking:** Talking about rules on a school trip  
**Writing:** An e-mail describing a school trip

### My progress A: page 29

### Curriculum extra A, Biology: pages 96-97

At the airport

**Reading:** A website about summer internships  
**Listening:** Teenagers talking about their future plans  
**Speaking:** Talking about future plans  
**Writing:** An e-mail about future plans

At the bus station

**Reading:** An article about future predictions  
**Listening:** An interview with a futurologist  
**Speaking:** Asking and answering questions about the future of the world  
**Writing:** A paragraph about future predictions for the world

### My progress B: page 49

### Curriculum extra B, History: pages 98-99

At the hotel

**Reading:** An article about the Duke of Edinburgh Award  
**Listening:** A teenager's experience of the Duke of Edinburgh Award  
**Speaking:** Talking about experiences  
**Writing:** A postcard about an exciting vacation

At the visitor center

**Reading:** An article about different Internet users  
**Listening:** A description of Internet use  
**Speaking:** Talking about Internet use  
**Writing:** A paragraph about how you use the Internet

### My progress C: page 71

### Curriculum extra C, Computer science: pages 100-101

At the police station

**Reading:** A text about the founding of modern Australia  
**Listening:** A description of a crime  
**Speaking:** Describing a picture of a crime  
**Writing:** An e-mail about a robbery

Discussing what things are for

**Reading:** A biography of Charles Darwin  
**Listening:** Conversations about preferences  
**Speaking:** Talking about preferences  
**Writing:** A biography

### My progress D: page 91

### Curriculum extra D, Literature: pages 102-103

**Word list:** pages 108-110

**Workbook:** pages W1-W49

# Welcome

## Vocabulary

Musical genres and instruments  
Physical descriptions  
The weather  
Movies  
Food and drink  
Transportation  
Geography  
Feelings and emotions

## Grammar

Simple present / Present progressive  
be: Simple past  
Simple past  
some / any with countable / uncountable nouns  
a lot of / much / many / a little / a few  
Present progressive for future  
How long ...? + take  
Comparative adjectives  
Superlative adjectives

## Vocabulary pages 4–5

### Aim

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

### Warm-up

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

## Musical genres and instruments

### Exercise 1

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

## Vocabulary

### Musical genres and instruments

**1** Reorder the letters and write the instruments.

1 u l t e f	<u>flute</u>
1 o p a n i	<u>piano</u>
2 d o r c e r r e	<u>recorder</u>
3 h a s e o n x o p	<u>saxophone</u>
4 r i t a u g	<u>guitar</u>
5 m e r t u p t	<u>trumpet</u>
6 s d u r m	<u>drums</u>

**2** 1:02 Listen and put the types of music in the correct order.

1 reggae	<u>a</u>	4 classical	<u>b</u>
2 heavy metal	<u>e</u>	5 rock	<u>d</u>
3 hip-hop	<u>c</u>	6 pop	<u>f</u>

**3 And you?** What is your favorite type of music? Who is your favorite singer / band?

### Physical descriptions

**4** Complete the descriptions of the two friends.

a

b

beard black blue brown curly freckles  
overweight short shoulder-length  
slim tall wavy

a She's <sup>1</sup> short and <sup>2</sup> slim. She has <sup>3</sup> shoulder-length <sup>4</sup> wavy blond hair, and <sup>5</sup> blue eyes. She has <sup>6</sup> freckles on her nose.

b He's <sup>7</sup> tall and a little <sup>8</sup> overweight. He has short, <sup>9</sup> black <sup>10</sup> curly hair, and <sup>11</sup> brown eyes. He has a <sup>12</sup> beard.

**5 And you?** Write a short description of yourself and one person in your family.

I'm tall and ...  
My brother is short and ...

**6** four

### The weather

**6** Match the words with the symbols.

cloudy	freezing	raining
snowing	sunny	windy

1

It's snowing.

1

It's raining.

2

It's sunny.

3

It's cloudy.

4

It's windy.

5

It's freezing.

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

### Movies

**8** Match the movies with the definitions.

action movie	<u>6</u>	fantasy movie	<u>4</u>	love story	<u>5</u>
comedy	<u>3</u>	horror movie	<u>2</u>	cartoon	<u>1</u>

1 a movie with animated characters  
2 a very frightening movie with monsters  
3 a funny movie  
4 a movie about an imaginary world  
5 a movie about relationships and romance  
6 a movie with a lot of fast and exciting events

**9 And you?** What's your favorite type of movie? Why?

### Exercise 2 1:02

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

### Exercise 3 And you?

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

### ANSWERS

Students' own answers.

### Physical descriptions

#### Exercise 4

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

#### Exercise 5 And you?

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

### ANSWERS

Students' own answers.



### Food and drink

10 Complete the food and drink words.

- |                          |                            |
|--------------------------|----------------------------|
| 1 c <u>a</u> r r o t s   | 7 s <u>o</u> d a           |
| 2 w <u>a</u> t e r       | 8 b <u>a</u> n a n a       |
| 3 y <u>o</u> g u r t     | 9 c h <u>o</u> c o l a t e |
| 4 c h <u>i</u> c k e n   | 10 <u>a</u> p p l e        |
| 5 h <u>a</u> m           | 11 m <u>i</u> l k          |
| 6 p <u>o</u> t a t o e s | 12 b r <u>e</u> a d        |
|                          | 13 t <u>o</u> m a t o e s  |

11 And you? What's your favorite food? What food don't you like?

### Transportation

12 Look at the pictures and complete the puzzle. What is the mystery form of transportation?

Mystery word: motorcycle

13 And you? What forms of transportation do you often / never use?

### Geography

14 Match words 1-6 with the geographical features a-f.

- |            |          |           |          |
|------------|----------|-----------|----------|
| 1 desert   | <u>d</u> | 4 island  | <u>f</u> |
| 2 lake     | <u>e</u> | 5 volcano | <u>a</u> |
| 3 mountain | <u>c</u> | 6 river   | <u>b</u> |



15 And you? Can you name an example for each geographical feature?

### Feelings and emotions

16 Look at the faces. Choose the correct answers.

- 1. excited / fed up (excited is circled)
- 2. happy / sad (sad is circled)
- 3. angry / bored (bored is circled)
- 4. confident / frightened (frightened is circled)
- 5. embarrassed / annoyed (embarrassed is circled)
- 6. nervous / proud (nervous is circled)

17 And you? How do you feel today?

five 5

### Exercise 11 And you?

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

#### ANSWERS

Students' own answers.

### Transportation

#### Exercise 12

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

#### Exercise 13 And you?

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

#### ANSWERS

Students' own answers.

### Geography

#### Exercise 14

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

#### Exercise 15 And you?

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

#### ANSWERS

Students' own answers.

### Feelings and emotions

#### Exercise 16

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

#### Exercise 17 And you?

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

### The weather

#### Exercise 6

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

#### Exercise 7 And you?

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

#### ANSWERS

Students' own answers.

### Movies

#### Exercise 8

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

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

#### Exercise 9 And you?

- Ask individual students the questions.

#### ANSWERS

Students' own answers.

### Food and drink

#### Exercise 10

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

**Aim**

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

**Warm-up**

- Ask individual students questions using the grammar on pages 6–7, e.g., *What do you usually do on the weekend? What are you wearing today? Where were you yesterday evening? What did you do last 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.

**Simple present / Present progressive**

**Exercise 1**

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

**Exercise 2**

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

**ANSWERS**

Students' own answers.

**be: Simple past**

**Exercise 3**


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

**W**

**Grammar**

**Simple present / Present progressive**

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



a Lucas usually <sup>1</sup>goes (go) to school on Tuesday morning, but today his class <sup>2</sup>is visiting (visit) a museum. They <sup>3</sup>are studying (study) Inca culture in history this semester, and they <sup>4</sup>are looking (look) at ancient Inca objects at the moment.

b Sarah and Lily <sup>5</sup>go (go) to the movies every Saturday. They usually <sup>6</sup>watch (watch) action movies, but today they <sup>7</sup>are watching (watch) a cartoon.

c A <sup>8</sup>Do you play (you / play) the guitar?  
B No, I don't. But I <sup>9</sup>have (have) piano lessons twice a week.  
A <sup>10</sup>Do you like (like) classical music?  
B No, I don't. I <sup>11</sup>prefer (prefer) rock music.

d A <sup>12</sup>Does Juan play (Juan / play) any sports on the weekend?  
B Yes, he does. He often <sup>13</sup>plays (play) soccer.  
A <sup>14</sup>Is he playing (he / play) today?  
B No, he isn't. It <sup>15</sup>is raining (rain). He <sup>16</sup>is watching (watch) TV at the moment.

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

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

**6** six

**be: Simple past**

**3** Oscar Wide is a sports journalist. Write questions about his day yesterday. Then look at his schedule and answer the questions.

<b>8 a.m.</b>	Breakfast interview with Victoria Azarenka at the Elite Café in New York
<b>10:30 a.m.</b>	JFK Airport – New York
<b>11:30 a.m.</b>	Airplane to New Orleans
<b>1:30 p.m.</b>	Lunch with Terri Ray of Sports World (the Stella restaurant)
<b>4 p.m.</b>	Visit Superdome Stadium (American football) with Terri
<b>6 p.m.</b>	Monteleone Hotel
<b>8:30 p.m.</b>	New Orleans Saints vs. Atlanta Falcons football game – Superdome, New Orleans

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

Was Oscar in New Orleans at 8 a.m. yesterday?  
No, he wasn't. He was in New York.

1 Who / be / Oscar with / at 8 a.m.?  
Who was Oscar with at 8 a.m.?  
He was with Victoria Azarenka.

2 Where / be / they?  
Where were they?  
They were at the Elite Café in New York.

3 What time / be / Oscar at the airport?  
What time was Oscar at the airport?  
He was at the airport at 10:30 a.m.

4 Where / be / Oscar and Terri Ray / at 1:30 p.m.?  
Where were Oscar and Terri Ray at 1:30 p.m.?  
They were at the Stella restaurant.

5 They / be / in the restaurant / at 4:15 p.m.?  
Were they in the restaurant at 4:15 p.m.?  
No, they weren't. They were at the Superdome Stadium.

6 Where / be / the Saints vs. Falcons game?  
Where was the Saints vs. Falcons game?  
The game was at the Superdome.

- Students work individually or in pairs to write the questions.
- Ask some students to read their questions to the class. Correct any mistakes as a class.
- Refer students to Oscar's schedule, and read out the first question again, this time with the answer.
- Read out question 1 and elicit the answer.
- Students then work individually or in pairs to look at Oscar's schedule and answer the questions.
- Check answers by asking students in turn to read out the questions, and asking other students to answer them.
- Review the form and use of the simple past of *be* if necessary.



## Simple past

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

### A day in my life

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



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

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

What time / Sandra get up / yesterday?

What time did Sandra get up yesterday?

She got up at about 9 a.m.

1 What / she do / after breakfast?

What did she do after breakfast?

She wrote e-mails and played her guitar.

2 Who / she meet / at lunchtime?

Who did she meet at lunchtime?

She met her friend, Kate.

3 What / they buy for lunch?

What did they buy for lunch?

They bought some sandwiches.

4 Where / they have lunch?

Where did they have lunch?

They had lunch in Central Park.

5 Where / she go shopping?

Where did she go shopping?

She went shopping in Greenwich Village.

6 What time / Sandra start work?

What time did Sandra start work?

She started work at 5 p.m.

7 How / she get home last night?

How did she get home last night?

She took a taxi (she didn't walk).

6 Complete the text with the simple past form of the verbs in the box.

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

### Alfred Hitchcock

Alfred Hitchcock was a great English movie director. He came from London and he started making movies in England in the 1920s and 30s. His early movies didn't have any color – they were black and white. It was "The Silent Era" of movie history and actors didn't speak. Hitchcock went to the U.S. in 1939, and he lived there until his death in 1980, but he didn't become a U.S. citizen until 1955. In Hollywood, he became one of the most famous directors of the 20<sup>th</sup> century and he made 27 movies there, including *Psycho* and *The Birds*. Hitchcock is also well known because he appeared for a few seconds in most of his movies.



7 Read the answers. Complete the questions.

When did Alfred Hitchcock make his first movie?

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

1 Where did he come from? ?

He came from London.

2 When did he go to the U.S.? ?

He went to the U.S. in 1939.

3 When did he become a U.S. citizen? ?

He became a U.S. citizen in 1955.

4 How many movies did he make in Hollywood? ?

He made 27 movies in Hollywood.

## Exercise 6

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

## Exercise 7

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

## Simple past

### Exercise 4

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

### Exercise 5

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



## Aim

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

## Warm-up

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


## some / any with countable / uncountable nouns

### Exercise 8

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

### Exercise 9

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



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

<input checked="" type="checkbox"/>	chicken	There isn't any chicken.
<input checked="" type="checkbox"/>	carrots	There are some carrots.
<input checked="" type="checkbox"/>	yogurt	There's some yogurt.
<input checked="" type="checkbox"/>	eggs	There are some eggs.
<input checked="" type="checkbox"/>	cheese	There's some cheese.
<input checked="" type="checkbox"/>	orange juice	There isn't any orange juice.
<input checked="" type="checkbox"/>	tomatoes	There aren't any tomatoes.
<input checked="" type="checkbox"/>	bread	There's some bread.

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

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

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

2 eggs?  
"Are there any eggs?" "Yes, there are."

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

4 potatoes?  
"Are there any potatoes?" "Yes, there are."

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

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

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

**10** Choose the correct answers.

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

1 These vegetables need a few / a little salt.

2 How much / How many people are here?

3 I got a lot of / many text messages yesterday!

4 My brother spent a little / a few weeks in Miami last year.

5 Al didn't answer much / many of the questions.

6 How much / How many rain was there yesterday?

8 eight

### 11 Choose the correct answers.

Hi, Jimmy,

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

Laura

## Present progressive for future

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

The Allsorts		European Tour
October 25 <sup>th</sup>	London, U.K. @ The O2 Stadium	
October 26 <sup>th</sup>	Manchester, U.K. @ The Arena	
October 28 <sup>th</sup>	Paris, France @ Palais Omnisports	
November 1 <sup>st</sup>	Madrid, Spain @ Palacio Vistalegre	
November 2 <sup>nd</sup>	Lisbon, Portugal @ MEO Arena	

Where / the tour / start?

Where is the tour starting?

It's starting in London.

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

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

### Exercise 10

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

### Exercise 11

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

## Present progressive for future

### Exercise 12

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

### How long ...? + take

#### 13 Write questions. Then answer the questions.

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

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

### Comparative adjectives

#### 14 Complete the sentences with the comparative form of the adjectives in parentheses.

- Florida is **hotter** (hot) than Chicago.  
 1 The planet Mars is **smaller** (small) than the Earth.  
 2 The weather today is **better** (good) than yesterday.  
 3 Traveling by train is **more relaxing** (relaxing) than traveling by car.  
 4 Biology is **easier** (easy) than physics.  
 5 Phone calls are **more expensive** (expensive) than text messages.  
 6 Los Angeles is **farther / further** (far) from New York City than Toronto.  
 7 Is New York City **bigger** (big) than Washington, D.C.?

### Superlative adjectives

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

- Who is the **youngest** (young) person in your family?  
**My sister. She's 6 years old.**  
 1 What is **the most difficult** (difficult) subject for you at school?  
 2 What is **the easiest** (easy) subject for you at school?  
 3 Who is **the best** (good) singer in your country?  
 4 What was **the worst** (bad) movie you saw last year?

- What is **the most famous** (famous) tourist attraction in your country?
- What is **the prettiest** (pretty) area of your town?
- Who is **the tallest** (tall) person in your family?
- What is **the most interesting** (interesting) show on TV?

#### 16 Complete the quiz with the comparative or superlative form of the adjectives in parentheses. Are the statements true (T) or false (F)? Write a check mark (✓).

	T	F
1 The Earth is <b>the smallest</b> (small) planet in the solar system.	<input type="checkbox"/>	<input type="checkbox"/>
2 Blue whales are <b>heavier</b> (heavy) than elephants.	<input type="checkbox"/>	<input type="checkbox"/>
3 Molecules are <b>bigger</b> (big) than atoms.	<input type="checkbox"/>	<input type="checkbox"/>
4 Usain Bolt is <b>the fastest</b> (fast) person in the world.	<input type="checkbox"/>	<input type="checkbox"/>
5 Australia is <b>the largest</b> (large) island in the world.	<input type="checkbox"/>	<input type="checkbox"/>
6 Tokyo in Japan is <b>more populated</b> (populated) than Sao Paulo in Brazil.	<input type="checkbox"/>	<input type="checkbox"/>
7 The River Nile is <b>the longest</b> (long) river in the world.	<input type="checkbox"/>	<input type="checkbox"/>
8 The Atacama Desert in Africa is <b>the driest</b> (dry) place in the world.	<input type="checkbox"/>	<input type="checkbox"/>

nine 9

## Comparative adjectives

### Exercise 14

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

## Superlative adjectives

### Exercise 15

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

### Exercise 16

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

#### ANSWERS

- |         |        |
|---------|--------|
| 1 False | 5 True |
| 2 True  | 6 True |
| 3 True  | 7 True |
| 4 True  | 8 True |

### How long ...? + take

#### Exercise 13

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

#### ANSWERS

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



# 1 You must have a ticket

## Grammar

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

## Vocabulary

Places around town

## Communication

Asking for and giving directions

## Skills

**Reading:** A poster about the Color Run

**Listening:** A conversation about the Color Run

**Speaking:** Giving directions

**Writing:** An e-mail giving directions

## Topics and values

Science and technology; Tolerance and respect; Outdoor activities

## Presentation pages 10–11

### Aim

To present the new language in an interesting context

### Warm-up

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

### Background notes

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

**1 You must have a ticket**

**URBAN Adventures** HOME HOW IT WORKS TESTIMONIALS TICKET INFORMATION

**Urban Adventures** – the coolest way to see a city. Forget those boring sightseeing tours! Get out and have fun! **Urban Adventures** games are interactive city tours with a cell phone for your guide. You can play alone, or compete against other teams. There are games for everyone! Tourists have fun as they visit the main attractions. Local people discover new places and learn fun facts about their hometown. There are games for families and school groups, and special games for birthday parties! **Urban Adventures** has something for everyone!

**How it works**  
 You need comfortable shoes and a cell phone with a camera. You don't need a map because you receive text messages with directions on your cell phone. Go to the starting point and activate your phone. Then follow the instructions. You must complete challenges. These challenges ask you to find things, solve puzzles, or take crazy pictures. You also receive interesting facts about the places you visit. Games take two to three hours.

**Rules**  
 Can anyone play the games? Yes, but there are a few simple rules:

- 1 You must buy your tickets on our website.
- 2 Everyone in a group must have a ticket.
- 3 Children under 13 must be with an adult.
- 4 You mustn't use a car or a motorcycle.
- 5 You mustn't enter private buildings.

**TESTIMONIALS**

"I did the Historic Philadelphia tour with my class. We went everywhere in the Old City, and we visited an old church. Everyone took pictures of the Rocky Statue!"  
 Stella, 17

"We did a special Sweet Tooth tour in SoHo, New York City for my birthday. Everyone ate lots of cake, cookies, and ice cream, but nobody felt sick!"  
 Tom, 16

"We went on the Capital tour when we were on vacation in Washington, D.C. The CIA Museum and Congress Library were awesome."  
 Sofia, 17

**Check it out!**  
 Find these words and check their meaning.  
 guide  
 hometown  
 challenges  
 puzzles

10 ten

### Exercise 1 Read and listen 1:03

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

**Audiocript** Student Book page 10

### Exercise 2 Comprehension

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

#### ANSWERS

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



**1** **1.03 Read and listen** Imagine you are playing an Urban Adventure game. Match the cell phones with the cities.



New York City



1 Washington, D.C.



2 Philadelphia

**2 Comprehension** Answer the questions.

Who is the guide on an Urban Adventure tour?

Your cell phone is the guide.

- 1 What do you need for an Urban Adventure?
- 2 How do you know where to go?
- 3 How long do games take?
- 4 What did Stella see on the Philadelphia tour?
- 5 Who had a special birthday adventure?

**Language focus**

**3** Complete the rules with *must* or *mustn't*. Then read the web page article again and check your answers.

Each player must have a ticket.

- 1 You mustn't ride a motorcycle or drive a car.
- 2 You must pay for your tickets online.
- 3 You mustn't go into people's houses.
- 4 Children must be over 13 to play the game alone.

**4** Look at the web page article again. Complete the sentences with the missing words.

There are games for everyone.

- 1 Urban Adventures has something for everyone!
- 2 Can anyone play Urban Adventures?
- 3 The Philadelphia tour takes people everywhere in the Old City.
- 4 Nobody felt sick on Tom's birthday tour!

**5 Focus on you** Write what you *must* and *mustn't* do at school. Use the words in the box.

be late for school    do your homework    run in the school corridors  
send text messages in class    study for tests    talk during tests    use your cell phone in class

We must do our homework.  
We mustn't be late for school.

**6 Pairwork** List four things you *must* and *mustn't* do at home. Then tell your partner.

I must get up at seven o'clock.  
I mustn't go to bed late.

elevén 11

**Language focus**

page 11

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

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

**Exercise 4**

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

**Exercise 5 Focus on you**

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

**SUGGESTED ANSWERS**

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

**Exercise 6 Pairwork**

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

**ANSWERS**

Students' own answers.

**Consolidation**

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

**Extra activity**

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

**ANSWERS**

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

**Consolidation**

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

## Places around town

### Aim

To present and practice vocabulary for places around town

### Grammar PowerPoint presentation Unit 1

### Warm-up

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

### Exercise 1 1·04

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

**Audioscript** Teacher's Book page 108

### Exercise 2 Pronunciation 1·05

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

**Audioscript** Student Book page 12

### Extra activity

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

### Exercise 3 1·06

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

**Audioscript** Teacher's Book page 108

# 1 Vocabulary

## Places around town

**1** 1·04 Match the words with the places on the map. Listen and check. Then listen and repeat.

bank	bus stop	café	church	hospital	library	park	parking lot
pharmacy	police station	post office	shopping mall				
	sports center	supermarket	train station				

1 <span style="color: #00aaff;">pharmacy</span>	5 <span style="color: #00aaff;">train station</span>	9 <span style="color: #00aaff;">park</span>	13 <span style="color: #00aaff;">church</span>
2 <span style="color: #00aaff;">library</span>	6 <span style="color: #00aaff;">café</span>	10 <span style="color: #00aaff;">bank</span>	14 <span style="color: #00aaff;">police station</span>
3 <span style="color: #00aaff;">post office</span>	7 <span style="color: #00aaff;">shopping mall</span>	11 <span style="color: #00aaff;">supermarket</span>	15 <span style="color: #00aaff;">hospital</span>
4 <span style="color: #00aaff;">bus stop</span>	8 <span style="color: #00aaff;">sports center</span>	12 <span style="color: #00aaff;">parking lot</span>	

**2** 1·05 **Pronunciation** Listen to the pronunciation of the letter *r*. Then listen and repeat.

church far library park pharmacy road straight street

**3** 1·06 Look at the map and complete the sentences with the words in the box. Then listen and check.

behind between in front of next to opposite

There's a library on Walton Street. It's next to the park.

1 There's a bus stop on Virginia Avenue. It's in front of the shopping mall.

2 There's a parking lot on Bedford Street. It's behind the supermarket.

3 There's a church on Union Avenue. It's opposite the hospital.

4 There's a café on Franklin Street. It's between the post office and the bank.

**4 Pairwork** Look at the map in exercise 1. Ask and answer where places are. Use the prepositions in exercise 3 and the places in the box.

bank police station post-office shopping mall sports center

A Excuse me. Is there a post office near here?  
B Yes, there's a post office on Franklin Street. It's next to a café.

12 twelve

Workbook p.4

Extra practice online

### Exercise 4 Pairwork

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

### Consolidation

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

**Workbook page 4**  
**Online Workbook Extra practice**

## Grammar page 13

### Aim

To present and practice the affirmative and negative forms of *must*

### Grammar PowerPoint presentation Unit 1

### Warm-up

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



## must

### Affirmative and negative

You **must** complete challenges.  
You **mustn't** use a car.

Affirmative	
I / you / he / she / it / we / you / they	must go
Negative	
I / you / he / she / it / we / you / they	mustn't (must not) go

### Think!

Choose the correct alternatives.

- We use **must** and **mustn't** to talk about **rules** / requests.
- Must** and **mustn't** are **the same** / different for all persons.
- Must** and **mustn't** are followed by the infinitive / **base form**.

Rules p.W2

### 1 Complete the rules with **must** and **mustn't**.



You **must** stop.

- You **mustn't** take photographs.
- You **mustn't** swim here.
- You **must** wash your hands.
- You **mustn't** use your phone here.
- You **mustn't** eat here.

### 2 Complete the rules with **must** or **mustn't** and the verbs in the box.

be come do drink  
use visit wear write

We **must be** 18 to watch this movie. (✓)

I **mustn't come** home late. (X)

- You **must do** this exercise for homework. (✓)
- The students **mustn't write** graffiti on the walls. (X)

Workbook p.4

Extra practice online

thirteen 13

- Grandma's in the hospital. We **must visit** her. (✓)
- You **mustn't drink** the water in the restroom. (X)
- The children **mustn't use** calculators in the math test. (X)
- It's cold! You **must wear** a jacket! (✓)

### 3 Rewrite the orders. Use **must** or **mustn't** and the expressions in the box.

be quiet clean your room  
do your homework first eat a lot of cookies  
go-to-bed play soccer in class

It's late!

You **must go to bed**.

1 Don't talk, please! This is a library.

You **must be quiet**.

2 Don't eat all the cookies, Jess!

You **mustn't eat a lot of cookies**.

3 Your room is a mess!

You **must clean your room**.

4 Give me the soccer ball, boys!

You **mustn't play soccer in class**.

5 You can't go out now.

You **must do your homework first**.

### 4 Rewrite the school trip rules. Use **must** or **mustn't**.

**School trip to Newport, June 12<sup>th</sup>**  
**General rules**

Be at school at 7:30 a.m.  
You **must be at school at 7:30 a.m.**

- Bring a sack lunch.
- Don't stand up on the bus.
- Don't leave your possessions on the bus.
- Give your cell phone number to the teachers.
- Stay with your group in Newport.
- Don't bring a lot of money.

### Finished?

What **must** and **mustn't** you do at your school? Write five sentences.

We **must go to all classes**.  
We **mustn't arrive late**.

Puzzle p.104

## Exercise 3

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

### Extra activity

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

### SUGGESTED ANSWERS

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

## Exercise 4

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

### ANSWERS

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

### Finished?

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

### ANSWERS

Students' own answers.

### Consolidation

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

Workbook page 4

Online Workbook Extra practice

## must (affirmative and negative)

### Grammar chart and Think! box

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

Rules page W2

### Exercise 1

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

### Extra activity

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

### ANSWERS

Students' own answers.

### Exercise 2

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



## Asking for and giving directions

### Aim

To present and practice asking for and giving directions

### Warm-up

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

### Exercise 1 1•07

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

**Audioscript** Teacher's Book page 108

### Exercise 2 1•08

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

**Audioscript** Teacher's Book page 108

### Exercise 3 Pairwork

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

### ANSWERS

Students' own answers.


1

## Communication

### Asking for and giving directions

**1 1•07** Two people at the train station want to go to different places in the town. Listen and complete the directions with the places in the box. Then listen and check. Listen again and repeat.

bank
hospital
Pinewood shopping mall
supermarket
sports center



**1**

**A** Excuse me. How do I get to the hospital, please?

**B** Go down Market Street, go past the bank, and then turn left. At the end of the road, turn right, and then take the first turn on the left. The hospital is on the right. It's opposite Pinewood shopping mall.

**A** Thanks.

**2**

**A** Excuse me. Can you tell me the way to a supermarket, please?

**B** Cross Madison Street, go down Market Street, and then take the first turn on the right. Go past the café as far as the traffic circle. Cross Columbia Street and the supermarket is on the left. It's near a sports center.

**A** Thank you.

**Learn it, use it!**

You ask	You answer
Excuse me. How do I get to ...? / Excuse me. Can you tell me the way to ...?	Go up / down (Market Street).
	Go past (the bank).
	Go straight as far as (the traffic circle).
	At the end of the road / traffic lights / bank, ...
	Turn right / left.
	Take the first / second turn on the right / left.
	Cross the road / street.
	It's on the right / left.
The ... is on the right / left.	

**Look!**

Go up ... / Go down ...

**2 1•08** Listen to three people giving directions from Pinewood shopping mall to different places. Follow the directions on the map in exercise 1 and choose the correct destinations.

the bank / Peppino's restaurant

1 the train station / the parking lot      2 Steps Sports Center / The Movie Palace

**3 Pairwork** Look at the map in exercise 1 and write two dialogues. Then practice your dialogues.

1 You are at the supermarket. Ask for directions to the park.

2 You are at the sports center. Ask for directions to the hospital.

14 fourteen
Workbook p.6
Extra practice online

#### Extra activity

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

#### Extra activity

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

#### Consolidation

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

Workbook page 6

Online Workbook Extra practice

## Grammar page 15

### Aim

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

Grammar PowerPoint presentation Unit 1

**Compounds: some- / any- / no-**

Can anyone play the game?  
Nobody felt sick!

	Person	Thing	Place
some	someone / somebody	something	somewhere
any	anyone / anybody	anything	anywhere
no	no one / nobody	nothing	nowhere

**Think!**

Read the sentences. Then complete the rules with affirmative, negative, and questions.

The store is somewhere on 5<sup>th</sup> Avenue.  
I'm not doing anything on Friday.  
Is there anyone from Canada here?

Nobody wants to play

We use compounds of:

- some- in 'affirmative' sentences.
- any- in 'negative' sentences and 'questions'
- no- with the 'affirmative' form of the verb.

Rules p. W3

**1 Choose the correct answers.**

- There's anything / something I want to tell you.
- 1 We don't do nothing / anything special on Sundays.
  - 2 Nobody / Anybody in my family speaks Spanish.
  - 3 I can't find my passport nowhere / anywhere.
  - 4 I met anyone / someone nice at the party.
  - 5 There's nothing / anything in the fridge!
  - 6 I don't have nothing / anything to wear.

**2 Complete the sentences with some-, any-, and no- compounds.**

- I didn't go anywhere yesterday.
- 1 Are you doing anything special for your birthday?
  - 2 I think there's someone at the front door.
  - 3 The test was difficult. No one/body got good results.
  - 4 Is anyone/body using the computer?
  - 5 It's raining! I want to go somewhere hot!
  - 6 Mom's cooking something nice for dinner.

**Compounds: every-**

Everyone took pictures.  
We went everywhere in the Old City.

	Person	Thing	Place
every	everyone / everybody	everything	everywhere

**Think!**

Read the sentences. Then check (✓) the correct alternatives.

Is everything OK?

We didn't go everywhere.

Everyone had a good time.

1 We can use compounds of every- in:

- a affirmative sentences
- b negative sentences
- c questions

2 We use everyone / everybody with:

- a singular verbs
- b plural verbs

Rules p. W3

**3 Complete the sentences with compounds of every-.**

- Jack invited everyone to the party.
- 1 Are you ready? Do you have everything?
  - 2 Everyone in the band plays an instrument.
  - 3 Spring is beautiful. There are flowers everywhere!
  - 4 Do you know everyone in your school?
  - 5 London was great. We went everywhere!

**4 Game! Find people who did the things below. Write their names in the chart.**

Find someone who ...	Name
went somewhere last weekend	_____
did something interesting last night	_____
met someone after school yesterday	_____

- A Did you go anywhere last weekend, Javier?  
B No, I didn't.  
A Did you go anywhere last weekend, Lucia?  
C Yes, I did. I went to the beach.

**Finished?**

Look at the list in exercise 4. What things did you do? What things didn't you do?

I didn't go anywhere last weekend, but I went to the movies last night.

Puzzle p. 104

Workbook p.5

Extra practice online

fifteen 15

**Warm-up**

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

**Compounds: some- / any- / no-**

**Grammar chart and Think! box**

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

Rules page W3

**Exercise 1**

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

**Exercise 2**

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

**Compounds: every-**

**Grammar chart and Think! box**

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

Rules page W3

**Exercise 3**

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

**Exercise 4 Game!**

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

**ANSWERS**

Students' own answers.

**Finished?**

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

**ANSWERS**

Students' own answers.

**Consolidation**

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

Workbook page 5

Online Workbook Extra practice



**Reading**

**Aim**

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

**Warm-up**

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

**Background notes**

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

**Exercise 1** 1.09

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

**Audioscript** Student Book page 16

**Exercise 2**

- Give students time to read through the questions. Check that they understand *participated* and *competitor*.
- Students read the poster again and answer the questions. Encourage students to write full sentences in their 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 poster. Make sure that students understand the meaning of the words.

1 Skills

# The Color Run

Sunday, May 19<sup>th</sup>, Adelaide

Do something different on May 19<sup>th</sup> this year! Take part in the Color Run in Adelaide, Australia. The Color Run is a 5 km fun run for people of all ages. It's also a way to support important charities. It is a paint race. You start the race in white clothes and you finish it covered in different colors! There are Color Runs in over 200 cities worldwide.

This year, the Adelaide Color Run is supporting Make-A-Wish. This charity makes wishes come true for children with serious illnesses. Everyone can run in the event, so bring your family and friends, too! Make May 19<sup>th</sup> a date for your diary and be part of something special!

Last year, 10,000 people ran in the race, and everyone has their own story of the day. This is Lucy's story:

"Last year, somebody in our school was in the hospital with a serious illness. Peter's dream was to go on an African safari. We wrote to Make-A-Wish and his wish came true! He visited the Kruger National Park in South Africa. He's well now, and we all wanted to support Make-A-Wish. Thirteen students from our class participated in the Color Run.

Unfortunately, it was cloudy on the day of the run, but nobody cared. Everyone had an awesome time! There were people everywhere in the park and we all had white T-shirts on. The atmosphere was amazing. It isn't really a race, and some people walked from start to finish! Oh, and someone completed the race in a wheelchair. Congratulations, number 1,299!"

Are you interested?

Everyone is welcome to enter, but there are a few simple rules:

- 1 You must register online before May 3<sup>rd</sup>.
- 2 You must pay an entry fee when you register:  
Adults and teenagers: \$58, children (under 5): free.
- 3 You must wear white clothes.
- 4 You mustn't bring your dog.

Check it out!

Find these words and check their meaning.

wish  
come true  
illness  
nobody cared  
entry fee

My reading skills

**Completing a chart**  
Before you read a text for specific information to complete a chart, make sure you know what information you are looking for. Think about the type of answers, for example, are you looking for a place, a date, a price, a number, or a name? Then read the text and find the information. You don't need to read in detail to do this task.

Reading

**1** 1.09 Look at the chart and guess the type of information you need. Then read and listen to the poster and complete the chart.

Event: <span style="color: #e67e22;">The Color Run</span>	Date: <span style="color: #e67e22;">1 May 19<sup>th</sup></span>
Location: <span style="color: #e67e22;">Adelaide, Australia</span>	Supports the charity: <span style="color: #e67e22;">1 Make-A-Wish</span>
Entry fee: <span style="color: #e67e22;">Adults and teenagers: \$58, children (under 5): free</span>	

**2** Read the poster again and answer the questions.

Who can enter the Color Run?  
Anyone can enter the Color Run.

- 1 How many people participated in the Adelaide Color Run last year?
- 2 What was Peter's wish?
- 3 How many students from Lucy's class participated in the Color Run?
- 4 What was the weather like on the day?
- 5 How did competitor number 1,299 complete the race?
- 6 Where must you register for the event?
- 7 Would you like to run in the Color Run? Why? / Why not?

16

sixteen

**ANSWERS**

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

**Extra activity**

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

5 *You must complete the race as quickly as you can.*

- Students read the poster again and decide if the facts are true, false, or not mentioned.
- Check the answers with the class.

**ANSWERS**

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

**Extra activity**

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



Listening

3 **1.10** Tom and Jack are participating in the Color Run tomorrow. Listen and choose the correct answers.

- Tom's dad can / can't drive him to the park for the Color Run.
- 1 Jack invites Tom to go with him and his mom / to meet him at the bus station.
- 2 Tom must get the number 14 / 42 bus to Jack's house.
- 3 It stops at the bus stop in front of the police station / library.
- 4 There's a bus every 30 / 13 minutes.
- 5 Tom must stay on the bus until it gets to a shopping mall / an elementary school.
- 6 Tom's house / The school is on Russell Street.
- 7 Tom's house is number 80 / 18.

Speaking

4 **Pairwork** Imagine that a friend from a different town is coming to your house by bus. Draw a map with the bus stops. Then give directions. Use some of these expressions.

- Get the number ... bus.
- It stops at the bus stop in front of / next to ...
- Stay on the bus until it gets to ...
- Get off the bus and turn right / left. Go down ... Take the (first) turn on the right / left. Then ...
- My house / apartment is on ... It's number ... and it's on the right / left. It's near ...

Writing

5 Look at the map and complete the message.

Hi, Lucia!

It was great to hear from you. I can't wait to see you! Is everything OK for tomorrow? This is how you get to my house:

Take the number 5 bus. It stops at the bus stop opposite the 1 park. Get off the bus in 2 Brooklyn Avenue. Turn 3 right and go down Humbolt Street. Go past a 4 movie theater and then turn 5 left. Take the 6 second turn on the 7 right. That's Lynne Street. I live at number 8 7 Lynne Street. It's on the 9 left near a 10 church.

Don't worry, it's easy! See you at about two o'clock tomorrow. Text me if you have a problem.

Bye for now,  
Tina 😊



6 Write an e-mail to a friend giving him / her directions to your house. Include a map. Use the text in exercise 5 as a model.

Workbook p.7

Writing builder p.92

seventeen 17

Exercise 4 Pairwork

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

ANSWERS

Students' own answers.

Writing

Aim

To write an e-mail to a friend giving directions

Writing builder

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

Exercise 5

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

Exercise 6

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

ANSWERS

Students' own answers.

Consolidation

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

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

Listening

Aim

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

Warm-up

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

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

Exercise 3 1•10

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

Audioscript Teacher's Book page 108

Speaking

Aim

To practice giving directions

# 2 Everyone has to clean the house

## Grammar

have to (affirmative and negative, yes / no questions and short answers)  
 mustn't / don't have to  
 Gerunds  
 Verb + -ing form

## Vocabulary

Housework

## Communication

Asking for permission

## Skills

**Reading:** A web page about a summer camp

**Listening:** A description of a summer camp

**Speaking:** Talking about rules on a school trip

**Writing:** An e-mail describing a school trip

## Topics and values

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

## Presentation pages 18–19

### Aim

To present the new language in an interesting context

### Warm-up

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

### Exercise 1 Read and listen 1•11

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

**Audioscript** Student Book page 18

2

Everyone has to clean the house





### My Top Five Worst Chores

by Adam Bowen

Nobody enjoys doing chores, but everyone has to clean the house. It's best to start with the worst chores. After that, things can only get better!

**1 e**  
 This is at the top of my list of chores I hate because dirty dishes never stop! We have a dishwasher, so I don't have to wash the dishes, but I still have to load and unload the dishwasher. I don't have to put away the clean dishes; that's my sister's job. 😊

**2 e**  
 Everyone in my family hates cleaning the bathroom. There are always hairs in the bathtub, especially after my sister with long hair takes a shower. Gross! Why don't self-cleaning bathtubs exist?

**3 a**  
 Taking out the trash is a horrible chore. I hate doing it because the trash bags smell terrible. If there's a hole in the bag, the trash goes everywhere. And then I have to pick it up! Aargh!

**4 b**  
 It's very hard work and it's noisy, too. I have to get the vacuum cleaner out of the cupboard, and push it all over the house. I have to move sofas, chairs, and tables. Why are clean floors so important? We don't have to eat on the floor!

**5 d**  
 I have to do the ironing on Sunday evening to be ready for school on Monday. It's soooo boring! Mom says I mustn't look messy for school! What a joke!

What's your worst chore? Do you have to do a lot of chores?

Check it out!

Find these words and check their meaning.

dishes	push	disgusting
smell	messy	

1 1•11 **Read and listen** Match the headings a–e with sections 1–5.

a Taking out the trash	c Washing the dishes	e Cleaning the bathroom
b Doing the vacuuming	d Doing the ironing	

18 eighteen

### Exercise 2 Comprehension

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

#### ANSWERS

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

### Extra activity

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

#### ANSWERS

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



## 2 Comprehension Answer the questions.

How often does Adam wash the dishes? *He never has to wash the dishes (he has to load and unload the dishwasher).*

- 1 Who leaves long hairs in the bathtub?
- 2 Why does Adam think taking out the trash is horrible?
- 3 Why does Adam iron his clothes on Sunday evenings?
- 4 Who cut her hand on a knife?
- 5 Who does the ironing and listens to music at the same time?

## Language focus

### 3 1.12 Listen and complete these blog comments with *have to* or *don't have to*.

I'm lucky. I don't have to do any household chores.

1 I have to load and unload the dishwasher after every meal. I don't mind because my mom pays me!

2 I have to make my bed before I go to school. 😞

3 My dad loves housework and he does it all. I don't have to do anything! 😊

4 Why do people have to do housework? What a waste of time!

5 My brothers don't have to do anything at home. It isn't fair!

### 4 Look at the pictures and read the web page again. What chores do Stacey, Dan, Ana, and Marcus like doing and hate doing?



1 Ana hates cleaning the toilet.

2 Marcus likes doing the ironing.



3 Dan hates cleaning his bedroom.

4 Stacey hates washing the dishes.

### 5 Focus on you Write dialogues about things you *like* and *hate* doing. Use the words in the box.

clean the bathtub   clean your room   cook   do housework   get up late  
go to the movies   hang out with friends   make your bed   play sports

A What do you like doing on the weekend / after school?

B I like playing sports, and I like hanging out with friends.

A What do you hate doing?

B I hate \_\_\_\_\_, and I hate \_\_\_\_\_.

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

## Extra activity

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

## Exercise 4

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

## Exercise 5 Focus on you

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

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

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

## Consolidation

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

## Consolidation

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

## Language focus page 19

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3 1.12

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

**Audioscript** Teacher's Book page 108



## Housework

### Aim

To present and practice vocabulary for housework

### Grammar PowerPoint presentation Unit 2

### Warm-up

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

### Exercise 1 🔊 1-13

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

### Audioscript Teacher's Book page 108

### Exercise 2 🔊 1-14

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

### Audioscript Teacher's Book page 108

#### Extra activity

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

## 2 Vocabulary

### Housework

#### 1 🔊 1-13 Match the expressions in the box with the pictures. Then listen and repeat.

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



load / unload the dishwasher



1 take out the trash



2 wash the dishes



3 clean the bathroom



4 feed the dog



5 set / clear the table



6 do the ironing



7 do the vacuuming



8 clean my bedroom



9 make my bed



10 do the laundry



11 do the cooking

#### My listening skills

##### Collocations

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

#### 2 🔊 1-14 Listen to Mark talking about who does the housework in his family. Then complete the sentences.

Mom usually does the cooking.

- 1 She always does the ironing.
- 2 Dad often does the vacuuming.
- 3 He sometimes cleans the kitchen.
- 4 I always make my bed in the morning.
- 5 I usually set the table before dinner.
- 6 Luke sometimes loads the dishwasher after dinner.
- 7 He always feeds our dog, Snoopy.

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

- A Who does the housework in your family?  
B Well, my mom usually does the cooking, but my dad ...  
A What housework do you do?  
B I always make my bed and I usually ...

20 twenty

Workbook p.10

Extra practice online

### Exercise 3 Pairwork

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

#### Consolidation

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

Workbook page 10

Online Workbook Extra practice

## Grammar page 21

### Aim

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

### Grammar PowerPoint presentation Unit 2

### Warm-up

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

have to

Affirmative and negative

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

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

Think!

Read the rules and choose the correct alternative.

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

Rules p. W8

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

On school days, Liam **has to** get up at 7.45 a.m. (✓)

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

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

get up early?  
On school days I **have to** get up early. / I **don't have to** get up early on weekends.

- make your bed?
- do chores?
- go to bed before 10 p.m.?
- cook dinner?
- do your homework?
- stay home in the evening?

yes / no questions and short answers

Do you **have to** do a lot of chores?  
Yes, I **do**.

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

Rules p. W8

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

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

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

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

Hi, Flur!

I can't come to computer club this afternoon. I **have to go** (go) to the dentist ☹️ and then I **have to help** (help) Mom cook dinner. It's Dad's birthday today!

Do you **have to do** (you / do) anything tomorrow?

Do you want to come to my house? You can come for lunch because Mom **doesn't have to work** (not work).

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

Carola

Finished?

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

I **have to** take the dog for a walk every evening.

Puzzle p. 104

Workbook p.10 Extra practice online

twenty-one 21

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

Grammar chart and Think! box

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

Rules page W8

Exercise 1

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

Exercise 2

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

ANSWERS

Students' own answers.

Extra activity

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

Grammar chart

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

Rules page W8

Exercise 3

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

ANSWERS

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

Exercise 4

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

Finished?

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

ANSWERS

Students' own answers.

Consolidation

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

Workbook page 10  
Online Workbook Extra practice



## Asking for permission

### Aim

To present and practice asking for permission

### Warm-up

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

### Exercise 1 1.15

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

**Audioscript** Teacher's Book page 108

### Exercise 2 1.16

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

**Audioscript** Teacher's Book page 109

### Exercise 3 Pairwork

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

### ANSWERS

Students' own answers.

# 2 Communication

## Asking for permission

**1** 1.15 Listen and complete the dialogues with the phrases in the box. Listen and check. Then listen again and repeat.

Can I watch    Could I borrow    May I go    No, I'm sorry,    Yes, of course.



**Lisa** Can I watch the end of this movie, Mom?  
**Mom** No, I'm sorry, you can't, Lisa. You have to go to bed now.  
**Lisa** Oh ... can I watch it on the computer tomorrow?  
**Mom** Yes, of course you can.

**1**  
**Dan** Could I borrow your cell phone, Mark? I forgot my phone today and I have to call my mom.  
**Mark** Sorry, Dan, but I don't have any credit on my phone. Ask Tina.

**2**  
**Jack** May I go to the bathroom, please, Mrs. Greene?  
**Mrs. Greene** Yes, of course, Jack, but come back to class immediately. Don't talk to your friends in the hall!  
**Jack** OK. Thanks.

### Look!

*May and could are more polite than can.*

### Learn it, use it!

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

**2** 1.16 Listen to four teenagers asking for permission to do things. Complete the chart with their requests. Then check (✓) if they get permission or put a cross (X) if they don't get permission.

Request for permission	Reply
Joe wants to <u>use the computer</u> .	<input checked="" type="checkbox"/>
1 Olivia wants to <u>go bowling</u> .	<input type="checkbox"/>
2 Tom wants to <u>use the phone</u> .	<input checked="" type="checkbox"/>
3 Lucia wants to <u>borrow Hugo's bike</u> .	<input type="checkbox"/>

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

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

22

twenty-two

Workbook p.12

Extra practice online

### Consolidation

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

**Workbook page 12**

**Online Workbook Extra practice**

## Grammar page 23

### Aim

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

**Grammar PowerPoint presentation Unit 2**

### Warm-up

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



**mustn't / don't have to**

I **mustn't** look messy for school.  
I **don't have to** put away the dishes.

**Think!**

Choose the correct alternatives.

- We use **mustn't** / **don't have to** to say that something is prohibited.
- We use **'mustn't** / **'don't have to** to say that something isn't necessary or obligatory.

Rules p. W9

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

If the movie is boring, we **don't have to** watch it.

- 1 School students **don't have to** pay for the museum. It's free.
- 2 It's a secret! You **mustn't** tell anyone!
- 3 You **mustn't** eat a lot of candy and chocolate. It isn't healthy.
- 4 I **don't have to** walk to school. My mom drives me.
- 5 You **mustn't** copy from other students in a test.
- 6 Sam has a lot of time before his bus goes. He **doesn't have to** leave now.

**Gerunds**

Taking out the trash is a horrible chore.  
Doing the ironing is boring.

**Think!**

Circle the gerunds in the sentences.

- 1 **Doing** the vacuuming is hard work.
- 2 **Washing** the dishes is gross.
- 3 **Visiting** a foreign country is exciting.

Rules p. W9

**2 Complete the sentences with the gerund form of the verbs in the box.**

dance do eat learn listen play watch

- Listening** to music is relaxing.
- 1 **Doing** housework is boring.
  - 2 **Dancing** is good exercise!
  - 3 **Learning** a new language is interesting.
  - 4 **Playing** soccer is more fun than **watching** it on TV.
  - 5 **Eating** a lot of chocolate is bad for you.

Workbook p. 11

Extra practice online

**Verb + -ing form**

I **like doing** housework.  
I **hate cleaning** the toilet.

**3 Complete the sentences with the -ing form of the verbs in the box.**






chat clean cook listen make sing walk

- I love **listening** to pop music.
- 1 Yuko and Hiro hate **cleaning** their bedroom.
  - 2 We don't like **walking** to school.
  - 3 My dad loves **cooking**. He's a great cook!
  - 4 I enjoy **chatting** to my friends online.
  - 5 My mom likes **singing**. She's in the choir.
  - 6 Vanessa doesn't mind **making** her bed.

**4 Write questions and answers.**

love like  
don't mind hate

you / like / play chess?   
Do you like playing chess?  
No, I don't. I hate it.

- 1 he / like / read? 
- 2 they / like / listen to rock music? 
- 3 your brother / like / do chores? 
- 4 your friends / like dance? 
- 5 you / like / run? 

**5 Write true sentences for you.**

- I love **swimming**.
- 1 I love \_\_\_\_\_
  - 2 I like \_\_\_\_\_
  - 3 I enjoy \_\_\_\_\_
  - 4 I don't mind \_\_\_\_\_
  - 5 I don't like \_\_\_\_\_
  - 6 I hate \_\_\_\_\_

**6 Pairwork Ask and answer questions about the sentences in exercise 5.**

Do you like swimming?  
No, I don't! I hate swimming!

**Finished?**

Write about your partner's likes and dislikes.

Eva likes cooking, but she hates cleaning.

Puzzle p. 104

twenty-three 23

**Extra activity**

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

**ANSWERS**

Students' own answers.

**Verb + -ing form****Exercise 3**

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

**Exercise 4**

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

**ANSWERS**

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

**Exercise 5**

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

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

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

**Finished?**

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

**ANSWERS**

Students' own answers.

**Consolidation**

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

Workbook page 11  
Online Workbook Extra practice

**mustn't / don't have to****Think! box**

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

Rules page W9

**Exercise 1**

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

**Gerunds****Think! box**

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

Rules page W9

**Exercise 2**

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

**Reading**

**Aim**

To read and understand a web page about a summer camp

**Warm-up**

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

**Background notes**

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

**Exercise 1 Read and listen** 1•17

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

**Audioscript** Student Book page 24

**Exercise 2**

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

**ANSWERS**

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

**2 Skills** Adventures Activities About us Brochures Enroll Here

**Caribbean Adventure** Bahamas Sailing and scuba diving For ages 15 and 16

*the ultimate adventure summer camp*

If you love sailing and the sea, this adventure is for you. The adventure lasts 23 days, and everybody learns to sail the boat and go scuba diving. We focus on team work and responsibility, but also on having a good time!

**Life on the boat** Activities Itinerary FAQ

**Voyage Blog Entries**

Author: Dwayne **Our third night**  
 We all slept outside last night and the sky was amazing! There are twelve people on the Neptune (our boat) – nine students and three adults. There are five cabins, and I share one with Tim and Juan. We have to clean it every day because it’s small

Author: Sally M. **The Work Wheel**  
 Everyone has to do chores and every day we have a new job. We turn the Work Wheel to find out what our day’s work is. Today, I am cabin cleaner, so I have to clean the cabins and bathrooms!

Author: Maria **Day six**  
 Today was a fantastic day! It was windy and sunny – perfect conditions. We sailed for five hours, so everyone learned a lot. Chloe was ‘captain for the day’ and she was excellent. It’s my turn tomorrow! I love sailing! 😊

Author: Lucas **Rules**  
 There are only a few rules on the boat, for example, we mustn’t smoke and we have to wear life jackets when we’re sailing. They’re very fair, so everybody respects them. The instructors are great and they help us a lot.

Author: Ana **Sea legs!**  
 I hope I don’t have to do the cooking tomorrow. It’s very windy and the boat is moving a lot. I hate going inside when the sea’s rough. It makes me feel sick! 🤢

**Check it out!**  
 Find these words and check their meaning.  
 lasts  
 focus on  
 life jackets  
 respects  
 rough

**Reading**

1 1•17 Read and listen to the web page. Decide what type of text it is.  
 a an educational blog    b an activity vacation website    c a sailing club website

2 Answer the questions.

How long does the Caribbean Adventure last?  
 It lasts 23 days.

- 1 Where did Dwayne sleep on the third night?
- 2 Why does he have to clean his cabin every day?
- 3 Who has to do the chores on the boat?
- 4 What do people have to wear on the boat?
- 5 What does Ana hate doing when the sea is rough?
- 6 Do you prefer doing water or land sports? Why?
- 7 What activities do you like doing on vacation?

24 twenty-four

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

**Extra activity**

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

**Listening**

**Aim**

To listen to a teenager talking about summer camp

**Warm-up**

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



Listening

3 1.18 Listen to Freya talking about summer camp. Look at the symbols below and the list of activities and complete the boxes.

(✓) things she has to do	(X) things she mustn't do	(-) things she doesn't have to do
sleep in tents <input type="checkbox"/>	go to bed at 10:30 p.m. <input checked="" type="checkbox"/>	
clean the bedroom <input checked="" type="checkbox"/>	talk after 11 p.m. <input checked="" type="checkbox"/>	
eat in the bedroom <input checked="" type="checkbox"/>	get up at 8 a.m. <input checked="" type="checkbox"/>	
do the cooking <input type="checkbox"/>	leave the camp <input checked="" type="checkbox"/>	

Speaking

4 **Pairwork** Imagine that you are on a school trip at Talkeetna Lodge. Read the rules and check (✓) things you have to do and put a cross (X) for things you don't have to do. Ask and answer questions.

- make the beds
- clean the bathroom
- clean the bedrooms
- set the table
- clear the table
- put the trash in the garbage cans
- wash the dishes
- clean the kitchen
- do the laundry

- A Do we have to make the beds in the morning?  
 B Yes, we do.  
 B Do we have to clean the bathroom?  
 A No, we don't.

5 Ask and answer questions about the chores in exercise 4. Ask your partner if he / she likes doing these chores.

- A Do you like making your bed?  
 B No, I don't. I hate it. What about you?  
 A It's OK, I don't mind it.

Writing

6 Complete the e-mail from Freya to her parents with information from exercise 3.

7 Imagine that you are with your class at Talkeetna Lodge. Write an e-mail (60-80 words) to your parents or to a friend. Use these ideas and Freya's e-mail to help you.

- Give your opinion of Talkeetna Lodge, and describe your bedroom.
- Say what chores you have to do.
- Say what time you have to go to bed (11 p.m.) and get up (7:30 a.m.).
- Give your opinion about the food and say what your favorite food is.
- Give your general opinion about the trip.

10<sup>th</sup> grade geography trip to McKinley May 10<sup>th</sup>-15<sup>th</sup>

As you know, we are staying at Talkeetna Lodge in the Denali National Park near Mount McKinley. Talkeetna Lodge is an education center, not a hotel. That means you have to do a few jobs to help!

**Your rooms**  
 Please make the beds every morning and clean the bedrooms.  
 Don't leave your clothes on the floor!

**Dining room / Kitchen**  
 The meal times:  
 Breakfast 8-9 a.m.  
 Lunch 1 p.m.  
 Dinner 7 p.m.  
 Please clear the table when you finish your meal.  
 Put your trash in the garbage cans in the dining room.

**Washing**  
 The staff at the center do the laundry on Wednesdays and Fridays.  
 Please put your dirty clothes in the laundry basket in the bathroom.

Hi, Mom and Dad!

I'm having a great time here! I'm in a room with three girls and they're so nice. The food is good, too - probably because we don't do the cooking! The only problem is that there are a lot of rules! We have to get up at 8 a.m. because we have to clean our bedrooms before breakfast. (I hate cleaning!) We mustn't eat in our bedrooms (so we can't have parties!) We have to go to bed at 10:30 p.m. 😞, and we mustn't talk after 11 p.m.! I don't mind that because I'm always so tired in the evenings. My days are very busy and I'm learning a lot of new things!

See you soon!  
 Lots of love,  
 Freya

Writing

Aim

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

Writing builder

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

Exercise 6

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

- Check the answers with the class.

Exercise 7

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

ANSWERS

Students' own answers.

Consolidation

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

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

Exercise 3 1.18

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

Audioscript Teacher's Book page 109

Speaking

Aim

To practice talking about rules on a school trip

Exercise 4 Pairwork

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

Exercise 5

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



# Review A

## Grammar

*must* (affirmative and negative)

Compounds: *some-* / *any-* / *no-*

Compounds: *every-*

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

*mustn't* / *don't have to*

Gerunds

Verb + *-ing* form

## Vocabulary

Places around town

Housework

## Review A page 26

### Grammar

#### Exercise 7

##### ANSWERS

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

#### Songs

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

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

## A Review

### Vocabulary

1 Write the names of the places in town.

- c a f e  
 1 h o s p i t a l  
 2 s p o r t s c e n t e r  
 3 l i b r a r y  
 4 p o l i c e s t a t i o n  
 5 c h u r c h  
 6 p a r k i n g l o t

2 Match A and B to find chores.

- |  |  |
|--|--|
| <p>A</p> <p>1 do <u>b</u></p> <p>2 set <u>e</u></p> <p>3 make <u>d</u></p> <p>4 take out <u>c</u></p> <p>5 clean <u>a</u></p> <p>6 feed <u>f</u></p> | <p>B</p> <p>a my bedroom</p> <p>b the ironing</p> <p>c the trash</p> <p>d my bed</p> <p>e the table</p> <p>f the dog</p> |
|--|--|

### Grammar

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

drink feed listen stop use wear



You mustn't drink the water.

1 You must stop here.



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

3 You mustn't feed the animals.



4 You must wear sneakers in the gym.

5 You must listen in class.



4 Complete the sentences with *some-*, *any-*, *no-*, and *every-* compounds.

- Did you do anything interesting last night?
- 1 There's nothing on TV. Let's play video games.
  - 2 I didn't meet anyone/body in town.
  - 3 There's someone/body in the yard! Who is it?
  - 4 Did you go anywhere nice at the weekend?
  - 5 Eggs, butter, sugar, and flour ... OK, we have everything. Let's make a cake!

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

be clean feed study take wear

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

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

- The bus is at 10 a.m. You mustn't be late.
- Dad doesn't have to work on Saturdays.
- 1 I have to load the dishwasher, but I don't have to unload it.
  - 2 Friday is Maria's birthday. I mustn't forget to call her.
  - 3 Slow down! You mustn't run around the swimming pool.
  - 4 Mom doesn't have to wash the dishes – Dad always does it.
  - 5 We don't have to go shopping today. There's a lot of food in the fridge.

7 Use the prompts to write sentences.

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

**Communication**

**8** 1.19 Complete the dialogues with sentences a–h. Then listen and check.

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

**Dialogue 1**

A Excuse me. How do I get to the library, please?  
 B 1 Go down this street,  
go past the post office,  
and then turn left.  
2 It's at the end of the road.  
 A 3 Thanks.

**Dialogue 2**

C Can I go to the movies tonight, Mom?  
 D 4 No, I'm sorry, you can't, Tom.  
 C 5 But Hugo and Luis are going.  
 D 6 You have to do your homework.  
 C 7 OK. But can I go out tomorrow night?  
 D 8 Yes, of course you can.

**Pronunciation**

*have* /hæv/ and *have to* /'hæftə/

**9** 1.20 Listen to the pronunciation of *have* /hæv/ and *have to* /'hæftə/. Then listen and repeat.

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

/hæv/ I have breakfast at seven o'clock.  
 /'hæftə/ I have to go to school at 7.30.

**10** 1.21 Listen and write a /hæv/ or b /'hæftə/. Then listen and repeat.

a 1 b 2 a 3 b 4 b 5 a

**11** 1.22 Listen and repeat the sentences.

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

**Listening**

**12** 1.23 Listen to the five short conversations and check (✓) the correct answers.

Where are Ana and her friend going?



- a  b  c

1 What job does Alice hate?



- a  b  c

2 Find Amanda's list of housework:



- a  b  c

3 What does Kenji like doing on Saturday mornings?



- a  b  c

4 What is forbidden at the beach?



- a  b  c

**Exercise 11** 1.22

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

**Audioscript** Student Book page 27

**Extra activity**

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

**Listening**

**Exercise 12** 1.23

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

**Audioscript** Teacher's Book page 109

**Extra communication A**

page 27

**Aim**

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

**Communication**

**Exercise 8** 1.19

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

**Audioscript** Teacher's Book page 109

**Pronunciation**

**Exercise 9** 1.20

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

**Audioscript** Student Book page 27

**Exercise 10** 1.21

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

**Audioscript** Teacher's Book page 109



**Aim**

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

**Reading**

**Warm-up**

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

**Exercise 1 Read and listen** 1-24

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

**Audioscript** Student Book page 28

**Exercise 2**

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

**ANSWERS**

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

**Exercise 3 Presentation**

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

# A

## Culture club

### Friendly Visitors

Americans don't have to do military service, but many young people do voluntary community service. In some high schools they have to do 10 to 100 hours of community service if they want to graduate. Many students enjoy the experience and continue as volunteers. Nina Davis is 17 and she is a Friendly Visitor volunteer. She visits Maggie Lewis every week. Maggie is 82 years old and she lives alone. She doesn't have a family, so Nina's visits are very important to her.

**66** I joined Friendly Visitors last year as my community service project. Volunteers have to visit an elderly person once a week, but I see Maggie two or three times every week. I enjoy visiting her. We talk about movies and books. She loves watching science fiction movies and she has an amazing collection of DVDs. Her life isn't easy because she has to use a wheelchair. She never asks me to do chores, but I sometimes wash the dishes and clear the table. It's difficult for her to do these things. Maggie likes cooking, and she makes delicious cookies for me to take home. I never think about our age difference. Maggie is a young person inside! **99**

**66** Before Nina started coming, I was very lonely. It was a lovely surprise when Nina arrived one day. She comes here after school and we talk about different things. She shows me photos of her family and school. She likes playing chess, and we sometimes have a game. I was a teacher when I was younger, and I help her with her homework. Her grades are better these days! She takes me to the park when it's sunny. Volunteers don't have to do housework, but Nina often does the grocery shopping for me. She also takes out the trash. She's kind to me. I am very grateful. **99**

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

**1** 1-24 **Read and listen** Answer the question before you read. Then read and listen to the article and check your answer. Which of these types of service do some American students have to do?  
a military service      **b** community service      c civil service

**2 Answer the questions.**  
Why are Nina's visits very important to Maggie?  
*Because she doesn't have a family.*

- 1 How often does Nina visit Maggie?
- 2 Why is life difficult for Maggie?
- 3 What chores does Nina do for Maggie?
- 4 What game do Maggie and Nina play?
- 5 How does Maggie help Nina?
- 6 Where do Maggie and Nina go on sunny days?
- 7 What must you do if you want to become a Friendly Visitor?

**3 Presentation** Prepare a presentation about a popular charity in your country. Use these questions to help you. Present your charity to the other students.

- What is the name of the charity and where is it?
- What does it do and who does it help?
- What do volunteers have to do?
- Why is it important?

**Check it out!**  
Find these words and check their meaning.  
lonely  
grateful  
elderly  
references

- Students then choose a charity and prepare their presentation.
- Students take turns to give their presentation to the class.

**Extra activity**

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



**Vocabulary and speaking**

I can identify places in a town. (p.12) **A2**

**1 Complete the words. Then say true sentences to your partner.**

- You get money from the bank.
- I go to church every Sunday.
  - There's a park with a lake in my town.
  - I buy my clothes at the shopping mall.
  - My friends play basketball at the sports center.
  - My sister borrows books from the library.

\_\_\_ / 5

I can ask for and give directions. (p.14) **B1**

**2 Complete the dialogues. Then practice.**

- Ella** Excuse me. How do I get to the bus station, please?  
**Man** Go down Cameron Street as far as the post office. Then turn left.  
**Ben** Excuse me. Can you tell me the way to the church, please?  
**Girl** Go straight, and then take the first turn on the right. Cross the road and the church is near the bank.

\_\_\_ / 5

I can give directions to my house. (p.17) **B1**

**3 Reorder the words to make sentences.**

- the / bus / number / take / six .  
**Take the number six bus.**
- every / a / there / minutes / bus / twenty / is .
  - get / to / your / I / do / house / how ?
  - opposite / off / the / bus / get / library / the .
  - hospital / and / walk / right / the / past / turn .
  - house / to / is / a / next / my / café .

\_\_\_ / 5

I can identify different types of housework. (p.20) **A2**

**4 Reorder the letters and write the housework words. Then make questions and answers with your partner.**

- clear the table (b l t a e)  
 1 wash the dishes (s i e h s d)  
 2 do the ironing (n i r i n o g)  
 3 take out the trash (h a s r t)  
 4 do the laundry (r y n a l d u)  
 5 clean the bathroom (o b r m h a t o)

\_\_\_ / 5

I can ask for permission and respond. (p.22) **B1**

**5 Complete the sentences with the words in the box. Then practice the dialogue.**

- but Can can't May of course sorry
- Lola** Can I go to the movies, Mom?  
**Mom** No, I'm sorry, you can't.  
 Lola: You have school tomorrow.  
**Lola** May I watch a movie on TV, then?  
**Mom** Yes, of course. but go to bed after the movie.

\_\_\_ / 5

I can ask people what housework they have to do. (p.25) **B1**

**6 Write the questions. Then write true answers.**

- your brother / make his bed?  
**Does your brother have to make his bed?**  
**Yes, he does. / No, he doesn't.**
- you / do the laundry?
  - your sister / load the dishwasher?
  - your parents / clean the kitchen?
  - your dad / take out the trash?
  - I / do the cooking?

\_\_\_ / 5

**Reading, listening, and writing**

- I can read and answer questions about a charity sports event. (p.16) **B1**  
 I can understand people talking about a charity sports event. (p.17) **B1**  
 I can write an e-mail with directions to my house. (p.17) **B1**  
 I can read and answer questions about a summer camp. (p.24) **B1**  
 I can understand a person talking about a summer camp. (p.25) **B1**  
 I can write an e-mail about the rules on a school trip. (p.25) **B1**

	Got it?		
	Yes	I'm not sure	No
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ANSWERS**

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

**Exercise 4**

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

**Exercise 5**

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

**Exercise 6**

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

**Reading, listening, and writing**

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

**My progress A** page 29

**Aim**

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

**Vocabulary and speaking**

**Exercise 1**

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

**Exercise 2**

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

**Exercise 3**

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



# 3 What are you going to do?

## Grammar

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

## Vocabulary

Personality adjectives

## Communication

At the airport

## Skills

**Reading:** A website about summer internships

**Listening:** Teenagers talking about their future plans

**Speaking:** Talking about future plans

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

## Topics and values

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

## Presentation pages 30–31

### Aim

To present the new language in an interesting context

### Warm-up

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

### Exercise 1 Read and listen 1-25

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

**Audioscript** Student Book page 30

# 3

## What are you going to do?

### Follow Your Passion

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



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



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



I'd like to be a movie stunt artist. It's the perfect job for me because I'm a very active person. I love extreme sports. At the moment, I'm learning to ride a motorcycle. I'm going to start a martial arts class soon. This summer, I'm going to spend two weeks at a Stunt Camp in Hollywood. They teach jumping and falling techniques, and hand-to-hand combat. When I finish school, I'm not going to go to college; I want to go to a stuntman school in Florida. *Ethan (16), U.S.*

**Check it out!**  
Find these words and check their meaning.  
career      wildlife      stunt

**1** 1-25 **Read and listen** Match the people with the activities they enjoy doing.

1 Brad		a. doing extreme sports
2 Elena		b. playing music
3 Ethan		c. taking photos

### Exercise 2 Comprehension

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

#### ANSWERS

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

### Extra activity

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

#### ANSWERS

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

## 2 Comprehension Answer the questions.

Why does Brad want to be an audio engineer?

Because music is his passion.

- 1 Why is it important for an audio engineer to be flexible?
- 2 Where does Brad want to study?
- 3 Where does Elena want to work after she graduates?
- 4 What are her personal qualities?
- 5 What does she enjoy doing in her free time?
- 6 What type of person is Ethan?
- 7 What is he learning at the moment?
- 8 Where does he want to go when he finishes school?

## Language focus

### 3 Complete the sentences from the article. Then write the name of the person who said them.

- |  |       |
|--|-------|
| I'm going to start a martial arts course soon.               | Ethan |
| I'm going to spend a month in the Pantanal region of Brazil. | Elena |
| I'm not going to go on vacation.                             | Brad  |
| I'm going to help at a music festival.                       | Brad  |
| I'm going to spend two weeks at a Stunt Camp in Hollywood.   | Ethan |
| I'm not going to go to college.                              | Ethan |
| I'm going to work as a volunteer on a conservation project.  | Elena |

### 4 Read the article again. Then complete the sentences.



I want to make it my career.  
I hope to study sound engineering at the University of Melbourne.



I want to be a wildlife biologist.  
I hope to study biological sciences at the University of Sao Paulo.



I'd like to be a movie stunt artist.  
I want to go to a stuntman school.

### 5 Focus on you Write about your plans for the future. Use the ideas in the box.

get a summer job   get married   go to college after school   learn more languages  
learn to drive   live in a different country   travel around the world

I'm (not) going to go to college after school.  
I'd like to live in Australia.

### 6 Pairwork Tell your partner about your plans for the future.

thirty-one 31

## Extra activity

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

## Exercise 4

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

## Exercise 5 Focus on you

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

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

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

## Consolidation

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

## Consolidation

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

## Language focus page 31

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3

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



## Personality adjectives

### Aim

To present and practice personality adjectives

Grammar PowerPoint presentation Unit 3

### Warm-up

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

### Exercise 1

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

### Exercise 2 1.26

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

Audioscript Student Book page 32

### Exercise 3

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

### Exercise 4 Pronunciation 1.27

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

Audioscript Student Book page 32

### Exercise 5 1.28

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

Audioscript Teacher's Book page 109

# 3 Vocabulary

## Personality adjectives

1 Are the adjectives positive (P) or negative (N)? Use a dictionary.

ambitious	<u>P</u>	5 flexible	<u>P</u>	10 outgoing	<u>P</u>
1 arrogant	<u>N</u>	6 hard-working	<u>P</u>	11 patient	<u>P</u>
2 confident	<u>P</u>	7 honest	<u>P</u>	12 selfish	<u>N</u>
3 creative	<u>P</u>	8 lazy	<u>N</u>	13 shy	<u>N</u>
4 enthusiastic	<u>P</u>	9 organized	<u>P</u>	14 stubborn	<u>N</u>

2 1.26 Listen and repeat the adjectives in exercise 1.

3 Choose adjectives from exercise 1 to describe these people.

Lucas writes poems and songs.	He's <u>creative</u> .
1 Lee is nervous when she meets new people.	She's <u>shy</u> .
2 Emma doesn't study very hard.	She's <u>lazy</u> .
3 Bruno loves parties and meeting new people.	He's <u>outgoing</u> .
4 Carina never changes her mind.	She's <u>stubborn</u> .
5 David doesn't think about other people.	He's <u>selfish</u> .
6 Rachel thinks she's the best at everything.	She's <u>arrogant</u> .
7 Ichiro doesn't mind waiting.	He's <u>patient</u> .
8 Nicole spends all her free time studying.	She's <u>hard-working</u> .

4 1.27 Pronunciation Listen to the /f/ sound in these words. Then listen and repeat.

1 ambitious	3 patient	5 shy
2 fashion	4 selfish	

5 1.28 Listen to three dialogues and choose the best adjectives to describe the people.

- 1 Liza is patient / confident, but she's also lazy / honest.
- 2 William is enthusiastic / arrogant, and he's also shy / flexible.
- 3 Camila is ambitious / outgoing, but she's also arrogant / selfish.

6 Pairwork Describe and identify the people in the pictures. 1.29

- A She looks very lazy.  
B Number 1?  
A Yes, that's right.



7 Pairwork Discuss your personality. 1.30

- A What's a positive thing about your personality?  
B I'm enthusiastic.  
A What's a negative thing?  
B I'm stubborn!

32 thirty-two

Workbook p.16

Extra practice online

### Exercise 6 Pairwork

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

### Exercise 7 Pairwork

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

### Consolidation

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

Workbook page 16

Online Workbook Extra practice

be going to (1)

Affirmative and negative

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

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

Think!

Read the sentences. Then choose the correct alternative.

- She's going to be a dentist.  
He isn't going to study math in college.  
• We use **be going to** to talk about **intentions** / present activities.

Rules p.W14

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

- I / see / the Iron Man movie tonight.  
I'm going to see the Iron Man movie tonight.  
1 Al / not visit / his friend in Canada next summer.  
2 You / not study / Chinese next year.  
3 We / make / a birthday cake for Melissa.  
4 They / do / their homework later.  
5 I / not watch / this movie again.  
6 Carl and I / get married next month.

2 Complete the text with the correct form of **be going to** and the verbs in parentheses.

Jack: "I want to leave the band!"

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

POSTED May 10<sup>th</sup> 14:30

Workbook p.16 Extra practice online

yes / no questions and short answers

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

yes / no questions					
Am	I				
Is	he / she / it			going to play?	
Are	we / you / they				
Short Answers					
Affirmative			Negative		
Yes,	I	am.	No,	I	'm not.
	he / she / it	is.		he / she / it	isn't.
	we / you / they	are.		we / you / they	aren't.
Rules pp.W14-15					

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

- Jo and Ed / play tennis tomorrow? (✓)  
Are Jo and Ed going to play tennis tomorrow?  
Yes, they are.  
1 Matt / buy a guitar? (X)  
2 you / send Andy a text message? (✓)  
3 Denise and Clara / bike to school? (X)  
4 we / have a test tomorrow? (✓)

4 Complete the questions using a question word in the box, **be going to**, and the verbs in parentheses.

How long What When Where Why

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

Finished?

Write about your plans for the weekend. Write three things that you're going to do and three things you aren't going to do.  
This weekend, I'm (not) going to ...

Puzzle p.105

thirty-three 33

ANSWERS

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

Exercise 2

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

Grammar chart

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

Rules pages W14-15

Exercise 3

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

ANSWERS

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

Exercise 4

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

Finished?

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

ANSWERS

Students' own answers.

Consolidation

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

Workbook page 16  
Online Workbook Extra practice

Grammar page 33

Aim

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

Grammar PowerPoint presentation Unit 3

Warm-up

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

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

Grammar chart and Think! box

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

Rules page W14

Exercise 1

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



## At the airport

### Aim

To present and practice conversations at the airport

### Warm-up

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

### Exercise 1 1-29

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

**Audioscript** Teacher's Book page 110

### Exercise 2 1-30

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

**Audioscript** Teacher's Book page 110

### Exercise 3 Pairwork

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

### ANSWERS

Students' own answers.

#### Extra activity

- Write these prompts on the board:  
*ticket / passport*  
*window / aisle seat*  
*baggage*  
*boarding pass*  
*gate*  
*liquids / laptop*  
*tray*  
*metal items*  
*watch / belt*

## 3 Communication

### At the airport

1 1:29 Listen and complete the dialogues with the questions in the box. Listen again and check. Then listen and repeat.

Are you wearing a watch or a belt?	Do you have any liquids or a laptop in your hand baggage?
Can I see your ticket and passport or ID card, please?	Do you have any metal items in your pockets?
Do you have any baggage to check in?	Would you like a window or an aisle seat?

#### At the check-in desk

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

#### At the security checkpoint

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

#### Learn it, use it!

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

2 1:30 Listen to two conversations at the airport and choose the correct options.

1 suitcase / hand baggage      3 4:15 / 4:50      5 keys / cell phone  
 2 gate 13 / gate 30      4 liquids / laptop      6 watch / belt

3 **Pairwork** Choose details from the options below and then write dialogues at the airport check-in and the security checkpoint. Use the dialogues in exercise 1 as a model. Then practice your dialogues.

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

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

### Consolidation

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

Workbook page 18

Online Workbook Extra practice

be going to (2)

Think!

Look at the sentences. Then choose the correct alternative.

It's sunny and there aren't any clouds. It's going to be a beautiful day.  
They aren't playing well. They're going to lose the game.

- We use *be going to* for a prediction / an intention based on present evidence.

Rules p.W15

1 Look at the pictures. Complete the sentences with *be going to* and the verbs in the box. Use the short form of *be*.

be eat fall jump sit win



It's going to eat your sandwich!

- She's going to sit on the cat!
- Brazil's going to win the game.
- He's going to jump over the truck.
- It's going to be a sunny day.
- He's going to fall off his skateboard!

2 Complete the dialogues with the correct form of *be going to* and the verbs in parentheses.

Manchester United is playing very well at the moment. It's going to be (be) a difficult game for Real Madrid.

- It's very cold and cloudy. It's going to snow (snow).
- Look at this traffic. We're going to be (be) late for the concert.
- Hannah can't drive very well. She isn't going to pass (not pass) her driving test.
- It's starting to rain. We're going to get (get) wet!
- I didn't pass my English test. My parents aren't going to be (not be) happy!

Workbook p.17

Extra practice online

Verb + infinitive / -ing form

I want to be a wildlife biologist.  
I love doing sports.

Verbs + infinitive	Verbs + -ing form
I hope to write.	I love writing.
I want to write.	I enjoy writing.
I'd like to write.	I like writing.
	I don't mind writing.
	I prefer writing.
	I hate writing.

Think!

Complete the sentences with *going to* or *to go*.

I like *going* to the movies.  
I'd like *to go* to the movies.

Rules p.W15

3 Complete the sentences with the infinitive or -ing form of the verbs in parentheses.

I hope *to travel* (travel) around the world one day.  
I love *shopping* (shop).

- Jason doesn't like *washing* (wash) the dishes. He prefers *setting* (set) the table.
- I'd like *to study* (study) biology in college.
- My dog enjoys *playing* (play) with a ball.
- We want *to watch* (watch) the game at Victor's house.
- I hate *getting up* (get up) early.

4 Complete the text with the infinitive or -ing form of the verbs in the box.

get go learn study travel visit work

My name's Katia, and I'm at high school. I really enjoy *learning* languages and I want *to study* French and Chinese in college. I love *going* to different countries, and I'd like *to work* in the tourist industry one day. This summer, I hope *to get* a job in the U.S. When I finish school, I'd like *to travel* around Asia for six months. I especially want *to visit* China.

Finished?

Write sentences about you. Then compare your ideas with a partner.

I'd like ... I don't want ... I hate ...  
I hope to ... I love ... I want ...

Puzzle p.105

thirty-five 35

Exercise 2

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

Verb + infinitive / -ing form

Grammar chart and Think! box

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

Rules page W15

Exercise 3

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

Exercise 4

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

Finished?

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

ANSWERS

Students' own answers.

Consolidation

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

Workbook page 17

Online Workbook Extra practice

Grammar page 35

Aim

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

Grammar PowerPoint presentation Unit 3

Warm-up

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

be going to (2)

Think! box

- Go through the information in the *Think!* box with the class.
- Students choose the correct words to complete the rule.
- Check answers with the class.
- Refer students to the rules on page W15.

Rules page W15

Exercise 1

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



Reading

Aim

To read and understand a website about summer internships

Warm-up

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

Background notes

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

Exercise 1

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

Exercise 2 Read and listen 1-31

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

ANSWERS

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

Audioscript Student Book page 36

**3 Skills**

**RI** Summer Internships | Ages 16-18

InternQuest

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

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

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

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





**Check it out!**

Find these words and check their meaning.

chance  
real-life  
behind the scenes  
operations

**Reading**

**1** Read the website quickly. What is an internship?  
a a summer job      b a way to get work experience

**2** **1:31** Read and listen to the website and answer the questions.

How long do the internships last? *They last three to six weeks.*

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

Listening

Aim

To listen to teenagers talking about their future plans

Warm-up

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

Exercise 3 1-32

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

Audioscript Teacher's Book page 110

Exercise 4 1-32

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

## Listening

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

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

### My listening skills

#### Identifying information to perform a task

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

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

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

## Speaking

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

- Are you going to go to college? **Yes, Sao Paulo University (medicine)**
- What type of work would you like to do? • Are you going to travel?
- Would you like to do an internship? • Would you like to live in a foreign country?

**6 Pairwork** Tell another student about your partner's plans for the future.

*Valeria hopes to go to college and study ...*

## Writing

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

Hi!

Thanks for your e-mail. You asked me about my plans for the future! Well, I have <sup>1</sup>a lot of ideas!

I'm going to stay at <sup>2</sup> $\emptyset$  school until I'm 18. I'm not going to go to <sup>3</sup> $\emptyset$  college immediately because I'd like to travel around <sup>4</sup>the world first. I really want to visit <sup>5</sup> $\emptyset$  Europe. I'd like to do <sup>6</sup>an internship for <sup>7</sup>a few months, too.

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

Write soon,  
Flavio

**Workbook** p.19

**Writing builder** p.93

thirty-seven **37**

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

### Exercise 6 Pairwork

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

## Writing

### Aim

To write an e-mail about future plans

### Writing builder

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

### Exercise 7

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

### ANSWERS

Students' own answers.

### Consolidation

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

**Writing builder page 93/C2**

**Workbook page 19**

**Online Workbook Extra practice**

**Unit test**

**Worksheets**

**DVD**

### Extra activity

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

### ANSWERS

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

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

## Speaking

### Aim

To practice talking about future plans

### Exercise 5 Pairwork

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



# 4 What will their future be like?

## Grammar

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

*will / be going to*

First conditional

## Vocabulary

Life events

## Communication

At the bus station

## Skills

**Reading:** A magazine article about future predictions

**Listening:** An interview with a futurologist

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

**Writing:** A text about future predictions for the world

## Topics and values

Citizenship; Society; Environmental awareness; Science and technology

## Presentation pages 38–39

### Aim

To present the new language in an interesting context

### Warm-up

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

### Exercise 1 Read and listen 1•33

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

**Audioscript** Student Book page 38

# 4

## What will their future be like?

### They Will Make the World a Better Place

Our magazine asked high school students about the future. Many students have definite plans for their future life, but others don't know what they're going to do. How about you? Who will you be ten years from now? Where will you live? Do you think the world will be a better place?

Teenager Nathan Rabelo has some strong ideas about his future. "If I get married, I won't have more than one child. Today there are more than seven billion people on the planet, and overpopulation is going to be a big problem." However, Nathan generally feels positive about the future. "Most teenagers know about the world's problems and they want to change things. We're lucky because we have a good education, and this will help us make the world a better place."

Nathan also has career plans. "In five years, I'll be 20, and I hope to be in college. I want to be an architect, and I'll have to study hard if I want to graduate. If I become a successful architect, I'll design sustainable buildings, and I won't live in a big city."

Rachel Barnes is enthusiastic about her future. "In ten years, I'll be 26. I'm not sure where I'll be, but I hope I'll have good qualifications. I'm going to apply to medical school. If I graduate, I'll be a doctor. I won't get married very young; I want to see the world first! I'd like to work on health projects in Africa."

Rachel is worried about the future. "My generation will be in charge of the country in thirty years, and things won't be easy. We'll have to clean up the environment and find new forms of sustainable energy." Rachel hates it when adults criticize teenagers. "Adults are responsible for the world's problems, but today's teenagers will have to solve them."






**Check it out!**

Find these words and check their meaning.

overpopulation  
however  
sustainable  
in charge of  
criticize

38 thirty-eight

### Exercise 2 Comprehension

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

#### ANSWERS

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

### Extra activity

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

**1** 1.33 **Read and listen** Check (✓) the topics the readers made predictions about.

- |                   |                                     |               |                                     |
|-------------------|-------------------------------------|---------------|-------------------------------------|
| 1 having children | <input checked="" type="checkbox"/> | 5 marriage    | <input checked="" type="checkbox"/> |
| 2 age and health  | <input type="checkbox"/>            | 6 technology  | <input type="checkbox"/>            |
| 3 the weather     | <input type="checkbox"/>            | 7 environment | <input checked="" type="checkbox"/> |
| 4 study and work  | <input checked="" type="checkbox"/> | 8 population  | <input checked="" type="checkbox"/> |

**2 Comprehension** Answer the questions.

How does Nathan generally feel about the future?

*He generally feels positive about the future.*

- Why does Nathan think that most teenagers are lucky?
- What career does he want to have?
- Where would Rachel like to work?
- What does she hate?
- What does she think adults are responsible for?

**Language focus**

**3** Reorder the words to make sentences from the article. Then read the article again and check.

will / live / where / you ?

Where will you live?

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

**4** Complete the sentences with phrases from the article.

- If I get married, I won't have more than one child.
- I'll have to study hard if I want to graduate.
- If I become a successful architect, I'll design sustainable buildings.
- If I graduate, I'll be a doctor.

**5** 1.34 **Listen to two students talking about the future. Choose the correct answers.**

Twenty years from now, our lives will / won't be very similar to our lives today.

- We will / won't live on a different planet.
- We will / won't go on vacation in space.
- There will / won't be more technology.
- Everyone will / won't use computers at school.
- I will / won't be married.
- I will / won't have children.

**6 Focus on you** What do you think about the predictions in exercise 5? Circle the words that match your opinions.

**7 Pairwork** Discuss your choices in exercise 5 with a partner.

A I don't think we will live on a different planet.

B I agree. But I think we will go on vacation in space.

**ANSWERS**

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

**Consolidation**

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

**Language focus** page 39

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

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

**ANSWERS**

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

**Exercise 4**

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

**Extra activity**

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

**Exercise 5** 1.34

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

**Audioscript** Teacher's Book page 110

**Exercise 6 Focus on you**

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

**ANSWERS**

Students' own answers.

**Exercise 7 Pairwork**

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

**Consolidation**

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





## will: future

### Affirmative and negative

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

Affirmative		
Full form		Short form
I / you / he / she / it / we / you / they	will go.	'll go.
Negative		
Full form		Short form
I / you / he / she / it / we / you / they	will not go.	won't go.

### Think!

Read the sentences. Then choose the correct alternative.

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

- We use *will* or *won't* to talk about intentions / make predictions.

Rules p.W20

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

be buy go have retire win

- Nick always celebrates his birthday. I'm sure he **will have** a party.
- 1 Oh no! There's a history test tomorrow. I think it **will be** difficult!
- 2 Noemi can't sing very well. She **won't win** the karaoke competition.
- 3 I think I **will retire** when I'm about 65.
- 4 Mark doesn't like classical music. I'm sure he **won't go** to the concert.
- 5 My aunt and uncle want to live in Canada. I think they **will buy** a house there soon.

### 2 Write predictions with *will* (✓) or *won't* (X).

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

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

## yes / no questions and short answers

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

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

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

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

## will I be going to

### Think!

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

- Good news! Camila's **going to** have a baby!  
Lucia wants children. I think **she'll** have a baby soon.
- 1 We use **will / going to** to make predictions based on an opinion.  
2 We use **will / going to** to make an opinion based on evidence.

Rules pp.W20-21

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

- I think he **will** do well on his test. **1**  
1 The score is 4-0 to us! We **are going to** win! **2**  
2 I think we **will** travel in space. **1**  
3 Look at those black clouds! It **is going to** rain! **2**  
4 I don't think my sister **is going to** get the job. She arrived late for the interview! **2**

### Finished!

Make predictions about your future.

be famous learn to cook live in a big city

Puzzle p.105

## Exercise 3

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

### ANSWERS

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

## will / be going to

### Think! box

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

Rules pages W20-21

## Exercise 4

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

## Finished?

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

### ANSWERS

Students' own answers.

## Consolidation

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

Workbook page 22

Online Workbook Extra practice

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

### Grammar chart and Think! box

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

Rules page W20

### Exercise 1

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

### Exercise 2

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

### ANSWERS

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

### Grammar chart

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



## At the bus station

### Aim

To present and practice conversations at the bus station

### Warm-up

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

### Exercise 1 1.36

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

**Audioscript** Teacher's Book page 110

### Exercise 2 1.37

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

**Audioscript** Teacher's Book page 110

### Exercise 3 Pairwork

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

#### Extra activity

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

# 4 Communication

## At the bus station

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

change gate ticket trip next one-way round-trip



**Kyle** Hello. I'd like a ticket to Baltimore, please.  
**Assistant** Would you like a one-way or a round-trip ticket?  
**Kyle** A round-trip, please.  
**Assistant** OK. Are you leaving today?  
**Kyle** Yes, I am.  
**Assistant** And when are you coming back?  
**Kyle** I'm coming back next Tuesday.  
**Assistant** OK, so you'll need an open return. That's \$28, please.  
**Kyle** Here you are, here's \$30.  
**Assistant** Thank you. Here's your ticket and \$2 change.  
**Kyle** What time is the next bus?  
**Assistant** There's a bus for Baltimore every 30 minutes. The next bus leaves at ten thirty.  
**Kyle** OK, thanks. What gate does it leave from?  
**Assistant** It leaves from gate five.  
**Kyle** Thanks. Oh ... how long does the trip take?  
**Assistant** It takes about three and a half hours.  
**Kyle** OK. Thanks. Goodbye.  
**Assistant** Goodbye.

### Learn it, use it!

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

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

Destination	Type of ticket	Price	Next bus	Gate	Duration
1 New Haven	<u>one-way</u> / round-trip	<u>\$22</u> / \$32	8:00 <u>9:00</u>	<u>8</u> / 10	<u>2</u> / 3 hours
2 Boston	one-way / <u>round-trip</u>	\$27 / <u>\$37</u>	<u>10:15</u> / 10:50	1 / <u>11</u>	<u>1</u> 3 / 4 hours
3 Long Island	one-way / <u>round-trip</u>	<u>\$15</u> / \$16	6:45 / <u>6:55</u>	<u>5</u> / 9	<u>1</u> 40 / 50 minutes

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

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

42 forty-two

Workbook p.24

Extra practice online

### Consolidation

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

Workbook page 24

Online Workbook Extra practice

## Grammar page 43

### Aim

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

### Warm-up

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

First conditional

If I get married, I won't have more than one child.

If clause	Main clause
If I pass my test,	my mom will be happy.
If I don't pass my test,	my mom won't be happy.
If you pass your test,	will your mom be happy?
Main clause	If clause
My mom will be happy	if I pass my test.
My mom won't be happy	if I don't pass my test.
Will your mom be happy	if you pass your test?

Think!

Look at the sentences. Then choose the correct alternatives.

- I'll buy a DVD if I go shopping.
- If I go shopping, I'll buy a DVD.
- We use **the simple present** / **will + base form of the verb** in the if clause.
- We use **the simple present** / **will + base form of the verb** in the main clause.
- There is a comma after the if clause when it comes at the **beginning** / **end** of the sentence.

Rules p.W21

1 Choose the correct answers.

- If we **get** / 'll get the next bus, we arrive / 'll arrive at 6 p.m.
- We miss / 'll miss the bus if we **don't go** / won't go now.
- Will** / Do you play soccer if it **rains** / will rain?
- If I **have** / 'll have children, I call / 'll call them Mia and David.
- They **don't win** / **won't win** the game if they **don't play** / won't play better.
- If Sylvia **gets** / will get home late, her mom is / will be angry.
- I go / 'll go to college if I **get** / 'll get straight A's.

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

- If Ellie **gets** (get) a job, she'll **leave** (leave) home.
- If you **don't water** (not water) these plants, they'll **die** (die).
- I'll **visit** (visit) you tomorrow if I **have** (have) time.
- You **won't be** (not be) late for school if you **leave** (leave) home now.
- If it **'s** (be) sunny tomorrow, we **'ll have** (have) a barbecue.

Workbook p.23 Extra practice online

3 Write first conditional sentences. Use short forms.



We / go / to the skate park / if / it / be / sunny / tomorrow.

We'll go to the skate park if it's sunny tomorrow.

- If / Lucas / get / good grades / his parents / be / pleased.
- We / buy / some sandwiches / if / we / get / hungry.
- If / he / go / to Canada / he / speak / English.
- Those children / be / sick / if / they / eat / all those cookies.
- If / you / not come / with me / I / not go.
- Kate / not come / if / she / have / a lot of homework.

4 Game! Make first conditional sentences with the verbs in the box. You get one point for each complete correct sentence.

get go have meet miss pass rain win

- A say the if clause of a first conditional sentence.
- B Complete the sentence, and start a new sentence.

- A If I get home early...
- B If I get home early, I'll go swimming. (1 point)
- A If it rains tomorrow,...

Finished?

Write first conditional sentences. Use the ideas in the box.

It rains on Sunday  
you don't feel well tomorrow  
you get some money for your birthday  
you're bored this afternoon  
your mom is tired this evening

If it rains on Sunday, I'll stay home.

Puzzle p.105

forty-three 43

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

Exercise 4 Game!

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

Extra activity

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

ANSWERS

Students' own answers.

Finished?

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

ANSWERS

Students' own answers.

Consolidation

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

Workbook page 23

Online Workbook Extra practice

First conditional

Grammar chart and Think! box

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

Rules page W21

Exercise 1

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

Exercise 2

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

Exercise 3

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

ANSWERS

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



**Reading**

**Aim**

To read and understand a magazine article about future predictions

**Warm-up**

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

**Background notes**

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

**Exercise 1 Read and listen** 1•38

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

**ANSWER**

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

**Audioscript** Student Book page 44

**Exercise 2**

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

**ANSWERS**



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

4

Skills

## In the Next One Hundred Years ...

What will the world be like 100 years from now? Will it be possible to manipulate the weather? Will we all speak one language? Will everyone live to be 150 years old? Nobody really knows because the future is very difficult to predict. Nevertheless, more than 100 years ago, an American engineer, John Watkins, made some predictions about life today – and a lot of them were correct! In 1900, John Watkins wrote an article for an American women's magazine. The title of the article was *What May Happen in the Next Hundred Years* and it started with the words: "These prophecies will seem strange, almost impossible ...". Today, however, a lot of the things that he predicted are part of our everyday lives. Here are some of the predictions that came true ... and two that didn't!

- People will watch events from all over the world on home screens in their living rooms.
  - ✓ Watching TV is a normal everyday activity today. In the U.S., 97% of houses have a TV.
- Doctors will use rays of invisible light to see internal parts of a body.
  - ✓ Today X-rays are a common medical procedure in all hospitals.
- We will use wireless telephone systems to talk to people all over the world.
  - ✓ Six billion people in the world today have a cell phone. That's 86 people in every 100!
- Americans will be taller by 4-5 centimeters.
  - ✓ In 1900, the average American man was 1.68-1.70 m tall. In 2000, the average American man was 1.75 m tall.
- There won't be any mosquitoes or flies.
  - ✗ Mosquitoes and flies are still a big problem! Mosquitoes are responsible for more than 650,000 deaths from malaria every year.
- There will be no C, X, or Q in our everyday alphabet.
  - ✗ The alphabet is the same today, but it may change in the future because of text messaging and other modern methods of communication.

**Check it out!**

Find these words and check their meaning.

nevertheless  
may happen  
prophecies  
came true  
flies  
accurate

John Watkins was very optimistic about the future. He only predicted positive changes in the 20<sup>th</sup> century. Today, a lot of people are pessimistic about the future of the world in the next 100 years. But who knows? If we're lucky, today's predictions won't be as accurate as Watkins' prophecies were!

44 *is my four*

**Extra activity**

- To help students practice scanning for specific information in a text, write these numbers on the board.

- 1 1.75
- 2 six billion
- 3 650,000
- 4 97
- 5 86

- Ask students to find the numbers as quickly as they can. They can then write a sentence for each one to put it in context.

**ANSWERS**

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

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

**Listening**

**Aim**

To listen to an interview with a futurologist

**Warm-up**

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

Reading

1 1.38 Read and listen to the magazine article. Which predictions were not correct?

2 Answer the questions.

What nationality was John Watkins? *He was American.*

- 1 What was his job?
- 2 When did he make his predictions "for the next hundred years"?
- 3 What magazine published his predictions?
- 4 Which of these things did he predict?

cell phones	<input checked="" type="checkbox"/>	miniskirts	<input type="checkbox"/>
hotter summers	<input type="checkbox"/>	X-rays	<input checked="" type="checkbox"/>
TV	<input checked="" type="checkbox"/>	the Internet	<input type="checkbox"/>
physical changes to the body	<input checked="" type="checkbox"/>	new materials	<input type="checkbox"/>

5 Are you optimistic or pessimistic about the future? Why?

Listening

3 1.39 Futurology is the study of how people will live in the future. Read the topics a–g. Then listen to a radio interview with a futurologist. Number the topics in the order they discuss them. There are two extra topics they do not discuss.

- |                    |   |                |   |
|--------------------|---|----------------|---|
| a Languages        | 2 | e Space travel | 4 |
| b World population | — | f Money        | 5 |
| c Life expectancy  | 3 | g Cities       | — |
| d Weather          | 1 |                |   |

My listening skills

**Identifying main ideas**  
Some questions ask you to identify and sequence the main ideas in a listening text. Before you listen, read the questions and identify the key words. Then listen and try to recognize these key words. Don't worry if you don't understand every word.

4 1.39 Listen again. Does the futurologist think each prediction will (✓) or won't (X) come true in the next 100 years?

- It will be possible to control the weather.
- 1 We will all speak one language.
  - 2 Some people will live to be 150 years old.
  - 3 Space travel will be possible for most people.
  - 4 We will all use the same money online.

Speaking

5 **Pairwork** Ask and answer questions about the future of the world in 50 years. Use these and your own ideas.

Will ...

- students use computers or books at school?
- the climate be different?
- people still use paper money?
- all cars be electric?
- vacations in space be common?
- hobbies and sports be different?

A Do you think students will still use books at school?

B I think there will still be some books, but all students will have laptops or tablets.

Writing

6 Write a short paragraph (70–100 words) about the future. Use your ideas from exercise 5 or your own ideas. Start like this:

*In my opinion, many things will be different / the same in 50 years.*

Workbook p.25

Writing builder p.93

forty-five 45

ANSWERS

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

Speaking

Aim

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

Exercise 5 Pairwork

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

Writing

Aim

To write a text about future predictions for the world

Writing builder

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

Exercise 6

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

ANSWERS

Students' own answers.

Consolidation

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

Writing builder page 93/C2

Workbook page 25

Online Workbook Extra practice

Unit test

Worksheets

DVD

Exercise 3 1.39

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

Audioscript Teacher's Book page 111

Exercise 4 1.39

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

Extra activity

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



# Review B

## Grammar

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

Verb + infinitive / -ing form

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

*will / be going to*

First conditional

## Vocabulary

Personality adjectives

Life events

## Review B page 46

### Songs

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

*The Chain*, by Fleetwood Mac (first conditional)

*Dance Tonight*, by Paul McCartney (*be going to*)

# B

 Review

## Vocabulary

### 1 Complete the sentences with personality adjectives.

Maria designs her own clothes.

She's very creative.

1 That man thinks he's very important.

He's a rogant.

2 Elena is friendly and makes friends easily.

She's outgoing.

3 Steve wants to be an astronaut.

He's very ambitious.

4 I always plan my study time.

I'm quite organized.

5 Lily never changes her mind.

She's very stubborn.

6 I don't mind changing my plans at the last minute. I'm flexible.

### 2 Complete the timeline with seven life events. Use the simple past.



1928 Sarah was born.

1933 At the age of 5, she started school in Boston.

1950 She graduated in engineering from Stanford University.

1951 She got a job at Ford Car Company.

1954 She got married to her boyfriend Charles in Old South Church, Boston.

1956 Sarah and Charles had a baby. They named him Simon.

1993 Sarah retired from work. She became a pensioner.

2010 She died when she was 82 years old. She had a good life.

## Grammar

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

I 'm going to watch the movie at 8 p.m. (✓)

1 I 'm not going to play volleyball today. I don't have time. (X)

2 Who do you think will win the next soccer World Cup? (?)

3 The weather forecast says that it isn't going to rain today. (X)

4 You won't pass your test. You don't work hard enough. (X)

5 What will life be like 20 years from now? (?)

### 4 Choose the correct answers.

I don't mind playing / to play hockey at school.

1 I don't want getting / to get up early tomorrow.

2 Steve enjoys reading / to read crime stories.

3 The students hate doing / to do P.E. outside in winter.

4 I hope seeing / to see you soon!

5 I'd like buying / to buy some new jeans.

### 5 Complete the sentences with the correct form of the verbs in parentheses. Use short forms if possible.

If it 's (be) sunny later, we 'll go (go) for a walk.

1 We 'll wait (wait) for you if you 're (be) late.

2 If you 're (be) hungry, I 'll make (make) you a sandwich.

3 If Jack doesn't leave (not leave) now, he 'll miss (miss) the bus.

4 If the band doesn't practice (not practice), it won't play (not play) well.

5 I 'll help (help) you with your math if you don't understand (not understand) it.

6 If Tina goes (go) to the movies, she won't be (not be) home until 10 p.m.

**Communication**

**6** 1.40 Complete the dialogues with the phrases in the box. Then listen and check.

A round-trip, please. I'd like an aisle seat, please. It leaves at 3 p.m. It takes about three hours.  
Thank you. Yes, here you are. Yes, I have this suitcase.

- |   |  |
|---|--|
| <p><b>1</b></p> <p>A Good morning. Can I see your ticket and passport, please?<br/>B <u>Yes, here you are.</u></p> <p>A Thank you. Would you like a window or an aisle seat?<br/>B <u>I'd like an aisle seat, please.</u></p> <p>A OK. Have you got any baggage to check in?<br/>B <u>Yes, I have this suitcase.</u></p> <p>A OK, here's your boarding pass. The gate opens at 10:30 a.m.<br/>B <u>Thank you.</u></p> | <p><b>2</b></p> <p>A I'd like a ticket to Dallas, please.<br/>B Do you want a one-way ticket or a round-trip?<br/>A <u>A round-trip, please.</u></p> <p>B Here you are.<br/>A What time does the next bus leave?<br/>B <u>It leaves at 3 p.m.</u></p> <p>A How long does the trip take?<br/>B <u>It takes about three hours.</u></p> |
|---|--|

**Pronunciation**

The pronunciation of 'll'

**7** 1.41 Listen to the pronunciation of 'll'. Then listen again and repeat.

- I'll see you on Friday.
- You'll have a good time!
- He'll buy the movie theater tickets.
- We'll get the bus home.
- They'll meet us at the bus stop.

**8** 1.42 Listen and choose the correct answers.

- I'll live / I live in Newport.
- We'll go / We go to high school.
  - They'll have / They have a long vacation in the summer.
  - You'll study / You study chemistry in college.
  - I'll take / I take the dog for a walk.
  - We'll buy / We buy a lot of souvenirs on vacation.

**Listening**

**9** 1.43 Listen to five short conversations and check (✓) the correct answers.

- |   |   |
|---|---|
| <p>What's Ken going to do on the weekend?</p> <p>a He's going to go ice skating. <input type="checkbox"/></p> <p>b He's going to go to Nick's party. <input type="checkbox"/></p> <p>c He's going to stay home. <input checked="" type="checkbox"/></p> <p><b>1</b> Who is Luke?</p> <p>a He's a boy that goes to Lily's school. <input checked="" type="checkbox"/></p> <p>b He's Lily's boyfriend. <input type="checkbox"/></p> <p>c He's Lily's math teacher. <input type="checkbox"/></p> <p><b>2</b> What does Katie want to be when she leaves school?</p> <p>a She wants to be a psychologist. <input type="checkbox"/></p> <p>b She wants to be a nurse. <input type="checkbox"/></p> <p>c She wants to be a teacher. <input checked="" type="checkbox"/></p> | <p><b>3</b> What prediction does Sophie make about her life ten years from now?</p> <p>a She'll be married. <input type="checkbox"/></p> <p>b She'll be a fashion designer. <input checked="" type="checkbox"/></p> <p>c She'll be famous. <input type="checkbox"/></p> <p><b>4</b> Ben and Freya are having a baby. If the baby is a boy, what will they call him?</p> <p>a They'll call him Jack. <input checked="" type="checkbox"/></p> <p>b They'll call him Benedict. <input type="checkbox"/></p> <p>c They'll call him Kyle. <input type="checkbox"/></p> |
|---|---|

**Extra activity**

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

**Listening**

**Exercise 9** 1.43

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

**Audioscript** Teacher's Book page 111

**Extra communication B**

page 47

**Aim**

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

**Communication**

**Exercise 6** 1.40

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

**Audioscript** Teacher's Book page 111

**Pronunciation**

**Exercise 7** 1.41

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

**Audioscript** Student Book page 47

**Exercise 8** 1.42

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

**Audioscript** Teacher's Book page 111



**Aim**

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

**Reading**

**Warm-up**

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

**Exercise 1 Read and listen** 1-44

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

**ANSWER**

People will live longer.

**Audioscript** Student Book page 48

**Exercise 2**

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

**ANSWERS**

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

**Exercise 3 Presentation**

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

B Culture club

What Will Life Be Like in 2100?

Children who are born today will be in their 80s in the year 2100. About 5.3 million Americans will be over 100. What will their lives be like? We asked readers for their predictions about life in the United States in 100 years. Here are six predictions and what the futurologists think of them.

9/10. Very probable.

**1 The U.S. coast will be different.**  
Because of global warming, temperatures will be 6°C higher. If global temperatures rise, polar ice will melt, and sea levels will rise. Scientists predict that parts of nearly 1,700 cities near the ocean will be underwater in 100 years. These will include New York, Boston, and Miami.

6/10. Quite possible.

**4 Fewer people will get married. Instead they will sign a contract every year.**  
Marriage won't disappear, but it will change. Traditional marriage will still exist, but there will be other options. Many people will live more than 100 years, and they won't get married for life. They will get married for ten or twenty years.

9/10. Very probable.

**2 Families won't be as big as they are today.**  
There will also be more families with only one parent. Today, the average American mom has her first child at the age of 23. This will go up to 29. Most moms will only have one child, instead of two today.

7/10. Quite possible.

**5 California will become an independent country.**  
There are already signs that this will happen. California is a very wealthy state, and if this continues, it's possible it'll want to be independent from other poorer states so that it can keep its wealth. If California becomes independent, some states on the East Coast will want to become independent, too.

5/10. Possible.

**3 Spanish will be the first language.**  
Spanish is already the most common foreign language taught in U.S. schools. It is now the second language in the United States. The Hispanic population is growing very fast. If this trend continues, more people will speak Spanish than English, but it will be difficult for Spanish to become the first language.

10/10. Definite.

**6 People will live longer. People won't get sick as often as they do now.**  
If they have an active lifestyle, today's babies will live for 100 years. Most people will stay healthy until they die because of new medical discoveries. This means that there will be more old people than children! And some people will live to 150!

Check it out!

Find these words and check their meaning.

coast  
melt  
sea levels  
to rise  
wealthy (a) / wealth (n)

**1** 1-44 **Read and listen** to the article. Which prediction do the specialists think will definitely come true?

**2 Answer the questions.**  
How many people in the United States will be over 100 years old in 2100?  
About 5.3 million Americans will be over 100 in 2100.

- 1 What will happen to many cities near the ocean 100 years from now?
- 2 How will families be different?
- 3 What is the most common foreign language taught in U.S. schools?
- 4 How will marriages be different?
- 5 What will happen to some states in the U.S.?
- 6 How will medical discoveries change people's lives?
- 7 How old will some people live to?

**3 Presentation** Prepare a short presentation on the future of your country in 2100. Answer the questions below with your opinions. Present your predictions to the other students.

- What will the population be? • Where will people live? • What will the biggest cities be?
- What language(s) will people speak? • How long will people live?
- What will families be like? • Will life be better? Why? / Why not?

48 forty-eight

**Extra activity**

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

48

**Vocabulary and speaking**

I can describe people's personalities. (p.32) **B1**

**1 Read the descriptions and complete the personality adjectives.**

Kate wants to be President. ambitious

- 1 Tom studies for school every day. hard-working
- 2 He says he's better than his friends. arrogant
- 3 Pablo designs beautiful clothes. creative
- 4 Kelly never does any chores. lazy
- 5 Al doesn't think of other people. selfish

\_\_\_ / 5

I can check in at the airport. (p.34) **B1**

**2 Complete the dialogue with the words in the box. Then practice the dialogue.**

baggage boarding pass Can here  
I'd like Would

- A Can I see your ticket and passport, please?  
 B Yes, here you are.  
 A Would you like a window or an aisle seat?  
 B I'd like a window seat, please.  
 A Do you have any baggage to check in?  
 B Yes, I have this suitcase.  
 A OK. Here's your boarding pass.

\_\_\_ / 5

I can talk about future plans. (p.37) **B1**

**3 Write the sentences in the correct order.**

country / like / live / I'd / in / to / another  
I'd like to live in another country.

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

\_\_\_ / 5

I can talk about life events. (p.40) **B1**

**4 Complete the words.**

Ana and Juan got m a r r i e d last July.

- 1 Tom didn't p a s e his driving test.
- 2 I am going to a p p l y for a job in a bank.
- 3 My brother wants to h a v e children.
- 4 My dad is going to r e t i r e next year. He's 65.
- 5 Her baby was b o r n last night.

\_\_\_ / 5

I can ask for information at the bus station. (p.42) **B1**

**5 Complete the dialogue. Then practice.**

How long I'd like leaves  
takes What time Where

- A I'd like a ticket to New Haven, please.  
 B Here you are. That's \$15.  
 A What time is the next bus?  
 B The next bus leaves at ten-thirty.  
 A Where does it leave from?  
 B It leaves from gate 6.  
 A How long does it take?  
 B It takes about two hours.

\_\_\_ / 5

I can ask questions about the future. (p.45) **B1**

**6 Write questions. Then ask your partner.**

people / live longer in the future?  
Will people live longer in the future?

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

\_\_\_ / 5

**Reading, listening, and writing**

I can read and answer questions about internships. (pp.36-37) **B1**

I can understand people talking about their future plans. (p.37) **B1**

I can write about my future plans. (p.37) **B1**

I can read and answer questions about future predictions. (pp.44-45) **B1**

I can understand a radio interview about the future of the world. (p.45) **B1**

I can write about the future of the world. (p.45) **B1**

	Got it?		
	Yes	I'm not sure	No
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

forty-nine **49**

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

**ANSWERS**

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

**Exercise 4**

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

**Exercise 5**

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

**Exercise 6**

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

**ANSWERS**

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

**Reading, listening, and writing**

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

**My progress B** page 49

**Aim**

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

**Vocabulary and speaking**

**Exercise 1**

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

**Exercise 2**

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

**Exercise 3**

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



**Grammar**

- must (affirmative and negative)
- Compounds: *some- / any- / no-*
- Compounds: *every-*
- have to (affirmative and negative, yes / no questions and short answers)
- mustn't / don't have to
- Gerunds
- Verb + -ing form
- be going to (affirmative and negative, yes / no questions and short answers)
- Verb + infinitive / -ing form
- will: future (affirmative and negative, yes / no questions and short answers)
- will / be going to
- First conditional

**Vocabulary**

- Places around town
- Housework
- Personality adjectives
- Life events

**Vocabulary**

**Aim**

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

**Exercise 2**

**ANSWERS**

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

**Extra activity**

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

Remember

### Vocabulary

**1 Complete the sentences with the correct noun or adjective.**

Karl never works. He's very lazy!

1 I went to the hospital when I broke my leg.

2 I have to load the dishwasher after dinner.

3 Clara hates waiting. She isn't a patient girl.

4 I borrow books from the city library.

5 Peter loves meeting new people. He's very outgoing.

6 You can buy stamps at the post office.

**2 Add three new words or phrases for each category.**

Places around town	Housework	Personality adjectives	Life events
1 <u>vacation</u>	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

### Grammar

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

Stanton Swimming Pool

buy a ticket at the entrance

---

take a shower before you swim

---

don't jump into the pool

---

don't eat food near the pool

---

leave your clothes in the changing room

---

don't run near the pool

You must buy a ticket at the entrance.

### Compounds: *some- / any- / no- / every-*

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

We didn't do any thing interesting last weekend.

1 I think there's someone upstairs. I can see a light.

2 No body came to the park with me. I was alone.

3 I can't find my cat anywhere.

4 I saw some thing moving over there. What is it?

5 We looked everywhere, but we didn't find him.

6 I have no thing to do. Let's play tennis.

### have to

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

At home	At school
set the table ✓	play sports ✓
clean the bathroom ✗	eat in the cafeteria ✗
feed the dog ✓	go to school on Saturday ✗

He has to set the table.

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

### *mustn't* / *don't have to*

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

You mustn't play soccer in the classroom!

1 She's lucky. She doesn't have to do any housework.

2 I don't have to get up early on Saturday because there's no school.

3 Mom says I mustn't play loud music at night.

4 We don't have to walk. We can get the bus.

5 Tom doesn't have to take out the trash. His dad always does it.

6 You mustn't go near the animals. They're dangerous.

50 fifty

## be going to

8 Complete the text with the correct form of **be going to** and the verbs in the box. Use short forms of **be** if possible.

be have not-get stay  
travel visit you / do

When I finish school, I am not going to get a job immediately. I 'm going to have a long vacation first. My friend and I are going to travel around the world. We 're going to visit different countries. Then I 'm going to stay with my grandparents in the U.S. for a month. It 's going to be a lot of fun. What are you going to do when you finish school?

9 Complete the sentences with **be going to** and the verbs in the box. Use short forms of **be** if possible.

play rain score take unload watch



It 's going to rain tomorrow.

1 He 's going to take out the trash.



2 She 's going to unload the dishwasher.



3 We 're going to watch a movie.



4 They 're going to play tennis.



5 She 's going to score a goal.



## Verb + infinitive / -ing form

10 Complete the sentences with the infinitive form or the -ing form of the verbs in parentheses.

- I hate taking out the trash. (take)  
1 I'd like to study biology in college. (study)  
2 Do you enjoy visiting museums? (visit)

- 3 Maria hopes to get a summer job. (get)  
4 My friends like listening to rock music. (listen)  
5 My brother wants to buy a new car. (buy)  
6 Remembering irregular verbs is hard. (remember)

## will: future

11 Complete the text with the correct form of **will** and the verbs in the box.

change control do not go  
shine study not work

I think a lot of things will change in the future. People will control the weather. The sun will shine all the time on weekends. People won't work every day, and robots will do all the boring jobs. Children won't go to school. They will study at home using computer screens.

## will / be going to

12 Choose the correct answers.

- Are you going to meet / Will you meet your friends tonight?  
1 I think everyone is going to use / will use solar energy in the future.  
2 Do you think people are going to live / will live on the moon one day?  
3 It's 8:45! You are going to miss / will miss the bus!  
4 What are you going to do / will you do next weekend?  
5 In the future, everyone is going to live / will live to one hundred.  
6 I am not going to study / won't study math in college.

## First conditional

13 Complete the sentences with the correct form of the verbs in parentheses.

- If it 's (be) wet tomorrow, we won't go (not go) to the beach.  
1 If you make (make) a lot of noise, you will wake up (wake up) your brother.  
2 If you don't do (not do) your homework, the teacher will be (be) angry.  
3 If our team doesn't play (not play) better, it won't win (not win).  
4 The dentist won't be (not be) pleased if you eat (eat) a lot of candy.  
5 If I have (have) time, I 'll cook (cook) dinner for the family.

## Extra activity

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

## ANSWERS

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

## Grammar

## Aim

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

## Exercise 3

## ANSWERS

- You must take a shower before you swim.  
You mustn't jump into the pool.  
You mustn't eat food near the pool.  
You must leave your clothes in the changing room.  
You mustn't run near the pool.

## Exercise 5

## ANSWERS

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

## Exercise 6

## ANSWERS

Students' own answers.



# 5 I've never had so much fun!

## Grammar

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

Past participles

*been / gone*

*ever / never*

Present perfect / Simple past

## Vocabulary

Experiences

## Communication

At the hotel

## Skills

**Reading:** A magazine article about the Duke of Edinburgh Award

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

**Speaking:** Talking about experiences

**Writing:** A postcard about a vacation

## Topics and values

Personal development; Outdoor activities; Vacations; Tourism and travel

## Presentation

pages 52–53

### Aim

To present the new language in an interesting context

### Warm-up

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

### Exercise 1 Read and listen 2-02

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

**Audioscript** Student Book page 52

5 I've never had so much fun!

Home page
Program
Location
Galleries
Press
Events
Book Here

## Try it Out!

The ultimate ocean sports festival! For fantastic action **IN, ON, ABOVE,** and **OUT OF** the water!

**Dates:** August 19<sup>th</sup> to August 24<sup>th</sup>

Many people have tried surfing, or they've been whitewater rafting. But have you tried kitesurfing or wakeboarding? Have you ever heard of coasteering? No? Well, come and try them out! You can be part of the action and try it out!

**August 22<sup>nd</sup>**

The **Try it Out!** festival is the biggest ocean sports festival in the U.S. Our reporter, **Linda Spears**, hasn't done ocean sports before, so she went there yesterday and she met **Joe Nichols**, the festival organizer.

**Linda** So, tell me Joe, what's the most popular sport this year?

**Joe** Well, a lot of people have tried kitesurfing. It's very exciting. Wakeboarding is very popular, too.

**Linda** And I see there's something called "coasteering" on the program. What is it? I've never heard of it.

**Joe** Oh, it's an amazing new sport. We haven't done it at the festival before. You do it on a rocky coast. You climb onto the rocks, and then you jump into the ocean. You also swim into caves. It's great fun.

**Linda** It sounds crazy! Have you ever had an accident?

**Joe** No, we haven't. It isn't that dangerous. You have to wear a wetsuit, a life jacket, and a helmet. Even my young daughter has done it.

**Linda** Did you invent it?

**Joe** No, I didn't. It comes from the U.K. It started there in the 1970s.

**Linda** Have you been to the U.K.?

**Joe** Yes, I have. I went there last year and discovered that coasteering is really popular, so I decided to start it here in the U.S. You have to try it!

**Linda** OK, I think I will!

...  
Wow! Well, I've tried coasteering! And you know what? I've never had so much fun in my life! It's awesome! I'm going to try some other exciting things tomorrow. I haven't been kitesurfing before, and I've never tried wakeboarding. I've chosen both of them. It's going to be a crazy day!

**1** 202 **Read and listen** Choose the correct answers.

1 Joe Nichols is a journalist / the festival organizer.

2 The festival is in the U.S. / U.K.

3 Linda Spears is a friend of Joe Nichols / a journalist.

**Check it out!**

Find these words and check their meaning.

rocky (a) / rocks (n)  
wetsuit  
caves

52 fifty-two

### Exercise 2 Comprehension

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

#### ANSWERS

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

### Extra activity

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

#### ANSWERS

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

**2 Comprehension** Answer the questions.

What can people do at the festival?  
 People can do surfing, whitewater rafting, kite surfing, wakeboarding, and coasteering.

- 1 What sports are popular this year?
- 2 Which new sport is there at the festival this year?
- 3 What do you wear to do coasteering?
- 4 Where does this new sport come from?
- 5 What does Linda think of coasteering after she has tried it?
- 6 What sports is Linda planning to try tomorrow?

**Language focus**

**3** Read the article again. Match the beginnings (1–5) and endings (a–e) of the sentences.

- |                 |                                     |
|-----------------|-------------------------------------|
| 1 Many people   | a had an accident?                  |
| 2 I've          | b hasn't done ocean sports before.  |
| 3 Have you ever | c to the U.K.?                      |
| 4 Linda Spears  | d have tried surfing.               |
| 5 Have you been | e never had so much fun in my life! |

**4** Listen to Alice and her friend Hugo. Complete their conversation with the words in the box.

haven't done    Have you ever done    Have you ever tried  
 I have    I haven't    've done

**Alice** What did you do on the weekend, Hugo?  
**Hugo** I went to an ocean sports festival and I tried coasteering. It was amazing!  
**Alice** No, I haven't it?  
**Hugo** No, it isn't. It's so much fun, and it's really exciting. Have you ever done anything exciting?  
**Alice** Yes, I have a parachute jump.  
**Hugo** Wow! A parachute jump? I haven't done that!

**5 Focus on you** Check (✓) the things you have done in your life.

- I've been scuba diving.
- I've ridden a horse.
- I've done karaoke.
- I've eaten Japanese food.
- I've visited a different country.
- I've won a competition.

**6 Pairwork** Tell your partner about the things you have done in your life.

A I've been scuba diving, I've done karaoke, and I've eaten Japanese food.  
 B I've ridden a horse, and I've visited a different country.

**Exercise 5 Focus on you**

- Read through the activities with the class, and check that students understand them all.
- Students check the things they have done.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Ask two confident students to read out the example answers.
- Students work in pairs to tell their partner about things they have done.
- Ask some students to tell the class what things they and their partner have both done.

**Extra activity**

- Brainstorm some other exciting activities that students have done, e.g., *I've been to a music festival. / I've been to Disneyworld. / I've been ice skating.* Write sentences on the board. When you have about ten ideas on the board, put students into pairs to tell their partner which of the things on the board they have done.
- Ask some students to tell the class what things they and their partner have both done.

**Consolidation**

- Suggest to students that they could make a poster with some exciting things they have done. They could write a sentence for each activity, and add pictures if they have any.

**Consolidation**

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

**Language focus** page 53

**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

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

**Exercise 4** 2•03

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

**Audioscript** Teacher's Book page 111



## Experiences

### Aim

To present and practice vocabulary for experiences

Grammar PowerPoint presentation Unit 5

### Warm-up

- With books closed, ask: *What exciting things have you done?* Elicit a few ideas, then say: *Write down something exciting that you've done, that you think no one else in the class has done.*
- Students write down their ideas. Ask students in turn to read out their sentences. See who has managed to find something that no one else has done.

### Exercise 1 2:04

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

**Audioscript** Teacher's Book page 111

### Exercise 2 2:05

- Play the first part of the audio and read out the example sentence.
- Play the rest of the audio, pausing as necessary to give students time to write their sentences.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book pages 111–112

### Exercise 3 Pairwork

- Students work individually to check the things in exercise 1 that they have done.
- Ask a student to read out one of the things from exercise 1 that they have done. Ask: *When did you ...? Where did you do this? Did you enjoy it?* Elicit the answers.
- Point out to students that some of the verbs in the expressions are irregular in the simple past form.
- Students then work in pairs to ask and answer questions about their experiences.
- Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

# 5

 Vocabulary

## Experiences

**1** 2:04 Match the experiences with the pictures. Then listen and repeat.

be in the newspaper climb a mountain do a parachute jump fly in an airplane  
go whitewater rafting meet a famous person ride a horse sleep in a tent  
visit a foreign country win a competition



do a parachute jump



1 win a competition



2 visit a foreign country



3 meet a famous person



4 ride a horse



5 climb a mountain



6 go whitewater rafting



7 sleep in a tent



8 be in the newspaper



9 fly in an airplane

**2** 2:05 Listen and write what the people are doing.

He is visiting a foreign country.

1 They re flying in an airplane.

2 She is doing a parachute jump.

3 They re riding horses.

4 They re going whitewater rafting.

**3 Pairwork** Check (✓) the things in exercise 1 that you have done. Then look at your partner's answers and ask and answer. Use the simple past. 2:05

**A** When did you ride a horse?

**B** I rode a horse on vacation last year.

**4 Pairwork** Discuss the questions. 2:05

1 Which activities in exercise 1 are ...

• the most / least exciting?

• the most / least dangerous?

2 Which activities would you like / hate to do? Why?

### Exercise 4 Pairwork

- Model the activity by asking a confident student which activities they think are the most exciting. Agree or disagree with their answer, giving a reason and making another suggestion.
- Students then discuss the questions in pairs.

### Extra activity

- Write the phrase *bucket list* on the board. Explain that your bucket list is your list of things you want to do before you die. Give some examples of things that might be on someone's bucket list, e.g., *swim with dolphins*, *climb Mount Everest*.
- Ask students to think of three experiences for their bucket list. Students can use their dictionaries.

- Elicit ideas from students and write them on the board. Explain any new vocabulary as necessary.
- Point to the activities on the board and discuss as a class which are the most exciting, and which ones students would like or hate to do.

### Consolidation

- Advise students to note down the new vocabulary in their vocabulary notebooks. Suggest that they could put the expressions into personal sentences, saying if they have done the thing, would like to do it, or would hate it.

Workbook page 28

Online Workbook Extra practice

Present perfect

Affirmative and negative

A lot of people **have tried** kitesurfing. She **hasn't done** ocean sports before.

Subject	have / has	Past participle
I / You / We / They	have (ve) / haven't	finished.
He / She / It	has (s) / hasn't	finished.

Think!

Read the sentences. Then choose the correct alternatives.

- She's seen Beyoncé.  
They've visited Mexico.
- We 'know' **don't know** when she saw Beyoncé.
  - We 'know' **don't know** when they visited Mexico.
  - We use the present perfect when we 'know' / **don't know** when a past action happened.

Rules p.W26

Past participles

Regular verbs		
Base form	Simple past	Past participle
finish	finished	finished
visit	visited	visited
Irregular verbs		
Base form	Simple past	Past participle
see	saw	seen
eat	ate	eaten

Rules p. W26 Irregular verbs list

1 Complete the sentences with the affirmative (✓) or negative (X) present perfect form of the verbs in parentheses.

- I **ve read** this book three times. (read) (✓)  
Roberta **hasn't met** Diego. (meet) (X)
- Dad **has lost** his glasses again! (lose) (✓)
  - We **haven't seen** this movie before. (see) (X)
  - Beth **has bought** some new shoes. (buy) (✓)
  - I **haven't done** all my homework. (do) (X)
  - My uncle **has been** on TV. (be) (✓)
  - You **haven't heard** her new song. (hear) (X)

2 Complete the sentences with the present perfect form of the verbs in the box.

buy not clean not eat not fly  
not meet read

- I **haven't eaten** Indian food before. Let's try it!
- I **ve read** this book twice. It's great.
  - Eji **hasn't flown** in an airplane before. He's very excited!
  - We **haven't met** Chloe's new boyfriend.
  - Tom's parents **have bought** him a tablet for his birthday.
  - Ana **hasn't cleaned** her room. It's a mess!

been / gone

Think!

Read the sentences and answer the questions.

- Adam's **been** to Mexico. He really enjoyed it. Is Adam in Mexico now? **No, he isn't.**
- Adam's **gone** to Mexico. He's coming home on Friday. Is Adam in Mexico now? **Yes, he is.**

Rules p.W26

3 Complete the sentences with **been** or **gone**.

- "Are Jack and Sarah at home?" "No, they've **gone** to the movie theater."
- Jo loves Italy. She's **been** there six times.
  - "Where's Greta?" "She's **gone** to bed."
  - My dad's **gone** to Chicago. He's staying there until Monday.
  - Ben's **been** to Spain. He showed me his pictures.
  - "Is Mrs. Wilson in her office?" "No, she's **gone** to lunch."

4 Game! In groups, talk about the experiences on page 54. Who has done the most things?

I've ridden a horse, and I've flown in an airplane.

Finished?

Write about your experiences using the ideas in the box. Then compare your answers with a partner.

climb a mountain eat sushi ride a camel  
stay in a hotel swim with a dolphin  
travel abroad win a competition

I haven't eaten sushi.

Puzzle p.106

fifty-five 55

Workbook p. 28 Extra practice online

Past participles

Grammar chart

- Go through the grammar chart with the class and refer students to the irregular verbs list at the back of the book.
- Point out that some past participles are the same as the simple past form, but others are different.
- Refer students to the rules on page W26.

Rules page W26

Exercise 1

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

Exercise 2

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

been / gone

Think! box

- Go through the *Think!* box with the class. Students answer the questions.
- Check the answers, and make sure that students understand the two sentences.
- Refer students to the rules on page W26.

Rules page W26

Exercise 3

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

Exercise 4 Game!

- Refer students back to page 54. Students look at the experiences again and decide which they have done.
- Put students into pairs to compare their experiences and see who has done more things.
- Ask pairs to report back to the class. See who has done the most things.

Finished?

- Students write about their experiences, and compare them with a partner.
- Ask students to read their sentences to the class, and ask others *Have you done this?*
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

- Point out that a lot of very common verbs have irregular past participles. Suggest to students that they should try to learn a few irregular verbs each week, using the irregular verbs list.

Workbook page 28 Online Workbook Extra practice

Grammar page 55

Aim

To present and practice the affirmative and negative forms of the present perfect, past participles, and the difference between *been* and *gone*

Grammar PowerPoint presentation Unit 5

Warm-up

- With books closed, write the nouns from the expressions on page 54 on the board. Put students into pairs and give them two minutes to write the expressions for the experiences.
- Elicit the answers from the class and add them to the board. Ask: *Who's ridden a horse?* Elicit answers, and write some sentences on the board: *(Ana) has ridden a horse. (Rafael) has flown in an airplane.*

- Underline the verbs, and tell students they are going to study this verb form in more detail now.

Present perfect (affirmative and negative)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W26.

Rules page W26



## At the hotel

### Aim

To present and practice conversations at a hotel

### Warm-up

- Focus on the picture and ask: *What can you see? Where are the people? Who are they? What are they doing?*
- Elicit that they are in a hotel, and teach *receptionist* and *to check in*, then ask: *What do you think they are saying?* Elicit a few ideas.

### Exercise 1 2:06

- Give students time to read through the hotel registration form. Check that they understand *single* and *double*, and *check out*.
- Play the audio. Students listen and complete the form.
- Play the audio again, and ask students to read the conversation as they listen.
- Play the audio once more, pausing after each line for students to repeat, individually and chorally.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Student Book page 56

### Exercise 2 2:07

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

**Audioscript** Teacher's Book page 112

### Exercise 3 Pairwork

- Give students time to plan their information for their stay.
- Model the activity with a confident student. Play the role of the receptionist and get the student to check in.
- Students then practice in pairs and take turns to check in.
- Students can change their information and practice again with a different partner for extra practice.
- Ask some students to perform their conversations for the class.

### Consolidation

- Tell students it is a good idea to practice saying and spelling their name so that they can do this easily in English where necessary.

**Workbook page 30**

**Online Workbook Extra practice**

# 5 Communication

## At the hotel

1 Heather is checking in to a hotel with her family. Listen to the dialogue and complete the hotel registration form. Then listen and repeat.



*The Grand Hotel*

Check in date / time: 08/05 / 3:15 p.m.

First name: <sup>1</sup> \_\_\_\_\_ Last name: <sup>2</sup> \_\_\_\_\_

Number of people: <sup>3</sup> \_\_\_\_\_ Type of room: <sup>4</sup> \_\_\_\_\_ (single / double / family)

Number of nights: <sup>5</sup> \_\_\_\_\_ Room number: <sup>6</sup> \_\_\_\_\_

Check out date / time: <sup>7</sup> \_\_\_\_\_ / <sup>8</sup> \_\_\_\_\_

**Receptionist** Good afternoon. Can I help you?  
**Heather** Yes, please. We'd like to check in.  
**Receptionist** Certainly. What's your name, please?  
**Heather** It's Heather Blackwell. I've booked a room for four people for tonight.  
**Receptionist** OK, I'll just check that. Yes, ... a family room for one night. Is that correct?  
**Heather** Yes, that's right.  
**Receptionist** Great. Could I have your passports or ID cards?  
**Heather** Yes, here they are.  
**Receptionist** Thank you. And, can you sign this form, please?  
**Heather** Yes, of course.  
**Receptionist** OK. Here's your key card. It's room 205. That's on the second floor.  
**Heather** OK, thank you. And what time do we have to check out tomorrow?  
**Receptionist** You have to leave the room by 11 a.m.  
**Heather** OK, thank you very much.  
**Receptionist** You're welcome. Have a nice stay.

### Learn it, use it!

You hear	You say
Can I help you?	I / We'd like to check in. I / We've booked a room for ...
Could I have your passports or ID cards?	Yes, here they are.
Can you sign this form, please?	Yes, of course.
Here's your key card. It's room ...	Thank you. What time do we have to check out?

2 Listen to two people checking in. Complete the charts.

1

First name:	Janet
Last name:	Wilson
Number of people:	one
Type of room:	single
Number of nights:	two
Room number:	26

2

First name:	Rafael
Last name:	Lopes
Number of people:	two
Type of room:	double
Number of nights:	one
Room number:	34

3 **Pairwork** Imagine that you are checking into a hotel. Invent information for your stay (number of people, type of room, number of nights) and then take it in turns to role-play your conversation with the receptionist.

56 fifty-six

Workbook p.30

Extra practice online

## Grammar page 57

### Aim

To present and practice *yes / no* questions and short answers in the present perfect, *ever* and *never*, and the difference between the present perfect and simple past

**Grammar PowerPoint presentation Unit 5**

### Warm-up

- With books closed, write these verbs on the board: *buy, clean, do, eat, finish, fly, go, hear, meet, read, ride, see, travel, visit, win*.
- Put students into pairs and give them two minutes to write as many past participles of the verbs as they can.
- Check answers, and write the past participles on the board.
- See which pair got most correct answers. Remind students that they need to learn irregular past participles.

## Present perfect (yes / no questions and short answers)

### Grammar chart

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Refer students to the rules on page W27.

**Rules** page W27

### Exercise 1

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

Present perfect

yes / no questions and short answers

"Have you been to the U.K.?" "Yes, I have."  
 "Has she done ocean sports?" "No, she hasn't."

Have / Has	Subject	Past participle
Have	I / you / we / they	finished?
Has	he / she / it	finished?
Short answers		
Affirmative	Negative	
Yes, I / you / we / they have.	No, I / you / we / they haven't.	
Yes, he / she / it has.	No, he / she / it hasn't.	

Rules p. W27

1 Write questions. Then write affirmative (✓) or negative (X) short answers.

- you / be / to Spain? (X)  
 "Have you been to Spain?" "No, I haven't."  
 1 Flora and Ivan / travel / a lot? (X)  
 2 I / win / a prize? (✓)  
 3 Lucy / ride / a horse? (X)  
 4 the children / sleep / in a tent? (✓)  
 5 you / find / your passport? (X)  
 6 Tim / be / to Canada? (✓)

ever / never

Think!  
 Read the sentences. Then complete the rules with **ever** and **never**.

- Have you **ever** written a song?  
 I've **never** written a song.  
 • We use **ever** in yes / no questions.  
 • We use **never** in affirmative sentences with a negative meaning.

Rules p. W27

2 Reorder the words to make questions. Then give true short answers.

- the theater / you / ever / have / to / been ?  
 "Have you ever been to the theater?"  
 "Yes, I have." / "No, I haven't."  
 1 to / the / U.S. / has / ever / your dad / been ?  
 2 a / tiger / seen / have / ever / you ?  
 3 ever / moved / your family / house / has ?  
 4 ever / have / table tennis / played / you ?  
 5 pizza / made / ever / have / your parents ?  
 6 have / in / a lake / you / swum / ever ?

Workbook pp.28-29 Extra practice online

3 Write two negative present perfect sentences.

- Lee / visit / Peru.  
 Lee hasn't visited Peru. Lee has never visited Peru.  
 1 My parents / meet / my teacher.  
 2 I / run / ten kilometers.  
 3 Alice / eat / Thai food.  
 4 You / be / to Paris.  
 5 We / try / whitewater rafting.

Present perfect / Simple past

I've been to Sydney. (= sometime before now)  
 I went to Sydney in 2012.

Think!

Read the sentences. Then choose the correct alternatives.

- I've slept in a tent. I **slept** in a tent last June.  
 • We use the **present perfect / simple past** for past actions with a specific time reference.  
 • We use the **present perfect / simple past** for past actions with no time reference.

Rules p. W27

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

- Nate **went** (go) to Miami last month.  
 I **haven't heard** (not hear) this song before.  
 1 We **saw** (see) Pat yesterday.  
 2 **Did they get** (they / get) married in 2012?  
 3 **Has Li ever flown** (Li / ever / fly) in a helicopter?  
 4 Ana **started** (start) school last March.  
 5 I **haven't tried** (not try) snowboarding.

5 Complete the dialogue with the correct form of the verbs or a short answer.

- A **Have you ever met** (you / ever / meet) a famous actor?  
 B No, I **haven't**, but I **'ve seen** (see) Lionel Messi.  
 A When **did you see** (you / see) him?  
 B I **'saw** (see) him at the World Cup last year, but he **didn't win** (not win).

Finished?

Write five questions for your partner. Then exchange questions and write true answers. Ask about ...

buy clean eat fly lose meet read

Have you ever eaten Chinese food?

Puzzle p. 106

fifty-seven 57

Exercise 3

- Students write two negative sentences for each set of prompts.
- Check the answers with the class.

ANSWERS

- 1 My parents haven't met my teacher.  
My parents have never met my teacher.
- 2 I haven't run ten kilometers. I've never run ten kilometers.
- 3 Alice hasn't eaten Thai food. Alice has never eaten Thai food.
- 4 You haven't been to Paris. You've never been to Paris.
- 5 We haven't tried whitewater rafting.  
We've never tried whitewater rafting.

Present perfect / Simple past

Think! box

- Read out the grammar examples.
- Students read the *Think!* box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W27.

Rules page W27

Exercise 4

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

Exercise 5

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

Finished?

- Students write five questions to ask a partner, then ask and answer their questions in pairs.
- Ask some students to read their questions to the class. Ask other students to answer them.
- Once students have finished this activity, they can go on to do the puzzle on page 106.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they study the rules for the use of the present perfect and simple past, and write some personal sentences using each verb form, to help them remember the grammar. Tell them they can make personal grammar notes to go with their examples, to remind themselves of the rules.

Workbook pages W28-29  
 Online Workbook Extra practice

ANSWERS

- 1 Have Flora and Ivan traveled a lot?  
No, they haven't.
- 2 Have I won a prize? Yes, you have.
- 3 Has Lucy ridden a horse? No, she hasn't.
- 4 Have the children slept in a tent? Yes, they have.
- 5 Have you found your passport?  
No, I haven't.
- 6 Has Tim been to Canada? Yes, he has.

ever / never

Think! box

- Students read the *Think!* box and complete the rules with the correct words.
- Refer students to the rules on page W27.

Rules page W27

Exercise 2

- Students reorder the words to make questions.
- Ask some students to read out their questions. Correct any mistakes.
- Students then write short answers that are true for them.
- Students can ask and answer the questions in pairs.
- Ask some students to tell the class something they learned about their partner.

ANSWERS

- 1 Has your dad ever been to the U.S.?
- 2 Have you ever seen a tiger?
- 3 Has your family ever moved house?
- 4 Have you ever played table tennis?
- 5 Have your parents ever made pizza?
- 6 Have you ever swum in a lake?



Reading

Aim

To read and understand a magazine article about the Duke of Edinburgh Award

Warm-up

- Point to the picture of the Duke of Edinburgh and ask: *Do you know who this is?* Discuss as a class who the Duke of Edinburgh is (see *Background notes*). Ask students to read the *Culture* note on the Duke of Edinburgh quickly.
- Point to the other pictures and ask: *What do you think young people have to do for the Duke of Edinburgh Award? What do you think they learn from these things?*
- Elicit a few ideas. Use the pictures to teach *unicycle* and *canoeing*.

Background notes

- Prince Philip, the Duke of Edinburgh (born 1921) is the husband of the British Queen Elizabeth II. He was born in Greece into the Greek and Danish royal families, but became a British citizen before he married Elizabeth.
- The Duke of Edinburgh Award scheme encourages young people to take part in a range of challenging activities designed to help them develop qualities such as maturity, independence, and leadership.

Exercise 1 Read and listen 🎧 2-08

- Read through the list of activities with the class, and check that students understand them all.
- Play the audio. Students read and listen, and check the activities that Jessica mentions.
- Go through the *Check it out!* box and ask students find the words in the article. Make sure that students understand the meaning of the words.

**Audiocscript** Student Book page 58

Exercise 2

- Check that students understand *expedition* and *juggle*.
- Students read the article again and answer the questions.
- Check the answers with the class.
- Discuss question 7 with the class, encouraging as many students as possible to join in and express their opinions.

**ANSWERS**

- 1 500,000
- 2 Bronze, Silver, and Gold.
- 3 Community service, skills, physical fitness, and an expedition.
- 4 She's done the Bronze Award.

5

Skills

## I've Done That!

Every week, one of our readers tells us about an exciting experience that they've had. This week, Jessica Reed (15) describes how she got her Duke of Edinburgh Award (DofE), and what she has learned from the experience.



Culture

The Duke of Edinburgh Award (DofE) program started in the UK in 1956. Its founder was Queen Elizabeth II's husband, the Duke of Edinburgh. Today, the award exists in 130 countries, and it is very popular in Canada and Australia. A DofE award is an excellent thing to have on your résumé for a college application or a job.



What is The Duke of Edinburgh Award?

The DofE Award is a personal development program for young people aged 14 to 25. To receive it, they have to complete a variety of challenging activities. To date, over 500,000 young Canadians have received the award. The award program has three levels of difficulty: Bronze, Silver, and Gold; with four sections at each level: community service, skills, physical fitness, and an expedition. You choose activities for the first three sections, and do them regularly for at least three months. Then you must organize and complete an expedition.

I've never had so much fun!

The Duke of Edinburgh Award is one of the best things that I've ever done. Thanks to DofE, I've learned new skills, I've started a new sport, I've become a volunteer, and I've made a lot of friends. It's given me confidence and helped me take responsibility.

- I did the Bronze Award last year. For the community service, I volunteered at a computer club for retired people called The Silver Surfers' Club. I showed members how to use a computer and how to go online. I still go there once a week. It's cool to help people!
- For the skills section, I did a Circus Skills course. I learned how to ride a unicycle and how to juggle. I still practice juggling every day and I've learned to juggle with five balls!
- I've never been good at sports, so the physical section wasn't easy. I joined the girls' soccer team at school, and I didn't like it at first because we had to practice outside in the cold, but now I love soccer!
- Finally, for my expedition, I went on a four-day canoeing trip with two friends in the Algonquin Park in Ontario. We carried our canoes between lakes and camped. It was hard sometimes, but we had an awesome experience!

Now I've started the Silver Award and I'd like to do the Gold Award next year, too."

Jessica Reed

Check it out!

Find these words and check their meaning.

award  
to date  
at least  
unicycle  
juggle





- 5 She learned how to ride a unicycle and how to juggle.
- 6 She went on a canoeing trip with two friends in Ontario.
- 7 Students' own answers.

- Ask some students to present their ideas to the class. Discuss as a class what students could learn from each of the activities mentioned.

**Extra activity**

- Tell students to imagine they are going to do the Duke of Edinburgh Award.
- As a class, brainstorm some activities that students could do for each section of the award. Make notes on the board.
- Ask students to choose and plan an activity for each section of the award. Tell them they can use the ideas on the board, or their own ideas.
- Students can compare their ideas in pairs and discuss why they chose these activities.

**Listening**

**Aim**

To listen to a teenager's experience of the Duke of Edinburgh Award

**Warm-up**

- Ask: *What new skills have you learned recently? Did you enjoy it? What sports and other activities do you do to keep fit? Do you enjoy them? Have you ever helped out in your community? What kinds of things could you do to help?*
- Elicit a range of ideas.



Reading

1 2:08 Read and listen to the magazine article. Check (✓) the activities Jessica mentions in the article.

- |                |                                     |                     |                                     |                    |                                     |
|----------------|-------------------------------------|---------------------|-------------------------------------|--------------------|-------------------------------------|
| bungee jumping | <input type="checkbox"/>            | climbing a mountain | <input type="checkbox"/>            | volunteering       | <input checked="" type="checkbox"/> |
| camping        | <input checked="" type="checkbox"/> | playing basketball  | <input type="checkbox"/>            | whitewater rafting | <input type="checkbox"/>            |
| canoeing       | <input checked="" type="checkbox"/> | playing soccer      | <input checked="" type="checkbox"/> |                    |                                     |

2 Answer the questions.

How old do you have to be to take part in the Duke of Edinburgh Award?  
You have to be aged 14 to 25.

- How many young people in Canada have received an award?
- What are the three levels of the DofE?
- What are the four different sections to the award?
- What level of the award has Jessica done?
- What two skills did she learn in the Skills section of the award?
- What did she do for her expedition?
- Would you like to do the Duke of Edinburgh Award? Why? / Why not?

My listening skills

Choosing the correct answer

When you have a choice between two possible answers, you might hear both words in the dialogue. Only one word is correct, so you need to pay close attention to what the speakers say. A speaker may use one of the options in a question, but this may not be the correct answer.

Listening

3 2:08 Listen to Oliver talking about his experience of the Duke of Edinburgh Award. Then listen again and check.

Oliver has done the **Bronze / Silver** Award of the Duke of Edinburgh's Award.

- The four sections in the Bronze and Silver Awards are **the same / different**.
- Oliver helped at a homework club at **his high school / an elementary school**.
- He had music lessons and learned to play the **guitar / drums**.
- He joined the school **soccer / basketball** team.
- For his expedition, he went **camping / hiking** in the Canadian Rocky Mountains.

Speaking

4 **Pairwork** Ask and answer questions about your partner's experiences. If he / she answers yes, then ask questions to find out more about the experience.

Yes (✓) / No (X)      If yes: When? Where? Who with?

- |                         |                           |                                     |
|-------------------------|---------------------------|-------------------------------------|
| • do any volunteer work | • win an award or a prize | • visit another country             |
| • try an exciting sport | • speak in public         | • visit a famous tourist attraction |
| • go on a school trip   | • sleep in a tent         | • have an exciting experience       |

A Have you ever done any volunteer work?

B Yes, I have. I've helped clean a river.

A When did you do that?

B Last summer.

Writing

5 Read the beginning of Dave's postcard. Then imagine you are on vacation and write a postcard (80–100 words) to a friend. Replace the phrases in bold with your experiences. Then write the second paragraph with your ideas.

Hi, Carlos,

Guess what! I'm on vacation in **New Zealand** with **my family**. It's a very beautiful country, I've only been here for **a week**, and I've already done some really exciting things. I've **done a bungee jump**. I've **seen whales**, and I've **climbed a volcano!** ...

Workbook p.31

Writing builder p.94

fifty-nine 59

Exercise 3 2:09

- Read the My listening skills box with the class.
- Give students time to read the sentences.
- Play the audio. Students listen and choose the correct answers.
- Check the answers with the class.

Audioscript Teacher's Book page 112

Extra activity

- Write these gapped sentences on the board.
  - Oliver did his Duke of Edinburgh Award last \_\_\_\_\_.
  - For the Silver Award, you have to do the activities for \_\_\_\_\_.

- Oliver still has guitar lessons \_\_\_\_\_ a week.
- The basketball team has \_\_\_\_\_ this year.
- In the mountains, Oliver walked on \_\_\_\_\_ most of the time.

- Students work individually or in pairs to complete the sentences from memory, with between one and three words.
- Check the answers with the class.

ANSWERS

- year
- six months
- once
- done well
- snow and ice

Speaking

Aim

To practice talking about experiences

Exercise 4 Pairwork

- Read the task with the class, then ask two confident students to read out the example questions and answers.
- Elicit or point out that we use the present perfect to ask about experiences, then the simple past to find out more.
- Read through the ideas with the class and check that students understand everything.
- Put students into pairs to ask and answer the questions.
- Ask some pairs to tell the class something they learned about their partner.

Writing

Aim

To write a postcard about a vacation

Writing builder

- Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 5

- Students read the beginning of Dave's postcard.
- Elicit some ideas to replace the phrases in bold, and brainstorm some ideas to add in the second paragraph. Make notes on the board.
- Students replace the phrases in bold with their own ideas, and write a second paragraph with their own ideas.
- Students swap their postcard with their partner, who corrects any mistakes.
- Ask some students to read their postcards to the class. Ask other students: *Whose vacation sounds like the most fun? Why?*

ANSWERS

Students' own answers.

Consolidation

- Tell students they should keep a note of mistakes that they make in their writing, and use the grammar rules in the Workbook to review grammar points that they find difficult.

Writing builder page 94/C9

Workbook page 31

Online Workbook Extra practice

Unit test

Worksheets

DVD



# 6 Have you seen it yet?

## Grammar

Present perfect + *yet* and *already*

Present perfect + *just*

Present perfect + *for* / *since*

## Vocabulary

Internet activities

## Communication

At the visitor center

## Skills

**Reading:** An article about different Internet users

**Listening:** A description of Internet use

**Speaking:** Talking about Internet use

**Writing:** A paragraph about how you use the Internet

## Topics and values

The Internet; Science and technology; Hobbies and free time; Popular culture

## Presentation pages 60–61

### Aim

To present the new language in an interesting context

### Warm-up

- Ask: *Do you ever watch funny videos on the Internet? What videos have you seen recently?* Elicit ideas from individual students, and ask them to describe funny videos they have seen recently. As they mention videos, ask other students: *Have you seen this video? Did you enjoy it?*

### Exercise 1 Read and listen 2-10

- Give students time to read the three definitions of *viral video*. Check that they understand *successful*. Play the audio. Students read and listen, and choose the correct answer.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Audioscript** Student Book page 60

6
Have you seen it yet?

Have You Seen It Yet?

SEARCH

◀ ▶

In May 2007, an Englishman posted a video of his two young sons on the Internet. He called it "Charlie Bit My Finger" because the baby, Charlie, bites his brother's finger, and then laughs. The video is less than a minute long, but it immediately went "viral," and billions of people have watched it since 2007! There are billions of videos online, but very few go viral, and nobody knows why. Have you seen the latest viral video yet?





I've just watched the new *Singing Dog* video. It's hilarious! It's one of a series of videos by college students in Chicago about a cute dog who loves singing. They only posted the first one a month ago, but they've already made five more videos, and they've become incredibly popular. The new video has been online for a week and it's already gone viral. It's had over 250,000 hits since last Monday. Another great video is *Gangnam Style* by Psy. Psy is a Korean pop singer, and billions of people have watched *Gangnam Style* since 2012. I posted something last week, but it's only a video of me playing my guitar. There's no chance it'll go viral!

Mike, 15



I love funny animal videos. I haven't seen the new *Singing Dog* video yet, but I've just seen *Greatest Freak Out Ever*. It's a video of a teenager who's angry because his mom stopped him playing video games. It's been on the Internet for a few years now. I don't know if it's fake or not, but it's hilarious! The *Annoying Orange* videos are great, too. If you haven't seen them yet, you should. They're so funny. Personally, I've only posted two videos on YouTube, but they haven't had many hits. I'm working on a funny one of my cat right now, but I haven't finished it yet. I'd love to post a video that goes viral, and then become famous!

Olivia, 16

Check it out!

Find these words and check their meaning.

hilarious  
cute  
(to have) hits  
no chance  
fake

1 2-10 Read and listen What is a viral video?

a It's a very short video.  
b It's a very successful video.  
c It's a very funny video.

60 sixty

### Exercise 2 Comprehension

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

#### ANSWERS

- 1 It's less than a minute long.
- 2 No, no one knows why some videos go viral.
- 3 He thinks it's very funny.
- 4 He posted a video of him playing the guitar.
- 5 He's angry because his mom stopped him playing video games.
- 6 She's working on a funny video of her cat.
- 7 Students' own answers.

### Extra activity

- Write these sentences on the board.
  - 1 *College students in Boston made the Singing Dog videos.*
  - 2 *Psy is from Korea.*
  - 3 *Mike thinks his video might go viral.*
  - 4 *Olivia has also seen the new Singing Dog video.*
  - 5 *Olivia thinks the Greatest Freak Out Ever video might not be real.*
  - 6 *Olivia has only posted one video online.*
- Students read the article again and decide if the sentences are true or false. Ask them to correct the false sentences.

## 2 Comprehension Answer the questions.

What happens in "Charlie Bit My Finger"?

The baby, Charlie, bites his brother's finger, and then laughs.

- How long is the video?
- Does anyone know why some videos go viral?
- What does Mike think of the new *Singing Dog* video?
- What video did Mike post online last week?
- Why is the teenager in *Greatest Freak Out Ever* angry?
- What's Olivia working on at the moment?
- What are your favorite online videos? Why?

## Language focus

### 3 Write the words in the correct order.

latest viral video / seen / you / yet / the / have ?

Have you seen the latest viral video yet?

- Singing Dog* video / I've / watched / just / new / the  
I've just watched the new *Singing Dog* video.
- already / they've / five more videos / made  
They've already made five more videos.
- Monday / it's / last / had / since / 250,000 hits / over  
It's had over 250,000 hits since last Monday.
- since / watched / *Gangnam Style* / billions / 2012 / have / of / people  
Billions of people have watched *Gangnam Style* since 2012.
- haven't / new / yet / *Singing Dog* video / I / the / seen  
I haven't seen the new *Singing Dog* video yet.
- been / a few years / the Internet / for / on / it's  
It's been on the Internet for a few years.

### 4 2.11 Listen to the dialogues and say what Victor, Lola, and Alice have (✓) or haven't (X) done.

Victor	Lola	Alice
make his bed ✓	do her math homework X	take Scooby for a walk ✓
clean his bedroom X	do her English homework ✓	feed Scooby X

Victor has made his bed.

### 5 Focus on you Look at the titles of these movies and write if you have already seen them or if you haven't seen them yet.

*Captain America* *Godzilla* *Jurassic World* *Noah* *Rio 2*  
*The Amazing Spider-Man* *The Avengers* *Transformers* *X-Men*

A I've already seen *Captain America* and *Godzilla*.

B I haven't seen *Godzilla* yet.

### 6 Pairwork Tell your partner the titles of three movies or online videos you have already seen and three movies or online videos you haven't seen yet. 2.11

I've already seen ...

I haven't seen ... yet.

sixty-one 61

## ANSWERS

- False. College students in Chicago made the video.
- True.
- False. He says there is no chance it will go viral.
- False. She hasn't seen it yet.
- True.
- False. She's posted two.

## Consolidation

- Point out that the article contains a lot of vocabulary to do with the Internet. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations, as well as individual words, e.g., *post a video*, *be on the Internet*.

## Language focus page 61

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3

- Students put the words in the correct order to make sentences. They can check their answers in the article on page 60.
- Check the answers with the class. Make sure that students understand all the sentences.

## Exercise 4 2.11

- Give students time to read the activities in the chart. Check that they understand them all. Elicit that Scooby is probably a dog.
- Play the audio. Students listen and complete the chart.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 112

## Exercise 5 Focus on you

- Read through the movie titles with the class. Check that students understand them all. Ask them to translate the titles into their own language if necessary.
- Read out the example sentences, and elicit one or two more examples of movies that students have and haven't seen.
- Students write sentences.
- Ask some students to read some of their sentences to the class. Correct any mistakes.

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

- Students work in pairs to tell their partner about movies they have and haven't seen.
- Ask some students to tell the class which movies they and their partner have both seen.

## Extra activity

- Ask: *What new songs have you heard recently? What new games have you played? What apps have you tried?* Elicit ideas from students, and write the titles on the board. When you have about ten ideas on the board, put students into pairs to tell their partner which songs they have heard, games they have played, and apps they have tried.
- Ask some students to tell the class something that they have both done.

## Consolidation

- Suggest to students that they choose some of their sentences from exercise 5 to keep and use as reminders about how to use *I've already ...* and *I haven't ... yet*.



## Internet activities

### Aim

To present and practice vocabulary for Internet activities

### Grammar PowerPoint presentation Unit 6

### Warm-up

- With books closed, ask: *How much time do you spend on the Internet every day? What do you usually do online?* Elicit a few ideas, then put students into pairs and give them two minutes to write down as many things as they can that they do online.
- Elicit ideas from the class and make notes on the board. Tell students they are going to learn some more vocabulary for Internet activities.

### Exercise 1 2-12

- Students work individually or in pairs to complete the Internet activities with the words in the box.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each expression for students to repeat chorally, then individually.

**Audioscript** Teacher's Book page 112

### Exercise 2 2-13

- Students complete the sentences with the correct verbs.
- Play the audio for students to listen and check their answers.

**Audioscript** Teacher's Book page 112

### Exercise 3 Pairwork

- Read out the question with *How often ...?* Read through the adverbs of frequency with the class and check that students understand them. If necessary, review the meanings by writing the adverbs on the board and writing percentage numbers next to them: *always* 100%, *often* 75%, *sometimes* 50%, *rarely* 25%, *never* 0%.
- Model the activity by asking a few students questions about the Internet activities in exercise 1.
- Students then work in pairs to ask and answer questions.

### Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks.
- They could keep a diary of their Internet use for a week, to practice the vocabulary and discover how much they use the Internet.

**Workbook page 34**  
**Online Workbook Extra practice**

# 6 Vocabulary

## Internet activities

**1 212** Complete the Internet activities with the words in the box. Then listen and repeat.

commenting on a picture   downloading music   IMing   playing an online game  
posting a picture   sending an e-mail   updating her antivirus software  
using a search engine   watching a video



- |   |  |
|---|--|
| 1 He's <u>playing an online game</u> .        | 6 She's <u>updating her antivirus software</u> . |
| 2 She's <u>using a search engine</u> .        | 7 She's <u>downloading music</u> .               |
| 3 He's <u>watching a video</u> .              | 8 He's <u>IMing</u> his cousin.                  |
| 4 She's <u>sending an e-mail</u> to a friend. | 9 He's <u>posting a picture</u> .                |
| 5 He's <u>commenting on a picture</u> .       |  |

### Look!

IM = Instant message  
*She IMed me last night.*

**2 211** Complete the sentences. Then listen and check.

I always download music from the Internet Music Store. The songs are only \$1!

- 1 Is George going to post pictures from his vacation on Facebook?
- 2 A lot of teenagers play online games.
- 3 I often comment on my friends' posts on Facebook. I usually write something funny.
- 4 If I want to find some information, I use a search engine.
- 5 I update my antivirus software every week.
- 6 Can you IM me when you get home?
- 7 I watch funny videos on YouTube when I'm bored.
- 8 I don't often send e-mails to my friends. I usually text them.

**3 Pairwork** Ask and answer about often you do the Internet activities in exercise 1. Use the adverbs of frequency *always, sometimes, often, rarely, and never.*

- A How often do you download music?  
B I rarely download music.

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Workbook p.34

Extra practice online

## Grammar page 63

### Aim

To present and practice the present perfect with *yet* and *already*

### Grammar PowerPoint presentation Unit 6

### Warm-up

- With books closed, write the following verbs on the board: *buy, do, download, finish, have, make, post, read, save, see, speak, wash.*
- Put students into small groups.
- Groups take turns to choose a verb and say its past participle.
- If they give a correct answer, they get a point and the verb is crossed off. If their sentence is incorrect, the verb remains on the board. Continue until all the verbs have been used.

## Present perfect + yet and already

### Think! box

- Read out the grammar examples.
- Students read the *Think!* box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W32.

**Rules** page W32

### Exercise 1

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

## Present perfect + yet and already

Have you seen the latest viral video **yet**?  
They've **already** made five more videos.

### Think!

Read the sentences. Then complete the rules with **yet** and **already**.

Have you seen the new video **yet**?

No, I haven't. I **haven't** seen it **yet**.

Yes, I have. I've **already** seen it.

- We usually put **'yet'** in yes / no questions and negative sentences.
- We usually put **'already'** in affirmative sentences.

Rules p.W32

### 1 Choose the correct answers.

Darren hasn't read his e-mails **already** / **yet**.

- 1 Clara has **already** / **yet** posted the pictures on her social network page.
- 2 Have you done your homework **already** / **yet**?
- 3 We **haven't** had dinner **already** / **yet**.
- 4 I've **already** / **yet** spoken to Mia.
- 5 You're late! The test has **already** / **yet** started.

### 2 Write the sentences in the correct order.

finished / hasn't / yet / her dance lesson / Maria  
Maria **hasn't finished her dance lesson yet**.

- 1 blog / read / yet / have / you / Michael's ?
- 2 already / my / I've / done / homework .
- 3 movie / hurry up! / the / already / started / has .
- 4 you / have / new / yet / student / met / the ?
- 5 already / some / Jo / songs / downloaded / has .
- 6 shopping / we / yet / done / the / haven't .

### 3 Write affirmative sentences (✓) with **already**, and negative sentences (X) and **yes / no** questions (?) with **yet**.

Dad / wash the dishes (X)

Dad **hasn't washed the dishes yet**.  
they / finish their project (?)

Have they **finished their project yet**?

Katie / see / the video (✓)

Katie **has already seen the video**.

- 1 I / make my bed (✓)
- 2 you / see Sally's new video (?)
- 3 Mike / post the pictures of his birthday party (X)
- 4 the train / arrive (X)
- 5 we / downloaded the new *Superman* movie (✓)
- 6 you / save the document (?)

Workbook p.34

Extra practice online

sixty-three 63

### Exercise 2

- Students write the sentences in the correct order.
- Point out that some of the sentences are questions, so students need to think about the word order carefully.
- Check the answers with the class.

#### ANSWERS

- 1 Have you read Michael's blog yet?
- 2 I've already done my homework.
- 3 Hurry up! The movie has already started.
- 4 Have you met the new student yet?
- 5 Jo has already downloaded some songs.
- 6 We haven't done the shopping yet.

### 4 Look at Julia's list. Write about what she has **already done** (✓) and what she **hasn't done yet** (X).

She's **already made her bed**.  
She **hasn't cleaned her room yet**.

#### My chores

make my bed (✓)	IM Ana about tonight (X)
clean my room (X)	post pictures on my blog (✓)
do the shopping (X)	buy Mom's birthday present (X)
finish my homework (✓)	study for the English test (✓)

### 5 Complete the message with the words in the box.

already (x3) has haven't have already yet (x2)

Hi, Sylvia,

We're having a great time in New York. We only arrived two days ago, but we've **already** done some exciting things. I've **already** taken a lot of pictures, but I **haven't** posted them on my website yet. We've **already** visited the Statue of Liberty, but we haven't been to any museums **yet**. We're planning to go tomorrow. On Friday, we're going to see *War Horse* on Broadway. We **have already** bought the tickets. I'm very excited! Have you gotten your test scores **yet**? My brother **has** already received his and they aren't very good. I hope yours are better!

Amy



### 6 Game! Guess three things your partner has **already done** and three things he / she **hasn't done yet** this week. Write them down.

She's **already cleaned her room**.  
She **hasn't watched her favorite TV show yet**.

Then find out if your guesses are correct. You get one point for a correct guess. The winner is the person with more points.

A Have you cleaned your room yet?

B Yes, I've already cleaned it. / No, I haven't cleaned it yet.

#### Finished?

Write five sentences about things you have **already done** or **haven't done yet** today.

I've cleaned my room today, but I haven't watched my favorite TV show yet.

Puzzle p.106

### Exercise 4

- Give students time to read through the list. Check they understand everything.
- Read out the example sentences, and point out how they relate to the prompts.
- Students write sentences.
- Check the answers with the class.

#### ANSWERS

She **hasn't** done the shopping yet.  
She's **already** finished her homework.  
She **hasn't** IM'd Ana about tonight yet.  
She's **already** posted pictures on her blog.  
She **hasn't** bought Mom's birthday present yet.  
She's **already** studied for the English test.

### Exercise 5

- Ask students to read through the message quickly, ignoring the gaps. Ask: *Where is Amy?* (She's in New York.) *Why is her brother not very happy?* (His test scores aren't very good.)
- Students complete the message with the correct words.
- Check the answers with the class.

### Exercise 6 Game!

- Read out the example sentences.
- Students work individually to write their guesses.
- Ask some students to read their sentences to the class. Correct any mistakes.
- Students read their guesses to each other in pairs and say whether they are correct or not.
- See if anyone made six correct guesses!

#### ANSWERS

Students' own answers.

### Finished?

- Students write about things they have and haven't done today.
- Ask some students to read their sentences to the class. Ask other students: *Is this sentence true for you, too?*
- Once students have finished this activity, they can go on to do the puzzle on page 106.

#### ANSWERS

Students' own answers.

### Consolidation

- Tell students that if they are still not confident with the present perfect, they should study the rules in the Workbook. Point out that there is also a lot of extra practice available online, which students can use to help them become more confident.

Workbook page 34  
Online Workbook Extra practice



## At the visitor center

### Aim

To present and practice conversations in a visitor center

### Warm-up

- Focus on the picture and ask: *What can you see? Where are the people? Who are they? What are they doing?*
- Elicit that the girl is at a visitor center, asking for information, then ask: *What do you think she is saying? What's the best way to see a city when you visit it?* Elicit a few ideas, and try to elicit the idea of doing a city tour.

### Exercise 1 2.14

- Check that students understand *tour*, *sights* (= things to see), and *leaflet*.
- Play the audio for students to listen and choose the correct answers.
- Play the audio again, pausing after each line for students to repeat, individually and chorally. Check that students understand everything.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Teacher's Book page 112

### Exercise 2 2.15

- Read through the chart with the class. Check that students understand *Duration of tour* and *Departure from*.
- Play the audio. Students listen and complete the chart.
- Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

**Audioscript** Teacher's Book pages 112–113

### Exercise 3 Pairwork

- Give students time to read about the two tours. Check they understand everything.
- Model the activity with a confident student. Play the role of the assistant and get the student to ask you for information.
- Students then practice in pairs and take turns to ask for information.
- Students can choose the other tour and practice again with a different partner for extra practice.
- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

# 6 Communication

## At the visitor center

1 2.14 Jenny is at a visitor center. Listen and choose the correct answer. Then listen and repeat.

Assistant Good morning / afternoon. Can I help you?  
 Jenny Yes, please. I'd like to do a tour of the city / old town.  
 Assistant There are a lot of different tours. There's a walking tour, a bike tour, and a bus tour. What type of tour are you looking for?  
 Jenny What do you recommend?  
 Assistant The walking / bike tour is very good. And I think the best way to see the city is on foot / by bike.  
 Jenny How much does it cost?  
 Assistant The tickets are \$8 / \$18.  
 Jenny How long does it take?  
 Assistant It takes two / a few hours.  
 Jenny Where does it start?  
 Assistant It starts here at the visitor center. You visit the most important sights in the city.  
 Jenny What time does it start?  
 Assistant There are three tours every day – at 10 a.m., 2 p.m., and 4 p.m. Here's a leaflet with all the information / telephone numbers.  
 Jenny Thank you. That's great.

### Learn it, use it!

You say	You hear
I'd like to do a tour of the city.	What type of tour are you looking for?
What do you recommend?	I think the best way to see the city is on foot / by bike.
How much does the tour cost?	The tickets are ...
How long does the tour take?	It takes ...
Where / What time does it start?	It starts at ... / There are three tours. They start at ...

2 2.15 Listen to two more people at the visitor center. Complete the chart.

	Person 1	Person 2
Type of tour	<u>A bus tour</u>	<u>A bike tour</u>
Price of ticket	<u>\$10</u>	<u>\$12</u>
Duration of tour	<u>Three hours</u>	<u>Two hours</u>
Departure from	<u>The bus station</u>	<u>The parking lot</u>
Times	<u>9:30 a.m.</u> , <u>2:30 p.m.</u>	<u>11 a.m.</u> , <u>3 p.m.</u>

3 Pairwork Look at advertisements for tours of San Francisco. Choose a tour and take turns to ask for information at the visitor center.

**San Francisco Duck Tour**  
 See San Francisco from land and water!  
 Duck tours last 90 minutes and depart every hour from the beach.  
 Tickets: Adults \$27, children \$20

**Helicopter Tour**  
 See San Francisco from the sky!  
 Take a Helicopter Tour!  
 This unique tour lasts 30 minutes.  
 Tickets: Adults \$225, children \$170  
 Departs from the airport at 10 a.m. and 3 p.m.

64 sixty-four

Workbook p.36

Extra practice online

### Extra activity

- As a class, brainstorm some ideas for more tours of cities, e.g., a boat tour of London.
- Write these prompts on the board.  
*tour what / recommend how much / cost how long / take where / start what time / start*
- Ask students to close their books.
- Students then work in pairs and prepare a new dialogue using the prompts and ideas on the board.
- Ask some pairs to perform their dialogues for the class.
- If this is too difficult for your students, work as a class and use the prompts and ideas on the board to create a new dialogue. Students then practice the new dialogue in pairs.

### Consolidation

- Tell students it is a good idea to learn how to say and understand times and prices, so they can do this easily in English where necessary. Suggest that to practice, they could use their cell phone to record some of the sentences with times and numbers from this dialogue. They could record them more than once, with different times and prices. They could then listen a few days later and make notes on the times and prices they hear.

Workbook page 36  
 Online Workbook Extra practice

## Present perfect + just

I've **just** watched the new "Singing Dog" video.

### Think!

Read the sentences. Then choose the correct alternatives.

I've **just** watched the new "Singing Dog" video. He's **just** bought an **awesome** new video game.

- We use **just** in **affirmative** / negative sentences.
- **Just** comes after **have or has** / the verb.

Rules p.W32

### 1 Complete the sentences with the present perfect form of the verbs in parentheses and just. Use short forms.

- My brother is very excited. He **'s just passed** (pass) his driving test.
- Our team is winning! Diego **'s just scored** (score) a goal.
  - They're not hungry. They **'ve just had** (have) lunch.
  - I **'ve just finished** (finish) my homework. It was easy.
  - Sally isn't here. She **'s just taken** (take) the dog for a walk.
  - It's Liam's birthday today. I **'ve just sent** (send) him a text message.

### 2 Look at the pictures and write sentences with the words in the box. Use the present perfect with just.

break / a bottle buy / the groceries  
eat / a fish find / some money  
have / a swim miss / the bus



She's just found some money.

- She's just bought the groceries.
- He's just broken a bottle.
- They've just missed the bus.
- It's just eaten a fish.
- He's just had a swim.

Workbook p.35

Extra practice online

## Present perfect + for / since

It's been on the Internet **for** a few years now. Billions of people have watched *Gangnam Style* **since** 2012.

### Think!

Read the sentences. Then complete the rules with **for** and **since**.

The new video has been online **for** a week.

It's had over 250,000 hits **since** last Monday.

- We use **for** with the present perfect to talk about the duration of a state or action.
- We use **since** with the present perfect to talk about when a state or action began.

Rules pp.W32–33

### 3 Complete the time expressions with for or since.

- |                             |                              |
|-----------------------------|------------------------------|
| <b>since</b> April          | <b>3 since</b> last Saturday |
| <b>1 for</b> twenty minutes | <b>4 since</b> 2 o'clock     |
| <b>2 for</b> six months     | <b>5 for</b> a long time     |

### 4 Match the sentence halves and complete them with for or since.

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1 I've been a student at this | a the phone <b>for</b> hours!      |
| 2 Our team hasn't won         | b house <b>since</b> 2012.         |
| 3 We've lived in this         | c school <b>for</b> two years.     |
| 4 Jennifer has been on        | d a game <b>since</b> November.    |
| 5 Olivia hasn't eaten         | e teacher <b>for</b> two years.    |
| 6 Mrs. Watson has been our    | f chocolate <b>since</b> February. |

1 c I've been a student at this school for two years.

### 5 Complete the sentences with the present perfect form of the verbs in parentheses and for or since.

- We **'ve been** (be) friends **for** five years.
- George **has studied** (study) Japanese **for** three years.
  - My grandparents **have lived** (live) in Spain **since** 2013.
  - She's hungry because she **hasn't eaten** (eat) anything **since** breakfast.
  - We **'ve had** (have) our pet iguana **for** six months.
  - I **haven't seen** (see) my cousins **since** my birthday party.

### Finished!

Write about the things in the box. Use the present perfect with **for** and **since**.

be at this school have my cell phone  
know my best friend

I've known my best friend for / since ...

Puzzle p.106

sixty-five

65

## Extra activity

- Mime being asleep and then waking up suddenly and looking surprised. Ask: *What have I just done?* (You've just woken up.) Ask students in turn to mime doing something, then ask other students to guess what they have just done.

## Present perfect + for / since

### Think! box

- Read out the grammar examples.
- Students read the *Think!* box and complete the rules.
- Check the answers with the class.
- Refer students to the rules on pages W32–33.

Rules pages W32–33

### Exercise 3

- Students complete the time expressions with **for** or **since**.
- Check the answers with the class.

### Exercise 4

- Read out the example answer.
- Students match the sentence halves and complete the sentences.
- Check the answers with the class.

### ANSWERS

2 d 3 b 4 a 5 f 6 e

### Exercise 5

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

### Finished?

- Students write sentences about themselves, using **for** and **since**.
- Once students have finished this activity, they can go on to do the puzzle on page 106.

### ANSWERS

Students' own answers.

### Consolidation

- Suggest students write some personalized sentences using **for** and **since** to help them remember how to use them. Tell them that the more memorable the sentences are, the easier they will be to remember, so students should write about things that are important to them, or funny sentences to help them remember the grammar.

Workbook page 35

Online Workbook Extra practice

## Grammar page 65

### Aim

To present and practice the present perfect with **just**, and the present perfect with **for** and **since**

### Grammar PowerPoint presentation Unit 6

### Warm-up

- With books closed, write the following verbs on the board: *break, find, have, miss, pass, score, send, take, win*.
- Tell students they will need to know the past participles of these verbs for this lesson.
- Put students into pairs and get them to guess the past participles of the verbs. They can then check their answers in the irregular verbs list on the inside back cover.

## Present perfect + just

### Think! box

- Read out the grammar example.
- Students read the *Think!* box and choose the correct words to complete the rules.
- Check the answers with the class.
- Refer students to the rules on page W32.

Rules page W32

### Exercise 1

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

### Exercise 2

- Point to the first picture and read out the example sentence.
- Students write the sentences.
- Check the answers with the class.



**Reading**

**Aim**

To read and understand an article about different Internet users

**Warm-up**

- Point to the pictures of the people and ask: *What do you think they're doing? What are they using the Internet for?* Elicit a few ideas, then ask: *What do you use the Internet for? Finding information? Downloading music?* Elicit a range of ideas from different students, and use the opportunity to review some of the vocabulary for Internet activities from page 62.
- Use the pictures to check that students understand *laptop* and *tablet*.

**Exercise 1 Read and listen** 2•16

- Play the audio. Students read and listen and note down four types of Internet users.
- Check the answer with the class. Use the pictures of the animals to check that students understand them.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**ANSWER**

butterfly, dolphin, seal, and squirrel

**Audioscript** Student Book page 66

**Exercise 2**

- Check that students understand *research*.
- Students read the article again and answer the questions.
- Check the answers with the class.
- Discuss question 7 with the class, encouraging as many students as possible to join in and talk about their personal experiences.

**ANSWERS**

- 1 He's playing an online game / a fantasy game.
- 2 They are games that a lot of people all play at the same time.
- 3 She's downloaded some songs because she's spending the evening with some friends and she wants a playlist of music to listen to.
- 4 They usually access it through their smartphones, laptops, or tablets.
- 5 They are doing research for their science project.
- 6 They have to be careful to choose the correct websites because the information on some websites is not accurate.
- 7 Students' own answers.

6

Skills

## What Type of Internet User are You?

What have you used the Internet for in the past week? The answer to this question can tell you what type of Internet user you are. There are four categories of Internet users: butterflies, dolphins, seals, and squirrels. Read the article and discover what type you are.

**1** It's 8:30 in the morning. Jessie has already checked her Facebook page three times. She has "liked" two photos, and she has sent messages to three friends. And she hasn't had breakfast yet!

**Jessie is an Internet butterfly.**

**2** Simon's playing an online game. To play the game, he enters a virtual world and creates a character who has to complete missions. Simon's character has just killed two dragons!

**Simon is an Internet dolphin.**

**3** Carly's spending the evening with two friends. They haven't arrived yet, and Carly is getting ready. She's already downloaded some songs so she can make a playlist. They are going to listen to music and watch a movie online.

**Carly is an Internet seal.**

**4** Chris and Holly are using the Internet to do some research for their science project. They've just found a great website with interesting information.

**Chris and Holly are Internet squirrels.**






**Check it out!**

Find these words and check their meaning.

keep in touch with  
dragons  
playlist  
entertainment  
mixture



So, are you an Internet butterfly, dolphin, seal, or squirrel? Or perhaps you're a mixture of two or more categories – a squirrelly or a dolseal!

66

sixty-six

**Extra activity**

- Ask students to think about someone they know. Ask them to write two or three sentences about how that person uses the Internet.
- Students can then work in pairs to read their sentences to each other and discuss what type of Internet user each person is. Ask some pairs to tell the class who they discussed, and what they decided.

**Listening**

**Aim**

To listen to a description of Internet use

**Warm-up**

- Ask: *How long do you spend on the Internet each day? How do you access the Internet? On your cell phone, or laptop? Where do you usually access the Internet? What kinds of games do you like playing online? Can you imagine life without the Internet? Does the Internet have any disadvantages?*
- Elicit a range of answers from students.

**Exercise 3** 2•17

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

Reading

1 **2.16** Read and listen to the article. Find the names of the four types of Internet users.  
butterfly, ...

2 Answer the questions.

- What type of websites do butterflies use? *They use social network websites.*
- 1 What type of game is Simon playing?
- 2 What are multiplayer games?
- 3 Why has Carly downloaded some songs from the Internet?
- 4 How do seals usually access the Internet?
- 5 What are Chris and Holly doing research for?
- 6 Why do squirrels have to be careful?
- 7 What Internet user category or categories do you belong to? Why?

Listening

3 **2.17** Listen to Darren talking about how he uses the Internet. The underlined information is false. Listen and write the correct information. Then listen and check.

- 1 I use the Internet every week. *day*
- 2 At home, I use the Internet for the library.
- 3 I have a laptop, but I usually use my tablet to go online.
- 4 I often play online games.
- 5 I like adventure and action games.
- 6 I love social network websites.
- 7 I prefer chatting to my friends online.

Speaking

4 **Pairwork** Ask and answer with a partner. Take notes of your partner's answers.

- How often do you use the Internet?
- Where do you usually go online – at home, at school, at the library?
- How do you access the Internet – PC, laptop, smartphone, tablet?
- What do you use the Internet for – social network sites, games, music, videos, schoolwork, other?
- Give an example of how the Internet has helped you with your schoolwork.
- How often do you post things online? What and where?
- How many times have you used the Internet today / this week?
- What sites have you visited? Why?

My speaking skills

**Taking notes**  
When you ask another student questions, and you take notes of their answers, don't write full sentences. Only write one or two key words. You can also use abbreviations and then complete the words when you have finished talking.

5 Tell your classmates about how your partner uses the Internet.

*Andrea uses the Internet every day ...*

Writing

6 Use your answers in exercise 4 to write a paragraph (70–100 words) about how you use the Internet.

*I use the Internet twice or three times a week ...*

Workbook p.37

Writing builder p.94

sixty-seven 67

- Demonstrate the activity by asking a confident student the first two or three questions. As they answer, make notes on the board.
- Put students into pairs to ask and answer the questions.

Exercise 5

- Ask students in turn to tell the class something about how their partner uses the Internet. Encourage students to refer to their notes to help them.

Writing

Aim

To write a paragraph about how you use the Internet

Writing builder

- Ask students to turn to the Writing builder on page 94/C9. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Students use their own answers to the questions in exercise 4 to write a paragraph about how they use the Internet.
- With weaker classes, read out the first few questions in exercise 4 and elicit answers. As students answer, write sentences on the board, to start building up a paragraph. Students can then refer to this to help them with their own paragraph.
- Students swap their paragraph with their partner, who corrects any mistakes.
- Ask some students to read their paragraphs to the class. Ask other students: *What type of Internet user are they? Why?*

ANSWERS

Students' own answers.

Consolidation

- Tell students that they should use writing tasks to practice new grammar and vocabulary that they have learned. Suggest that students could write one or two more paragraphs about how friends or family members use the Internet, and use the task as an opportunity to review and use as much vocabulary and grammar from this unit as possible.

Writing builder page 94/C9

Workbook page 37

Online Workbook Extra practice

Unit test

Worksheets

DVD

ANSWERS

- 1 at home
- 2 fun
- 3 smartphone
- 4 sometimes
- 5 fantasy
- 6 hate
- 7 in person

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Extra activity

- Write these sentences on the board.
  - 1 *Darren sometimes has classes in the computer lab.*
  - 2 *He likes watching music videos online.*
  - 3 *He plays games against his friends.*
  - 4 *He never wins the games.*
- Students decide from memory if the sentences are true or false.
- Play the audio again for students to listen and check their answers.

- Check the answers with the class.

ANSWERS

- 1 True.
- 2 True.
- 3 False. He plays against his brother.
- 4 False. He always wins.

Speaking

Aim

To practice talking about Internet use

Exercise 4 Pairwork

- Read the *My speaking skills* box with the class.
- Give students time to think about their answers and make notes. Remind them just to make notes, and not to write their answers out in full.



# Review C

## Grammar

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

Past participles

*been / gone*

*ever / never*

Present perfect / Simple past

Present perfect + *yet* and *already*

Present perfect + *just*

Present perfect + *for / since*

## Vocabulary

Experiences

Internet activities

## Review C page 68

### Songs

*I Still Haven't Found What I'm Looking For*, by U2 (present perfect)

*Have You Ever*, by Brandy (present perfect)

## Review

### Vocabulary

1 Match the words in A and B to make six exciting experiences and six Internet activities.

- |                    |                             |
|--------------------|-----------------------------|
| A                  | B                           |
| download <u>h</u>  | a a horse                   |
| 1 do <u>k</u>      | b a mountain                |
| 2 post <u>i</u>    | c a competition             |
| 3 ride <u>a</u>    | d in an airplane            |
| 4 use <u>f</u>     | e whitewater rafting        |
| 5 climb <u>b</u>   | f a search engine           |
| 6 comment <u>a</u> | g on your friends' pictures |
| 7 win <u>c</u>     | h music                     |
| 8 send <u>l</u>    | i a video                   |
| 9 fly <u>d</u>     | j pictures on a website     |
| 10 watch <u>i</u>  | k a parachute jump          |
| 11 go <u>e</u>     | l e-mails                   |

### Grammar

2 Write affirmative (✓) and negative (X) sentences or questions (?) with the present perfect.

- we / be / to Spain (X)  
We haven't been to Spain.
- 1 Kevin / answer / my e-mail (X)  
Kevin hasn't answered my e-mail.
- 2 you / download / The Script's new album (?)  
Have you downloaded The Script's new album?
- 3 I / see / all of Kirsten Dunst's movies (✓)  
I have seen all of Kirsten Dunst's movies.
- 4 Mary / post / the pictures of her party on Facebook (✓)  
Mary has posted the pictures of her party on Facebook.
- 5 the children / finish / their homework (?)  
Have the children finished their homework?
- 6 it / stop / raining (X)  
It hasn't stopped raining.

3 Complete the sentences with *been* or *gone*.

- "Where's Alice?" "She's gone home."
- 1 I've been to Mexico twice.
- 2 Tim isn't here. He's gone to the library.
- 3 Pete's never been to a pop concert.
- 4 Steve has gone whitewater rafting in the mountains. I hope it doesn't rain.
- 5 She's been to eight countries in Asia.

4 Complete the dialogues. Use the present perfect or simple past.

- A Have you ever eaten (you / ever eat) Chinese food?  
B Yes, I have. I went (go) to a Chinese restaurant last weekend.
- 1  
A Have you ever flown (you / ever fly) in an airplane?  
B Yes, I have. I went (go) to Australia last year. I flew (fly) from Rio to Perth.
- 2  
A Has your grandma ever used (your grandma / ever use) a computer?  
B Yes, she has. She downloaded (download) the new Adele song last week.
- 3  
A Have you ever climbed (you / ever climb) a mountain?  
B Yes, I have. I climbed (climb) Mount Kilimanjaro last summer.

5 Rewrite the sentences in the correct order.

- started / just / has / the / movie  
The movie has just started.
- 1 has / Peter / yet / sold / his / laptop ?  
Has Peter sold his laptop yet?
- 2 we've / cousin / your / met / already  
We've already met your cousin.
- 3 taken / trash / Jason / yet / hasn't / the / out  
Jason hasn't taken out the trash yet.
- 4 left / train / just / has / the  
The train has just left.
- 5 I've / seen / movie / this / already  
I've already seen this movie.
- 6 the / just / students / finished / have / Unit 4  
The students have just finished Unit 4.

6 Complete the sentences with *for*, *since*, *already*, or *yet*.

- Jack hasn't woken up yet.
- 1 I've known my best friends since we were at elementary school.
- 2 Jill hasn't finished her homework yet.
- 3 Dad has already fed the dog.
- 4 We've been here since Friday.
- 5 Al has already invited 50 people to his party!
- 6 I've had this phone for two years.
- 7 Have you lived in L.A. for a long time?

Communication

7 2:18 Complete the dialogues. Then listen and check.

- 1  
 A Good afternoon. Can I help you?  
 B Yes, please. I'd like to check in.  
 A OK. What's your name, please?  
 B It's Ray, Janet Ray. I've booked a room for three nights.  
 A Ray, OK, that's fine. Could I have your passport or ID card?  
 B Yes, here's my passport.  
 A Thank you. Your room number is 26. It's on the second floor.  
 B Thank you.  
 A You're welcome. Have a nice stay.

- 2  
 A Hello. How much does a walking tour of the town cost?  
 B The tickets are \$6.  
 A How long does it take?  
 B It takes about two hours.  
 A What time does it start?  
 B It starts at 10 a.m.  
 A Thank you. That's great.

Pronunciation

/æ/ and /ʌ/

8 2:19 Listen to the difference between the two sounds. Then listen and repeat.

/æ/ began /ʌ/ begun

9 2:20 Complete the chart with the simple past and past participles of the verbs. Listen and check. Then listen and repeat.

Base form	Simple past /æ/	Past participle /ʌ/
begin	<u>began</u>	<u>begun</u>
drink	<u>drank</u>	<u>drunk</u>
ring	<u>rang</u>	<u>rung</u>
sing	<u>sang</u>	<u>sung</u>
swim	<u>swam</u>	<u>swum</u>

Listening

10 2:21 Listen to Yuki describing her trip to the U.S. Check (✓) the things she has done.

- 1 ridden a horse
- 2 been whitewater rafting
- 3 visited a museum
- 4 met Native American people
- 5 done a parachute jump
- 6 taken a lot of pictures
- 7 been to Las Vegas
- 8 been to a theme park



1 Which is Chloe's bedroom? a  b  c



2 What has Grandpa never done? a  b  c



3 Where are the girl's keys? a  b  c

11 2:22 Listen to four conversations and check (✓) the correct answers.



Where does Paul live now? a  b  c

Extra communication C

page 69

Aim

To practice dialogues at a hotel and a visitor center; to practice pronouncing /æ/ and /ʌ/ correctly; to listen to someone describing a trip, and to listen to four short conversations

Communication

Exercise 7 2:18

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

Audioscript Teacher's Book page 113

Pronunciation

Exercise 8 2:19

- Play the audio. Students listen and notice the pronunciation of the two sounds.
- Play the audio again, pausing after each sound for students to repeat chorally, then individually.

Audioscript Student Book page 69

Exercise 9 2:20

- Students complete the chart with the correct simple past and past participle forms.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

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Extra activity

- Ask students to write a sentence using some of the simple past and past participle forms in exercise 9.
- Students can read their sentences to each other in pairs.
- Ask some students to read their sentences to the class.
- Correct pronunciation and any mistakes.

Listening

Exercise 10 2:21

- Give students time to read through the experiences. Check that they understand everything.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio. Students listen and check the things Yuki has done.
- Play the audio again if necessary for students to complete and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113

Extra activity

- Write these questions on the board.
  - 1 When did Yuki arrive in the Grand Canyon?
  - 2 Where did she learn about Native American people?
  - 3 Where did Yuki's friends see her pictures?
  - 4 Where does she want to do on Friday?
- Students can answer them from memory. Play the audio again for students to listen and check their answers.
- Check the answers with the class.

ANSWERS

- 1 She arrived on Sunday night.
- 2 In a museum.
- 3 On her Facebook page.
- 4 She wants to have fun at the theme parks in Las Vegas.

Exercise 11 2:22

- Give students time to read the questions and look at the pictures.
- Play the audio. Students listen and check the correct answers.
- Play the audio again for students to listen and check their answers.
- Check the answers with the class.

Audioscript Teacher's Book page 113



**Aim**

To learn about the online community; to learn about social networking sites in the U.S.; to give a presentation on social network sites in your own country, and your experiences online

**Reading**

**Warm-up**

- Point to the pictures and ask: *What are the people doing? What do you think they are using the Internet for?*
- Read out the title of the article and elicit the meaning of *online community* (people who communicate with each other online, but don't know each other in real life).
- Teach the word *social networking site*. Ask: *Do you use social networking sites like Facebook? What do you use them for? Why do you like them?*
- Elicit a range of answers from individual students.

**Exercise 1 Read and listen** 2-23

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

**Audioscript** Student Book page 70

**Exercise 2 Comprehension**

- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 The first social networking sites appeared in the late 1990s.
- 2 Chatting and instant messaging are the most popular activities.
- 3 Online bullying is a serious problem on the Internet.
- 4 They change.
- 5 A digital citizen is an Internet user.
- 6 They can learn to use the Internet in a safe and responsible way.

**Exercise 3 Presentation**

- Read the task and the questions with the class.
- Students work individually or in pairs to answer the questions and prepare their presentation.

**Culture club**

## The Online Community

- 1** Teens online  
The Internet has become an essential part of a teenager's life in the U.S. Today, about 97 percent of American teenagers use the Internet, and over three quarters of them use social networking websites.
- 2** Social networks  
Social networking sites first appeared in the late 1990s, and their growth has been incredible. Today, the number one social network in the U.S. is Facebook, but Pinterest and Twitter are also popular. The most popular activities on social networking sites are chatting and instant messaging. People also post comments on their friends' newsfeeds as well as posting pictures and personal updates.
- 3** Online experiences  
The majority of teenagers say that they have had positive online experiences, and people their own age are generally kind to one another on social networks. However, 20 percent say that some people write unkind or rude things on their social networking sites. Also, many young people have experienced online bullying. This is a very serious problem, and you must tell an adult if someone tries to bully you or is unkind to you on the Internet.
- 4** Online identity  
Many people seem to have different personalities online than in real life. For example, some people may be too shy to say what they think in real life, but they are more confident online and they aren't afraid of giving their opinions. But someone who is usually kind may say unkind things about a friend online, and this can create problems.
- 5** Digital citizenship  
We are all citizens of a physical community and we have to obey laws. Similarly, Internet users are citizens of the digital community and there are rules of behavior there, too. It is important that all people learn to be responsible digital citizens. They must learn to use the Internet safely and responsibly to help make the Internet a great place to be.

**Digital Citizenship Tips**

**Think before you post something** – nothing disappears on the Internet, so never post secrets or personal information.

**Respect other people** – don't post your friends' personal texts or pictures online.

**Be kind and polite** – don't say unkind things about other people.

**Be responsible** – only spread useful and positive information.

**Be critical** – don't believe everything you read on the Internet.

**Check it out!**

Find these words and check their meaning.

newsfeeds  
one another  
bullying  
similarly  
spread

- 1** 2-23 **Read and listen** to the article. Match the headings with the paragraphs. **Then listen and check.**

A Online experiences	C Digital citizenship	E Online identity
B Teens online	D Social networks	
- 2 Comprehension** Answer the questions.

What proportion of American teenagers use social networking sites?  
*Over three quarters of them use social networking websites.*

  - 1 When did the first social networking sites appear?
  - 2 What are the most popular social networking activities?
  - 3 What is a serious problem on the Internet?
  - 4 What happens to many people's personalities online?
  - 5 What is a digital citizen?
  - 6 How can people make the Internet a great place to be?
- 3 Presentation** Discuss the questions with your partner. Make notes and then prepare a short presentation about your online experiences.

  - What social network websites do you and your friends use?
  - What activities do you and your friends use these sites for?
  - Have you had mainly positive or negative experiences on the Internet?
  - Have you or someone you know ever experienced online bullying? If so, what happened?
  - How do you check information you find on the Internet?

70 seventy

- Students take turns to present their ideas to the class.

**Extra activity**

- Students could work in pairs or small groups and design a poster against online bullying.
- Groups can take turns to show their poster to the class. Discuss as a class which posters would be effective and why.
- The class could vote for the best poster.

Vocabulary and speaking

I can talk about experiences. (p.54)

B1

1 Match 1-5 with a-f. Then say true sentences to your partner.

- My dad wants to go \_\_\_\_\_
  - 1 We flew to Rome \_\_\_\_\_
  - 2 I hate sleeping \_\_\_\_\_
  - 3 I'd like to do \_\_\_\_\_
  - 4 My mom likes riding \_\_\_\_\_
  - 5 I met \_\_\_\_\_
- a a parachute jump.
  - b whitewater rafting.
  - c a famous actor.
  - d in an airplane.
  - e in a tent.
  - f horses.

\_\_\_ / 5

I can check into a hotel. (p.56)

B1

2 Complete the dialogue. Then practice the dialogue.

- A Good evening. Can I help you?  
 B I'd like to 'check in. My name's Kim Jones.  
 A 'Could I have your passport, please?  
 B Yes, 'here you are.  
 A Can you 'sign this form, please?  
 B Yes, of course.  
 A It's room 302. 'Here's your key card.

\_\_\_ / 5

I can ask about experiences. (p.59)

B1

3 Write questions with ever. Then write true answers. Practice the questions.

- you / win / an award?  
 Have you ever won an award?  
 1 your friends / do / voluntary work?  
 2 you / speak / in public?  
 3 your best friend / visit / a foreign country?  
 4 your mom / be / on TV?  
 5 you / try / an exciting sport?

\_\_\_ / 5

I can ask and say how often people do Internet activities. (p.62)

B1

4 Reorder the letters and complete the Internet activities.

- I often download music. (l a d o d w n o)  
 1 My friends play games online. (l y a p)  
 2 How often do you send e-mails? (n e d s)  
 3 I rarely comment on my friends' Facebook posts. (e m n o t m c)  
 4 I often watch online videos. (c w h a t)  
 5 Tim often posts pictures. (s t o p s)

\_\_\_ / 5

I can ask for information at the visitor center. (p.64)

B1

5 Complete the questions.

- What type of tours are there?  
 1 What tour do you recommend?  
 2 How much does it cost?  
 3 How long does it take?  
 4 Where does it start?  
 5 What time does it start?

\_\_\_ / 5

I can ask my partner questions about how he / she uses the Internet. (p.67)

B1

6 Reorder the words and write questions. Then write true answers.

- often / do / how / Internet / use / you / the ?  
 How often do you use the Internet?  
 1 access / how / you / Internet / do / the ?  
 2 ever / online / anything / have / posted / you ?  
 3 do / for / you / use / Internet / what / the ?  
 4 visited / today / what / websites / you / have ?  
 5 games / play / often / you / online / do ?

\_\_\_ / 5

Reading, listening, and writing

I can read and understand an article about a person who did the Duke of Edinburgh award. (p.58)

B1

I can understand a person talking about his experience of the Duke of Edinburgh Award. (p.59)

B1

I can write an e-mail about things I have done on vacation. (p.59)

B1

I can understand an article about different types of Internet user. (p.66)

B1

I can understand a person talking about how he uses the Internet. (p.67)

B1

I can write an article about how I use the Internet. (p.67)

B1

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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then write answers that are true for them.
- If students did not do well, refer them back to exercise 4 on page 59.
- Repeat exercise 3 on page 71 as a class, eliciting the correct answers.

ANSWERS

- 1 Have your friends ever done voluntary work?
- 2 Have you ever spoken in public?
- 3 Has your best friend ever visited a foreign country?
- 4 Has your mom ever been on TV?
- 5 Have you ever tried an exciting sport?

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, tell them you will test them on the vocabulary in the next lesson, and they must learn it.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 64.
- Play the audio (2.14) again for students to hear the phrases in context.
- Refer students back to exercise 5 on page 71 and put students into pairs to complete the questions.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- Students then write answers that are true for them.
- If students did not do well, write the questions on the board in full and drill them with the class.

ANSWERS

- 1 How do you access the Internet?
- 2 Have you ever posted anything online?
- 3 What do you use the Internet for?
- 4 What websites have you visited today?
- 5 Do you often play online games?

Reading, listening, and writing

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

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.
- Students then change the sentences so they are true for them, then read their sentences to each other in pairs.
- If students did not do well, refer them back to page 54. Give them one minute to look at the vocabulary for experiences, then ask them to close their books.

- Read out the first word of each expression, e.g., do ... Students race to complete the experience (do a parachute jump).
- Repeat exercise 1 on page 71 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They can then practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 56.
- Play the audio (2.06) again for students to hear the phrases in context.
- Repeat exercise 2 on page 71 as a class, eliciting the correct answers.



# 7 What were they doing?

## Grammar

Past progressive (affirmative and negative, *yes / no* questions and short answers)

*while*

Past progressive and simple past + *when / while*

## Vocabulary

Crime

## Communication

At the police station

## Skills

**Reading:** The story of Mary Wade

**Listening:** A description of a crime

**Speaking:** Describing a picture of a crime

**Writing:** An e-mail about a robbery

## Topics and values

Crime; Personal safety; Citizenship; Ethics and morals

## Presentation pages 72–73

### Aim

To present the new language in an interesting context

### Warm-up

- Focus on the pictures and ask: *What do they show? What can you see? Do you like biking? Do you bike to school? Is it safe to bike in your town or city? What dangers are there? How can you keep yourself safe?*
- Use the pictures to teach *lock* and *steal*. Also teach *thief* and *theft*.

### Exercise 1 Read and listen 2•24

- Read out the question. Pre-teach *backstreet*.
- Play the audio. Students read and listen, and answer the question.
- Discuss the answer with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

#### SUGGESTED ANSWER

Steve was riding his bike alone at night in a backstreet. Eva didn't lock her bike.

**Audioscript** Student Book page 72

# 7

## What were they doing?

Home
News
Tech
Reviews
Features

BIKE THEFT ON THE RISE

**It's a bike rider's worst nightmare – you lock your bike and leave it, but when you come back, it's gone!**

Urban biking in the U.S. is increasing everywhere, but bike crime is, too. In New York City last year, thieves stole about 60,000 bikes! Most people don't report bike thefts because the police rarely do anything. Serious crimes like murder and vandalism take up most of their time. Stealing bikes is easy, as filmmakers Casey and Van Neistat discovered. They made a movie that showed it was too easy to steal a bike in New York City. In the movie, Casey stole his own bike in various situations, and the police only stopped him once!

We interviewed two victims of bike theft to find out what happened to them. Were they being careful when their bikes were stolen?

Make it hard for criminals!

- Don't ride alone at night.
- Lock your bike.
- Keep your bike indoors.
- Report thefts to the police.



Check it out!

Find these words and check their meaning.

nightmare  
lock  
threatening  
sidewalk  
suspicious

**First, we spoke to Steve: was he doing anything wrong?**

Steve was riding his bike alone at night: "I was riding on a backstreet when I saw two boys. They were laughing and talking while they were walking towards me. They weren't doing anything threatening. Then, while I was riding past, one of the boys pushed me and I fell off my bike. While I was getting up, the other boy hit me. Then they took my bike and ran away. I reported it to the police, but they never found it."

Eva didn't lock her bike: "I was riding my bike with a friend. We stopped at a store to get some groceries. We left our bikes on the sidewalk while we were shopping. I didn't lock my bike because I was only in the store for a couple of minutes. I was looking out the door while I was waiting in line at the register. A guy was standing near my bike, but he wasn't doing anything suspicious. When I got outside, the guy was riding away fast on my bike! I ran after him, but he disappeared. I reported it to the police, but nothing happened."



1 2•24 **Read and listen** What did Steve and Eva do wrong?

72
seventy-two

### Exercise 2 Comprehension

- Students read the article again and answer the questions.
- Check the answers with the class.

#### ANSWERS

- 1 Because the police are usually too busy to do anything about these crimes.
- 2 He was in a backstreet.
- 3 Steve fell off his bike.
- 4 She didn't lock it because she only left it for a couple of minutes.
- 5 Nothing happened.

#### Extra activity

- Write these sentences on the board.
  - 1 Thieves stole 60,000 bikes in the U.S. last year.
  - 2 Casey's movie showed that it was difficult to steal bikes.

- 3 Casey stole a lot of people's bikes in New York City.
- 4 Steve felt scared of the two boys as soon as he saw them.
- 5 Eva saw a man standing close to her bike.

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

#### ANSWERS

- 1 False. They stole 60,000 bikes in New York City last year.
- 2 False. The film showed it was easy to steal bikes.
- 3 False. He only stole his own bike.
- 4 False. He didn't think they were threatening.
- 5 True.

**2 Comprehension** Answer the questions.

How many bikes did thieves steal in New York City last year?

*They stole about 60,000 bikes.*

- 1 Why don't most people report bike thefts?
- 2 Where was Steve when the boys stole his bike?
- 3 What happened when the first boy pushed Steve?
- 4 Why didn't Eva lock her bike?
- 5 What happened after Eva reported the theft?

**Language focus****3 Complete the sentences from the web page article. Then put them in the correct order to tell Steve and Eva's stories.**

Steve's story

They were laughing and talking while they were walking towards me. **2**

I was riding on a backstreet when I saw two boys. **1**

They weren't doing anything threatening. **3**

Then they took my bike and ran away. **6**

While I was getting up, the other boy hit me. **5**

While I was riding past, one of the boys pushed me and I fell off my bike. **4**

Eva's story

We left our bikes on the sidewalk while we were shopping. **3**

I was looking out of the door while I was waiting in line at the register. **4**

I was riding my bike with a friend. **1**

A guy was standing near my bike, but he wasn't doing anything suspicious. **5**

When I got outside, the guy was riding away fast on my bike! **6**

We stopped at a store to get some groceries. **2**

**4 2:25 Listen to the story. Put the sentences in the correct order.**

- 2 I locked my bike to a post outside.
- 1 A few weeks ago, I rode my bike to the sports center for basketball practice.
- 6 He was doing something to my bike.
- 8 He was running away with the front wheel of my bike.
- 7 I shouted and ran outside.
- 4 A guy was standing near my bike, but he wasn't looking at it.
- 5 When I looked again, the guy was still there.
- 3 While I was playing, I looked out the window.

**5 Focus on you** Were you doing these activities at these times yesterday?

7 a.m.	having breakfast	3 p.m.	going home
7:30 a.m.	traveling to school	5 p.m.	doing my homework
10 a.m.	having a science lesson	7 p.m.	watching TV
1 p.m.	having lunch	11 p.m.	sleeping

*I was / wasn't having breakfast at 7 a.m. yesterday.*

**6 Pairwork** Tell your partner what activities you were or weren't doing at specific times yesterday.

*I was riding my bike to school at 7:45 a.m. yesterday.*

seventy-three 73

**Exercise 5 Focus on you**

- Read out the example answer. Ask individual students: *What about you?* Give another example with the next activity on the list, and elicit example answers from three or four students.
- Students write their sentences.
- Ask some students to read their sentences to the class. Correct any mistakes.

**ANSWERS**

Students' own answers.

**Exercise 6 Pairwork**

- Students work in pairs to tell their partner which activities they were and weren't doing.
- Ask some students to tell the class something they learned about their partner.

**Extra activity**

- Ask students to write three more sentences about what they were doing at specific times yesterday. Tell them that two sentences should be true, and one should be false.
- Ask some students to read their sentences to the class. Correct any mistakes.
- Put students into pairs to read their sentences to each other and guess the false sentence.
- Ask who managed to guess correctly.

**Consolidation**

- Suggest to students that they make a poster of the things they were doing at specific times yesterday, or last weekend. They could add pictures or photos of the activities, and write sentences like the ones in exercise 5.

**Consolidation**

- Point out that the article contains a lot of vocabulary to do with crime. Suggest that students find vocabulary on this topic and record it in their vocabulary notebooks. Encourage them to record useful collocations as well as individual words, e.g., *report a theft*, *serious crimes*, *victims of theft*.

**Language focus** page 73**Aim**

To practice the target language in a controlled and personalized context

**Exercise 3**

- Students complete the sentences and put them in order to tell the two stories.
- Students can refer back to the article on page 72 to help them with the task.
- Check the answers by asking two confident students to read out the completed stories.

**Exercise 4** 2:25

- Give students time to read the sentences. Check that they understand them all.
- Play the audio. Students listen and put the sentences in the correct order.
- Play the audio again if necessary for students to check and complete their answers.
- Check the answers with the class.

**Audioscript** Teacher's Book page 113



## Crime

### Aim

To present and practice vocabulary for crime

### Grammar PowerPoint presentation Unit 7

### Warm-up

- With books closed, ask: *Is crime a problem in your town or city? What kinds of crimes are there?*
- Elicit some answers, and note down words for crimes on the board.
- Put students into pairs and give them two minutes to write as many more words for crimes as they can.
- Write the students' ideas on the board and check that students understand all the words.
- See which pair wrote the most correct words.
- Tell students they are going to learn some more vocabulary for crime and criminals.

### Exercise 1 2-26

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

### Audioscript Teacher's Book page 113

### Exercise 2 2-27

- Students work individually or in pairs to complete the chart with the correct words.
- Play the audio. Students listen and check.
- Check the answers with the class, and check that students understand all the words.
- Go through the *Look!* box with the class.

### Audioscript Teacher's Book page 113

### Exercise 3 Pairwork

- Read out the first question and answer, then read out the second question and elicit the answer.
- Students could either work in pairs with their books open to ask and answer questions, or they could prepare their questions and then ask and answer the questions with their books closed, as a game.
- At the end of the activity, ask all students to close their books. Ask more questions to the whole class, e.g., *What does a mugger do?* Students race to give the correct answer.

# 7 Vocabulary

## Crime

**1** 2-26 Match the crimes with the pictures. Then listen and repeat.

burglary kidnapping mugging murder pickpocketing  
robbery shoplifting vandalism



robbery



1 burglary



2 pickpocketing



3 murder



4 mugging



5 vandalism



6 shoplifting



7 kidnapping

**2** 2-27 Complete the chart with the words in the box. Then listen and check.

burglar kidnapper mugger murderer  
pickpocket robber shoplifter vandal

### Look!

*Steal (v)* (simple past *stole*, past participle *stolen*) – to take something from someone without their permission.  
*Theft (n)* – the act of stealing.  
*Thief (n)* – a general term for a person who steals. Robbers, burglars, pickpockets, and muggers are all thieves.

Crime	Criminal	Action
robbery	<sup>1</sup> <u>robber</u>	robs a bank or a store
shoplifting	<sup>2</sup> <u>shoplifter</u>	shoplifts / steals things in a store
burglary	<sup>3</sup> <u>burglar</u>	enters a house and burglarizes it
pickpocketing	<sup>4</sup> <u>pickpocket</u>	picks people's pockets or steals from bags
murder	<sup>5</sup> <u>murderer</u>	murders someone
mugging	<sup>6</sup> <u>mugger</u>	mugs people in the street
vandalism	<sup>7</sup> <u>vandal</u>	vandalizes property
kidnapping	<sup>8</sup> <u>kidnapper</u>	kidnaps someone

**3 Pairwork** Ask and answer questions about what criminals do. 2-27

A What does a burglar do?

B He enters a house and burglarizes it. What does a pickpocket do?

A He takes ...

### Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks.
- Suggest that they record the related words together, for example in a chart like the one on page 74. Suggest to students that they could test themselves by covering two columns of the chart and using the visible column as a prompt to help them remember all the vocabulary.

### Workbook page 40

### Online Workbook Extra practice

## Grammar page 75

### Aim

To present and practice the past progressive, and *while*

### Grammar PowerPoint presentation Unit 7

### Warm-up

- Say: *At 8 p.m. yesterday, I was sleeping. True or false?* Write the sentence on the board. Students guess the answer.
- Ask other students in turn to say a similar sentence for the class to guess.
- As students say their sentences, write them on the board.
- Point to the sentences on the board and underline the verbs. Tell students that this is the past progressive form of the verb, and they are going to study it in this lesson.

Past progressive

Affirmative and negative

I was riding my bike with a friend. They were walking towards me.

Affirmative	Negative
I was walking.	I wasn't walking.
You were talking.	You weren't talking.
He / She / It was running.	He / She / It wasn't running.
We / You / They were riding.	We / You / They weren't riding.

Think!

Read the sentences. Then choose the correct alternative.

I was having breakfast at eight o'clock this morning. They weren't listening to the teacher.  
 • We use the past progressive to describe an action in progress in the past that is still happening now.

Rules p.W38

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

- The boys were playing (play) soccer on Saturday morning.
- She was listening (listen) to music in her bedroom all evening.
  - I wasn't wearing (not wear) my best clothes yesterday.
  - They weren't studying (not study) all afternoon.
  - The officer was running (run) after the robbers.
  - He was watching (watch) a movie at 8 p.m.

yes / no questions and short answers

Were they walking towards you? Yes, they were. / No, they weren't.

yes / no questions	Short answers	
	Affirmative	Negative
Was I talking?	Yes, I was.	No, I wasn't.
Were you walking?	Yes, you were.	No, you weren't.
Was he / she / it sleeping?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they playing?	Yes, we / you / they were.	No, we / you / they weren't.

Workbook pp.40-41 Extra practice online

2 Write questions in the past progressive. Then write short answers.

- Amy / use the tablet / this morning? (✓)  
 "Was Amy using the tablet this morning?"  
 "Yes, she was."  
 It / rain / yesterday? (X)  
 "Was it raining yesterday?" "No, it wasn't."  
 1 the burglar / run away / from the police? (✓)  
 2 you / talk to Mr. Peters / after the lesson? (X)  
 3 James / wait at the bus stop / this morning? (✓)  
 4 they / copy / during the test / last week? (X)  
 5 you / wear / sneakers / yesterday? (X)

while

Think!

Read the sentences. Then complete the rule.

While he was studying, he was listening to music.  
 The boys were talking while they were walking towards me.  
 • We use while to link two simultaneous actions in the past.

Rules p.W39

3 Write sentences. Use the past progressive.

- Juan / play / video games / while / I / wash / the dishes.  
 Juan was playing video games while I was washing the dishes.  
 1 You / bike / while / I / run.  
 2 While / we / play / basketball, / Maria / study.  
 3 The students / talk / while / they / take / a test.  
 4 Jason / come / out of the movie theater / while / we / go / in.  
 5 While / they / have / lunch, / they / watch / TV.

Finished!

Say what you and your friends were and weren't doing at these times.

10 a.m. last Saturday 5 p.m. yesterday  
 8 p.m. last night 7:30 a.m. today

I was playing tennis at 10 a.m. last Saturday. I wasn't sleeping.

Puzzle p.107

while

Think! box

- Check that students understand *simultaneous*.
- Students read the *Think!* box and complete the rule with the correct word.
- Refer students to the rules on page W39.

Rules page W39

Exercise 3

- Read out the example answer. Elicit another example answer from the class.
- Students then write the sentences.
- Check the answers with the class.

ANSWERS

- 1 You were biking while I was running.
- 2 While we were playing basketball, Maria was studying.
- 3 The students were talking while they were taking a test.
- 4 Jason was coming out of the movie theater while we were going in.
- 5 While they were having lunch, they were watching TV.

Finished?

- Students write about things they were and weren't doing at specific times.
- Ask some students to read their sentences to the class. Ask other students: *What about you? What were you doing at that time?*
- Once students have finished this activity, they can go on to do the puzzle on page 107.

Consolidation

- Tell students that, as they are coming towards the end of this book, it would be a good time to review all the verb forms they have learned, and make sure they know how to form and use them all.

Workbook pages 40-41  
 Online Workbook Extra practice

Past progressive (affirmative and negative, yes / no questions and short answers)

Grammar chart and Think! box

- Read out the grammar examples.
- Go through the grammar chart with the class.
- Students read the *Think!* box and choose the correct words to complete the rule.
- Check the answer with the class.
- Refer students to the rules on page W38.

Rules page W38

Exercise 1

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

Grammar chart

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

Exercise 2

- Read out the example questions and answers.
- Students write questions and answers.
- Check the answers with the class.

ANSWERS

- 1 Was the burglar running away from the police? Yes, he / she was.
- 2 Were you talking to Mr. Peters after the lesson? No, I wasn't. / No, we weren't.
- 3 Was James waiting at the bus stop this morning? Yes, he was.
- 4 Were they copying during the test last week? No, they weren't.
- 5 Were you wearing sneakers yesterday? No, I wasn't. / No, we weren't.



## At the police station

### Aim

To present and practice conversations in a police station

### Warm-up

- Focus on the picture and ask: *What can you see? Where are the people? Who are they? What are they doing?*
- Elicit that the girl is at a police station to report a crime. Ask: *What do you think she is saying? What questions do you think the police officer is asking?*
- Elicit a range of ideas.
- Check that students understand *wallet*, *knife*, and *metro card*.
- With weaker classes, ask: *How can you describe a criminal to the police?* Briefly review vocabulary for physical descriptions.

### Exercise 1 2-28

- Read through the crime report with the class. Check that students understand *suspect* and *tattoo*.
- Play the audio for students to listen and complete the crime report.
- Play the audio again and ask students to read and listen to the conversation.
- Play the audio once more, pausing after each line for students to repeat, individually and chorally. Check that students understand everything.
- Go through the *Learn it, use it!* chart with the class. Check that students understand all the phrases.

**Audioscript** Student Book page 76

### Exercise 2 2-29

- Give students time to read through the crime report. Check that they understand everything.
- Play the audio. Students listen and complete the crime report.
- Check the answers with the class.
- Give students time to read through the description of the crime. Stronger classes could try to complete some of the details from memory.
- Play the audio again. Students listen and complete the description.
- Check the answers with the class.
- Play the audio again if necessary for students to hear the correct answers.

**Audioscript** Teacher's Book pages 113–114

### Exercise 3 Pairwork

- Students work in pairs to prepare and practice their dialogue.
- With weaker classes, brainstorm details of the crime with the class and make notes on the board. Students can then

# 7 Communication

## At the police station

**1 2-28** Listen and complete the crime report. Then listen and repeat.



Date: May 14 <sup>th</sup>	Full Name: <u>Diane</u> Clarke
Description of suspect(s):	About 16 or 17, wearing jeans and a <sup>1</sup> <u>black jacket</u> . Quite tall and had <sup>2</sup> <u>short</u> brown hair. Had a tattoo on his <sup>3</sup> <u>neck</u> .
Item(s) stolen:	<sup>4</sup> <u>wallet</u> <sup>5</sup> <u>cell phone</u>
Place:	<sup>6</sup> <u>Lincoln Park</u> Time: <sup>7</sup> <u>around 4:30 p.m.</u>

**Officer** Can I help you?  
**Diane** Yes. I want to report a crime.  
**Officer** OK. Let's fill out this crime report. What happened?  
**Diane** A boy stole my wallet and my cell phone.  
**Officer** OK. I need a few details. Where were you?  
**Diane** I was walking through Lincoln Park. I was going home from school.  
**Officer** Lincoln Park ... and then what happened?  
**Diane** A boy stopped me. He had a knife and he asked me for money and my cell phone.  
**Officer** What time did this happen?  
**Diane** It happened at around 4:30 this afternoon.  
**Officer** How much money was in your wallet?  
**Diane** There was about \$15 and my metro card.  
**Officer** What did the boy look like?  
**Diane** He was about 16 or 17. He was wearing jeans and a black jacket. He was tall, and he had short brown hair. He had a tattoo on his neck.

### Learn it, use it!

You hear	You say
Can I help you?	I want to report a crime.
What happened?	A boy / girl stole my cell phone.
Where / When did it happen?	It happened in Lincoln Park / this afternoon ...
What was he / were they wearing?	He was wearing ... / They were wearing ...

**2 2-29** Listen to the conversation in a police station and complete Rachael's crime report. Listen again and complete the description of the crime and suspect.

#### Incident and Crime Report

Date: December 17<sup>th</sup>      Item(s) stolen: <sup>1</sup>wallet  
 Name: Rachael Hall      Place: <sup>2</sup>on the number 65 bus  
 Type of crime: snatch      Time: <sup>3</sup>six fifteen

#### Description of the crime:

I was sitting on the bus when <sup>4</sup>my phone rang. I took it out of my backpack and while I <sup>5</sup>was talking, a girl sat down next to me. My <sup>6</sup>backpack was open on my knee. At the next bus stop, the girl <sup>7</sup>stood up suddenly and <sup>8</sup>got off the bus. I knew something was wrong so I checked my backpack and my <sup>9</sup>wallet wasn't there.

#### Description of the suspect(s):

She was <sup>10</sup>short and slim, and she had blond, <sup>11</sup>curly hair. She was wearing jeans and <sup>12</sup>a gray hoodie. She was about <sup>13</sup>16 years old.

**3 Pairwork** Role-play a scene at a police station. Take turns to play the parts of the officer and the victim. Use the dialogue in exercise 1 as a model.

76 seventy-six

Workbook p.42

Extra practice online

use the notes to prepare and practice their dialogue.

- Ask some students to perform their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### Extra activity

- Tell students to imagine that they have witnessed a crime. Refer them back to page 74 to choose a crime, then tell them to use their imagination to invent as many details as they can.
- Students can work in pairs again and have a new conversation about their crime. Stronger classes could work with their books closed.

- Tell students that when they are playing the role of the police officer, they must find out as many details as they can about the crime.
- Ask some students to tell the class what they learned about their partner's crime. Discuss as a class who found out the most about the crime, so who is the best police officer!

### Consolidation

- Suggest to students that they could record the questions in the *Learn it, use it!* box on their cell phone, then practice listening to them and answering with different details and descriptions.

**Workbook page 42**

**Online Workbook Extra practice**

Past progressive and simple past + when / while

Think!

Read the sentences. Then complete the sentences with past progressive or simple past.

While I was riding past them, one of the boys pushed me.

I was sitting on the bus when my phone rang.

- We use the 'simple past' for a short action which interrupts a longer action.
- We use the 'past progressive' for the longer action.

Rules p.W39

1 Match the sentence halves.

- 1 I was sleeping d
- 2 While Katia was cleaning her room, a
- 3 Tom was skateboarding in the park f
- 4 When I saw the burglar, e
- 5 While we were walking home, c
- 6 Mom burned her hand b

- a her pet mouse escaped.
- b while she was cooking.
- c we saw an accident.
- d when my alarm went off.
- e he was climbing out of a window
- f when he fell and broke his arm.

2 Read the text and choose the correct answers.



It was 8 p.m. and I was in my bedroom. I was listening / listened to music and I was sending / sent text messages to my friends. It was very hot, so I decided to open the window. While I was opening / opened the window, I was looking / looked at the sky and I was seeing / saw two big red circular lights. They were moving / moved slowly towards the house. I was very excited! I was running / ran downstairs into the yard. While I was running / ran through the kitchen, I was calling / called my dad. He was watching / watched TV in the living room. When Dad was coming / came into the yard, the lights were moving / moved over the house. It was incredible. Dad said, "Quick! Film them with your phone." I ran / was running to my room and got my phone, but when I was getting / got back, the lights were disappearing / disappeared in the distance. I tried to film them, but it was too dark!

Workbook p.41 Extra practice online

3 Complete the sentences with the past progressive or simple past form of the verbs in parentheses.

- I was reading in bed when I heard someone outside. (read / hear)
- 1 Two boys stole Oscar's backpack while he was walking home from school. (steal / walk)
  - 2 While we were traveling in Brazil, we met a lot of friendly people. (travel / meet)
  - 3 When I woke up, it was snowing. (wake / snow)
  - 4 While Alicia was studying in her room, a bird flew in through the open window. (study / fly)
  - 5 Lucas broke his leg while he was skiing in Canada. (break / ski)
  - 6 Aunt Katie was waiting at the train station when I arrived. (wait / arrive)
  - 7 We were walking to the bus stop when it started to rain. (walk / start)
  - 8 Our cat was sleeping on the sofa when we got home. (sleep / get)

4 Complete the sentences with your ideas. Use the past progressive or the simple past.

- I was getting on the bus when my cell phone rang.
- 1 \_\_\_\_\_ when the teacher called his name.
  - 2 While my friend was walking home, \_\_\_\_\_
  - 3 \_\_\_\_\_ when it started to rain.
  - 4 While my parents were watching TV, \_\_\_\_\_
  - 5 I fell asleep while I \_\_\_\_\_

Finished?

Write a crime story. Use the words in the box. Then exchange stories with a partner.

call look see vandalize wait watch

Last night, I was waiting for the bus when I saw ...

Puzzle p.107

seventy-seven 77

- Point out that we use *while* with a verb in the past progressive, and *when* with a verb in the simple past.
- Refer students to the rules on page W39.

Rules page W39

Exercise 1

- Students match the sentence halves.
- Check the answers with the class.

Exercise 2

- Students read the text and choose the correct verb forms.
- Check the answers with the class.

Exercise 3

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

Exercise 4

- Read out the example answer and elicit other possible endings to the sentence, e.g., *I saw Maria.* or *someone stole my wallet.*
- Students complete their sentences with their own ideas.
- Students can compare their answers in pairs.
- Ask some students to read their sentences to the class. Correct any mistakes as a class.

ANSWERS

Students' own answers.

Finished?

- Students use the verbs in the box to write a crime story. They then exchange stories with a partner.
- Ask some students to read their stories to the class. Elicit other possible endings to the stories from the class.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that they think about something interesting or exciting that happened to them in the past. Tell them to think about the details, and then practice telling the story using verbs in the past progressive and simple past. Suggest that they could record their story, or write it down to help them consolidate the grammar from this lesson.

Workbook page 41 Online Workbook Extra practice

Grammar page 77

Aim

To present and practice the past progressive and simple past used with *when* and *while*

Grammar PowerPoint presentation Unit 7

Warm-up

- With books closed, say: *Imagine you saw a crime last night. Where were you? What were you doing? What did you see?* Give students time to think about their ideas.
- Choose one or two confident students and, as a class, ask them questions to find out as many details as possible.
- Make sure there are questions in the past progressive and simple past. You may have to ask one or two questions yourself to make sure this is the case.

Past progressive and simple past + when / while

Think! box

- Students read the *Think!* box and complete the rules with the correct words.
- Check the answers with the class.

- As the students answer, write sentences in the past progressive and simple past on the board.
- Point to the sentences on the board and underline all the verbs. Elicit which sentences are in the past progressive, and which are in the simple past. Tell students they are going to learn more about these verb forms in this lesson.



**Reading**

**Aim**

To read and understand the story of Mary Wade

**Warm-up**

- Point to the map and ask: *What do you know about Australia? What do you know about the modern country? What do you know about its history?*
- Elicit some ideas. If students are struggling for ideas, ask some more detailed questions, e.g., *What language do they speak in Australia? Why do they speak English? When did British people first go there?* Elicit some ideas, but don't confirm them at this stage.

**Background notes**

- Australia is the sixth largest country in the world by area. It is also the twelfth largest economy.
- The continent has been inhabited for over 40,000 years, but Europeans didn't discover it until the early seventeenth century.
- In 1770, Britain claimed the eastern half of the country as its own, and in 1788, it began using it as a penal colony. The last convict ship arrived in 1848.
- Australia gradually became independent from Britain – a process which culminated formally in 1986, with legislation to break the remaining political ties between the two countries. However, Australia is still part of the British Commonwealth, and the British Queen is still the official head of state.

**Exercise 1**

- Go through the *My reading skills* box with the class. Students look at the text and decide what kind of text it is.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that students understand the meaning of the words.

**Exercise 2 Read and listen** 🎧 2-30

- Pre-teach *convict, ancestor, trial, death penalty, transportation, and penal colony*.
- Read through the questions with the class, and check that students understand everything.
- Play the audio. Students read and listen and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.
- Discuss question 6 with the class, encouraging as many students as possible to join in and talk about their personal reactions to the text.

# 7 Skills

## The Founding of Modern Australia

### The Story of Mary Wade

Mary Wade was born in London in 1777. Her family was very poor, and Mary was a street beggar and a thief. One day while Mary was begging, she saw her friend Jane Whiting. Jane was a beggar, too. The two girls decided to spend the day together. It was a day that changed Mary's life.

While Mary and Jane were begging, they saw an 8-year-old girl. She was filling a bottle at a water fountain, and she was wearing expensive clothes. Mary and Jane offered to fill the bottle for the girl. Mary took the bottle and she broke it. The little girl was very upset, but Mary and Jane had a plan. They told the girl that they had another bottle and they asked her to follow them. Mary and Jane stole the little girl's clothes, and their plan was to sell the clothes and make some money.

The police found the little girl's scarf in Mary's house and arrested her for theft. She went on trial. Mary was only 11 years old, but the judge sentenced her to death. At that time, the death penalty was the punishment for 160 crimes in Britain, including sheep stealing and pickpocketing.

Mary was lucky. The authorities changed her death sentence to transportation to Australia. She traveled to Australia on a convict ship, the *Lady Juliana*. She was a servant to an Australian family when she was only 13. When she became free again, she met Jonathan Brooker. Mary had 21 children. One of her descendants, Kevin Rudd, became Prime Minister of Australia in 2007.



Prime Minister Kevin Rudd



**Facts**

Britain sent over 165,000 convicts to Australia.

The oldest convict was 60 and the youngest 9 years old.

About 22 percent of Australians have at least one convict ancestor.



ENGLAND: Portsmouth  
O. Rio de Janeiro  
Cape Town  
AUSTRALIA: Botany Bay

**Check it out!**

**Find these words and check their meaning.**

beggar / to beg  
arrested  
sentence / to sentence  
punishment  
descendants

**My reading skills**

**Overviewing a text**

It is useful to get an overview of a text before you read it in detail. Look at the title, any pictures, and the organization to find out what type of text it is. Read the introduction, headings, and topic sentences to get a general idea of its content. Then read in detail to answer specific questions.

**Reading**

1 Before you read, look quickly at the text and check (✓) what type of text it is.

a a magazine article \_\_\_    b an educational text ✓    c a tourist brochure \_\_\_

**ANSWERS**

- 1 She was filling a water bottle at a fountain.
- 2 They stole the little girl's clothes.
- 3 He gave her the death penalty.
- 4 She was lucky because the authorities changed her sentence to transportation to Australia.
- 5 She had 21 children.
- 6 Students' own answers.

**Audioscript** Student Book page 78

**Exercise 3** 🎧 2-31

- Play the audio. Students listen and read the rest of the text.
- Discuss the answers to the questions with the class.

**ANSWERS**

Australia Day is on January 26<sup>th</sup>. It celebrates the arrival of the first convict ships in Australia.

**Audioscript** Student Book page 78

**Listening**

**Aim**

To listen to a description of a crime

**Warm-up**

- Ask: *What kinds of crimes do young people commit? What happens to them if the police catch them? Why do you think some young people commit crimes?*
- Elicit a range of answers from students.



2 2.30 Read and listen to The Story of Mary Wade. Answer the questions.

Why did Mary beg on the streets when she was a child? *Because her family was poor.*

- 1 What was the young girl doing when Mary and Jane saw her?
- 2 What did Mary and Jane steal?
- 3 What sentence did the judge give Mary?
- 4 Why was Mary lucky?
- 5 How many children did Mary have?
- 6 What is your personal reaction to Mary's story? Is it shocking, surprising, interesting, inspirational, ...? Why?

3 2.31 Read and listen to the second part of the text. When is Australia Day? What does it celebrate?

Listening

4 2.32 Emily saw two girls committing a crime. Listen and complete the sentences with one or two words. Then listen and check.

- |   |   |
|---|---|
| Emily was in a <u>shoe store</u> .  | 4 The <u>security guard</u> stopped them.                         |
| 1 She was buying a pair of <u>boots</u> .                                 | 5 He found <u>two</u> pairs of shoes.                             |
| 2 She saw <u>two</u> girls walking quickly towards the door of the store. | 6 He took the girls to <u>an office</u> at the back of the store. |
| 3 One of the girls was carrying a <u>backpack</u> .                       | 7 The sales clerk called the <u>police</u> .                      |

Speaking

5 Pairwork How observant are you? Would you make a good witness? Follow the instructions and find out.

Look at the picture for one minute. Then cover the picture. Use the prompts to ask each other questions.

- Number of robbers
- Description of robbers (clothes, etc.)
- Time and place of robbery
- People at the crime scene (What were they doing? / What were they wearing?)
- Other important information for the police

- A How many robbers were there?  
 B I think there were three robbers.  
 A What were they wearing?



Now uncover the picture and check your answers.

Writing

6 Imagine you were in a store when a robbery took place. Write an e-mail to a friend about the robbery (100–120 words). Include information about:

- |  |                   |
|--|-------------------|
| • the time and place and type of store | • what happened   |
| • what you / other people were doing   | • what they stole |
| • the description of the robber(s)     | • how you felt    |

I saw a robbery yesterday! I was in ...

Workbook p.43

Writing builder p.95

seventy-nine 79

Exercise 4 2.32

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

Audioscript Teacher's Book page 114

Speaking

Aim

To practice describing a crime

Exercise 5 Pairwork

- Read the task with the class. Give students one minute to look at the picture carefully, then ask them to cover it.
- Read through the prompts with the class. With weaker classes, elicit some of the questions that students need to ask.
- Students ask and answer questions in pairs.
- Give students time to look briefly at the picture again, then ask them to cover it.
- Students swap roles and practice again.
- Ask pairs in turn to tell the class who was a better witness.

Writing

Aim

To write an e-mail about a robbery

Writing builder

- Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the task with the class and make sure students understand everything.
- With weaker classes, write on the board: *I saw a robbery yesterday! I was in ...* Use the prompts to ask two or three questions and elicit details of the crime. As students answer, write the sentences on the board. Students can then continue the e-mail.
- Students swap their e-mail with their partner, who corrects any mistakes.
- Ask some students to read their e-mails to the class. Ask other students: *Who was a good witness? Why?*

ANSWERS

Students' own answers.

Extra activity

- If you have time at the end of the class, play "alibi." Set the scene for a crime, e.g., someone robbed a bank at 8 p.m. last night. Choose three students to be suspects. Tell them they were all together yesterday evening, and they must decide on their alibi.
- Allow them to go out of the classroom for two minutes to plan their alibi. Meanwhile, brainstorm with the rest of the class what questions they will ask.
- Ask the suspects to come back into the room one at a time. Students question each suspect and try to find inconsistencies in their alibis. The suspects "win" if no inconsistencies can be found.

Consolidation

- Remind students that a good way to practice their writing skills is to keep a diary in English. Tell them they can use their diary to write accounts of interesting things that happen to them, and also to record their feelings and opinions about things.

Writing builder page 95/C10

Workbook page 43

Online Workbook Extra practice

Unit test

Worksheets

DVD



# 8 People who have made history

## Grammar

Relative pronouns: *who / which / that*  
 The infinitive of purpose  
*Which one ...? / Which ones ...?*

## Vocabulary

Human achievement

## Communication

Discussing what things are for

## Skills

**Reading:** A biography of Charles Darwin

**Listening:** Conversations about preferences

**Speaking:** Talking about preferences

**Writing:** A biography

## Topics and values

Human achievement; Gender equality; Science and technology

## Presentation pages 80–81

### Aim

To present the new language in an interesting context

### Warm-up

- Read out the title of the article. Ask: *What famous women are there in the history of your country / the world? What important effects have these women had on history?*
- If students are struggling to think of famous women, you could mention a few names, e.g., Mother Teresa, Rosa Parks, Indira Gandhi, Eva Perón, Rachel Carson, Margaret Thatcher, Malala Yousafzai. Ask: *What do you know about these women? How have they changed the world?*
- Elicit a range of ideas.

### Exercise 1 Read and listen 2-33

- Read through the chart with the class. Check that students understand *occupation*. Pre-teach *radiation* and *radioactive*.
- Play the audio. Students read and listen, and complete the chart.
- Check the answers with the class.

# 8

## People who have made history

### Women Who Have Made History

In the last 100 years, more women have become scientists, writers, and politicians than ever before. For example, Rachel Carson was a scientist and writer who started the environmental movement in the 1960s. Indira Gandhi was a politician who became the first female Indian Prime Minister in 1966. The achievements of these extraordinary women and many others have changed the world.

This week, we present Marie Curie, the Polish-French physicist and chemist who was one of the greatest scientists of the 20<sup>th</sup> century. She was also the first woman to win a Nobel Prize, and the only person ever to win two Nobel Prizes in different subjects, physics and chemistry.

Marie Skłodowska was born in Warsaw, Poland in 1867. Maria went to Paris to study mathematics and physics. She met Pierre Curie, who was a well-known scientist. They got married in 1895.

Marie Curie is famous for her work on radiation, which she named "radioactivity." She used the word "radioactive" to describe substances that produce rays. Scientists

already knew about the existence of "X-rays," but they didn't know what they were. Marie Curie's research showed that these radioactive rays come from atoms. She discovered polonium and radium, which are both radioactive elements. Her research was essential for the use of X-rays in medicine. She knew that doctors could use X-rays to reveal broken bones. During World War One, she organized twenty mobile X-ray units to help doctors. Marie also discovered that doctors could use another radioactive element, called radon, to treat cancer.

Marie Curie faced great opposition from male scientists in France, but she never gave up her research. She died in 1934 from leukemia that she developed because of her exposure to radiation. In those days, the health dangers of radioactivity were unknown. Her daughter Irene Curie was also a great scientist who won the Nobel Prize for chemistry in 1935.

Check it out!

Find these words and check their meaning.

- elements
- reveal
- treat
- gave up
- exposure

**1** 2-33 **Read and listen** Complete the chart about Marie Curie.

Marie Curie	
Occupation:	physicist and chemist
Nationality:	Polish-French
Famous for:	her work on radiation / radioactivity

- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

### Audioscript Student Book page 80

### Background notes

- Rachel Carson (1907–64) was an American marine biologist, who became concerned with the effects that the use of pesticides was having on the natural world. Her book *Silent Spring* (1962) warns of the dangers of the use of pesticides and other chemicals, and this, and her other writing, is credited with beginning the worldwide environmental movement.
- Indira Gandhi (1917–84) was an Indian politician who served as Prime Minister of India from 1966 to 1977 and again from 1980 until her assassination in 1984. She is the only woman to have held this office.

### Exercise 2 Comprehension

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

### ANSWERS

- 1 She won Nobel prizes for two subjects.
- 2 She went to Paris to study mathematics and physics.
- 3 She discovered that they come from atoms.
- 4 She discovered the radioactive elements polonium and radium.
- 5 She organized twenty mobile X-ray units to help doctors.
- 6 She died from leukemia because of her exposure to radiation.

## 2 Comprehension Answer the questions.

What have more women done in the last 100 years?

More women have become scientists, writers, and politicians (than ever before).

- 1 How many subjects did Marie Curie win Nobel prizes for?
- 2 Why did she go to Paris?
- 3 What did she discover about radioactive rays?
- 4 What radioactive elements did she discover?
- 5 What did she do during World War One?
- 6 How did she die?

## Language focus

### 3 Rewrite the two sentences with one sentence. Start with the words given and find the endings in the article.

Rachel Carson was a scientist and writer. She started the environmental movement in the 1960s.

Rachel Carson was a scientist and writer who started the environmental movement in the 1960s.

- 1 Indira Gandhi was a politician. She became the first female Indian Prime Minister in 1966.  
Indira Gandhi was a politician who became the first female Indian Prime Minister in 1966.
- 2 She met Pierre Curie. He was a well-known scientist.  
She met Pierre Curie, who was a well-known scientist.
- 3 Marie Curie is famous for her work on radiation. She named it "radioactivity."  
Marie Curie is famous for her work on radiation, which she named "radioactivity."
- 4 She used the word "radioactive" to describe substances. They produce rays.  
She used the word "radioactive" to describe substances that produce rays.
- 5 She discovered polonium and radium. They are both radioactive elements.  
She discovered polonium and radium, which are both radioactive elements.
- 6 She died from leukemia. It developed because of her exposure to radiation.  
She died from leukemia that (she) developed because of her exposure to radiation.
- 7 Her daughter Irene Curie was also a great scientist. She won the Nobel Prize for chemistry in 1935.  
Her daughter Irene Curie was also a great scientist who won the Nobel Prize for chemistry in 1935.

### 4 Read the article again. Complete the sentences.

She went to Paris to study mathematics and physics.

- 1 She knew that doctors could use X-rays to reveal broken bones.
- 2 She organized twenty mobile X-ray units to help doctors.
- 3 Marie also discovered that doctors could use radon to treat cancer.

### 5 Focus on you Why do you do these things? Choose the most important reasons.

I go to school ...	a to study	b to meet friends	c to see the teachers
I use the Internet ...	a to do homework	b to chat	c to play games
I watch TV ...	a to relax	b to get the news	c to learn new things
I meet friends ...	a to play sports	b to hang out	c to listen to music
I save money ...	a to buy candy	b to buy clothes	c to buy presents

### 6 Pairwork Discuss your answers to exercise 5.

A I go to school to study.

B So do I. / Really? I go to school to meet my friends.

## Exercise 4

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

## Exercise 5 Focus on you

- Read out the first sentence beginning and the possible reasons. Make sure students understand that there are no right and wrong answers, but they should choose the answer that is true for them.
- Students choose their reasons.

## ANSWERS

Students' own answers.

## Exercise 6 Pairwork

- Ask two confident students to read out the example conversation. Check they understand *So do I.* (= used to agree with someone)
- Students work in pairs to discuss their answers.
- Ask some students to tell the class which reasons they agreed on.

## Extra activity

- Ask students to write two more sentences about activities they do and why they do them. Elicit some examples first, e.g., *I go to the gym to keep fit. I play sports to have fun.*
- Students can compare their sentences in pairs.
- Ask some students to read their sentences to the class.

## Consolidation

- Suggest to students that they find one or two pictures of themselves doing different activities, and add these to their vocabulary notebook with a sentence like the ones in exercise 6. This will help them to remember the language.

## Extra activity

- Write these gapped sentences on the board.
  - 1 Rachel Carson began the \_\_\_\_\_ movement in the 1960s.
  - 2 Indira Gandhi became the Prime Minister of India in \_\_\_\_\_.
  - 3 Marie Curie was born in the city of \_\_\_\_\_.
  - 4 She got \_\_\_\_\_ in 1895.
  - 5 She died in \_\_\_\_\_.
- Students read the article again and complete the sentences with the correct information.

## ANSWERS

- 1 environmental
- 2 1966
- 3 Warsaw
- 4 married
- 5 1934

## Consolidation

- Point out that the article contains a lot of vocabulary to do with science. Suggest that students choose some useful vocabulary on this topic and record it in their vocabulary notebooks.

## Language focus page 81

### Aim

To practice the target language in a controlled and personalized context

### Exercise 3

- Read out the example sentence and ask students to find it in the article.
- Students rewrite the sentences.
- Check the answers with the class.



## Human achievement

### Aim

To present and practice vocabulary for human achievement

### Grammar PowerPoint presentation Unit 8

### Warm-up

- With books closed, ask: *What people have made the most difference to the world? Why? What was their achievement?*
- Elicit some answers, and write names on the board. If students are struggling, mention a few names.
- Elicit a range of ideas from the class and encourage as many students as possible to express their opinions.
- Tell students they are going to learn some vocabulary related to human achievements.

### Exercise 1 2:34

- Students work individually or in pairs to label the people with the correct words.
- Play the audio. Students listen and check. Check that students understand all the words.
- Play the audio again, pausing after each word for students to repeat chorally, then individually.

**Audioscript** Teacher's Book page 114

### Exercise 2 2:35

- Students work individually or in pairs to match the people with the verbs.
- Play the audio to check the answers. Make sure that students understand all the words.

**Audioscript** Teacher's Book page 114

### Exercise 3

- Read through the list of names with the class. If you think your students won't know all the names, discuss as a class who each person was, and why they are famous (see *Background notes*).
- Students work individually or in pairs to match the people to their profession and achievements, and write two sentences about each.
- Check the answers with the class.

### ANSWERS

- Marie Curie was a famous scientist. She discovered radioactivity.
- Roald Amundsen was a famous explorer. He travelled to the South Pole in 1912.
- Oscar Niemeyer was a famous architect. He built / designed the Niteroi museum.
- Picasso was a famous artist. He painted *Guernica* in 1937.

# 8 Vocabulary

## Human achievement

1 2:34 Label the people with the professions in the box. Then listen and repeat.

architect artist composer explorer inventor  
musician politician scientist writer



- inventor  
1 artist  
2 composer  
3 politician  
4 writer  
5 explorer  
6 scientist  
7 architect  
8 musician

2 2:35 Match the people with the verbs. Then listen and check.

- |              |   |                      |
|--------------|---|----------------------|
| 1 inventor   | → | a travel / explore   |
| 2 scientist  | → | b negotiate / debate |
| 3 artist     | → | c write              |
| 4 composer   | → | d invent             |
| 5 explorer   | → | e play music         |
| 6 writer     | → | f discover           |
| 7 architect  | → | g compose music      |
| 8 politician | → | h paint / draw       |
| 9 musician   | → | i build / design     |

3 Match the famous people with their professions and achievements. Then write two sentences about each person.

- |                  |   |           |   |                       |
|------------------|---|-----------|---|-----------------------|
| 1 Cervantes      | → | writer    | → | Don Quixote (1605)    |
| 2 Marie Curie    | → | scientist | → | radioactivity         |
| 3 Roald Amundsen | → | explorer  | → | the South Pole (1912) |
| 4 Oscar Niemeyer | → | architect | → | Niteroi museum        |
| 5 Picasso        | → | artist    | → | Guernica (1937)       |

1 Cervantes was a famous writer. He wrote *Don Quixote*.

4 **Pairwork** Think of a famous person for each category in exercise 1. Find out if your partner knows why they are famous.

- A Who was Oscar Niemeyer?  
B He was a Brazilian architect.

### Background notes

- Miguel de Cervantes (1547–1616) was a Spanish writer. His novel *Don Quixote* (published in 1605 and 1615) was the first modern novel, and is still considered a classic work of fiction.
- Roald Amundsen (1872–1928) was a Norwegian explorer. He led an expedition which was the first to reach the South Pole in 1912, and in 1926 he led an expedition to the North Pole.
- Oscar Niemeyer (1907–2012) was a Brazilian architect. He designed the Contemporary Art Museum in Niteroi, Brazil and many other famous buildings.
- Pablo Picasso (1881–1973) was a Spanish painter. He painted *Guernica* in response to the bombing of the Spanish town of Guernica during the Spanish Civil War.

### Exercise 4 Pairwork

- Students work individually to think of a famous person for each category.
- They then work in pairs and find out if their partner knows why each person is famous.
- Ask some students to tell the class the name of a famous person their partner didn't know about. Ask them to tell the class about the person and why they are famous.

### Consolidation

- Advise students to note down the new vocabulary from this page in their vocabulary notebooks. Suggest that they record the verbs from exercise 2 with the nouns.

## Relative pronouns: *who / which / that*

### People

Marie Curie was a scientist. She discovered radium.  
Marie Curie was the scientist **who / that** discovered radium.

### Things

Radium is an element. It is very radioactive.  
Radium is an element **which / that** is very radioactive.

### Think!

Read the sentences. Then complete the rules with **who** and **which**.

Alexander Fleming was the scientist **who** discovered penicillin.

Penicillin is a drug **which** kills bacteria.

• The relative pronoun '**who**' refers to people.

• The relative pronoun '**which**' refers to animals or things.

Rules p.W44

### 1 Choose the correct answers.

Oscar Niemeyer was the architect **who / that** designed the National Museum in Brasilia.

1 Charles Darwin was the man **who / which** described the theory of evolution.

2 DNA is a molecule **which / who** contains genetic code.

3 An explorer is a person **who / which** discovers new places.

4 The TV was an invention **who / which** changed the world.

5 Tim Berners-Lee was the person **which / who** invented the World Wide Web.

6 The Internet is a network **who / which** connects computers.

### 2 Complete the definitions with *who* or *which* and a phrase from the box.

debate and make laws    designed the Eiffel Tower  
discovered DNA    made the *Star Wars* movies  
is radioactive    stores and plays music files

Politicians are people  
**who debate and make laws.**

- George Lucas is the director **who made the *Star Wars* movies.**
- Uranium is an atom **which is radioactive.**
- Crick and Watson were the scientists **who discovered DNA.**
- An MP3 player is an electronic device **which stores and plays music files.**
- Gustave Eiffel is the man **who designed the Eiffel Tower.**

### 3 Join the sentences together. Rewrite them with *who*, *which*, or *that*.

Laurel and Hardy were actors. They appeared in silent movies.

**Laurel and Hardy were actors who appeared in silent movies.**

1 Frida Kahlo was a Mexican artist. She painted a lot of self-portraits.

**Frida Kahlo was a Mexican artist who / that painted a lot of self-portraits.**

2 A hard drive is a part of a computer. It stores computer files.

**A hard drive is a part of a computer which / that stores computer files.**

3 Vasco da Gama was an explorer. He came from Portugal.

**Vasco da Gama was an explorer who / that came from Portugal.**

4 A vacuum cleaner is a machine. It cleans the floor.

**A vacuum cleaner is a machine which / that cleans the floor.**

5 That is the dog. It bit my brother.

**That is the dog which / that bit my brother.**

### 4 Game! Take turns to define one of the people or things in the box. See if your partner can guess who or what you are describing.

an airplane    a cat    a dog    a DVD player  
an iron    a pickpocket    a salesclerk  
a student    a teacher    an umbrella    a vandal

A It is an object that is very useful when it rains.

B An umbrella!

### Finished?

Write five more definitions for people and things.

A nurse is a person who works in a hospital.  
A tablet is a computer that's small and easy to carry.

Puzzle p.107

eighty-three

83

Workbook p.46

Extra practice online

### Exercise 1

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

### Exercise 2

- Read out the example definition.
- Students complete the definitions with *who* or *which* and the correct phrase.
- Check the answers with the class.

### Exercise 3

- Students join the sentences and rewrite them.
- Check the answers with the class.

### Exercise 4 Game!

- Read through the list of words in the box and check that students understand them all.
- Read out the example definition and answer. Elicit a definition for another of the things in the box. See if other students can guess the correct word.
- Students work in pairs and take turns to define the words and guess what their partner is describing. Pairs get a point for each word they define / guess correctly.
- Ask: *Who guessed all the words correctly? Which words were most difficult to define?*

### Extra activity

- Tell students to look back through the vocabulary pages of their book and find three more people or things to define. Give them time to prepare, then ask them to close their books.
- Students work in pairs to read their definitions to each other and guess the words. They get a point for each word they guess correctly.
- Students can repeat the activity with a different partner for extra practice. See who has the most points at the end.

## Grammar page 83

### Aim

To present and practice the relative pronouns *who*, *which*, and *that*

Grammar PowerPoint presentation Unit 8

### Warm-up

- With books closed, write the names from exercise 3 on page 82 on the board: *Cervantes*, *Marie Curie*, *Roald Amundsen*, *Oscar Niemeyer*, *Picasso*.
- Put students into pairs and give them two minutes to write who the people were and what they achieved.
- Elicit answers from the class. See which pairs remembered all the details and vocabulary correctly.

- Write on the board: *Cervantes was writer / wrote Don Quixote.*
- Ask: *Can you join all this information in one sentence?* Elicit a few ideas, but don't confirm whether they are correct at this stage.

## Relative pronouns: *who / which / that* (people and things)

### Think! box

- Read out the grammar examples.
- Students read the *Think!* box and complete the rules with the correct words.
- Check the answers with the class.
- Refer students to the rules on page W44.

Rules page W44

### Finished?

- Students write five more definitions.
- Ask some students to read their definitions to the class, omitting the key word. See if the class can guess the missing words.
- Once students have finished this activity, they can go on to do the puzzle on page 107.

### ANSWERS

Students' own answers.

### Consolidation

- Tell students that they can practice using *who*, *which*, and *that* by writing definitions in English for some of the words they record in their vocabulary notebook.

Workbook page 46  
Online Workbook Extra practice



## Discussing what things are for

### Aim

To present and practice phrases for discussing what things are for

### Warm-up

- Focus on the pictures and ask: *What can you see? What do you think the things are? What do you think they are for?*
- Ask students to describe each picture in turn and speculate on what the object is and what it is for.
- Don't confirm their ideas at this stage.
- Teach the word *gadget*.

### Exercise 1 Read and listen 2-36

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

**Audioscript** Student Book page 84

### Exercise 2 Pronunciation 2-37

- Model the pronunciation of the /ð/ sound.
- Give students time to read through the words.
- Play the audio, pausing after each word for students to repeat.

**Audioscript** Student Book page 84

### Exercise 3 2-38

- Give students time to read through the gapped notes.
- Play the audio. Students listen and complete the notes.
- Play the audio again for students to check and complete their notes.
- Check the answers with the class. Make sure that students understand what all the gadgets are.
- Ask: *Do you have any of these gadgets? Which is the most useful? Why?*

**Audioscript** Teacher's Book page 114

### Exercise 4 Pairwork

- Read through the notes with the class. Check that students understand everything.
- Demonstrate the activity by pointing to the first picture and asking: *What's this gadget?* Elicit the answer, then ask: *What's it for?* Elicit the answer from another student.
- Students work in pairs to ask and answer questions about the gadgets.

# 8 Communication

## Discussing what things are for

**1** 2-36 Read and listen to the dialogues. Match the dialogues with the pictures. Listen again and repeat.



2



3



1

- 1**
- A** What's this gadget?  
**B** It's a solar cell phone charger.  
**A** What's it for?  
**B** It's for charging your cell phone. You attach it to your backpack and you use it to charge your cell phone outside in sunny weather.

- 2**
- A** What's this?  
**B** It's an automatic dog bowl.  
**A** What's it for?  
**B** It's for feeding your dog. You put dog food in it and you use it to feed your dog when you're not there.

- 3**
- A** What are these?  
**B** They're ice grippers.  
**A** What are they for?  
**B** They're for walking on ice. You put them over your shoes and you use them to walk on icy roads.

### Learn it, use it!

You ask	You answer
What's this / are these?	It's a/an ... / They're ...
What's it for?	It's for (feeding your dog). / You use it to (feed your dog).
What are they for?	They're for (charging your cell phone). / You use them to (walk on icy roads).

### 2 2-37 Pronunciation /ð/ Listen and repeat.

- 1 this    2 these    3 they    4 then    5 them

### 3 2-38 Listen to three more conversations. Complete the notes about the gadgets.

- 1 A USB memory stick                      Use: for storing information.  
 2 A money belt                                Use: for keeping your passport and money safe.  
 3 Touch screen gloves                      Use: for using your smartphone in cold weather.

### 4 Pairwork Ask and answer questions about these gadgets. 84



- 1 Universal phone charger  
 Use: charges all types of cell phone!

- 2 DVD for cats  
 Use: for indoor cats – keeps your cat happy when you're out!



- 3 Runaway alarm clock  
 Use: wakes you up and runs away!  
 Can you catch it?

- 4 Headphone hat  
 Use: listen to music in cold weather – keeps your head and ears warm!



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Workbook p.48

Extra practice online

- Ask some pairs to perform one of their dialogues for the class.
- You can show students some short video clips of native speakers having similar conversations on iTools or the DVD.

### Extra activity

- Ask: *What clever gadgets do you have at home? What gadgets would you like?* Brainstorm some ideas for clever gadgets as a class.
- Put students into pairs and ask them to invent a new gadget. Tell them they are going to present their new gadget to the class. They can draw a picture of it, and they should decide what it is called, and what it's for.

- Ask pairs in turn to present their new gadget to the class. Other students can ask questions about it.
- When everyone has presented their gadget, ask: *Which are your favorite gadgets? Why?*

### Consolidation

- Suggest to students that they could record the questions in the *Learn it, use it!* box on their cell phone, then practice listening to them and describing different gadgets they have at home.

**Workbook page 48**

**Online Workbook Extra practice**

The infinitive of purpose

Think!

Read the sentences. Then check (✓) the correct answers.

- She went to Paris **to study physics**.  
I use the Internet **to find information**.
- What is the function of the bold phrases?
    - to describe an event
    - to describe a reason or purpose
  - What form does the verb in the phrases take?
    - the infinitive
    - the base form

Rules p.W45

1 Match the sentence halves.

- |                           |                                |
|---------------------------|--------------------------------|
| 1 She went to the museum  | a to report a crime.           |
| 2 Pedro called the police | b to celebrate Mom's birthday. |
| 3 I went to the store     | c to see an exhibition.        |
| 4 Lucas called Sofia      | d to check her e-mails.        |
| 5 We organized a party    | e to buy some groceries.       |
| 6 Olivia went online      | f to invite her to a concert.  |

2 Look at the pictures and complete the sentences.

	
She went to the store <b>to buy sneakers</b> .	1 He went to the park <b>to play soccer</b> .
	
2 Ana went to the beach <b>to surf</b> .	3 They went to the movie theater <b>to see X-Men</b> .
	
4 Aya went to the library <b>to borrow a book</b> .	5 Bruno got a knife <b>to cut the cake</b> .

Workbook p.47 Extra practice online

Which one ...? / Which ones ...?

Singular
A These T-shirts are cool.
B <b>Which one</b> do you like best?
A I like the blue <b>one</b> .
Plural
A Help me choose some boots.
<b>Which ones</b> do you prefer?
B I prefer the black <b>ones</b> .

Think!

Read the sentences. Then choose the correct alternative.

- I like the black shirt. I don't like the green **one**.  
These video games are great. Those **ones** are boring.
- You can use **one** or **ones** to avoid repeating an adjective / a countable noun.

Rules p.W45

3 Rewrite the sentences. Substitute the underlined words with one or ones.

- Which coat is more expensive? The red coat or the blue coat?  
Which coat is more expensive? The red **one** or the blue **one**?
- There are some books on the desk. Which books are yours?
  - Which sandwich do you want? The sandwich with cheese, or the sandwich with chicken?
  - A Look at these watches. Which watch do you prefer?  
B I prefer the black watch. It's smaller.
  - A Which sandals do you like best? The blue sandals, or the brown sandals?  
B I like the brown sandals. They're more fashionable.
  - A Which of those girls is your cousin?  
B The girl on the right.
  - This DVD isn't as good as that DVD.

Finished?

Look for three examples of these things in your book. Say which one you prefer.

animals boys gadgets girls sports

There are pictures of animals on pages 30, 36, and 60. I prefer the one on page 60.

Puzzle p.107

eighty-five 85

Exercise 2

- Students look at the pictures and complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

Which one ...? / Which ones ...?

Grammar chart and Think! box

- Go through the grammar chart with the class.
- Students choose the correct words to complete the rule.
- Check the answers with the class.

Exercise 3

- Read out the example answer and point out how *one* replaces *coat*.
- Students rewrite the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class.

ANSWERS

- There are some books on the desk. Which **ones** are yours?
- Which sandwich do you want? The **one** with cheese, or the **one** with chicken?
- Look at these watches. Which **one** do you prefer?  
I prefer the black **one**. It's smaller.
- Which sandals do you like best? The blue **ones**, or the brown **ones**?  
I like the brown **ones**. They're more fashionable.
- Which of those girls is your cousin?  
The **one** on the right.
- This DVD isn't as good as that **one**.

Finished?

- Students find examples of the things in their book and say which they prefer.
- Ask some students to tell the class their ideas. Ask other students: *Which one do you prefer?*
- Once students have finished this activity, they can go on to do the puzzle on page 107.

Consolidation

- Suggest to students they could make a poster or display in their vocabulary notebook of things they prefer. They could download some pictures of gadgets, sports, or other things from the Internet, and write sentences saying which ones they prefer.
- Suggest to students as this is the final unit in the book, they could review all the grammar they have learned in the book, to make sure they understand it and can use it all correctly.

Workbook page 47  
Online Workbook Extra practice

Grammar page 85

Aim

To present and practice the infinitive of purpose, and questions with *Which one ...?* and *Which ones ...?*

Grammar PowerPoint presentation Unit 8

Warm-up

- Ask: *What do you use the Internet for? Why do you come to school? Why do people go to work?*
- Elicit some sentences with an infinitive of purpose and write them on the board, e.g., *I use the Internet to chat. We come to school to study. People go to work to earn money.*
- Underline the infinitives in the sentences and ask: *What verb form is this? (the infinitive)*

- Tell students that this use of the infinitive is called the infinitive of purpose because it tells you the reason or purpose for something.

The infinitive of purpose

Think! box

- Students read the *Think!* box and check the correct answers.
- Check the answers with the class.
- Refer students to the rules on page W45.

Rules page W45

Exercise 1

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



**Reading**

**Aim**

To read and understand a biography of Charles Darwin

**Warm-up**

- Point to the picture of Charles Darwin and ask: *Do you know who this is? Why is he famous?* If students don't recognize Darwin from the picture, ask them to look at the photo and the cartoon to help them guess.
- Elicit that the picture shows Darwin, then ask: *What do you know about Darwin's life? Why was he so important?* Elicit a range of answers.

**Exercise 1 Read and listen** 2-39

- Read the question with the class.
- Play the audio. Students read and listen, and answer the question.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand all the words.

**ANSWER**  
*On the Origin of Species*

**Audioscript** Student Book page 86

**Exercise 2**

- Pre-teach *evolution, voyage, fossils, origin, and inheritance*.
- Read through the questions with the class, and check that students understand everything.
- Students read the biography again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

**ANSWERS**

- 1 He was born on February 12<sup>th</sup>, 1809.
- 2 He was interested in nature.
- 3 His life changed because he joined a scientific voyage around the world.
- 4 He collected birds, plants, and fossils.
- 5 He presented the theory of evolution (by the process of natural selection).
- 6 It was controversial because it contradicted religious beliefs about the creation of life.
- 7 The discovery of genes and DNA helped explain Darwin's theory of evolution.

**Extra activity**

- Write these sentences on the board.
  - 1 Darwin studied biology at college.
  - 2 Darwin was especially interested in Africa and the Galapagos Islands.

**8 Skills**

## The Genius Who Changed the Way We See the World

Charles Darwin was a British scientist. He was born on February 12<sup>th</sup>, 1809. Darwin is famous because he described the theory of evolution, which transformed the way people think about life on Earth.

As a child, Darwin was very interested in nature, and he collected insects and plants. Later, he went to college to study medicine, but he hated it. His life changed in 1831 when he joined a scientific voyage around the world as a naturalist on a ship called the *HMS Beagle*. During the trip, he collected an enormous number of birds, plants, and fossils, and he found South America and the Galapagos Islands particularly interesting. He studied the animals and plants there, and noticed small but important differences between species on different islands. It was then that he started to develop his ideas about evolution.



Darwin returned to England in 1836, and continued to collect evidence to support his theory. He worked hard for over twenty years until, in 1859, he published his famous book *On the Origin of Species* on his theory of evolution by the process of natural selection. According to his theory, animals (or plants) that are



best adapted to the environment are more likely to survive and pass on to their offspring the characteristics that helped them to survive. Gradually, over very long periods of time, species change and new species develop.

His theory was extremely controversial because it contradicted religious beliefs about the creation of life. Over the past 150 years, many important scientists have discovered new evidence to support and explain his theory, and today most scientists and ordinary people, with the exception of creationists, accept the theory.

Darwin did not know how inheritance worked because the science of genetics was unknown in his lifetime. The later discoveries of genes and DNA have helped explain exactly how inheritance works.

Charles Darwin died on April 19<sup>th</sup>, 1882, but his ideas live on. His theories have revolutionized science, and he is one of the greatest scientists in history.



**Check it out!**

Find these words and check their meaning.

offspring  
species  
evidence  
controversial  
inheritance

**Reading**

1 **2-39** Read and listen Answer the question.  
What was the title of Charles Darwin's famous book?

2 Answer the questions.

What nationality was Charles Darwin? **He was British.**

- 1 When was he born?
- 2 What was he interested in as a child?
- 3 Why did his life change in 1831?
- 4 What did he collect during his trip on the *Beagle*?
- 5 What theory did he present in his book?
- 6 Why was his book controversial?
- 7 What discoveries helped explain Darwin's theory of evolution?

86 eighty-six

**Listening**

**Aim**

To listen to conversations about preferences

**Warm-up**

- Ask: *Who has an e-reader? What kind of e-reader do you have? What can you use it for? What advantages does it have?*
- Elicit a range of answers, then ask: *Who has a smartphone? What kind of phone do you have? What can you do on it? What do you use it for? What advantages does it have?*
- Elicit a range of answers from students.

- 3 He noticed there were big differences between species on different islands.
- 4 He worked on his theories for ten years.
- 5 Creationists do not accept Darwin's theory.

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

**ANSWERS**

- 1 False. He studied medicine.
- 2 False. He was especially interested in South America and the Galapagos Islands.
- 3 False. He noticed small differences between the species.
- 4 False. He worked on his theories for twenty years.
- 5 True.



Listening

3 2:40 Listen to two conversations. Choose the correct answers.

In conversation 1 ...

- 1 there are two / three people
- 2 they are friends / two of the people are friends
- 3 they are at home / in a store

In conversation 2 ...

- 4 there are two / three people
- 5 they are strangers / friends
- 6 they are at home / in a store

My listening skills

Identifying context

Listening can be difficult when you can't see the speakers. If the question doesn't give you information about the context, listen carefully and find out ...

- who the people are
- what their relationship is
- where they are

4 2:40 Listen again and check (✓) the objects the people buy.



Speaking

5 Pairwork Look at the objects in exercise 4 again. Discuss which ones you prefer.

- A What do you think of the cell phone cases? Which one do you prefer?
- B I like the red one best, of course! It has ...
- A I like that one, too. The other one is ... / Really? I prefer the green one. It's ...

Writing

6 Read the factfile about Louis Daguerre. Then complete the biography.

Factfile

**Louis Daguerre**  
 Nationality: French  
 Born: November 18<sup>th</sup>, 1787  
 Education: did an apprenticeship in theater design  
 Worked: 1804, theater designer at the Paris Opera  
 Occupation: Artist and inventor  
 Achievement: 1839 – invented the daguerreotype  
 Died: July 10<sup>th</sup>, 1851  
 Influence today: modern cameras are digital electronic devices; cameras on cell phones

Louis Daguerre was a French artist and inventor. He was born on November 18<sup>th</sup>, 1787. He did an apprenticeship in theater design. He became a theater designer at the Paris Opera. Daguerre is famous today because he was an artist and inventor. In 1839, he invented a camera which he called the daguerreotype. He died on July 10<sup>th</sup>, 1851.  
 Today, cameras are one of the most common electronic devices in the world and most people have digital cameras on their cell phones.

7 Write a biography of Sir Alexander Fleming. Use the information in the factfile.

**Alexander Fleming**  
 Nationality: Scottish  
 Born: August 6<sup>th</sup>, 1881  
 Education: studied medicine at University of London  
 Occupation: scientist  
 Worked: University of London  
 Awards: 1945, won the Nobel Prize in Medicine  
 Achievement: discovered penicillin, the first antibiotic  
 Died: March 11<sup>th</sup>, 1955  
 Influence today: many antibiotics; save millions of lives

Workbook p.49

Writing builder p.95

eighty-seven 87

Writing

Aim

To write a biography

Writing builder

- Ask students to turn to the Writing builder on page 95/C10. Complete the exercises. Then go straight on to the Writing section on the skills page of the main unit.

Exercise 6

- Read through the factfile with the class. Check that students understand everything.
- Ask: Did you already know about Louis Daguerre? How important do you think his invention was? Why?
- Students complete the biography.
- Check the answers with the class.

Exercise 7

- Read through the factfile with the class. Check that students understand everything.
- Ask: Did you already know about Alexander Fleming? How important do you think his discovery was? Why?
- Students use the information in the factfile to write a biography of Fleming.
- With weaker classes, write on the board: Alexander Fleming was a Scottish scientist. Use the model in exercise 6 to elicit two or three more sentences about Alexander Fleming and add them to the board. Students can then continue the biography.
- Students swap their biography with their partner who corrects any mistakes.
- Ask some students to read their biographies to the class. Ask other students: Who was more important, Daguerre or Fleming? Why? Have a brief class discussion.

ANSWERS

Students' own answers.

Consolidation

- Suggest to students that as they are coming to the end of the book, they could look back through the Writing builder pages and review all the writing tips and language points they have studied. They can then try to use them in their future writing.

Writing builder page 95/C10

Workbook page 49

Online Workbook Extra practice

Unit test

Worksheets

DVD

Exercise 3 2:40

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

Audioscript Teacher's Book page 114

Exercise 4 2:40

- Ask students to look at the pictures.
- Play the audio again. Students listen and check the objects the people buy.

- Check the answers with the class. Discuss the reasons why these answers are correct.
- Play the audio again if necessary for students to hear the answers.

Audioscript Teacher's Book page 114

Speaking

Aim

To practice talking about preferences

Exercise 5 Pairwork

- Read the task with the class.
- Ask two confident students to read out the example dialogue.
- Students work in pairs to discuss which objects they prefer.
- Ask some students to tell the class what they agreed and disagreed on.



# Review D

## Grammar

Past progressive (affirmative and negative, yes / no questions and short answers)

while

Past progressive and simple past + when / while

Relative pronouns: who / which / that

The infinitive of purpose

Which one ...? / Which ones ...?

## Vocabulary

Crime

Human achievement

## Review D

page 88

### Grammar

#### Exercise 5

##### ANSWERS

- 1 Ichiro wrote to his uncle who lives in Tokyo.
- 2 A chef is a person who cooks in a restaurant.
- 3 Jack bought a car which was ten years old.
- 4 Katie has a brother who is a pilot.
- 5 This is the photograph which was in the newspaper.
- 6 Salvador Dali was a Spanish painter who was an important surrealist artist.

### Songs

*Don't You Want Me*, by The Human League (past progressive)

*You're The One That I Want*, by John Travolta and Olivia Newton-John (relative pronouns)

## D Review

### Vocabulary

1 Complete the chart with the missing crimes or criminals.

Crime	Criminal
robbery	robber
<sup>1</sup> <u>vandalism</u>	vandal
burglary	<sup>2</sup> <u>burglar</u>
<sup>3</sup> <u>mugging</u>	mugger
shoplifting	<sup>4</sup> <u>shoplifter</u>
<sup>5</sup> <u>murder</u>	murderer

2 Answer the questions.

What do you call someone who ...

- |                               |                     |
|-------------------------------|---------------------|
| creates new machines?         | an <u>inventor</u>  |
| 1 writes novels and plays?    | a <u>writer</u>     |
| 2 writes music?               | a <u>composer</u>   |
| 3 plays music?                | a <u>musician</u>   |
| 4 travels to unknown places?  | an <u>explorer</u>  |
| 5 designs buildings?          | an <u>architect</u> |
| 6 debates and makes new laws? | a <u>politician</u> |
| 7 paints and draws pictures?  | an <u>artist</u>    |

### Grammar

3 Complete the dialogues with the past progressive form of the verbs and short answers.

- 1
 

**Police** What were you doing (do) at 7 p.m.?

**Suspect 1** I was watching (watch) TV at home. My wife was cooking (cook) dinner and the children were playing (play) video games.
- 2
 

**Police** Were you sitting (you / sit) in your car in Lyme Street at 8 p.m.?

**Suspect 2** No, I wasn't. I was walking (walk) my dog. We were going (go) to the park.
- 3
 

**Police** Were the men looking (the men / look) through the window? No, they weren't. They were standing (stand) on the sidewalk.

**Police** What were they wearing (they / wear)?

**Witness** They were wearing (wear) dark hoodies and jeans.

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

- I was watching (watch) TV when the doorbell rang (ring).
- 1 While I was waiting (wait) for the bus, a pickpocket stole (steal) my wallet.
  - 2 Jake was eating (eat) candy when he broke (break) his tooth.
  - 3 When the phone rang (ring), I was taking (take) a shower.
  - 4 While they were shopping (shop), they saw (see) a bank robbery.
  - 5 Daniel was playing (play) tennis when he hurt (hurt) his arm.
  - 6 Mom's friend arrived (arrive) while we were cooking (cook) dinner.

5 Write complete sentences using who or which.

- I met a woman. (the woman was a famous writer)  
I met a woman who was a famous writer.
- 1 Ichiro wrote to his uncle. (his uncle lives in Tokyo)
  - 2 A chef is a person. (a chef cooks in a restaurant)
  - 3 Jack bought a car. (the car was ten years old)
  - 4 Katie has a brother. (her brother is a pilot)
  - 5 This is the photograph. (the photograph was in the newspaper)
  - 6 Salvador Dali was a Spanish painter. (he was an important surrealist artist)

6 Choose the correct answers.

- You use a search engine for / to find information.
- 1 He went to the hospital for / to see his grandpa.
  - 2 Which one / ones do you prefer? The red or the blue wallet?
  - 3 I called Maria for / to invite her to my party.
  - 4 "Which of these sweaters is yours?" "The one / ones with the hood."
  - 5 A USB stick is for / to storing information from your computer.
  - 6 I prefer these drawings to those one / ones.
  - 7 A book light is for / to reading in the dark.

**Communication**

7 2.41 Choose the correct answers. Then listen and check.

- 1 A Hello. Can I help you?  
 B Yes, please. I want to 'tell / **report** a crime.  
 A Let's 'fill out / do this crime report. What happened?  
 B I was skateboarding in the park when a boy 'stole / was stealing my camera.  
 A When did this happen?  
 B It 'happened / was happening about an hour ago.  
 A How old was he, and what 'did he wear / was he wearing?  
 B He was about 16, and he was wearing jeans and a blue jacket.  
 A OK, 'write / sign here, please.

- 2 C What's **this** / these?  
 D It's a GPS dog locator.  
 C What's it 'about / for?  
 D It's 'to / for locating your dog. You use it to 'find / finding your dog when it runs away. You put it on the dog's collar and it tells you where your dog is. It sends a text message to your cell phone.  
 C Cool!

**Pronunciation**

Strong and weak forms of *was* / *were*

8 2.42 *Was* / *Were* can have a weak form or a strong form.

In affirmative sentences and questions, we usually use the weak form. Listen.

I was walking along the road.  
 They were talking and laughing.

But in short answers, we use the strong form of *was* / *were*.

Was he running? Were they going into the store?  
 Yes, he was. Yes, they were.

Now listen again and repeat.

9 2.43 Listen to a police officer talking to a person who witnessed a crime. Underline the examples of *was* / *were* and decide if the pronunciation is strong (S) or weak (W). Then listen and repeat.

- A Where were the girls?  
 B They were in the café.  
 A Was the boy with them?  
 B Yes, he was.  
 A Were they sitting at the same table?  
 B Yes, they were.

W  
 W  
 W  
 S  
 W  
 S

**Listening**

10 2.44 Listen to five short dialogues and choose the best picture for each conversation.

Which girl are the people talking about?



1 What did the thief steal?



2 What type of crime did the girl see?



3 What does Rebecca use her head lamp for?



4 Which is Amelia Earhart's flight map?



- Play the audio again for students to listen and check their answers.
- Check the answers with the class.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

**Audioscript** Student Book page 89

**Extra activity**

- Put students into pairs and ask them to write a short dialogue using questions and answers with *was* or *were*.
- Students can practice their dialogues in pairs.
- Ask pairs to perform their dialogues for the class.
- Ask other students to listen and note down how many strong and weak forms of *was* and *were* they hear.

**Listening**

**Exercise 10** 2.44

- Give students time to read the questions and look at the pictures. Check that they understand everything.
- Play the audio. Students listen and choose the best picture for each conversation.
- Check the answers with the class.

**Audioscript** Teacher's Book page 114

**Extra communication D**

page 89

**Aim**

To practice a conversation at the police station, and discussing what things are for; to practice listening to and using strong and weak forms of *was* / *were*; to listen to five short dialogues

**Communication**

**Exercise 7** 2.41

- Students choose the correct words to complete the dialogues.
- Play the audio. Students listen and check.
- Ask two pairs of students to read out the two completed dialogues.

**Audioscript** Teacher's Book page 114

**Pronunciation**

**Exercise 8** 2.42

- Read the information on strong and weak forms with the class.
- Play the audio. Students listen to the strong and weak forms.
- Play the audio again, pausing after each sentence for students to repeat chorally, then individually.

**Audioscript** Student Book page 89

**Exercise 9** 2.43

- Give students time to read through the dialogue.
- Play the audio. Students listen and underline the examples of *was* and *were*, and decide if they are strong or weak forms.



**Aim**

To learn about some famous African Americans; to learn how the lives of African Americans have changed over time; to give a presentation on an important person in the history of your country

**Reading**

**Warm-up**

- Point to the pictures and ask: *What do you think life was like for African Americans in the past? How has it changed now?*
- Teach the meaning of *segregation* and *integration*.
- Point to the picture of Martin Luther King and ask: *Do you know who this person is? Why do you think he was important?*

**Background notes**

- Rosa Parks (1913–2005) was an African American woman from Montgomery, Alabama. In the 1950s, it was expected that if there were not enough seats on a bus, African Americans would give up their seats to white passengers. On December 1<sup>st</sup>, 1955, Rosa Parks refused to give up her seat, and, as a result, was arrested. This sparked the Montgomery bus boycott in which African Americans refused to use the buses until the policy on seating was changed. It was an important part of the fight for civil rights, which culminated in the Civil Rights Act of 1964.

**Exercise 1 Read and listen** 2-45

- Give students time to read through the three options.
- Play the audio. Students read and listen to the article, then answer the question.
- Check the answer with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.
- Read through the *Culture Focus* box with the class. Ask: *Do you think this dream has now come true? Why? / Why not?*

**Audioscript** Student Book page 90

**Exercise 2**

- Students read the article again and answer the questions.
- Students can compare answers in pairs.
- Check the answers with the class.

D Culture club

## From Slavery to Presidency:

### Great People Who Changed America

For millions of African Americans, the election of Barack Obama in 2008 was an achievement beyond their wildest dreams. For the first time in history, a black American was President of the United States.

For black Americans, the long road to freedom started in 1863 with the Proclamation of Emancipation by President Abraham Lincoln. The Proclamation of Emancipation gave black slaves their freedom, but it didn't give them the same rights as white people. It took over 100 years for black Americans to achieve equality. Read about the Little Rock Nine and Martin Luther King, heroes of the civil rights movement in the 1950s and 60s.

In 1957, segregation in schools was still common in many southern states of the U.S. In Little Rock, Arkansas, nine black students were determined to change this and attend the Central High School, which was for whites only. On the first day of school, the governor of Arkansas sent the state's soldiers to stop the

black students from entering the school. President Eisenhower had to send federal soldiers to protect the students. It took a lot of courage to continue attending school because every morning, angry crowds of whites insulted the students and they even made death threats. But the Little Rock Nine didn't give up, and several graduated from Central High. Their example gave other students the courage to fight for equality. Nine courageous African-American teenagers challenged segregation in the south and won.

Americans celebrate Martin Luther King Day each year in January. Dr. Martin Luther King was a church minister who was the leader of the civil rights movement in the 1950s and 60s. He was born on January 15<sup>th</sup>, 1929 in Atlanta. After graduating, King became a church minister in Alabama. Dr. King helped organize the Montgomery bus boycott, which another famous black American named Rosa Parks started. He was sent to jail for his participation. On August 28<sup>th</sup>, 1963, King made a speech which became very famous. It is called the "I have a dream" speech. His actions resulted in the Civil Rights Act of 1964, which made all forms of discrimination and segregation illegal. Dr. King won the Nobel Peace Prize in 1964. He was assassinated on April 4<sup>th</sup>, 1968. In the U.S., August 28<sup>th</sup>, which is the anniversary of Dr. King's speech, is called "Dream Day."

Check it out!

Find these words and check their meaning.

wildest  
freedom  
equality  
boycott  
assassinated

**1** 2-45 **Read and listen** to the magazine article. **Why are The Little Rock Nine and Martin Luther King famous?**

a They were the first black American politicians.  
**b** Their actions helped black Americans get equality.  
 c They both went to prison for their ideas.

**2 Answer the questions.**

When did Barack Obama first become President? **He first became President in 2008.**

- 1 What did the Proclamation of Emancipation do?
- 2 Why did President Eisenhower send federal soldiers?
- 3 How did the crowds of white people react?
- 4 How did the actions of the Little Rock Nine influence other people?
- 5 Who was Dr. Martin Luther King?
- 6 What did the Civil Rights Act of 1964 do?
- 7 What is Dream Day?

**3 Presentation** Prepare a presentation about an important person in the history of your country. Include the following information.

- Who is / was the person?
- Why is / was the person famous?
- What has changed as a result of his / her actions?

90 ninety

**ANSWERS**

- 1 It gave black slaves their freedom, but it didn't give them the same rights as white people had.
- 2 He sent federal soldiers to protect a group of black students who wanted to enter the Central High School in Little Rock, Arkansas.
- 3 They insulted the black students and made death threats.
- 4 They gave other people the courage to fight for equality.
- 5 He was a church minister who led the civil rights movement in the U.S. in the 1950s and 1960s.
- 6 It made all forms of discrimination and segregation illegal.
- 7 It is the anniversary of the day when Martin Luther King made a famous speech beginning: "I have a dream."

**Exercise 3 Presentation**

- Read the task with the class. As a class, brainstorm some famous people from the students' own country.
- Write the names on the board, then point to each one in turn and elicit answers to the questions in exercise 3 about each person.
- Students research a famous person from their country and prepare a presentation. If students have access to the Internet in class, they can do the research in class. Otherwise, they can do the research and prepare their presentation for homework.
- Students take turns to present their famous person to the class.
- Discuss as a class who has had the most effect on life in their country.

Vocabulary and speaking

I can identify crimes and criminals. (p.74) B1

1 Complete the words.

- A pickpocket stole my cell phone.
- 1 Mugging people is a violent crime.
- 2 There was a burglar y in our street yesterday.
- 3 Vandals painted on the school wall.
- 4 The guard caught a shoplifter in the mall.
- 5 There was a bank robber y this morning.

\_\_\_ / 5

I can ask and answer questions about a crime. (p.76)

2 Complete the questions.

- A What happened?
- B A man stole my wallet.
- A <sup>1</sup> Where were you? <sup>2</sup> What time did it happen?
- B I was walking through the park at around 3 p.m.
- A <sup>3</sup> How much money did he steal?
- B About \$20.
- A <sup>4</sup> What did he look like? <sup>5</sup> What was he wearing?
- B He was tall and he was wearing a red sweater.

\_\_\_ / 5

I can describe a crime and criminals. (p.79) B1

3 Reorder the words.

- 4 p.m. / took / robbery / at / the / place / around .  
The robbery took place at around 4 p.m.
- 1 were / six / bank / there / people / in / the .
- 2 wearing / robbers / were / masks / the .
- 3 door / a / was / woman / near / standing / the .
- 4 robber / carrying / one / gun / a / was .
- 5 money / the / gave / clerk / all / them / the .

\_\_\_ / 5

I can identify different professions. (p.82) B1

4 Complete the sentences with professions.

- Bill Clinton was an American politician .
- 1 Picasso was a Spanish artist .
- 2 Mozart was an Austrian composer .
- 3 Mark Twain was an American writer .
- 4 Marie Curie was a Polish scientist .
- 5 Magellan was a Portuguese explorer .

\_\_\_ / 5

I can identify gadgets and say what they are for. (p.84) B1

5 Choose the correct answers.

- A What's this / those gadget?
- B It's / They're a memory stick.
- A What's it for / used?
- B It's for <sup>3</sup> store / storing computer information.
- A And what are these / that?
- B They're Google glasses. You use <sup>5</sup> it / them to go online.

\_\_\_ / 5

I can discuss preferences. (p.87) B1

6 Complete the dialogue with the words in the box.

has I'd prefer ones other one  
think this one

- A I like this cell phone. What do you think?
- B It's OK. But I prefer <sup>1</sup> this one .
- A Mmm. It's cheaper than the <sup>2</sup> other one .
- B It <sup>3</sup> has a big screen and it's quite light.
- A But <sup>4</sup> I'd prefer a colored one.
- B There are some colored <sup>5</sup> ones here.

\_\_\_ / 5

Reading, listening, and writing

I can read two texts about the founding of Australia. (p.78) B1

I can understand a person describing a crime she saw. (p.79) B1

I can write an article for a website about a crime I saw. (p.79) B1

I can read and understand an article about a great scientist. (p.86) B1

I can understand people comparing objects and discussing preferences. (p.87) B1

I can write the biography of a famous scientist. (p.87) B1

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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 3

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 79. Ask questions about the picture. Elicit answers from students.
- Repeat exercise 3 on page 91 as a class, eliciting the answers.

ANSWERS

- 1 There were six people in the bank.
- 2 The robbers were wearing masks.
- 3 A woman was standing near the door.
- 4 One robber was carrying a gun.
- 5 The clerk gave them all the money.

Exercise 4

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 82.
- Point to each picture in turn and elicit the correct word. Check that students understand all the words.
- Refer students back to exercise 4 on page 91 and go through the exercise as a class, eliciting the correct answers.

Exercise 5

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class. They can practice the dialogue in pairs.
- If students did not do well, refer them back to exercise 1 on page 84.
- Play the audio (2.36) again for students to hear the phrases in context.
- Refer students back to exercise 5 on page 91 and put students into pairs to practice again.

Exercise 6

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 5 on page 87.
- Ask two confident students to read out the example dialogue. Elicit another example dialogue from the class.
- Repeat exercise 6 on page 91 as a class, eliciting the answers.

Reading, listening, and writing

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

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 crime words, then ask them to close their books.

- Ask questions about the words, e.g., *What do you call someone who kills a person? What is the crime of painting on walls in public places?* Students race to say the words.
- Repeat exercise 1 on page 91 as a class, eliciting the correct answers.

Exercise 2

- Read out the can-do statement.
- Students complete the activity. Check the answers with the class.
- If students did not do well, refer them back to exercise 1 on page 76.
- Play the audio (2.28) again for students to hear the phrases in context.
- Repeat exercise 2 on page 91 as a class, eliciting the correct answers.



# 1 An informal e-mail

page 92

## Grammar

Present progressive  
can / can't  
Imperatives

## Vocabulary

Places around town

## Writing skill

Informal expressions in e-mails

## Writing genre

An e-mail giving directions

### Aim

To practice using informal expressions in e-mails; to write an e-mail giving directions

### Exercise 1

- Read the rules for using informal expressions in e-mails with the class.

### Exercise 2

- Focus on the example answer.
- Students find five more informal expressions.
- Check the answers with the class.

### Exercise 3

- Students replace the underlined words with informal expressions from exercise 1.
- Check the answers with the class.

### POSSIBLE ANSWERS

- Great to hear from you. / Thanks for your e-mail.
- I can't wait to see you.
- Text me.
- Guess what I'm doing next week!
- See you next week.
- Bye (for now)! / All the best, / Love,

### Exercise 4

- Refer students to exercise 6 on page 17.

# 2 A school trip

page 92

## Grammar

have to  
Verb + -ing form

## Vocabulary

Housework

## Writing skill

because and so

writing builder

## 1 An informal e-mail

### 1 Read the rules.

#### Informal expressions in e-mails

We can use informal language in e-mails and letters to friends and family.

#### Starting your message

Hi, (name), / Hello! / Hi there! / Hey,

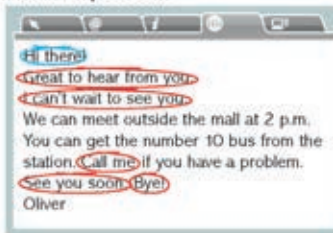
#### Asking for news and expressing excitement

How are you? / How are things? / Great to hear from you. / Thanks for your e-mail. Guess what (I'm doing)! / I can't wait (to see you)!

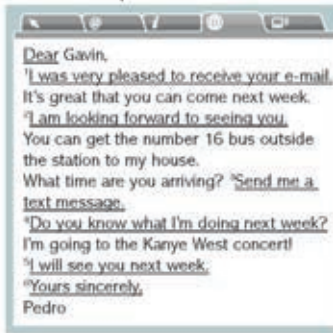
#### Ending your message

See you next weekend / later / soon. Talk to you later / tomorrow / next week. Call me ... / Text me ... Bye (for now)! / All the best / Love (name).

### 2 Read Oliver's e-mail. Find five more informal expressions.



### 3 Read Pedro's e-mail. Replace the underlined words with informal expressions. There is more than one possible answer.



### 4 Now do exercise 6 on page 17.

92

ninety-two

## 2 A school trip

### 1 Read the rules.

#### because and so

We use **because** to introduce a reason. I usually go to bed early **because** I have to get up early.

We use **so** to introduce a result.

The cabins are small, **so** we have to keep them clean.

There is a comma before **so**, but not before **because**.

### 2 Write reason or result and label the underlined clauses. Then complete the sentences with because or so.

We're camping **because** there aren't any hotels near here. **reason**

1 I wanted to learn scuba diving, **so** I joined a diving club. **result**

2 I hate cleaning, **so** my room is a total mess! **result**

3 I'm going on an adventure vacation **because** I love sports. **reason**

4 I have to study **because** I have a test tomorrow. **reason**

### 3 Match sentences 1-5 with a-e. Combine the sentences using because or so.

1 I can't learn to dive ... **a**

2 You have to walk or ride a bike ... **d**

3 We're very busy all day ... **a**

4 I'm going camping ... **c**

5 Bring some bottles with you ... **b**

a we don't mind going to bed early.  
b there isn't much water.  
c I must buy a tent and a sleeping bag.  
d there aren't any buses.  
e I can't swim!

1 e I can't learn to dive because I can't swim!

### 4 Complete the text with because and so.

Hi! I'm camping for a week. It's great fun, but there are a lot of rules. I don't mind **because** they're safety rules. I have to wear a shirt and long trousers **because** there are mosquitoes. They're horrible! The water here isn't clean, **so** we mustn't drink it. We cook all our food on a fire, **so** it is very basic, but delicious. I have to wear boots **because** there are snakes. It sounds dangerous, but it isn't really! See you soon. Tracy

### 5 Now do exercise 7 on page 25.

## Writing genre

An e-mail describing a school trip

### Aim

To practice using *because* and *so*; to write an e-mail describing a school trip

### Exercise 1

- Read the rules for *because* and *so* with the class.

### Exercise 2

- Students label the clauses as *reason* or *result*.
- Check the answers with the class.
- Students then complete the sentences with *because* or *so*.
- Check the answers with the class.

### Exercise 3

- Students match the sentence halves and join them using *because* or *so*.
- Check the answers with the class.

### ANSWERS

2 because 4 so

3 so 5 because

### Exercise 4

- Ask students to read the text quickly, ignoring the gaps. Ask: *What things are bad about the trip?* (the clothes, the dirty water) *What things are good?* (the food)
- Students complete the text with the correct words.
- Check the answers with the class.

### Exercise 5

- Refer students to exercise 7 on page 25.

### 3 Future plans

**1 Read the rules.**

**Articles**

We use the definite article **the**:

- a when there is only one of a thing.  
e.g., *the future, the world, the law, etc.*  
*I have plans for the future.*

We use the indefinite article **a / an**:

- b with jobs.  
*My uncle is an engineer.*
- c with some expressions of quantity.  
e.g., *a lot of, a few, a little.*  
*I have a lot of plans for my next vacation.*
- d instead of the number one.  
*I'm going to stay for a week.*

We use **no article**:

- e with towns, most countries, languages, sports, and expressions with school / college / home / work.  
*I love playing tennis.*

**2 Look at these sentences. Match the use of articles with rules a-e.**

- I'm going to L.A. for a week. d
- 1 The weather is very cold today. a
  - 2 I want to be a dentist. b
  - 3 There are already a few people here. c
  - 4 We went to Australia last summer. e

**3 Complete these sentences with your own ideas.**

- Last week, I bought a skateboard.
- 1 I can't speak \_\_\_\_\_, but I can understand it.
  - 2 My sister wants to be \_\_\_\_\_ when she leaves school.
  - 3 I have a lot of \_\_\_\_\_ in my room.
  - 4 I got \_\_\_\_\_ for my birthday.

**4 Complete the text with a / an, the, or no article (Ø).**

I'm Javier, and I'm Ø Spanish. I live in a small town in Ø Spain. I am going to study Ø journalism when I go to Ø college. I'd like to be a political journalist. Last summer, I did an internship with a national newspaper. It has the largest number of readers in Spain. My work was varied and I even wrote a few articles!

**5 Now do exercise 7 on page 37.**

### 4 Future predictions

**1 Read the rules.**

**Giving opinions**

We use *In my opinion / in view, ... and I (don't) think ...* to give an opinion. These expressions go at the beginning of the sentence.  
*I (don't) think a lot of things will be different in 20 years.*  
*In my opinion, / In my view, students won't go to school every day.*  
We use the adverbs *definitely and probably*, and the expressions *It is possible that ... / It's unlikely that ...* to express different degrees of certainty.  
*I think that people will definitely live longer.*  
*Most people will probably live to over 100 years old.*  
*It's possible that humans will visit Mars.*  
*It's unlikely that people will live on Mars.*

**2 Match the sentence halves.**

- 1 In my opinion, new technology c
  - 2 I don't think students d
  - 3 In my view, people will live a
  - 4 I think there will be b
- a longer and be healthier.  
b a lot more old people.  
c will improve our lives.  
d will have to go to school every day.

**3 Complete the sentences with your opinions.**

- I think space travel will become easier.
- 1 I don't think people will \_\_\_\_\_.
  - 2 I think robots will \_\_\_\_\_.
  - 3 In my opinion, food will \_\_\_\_\_.
  - 4 In my view, there won't be \_\_\_\_\_.

**4 Rewrite these sentences so they express your opinions. Use *It's possible that / unlikely that ... , probably, or definitely (not)*.**

- Scientists will control the weather.  
*Scientists will probably control the weather.*
- 1 Robots will do all the boring jobs.
  - 2 Families will be smaller than today.
  - 3 Humans will live on different planets.
  - 4 There will be treatments for most illnesses.
  - 5 Scientists will clone humans.

**5 Now do exercise 6 on page 45.**

**Exercise 4**

- Students complete the text with the correct articles.
- Check the answers with the class.

**Exercise 5**

- Refer students to exercise 7 on page 37.

## 4 Future predictions

page 93

**Grammar**

*will: future*

**Vocabulary**

Life events

**Writing skill**

Giving opinions

**Writing genre**

A text about future predictions for the world

**Aim**

To practice giving opinions; to write a text about future predictions for the world

**Exercise 1**

- Read the rules for giving opinions with the class.
- Point out that in a piece of writing it is important to use a range of expressions for giving opinions, rather than repeating the same one several times.

**Exercise 2**

- Students match the sentence halves.
- Check the answers with the class.

**Exercise 3**

- Students complete the sentences with their own opinions.
- Ask some students to read their sentences to the class. Ask other students: *What do you think? Do you agree?* Encourage other students to give their opinions.

**Exercise 4**

- Students rewrite the sentences so that they express their own opinions.
- Ask some students to read their sentences to the class. Ask other students: *What do you think? Do you agree?* Encourage other students to give their opinions.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Refer students to exercise 6 on page 45.

### 3 Future plans

page 93

**Grammar**

*be going to*  
Verb + infinitive

**Vocabulary**

Jobs

**Writing skill**

Articles

**Writing genre**

An e-mail about your plans for the future

**Aim**

To practice using articles; to write an e-mail about your plans for the future

**Exercise 1**

- Read the rules for the use of articles with the class.

**Exercise 2**

- Students read the sentences and match the use of articles with the rules.
- Check the answers with the class.

**Exercise 3**

- Students complete the sentences with their own ideas.
- Ask some students to read their sentences to the class.

**ANSWERS**

Students' own answers.



## 5 A postcard page 94

### Grammar

Present perfect

### Vocabulary

Experiences

### Writing skill

Adverbs of degree

### Writing genre

A postcard about a vacation

#### Aim

To practice using adverbs of degree; to write a postcard about a vacation

#### Exercise 1

- Read the rules for using adverbs of degree with the class.

#### Exercise 2

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

#### Exercise 3

- Ask students to read the text quickly.  
Ask: *What things has Dave done?* (been diving, swum with sharks, done a parachute jump)
- Students find seven more adverbs of degree in the text.
- Check the answers with the class.

#### Exercise 4

- Refer students to exercise 5 on page 59.

## 6 How I use the Internet page 94

### Grammar

Simple present

### Vocabulary

Internet activities

### Writing skill

Expressions of frequency

### Writing genre

A paragraph about how you use the Internet

#### Aim

To practice using expressions of frequency; to write a paragraph about how you use the Internet

## 5 A postcard

### 1 Read the rules.

#### Adverbs of degree

We can use adverbs of degree before adjectives.  
*a bit, quite, really, very, extremely, incredibly*  
They change the meaning of the adjective by making it weaker:  
*We were a bit tired.*  
*It was quite interesting.*  
making it stronger:  
*It's a very old place.*  
*It was really interesting.*  
*I was extremely bored.*  
*They were incredibly friendly.*

### 2 Choose the correct answers.

- I ate two huge sandwiches. I was a bit / **really** hungry.
- We wore coats, gloves, and boots. It was **really** / quite cold.
  - He was quite / **extremely** lucky. He won a million dollars on the lottery.
  - It was a bit / **incredibly** dark, so we couldn't see anything.
  - I got a B in the test and I was quite / **extremely** happy.
  - The view was quite / **really** beautiful and I took a lot of pictures.

### 3 Look at the text and find seven more adverbs of degree.

Hi, Carlos,  
Guess what! I'm on vacation in Australia with my cousin. It's a **really** interesting country. I've done some **very** exciting things. I've been diving on the Great Barrier Reef, I've swum with sharks, and I've done a parachute jump! I went diving last weekend. The fish and the coral were **incredibly** beautiful. It's **quite** easy to take pictures because the sea is **really** clear. On Sunday, I was diving when two sharks swam past me. I was **really** scared! Yesterday, I did a parachute jump from an airplane. I was **extremely** frightened before the jump, but I'm **very** proud I did it!  
Bye for now!  
Dave

### 4 Now do exercise 5 on page 59.

## 6 How I use the Internet

### 1 Read the rules.

#### Expressions of frequency

We use adverbs of frequency and phrases to say how often things happen.  
*never, rarely, hardly ever, sometimes, usually, generally, often, always*  
*every day / month / year*  
*once / twice / three times a week*  
Frequency adverbs go between the subject and the verb.  
*She never posts comments.*  
Adverb phrases go at the end of the sentence.  
*Tom plays video games three times a week.*

### 2 Where does the adverb or adverb phrase go in these sentences? Check (✓) the correct position.

- I ✓ access the Internet with my smartphone (rarely)
- Maria chats to her friends (every day) ✓
  - I read the newspaper on Sundays (sometimes)
  - Those students go to the movies (once a month) ✓
  - We buy things online (often) ✓

### 3 Reorder the words to make sentences.

- phone / online / go / Mom / her / never / to / uses
- Mom never uses her phone to go online.**
- week / a / I / room / clean / my / once
  - month / visits / Lucia / her / twice / grandparents / a
  - TV / my / night / is / on / every / show / favorite
  - three / week / I / soccer / play / a / times
  - computers / in / ever / class / use / hardly / math / we

### 4 Rewrite the sentences so they are true for you. Use expressions of frequency.

- I go online.  
**I go online twice a week.**
- I download music.
  - I post comments on other people's social network sites.
  - I use the Internet at school.
  - I have used the Internet for schoolwork.
  - I watch online videos.

### 5 Now do exercise 6 on page 67.

#### Exercise 1

- Read the rules for using expressions of frequency with the class.

#### Exercise 2

- Students check the correct position in the sentences for the adverbs or adverb phrases.
- Check the answers with the class.

#### Exercise 3

- Students reorder the words to make sentences.
- Check the answers with the class.

#### ANSWERS

- I clean my room once a week.
- Lucia visits her grandparents twice a month.

- My favorite show is on TV every night. / My favorite TV show is on every night.
- I play soccer three times a week.
- We hardly ever use computers in math class.

#### Exercise 4

- Students rewrite the sentences using expressions of frequency, so that they are true for them.
- Ask some students to read their sentences to the class. You could discuss as a class who spends the most time online each week.

#### Exercise 5

- Refer students to exercise 6 on page 67.

# 7 A crime

## 1 Read the rules.

### Time expressions in stories

We use time expressions like *Last week* and *Yesterday* to say when something happened. *Last month*, *I saw a crime in the street*.

We use *when* and *while* to talk about actions and situations that take place at the same time.

*I was walking home when a man stole my purse. The man was watching me while I was waiting for the bus.*

We use time expressions like *First*, *Suddenly*, *Then*, *Next*, *Just then*, *After that*, *Next*, *Later*, *In the end*, and *Finally* to order events in a story.

*The man bought a ticket. Then he sat down.*

*Suddenly, a woman started shouting.*

*In the end, the thief ran away.*

## 2 Choose the correct answers.

I was so mad when / while someone stole my phone at school. After that, / At first, I thought it was at home, but it wasn't.

1 While / When I was looking at my watch, a man took my bag. Suddenly / Then he ran down the street and disappeared.

2 Last night / Next, I was walking down the street when / then I heard a noise behind me. Suddenly / Later, a man ran past me.

## 3 Complete the texts with the time expressions in the box. There is more than one possible answer.

After that   Finally   Suddenly  
Then   Yesterday

1 Yesterday, I was standing in the bank. Suddenly, two robbers came in and told everyone to lie on the floor. Then / After that, they told the clerk to give them the money. After that / Then, they ran out of the bank. Finally, the police arrived, but it was too late.

After that   In the end   Just then  
Last night   Then   when

2 Last night, Sophie and I were waiting for the bus. Just then, a man grabbed my sister's purse. Then / After that, he ran away. After that / Then, the man stole a car. In the end, the police arrested him when he crashed the car.

## 4 Now do exercise 6 on page 79.

# 8 A biography

## 1 Read the rules.

### Time expressions in biographies

We can use these time expressions in biographies:

*He was born on April 6<sup>th</sup>.*

*She died in 1867.*

*She studied architecture for three years.*

*After college, he worked for a software company.*

*Today / Now, most people use the Internet.*

## 2 Match the sentence halves

- |                       |          |
|-----------------------|----------|
| 1 Galileo was born    | <u>c</u> |
| 2 He studied medicine | <u>d</u> |
| 3 After that, he      | <u>b</u> |
| 4 He died             | <u>a</u> |

- a on January 8<sup>th</sup>, 1642.  
b became a professor of mathematics.  
c in 1564.  
d for a year at Pisa University.

## 3 Look at the factfile for Hubert Booth.

### Answer the questions.

When was Hubert Booth born?  
**He was born on July 4<sup>th</sup>, 1871.**

- What did he do after college?
- When did he die?
- When did he invent the vacuum cleaner?

Name: Hubert Booth  
Nationality: British  
Born: July 4<sup>th</sup>, 1871  
Education: engineering in London  
Worked: engineering company – designed bridges and ship engines  
Occupation: engineer and inventor  
Died: January 14<sup>th</sup>, 1955  
Achievement: 1901, invented the vacuum cleaner

## 4 Complete the time expressions in the text.

Hubert Booth was a British engineer and inventor. He was born on July 4<sup>th</sup>, 1871. He studied engineering in London. After college, he worked for an engineering company, and he designed bridges and ship engines. He died on January 14<sup>th</sup>, 1955. Booth is famous because he invented the vacuum cleaner in 1901. All modern machines are based on Booth's idea. Today / Now, the vacuum cleaner is one of the most common household machines.

## 5 Now do exercise 7 on page 87.

ninety-five 95

# 8 A biography

page 95

## Grammar

Simple past

## Vocabulary

Human achievement

## Writing skill

Time expressions in biographies

## Writing genre

A biography

## Aim

To practice using time expressions in biographies; to write a biography

## Exercise 1

- Read the rules for using time expressions in biographies with the class.

## Exercise 2

- Students match the sentence halves.
- Check the answers with the class.

## Exercise 3

- Read through the factfile with the class and check that students understand everything.
- Students answer the questions.
- Check the answers with the class.

## ANSWERS

- He worked for an engineering company. He designed bridges and ship engines.
- He died on January 14<sup>th</sup>, 1955.
- He invented the vacuum cleaner in 1901.

## Exercise 4

- Students complete the time expressions in the text.
- Check the answers with the class.

## Exercise 5

- Refer students to exercise 7 on page 87.

# 7 A crime

page 95

## Grammar

Past progressive

Past progressive and simple past + *when / while*

## Vocabulary

Crime

## Writing skill

Time expressions in stories

## Writing genre

An e-mail about a robbery

## Aim

To practice using time expressions in stories; to write an e-mail about a robbery

## Exercise 1

- Read the rules for using time expressions in stories with the class.

## Exercise 2

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

## Exercise 3

- Students complete the texts with the time expressions in the box.
- Ask some students to read their texts to the class. Discuss what other time expressions are possible in the gaps.

## Exercise 4

- Refer students to exercise 6 on page 79.



# Biology

pages 96–97/C3–C4

## Grammar

must

Compounds: every-

## Vocabulary

Housework

## Topic

Bacteria and food poisoning

## Project

Design and write a poster with food safety rules

### Warm-up

- Ask: *Do you sometimes prepare food at home? What do you need to remember when you're preparing food?* Elicit some ideas.
- Focus on the picture of the dirty plates. Ask: *What happens to old food when you leave it like this?* Elicit a few ideas. Point to the picture of someone washing their hands and ask: *Why is it important to wash your hands when you're preparing food? How can food make you ill?* Elicit a few answers. Teach the words *bacteria*, *food poisoning*, and *pathogen*.

A

## Curriculum extra Biology

### 1 Food poisoning

Every year, about 48 million people in the U.S. get food poisoning, and about 3,000 Americans die from it. Dangerous microbes are responsible for food poisoning. Microbes are microscopic organisms, including fungi, viruses, and bacteria. Bacteria are the most common microbes (often called "germs") that cause food poisoning.

### 2 Bacteria

Bacteria are one-cell living organisms. They need food, water, and the right temperature to grow and multiply. In the right conditions, one cell can multiply to nearly 17 million cells in eight hours. A bacterium is like a normal animal cell, but it is smaller and it doesn't have a nucleus. Some bacteria have a tail [a flagellum]. This helps them move about.

### 3 Different types of bacteria

There are thousands of different types of bacteria. Scientists classify them according to their shape.

Bacteria are everywhere, and most of them are harmless. There are ten times more bacteria cells in your body than there are body cells. Some bacteria are helpful, for example, enteric bacteria in our intestines help our bodies digest food. Only a few bacteria are pathogenic (cause disease).

### 4 Pathogens

Pathogenic bacteria multiply inside our body, and they release toxins or poisons that make us ill. Five bacteria are responsible for most cases of food poisoning.

- **Campylobacter jejuni** is spiral shaped. It develops in chicken, milk, and other dairy foods. It is the most common cause of food poisoning, but it isn't usually serious.
- **Clostridium perfringens** is rod shaped. It lives in human intestines, and develops in cooked food at room temperature. It makes you feel ill for about 24 hours.
- **Escherichia coli** or **E.coli** is rod shaped. It lives in human and animal intestines, and it gets into food that is in contact with animal or human feces. It can be very serious, and causes about 400 deaths in the U.S. every year.
- **Salmonella** is rod shaped. You can get it from eggs or chicken. There are about 1.2 million cases every year, and it kills over 1,000 people.
- **Staphylococcus aureus** is round. It lives in our noses and skin. It gets into food that we make with our hands, or if we cough on food. It multiplies very quickly at room temperature, but it is rarely serious.

### 5 Prevention

Germs get into food when we don't follow basic safety rules. Cold or hot temperatures kill most bacteria, so it's important to keep food in the refrigerator, and to cook it well. And, of course, we must always wash our hands before we touch food, and after visiting the toilet.







**Campylobacter jejuni**



**Clostridium perfringens**



**E. coli**



**Salmonella**



**Staphylococcus aureus**



**Check it out!** Find these words and check their meaning.

harmless  
release  
feces  
cough

96
ninety-six

**1 Read the article quickly. Match the titles with the paragraphs.**

- A Different types of bacteria
- B Bacteria
- C Prevention
- D Pathogens
- E Food-poisoning

**2 Read the article again. Find and correct the mistakes.**

Bacteria are the only microbes that cause food poisoning.

Bacteria are the most common microbes that cause food poisoning.

- 1 Bacteria are larger than normal cells, and they have a nucleus.  
Bacteria are smaller than normal cells, and they don't have a nucleus.
- 2 Most bacteria are dangerous.  
Most bacteria are harmless.
- 3 Campylobacter jejuni is a very rare cause of food poisoning.  
Campylobacter jejuni is the most common cause of food poisoning.
- 4 Salmonella food poisoning is rarely serious.  
Salmonella is often serious.
- 5 Staphylococcus aureus is a rod-shaped bacteria.  
Staphylococcus aureus is round.

**3 Complete the sentences.**

In the U.S., about 3,000 people die from food poisoning every year.

- 1 Microbes include bacteria, fungi, and viruses.
- 2 Bacteria can only grow and multiply if they have food, water, and the right temperature.
- 3 Enteric bacteria live in our intestines and they help us digest food.
- 4 Staphylococcus aureus lives in our noses and skin.
- 5 It's important to keep food in the refrigerator because cold temperatures kill most bacteria.

**4 Match the words with the definitions.**

- |              |   |
|--------------|---|
| 1 microbe    | a to break down food in your intestines so your body can use it |
| 2 germ       | b poison that bacteria release into our bodies                  |
| 3 toxin      | c a dangerous microbe   |
| 4 digest     | d a microscopic organism  |
| 5 pathogenic | e can cause disease   |

**Project**

Design and write a poster with food safety rules for a school canteen. Find out about the following:

cleaning the kitchen and appliances  
hand-washing clothes  
preparing and cooking food  
storing food

**Exercise 1**

- Read through the list of titles with the class. Check that students understand *Prevention*.
- Students read the article quickly and match the titles to the paragraphs.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2**

- Check that students understand *microbe*, *cell*, *nucleus*, and *rod*.
- Students read the article again and correct the mistakes.
- Check the answers with the class. Discuss which words in the article give each answer.

**Exercise 3**

- Students read the article again and complete the sentences.
- Students can compare their answers in pairs.
- Check the answers with the class. Make sure that students understand everything.

**Exercise 4**

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

**Extra activity**

- Ask students to close their books. Ask: *What have you learned about bacteria and food poisoning?* Elicit a few ideas, then put students into pairs to note down a list of bullet points with as many facts as they can remember from the article.
- Ask pairs in turn to tell the class their ideas. Make notes on the board.
- Students can open their books again and read the article again quickly to see what ideas they missed.

**ANSWERS**

Students' own answers.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Discuss each of the topics in the *Project* box with the class and elicit some possible food safety rules for each topic. Make notes on the board.
- If necessary, review the use of *must* and *mustn't* for rules.
- Students then search online to find out more about each of the topics. Suggest to students that they search for "food safety cleaning the kitchen", "food safety hand washing", etc.
- Students then design and write a poster with food safety rules.
- Pin the completed projects around the classroom for students to look at.

**Consolidation**

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they cannot learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they think they will need to use in the future.



# History

pages 98–99/C5–C6

## Grammar

Simple past

Verb + infinitive / -ing form

## Vocabulary

Life events

## Topic

The history of the American people

## Project

Find out about the origins of the population of your own country

### Warm-up

- Ask: *What do you know about the history of the United States? Who were the first Americans? Where did people move to the U.S. from? Why?* Elicit a range of ideas.
- Point to each picture on page 98 in turn and ask: *What does it show?* Use the pictures to teach *Native American*, *slave*, *immigrate / immigration*, and *emigrate / emigration*.


B Curriculum extra History

## The Melting Pot

Who are the American people?


- 1 Indigenous People**

The first people to come to North America probably arrived about 30,000 years ago. They walked across the Bering Strait between Asia and North America, and then moved south. The arrival of the first Europeans in 1500 was a disaster for these indigenous people. The newcomers brought diseases which killed native people, and they killed many more for their land. Historians estimate that by 1900 there were only 200,000 Native Americans left in the U.S. Today, there are about five million people of native origin. Famous Native Americans from history include Sitting Bull and Pocahontas.



- 2 European Settlers**

The British were the first Europeans to arrive in North America. They settled on the East Coast from around 1600. Some Spanish immigrants settled in modern-day California and Texas, and French immigrants went to the area that is now Louisiana and Florida. Many settlers became farmers because there was a lot of land. Towards the end of the 19<sup>th</sup> century, immigrants from all over Europe came to the U.S. looking for a better life. These new Americans included many Jews. They were escaping discrimination in Europe. Famous Jewish Americans include the singer Bob Dylan and Mark Zuckerberg, a co-founder of Facebook.
- 3 The First Africans**


From around 1650, Europeans started transporting the first African slaves to work on the sugar and cotton plantations of the South. When the U.S. became independent, in 1776, about 20 percent of the population was African-American. In 1860, there were about 3.5 million slaves in the south and half a million free African-Americans in the north. Today there are about 40 million African-Americans. Famous African-Americans include civil rights campaigner Martin Luther King and President Barack Obama.


- 4 Hispanic Immigration**

Latin American immigration to the U.S. started to increase in the early 20<sup>th</sup> century when large numbers of Mexicans arrived in Texas, California, and Arizona. After the Cuban Revolution in 1959, many Cubans came to America, too. Later, people from other Central American countries such as Honduras, the Dominican Republic, and El Salvador emigrated to the U.S. Today, there are more than 50 million Hispanic-Americans living in the United States. Famous Hispanic-Americans include the actress Cameron Diaz and the singer Jennifer Lopez.


- 5 New Immigration**

At the end of the 20<sup>th</sup> century, large numbers of immigrants came from Asia. They came from countries like the Philippines, Vietnam, India, China, and Pakistan. Many were economic immigrants, attracted by the promise of a better life.



**Its unique mix of people from different origins is what makes the United States a melting pot of cultural diversity.**

**Check it out!**

Find these words and check their meaning.

melting pot  
newcomers  
diseases  
settlers  
emigrated

98 ninety-eight

**1 Read the article quickly. Then answer the question.**

Why do people call the United States of America a melting pot?  
**Because of its unique mix of people from different origins.**

**2 Read the article again. Match the headings with the paragraphs.**

- A New Immigration
- B Indigenous People
- C Hispanic Immigration
- D The First Africans
- E European Settlers

**3 Read the article again. Answer the questions.**

Where did the first inhabitants of North America come from?  
**The first inhabitants of North America came from Asia.**

- 1 Why was the arrival of Europeans a disaster for Native Americans?  
**The newcomers brought diseases that killed the Native Americans, and they killed many more for their land.**
- 2 When did the first European settlers arrive?  
**The first European settlers arrived around 1600.**
- 3 Why did Europeans bring African slaves to America?  
**They brought African slaves to work on the sugar and cotton plantations.**
- 4 How many African-Americans are there in the U.S. today?  
**There are about 40 million.**
- 5 When did Hispanic immigration to the U.S. start to increase?  
**It started to increase in the early 20<sup>th</sup> century.**
- 6 Where do the most recent immigrants come from?  
**They come from Asia.**

**4 Read the article again and complete the sentences with the correct dates.**

1500 1650 1860 1900 1959

After **1959**, a lot of Cubans came to the U.S.

- 1 In **1650**, African slaves started to arrive.
- 2 In **1500**, the first Europeans arrived.
- 3 In **1860**, there were about four million African-Americans.
- 4 In **1900**, there were 200,000 Native Americans.

**Project**

**Find out about the origins of the population of your country, or another country. Include the following:**

- Who were the first people?
- Where did they come from?
- What other people have immigrated to your country? Why?
- What are the proportions of people of different origins today?

ninety-nine **99**

**Exercise 1**

- Students read the article quickly and answer the question. Tell students not to worry if they don't understand everything in the article at this stage.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the article. Make sure that students understand the meaning of the words.

**Exercise 2**

- Read through the headings with the class and check that students understand them all.
- Students read the article again and match the headings with the paragraphs.
- Check the answers with the class.

**Exercise 3**

- Read through the questions with the class and check that students understand everything.
- Students read the article again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Exercise 4**

- Students read the article again and complete the sentences with the correct dates.
- Check the answers with the class.

**Extra activity**

- Ask students to close their books.
- Write the headings from exercise 2 on the board.
- Put students into pairs and ask them to make notes under each heading. They should include information and facts they can remember from the article.
- Write the students' ideas on the board.
- Students can open their books and read the article again quickly to find any information or facts that everyone missed.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Discuss each question in turn with the class and elicit what students already know.
- Students then search online to find out more about each of the topics. Discuss as a class what search words would be effective in finding the answer to each question.
- Students then find information about the origins of their own country. Students can either write a short article about their own country, or you could have a class discussion about the topic.

**Consolidation**

- Encourage students to make a note of any new vocabulary from the article in their vocabulary notebooks. Tell students they cannot learn all the new vocabulary they come across in their reading, so they should choose vocabulary that they are interested in, or vocabulary they think they will need to use in the future.
- Point out that there are quite a few words for countries and nationalities in the article, which students could add to the countries and nationalities they have already learned.



# Computer science

pages 100–101/C11–C12

## Grammar

must

Imperatives

## Vocabulary

Internet activities

## Topic

How to build a website

## Project

Design a website for your class or school

### Warm-up

- Ask: *What websites do you visit regularly on the Internet? What is important on a good website? What is annoying about some websites?*
- Elicit a range of answers. Use the discussion to teach the words *content* (= e.g., text, video, pictures), *navigate* (= find your way to different parts of the website), and *font*.
- Focus on the pictures and ask: *What do you think they show? (plans for a new website) Ask: Do you think it's easy or difficult to design a website? Have you ever helped design one?*

C

## Curriculum extra


### Computer science

### How to Build a Website

Home
About Us
Contact Us
Blog
FAQ
Search

#### Before you start

**Ask yourself: Who is your site for? Why will they visit the site? This will influence the way you design the site and what you put on it. It's a good idea to look at similar websites for ideas.**



- #### 1 Choose a name and a web host

You must choose the domain name for your site as this is your Internet address. First, check that the domain is available, and then register it. Next, you must choose a web host company. These companies keep websites on their computers and make them available on the Internet. You usually have to pay to register your domain, as well as pay the web host company.
- #### 2 Choose the content

Choose the content for your site. Most sites have text, images, and videos, so it's a good idea to have all three. Plan the content of your homepage carefully because this is the first thing that visitors to your site will see. It should be attractive and clear.
- #### 3 Create a site map

Decide what pages you want on your site. It should have a clear structure, so visitors can navigate and find what they want easily. Almost all websites have the following pages, so you should include them:

**Home** This first page often has a short description of the person and their interests.


**About Us** This page explains the purpose of the website.


**Contact Us** Include your e-mail address, but not a phone number.

You need to decide what other pages you want on your site, for example, photos, a blog, news, or FAQ (Frequently Asked Questions). Next, create your site map and decide which pages you want to include on the main menu bar. This can be at the top or on the side.
- #### 4 Choose a web editor

The easiest way to create a website is to use a web editor. This is a special software program for creating websites. There are a lot of web editors, for example, Dreamweaver, Komodo Edit, and HTML-Kit. These web editors offer a variety of model web pages, or templates. You can choose the one you like best and use it for your website.
- #### 5 Edit your website

Then upload your content onto the template you have chosen. You can personalize, or customize, your content by choosing the colors and fonts for your pages. All web editors have editing tools. You can use these editing tools to name the different pages of your site and to add the text, images, and videos.





**Check it out!**

Find these words and check their meaning.

influence	upload
available	fonts

100
one hundred

**1 Read the website quickly. Then answer the question.**

What pages are there on almost all websites? Home, About Us, and Contact Us.

**2 Read the website again. Match the headings with the paragraphs.**

- |                       |                                |
|-----------------------|--------------------------------|
| A Choose a web editor | D Choose a name and a web host |
| B Choose the content  | E Create a site map            |
| C Edit your website   |                                |

**3 Answer the questions.**

What is a domain name?

It is the Internet address.

1 What does a web host company do?

Web host companies keep websites on their computers and make them available on the Internet.

2 What three types of content can you find on a website?

Text, images, and videos.

3 Where is the main menu bar of a website?

The main menu bar can be at the top or on the side of the website.

4 What do web editors offer?

They offer a variety of model web pages, or templates.

5 How can you tell other people about your website?

You can use social networking sites.

**4 Match the web pages in the box with pages 1–5 from a school website.**

Home page Photos Contact Us About Us News



Photos



Contact Us



Home page



About Us



News



one hundred one

101

**Exercise 1**

- Students read the website quickly and answer the question. Tell students not to worry if they do not understand everything in the website at this stage.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the website. Make sure that students understand the meaning of the words.

**Exercise 2**

- Read through the headings with the class and check that students understand them all.
- Students read the website again and match the headings with the paragraphs.
- Check the answers with the class.

**Exercise 3**

- Read through the questions with the class and check that students understand everything.
- Students read the website again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Exercise 4**

- Students match the web pages with the pictures.
- Students can compare their answers in pairs.
- Check the answers with the class.

**Extra activity**

- Ask: *What do you think is good about the web pages in exercise 4? What things could you improve? What other pages could you add?*
- Give students time to prepare their ideas, then put them into pairs to discuss the questions.
- Ask some students to tell the class their ideas. Encourage other students to agree and disagree, and express their own opinions.

**Project**

- Read through the *Project* box with the class. Make sure students understand everything.
- Discuss each question briefly with the class. As students answer, write notes on the board of useful ideas.
- Tell students they can either plan their website as a diagram like the plan on page 100, or they can simply list pages their website will include.
- Students then work individually or in pairs to plan their website.
- Ask some students to tell the class about their website. Ask other students: *What do you think? Could you improve on this idea?* Try to agree as a class on the best ideas for a class or school website.

**Consolidation**

- Suggest to students that they could write a list of bullet points on "How to build a website" to help them remember the useful vocabulary from the website.
- Suggest that they could also download some pictures of web pages and stick them into their vocabulary notebooks. They could then label them with words such as *font, image, menu bar, etc.*



# Literature

pages 102–103/C13–C14

## Grammar

Relative pronouns: *who / which / that*

## Vocabulary

Human achievement

## Topic

American writers

## Project

Find out about a famous writer and one of his or her novels in your own language

## Warm-up

- With books closed, ask: *What American writers do you know?* Brainstorm some ideas as a class and write some names on the board.
- Point to each name on the board in turn and ask: *Do you know any novels by this writer? What are the titles? What are the novels about?*
- If your students don't know any American writers, you could just ask: *What is your favorite novel? What is it about? Who is the author? Why do you like it?* Elicit a range of answers from individual students.

D Curriculum extra Literature

## American Writers and Their Novels

### Novels

Many great novels come from the U.S. Some of the famous novels below are over 100 years old, but they are still popular today.

- 1 ***Adventures of Huckleberry Finn***  
by **Mark Twain** (1885)  
A young boy runs away from home. He makes friends with an African-American slave, Jim. Together, they travel down the Mississippi River. They have lots of adventures, some good and some bad. At the end of the story, Jim becomes a free man.
- 2 ***Little Women***  
by **Louisa May Alcott** (1868)  
Four sisters – Meg, Jo, Beth, and Amy – live with their mother in Boston during the 1860s. Their father is away fighting in the American Civil War. The four girls are all very different, but they all help each other during a very difficult time.

- 3 ***A Farewell to Arms***  
by **Ernest Hemingway** (1929)  
This is the story of an American ambulance driver in the Italian army during World War One. Lieutenant Frederic Henry falls in love with an English nurse named Catherine. The story is tragic. Catherine dies after giving birth to their stillborn child.
- 4 ***The Grapes of Wrath***  
by **John Steinbeck** (1939)  
Life is very difficult in Oklahoma in the 1930s. Tom Joad and his family leave their farm. They drive across America to California. Tom and his family try to find work on farms in California, but this is not easy.

### Writers

**a Louisa May Alcott**  
Louisa May Alcott was born in Philadelphia, Pennsylvania in 1832. She moved to Boston when she was young. She had three sisters. In her novel, she describes a family very similar to hers. She never got married, and she died in 1888.



**c Ernest Hemingway**  
Ernest Hemingway was born near Chicago in 1899. As a young man, he worked for a newspaper. During World War One, he drove an ambulance in Italy. He lived in Paris, Florida, Spain, and Cuba. Many of his novels describe the places that he visited. He died in Idaho in 1961.



**b John Steinbeck**  
John Steinbeck was born in 1902 in Salinas, California. Many of his novels are about poor people who live in California in the 1930s, for example *Of Mice and Men*. He won the Nobel Prize in 1962. He got married three times and had two children. He died in New York in 1968.



**d Mark Twain**  
Samuel Clemens, which is the real name of Mark Twain, was born in Missouri in 1835. When he was four, his family moved to the town of Hannibal, by the Mississippi River. He worked in a newspaper office, and then on a boat on the Mississippi. He loved the river, and many of his books tell stories about it. He died in 1910.



**Check it out!**  
Find these words and check their meaning.  
runs away from home  
each other  
stillborn

102 one hundred two

1 Read the descriptions and biographies quickly. Then write the names of the writers (a-d) with their novels (1-4).

2 Write the titles of the novels. Then write the names of the characters.



Novel:

Little Women

Characters:

Meg, Jo, Beth, and Amy



1 Novel:

Adventures of Huckleberry Finn

Characters:

Huckleberry Finn and Jim



2 Novel:

A Farewell to Arms

Characters:

Frederic Henry and Catherine



3 Novel:

The Grapes of Wrath

Characters:

Tom Joad and his family

3 Answer the questions.

What happens to Jim at the end of *Huckleberry Finn*?

He becomes a free man.

1 Who is the novel *Little Women* about?

It is about four sisters - Meg, Jo, Beth, and Amy - who live with their mother.

2 Why is the story in *A Farewell to Arms* tragic?

It is tragic because one character dies after giving birth to a stillborn child.

3 When does the story *The Grapes of Wrath* take place?

It takes place in the 1930s.

### Project

Find out about a famous writer and one of his / her novels in your language. Think about the following:

Who is the writer?

Where was he / she born and where did he / she live?

When did he / she write the novel?

Who are the main characters?

Where does it take place?

What happens?

one hundred three

103

### Exercise 1

- Point out the four descriptions of novels on page 102, and the four biographies of writers.
- Students read the descriptions and biographies quickly and match the writers with their novels.
- Check the answers with the class.
- Go through the *Check it out!* box and ask students to find the words in the descriptions and biographies. Make sure that students understand the meaning of the words.

### Exercise 2

- Students read the descriptions again and write the title and characters for each picture.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Exercise 3

- Students read the descriptions again and answer the questions.
- Students can compare their answers in pairs.
- Check the answers with the class.

### Extra activity

- Write these gapped sentences on the board:
  - 1 \_\_\_\_\_ used his / her experiences of an unusual way of life in a book.
  - 2 \_\_\_\_\_ used his / her experiences of family life in a book.
  - 3 \_\_\_\_\_ wrote about places he / she traveled to.
  - 4 \_\_\_\_\_ wrote about people in the place where he / she was born and grew up.
- Students read the biographies again and complete the sentences with the correct names.
- Check the answers with the class.
- Ask: *Do you think writers always write about experiences from their own lives?* Discuss the question as a class.

### ANSWERS

- 1 Mark Twain
- 2 Louisa May Alcott
- 3 Ernest Hemingway
- 4 John Steinbeck

### Project

- Read through the *Project* box with the class. Make sure students understand everything.
- Read out each question from the *Project* box in turn and brainstorm ideas with the class.
- Make notes of some names of writers and their books on the board.
- Students then find information about a famous writer from their country.
- Students could write a short biography of the writer, and a description of one of their books.
- Alternatively, students could prepare notes and then give a presentation on the writer and one of his / her books. With smaller classes, students could give their presentations to the whole class. With larger classes, they could work in small groups and take turns to give their presentations.

### Consolidation

- Encourage students to record any new vocabulary from the texts in their vocabulary notebooks. Suggest that they choose vocabulary that might be useful in the future for talking about writers and their books.



# Puzzles 1-2

## Unit 1 page 104/C7

### Grammar

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

### Vocabulary

Places around town

### Aim

To practice vocabulary for places around town, affirmative and negative forms of *must*, compounds with *some-* / *any-* / *no-*, and compounds with *every-*

### 1A

- Students match the letters and make places around town.

### 1B

- Students copy and reorder the words to make sentences.

## Unit 2 page 104/C7

### Grammar

*have to* (affirmative and negative)  
*mustn't* / *don't have to*  
 Gerunds  
 Verb + *-ing* form

### Vocabulary

Housework

### Aim

To practice vocabulary for housework, *have to*, *mustn't* / *don't have to*, gerunds, and verb + *-ing* form

### 2A

- Students connect the words and make sentences.

### ANSWERS

- He has to unload the dishwasher.
- She hates cleaning her room.
- Doing housework is boring.
- You mustn't run near the swimming pool.
- They love going to the movies.
- Do you mind taking out the trash?

### 2B

- Students read the clues and complete the crossword.

**1A** Match the letters to make different places in a town.

ch	po	al	ca	of	ba
sp	rch	nk	st	ho	ra
ce	ry	fé	it	lib	fi

*church*

- library
- café
- hospital
- bank
- post office

**1B** Copy the words with the same color. Reorder the words to make a sentence.

pen	know	mistakes	use	talk
mustn't	you	anyone	library	makes
you	everyone	in	do	must
a	the	here?	black	you

Green *you must use a black pen*  
 Red *do you know anyone here?*  
 Purple *everyone makes mistakes*  
 Blue *you mustn't talk in the library*

**2A** Draw lines to connect the words and make sentences. Use each box only once.

I	is	does	has	1. He	listen	are	here
don't	make	to	to	think	working	5. They	good
have	to	do	unload	the	dishwasher	love	trash?
hates	2. She	the	4. You	mustn't	to	going	the
cleaning	at	laundry	learning	run	the	taking	out
her	room	3. Doing	we	near	movies	mind	you
boring	is	housework	at	the	swimming	pool	6. Do

*I don't have to do the laundry.*

**2B** Read the clues and complete the crossword.

**Down**

- My room's a mess. I never *clean* it.
- My brother has to *take* out the trash.
- I *load* the dishwasher after meals.

**Across**

- Do you have to *feed* the dog?
- I *unload* the dishwasher when the dishes are clean.
- I always *clear* the table after dinner.
- We don't *wash* the dishes by hand. We have a dishwasher.

104 one hundred and four

# Got it! Puzzles 3-4

## 3A Find and circle eight more adjectives. Then complete the sentences.



- Tom never worries about tests. He is always confident he can do well.
- 1 Joe is very lazy. He never does housework.
  - 2 My sister is very honest. She thinks cheating is terrible.
  - 3 Mom spends hours helping my sister. She is really patient.
  - 4 That boy says he's clever. He's very arrogant.
  - 5 She designs all her own clothes. She's very creative.
  - 6 Tom never helps anyone. He's a selfish boy.
  - 7 I'm flexible. I don't mind what time we go.
  - 8 Sara is very shy. She is so nervous with people she doesn't know.

## 3B Look at the pictures. What are they going to do?

- Clara and Steve are going to visit New York.
- 1 Mateus is going to be on / watch TV.
  - 2 Lucia is going to buy a new dress.
  - 3 Leo and Amy are going to see a movie.
  - 4 Kenji is going to eat a hamburger.
  - 5 Minsoo is going to take the dog for a walk.



## 4A Copy the words with the same color. Reorder the words to make sentences.

it	last	are	was
get	in	year	retired
he	soon	to	won't
going	rain	born	they
married	2004	She	tomorrow

- Green It won't rain tomorrow.
- Purple She retired last year.
- Red They are going to get married soon.
- Blue He was born in 2004.

## 4B Copy alternate letters to make questions about the future. Then answer the questions.

- E A L R S E T Y I O G U B G N O F I R N Y G P T N O I G V L T U M Q A D R O R K I F E E D  
M O W N C E G D I A B Y D ?  
Are you going to get married one day?
- 1 T W U H S E R N A W P E A R K E G Y J O B U C I O H R U N A ?  
When were you born?
- 2 H W U I P L F L I V D O T U R G E O X T N O B C I O V L O I K E S G R E S ?  
Will you go to college?
- 3 H W O H R A S T A W Y I V L O L J Y F O P U C O N O T I O S I Z T R B A L I Q N  
B S I T F O P M U O K R I R A O D W L ?  
What will you do if it rains tomorrow?
- 4 W I Y S T I N T E G L O P I R N I G U T B O U R K A F I D N O L R A V I S E P R Y ?  
Is it going to rain later?

# Puzzles 3-4

### Grammar

be going to

### Vocabulary

Personality adjectives

### Aim

To practice personality adjectives and *be going to*

### 3A

- Students find eight more adjectives and complete the sentences.

### 3B

- Students look at the pictures and complete the sentences.

### Grammar

will: future

will / be going to

First conditional

### Vocabulary

Life events

### Aim

To practice vocabulary for live events, *will*, *be going to*, and the first conditional

### 4A

- Students copy and reorder the words to make sentences.

### 4B

- Students copy the letters to make questions. They then answer the questions with their own ideas.



# Puzzles 5-6

## Unit 5 page 106/C15

### Grammar

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

*been / gone*

*ever / never*

### Vocabulary

Experiences

### Aim

To practice vocabulary for experiences, the present perfect, *been / gone*, and *ever / never*

### 5A

- Students reorder the words and write the sentences.

### 5B

- Students break the code and write the questions. They then answer the questions with their own ideas.

## Unit 6 page 106/C15

### Grammar

Present perfect + *yet* and *already*

Present perfect + *just*

Present perfect + *for / since*

### Vocabulary

Internet activities

### Aim

To practice vocabulary for Internet activities, and the present perfect with *yet*, *already*, *just*, and *for / since*

### 6A

- Students write the correct verbs.

### 6B

- Students use the extra letters in the sentences to make a secret question. They then answer the question with their own ideas.

**Got it! Puzzles 5-6**

**5A** Write the four things Carla has done, and one thing she has never done.

LRACA SAH TME A SOAFMU TCARO  
*Carla has met a famous actor.*

1 HES ASH NIDERD A SOHRE  
*She has ridden a horse.*

2 SEH HSA PELST NI A NTET  
*She has slept in a tent.*

3 HSE AHS NOW A INCMTPEOTI  
*She has won a competition.*

4 ESH ASH VRENE NEOD A RAHUACETP PMJU  
*She has never done a parachute jump.*

**5B** Look at the letter code. Write five questions. Then answer the questions.

A	B	C	D	E	F	G	H	I	J	K	L	M
H	I	J	K	L	M	N	O	P	Q	R	S	T
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
U	V	W	X	Y	Z	A	B	C	D	E	F	G

1 ATOX RHN XOXK YEHPG BG TG TBKIETGX?  
*Have you ever flown in an airplane?*

2 ATOX RHN OBLBMXW XNKHIX?  
*Have you visited Europe?*

3 ATL RHNK WTW WHGX T ITKTVANMX CNFI?  
*Has your dad done a parachute jump?*

4 ATOX RHN UXXG MH MAX N.L.?  
*Have you been to the US?*

**6A** The verbs are in the wrong sentences. Write the correct verbs.

I often post music from the Internet Music Store. download

1 How often do you use e-mails? send

2 Do you chat travel blogs before you visit another country? read

3 Are you going to download your travel pictures on your blog? post

4 I often send on my friends' posts on Facebook. comment

5 What search engine do you play? use

6 We always video read with Dad on his birthday. chat

7 I rarely comment games online. play

**6B** Circle the extra letters in each sentence. Use the extra letters to make a secret question. Then answer the question.

I've just downwloaldedsomoemunsig.  
*I've just downloaded some music.*

1 Whehaven'tadoneovurhomeworekyet.  
*We haven't done our homework yet.*

2 Sheyhasalreadoysentuhemovie.  
*She has already seen the movie.*

3 TshevidetohasbuedenoinlinesinceModnday.  
*The video has been online since Monday.*

4 Heheasnliedhegrefforitwsoyehars.  
*He has lived here for two years.*

**SECRET QUESTION:**  
*How long have you studied English?*

# Got it! Puzzles 7-8

**7A** Complete the puzzle with crime words.  
What is the mystery word?

1	R	O	B	B	E	R	Y				
		2	M	U	R	D	E	R			
				R							
3	M	U	G	G	I	N	G				
4	S	H	O	P	L	I	F	T	I	N	G
5	V	A	N	D	A	L	I	S	M		
				R							
				Y							

**MYSTERY WORD:** burglary

**7B** Break the code and write the questions.  
Then answer the questions.

1 WHAT E OU I  
XIBU XFSF ZPV EPJOH

I S \_\_\_\_\_?  
BU TJY P'DMPDL MBTU OJHIU

What were you doing at six o'clock last night?

2 \_\_\_\_\_  
XFSF ZPVS QBSFOUT XPSLJOH BU

\_\_\_\_\_?  
UFO P'DMPDL ZFTUFSEBZ?

Were your parents working at ten o'clock yesterday?

**8A** Change the underlined words and rewrite the sentences.  
An inventor is a person who designs buildings.

- An architect is a person who designs buildings.
- 1 A scientist is a person who travels to new places.  
An explorer is a person who travels to new places.
- 2 A politician is a person who discovers theories and natural laws.  
A scientist is a person who discovers theories and natural laws.
- 3 A composer is a person who makes the laws of a country.  
A politician is a person who makes the laws of a country.
- 4 An artist is a person who writes music.  
A composer is a person who writes music.
- 5 An explorer is a person who plays a musical instrument.  
A musician is a person who plays a musical instrument.
- 6 An architect is a person who invents machines.  
An inventor is a person who invents machines.
- 7 A writer is a person who draws and paints pictures.  
An artist is a person who draws and paints pictures.
- 8 A musician is a person who writes novels.  
A writer is a person who writes novels.

**8B** Break the code and write the question and answer.

A	B	C	D	E	F	G	H	I	J	K	L	M
20	X			X		6	14	X	X		16	10
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
5		X	X	X	X		X	X	X	X	X	X

H \_\_\_\_\_?  
3 6 15 8 14 8 15 5 1 2 5 5 4 16 14 4 9

Why did you go online?

\_\_\_\_\_?  
14 3 9 4 11 5 4 16 14 4 9 11 5 1 12 8 7 11 9

\_\_\_\_\_?  
10 15 20 16 5 2

I went online to update my blog.

one hundred seven 107

## Unit 8 page 107/C16

### Grammar

Relative pronouns: *who / which / that*  
The infinitive of purpose

### Vocabulary

Human achievement

### Aim

To practice vocabulary for human achievement, relative pronouns, and the infinitive of purpose

### 8A

- Students change the underlined words to words that fit the definitions.

### 8B

- Students break the code to write the question and answer.

# Puzzles 7-8

## Unit 7 page 107/C16

### Grammar

Past progressive (questions)

### Vocabulary

Crime

### Aim

To practice vocabulary for crime, and the past progressive

### 7A

- Students complete the puzzle with the crime words, and write the mystery word.

### 7B

- Students break the code and write the questions. They then answer the questions with their own ideas.



# Audioscripts

1•04 page 12, exercise 1

- 1 pharmacy
- 2 library
- 3 post office
- 4 bus stop
- 5 train station
- 6 café
- 7 shopping mall
- 8 sports center
- 9 park
- 10 bank
- 11 supermarket
- 12 parking lot
- 13 church
- 14 police station
- 15 hospital

1•06 page 12, exercise 3

**Example**

**A** Excuse me, is there a library near here, please?  
**B** Yes, there's a library on Walton Street. It's next to the park.

1

**A** Excuse me, is there a bus stop near here, please?  
**B** Yes, there's a bus stop on Virginia Avenue. It's in front of the shopping mall.

2

**A** Excuse me, is there a parking lot near here, please?  
**B** Yes, there's a parking lot on Bedford Street. It's behind the supermarket.

3

**A** Excuse me, is there a church near here, please?  
**B** Yes, there's a church on Union Avenue. It's opposite the hospital.

4

**A** Excuse me, is there a café near here, please?  
**B** Yes, there's a café on Franklin Street. It's between the post office and the bank.

1•07 page 14, exercise 1

1

**A** Excuse me. How do I get to the hospital, please?  
**B** Go down Market Street, go past the bank, and then turn left. At the end of the road, turn right, and then take the first turn on the left. The hospital is on the right. It's opposite Pinewood shopping mall.  
**A** Thanks.

2

**A** Excuse me. Can you tell me the way to a supermarket, please?  
**B** Cross Madison Street, go down Market Street, and then take the first turn on the right. Go past the café as far as the traffic circle. Cross Columbia Street and the supermarket is on the left. It's near a sports center.  
**A** Thank you.

1•08 page 14, exercise 2

**Example** Turn right and go down the road past the bank. Take the first turn on the left and go down Madison Street. It's on the left. It's opposite a train station.

1 Cross Lincoln Avenue and go straight as far as the traffic circle. Go straight at the traffic circle past the supermarket and turn left. It's behind the supermarket.

2 Turn left and go down the road as far as the traffic lights. At the traffic lights, turn right and go down Russell Street. It's on the left.

1•10 page 17, exercise 3

**Jack** Hi, Tom!

**Tom** Oh, hi, Jack! How are you?

**Jack** Great, thanks. I'm calling about the Color Run tomorrow. Where do you want to meet? How about the park entrance?

**Tom** Umm ... I'm not sure. Dad can't drive me to the park in the morning. He's going to the dentist.

**Jack** Oh, well, do you want to come with us? Mom's coming, too. We're leaving at nine o'clock.

**Tom** Yes, that's great. Thanks.

**Jack** Can you get the bus to our house?

**Tom** Sure, no problem. What number bus do I get?

**Jack** The number 42. It stops at the bus stop in front of the library in town. There's a bus every 30 minutes.

**Tom** OK, and how do I get to your house?

**Jack** Well, stay on the bus until it gets to St. John's school. It's a big elementary school near our house. Walk past the school and turn right. Then take the first turn on the left. That's Russell Street. Our house is in Russell Street. It's number 18, and it's on the left near the police station.

**Tom** OK, that's easy. Number 18, Russell Street. Thanks.

**Jack** That's OK. See you tomorrow, then. And don't be late!

1•12 page 19, exercise 3

**Example** I'm lucky. I don't have to do any household chores.

1 I have to load and unload the dishwasher after every meal. I don't mind because my mom pays me!

2 I have to make my bed before I go to school.

3 My dad loves housework and he does it all. I don't have to do anything!

4 Why do people have to do housework? What a waste of time!

5 My brothers don't have to do anything at home. It isn't fair!

1•13 page 20, exercise 1

**Example** load the dishwasher / unload the dishwasher

- 1 take out the trash
- 2 wash the dishes
- 3 clean the bathroom
- 4 feed the dog
- 5 set the table / clear the table
- 6 do the ironing
- 7 do the vacuuming
- 8 clean my bedroom
- 9 make my bed
- 10 do the laundry
- 11 do the cooking

1•14 page 20, exercise 2

**Girl** Who does the housework in your family, Mark?

**Mark** Umm ... Mom and Dad do a lot of it.

**Girl** What housework does your mom do?

**Mark** Well, she usually does the cooking. She's a great cook. Then, she always does the ironing.

**Girl** So, what does your dad do?

**Mark** Oh, he does a lot, too. He often does the vacuuming. He loves it!

**Girl** Really?

**Mark** Yes, and he sometimes cleans the kitchen.

**Girl** What housework do you do?

**Mark** Umm ... I have two jobs in the house. I always make my bed in the morning ...

**Girl** That's an easy job!

**Mark** Yes, but I usually set the table before dinner, too.

**Girl** And does your brother, Luke, help?

**Mark** No, he doesn't. He's so lazy!

**Girl** What does he do?

**Mark** Well, he sometimes loads the dishwasher after dinner, but not very often. Oh, and he always feeds our dog, Snoopy, but that's not housework because Luke really loves Snoopy!

1•15 page 22, exercise 1

**Example**

**Lisa** Can I watch the end of this movie, Mom?

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

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

**Mom** Yes, of course you can.

1

**Dan** Could I borrow your cell phone, Mark? I forgot my phone today and I have to call my mom.

**Mark** Sorry, Dan, but I don't have any credit on my phone. Ask Tina.

2

**Jack** May I go to the bathroom, please, Mrs. Greene?

**Mrs. Greene** Yes, of course, Jack, but come back to class immediately. Don't talk to your friends in the hall!

**Jack** OK. Thanks.

1•16 page 22, exercise 2

Example

**Joe** Could I use your computer for a moment, Mrs. Thompson? I need to write an e-mail.

**Mrs. Thompson** Yes, of course, Joe. My laptop's in the living room.

1

**Olivia** Can I go bowling tonight, Dad?

**Dad** What time do you want to go?

**Olivia** At nine o'clock.

**Dad** No, sorry, you can't. Nine o'clock is very late. It's a school day tomorrow, Olivia.

2

**Tom** May I use the phone for a moment, Mr. Martinez? I have to call my dad.

**Mr. Martinez** Yes, of course, Tom. The phone's in the kitchen.

3

**Lucia** Can I borrow your bike, Hugo?

**Hugo** No, I'm sorry, Lucia, you can't. I need it. I'm meeting Bruno this afternoon. We're going on a bike ride.

1•18 page 25, exercise 3

**Freya** Hi, Erica. How are you?

**Erica** Hi, Freya. I'm fine, thanks. How's the camp going?

**Freya** Oh, it's good. I'm having fun.

**Erica** What are the tents like? Are they big?

**Freya** We don't have to sleep in tents.

There's a big house. I sleep in a bedroom with three other girls.

**Erica** Oh, that's good!

**Freya** Yeah, but there are a lot of rules. We have to clean the bedroom every day, and we mustn't eat anything in the room – that's a problem!

**Erica** What's the food like at the camp? Do you have to do the cooking?

**Freya** No, we don't. There's a cook. The food's really nice, actually.

**Erica** Great! And what about the evenings? What do you do?

**Freya** Umm ... we usually watch a movie or listen to music, but we have to go to bed at 10:30 p.m.

**Erica** Wow! That's early!

**Freya** Yeah, and we mustn't talk after 11 p.m.

**Erica** That's terrible!

**Freya** Well, it's OK, actually, because I'm always tired at night. We have to get up at eight o'clock in the morning, and we have very busy days.

**Erica** Do you have any free time?

**Freya** Yeah, we do, but we mustn't leave the camp. I usually chat to my roommates or sit in the sun. Hey, Erica, sorry, but I have to go now.

**Erica** OK, see you when you get back!

**Freya** Cool. Thanks for calling. Bye!

1•19 page 27, exercise 8

Dialogue 1

**A** Excuse me. How do I get to the library, please?

**B** Go down this street, go past the post office, and then turn left. It's at the end of the road.

**A** Thanks.

Dialogue 2

**C** Can I go to the movies tonight, Mom?

**D** No, I'm sorry, you can't, Tom.

**C** But Hugo and Luis are going.

**D** You have to do your homework.

**C** OK. But can I go out tomorrow night?

**D** Yes, of course you can.

1•21 page 27, exercise 10

**Example** At school I have lunch at 12:30 every day.

1 I have to feed my dog in the morning.

2 I don't have anything to wear for the party.

3 We have to listen to our teacher in class.

4 You have to wear sneakers in the gym.

5 We have math homework every weekend.

1•23 page 27, exercise 12

Example

**Juan** Where are we on the map, Ana? Here's the train station, and a bank.

**Ana** Umm, here we are! We're across the road from the bank. OK, so where's the post office?

**Juan** It's on Edmund Street. Mmm, here it is. It's next to the library.

**Ana** That's not too far. We can walk there. It won't take long.

**Juan** We have to go down Union Street and then cross the parking lot.

**Ana** Cool. Let's go.

1

**Lucas** What chores do you have to do at home, Alice?

**Alice** It depends. I don't have to do anything on weekdays. What about you?

**Lucas** I have to do everything! My sister doesn't do anything. She's so lazy!

**Alice** That isn't fair. I don't mind cooking or cleaning my room. But I can't stand washing dishes.

**Lucas** I'm lucky. I don't have to wash dishes. We have a dishwasher.

**Alice** Well, you don't have to do everything, then!

2

**Luiz** Hi, Amanda. What's that?

**Amanda** It's my housework list. It's all the chores I have to do this week.

**Luiz** What, at night after school?

**Amanda** Yeah. My mom and dad work, so they can't do everything. We all have to help.

**Luiz** So what do you have to do this week?

**Amanda** I have to clean my room, set the table for dinner, and take out the trash.

**Luiz** Oh, that's not so bad!

3

**Asami** Do you get up early on weekends, Kenji?

**Kenji** Yes, I do. I prefer getting up early to lying in bed. That's boring.

**Asami** Do you go out?

**Kenji** Yes, in the afternoon, I often go skateboarding, but not in the morning. I sometimes have to help Dad. Then I play video games. I love doing that, and I don't have time during the week.

4

**Gabriel** Let's surf on this beach. The ocean is perfect.

**Julia** OK. Umm ... there aren't any surfers. That's strange.

**Gabriel** Mmm, but there are some people swimming.

**Julia** And there's a boy fishing on those rocks. Come on. Let's go!

**Man** Hey! You two over there!

**Gabriel** What's wrong?

**Man** You mustn't surf here! There's a sign over there.

**Gabriel** Oh, sorry! We didn't see it.

1•28 page 32, exercise 5

1

**Mom** Liza, you have a history test tomorrow. Are you going to study for it?

**Liza** Don't worry, Mom. History's easy.

**Mom** I'm sorry, Liza, but your grades aren't good. You spend every night in front of the TV and you never study.

**Liza** I have to study all day at school. I don't want to work at home.

2

**Girl** I see the new *X-Men* movie is on in town.

**William** Hey, I love *X-Men* movies. Why don't we go tonight?

**Girl** I can't. I have to study for a test tonight.

**William** Tomorrow afternoon, then?

**Girl** I'm visiting my grandma.

**William** That's no problem. We can go next week.

3

**Man** I like this painting of yours, Camila. It's very realistic. You're very talented.

**Camila** Oh, yes, I know. I love art, and I'm very good at painting. In fact, I'm going to be an artist when I graduate.

**Man** Do you want to go to art school?

**Camila** Yes, of course. And I hope to earn a lot of money selling my paintings.



1-29 page 34, exercise 1

**At the check-in desk**

**A** Good morning. Can I see your ticket and passport or ID card, please?

**B** Yes, here you are.

**A** Thank you. Would you like a window or an aisle seat?

**B** I'd like a window seat, please.

**A** OK. Do you have any baggage to check in?

**B** Yes, I have this suitcase.

**A** OK, here's your boarding pass. You're boarding at gate 7. The gate opens at 11 a.m.

**At the security checkpoint**

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

**B** I don't have any liquids, but I have a laptop.

**A** Please put it in this tray. Do you have any metal items in your pockets? – keys, a cell phone, coins?

**B** No, I don't.

**A** Are you wearing a watch or a belt?

**B** I'm wearing a belt.

**A** Please remove it.

1-30 page 34, exercise 2

**At the check-in desk**

**A** Good afternoon. Can I see your ticket and passport, please?

**B** Yes, here you are.

**A** Thank you. Would you like a window or an aisle seat?

**B** I'd like an aisle seat, please.

**A** OK. Do you have any baggage to check in?

**B** No, I don't. I only have hand baggage. It's this bag.

**A** OK, here's your boarding pass. You're boarding at gate 30. The gate opens at 4:15 p.m.

**At the security checkpoint**

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

**B** I don't have any liquids, but I have a laptop.

**A** Please remove it and put it in this tray. Do you have any metal items in your pockets – keys, a cell phone, coins?

**B** Yes, I have my keys.

**A** Please put them in the tray. Are you wearing a watch or a belt?

**B** I'm wearing a watch.

**A** Please take it off and put it in the tray.

1-32 page 37, exercises 3 and 4

**1 Kelly**

**Kelly** I want to be a journalist. I think it's an exciting job. English is my favorite subject at school, and I love writing about people's lives. I'm interested in people, and I enjoy hearing their stories. I'm going to study English, media studies, and Spanish next year. Then I'm going to study multimedia journalism at the University of Atlanta. I'd like to work on a TV news show.

**2 Emi**

**Emi** When I leave school, I'm going to be a hairdresser. I hope to study hairdressing in college. I love clothes and fashion, and I enjoy meeting people. I know a girl who works in a local salon, and she's going to get me a part-time job there on Saturdays. I'm not going to work for someone else. I want to have my own hairdressing salon in the future. I'm going to call it Glamor.

**3 Rafael**

**Rafael** I'm not going to do a boring office job! I want to be a fitness coach. I love playing soccer and P.E. is my favorite school subject, and I'm the varsity soccer captain. I'm going to graduate next year, and then I'm going to study sports science at the United States Sports Academy in Alabama. I'd like to be the fitness coach for a professional soccer team.

1-34 page 39, exercise 5

**Zoe** What will our lives be like 20 years from now?

**Claire** Umm ... 20 years isn't a very long time, so I think our lives will be very similar to our lives today. We certainly won't live on a different planet and we won't go on vacation in space in the next 20 years.

**Zoe** So, what changes will there be?

**Claire** Well, there'll be more technology, and we'll use it a lot more in our everyday lives. Everyone will use computers at school, for example. And we won't use books!

**Zoe** What about your life? Will you be married?

**Claire** Yes, I think I will.

**Zoe** And will you have children?

**Claire** Yes, I think I will have children. I love children.

1-35 page 40, exercise 1

**Example** be born

- 1 start school
- 2 pass your driving test
- 3 graduate
- 4 apply to college / apply for a job
- 5 get a job
- 6 get married
- 7 have a baby / have children
- 8 retire
- 9 die

1-36 page 42, exercise 1

**Kyle** Hello. I'd like a ticket to Baltimore, please.

**Assistant** Would you like a one-way or a round-trip ticket?

**Kyle** A round-trip, please.

**Assistant** OK. Are you leaving today?

**Kyle** Yes, I am.

**Assistant** And when are you coming back?

**Kyle** I'm coming back next Tuesday.

**Assistant** OK, so you'll need an open return. That's \$28, please.

**Kyle** Here you are, here's \$30.

**Assistant** Thank you. Here's your ticket and \$2 change.

**Kyle** What time is the next bus?

**Assistant** There's a bus for Baltimore every 30 minutes. The next bus leaves at ten thirty.

**Kyle** OK, thanks. What gate does it leave from?

**Assistant** It leaves from gate five.

**Kyle** Thanks. Oh ... how long does the trip take?

**Assistant** It takes about three and a half hours.

**Kyle** OK. Thanks. Goodbye.

**Assistant** Goodbye.

1-37 page 42, exercise 2

**1**

**Boy** Hello. I'd like a ticket to New Haven, please.

**Assistant** Do you want a one-way or a round-trip ticket?

**Boy** A one-way, please.

**Assistant** OK, that's \$22.

**Boy** Here you are.

**Assistant** \$25, thank you. Here's your ticket and your change.

**Boy** What time's the next bus, please?

**Assistant** The buses are every 30 minutes, and the next bus leaves at nine o'clock.

**Boy** Thanks. What gate does it leave from?

**Assistant** It leaves from gate eight.

**Boy** Thanks. Sorry, how long does the trip take?

**Assistant** It takes about two hours.

**Boy** Great. Thanks. Goodbye.

**2**

**Girl** Hello. I'd like a round-trip ticket to Boston, please.

**Assistant** OK, when are you returning?

**Girl** I'm coming back

tomorrow. **Assistant** OK. That's \$37, please.

**Girl** Here you are.

**Assistant** Thank you. The next bus leaves at 10:15.

**Girl** OK, thanks. What gate does it leave from?

**Assistant** Umm ... from gate eleven,

I think. Let me check. Yes, gate eleven.

**Girl** And, how long does the trip take?

**Assistant** It takes about four hours.

**Girl** OK. Thanks. Goodbye.

**3**

**Boy** I'd like a round-trip ticket to Long Island, please.

**Assistant** Are you coming back today?

**Boy** No, I'm not. I'm coming back tomorrow.

**Assistant** OK, so that'll be an open return. That's \$15, please.

**Boy** Here you are.

**Assistant** \$20, thank you. Here's your ticket and five dollars change.

**Boy** Thank you. Is there a bus at six o'clock?

**Assistant** No, there isn't. The next bus leaves at six fifty-five from gate number five.

**Boy** OK. Thanks very much. How long does the trip take?

**Assistant** It usually takes about 50 minutes.

**Boy** OK. Thanks. Goodbye.

1-39 page 45, exercises 3 and 4

**Host** Hello, and welcome to Radio 109. This week, I'm talking to a man who knows a lot about the future. He is futurologist Drew Roberts. Welcome to the show, Drew.

**Drew** Thank you.

**Host** All right. Well, I have a lot of questions here from our listeners. They all want to hear your opinions about what life will be like in 100 years.

**Drew** Sure, go ahead.

**Host** OK. Question 1: In 100 years, will it be possible to control the weather?

**Drew** Well, scientists are already doing a lot of work in this area. They're interested in the weather because the climate is changing. They're learning a lot, and they're already starting to experiment, so I think it will definitely be possible to control the weather in the future. But it will probably be very expensive. If it is expensive, then we'll probably only control extreme weather conditions.

**Host** Really? Interesting. Now question 2: Will we all speak one language in 100 years?

**Drew** Umm ... no, I don't think so. There will definitely be fewer languages. I think that there'll be three important languages in the future: English, Mandarin Chinese, and Spanish. But other languages, like Portuguese and Hindi, will definitely still exist.

**Host** OK. Now a question from a listener in San Diego: Will people live to be 150 years old?

**Drew** Well, I think that in rich countries, some people will live to 150 years old. But definitely not everyone, and not everywhere.

**Host** OK, question 4 asks: Will we all travel in space in 100 years?

**Drew** In one hundred years? No, that won't happen. Space travel will still be very expensive and it won't be possible for most people.

**Host** Mmm. OK, so this is the last question: In 100 years, will we all use the same money?

**Drew** That's a good question. Umm ... yes, I think we will, but I don't think it will be paper money. Today people use the Internet a lot to buy and pay for things. My prediction is that in the future there will be a global electronic form of money.

**Host** Well, thank you, Drew, that's all very interesting. Now, if we ...

1-40 page 47, exercise 6

1

**A** Good morning. Can I see your ticket and passport, please?

**B** Yes, here you are.

**A** Thank you. Would you like a window or an aisle seat?

**B** I'd like an aisle seat, please.

**A** OK. Have you got any baggage to check in?

**B** Yes, I have this suitcase.

**A** OK, here's your boarding pass. The gate opens at 10:30 a.m.

**B** Thank you.

2

**A** I'd like a ticket to Dallas, please.

**B** Do you want a one-way ticket or a round-trip?

**A** A round-trip, please.

**B** Here you are.

**A** What time does the next bus leave?

**B** It leaves at 3 p.m.

**A** How long does the trip take?

**B** It takes about three hours.

1-42 page 47, exercise 8

**Example** I live in Newport.

1 We'll go to high school.

2 They have a long vacation in the summer.

3 You'll study chemistry in college.

4 I take the dog for a walk.

5 We'll buy a lot of souvenirs on vacation.

1-43 page 47, exercise 9

**Example**

**Nate** Are you going to come ice skating on the weekend, Ken?

**Ken** No, I'm not. And I'm not going to Nick's party, either.

**Nate** What are you going to do, then?

**Ken** I'm going to stay home. My relatives are coming to visit us.

1

**Mark** Hey, Lily! There's a message on your cell phone from someone called Luke. Who's Luke?

**Lily** He's a boy that goes to my school.

**Mark** Is he your boyfriend?

**Lily** No, he isn't. He's just a friend. His dad is our math teacher. Now give me my phone, Mark!

2

**Josh** What are you going to study in college, Katie?

**Katie** I'm not sure at the moment. Psychology maybe.

**Josh** Really? Do you want to be a psychologist?

**Katie** No, I don't think so, but I'm interested in psychology.

**Josh** So, what do you want to be?

**Katie** Well, I like working with children. In the past, I wanted to be a nurse, but now I want to be a teacher.

3

**Ana** What will your life be like ten years from now, Sophie?

**Sophie** Umm ... let's see. I'll be 26. Hmm ... I don't think I'll be married. I don't want to get married until I'm about 30.

**Ana** Will you have a job?

**Sophie** Yes, I hope so. I'm going to study fashion and I'd like to be a fashion designer. That's the plan, anyway!

**Ana** Do you think you'll be famous?

**Sophie** Oh, that's really difficult to predict. Who knows?

4

**Freya** OK, Ben. We have a name for a girl. If the baby is a girl, we'll call her Amelia, OK?

**Ben** Yes, Amelia is a lovely name. But what if it's a boy? I like the name Jack. What do you think?

**Freya** Yes, I like Jack, too, but I'd like something unusual. What about Benedict?

**Ben** Benedict? That's a really old fashioned name! I don't like it.

**Freya** OK, OK. What about Kyle? That's a modern name.

**Ben** Umm ... it's OK, but I prefer Jack.

**Freya** Do you really like it?

**Ben** Yes, I do. And you chose Amelia.

**Freya** OK, then. If it's a boy, we'll call him Jack. Jack and Amelia. I hope we have twins!

2-03 page 53, exercise 4

**Alice** What did you do on the weekend, Hugo?

**Hugo** I went to an ocean sports festival and I tried coasteering. It was amazing! Have you ever tried it?

**Alice** No, I haven't. I think it sounds crazy!

**Hugo** No, it isn't. It's so much fun, and it's really exciting. Have you ever done anything exciting?

**Alice** Yes, I have. I've done a parachute jump.

**Hugo** Wow! A parachute jump?! I haven't done that!

2-04 page 54, exercise 1

**Example** do a parachute jump

1 win a competition

2 visit a foreign country

3 meet a famous person

4 ride a horse

5 climb a mountain

6 go whitewater rafting

7 sleep in a tent

8 be in the newspaper

9 fly in an airplane

2-05 page 54, exercise 2

**Example**

**Boy** Excuse me. How do I get to the bus station, please?

**Man** Sorry, I don't understand.

**Boy** Oh, umm ... the bus station.

**Man** Ah, OK. I understand! Go ...

1

**Captain** This is the captain speaking. We're flying over the Andes Mountains at an altitude of 12,000 meters. Our estimated arrival time in Santiago is 2 p.m. Sit back and enjoy the flight.

2

**Woman** This is really scary! I can't jump! I can't do it! I'm too scared!

**Man** Of course you can. Hold my arm and we'll jump together.

**Woman** Aargh!



3

**Boy** What's his name?

**Girl** Billy. He's very kind. He won't do anything dangerous. I'll hold him for you to get on.

**Boy** Are you sure he won't run away?

**Girl** Yes. Just follow me.

4

**Man** Right, you can sit there. Take this paddle.

**Girl** Ooo! The water's really cold!

**Man** Where should I sit?

**Man** You sit there.

**Boy** What do we have to do? I don't want to fall in the water!

📞 2•07 page 56, exercise 4

1

**Receptionist** Good afternoon. Can I help you?

**Woman** Yes, please. I'd like to check in.

**Receptionist** OK, What's your name, please?

**Woman** It's Wilson, Janet Wilson. I've booked a room for two nights.

**Receptionist** Janet Wilson. OK. Is that a single or a double room?

**Woman** A single room.

**Receptionist** OK, that's fine. Can I see some identification, please?

**Woman** Yes, here's my passport.

**Receptionist** That's great. And, could you sign this form? Thank you. Now, here's your key card. Your room number is 26. It's on the second floor.

**Woman** Thank you.

**Receptionist** You're welcome. Have a nice stay.

2

**Receptionist** Good morning. Can I help you?

**Man** Yes, please. We'd like to check in.

**Receptionist** OK, what's your name, please?

**Man** It's Rafael Lopes. I've booked a room for two people for tonight.

**Receptionist** OK, so you've booked a double room. Is that just for one night, Mr. Lopes?

**Man** Yes, it is.

**Receptionist** Great. Now, could I see your passports or ID cards, please?

**Man** Yes, sure. Here they are.

**Receptionist** That's fine. Umm, can you just sign this form, please?

**Man** Yes, of course.

**Receptionist** Great. That's everything. Here's your key. It's room 34. That's on the third floor.

**Man** Thanks very much.

**Receptionist** You're welcome. Goodbye.

📞 2•09 page 59, exercise 3

**Tara** Have you ever slept in a tent, Oliver?

**Oliver** Yes, I have. I slept in a tent when I did my Duke of Edinburgh Award last year.

**Tara** Oh, have you done the Duke of Edinburgh Award? I didn't know that. What was it like?

**Oliver** It was really good.

**Tara** Did you do the Bronze Award last year?

**Oliver** No, I didn't. I did the Silver Award.

**Tara** Is that very different from the Bronze Award?

**Oliver** Not really. The four sections are the same, but you have to do the activities for longer. For the Bronze Award, you only have to do the activities for three months; but for the Silver, you have to do them for at least six months.

**Tara** What community work did you do, then?

**Oliver** I helped at a homework club after school.

**Tara** Was that at your high school?

**Oliver** No, my mom teaches in an elementary school and I helped there. It was fun!

**Tara** What else did you do for your award?

**Oliver** Umm ... well, for the skills section, I learned to play a musical instrument. I wanted to play the drums, but in the end I chose the guitar because we had a guitar at home. I still take lessons once a week. Then for the sport, ...

**Tara** I know! You joined the school soccer team.

**Oliver** No, I didn't, actually. I joined the school basketball team. I'm still on the team. We've done really well this year.

**Tara** That's great! I love basketball!

**Oliver** Yeah, me too. Then ... the final thing I did for the award was to go on an expedition with my friends. That was awesome!

**Tara** Where did you go?

**Oliver** We went on a three-day mountain hike in Banff National Park in the Canadian Rockies. Have you ever been there?

**Tara** No, I haven't, but everyone says it's beautiful. Did you camp?

**Oliver** No, we slept in mountain huts. You can't camp there because it's too cold. We walked on snow and ice most of the time!

**Tara** It sounds awesome!

📞 2•11 page 61, exercise 4

**Dad** Victor! Have you cleaned your bedroom yet?

**Victor** I've already made my bed, but I haven't cleaned the room yet.

**Dad** Hurry up! It's time for dinner!

**Jane** Hi, Lola. Have you done your homework yet?

**Lola** I haven't started my math homework yet, but I've already finished my English homework.

**Jane** Why don't you come to my house and we can do the math homework together?

**Lola** Great idea! See you soon.

**Mom** Alice, have you taken Scooby for a walk yet?

**Alice** Yes, I've taken him for a walk, but I haven't fed him yet. I can't find the dog food anywhere.

**Mom** You haven't looked! It's in the cupboard under the sink.

📞 2•12 page 62, exercise 1

1 He's playing an online game.

2 She's using a search engine.

3 He's watching a video.

4 She's sending an e-mail to a friend.

5 He's commenting on a picture.

6 She's updating her antivirus software.

7 She's downloading music.

8 He's IMing his cousin.

9 He's posting a picture.

📞 2•13 page 62, exercise 2

**Example** I always download music from the Internet Music Store. The songs are only \$1!

1 Is George going to post pictures from his vacation on Facebook?

2 A lot of teenagers play online games.

3 I often comment on my friends' posts on Facebook. I usually write something funny.

4 If I want to find some information, I use a search engine.

5 I update my antivirus software every week.

6 Can you IM me when you get home?

7 I watch funny videos on YouTube when I'm bored.

8 I don't often send e-mails to my friends. I usually text them.

📞 2•14 page 64, exercise 1

**Assistant** Good morning. Can I help you?

**Jenny** Yes, please. I'd like to do a tour of the city.

**Assistant** There are a lot of different tours. There's a walking tour, a bike tour, and a bus tour. What type of tour are you looking for?

**Jenny** What do you recommend?

**Assistant** The walking tour is very good.

And I think the best way to see the city is on foot.

**Jenny** How much does it cost?

**Assistant** The tickets are \$8.

**Jenny** How long does it take?

**Assistant** It takes two hours.

**Jenny** Where does it start?

**Assistant** It starts here at the visitor center. You visit the most important sights in the city.

**Jenny** What time does it start?

**Assistant** There are three tours every day – at 10 a.m., 2 p.m., and 4 p.m. Here's a leaflet with all the information.

**Jenny** Thank you. That's great.

📞 2•15 page 64, exercise 2

1

**Assistant** Good afternoon. Can I help you?

**Man** Yes, please. I'd like to do a tour of the city.

**Assistant** What type of tour are you looking for?

**Man** I'd like to do a bus tour, please.

**Assistant** There are bus tours every day.

**Man** How much does it cost?

**Assistant** The tickets are \$10.

**Man** How long does it take?

**Assistant** It takes three hours.

**Man** Where does it start?

**Assistant** It starts at the bus station.

**Man** What time does it start?

**Assistant** There's a tour at 9:30 a.m. and another tour at 2:30 p.m. Here's a leaflet with all the information.

**Man** Thank you. That's great.

2

**Assistant** Hello. Can I help you?

**Woman** Yes, please. I'd like to do a tour of the city.

**Assistant** What type of tour are you looking for?

**Woman** I'd like to do a walking tour, please.

**Assistant** When do you want to do the tour?

**Woman** This afternoon, if possible.

**Assistant** I'm sorry, the walking tour is in the morning. There's a bike tour this afternoon.

**Woman** Oh, a bike tour. Great! How much does it cost?

**Assistant** The tickets are \$12.

**Woman** How long does it take?

**Assistant** It takes two hours.

**Woman** Where does it start?

**Assistant** It starts from the parking lot opposite the visitor center.

**Woman** What time does it start?

**Assistant** There's a tour at 11 a.m., and another tour at 3 p.m. Here's a leaflet with all the information.

**Woman** Thank you. That's great.

2-17 page 67, exercise 3

I use the Internet every day. I use it at school and at home. At school, we have a computer lab. We go there for Internet technology classes, or if we want to do some research for other subjects. At home, I use the Internet for fun. I have a laptop, but I usually use my smartphone to go online. I often listen to music, and I like watching videos online. I watch funny videos and videos of my favorite bands. I sometimes play online games. I like fantasy and action games. They're the best. I often play against my brother. I always win! Lots of people like social network sites, but I hate them – I prefer chatting to my friends in person.

2-18 page 69, exercise 7

1

**A** Good afternoon. Can I help you?

**B** Yes, please. I'd like to check in.

**A** OK. What's your name, please?

**B** It's Ray, Janet Ray. I've booked a room for three nights.

**A** Ray. OK, that's fine. Could I have your passport or ID card?

**B** Yes, here's my passport.

**A** Thank you. Your room number is 26. It's on the second floor.

**B** Thank you

**A** You're welcome. Have a nice stay.

2

**A** Hello. How much does a walking tour of the town cost?

**B** The tickets are \$6.

**A** How long does it take?

**B** It takes about two hours.

**A** What time does it start?

**B** It starts at 10 a.m.

**A** Thank you. That's great.

2-20 page 69, exercise 9

begin, began, begun  
drink, drank, drunk  
ring, rang, rung  
sing, sang, sung  
swim, swam, swum

2-21 page 69, exercise 10

We're having a great time at the Grand Canyon. We arrived here on Sunday night. We've done a lot of amazing things. On Monday, we rode horses in the Canyon, and on Tuesday, we went whitewater rafting. It was so exciting! Yesterday, we went to a museum and we learned how Native American people lived in the Canyon 800 years ago. I've posted a lot of pictures on my Facebook page, and a lot of my friends have commented on them. On Friday, we're going to Las Vegas. I hope I have fun at the theme parks!

2-22 page 69, exercise 11

**Example**

**Paul** I've lived in a lot of different cities.

I was born in Philadelphia, and I lived there until I was 10 years old. Then my family moved to Washington, D.C., and I lived there for a few years. We moved to New York City three years ago, and I've lived here since then.

1

**Mom** Chloe! Have you cleaned your bedroom yet?

**Chloe** Yes, I've started. I've already put all my clothes in the closet.

**Mom** Have you put all your books on the shelf?

**Chloe** Yes, I have.

**Mom** Have you made your bed?

**Chloe** No, I haven't made my bed yet. I'm going to do it now.

2

**Rafa** Grandpa, what's the most exciting thing you've ever done?

**Grandpa** Well, I've done a parachute jump.

**Rafa** Wow! That's exciting!

**Grandpa** And I've climbed Mount McKinley.

**Rafa** What's Mount McKinley?

**Grandpa** It's the highest mountain in the U.S. It's in Alaska.

**Rafa** Are there any exciting things you want to do in the future, Grandpa?

**Grandpa** Yes, I want to go whitewater rafting. I've never done that.

3

**Jessica** Have you seen my keys, Mom?

**Mom** No, I haven't. Where did you put them?

**Jessica** I put them on the desk in my bedroom, but they aren't there.

**Mom** Have you looked on the floor and on your chair?

**Jessica** Yes, I have, but they aren't there.

**Mom** What about your backpack? Look in your backpack!

**Jessica** Oh yes. They're in my backpack.

Thanks, Mom! When did I put them in there?

2-25 page 73, exercise 4

A few weeks ago, I rode my bike to the sports center for basketball practice. I locked my bike to a post outside. While I was playing, I looked out the window. A guy was standing near my bike, but he wasn't looking at it. When I looked again, the guy was still there. He was doing something to my bike. I shouted and ran outside. He was running away with the front wheel of my bike!

2-26 page 74, exercise 1

**Example** robbery

1 burglary

2 pickpocketing

3 murder

4 mugging

5 vandalism

6 shoplifting

7 kidnapping

2-27 page 74, exercise 2

**Example** robber

1 shoplifter

2 burglar

3 pickpocket

4 murderer

5 mugger

6 vandal

7 kidnapper

2-29 page 76, exercise 2

**Officer** Can I help you?

**Rachael** Yes, please. I want to report a crime.

**Officer** OK. Let's fill in this crime report. What happened?

**Rachael** A girl stole my wallet.

**Officer** OK. I need a few details. Where were you?

**Rachael** I was on the number 65 bus. I was going home. I live on Carter Street.

**Officer** And what happened?

**Rachael** I was sitting on the bus when my phone rang. It was in my backpack. I took it out and, while I was talking, a girl sat down next to me.

**Officer** Where was your backpack?

**Rachael** It was on my knee, and it was open. At the next stop, the girl stood up suddenly and got off the bus. I knew something was wrong, so I checked my backpack and my wallet wasn't there.

**Officer** What time did this happen?

**Rachael** It happened about an hour ago – at six fifteen.



**Officer** What did the girl look like?

**Rachael** She was short and slim, and she had blond, curly hair. She was wearing jeans and a gray hoodie.

**Officer** How old was she?

**Rachael** She was about sixteen.

**Officer** How much money was in your wallet?

**Rachael** About \$20.

2•32 page 79, exercise 4

I was in a shoe store with my mom yesterday. I was buying a pair of boots. I was waiting in line at the checkout counter to pay for them when I saw two girls walking quickly towards the door of the store. One of the girls was carrying a backpack. While they were walking through the door, the security guard stopped them. He asked to look in the backpack. One of the girls opened the backpack, and the security guard found two pairs of shoes. The two girls were shoplifters! The security guard took the two girls to an office at the back of the store, and the sales clerk called the police.

2•34 page 82, exercise 1

**Example** inventor

- 1 artist
- 2 composer
- 3 politician
- 4 writer
- 5 explorer
- 6 scientist
- 7 architect
- 8 musician

2•35 page 82, exercise 2

- 1 an inventor invents
- 2 a scientist discovers
- 3 an artist paints or draws
- 4 a composer composes music
- 5 an explorer travels or explores
- 6 a writer writes
- 7 an architect builds or designs
- 8 a politician negotiates or debates
- 9 a musician plays music

2•38 page 84, exercise 3

- 1
  - A What's this gadget?
  - B It's a USB memory stick.
  - A What's it for?
  - B It's for storing information from a computer. You use it to hold copies of pictures, music, or computer files.

2

- A What's this?
- B It's a money belt.
- A What's it for?
- B It's for keeping your money and passport safe when you travel.

3

- A What are these?
- B They're touch screen gloves.
- A What are they for?
- B They're for using your smartphone in the cold weather. You don't have to take these gloves off when you answer your phone or call someone.

2•40 page 87, exercises 3 and 4

**Conversation 1**

- A Here's the electronics department. Where are the e-readers?
- B Over there.
- A There's a lot of choice. I'll have to get a salesperson to help me. Excuse me. Could you advise me, please? I want to get an e-reader for my dad.
- Salesclerk** It depends what he wants to do with it. With this one, for example, you can use 4G to download books.
- A Can he access the Internet with it?
- Salesclerk** No. He can only buy books. If you want to access the Internet, you need a tablet.
- A Oh. Can he download books on to a tablet?
- Salesclerk** Yes. But you can go online, too. You can do a lot more with a tablet.
- B Maybe you should buy your dad a tablet. I mean, it is his fiftieth birthday.
- A Yeah, I think I'll get him a tablet. Oh no! There are so many, I can't choose.
- B They're all similar. Look at the price and the color! This green one is cool. It's just your dad's style.
- A And it's the cheapest one! I'll get that one.

**Conversation 2**

- C Hey, I like this smartphone. It's cool! What do you think?
- D Not bad. But I prefer this one. It isn't heavy, and it's cheaper than the other one. It's only \$89.
- C Mmm. It is very light, and I like the big screen. But it's black, which is boring. I'd prefer a colored one.
- D You can buy a colored case for it. They don't cost a lot. They're under accessories.
- C Here they are. Hey, there are some great cases here! What do you think of this red one? It's a wallet, too.
- D Cool!
- C I'll get this one and the phone. How does the site work?
- D Click on "Add to Basket."
- C OK. Now I need my bank card.

2•41 page 89, exercise 7

- 1
  - A Hello. Can I help you?
  - B Yes, please. I want to report a crime.
  - A Let's fill out this crime report. What happened?
  - B I was skateboarding in the park when a boy stole my camera.
  - A When did this happen?
  - B It happened about an hour ago.

- A How old was he, and what was he wearing?
- B He was about 16, and he was wearing jeans and a blue jacket.
- A OK, sign here, please.

2

- C What's this?
- D It's a GPS dog locator.
- C What's it for?
- D It's for locating your dog. You use it to find your dog when it runs away. You put it on the dog's collar and it tells you where your dog is. It sends a text message to your cell phone
- C Cool!

2•44 page 89, exercise 10

**Example**

- A What was the girl like?
- B She had blond, shoulder-length hair and she was wearing sunglasses.
- A And what clothes was she wearing?
- B Umm ... she was wearing a pink and white striped T-shirt, I think.

1

- A What happened exactly?
- B Well, I was on the bus when my cell phone rang. I took it out of my backpack but, unfortunately, I didn't close the backpack all the way. While I was talking on the phone, a man walked past me. He got off the bus and walked away. When I put my phone back into my backpack, I saw that my wallet wasn't there. I think he stole it.

2

- A Can you describe what happened?
- B I was walking downtown when I saw a crime. It was outside the city library. A woman was waiting to cross the road when a teenage boy pushed her. She fell and he took her bag. Then he ran away. The woman hurt her arm when she fell but, luckily, it wasn't broken.

3

- A That's cool. What is it?
- B It's my headlamp. I got it for my birthday.
- A How does it work?
- B You turn this and the light comes on. You put it on your head, so you can do other things.
- A Like reading or cooking on the barbecue at night?
- B I use it for camping. It's really useful.

4

- A What's that?
- B It's an article about Amelia Earhart.
- A Who was she?
- B She was an American woman who flew across the Atlantic Ocean in 1928. She was a great adventurer. It took her 14 hours 56 minutes to fly from Canada to Northern Ireland. She became very famous. Eleven years later, in 1939, she disappeared over the Pacific Ocean while she was trying to fly around the world. Nobody knows what happened to her.

# Workbook answer key

## Unit 1

### Page W4

- 1**  
1 lot                      4 stop  
2 station                5 office  
3 center                 6 mall
- 2**  
1 café                    6 supermarket  
2 police station        7 hospital  
3 library                8 bank  
4 park                    9 pharmacy  
5 church                10 bus stop

- 3**  
1 You must come home early today.  
2 Tom mustn't be late for volleyball practice.  
3 The students must be quiet in class.  
4 You mustn't use your cell phone in the classroom.  
5 I must buy a new notebook.  
6 We must wear a uniform to school.

- 4**  
1 mustn't                4 must  
2 must                    5 must  
3 mustn't                6 mustn't

- 5**  
1 mustn't touch  
2 must stay  
3 mustn't bring  
4 must eat and drink  
5 mustn't take  
6 mustn't smoke

### Page W5

- 6**  
1 somebody             4 something  
2 anywhere             5 nothing  
3 Nobody                6 anything

- 7**  
1 something             5 anything  
2 anywhere             6 anybody  
3 Nobody                7 nothing  
4 somewhere            8 something

- 8**  
Possible answers:  
1 Mom does everything in our house.  
2 You can go everywhere on your bike.  
3 I put something in my bag.  
4 Did he go everywhere in Spain?  
5 Is she inviting everyone to her party?

- 9**  
1 anything                7 must play  
2 Everyone              8 must  
3 must be                9 must register  
4 anything               10 Nobody  
5 anything               11 mustn't  
6 everyone              12 anybody

- 10**  
1 You mustn't talk in the library.  
2 I know everyone in my class.  
3 You must remember to phone your grandma.  
4 I didn't know anyone at the party.  
5 The students must leave the classroom at lunchtime.  
6 We didn't go anywhere interesting on the weekend.

### Page W6

- 1**  
2 c   3 b   4 f   5 a   6 e
- 2**  
1 as far as                4 first turn  
2 turn                    5 left  
3 traffic lights          6 opposite
- 3**  
1 Go down                10 left  
2 as far as               11 opposite  
3 turn left                12 to the end  
4 go down                13 Turn left  
5 the right                14 Take  
6 next to                 15 left  
7 right                    16 past  
8 straight                17 It's (on)  
9 turn

### Page W7

- 1**  
1 London  
2 June 9<sup>th</sup>  
3 special children's hospital  
4 adults £15 (\$25), children (under 16) £10 (\$16)
- 2**  
1 Five students from her class entered the race.  
2 They raised a total of £682 (\$1,116).  
3 It rained on the day of the race.  
4 She ran it in 39 minutes.  
5 You must register online.
- 3**  
Students' own answers.

## Unit 2

### Page W10

- 1**  
1 ironing                4 dishwasher  
2 dishes                5 trash  
3 vacuuming

- 2**  
1 feed                    5 make  
2 load / unload        6 do  
3 clean                  7 clean  
4 take

- 3**  
1 has to clear  
2 have to wash  
3 don't have to make  
4 doesn't have to feed  
5 has to take  
6 don't have to do

- 4**  
1 Does Rob have to load the dishwasher? Yes, he does.  
2 Do they have to clean the bathroom? Yes, they do.  
3 Does Rob have to take out the trash? No, he doesn't.  
4 Do they have to feed the dog? No, they don't.

### Page W11

- 5**  
1 don't have to        4 don't have to  
2 mustn't              5 mustn't  
3 doesn't have to    6 doesn't have to

- 6**  
1 Learning              4 Playing  
2 Washing              5 Getting  
3 Traveling

- 7**  
1 Sofia doesn't like walking in the mountains.  
2 Kenna loves playing on his game console.  
3 Does Josh like running?  
4 The boys don't mind doing housework.  
5 Do you enjoy listening to classical music?  
6 Ella hates being late.

- 8**  
1 have to                8 don't have to  
2 getting up            9 camping  
3 hate                    10 don't have to  
4 visiting              11 going  
5 mustn't               12 don't have to  
6 have to                13 do you have to  
7 mustn't



9

- 1 Megan doesn't like getting up early on school days.
- 2 She mustn't make any noise in the afternoon.
- 3 She doesn't have to wash the dishes at the camp.
- 4 Lucas loves going to the activity club.
- 5 She doesn't have to play with Lucas all day.

### Page W12

1

- |                 |                  |
|-----------------|------------------|
| 1 No, you can't | 4 Could I borrow |
| 2 have to do    | 5 have to        |
| 3 you can go    | 6 of course      |

2

- 2 a 3 e 4 f 5 c 6 b

3

- 1 Can I go to Dan's house later to watch the soccer game?
- 2 Yes, of course.
- 3 Could I stay at Dan's house tonight? He has an awesome new video game.
- 4 No, you can't. You have to come home after the game.
- 5 But why?
- 6 Because we're having dinner with Grandma this evening.
- 7 Oh, OK.

4

- 1 Could I make a sandwich?
- 2 Can I borrow your MP3 player?
- 3 May I use your calculator?
- 4 Can I watch the news?
- 5 Can I sit here, Miss Green?

### Page W13

1

Free breakfast, outdoor garden

2

- 1 It is fifteen minutes by bus from the city center.
- 2 There is space for 30 guests.
- 3 They mustn't bring any pets to the hostel.
- 4 They have to wash the dishes and clean the kitchen after meals.
- 5 She doesn't like paying a lot for the Internet or people making a lot of noise at night.

3

Students' own answers.

## Unit 3

### Page W16

1

- |            |             |
|------------|-------------|
| 1 flexible | 5 confident |
| 2 outgoing | 6 ambitious |
| 3 lazy     | 7 patient   |
| 4 creative | 8 honest    |

2

- 1 're going to have
- 2 'm going to stay
- 3 is going to cook
- 4 are going to play
- 5 is going to find
- 6 is going to work
- 7 's going to write
- 8 are going to buy

3

- 1 We aren't going to watch TV. We're going to play soccer.
- 2 Mateus isn't going to ride his bike to school. He's going to walk.
- 3 It isn't going to rain tomorrow. It's going to snow.
- 4 They aren't going to watch a movie. They're going to study for a test.
- 5 I'm not going to wear shorts. I'm going to wear jeans.

4

- 1 Are you going to finish; I am
- 2 Are you and Kate going to watch; we are
- 3 Is Juan going to study; he isn't
- 4 Are Ana and Isabel going to stay; they aren't
- 5 Is Mrs. Harris going to give; she is
- 6 are you going to do

### Page W17

5

- 1 is going to win
- 2 's going to jump
- 3 's going to have
- 4 is going to break
- 5 're going to get

6

- |            |            |
|------------|------------|
| 2 to live  | 5 playing  |
| 3 to visit | 6 to be    |
| 4 meeting  | 7 watching |

7

- |                    |                           |
|--------------------|---------------------------|
| 1 to travel        | 9 's going to show        |
| 2 to see           | 10 are going to spend     |
| 3 to stay          | 11 aren't going to travel |
| 4 seeing           | 12 flying                 |
| 5 to visit         | 13 're going to take      |
| 6 traveling        |                           |
| 7 'm going to fly  |                           |
| 8 's going to meet |                           |

### Page W18

1

- 1 here you are
- 2 Would you like
- 3 to check in
- 4 boarding pass
- 5 Do you have
- 6 put it
- 7 in your pockets
- 8 a watch or a belt
- 9 remove

2

1

- 1 Good morning. Can I see your tickets and passports, please?
- 2 Yes, here you are.
- 3 Thank you. Do you have any baggage to check in?
- 4 Yes, we have two suitcases.
- 5 Two suitcases. OK, and would you like a window or an aisle seat?
- 6 A window seat, please.
- 7 OK. Here are your boarding passes.

2

- 1 Do you have any metal items in your pockets?
- 2 Yes, I have. I have some coins and my keys.
- 3 Please put them in this tray. And are you wearing a watch or a belt?
- 4 I'm wearing a belt.
- 5 Please remove it.
- 6 OK. Here it is.
- 7 Please put it in the tray with the other things.

3

- 2 a 3 f 4 g 5 c 6 d 7 b

4

- 1 Can I see your ticket and passport or ID card, please?
- 2 Do you have any baggage to check in?
- 3 Would you like a window or an aisle seat?
- 4 remove it
- 5 Do you have any liquids (or a laptop) in your hand baggage?
- 6 Do you have any metal items in your pockets?
- 7 put them in the tray with the other things

### Page W19

1

Maria Turner would like to be a famous soccer player. She is going to be a professional referee.

2

- 1 False. Maria has a plan to become a professional referee.
- 2 False. The referee can stop a game if there are problems with the weather.
- 3 False. Most players are easy to talk to, but some behave badly.
- 4 True.
- 5 False. Maria wants to be a referee because she has the right qualities and she is passionate about soccer.
- 6 False. She is going to become a referee for her local club.
- 7 True.

3

Students' own answers.

## Unit 4

### Page W22

1

- |           |            |
|-----------|------------|
| 1 apply   | 6 pass     |
| 2 start   | 7 retire   |
| 3 have    | 8 graduate |
| 4 married | 9 get      |
| 5 die     |            |

2

- 1 You'll enjoy the food in Mexico.
- 2 I won't stay for long.
- 3 He'll tell you about his trip to South Africa.
- 4 We won't go to the shopping mall tomorrow.
- 5 She'll graduate in June.
- 6 Barcelona won't win next week.
- 7 It won't rain tomorrow.
- 8 They'll meet us at the airport.

3

- 1 Will Maxine get married this year?  
No, she won't.
- 2 Will the weather be cold in Montreal in December?  
Yes, it will.
- 3 Will Mr. Fernandez retire next year?  
No, he won't.
- 4 Will Luis study English in college?  
Yes, he will.
- 5 Will your sister get a job this summer?  
No, she won't.
- 6 Will you pass your driving test next week?  
Yes, I will.

4

- |                      |                     |
|----------------------|---------------------|
| 1 're going to; will | 4 'm going to; 'll  |
| 2 'll; is going to   | 5 're going to; 'll |
| 3 will; 're going to | 6 is going to; 'll  |

### Page W23

5

- 2 d 3 f 4 e 5 c 6 a

6

- |                |               |
|----------------|---------------|
| 1 wake         | 7 's          |
| 2 'll have to  | 8 'll give    |
| 3 won't have   | 9 won't have  |
| 4 look after   | 10 gives      |
| 5 don't finish | 11 go         |
| 6 will be      | 12 won't hear |

7

- 1 happens
- 2 will be
- 3 are we going to feed
- 4 won't be
- 5 don't
- 6 will become
- 7 will produce
- 8 is going to
- 9 won't solve
- 10 are

8

- 1 There will be farms in tall buildings.
- 2 Vertical farms will produce vegetables.
- 3 Sky Greens already has 120 vertical farms in Singapore. / Sky Greens is going to build 2,000 farms in the next few years.
- 4 Vertical farms are part of the solution to the world food problem.

### Page W24

1

- |                  |          |
|------------------|----------|
| 1 Would you like | 4 leaves |
| 2 round-trip     | 5 gate   |
| 3 change         | 6 long   |

2

- 2 d 3 e 4 f 5 c 6 a

3

- 1 When are you coming back?
- 2 Would you like a one-way or a round-trip ticket?
- 3 When's the next bus for Denver?
- 4 What gate does it leave from?
- 5 How long does the journey take?

4

- 1 Hello. I'd like a round-trip to Chicago, please.
- 2 Are you coming back today?
- 3 No, I'm not. I'm coming back next month.
- 4 OK, so you'll need an open return. That's \$39, please.
- 5 Here you are, here's \$50.
- 6 Thank you. Here's your ticket and eleven dollars change.
- 7 Thank you. What time's the next bus, please?
- 8 It's at two thirty.
- 9 And what gate does it leave from?
- 10 Umm ... gate 8.
- 11 Gate 8. Thanks. And how long does the trip take?
- 12 It takes four hours.
- 13 OK, thanks. Goodbye.

5

Suggested answers:

You I'd like a ticket to Stamford, please.

Assistant Do you want a one-way or a round-trip?

You A round-trip, please.

Assistant That's \$13, please.

You What time's the next bus, please?

Assistant It's at 8 a.m.

You And how long does the journey take?

Assistant It takes an hour and a half.

You OK, thanks. Goodbye.

### Page W25

1

- 1 c 2 a 3 b

2

- 1 They live with a host family.
- 2 You will learn to be more tolerant as you start to understand and accept other people's customs and cultures.
- 3 It opened his eyes because everything was different.
- 4 He's going to travel around the world before getting a job.

3

Students' own answers.

## Unit 5

### Page W28

1

- |             |               |
|-------------|---------------|
| 1 mountain  | 5 airplane    |
| 2 person    | 6 competition |
| 3 tent      | 7 country     |
| 4 parachute | 8 newspaper   |

2

- 1 has lost
- 2 haven't done
- 3 has climbed
- 4 've visited
- 5 has never ridden
- 6 've read
- 7 has given

3

- |            |            |
|------------|------------|
| 1 've been | 4 's gone  |
| 2 've gone | 5 has been |
| 3 've been | 6 's gone  |

4

- 1 Have you seen my cell phone?
- 2 I haven't
- 3 Have you tried calling it?
- 4 I have
- 5 Have you looked in your room?
- 6 I have
- 7 Have you asked your brother?
- 8 I haven't
- 9 Has he come home from school?
- 10 has
- 11 Have you taken my cell phone?
- 12 I have



## Page W29

5

- 1 've never done
- 2 Have you ever felt
- 3 've never felt
- 4 've never had
- 5 Have you ever refused
- 6 've never refused
- 7 Have you ever fallen
- 8 've never ridden
- 9 Have you ever swum
- 10 've never done

6

- 1 Has he gone
- 2 hasn't
- 3 saw
- 4 's gone
- 5 Have you spoken
- 6 haven't
- 7 called him
- 8 didn't answer
- 9 's gone
- 10 Have you met
- 11 have
- 12 came
- 13 didn't like

7

- |              |                  |
|--------------|------------------|
| 1 's made    | 9 's done        |
| 2 was        | 10 crossed       |
| 3 became     | 11 swam          |
| 4 was        | 12 didn't like   |
| 5 loved      | 13 were          |
| 6 has been   | 14 's never been |
| 7 's visited | 15 slept         |
| 8 's camped  | 16 heard         |

8

- 1 What extreme places has he visited?  
He's visited the freezing Antarctic and he's camped in the Amazon Rainforest.
- 2 What did he do last February?  
He crossed a desert on a camel.
- 3 Has Martin ever been on a safari before?  
No, he hasn't.
- 4 Where did he sleep last night?  
He slept in a tent.

## Page W30

1

- 1 I've booked
- 2 I'll just check that
- 3 can you sign
- 4 your key card
- 5 do we have to check out
- 6 Have a nice stay.

2

- 1 a 2 a 3 c 4 b 5 c

3

- Suggested answers:
- 1 Yes, please. I've booked a room for one person.
  - 2 It's a single room.
  - 3 It's Thomas Lockhart.
  - 4 I'm staying one night.
  - 5 OK, thank you. What time is breakfast served?
  - 6 And what time do I have to check out?
  - 7 OK, thank you very much.

4

Students' own answers.

## Page W31

1

- 2 c 3 a

2

- 1 Eric **heard** a bear near his tent last night.
- 2 Eric has eaten **snake** meat.
- 3 Mia has been on **four** wilderness adventures.
- 4 Last year, she camped in snow **one** night.
- 5 Tina has found the outdoor experience **challenging**.

3

Students' own answers.

## Unit 6

### Page W34

1

- |            |            |
|------------|------------|
| 1 download | 5 engine   |
| 2 IM       | 6 software |
| 3 games    | 7 send     |
| 4 post     | 8 videos   |

2

- 1 Have you sent Alice an e-mail yet?  
No, I haven't turned on the computer yet.
- 2 Has Pablo had his test scores yet?  
No, they haven't posted them on the school website yet.
- 3 Has Silvia left for Europe yet?  
No, she hasn't received her passport yet.
- 4 Have you heard from Joe yet?  
No, he hasn't called us yet.

3

- 1 I've already made it.
- 2 I've already taken it.
- 3 He's already sent them.
- 4 She's already written it.
- 5 They've already left.
- 6 We've already seen it.

4

- 1 He hasn't watched Liz's video yet.
- 2 He's already posted comments on blogs.
- 3 He hasn't checked his e-mails yet.
- 4 He's already posted some pictures on Facebook.
- 5 He hasn't played the new online game yet.
- 6 He's already visited his school's website.

## Page W35

5

- |                  |                   |
|------------------|-------------------|
| 1 've just had   | 4 's just bought  |
| 2 's just gone   | 5 've just played |
| 3 's just passed |                   |

6

- |         |         |
|---------|---------|
| 1 since | 4 since |
| 2 since | 5 for   |
| 3 for   | 6 since |

7

- 1 They've been students here since September.
- 2 We've studied Chinese for two years.
- 3 Oscar has known Amy since elementary school.
- 4 You've been online for three hours.
- 5 My brother has had his motorcycle for a month.

8

- |                  |           |
|------------------|-----------|
| 1 since          | 6 for     |
| 2 just           | 7 already |
| 3 yet            | 8 since   |
| 4 already / just | 9 yet     |
| 5 yet            | 10 just   |

9

- 1 Donna has just finished her exams.
- 2 She hasn't had her exam results yet.
- 3 Her mom hasn't bought the airplane tickets yet.
- 4 Donna hasn't been to L.A. for ages.
- 5 Jim has already found a summer job.
- 6 Donna has just posted some new pictures on Facebook.

## Page W36

1

- 1 What do you recommend?
- 2 How much does it cost?
- 3 How long does it take?
- 4 Where does it start?
- 5 What time does it start?

2

- 2 f 3 b 4 d 5 a 6 e

### 3

- 1 I'd like to do a tour of the city.
- 2 Sure. What type of tour would you like to do?
- 3 What do you recommend?
- 4 The river tour is very nice.
- 5 The river tour – great. How much does it cost?
- 6 It costs \$15.
- 7 \$15. OK, and what time does it start?
- 8 It starts at 11 a.m. in Canal Street.
- 9 OK, thank you.
- 10 You're welcome.

### 4

Students' own answers.

## Page W37

### 1

2 d 3 a 4 b

### 2

- 1 She's writing her science project.
- 2 They read a lot of short texts online.
- 3 They find it difficult to concentrate on long texts.
- 4 The Internet / Search engines like Google have replaced reference books.
- 5 Teenagers' brains are adapting to new technology.

### 3

Students' own answers.

## Unit 7

## Page W40

### 1

- |              |             |
|--------------|-------------|
| 1 burglarize | 5 murder    |
| 2 rob        | 6 vandalize |
| 3 mug        | 7 kidnap    |
| 4 shoplift   |             |

### 2

- |              |               |
|--------------|---------------|
| 1 vandals    | 5 Pickpockets |
| 2 kidnapped  | 6 robbers     |
| 3 murderer   | 7 stolen      |
| 4 shoplifter | 8 mugger      |

### 3

- 1 wasn't playing; was sleeping
- 2 wasn't helping; was making
- 3 wasn't having; was robbing
- 4 weren't visiting; were surfing
- 5 weren't studying; were cooking

### 4

- 1 Were you talking
- 2 I was talking
- 3 Were you waiting
- 4 I was waiting
- 5 Was he wearing
- 6 he was
- 7 Was he burglarizing
- 8 he wasn't
- 9 He was visiting

## Page W41

### 5

- 1 We were setting the table while my dad was cooking dinner.
- 2 A man was robbing the bank while another man was waiting in a car.
- 3 Sara was talking on her cell phone while I was trying to call her.
- 4 My brother wasn't doing anything while I was helping with the housework.
- 5 Tim and Rob were playing loud music while I was trying to study.

### 6

- 1 when 2 While 3 when 4 when
- 5 while

### 7

- |               |                 |
|---------------|-----------------|
| 1 Did you see | 6 heard         |
| 2 I didn't    | 7 was talking   |
| 3 was having  | 8 arrived       |
| 4 happened    | 9 Did you speak |
| 5 went        | 10 I did        |

### 8

- |                |                |
|----------------|----------------|
| 1 was walking  | 9 When         |
| 2 was carrying | 10 took        |
| 3 were talking | 11 fell        |
| 4 when         | 12 was helping |
| 5 were riding  | 13 While       |
| 6 were wearing | 14 took        |
| 7 was getting  | 15 went        |
| 8 came         | 16 reported    |

### 9

- 1 Luke and Matt were talking about music.
- 2 The lady was getting something out of her bag while the motorcycle was coming towards her.
- 3 The woman fell down when the motorcyclist took her bag.
- 4 Luke ran into the street with his cell phone / Luke took a picture of the motorcycle while Matt was helping the lady.

## Page W42

### 1

- 1 stole
- 2 walked up to me
- 3 took my wallet
- 4 It happened at around 8:30
- 5 There was about \$25
- 6 He was wearing

### 2

2 e 3 a 4 c 5 d

### 3

- 1 What happened?
- 2 Where did it happen?
- 3 And then what happened?
- 4 What time did this happen?
- 5 What did she look like?

### 4

Students' own answers.

## Page W43

### 1

They were victims of mugging and pickpocketing.

### 2

- 1 He was listening to music on his MP3 player.
- 2 They stole his wallet, MP3 player, and cell phone.
- 3 She put her bag on the floor to let the girl sit down.
- 4 He stole her wallet.
- 5 She put her bag out of her sight.
- 6 You should be careful because pickpockets sometimes work in pairs.
- 7 You should go with a friend or two.

### 3

Students' own answers.

### 4

Students' own answers.

## Unit 8

## Page W46

### 1

- |             |              |
|-------------|--------------|
| 1 composer  | 5 artist     |
| 2 writer    | 6 politician |
| 3 explorer  | 7 musician   |
| 4 architect |              |

### 2

- |             |              |
|-------------|--------------|
| 1 writer    | 4 artist     |
| 2 scientist | 5 composer   |
| 3 inventor  | 6 politician |

### 3

- 1 *Guernica* is a famous painting which is in the Reina Sofia Museum in Madrid.
- 2 Zhou Man was a Chinese explorer who traveled around Asia and Africa in the 13<sup>th</sup> century.
- 3 The Ford Model T was a car which was very popular in the 1920s.
- 4 Ernest Hemingway was a writer who came from the U.S.
- 5 Amelia Earhart was a pilot who was the first woman to fly solo across the Atlantic Ocean.

### 4

- 2 **d** Uranium is an element that is very heavy.
- 3 **e** She's a teacher that always gives homework.
- 4 **b** It's a website that has a lot of interesting information.
- 5 **f** *The Hunger Games* is a movie that is very exciting.
- 6 **a** A lawyer is someone who defends people in a court of law.



## Page W47

5

- 1 She called Tara and Kim to ask them for help.
- 2 She went to the store to buy hamburgers and drinks.
- 3 She bought some candles to put on the tables.
- 4 She made some ice to put in the drinks.
- 5 She cleaned the barbecue to cook the hamburgers.

6

- |            |             |
|------------|-------------|
| 1 boys     | 4 men       |
| 2 books    | 5 songs     |
| 3 sneakers | 6 paintings |

7

- |                |            |
|----------------|------------|
| 1 which        | 10 who     |
| 2 who          | 11 to pick |
| 3 which        | 12 to find |
| 4 who          | 13 who     |
| 5 to lie       | 14 who     |
| 6 to stimulate | 15 to work |
| 7 to damage    | 16 to turn |
| 8 who          | 17 to stop |
| 9 who          | 18 who     |

8

- 1 ones  
The Magnetic Pick-up Tool and the Shape Up Alarm Clock
- 2 one  
The Bed of Nails
- 3 one  
Students' own answers.
- 4 one  
Students' own answers.
- 5 one  
Students' own answers.

## Page W48

1

- 1 What's it for?
- 2 for telling
- 3 What's this?
- 4 to help
- 5 What are these?
- 6 What are they for?
- 7 They're for

2

- 2 d 3 c 4 b

3

- 1 What's that?
- 2 It's a popcorn machine.
- 3 What's it for?
- 4 It's for making popcorn at home.
- 5 I want one of those!

2

- 1 What are those?
- 2 They're reading glasses.
- 3 What are they for?
- 4 They're for reading in bed.
- 5 They're stupid! I have a lamp by my bed for reading when it's dark!

4

Suggested answers:

- 1 It's a CD / DVD repair kit.
- 2 It cleans and repairs damaged DVDs and CDs.
- 3 It's \$19.50.
- 4 What are those?
- 5 They're sleep phones.
- 6 What are they for?
- 7 They're for listening to music.
- 8 How much are they?
- 9 They're \$34.

## Page W49

1

c

2

- 1 He was born in 1809.
- 2 He had an accident while he was playing in his father's workshop, and he became blind.
- 3 He was not happy with his education.
- 4 It became popular after his death.
- 5 They feel the Braille characters with their fingers.

3

Students' own answers.











