CICrystal Car

Teacher's Book



Patrick Howarth and Philip Wood









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Crystal Clear conforms to the objectives set by the Common European Framework of Reference and its recommendations for the evaluation of language competence.

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Introducing Crystal Clear

Crystal Clear is a four-level ESO course which contains a wide range of up-to-date, real-world material of genuine interest to teenagers. Its step-by-step approach and careful recycling of grammar and vocabulary through easy-to-follow learning outcomes provide your students with a clear path towards achieving key language and communication skills. While Crystal Clear is designed to guide your students to develop their language competence, it also teaches invaluable life skills for lifelong learning and prepares learners to successfully pass their exams.

Linguistic content

Vocabulary

Crystal Clear approaches **vocabulary** in a practical way, introducing new lexis with ample visual support and systematic contextualized exposure throughout the unit. Vocabulary sets are on Class Audio files and these can be downloaded from the website (www.newage.pub) so students can practise pronunciation. Both the Student's Book and the Workbook have a picture dictionary of the target vocabulary.

Grammar

Fully comprehensive **grammar** tables in the grammar section guide students through the exercises while additional schematic grammar tables are provided in the Language Reference. Authentic-style texts and dialogues provide the context essential for understanding the unit grammar.

Skills

Crystal Clear provides achievable coverage of all four skills which helps to improve students' ability to communicate effectively in real-world contexts. **Receptive** skills are developed through authentic reading texts and engaging listening activities. The topical link continues with the **production** of model dialogues and texts with **interaction** between students being guided through carefully crafted speaking and writing tasks.

Reading

Crystal Clear contains different genres of reading text to capture students' interest and at the same time also present essential grammar and vocabulary from the unit.

Writing

Crystal Clear takes a highly scaffolded approach to written interactions and production with **Model Texts**, **Crystal Clear Tips** and a three-step **Writing Task** which shows students how to plan, write and check their own work.

Listening

Clear recordings and graded exercises provide students with the opportunity to hear in context the target grammar and vocabulary they have learned.

Speaking

Crystal Clear repeats the well-structured formula used for Writing for spoken interaction and production.

Model Dialogues with a three-step Speaking Task guide students through production and practice of their own dialogues.

Lifelong learning skills

Life skills

Students are encouraged to develop life skills with the **Culture Reading** pages in each Student's Book unit which present lifestyles in Britain and other countries, a **Cultural Awareness** quiz and video documentary in the Student's Book Revision Units, and with additional life skills analysed in the **Macmillan Life Skills Collaborative Projects** in the Workbook in which students are invited to reflect on how they put into practice their personal life skills in a team as well as the team's life skills as a whole.

Digital competence

Crystal Clear treats digital competence transversally with digital learning outcomes in skills work and the use of online tools for production and interaction in the **Digital Competence** pages in the Student's Book and the **collaborative projects** in the Workbook. The **Digital Competence** worksheets in the Teacher's area online provide an opportunity to review and learn new digital skills in an English language environment while the Teacher's Book teaching notes indicate

websites where students can learn more about the topics in the Student's Book.

Self-study

The **Workbook** offers the perfect tool for self-study and helps to foster learner autonomy by encouraging students to take an active role in their own learning. The Workbook contains revision of grammar and vocabulary, and an extensive colour section including reference material, extra practice, wordlists and collaborative projects.

Self-evaluation

Students can check their progress in the Workbook through the **My Progress** charts at the end of each Workbook unit and the self- and group evaluation in the **Macmillan Life Skills Collaborative Projects**.

Culture awareness

The **Culture Reading** pages in the Student's Book feature a whole range of teenage-focused culturally relevant topics from public transport in the UK to Australian wildlife while the **Cultural Awareness** pages in the term **Revision** sections can be supplemented with **Culture videos** and **worksheets** from the Digital Resource Centre.

Cross-curricular content

Crystal Clear provides ample transversal practice in the Student's Book of other school subjects including geography, biology, science, language and literature, arts and drama as well as physical education, with additional practice in the **Content-based Learning** section of the Teacher's Resource File.

Mixed ability and accessibility

Macmillan cooperates with the ONCE in the preparation of Braille versions of students' material and is committed to providing accessibility for visually-impaired students.

Council of Europe and Key Competences

Crystal Clear follows the guidelines of the Foreign Languages Area of the Council of Europe which mark the way not only to learn a language but also how to communicate through it in carefully graded steps. Crystal Clear provides practice of the key competences set out in the Common European Framework of Reference (CEFR) for Foreign Languages and uses these to create learning objectives to assess students' competence in productive, receptive and interactive activities and strategies.

Key Competences

CLC Competence in linguistic communication

CMST Competence in mathematics, science and technology

DC Digital competence

L2L Learning to learn

SCC Social and civic competence

SIE Sense of initiative and entrepreneurship

CAE Cultural awareness and expression

Support and solutions for teachers

Crystal Clear includes a full range of print and digital components which provide teachers with the support they need and solutions for all types of learning environments:

- Teacher's Book
- Downloadable audio files
- Teacher's downloadable resources
- Tests and Exams Pack

Overview of components

Student's Book

The Student's Book includes:

- a Starter Unit (4 pages)
- nine units (10 pages each)
- three revision sections (4 pages each)
- digital student's book (access code required)

Vocabulary

Vocabulary sets are presented using photographs and are recycled and practised in context throughout the unit. They are recorded on the Class Audio files for pronunciation practice.

Dialogues give students the opportunity to talk about their own world following a clear example.



Reading

Crystal Clear uses print and digital genres, from magazine articles to social messaging and wikis, with teen-focused topics presenting the unit language in context.

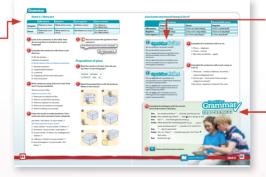
To help understanding, the

Word Check pre-teaches some vocabulary items.

The **Crystal Clear Facts** provides interesting additional information. Reading texts are recorded on the Class Audio files.

Grammar

Fully comprehensive grammar tables lead students — through carefully staged practice exercises.



Crystal Clear Rules guide students through the more difficult grammar points.

Each two-page grammar section concludes with a cumulative **Crystal Clear Grammar** dialogue or text which contextualizes the new structures and recycles structures from previous units in realistic situations which are familiar to students.

Vocabulary and Listening

This page provides a second lexical set with ample visual support. Clear listening texts with simple straightforward tasks give students the confidence to extract the main ideas and details of radio programmes, advertisements and conversations.



Speaking

Teen-centred Model Dialogues for students to follow everyday formal and informal conversations.
 The Speaking Task guides students through the preparation and production of their own dialogue.
 Useful Language highlights key functional structures.
 Conversation strategies such as basic rules of courtesy are presented.

Writing

Model Texts use a variety of different print and digital text types.

Crystal Clear Tips highlight and practise specific language points from the Model Text.

The **Writing Task** guides students through the preparation and production of their own texts.



Culture Reading

A second reading text with information about diverse cultural topics provides further context for students to review the unit grammar and vocabulary.

Pronunciation examples are taken from the context of the Culture Reading text.

Language Reference

A picture dictionary is provided — for one of the vocabulary sets.

Simple grammar tables provide — at-a-glance support.

Functional Language from the —

Functional Language from the Speaking pages is provided for easy reference.



Progress Check

The **Progress Check** provides a manageable **evaluation** of all vocabulary sets and the main grammar points from the unit. Students check their answers to see if they need further practice. **References** to material with extra support are given.

Revision: Vocabulary

Revision of vocabulary from the three previous units is provided as a game.



Revision: Grammar

Revision of grammar from the three previous units is provided.

Cultural Awareness

This multimedia page appears in each revision unit.

The fun quiz with thought-provoking questions tests students' knowledge of an aspect of life in Britain.

There is a related **Culture video** — available to view or download from the website (www.newage.pub). The accompanying worksheet are

The accompanying worksheet are available in the Teacher's Resource area online.



Digital Competence

This Multimedia page appears in each revision unit and covers useful digital learning objectives.

A model digital project created with easy-to-use web tools is presented.

Step-by-step instructions help students improve their digital competence and create their own digital project.

Workbook

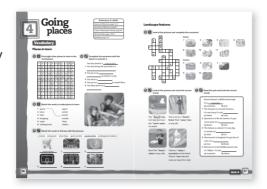
The Workbook includes:

- a Starter Unit (4 pages)
- nine units (6 pages each) with grammar and vocabulary, including revision and extension
- full colour Culture: Reading & Listening (9 pages), Writing Guide (18 pages), Speaking (9 pages) and Wordlist (9 pages) sections
- three Macmillan Life Skills Collaborative Projects (6 pages)

Audio files can be downloaded at www.newage.pub.

Vocabulary

Contents link to the full-colour Reference and Skills sections. Ample practice of all the vocabulary sets in the Student's Book is provided.

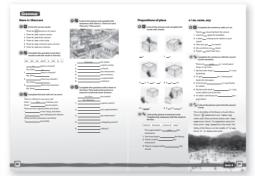


Fun activities motivate self-study. The easy-to-follow exercises are graded with one, two or three stars to indicate level of difficulty.

Grammar

Practice of all the grammar from the Student's Book is given in easy-to-follow exercises graded with one, two or three stars to indicate level of difficulty.

Grammar practice is contextualized.

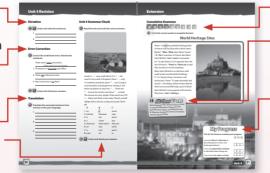


Revision Extension

Dictation reinforces spelling, vocabulary and structures.
Common mistakes are presented in the Error Correction section.

More reinforcement of vocabulary and structures is provided in the **Translation** section.

The **Unit Grammar Check** provides consolidation of grammar.



Grammar Practice

with the grammar in the unit.

My Progress encourages

Grammar usage is explained in the student's own language.
Clear examples of usage are provided.

A Cumulative Grammar text gives

more ambitious grammar practice.

Crystal Clear Facts give fun and

about the topic.

interesting additional information

self-evaluation of progress made

Grammar exercises face the Grammar reference pages to provide further reinforcement.

Grammar Reference

A complete reference guide of all the grammar in the Student's Book is provided.



Vocabulary Reference

A **picture dictionary** of the —vocabulary sets is provided. Vocabulary activities give more revision.



Culture: Reading & Listening

- A **reading text** increases cultural awareness.

 A listening exercise extends the cultural topic in the reading text.

Writing Guide

The step-by-step writing guide has **Tasks** with a variety of different — writing outcomes.

A **Model Text** provides an example of what students will write.



Questions and answers provide a **Plan** for the students' text.

Students use the answers provided to complete a **Draft Text** followed by their own text.

-Students are given a reminder to check the text for grammar, vocabulary and spelling.

Speaking

Extra speaking practice is provided to prepare for oral presentations and exams.

Stimulating photos help engage students.

A **Tip** gives practical suggestions for improving speaking.



A **Speaking Guide** with questions about photo 1 shows what students can describe in photo 2.

Useful Phrases for describing photos and **Useful Vocabulary** from the unit are provided for easy reference.

Macmillan Life Skills Collaborative Projects

The **Task** has a clearly defined learning outcome.

Clear steps help students work together on a project.



Charts are provided for self and group assessment of **Life Skills** used during the project.

More life skills stimulate social and civic awareness.

Accessing the audio

All Crystal Clear support material including audio files are completely free to access online. To do this you can go to bit.ly/3GWPbbb (Student's Book Audio and Video Materials), and bit.ly/3tRrVl7 (Workbook audio) or you can access the audio files via the QR codes below.



To access this simply turn on the camera and hold it over the picture (left) as if you were going to take its picture. You should get a message asking you if you want to go to the link and this will direct you straight to the student's book audio files. A copy of this QR code is on the back of every student's book for ease. If your phone doesn't direct you, it may mean that you phone camera doesn't have this functionality You can download any of the QR scanner apps free from either Google Play or the Apple Store and this will work just as well.



The audio and video files for the student's book are available using this QR code, or you can follow this link:

bit.ly/3GWPbbb



The audio and video files for the workbook are available using this QR code, or you can follow this link:

bit.ly/3tRrVI7

Crystal Clear Resources for teachers

Teacher's Book

The **Teacher's Book** is designed to help you make the most of the Crystal Clear components and improve your students' results.

The unit **Overview** spread provides a quick guide to the contents and objectives and is followed by page-by-page **teaching notes** and **answer keys**. There are **warmers** and **extra activities** as well as **cultural background information** and

web information to help engage students' interest.

Mixed-ability solutions suggest special activities with suggestions for students who need extra help and for fast finishers. The Teacher's Book includes the complete Student's Book, including audioscripts and the Workbook answer key.

Class Audio

All the audio recordings from the Student's Book and Workbook are available online and accessible via QR codes or the website (www.newage.pub).

Teacher's Resource Area

The **Teacher's Resource Area** is an invaluable source of photocopiable worksheets and resources. It is accessible to any teacher that has signed up at www.newage.pub/za-nastavnike.

With a Multi-level Materials Bank which recycles and practises grammar and vocabulary for classroom diversity and a Lifelong Learning section which develops digital competence and study skills and also has worksheets which accompany the Culture Watch video website. Evaluation and Key Competences are covered by evaluation rubrics and key competences worksheets while the

Content-based Learning section features CLIL worksheets which link to other areas of the curriculum as well as Macmillan Readers worksheets. Editable files and all the audio files for the listening activities can be downloaded from the Teacher's Resource Centre.

Tests and Exams Pack

Tests and Exams

The Tests and Exams disk provides PDF and editable tests and exams. The material includes:

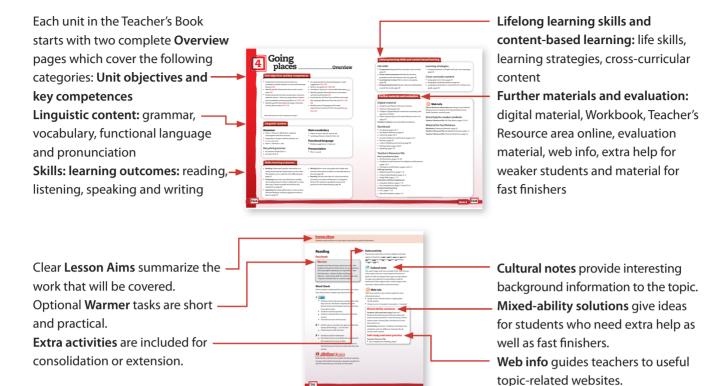
- a Placement Test and Key Competences Diagnostic Test which can be used to assess the language level of students
- tests available at three levels: basic, standard and extra. Each level has:
 - nine progress tests
 - three end-of-term tests
 - one end-of-year test
- answer keys, audio files and audioscripts for all the tests and exams

CEFR Skills Exam Generator

The CEFR Skills Exam Generator disk provides teachers with a tool to generate their own skills-based exams. Covering CEFR levels A1+ to B1, the material includes a range of reading, writing, listening and speaking tasks typical of external exams.

Teacher's Book

The wide range of different features and tasks in the Teacher's Book helps teachers make the best use of the **Crystal Clear** materials.



Teacher's Resource Area

The Teacher's Resource Area contains 240 pages of photocopiable material, answer keys and audioscripts – all the worksheets and extra materials your class needs to fully exploit the contents of Crystal Clear. The Teacher's Resource File is divided into ten sub-sections arranged into four main sections, ensuring easy navigation. The relevant answer key is located at the end of each section.

Multi-level Materials Bank

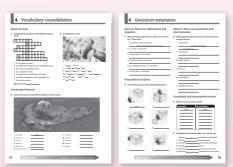
Basics

Crystal Clear Basics worksheets are aimed at students who need extra help, making them an ideal solution to classroom diversity. They feature revision of key vocabulary and grammar in the Student's Book and a language reference section.



Vocabulary and Grammar

Two Vocabulary Consolidation and Extension worksheets and two Grammar Consolidation and Extension worksheets per unit provide revision and extended practice of all the vocabulary and grammar in the Student's Book.



Translation and Dictation

The **Translation** and **Dictation** worksheets are linked to each unit. Audio files of the dictation exercises are available in the Digital Resource Centre.



Lifelong Learning

Digital Competence

The Digital Competence
worksheets train both teachers
and students to use free web
tools to improve their life skills.
Students can learn English and
improve their digital competence
through projects such as avatars,
podcasts and online biographies.
Each worksheet comes with
Teaching Notes which provide more
information about the web tools
and explain how to make the most
of the worksheets in class.

Digital competence Wish-based langue efficient For the Competence **Competence of the Competence of the Competence

Culture Video Material

Each Cultural Awareness page in the term Revision sections of the Student's Book is linked to a related Culture video in the Teacher's Presentation Kit with engaging footage of real life in English-speaking countries. The Teacher's Resource File provides worksheets which test students' comprehension of the audiovisual material during and after watching the videos, Teaching Notes and Audioscripts.

Study Skills The Study Skills w

The **Study Skills** worksheets provide students with tips and activities to help them reflect on their learning process and develop their study skills, such as using a dictionary.





Evaluation and Key Competences

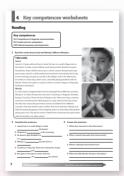
Evaluation Rubrics

The Evaluation Rubrics can be used to assess student's reading, writing, listening and speaking skills and their progress throughout the year. They focus on specific learning outcomes covered in class, such as writing a formal letter or giving a presentation, and include evaluation criteria which show what students are achieving successfully.



Key Competences

The **Key Competences** worksheets provide further work on skills with reading, writing, listening and speaking pairwork activities. Relevant competences are clearly indicated on each worksheet.



Content-based Learning

CLIL

CLIL worksheets link cultural topics with other areas of the school curriculum. Teaching Notes provide ideas for using the material in class.



Macmillan Readers

Macmillan Readers worksheets are provided to accompany a series of Macmillan graded readers.



	Unit	Vocabulary	Grammar	Reading
	Starter page 4	The alphabet • Times	Ordinal numbers Posse	essive adjectives
1	Identity page 8	Countries and nationalitiesFamily	<i>be</i>: present simpleSubject and possessive pronounsQuestion words	Web forum: Colourful characters
2	Describe it!	Parts of the bodyAdjectives of physical description	 have got Comparison of adjectives Singular and plural nouns	Popular science magazine: Really unusual animals
3	Healthy lifestyle page 28	Free-time activities	 Present simple love, like, don't like, hate + -ing Subject and object pronouns 	Health poster: Food myths – Are they true
	Revision Units 1–3 page 38	Vocabulary • Gramma	r • Cultural awareness Food	
4	Going places page 42	 Places in town Landscape features	 there is / there are Prepositions of place a / an, some, any 	• Fact book: Twin cities
5	At school page 52	Daily routinesSchool subjects	canAdverbs of frequency frequency questionsHave to	Website article: Schools of the air
6	Sport page 62	SportAdjectives of opinion	Present continuousPresent simple and continuous	Sports diary: A day training with Mo Farah
	Revision Units 4-6 page 72	Vocabulary • Grammar • Cultural awareness Schools in the UK		
7	At home page 76	Rooms and furnitureHousehold objects	 be: past simple there was / there were Past simple: affirmative regular verbs	History file: History on an English street
8	Transport and travel	TransportTravel	Past simple: regular and irregular verbs	History essay: On two wheels
9	Special days	Clothes Weather and seasons	be going tomust/mustn't	Guidebook: Multicultural celebrations
	Revision Units 7–9 page 106 Vocabulary • Grammar • Cultural awareness Transport Irregular verbs page 110			

				Key
Writing	Listening	Speaking	Culture	competences
Days and months • De	monstrative pronouns •	Introductions • Class	sroom language	
A blog profileCapital letters	Looking at family photos	Exchanging personal information / Making friends	Reading: After-school clubs Pronunciation: Word stress	CLC DC L2L SCC SIE CAE
A description of a personApostrophes	• Sports stars	Giving instructions / Looking after pets	Reading: Australian wildlife Pronunciation: /h/	CLC DC L2L SCC SIE CAE
A blog entry: My lifestyleConnectors: and, but	Healthy lifestyle quiz	Ordering food / At the café	Reading: British food Pronunciation: Third person singular -s: /s//z/ or /ɪz/	CLC CMST DC L2L SIE CAE
Digital competence A Coll	aborative wall			
A city guidethere is / there are + also	Tropical Islands	Making suggestions / A day out	Reading: Carnivals and festivals Pronunciation: /ə/	CLC DC L2L SCC SIE CAE
• An essay • because	Redroofs	Talking to a ticket seller / Buying a ticket	Reading: UK Secondary Schools Pronunciation: can / can't	CLC DC L2L SCC SIE CAE
An email to a pen pal so	Snowboarding	Making arrangements / Going out	Reading: Traditional Irish sports Pronunciation: -ing	CLC DC SCC SIE CAE
Digital competence Digita	l comic artwork			
A descriptionAdjectives	History of the toothbrush	Asking for information / On a school trip	Reading: The White House Pronunciation: was / were	CLC DC L2L SCC SIE CAE
A storyTime connectors: first, then, in the end	• Graham Hughes	Asking for travel information / A bus trip	Reading: Public transport Pronunciation: -ed endings: /d//t//ɪd/	CLC CMST DC L2L SCC SIE CAE
 An email Connectors: and, but, so, then, because 	• St John's Eve	 Inviting a friend to a party / Going to a party 	Reading: Glastonbury Festival Pronunciation: /s/	CLC DC L2L SCC SIE CAE
Digital competence Digital avatars				
CLC Competence in linguistic communication • CMST Competence in mathematics, science and technology • DC Digital competence L2L Learning to learn • SCC Social and civic competences • SIE Sense of initiative and entrepreneurship • CAE Cultural awareness and expression				



Starter unit

Vocabulary

The alphabet

Times

Listen and repeat the alphabet.

Ask your partner to spell his or her

How do you spell your name?

Match the clocks with the times below.





























1 quarter to eleven

2 three o'clock

3 half past twelve



4 ten past two

5 five to nine

6 quarter past three













Exercise 4

Exercise 3 a 4 (example)

c 6 **d** 5

e 1

f 3

Students' own answers

4 What time is your ...?

1 first class

2 break

3 lunch

4 last lesson

Students revise and practise the letters of the alphabet and telling the time.

Vocabulary

The alphabet

Warmer

Play a name game so that everyone learns their classmates' names. Start with yourself, eg *My name's Elena*. The first student has to say, eg *Your name's Elena and my name's John*. The next student says *Your name's Elena, your name's John and my name's María*, etc.

1 (1) 1.01

 Write the alphabet on the board according to the pronunciation of the letters.

A B F I Q O R
H C L Y U
J D M W
K E N
G S
P X
T Z
V

- Practise each column with the class.
- Play the audio. Students listen and repeat the alphabet.
- Test them by pointing at some letters on the board. They will have particular difficulty with *a* and *r*; *e* and *i*; *g* and *j*; *v* and *w*; *c*, *h* and *y*.

2 🕥

- Tell students to silently practise spelling their name and surname(s).
- Students spell their own names out loud and write down what their partner says in pairs.
- Check by asking some students to spell their name or their partner's name to you.

Times

- **3** Revise how to tell the time by drawing different clock faces on the board. Pay particular attention to the pronunciation of *quarter* and *half*.
 - Students look at the book and match the times with the clocks.
 - Check answers with the class.

Extra activity

Students cover up the written times 1–6 and say the times on the clocks.

- Ask students the questions. Clear up any vocabulary problems (eg break).
 - Students ask the questions in pairs.

Extra activity

For classes with a good level, students ask about other everyday events, eg *breakfast, homework time, bed time,* etc.

Self-study and extra practice

Workbook

• page 4

Students learn, revise and practice ordinal numbers, months, subject pronouns, possessive adjectives and have got.

Vocabulary

Months, ordinal numbers

Warmer

Revise the months of the year with the class. Practice the pronunciation, paying particular attention to word stress.

- **5** Students put months in order.
- Go over the ordinal numbers 1 100, revising and learning new numbers. Read each number and have the students repeat.

6 (1) 1.02

- Read the questions with the class, clearing up any vocabulary problems.
- Students write their answers.
- Practice the pronunciation of the questions with the class.
- Students ask and answer the questions in pairs.

Grammars

Subject pronouns and possessive adjectives

- Students look at the words in the grammar table.
 Elicit translations of the words.
 - Clarify any confusion, especially between they're and their, and his and her.
 - Ask students to look quickly at the picture and text.
 - Ask who the text is about and why Jennifer Lawrence is famous..
 - Read out the first two sentences and elicit the answer to number 1 (Our).
 - Students read the rest of the text silently and choose the correct words to complete it.
 - Check answers with the class.

Have got

Revise when we use has got and when we use have got in the affirmative and negative.

- 2 Students complete the sentence
 - Check the answers with the class
- **3** Students complete the questions with the appropriate form of have got.
 - Check the answers with the class.

Extra activity

Revise ordinal numbers by playing a game of Bingo! The students draw a three by three grid and write ordinal numbers in them. The teacher then calls out ordinal numbers at random.

Self-study and extra practice

Workbook

• pages 4 and 5

Months





Write the months in the correct order in your notebook.

Exercise 5

1 January 2 February

3 March

4 April

- 5 May **6** June **7** July

8 August

- 9 September
- 10 October 11 November
- 12 December

March	April	June	October
May	January	February	November
July	August	September	December

Ordinal numbers

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th	first second third fourth fifth sixth seventh eighth ninth tenth eleventh	14th 15th 16th 17th 18th 19th 20th 21st	twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth twenty-first twenty-second	24th 30th 40th 50th 60th 70th 80th 90th	twenty-third twenty-fourth thirtieth fortieth fiftieth sixtieth seventieth eightieth ninetieth a hundredth
---	---	--	--	--	---

6 Answer the questions. Write the answers in your notebook.

- 1 What day is today?
- 2 What days are your English classes?
- 3 What is your favourite day?

Exercise 6

1–4 Students' own answers

Exercise 2

1 've got.

3 's got.

4 's got. 5 hasn't got.

2 have got.

- 5 January
- 5 What month is New Year's Day in?

4 When is your birthday?

Grammar

Subject pronouns and possessive adjectives

Subject pronouns	Possessive adjectives
1	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

Write the correct word in your notebook.

Hi! I'm David and this is my friend Lucy. (1) Our / Your favourite actor is Jennifer Lawrence. She's from the USA. (2) His / Her nickname is JLaw. (3) He / She is in the new X-Men film. The X-Men films are (4)my / their favourite comic book films!



have got

Complete the text with the correct form of have got.

- 1 Hi, I'm Nick and I ... two dogs.
- 2 My parents ... a farm.
- 3 My sister Julie ... a pet rat.
- 4 It's black and it ... a very long tail.
- 5 My friend Paul is allergic to animals and he ... (not) any pets.

Complete the questions with have got or has got.

- 1 ... you ... a dictionary?
- 2 ... Ben ... a green school bag?
- 3 ... a giraffe ... a long neck?
- 4 ... your grandparents ... a dog?
- **5** ... you ... big eyes?

- Exercise 3 1 Have ... got
- 2 Has ... got
- **3** Has ... got
- 4 Have ... got
- 5 Have ... got

Starter unit 5

Exercise 1

- 1 Our
- 2 Her
- 3 She
- **4** My



Demonstrative pronouns







This is a book.







That is a desk.

These are pens.

Those are students.

Exercise 1

Students' own answers

1 Look at the sentences. How do you say the words in blue in your language?



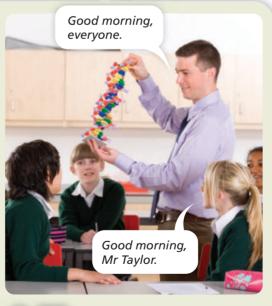
In pairs, point to objects or people in the classroom. Make sentences with this, that, these and those.

This is my book. These are my pens.

That's Lucy. Those are my friends.

Listening









Read and listen. What are the students' names? What is the teacher's name?





Listen to the teacher in another school introducing a new student. What is Jack's full name?

6

Exercise 1

The students' names are Rebecca and Jack, Abi, Jo and Sarah. The teacher's name is Mr Taylor.



Vocabulary Reference

Exercise 2

Jack Beckham

Lesson Atms

Students revise and practise demonstrative pronouns.

Students read and listen to people being introduced and extract specific information.

Grammar

Demonstrative pronouns

Warmer

Demonstrate *this is, that is, these are* and *those are* using various objects in the classroom. Elicit the meaning and teach the pronunciation, laying emphasis on the difference between *this* and *these*.

- Students read the sentences and translate the words in blue.
 - Check answers with the class.

2 🕝

- Read the speech bubbles with the class.
- Students practise the phrases in the speech bubbles.
- Then refer to other people and objects in the
- In pairs, students refer to other people and objects in the class using *this is, that is, these are* and *those are*.

Mixed-ability solutions

Students who need extra help: Exercise 2. Students write their sentences first.

Listening

1 (1) 1.03

- Play the audio. Students read and listen to the text to find the names of the students and the teacher.
- Check answers with the class.

2 (1) 1.04

- Write Jack on the board. With books closed, students listen and write Jack's full name.
- Check the answer with the class.

Mixed-ability solutions

Students who need extra help: Exercise 2. Ask various students to spell their full name before playing the audio.

Self-study and extra practice

Workbook

• page 6

Students revise and practise common classroom language.

Speaking

Classroom language

Warmer

On the board write two or three of the questions in the Model Dialogue with the words jumbled up and ask the class to put them in the correct order.

Model Dialogue 🕟

1 (1) 1.05

- Play the audio. Students listen to and read the dialogue.
- Elicit the translation of regla (ruler in Spanish).
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the expressions How do you say ... in English?; Can you repeat that, please?; How do you spell that?; What page are we on?; Can I have Get the class to pay attention to stress and intonation.

Speaking Task

Ask and answer questions

Students choose two classroom objects and a page number.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

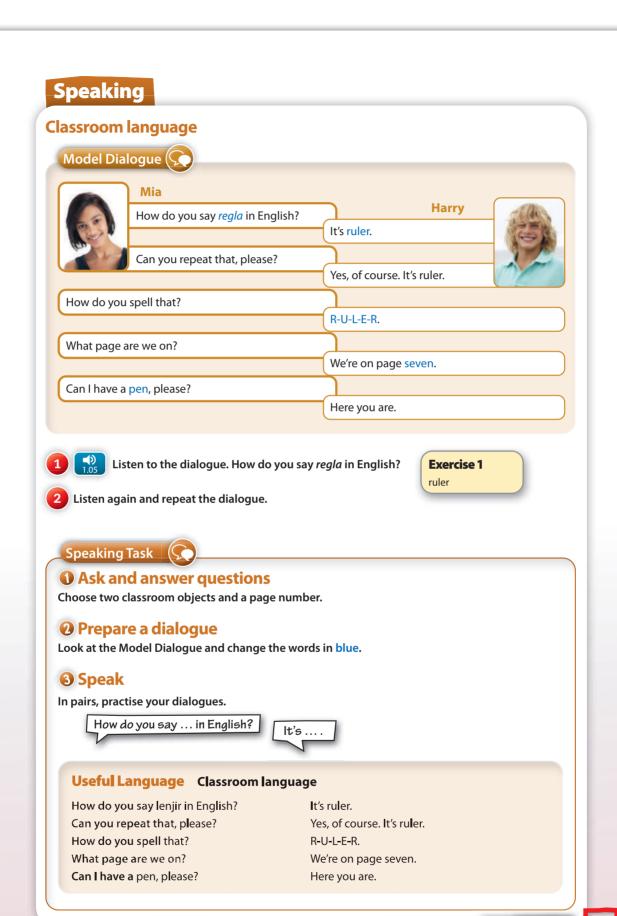
Students who need extra help: Speaking task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking task. Students act out another dialogue using different objects and a different page number. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

• page 7



Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to countries and nationalities, families and possessive 's / s' CLC
- Identify specific information from a text about characters in comic films CLC, SCC, CAE
- Understand and correctly use grammar structures related to the present simple of be, subject pronouns and possessive adjectives, and question words CLC, L2L
- Identify specific information through a listening activity about pictures of people CLC, L2L

More information on Key Competences, page v

- Use appropriate functional language to exchange personal information CLC, SCC
- Write a blog profile CLC, SCC, CAE
- Use capital letters correctly in compositions CLC
- Identify specific information from a text about after-school clubs CLC, SCC, CAE
- Assimilate the Crystal Clear Tips and study the Language Reference from the unit CLC, L2L, SIE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- be: present simple affirmative, negative, interrogative and short answers
- Possessive pronouns: mine, yours, his, hers, etc...
- Question words: who, what, etc

Main vocabulary

- Countries and nationalities: France, French, etc.
- Family words: mother, father, etc
- Crystal Clear Tips: Possessive 's / s'

Functional language

• Exchanging personal information / Making friends

Pronunciation

Word stress on nationality and country words

Skills: learning outcomes

- Reading Understand specific information in a clearly structured web forum discussion about colourful characters from cartoons, comics and films. The student can re-read the more difficult parts, page 9
- Listening Understand an informal conversation in which people express opinions about familiar topics of everyday life. Delivered slowly and with clarity, page 12
- Speaking Participate effectively in a face-toface informal dialogue, exchanging personal information, page 13
- Writing Write a blog profile with simple and relevant descriptions of family and personal experience. Express opinions in a simple, clear way, page 14
- Reading Understand specific information in a clearly structured web page about after-school activities. The student can re-read the more difficult parts, page 15

Lifelong learning skills and content-based learning

Life skills

- Communication Exchange personal information and make new friends, page 13
- Learning how to learn Make notes to describe a family photo, page 14
- Socio-cultural awareness Read about after-school activities in a different culture, page 15

Learning strategies

- Reading a text to get the general idea, page 9
- Finding examples of rules in a text, page 14

Cross-curricular content

- Geography: countries and nationalities, page 8
- Various subjects: different subjects dealt with in after-school clubs, page 15

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video Food (Revision Units 1-3, page 40)

Workbook

- Vocabulary, pages 8–9
- Vocabulary Reference, page 84
- Grammar, pages 10-1
- Grammar Reference and Practice, pages 66-7
- Revision, page 12
- Culture: Reading and Listening, page 93
- Writing Guide, pages 102-3
- Speaking, page 120

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 1-5
- Vocabulary and Grammar Consolidation and Extension, pages 1–4
- Translation and Dictation, pages 1 and 10

Lifelong Learning

- Digital Competence, pages 1–2
- Culture Video Material, pages 1–2
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 1-2 and 19-20

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 1–2

Evaluation material

- Unit 1 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: comic book heroes, families (song), blog profiles, scouts and other after-school activities in the UK

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 1–5

Material for fast finishers

Workbook: Grammar Extension, page 13 **Teacher's Resource Area Online**: Vocabulary Extension, page 3

Teacher's Resource Area Online: Grammar Extension, page 4



Objectives

Vocabulary Countries and nationalities; family

Grammar be: present simple; subject and

possessive pronouns; question

Exchanging personal information Speaking Writing A blog profile; capital letters

Vocabulary

Countries and nationalities

Exercise 1

- 1 Canadian 2 American
- 3 Mexican
- 4 Colombian
- 5 Ecuadorian
- 6 Irish
- 7 Portuguese
- 8 Moroccan
- 9 British
- 10 French
- 11 Romanian
- 12 Spanish
- 13 Chinese
- 14 Japanese 15 Australian

Match the countries on the map with the nationalities. Listen and repeat the words.

1 Canada – Canadian

American • Australian • British • Canadian • Chinese • Colombian • Ecuadorian • French • Irish • Japanese • Mexican • Moroccan • Portuguese • Romanian • Spanish



- Write the correct word in your notebook.
 - 1 Tokyo is the capital of Japan / Japanese.
 - 2 Batman is an America / American superhero.

Listen to Dan, Ben and Ruth.

Where are they from?

- 3 Spain / Spanish is the official language of Mexico.
- 4 More than 1.3 billion people live in China / Chinese.
- 5 Bogota is the capital city of Colombia / Colombian.
 - **Exercise 3**

Dan is from the UK. Ben is from Ireland. Ruth is from London.



ones

Exercise 2 1 Japan

2 American

3 Spanish

5 Colombia

pergrade is 1 hour ahead of London or GMT+1 or BST+1.

Exercise 4

- 1. It's one o'clock in the afternoon (pm) in the UK.
- 2. It's five o'clock in the morning (am) in the USA.
- 3. It's ten o'clock at night (pm) in Australia.



Look, read and answer.

It's 2 o'clock in the afternoon in Belgrade.

- 1. What time is it in the UK?
- 2. What time is it in the USA?
- 3. What time is it in Australia?



Vocabulary Reference

Lesson Aims:

Students learn and practise some country and nationality words.

Students listen to people introducing themselves, and introduce themselves.

Vocabulary

Countries and nationalities

Warmer

Ask students to name three countries where English is spoken.

1 (1) 1.06

- Look at the map and read the example (Canada – Canadian) with the class.
- Students match the countries on the map with the nationalities.
- Check answers with the class.
- Remind students that countries and nationalities begin with a capital letter.
- Play the audio. Students listen and repeat the words. Make sure that they stress each word correctly.

Extra activity

Say a country, students say the nationality, eg *Canada – Canadian*, etc.

- **2** Do question 1 with the class. Elicit why *Japan* and not *Japanese* is the correct option.
 - Students choose the correct options to complete the other sentences.
 - Check answers with the class.
 - Point out that some but not all nationality adjectives are also languages, eg French and Spanish are but British and Colombian are not.

3 (1) 1.07

- Students listen to the dialogue and say where the students are from.
- Check answers with the class.

4

UTC is Unversal Time Coordinated and is the primary time standard by which the world regulates time and clocks

UTC is the same as GMT (Greenwich Mean Time)The map shows the state of clocks during the summer month or GMT +1. Therefore Serbia is at UTC +2

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write out what they are going to say first.

Fast finishers: Exercise 2. Write the following words and expressions on the board: *Paris / France, Superman / English, over 60 million / the UK, Berlin / Germany.* Students write sentences using the items in exercise 2 as a model.

Self-study and extra practice

Workbook

• Vocabulary, page 8

Teacher's Resource Area Online

- Crystal Clear Basics, page 3h
- Vocabulary Consolidation, page 1
- Vocabulary Extension, page 3

Students read and listen to a text about film characters for gist and specific information.

Reading

Web forum

Warmer

Brainstorm with students films they like. Ask them who the main characters are in each of the films and which actors play them.

Word Check

Check students understand the new words: *brave, hunter, millionaire*. Explain any they don't know.

1 (1) 1.08

- Students look at the three pictures and identify the characters (Goku, Katniss Everdeen, Batman).
- Focus on the question. Check that students understand the word characters.
- Play the audio. Students read and listen to the text.
- Check the answer with the class.
- **2** Students read the text again and complete the sentences.
 - Check answers with the class.
- Focus on the instructions. Make sure that students understand that they need to determine if each sentence is true or false and copy the relevant information from the text. If necessary, do the first question with the whole class.
 - Check answers with the class.

1 Gystal Clear Facts

Read the fact with the class. Ask the class if they know where Jennifer Lawrence is from (*the USA*). Ask the class which comic Mystique appears in (*X-Men*). Ask the class to name any other characters in the comic (eg *Wolverine, Storm, Iceman*).

Extra activity

Books closed. Read out the beginning of each sentence that describes the characters in the text, eg *This is Goku.* He is the hero of Encourage the class to complete the sentences.



Cultural note

Manga were originally comics created in Japan, or by Japanese artists, in the Japanese language, although they are now produced internationally. They use a style developed in Japan in the late 19th century, but have their roots in earlier Japanese art. People of all ages in Japan read manga comics. They cover a broad range of genres, including action-adventure, romance, sports and games, historical drama, comedy and science fiction.



Web info

Type these words in your search engine for more information about comic heroes: '10 most + famous comic heroes'

Mixed-ability solutions

Students who need extra help: Exercise 3. Read out the relevant part of the text where the answer to each question is to be found.

- 1 (false) Goku is in all the *Dragon Ball* comics and films
- **2** (true) He is the hero of *Dragon Ball*, a Japanese manga comic.
- 3 (false) Katniss is 16 and she is from District 12.
- 4 (false) She is on a television programme called the Hunger Games.
- 5 (true) He is a superhero in Gotham City.

Fast finishers: Exercise 3. Students close their books and write down all that they can remember about the texts.

Self-study and extra practice

Teacher's Resource Area Online

Key Competences: Reading, page 1

Reading

Web forum

Word Check

brave hunter millionaire



q.

Ryan, Australia

Batman is my favourite character. He is a superhero in Gotham City. Batman is really a **millionaire** called Bruce Wayne. He's the star of the film *The Dark Knight*.

Exercise 1

2 Interesting people in films



Read and listen. What is the text about?

- 1 Characters in comic book films.
- 2 Interesting people in films.
- 2 Read the text again. Complete the sentences in your notebook.
 - 1 The *Dragon Ball* comic is from
 - 2 Katniss Everdeen is from
 - **3** Bruce Wayne is from
- Write true or false in your notebook.
 - 1 Goku isn't in the Dragon Ball films.
 - 2 Dragon Ball is a manga comic.
 - 3 Katniss is a superhero.
 - 4 Katniss is an actor in films.
 - **5** Batman is a superhero.

1

Crystal Clear Facts

The actress Jennifer Lawrence is Katniss Everdeen in the Hunger Games films. She is also Mystique in the X-Men films.

Exercise 2

- 1 Japan
- 2 the Hunger Games trilogy
- 3 Gotham City

Exercise 3

- 1 false Goku is in all the *Dragon Ball* comics and films.
- 2 true He is the hero of *Dragon Ball*, a Japanese Manga comic.
- 3 false Katniss is 16 and she is from District 12.
- ${\bf 4} \ \ {\sf false-She} \ {\sf is} \ {\sf on} \ {\sf a} \ {\sf television} \ {\sf programme} \ {\sf called} \ {\sf the} \ {\sf Hunger} \ {\sf Games}.$
- 5 true He is a superhero in Gotham City.

Grammar

be: present simple

Affirmative	Negative	Interrogative	Short answers
l'm	l'm not	Am I ?	Yes, I am.
You' re	You aren't	Are you ?	No, you aren't.
He's	He isn't	Is he ?	Yes, he is.
She 's	She isn't	Is she ?	No, she isn't .
lt's	lt isn't	Is it ?	Yes, it is .
We're	We aren't	Are we ?	No, we aren't .
You're	You aren't	Are you ?	Yes, you are .
They 're	They aren't	Are they ?	No, they aren't.

Exercise 1

- **1** is
- **2** is
- **3** am
- 4 are
- 5 are
- **6** is

Exercise 3

1 Are

2 Is

3 Is

4 Are

5 Am

- **7** is
- Complete with the affirmative of the verb to be.
 - 1 Hi My name ... Superman.
 - 2 My real name ... Clark Kent.
 - **3** I... from the planet Krypton.
 - 4 My mum and dad ... Marta and Jonathan.
 - **5** We ... in the film *Man of Steel*.
 - **6** S ... the symbol for *hope* in Krypton.
 - 7 General Zod ... his enemy in the film.
- Rewrite the sentences with the negative form of be.

I'm Green Lantern.

I'm not Green Lantern.

- 1 My real name is Superman.
- 2 I'm from the USA.
- 3 My mum and dad are Mary and James.
- 4 My best friend is General Zod.
- 5 General Zod is from China.
- Complete the questions with the interrogative form of be.
 - ... your name Jack?

Is your name Jack?

- 1 ... your friends at school today?
- 2 ... your best friend from Spain?
- 3 ... your English teacher from the USA?
- 4 ... you British?
- 5 ... I your friend?



Exercise 2

- 1 My real name isn't Superman.
- 2 I'm not from the USA.
- 3 My mum and dad aren't Mary and James.
- 4 My best friend isn't General Zod.
- 5 General Zod isn't from China.
 - Order the words to make questions in your notebook.

you / 11 years old / Are /?

Are you 11 years old?

- 1 your favourite class / English / Is /?
- 2 you/Chinese/Are/?
- 3 your favourite superhero / ls / Wolverine /?
- 4 12 years old / Is / your best friend /?
- 5 from Spain / your friends / Are /?



Ask and answer the questions in exercise 4.

Are you 11 years old?

Yes, I am. / No, I'm not.

Exercise 4

- 1 Is English your favourite class? / Is your favourite class English?
- 2 Are you Chinese?
- 3 Is Wolverine your favourite superhero? / Is your favourite superhero Wolverine?
- 4 Is your best friend 12 years old?
- 5 Are your friends from Spain?



Lesson Atms

Students learn and practise the present simple of the verb be (affirmative, negative, interrogative and short answers).

Grammar

be: present simple

Warmer

Check that students know the contractions of the affirmative of *be* by writing some simple sentences on the board and getting the class to give you the contraction, eg *I am from Serbia, He is Batman*, etc.

- Read down the first column in the grammar table with the class.
 - Students complete the sentences with the affirmative form of *be*.
 - Check answers with the class.
- **2** Read down the second column in the grammar table with the class. Ask the class how we form the negative.
 - Look at the example with the class.
 - Students rewrite the sentences with the negative form of be.
 - Check answers with the class.
- **3** Look at the third column in the grammar table with the class. Elicit how we form the interrogative form of *be*.
 - Look at the example with the class.
 - Students complete the sentences with the interrogative form of *be*.
 - Check answers with the class.
- **4** Look at the example with the class.
 - Students order the words to make questions.
 - Check answers with the class.



- Look at the last column in the grammar table with the class. Elicit the affirmative or negative short answers that are missing (No, I'm not; Yes, you are, etc).
- Read out the question and answers in the speech hubbles
- Ask one or two of the students *Are you 11* years old? Elicit the short answer if it is not forthcoming.
- Students ask each other the questions from exercise 4 in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 5. Students write answers to the questions before they start.

Fast finishers: Exercise 2. Students write two true and two false sentences about themselves using l'm/l'm not.

Students learn and practise possessive pronouns and question words.

Grammar

Subject pronouns and possessive **Pronouns**

Warmer

Draw a table on the board with the subject pronouns and possessive pronouns like the one in the Student's Book. Say *I've got a book*. and then *The red book is mine*. Draw an arrow going from *I* to *mine*. Then do the same for students around the class using *you / yours, he / his, etc*. Then try to elicit sentences with the rest of the possessive pronouns.

- **6** Students look at the words in the grammar table.
 - Elicit translations of the words.
 - Clarify any confusion.
 - Read out the first sentence and elicit the correct answer.
 - Students read the rest silently and choose the correct words to complete it.
 - Students read the rest of the text silently and choose the correct words to complete it.
 - Check answers with the class.



Draw the students attention to the Crystal Clear Rules box. Go over the explanation with them.

Question words

- Students look at the questions in the grammar table.
 - Elicit translations of each one.
 - Teach the pronunciation of birthday and favourite.
 - Students complete the questions in exercise 7 with question words.
 - Check answers with the class.
- **8** Students match the answers with the questions in exercise 7.
 - Check answers with the class.



- **9** This exercise revises the affirmative, negative and interrogative of *be* which students saw on the previous page.
 - Explain any vocabulary and expressions students may not know, eg What about you?; Nice to meet you! and You're right.
 - Students complete the dialogue with the correct form of *be*.

10 (1) 1.09

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the Starter unit.

Mixed-ability solutions

Students who need extra help: Exercise 9. Write two possible answers for each gap on the board.

Fast finishers: Exercise 9. Students check their answers in pairs and then read the dialogue together.

Self-study and extra practice

Workbook

- Grammar, pages 10–1
- Grammar Reference and Practice, pages 66–7

Teacher's Resource Area Online

- Crystal Clear Basics, pages 3–4
- Grammar Consolidation, page 2
- Grammar Extension, page 4

Subject pronouns and possessive pronouns

Subject pronouns	Possessive pronouns
I	mine
you	yours
he	his
she	hers
it	its
we	ours
you	yours
they	theirs

6 Write the correct word in your notebook.

1. I/Mine am from Serbia.

2. This jacket is your / yours.

3. Anna is our / ours friend.

Exercise 6

- 2 yours
- 3 our
- 4 theirs 5 Her
- Crystal Clear R11 es

5. Her / Hers mother is British.

Be careful! Possessive adjectives are followed by a noun:

4. They're brothers. That dog is theirs / their.

My sister is tall.

Possessive pronouns haven't got a noun after them:

The red bike is mine.

Question words

Question words

What's your name?

Where are you from?

When's your birthday?

Who's your favourite actor? Why?

How are you?

Complete the questions in your notebook with question words.

- 1 ... is your name?
- 2 ... are you from?
- 3 ... old are you?
- 4 ... is your favourite sports star?
 - ... is he / she special?
- 5 ... is your birthday?

Exercise 7

- 1 What
- 2 Where
- 3 How
- 4 Who; Why
- 5 When
- Match the answers a-e with the questions 1-5 in exercise 7.
 - a) It's on 1st February.
 - b) I'm 12 years old.
 - c) My name's Carmen.
 - d) I'm from Spain.
 - e) Nadal. He's the best!

Exercise 8

- 1 c **2** d
- **3** b
- **4** e

Complete the dialogue with the correct form of be.

Exercise 9

- 1 are 2 'm
- 3 're
- **4** Is
- 5 isn't
- **6** 're **7** 's

Rachel Hi, David. How (1)... you?

David Hi, Rachel. I (2)... OK. What about you?

Rachel Fine. This is Matt and this is Alison. They (3)...

my friends from Toronto.

David Nice to meet you! (4)... Toronto the capital

of Canada?

No, it (5).... The capital is Ottawa. Alison

David Ah, yes, you 6 ... right. **Rachel** Ah, here ⁽⁷⁾... the bus. Bye!

David OK. See you soon.



Listen and check your answers.



Grammar Reference



6 7

Vocabulary

Exercise 1

Students' own answers

Family

Listen and repeat the words. How do you say them in your language?

 $aunt \cdot brother \cdot cousins \cdot dad \cdot grandad \cdot grandma \cdot grandparents \cdot mum \cdot parents \cdot sister \cdot uncle$

2 Look at Jonathan's family tree and complete the sentences with the family words.



Exercise 2

- 1 brother
- 2 grandad
- 3 parents
- 4 dad 5 mum
- **6** grandparents
- 7 sister; grandma
- 8 uncle
- 9 aunt
- 10 cousins

- 1 Mark is my
- $\textbf{2} \ \ \text{Robert is my} \dots.$
- **3** Amy and Sam are my
- **4** Sam is my
- **5** Amy is my
- 6 My ... are Robert and Ana.
- **7** Cathy is my ... and Ana is my
- 8 My ... is Chris.
- 9 My ... is Maxine.
- **10** Louise and Ben are my



Possessive 's / s'

We use 's after a name or singular noun: Chris is my dad's brother.

We use s' after a plural word:

My parents' names are Sam and Amy.

Listening



Ashley 4
Sofia 3
Yolanda 2
Chloe 1
Liam Hemsworth 5



Listen to the dialogue. Write the names in the order you hear them in your notebook.

Ashley Sofia

Chloe Liam Hemsworth

Yolanda



Listen again and write the correct word in your notebook.

- 1 Chloe is Katie's sister / cousin.
- 2 Her aunt's / cousin's nickname is Yoli.
- 3 Her uncle Ashley is an actor / a teacher.
- 4 Liam Hemsworth is Katie's / James's favourite actor.

Vocabulary Reference

Exercise 4

1 sister

2 aunt's

3 a teacher

4 Katie's

12

<u> Lesson Aims</u>

Students learn or revise words for the members of the family.

Students listen to a conversation about some Instagram photos and identify general and specific information.

Vocabulary

Family

Warmer

Books closed. See how many words related to family members students can write in one minute. Ask some students to read out their lists.

1 (1) 1.10

- Play the audio. Students listen and repeat the words.
- Students translate the words.

1 Crystal Clear Tips

- Read through the Crystal Clear Tips with the students.
 - Write the following prompts on the board about Jonathan's family tree. Students write full sentences using the possessive 's or s'.
 Chris / is / Jonathan / uncle
 Cathy / is / Jonathan / sister
 What / are / his / parent / names / ?
 - Students look at the family tree and find Jonathan.
 - Students complete the sentences in exercise 2 with the family words.
 - Check answers with the class.

Extra activity

Students write about the different people in their family as in exercise 2. Put students into A / B pairs. Student A reads out his / her sentences; Student B listens and draws Student A's family tree. Student A checks that it is correct and then they swap roles.

Listening

3 (1) 1.11

- Tell the class that they are going to listen to a girl talking about photos of her family.
- Read through the names with the class. Students copy the names into their notebooks.
- Play the audio. Students listen and number the names in the order they hear them.
- Check answers with the class.
- Play the audio again. Students listen again and choose the correct words to complete the sentences.
 - Check answers with the class.

Web info

Type these words in your search engine to find a song about families: 'video + acoustic family song'

Mixed-ability solutions

Students who need extra help: Exercise 2. Write two options for each question (eg *1 dad / brother*, etc).

Fast finishers: Exercise 2. Students test each other on Jonathan's family tree. Write the question *Who's his ...?* on the board. Students ask each other, eg *Who's his Mum? – Amy*.

Self-study and extra practice

Workbook

- Vocabulary, page 9
- Vocabulary Reference, page 84

Teacher's Resource Area Online

- Crystal Clear Basics, page 2
- Vocabulary Consolidation, page 1
- Vocabulary Extension, page 3
- Key Competences: Listening, page 2

Lesson Atms

Students learn and practise functional language for exchanging personal information when making friends.

Speaking

Exchanging personal information / Making friends

Warmer

Ask students to think of different ways of greeting people through physical gestures. See if they know of any cultural differences, eg in Holland people kiss three times, in France two, in Japan people bow, the Inuit rub noses.

Model Dialogue 🕟

1 (1) 1.12

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue to find how old Maksim is.
- Check the answer with the class.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the expressions What's your name?; My name's ...; How old are you?; I'm ... years old.; Where are you from?; I'm from ... to exchange personal information.
- Students order the words to make questions.
 Indicate that they can find the questions in the text if they are having problems.
 - Check answers with the class.

Speaking Task 🥠

Talk about yourself

Students choose their character: Pierre or Megan.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before doing step 3.

Fast finishers: Speaking Task. Students act out another dialogue in which they invent the characters. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

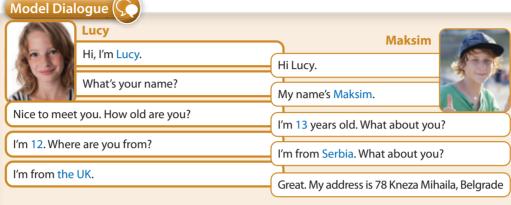
• Speaking, page 120

Teacher's Resource Area Online

• Key Competences: Speaking, pages 19–20



Exchanging personal information / Making friends



Exercise 1

13

1 112

Listen to the dialogue. How old is Maksim?

3 Order the words to make que

- Exercise 3

 1 What's your name?
- 1 name / What's / your /?
 2 old / How / are / you /?
 3 Whe
 - 2 How old are you?3 Where are you from?



Listen again and repeat the dialogue.

1 Talk about yourself

Read the information and choose a character.





3 Where / from / you / are /?

Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.



Hi Megan.

Useful Language Exchanging personal information

What's your name? How old are you? Where are you from? What's your address? My name's Maksim. I'm 13 years old. I'm from Serbia.

It's 78 Kneza Mihaila, Belgrade.

Writing

A blog profile



Read and listen to the Model Text. Answer the questions in your notebook.

- 1 How old is Tom?
- 2 Where is Tom's mum from?
- 3 What is his grandad's name?

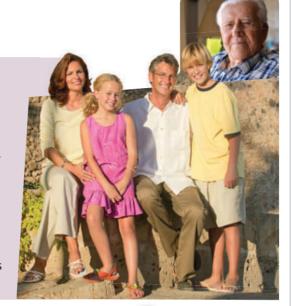
Model Text



My profile

My name's Thomas but my nickname is Tom. My mum's name is Raquel. My birthday's on the same day as my mum's. It's 18th August, but I'm 12 and she's 45. We're an international family. My mum's Spanish and my dad's British.

In this picture we're at my grandparents' house in Granada in Spain. My grandad Paco is my favourite relative because he's so funny.



Exercise 2

Exercise 1

1 12 2 Spain

3 Paco

- 1 The beginning of all the sentences: Mv ... , etc
- 2 Thomas, Tom, Raquel, Granada, Spain, Paco
- 3 Spanish, British
- 4 l'm 12.
- 5 August

- Look at the Crystal Clear Tips. Find examples of 1-5 in the Model Text.
 - 1 My mum's name is Raquel.

Crystal Clear

Capital letters

Capital letters are for:

- 1 the beginning of a sentence
- 2 names (people, cities, countries)
- 3 nationalities and languages
- 4 the subject pronoun T
- 5 months and days of the week

Exercise 3

- 1 I'm from Spain.
- 2 My brother's name is Ben.
- 3 We are from New York in the USA.
- 4 It is Wednesday today.
- Rewrite the sentences in your notebook. Use capital letters.
 - 1 i'm from spain.
 - 2 my brother's name is ben.
 - 3 we are from new york in the usa.
 - 4 it is wednesday today.

Writing Task



Plan

Find a photo of your family. Make notes and include:

Names My name's ... My father's name ... Ages I'm 12 and my mother's 45.

Where they are from My dad's from Cadiz. Where they are In this picture we are at ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Names, ages, where from Paragraph 2 Where are they?

3 Check

- ☑ be: present simple
- adjectives
- ☑ vocabulary for countries, nationalities and family
- ☑ punctuation and capital letters

Lesson Aims:

Students learn when to use capital letters. Students write a blog profile.

Writing

A blog profile

Warmer

Explain the meaning of *blog profile* (an about me page). Ask what type of information we might include.

Model Text



1 (1) 1.13

- Ask some questions about the people in the pictures, eg Who are the people?; How old are they?
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.

1 Crystal Clear Trips

- Read the Crystal Clear Tips with the class. If necessary, write an example on the board for each point.
 - Look at the example in blue together. Ask students to find other examples of capital letters at the beginning of sentences in the Model Text.
 - Give students time to find examples for each of the other tips.
 - Check answers with the class.
- **3** Read the sentences with the class.
 - Students write the sentences in their notebooks using capital letters.
 - Check answers with the class.

Extra activity

Prepare some sentences with words which require capital letters, eg *My mum's name is Mary. She's French.* Dictate the sentences to the students. Check answers with the class.

Writing Task

O Plan

Read the notes with the class. Students make notes about their family photo. You may want to write on the board the four main pieces of information to be included: *Names, Ages, Where they are from* and *Where they are.* Then elicit examples from different students.

Write

Look at the structure with the class. Students use their notes to write their own blog profile. Tell them to be careful in their use of capital letters.

Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type these words in your search engine for more information about blog profiles: 'our personal profile + blogspot'

Mixed-ability solutions

Students who need extra help: Writing Task. Students do not write the full blog. They just copy the information in blue in step 1 and change or insert the information so it is correct for them.

Fast finishers: Writing Task. Students exchange their text with a partner and look for mistakes.

Self-study and extra practice

Workbook

• Writing Guide, pages 102–3

Teacher's Resource Area Online

• Key Competences: Writing, page 2

Lesson Aims

Students extract specific information from a web page about after-school clubs. Students practise the word stress in countries and nationalities.



After-school clubs

Warmer

Ask students what they do after school. Help with vocabulary. Write their ideas on the board. Point to each idea and ask students to put up their hand if they do the activity. Find out which is the most popular after-school activity.

1.14

- Read the introduction. Explain that after-school clubs can be related to sports, hobbies, culture, etc.
- Pre-teach the words Scouts and members.
- Students look at the pictures and tell you what they can see.
- Students read the questions.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.



Word stress

- Make sure that students are familiar with the concept of a syllable, if necessary illustrating with an example from their own language.
 - Students decide how many syllables each of the words have.
 - Check answers with the class.

b (1) 1.15

- Students copy the words in exercise a.
- Play the audio. Students listen and mark the stress in each word.
- Practise the pronunciation of the words with the class.

🚱 Web info

Type these words in your search engine for more information about

- the Scouts: 'scouts + UK'
- after school activities (video): 'YouTube Edu + after school activities'

Mixed-ability solutions

Students who need extra help: Reading text. Read out the relevant extracts to help students answer the questions, eg for question 1: *After-school clubs are very popular*.

Fast finishers: Reading text. Students write a list of possible ideas for after-school clubs at their own school.

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 93

re Reading

















SEARCH

BLOG ARCHIVE

2015

- > April (6)
- > May (16)
- > February (12)
- > January (18)

2013

2014

WHAT'S YOUR FAVOURITE AFTER-SCHOOL CLUB?

After-school clubs are very popular in the UK. They are a fantastic way to make friends.

I'm very active. My favourite after-school activities are sports. My favourite is the Swimming Club. I'm in my school swimming team. **ELLIE, 12, OXFORD**

After-school clubs are a great way to study languages. My favourite is the Japanese Club. It's fun but it isn't easy! **JOSH, 11, LONDON**

After-school clubs are great. My favourites are drama and dancing. My friends and I aren't very good dancers but we're good actors! **RACHEL, 12, MANCHESTER**

I'm in the Scouts. It's an international organization. It's originally from Britain. Today its members are from all over the world. BEN, 13, BELFAST

Read and listen. Then answer the questions.

- 1 Are after-school clubs popular?
- 2 Is Ellie in her school swimming team?
- 3 Is Japanese easy for Josh?
- 4 Are all Scouts from Britain?

Reading text exercise

- 2 Yes, she is.
- 3 No, it isn't.
- 4 No, they aren't

Pronunciation

Word stress

a How many syllables do these words have?

- 1 a) Japan
- b) Japanese
- 2 a) Britain
- b) British
- 3 a) Ecuador 4 a) Canada
- b) Ecuadorian b) Canadian
- Copy the words in exercise a in your notebook. Listen and mark the stress.
- 1 Japan
- Japanese

Pronunciation exercise b

- Japa<u>nese</u> 1 Japan 2 Britain <u>Brit</u>ish
- 3 Ecuador Ecua<u>do</u>rian
- 4 Canada

Pronunciation

exercise a

1 2, 3 **2** 2, 2

3 3, 5

4 3, 4

Ca<u>na</u>dian



Unit 1

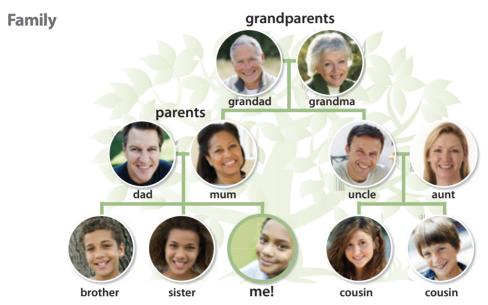
15

Unit 1 Language Reference

Vocabulary Countries and nationalities

Australia – Australian France – French* Portugal – Portuguese
Canada – Canadian Ireland – Irish* Romania – Romanian*
China – Chinese* Japan – Japanese* Spain – Spanish*
Colombia – Colombian Mexico – Mexican the UK – British
Ecuador – Ecuadorian Morocco – Moroccan the USA – American

^{*} These words are also languages.



Grammar be: present simple

Affirmative	Negative	Interrogative	Short answers
I am Irish.	I am not Irish.	Are you Irish?	Yes, I am.
He / She / It is Irish.	He / She / It is not Irish.	Is he / she / it Irish?	No, he / she / it isn't.
We / You / They are Irish.	We / You / They are not Irish.	Are we / you / they Irish?	Yes, we / you / they are.

Subject pronouns and possessive pronouns

Subject pronouns	Possessive pronouns
1	mine
you	yours
he	his
she	hers
it	its
we	ours
you	yours
they	theirs

Question words

Question words	
What is your name?	Who is your favourite actor?
Where are you from?	Why?
When is your birthday?	How are you?

Speaking

Exchanging personal information

What's your name? My name's Jacob. How old are you? I'm 13 years old. Where are you from? I'm from Australia.

Unit 1 Progress Check

Vocabulary

Countries and nationalities



Copy and complete the table in your notebook.

Exercise 1

- 1 American
- 2 Spain
- 3 Canadian
- 4 Japan
- 5 Mexican

Country	Nationality	
the UK	British	
the USA	(1)	
(2)	Spanish	
Canada	(3)	
(4)	Japanese	
Mexico	(5)	



Family

Exercise 2

- 1 brother
- 2 cousin
- 3 aunt
- 4 parents
- 5 sister
- 2 Order the letters to make words. Write the words in your notebook.
 - 1 roebrth
- 4 spraten 5 ssrtei
- 2 ounics
- 3 tuna

Grammar

be: present simple

3 Complete the sentences.

- 1 I ... (not) from the UK.
- 2 Malaga ... (not) in the USA.
- **3** Tokyo ... the capital of Japan.
- 4 ... you from Spain?
- 5 They ... Chinese.

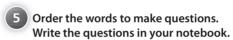
Subject pronouns and possessive pronouns



4 Write the correct word in your notebook.

- 1. **Their / They** parents are doctors.
- 2. Mr Taylor is ours / our teacher.
- 3. That computer is **mine / my**.
- 4. The blue pen is he /his.
- 5. My / Mine favourite tennis player is Novak Đoković.

Ouestion words



- 1 Iron Man's real name / What / is /?
- 2 are / you and your friends / Where / from /?
- **3** What / your favourite name / is /?
- 4 your cousin's birthday / is / When /?
- 5 old/you/are/How/?

Exercise 3

- 1 'm not
- 2 isn't
- **3** is
- 4 Are
- 5 are

Exercise 4

- 1 Their
- 2 our
- 3 mine
- 4 his **5** My

Exercise 5

- 1 What is Iron Man's real name?
- 2 Where are you and your friends from?
- What is your favourite name?
- 4 When is your cousin's birthday?
- 5 How old are you?



Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

· countries and nationalities?

• family?

- be: present simple? question words?
- subject pronouns and possessive pronouns?

Extra Practice

If you need extra practice, go to:

- Unit 1 Grammar Reference
- Unit 1 Vocabulary Reference
- Unit 1 Grammar Exercises
- Unit 1 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 1 Revision, page 12
- Grammar Reference and Practice, pages 66-7
- Vocabulary Reference, page 84



Extra Practice

17

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to parts of the body and physical description CLC
- Identify specific information from a text about unusual animals CLC, SCC, CAE
- Understand and correctly use have got, singular and plural nouns and apostrophes, and draw parallels to L1 CLC, L2L
- Identify specific information through a listening activity in which people are described CLC, L2L
- Use appropriate functional language to give instructions about looking after pets CLC, SCC

More information on Key Competences, page v

- Look for information on strange animals, describing famous people and Australian wildlife using ICT CLC, DC, CAE
- Write a description of a person CLC, SCC, CAE
- Identify the specific content of a text on Australian wildlife CLC, SCC, CAE
- Assimilate the Crystal Clear Tips and study the Language Reference from the unit CLC, L2L, SIE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- Singular and plural nouns
- Comparison of adjectives

Recycled grammar

• be: present simple (Unit 1)

Main vocabulary

- Parts of the body: arm, ear, etc
- Adjectives of physical description: blue, dark, etc

Functional language

• Giving instructions / Looking after pets

Skills: learning outcomes

- Reading Get the main idea from a website about unusual animals. Students are guided by pictures to aid understanding, page 19
- Listening Understand an informal conversation in which people describe famous sports stars.
 Delivered slowly and clearly, page 22
- Speaking Participate effectively in a face-to-face informal dialogue, giving instructions about looking after a pet, page 23
- Writing Write a short description of a person. Main points set out in a logical order, page 24
- Reading Understand specific information in a clearly structured website article about Australian animals. The student can re-read the more difficult parts, page 25

Lifelong learning skills and content-based learning

Life skills

- Social responsibility Giving instructions about looking after pets, page 23
- Socio-cultural awareness Learn about Australian wildlife, page 25

Learning strategies

- Classifying vocabulary, page 18
- Guessing the meaning of unknown words from context, page 19
- Finding examples of rules in a text, page 24

Cross-curricular content

- Biology: parts of the body, page 18
- Biology: unusual animals, page 19

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video Food (Revision Units 1–3, page 40)

Workbook

- Vocabulary, pages 14–5
- Vocabulary Reference, page 85
- Grammar, pages 16–7
- Grammar Reference and Practice, pages 68-9
- Revision, page 18
- Culture: Reading and Listening, page 94
- Writing Guide, pages 104-5
- Speaking, page 121

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 6–10
- Vocabulary and Grammar Consolidation and Extension, pages 5–8
- Translation and Dictation, pages 2 and 11

Lifelong Learning

- Digital Competence, pages 3-4
- Culture Video Material, pages 1-2
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 3–4 and 21–2

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 1–2

Evaluation material

- Unit 2 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: unusual animals, describing famous people, Australian wildlife, another strange Australian animal

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 6–10

Material for fast finishers

Workbook: Grammar Extension, page 19 **Teacher's Resource Area Online**: Vocabulary Extension, page 7

Teacher's Resource Area Online: Grammar Extension, page 8



Describe Objectives

Parts of the body; adjectives of

physical description

Grammar have got; singular and plural nouns;

comparison of adjectives

Speaking Giving instructions

Writing A description of a person;

apostrophes

Vocabulary

Parts of the body





Listen and repeat the words. Match them with 1–16 in the pictures.

 $arm \cdot ear \cdot eye \cdot face \cdot finger \cdot foot \cdot hair \cdot hand \cdot leg \cdot mouth \cdot neck \cdot nose \cdot tail \cdot thumb \cdot toe \cdot tooth$











Exercise 1

1 hand 2 arm

3 finger 4 thumb 5 toe 6 tooth 7 ear 8 tail 9 neck 10 eye 11 face 12 hair















Exercise 2

Head: ear, eye, face, hair, mouth, nose, tooth Body: arm, finger, foot, hair, hand, leg, neck, tail, thumb, toe

18

Exercise 3

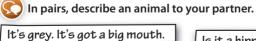
(Angora) rabbit

Copy and complete the table with the words in exercise 1.



Listen to Louis and Helen. Which animal in the pictures do they describe?





Is it a hippo?

Yes, it is.



Vocabulary Reference

Lesson Aims

Students learn and practise some words for parts of the body.

Students listen to a guessing game based on describing an animal and identify the corresponding picture.

Vocabulary

Parts of the body

Warmer

Find out which parts of the body students know. Ask students to stand up. With books closed, play a *Touch your* ... game, eg *Touch your nose* using the vocabulary in the Student's Book. If students make three mistakes, tell them to sit down.

1 (1) 1.16

- Play the audio. Students listen and repeat the words.
- Students look at the pictures of the animals. Ask them to identify the animals.
- Explain that students need to match the parts of the bodies with the pictures of the animals.
- Do the first word (1 hand) as an example with the class.
- Students match the words with the numbers in the pictures.
- Check answers with the class.
- Play the audio again. Tell students to touch the relevant part of their body as they hear each word.
- **2** Write a table with the headings *head* and *body* on the board and check the meaning of the words.
 - Students tell you in which column to write the word *ear*.
 - Students classify the other words in pairs. Point out that one word can go in both columns *hair*.
 - Check answers with the class.

3 (1) 1.17

- Play the audio. Students listen and identify which animal in the pictures Louis and Helen describe.
- If necessary, play the audio again.
- Check the answer with the class.

4 📆

- Ask two students to read the example in the book. Correct the pronunciation.
- Do an example yourself with students asking you questions.
- Give students time to prepare let them write if necessary.
- Students describe and guess in pairs. Help as necessary.

Extra activity

Ask students to draw the body parts on cards and write the words on other cards. They can then play a memory game by spreading the cards out face down and trying to make pairs.

Mixed-ability solutions

Students who need extra help: Exercise 1. Elicit or give all the answers for the first picture.

Fast finishers: Exercise 4. Students repeat the activity describing different animals.

Self-study and extra practice

Workbook

• Vocabulary, page 14

Teacher's Resource Area Online

- Crystal Clear Basics, page 6
- Vocabulary Consolidation, page 5
- Vocabulary Extension, page 7

Resson Alms

Students read and listen to a text about strange animals for gist and specific information. Students practise guessing the meaning of unknown words from context.

Reading

Popular science magazine

Warmer

Revise some of the body parts. Ask for a volunteer to draw a body part on the board with their left hand (for right-handed students). Students have to guess the part. The student who guesses first draws the next body part. To make it more difficult, tell the student to draw with his / her eyes shut.

Word Check

The new words strange, huge and tiny are explored in exercise 3 so don't explain these at this stage. Check students understand male and female and explain them if necessary.

1 (1) 1.18

- Students look at the pictures and tell you something about the different animals from what they can see.
- Play the audio. Students read and listen to the texts. They match the pictures with the
- Check answers with the class.
- **2** Look at the example question and answer with the class.
 - Students read the text again and answer the questions.
 - Check answers with the class.
- **3** Explain that we can often work out the meaning of words in a text from the context and this is what they are going to do in the exercise.
 - Do the first word with them so that they get an idea of how to approach the exercise.
 - Check answers with the class.



Grysfal(Glear) क्षेत्रकारी

Read the fact with the class. Ask the class what the smallest animal is that they can think of.



Cultural note

In Spain, chameleons are present in some parts of Andalucía and in the south of Murcia. Their natural habitat is pine forests or scrubland situated near wetlands, which have a ready supply of insects such as mosquitoes which form the basis of the chameleon's diet.

Extra activity

Books closed. Read out extracts from the text. Students identify the animal. For example: They live in the desert. (fennec foxes); They've got very long fingers. (tarsiers).



Web info

Type these words in your search engine for more information about unusual animals: '22 strange animals'

Mixed-ability solutions

Students who need extra help: Exercise 1. Students first write down the words in each paragraph that describe physical appearance, eg small, very big ears, etc. This will help them to match the descriptions with the pictures.

Fast finishers: Exercise 2. Books closed. Write the names of the four animals on the board: fennec fox, chameleon, tarsier, peacock spider. Students write down all they can remember about them. They then go back to the text to check.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 3

Reading

Popular science magazine

Word Check

strange huge tiny male female

UNUSUAL ANIMALS

These animals are strange, but they're also real

- A Fennec foxes are from North Africa and live in the desert. They are small but have got very big ears. They are white and brown and they have got a long tail.
- B The chameleon is from Africa, Asia and also Spain and Portugal. It's got **strange** feet, like a parrot, and it hasn't got ears. It changes colour.
- C Tarsiers live on islands in South-East Asia and their family is 45 million years old. They've got huge eyes, long feet and very long fingers!
- The peacock spider is tiny and lives in Australia. It's got four eyes and eight legs. The male spider has got beautiful colours and dances for the female.





1 B 2 D 3 A

Exercise 1

1 118

Read and listen. Match pictures 1–4 with descriptions A–D.

Exercise 2

- 1 white and brown
- 2 yes
- 3 45 million years
- 4 Australia

2 Read the text again. Answer the questions.

Where are Tarsiers from?

They are from South-East Asia.

- 1 What colour is the fennec fox?
- 2 Is the chameleon from Spain?
- 3 How old is the tarsier's family?
- 4 Where is the peacock spider from?

Match adjectives 1–3 with synonyms a–c. Write them in your notebook.

- 1 very small
- a) huge

2 c **3** a

- **b**) tiny
- 2 unusual3 very big
- c) strange



Unit 2



Exercise 3

1 b

P

Grammar

Comparatives

Short adjectives

A cat is bigger than a mouse.

Long adjectives

A peacock is more beautiful than a chicken.

Irregular adjectives

good - better than

bad – worse than

Exercise 1

more interesting

hotter

better shorter prettier

Make comparative of short adjectives by adding -er. small-smaller

old-older

With some short adjectives, the last letter is doubled. hot-hotter

With adjectives ending in -y, change into i and add

funny-funnier

Superlatives

Short adjectives

Tigers are the biggest cats in the world.

Long adjectives

Chimpanzees are the most intelligent animals.

Irregular adjectives

good – the best

bad – the worst



Make superlative of short adjectives by adding -est.

small-smallest

old-oldest

With some short adjectives, the last letter is doubled. hot-hottest

With adjectives ending in -y, change into i and add -iest.

funny-funniest

Write the comparative form of the adjectives

not	
nteresting	
good	
hort	
pretty	

Write the superlative form of the adjectives.

cold	
bad	
funny	
beautiful	
old	

Exercise 2

the coldest the worst the funniest the most beautiful the oldest

Have got

Affirmative	Negative	Interrogative	Short answers
l've got	I haven't got	Have I got ?	Yes, I have .
You've got	You haven't got Have you got?		No, you haven't .
He's got	He hasn't got	Has he got ?	Yes, he has.
She's got	She hasn't got	Has she got ?	No, she hasn't .
It's got	It hasn't got	Has it got ?	Yes, it has.
We've got	We haven't got	Have we got?	No, we haven't .
You've got	You haven't got	Have you got ?	Yes, you have.
They've got	They haven't got	Have they got?	No, they haven't.

Complete the sentences with has got or have got.

- 1 Fennec foxes ... very big ears.
- 2 The chameleon ... feet.
- 3 Tarsiers ... very long fingers.
- 4 The peacock spider ... beautiful colours.

Order the words to make questions. Then write true short answers in your notebook.

1 six legs / a Exercise 4

- 2 a dolphin 1 Has a fly got six legs? Yes, it has.
 - 2 Has a dolphin got hair? No, it hasn't.
- 3 got / Have 3 Have gorillas got a tail? No, they haven't.
- 4 Has / got / 4 Has an octopus got ears? No, it hasn't.

Exercise 3

- 1 have got 2 has got
- 3 have got
- 4 has got

Students learn and practice comparative and superlative. Continues on p.21.

Grammar

Comparative

Warmer

Talk about ways of comparing differ ent things. Give examples of comparison and write the sentences on the board.

An octopus is more intelligent than a fish. An elephant is taller than a monkey.

- Draw the students attention to the first grammar table.
 - Explain that there are 3 types of adjective and that we form comparative differently with each of them.
 - Ask the students what would be the comparative form of hot.
 - Let the students do the rest of the exercise silently.
 - Check the answers.
- **2** Let the students put the adjectives into comparative. Help with the first example.
 - The students do the other sentences on their own.
 - Check the answers together.



Go through the rules of comparative formation with the students making sure they understand them.

- Explain the difference in use between comparative and superlative. Give examples of each and write the sentences on the board.
 - A dolphin is more intelligent than an octopus.
 - The chimpanzee is the most intelligent animal in the world.
 - Draw the students attention to the second table and go through the formation of superlative with them
 - The students work on the exercise on their own.
 - Check the answers.



Go through the rules of superlative formation with the students making sure they understand them.

4 • Ask the class the questions below. Elicit the appropriate short answer. (Yes, it has. / No, it hasn't. / Yes, they have. / No, they haven't.) Emphasize that we don't use got when we give a short answer.

Has a horse got four legs? Have gorillas got two heads? Has an octopus got ears? Have chameleons got feet?

- Students order the words in exercise 4 to make questions and write true short answers.
- Check anwers with the class.

Mixed-ability solutions

Students who need extra help: Exercise 3. Do the question first with the class and elicit why the answer is *have got* and not *has got* (because the subject is *plural*).

Fast finishers: Exercise 3 & 4. Students work in pairs. Have them describe animals with an affirmative have got and the partner should offer an negative have got that is also correct.

Lesson Aims

Students learn and practice comparative and superlative continued Students learn to form plural nouns.

Grammar

- Instruct the students to put the adjectives into the superlative form.
 - Have the students complete the exercise.
 - Check the answers.



- Explain to the students that they are supposed create sentences using the given words and putting the adjective into the superlative form.
- Do the first sentences with them as an example and let them finish the exercise on their own.
- Check the answers.

Singular and plural nouns

Warmer

Write on the board *horse, gorilla, spider, cat*. Ask students how to form the plural of the words (by adding -s). Explain that we form the plural of most words in English by adding -s, but not all.

- **7** Read the table of spelling rules with the class.
 - Check the meaning of the words in the box in exercise 7 with the class.
 - Students write the plural forms of the nouns, using the table to help them. Make it clear before they start that most of the nouns in the box do not form the plural simply by adding -s.
 - Check answers with the class.



- **8** Tell students that this is a cumulative check of the grammar in Units 1 and 2.
 - Students complete the dialogue with the correct form of *be* or *have got*.

9 (1)1.19

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Mixed-ability solutions Students

who need extra help: Exercise 8. Write two possible answers for each gap on the board.

Fast finishers: Exercise 8. Students read the dialogue in pairs, changing the breeds and the

animals. Self-study and extra practice

Workbook

- Grammar, pages 16–7
- Grammar Reference and Practice, pages 68–9

Teacher's Resource Area Online

- Crystal Clear Basics, pages 8–9
- Grammar Consolidation, page 6
- Grammar Extension, page 8

Put the adjectives in the brackets into superlative

Exercise 5

- 1 the largest
- 2 the longest 3 the coldest
- 4 the highest
- 5 the biggest
- 1. Asia is (large) continent in the world.
- 2. The Nile is (long) river in the world.
- 3. Antarctica is_ (cold) continent in the world.
- 4. Mount Everest is
- (high) mountain in the world. 5. The Sahara is
- (big) desert in the world.

1 Jack is the funniest boy

most expensive jacket in

2 The red jacket is the

3 The blue whale is the

largest animal in the

4 She is the best student in

5 Atacama is the hottest

Exercise 6

in school.

the shop.

world.

my class.

Write sentences with the superlative form of the adjectives

- 1. Jack / funny / boy / in school.
- 2. The red jacket / expensive / jacket / in the shop.
- 3. The blue whale / large / animal / in the world.
- 4. She / good / student / in my class.
- desert in the world. 5. Atacama / hot / desert / in the world.

Singular and plural nouns

For most nouns add -s

rabbit – rabbits

Nouns ending in -ch, -s, -sh, -x and -z add -es

fox – foxes

Some nouns ending in -o add -es

potato - potatoes

Nouns ending in consonant +y add -ies

baby – babies

Irregular plurals

	child – children	foot – feet	
	tooth – teeth	man – men	
	woman – women	mouse – mice	



Check the meaning of the words in the box. Use the spelling rules to make the plural forms.

animal baby body boy child elephant eye family foot leg man mosquito mouse nose tooth woman

4

6

Exercise 7

animals, babies, bodies, boys, children, elephants, eyes, families, feet, legs, men, mosquitoes, mice, noses, teeth, women

Complete the dialogue with the correct form of be or have got.

Exercise 8

- 1 Have (you) got
- 2 've got
- **3** Is
- 4 isn't **5** 's
- 6 haven't got
- 7 've got

(1)... you ... (have got) a pet? Harry Luke Yes, I (2)... (have got) a chihuahua.

What is that? (3)... (be) it a cat? Harry

Luke No, it (4)... (not be). It's a dog. It

(5)... (be) very small.

We 6... (not have got) a pet. Harry

I want a chameleon.

Luke A chameleon. Why?

They (7)... (have got) nice colours. Harry





Listen and check your answers.



Grammar Reference

Unit 2

21

Vocabulary

Adjectives of physical description

Listen and repeat the words. How do you say them in your language?

blue • brown • curly • dark • fair • green • long • short (x2) • straight • tall • wavy

Exercise 2

a long (example)

Exercise 1

Students' own answers

- **b** short
- c curly
- **d** straight
- e wavy
- f dark
- **g** fair
- h blue
- i brown
- green
- k short
- I tall

Copy and complete the table with the adjectives in exercise 1.

	length	a) long	b)	
hair	style	c) 📉	d)	e) 📉
	colour	f) 📉	g) 📉	
eyes		h)	i) 📉	j) 📉
height		k) 📉	I)	



Look at the pictures a-d. Complete the descriptions with these words.

Exercise 3

1 fair

2 tall 3 long

4 short

fair	long	short	tall
Iun	10119	311011	tan

- 1 She's got green eyes and she's short. She's got ... curly hair.
- 2 He's got short hair and brown eyes.
- 3 She's tall. She's got ... wavy hair.
- 4 He's got straight hair and blue eyes.









The adjective goes before the noun: short hair

Listening



Gerard Piqué 2 Rafa Nadal Pau Gasol 4 Maria Sharapova 3 Serena Williams 5

Listen to the dialogue. Write the sports stars in your notebook. Number them in the order you hear them.

Gerard Piqué Rafa Nadal Pau Gasol

Maria Sharapova Serena Williams

Listen again and complete the sentences in your notebook.

- 1 Nadal's got short ... hair and brown eyes.
- 2 Piqué's got ... eyes and short brown hair.
- 3 Maria Sharapova's got long ... hair and green eyes.





- 4 Pau Gasol is
- 5 Serena Williams is ... and she's got long black hair and brown eyes.

Exercise 5

- 1 dark 2 blue
- 3 fair 4 tall
- 5 American



Vocabulary Reference

Lesson Aims:

Students learn and practise adjectives of physical description.

Students learn to put adjectives before the nouns they modify.

Students listen to a conversation about someone's collection of posters of sports stars.

Vocabulary

Adjectives of physical description

Warmer

Books closed. Write some parts of the body on the board, eg *eyes, hair, nose*. Students think of adjectives to describe them. Write these next to the corresponding part of the body.

1 (1) 1.20

- Play the audio. Students listen and repeat the words.
- Check the meanings of the words by pointing to some of the students in the class, eg Mike is tall.
 María's got short hair. or by referring to the pictures.
- Ask students how they say the words in their language.

Extra activity

Point to something in the class that demonstrates one of the adjectives or mime an adjective. Students have to identify the adjective.

- Explain that the adjectives in exercise 1 can be used to describe different parts of the body. Write hair, eyes and height on the board. If necessary, explain height. Then explain that when we describe hair, we can consider three aspects: length, style and colour. Write these on the board, and explain length and style if necessary.
 - Ask students to look at the table. Students copy the table and complete it with the adjectives in exercise 1.
 - Check answers with the class.

(1) Crystal Clear Trips

- **3** Read the Crystal Clear Tips with the class. Ask if the order of adjectives and nouns in English is different from their language.
 - Students look at the pictures of the four people.
 Describe them using the adjectives in exercise 1 and have got. The class has to identify who you are describing.
 - Students complete the descriptions in exercise 3 using the adjectives in the box.
 - Check answers with the class.

Listening

Warmer

Ask students if they know where the women in the pictures are from. (*Maria Sharapova – Russia; Serena Williams – the USA.*) Now ask students to look at the list of famous sports people. Elicit the sports they are connected with.

4 (1) 1.21

- Tell students that they're going to listen to a dialogue about the people in the list.
- Students copy the names into their notebooks.
- Play the audio. Students listen and number the names in the order they hear them.
- Check the answer with the class.
- **5** Read the gapped sentences with the class.
 - Play the audio again. Students listen again and complete the sentences.
 - Check answers with the class.

🚱 Web info

Type these words in your search engine for more information about describing famous people: 'English exercises + describing famous people'

Mixed-ability solutions

Students who need extra help: Exercise 2. Tell students to say each adjective followed by *hair* and then by *eyes*. If neither of the options sounds right, the correct option will be *height*.

Fast finishers: Exercise 3. Students describe people in the class in pairs. The student who is listening has to guess who is being described.

Self-study and extra practice

Workbook

- Vocabulary, page 15
- Vocabulary Reference, page 85

Teacher's Resource Area Online

- Crystal Clear Basics, page 7
- Vocabulary Consolidation, page 5
- Vocabulary Extension, page 7
- Key Competences: Listening, page 4

Lesson Atms

Students learn and practise functional language for giving instructions for looking after pets.

Speaking

Giving instructions / Looking after pets

Warmer

Elicit from the class what you should do if you have a dog or a cat as a pet, eg walk the dog every day, don't give the cat milk, etc.

Model Dialogue 🕟

1 (1) 1.22

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue to find whether Ben has got a dog.
- Encourage students to guess the meaning of the words look after.
- Check the answer with the class.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the use of *First, / Second, / Finally,* + infinitive to give instructions.
- Students complete the instructions with the words in the box. Refer them to the Model Dialogue if they need help.

Extra activity

Book closed. Give students a time prompt to elicit the instruction.

In the morning and evening ... (give it food)
In the evening ... (take it for a walk)
At the weekend ... (brush it)

Speaking Task

Talk about looking after a pet

Students choose one of the pets (a rabbit or a canary) and read the instructions about how to look after it.

Encourage students to guess the meaning of the word *cage*.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue about how to look after a different pet. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

• Speaking, page 121

Teacher's Resource Area Online

• Key Competences: Speaking, pages 21–2



Giving instructions / Looking after pets



Exercise 1 No, he hasn't.

- Listen to the dialogue. Has Ben got a dog?
- Listen again and repeat the dialogue.

Complete the sentences with the words in the box.

finally first second

- 1 ..., give it food in the morning.
- 2 ..., take it for a walk in the evening.
- 3 ..., brush it at the weekend.

Exercise 3

- 1 First
- 2 Second **3** Finally

Speaking Task (Ç



Talk about looking after a pet

Read the information and choose a pet.





Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

Speak

In pairs, practise your dialogues.

Hi! Have you got a ...?

No, I haven't. How can Hook after a ...?

Useful Language Giving instructions

First, give it food in the morning and evening. Second, take it for a walk in the evening. Finally, brush it at the weekend.

Writing

A description of a person





- **Exercise 1**
- 1 He's from Germany.
- 2 Yes, he is.
- 3 It's grey and white.
- 1 Where is Marcus from?
- 2 Is he tall?
- 3 What colour is his hair?

Model Text



This is my grandad, Marcus. He's from Germany. He's my mum's dad and he's 60 years old.

He's very tall; he's 1m 90cm. He's got brown eyes and glasses. He's got short, straight hair. It's grey and white.

My grandad has got a dog. Its name is Roxie and they're very similar in appearance. Look!



Exercise 2

- 1 he's (several times); It's grey and white.
- 2 my mum's dad



Crystal Clear

Apostrophes

We use an apostrophe:

- 1 when a letter is missing He's (is) tall. He's (has) got short fair hair.
- 2 to indicate possession His father's name. (the name of his father)
- Correct the sentences. Write them in your notebook.

Exercise 3

- 1 She's from China.
- 2 He's very short.
- 3 He's got glasses.
- 4 She's got long curly hair.
- 5 My cousins' names are Luke and Paul.
- 1 Shes from China.
- 2 Hes very short.
- 3 Hes got glasses.
- 4 Shes got long curly hair.
- 5 My cousins names are Luke and Paul.

Writing Task



Plan

Make notes about a person and include:

Name She's from ... She's ... years old. Height She's tall / short.

Eyes She's got ... eyes.

Hair long / short, curly / straight / wavy, dark / fair

Pet She's got a rabbit. She hasn't got a pet.

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Name, where from, age

Paragraph 2 Height, eyes, hair

Paragraph 3 Pet?

3 Check

- ☑ have got
- singular and plural nouns
- ☑ vocabulary for body parts and adjectives of physical description
- apostrophes: He's (is), She's (has) got

Lesson Aims

Students practise using apostrophes. Students write a description of a person.

Writing

A description of a person

Warmer

Ask students what adjectives they can remember to describe hair, eyes and height.

Model Text



1 (1) 1.23

- Students look at the picture and describe what they can see.
- Ask some questions about the person in the picture, eg *Has he got long hair?*
- Play the audio. Students read and listen to the text. Check they understand similar in appearance.
- Students answer the questions.
- Check answers with the class.

Extra activity

Read out the text with mistakes. Get the class to correct you. For example: *This is my grandmother, Marcus. He's from Italy*....

•

Crystal Clear Tips

- **2** Write the sentence *My mum's tall.* on the board.
 - Ask students what the apostrophe means.
 - Now write the sentence My mum's got dark hair. on the board.
 - Ask students what this apostrophe means.
 - Read the Crystal Clear Tips with the class.
 - Students look in the Model Text to find examples of apostrophes and decide whether they indicate a letter is missing or possession.
 - Check answers with the class.
- **3** Students write the sentences inserting apostrophes in the correct places.
 - Check answers with the class.

Writing Task

O Plan

Read the notes with the class. Students make notes about someone they know well: a member of their family, a good friend, etc.

Write

Look at the structure with the class. Students use their notes to write a description of someone they know well. Emphasize that they should be careful how they use apostrophes.

Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type 'images + people' in your search engine for pictures of people for students to describe.

Mixed-ability solutions

Students who need extra help: Writing Task. Explain that students should start their composition in the same way as the Model Text begins: This is my ..., ... He's / She's from

Fast finishers: Writing Task. Students exchange their text with a partner who tries to draw the person described.

Self-study and extra practice

Workbook

Writing Guide, pages 104–5

Teacher's Resource Area Online

• Key Competences: Writing, page 4

Lesson Aims

Students extract specific information from a web page about Australian wildlife. Students practise the /h/ sound.



Australian wildlife

Warmer

Students think of animals that are typical of Australia (*koala bears, kangaroos, dingos, emus,* etc).

1.24

- Students look at the pictures. Ask them to identify the animals. Ask them to describe them as best they can.
- Explain that they are going to read about Australian wildlife. Explain what *wildlife* means.
- Students read the questions.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class and help with any vocabulary problems, eg sharp teeth, watch out, fur.

Extra activity

Students think of more words beginning with the /h/ sound, eg *hand*, *hello*, *home*, *house*. Write them on the board and ask students to say them.

Web info

Type these words in your search engine for information on another Australian animal (video): 'bbc nature + little terror'

Mixed-ability solutions

Students who need extra help: Reading text. Give hints to help students answer each question, eg:

- 1 Look at the picture. Is a kangaroo's tail long or short?
- 2 Is an expert boxer a good boxer?
- **3** 32 or 42?
- 4 In the sea or near water?

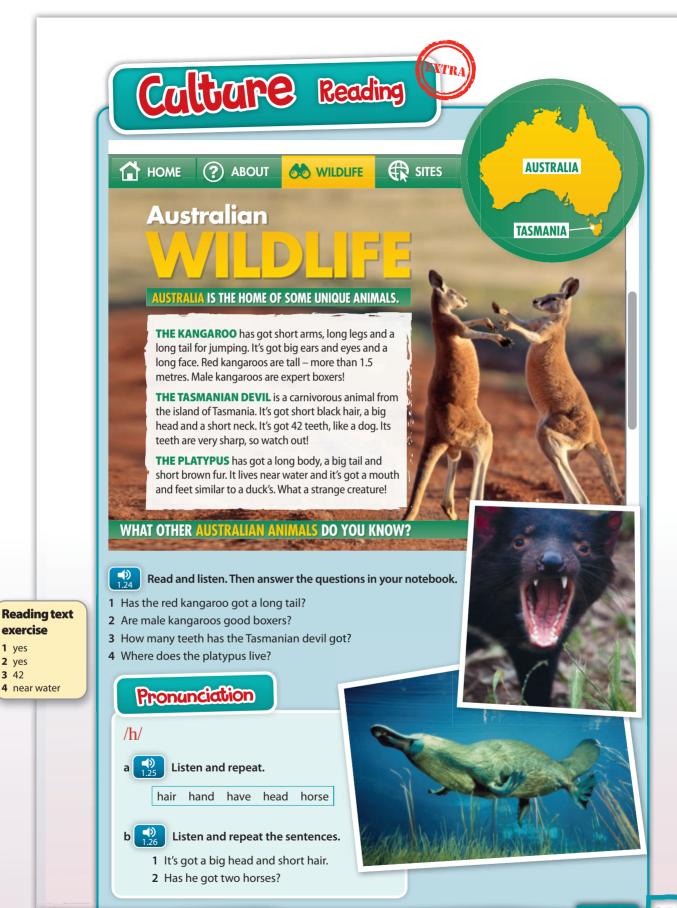
Fast finishers: Reading text. Ask students to identify the animal(s) that correspond to these descriptions.

- 1 It's brown. (platypus)
- 2 It's dangerous. (Tasmanian devil)
- 3 It's black. (Tasmanian devil)
- 4 It's got a tail. (platypus and kangaroo. The Tasmanian devil has a tail too but it isn't mentioned in the text or shown in the picture.)
- 5 It eats meat. (Tasmanian devil. The platypus is carnivorous too but this isn't mentioned in the text; it eats shrimp, crayfish, insect larvae and worms.)

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 94



exercise

1 yes

2 yes **3** 42 4 near water

Unit 2 Language Reference

Vocabulary

Parts of the body



Adjectives of physical description

blue brown curly dark fair green long short straight tall wavy

Grammar

Comparison of Adjectives

Affirmative		Negative	Negative	
Short adjectives		Short adjectives	Short adjectives	
Polly is taller than Becky.		Marry is the tallest gi	Marry is the tallest girl in class.	
Long adjectives		Long adjectives	Long adjectives	
Sam is more intelligent than Jack.		Tom is the most intel	Tom is the most intelligent boy in class.	
Irregular adjectives		Irregular adjectives		
good - better than	bad - worse than	good - the best	bad - the worst	

Singular and plural nouns

For most nouns add -s	Nouns ending in consonant +y, add -ies		
rabbit – rabbits baby – bab			
Nouns ending in -ch, -s, -sh, -x and -z add -es Irregular plura			
fox – foxes	child – children	foot – feet	
Some nouns ending in -o add -es	tooth – teeth	man – men	
potato – potatoes	woman – women	mouse – mice	

Speaking

Giving instructions

First, give it food in the morning.

Second, take it for a walk in the evening.

Finally, brush it at the weekend.



Some nouns have the same form in both singular and plural such as sheep, fish, deer and aircraft.

Unit 2 Progress Check

Exercise 1

- 1 eye
- 2 neck
- 3 nose
- 4 tooth (teeth is also possible)
- 5 ear

Exercise 2

- 1 dark
- 2 short
- **3** green
- 4 straight
- 5 blue

Vocabulary Parts of the body

- Complete the words with vowels. Write the words in your notebook
 - 1 y
- 4 t ■ th
- 2 n ck
- 5 **r**
- 3 n s

Adjectives of physical description

2 Look at the pictures and choose the correct word.





- 1 She's got fair / dark hair.
- 2 He's got short / long hair.
- 3 He's got green / blue eyes.
- 4 She's got curly / straight hair.
- 5 She's got blue / brown eyes.

Grammar

Comparative



Write sentences using comparative.

- 1. books / films
- (interesting)
- 2. July / December
- (hot)
- 3. water / cola
- (good)

Exercise 3

- 1 Books are more interesting than films.
- 2 July is hotter than December
- 3 Water is better than cola.

Superlative



- 1. Football is _____ (popular) sport in my country.
- 2. He is _____ (bad) player in the team.
- **3.** She is _____ (fast) runner in school.

Exercise 4

- 1 Football is the most popular sport in my country.
- **2** He is the worst player in the team.
- **3** She is the fastest runner in school.

Singular and plural nouns



Copy and complete the table.

singular	plural
family	families
(1)	children
mouse	(2)
(3)	men
fox	(4)
(5)	habios

Exercise 5

- 1 child
- 2 mice
- 3 man 4 foxes
- 5 baby

Self-Ghedk

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- parts of the body?
- adjectives of physical description?
- have got? comparison of adjectives?
- singular and plural nouns?

Extra Practice

If you need extra practice, go to:

- Unit 2 Grammar Reference
- Unit 2 Vocabulary Reference
- Unit 2 Grammar Exercises
- Unit 2 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 2 Revision, page 18
- Grammar Reference and Practice, pages 68–9
- Vocabulary Reference, page 85



Extra Practice

27

Healthy lifestyle

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to food and free-time activities CLC
- Identify specific information from a text on food myths CLC
- Understand and correctly use grammar structures related to the present simple, common verbs followed by the gerund, and subject and object pronouns CLC
- Identify specific information through a listening activity about free-time activities CLC
- Use appropriate functional language to order food CLC, SCC

More information on Key Competences, page v

- Write a blog entry about lifestyle CLC, SIE
- Use and and but correctly in compositions CLC
- Identify general content of a text on British food
- Learn about typical British food CAE
- Learn about the nutrients in food CMST
- Assimilate the Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, L2L, SIE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- Present simple: affirmative, negative, interrogative and short answers
- love, like, don't like, hate + -ing
- Subject and object pronouns

Recycled grammar

- be: present simple (Unit 1)
- have got (Unit 2)

Main vocabulary

- Food: apple, bread, etc
- Free-time activities: go shopping, listen to music, etc

Functional language

Ordering food / At the café

Pronunciation

• Third person singular -s: /s//z//IZ/

Skills: learning outcomes

- Reading Understand the gist and the main points from a clear and simple poster about healthy eating, page 29
- Listening Identify the gist and main ideas of an informal conversation between two people talking about a healthy lifestyle quiz, page 32
- Speaking Communicate effectively in an everyday situation. Follow norms of basic courtesy while ordering food, page 33
- Writing Write a blog post which maintains contact with an exchange of information about lifestyles.
 Express opinions in a simple way, page 34
- Reading Understand specific information in a clearly structured text about British food. The student can re-read the more difficult parts, page 35

Lifelong learning skills and content-based learning

Life skills

- Social development Learn about different free-time activities, page 32
- Thinking about healthy and unhealthy food, page 29
- Communication Ordering food at a café, page 33
- Self knowledge Describe your own lifestyle, page 34
- Socio-cultural awareness Learn about different types of British food, page 35

Learning strategies

• Finding examples of rules in a text, page 34

Cross-curricular content

- Science: nutrients in food, page 29
- Language and literature: conventions for writing a blog entry, page 34

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video Food (Revision Units 1–3, page 40)

Workbook

- Vocabulary, pages 20–1
- Vocabulary Reference, page 86
- Grammar, pages 22–3
- Grammar Reference and Practice, pages 70-1
- Revision, page 24
- Culture Reading and Listening, page 95
- Writing Guide, pages 106–7
- Speaking, page 122

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 11–5
- Vocabulary and Grammar Consolidation and Extension, pages 9–12
- Translation and Dictation, pages 3 and 12

Lifelong Learning

- Digital Competence, pages 5-6
- Culture Video Material, pages 1–2
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 5-6 and 23-4

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 1–2

Evaluation material

- Unit 3 end-of-unit test: Basic, Standard and Extra
- End-of-term test, Units 1–3: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: school meals, healthy lifestyles, teenage lifestyles, a recipe for gravy, food likes and dislikes

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 11–5

Material for fast finishers

Workbook: Grammar Extension, page 25

Teacher's Resource Area Online: Vocabulary Extension, page 11

Teacher's Resource Area Online: Grammar Extension, page 12



Healthy lifestyle

Objectives

Vocabulary Food; free-time activities

Grammar Present simple;

love, like, don't like, hate + -ing

subject and object pronouns;

Speaking Ordering food

Writing A blog entry; and, but

Vocabulary

Exercise 1

- 1 cheese
- 2 strawberries
- 3 potatoes
- 4 carrots
- 5 yoghurt
- 6 fish
- 7 apple
- 8 nuts
- 9 milk
- 10 cake
- 11 bread
- 12 ice cream
- 13 meat
- 14 pasta

Food



1–14. Listen and repeat the words. Match them with pictures 1–14.

apple • bread • cake • carrots • cheese • fish • ice cream • meat • milk • nuts • pasta • potatoes •

























Exercise 2

yoghurt (example)

(potatoes), strawberries

Protein: fish, meat, nuts (example) Dairy: cheese, ice cream, milk,

Carbohydrates: bread, cake, pasta,

Fruit and vegetables: apple, carrots,







Copy and complete the table with words in exercise 1.

Protein	Dairy	Carbohydrates	Fruit and vegetables
nuts	yoghurt		

- **Exercise 3**
- 1 fish
- 2 ice cream
- Listen to Max and Sally and answer the questions.
 - 1 What is Sally's favourite food?
 - 2 What is Max's favourite food?
- In pairs, ask and answer questions about your favourite food.

What's your favourite food?





Vocabulary Reference

28

Lesson Atms:

Students learn and practise some words for food.

Students listen to two people talking about their favourite food and identify it.

Vocabulary

Food

Warmer

Elicit from the class what type of food they eat in a typical day. Help them out with vocabulary they don't know and write it on the board.

1 (1) 1.27

- Look at the words with the class. Elicit what they mean and explain as necessary.
- Play the audio. Students listen and repeat the words.
- Students look at the pictures. Match the first picture with one of the words (*cheese*) as an example with the class.
- Students match the words with the remaining pictures in pairs.
- Check answers with the class.
- **2** Explain that we can classify food in different ways: for example, if it contains lots of protein, if it's a dairy product, if it contains lots of carbohydrates or if it a fruit or vegetable.
 - Write protein, dairy, carbohydrates and fruit and vegetables on the board.
 - Students copy the table in exercise 2 and categorize the food they have seen in exercise 1.
 - Read the examples (nuts, yoghurt) before students complete the rest of the table.
 - Check answers with the class. Explain that some
 of the categories overlap but we usually classify
 them by their most important nutritional quality,
 for example, dairy products contain protein and
 fruit and vegetables contain carbohydrates. Of
 fruit and vegetables, only potatoes are usually
 classified as carbohydrates.

Extra activity

Books closed. Divide the class into four teams. In turns, give each team a category. They have to give you a corresponding food. They cannot repeat a food mentioned by the other team. The first team to score five points is the winner.

3 (1) 1.28

- Play the audio. Students listen and answer the question about Max's and Sally's favourite foods.
- Check answers with the class.

4 🕥

- Read the example with the class.
- Ask various students what their favourite food is.
- Student then ask each other in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 2. Tell students that they can ask you a maximum of three questions.

Fast finishers: Exercise 2. Students try to think of one or two more foods to put in each category.

Self-study and extra practice

Workbook

• Vocabulary, page 20

Teacher's Resource Area Online

- Crystal Clear Basics, page 11
- Vocabulary Consolidation, page 9
- Vocabulary Extension, page 11

Students read and listen to a text about food myths for gist and specific information.

Reading

Health poster

Warmer

Ask students which foods they think are good for them and which are bad for them. Write two lists on the board.

Word Check

Check students understand the new words: home-made, fat, oil, juice. Explain any they don't know.

1 (1) 1.29

- Read question A from the text with the class (Do carrots help our night vision?) and ask them if they think the answer is yes or no.
- Students read the other questions in the text and decide what they think the answers are.
- Play the audio. Students read and listen to the questions and answers. They answer the questions. They then refer to the text and write the sentences with the information supporting their answers.
- 2 Students read the text again to check their answers to exercise 1.
 - Check answers with the class. Ask if anyone guessed all the answers correctly.
- **3** Read the example with the class.
 - Students match the parts of the sentences.
 Tell them to look in the text for the answers if necessary.
 - Check answers with the class.
- **4** Read the questions with the class. Encourage them to answer without looking at the text.
 - Students then refer back to the text to see if they were right.
 - Check answers with the class.

Onystal Clear Facts

Read the fact with the class. Ask what colours of carrots they have seen or eaten.

Extra activity

Ask students which of the foods in the text they eat regularly.



Cultural note

The modern pizza was invented in Naples, Italy. In 2009, the Neapolitan pizza was declared by the European Union to be a Traditional Speciality Guaranteed dish. The Norwegians eat the most pizza in the world, consuming 5.4 kg/year per capita.



Web info

Type these words in your search engine for more information about food: 'bbc schools + food'

Mixed-ability solutions

Students who need extra help: Exercise 1. Read out the relevant part of the text where the answer to each question is to be found, eg *This vitamin is good for our eyes but it doesn't help our night vision*.

Fast finishers: Exercise 1. Students close their books and try to remember the reasons for the answers.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 5

Reading

Health poster

Word Check

home-made fat oil juice

Food myths-Are they true?

A DO CARROTS HELP OUR NIGHT VISION?

Carrots contain beta-carotene. Our body converts beta-carotene into vitamin A. This vitamin is good for our eyes but it doesn't help our night vision.



IS PIZZA BAD FOR YOU?

Teenagers love eating pizza especially when they meet their friends. Home-made pizza is healthy. It has got fibre, vitamins, minerals and proteins. Perfect!

C DO CHIPS GIVE YOU ACNE?

Chips contain fat and they are not very healthy but they don't give you acne. Oil in our skin causes acne but fat or oil



Exercise 1

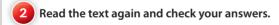
- A no This vitamin is good for our eyes but it doesn't help our night vision.
- B no Home-made pizza is healthy.
- C no Oil in our skin causes acne but fat or oil in food doesn't.
- **D** both Drink juice and eat fruit for breakfast.

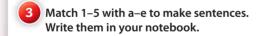
D FRUIT JUICE OR FRUIT?

People love drinking fruit juice in the morning, but is it healthy? Juice has got all the sugar of fruit but it doesn't contain the fibre. Drink juice and eat fruit for breakfast.



Read and listen. Answer questions A-D. Copy the sentences with the information.







Crystal Clear Tips

When we talk about things in general we use plural nouns without an article. Carrots contain beta-carotene.

Exercise 3

- 1 c (example)
- **2** e **3** d
- 4 b
- **5** a
- Carrots don't help our night vision.
- 1 Carrots

3 Chips

2 Oil in food

5 Fruit juice

4 Home-made pizza

- a) doesn't contain fibre.
- b) has got fibre.
- c) don't help our night vision.
- d) contain fat.
- e) doesn't cause acne.



Crystal Clear Facts

Carrots can be different colours yellow, white, orange and purple.

- Answer the questions in your notebook.
- 1 Do carrots contain beta-carotene?
 - 3 Does oil in our skin cause acne?
- 2 Does pizza include protein, minerals and vitamins?
- 4 Does fruit juice contain fibre?

Exercise 4

- 1 yes
- 2 yes 3 yes
- 4 no

Grammar

Present simple

Affirmative	Negative	Interrogative	Short answers
l eat	l don't eat	Do l eat ?	Yes, I do.
You eat	You don't eat	Do you eat ?	No, you don't .
He eats	He doesn't eat	Does he eat ?	Yes, he does.
She eats	She doesn't eat	Does she eat ?	No, she doesn't .
It eats	It doesn't eat	Does it eat ?	Yes, it does.
We eat	We don't eat	Do we eat ?	No, we don't .
You eat	You don't eat	Do you eat ?	Yes, you do .
They eat	They don't eat	Do they eat ?	No, they don't .

Exercise 1

- 1 eats
- 2 contain
- 3 needs
- 4 produce

Exercise 2

- 1 eat
- 2 drinks
- 3 eat
- 4 goes 5 causes

- Write the correct word in your notebook.
 - 1 My sister eat / eats apples every day!
 - 2 They contain / contains vitamin C.
 - 3 Your body need / needs vitamin C for protection.
 - 4 Some animals produce / produces vitamin C.
- Complete the sentences with the affirmative form of the verbs in brackets.
 - 1 I ... (eat) cereal for breakfast.
 - 2 She ... (drink) two litres of water every
 - 3 They ... (eat) healthy pizzas.
 - 4 He ... (go) home for lunch.
 - 5 Oil in the skin ... (cause) acne.

Crystal Clear RTI es

Be careful with the -s in he/she/it forms: He doesn't **drink** water. ✓ He doesn't **drinks** water. X

- Complete the sentences with the negative form of the verbs in brackets.
 - 1 I ... (eat) vegetables.
 - 2 She ... (drink) juice.
 - 3 Water ... (contain) fat.
 - 4 My uncle ... (eat) Mexican food.
 - 5 My brother and sister ... (eat) fruit.

Complete the text with the affirmative or negative form of the verbs in brackets. What is the text about?

> Your body (1)... (need) this. It (2)... (not contain) fat or sugar. Doctors (3)... (say) 'Drink eight glasses every day.' It (4)... (not give) you energy but it (5)... (help) you to be healthy.



In short answers, don't repeat the main verb: Do you drink milk? Yes, I do. ✓ Yes, I drink. X

Complete the questions with Do or Does. Then write short answers that are true for you in your notebook.

... you have breakfast every day?

Do you have breakfast every day? Yes, I do.

- 1 ... you drink juice?
- 2 ... you and your friends eat pizza?
- 3 ... your best friend drink milk every day?
- 4 ... your teacher eat chocolate in the classroom?
- 5 ... your friends eat fish?
- Ask and answer the questions in exercise 5.

Exercise 4

- 1 needs
- 2 doesn't contain
- 3 say
- 4 doesn't give
- 5 helps

The text is about water.

Exercise 5

- 1 Do
- **2** Do 3 Does
- 4 Does
- 5 Do

Students' own short answers

Exercise 3

- 1 don't eat
- 2 doesn't drink 3 doesn't contain
- 4 doesn't eat
- 5 don't eat

Students learn and practise the present simple (affirmative, negative, interrogative and short answers).

Grammar

Present simple

Warmer

Tell students you are going to say some sentences about world eating habits. Ask them to identify which sentences are true and which are false. You can use these sentences.

Paella comes from Italy. (False – it comes from Spain.)

Risotto and pasta come from America. (False – they come from Italy.)

Pâté comes from France. (True)

- Read the affirmative column of the grammar table with the class.
 - Elicit from students how the he / she / it form is different.
 - Make students aware of the spelling rules for the third person singular:
 - 1 Verbs ending in -o, -ch, -sh, -ss, -x and -z, add -es: go - goes, do - does; catch - catches; wash - washes; kiss - kisses; fix - fixes; buzz - buzzes
 - 2 Verbs ending in consonant + y, remove the y and add -ies: study studies, carry carries
 - 3 Verbs ending in vowel + y, add -s: play plays, enjoy enjoys
 - Students read the sentences in exercise 1 and choose the correct option to complete them. You may want to do the first question together with the class and discuss with them why the answer is eats
 - Check answers with the class.
- **2** Students complete the sentences with the affirmative form of the verbs in brackets.
 - Check answers with the class.

1 Crystal Clear Rules

Read the negative column of the grammar table with the class.

Elicit from students how the *he / she / it* form is different. Teach the pronunciation of *don't* and *doesn't*. Read the Crystal Clear Rules with the class.

- **3** Students complete the sentences with the negative form of the verbs in brackets.
 - Check answers with the class.
- Explain that in this exercise students use both affirmative and negative forms. Also make it clear that they need to decide what the text is about once they've finished.
 - Students complete the text with the correct form of the verbs in brackets.
 - Check answers with the class and elicit what the text is about.



Read the last two columns of the grammar table. Elicit from students how the *he | she | it* form is different. Elicit from students what verb doesn't appear in short answers (the main verb, *eat*, in the table).

Read the second Crystal Clear Rules with the class.

- Read the example question and answer with the class. Emphasize that students should write answers that are true for them.
 - Students complete the sentences with Do or Does and then write their short answers.
 - Check the questions with the class and elicit the two possible short answers for each one.

Extra activity

Practise the pronunciation of each of the questions, highlighting the stress, the pronunciation of the unstressed *Do* and the rising intonation at the end.



- Highlight the different pronunciation of do and does in questions and answers.
- Students ask and answer the questions in exercise 5 in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 4. Give students two options to choose from for each gap: need / needs, don't contain / doesn't contain, etc.

Fast finishers: Exercise 4. Students put the verbs in the opposite form asked for. Once they have done this, they read the text with the new meaning and see if it could possibly describe a food or drink. Students learn and practise love, like, don't like, hate + -ing, and subject and object pronouns.

Grammar

love, like, don't like, hate + -ing

Warmer

Write on the board I like + eating/drinking ... and I don't like eating/drinking Tell students that you are going to say the names of some food and if they like the food, they should put up their left hand. If they don't like it, they should put up their right hand. Use the food vocabulary on page 28 of the Student's Book.

- **7** Students read the sentences in the grammar table and translate them.
 - Highlight the *-ing* form after the verbs. Make students aware of the spelling rules.
 - 1 Most verbs add -ing to the end of the verb: go going, work working
 - 2 Verbs ending in -e, remove the -e and add -ing: live living, dance dancing
 - 3 One-syllable verbs ending in consonant + vowel + consonant, double the final consonant and add -ing (unless the consonant is w, x or y): stop stopping, get getting, but snow snowing
 - 4 Two-syllable verbs ending in consonant + vowel + consonant, double the final consonant when the stress is on the first syllable and add -ing: travel – travelling, but happen – happening
 - 5 Verbs ending in -ie change the -ie to -y and add -ing: lie lying
 - Look at the example in exercise 7 with the class.
 Check students understand they must choose the verb which corresponds to the faces. Remind them that they need to think about the form of the verb: does it have -s at the end or not?
 - Students write the sentences.
 - Check answers with the class.

8 😯

- Read the question and answer in the speech bubbles and ask the class to repeat.
- Highlight the pronunciation and intonation.
- In pairs, students ask the same question about other types of food.

Subject and object pronouns

- **9** Write on the board: *I play tennis*. and *My sister plays tennis with me*.
 - Students translate the sentences.
 - Elicit or explain the difference in meaning and use between *I* and *me*.
 - Look at the grammar table with the class.
 - If necessary, give more example sentences.
 - Students choose the correct words to complete the sentences in exercise 9.
 - Check answers with the class.



- Tell students that this is a cumulative check of the grammar in Units 1 to 3 and explain any vocabulary they may not know, eg Yuck! and Let's eat.
 - Students complete the dialogue with the correct form of the verbs in brackets.

11 (1) 1.30

- Play the audio. Students listen and check their answers
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from previous units.

Mixed-ability solutions

Students who need extra help: Exercise 10. Write two options on the board for each gap.

Fast finishers: Exercise 10. Students write four sentences about the people in the dialogue. They then show the sentences to their partner, who has to decide if they are true or false.

Self-study and extra practice

Workbook

- Grammar, pages 20-1
- Grammar Reference and Practice, pages 70-1

Teacher's Resource Area Online

- Crystal Clear Basics, pages 13–4
- Grammar Consolidation, page 10
- Grammar Extension, page 12

love, like, don't like, hate + -ing

love, like, don't like, hate + -ing			
☺☺	I love surf ing the net.		
☺	I like surf ing the net.		
⊗	I don't like surfing the net.		
88	I hate surf ing the net.		
?	Do you like surf ing the net?		

Exercise 7

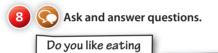
- 2 My best friend loves listening to music.
- **3** My classmates hate eating vegetables.
- 4 My little brother doesn't like going to the supermarket with my parents.
- 5 My sister likes playing football.

7	Copy and complete the sentences with
	love, like, don't like or hate.

I © reading comic books.

I like reading comic books.

- 1 My best friend @ @ listening to music.
- 2 My classmates ⊗ ⊕ eating vegetables.
- 3 My little brother \otimes going to the supermarket with my parents.
- 4 My sister © playing football.



cheese?

Subject and object pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

9 Write the correct word in your notebook.

- 1 Chinese food is my favourite food.I / Me like going to Chinese restaurants.
- 2 My uncle Josh is a chef. I like cooking with him / he.
- 3 I am allergic to milk and cheese. I never eat they / them.
- 4 Us / We drink milk every morning.
- 5 My cousins sometimes have dinner with we / us.

Exercise 9

- 1 |
- 2 him
- 3 them
- 4 We
- **5** us

Complete the dialogue with the correct form of the verbs in brackets.

Exercise 10

- 1 do (you) do
- 2 going
- 3 do (you) do
- 4 have
- 5 make
- **6** eating
- 7 do (you and your friends) like
- 8 eating
- **9** 'm

Josh What ⁽¹⁾... you ... (do) with your friends on Saturdays?

Yes, I do.

Sophie Well, I love (2)... (go) to a café in town.

Josh What (3)... you ... (do) there?

Sophie We ⁽⁴⁾... (have) a pizza.

Josh Pizza! Is that healthy?

Sophie Yes, they ⁽⁵⁾... (make) them with lots of vegetables.

Josh Yuck! I hate ⁽⁶⁾... (eat) vegetables.

Sophie What ⁽⁷⁾... you and your friends ... (like) eating? **Josh** We love ⁽⁸⁾... (eat) hamburgers and ice cream.

Sophie That's not healthy!

Josh Look, I (9)... (be) hungry. Let's eat.

Sophie OK, but not a hamburger!



Listen and check your answers.



Grammar Reference

Unit 3

31



Vocabulary

Free-time activities

Exercise 1

Students' own answers

Exercise 2

- 1 talk on the phone
- 2 ride my bike
- 3 play football
- 4 surf the internet
- **5** go shopping
- 6 meet my friends

Not shown: listen to music, read comics, stay up late, watch TV



Listen and repeat the phrases. How do you say them in your language?

go shopping • listen to music • meet my friends • play football • read comics • ride my bike • stay up late • surf the internet • talk on the phone • watch TV

Match pictures 1-6 with the free-time activities in exercise 1. Which activities are not in the pictures?



We can express interests with be interested in + verb +ing or be crazy about + verb + ing. I am interested in reading comics.

She is crazy about reading comics. Be carefu!

Use verb be (am, is, are) with both phrases.













Write six sentences about activities that you like /don't like doing or that you are interested in/ crazy about doing.

I like meeting my friends. I don't like going shopping. I am interested in playing football, but I am not crazy about surfing the internet.

Exercise 3

Students' own answers

Exercise 4

Eight

Listening





Listen to the dialogue. How many points has Jake got?

Score: A = 3 points; B = 2 points; C = 1 point

3-4 points:

Listen again and answer the questions. Use short answers.

Does Jake want to do this quiz? Yes, he does.

- 1 Does Jake like doing a lot of sports?
- 2 Does he like surfing the internet?
- 3 Does he like eating fast food?
- 4 Does he go to a café with friends after school?
- 5 Does he go home from school by bike?

Exercise 5

- 1 Yes, he does. 2 Yes, he does.
- 3 No, he doesn't.
- 4 No, he doesn't.
- 5 Yes, he does.



Vocabulary Reference

Lesson Aims:

Students learn and practise vocabulary related to free-time activities. Students listen to two people doing a guiz about lifestyle.

Vocabulary

Free-time activities

Warmer

Give students a minute to write down, in pairs, all the free-time activities they know in English. See who has the longest list.

1 (1) 1.31

- Play the audio. Students listen and repeat the words. Point out the word stress.
- Students look at the words and tell you how to say them in their language.
- 2 Students match the pictures with the words in exercise 1 and write down the ones which do not appear in the pictures.
- **3** Read the example with the students.
 - Tell students to write sentences about free-time activities they like doing and that they don't like doing, they are interested in or they are crazy about.
 - Ask different students to read out their sentences.

Extra activity

Have a class vote to find out which activities are the most popular.

Listening

Warmer

Ask students which of the free-time activities they've just learnt are healthy.

4 (1) 1.32

- Explain to students that they are going to listen to two teenagers doing a questionnaire to see if they have a healthy lifestyle.
- Look at the key for the questionnaire with the class.
- Play the audio. Students listen to the conversation and identify how many points Jake has got.
- Check the answer with the class.
- **5** Read the example with the class.
 - Students read the questions.
 - Play the audio again. Students listen again and write short answers to the questions.
 - Check answers with the class.

Web info

Type these words in your search engine for more information about lifestyles: 'healthy kids + NSW + questionnaire'

Mixed-ability solutions

Students who need extra help: Exercise 3. Elicit the -ing form of the verbs in exercise 1 and write them on the board.

Fast finishers: Exercise 3. Students think of other collocations with *listen to, play, read* and *watch*.

Self-study and extra practice

Workbook

- Vocabulary, page 21
- Vocabulary Reference, page 86

Teacher's Resource Area Online

- Crystal Clear Basics, page 12
- Vocabulary Consolidation, page 9
- Vocabulary Extension, page 11
- Key Competences: Listening, page 6

Students learn and practise functional language for ordering food at a café.

Speaking

Ordering food / At the café

Warmer

Ask students if they ever eat out. Ask what type of places they go to, who they go with, what their favourite place is, why they like it and what they usually eat there.

Model Dialogue 🕟

1 (1) 1.33

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the following expressions:
 Can I help you?; Can I have ... ?; Here you are.;
 Anything else?; How much is that?; That's ... ,
 please. Also look at how we say prices in English.
 Get the class to pay attention to the intonation,
 both of questions and answers.

Extra activity

Tell students that the tuna sandwich costs £3. Ask them how much the strawberries cost (£1.50).

- **3** Students order the words to make sentences. Tell them to look at the dialogue if they need help.
 - Check answers with the class.

Speaking Task

Ordering food

Read the menu with the class, explaining any unknown vocabulary. Students choose what they would like to have.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Extra activity

Students write their own menus and act out a conversation in groups as if they were in a restaurant.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue choosing different types of food. If possible, they do this without looking at the Model Dialogue.

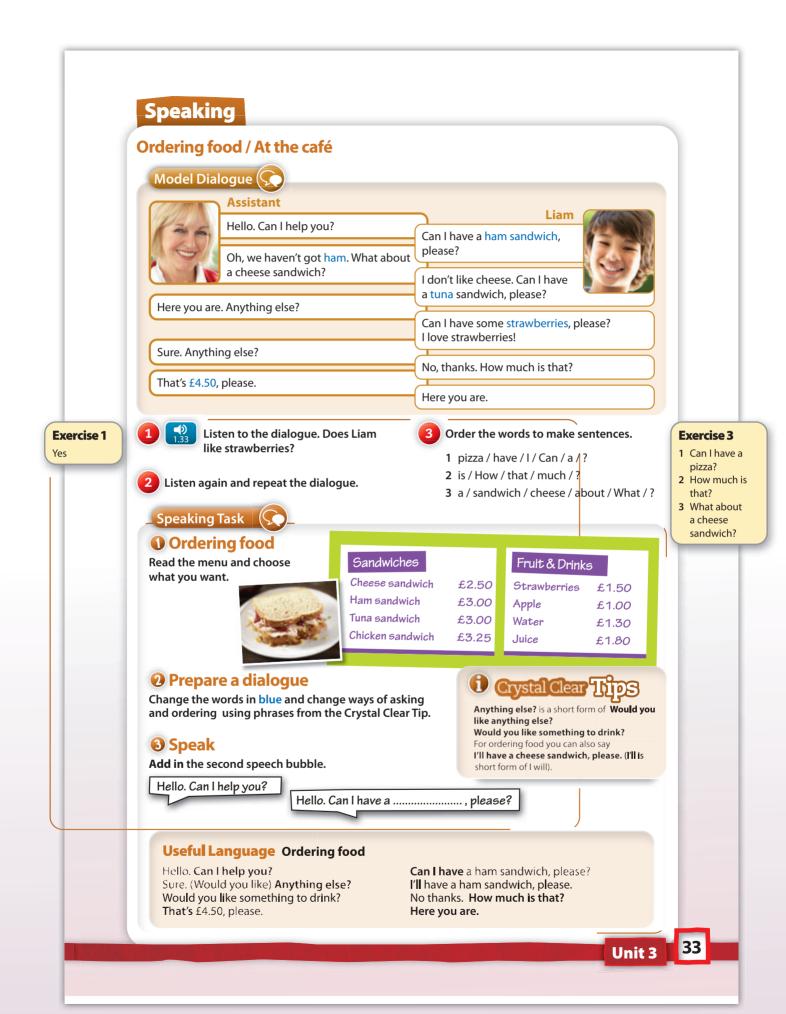
Self-study and extra practice

Workbook

• Speaking, page 122

Teacher's Resource Area Online

• Key Competences: Speaking, pages 23-4



Writing

A blog entry: My lifestyle

Exercise 1

- fruit and cereal
 meeting his friends, playing basketball, swimming, being at home with his family, reading and playing video
- 3 basketball and swimming

games

Exercise 2

- 1 leat fruit and cereal for breakfast and I drink milk. I love meeting my friends and I like playing basketball. My dad likes video games and we play them together.
- 2 I love chocolates and biscuits but I don't eat them very much. My sisters love listening to music, but I like reading and playing video games.

1 134

Read the Model Text and listen. Answer the questions in your notebook.

- 1 What food does Oscar eat for breakfast?
- 2 What does he like doing in his free time?
- 3 What sports does he do?

Model Text

Oscar's blog

Posted 8th July

I've got a healthy lifestyle. I eat fruit and cereal for breakfast and I drink milk. I love chocolate and biscuits but I don't eat them very much.

In my free time, I love meeting my friends and I like playing basketball. In the summer, we love swimming. I like being at home with my family.

My sisters love listening to music, but I like reading and playing video games. My dad likes video games and we play them together.





Plan

Make notes about your lifestyle and include:

Food *I eat* ... for breakfast. *I love* ...

Sports *I love playing* ...

Free time My sisters love ... but I like ...

Write

Use the Model Text, your notes and this structure:

Paragraph 1 Food

Paragraph 2 Sports

Paragraph 3 Free time

3 Check

- ☑ present simple
- ☑ like + -ing
- subject and object pronouns
- vocabulary for food and free-time activities
- \square and, but

2 Loc

Look at the Crystal Clear Tips. Find examples of 1 and 2 in the Model Text.



Crystal Clear Tips

and, but

Use and or but to connect two sentences:

- 1 I eat cereal for breakfast and I drink juice.
- 2 I love chips **but** I don't eat them very much.

Exercise 3

- 1 My friends watch TV and they stay up late.
- 2 My sister watches TV but she doesn't play video games.
- 3 I meet my friends and we play basketball.
- 4 We go to the park but we don't play football.
- 5 My brother likes reading comics but I don't like reading them.

Combine the sentences with and or but.

I eat bread for breakfast. I drink milk for breakfast

I eat bread and I drink milk for breakfast.

- 1 My friends watch TV. They stay up late.
- 2 My sister watches TV. She doesn't play video games.
- 3 I meet my friends. We play basketball.
- 4 We go to the park. We don't play football.
- **5** My brother likes reading comics. I don't like reading them.

Lesson Aims

Students practise using *and* and *but*.
Students write a description of their lifestyle.

Writing

A blog entry: My lifestyle

Warmer

Ask students if they like reading blogs and what type of things people write about in blogs.

Model Text



1 (1) 1.34

- Ask students to look at the picture and say what sport Oscar likes doing (basketball).
- Students read the questions.
- Students read and listen to Oscar's blog and answer the questions. You may need to elicit or teach the meaning of biscuits, meeting, together.
- Check answers with the class.
- Ask the class if they think Oscar has a healthy lifestyle and to give their reasons for their answer.

Extra activity

Ask students to find five examples of verbs in the present simple in the Model Text.



- Read the Crystal Clear Tips with the class. Elicit from students why we use and in the first sentence and but in the second (and connects similar ideas; but contrasts two ideas).
 - Students find examples of and and but in the Model Text.
- **3** Read the example with the class. Ask why we use and, not but.
 - Students combine the sentences with and or but.
 - Check answers with the class.

Writing Task

O Plan

Read the notes with the class. Students make notes about their lifestyle. Tell them that they can get ideas for what to write about by looking at the vocabulary they learnt on page 32.

O Write

Look at the structure with the class. Students use their notes to write a blog entry. Emphasize that they should try to use *and* to link similar information and *but* to contrast different information.

Check

Encourage students to check their work, paying particular attention to the points mentioned.

🔛 w

Web info

Type these words in your search engine for more information about teenagers' lifestyles: 'uk answers + teens + usually go to bed'

Mixed-ability solutions

Students who need extra help: Writing task.
Students do not write the full composition. Instead, they adapt the first four sentences of the Model
Text to make them true for them.

Fast finishers: Writing task. Students form pairs and try to guess what food, sport and free-time activities their partner has written about. They then read their partner's blog entry to see if they've guessed correctly.

Self-study and extra practice

Workbook

• Writing Guide, pages 106–7

Teacher's Resource Area Online

• Key Competences: Writing, page 6

Lesson Aims

Students learn some facts about British food.

Students practise the pronunciation of the third person singular -s: $\frac{|z|}{|z|}$ or $\frac{|z|}{|z|}$.



British food

Warmer

Ask students to think of examples of typical British food

1.35

- Students look at the pictures of different food. Ask them what they can see and which of the food in the pictures they have eaten. Ask them which countries they associate each of the different kinds of food with.
- Students read the questions.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.

Extra activity

Play the audio again. Stop at key moments and see if students can guess the next word.

Pronunciation

Third person singular -s: /s//z/ or /iz/

a (1) 1.36

- Play the audio. Students listen and note the different pronunciation of the verb endings.
- Play the audio again. Students listen and repeat the words.

b (1) 1.37

- Students copy the table.
- Play the audio. Students listen and add the verbs to their table.
- Check answers with the class.
- Play the audio again. Students listen and repeat the words.

Language note: third person -s

/s/ follows unvoiced sounds. /z/ follows voiced sounds. /iz/ follows /s/ /z/ / \int / t \int / and /d3/ sounds.



Type these words in your search engine for

- a recipe for gravy: 'bbc food + recipes + traditional gravy'
- a simple food likes and dislikes song: 'video + song + do you like broccoli'

Mixed-ability solutions

Students who need extra help: Reading text.

Pre-teach *meal*, *roast dinner*, *oven*, *sauce*, *all over the*world and *spicy* before students read the text.

Fast finishers: Reading text. Students identify all the types of food mentioned. They then classify them as *I love, I like, I don't like* and *I hate*.

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 95

Culture Reading



British food



Traditional Sunday lunch

A traditional British family meal is a roast dinner. This is beef or chicken cooked in the oven. The meat is served with different vegetables and gravy: a delicious sauce.

International food

The British love food from all over the world. They love spicy food from India and Mexico. Chinese food such as fried rice is also very popular.



Vegetarians

About four million British people are vegetarian - they don't eat meat. Vegans are also

vegetarians but they don't eat or drink dairy products or eat eggs.



Read and listen. Then answer the questions in your notebook.

- 1 What is gravy?
- 2 Where is fried rice from?
- 3 What is the difference between vegetarians and vegans?

Reading text exercise

- 1 a delicious sauce
- 2 China
- 3 Vegans don't eat meat and they don't eat or drink any dairy products or eat eggs.



Pronunciation

Third person singular -s: $\frac{1}{2}$ or $\frac{1}{2}$



Listen and repeat.

/s/	eats l	nelps
/z/	sees	goes
/IZ/	teache	s watches

Pronunciation exercise b

/s/ drinks, repeats /z/ does

/IZ/ causes, passes, washes

Listen to the verbs in the box. Copy and complete the table in exercise a with the verbs in the box.

causes does drinks passes repeats washes

Unit 3 Language Reference

Vocabulary

Food











apple

bread

cake

carrots

cheese

nuts











fish

ice cream

meat

""

milk









pasta

potatoes

strawberries

yoghurt

Free-time activities

go shopping listen to music meet my friends play football read comics ride my bike stay up late surf the internet talk on the phone watch TV

Grammar

Present simple

Affirmative	Negative
I / You eat fruit.	I do not eat fruit.
He / She / It eats fruit.	He / She / It does not eat fruit.
We / You / They eat fruit.	We / You / They do not eat fruit.

Interrogative	Short answers
Do I / you eat fruit?	Yes, I / you do .
Does he / she / it eat fruit?	No, he / she / it doesn't.
Do we / you / they eat fruit?	Yes, we / you / they do.

love, like, don't like, hate + -ing

love, li	love, like, don't like, hate + -ing			
◎ ◎	I love surf ing the net.			
☺	I like surf ing the net.			
8	I do not like surfing the net.			
88	I hate surfing the net.			
?	Do you like surfing the net?			

Subject and object pronouns

Subject pronouns	Object pronouns
1	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Speaking (

Ordering food

Hello. Can I help you? Can I have a ham sandwich, please?

Sure. Anything else? No thanks. How much is that?

That's £4.50, please. Here you are.

Unit 3 Progress Check

Exercise 1

Carbohydrates: pasta Dairy: cheese Fruit: apples Protein: meat Vegetables: carrots

Exercise 2

1 music2 bike

3 TV

4 late

5 phone

Exercise 3

3 doesn't walk

5 Do (you) have

4 watches

1 eat 2 plays

Vocabulary Foo

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

apples carrots cheese meat pasta

Carbohydrates	Dairy	Fruit	Protein	Vegetables

Free-time activities

- 2 Complete the sentences.
 - 1 I listen to ... with my friends.
 - 2 She rides her ... on Sundays.
 - **3** They watch ... in the evening.
 - 4 We stay up ... on Saturdays.
 - . We stay up ... on saturat
 - **5** He talks on the ... a lot.

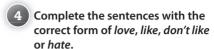
Grammar

Present simple



- 1 I ... (eat) eggs for breakfast.
- 2 My brother ... (play) football after school.
- 3 My cousin ... (not walk) to school.
- 4 He ... (watch) TV all the time.
- 5 ... you ... (have) a healthy lifestyle?

love, like, don't like, hate +-ing



- 1 They © staying up late on Saturdays.
- 2 We ⊗ ⊗ playing video games.
- **3** She ⊗ watching TV.
- 4 You © © listening to music.
- **5** I © playing basketball.

Subject and object pronouns

Copy and complete the table with the correct object pronouns.

Subject pronouns	Object pronouns
I	me
you	(1)
he	(2)
she	(3)
it	it
we	(4)
you	you
they	(5)

Exercise 4

- 1 like
- 2 hate
- 3 doesn't like
- 4 love
- **5** like

Exercise: 5

- 1 you
- 2 him
- 3 her
- 5 them

Grystal Glear Self-Gheck

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- · food?
- free-time activities?
- present simple?
- love, like, don't like, hate + -ing?
- subject and object pronouns?

Extra Practice

If you need extra practice, go to:

- Unit 3 Grammar Reference
- Unit 3 Vocabulary Reference
- Unit 3 Grammar Exercises
- Unit 3 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 3 Revision, page 24
- Grammar Reference and Practice, pages 70–1
- Vocabulary Reference, page 86



Extra Practice

Revision Units 1–3 Vocabulary

- Countries and nationalities
- Family
- o Parts of the body
- Adjectives of physical description
- o Food
- Free-time activities

Work with a partner to complete the sentences in your notebooks. Who finishes first?





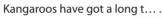
She's got long c... hair.



Where does pizza come from? I...

Revision Units 1-3 **Vocabulary**

Italy curly strawberries parents tail play eyes **USA / United States** brothers







This is my mum and dad. They are my p....



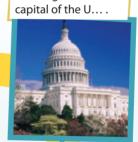
Washington DC is the



We p... football in the park.



She's got big brown e....



Adam and Tom are b...s.





Revision Units 1-3

Vocabulary

Warmer

Write the following headings on the board.

Countries and nationalities

Family

Parts of the body

Adjectives of physical description

Food

Free-time activities

Books closed. Students work in pairs. Give them three minutes to write down as many words as they can remember belonging to the lexical sets. Then find out who has the most words by asking *Who's got more than 15 words?*; *Who's got more than 20?*, etc. Once you have established which pair has got the most words, ask them to read the words out.

- Do the board game as a competition. Explain these rules to the class before you start.
- Students work in pairs. They complete the words.
- When they have finished, they shout *Stop!* All the other teams must stop writing.
- Check answers with the class and write them on the board.
- Teams get two points for each correct answer and minus one point for each wrong answer. For a blank, they get zero points.
- Ask how many points the teams have, starting at 20 (the maximum) and working down.

Extra activity

Students choose five of the missing words from the board game and scramble their letters. Students exchange their lists with a partner and unscramble the words.

Revision Units 1-3

Grammar

be: present simple

Warmer

Write the subject pronouns on the board (*I*, *you*, *he*, etc) and elicit the affirmative form of *be* by asking *Is it* am *or* is?. etc.

Once you have them all written on the board, elicit the negative and interrogative forms.

- Students read the sentences and complete them using the correct form of be. With weaker classes, you may want to do the first question with them to give them confidence.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 16 with the class.

have got

Warmer

Elicit the affirmative, negative, interrogative and short answers of *have got* as for *be* above, but group the subject pronouns *l*, *you*, *we* and *they* together and *he*, *she* and *it* together.

- 2 Students read the text.
 - Answer any vocabulary queries.
 - Students complete the text in pairs.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 26 with the class.

Question words

Warmer

Write the following sentences on the board and elicit a question that these could be an answer to. (Possible answers in brackets.)

He's got a smartphone. (What has he got?) His pen is in his bag. (Where's his pen?)

At weekends I meet my friends. (Who do you meet at weekends?)

Because I like playing tennis! (Why do you play tennis?)

- **3** Students order the words to make questions. They then write answers that are true for them.
 - Check answers with the class.

Extra activity

Students ask and answer the questions in pairs.

Present simple

Warmer

Elicit the affirmative, negative, interrogative and short answers of the present simple as for *have got* above.

- **4** Students to complete the text with the correct form of the verbs in brackets.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 36 with the class.

Grammar check

- Tell students that this exercise revises the rest of the grammar they have seen in Units 1 to 3 and it will give them a good idea of how well they have learnt it
 - As this exercise is very wide-ranging, you may want students to do it in pairs so that they can help each other.
 - Students choose the correct option to complete each sentence.
 - Check answers with the class.
 - Ask students how many they have got right, starting at 8 and going down.

Exercise 3

- 1 What is your name?
- 2 Where are you from?
- 3 How old are you?
- 4 Have you got any brothers or sisters?
- 5 Who is your best friend?
- 6 Do you like listening to music?

Grammar

- o be: present simple
- o have got
- Question words
- Present simple
- Subject pronouns and possessive adjectives
- o Singular and plural nouns
- o love, like, don't like, hate + -ing
- Subject and object pronouns

be: present simple

Complete the sentences with the correct form of be.

aren't am are (x2) isn't is



- 1 Hi, my name's Sean and I ... from Ireland.
- 2 My friends ... Dan and Chloë.
- 3 Dan ... (not) from Ireland; he's from the
- 4 We ... in a rock band called The Dogs.
- 5 We ... (not) famous but our music is
- 6 My favourite band ... The Script.

have got

Exercise 2

Exercise 1

1 am

2 are 3 isn't

4 are

6 is

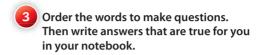
5 aren't

- 1 haven't got
- 2 've got
- 3 's got
- 4 hasn't got
- 5 's got 6 have got
- **7** 's got
- 8 haven't got

2 Complete the text with the correct form of have got.

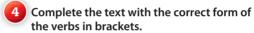
I (1) ... (not) any brothers or sisters but I (2) ... seven cousins. My favourite cousin is Laura. She (3)... blue eyes. Laura (4)... (not) any brothers but she (5)... a sister, Cathy. Laura and Cathy 6... a dog; it 7... a long tail. They (8)... (not) other pets.

Ouestion words



- 1 your name / is / What /?
- 2 from / Where / you / are /?
- 3 old/you/are/How/?
- 4 you / got / any brothers or sisters / Have /?
- 5 your/Who/is/friend/best/?
- 6 you / to music / like listening / Do /?

Present simple



Peter Moore (1)... (come) from Northern Ireland. He (2)... (not go) to a normal school, he (3)... (go) to a music school. Peter (4)... (play) the trombone. His parents (5)... (play) the French horn. They 60 ... (love) music. Peter (7)... (want) to be a professional musician. In his free time, Peter (8) ... (like) playing football.

Exercise 4

- 1 comes
- 2 doesn't go
- 3 goes
- 4 plays
- 5 play 6 love
- 7 wants
- 8 likes

Grammar check

- Write the correct word in your notebook.
 - 1 My mum's name is Lauren. She / Her is from Scotland.
 - 2 My dad is from Canada. He / His name
 - 3 They have got three child / children.
 - 4 Mouse / Mice have got four legs.
 - 5 We love ride / riding our bikes.
 - 6 I like play / playing football.
 - 7 They / Them have got long wavy hair.
 - 8 My brother often plays tennis with he / his friends.

Exercise 5

- 1 She
- 2 His 3 children
- 4 Mice
- 5 riding
- 6 playing **7** They
- 8 his

Units 1-3

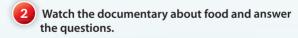
Cultural Awareness:

1 How much do you know about food in Britain? Do the quiz.

Exercise 1

- **1** b
- **2** b **3** c
- **4** a
- **5** c
- What is the traditional British breakfast?
 - a) croissants
 - b) bacon and eggs
 - c) toast and jam
- What is the traditional drink in Britain?
 - a) orange juice
 - b) tea
 - c) hot chocolate
- 3 A very popular dish is fish and ...
 - a) carrots.
 - b) rice.
 - c) chips.
- 4 What is in a pasty?
 - a) meat, potato and onion
 - b) apples
 - c) fish
- 5 When do you eat pudding?
 - a) during a meal
 - b) at the end of a meal
- 6 What do people usually eat at Christmas?
 - a) turkey
 - b) fish
 - c) lamb





Exercise 2

- 1 three o'clock
- 2 mashed potato
- 3 haggis
- 1 What time do people have afternoon tea?
- 2 What can you eat with your pie in a pie shop?
- 3 What do they eat in Scotland on 25th January?















Lesson Aims

Students do a quiz to see how much they know about British food-related customs. Students watch a video about food in Britain and extract specific information.

Cultural Awareness:

Food

Warmer

Ask students to tell you about any typical food or drink where they live and in other autonomous communities (eg pasulj, sarma, etc) or countries (eg pies, muffins, couscous).

- Tell students they are going to do a quiz about British food customs. Read through the questions with the class and clear up any vocabulary problems, but do not tell them what pudding means.
 - Students do the quiz individually.
 - Students compare answers in pairs.
 - Check answers with the class.

Extra activity

Students answer questions 1, 2, 3 and 6 for where they are from.

2

- Tell students that they are going to watch a documentary about food in Britain.
- Read through the questions with the class, clearing up any vocabulary problems, eg pie.
- Ask students what they think the answers to the questions might be.
- Play the video. Students watch and listen and check their answers.
- Check answers with the class.

Web info

To see a simple demonstration of how to make a full English breakfast, type these words in your search engine: 'video + videojug + full English breakfast'

Culture video: Food

This Culture video and accompanying worksheet, teaching notes, videoscript and answer key are in the Teacher's Resource Area Online.

The worksheet, teaching notes, videoscript and answer key can also be found in the Teacher's Resource Area Online.

Students look at a collaborative wall about food and make one themselves.

Digital Competence:

A collaborative wall

Warmer

Ask the class if they have ever posted pictures, videos or ideas online. If so, ask them what they were about and what type of website it was.

Ask students to look at the example of a collaborative wall or show it on screen. Ask them what the wall shows in general (different food ideas posted by different people on a web page / wall).

Look at the words in the box. Clear up any vocabulary problems, eg *recipe*, *pancake*. Tell students to find examples of the words in the picture.

Task

Explain to students that they are going to make an online collaborative wall about food.

- Step 1 Tell students to look for digital information about a type of food. It can be their own material, eg a video of a family meal, a photo of their kitchen, a few lines about their favourite food, etc, or something they find on the web, eg a picture of delicious food, a photo of a fashionable restaurant, a recipe in English, etc.
- Step 2 Divide the class into groups of five or six so that various walls are produced. Write the URL of a digital wall generator (see Web info) on the board or tell them to create a wall using a big piece of paper. You may want to help each group set up their collaborative wall. If appropriate, make it clear to the class that this is a project which they will need to organize in their free time and that they will need to take responsibility for it.

- **Step 3** Tell each group to pool their information from step 1 using the digital wall or creating a paper poster. Encourage them to include a puzzle.
- **Step 4** Groups show their walls to the rest of the class, either projected onto a screen or as a physical poster. Encourage positive feedback and *constructive* criticism and suggestions.
- **Step 5** Organize a classroom vote to decide on the best wall.



Web info

Type these words in your search engine for more information about collaborative walls: 'online collaborative wall for schools'

Term Project

For a different type of collaborative project, see Workbook pages 130–1. Worksheets and teacher's notes are available in the teacher's resource area online.

Digital Competence:

Look at the collaborative wall and find an example of:

a recipe a photo a video about making a pancake a definition of pancake





TASK Create a collaborative wall. Follow the steps below.

Step 1 Find information, videos and photos about a type of food.

Step 2 Create a collaborative wall. Use a digital generator if possible.

Step 3 Put the information from Step 1 on your Wall. Try to include a puzzle.

Step 4 Show your wall to the students in your class. Ask them to add information.

Step 5 Read your classmates' walls and add information. Who has the best one?











Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to places in town and landscape features CLC
- Identify specific information from a text on twin cities CLC
- Understand and correctly use grammar structures related to there is / there are, prepositions of place and countability and draw parallels to L1 CLC, L2L
- Identify specific information through a listening activity about a place CLC, L2L

- Use appropriate functional language to make suggestions CLC, SCC
- Write a city guide CLC, SIE, CAE
- Use there is / there are + also to add information CLC
- Identify specific information from a text about carnivals and festivals CLC
- Assimilate the Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, L2L, SIE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

More information on Key Competences, page v

Linguistic content

Grammar

- there is / there are: affirmative, negative, interrogative and short answers
- Prepositions of place: behind, between, etc
- a / an, some, any
- there is / there are + also

Recycled grammar

- be: present simple (Unit 1)
- have got (Unit 2)

Main vocabulary

- Places in town: chemist, church, etc
- Landscape features: beach, forest, etc

Functional language

• Making suggestions / A day out

Pronunciation

• The /ə/ sound

Skills: learning outcomes

- Reading Understand specific information in a clearly structured fact book article on twin cities.
 The student can re-read the more difficult parts, page 43
- Listening Extract the main idea from a holiday resort advertisement which is delivered in a slow, clear way. Clearly recorded and without any interference, page 46
- Speaking Participate effectively in a face-to-face informal dialogue, making suggestions about a day out, page 47
- Writing Write a short city guide with simple and relevant information and facts to describe places in the city, page 48
- Reading Get the main idea of a short journalistic text about carnivals and festivals in a magazine format. The student is guided by names and pictures to aid understanding, page 49

Lifelong learning skills and content-based learning

Life skills

- Cooperation Negotiate free-time plans with a friend, page 47
- Socio-cultural awareness Identify the location, population and main features of a city, page 48
- Learning how to learn Plan to write a city guide, page 48
- Recognizing diversity Popular cultural manifestations around the world, page 49

Learning strategies

 Compare grammar in English with your own language, page 44

Cross-curricular content

- Geography: twin cities, page 43
- Geography: landscape features, page 46
- Language and literature: conventions for writing a city guide, page 48

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video School (Revision Units 4–6, page 74)

Workbook

- Vocabulary, pages 26–7
- Vocabulary Reference, page 87
- Grammar, pages 28-9
- Grammar Reference and Practice, pages 72–3
- Revision, page 30
- Culture: Reading and Listening, page 96
- Writing Guide, pages 108-9
- Speaking, page 123

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 16–20
- Vocabulary and Grammar Consolidation and Extension, pages 13–6
- Translation and Dictation, pages 4 and 13

Lifelong Learning

- Digital Competence, pages 7–8
- Culture Video Material, pages 3–4
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1-7
- Key Competences, pages 7–8 and 25–6

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 3-4

Evaluation material

- Unit 4 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: things to see in Brazil, things to see in Liverpool, the Tropical Islands resort, Dubai, Venetian carnival masks

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 16–20

Material for fast finishers

Workbook: Grammar Extension, page 31

Teacher's Resource Area Online: Vocabulary Extension, page 15

Teacher's Resource Area Online: Grammar Extension, page 16



Objectives

Vocabulary Places in town; landscape features

there is / there are; prepositions of Grammar

place; a / an, some, any

Speaking Making suggestions

Writing A city guide; there is / there are + also

Vocabulary



- 1 supermarket
- 2 newsagent
- 3 underground station
- 4 cinema
- 5 shopping centre
- 6 shoe shop
- 7 church
- 8 library
- 9 restaurant
- 10 sports centre
- 11 museum
- 12 school
- 13 chemist

Exercise 2

4 supermarket

5 restaurant

Exercise 3 Alex goes to the

6 school

1 underground station 2 sports centre 3 church

14 hotel

Places in town





Listen and repeat the words. Match them with pictures 1–14.

chemist • church • cinema • hotel • library • museum • newsagent • restaurant • school • shoe shop • shopping centre • sports centre • supermarket • underground station

















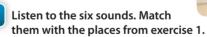












1 – underground station







Listen to Emma and Alex. Where does Alex go at the weekend?





In pairs, ask questions about the places in your town. Use the words in the box.

at the weekend



Where do you go at the weekend?

I go to the cinema.

sports centre.

42

Vocabulary Reference

Lesson Aims:

Students learn and practise some words for places in a town. Students listen to and practise a dialogue about places in a town.

Vocabulary

Places in town

Warmer

See what places students know. Brainstorm where they go in town and write their ideas on the board.

1 (1) 1.38

- Teach the difficult words, eg chemist, church, library, newsagent, shopping centre, underground station.
- Play the audio. Students listen and repeat the words.
- Students look at the places in the pictures. They match the words with the pictures.
- Check answers with the class. Explain that a library doesn't sell books, it lends them and a newsagent sells newspapers, magazines and sweets.

2 (1) 1.39

- Play the audio. Match the first sound with the place (underground station) together as an example.
- Play the other sounds and ask students to match them to places in exercise 1.
- Check answers with the class.

Extra activity

In pairs, students think of sounds for the other places. Ask the pairs to act out their sounds so other students can guess the place.

3 (1) 1.40

- Students read the question.
- Play the audio. Students listen for the answer.
- Check the answer with the class.

4 📆

- Practise the question and answer in the speech bubbles with the class. Pay attention to stress and intonation.
- Refer them to the phrases in the box and elicit another question.
- Students ask and answer questions about places in their town in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write the dialogues in pairs before saying them out loud.

Fast finishers: Exercise 4. Students write more questions using other days, times and people.

Self-study and extra practice

Workbook

Vocabulary, page 26

Teacher's Resource Area Online

- Crystal Clear Basics, page 16
- Vocabulary Consolidation, page 13
- Vocabulary Extension, page 15

Students read and listen to a text about twin cities for specific information.

Reading

Fact book

Warmer

Introduce the idea of twins and of twin cities. Ask students if they know if Belgrade is twinned with any other cities. Tell the students that Belgrade is actually twinned with 5 cities around the world. These are Shangai, Ljubljana, Corfu, Chicago and its oldest twin is with the city of Coventry in England (over 60 years).

Word Check

Check students understand the new words: twin, cities, also, slavery, teams. Explain any they don't know.

1 (1) 1.41

- Students look at the pictures and describe what they can see. Ask them to identify the cities (Rio de Janeiro and Liverpool) and say what they know about them.
- Students read the question.
- Students read and listen to the text to find the answer.
- Check the answer with the class.
- **2** Students read the statements.
 - Give them time to re-read the text and decide if the statements are true or false.
 - Check answers with the class. Ask students to identify the part of the text which tells them the answer.
- Use the measurement table to work out the details listed in the article and in the Crystal Clear Facts about the Maracana football stadium.
 - Use the measurement table to work out the distance of objects in the classroom.

Extra activity

Practise the word stress in three-syllable words that appear in the text: another, similar, January, carnival, stadium, tourism, fantastic, important, interesting, museums, slavery.



Cultural note

The name 'Sugar Loaf' was invented in the 16th century when sugar cane was a very important business in Brazil. In order to transport the sugar on ships, blocks of sugar were placed in conical objects made of dried earth. These objects had a similar shape to the mountain, which took its name from them.



Web info

Type these words in your search engine for more information about

- things to see in Rio de Janeiro: 'rough guide + Rio de Janeiro'
- things to see in Liverpool: 'simonseeks + Liverpool'

Mixed-ability solutions

Students who need extra help: Exercise 3. Read out the relevant part of the text where the answer to each question is to be found, eg *1 Rio de Janeiro means 'January River' but there isn't a river there!* and so on.

Fast finishers: Exercise 3. Students write down four similarities and one difference between Rio de Janeiro and Liverpool.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 7

Reading

Fact book

Word Check

twin cities also slavery teams

Twin Cities 9301km Apart

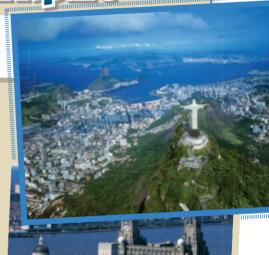
Some cities have a twin city in another country. Rio de Janeiro and Liverpool are twin cities.

They are very different but they are also similar—just like human twins!



- RIO DE JANEIRO means 'January River' but there isn't a river there! It is near the sea and there are some incredible beaches. There's also a famous mountain called the Sugar Loaf. Every year, there's a huge carnival with music, food, dancing and street parties. People love football here and there's a big football stadium called the Maracanã. There's also a lot of tourism. For tourists, there are fantastic museums, shopping centres and restaurants.
- LIVERPOOL is also near the sea and the River Mersey.

 There aren't any mountains near Liverpool but there are beaches. Music is very important and some famous music groups come from here, like The Beatles. Liverpool also has a carnival. There's a famous hotel called The Adelphi and there are some interesting museums like the Maritime Museum and the Slavery Museum. There are two big football teams
- Liverpool and Everton. It's the favourite sport here too!



Exercise 2

- 1 false ... there isn't a river there!
- 2 true There's also a lot of tourism.
- 3 true ... there are beaches.
- 4 true Liverpool also has a carnival.
- 5 false ... there are some interesting museums like ...

i

Crystal Clear Facts

The football stadium Maracana is 105m long and 68m wide. It can hold 79000 people. They built it in 1950.

Exercise 1Rio de Janeiro



Read and listen. Which city has a famous football stadium?

- Write true or false in your notebook.
 Copy the sentences with the information.
 - 1 There's a river in Rio.
 - 2 Rio is popular with tourists.
 - 3 There are beaches near Liverpool.
 - 4 There's a carnival in Liverpool.
 - 5 There are only two museums in Liverpool.
- 3 How +adjective? Calculate and answer the questions.
 - 1. How far is Rio de Janeiro from Liverpool in miles?
 - 2. How wide is Maracana in feet?
 - 3. How long is Maracana in feet?
 - 4. How old is Maracana?
 - 5. How many people can Maracana hold?
 - 6. How tall are you in feet and inches?

Measurements

1 foot = 30.5cm

1mile = 1.6km

1inch = 2.54cm

Exercise 3

- **1** 5,813 miles.
- **2** 223 feet.
- **3** 344 feet.
- **4** 72 years old in 2022.
- **5** 79,000 people.
- 6 Students' own answer.

Unit 4

43

Grammar

there is / there are

	Affirmative	Negative	Interrogative	Short answers
Singular	There is a shop.	There isn't a shop.	Is there a shop?	Yes, there is. / No, there isn't.
Plural There are some shops. There aren't a shops.		There aren't any shops.	Are there any shops?	Yes, there are . / No, there aren't .

Exercise 1

Students' own answers

Exercise 2

1 there are

2 there is

3 there is

5 there is

4 there are

Look at the sentences in the table. How do you say there is and there are in your language?

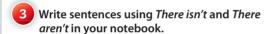
Complete the sentences with there is and there are.

In Rio de Janeiro, ...

a famous mountain.

In Rio de Janeiro, there is a famous mountain.

- 1 fantastic beaches.
- 2 a big football stadium.
- 3 a carnival.
- 4 shopping centres and restaurants.
- 5 a lot of tourism.



There is a river in Rio.

There isn't a river in Rio.

- 1 There are six airports in Rio.
- 2 There is a carnival in my town.
- 3 There's a stadium in my town.
- 4 There are mountains in Liverpool.
- 5 There's a library in my street.

Order the words to make questions. Then write true short answers in your notebook.

any trees / Are there / in your street /?

Are there any trees in your street?

- 1 a bus station / in your street / Is there /?
- 2 Are there / in your town / any banks /?
- 3 in your street / Is there / an underground station / ?
- 4 a library / Is there / in your school /?
- 5 any newsagents / in your street / Are there / ?





Ask and answer the questions from exercise 4.

Are there any trees in your street?

No, there aren't.

Prepositions of place

Read the words in the box. How do you say them in your language?

> behind between in in front of near on

Exercise 6

Students' own answers

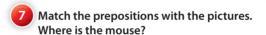
Exercise 7

1 near

4 behind

6 between

2 on 3 in front of

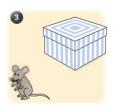


















Exercise 3

- There aren't six airports in Rio.
- 2 There isn't a carnival in my town.
- 3 There isn't a stadium in my town.
- 4 There aren't (any) mountains in Liverpool.
- 5 There isn't a library in my street.

Exercise 4

- 1 Is there a bus station in your street?
- 2 Are there any banks in your town?
- 3 Is there an underground station in your street?
- 4 Is there a library in your school?
- 5 Are there any newsagents in your street?

Students' own answers – Yes, there is / are. or No, there isn't / aren't.

Lesson Atms:

Students learn and practise there is / there are (affirmative, negative, interrogative and short answers) and prepositions of place.

Grammar

there is / there are

Warmer

Say and write on the board:
In my town there's a museum.
In my town there are two supermarkets.
Ask students what the sentences mean.

- Students read the sentences in the affirmative column of the grammar table and answer the question.
 - Point out that there's is a common contraction of there is, but that there are doesn't have a contraction.
 - Practise the sentences in the grammar table. Pay attention to the weak form in *there are* /ðerə/.
- **2** Read the example sentence with the class.
 - Students complete the sentences with *there is* or *there are*.
 - Check answers with the class.

Extra activity

Students close their books. Practise the sentences in exercise 2. You say: *a famous mountain*. The class says: *In Rio de Janeiro there is a famous mountain*. Repeat the procedure with the other sentences.

- **3** Ask students how to form the negative form of *there is* and *there are*. Tell them to look at the negative column of the grammar table to check.
 - Read the example with the class.
 - Students work in pairs and write the sentences using *There isn't* or *There aren't*.
 - Check answers with the class.
- Read through the interrogative and short answers columns in the grammar table with the class. Ask students to translate the sentences.
 - Read the example with the class. Ask students for possible answers.
 - Students order the words to make questions and then write a true short answer for each one.
 - Check answers with the class.



- Read the example in the speech bubbles with the class.
- Ask students another of the questions from exercise 4, eg
 Is there a bus station in your street?
- Encourage them to give you a short answer.
- Ask students to ask and answer the questions in pairs.

Prepositions of place

- Demonstrate the prepositions of place by putting your pen in different positions and saying: It's on the table.; It's behind the book., etc.
 - Ask students to translate the prepositions in the box into their language.
 - Check answers with the class.
- Match the first picture with the corresponding preposition (near) with the class as an example.
 - Students match the other prepositions with the remaining pictures.
 - Check answers with the class.

Mixed-ability solutions

Students who need extra help: Exercise 2. Students first write singular or plural for each sentence. Then write on the board:

Singular = there is ...

Plural = there are ...

Students then do the exercise.

Fast finishers: Exercise 4. Students role-play or write a conversation with a tourist who is asking about the facilities available in their town. The tourist can ask questions with *Is there* ...? or *Are there* ...? about the places on page 42 of the Student's Book.

Students learn to use a / an, some and any correctly with countable and uncountable nouns.

Grammar

a / an, some, any, much, many, a lot of

Warmer

Write on the board: *a bus, an egg*. Ask the class why we use *a* in one case and *an* in another.

Then write on the board *a house, an hour*. Ask why we say *an hour* and not *a hour* (*because* hour *starts with a vowel sound*).



Crystal Clear Rules

Introduce the idea of countable and uncountable nouns. Write the following nouns on the board and ask students to classify them as countable or uncountable: bed, book, bus, milk, money, music, school, water. Explain that we use a or an before countable nouns in the singular and some before uncountable nouns in the singular.

Read through the grammar table in the Student's Book with the class, or use the Interactive Grammar Table. Ask when we use *some* and when we use *any*.

Read the Crystal Clear Rules with the class.

- **8** Students use *a* or *an* with the sentences.
 - Check answers with the class.
- **9** Complete the sentences with *much, many* or *a lot of.*
 - Ask the students to make statements about their home town using *much*, *many*, *a lot of* and *some*.
 - Check answers with the class.



- 10 Tell students that this is a cumulative check of the grammar in Units 1 to 4 and explain any vocabulary they may not know, eg *bored*, *wave machine* and *let's go*.
 - Students complete the dialogue with the correct form of the verbs in brackets.

11 (1) 1.42

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Extra activity

Act out the dialogue with one student after checking the answers. Students then read the dialogue in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 10. Write two options on the board for each gap.

Fast finishers: Exercise 10. Students write down three pieces of information about the swimming pool in the dialogue. Then ask them to write three sentences about their local swimming pool.

Self-study and extra practice

Workbook

- Grammar, pages 28–9
- Grammar Reference and Practice, pages 72–3

Teacher's Resource Area Online

- Crystal Clear Basics, pages 18-9
- Grammar Consolidation, page 14
- Grammar Extension, page 16

a/an/some/any/much/many/a lot of

	Countable nouns	Uncountable nouns	
Singular		Plural	Singular
Affirmative	There is a shop.	There are some shops.	There is some food .
Negative	There isn't a shop.	There aren't any shops.	There isn't any food.
Interrogative	Is there a shop?	Are there any shops?	Is there any food?



Crystal Clear Rules

We use a before consonant sounds.

We use an before vowel sounds.

We use *some* with plural countable nouns and uncountable nouns in affirmative sentences.

We use any with plural countable nouns and uncountable nouns in negative and interrogative sentences.



Crystal Clear Rules

We use a lot of with countable and uncountable nouns in affirmative sentences to express large quantities.

We use **much** with uncountable nouns in interrogative and negative sentences to express large quantities.

We use **many** with countable nouns in interrogative and negative sentences to express large quantities.

Complete the sentences with a or an.

- 1. This is ... elephant.
- 2. I have ... red car.
- 3. My sister would like ... apple.

Exercise 8

1 an 2 a

3 an

- Complete the sentences with much, many or a lot of.
 - 1. There are ... hotels in Valencia. Are there ... hotels in Belgrade too?
 - 2. He has got ... homework. Have you got ... subjects in school?
 - 3. Are there ... beaches in Greece? Yes, a lot.

3

5 6

Exercise 9

- 1 a lot of ... many
- 2 a lot of ... many
- 3 many

Complete the dialogue with the correct form of the verbs in brackets.

Exercise 10

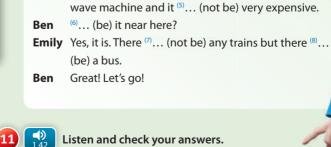
- 1 isn't
- 2 are
- 3 haven't got
- **4** 's
- 5 isn't
- 6 ls 7 aren't **8** 's

I'm bored and there (1)... (not be) anything to do. Ben

Emily This website says there (2)... (be) a lot of things to do!

But I (3)... (not have got) any money.

Emily What about the swimming pool? There (4)... (be) a





Grammar Reference

Unit 4

Vocabulary

Landscape features

Listen and repeat the words. How do you say them in your language?

beach • forest • ice • island • lake • mountain • river • sand • snow • trees • water • waves

2 Match 1-12 in the picture with the words in exercise 1.



Complete the text with words from exercise 1. Then listen and check.

There are three $^{(1)}$ There's some $^{(2)}$... on the big mountain. There's a $^{(3)}$... near the big mountain. There's a small lake in the (4).... There isn't any (5)... on the small lake. There's a (6)... between the small mountains and the forest. There's a (7)... in front of the forest. There's (8)... on the beach but there aren't any $^{(9)}$ There are some big $^{(10)}$... in the sea.

Exercise 3

Exercise 1

answers

Students' own

Exercise 2 1 beach 2 forest 3 river 4 snow 5 island 6 lake 7 mountain 8 waves 9 ice 10 water

- 1 mountains
- 2 snow

11 trees **12** sand

- 3 lake 4 forest
- **5** ice
- 6 river 7 beach
- 8 sand
- 9 trees
- 10 waves

Listening

Exercise 4

Exercise 5

1 true 2 true

3 false

4 false 5 false

b a holiday world



Listen to the advertisement. What is Tropical Islands? Write a, b or c in your

a) a shopping centre

b) a holiday world

c) a hotel

- Listen again. Write true or false in your notebook.
 - 1 Tropical Islands is in Europe.
 - 2 There are beaches and a forest.
- 5 Tropical Islands is indoors and outdoors.

4 There are hotels but there isn't a campsite.

- 3 There aren't any insects in the rainforest.

46



Vocabulary Reference

Lesson Aims

Students learn and practise words for describing landscape features.

Students listen to an advertisement, identify what it is about and extract specific information.

Vocabulary

Landscape features

Warmer

In pairs, students think of any words they know in English related to nature (not animals) and make a list. Ask some students to read out their lists and write the words on the board.

1 (1) 1.43

- Play the audio. Students listen and repeat the words. Pay particular attention to word stress, the silent s in island and the pronunciation of -tain in mountain (= /tin/).
- Elicit from students how to say the words in their language.
- 2 Students look at the map of the island. Ask them what they can see.
 - Students match the words in exercise 1 with the places on the map in pairs.
 - Check answers with the class.

3 (1) 1.44

- Make sure that students understand the meaning of *lake* and *sea* before they start the activity.
- Elicit the first missing word with the class.
- In pairs, students choose the correct words from exercise 1 to complete the description of the island.
- Play the audio. Students listen and check their answers.
- Check answers with the class.

Extra activity

Ask students to draw a map of an island and describe it to a partner.

Listening

Warmer

Tell students that they are going to listen to an advertisement for a place called Tropical Islands. Tell them to look at the three pictures and discuss which of the pictures they think is Tropical Islands.

4 (1) 1.45

- Play the audio. Students listen and decide which of the three options describes Tropical Islands.
- Check the answer with the class.
- **5** Students read the statements.
 - Play the audio again. Students listen again and decide if each statement is true or false.
 - Check answers with the class.

Web info

Type these words in your search engine for more information about the Tropical Islands resort: 'tropical + islands'

Mixed-ability solutions

Students who need extra help: Exercise 3. Write two options on the board for each gap.

Fast finishers: Exercise 3. Students try to memorize the picture in exercise 2. They then close their books and write a description from memory.

Self-study and extra practice

Workbook

- Vocabulary, page 27
- Vocabulary Reference, page 87

Teacher's Resource Area Online

- Crystal Clear Basics, page 17
- Vocabulary Consolidation, page 13
- Vocabulary Extension, page 15
- Key Competences: Listening, page 8

Students learn and practise functional language for making suggestions for a day out.

Speaking

Making suggestions / A day out

Warmer

Write a list of places on the board, eg beach, café, cinema, park, sports centre. Ask students where they spend their free time.

Model Dialogue 🕟

1 (1) 1.46

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue.
- Students answer the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on the use of How about, What about and Why don't we to introduce suggestions. You may also need to explain the meaning of I hate and That's a pity! Get the class to pay attention to intonation, both of questions and answers.
- **3** Ask students to look at the dialogue and to tell you what is special about the form of the verbs that follow *How about* and *What about*.
 - Students complete the suggestions with the correct form of the verbs in brackets. Tell them to look closely at the dialogue to ascertain what form of the verb (-ing form or infinitive) they need in each case.

Extra activity

In pairs, students take turns to make the suggestions in questions 2–5. The other student responds positively (*Good idea!*) or negatively (*I hate the beach / football*, etc).

Speaking Task 🥠

1 Talk about a day out

Students choose a place.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue using one of the other places. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

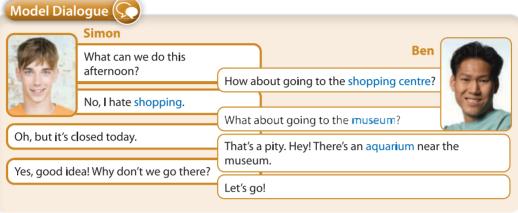
Speaking, page 123

Teacher's Resource Area Online

• Key Competences: Speaking, pages 25–6



Making suggestions / A day out



Exercise 1 Yes

- Listen to the dialogue. Is the museum closed?
- Listen again and repeat the dialogue.
- Complete the suggestions with the correct form of the verbs in brackets.
 - 1 What can we ... (do) today?
 - 2 How about ... (go) to the beach?
 - 3 Let's ... (play) football!
 - **4** What about ... (go) to the cinema?
 - 5 Why don't we ... (visit) the science museum?

Exercise 3

- 1 do
- 2 going
- 3 play 4 going
- 5 visit

Speaking Task



Talk about a day out

Choose a place.







theatre

sports centre

Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

castle

In pairs, practise your dialogues.

What can we do this afternoon?

How about ...?

Useful Language Making suggestions

What can we do this afternoon?

No, I hate shopping.

Yes, good idea! Why don't we go there?

How about going to the shopping centre? What about going to the museum?

Let's go!

Writing

A city guide



- 2 about two million people
- 3 the desert



Read the Model Text and listen. Answer the questions in your notebook.

- 1 Where is Dubai?
- 2 What is its population?
- 3 What is the writer's favourite place?

Model Text



Dubai is a city in the United Arab Emirates. It has a population of about two million people. It is near the sea and there are some fantastic beaches there. There's also a desert.

There are hotels, shopping centres and restaurants. There are also traditional markets. There are cinemas and there's also a water park.

My favourite place is the desert. I love riding my quad bike there.



Make notes about a city and include:

Location ... is a city in It is near ... **Population** It's got a population of ...

Landscape There are mountains.

Places There are shops, a museum ...

Favourite place *My favourite place is*

Use the Model Text, your notes and this

Paragraph 1 Location, population, landscape

Plan

I love ...

Write

Exercise 2

There's **also** a desert. There are also traditional markets. there's also a water park.

Look at the Crystal Clear Tips. Find an example in the Model Text.

Crystal Clear

there is / there are + also

Use also with there is / there are to add information:

There's **also** a desert. There are also traditional markets.

Rewrite the sentences with also. Write them in your notebook.

> There are mountains near my town. There's also a beach.



- 1 There are two museums. There's a church.
- 2 There are some shops. There's a market.
- 3 There's a sports centre. There's a football stadium.
- 4 There are restaurants. There are hotels.
- 5 There's a hotel. There's a campsite.

3 Check

Paragraph 2 Places

- ☑ prepositions of place
- ☑ vocabulary for places in town and landscape features

Paragraph 3 Your favourite place

also

Exercise 3

- 1 There are two museums. There's also a church.
- 3 There's a sports centre. There's also a football stadium.
- 4 There are restaurants. There are also hotels.
- 5 There's a hotel. There's also a campsite.



2 There are some shops. There's also a market.

Lesson Afms

Students practise using there is / there are + also. Students write a city guide.

Writing

A city guide

Warmer

Read out these sentences. Ask students to guess the city (Paris).

It's in Europe.

People don't speak English there.

It's got a lot of museums.

There's a river in the city.

It's expensive.

The food is good.

It's the capital of France.

Model Text



1 (1) 1.47

- Look at the pictures and ask students if they know where Dubai is. If you have a map, locate it.
- Students read the questions.
- Play the audio. Students read and listen to the text and answer the questions.
- Check answers with the class.

Extra activity

Ask students to write down six things that the city of Dubai has got.

Crystal Clear 15

- 2 Read the Crystal Clear Tips with the class. Make sure that they understand add information and
 - Students find examples in the Model Text.
- **3** Look at the example with the class.
 - Students rewrite the sentences with also.
 - Check answers with the class.

Writing Task

O Plan

Read the notes with the class. Students choose a city and make notes about it. Tell them to look for information on the internet if they don't know all the details.

Write

Look at the structure with the class. Students use their notes to write their city guide. Emphasize that they should try to use there is / there are + also to add information.

Check

Encourage students to check their work, paying particular attention to the points mentioned.

Extra activity

Ask students to tell each other about their cities. Have they included the same information?



Web info

Type 'Dubai' in your search engine for more information about Dubai.

Mixed-ability solutions

Students who need extra help: Writing Task. Students just complete the notes in step 1 and do not write the complete composition.

Fast finishers: Writing Task. In pairs, students read each other their descriptions without saying which city they have written about. Their partner has to guess.

Self-study and extra practice

Workbook

• Writing Guide, pages 108-9

Teacher's Resource Area Online

• Key Competences: Writing, page 8

Lesson Aims

Students learn about carnivals and festivals in various cities around the world. Students practise the /9/ sound.



Carnivals and festivals

Warmer

Ask students to think of any popular festivals where they live or in their country.

1.48

- Students look at the pictures. Ask them to say what they see in each picture.
- You may want to pre-teach the following vocabulary, mostly with the aid of the pictures: parties, fireworks, burn, costumes, parade, choose, queen, sad, masks.
- Students read the questions.
- Play the audio. Students read and listen to the text to find the answers.
- Check answers with the class.

Extra activity

Ask students how they celebrate carnival time (February to March) where they live.



/ə/

1 1 49

- Read the information about the /ə/ sound with the class.
- Play the audio. Students listen to the sentence and note the /ə/ sounds in *a* and *the*.

Extra activity

Write this sentence on the board and underline the stressed words:

New Orleans is a big city by the river.

Explain that in English we only stress the important words in a sentence. Often, the vowel sounds in the unstressed words are pronounced with a /ə/ sound. Get the class to say the sentence with the correct word stress and the appropriate /ə/ sounds.

b (1) 1.50

- Play the audio. Students listen and identify the /ə/ sounds in the sentences.
- Check answers with the class.
- Play the audio again for students to listen and repeat the sentences.

🚱 Web info

Type these words in your search engine for more information about Venetian carnival masks (video): 'video + Venice masks'

Mixed-ability solutions

Students who need extra help: Reading text. Give the following hints to help students answer the questions.

- 1 Christmas or February to March?
- **2** burn or dance?
- 3 cheese or cake?
- 4 happy or sad?
- 5 hats or masks?

Fast finishers: Reading text. Students read the text again carefully. Then they close their books and see how much they can remember.

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 96

Californe Reading

FROM FEBRUARY TO MARCH THERE ARE CARNIVALS AND FESTIVALS ALL OVER THE WORLD. Carnivals and festivals

LAS FALLAS, SPAIN

In March, there is a fantastic festival in Valencia called *Las Fallas*. There are parties and fireworks and incredible figures called *Fallas*. On the last night, they burn all the *Fallas*.

NEW ORLEANS, THE USA

New Orleans is a big city by the Mississippi River. Its carnival is called Mardi Gras. There are incredible costumes and fantastic parties. There is also a special cake called King Cake. It's delicious!



LAS PALMAS, SPAIN

The Carnival of Las Palmas is in February. Thousands of people watch the parade, or *cabalgata*. There is also a competition to choose the Carnival Queen.

On the last day, some people wear black because it's the end of the carnival and they are sad.

VENICE, ITALY

During the Venice carnival, there are operas in the streets and on the canals. People wear beautiful costumes. They also wear special masks called *Bautas*.

DO YOU CELEBRATE ? A CARNIVAL IN YOUR TOWN



Read and listen. Then answer the questions in your notebook.

- 1 When is carnival time?
- 2 What do they do on the last night of *Las Fallas*?
- 3 What is the special food in New Orleans?
- 4 In Las Palmas, why do some people wear black on the last day?
- 5 What do people wear in Venice?

Reading text exercise

- 1 from February to March
- 2 They burn all the Fallas. (figures)
- 3 King Cake
- 4 Because it's the end of the carnival and they are sad.
- 5 beautiful costumes and special masks

Pronunciation

/ə/

The $\frac{\partial}{\partial t}$ is the most frequent sound in English. It is often heard in words like *the*, *of* and *a*.



Listen to the underlined sounds.

New Orleans is <u>a</u> big city by th<u>e</u> river.



Identify the /ə/ sound in this sentence It's ten to two. Let's go for lunch.

Pronunciation exercise b

It's ten to two. Let's go for lunch.

Unit 4

49

Unit 4 Language Reference

. Vocabularv

Places in town



cinema





chemist



church







newsagent

restaurant

school

shopping centre

sports centre

supermarket

underground station

Landscape features beach forest ice island lake mountain river sand snow trees water waves

Grammar

there is / there are

	Singular	Plural
Affirmative	There is a tree.	There are some trees.
Negative	There isn't a tree.	There aren't any trees.
Interrogative	Is there a tree?	Are there any trees?
Short answers	Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

A/an/some/any/much/many/a lot of

	Countable	Uncountable
Affirmative	There is a lake . There are some lakes . There are a lot of lakes.	There is some snow . There is a lot of snow .
Negative	There isn't a lake . There aren't any lakes . There aren't many lakes .	There isn't any snow. There isn't much snow.
Interrogative	Is there a lake? Are there any lakes? Are there many churches?	Is there any snow? Is there much snow?

Prepositions of place behind between in in front of near on

Speaking

Making suggestions

What can we do this afternoon? No, I hate shopping. Yes, good idea! Why don't we go there? How about going to the shopping centre? What about going to the museum? Let's go!

Unit 4 Progress Check

Vocabulary

Places in town

Exercise 1

- 1 hotel
- 2 restaurant
- 3 shopping centre

Exercise 2

1 a

2 e 3 c

4 d

5 b

- 4 museum
- 5 news agent

- 1 Order the letters to make words. Write them in your notebook.
 - 1 eolht
 - 2 austrtnaer
 - 3 phospign eetrnc
 - 4 mmesuu
 - 5 nswe atneg

Landscape features

2 Match 1-5 with a-e in your notebook.



- a) beach
- d) forest
- b) mountain
- e) river
- c) lake

there is / there are Grammar

Exercise 3

- 1 is
- 2 are
- 3 are
- 4 aren't
- 5 isn't
- 3 Write the correct word in your notebook.
 - 1 There is / are a sports centre in my town.
 - 2 There is / are two shopping centres in my town.
 - 3 There is / are museums and a church near my house.
 - 4 There isn't / aren't any restaurants on this
 - 5 There isn't / aren't an underground station near the hotel.

Prepositions of place



Complete the words with the vowels. Then match them with the pictures.





- **a**) b h nd **b**) n
 - c) b tw
- d) ■n fr ■nt e) n l r

Exercise 4 1 a - behind

- 2 c between
- 3 d in front of 4 e - near
- 5 b-on



a/an/some, any, a lot of, much, many



Complete the sentences with a, an, some, any, a lot of, much, many Write them in your notebook.

- 1. There's ... restaurant on the beach.
- 2. There aren't ... trees on the beach. Only 7.
- 3. There's ... snow on the mountains. We can go skiing.
- 4. There's ...island on the lake.
- 5. A. Are there...museums here? I can't find them in this guide book.
- B. Yes, there are ..., but not
- 6. There isn't ... water in a desert, but there is ... sand.
- 7. There are ...mountains in China, almost 200.

Exercise 5

- 2 many 3 some
- 4 an
- 5 any,
- some, many
- 6 anv. a lot of
- 7 a lot of



Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

- places in town?
- landscape features?
- there is / there are?
- prepositions of place?
- a/an, some, any, much, many, a lot of?

Extra Practice

If you need extra practice, go to:

- Unit 4 Grammar Reference
- Unit 4 Vocabulary Reference
- Unit 4 Grammar Exercises
- Unit 4 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 4 Revision, page 30
- Grammar Reference and Practice, pages 72-3
- Vocabulary Reference, page 87



At School

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to daily routines and school subjects CLC
- Identify specific information from a text on online education for children CLC
- Understand and correctly use grammar structures related to ability, adverbs of manner and questions with adverbs of frequency CLC
- Identify specific information through a listening activity about a special type of school CLC
- Use appropriate functional language to buy a ticket CLC, SCC

More information on Key Competences, page v

- Write a short essay CLC, SIE
- Use because correctly in compositions CLC
- Identify specific information from a text about secondary schools in the UK CLC
- Learn about online education in Australia CAE
- Learn about UK schools CAE
- Assimilate the Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, L2L, SIE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- can: affirmative, negative, interrogative and short answers
- Have to
- Adverbs of frequency
- Word order in questions with adverbs of frequency

Recycled grammar

- be: present simple (Unit 1)
- have got (Unit 2)
- Present simple (Unit 3)

Main vocabulary

- Daily routines: do homework, finish school, etc
- School subjects: art and design, drama, etc

Functional language

• Talking to a ticket seller / Buying a ticket

Pronunciation

• The difference between can and can't

Skills: learning outcomes

- Reading Understand specific information in a clearly structured web page article about education via the internet. The student can re-read the more difficult parts, page 53
- **Listening** Identify the gist and main ideas from an interview about a theatre school, page 56
- Speaking Communicate effectively in an everyday situation. Follow norms of basic courtesy while talking to a ticket seller and buying a ticket, page 57
- Writing Write a short essay about daily routine with simple and relevant information, set out in a logical order, page 58
- Reading Get the main idea of a short journalistic text about UK secondary schools in a web page format. The student is guided by pictures to aid understanding, page 59

Lifelong learning skills and content-based learning

Life skills

- Socio-cultural awareness Interest in learning about different types of education, pages 53, 56, 58
- Cultural awareness Online education in isolated parts of Australia, page 53. A theatre school in the UK, page 56
- Social development Inviting a friend to a concert, page 55. Buying tickets for an event, page 57
- Self knowledge Write an essay about yourself, page 58

Learning strategies

- Become aware of, and use, simple collocations, page 52
- Classify vocabulary according to subjective criteria, page 56

Cross-curricular content

- School subjects vocabulary, page 56
- Arts and drama: a theatre school, page 56
- Language and literature: conventions for writing an essay about school, page 58

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video School (Revision Units 4-6, page 74)

Workbook

- Vocabulary, pages 32–3
- Vocabulary Reference, page 88
- Grammar, pages 34-5
- Grammar Reference and Practice, pages 74–5
- Revision, page 36
- Culture: Reading and Listening, page 97
- Writing Guide, pages 110–1
- Speaking, page 124

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 21–5
- Vocabulary and Grammar Consolidation and Extension, pages 17–20
- Translation and Dictation, pages 5 and 14

Lifelong Learning

- Digital Competence, pages 9-10
- Culture Video Material, pages 3-4
- Study Skills, pages 1-12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1-7
- Key Competences, pages 9–10 and 27–8

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 3–4

Evaluation material

- Unit 5 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: the school of the air, Redroofs school, how to organize yourself in the morning, secondary education in the UK, school in Britain from the point of view of an 11-year-old

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 21–5

Material for fast finishers

Workbook: Grammar Extension, page 37

Teacher's Resource Area Online: Vocabulary Extension, page 19

Teacher's Resource Area Online: Grammar Extension, page 20



Objectives

Vocabulary Daily routines; school subjects

Grammar can (ability); adverbs of frequency;

adverbs of frequency questions;

have to

Speaking Talking to a ticket seller Writing An essay; because

Vocabulary

Daily routines





Listen and repeat the phrases. Match them with pictures 1–10.

do homework • finish school • get dressed • get up • go to bed • have a shower • have dinner • play the piano • start school • tidy your room





















Exercise 2

Exercise 1

2 have a shower 3 get dressed

5 finish school 6 do homework 7 play the piano 8 have dinner 9 tidy your room 10 go to bed

1 get up

have: a bath, lunch, some milk go: to the cinema, home play: with friends, golf, the guitar

Match the expressions in the box with have, go and play. Can you add more?

with friends golf the guitar home lunch some milk a bath to the cinema

Exercise 3

have lunch: half past one go to bed: ten o'clock

- Listen to Mel and Sam. What time does Sam have lunch and go to bed?
- In pairs, ask and answer questions about your routine at the weekend.

What time do you get up?

I get up at ten o'clock.





Vocabulary Reference

Lesson Aims

Students learn and practise some phrases for daily routines.

Students listen to two young people talking about what time they do things at the weekend and identify specific information.

Vocabulary

Daily routines

Warmer

Ask students to mime some of the activities in their daily routines in their places and try to elicit how to say them in English, eg *get dressed*, *get up*, *go to bed*, etc).

1 (1) 1.51

- Play the audio. Students listen and repeat the phrases.
- Emphasize where the stress falls in each of the expressions.
- Ask the class to translate them to clear up any misunderstandings.
- Students look at the pictures. They match the expressions with the pictures.
- Check answers with the class.
- **2** Explain the idea behind the activity: that *have*, *go* and *play* go with certain nouns to make expressions.
 - Do the first item with the class as an example (have a bath).
 - Students match the other expressions with have, go and play. They then add any other expressions they know to their lists.
 - Check answers with the class and ask what other expressions they have.

3 (1) 1.52

- Emphasize that students have to identify *the time* when Sam has lunch and goes to bed.
- Play the audio. Students listen and write down the times that Sam has lunch and goes to bed.
- Check answers with the class.

4 😯

- Read the example with the class. Emphasize that the question is about the weekend.
- Ask one of the students the question. Encourage them to give an answer which is true for them.
- Repeat the process with other expressions, eg have a shower, go to bed, etc.
- Students ask and answer questions in pairs.

Extra activity

Students mime their weekend or weekday routine to a partner. Their partner has to guess the actions.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write out the questions first.

Fast finishers: Exercise 4. Students write three or four sentences about their partner's routine.

Self-study and extra practice

Workbook

Vocabulary, page 32

Teacher's Resource Area Online

- Crystal Clear Basics, page 21
- Vocabulary consolidation, page 17
- Vocabulary extension, page 19

Students read and listen to a text about online education for children living in isolated areas in Australia.

Reading

Website article

Warmer

Brainstorm with students where it is possible to learn when they're not in school. Guide them to thinking about the internet if they don't think about it themselves.

 Students look at the pictures. Encourage them to speculate what the text might be about.

Word Check

Check students understand the new words: webcam, digital whiteboards, classmates. Explain any they don't know.

2 (1) 1.53

- Students read the statements.
- Play the audio. Students read and listen to the text to decide if the statements are true or false.
- They copy the sentences with the information that helped them decide.
- Check answers with the class.
- **3** Students read the questions.
 - Students read the text again and write answers to the questions.
 - Check answers with the class.

Onystal Clear Facts

Read the fact with the class. Discuss what it must be like to live in such an isolated area.

Extra activity

Books closed. Read out the text but make some mistakes. Students have to correct your mistakes.



Cultural note

Australia is a huge country. It is 87 times bigger than Serbia and is the sixth largest country in the world. However, vast areas of the country are basically uninhabited. This explains why its population is only three and a half of Serbia's.



Web info

Type these words in your search engine for more information about Schools of the Air: 'Australia govt + school air'.

Mixed-ability solutions

Students who need extra help: Exercise 3. Write the following multiple choice hints on the board.

- 1 very expensive or very far
- 2 at home or in the air
- 3 on TV or with webcams and microphones
- 4 do homework or play games
- **5** go to the cinema or ride horses

Fast finishers: Exercise 3. Students write two lists of vocabulary that appears in the text: *school subjects* and *technical equipment*.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 9



Website article

Word Check

webcam digital whiteboards classmates

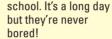
SCHOOLS OF THE A



Lessons at Schools of the Air usually start at eight o'clock. Students turn on their computers and connect to the school. They can see and hear their teachers clearly because they have webcams and microphones. They do normal school subjects like maths, science, English, PE or music. The teachers sometimes use digital whiteboards to present new ideas. After lessons, students usually work on projects or do homework on

the school website. Sometimes there are special school camps for all the students. It's a great opportunity for the students to meet their teachers and classmates face to face.

Many of the Schools of the Air students live on farms. They can ride horses or motorbikes and sometimes help with the farm work after





Look at the photos. What is the text about?





Read and listen. Write true or false in your notebook. Copy the sentences with the information.

- 1 Students at Schools of the Air live in big cities.
- 2 They study special subjects at Schools of the Air.
- 3 The teachers sometimes use digital whiteboards.
- 4 Students never meet their teachers and classmates face to face.
- 5 Not all the students live on farms.

Read again. Answer the questions. Write the answers in your notebook.

- 1 Why can't some children travel to normal schools in Australia?
- 2 Where do students have their classes at Schools of the Air?
- 3 How can students see and hear their teachers?
- 4 What do students usually do after lessons?
- 5 What do some students do after school?

their local School of the Air!

Exercise 2

Some students live 1,000 kilometres from

Crystal Clear Facts

- 1 false ... some children live hundreds of kilometres away from a school.
- 2 false They do normal school subjects ...
- 3 true The teachers sometimes use digital whiteboards ...
- 4 false It's a great opportunity for the students to meet their teachers and classmates face to face.
- 5 true Many of the Schools of the Air students live on farms.

- 1 Because some children live hundreds of kilometres away from a school.
- 2 They have their classes at home on the internet.
- 3 They have webcams and microphones.
- 4 They usually work on projects or do homework on the school website.
- 5 They ride horses or motorbikes and sometimes help with the farm work.

Grammar

can

Affirmative	Negative	Interrogative	Short answers
l can	l can't	Can I ?	Yes, I can.
You can	You can't	Can you ?	No, you can't.
He can	He can't	Can he ?	Yes, he can.
She can	She can't	Can she ?	No, she can't.
lt can	lt can't	Can it ?	Yes, it can.
We can	We can't	Can we ?	No, we can't.
You can	You can't	Can you ?	Yes, you can.
They can	They can't	Can they ?	No, they can't.

Exercise 3

Order the words to mak

Can you speak English?

2 run fast / Can / you /?

I don't have to

You don't have to

He doesn't have to

It doesn't have to

We don't have to

You don't have to

They don't have to

form of have to.

Jack

3 Can / play the piano / you /?

4 What languages / you / can / speak /?

She doesn't have to Does she have to...?

Complete the sentences with the correct

Interrogative

Do I have to ...?

Do you have to ...?

Does he have to ...?

Does it have to ...?

Do we have to ...?

Do you have to ...?

Do they have to ...?

_(work) on Saturdays. _ (go) to school at the weekend?

__(not, cook) lunch.

____ (not, do) our homework for tomorrow.

_ (speak) German?

1 you/Can/sing/?

vour notebook.

Have to

I have to

You have to

He has to

She has to

We have to

You have to

They have to

1. His father

3. Mrs Johns ___

It has to

Affirmative Negative

- 1 Can you sing?
- 2 Can you run fast?
- 3 Can you play the piano?
- 4 What languages can you speak?

Short answers

No, you don't

Yes, he does.

Yes, it does.

Yes, y

No, we don't.

Exercise 4

1 has to work 2 Do...have to go

3 doesn't have to cook

4 don't have to do 5 Does...have to speak

No, she doesn't.

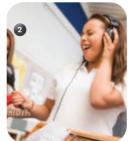
Yes, I do.

What can the people in the pictures do? Write sentences using the words in the box.

> He play the violin run She sing They

1 – She can play the violin.









Complete the sentences with can or can't.

My friend / sing. I / not dance. I can't dance. My friend can sing.

- 1 I / play chess. I'm the school champion.
- 2 My dad / not speak English.
- 3 My sister / ride a horse.
- 4 They / not go to a private school.

I have to go to school. My parents have to work every day.

4. We

Crystal Clear Rules

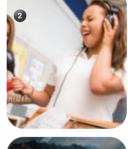
Use have to for things you are obligated to do.

Exercise 2

- 1 I can play chess.
- 2 My dad can't speak English.
- 3 My sister can ride a horse.
- 4 They can't go to a private school.

Exercise 1

2 She can sing. 3 She can run. 4 They can act.







Lesson Aims

Students learn and practise can to express ability and have to to express obligation.

Grammar

can

Warmer

Tell students things you can and can't do. Write a few examples on the board.

- Tell students to look at the first column in the table.
 - Look at the pictures and the words in the box with the class.
 - Read the example answer with the class.
 - Students write the rest of the sentences with the help of the table.
 - Check answers with the class.

Extra activity

Books closed. Students describe the four pictures from memory.

- **2** Tell students to look at the second column in the grammar table.
 - Students write sentences with can or can't.
 - Check answers with the class.
- **3** Tell students to look at the last two columns in the grammar table.
 - Ask some students questions with Can you ...?, eg ski, speak German, speak Spanish, cook paella, run a marathon, etc. Demonstrate or correct the pronunciation of the short answers, /kæn/ and /kaɪnt/, and the question, /kən/.
 - Students order the words in exercise 3 to make questions.
 - Check answers with the class.

have to

- 4 Tell the students to look at the table. Draw attention to have to and has to. Ask then how negative and interrogative sentences are formed. Point to the short answers column and make sure they understand..
 - Read out the first sentence with the students and help them complete it.
 - The students do the rest of the exercise in silence.
 - Check the answers with them.



Read through the box with them. Ask them what is the difference between can and have to. Give them some examples.

Mixed-ability solutions

Students who need extra help: Exercise 1. Write the following prompts on the board.

- 2 She/sing
- 3 She/run
- 4 They/act

Fast finishers: Exercise 1. Students write four things that they can do.

Students learn and practise adverbs of frequency.

Grammar

Adverbs of frequency

Warmer

Books closed. Draw a scale from 0%–100% on the board. Write *never* next to 0%. Write the other adverbs on the board and see if students can tell you where to write them on the scale. Give examples about yourself using the adverbs.



Read through the grammar table with the class.
Read through the Crystal Clear Rules about the word order of adverbs of frequency with the class.
Ask students to translate the two sentences into their own language to see if the word order is the same as in English.

- **6** Look at the example with the class.
 - Students rewrite the other sentences putting the adverb of frequency in the correct place.
 - Check answers with the class.

Adverbs of frequency: questions

- Read the questions in the grammar table. Make sure students understand the meaning of *How* often...? Highlight the position of the adverb in the questions. You may also want to remind the class of how to form present simple questions.
 - Look at the example in exercise 7 with the class.
 - Students order the words to make questions.
 - Check the questions with the class.
 - Students then write answers that are true for them
 - Elicit some of the answers with the class.

8

- Practise the questions from exercise 7 with the class, paying attention to stress and intonation.
- Students ask and answer the questions in pairs.

Extra activity

Students write four sentences about their partner's habits, based on his / her answers. Remind them to use *doesn't* when necessary and the third person -s.



- Tell students that this is a cumulative check of the grammar in Units 1 to 5 and explain any vocabulary they may not know, eg OK, then.
 - Students complete the dialogue with the correct form of the verbs in brackets.

10 (1) 1.54

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Mixed-ability solutions

Students who need extra help: Exercise 9. Write two options on the board for each gap.

Fast finishers: Exercise 9. Students write three sentences about things they usually do at the weekend and three sentences about things they don't usually do at the weekend.

Self-study and extra practice

Workbook

- Grammar, pages 34–5
- Grammar Reference and Practice, pages 74–5

Teacher's Resource Area Online

- Crystal Clear Basics, pages 23–4
- Grammar Consolidation, page 18
- Grammar Extension, page 20

Exercise 6

- 1 Amy usually practises ballet in her house before breakfast.
- **2** She sometimes dances in the gymnasium at school.
- 3 She often goes to ballet classes after school.
- 4 She is never late for her ballet classes.

Exercise 7

- 1 Do you usually have breakfast at 6 am?
- 2 Do you usually have dinner before 9 pm?
- 3 How often do you meet your friends?
- 4 How often do you play a musical instrument?
- 5 How often do you tidy your bedroom?

Students' own answers

Adverbs of frequency

Adverbs of frequency

0% never sometimes often usually 100% always



Adverbs of frequency normally go after the verb *be*: Sam is **never** late for school.

Adverbs of frequency normally go before the main verb:

School always starts at eight o'clock.

6 Rewrite the sentences in your notebook with the adverbs of frequency in brackets.

Amy gets up at six o'clock. (always)

Amy always gets up at six o'clock.

- Amy practises ballet in her house before breakfast. (usually)
- 2 She dances in the gymnasium at school. (sometimes)
- 3 She goes to ballet classes after school. (often)
- 4 She is late for her ballet classes. (never)

Adverbs of frequency: questions

Adverbs of frequency: questions

Do you **usually** have a shower in the morning? **How often** does she play the guitar?



Order the words to make questions. Then write answers that are true for you in your notebook.

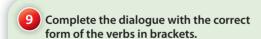
you / late / How often / for school / are /? How often are you late for school? I'm sometimes late for school.

- 1 usually / Do / you / have breakfast / at 6 am / ?
- 2 usually / Do / have / you / dinner before 9 pm /?
- 3 meet / How often / you / your friends / do /?
- 4 a musical instrument / How often / do / you / play /?
- 5 you / How often / do / tidy your bedroom /?





Ask and answer the questions in





Exercise 9

- 1 've got
- 2 Do (you) want
- 3 does (it) start
- 4 starts
- **5** go
- 6 finish7 are
- 4
- **Sara** Hi Mary! I (1)... (have got) two tickets for the concert. (2)... you ... (want) to go?
- Mary What time (3)... it ... (start)?
- Sara The concert (4)... (start) at 7.00.
- Mary I usually (5)... (go) to bed at 10.00 on Sundays.
- Sara Those concerts always 6... (finish) at 9.30 and there 7... (be)
 - lots of buses home.
- Mary OK, then.





Listen and check your answers.



Grammar Reference

Unit 5

55





Exercise 2

- 1 history
- 2 PE (physical education)
- 3 French
- 4 literature
- 5 maths
- 6 art and design
- 7 geography
- 8 ICT (information and communication technology)
- 9 music
- 10 drama
- 11 English
- 12 science

School subjects

Vocabulary





Listen and repeat the words. How do you say them in your language?

art and design • drama • English • French • geography • history • ICT (information and communication technology) • literature • maths • music • PE (physical education) • science

Match pictures 1–12 with the words in exercise 1.

























Exercise 3 Students' own answers

Copy and complete the table with the subjects in exercise 1 so that it is true for you.

I'm very good at	I'm good at	I'm OK at	I'm bad at
science			music

Ask and answer questions about school subjects.

Do you like science?

Yes, I do. I'm very good at it.

Listening

Exercise 5

It's a theatre school.

Exercise 6

- 1 true
- 2 false
- 3 false 4 true

Listen to the interview. What is special about Redroofs school?

- Listen again. Write true or false in your notebook.
 - 1 Students at Redroofs are very good at acting, singing and dancing.
 - 2 Students at Redroofs never study maths or science.
 - 3 There aren't any after-school activities.
 - 4 Luke loves going to the school.





Vocabulary Reference

Lesson Aims:

Students learn and practise words for school subjects.

Students listen to an interview about a theatre school for gist and specific information.

Vocabulary

School subjects

Warmer

Write school subjects on the board and ask students what school subjects they know in English. Write them on the board. Have a class vote to find the most popular subject.

1 (1) 1.55

- Students listen and repeat the words.
- Teach the difficult words, paying attention to word stress. Literature and science are two especially problematic words.
- Elicit the translations.
- **2** Students look at the pictures and match them with the words in exercise 1. You may want to do the first one with them as an example.
- **3** Teach the expressions: *very good at, good at, OK at* and *bad at*.
 - Students copy and complete the table so it is true for them.

4 😯

- Read the example with the class.
- Then practise it, paying special attention to intonation of the question and the unstressed pronunciation of at /ət/.
- Students ask and answer questions in pairs.

Extra activity

Read out these sentences. Students say the school subject. (Answers in brackets.)

- 1 We study fractions and decimals. (maths)
- **2** We learn the names of countries, capitals, rivers and oceans. (geography)
- **3** *We study the past.* (history)
- 4 We learn about computers and other technology. (ICT)
- 5 We read novels, plays and poems. (literature)
- 6 We study the natural world and do experiments. (science)

Listening

Warmer

Ask students to think of types of school for people who have a special talent in a particular area, eg ballet school, music school, football academy, etc.

5 (1) 1.56

- Ask students what they can see in the picture.
- Students read the question.
- Play the audio. Students listen to the interview and answer the question.
- **6** Students read the statements.
 - Play the audio again. Students listen again and decide if the statements are true or false.
 - Check answers with the class.
 - Ask students if they would like to go to Redroofs school.

Web info

Type these words in your search engine for more information about Redroofs School: 'redroofs + school'

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write their questions and then pass them to their partner for him / her to write answers.

Fast finishers: Exercise 4. Students write four sentences about their partner based on his / her answers.

Self-study and extra practice

Workbook

- Vocabulary, page 33
- Vocabulary Reference, page 88

Teacher's Resource Area Online

- Crystal Clear Basics, page 22
- Vocabulary Consolidation, page 17
- Vocabulary Extension, page 19
- Key Competences: Listening, page 10

Students learn and practise funtional language for buying a ticket.

Speaking

Talking to a ticket seller / Buying a ticket

Warmer

Write the word *ticket* on the board. Explain that *ticket* in English is used for both transport and cultural events. Ask students what things we buy tickets for, eg *the cinema*, a concert, the theatre, a football match, a bus, a train, a plane. Emphasize that a ticket is not a receipt.

Model Dialogue 🕟

1 (1) 1.57

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the expressions Can I help you?; Have you got ...?; That's ..., please.; Here you are.; What time does it start?; It starts at; OK, Thanks. Highlight the intonation, both of questions and answers.
- Students match the questions with the answers, looking back at the dialogue if they need help.
 - Check answers with the class.

Extra activity

Students copy the first half of the dialogue and underline the stressed syllables. Play the audio. They listen and check.

Speaking Task

Talk to a ticket seller

Students read the information and choose an event.

2 Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue using the other event. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

Speaking, page 124

Teacher's Resource Area Online

• Key Competences: Speaking, pages 27–8

Speaking

Talking to a ticket seller / Buying a ticket





Can I help you?

For which day?

Yes. Have you got two tickets for the musical?

Saturday, please.

Yes, we have. The tickets are £10 each, so that's £20, please.

It usually starts at seven o'clock but on Saturdays it starts at eight o'clock.

Here you are. What time does it start?

OK, thanks.

Exercise 1

£10 each: £20 in total



Listen to the dialogue. How much are the tickets?

Listen again and repeat the dialogue.

Exercise 3

- 2 a
- **3** b
- Match questions 1-3 with answers a-c.
 - 1 For which day? a) On Fridays it starts at half past seven.
 - 2 What time does it start? b) Yes. Have you got two tickets for the disco?
 - 3 Can I help you?
- c) Friday, please.

Speaking Task



Talk to a ticket seller

Read the information and choose an event.

Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

Speak

In pairs, practise your dialogue.



Can I help you?



Yes. Have you got ... tickets for ...?

Useful Language Talking to a ticket seller

Can I help you?

Yes. Have you got two tickets for the musical?

Yes, we have. That's £20, please.

Here you are. What time does it start?

On Saturdays it starts at eight o'clock.

OK, thanks.

Writing

An essav

Exercise 1 ICT



Read the Model Text and listen. What is Jade's favourite school subject?

Model Text



My name's Jade. I'm 13 years old and I live in New York. I go to high school. I'm good at music and I can play the drums. I often practise at school because there are good music rooms.

On a school day, I always get up at half past six because I start school at eight o'clock. I have a shower, get dressed and have breakfast.

I sometimes play the drums for a few minutes before school!

My favourite school subject is ICT because I love computers and technology.



Look at the Crystal Clear Tips. Find examples of because in the Model Text.



Crystal Clear

because

We use because to give a reason:

I often practise at school **because** there are good music rooms.

Match 1-3 with a-c. Then rewrite them in your notebook with because.

> My favourite subject is PE because I love sport.

- 1 I always get up at seven o'clock.
- 2 I play the piano every day.
- 3 I'm good at French.
- a) I start school at half past eight.
- b) My dad is French.
- c) I want to be a musician.

Writing Task

Plan



Make notes about yourself and include:

Name, age and town My name's I'm ... years old and I live in ...

School I go to ... school.

Abilities I can ... / I'm good at ...

Routine *I always* ... *I sometimes* ...

Favourite subject *My favourite subject is* ...

because ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Name, age, town, school and abilities

Paragraph 2 School day routine

Paragraph 3 Favourite subject

3 Check

- can
- ☑ present simple with adverbs of frequency
- ☑ vocabulary for daily routines and school subjects

Exercise 3

- a I always get up at seven o'clock because I start school at half past eight.
- 2 c I play the piano every day because I want to be a musician.
- 3 b I'm good at French because my dad is French.

Exercise 2

I often practise at school because there are good music rooms. I always get up at half past six because I start school at eight o'clock. My favourite school subject is ICT because I love computers and technology.

Lesson Aims

Students practise using *because* to give a reason. Students write a short essay about school.

Writing

An essay

Warmer

Ask the class what they do in the morning before school.

Model Text



1 (1) 1.58

- Students look at the pictures and describe what they can see.
- Students read the question.
- Play the audio. Students read and listen to the text and answer the question.
- Explain that *high school* is the American equivalent of *secondary school*.

Extra activity

Discuss with students how their morning routine is different from Jade's.



- Read through the Crystal Clear Tips with the class. Elicit the translation of because in the students' own language.
 - Students find examples of *because* in the Model Text.
- **3** Read the example with the class.
 - Students match the parts and write sentences using *because*.
 - Check answers with the class.

Writing Task

Plan

Read the notes with the class. Students make notes about themselves.

Write

Look at the structure with the class. Students use their notes to write their essay. Emphasize that they should try to use *because* to give reasons.

3 Check

Encourage students to check their work, paying particular attention to the points mentioned.

Type these words in your search engine for advice about how to organize yourself in the morning before you go to school: 'wikihow + morning routine before school'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just complete the notes in step 1.

Fast finishers: Writing Task. Students compare their essays in pairs to see how many things they have in common.

Self-study and extra practice

Workbook

• Writing Guide, pages 110-1

Teacher's Resource Area Online

• Key Competences: Writing, page 10

Lesson Aims

Students learn about secondary schools in the UK.

Students practise the pronunciation of can and can't in affirmative and negative sentences.



UK Secondary Schools

Warmer

Students read the statements in the exercise and decide if they think they are true or false.

1 (1) 1.59

- Play the audio. Students read and listen to the text to confirm whether the statements are true or false.
- Check answers with the class.
- **2** Brainstorm the question with the class. You might want to write some prompts on the board such as *holidays*, *timetable*, etc.

Extra activity

Ask students which aspects of school in the UK they think are better than in their country, and which are worse.



can | can't

a (1) 1.60

- Play the audio. Students listen for the difference between the sentences.
- Highlight that can is pronounced /kən/, while can't is a much longer sound. Make sure they pronounce the /t/ at the end.
- Play the audio again. Students listen and repeat the sentences.

b (1) 1.61

- Play the audio twice. Students listen to the sentences and choose the correct words to complete them.
- Check answers with the class.
- Practise the sentences paying attention to the difference between the two forms.

P

Web info

Type these words in your search engine for more information about

- secondary education in the UK: 'British Council + secondary school UK'
- school in Britain from the point of view of an 11-yearold (video with subtitles): 'video + this is Britain + school'

Mixed-ability solutions

Students who need extra help: Reading text. Read out the relevant part of the text for each item.

Fast finishers: Reading text. Students write three more statements about the text. Their partner has to decide if they are true or false.

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 97

Calture Reading



Reading text exercise 2

Students' own answers

Pronunciation

secondary schools in the UK?

can/can't



Listen and repeat. Can you hear the difference?

1 Students can go to after-school clubs.

What are the differences between your school and

2 Students can't go to after-school clubs.

b (1)

Listen and write the correct words in your notebook.

- 1 They can / can't speak French.
- 2 My sister can / can't play the piano.
- 3 He can / can't play football.
- 4 | can / can't paint.

- 1 true Students have a six-week holiday in the summer and two weeks at both Christmas and Easter. They also have a one-week holiday in October, February and May.
- 2 false A typical day starts at quarter to nine and finishes at quarter past three.
- 3 false Students always have registration first and sometimes they have assembly ...
- 4 true At most schools, students wear a uniform ...
- 5 false ... they never call their teachers by their first name.

Pronunciation exercise b

- 1 can't
- 2 can
- 3 can
- 4 can't

Unit 5

Unit 5 Language Reference

Vocabulary

Daily routines











get up

have a shower

get dressed

start school

finish school











do homework

play the piano

have dinner

go to bed

School subjects art and design drama English French geography history ICT literature maths music PE science

Grammar

Can

Affirmative	Negative	Interrogative	Short answers	
I / You can dance.	I / You cannot dance.	Can I / you dance?	Yes, I / you can .	
He / She / It can dance.	He / She / It cannot (can't) dance.	Can he / she / it dance?	No, he / she / it can't.	
We / You / They can dance.	We / You / They cannot (can't) dance.	Can we / you / they dance?	Yes, we / you / they can.	

Have to

Affirmative	Negative	Interrogative	Short answers
I / You have to	I / You don't have to	Do I / you have to?	Yes, I / you do.
He / She / It has to	He / She / It doesn't have to	Does he / she / it have to?	Yes, he / she / it does.
We / You / They have to	We / You / They don't have to	Do we / you / they have to?	No, we / you / they don't.

Adverbs of frequency

0%)	I am never late for school.
		He sometimes writes music too.
		She often goes to bed late.
\downarrow		They usually get up at seven o'clock.
1009	%	We always do our homework.

Speaking Talking to a ticket seller

Can I help you?

Yes. **Have you got** two tickets for the musical? Yes, we have. That's £20, please. Here you are. What time does it start? On Saturdays it starts at eight o'clock. OK, thanks.

Unit 5 Progress Check

Vocabulary Daily routines



Match 1-5 with a-e to make daily routines. Write them in your notebook.

Exercise 1

- 2 d
- **3** e
- 4 b
- **5** a
- 1 do a) a shower
- 2 start b) to bed
- c) homework 3 get d) school **4** go
- **5** have e) dressed

School subjects



2 Copy and complete the timetable with the school subjects.

Exercise 2

- 1 history
- 2 maths
- 3 English
- 4 science
- 5 PE / physical education

Monday				
09.00-09.20	Registration			
09.20–10.40	(1)			
10.40–11.00	Break			
11.00–11.40	(2)			
11.40–12.20	(3) 'Good morning'			
12.20–13.20	Lunch			
13.20–14.00	(4)			
14.00–15.20	(5)			

Grammar

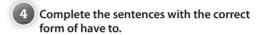


- 1 I/play the piano.
- 2 My boyfriend / not sing.
- 3 Our classmates / dance.
- 4 My grandad / speak Spanish.
- 5 My sister / not swim well.

Exercise 3

- 1 I can play the piano.
- 2 My boyfriend can't sing.
- 3 Our classmates can dance.
- 4 My grandad can speak Spanish.
- 5 My sister can't swim well.

Have to



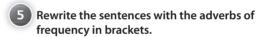
1. A docto	or	wash his hands
before	work.	
2. A teach	ner	(not) wear a
uniforr	n.	
3	you	go to school?
4 You		listen to your teacher

5. We _____ (not) study today.

Exercise 4

- 1 has to
- 2 doesn't have to
- 3 Do...have to
- 4 have to
- 5 don't have to

Adverbs of frequency



- 1 My dad watches the news on TV. (always)
- 2 I am tired on Monday mornings. (usually)
- 3 Do you go to town on Saturdays? (often)
- 4 I play the guitar with my friends. (sometimes)
- 5 I am late for school. (never)

Exercise 5

- 1 My dad always watches the news on TV.
- 2 I am usually tired on Monday mornings.
- 3 Do you often go to town on Saturdays?
- 4 I sometimes play the guitar with my friends.
- 5 I am never late for school.

Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

- daily routines?
- · school subjects?
- · can?
- have to?
- adverbs of frequency?

Extra Practice

If you need extra practice, go to:

- Unit 5 Grammar Reference
- Unit 5 Vocabulary Reference
- Unit 5 Grammar Exercises
- Unit 5 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 5 Revision, page 36
- · Grammar Reference and Practice, pages 74-5
 - Vocabulary Reference, page 88



Extra Practice

61

6 Sport

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to sports and adjectives of opinion CLC
- Identify specific information from a text on the British athlete Mo Farah CLC
- Understand and correctly use grammar structures related to different aspects of the present continuous and present simple CLC
- Identify specific information through a listening activity about a sports-related problem CLC
- Use appropriate functional language to make arrangements CLC, SCC

More information on Key Competences, page v

- Write an email CLC, SIE
- Use so to express consequences CLC
- Identify the general content of a text about traditional Irish sports CLC
- Learn about traditional Irish sports CAE
- Assimilate Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, CAE
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- Present continuous
- Present simple and present continuous

Recycled grammar

- Present simple (Unit 3)
- a / an (Unit 4)
- Adverbs of frequency (Unit 5)
- can (Unit 5)

Main vocabulary

- Sport: catch, dance, etc; play, go, do + a sport
- Adjectives of opinion: amazing, boring, etc

Functional language

Making arrangements / Going out

Pronunciation

• The -ing ending

Skills: learning outcomes

- Reading Understand specific information in a sports diary which is clearly structured. The student can re-read the more difficult parts, page 63
- Listening Understand an informal conversation in which a person describes an event and expresses an opinion in a clear, well articulated discourse, page 66
- Speaking Participate effectively in a face-to-face informal dialogue, making arrangements to go out for the day, page 67
- Writing Write personal correspondence in the form of an email to a pen pal to maintain contact and exchange information, page 68
- Reading Understand specific information in a clearly structured text about traditional Irish sports. The student can re-read the more difficult parts, page 69

Lifelong learning skills and content-based learning

Life skills

- **Communication** Making arrangements with a friend to go out, page 67
- Social development Write about favourite sports, page 68
- Socio-cultural awareness Learn about traditional Irish sports, page 69

Learning strategies

• Become aware of, and use, simple collocations, page 62

Cross-curricular content

- Sport: throughout the unit
- Language and literature: conventions for writing an email, page 68

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video School (Revision Units 4-6, page 74)

Workbook

- Vocabulary, pages 38–9
- Vocabulary Reference, page 89
- Grammar, pages 40–1
- Grammar Reference and Practice, pages 76–7
- Revision, page 42
- Culture: Reading and Listening, page 98
- Writing Guide, pages 112-3
- Extra Speaking, page 125

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 26–30
- Vocabulary and Grammar Consolidation and Extension, pages 21–4
- Translation and Dictation, pages 6 and 15

Lifelong Learning

- Digital Competence, pages 11-2
- Culture Video Material, pages 3–4
- Study Skills, pages 1-12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 11–2 and 29–30

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 3–4

Evaluation material

- Unit 6 end-of-unit test: Basic, Standard and Extra
- End-of-term test, Units 4–6: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: Mo Farah, snowboarding in the Sierra Nevada, a classic surfing song (video), lyrics of Surfin' USA, gaelic football, gaelic football (video), hurling, hurling (video)

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 26–30

Material for fast finishers

Workbook: Grammar Extension, page 43

Teacher's Resource Area Online: Vocabulary Extension, page 23

Teacher's Resource Area Online: Grammar Extension, page 24



Objectives

Vocabulary Sport; adjectives of opinion

Present continuous; present simple Grammar

and continuous

Speaking Making arrangements

Writing An email to a pen pal; so

Vocabulary

Sport





Listen and repeat the words. Match them with pictures 1–14.

catch • dance • dive • hit • jump • kick • lose • run • score • shout • throw • train • walk • win





























Copy and complete the table with the words in the box. Can you add more?

Exercise 2

Exercise 1

1 win

2 lose 3 dance 4 hit 5 train 6 kick 7 run 8 jump 9 shout 10 dive 11 score 12 walk 13 throw 14 catch

> play: basketball, football, golf, hockey (example), rugby, tennis go: cycling, snowboarding, surfing, swimming do: athletics, judo, yoga

athletics basketball cycling football golf hockey judo rugby snowboarding surfing swimming tennis yoga

play	go	do
hockey		



Exercise 3

Hannah: basketball, football, swimming Dan: football, tennis, cycling





Listen to Dan and Hannah. What sports do they do in their free time?





n pairs, ask and answer questions about the sports you do.

What sports do you do?

I play football and basketball.



Vocabulary Reference

Lesson Aims

Students learn and practise some words for describing sports.

Students listen to two young people talking about what sports they do in their free time and identify the sports.

Vocabulary

Sport

Warmer

Ask students to mime some sports in groups and to identify them.

2.01

- Play the audio. Students listen and repeat the words. Explain or elicit the meaning of any words that are new to them. Teach the pronunciation.
- Students look at the pictures and match the words with the pictures.
- Check answers with the class.
- **2** Read through the sports in the box with the class.
 - Practise the words, paying attention to pronunciation difficulties, especially word stress, for example: athletics, cycling, hockey, judo, rugby, snowboarding, surfing, tennis, yoga.
 - Explain to the class that some of the sports are preceded by *play*, some by *go* and some by *do*.
 - Students copy the table and write each sport in the appropriate column.
 - Check answers with the class.

3 (1) 2.02

- Students read the question.
- Play the audio. Students listen to Dan and Hannah and say which sports they do in their free time.
- Check answers with the class.

4

- Read the example in the speech bubbles.
- Practise the question and the answer, paying special attention to word stress and intonation.
- Students ask and answer questions in pairs.
- Ask some students to tell you about their partner.
 Pay attention to the third person -s.

Extra activity

Students match the verbs from exercise 1 with the sports in exercise 2.

Mixed-ability solutions

Students who need extra help: Exercise 2. Explain that ball sports are accompanied by *play* and sports that end in *-ing* by *go*.

Fast finishers: Exercise 4. Students write two affirmative and two negative sentences about the sports their partner does and doesn't do.

Self-study and extra practice

• Vocabulary, page 38

Teacher's Resource Area Online

- Crystal Clear Basics, page 26
- Vocabulary Consolidation, page 21
- Vocabulary Extension, page 23

Students read and listen to a text about Mo Farah's training routine.

Reading

Sports diary

Warmer

Books closed. Ask students to name some famous runners (eg Usain Bolt, Mo Farrah).

Word Check

Check students understand the new words: long-distance, warm up, protection. Explain any they don't know.

1 (2) 2.03

- Students look at the headline and the pictures.
- Ask them what they think the article is about.
- Students read the question.
- Play the audio. Student read and listen to the text to find the answer to the question.
- Check the answer with the class.
- **2** Students read the text again and match the sentences with the pictures.
 - Check answers with the class.
- **3** Students read the statements. Check they understand them.
 - Students decide if the sentences are true or false and write the relevant parts of the text.
 - Check answers with the class.

1 Crystal Clear Facts

Read the fact with the class. Ask them how far Mo Farah runs every day on average. (Answer: around 27 kilometres)

Extra activity

Tell the class that Mo Farah is a very popular sportsperson in the United Kingdom. Ask them who they think the five most popular sportspeople in their country are.



Cultural note

Mo Farah's full first name is Mohamed. He was born in Somalia in 1983. He moved to Britain at the age of eight. When he arrived, he hardly spoke English. When he was younger, his ambition was to become a car mechanic or play for Arsenal.



Web info

Type these words in your search engine for more information about Mo Farah: 'Mo Farah + website'

Mixed-ability solutions

Students who need extra help: Exercise 3.

Write on the board in which paragraphs students can find answers to the questions: question 1: paragraphs 2, 3 and 4; question 2: paragraph 3; question 3: paragraph 4; question 4: paragraph 5.

Fast finishers: Exercise 3. Students write down all the sports-related verbs in the article.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading page 11



Exercise 1 Yes, he does

Exercise2

1 b

2 c

3 a

Read and listen. Does Mo love football?

Read the text again. Match sentences 1-3 with pictures a-c.

- 1 He's kicking the ball.
- 2 He's hitting his trainer's hands.
- 3 He's running slowly.

- Write true or false in your notebook. Copy the sentences with the information.
 - 1 Mo Farah does a lot of different training activities.
 - 2 His favourite football team is Arsenal.
 - 3 He always boxes when he trains.
 - 4 Mo never goes to discos when he's preparing for a competition.

Unit 6

63

Exercise 3

- 1 true the whole text
- 2 true He's an Arsenal fan.
- 3 false As part of his training, Mo sometimes boxes.
- 4 true When they're preparing for a competition, they just sleep, eat and train.

Grammar

Present continuous

Affirmative	Negative	Interrogative	Short answers
ľ m jump ing	ľ m not jump ing	Am I jump ing ?	Yes, I am.
You're jumping	You aren't jump ing	Are you jumping ?	No, you aren't .
He's jump ing	He isn't jump ing	Is he jump ing ?	Yes, he is.
She's jump ing	She isn't jump ing	Is she jump ing ?	No, she isn't .
It's jump ing	It isn't jump ing	Is it jump ing ?	Yes, it is.
We' re jump ing	We aren't jump ing	Are we jump ing ?	No, we aren't.
You're jumping	You aren't jump ing	Are you jumping ?	Yes, you are.
They're jumping	They aren't jump ing	Are they jump ing ?	No, they aren't.

- Complete the sentences with the affirmative form of the verbs in brackets.
 - 1 It's November and we ... (watch) the New York Marathon.
 - **2** Over 45,000 people ... (participate) in this marathon.
 - **3** Some people ... (run) and others ... (walk).
 - **4** Many runners ... (collect) money for charity.
 - **5** Look! That man ... (wear) strange clothes. He's Superman!



Exercise 1

- 1 're watching
- 2 are participating
- 3 are running; are walking
- 4 are collecting
- 5 's wearing
- 2 Write complete sentences in your notebook. Use the negative form of the present continuous.
 - 1 I/shout/at you.
 - 2 He/do/yoga/today.
 - 3 My friends / swim / at the moment.
 - 4 Mo / train / for the New York Marathon.
 - 5 We/play/rugby/now.

- Exercise 2
- 1 I'm not shouting at you.
- 2 He isn't doing yoga today.
- 3 My friends aren't swimming at the moment.
- 4 Mo isn't training for the New York Marathon.5 We aren't playing rugby now.
- Complete the questions with the interrogative form of the verbs in brackets. Write the questions in your notebook.
 - ... your teacher ... (write) on the board?

Is your teacher writing on the board?

- 1 ... your classmates ... (speak) English?
- ${\bf 2} \; \dots \; {\rm any \; students} \; \dots \; ({\rm play}) \; {\rm hockey \; outside?}$
- ${f 3} \,\, \dots \, {\hbox{your dad}} \, \dots \, {\hbox{(train)}} \, {\hbox{at the moment?}}$
- 4 ... your teacher ... (eat)?
- 5 ... you ... (use) a green pen?

Exercise 3

- 1 Are your classmates speaking English?
- 2 Are any students playing hockey outside?
- 3 Is your dad training at the moment?
- 4 Is your teacher eating?
- 5 Are you using a green pen?

4 🕟 Answer the questions in exercise 3 so they are true for you. Use short answers.

Is your teacher writing on the board?

No, she isn't.

Students learn and practise the present continuous for activities happening at the time of speaking.

Grammar

Present continuous

Warmer

Students look at the verbs in the present continuous in the text on page 63 (is smiling, he's running, he's kicking, He isn't scoring, etc). Ask students if the verbs refer to something Mo Farah habitually does or something he's doing at a particular moment. Ask if they know the name of this verb tense.

- Students look at the first column in the grammar table. Elicit a translation of the sentences in the table. Ask students if there is a similar tense in their own language.
 - Remind students of the spelling rules for the *-ing* form:
 - 1 Most verbs add -ing to the end of the verb: go – going, work – working
 - 2 Verbs ending in -e, remove the -e and add -ing: live living, dance dancing
 - 3 One-syllable verbs ending in consonant + vowel + consonant, double the final consonant and add -ing (unless the consonant is w, x or y): stop stopping, get getting, but snow snowing
 - 4 Two-syllable verbs ending in consonant + vowel + consonant, double the final consonant when the stress is on the first syllable and add -ing: travel - travelling, but happen - happening
 - 5 Verbs ending in -ie change the -ie to -y and add -ing: lie lying
 - Students look at the picture that accompanies exercise 1 and describe what they can see.
 - Students complete the sentences with the present continuous form of the verbs in brackets.
 - Check answers with the class.

- **2** Students look at the second column in the grammar table. Elicit how we change the affirmative to the negative.
 - Students write sentences in the present continuous negative. You may want to write the first sentence with them to give them confidence.
 - Check answers with the class.

Extra activity

Students write two things that they are not doing now and two things that they are doing now.

- Students look at the last two columns in the grammar table. Elicit how we change the affirmative to the interrogative. Emphasize that we do not repeat the main verb in short answers.
 - Read through the example in exercise 3 with the class.
 - Students complete the questions with the present continuous form of the verbs in brackets.
 - Check answers with the class.
 - Practise the questions in preparation for exercise 4. Focus on stress and intonation.



- Ask students some of the questions from exercise 3. Insist on short answers.
- In pairs, students ask and answer the questions they wrote in exercise 3.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write down the answer to each question first.

Fast finishers: Exercise 1. Students cover the written part of the exercise and write four sentences in the present continuous describing the picture.



Students learn and practise the difference in use between the present simple and the present continuous.

Grammar

Present simple and continuous

Warmer

Say and write on the board: I usually play football on Sundays. I'm not playing football now.

For each sentence, ask the class what tense the verb is in and why

5 • Repeat the same process as in the warmer with the sentences in the grammar table.



Read through the Crystal Clear Rules with the class.

- **6** Students read the text about the Olympic Games.
 - Students decide whether they need to use the present simple or the present continuous form of each verb to complete the text. Say that if they are not sure in any particular case, they should refer back to the Crystal Clear Rules.
 - Check answers with the class.
- 7 Before students do this exercise, encourage them to look for key words or expressions that will help them to decide which tense to use. You may want to indicate that the key words in the first two sentences are now and every weekend.
 - Check answers with the class.

Extra activity

Students write about what their mum and dad are doing now and what they do every weekend. Then they compare what they have written in pairs.



- Tell students that this is a cumulative check of the grammar in Units 1 to 6 and explain any vocabulary they may not know, eg amazing.
 - Students choose the correct words to complete the dialogue.

9 (1) 2.04

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Mixed-ability solutions

Students who need extra help: Exercise 7. Elicit all the key words and expressions in the sentences before students start. For further help, elicit which tense each of the words and expressions implies.

Fast finishers: Exercise 7. Students decide if each of the sentences is true or false for them.

Self-study and extra practice

Workbook

- Grammar, pages 40–1
- Grammar Reference and Practice, pages 76–7

Teacher's Resource Area Online

- Crystal Clear Basics, pages 28–9
- Grammar Consolidation, page 22
- Grammar Extension, page 24

Present simple and continuous

Present simple and continuous

Today **I'm sitting** on the sofa and **I'm watching** TV.

On Saturdays, I usually **go** to the mountains.

Exercise 5

The first sentence is present continuous. The second sentence is present simple.

Look at the sentences in the table.
Which is the present simple and which is the present continuous?



We use the present simple to talk about routines and habits.

Use *every week, always, never, generally, on Mondays* with the present simple.

We use the present continuous to describe activities in progress at the moment or temporary situations.

Use *at the moment, today, now, this week* with the present continuous.

6 Read the text and write the correct word in your notebook.

The Olympic Games (1) is / is being an international sports competition.

It ⁽²⁾takes / 's taking place every four years

in a different city. At the Olympics, athletes

(3) compete / are competing in many different sports.

In this picture, Usain Bolt ⁽⁴⁾runs / is running in the 200 metres and he ⁽⁵⁾wins / 's winning the race. I love the Olympic Games. I ⁽⁶⁾always watch / 'm always watching them with my family and friends.

Write complete sentences in your notebook. Use the present simple or present continuous.

- 1 My parents / dance / now.
- 2 My friends / go cycling / every weekend.
- **3** I / usually / walk / to school on Mondays and Wednesdays.
- 4 My mum / train / for the London Marathon / at th moment.

7 8

5 6

5 We / do yoga / on Tuesdays and Thursdays.

3 4

Exercise 7

Exercise 6

1 is

2 takes

3 compete

4 is running

5 's winning

6 always watch

- 1 My parents are dancing now.
- 2 My friends go cycling every weekend.
- 3 I usually walk to school on Mondays and Wednesdays.
- 4 My mum is training for the London Marathon at the moment.
- 5 We do yoga on Tuesdays and Thursdays.

Exercise 8

- 1 are you doing
- 2 am going
- **3** a
- 4 Can
- 5 can6 does
- 7 always
- 8 is coming

Read the dialogue and write the correct word in your notebook.

Barry Hi, Anne! What (1) are you doing /

do you do here?

Anne I (2) am going / go to the sports centre.

Barry Really? Why?

Anne I've got (3)a / an judo competition.

Barry Really? (4) **Does / Can** you do judo?

Anne Yes, I (5) can / do.

Barry My friend Matt ⁽⁶⁾do / does judo. **Anne** Matt Davis? He's amazing. He

(7) always / never wins.

Barry Yes, he's really good. Look! The bus

(8) is coming / comes. See you tomorrow!

Anne Yeah! See you tomorrow!

9



Listen and check.



Grammar Reference



Vocabulary

Adjectives of opinion

Exercise 1Students' own answers

Exercise 2
1 boring
2 dangerous
3 difficult
4 fun

1 Listen and repeat the words. How do you say them in your language?

 $amazing \bullet boring \bullet dangerous \bullet difficult \bullet easy \bullet exciting \bullet fun \bullet interesting$

2 Match pictures 1–4 with adjectives in exercise 1.









Exercise 3

- **a** 3
- **b** 1
- **c** 2 **d** 4
- Match sentences a-d with pictures 1-4.
 - a) I can't rollerblade. It's very difficult.
 - b) I hate golf. It's really boring.
 - c) Many rugby players have accidents. It's a dangerous sport.
 - d) We love volleyball. It's fun!

Listening

Exercise 4

She's not feeling very well.

Exercise 5

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

- 4 Di
 - Listen to the dialogue. What is Cathy's problem?
- Listen again. Write the correct answers in the notebook.
 - 1 Cathy is ...
 - a) at home. b) on a bus.
 - 2 In winter, Cathy usually ...
 - a) goes to the mountains. b) watches TV.
- 3 On Saturdays, Cathy normally has ... on the bus.a) breakfastb) dinner
- 4 Cathy thinks that snowboarding is ... sport.a) a boringb) an exciting





Vocabulary Reference

Lesson Aims

Students learn and practise adjectives of opinion.

Students listen to a girl talking to her cousin about what she does in her free time and identify general and specific information.

Vocabulary

Adjectives of opinion

Warmer

Write these three adjectives on the board: *interesting, boring, fun.* Make sure students understand them. Tell students to use an adjective to say what they think of the activities you mention, eg *parties, holidays, museums, playing computer games, etc.*

1 (3) 2.05

- Play the audio. Students listen and repeat the words.
- Elicit the translation of the words from the class.
- Practise the words, highlighting the word stress.
- Ask students which words are positive and which are negative.
- Students look at the pictures and choose the adjectives from exercise 1 which correspond to the pictures.
 - Check answers with the class.
- **3** Students match the sentences with the pictures in exercise 2.
 - Check answers with the class.

Extra activity

Students ask each other for opinions about other things, not related to sport, eg school subjects, other free-time activities, etc.

Listening

Warmer

Ask students if they do any particular sports at the weekend in the summer or in the winter.

4 (1) 2.06

- Tell students that they are going to hear a conversation about the sport one girl likes to do in the winter.
- Students read the question.
- Play the audio. Students listen for the answer to the question.
- Check the answer with the class.
- **5** Students read the sentences and possible options.
 - Play the audio again. Students listen again and choose the correct options.
 - Check answers with the class.
 - Ask students if they would like to go snowboarding.

Web info

Type these words in your search engine for more information about snowboarding in the Sierra Nevada in Spain: 'world snowboard guide + Sierra Nevada'

Mixed-ability solutions

Students who need extra help: Exercise 3. Students identify the sport and the adjective in each sentence.

Fast finishers: Exercise 3. Students write one or two sentences about why they like their favourite sport.

Self-study and extra practice

Workbook

- Vocabulary, page 39
- Vocabulary Reference, page 89

Teacher's Resource Area Online

- Crystal Clear Basics, page 27
- Vocabulary Consolidation, page 21
- Vocabulary Extension, page 23
- Key Competences: Listening, page 12

Students learn and practise functional language for making arrangements to go out with a friend.

Speaking

Making arrangements / Going out

Warmer

Revise activities and sports by asking students what activities and sports they like doing with their friends. Write a list on the board.

Model Dialogue

2.07

- Students read the question.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the expressions Do you
 want to ...?; When does it start?; The match starts
 at ...; Let's meet at ... then. Also explain See you
 then.; Great!
- **3** Students read the sentences and put them in the correct order to make a dialogue. Tell them to refer to the dialogue to help them if necessary.
 - Check the answer with the class.

Extra activity

do yoga / go cycling?

Practise the following invitations:

Do you want to play tennis / go swimming / play rugby /

Students can answer Yes, I do. or No, I don't.

Speaking Task

1 Talk about going out

Students look at the tickets for the two sporting events and decide which one they want to go to.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue about the other sporting event. If possible, they do this without looking at the Model Dialogue.

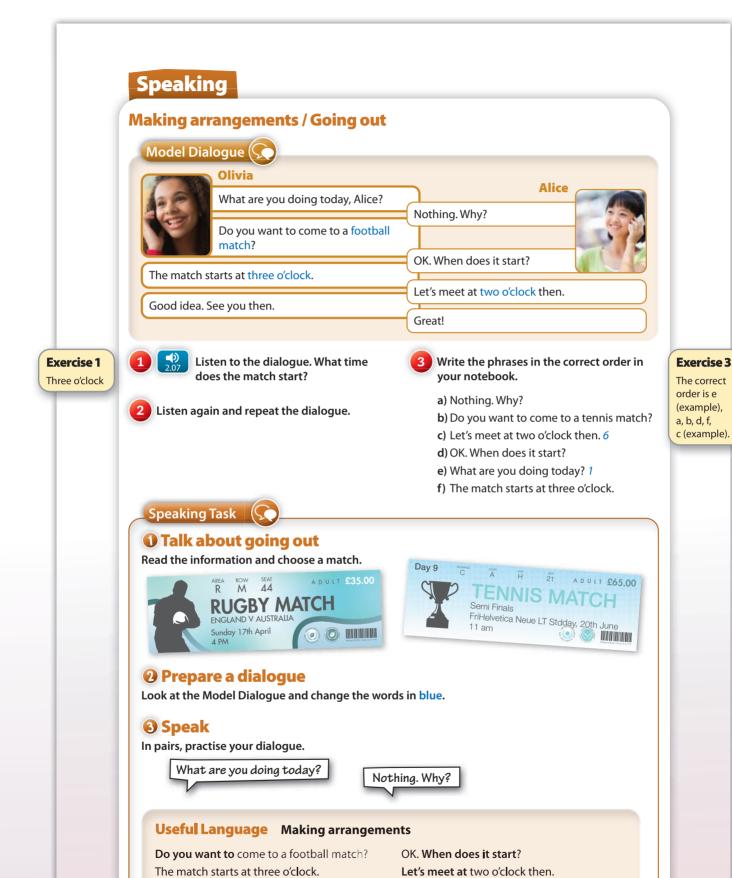
Self-study and extra practice

Workbook

• Speaking, page 125

Teacher's Resource Area Online

• Key Competences: Speaking, pages 29–30



Writing

An email to a pen pal

Exercise 1

- 1 Lily usually goes surfing at the weekend.
- 2 No, she isn't.



Read the Model Text and listen. Answer the questions in your notebook.

- 1 When does Lily usually go surfing?
- 2 Is she surfing now?

Model Text



To: Sam From: Lily Subject: My favourite sport

Hi! I'm Lily and I live in France. I love all water sports, so I often go to the beach or swimming pool. My favourite sport is surfing. My mum says it's dangerous and difficult, but I think it's amazing!

You need a wetsuit and a surfboard. A good surfboard costs more than €400, so surfing is expensive. You can borrow a board from a friend, of course, that's free!

I usually go surfing at the weekend with my friends. We aren't surfing now because we're studying for exams!



Exercise 2

I love all water sports, so I often go to the beach or swimming pool. A good surfboard costs more than €400, so surfing is expensive.

Look at the Crystal Clear Tips. Find examples so in the Model Text.



I love all water sports, so I often go to the beach or swimming pool.

Match the sentence halves then rewrite them with so in your notebook.

It's very hot here in summer, so we often go swimming in the sea.

- 1 It's very hot here in summer,
- 2 I want to be a professional basketball player,
- 3 I can't kick a ball,
- 4 My mum says judo is dangerous,
- 5 I love tennis,
- a) I don't play football.
- b) she doesn't send me to classes.
- c) I have tennis lessons after school.
- d) I practise every day.
- e) we often go swimming in the sea.

Exercise 3

- 1 e It's very hot here in summer, so we often go swimming in the sea. (example)
- 2 d I want to be a professional basketball player, so I practise every day.
- 3 a I can't kick a ball, so I don't play football.
- 4 b My mum says judo is dangerous, so she doesn't send me
- 5 c l love tennis, so l have tennis lessons after school.



Plan

Make notes about your favourite sport and include:

Sport *My favourite sport is ... so I go ...* It's amazing ...

Equipment *You need* ... and ...

How often you do your favourite sport I usually go/play/do...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Name, where you live, favourite sport

Paragraph 2 Equipment

Paragraph 3 How often you do your favourite sport

3 Check

- ☑ present continuous, present simple
- ✓ vocabulary for sports and adjectives of opinion
- ✓ so

Lesson Aims

Students practise using *so* to express consequence. Students write an email about their favourite sport.

Writing

An email to a pen pal

Warmer

Brainstorm with the class what the cheapest sport to do is in terms of the equipment you need.

Model Text



2.08

- Ask students to look at the picture and say what sport the girl is doing. Ask what equipment she has and tell students how to say it in English.
- Students read the questions.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.

1 Crystal Clear Trips

- 2 Read the Crystal Clear Tips with the class.
 - Ask students how to say so in their language.
 - Students find examples of so in the Model Text.
- **3** Explain the exercise and read through the example with the class.
 - Students match the two sentence halves and add so to each sentence. They write the sentences in their notebooks.
 - Check answers with the class.

Extra activity

Contrast *so* and *because* by asking students how they would join the sentences in exercise 3 using *because*.

Writing Task

O Plan

Read the notes with the class. Students make notes about their favourite sport.

2 Write

Look at the structure with the class. Students use their notes to write an email about their favourite sport. Emphasize that they should try to use *so* to express consequence.

Check

Encourage students to check their work, paying particular attention to the points mentioned.

(P)

Web info

Type these words in your search engine for

- a video of the classic surfing song Surfin' USA:
 'video + beach boys + surfin USA'
- the lyrics of Surfin' USA: 'lyrics + beach boys + surfin USA'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just complete the notes in step 1.

Fast finishers: Writing Task. Students read their partner's text and then give their opinion of his or her favourite sport.

Self-study and extra practice

Workbook

• Writing Guide, pages 112-3

Teacher's Resource Area Online

• Key Competences: Writing, page 12

Lesson Aims

Students learn about typical Irish sports.
Students practise the pronunciation of *-ing* forms.



Traditional sports

Warmer

Students look at the two pictures on page 69 and speculate about what sports are being played. Teach the word *stick*, which appears in the second picture, as it appears in the text students will read.

1 (1) 2.09

- Students read the questions.
- Play the audio. Students read and listen to the text for the answers to the questions. Note that Gaelic is pronounced /'geɪlɪk/.
- Check answers with the class.
- Students discuss the traditional sports they've got in their country in small groups.
 - Ask a student from each group to tell you their ideas and write them on the board.

Extra activity

Write these words and expressions on the board. sticks, 15 players in a team, kick the ball, difficult, the most popular sport

Students have to say which of the two sports each word or expression refers to.



-ing

a (2) 2.10

 Play the audio. Students listen and repeat the words. Make sure they stress the correct syllables.

b (2.11)

- Play the audio. Students listen and decide which of the words they hear.
- Check answers with the class.



Web info

Type these words in your search engine for more information about

- gaelic football: 'bbc + rules + gaelic football'
- gaelic football (video): 'video + gaelic football'
- hurling: 'gaa + hurling'
- hurling (video): 'video + hurling'

Mixed-ability solutions

Students who need extra help: Reading text exercise 1, question 1. Write the word *combination* on the board as a hint.

Fast finishers: Reading text. Students write two statements about each text. Their partner has to decide if they are true or false.

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 98

Calture Reading



Traditional sports

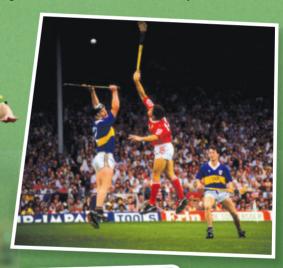
The Irish love sports. Read about their most popular sports.

Gaelic football

The most amazing spectator sport in Ireland is Gaelic football. It is a combination of football and rugby. Thirty players kick, pass and run with the ball. It's dangerous but very exciting! In this picture, the players are jumping for the ball.

Hurling

Hurling is the second most popular sport. Players run across the field with their sticks called hurleys. They can carry the ball on their stick or hit the ball into the air. It's fast and fun but it isn't easy. In this picture, two players are trying to catch the ball with their hurleys.



Reading text exercise 1

- 1 a combination of football and rugby
- 2 yes
- 3 30 players



Read and listen. Then answer the questions.

- 1 What is Gaelic football?
- 2 Is hurling a fast sport?
- 3 How many players play at one time?



What traditional sports have you got in your country?

Pronunciation

-ing



Listen and repeat.

jumping hitting trying watching

b (1) 2.11

Listen. Which word do you heعدو

- 1 a) walk b) walking
- 2 a) score b) scoring3 a) jump b) jumping
- 4 a) try b) trying

Pronunciation exercise b

- 1 walking
- 2 score
- 3 jumping
- 4 trying

Reading text exercise 2

Students' own answers

Unit 6



Unit 6 Language Reference



Sport











dive

jump









kick







throw

walk

Adjectives of opinion amazing boring dangerous difficult easy exciting fun interesting

Grammar

Present continuous

Affirmative	Negative	
l am walk ing home.		
You are walk ing home.	You are not walk ing home.	
He / She / It is walking home.	He / She / It is not walking home.	
We / You / They are walk ing home.	We / You / They are not walk ing home.	

Interrogative	Short answers	
Am I walking home?	Yes, I am.	
Are you walking home?	No, you aren't.	
Is he / she / it walking home?	Yes, he / she / it is .	
Are we / you / they walking home?	No, we / you / they aren't.	

Present simple and continuous

We **play** basketball **every Saturday**. We're playing basketball at the moment.

Speaking Making arrangements

Do you want to come to a football match? The match starts at three o'clock.

OK. When does it start? Let's meet at two o'clock then.

Unit 6 Progress Check

Vocabulary Sport

1 Match the verbs with pictures 1-5.

Exercise 1

- 1 run
- 2 jump
- 3 throw
- 4 score
- 5 dive









Adjectives of opinion

2 Complete the sentences with the correct adjective. Write them in your notebook.

Exercise 2

- 1 difficult
- 2 fun
- 3 easy 4 dangerous
- 5 amazing
- 1 The rules of judo are I don't understand them. (difficult / amazing)
- 2 Tennis is I love playing it! (fun / boring)
- 3 I can hit the ball! It's (easy / difficult)
- 4 Snowboarding is a / an ... sport. There are lots of accidents. (easy / dangerous)
- 5 It's ... when your team wins a football match. (amazing / boring)

Grammar

Present continuous

- Complete the sentences with the present continuous form of play, go or do. Write them in your notebook.
 - 1 Andy and Jess ... rugby.
 - 2 I... (not) judo.
 - 3 My sister ... basketball.
 - 4 My friends ... (not) surfing.
 - 5 You ... (not) golf.
- Complete the questions with the present continuous. Write them in your notebook.
 - 1 ... Andy and Jess ... rugby?
 - 2 ... you ... judo?
 - 3 ... your sister ... basketball?
 - 4 ... your friends ... surfing?
 - **5** ... you ... golf?

Exercise 3

- 1 are playing
- 2 'm not doing
- 3 's playing
- 4 aren't going
- 5 aren't playing

Exercise 4

- 1 Are (Andy and Jess) playing
- 2 Are (you) doing
- 3 Is (your sister) playing
- 4 Are (your friends) going
- 5 Are (you) playing

Present simple and continuous

- Write the correct word in your notebook.
 - 1 I'm playing / play hockey every Sunday morning.
 - 2 Our family are going / go skiing every winter.
 - 3 My brother's learning / learns judo at the
 - 4 My parents aren't at home right now. They're playing / play golf.
 - 5 I can't go cycling now. I'm doing / do my homework.

Exercise 5

- 1 play
- **2** go
- 3 's learning 4 're playing
- 5 'm doing

Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

- · sport?
- · adjectives of opinion?
- present continuous?
- present simple and continuous?

Extra Practice

If you need extra Practice, go to:

- Unit 6 Grammar Reference
- Unit 6 Vocabulary Reference
- Unit 6 Grammar Exercises
- Unit 6 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 6 Revision, page 42
- · Grammar Reference and Practice, pages 76–7
- Vocabulary Reference, page 89



Extra Practice

71

Revision Units 4–6 Vocabulary

- o Places in town
- Landscape features
- Daily routines
- School subjects
- Sport
- Adjectives of opinion

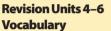
Work with a partner and complete the sentences in your notebook. Who finishes first?





Do you do your h... every night?





newsagent homework score beach literature difficult trees catching









In our I... class we study Cervantes.



Snowboarding isn't easy; it's d....





Revision Units 4-6

Vocabulary

Warmer

Write the following headings on the board.

Places in town

Landscape features

Daily routines

School subjects

Sport

Adjectives of opinion

Books closed. Students work in pairs. Give them three minutes to write down as many words as they can remember belonging to the lexical sets. Then find out who has the most words by asking: Who's got more than 15 words?; Who's got more than 20?, etc. Once you have established which pair has got the most words, ask them to read the words out.

- Do the board game as a competition. Explain these rules to the class before you start.
- Students work in pairs. They complete the words in the sentences.
- When they have finished, they shout *Stop!* All the other teams must stop writing.
- Check answers with the class and write them on the board.
- Teams get two points for each correct answer and minus one point for each wrong answer. For a blank, they get zero points.
- Ask how many points the teams have, starting at 16 (the maximum) and working down.

Extra activity

Play *Hangman* with the class using some words from the lexical sets of Units 4 to 6 that have not come up in the board game. Students can also play *Hangman* in groups once you have done a couple of examples with the whole class.

Revision Units 4-6

Grammar

there is / there are; a / an, some, any; prepositions of place

Warmer

Say and write on the board four true statements about the classroom, eg:

In this classroom ...

There's a table.

There isn't a computer.

There are some chairs.

There aren't any cups.

Ask students to translate the sentences.

Say other objects. Students form full sentences in the affirmative or negative as appropriate.

- Students look at the picture carefully and read the words and phrases in the box.
 - Students complete the sentences with the words and phrases in the box.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 50 with the class.

Adverbs of frequency

Warmer

Write always, never, often, sometimes and usually on the board. Ask students to put them in order of frequency.

Revise or elicit where we put adverbs of frequency in a sentence (before the verb but after the verb be).

- 2 Students read the sentences
 - Answer any vocabulary queries.
 - Students rewrite the sentences. You may want them to do this activity in pairs.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 60 with the class.

Present simple and continuous

Warmer

Write on the board:

I often play football at the weekend.

I'm not playing football now.

Elicit the tenses used and why each of them is used.

- **3** Students read the blog.
 - Answer any vocabulary queries, eg whales.
 - Students complete the blog with the correct form of the verbs in brackets. You may want them to do this activity in pairs as it is relatively demanding.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 70 with the class.

Question forms

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

Extra activity

In pairs, students ask and answer the questions in exercise 4.

Grammar check

- Tell students that this exercise revises the rest of the grammar they have seen in Units 4 to 6 and it will give them a good idea of how well they have
 - As this exercise is very wide-ranging, you may want students to do it in pairs so that they can help each other.
 - Students choose the correct option to complete each sentence.
 - Check answers with the class.
 - Ask students how many they have got right, starting at 8 and going down.

Mixed-ability solutions

Students who need extra help: Exercise 4. Provide two options for each gap on the board. Students choose the correct one.

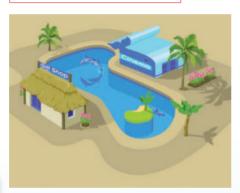
Grammar

- o there is / there are; a / an, some, any; prepositions of place
- Adverbs of frequency
- o Present simple and continuous
- Question forms
- o can
- o Present continuous

there is / there are; a / an, some, any; prepositions of place

Complete the sentences with the words and phrases in the box.

a an any in behind some there is there isn't there are there aren't



Exercise 1

- 1 There are
- 2 an
- 3 There isn't
- 4 some 5 any
- 6 a
- 7 There is
- 8 There aren't
- 9 in 10 behind
- 1 ... some dolphins.
- 2 There is ... island.
- 3 ... a mountain.
- 4 There are ... trees.
- **5** There isn't ...
- snow.
- 6 There is ... cinema.
- 7 ... a shop.
- 8 ... any waves.
- 9 The dolphins are
 - ... the water.
- 10 The cinema is ... the gift shop.

Adverbs of frequency

- Rewrite the sentences in your notebook using the adverbs of frequency in brackets.
 - 1 My uncle studies marine life. (usually)
 - 2 He works in China. (sometimes)
 - 3 He's in other countries. (often)
 - 4 My cousins travel with him. (never)
 - 5 They have a party on his return. (always)

Present simple and continuous



Complete the blog with the correct form of the verbs in brackets.

I usually (1)... (go) to school on Friday but today is a holiday and I (2)... (study) whales with my uncle on a boat in the Atlantic Ocean. Whales are very interesting. They (3)... (not sleep) like humans and they sometimes (4)... (sing). At the moment, I (5)... (write) my blog and my uncle and his friends (6)... (watch) the whales.

Question forms



Complete the questions with the correct words.

- 1 How often ... you go to the beach?
- 2 ... your mum usually swim in the sea?
- 3 ... she swim well? Yes, she can.
- 4 What ... you doing at the moment?
- 5 ... there a museum near here?

Grammar check



Write the correct word in your notebook.

- 1 I'm good at French. I can / can't speak it.
- 2 'Can your cousins sing?''No, they can / can't'
- 3 She can dance, but she can / can't act.
- 4 He never wins. He runs slow / slowly.
- 5 I can ride a horse very well / good.
- 6 They aren't / isn't eating lunch at the moment.
- 7 Are you run / running in the marathon this year?
- 8 I not / I'm not studying today.

Exercise 3

- 1 go
- 2 'm studying
- 3 don't sleep
- 4 sing
- 5 'm writing
- 6 are watching

Exercise 4

- 1 do
- 2 Does
- 3 Can
- 4 are **5** Is

Exercise 5

- 1 can
- 2 can't
- 3 can't 4 slowly
- 5 well
- 6 aren't
- 7 running
- 8 I'm not

Units 4-6

Exercise 2

- 1 My uncle usually studies marine life.
- 2 He sometimes works in China.
- 3 He's often in other countries.
- 4 My cousins never travel with him.
- 5 They always have a party on his return.

Cultural Awareness:

Schools fin the WK

Exercise 1

1 a

2 b

3 a

4 c

5 b

6 a

- 1 How much do you know about schools in Britain? Do the quiz.
 - 1 How old are students when they start secondary school?
 - a) eleven
 - b) twelve
 - c) fourteen
 - 2 What kind of school do most students go to?
 - a) private school
 - b) state school
 - c) boarding school
- 3 What foreign language do most schools teach?
 - a) French
 - b) Spanish
 - c) German
 - 4 At secondary school, most students wear ...
 - a) their own clothes.
 - b) a school uniform until age 18.
 - c) a school uniform until age 16.
- 5 Assembly is for ...
 - a) parents and teachers.
 - b) teachers and students.
 - c) teachers only.
- 6 What sports do students usually do at school?
 - a) football and netball
 - b) badminton and volleyball
 - c) tennis and handball



WATCH

- Watch the documentary about school and answer the questions.
 - 1 How many classes are there at King Alfred's School every day?
 - 2 What time is break?
 - **3** Why is King Alfred's School a special school?





Exercise 2

3 King Alfred's

School is a

special sports school.

1 four

2 11.15







Lesson Aims

Students do a quiz to see how much they know about schools in the UK. Students watch a video about a British school and extract specific information.

Cultural Awareness:

Schools in the UK

Warmer

Brainstorm with the class the names of school subjects in English.

- 1 Tell students they are going to do a quiz about schools in Britain. Read through the questions with the class and clear up any vocabulary problems.
 - Students do the quiz individually.
 - Students compare answers in pairs.
 - Check answers with the class.

Extra activity

Students answer the questions for their country of origin.

2

- Tell students that they are going to watch a documentary about a British school.
- Read through the questions with the class, clearing up any vocabulary problems, eg break.
- Ask students what they think the answers to the questions might be.
- Play the video. Students watch and listen and check their answers.
- Check answers with the class.

Culture video: School

This Culture video and accompanying worksheet, teaching notes, videoscript and answer key are in the Teacher's Resource Area Online.

The worksheet, teaching notes, videoscript and answer key can also be found in the Teacher's Resource Area Online.

Students look at a digital comic and then create a comic based around a particular campaign.

Digital Competence:

Digital comic artwork

Warmer

Ask the class if they ever read comics. Ask them what they read and why.

Students look at the comic strip in the Student's Book or show it on screen.

Ask them to read the question and read and look at the comic strip and tell you how Emma and Amir help Sam. Elicit or explain what *Stop bullying!* and *Leave Sam alone!* mean.

You may want to ask four students to come to the front to act out the comic strip.

Brainstorm with the class why comic strips can be a good way to get a message across.

Ask students what they think of the illustrations in the comic strip.

Task

Explain to students that they are going to design a comic strip about one of the campaigns in the box.

- Step 1 Elicit or explain what each of the campaigns is.

 Explain that students first need to decide which campaign to choose. In addition, make it clear that they can work on their own or in pairs.
- **Step 2** Read through step 2 with the class. Students can do this in class or at home.
- **Step 3** Students design their own comic. They can either do this in their own hand or they can use a digital application (see *Web info*).
- **Step 4** Students show their comics to the rest of the class.
- **Step 5** Students read the other comics and decide which comic they like best and give their reasons.



Web info

Type these words in your search engine for information on possible applications to use to create a digital comic: 'make digital comic'

Many of these applications are free to use if the comic is for individual use and not to be sold. However, they may require students to register.

Term Project

For a different type of project, see Workbook pages 132–3.

Worksheets and Teacher's notes are available in the Teacher's Resource Area Online.

Digital Competence:

In Bigiran Court de la Court d



Read and look at the comic strip. How do Emma and Amir help Sam?

They stop someone / Pete from bullying Sam.



TASK Create a comic for a school campaign. Follow the steps below.

Step 1 Choose one of these campaigns: bullying collecting money for charity healthy eating

Step 2 Decide on two to four characters and write a short dialogue for the comic. Decide which speech bubbles go in each box. Step 3 Create your comic. Use a digital comic generator if possible. Experiment with the page design, characters and backgrounds.

Add a title.

Step 4
Show your
comic to the
other students
in your class.

Step 5 Read your classmates' comics. Which do you like best? Why?











7 home

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to rooms and furniture and household objects CLC
- Identify specific information from a text on English houses CLC
- Understand and correctly use grammar structures related to the past simple of be and there was / were and the affirmative form of regular past simple verbs CLC
- Identify specific information through a listening activity about the history of the toothbrush CLC
- Use appropriate functional language to ask for information CLC, SCC

More information on Key Competences, page v

- Write a description of a room CLC, SIE
- Use adjectives to improve your writing **CLC**
- Identify general content from a text about the White House CLC
- Learn about different types of house in Britain CAE
- Learn about the history of the toothbrush CAE
- Learn about the White House CAE
- Assimilate the Crystal Clear Tips and study the Language Reference from the unit CLC, L2L
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

- Past simple be: affirmative, negative, interrogative and short answers
- there was / there were
- Past simple: affirmative regular verbs

Recycled grammar

- be (Unit 1)
- have got (Unit 2)
- present simple (Unit 3)

Main vocabulary

- Rooms and furniture: armchair, bathroom, etc
- Household objects: camera, dishwasher, etc

Functional language

• Asking for information / On a school trip

Pronunciation

was/were

Skills: learning outcomes

- Reading Understand specific information in a clearly structured historical fact file about an English street. The student can re-read the more difficult parts, page 77
- Listening Extract the main ideas and relevant information from a presentation about the history of the toothbrush, page 80
- Speaking Communicate effectively in an everyday situation. Follow norms of basic courtesy while asking for information on a school trip, page 81
- Writing Write a short description in a conventional format. The main points are set out in a logical order, page 82
- Reading Understand specific information from a clearly structured fact file about the White House. The student has help from pictures to aid understanding. The student can re-read the more difficult parts, page 83

Lifelong learning skills and content-based learning

Life skills

- Communication Asking for information on a school trip, page 81
- Learning how to learn Make notes and plan a description of a perfect bedroom, page 82
- Socio-cultural awareness Learn about the White House, page 83

Learning strategies

 Use topic sentences in paragraphs to infer the general content, page 77

Cross-curricular content

- History: English architecture, page 77
- Language and literature: conventions for writing a description, page 82
- History: The history of the White House, page 83

Further materials and evaluation

Digital material

- Teacher's Resource Afrea Online
- Video Transport (Revision Units 7–9, page 108)

Workbook

- Vocabulary, pages 44–5
- Vocabulary Reference, page 90
- Grammar, pages 46–7
- Grammar Reference and Practice, pages 78–9
- Revision, page 48
- Culture: Reading and Listening, page 99
- Writing Guide, pages 114–5
- Speaking, page 126

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 31–5
- Vocabulary and Grammar Consolidation and Extension, pages 25–8
- Translation and Dictation, Unit 7 pages 7 and 16

Lifelong Learning

- Digital Competence, pages 13-4
- Culture Video Material, pages 5-6
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 13-4 and 31-2

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 5-6

Evaluation material

- Unit 7 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: house vocabulary and house-related verbs, how to brush a dog's teeth, different dream bedrooms, the White House

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 31–5

Material for fast finishers

Workbook: Grammar Extension, page 49

Teacher's Resource Area Online: Vocabulary Extension, page 27

Teacher's Resource Area Online: Grammar Extension, page 28



Objectives

Rooms and furniture; household Vocabulary

be: past simple; there was / there Grammar

were; past simple: affirmative

regular verbs

Asking for information **Speaking** Writing A description; adjectives

Vocabulary

Rooms and furniture



Exercise 1

1 cooker

2 chair 3 table 4 mirror 5 cupboard 6 sofa 7 bookcase 8 desk 9 lamp **10** bed 11 wardrobe 12 toilet 13 armchair



Listen and repeat the words. Match them with pictures 1–13.

armchair • bed • bookcase • chair • cooker • cupboard • desk • lamp • mirror • sofa • table •

























2 How do you say these rooms in your language? Match the rooms with the words in exercise 1.

bathroom • bedroom • dining room • kitchen • living room

have breakfast





Listen to Regina and Liam. Where do they do their homework?

have dinner

In pairs, find out where your partner does the things in the box.

Exercise 2

Students' own answers

Possible answers:

bathroom: mirror, toilet

bedroom: bed, bookcase, chair, desk, lamp,

mirror, wardrobe

dining room: chair, lamp, table kitchen: cooker, cupboard, table

living room: armchair, bookcase, lamp, sofa, table

Exercise 3

Liam: in the living room Regina: in her bedroom watch I v

Where do you usually read?

do homework

I usually read in my bedroom.

listen to music read

Vocabulary Reference

Students learn and practise some words for rooms and furniture.

Students listen to two young people talking about where they do their homework and identify the places.

Vocabulary

Rooms and furniture

Warmer

Ask students about what furniture they have in their bedroom. Help with vocabulary as necessary.

1 (1) 2.12

- Play the audio. Students listen and repeat the words. Clear up any confusion students may have about the meanings by asking them to translate the words.
- Teach the words, paying attention to pronunciation, particularly of bookcase, cooker, cupboard, mirror, sofa, toilet, wardrobe.
- Students match the words with the pictures.
- Check answers with the class.

Extra activity

Students close their books and try to remember all the types of furniture they have just seen.

- **2** Check students understand the words for rooms by asking them to translate them into their language.
 - In pairs, students match the furniture with the rooms. Tell them that some items can be in more than one room, eg table.
 - Check answers with the class.

3 (2.13)

- Play the audio. Students listen and say where Liam and Regina do their homework.
- Check answers with the class.

- Students repeat the example in the speech bubbles after you. Correct pronunciation, paying special attention to intonation and sentence
- Ask students more questions using the activities
- Students ask and answer in pairs. Remind students to listen to and remember their partner's answers.
- Ask some students to tell you about their partner.



👣 Cultural note

In the UK many families call the living room the sitting room.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write out the questions and answers which are true for them before they start.

Fast finishers: Exercise 4. Students write three sentences about where their partner does various activities.

Self-study and extra practice

Workbook

• Vocabulary, page 44

Teacher's Resource Area Online

- Crystal Clear Basics, page 31
- Vocabulary Consolidation, page 25
- Vocabulary Extension, page 27

Students read and listen to a text about English houses for gist and specific information.

Reading

History file

Warmer

Discuss with students the different types of houses people live in in their country. Write their ideas on the board, providing the translation in English where necessary.

Word Check

Check students understand the new words: *fireplace*, *terraced*, *neighbours* and *semi-detached*. Explain any they don't know.

- Tell students that we can often get a good idea of the contents of a paragraph just by reading the first sentence.
 - Students read the first sentence of paragraphs A–C and match them with the headings.
 - Check answers with the class.

2 (1) 2.14

- Students read the sentence beginnings and the possible endings.
- Play the audio. Students read and listen to the text to choose the correct options to complete the sentences.
- Check answers with the class.
- **3** Students write answers to the questions. Help as necessary.
 - Check answers with the class.

Orystal Clear Facts

Read the fact with the class. Ask the class what type of house most people live in in their country.

Extra activity

Books closed. Read paragraph B and pause at certain 'strategic' places. Encourage students to supply the word or words that come next.



Cultural note

Many houses in Britain have a garden and gardening is a very popular free-time activity. There are many gardening programmes on TV and some of the presenters become well-known TV personalities.



Web info

Type these words in your search engine for more information about house vocabulary and house-related verbs (video): 'video + learn home / house'

Mixed-ability solutions

Students who need extra help: Exercise 3. Write on the board the following key words to include in the answers: question 1: *heating*; question 2: *more cars*; question 3: *city centre*; question 4: *semi*-.

Fast finishers: Exercise 3. Draw a table with the headings *Types of house* and *Rooms in the house*. Ask students to copy it and to write down all the relevant words that appear in the text.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 13

Reading

History file

Word Check

fireplace terraced neighbours semi-detached

HISTORY ON AN ENGLISH STREET



On an English street, there is often a variety of houses from different periods of history.



The Victorian era was the start of industrial Britain and many people moved to the cities. There are many houses from that era. There was a fireplace in each room because there wasn't any electric or gas heating in the 1850s. Victorian terraced houses have neighbours on both sides.



Semi-detached houses were very popular in the 1950s. Downstairs, there is usually a kitchen, a living room and a dining room. Upstairs, there are usually two or three bedrooms and a bathroom. There were more cars on the roads in the 1950s, so these houses have usually got a garage. On one side a neighbour's home joins their house.



In the 1990s, old factories in the city were empty. Young people liked living near the city centre. These flats were very big and they weren't expensive. There isn't a garden but there is a lot of space. There is a kitchen, a bathroom and bedrooms.

Exercise 1

Exercise 2

1 C

3 B

1 b

2 a

3 b

4 b



- 1 The 1990s flat
- 2 The 1850s Victorian house
- 3 The 1950s semi



Read and listen to the text. Choose the correct answers.

- 1 The houses on an English street are ...
 - a) very similar. b) often different. c) all flats.
- 2 Victorian terraced houses have got ...
- a) fireplaces.
- b) windows.
- c) a garage.
- 3 The 1950s semi-detached house has usually got ...
 - a) neighbours on both sides.
- b) a garage.
- c) a pool.
- 4 Flats in old factories are often ...
- a) very small.
- **b**) in a city.
- c) expensive.

Most people in Britain live in semi-detached houses.

Answer the questions.

- 1 Why have Victorian terraced houses got fireplaces?
- 2 Why has the 1950s semi-detached house got a garage?
- 3 Why did young people like living in old factories in the 1990s?
- 4 Which type of house has neighbours on one side?

Exercise 3

- 1 because there wasn't any electric or gas heating in the 1850s
- 2 because there were more cars on the roads in the 1950s
- 3 because they liked living near the city centre
- 4 a semi-detached house

Unit 7

Grammar

be: past simple

Affirmative	Negative	Interrogative	Short answers
l was	l wasn't	Was I ?	Yes, I was.
You were	You weren't	Were you ?	No, you weren't.
He was	He wasn't	Was he ?	Yes, he was.
She was	She wasn't	Was she ?	No, she wasn't.
It was	lt wasn't	Was it ?	Yes, it was.
We were	We weren't	Were we ?	No, we weren't.
You were	You weren't	Were you ?	Yes, you were.
They were	They weren't	Were they ?	No, they weren't.

Exercise 1

- 1 were
- **2** was
- 3 was4 were
- 5 was

Exercise 2

- 1 was
- 2 was3 weren't
- 4 weren't
- 5 was
- 6 wasn't

Exercise 3

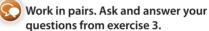
- 1 Were
- 2 Was
- 3 Were
- 4 Were
- 5 Was

- 1 Complete the sentences with was or were.
 - 1 Igloos ... the houses of some Inuit people.
 - **2** Snow ... the traditional material for igloos.
 - **3** Sometimes bone ... the main material.
 - 4 Small igloos ... temporary houses.
 - **5** A big permanent igloo ... the home of about 20 people!
- 2 Complete the text with the affirmative or negative past simple form of be.

Historically, the black tent (1)... the home of the nomadic people of the Arab world. The traditional material (2)... hair from animals. They (3)... (not) hot during the day. They (4)... (not) cold at night. The tent (5)... perfect for nomads because it (6)... (not) heavy. Some people live in black tents today.

- 3 Complete the questions with was or were.
 - 1 ... your friends at your home at 8 pm last night?
 - 2 ... it cold last Saturday?
 - 3 ... you and your family in the living room at lunchtime?
 - 4 ... you in bed last night at 10 pm?
 - 5 ... your best friend at school yesterday?

4



Were your friends at your home at 8 pm last night?

No, they weren't.

there was / there were

	Singular	Plural
Affirmative	There was	There were
Negative	There wasn't	There weren't
Interrogative	Was there ?	Were there ?
Short answers	Yes, there was.	No, there weren't.

5 Complete the text with there was / there were or there wasn't / there weren't.

In England, in the 19th century, water canals were very important. (1)... a lot of narrow boats. On a narrow boat, (2)... (not) many rooms. Usually, (3)... one room. In this room, (4)... beds for the family. (5)... (not) a big kitchen and (6)... (not) many chairs. Some people live in narrow boats today.

Exercise 5

- 1 There were
- 2 there weren't3 there was
- 4 there were
- 5 There wasn't
- 6 there weren't

Students learn and practise the past simple of be and there was / there were (continued on page 79).

Grammar

be: past simple

Warmer

Ask students to look at the first sentence of paragraphs A and B of the reading text on page 77. Highlight *was* and *were*. Ask students if they refer to the past or the present.

- Read down the first column of the grammar table with the class. Translate each line with the class.
 Ask after which pronouns we use was and after which we use were.
 - Students read and complete the sentences about igloos. You might need to explain who the Inuit are (a group of peoples inhabiting the Arctic regions of Greenland, Canada and the United States) and the words bone and main.
 - Check answers with the class.
- **2** Read down the second column of the grammar table with the class. Ask how we form the negative of *be*.
 - Tell students the tents used by the Bedouin people are called black tents. Ask them where they think they are used (in the desert in the North of Africa and on the Arabian Peninsula).
 - Students read and complete the text about black tents with the appropriate affirmative or negative past simple form of be.
 - Check answers with the class.
- **3** Read down the third column of the grammar table with the class. Ask how we change the affirmative to form the interrogative.
 - Students complete the questions with was or were
 - Check answers with the class.



- Ask some students some of the questions in exercise 3 so you can highlight the short answers in the final column of the table.
- Practise the question and answer in the speech bubbles with the class, paying attention to stress and intonation.
- In pairs, students ask and answer the questions from exercise 3.

Extra activity

Play a guessing game. One student asks Where was I at ...?, eg Where was I at 6 pm last Monday?. The other students have to ask questions, Were you at the swimming pool? to guess the place.

there was / there were

- Write on the board:
 There's a desk in my bedroom.

 There are six chairs in the dining room.
 - Elicit from the class the negative and interrogative of each sentence and write it on the board.
 - Now ask the class how they think we say these sentences in the past.
 - Read through the grammar table with the class.
 - Teach canal and narrow boat.
 - Students read and complete the text. Make it clear that they need to decide in each case if the verb needs to be in the singular or plural and whether it needs to be affirmative or negative. Emphasize that they always need to write there before writing the verb.
 - Check answers with the class.

Mixed-ability solutions

Was there a big kitchen?

Students who need extra help: Exercise 4. Students write down the answer to each question first.

Fast finishers: Exercise 5. Students write short answers to the following questions about the text: Were there many rooms?

Were there many chairs?

Lesson Atms

Students learn and practise the past simple of *there was / there were* (continued from page 78) and the past simple affirmative of regular verbs.

Grammar

- **6** Before students do this exercise, go back to the grammar table on the page 78 and revise how to ask questions and give short answers with *there was / there were*.
 - Emphasize that students need to first decide if the verb is in the singular or plural.
 - Students complete the questions and write short answers.
 - Check answers with the class.

Past simple: affirmative regular verbs

Warmer

Ask students to look at the first sentence of paragraph A on page 77. Highlight *moved*. Ask students if it refers to the past or the present. Then ask how the form is different from the present.

- **7** Ask students to look at the grammar table. Ask them what they notice about the form of the past simple affirmative. (It's the same for all persons.)
 - Make students aware of the spelling rules for the past simple affirmative.
 - 1 Most verbs, add -ed: played, wanted
 - 2 Verbs ending in -e, add -d: arrived, telephoned
 - 3 Verbs ending in vowel + y, omit the y and add -ied; cried, tried
 - Students complete the sentences with the past simple form of the verbs.
 - Check answers with the class.
 - You may want to make students aware of the rules for pronouncing the endings of regular past simple affirmative verbs:

We pronounce the -ed ending:

/t/ after /p/, /k/, /s/, /f/, /ʃ/ and /t \int / sounds: stopped, washed, etc.

/Id/ after /d/ and /t/ sounds: *ended*, *wanted*, etc. /d/ after all other sounds: *arrived*, *opened*, etc.

Extra activity

If you decide to focus on the pronunciation of the endings of regular past simple affirmative verbs, draw a table on the board with the headings /d/, /t/ and /ɪd/. Then write the 10 verbs below on the board and ask students to put them in the correct column. answered, asked, closed, kissed, learned, lived, looked, moved, played, pronounced, visited, waited



- **8** Tell students that this is a cumulative check of the grammar in Units 1 to 7 and explain any vocabulary they may not know, eg *buttons*, *dial*, *remote control* and *channel*.
 - Students complete the dialogue with the correct form of the verbs in brackets.

9 () 2.15

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Extra activity

Students read the dialogue in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 8. Write two options on the board for each gap.

Fast finishers: Exercise 8. Students write four past simple sentences using the verbs *cook*, *phone*, *play*, *watch*.

Self-study and extra practice

Workbook

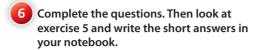
- Grammar, pages 46–7
- Grammar Reference and Practice, pages 78–9

Teacher's Resource Area Online

- Crystal Clear Basics, pages 33-4
- Grammar Consolidation, page 26
- Grammar Extension, page 28

Exercise 6

- 1 Were there; Yes, there were.
- 2 Were there; Yes, there were.
- 3 Were there: No, there weren't.
- 4 Were there; Yes, there were.
- 5 Was there: No, there wasn't.
- 6 Were there; No, there weren't.



1 ... any water canals in the 19th century?

2 ... any narrow boats?

3 ... many rooms on a narrow boat?

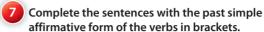
4 ... beds for the family?

5 ... a big kitchen

6 ... many chairs?

Past simple: affirmative regular verbs

	Past simple: affirmative regular verbs		
l wanted		We wanted	
	You wanted	You wanted	
	He / She / It wanted	They wanted	





- 1 A British engineer ... (design) a portable computer in 1979.
- 2 NASA ... (use) this model on their space programme in the 1980s.
- 3 Business executives ... (want) a portable computer.
- 4 Adam Osborne ... (produce) the first portable computer in 1981.
- 5 The first laptops ... (weigh) 11kg!

Complete the dialogue with the correct form of the verbs in brackets.

Exercise 8

- 1 's
- 2 aren't
- 3 weren't
- 4 was
- 5 watched
- 6 was
- 7 weren't 8 changed

Rachel What's that?

Louis It (1)... (be) an old telephone.

Rachel But look! There (2)... (not be) any buttons! Louis I know. In the past there (3)... (not be) any

phones with buttons. There (4)... (be) a dial,

but no buttons.

Rachel That's interesting!

And look at this old black and white TV. My Louis

dad (5)... (watch) films on this TV when he

(6)... (be) young.

Rachel Where's the remote control?

There (7)... (not be) any remote controls in

the past. You (8)... (change) the channel with

a dial on the TV.

Rachel That's amazing!











2 used 3 wanted

Exercise 7

1 designed

4 produced





Vocabulary

Household objects



Listen and repeat the words. How do you say them in your language?

camera • dishwasher • fridge • laptop • microwave • mp3 player • remote control • telephone • toothbrush • washing machine

Match pictures 1-10 with the words in exercise 1.

Exercise 2

Exercise 1

Students' own

answers

- 1 mp3 player
- 2 microwave
- 3 telephone 4 camera
- 5 washing machine
- 6 remote control
- 7 dishwasher
- 8 fridge
- 9 laptop
- 10 toothbrush





















Write the correct word in your notebook.

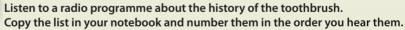
- 1 A washing machine / dishwasher cleans
- 2 An mp3 player / A remote control changes channels on a TV.
- 3 A laptop / microwave is a portable computer.
- 4 A camera / fridge makes food cold.
- 5 A toothbrush / telephone cleans teeth.

Exercise 3

- 1 washing machine
- 2 A remote control
- 3 laptop 4 fridge
- 5 toothbrush

Listening





- a) hair from pigs
- b) wood from trees
- c) nylon
- d) hair from horses

- The correct order is b, a, d, c.
- Listen again and write the correct word in your notebook.
- 1 There were / weren't toothbrushes thousands of years ago.
 - 2 The first toothbrushes were / weren't pieces of wood.
 - 3 The Chinese created toothbrushes from horsehair / pig hair.
 - 4 An American / A European invented the nylon toothbrush.
 - 5 Modern electric toothbrushes appeared in 1939 / 1987.

Exercise 5

Exercise 4

- 1 were
- 2 were
- 3 pig hair
- 4 An American
- **5** 1987



Vocabulary Reference





Lesson Aims

Students learn and practise words for household objects.

Students listen to a radio programme that describes the history of the toothbrush and identify general and specific information.

Vocabulary

Household objects

Warmer

Brainstorm with students what electrical appliances they have in their house. Write them on the board, supplying the word in English when necessary.

2.16

- Play the audio. Students listen and repeat the words. Highlight the stress.
- Students tell you the translation of each word.
- **2** Students match the pictures with the words in exercise 1.
 - Check answers with the class.

Extra activity

Discuss with the class which room or rooms in their house the objects are located in.

- **3** Do number 1 (*washing machine*) with the class.
 - Students then choose the correct options to complete the other sentences.
 - Check answers with the class.

Listening

Warmer

Ask students how often they brush their teeth and whether they use an electric or a manual toothbrush.

4 (1) 2.17

- Tell students that they are going to listen to a radio programme about the history of the toothbrush.
- Look at the list of materials with the class and clear up any vocabulary problems.
- Students copy the list into their notebooks.
- Play the audio. Students listen and number the items in the order they hear them.
- Check the answer with the class.
- **5** Students read the sentences.
 - Play the audio again. Students listen and choose the correct options to complete the sentences.
 - Check answers with the class.

Web info

Type these words in your search engine for information on how to brush a dog's teeth: 'wikihow + brush dog's teeth'.

Mixed-ability solutions

Students who need extra help: Exercise 3. Ask students just to describe the objects in exercise 2.

Fast finishers: Exercise 3. Students close their books and write down from memory five sentences to describe the objects.

Self-study and extra practice

Workbook

- Vocabulary, page 45
- Vocabulary Reference, page 90

Teacher's Resource Area Online

- Crystal Clear Basics, page 32
- Vocabulary Consolidation, page 25
- Vocabulary Extension, page 27
- Key Competences: Listening, page 14

Students learn and practise funtional language to ask for information on a school trip.

Speaking

Asking for information / On a school trip

Warmer

Ask students if they've ever visited a museum or a historic monument. Write the places they've been to on the board.

Model Dialogue 🕟

2.18

- Students read the question.
- Play the audio. Students listen to and read the dialogue.
- Students answer the question.
- Check the answer with the class.
- **2** Students read the question.
 - Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on the use of *Where is ...?*; *Is there ...?*; and *What time ...?* to ask for information.
 - Students answer the question.
 - Check the answer with the class.
- **3** Students match the sentence halves. Tell them to refer to the dialogue to help them if necessary.
 - Check answers with the class.

Speaking Task 🥠

Talk about a school trip

Students look at the information about Court Palace and choose two places that they want to visit, eg the café and the gardens.

@ Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue using different attractions at Court Palace. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

• Speaking, page 126

Teacher's Resource Area Online

• Key Competences: Speaking, pages 31–2



Asking for information / On a school trip



Thanks for your help.



Excuse me. Where is the information centre?

Thanks! And is there a gift shop?

It's on the ground floor.

Assistant

Yes, there is. It's on the

first floor, beside the café. It closes at half past five.

You're welcome.

Exercise 1

The gift shop is on the first floor

Exercise 2

The gift shop closes at half past five.

Listen to the dialogue. Where is the gift shop?

Listen again and repeat the dialogue. What time does the gift shop close?

What time does the gift shop close?

Match 1-4 with a-d.

- 1 Where are
- 2 Is there
- 3 It's next to
- 4 It's on
- a) a shop?
- b) the toilets?

Exercise 3

1 b

2 a

3 d

4 c

- c) the first floor.
- d) the café.

Speaking Task



Read the information. Choose what you want to see.

Welcome to the Historic
OURT PALACE

Ground floor

Gardens: 10.00-18.00 Information centre: 10.00-18.00

Gift Shop: 10.30-17.30

Royal Library: 11.00-17.30 Café: 10.00-18.00



First floor Toilet Royal Library Study

Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogues.

Excuse me. Where is the Royal Library?

It's on the first floor.

Useful Language Asking for information

Excuse me. Where is the information centre? And is there a gift shop?

What time does the gift shop open / close?

It's on the ground floor.

Yes, there is. It's on the first floor.

It opens / closes at half past five.

Writing

A description





Read the Model Text and listen. Answer the questions in your notebook.

- 1 What room was in Molly's dream?
- 2 What was there in her dream room?
- 3 What was her favourite object? Why?

Model Text

My dream room

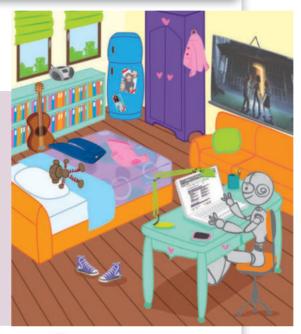
Last night I dreamed about my perfect room. It was enormous! There were two big windows. There was a blue bookcase with lots of interesting books.

There was a purple wardrobe and a white laptop. There was a fridge with my favourite food. There wasn't a television but there was a cinema screen. There was a sofa bed for my friends.

My favourite object was a robot – it finished my homework and played games with me!

Exercise 1

- 1 her perfect room
- 2 two big windows, a blue bookcase with lots of interesting books, a purple wardrobe, a white laptop, a fridge with her favourite food, a cinema screen, a sofa bed, a robot
- 3 a robot; it finished her homework and played games with her



Exercise 2

- 1 my perfect room; a blue bookcase; a purple wardrobe; a white laptop; my favourite food; my favourite object
- 2 two big windows; lots of interesting books

2 Look at the Crystal Clear Tips. Find examples of 1 and 2 in the Model Text.



Adjectives

- 1 Adjectives go before the noun: There was a purple wardrobe.
- 2 Adjectives haven't got a plural form: There were two big windows.
- Rewrite these sentences in your notebook with the adjectives in brackets.

There was a bookcase. (blue)

There was a blue bookcase.

- 1 In my bedroom, there was a desk. (brown).
- 2 There were two lamps. (small)
- 3 There were two chairs. (white)
- 4 There was a wardrobe. (big)

Writing Task

O Plan

Make notes about your dream room and include:

Room Last night I dreamed about my perfect room.

Furniture and objects There was / were ...

There wasn't / weren't ...

Favourite object My favourite object was ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Your dream room

Paragraph 2 Furniture and objects

Paragraph 3 Your favourite object

3 Check

- ☑ past simple *be* and affirmative regular verbs
- there was / were
- vocabulary for rooms, furniture and household objects
- adjectives

82

Exercise 3

- 1 In my bedroom, there was a brown desk.
- 2 There were two small lamps.
- 3 There were two white chairs.
- 4 There was a big wardrobe.

Lesson Aims:

Students practise using adjectives.

Students write a description of their dream room.

Writing

A description

Warmer

In teams, revise the words for rooms, furniture and household objects. You say a room and teams in turn have to say an item of furniture or household object which is normally in that room. Give one point for each correct word.

Model Text



1 (1) 2.19

- Students look at the picture and tell you what they can see in it and whether they would like to have a bedroom similar to the one shown in the picture.
- Tell students that they are going to read a text describing the picture.
- Students read the questions.
- Play the audio. Students read and listen to the Model Text and answer the questions.
- Check answers with the class.

1 Crystal Clear Trips

- **2** Read the Crystal Clear Tips with the class.
 - Ask students if adjectives in their own language follow similar rules.
 - Ask students why it's a good idea to use adjectives when we write. (They make a text more interesting and vivid.)
 - Students look for examples in the Model Text.
- **3** Read the example with the class.
 - Students rewrite the sentences with the adjectives in brackets.
 - Check answers with the class.

Extra activity

Ask students which of the adjectives in the Model Text describe colour and which describe size. Then ask the class what other things adjectives can describe (eg *emotions, price, personal characteristics*, etc). To help them with this, you may want to write on the board: *sad, expensive, intelligent*, etc.

Writing Task

Plan

Read the notes with the class. Students make notes about their own dream room.

Write

Look at the structure with the class. Students use their notes to write a description of their dream room. Emphasize that they should use some adjectives to describe the room.

Check

Encourage students to check their work, paying particular attention to the points mentioned.

P

Web info

Type these words in your search engine for photos of different dream bedrooms: 'my dream teenage bedroom + pinterest'

Mixed-ability solutions

Students who need extra help: Writing Task. Students copy out the Model Text, changing the names of the objects and the colours.

Fast finishers: Writing Task. Two possible activities:

- 1 Students read their partner's text and see how many similarities and differences there are with their own.
- 2 Students read their partner's text and try to draw the room

Self-study and extra practice

Workbook

• Writing Guide, pages 114–5

Teacher's Resource Area Online

• Key Competences: Writing, page 14

Lesson Aims

Students learn about the White House.

Students practise the pronunciation of was and were.



The White House

Warmer

Ask students if they know where the White House is and who lives there. Once you've done this, you could also ask where the President of Serbia lives and who lives at 10 Downing Street (*The Prime Minister of the United Kingdom*).

2.20

- Students look at the pictures and tell you what they see.
- Before students read the text, you might want to pre-teach floor, lift, tennis court and bowling alley.
- Read the questions with the class.
- Play the audio. Students read and listen to the text to find the answers to the questions.
- Check answers with the class.

Extra activity

Students find information on the internet to write a similar text about an important house or palace in their country.



was | were

a () 2.21

- Model and practise the pronunciation of was and were.
- Play the audio twice. Students listen and decide if they hear was or were in each sentence.
- Check answers with the class.
- Play the audio again. Students listen again and repeat the sentences. Practise the sentences, paying attention to the pronunciation of the weak and strong forms of was and were.

🚱 Web info

Type these words in your search engine for

- more information about the White House: 'whitehouse + gov + about'
- an interactive tour of the White House (video):
 'whitehouse + gov + interactive tour'

Mixed-ability solutions

Students who need extra help: Reading text. Write two options for each answer on the board, as follows:

- 1 The President of the US Senate / The President of the USA
- 2 The President's Palace / The Green House
- **3** Barack Obama / President Roosevelt
- 4 President Roosevelt / John Adams
- 5 Six/Two
- **6** A swimming pool, a tennis court and a bowling alley / A swimming pool, a tennis court and a cinema

Fast finishers: Reading text. Write the following numbers on the board. Students say what they refer to.

1600, 1901, 1800, 132, 35

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 99



Read and listen. Then answer the questions.

- 1 Who lives and works at 1600 Pennsylvania Avenue?
- 2 What was the original name of this house?
- 3 Which president changed its name to the White House?
- 4 Who was the first president to live there?
- 5 How many floors were there in the original White House?
- 6 What sports facilities are there today?

Pronunciation

was/were



Listen to the sentences.

Can you hear was or were?

b Listen again and repeat.

Pronunciation exercise a

- 1 was
- 2 were
- 3 was
- 4 were

Unit 7

83

Unit 7 Language Reference

Vocabulary

Rooms and furniture













bed

lamp

mirror



cupboard

sofa

desk

toilet

wardrobe

Household objects camera dishwasher fridge laptop microwave mp3 player remote control telephone toothbrush washing machine

Grammar

be: past simple

table

Affirmative	Negative	Interrogative	Short answers
I was at home.	I was not at home.	Was I at home?	Yes, I was.
You were at home.	You were not at home.	Were you at home?	No, you were not.
He / She / It was at home.	He / She / It was not at home.	Was he / she / it at home?	Yes, he / she / it was.
We / You / They were at home.	We / You / They were not at home.	Were we / you / they at home?	No, we / you / they were not.

there was / there were

	Singular	Plural
Affirmative	There was a chair.	There were some chairs.
Negative	There was not a chair.	There were not any chairs.
Interrogative	Was there a chair?	Were there any chairs?
Short answers	Yes, there was.	No, there weren't.

Past simple: affirmative regular verbs

For past simple regular verbs, see page 94.

Speaking

Asking for information

Excuse me. Where is the information centre?

It's on the ground floor.

And is there a gift shop?

Yes, there is. It's on the first floor. It opens / closes at half past five.

What time does the gift shop open / close?

Unit 7 Progress Check

Vocabulary

Rooms and furniture

Look at the room plan. Write the furniture words in your notebook.

Exercise 1

- 1 bookcase
- 2 table
- 3 armchair
- 4 lamp
- 5 sofa



Household objects

Match 1-5 with a-e to make words for household objects. Write the words in your notebook.

Exercise 2

- **1** c
- **2** e
- 3 h
- **4** a 5 d
- 1 micro
- 2 remote
- 3 lap
- 4 washing
- 5 dish
- a) machine
- b) top
 - c) wave
- d) washer e) control

Grammar

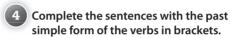
be: past simple



Complete the dialogue with was / were or wasn't /weren't.

- A (1)... houses very different in the 16th century?
- **B** Yes, they (2)....
- A (3)... there any rooms?
- **B** Yes, there (4)... a kitchen.
- A (5)... there a living room?
- **B** Yes, there ⁽⁶⁾... but there ⁽⁷⁾... any toilets.
- A (8)... there any bedrooms?
- **B** No, there ⁽⁹⁾.... The beds ⁽¹⁰⁾... in the living room.

Past simple: affirmative regular verbs



- 1 Yesterday, my mum ... (arrive) at 9 pm.
- 2 Last Friday, I ... (cook) dinner for my family.
- 3 My dad ... (finish) work at 11 pm last night.
- 4 Yesterday I ... (play) hockey with Tom.
- 5 Jane ... (phone) me last night at 10 pm.
- Write complete sentences with the past simple in your notebook.
 - 1 After school, I / listen / to music on my mp3
 - 2 I / help / my mum tidy the kitchen.
 - 3 Then we / watch / the TV.
 - 4 We / use / the remote control to change channels.
 - 5 We / heat / our food in the microwave.

Exercise 3

- 1 Were 2 were
- 3 Were
- 4 was
- **5** Was
- 6 was 7 weren't
- 8 Were
- 9 weren't
- 10 were

Exercise 4

- 1 arrived
- 2 cooked
- **3** finished
- 4 played
- 5 phoned

Exercise 5

- 1 After school, I listened to music on my mp3 player.
- 2 I helped my mum tidy the kitchen.
- 3 Then we watched the TV.
- 4 We used the remote control to change channels.
- 5 We heated our food in the microwave.

Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

- · rooms and furniture?
- · household objects?
- · be: past simple?
- past simple: affirmative regular verbs?

Extra Practice

If you need extra practice, go to:

- 🔟 Unit 7 Grammar Reference
- Unit 7 Vocabulary Reference
- Unit 7 Grammar Exercises
- Unit 7 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 7 Revision, page 48
- · Grammar Reference and Practice, pages 78-9
- Vocabulary Reference, page 90



Extra Practice

85



Transport and travel

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to transport and travel CLC
- Identify specific information from an essay on transport CLC
- Understand and correctly use grammar structures related to the past simple CLC
- Identify specific information through a listening activity about a man who travelled around the world without flying CLC
- Use appropriate functional language to ask for travel information CLC, SCC
- Write a story CLC, SIE
- Use first, then and in the end to make your writing more interesting CLC

More information on Key Competences, page v

- Identify specific information from a text on public transport in London CLC
- Learn about the history of two different forms of transport CMST, CAE
- Learn about a man who travelled around the world without flying CAE, SIE
- Learn about public transport in London CAE
- Assimilate the Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, L2L
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

Linguistic content

Grammar

 Past simple affirmative, negative, interrogative and short answers: regular and irregular verbs

Recycled grammar

- *love* + -*ing* (Unit 3)
- was / were (Unit 7)

Main vocabulary

- Transport: bike, bus, etc
- Travel: buy souvenirs, climb mountains, etc

Functional language

• Asking for travel information / A bus trip

Pronunciation

• -ed endings /d/ /t/ /ɪd/

Skills: learning outcomes

- Reading Understand specific information in a clearly structured essay about bicycles and motorbikes. The student can re-read the more difficult parts, page 87
- **Listening** Extract the main idea from news item about an amazing journey which is delivered in a clear, slow way, page 90
- Speaking Communicate effectively in an everyday situation. Follow norms of basic courtesy while asking for travel information for a bus trip, page 91
- Writing Write a short story about a disastrous holiday in a conventional format which is simple in its descriptions of a series of events, page 92
- Reading Extract the main idea of a short journalistic text about public transport. The student is guided by pictures to aid understanding, page 93

Lifelong learning skills and content-based learning

Life skills

- Social development Ask about a friend's weekend and exchange information, page 89
- Communication Ask for travel information, page 91
- Learning to learn Plan to write a story, page 92
- **Socio-cultural awareness** Learn about public transport in the UK, page 93

Learning strategies

Classifying vocabulary according to particular categories, page 86

Cross-curricular content

- Science and history: transport, page 87
- Language and literature: conventions for writing a story, page 92

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video Transport (Revision Units 7-9, page 108)

Workbook

- Vocabulary, pages 50–1
- Vocabulary Reference, page 91
- Grammar, pages 52–3
- Grammar Reference and Practice, pages 80-1
- Revision, page 54
- Culture Reading and Listening, page 100
- Writing Guide, pages 116–7
- Speaking, page 127

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 36–40
- Vocabulary and Grammar Consolidation and Extension, pages 29–32
- Translation and Dictation, pages 8 and 17

Lifelong Learning

- Digital Competence, pages 15-6
- Culture: Video Material, pages 5-6
- Study Skills, pages 1-12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 15-6 and 33-4

Content-based learning

- CLIL, pages 1-10
- Macmillan Readers, pages 5–6

Evaluation material

- Unit 8 end-of-unit test: Basic, Standard and Extra
- CEFR Skills Exam Generator

Web info

Tips to find extra information on: the Bicycle Museum of America, Graham Hughes' journey, a hotel that markets itself as the worst in the world, the London Underground

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 36–40

Material for fast finishers

Workbook: Grammar Extension, page 55
Teacher's Resource Area Online: Vocabulary Extension,
page 31

Teacher's Resource Area Online: Grammar Extension, page 32



Transport and travel

Objectives

Vocabulary Transport; travel

Grammar Past simple: regular and irregular

Speaking Asking for travel information Writing A story; first, then, in the end

Vocabulary

Transport





1 Listen and repeat the words. Match them with pictures 1–12.

bike • bus • boat • car • coach • lorry • moped • motorbike • plane • taxi • train • tram

Exercise 1

- 1 taxi
- 2 lorry
- 3 boat
- 4 moped
- 5 plane
- 6 bike
- 7 tram
- 8 bus
- 9 coach
- **10** car
- 11 motorbike
- 12 train

























2 Copy and complete the table with words from exercise 1.

land	water	air
bike		

Listen to Denzel and Ruby. How do they go to school?

In pairs, ask and answer questions. Use the words in the box and *by train*, by bus, by bike or on foot.

school the cinema your friends' houses your favourite shop

How do you go to school?

I go to school by bus.

Exercise 2

land: bike (example), bus, car, coach, lorry, moped, motorbike, taxi, train, tram water: boat air: plane

Exercise 3

Ruby goes by bus. Denzel usually goes on foot / walks but sometimes he goes by car.





Vocabulary Reference

Lesson Aims

Students learn and practise some words for types of transport.

Students listen to a short conversation about how two people get to school and identify specific information.

Vocabulary

Transport

Warmer

Ask students what forms of transport they can say in English.

1 (2) 2.22

- Play the audio. Students listen and repeat the words. Check students understand by eliciting the translation of possibly problematic words, eg coach, lorry, moped.
- Students match the words with the pictures.
- Check answers with the class.
- **2** Students copy and complete the table in pairs.
 - Check answers with the class.

Extra activity

Elicit any more forms of transport that could go in each column, eg *helicopter*, *segway*, *ship*, *submarine*, etc.

3 (1) 2.23

- Play the audio. Students listen and say how Denzel and Ruby go to school.
- Check answers with the class.

4 😯

- Read out the speech bubbles and practise the question and answer with the class.
- Ask students questions about some of the other places in the box.
- You may want to highlight that we use by bike, by car, by taxi and by train but on foot.
- Students ask and answer questions using the words in the box.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write out the questions and answers which are true for them before they do the activity.

Fast finishers: Exercise 4. Students write three sentences about how their partner gets to different places.

Self-study and extra practice

Workbook

• Vocabulary, page 50

Teacher's Resource Area Online

- Crystal Clear Basics, page 36
- Vocabulary Consolidation, page 29
- Vocabulary Extension, page 31

Students read and listen to a text about the origin of bikes and motorbikes for gist and specific information.

Reading

History essay

Warmer

Revise the transport words from page 86 by playing Hangman. The student who guesses what the transport item is chooses the next one.

Word Check

Check students understand the new words: engine, speed, freedom and helmet. Explain any they don't know.

1 (1) 2.24

- Ask students to look at the pictures and describe what they can see.
- Students read the question and possible options.
- Play the audio. Students read and listen to the text and choose the best description of what it is about. Alternatively, give the class 30 seconds to scan the text without listening and answer the question.
- Check the answer with the class.
- **2** Students read the questions.
 - Students read the text again and write answers to the questions.
 - Check answers with the class.

Extra activity

Students answer the following questions. Ask them to answer from memory if possible.

- 1 How many pedals did the first bicycle have?
- **2** Who produced famous motorbikes in the 1920s?
- **3** What must you always wear when you ride a bicycle?
- **3** Discuss the question with the class. Ask them to justify their choices.



Read the fact with the class. Brainstorm what other forms of transport are Olympic sports, eg cycling, walking, running, cross-country skiing, etc.



👣 Cultural note

In North Dakota, USA you can get a car driver's permit at 14 and a full licence 6 to 12 months later.



Web info

Type these words in your search engine for more information about the Bicycle Museum of America: 'bicycle museum + America'

Mixed-ability solutions

Students who need extra help: Exercise 2. Write two options for each question on the board.

- 1 Baron Karl von Drais / Two Germans
- 2 It was very heavy. / It had an enormous front wheel.
- 3 7 kilometres per hour / 7 miles per hour
- 4 the 1920s / 1949
- 5 flexibility and comfort / speed and freedom

Fast finishers: Exercise 2. Students re-read the text to find all the different types of two-wheeled vehicles that are mentioned.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 15

Reading

History essay

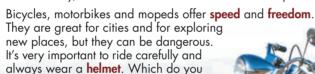
Word Check

engine speed freedom helmet

TWO WH

Baron Karl von Drais invented the first vehicle with two wheels. He called it the Draisienne. It didn't have pedals - you pushed it with your feet! The first real bicycle was the Penny Farthing. It was difficult to ride because it had an enormous front wheel. Today, there are thousands of bicycle models from mountain bikes to shopping bikes.

Motorbikes came after the invention of the petrol engine. Two Germans built the first motorbike in 1885. It didn't go very fast - only seven kilometres per hour! In the 20th century, many companies started making motorbikes because engines became very powerful. Harley-Davidson produced its first motorbikes in the 1920s and they became very famous. People also began racing with motorbikes. The first Motorcycling Grand Prix was in 1949. Today, MotoGP motorbikes can travel at 320kph!







2 Bicycles and

motorbikes



Read and listen. What is the text about?

1 Transport in cities

prefer - two or four wheels?

- 2 Bicycles and motorbikes
- 3 A history of transport
- Read the text again and answer the questions.
 - 1 Who invented the first form of transport with two wheels?
 - 2 Why was the Penny Farthing difficult to ride?
 - 3 How fast did the first motorbike go?
 - 4 When was the first MotoGP?
 - 5 What do two wheels offer?
- What is your favourite transport? Why?

I like bicycles because they are fun.



Unit 8

87

Exercise 2

- 1 Baron Karl von Drais
- 2 because it had an enormous front wheel
- 3 7 kilometres per hour
- 5 speed and freedom

Grammar

Past simple: regular and irregular verbs

Affirmative	Negative	Interrogative	Short answers
l return ed	l didn't return	Did I return?	Yes, I did .
You return ed	You didn't return	Did you return?	No, you didn't .
He return ed	He didn't return	Did he return?	Yes, he did .
She return ed	She didn't return	Did she return?	No, she didn't .
It return ed	It didn't return	Did it return?	Yes, it did .
We return ed	We didn't return	Did we return?	No, we didn't .
You return ed	You didn't return	Did you return?	Yes, you did .
They return ed	They didn't return	Did they return?	No, they didn't .

Copy and complete the table in your notebook. Write the past simple form of the verbs. Check your answers on page 110.

	Regular ver	gular verbs Irregular verbs		erbs	
1	arrive		8	can	
2	disappear		9	begin	
3	invent		10	go	
4	return		11	drive	
5	stop		12	have	
6	travel		13	ride	
7	visit		14	take	



The past simple of have got is had and didn't have:

When I was young, I didn't have short hair, I **had** long hair. ✓ I had got long hair. X



Be careful with could! (past tense of can) We use **could** to express past ability. I **could** ride a bike when I was 5. Could you ride a bike when you were 4? No, I couldn't. I couldn't ride a bike when I was 3.

Exercise 2

Exercise 1

2 disappeared

1 arrived

3 invented

4 returned

5 stopped 6 travelled 7 visited 8 was/were

9 began 10 went

11 drove

12 had

13 rode

14 took

- 1 began
- 2 invented
- 3 had
- 4 disappeared
- 5 stopped 6 returned
- 2 Complete the sentences with the past simple affirmative of the verbs in brackets.
 - 1 The first tram service ... (begin) in Wales in 1807.
 - 2 In 1881 Werner von Siemens ... (invent) the first electric tram.
 - 3 In the 1900s, many cities ... (have) trams.
 - 4 In the 1950s and 60s, trams ... (disappear) from many major cities.
 - **5** In 1952 the last London tram ... (stop) at New Cross station.
 - 6 In 2000, trams ... (return) to London.



Lesson Aims

Students learn and practise the past simple affirmative, negative, interrogative and short answer forms of regular and irregular verbs. (Continues on page 89.)

Grammar

Past simple: regular and irregular verbs

Warmer

Revise some of the regular verbs from Unit 7. Write the infinitives on the board and ask students to come up and write the past simple form.

- Read through the first column in the grammar table with the class. Emphasize that the verb return forms the past simple in a regular way.
 - Students copy the table in exercise 1 and complete the column for regular verbs. Tell them to be careful with the spelling for items 5 and 6.
 - Check answers with the class.
 - Tell students that not all verbs form the past simple in a regular way.
 - You might want to point out some of the irregular verbs that appear in the reading text on page 87, eg was, came, built, became, etc. Tell students that there is a list of the most common irregular verbs on page 110 of the Student's Book. Emphasize that they will need to learn these and that they should know all of them by the time they finish the Student's Book.
 - Students complete the column of irregular verbs.
 If possible, they do this without looking at the list of irregular verbs on page 110 and then check their answers using it. If they have difficulties, however, allow them to look at the list of irregular verbs to complete the table.
 - Check answers with the class.

Extra activity

Books closed. From memory, ask students to write down all the past simple verbs in exercise 1. Tell them that there are 14 in total.

1 Crystal Clear Rules

Read through the Crystal Clear Rules with the class.

- **2** Students look at the picture and read the sentences. Ask them what the sentences are about (the history of trams).
 - Do number 1 (began) with the class.
 - Students complete the rest of the sentences with the past simple affirmative form of the verbs in brackets. Point out that they have just seen the past simple form of all these verbs in exercise 1.
 - Check answers with the class.

Mixed-ability solutions

Students who need extra help: Exercise 1.

Do the first two verbs in each column with the whole class. Show them how to use the list of irregular verbs to complete the second column.

Fast finishers: Exercise 2. Students use the list of irregular verbs to find the past simple form of the following verbs.

buy, do, drink, eat, find, put, run, think, swim

Lesson Atms

Students learn and practise the past simple affirmative, negative, interrogative and short answer forms of regular and irregular verbs. (Continued from page 88.)

Grammar

Warmer

Read through the second column in the grammar table on page 88 or use the Interactive Grammar Table. Emphasize that, with the exception of *be*, **all** verbs, both regular and irregular, form the past simple negative in the same way. Write on the board *I rode*. Ask if it is regular or irregular. Then write the negative, *I didn't ride*. Point out that *ride* isn't irregular in the past simple negative.

- Students choose the correct words to make negative sentences.
 - Check answers with the class.
- 4 Students look at the words in the two boxes. Tell them you are going to say some sentences about yourself using the words in the box. They must decide if the sentences are true or false. Make sure that you use both the affirmative and negative past simple in your sentences.
 - Students write four sentences that are true for them using the past simple affirmative and negative and the words in the box or their own ideas.
 - Elicit some sentences from the class.
- **5** Read through the last two columns in the grammar table on page 88. Point out that, as with the negative, there are no irregular forms in the interrogative and short answers in the past simple.
 - Read through the example with the class.
 - Students write past simple questions and short answers. Remind them to look at the ticks and crosses.
 - Check answers with the class.
 - Practise the questions and short answers.
- **6** Do number 1 (Where did you go on holiday?) with the class.
 - Students order the words and write the remaining questions.
 - Check answers with the class.

- Tell students that the sentences describe a visit to Asturias.
 - Students complete the sentences with the past simple form of the verbs in brackets.
 - Check answers with the class.



- Practise the questions from exercise 6 and the answers from exercise 7, paying attention to stress and intonation.
- In pairs, students ask the questions in exercise 6 and give answers about their last holiday.



- Tell students that this is a cumulative check of the grammar in Units 1 to 8 and explain any vocabulary they may not know, eg theme park, roller coaster and not mind.
 - Students complete the dialogue with the correct form of the verbs in brackets.

10 (1) 2.25

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Mixed-ability solutions

Students who need extra help:

Exercise 8. Students write out their answers first.

Exercise 9. Write two options on the board for each gap.

Fast finishers: Exercise 8. Students do the exercise again, imagining this time that the person answering is rich and famous.

Self-study and extra practice

Workbook

- Grammar, pages 52–3
- Grammar Reference and Practice, pages 80–1

Teacher's Resource Area Online

- Crystal Clear Basics, pages 38–9
- Grammar consolidation, page 30
- Grammar extension, page 32

Exercise 6

- 1 Where did you go on holiday?
- 2 How did you get there?
- 3 Who did you go with?
- 4 What did you do there?
- 5 Did you have a good time?

Exercise 7

1 went

2 took

3 went

5 was

4 visited

Exercise 3

- 1 arrive
- 2 drive
- 3 come
- 4 travel
- Write the correct word in your notebook to make negative sentences.
- 1 I didn't arrive/ arrived at six o'clock.
- 2 My dad didn't drive / drove to work yesterday.
- 3 My friends didn't came / come to my house last
- 4 She didn't travelled / travel by train this morning.
- Write sentences in your notebook that are true for you using the past simple affirmative and negative. Use the words in the boxes or your own ideas.

Exercise 4

Students' own answers

go on foot go on holiday ride a bike drive a car

yesterday last week last year on Monday

I didn't go to school on foot yesterday. I went by bus.

Write past simple questions. Then write short answers. Write them in your notebook.

you / go / on holiday / last year? ✓ Did you go on holiday last year? Yes, I did.

- 1 you / travel / by car? X
- 2 she / go / by plane? ✓
- 3 the teenagers / ride / mopeds? X
- 4 you and your family / have / a good time? <

Order the words to make questions. Write them in your notebook.

- 1 go / on holiday / you / Where / did /?
- 2 How/you/get there/did/?
- 3 you/Who/did/go with/?
- 4 do there / did / What / you /?
- 5 a / Did / you / good time / have /?
- Complete the sentences with the past simple form of the verbs in brackets.
 - 1 We ... (go) to Oviedo.
 - 2 We ... (take) a bus.
 - 3 I... (go) with my parents and my
 - 4 I ... (visit) the Picos de Europa.
 - 5 Yes, I did. It ... (be) a fantastic holiday.

Ask and answer the questions in exercise 6 about your last holiday.

Where did you go on holiday?

3 4 5 6 7

I went to the beach.

Complete the dialogue. Use the correct form of the verbs in brackets.

Exercise 9

- 1 Did you have
- 2 did

Exercise 5

1 Did you travel by

car? No, I didn't. 2 Did she go by

3 Did the teenagers ride mopeds? No, they didn't. 4 Did you and your family have a good time? Yes, we did.

plane? Yes, she did.

- 3 did you do
- 4 went
- 5 going
- 6 spent
- 7 Did you go 8 waited
- 9 didn't mind
- 10 was

David (1)... (you / have) a good weekend, Ruth?

Ruth Yes, I (2)... (do).

What (3)... (you / do)? **David**

Ruth I (4)... (go) to the theme park with

my sister.

David I love (5)... (go) to the theme park. I (6)...

(spend) a day there last month with my

family.

Ruth (7)... (you / go) on the roller coaster?

David Yes, I did. We (8)... (wait) for an hour, but

we $^{(9)}$... (not mind). It $^{(10)}$... (be) great!





Listen and check.



Grammar Reference



Unit 8

89





Vocabulary

Travel

Exercise 1

Students' own answers



Listen and repeat the words and phrases. How do you say them in your language?

buy souvenirs • climb mountains • explore new places • go surfing • have a good time • make friends • relax • sunbathe • take photos • visit museums

Match pictures 1-6 with the words and phrases in exercise 1.

Exercise 2

- 1 climb mountains
- 2 explore new places
- 3 buy souvenirs
- 4 take photos
- 5 go surfing
- 6 visit museums













Exercise 3

Students' own answers

Imagine you went on holiday last month. Write sentences in your notebook in the past simple using the verbs in exercise 1.

I went to Brazil last month. I went surfing and I sunbathed. I bought souvenirs and I took photos. I had a good time.

Listening

Exercise 4

b on land and water

Exercise 5

1 false

2 true

3 true

4 false 5 true



Listen to the programme. How did Graham Hughes travel around the world? Write the correct answer in your notebook.

- a) on land and by air
- b) on land and water
- c) on land, water and by air
- Listen again. Write true or false in your notebook.
 - 1 Graham's expedition took five years.
 - 2 He started his journey in South America.
 - 3 He is the first person to visit every country in the world without flying.
 - 4 He doesn't like making new friends.
 - 5 Many people helped Graham on his trip.



90



Vocabulary Reference

Lesson Aims:

Students learn and practise words related to travel.

Students listen to a programme about a man who travelled around the world without flying and identify general and specific information.

Vocabulary

Travel

Warmer

Ask students what they like to do and what they don't like to do when they go on holiday. Write their ideas on the board.

2.26

- Play the audio. Students listen and repeat the words and phrases.
- Make sure that students understand the expressions by eliciting the translation. Have a good time (which does not mean have good weather) is especially confusing for students.
- Teach the words and phrases, paying special attention to the stress. Highlight the pronunciation of the a in sunbathe, /ei/ not /ai/.
- **2** Students match the pictures with words and phrases from exercise 1.
 - Check answers with the class.
- **3** Read the example sentences with the class.
 - Students write their sentences. Remind them to use the past simple. Help as necessary.

Extra activity

Students mime the holiday activities in pairs. They take turns to guess the verb.

Listening

Warmer

Ask students if anyone in the class has been outside Spain. Then try to establish who has been the furthest.

4 (1) 2.27

- Tell students that they are going to listen to a programme about a man who travelled round the world.
- Read the question with the students.
- Play the audio. Students listen and choose the correct option.
- Check the answer with the class.
- **5** Read through the statements with the class.
 - Play the audio again. Students listen and decide if the statements are true or false.
 - Check answers with the class.
 - Play the audio again. Students listen again and write down the relevant information.

Web info

Type these words in your search engine for more information about Graham Hughes' journey: 'the odyssey expedition'

Mixed-ability solutions

Students who need extra help: Exercise 3. Before students do the activity, elicit the past simple of all the verbs in exercise 1. Students can refer to the list of irregular verbs on page 110.

Fast finishers: Exercise 3. Students write down other words that can go with the verbs *buy*, *climb*, *explore*, *qo*, *have*, *make*, *take* and *visit*.

Self-study and extra practice

Workbook

- Vocabulary, page 51
- Vocabulary Reference, page 91

Teacher's Resource Area Online

- Crystal Clear Basics, page 37
- Vocabulary Consolidation, page 29
- Vocabulary Extension, page 31
- Key Competences: Listening, page 16

Lesson Atms

Students learn and practise functional language to ask for travel information.

Speaking

Asking for travel information / A bus trip

Warmer

Ask students how many different forms of transport, eg bus, train, etc, they have personally used in their lives.

Model Dialogue 🕟

1 (1) 2.28

- Students read the question.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on the use of What time ...?, Where ...? and How much ...? to ask for information. Get the class to pay attention to intonation, both of questions and answers.
- **3** Students complete the sentences with the correct words. Tell them to look at the dialogue to help them if necessary.
 - Check answers with the class.

Speaking Task 🥠

Talk about a bus trip

Locate on a map some of the main cities and towns in the UK. If you don't have a map to display, draw a map on the board. Include Liverpool (in the northwest) and Brighton (on the south coast).

Read the information about the journeys with the class. Tell students something about Liverpool and Brighton so they can decide where they want to go.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue asking for travel information to anywhere in the world they like, using any form of transport. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

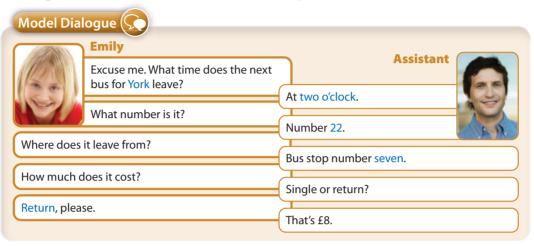
• Speaking, page 127

Teacher's Resource Area Online

• Key Competences: Speaking, pages 33-4



Asking for travel information / A bus trip



Exercise 1 £8



dialogue.

Speaking Task

How much is a return?



- 1 What ... does the next bus for Bath leave?
- 2 ... does it leave from?
- 3 How much ... it cost?

We use questions with could for polite requests.

Could you help me, please? Could you show me the bus stop number seven please?

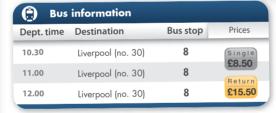
Exercise 3

- 1 time
- 2 Where
- 3 does

Talk about a bus trip

Listen again and repeat the

First, decide where you want to go.





Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogues.

Excuse me. What time does the next bus for Liverpool leave?

At 11 o'clock.

Useful Language Asking for travel information

Could you help me?

Could you show me the bus stop number seven, please?

What time does the next bus for York leave?

Where does it leave from?

How much does it cost?

At two o'clock. Bus stop number seven. That's £8.

91

Writing





Read the Model Text and listen. Put the pictures in the correct order.

Exercise 1

The correct order is 3, 1, 4, 2.

Model Text



A disastrous holiday!

Last summer I went on holiday to Italy with my family. There were lots of problems. First, the alarm clock didn't ring, so we were late for the plane. When we arrived in Italy, my sister's bag wasn't there.

Then the hotel didn't have rooms for all of us, so we shared a room for the first night. In the morning, we walked into the restaurant and I saw my teachers. They were on holiday at the same hotel!

In the end, I had a good time. I explored new places, I made new friends and I relaxed.



Exercise 2

Students' own answers

Look at the Crystal Clear Tips. How do you say first, then and in the end in your language?



Time connectors

You can improve your story by using time connectors:

First, the alarm clock didn't ring. **Then** the hotel didn't have rooms for us. *In the end*, I had a good time.

Complete the text with the correct time connectors.

> (1)... I got dressed and I had breakfast. (2)... I waited for a taxi, but it didn't come. (3)... I phoned my dad and I went to the airport by car.

Writing Task



O Plan

Make notes for a story about a disastrous holiday and include:

Where and when Last summer, we went to ... What happened First, ... Then, ... In the end, ... What happened in the end In the end, we ... What you did We took photos and ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 Where did you go? When did you go? What happened first?

Paragraph 2 What happened then? Paragraph 3 What happened in the end? Did you have a good time? Why (not)?

3 Check

- ☑ past simple
- ✓ vocabulary for transport and travel
- If first, then, in the end

Exercise 3

- 1 First
- 2 Then
- 3 In the end

Lesson Aims:

Students practise using time connectors.

Students write a story about a disastrous holiday.

Writing

A story

Warmer

Books closed. Ask students to imagine that they had a very bad (*disastrous*) holiday. Elicit the things that went wrong. Help them with ideas and write them on the board in English, eg *the weather was very bad, the food was horrible, I lost my passport, there were no young people in the hotel, there were sharks in the sea*, etc.

1 (1) 2.29

- Ask students to describe what they can see in the pictures.
- Play the audio. Students read and listen to the text and put the pictures in the correct order.
- Check the answer with the class.

1 Crystal Clear Trips

- 2 Read the Crystal Clear Tips with the class.
 - Students translate the connectors.
- **3** Do number 1 (*First*) with the class.
 - Students complete the rest of the text with the other time connectors.
 - Check answers with the class.

Extra activity

Ask students to make a list of all the regular past simple affirmative verbs in the text, and another list with all the irregular past simple affirmative verbs.

Writing Task

Plan

Read the notes with the class. Students make notes about their own disastrous holiday. Tell them it doesn't have to be a true story.

Write

Look at the structure with the class. Students use their notes to write a description of their disastrous holiday. Emphasize that they should use time connectors to order the events in the story.

6 Check

Encourage students to check their work, paying particular attention to the points mentioned.

🚱 Web info

Type these words in your search engine for more information about a hotel that markets itself as the worst in the world (video): 'video + Hans Brinker budget hotel'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just answer the questions in step 2.

Fast finishers: Writing Task. Students read their story to a partner. Their partner listens and counts how many things went wrong.

Self-study and extra practice

Workbook

Writing Guide, pages 116–7

Teacher's Resource Area Online

• Key Competences: Writing, page 16

Lesson Atms

Students learn about public transport in London. Students practise the pronunciation of *-ed* endings.



Public transport

Warmer

Ask students some general questions about London, eg Where is it?; What is the name of the river?; Do you know the names of any famous monuments?.

2.30

- Ask students to tell you what they can see in the pictures.
- Students read the questions.
- Play the audio. Students read and listen to the article about public transport in London to find the answers to the guestions.
- Check answers with the class.

Extra activity

Ask students how many other ways they can think of to get around London, eg by car, cycling, on foot, roller skating, on a scooter, on a segway.

Alternatively, you could ask the class which of the ways of getting around London mentioned in the text is the most and least polluting.



-ed endings: d/t/Id/

a (1) 2.31

- Play the audio. Students listen and repeat the words.
- Explain the pronunciation rules for -ed endings:
 We pronounce the -ed ending:
 /t/ after /p/, /k/, /s/, /f/, /ʃ/ and /t ʃ/ sounds:
 stopped, washed, etc.
 /Id/ after /d/ and /t/ sounds: ended, wanted, etc.

/d/ after all other sounds: arrived, opened, etc.

b (3) 2.32

- Students copy the table in exercise a.
- Play the audio. Students listen and decide how each of the verbs in the box is pronounced.
- They complete their table with the verbs.
- Play the audio again. Students listen and check their answers.
- Check answers with the class.

🚱 Web info

Type these words in your search engine for a map of the London Underground: 'London tube map'

Activity idea with this material: Project a map of the London Underground onto a screen or Interactive Whiteboard. Point out the different colours and names of the lines, then play a team game. Ask teams: I'm at Charing Cross and I want to go to Earl's Court. How do I get there? Teams have to direct you, eg Take the ... line and change at ..., etc.

Type these words in your search engine for more information about ways to get around London (video): 'video + getting around in London'

Mixed-ability solutions

Students who need extra help: Reading text. Write two options for each answer on the board.

- 1 1863/1890
- 2 black/red
- 3 the river / double-deckers
- 4 black car/cab

Fast finishers: Reading text. Students write four sentences about the text, two true and two false. Their partner has to decide if the sentences are true or false.

Self-study and extra practice

Workbook

Culture: Reading and Listening, page 100

Calture Reading



Public TRANSPORT



THERE ARE MANY WAYS OF TRAVELLING AROUND LONDON. HERE ARE A FEW OF THEM.

THE LONDON UNDERGROUND was the first underground railway system in the world. The first line opened in 1863 and the first electric underground trains started in 1890.

Trams in London stopped in 1952 and began again in 2000. There are three lines in south London and trams are frequent and popular.

London buses are usually red. Many of them have got two floors. These buses are called double-deckers. They are a good way to explore the city.

There are regular boat services on the River Thames. You can take great photos of London from the river.

Traditionally, all London taxis were black. Today, you can find them in all different colours. Taxis are also called cabs.





Reading text

3 the River Thames

exercise

1 1863

2 red

4 cab

Read and listen. Then answer the questions in your notebook.

- 1 When did the first line open on the Underground?
- 2 What colour are double-deckers?
- 3 Where is a good place to take photos from?
- 4 What is another name for a taxi?

stions

Pronunciation

-ed **endings:** /d/ /t/ /ɪd/



Listen and repeat. Can you hear the difference?

/d/	opened
/t/	stopped
/1d/	started ended

Pronunciation exercise b

 $\label{eq:decomple} \mbox{/d/ opened (example), arrived, continued, designed, tried}$

/t/ stopped (example), asked, looked

/Id/ started, ended (examples), invented, presented, wanted



Listen to the verbs in the box. Then add them to the table in exercise a.

arrived asked continued designed invented looked presented tried wanted

Unit 8

Unit 8 Language Reference

Vocabulary

Transport







bike











car









plane

taxi

train

tram

Travel buy souvenirs climb mountains explore new places go surfing have a good time make friends relax sunbathe take photos visit museums

Grammar Pas

Past simple: regular verbs

Affirmative	Negative	Interrogative	Short answers
I / You visited a museum.	I / You did not visit a museum.	Did I / you visit a museum?	Yes, I / you did .
He / She / It visited a museum.	He / She / It did not visit a museum.	Did he / she / it visit a museum?	No, he / she / it didn't.
We / You / They visited a museum.	We / You / They did not visit a museum.	Did we / you / they visit a museum?	Yes, we / you / they did .

Past simple: irregular verbs

Affirmative	Negative	Interrogative	Short answers
I / You went to school.	I / You did not go to school.	Did I / you go to school?	Yes, I / you did .
He / She / It went to school.	He / She / It did not go to school.	Did he / she / it go to school?	No, he / she / it didn't .
We / You / They went to school.	We / You / They did not go to school.	Did we / you / they go to school?	Yes, we / you / they did .

See Irregular verbs list on page 110.

Speaking Asking for travel information

What time does the next bus for York leave?

At two o'clock.

Where does it leave from?

Bus stop number seven.

How much does it cost?

That's £8.

Unit 8 Progress Check

Vocabulary

Transport

1 Write the types of transport in your notebook.

Exercise 1

- 1 plane
- 2 tram
- 3 moped
- 4 lorry
- 5 coach











Travel

1 buy



2 Match verbs 1-5 with a-e to make activities. Write them in your notebook.

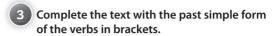
a) friends

Exercise 2

- 1 d
- **2** b
- **3** e
- **4** a **5** c
- 2 explore b) new places 3 have c) surfing d) souvenirs 4 make e) a good time **5** go

Grammar

Past simple: regular and irregular verbs



Last Saturday I (1)... (visit) my grandparents. I (2)... (leave) the house early and I (3)... (travel) by bus. I (4)... (not have) a good time. It was very boring! On Sunday I (5)... (buy) some new CDs. Sunday was fun!

- Complete the sentences with the past simple form of the verbs in exercise 2.
 - 1 Last year we ... a very good time in Greece.
 - 2 I ... some souvenirs.
 - 3 We ... new places.
 - 4 I ... (not) surfing but we went to the island of Crete.
 - 5 And best of all, I ... lots of new friends.
- Write questions in your notebook using the past simple.
 - 1 Where / you / go on holiday / last year?
 - 2 you / visit / any museums?
 - 3 What/you/buy/there?
 - 4 you / climb / a mountain?
 - 5 you/make/new friends?

Exercise 3

- 1 visited
- 2 left
- 3 travelled
- 4 didn't have
- 5 bought

Exercise 4

- 1 had
- 2 bought
- 3 explored
- 4 didn't go 5 made

Exercise 5

- 1 Where did you go on holiday last year?
- 2 Did you visit any museums?
- 3 What did you buy there?
- 4 Did you climb a mountain?
- 5 Did you make new friends?

Check your answers

Write your scores for exercises 1-5 in your notebook. What did you get for:

- transport?
- · travel?
- past simple: regular and irregular verbs?

Extra Practice

If you need extra practice, go to:

- Unit 8 Grammar Reference
- Unit 8 Vocabulary Reference
- Unit 8 Grammar Exercises
- Unit 8 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 8 Revision, page 54
- Grammar Reference and Practice, pages 80-1
- Vocabulary Reference, page 91



Extra Practice

95



Special days

Overview

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to clothes and weather and seasons CLC
- Identify specific information from a guidebook on popular festivals CLC
- Understand and correctly use be going to and must / mustn't CLC
- Identify specific information through a listening activity about St John's Eve in Alicante CLC
- Use appropriate functional language to make and accept invitations CLC, SCC

- Write an email about a holiday CLC, SIE
- Use time connecters to improve your writing **CLC**
- Identify specific information from a text about Glastonbury Festival CLC
- Learn about popular festivals in Britain CAE
- Learn about Glastonbury Festival CAE
- Assimilate the Crystal Clear Tips and Rules and study the Language Reference from the unit CLC, L2L
- Identify areas of language which need improvement and use ICT for extra practice DC, CLC, L2L

More information on Key Competences, page v

Linguistic content

Grammar

- *be going to*: affirmative, negative, interrogative and short answers
- must / mustn't

Recycled grammar

- Present simple (Unit 3)
- Present continuous (Unit 6)
- Past simple (Unit 8)

Main vocabulary

- Clothes: boots, coat, etc
- Weather and seasons: cloudy, cold, etc; spring, summer, autumn, winter

Functional language

• Inviting a friend to a party / Going to a party

Pronunciation

The /s/ sound

Skills: learning outcomes

- Reading Understand specific information in a clearly structured guidebook entry about different celebrations, page 97
- Listening Understand an informal conversation where two people make plans to meet. Delivered slowly and with clarity, page 100
- Speaking Participate effectively in a face-to-face informal dialogue inviting a friend to a party, page 101
- Writing Write an email about a recent trip or holiday with simple and relevant information. Set out in a logical order, page 102
- Reading Extract the main idea from a short journalistic text about Glastonbury Festival in a web page format. The student is guided by pictures to aid understanding, page 103

Lifelong learning skills and content-based learning

Life skills

- Recognizing diversity Respect for other cultures, page 97
- Communication Invite a friend to a party, page 101
- Learning to learn Plan an email about a trip, page 102
- Socio-cultural awareness Learn about Glastonbury Festival, page 103

Learning strategies

- Reading a text quickly to extract the main ideas, page 97
- Deducing meaning from context, page 97
- Looking for a variety of linguistic exponents in a text, page 102

Cross-curricular content

• Geography: different types of weather, page 100

Further materials and evaluation

Digital material

- Teacher's Resource Area Online
- Video Transport (Revision Units 7-9, page 108)

Workbook

- Vocabulary, pages 56–7
- Vocabulary Reference, page 92
- Grammar, pages 58-9
- Grammar Reference and Practice, pages 82–3
- Revision, page 60
- Culture: Reading and Listening, page 101
- Writing Guide, pages 118-9
- Speaking, page 128

Teacher's Resource Area Online

Multi-level Materials Bank

- Crystal Clear Basics, pages 41–5
- Vocabulary and Grammar Consolidation and Extension, pages 33–6
- Translation and Dictation, pages 9 and 18

Lifelong Learning

- Digital Competence, pages 17-8
- Culture Video Material, pages 5-6
- Study Skills, pages 1-12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–7
- Key Competences, pages 17-8 and 35-6

Content-based learning

- CLIL, pages 1–10
- Macmillan Readers, pages 5-6

Evaluation material

- Unit 9 end-of-unit test: Basic, Standard and Extra
- End-of-term test, Units 7–9: Basic, Standard and Extra
- End-of-year test
- CEFR Skills Exam Generator

Web info

Tips to find extra information on: ceilidh dancing, Bonfire Night, Hindu weddings in the UK, a different way of celebrating the summer solstice (St John's Eve), the range of tourist attractions in Edinburgh, the main sights in Edinburgh, Glastonbury Festival

Extra help for weaker students

Teacher's Resource Area Online: Crystal Clear Basics, pages 41–5

Material for fast finishers

Workbook: Grammar Extension, page 61

Teacher's Resource Area Online: Vocabulary Extension, page 35

Teacher's Resource Area Online: Grammar Extension, page 36



Objectives

Vocabulary Clothes; weather and seasons

Grammar be going to; must / mustn't **Speaking** Inviting a friend to a party

Writing An email; and, but, so, then, because

Vocabulary

Clothes



Exercise 1 1 jumper

2 skirt 3 trainers 4 T-shirt 5 jeans 6 coat 7 boots 8 shorts 9 dress 10 jacket

11 shirt 12 trousers 13 scarf





Listen and repeat the words. Match them with 1–13 in the pictures.

boots • coat • dress • jacket • jeans • jumper • scarf • shirt • shorts • skirt • trainers • trousers • T-shirt













Exercise 2

- 1 a
- **2** e
- **3** d **4** f
- **Exercise 3**

Jasmine wears a T-shirt and skirt or jeans. Hammed wears jeans and a shirt.

- 2 Match descriptions 1-4 with pictures a-f.
 - 1 I'm wearing a skirt and a jumper. I'm at the beach.
 - 2 This is me at a party.
 - 3 This is me on holiday. I'm wearing shorts and a T-shirt.
 - 4 It's winter and I'm wearing a scarf, a jacket and boots.



Listen to Jasmine and Hammed. What do they wear to parties?



In pairs, ask and answer questions about the clothes you wear. Use the words in the box.

to parties to weddings to school on Christmas Day at the weekend

What do you wear to parties?

I wear a dress or jeans and a T-shirt.



Vocabulary Reference

Lesson Aims:

Students learn and practise some words for different types of clothes.

Students listen to a short conversation about what two people wear to parties and identify the clothes.

Vocabulary

Clothes

Warmer

Ask students to tell you all the names of clothes that they know in English. Write the words on the board.

1 (1) 2.33

- Play the audio. Students listen and repeat the words. Check understanding by getting students to translate each item or to point to an example of it in class.
- Practise the words. Make sure that students do not put an *e* before the *s* in *scarf* and *skirt*.
- Students match the words with the numbered items of clothing in the pictures.
- Check answers with the class.

Extra activity

Students group the items of clothing according to how often they wear them: *always*, *often*, *sometimes*, *not often*, *never*.

- Describe to the class what you are wearing.
 Write I'm wearing on the board.
 - Check that students understand the meaning of party.
 - Students read the descriptions and match them with the pictures.
 - Check answers with the class.

3 (1) 2.34

- Read the question with the class.
- Play the audio. Students listen to the dialogue to find what Jasmine and Hammed wear to parties.
- Check answers with the class.

4 😯

- Read the example in the speech bubbles with the class and practise the pronunciation.
- Practise some of the examples in the box by asking students the questions. Make sure that they understand the meaning of wedding.
- Students ask and answer questions in pairs.
- Ask some students to tell you their partner's answers. Pay attention to the third person -s.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write out the questions and answers before they start the activity.

Fast finishers: Exercise 4. Students write three sentences about what their partner wears on different occasions.

Self-study and extra practice

Vocabulary, page 56

Teacher's Resource Area Online

- Crystal Clear Basics, page 41
- Vocabulary Consolidation, page 33
- Vocabulary Extension: Reading, page 35

Lesson Atms:

Students read and listen to an entry in a guidebook about different festivals in Britain for gist and specific information and practise guessing meaning from context.

Reading

Guidebook

Warmer

Ask the class to think of any traditional festivals in their country of origin.

Word Check

Check students understand the new words: *energetic*, *symbol*, *jewellery*, *fireworks*. Explain any they don't know.

2.35

- Students read the headings.
- Play the audio. Students read and listen to the text and match the headings with the paragraphs. Emphasize that they do not need to understand all the words in order to do the activity.
- Check answers with the class.
- Students read the questions. Check they understand them. You can explain ceilidh by pointing to picture A. Ceilidh is pronounced /'keɪli/. Don't explain what bonfire means at this point but tell students that picture C shows Bonfire Night if you are asked about it.
 - Students read the text again and answer the questions.
 - Check answers with the class.
- **3** Write the sentence My dad always wears a suit when he goes to work. on the board. Ask students what suit might mean. Ask what words in the sentence help them guess the meaning (dad, wear, work).
 - Tell students that they are now going to try to work out the meaning of some of the words in the text from the context.
 - Do number 1 (kilt) with the class.
 - Students read the definitions and find the words in the text.
 - Check answers with the class.

Gnystal Clear Facts

Read the fact with the class. You might want to expand on the origin of Bonfire Night using the cultural note below.



Cultural note

On 5th November 1605, there was an attempt to blow up the House of Lords and to kill King James I of England during the opening of England's Parliament. It was planned by a group of English Catholics, one of whom was Guy Fawkes. Bonfire Night commemorates this. There was a poem composed about this event about 150 years ago, and the first lines are known by many English people:

Remember, remember! The fifth of November, Gunpowder, treason and plot



Web info

Type these words in your search engine for more information about

- ceilidh dancing (video with subtitles): 'video + traditional ceilidh dancing'
- Hindu weddings in the UK (video): 'video + hindu wedding highlights'
- Bonfire Night: 'bonfire night + net'

Mixed-ability solutions

Students who need extra help: Exercise 3.

Write the words on the board (*bonfire*, *bride*, *henna*, *kilt*). Students match them with the definitions.

Fast finishers: Exercise 2. Students re-read the text to find all the different types of clothing mentioned.

Self-study and extra practice

Teacher's Resource Area Online

• Key Competences: Reading, page 17

Reading

Guidebook



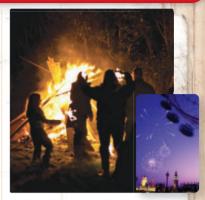
Ceilidhs are traditional dances from Scotland and Ireland. The music is fast and energetic so you must wear your dancing shoes. Girls wear what they want: jeans, skirts or trousers; boys must wear kilts. A kilt is a traditional Scottish skirt for men and boys. It's perfect for dancing.



Many people in Britain have Indian origins and they follow different traditions when they get married. The traditional colour isn't white, it's red, because this colour is the symbol of new life. An Indian bride wears a beautiful long red sari with red and gold jewellery and red henna paint on her hands.



energetic symbol jewellery fireworks



You can be sure it isn't going to be warm on Bonfire Night so you must wear coats, scarves and boots. The British celebrate Bonfire Night on the 5th November, when the nights are cold and dark. People stand around bonfires, watch fireworks and eat potatoes and sausages. It's a magical night of fire and food, but you must dress warmly or you're going to freeze!



Read and listen. Then match headings 1-3 with paragraphs A-C.

- 1 Not all brides wear white
- 2 Celebrating in the cold
- 3 Men in skirts



Until 1959 it was illegal not to celebrate Bonfire Night in England.

Read the text again. Answer the questions.

- 1 Where do ceilidhs come from?
 - 2 What do girls wear to a ceilidh?
 - 3 What is the traditional colour at an Indian wedding? Why?
 - 4 Why does the text recommend coats, hats and scarves for Bonfire Night?
 - 5 What do people eat on Bonfire Night?

Find words for these definitions.

- 1 a traditional skirt from Scotland for men
- 2 a woman who is getting married
- 3 a red substance for colouring hair or skin
- 4 a big fire at celebrations

Exercise 2

- 1 Scotland and Ireland
- 2 what they want
- 3 red because it is the symbol of new life
- 4 because the nights are cold in November
- 5 potatoes and sausages

Exercise 3

Exercise 1

1 B

2 (

3 A

- 1 kilt
- 2 bride
- 3 henna
- 4 bonfire

Grammar

be going to

Affirmative	Negative	Interrogative	Short answers
I'm going to wear	I'm not going to wear	Am I going to wear?	Yes, I am.
You're going to wear	You aren't going to wear	Are you going to wear?	No, you aren't.
He's going to wear	He isn't going to wear	Is he going to wear?	Yes, he is.
She's going to wear	She isn't going to wear	Is she going to wear?	No, she isn't .
It's going to wear	It isn't going to wear	Is it going to wear?	Yes, it is .
We're going to wear	We aren't going to wear	Are we going to wear?	No, we aren't.
You're going to wear	You aren't going to wear	Are you going to wear?	Yes, you are .
They're going to wear	They aren't going to wear	Are they going to wear?	No, they aren't.

Complete the sentences with the correct form of the verbs in brackets. Use the affirmative of be going to.

Exercise 1

- 1 'm going to wear
- 2 'm going to take
- 3 're going to have
- 4 's going to be
- 5 's going to be
- 1 My friend's party is tonight. I ... (wear) my favourite clothes.
- 2 I ... (take) sandwiches and cake to the party.
- 3 We ... (have) a fantastic time.
- 4 We're at the concert. The music ... (be)
- 5 Look at the sun. It ... (be) hot today.
- Read the party invitation and rewrite the sentences with the negative form of be going to in your notebook.



The party is going to start at 7.30.

The party isn't going to start at 7.30.

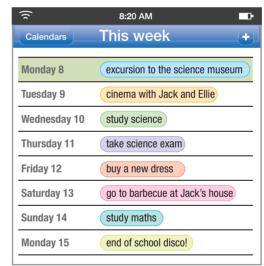
- 1 The party is going to finish at 10.30 pm.
- 2 I'm going to eat pizza.
- **3** We're going to go swimming at the party.
- 4 We're going to watch TV.



Future time expressions:

in August, on Tuesday, at Christmas, at 9.00, at the weekend, tonight, tomorrow

3 Look at Sarah's calendar. Complete the sentences in your notebook with the time expressions in the box.



next Monday on Thursday at the weekend tomorrow

- 1 Sarah's going to go to the cinema with Jack and Ellie ...
- 2 She's going to study maths ...
- 3 She's going to take her science exam ...
- 4 She's going to go to the school disco ...

Exercise 3

- 1 tomorrow
- 2 at the weekend
- 3 on Thursday
- 4 next Monday

Exercise 2

- 1 The party isn't going to finish at 10.30 pm.
- 2 I'm not going to eat pizza.
- 3 We aren't going to go swimming at the party.
- 4 We aren't going to watch TV.

98

Lesson Atms

Students learn and practise *be going to* in the affirmative, negative, interrogative and short answer forms to talk about future plans. (Continues on page 99.)

Grammar

be going to

Warmer

Tell the class what you're going to do this weekend, eg *This weekend I'm going to play tennis*. Write the sentence on the board and elicit or give the translation.

- Read through the first column of the grammar table with the class.
 - Make sure that students understand that we use be going to to talk about future plans and intentions.
 - Practise the sentences. Highlight the weak form of to /ta/.
 - Do number 1 ('m going to wear) with the class.
 - Students complete the rest of the sentences with the correct form of the verbs in brackets.
 - Check answers with the class.
- **2** Read through the second column of the grammar table with the class.
 - Practise the sentences. Highlight again the weak form of to /tə/.
 - Students read the invitation. Check they understand it by asking some questions about it, eg When is the party?; Where is the party?
 - Read the example with the class.
 - Students write negative sentences.
 - Check answers with the class.

1 Crystal Clear Rules

Read through the Crystal Clear Rules with the class. Make it clear that we often use *be going to* with these expressions when we want to express a plan or intention.

- **3** Students look at the calendar. Ask them what day it is 'today' (*Monday 8th*).
 - Do number 1 (tomorrow) with the class.
 - Students complete the rest of the sentences with the time expressions in the box.
 - Check answers with the class.

Extra activity

Students write four sentences about what they are going to do, using the time expressions in the box. Help with vocabulary as needed.

Lesson Atms

Students learn and practise *be going to* in the affirmative, negative, interrogative and short answer forms to talk about future plans. (Continued from page 98.)

Students learn and practise *must* and *mustn't* to express obligation and prohibition.

Grammar

Warmer

Read through the third column of the grammar table with the class. Elicit how we form the interrogative of *be going to*.

- **4** Read the example with the class.
 - Students write questions using be going to.
 - Check answers with the class.
- Ask students one or two of the questions in exercise 4, indicating that they should use the calendar in exercise 3 on page 98 to find the information.
 - Students write answers to the questions in exercise 4.
 - Check answers with the class.



- Practise the questions and answer in the speech bubbles.
- Ask one or two students questions about their weekend. Encourage them to throw the question back to you once they have answered using What are you going to do?.
- Students ask and answer questions in pairs.

must | mustn't

Warmer

Write on the board the heading School rules and elicit or explain what it means. Then write student and in two speech bubbles I must listen in class. and I mustn't arrive late. Elicit or explain the meaning of the sentences. Elicit more school rules with must and mustn't, providing vocabulary as needed.

- **7** Read through the grammar table with the class.
 - Practise *must* and *mustn't*, making it clear that the first *t* in *mustn't* is silent.
 - Students look at the rules for the school party.
 - Students complete the sentences with must or mustn't.
 - Check answers with the class.

Extra activity

Students write sentences about what they must or mustn't do at home.



- Tell students that this is a cumulative check of the grammar in Units 1 to 9.
 - Students complete the dialogue with the correct form of the verbs in brackets.

9 (1) 2.36

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar and to review the grammar from the previous units.

Mixed-ability solutions

Students who need extra help: Exercise 8. Write two options on the board for each gap.

- 1 do you do / are you doing
- 2 put/'m putting
- 3 Do you go / Are you going to go
- 4 go/went
- 5 go/are going
- 6 dance/danced
- 7 not going to go / 'm not going to go
- 8 wearing /'m going to wear

Fast finishers: Exercise 6. Students practise similar dialogues using tonight, tomorrow and next August. Exercise 8. Write on the board yesterday, now, usually and this weekend. Students write four true sentences about themselves, using one of the words or expressions in each sentence and being careful to use the correct verb tenses.

Self-study and extra practice

Workbook

- Grammar, pages 58–9
- Grammar Reference and Practice, pages 82–3

Teacher's Resource Area Online

- Crystal Clear Basics, pages 43–4
- Grammar Consolidation, page 34
- Grammar Extension, page 36

Exercise 4

- 1 What is she going to study on Wednesday?
- 2 When is she going to take her science exam?
- 3 What is she going to buy on Friday?
- 4 Where are they going to have a barbecue?

Exercise 5

- 1 She's going to study science on Wednesday.
- 2 She's going to take her science exam on Thursday.
- 3 She's going to buy a new dress on Friday.
- 4 They're going to have a barbecue at Jack's house.

Write questions in your notebook using be going to.

Who / Sarah / go to the cinema with? Who is Sarah going to go to the cinema with?

- 1 What / she / study on Wednesday?
- 2 When / she / take her science exam?
- 3 What / she / buy on Friday?
- 4 Where / they / have a barbecue?
- Answer the questions in exercise 4. Use Sarah's calendar in exercise 3. Write the questions in your notebook.

She's going to go to the cinema with Jack and Ellie.





Ask and answer questions about your weekend.

What are you going to do on Saturday?

> I'm going to meet my friends. What are you going to do?

must | mustn't

Affirmative	Negative
l must go	l mustn't go
You must go	You mustn't go
He must go	He mustn't go
She must go	She mustn't go
lt must go	lt mustn't go
We must go	We mustn't go
You must go	You mustn't go
They must go	They mustn't go



Complete the rules for the school party with must or mustn't.

School Summer Party Rules

- 1 You ... have a ticket.
- 2 Students ... (not) invite friends from other schools.
- **3** Your parents ... sign the permission form.
- 4 Students ... bring food.
- 5 Students ... (not) make videos or take photos.

Exercise 7

- 1 must
- 2 mustn't
- 3 must
- 4 must
- 5 mustn't

3 4 5 6 7 Complete the dialogue with the correct form of the verbs in brackets.

Exercise 8

- 1 are (you) doing
- 2 'm putting
- 3 Are (you) going to go
- 4 went
- **5** go
- 6 danced
- 7 'm not going to go
- 8 'm going to wear

Fiona Hi, Jade! What (1)... you ... (do)?

Jade Hi, Fiona. I (2)... (put) these books in the cupboard.

Fiona (3)... you ... (go) to the school disco tomorrow?

No, I'm not. I (4)... (go) last year and it was boring. **Jade**

Jade, you always (5)... (go). We had a good time

last year. You 60... (dance) with Jack. Yes, I remember. It was awful so I (7)... (not go) Jade

Fiona Oh please, come with us! Brad, Alan and I are

going to meet at 7 pm. I (8) ... (wear) my black

dress.







Fiona

Listen and check.



Grammar Reference



Unit 9

Vocabulary

Exercise 1

Students' own answers

Exercise 2

- 1 dry
- 2 sunny
- 3 snowy
- 4 wet
- 5 rainy
- 6 hot
- 7 stormy
- 8 cold
- 9 warm
- 10 windy 11 cloudy

Weather and seasons

Listen and repeat the words. How do you say them in your language?

cloudy • cold • dry • hot • rainy • snowy • stormy • sunny • warm • wet • windy

Match pictures 1–11 with the words in exercise 1.



























spring



summer



What's your favourite season?

lt's autumn. lt's rainy, but l love the colour of the trees.

Listening

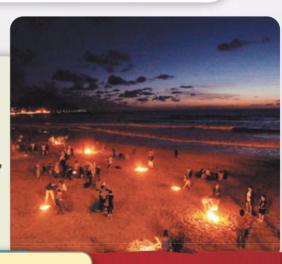




Listen to the conversation. Where are Tim and Gina going to go tonight?



- 1 What do people burn on the bonfires?
- 2 What three activities is Gina going to do on the beach?
- **3** What are they going to do before going to the beach?
- 4 What is Gina going to wear?
- 5 Why must Tim take a jumper?



100

Exercise 4

to the beach (for la noche

de San Juan / St John's Eve)

Exercise 5

- 1 old pieces of furniture
- 2 jump over the bonfires, dance on the beach and swim in the sea
- 3 They're going to meet Claudia at nine o'clock and then they're going for a pizza.
- 4 shorts and a t-shirt
- 5 because it is going to be cold and windy later

Lesson Aims

Students learn and practise words for weather and seasons.

Students extract specific information from a conversation about St John's Eve in Alicante.

Vocabulary

Weather and seasons

Warmer

Brainstorm words to describe the weather and write them on the board. Ask students what the weather is like today, what it was like yesterday and what it is going to be like tomorrow.

2.37

- Play the audio. Students listen and repeat the words.
- Elicit the translations.
- 2 Students match the pictures with the words in exercise 1.
 - Check answers with the class.

3

- Elicit what *spring*, *summer*, *autumn* and *winter* mean with the aid of the pictures.
- Read the speech bubbles to the class and ask them to repeat the sentences.
- Ask one or two students what their favourite season is. Encourage them to expand on their answer as in the example.
- Students ask each other what their favourite season is in pairs.

Extra activity

Brainstorm with the class which of the types of weather in exercise 1 are typical of each of the seasons.

Listening

Warmer

Ask students what they can see in the picture. Try to elicit what festival it is and where the photo was taken. Then ask students if and how St John's Eve is celebrated where they live.

4 (1) 2.38

- Read the question with the class.
- Play the audio. Students listen and identify where
 Tim and Gina are going to go.
- Check the answer with the class.
- Read through the questions with the class.
 Make sure that students understand them.
 - Play the audio again. Students listen and answer the questions.
 - Check answers with the class.

Web info

Type these words in your search engine for information on a different way of celebrating the summer solstice (St John's Eve): 'Stonehenge summer solstice + tour'

Mixed-ability solutions

Students who need extra help: Exercise 3. Students write out their answers before doing the exercise in pairs.

Fast finishers: Exercise 3. Students ask their partner about their least favourite season. (You may need to explain what this expression means.)

Self-study and extra practice

Workbook

- Vocabulary, page 57
- Vocabulary Reference, page 92

Teacher's Resource Area Online

- Crystal Clear Basics, page 42
- Vocabulary Consolidation, page 33
- Vocabulary Extension, page 35
- Key Competences: Listening, page 18

Students learn and practise functional language for making and accepting invitations.

Speaking

Inviting a friend to a party / Going to a party

Warmer

Ask students if they have ever been to a barbecue (you may need to explain this word). If some of them have, ask for details: where?, when?, who with?, etc.

Model Dialogue 🕟

2.39

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.
- **2** Play the audio again. Students listen again and this time repeat the dialogue.
 - Focus on and explain the use of I'm going to have
 a...; Do you want to come?; What time does it
 start?; and What time is it going to finish? to make
 an invitation and to ask for more information.
 Get the class to pay attention to stress and
 intonation.
- Students complete the questions. Tell them to look at the Model Dialogue to help them if necessary.
 - Check answers with the class.

Extra activity

Books closed. Elicit from students ideas for different places to have a party. Write their ideas on the board. Have a class vote to see which idea is the most popular.

Speaking Task 🥠

1 Talk about going to a party

Students look at the information about the two parties and decide which one they want to go to.

Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue inviting someone to either the other party in step 1 or using their own ideas. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Workbook

Speaking, page 128

Teacher's Resource Area Online

• Key Competences: Speaking, pages 35–6



Inviting a friend to a party / Going to a party

Model Dialogue 🧐

Jason



I'm going to have a barbecue tomorrow. Do you want to come?



At one o'clock.

Great. And what time is it going to finish?

Brilliant. See you at one o'clock.

Yes, please. What time does it

OK. See you then.

Exercise 1 one o'clock





At about half past three.

time is the barbecue going to start?



Look at the Model Dialogue and complete the questions in your notebook.

start?

- 1. ...you want to come?
- 2. ...you like...?
- 3. What time ...it start?
- 4. What...does it finish?



We can ask "Would you like to come?" inste of "Do you want to come?". Questions with

"Would you like to + verb?"

is more polite than "Do you want to + verb?".

Exercise 3

- 1 Do
- 2 Would...to come
- 3 does
- 4 time

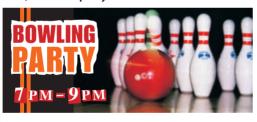
Speaking Task

Listen again and repeat.



Talk about going to a party

First, choose a party.





PICNIC IN THE PARK

Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogues.

I'm going to have a bowling party tomorrow? Do you want to come? Yes, please. What time does it start?

Useful Language Inviting a friend to a party

I'm going to have a barbecue tomorrow. Would you like to come?

Do you want to come? At one o'clock.

Yes, I'd love to.

Yes, please. What time does it start? Great. And what time is it going to finish?

Unit 9

101

Exercise 1

- 1 Yes, he is.
- 2 He saw a comedy show.
- 3 He's going to explore the mountains.

Exercise 2

The train journey was boring because it was very long. We saw a great comedy show last night and we're going to see a circus tonight.

It often rains in Edinburgh in August, but it's dry and sunny. It's going to be cold, so I must take my jumper and my scarf. Connector not used: then.

Writing

An email





Read the Model Text and listen. Answer the questions in your notebook.

- 1 Is Patrick having a good time?
- 2 What did he do last night?
- **3** What is he going to do tomorrow?



Hi Mike.

I'm having a great time here in Edinburgh. We arrived yesterday. The train journey was boring because it was very long.

We saw a great comedy show last night and we're going to see a circus tonight. The weather's fantastic. It often rains in Edinburgh in August, but it's dry and sunny.

Tomorrow we're going to explore the mountains. It's going to be cold, so I must take my jumper and my scarf. See you soon!

Patrick





Look at the Crystal Clear Tips. Find examples of four connectors in the Model Text. Which one isn't in the text?



Connectors

Improve your writing by using a variety of connectors:

and, but, so, then and because.

Write the correct word in your notebook.

> I'm having a good time because / but the weather is great.

I'm having a good time because the weather is great.

- 1 We left late so / also we took a taxi.
- 2 It often rains in May but / and it isn't raining today.
- 3 First we got up early, then / so we went to the city centre.
- 4 It is going to be hot and / because dry tomorrow.

Writing Task



O Plan

Make notes for your email and include:

When you arrived I / We arrived ...

The journey *The* ... *journey was* ...

Your activities yesterday Yesterday, we ...

The weather *The weather is* *It's* ... and ...

Plans for tomorrow Tomorrow, we're going to ...

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 when you arrived, the journey Paragraph 2 the activities you did yesterday, the weather

Paragraph 3 your plans for tomorrow, say goodbye

3 Check

- ☑ a variety of tenses: present simple, present continuous, past simple, be going to
- ☑ vocabulary for weather and travel
- ☑ connectors: and, but, so, then, because

Exercise 3

- **1** so
- 2 but 3 then
- 4 and

Lesson Aims

Students revise a range of connectors. Students write an email about a holiday.

Writing

An email

Warmer

Ask students about the last place they visited outside their town, eg where they went, when they went and who they went with.

Model Text



2.40

- Students look at the pictures. Ask what they can see and where they think it is.
- Read the questions with the class.
- Play the audio. Students read and listen to the text to find the answers.
- Check answers with the class.

Extra activity

Ask students to tell you the names of seven other famous towns and cities in Britain.

(1) Crystal Clear Trip

- Read the Crystal Clear Tips with the class. Ask students to think of the other connectors they have seen in the course (also and the time connectors, first, then and in the end).
 - Students find examples of *and*, *but*, *so* and *because* in the Model Text.
 - Check answers with the class.
- **3** Read the example with the class. Make sure that students understand why *because* and not *but* is the correct answer.
 - Students choose the correct words to complete the sentences.
 - Check answers with the class.

Writing Task

O Plan

Read the notes with the class. Make it clear that the first thing they need to do is to decide where they are going to write about. Students make notes about their holiday.

O Write

Look at the structure with the class. Students use their notes to write an email about their holiday. Emphasize that they should use a variety of tenses and connectors.

Check

Encourage students to check their work, paying particular attention to the points mentioned.

Mixed-ability solutions

Students who need extra help: Writing Task. Students just complete the notes in step 1.

Fast finishers: Writing Task. Students read their email to their partner but they say *X* instead of the name of the place. Their partner has to guess where they are.

P

Web info

Type these words in your search engine for more information about

- the range of tourist attractions in Edinburgh: 'Edinburgh + tourist attractions'
- the main sights in Edinburgh (video): 'video + Edinburgh a walking tour'

Self-study and extra practice

Workbook

• Writing Guide, pages 118–9

Teacher's Resource Area Online

• Key Competences: Writing, page 18

Lesson Atms

Students learn about Glastonbury Festival.

Students practise the pronunciation of the /s/ sound.



Glastonbury Festival

Warmer

Students look at the pictures. Ask them what they can see and if they would like to be there.

2.41

- Read the statements with the class and clear up any vocabulary problems, eg *only*, *takes place*, *all types of*.
- Play the audio. Students read and listen to the text and decide if the statements are true or false.
- Check answers with the class.

Extra activity

Ask students to work in pairs to make as many words as they can from the letters of the word *Glastonbury*.



/s/

a (b) 2.42

- Make a hissing sound like a snake. Get the students to repeat. Explain that you are going to practise this sound.
- Play the audio. Students listen and repeat the words
- Practise each word, making sure that students are saying /s/ and not /z/. In addition, in the case of *stormy*, emphasize that there should not be an /e/ at the beginning of the word.

b (1) 2.43

- Play the audio. Students listen and repeat the sentences.
- Practise the sentences, emphasizing the hard s
 hissing-like sound. You may want to isolate the
 word sometimes as it contains both types of s
 sound (hard and soft).

Web info

Type these words in your search engine for more information about Glastonbury Festival: 'Glastonbury festival'

Mixed-ability solutions

Students who need extra help: Reading text. Read out the relevant sentences from the text for each question.

- 1 There are going to be over 700 acts this year rock, pop and dance music, circus, dance shows, comedy and more.
- 2 It usually takes place on the last weekend in June.
- **3** There are 137,500 tickets ...
- **4** The tickets go on sale in October ...
- 5 ... you never know what the weather is going to be like!

Fast finishers: Reading text. Write present simple, present continuous, past simple, be going to, must and can on the board. Ask students how many of these appear in the text. (Answer: three – present simple, be going to and must)

Self-study and extra practice

Workbook

• Culture: Reading and Listening, page 101

Calture Reading





GLASTONBURY FESTIVAL

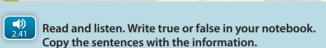
Come to Glastonbury .. but bring an umbrella!

Glastonbury Festival is a big cultural event in Britain. It usually takes place on the last weekend in June. There are going to be over 700 acts this year – rock, pop and dance music, circus, dance shows, comedy and more.

There are 137,500 tickets but you mustn't wait. The tickets go on sale in October, but they usually sell all of them in one day.

When you go to Glastonbury, you must take a tent and you must also take boots and coats because it often rains!

It's sometimes windy and stormy too, so you must bring warm clothes, but take yourT-shirts and sun cream too. This is Britain, so you never know what the weather is going to



- 1 Glastonbury is only a music festival.
- 2 It takes place in the autumn.
- 3 There are more than 140,000 tickets.
- 4 You can buy your ticket in October.
- 5 You must prepare for all types of weather.

Pronunciation

/s/

Reading text

exercise

1 false

2 false3 false

4 true

5 true



circus sell so stormy sun

- b Listen and repeat.
 - 1 It's sometimes windy and stormy in summer.
 - 2 In winter you need a scarf and warm socks.





Unit 9 Language Reference

Vocabulary

Clothes





coat







jeans

boots

dress

shorts



shirt



skirt

jacket

T-shirt scarf

jumper

trainers

trousers

Weather and seasons cloudy cold dry hot rainy snowy

sunny warm wet windy stormy

spring summer autumn winter

Grammar

be going to

Affirmative	Negative
I am going to wear jeans.	I am not going to wear jeans.
You are going to wear jeans.	You are not going to wear jeans.
We / You / They are going to wear jeans.	He / She / It is not going to wear jeans.
He / She / It is going to wear jeans.	We / You / They are not going to wear jeans.

Interrogative	Short answers
Am I going to wear jeans?	Yes, I am.
Are you going to wear jeans?	No, you are not .
Is he / she / it going to wear jeans?	Yes, he / she / it is.
Are we / you / they going to wear jeans?	No, we / you / they are not.

must / must not

Affirmative	Negative
I / You must take sun cream.	I / You must not make noise.
He / She / It must take sun cream.	He / She / It must not make noise.
We / You / They must take sun cream.	We / You / They must not make noise.

Speaking

Inviting a friend to a party

I'm going to have a barbecue tomorrow.

Do you want to come? At one o'clock.

Yes, please. What time does it start? Great. And what time is it going to finish?

Unit 9 Progress Check

Vocabulary

Clothes

Exercise 1

- 1 scarf
 2 trainers
- 2 trainers3 jacket
- 4 T-shirt

Exercise 2

1 rainy

2 cold3 warm

4 cloudy

5 hot

- 5 skirt
- Complete the words with vowels. Write them in your notebook.
 - 1 sc rf
- 4 T-sh rt
- 2 tr n rs
- 5 sk rt

1 ... your friends ... a beach party?

- 2 ... you ... that green dress?
- 3 ... they ... sandwiches to the beach?

4 Complete the questions for the sentences in

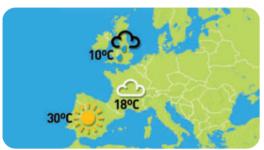
- 4 ... Danny ... with you?
- 5 ... it ... hot and sunny on Saturday?

Exercise 4

- 1 Are (your friends) going to have
- 2 Are (you) going to wear
- 3 Are (they) going to take
- 4 Is (Danny) going to dance
- 5 Is (it) going to be

Weather and seasons

2 Look at the map and write the correct word in your notebook to complete the weather forecast.



It's June, I know, but in Britain today it's going to be ⁽¹⁾rainy / windy and it's going to be ⁽²⁾warm / cold. In France it's going to be ⁽³⁾warm / hot but ⁽⁴⁾stormy / cloudy. In Spain it's going to be ⁽⁵⁾cold / hot all day.

must / mustn't

exercise 3.

Complete the sentences with must / mustn't.



- 1 You ... bring glass bottles.
- 2 You ... camp in designated areas.
- 3 You ... put your rubbish in the bins.
- 4 You ... light fires.
- 5 You ... have a ticket.

Exercise 5

- 1 mustn't
- 2 must
- 3 must
- 4 mustn't
- 5 must

Grammar

be going to

- Write complete sentences in your notebook with *be going to*.
 - 1 My friends / have / a beach party.
 - 2 I / not wear / that green dress.
 - 3 They / not take / sandwiches to the beach.
 - 4 Danny / dance / with me.
 - 5 It / be / hot and sunny / on Saturday.

Gnystal Glear Self-Ghealz

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- · clothes?
- weather and seasons?
- be going to?
- must/mustn't?

Extra Practice

If you need extra practice, go to:

- Unit 9 Grammar Reference
- Unit 9 Vocabulary Reference
- Unit 9 Grammar Exercises
- Unit 9 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 9 Revision, page 60
- Grammar Reference and
 Description and a 22.2
 - Practice, pages 82–3
- Vocabulary Reference, page 92

Exercise 3

- 1 My friends are going to have a beach party.
- 2 I'm not going to wear that green dress.
- 3 They aren't going to take sandwiches to the beach.
- 4 Danny's going to dance with me.
- 5 It's going to be hot and sunny on Saturday.



Extra Practice



Vocabulary

- Rooms and furniture
- Household objects
- o Transport
- Travel
- Clothes
- Weather and seasons

Work with a partner and complete the sentences in your notebook. Who finishes first?





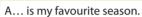


You take p... with a camera.



Revision Units 7–9 Vocabulary

boots laptop photos washing machine Autumn boat mirror bed scarf surf plane



I wear b... on my feet in winter.







Use a b... to travel on the sea.



Look in the m... to see your hair.









Revision Units 7-9

Vocabulary

Warmer

Write the following headings on the board.

Rooms and furniture

Household objects

Transport

Travel

Clothes

Weather and seasons

Books closed. Students work in pairs. Give them three minutes to write down as many words as they can remember belonging to the lexical sets.

Then find out who has the most words by asking: Who's got more than 15 words?; Who's got more than 20?; etc. Once you have established which pair has got the most words, ask them to read the words out.

- Do the board game as a competition. Explain these rules to the class before you start.
- Students work in pairs. They complete the words in the sentences.
- When they have finished, they shout *Stop!* All the other teams must stop writing.
- Check answers with the class and write them on the board.
- Teams get two points for each correct answer and minus one point for each wrong answer. For a blank, they get zero points.
- Ask how many points the teams have, starting at 20 (the maximum) and working down.

Extra activity

In pairs, students take turns to mime one of the words in the board game. Their partner says the word in English.

Revision Units 7-9

Grammar

be: past simple

Warmer

Say and write on the board *I was in the park yesterday*. Elicit the translation. Then say the other pronouns, *you*, *he*, etc, and elicit the complete sentences. As you do this, write the other past tense affirmative forms of *be* on the board.

Then elicit the negative and the interrogative forms.

- Students look at the picture. Explain that the Battle of Hastings is a famous battle in English history.
 - Students read through the sentences. Answer any vocabulary queries.
 - Students then complete the sentences with the correct past simple form of *be*.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 84 with the class.

Past simple: regular and irregular verbs

Warmer

Write the verbs *play* and *go* on the board. Elicit the past simple forms of both verbs. Ask which one is regular and which is irregular.

Then write on the board:

She played basketball yesterday.

They went to the cinema on Friday.

Ask students to put both sentences in the negative. Then ask students to put them in the interrogative.

- Students look at the picture and scan the text quickly. They say who it is about (King Henry VIII).
 Answer any vocabulary queries.
 - Students complete the text. Make it clear that they need to use past simple forms throughout
 - Check answers with the class.

- **3** Students complete the questions with the past simple form of the verbs in brackets.
 - Check the questions with the class.
 - If you detect any major problems with exercises 2 and 3, you might want to read through the grammar section of the Language Reference on page 94 with the class.

Extra activity

Students write answers to the questions. Tell them to ask you for help with vocabulary if they need it. Students then ask and answer the questions in pairs.

be going to

Warmer

Say and write on the board I'm going to read a book this weekend. Then say the other pronouns, you, he, etc, and elicit the complete sentences. Write the other affirmative forms of be going to on the board. Then elicit the negative and the interrogative forms.

- **4** Students scan the email and ask you if there are any words they don't understand.
 - Students complete the email with the correct form of be going to and the verbs in brackets.
 - Check answers with the class.
 - If you detect any major problems, you might want to read through the grammar section of the Language Reference on page 104 with the class.

Grammar check

- Tell students that this exercise revises the rest of the grammar they have seen in Units 7 to 9 and it will give them a good idea of how well they have learnt it.
 - As this exercise is very wide-ranging, you may want students to do it in pairs.
 - Students choose the correct options to complete the sentences.
 - Check answers with the class.
 - Ask students how many they have got right, starting at 6 and going down.

Mixed-ability solutions

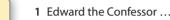
Students who need extra help: Exercise 2. Provide two options for each gap on the board.

Grammar

- o be: past simple
- o Past simple: regular and irregular verbs
- o be going to
- o Question forms
- o there was / there were
- o must / mustn't

be: past simple

Complete the sentences. Use was / wasn't or were / weren't.



- the King of England.
- 2 Edward ... married to Edith of Wessex but they didn't have any children.
- 3 When Edward died, Harold became king. He ... Edith's brother.
- 4 William II of Normandy was Edward's cousin and he ... (not) happy.
- 5 William ... in France and he attacked Fngland.
- 6 Harold and his men ... (not) prepared for a battle.
- 7 The Battle of Hastings ... on 14th October 1066
- 8 Harold was killed and William ... the new King of England.

Past simple: regular and irregular verbs

Henry VIII (1)... (be)

Complete the text with the past simple form of the verbs in brackets.

Exercise 2

Exercise 1

1 was

2 was

3 was

5 was

7 was 8 was

4 wasn't

6 weren't

- 1 was
- 2 built
- 3 was
- 4 wasn't
- 5 gave
- 6 had
- 7 played 8 built

the King of England from 1509 to 1547. His favourite minister, Thomas Wolsey, (2)... (build) a magnificent

palace called Hampton Court. It (3)... (be) amazing! The King (4)... (not be) happy, so Wolsey (5)... (give) the palace to him. The palace (6)... (have) enormous kitchens. The King (7)... (play) tennis, so he (8)... (build) a tennis court in the palace.

Complete the questions with the past simple form of the verbs in brackets.

- 1 What ... you ... (do) yesterday?
- 2 ... you ... (watch) TV last night?
- 3 What time ... you ... (go) to bed last Saturday?
- 4 How ... you ... (celebrate) your last birthday?
- 5 ... you ... (play) basketball last Monday?

be going to

Complete the email with the correct form of be going to.

Subject: Windsor Castle

I (1) ... (stay) with my cousin this weekend. On Saturday, we (2)... (visit) Windsor Castle! It's the Queen's residence but she (3)... (not be) at the castle. On Saturday evening, we (4)... (have) dinner in a restaurant. On Sunday, I (5)... (go) on a boat with my cousin and aunt, but my uncle 60 ... (not come) with us. What $^{(7)}\dots$ you \dots (do) this weekend? Write soon, Haley

Write the correct word in your notebook.

Grammar check

- 1 | watch / watched television last night.
- 2 My aunt arrive / arrived at eight o'clock.
- 3 Was / Were there a lot of narrow boats in the 19th century?
- 4 There was / were one room in the
- 5 You must **bring / to bring** food for the
- 6 No cameras you mustn't / must take photos.

Exercise 3

- 1 did (you) do
- 2 Did (you) watch
- 3 did (you) go
- 4 did (you) celebrate
- 5 Did (you) play

Exercise 4

- 1 'm going to stay
- 2 're going to visit 3 isn't going to be
- 4 're going to have
- 5 'm going to go
- 6 isn't going to come
- 7 are (you) going to do

Exercise 5

- 1 watched
- 2 arrived
- 3 Were 4 was
- 5 bring
- 6 mustn't

Units 7-9

Cultural Awa

How much do you know about transport in Britain? Do the quiz.

Exercise 1

1 b

2 c

3 b

4 b

5 a

6 c

- or train station.
- b airport.
- c port.



How many cars are there in Britain?

- over 84 million
 - about 67 million
 - around 31 million





- from London to Edinburgh
- b from London to Paris
- from London to Amsterdam

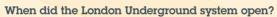
What colour are traditional London taxis?



yellow

black

G green and white





1863

b 1904 **6** 1926

How many people use the London Underground system every day?

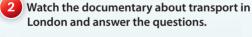


- two and a half million people
- three and a half million people
- G more than two and a half million people









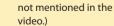
- 1 On which types of transport can you use an Oyster Card?
- 2 How much did it cost to travel on London's first buses?
- 3 When did the Mayor of London introduce public hire bikes?











Exercise 2

1 You can use an

Oyster Card on the

bus. (In fact you can use an Oyster Card

on buses, trams, the

London Underground and most trains in London but this is

2 one penny **3** 2010



Lesson Aims

Students do a quiz to see how much they know about transport in Britain.

Students watch a video about transport in London and extract specific information.

Cultural Awareness:

Transport

Warmer

Brainstorm different types of transport with the class. Then ask them to order them in various ways, eg fastest to slowest, most expensive to least expensive, most polluting to least polluting, etc.

- Tell students they are going to do a quiz about transport in Britain.
 - Students do the quiz individually.
 - Students compare answers in pairs.
 - The answers to the quiz are given in the video so you may like to play the video for students to check their answers before you check them with the class.

Extra activity

Books closed. Read out the questions in the quiz without the options. Students try to answer from memory.

2

- Tell students that they are going to watch a documentary about transport in London.
- Read through the questions with the class, clearing up any vocabulary problems, eg Oyster Card (a type of transport charge card), public hire bikes).
- Play the video. Students watch and listen and find the answers to the question.
- Check answers with the class.

To see a video with subtitles about how the London bike hire scheme works, type these words in your search engine: 'London cycle hire video'

Culture video: Transport

This Culture video and accompanying a worksheet, teaching notes, videoscript and answer key are in the Teacher's Resource Area Online.

The worksheet, teaching notes, videoscript and answer key can also be found in the Teacher's Resource Area Online.

Students create their own avatar and the avatar of a famous person and write an interview with them.

Digital Competence:

Digital avatars

Warmer

Ask students how they use the internet to communicate. (They might use WhatsApp and Tuenti, among others.)

Students read the two questions in the Student's Book. Discuss the answers with the class. Students read the interview. Help with any vocabulary.

Students answer the question.

Task

Explain to students that they are going to create some avatars and write an interview with one of the famous people in the box.

- Step 1 Explain that students first need to decide which person to interview. Elicit or explain who Amelia Earhart (an early female aviator), Steve Jobs (creator of Apple) and Pablo Picasso (a Spanish artist) are.
- **Step 2** Read through step 2 with the class. Students can do this in class or at home with the aid of the internet.
- **Step 3** Students design the avatars for their dialogue. They can either do this in their own hand or they can use a digital application (see *Web info*).
- **Step 4** Students write their interview, using the information they have gathered in step 2 and the model interview for support.
- **Step 5** Students read their classmates' interviews and decide which avatars they like best.



Web info

Type these words in your search engine for images to use as avatars: 'images for avatars'

Term Project

For a different type of project, see Workbook pages 134–5.

Worksheets and Teacher's notes are available in the Teacher's Resource Area Online.

Answer the questions.

1 What are avatars?

2 Where can you see avatars?

Read the interview. Who is the famous person?



1 They are pictures you can use online to represent people.



TASK Create avatars and interview a famous person. Follow the steps below.

Step 1

Choose one of these famous people:

Amelia Earhart Steve Jobs Pablo Picasso

Step 2 Find

information about the person you chose. Make notes:

details What did they do? When did they do it?

Name and birth

Step 3

Create two avatars: one for you and one for the famous person. Use a digital avatar generator if possible.

Step 4

Write the interview using the information in Step 2.

Step 5

Read your classmates' interviews. Who has the best avatars?









Irregular verbs

Infinitive	Past simple	Past participle
be /biː/	was / were /wpz/, /waː(r)/	been /biɪn/
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/
break /breɪk/	broke /brəʊk/	broken /ˈ <mark>brəʊkən</mark> /
bring /brɪŋ/	brought /brɔːt/	brought /broxt/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔːt/	bought /bɔɪt/
choose /tʃuːz/	chose /ʧəʊz/	chosen /ˈʧəʊzn/
can /kæn/	could /kəd/	could /kəd/
come /kʌm/	came /keɪm/	come /kʌm/
do /duː/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk / <mark>drʌŋk</mark> /
drive /draɪv/	drove /drauv/	driven /'drɪvən/
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/
find /faɪnd/	found /faund/	found <mark>/faʊnd/</mark>
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒtən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /ˈgɪvən/
go /gəʊ/	went /went/	gone /gɒn/
have /hæv/	had /hæd/	had <mark>/hæd</mark> /
hear /hɪə(r)/	heard /hɜː(r)d/	heard /hɜː(r)d/
know /nอบ/	knew /njuː/	known /nəʊn/
learn /lɜː(r)n/	learnt / learned /lɜː(r)nt/, /lɜː(r)nd/	learnt / learned /lɜː(r)nt/, /lɜː(r)nd/
leave /liːv/	left /left/	left /left/
lose /luːz/	lost /lpst/	lost /lost/
make /meɪk/	made /meɪd/	made /meɪd/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /put/	put /put/	put /put/
read /riːd/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /blues/ blos	\blue{blue}
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spiːk/	spoke /spəuk/	spoken /ˈspəʊkən/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tixt∫/	taught /tɔːt/	taught /tɔːt/
tell /tel/	told /təuld/	told /təuld/
think /θιηk/	thought /θɔːt/	thought /θɔːt/
wear /weə(r)/	wore /(r)/	worn /wɔː(r)n/
win /wɪn/	won /wʌn/	won /wʌn/

Starter unit

Vocabulary

1 I

2 B

3 M

4 E

5 G

2

1 five o'clock

2 quarter to seven

3 half past nine

4 quarter past two

3

eleventh seventh ninety-sixth fifty-second thirty-first twenty-fifth a hundredth seventy-ninth fortieth third

4

Р	Ø	J	G	J	S	A	_	Q	F	В
R	Р	W	Ø	0	٧	Ε	М	В	Е	R
<u></u>	Н	6	R	\cup	Υ	Μ	\supset	R	В	Α
c	M	Ε	Р	Т	Ε	М	В	Ε	R	R
T	٧	c	J	0	C	В	Ε	R	U	Υ
0	L	Е	В	Е	(5	U	Μ	8	Α	\geq
В	Α	М	Α	_	U	\bigcirc	F	Α	R	K
			Ы							
R	D		0							R
A	Р	R	Ι	A	Ε	\mathbb{V}	Ε	\equiv	S	Ν

January, February, March, April, May, June, July, August, September, October, November, December

Students' own answers

1

1 Your

2 His

3 Her

4 Its

5 Our

6 Your **7** Their

2

1 My

2 I

3 We 4 Our

5 He 6 His

7 Their

3

1 have

2 has

3 has

4 have

5 have

1 hasn't got

2 hasn't got

3 haven't got

4 hasn't got

5 haven't got

5

1 've got

2 haven't got

3 has got

4 have got

5 have got

6 haven't got

1 Have...got

2 Has...got

3 Has...got

4 Have...got

5 Have...got

6 Have...got

a 1

b 3

c 6

d 5

e 4

f 2

Grammar

1 This

2 Those

3 These

4 That

2

1 This

2 That

3 These

4 Those

3

1 That

2 These

3 Those

Students' own answers

Speaking

1 Can

2 page

3 spell

4 How

5 repeat

2

a 1

b 3

c 2

d 5

e 4 3

The correct order is b, d, a, c, e.

4

1 friend

2 teacher

3 classmates

4 classroom

1 Student's name

2 12 years old

3 student

4 Student's name

5 13 years old

6 teacher

7 Mr Philips

8 classroom

9 4C

Unit 1: Identity

Vocabulary

D	P	0	R	Τ	U	G	Α	A	0	Μ
В	C	A	М	Ы	Α	Р	Α	(2)	L	\bigcirc
S	0	U	C	0	\otimes	В	_	<u>(S</u>	>	K
Α	P	S	A	Z	0	Α	\mathbb{N}	Р	Œ	J
\bigcap	Ν	Т	С	Н	R	Ν	E	A	c	R
R	F	R	Α	Ν	0	Ε	X	П	U	0
Ε	R	Α	U	S	U	Η	\equiv		A	M
L	Α	L	Μ	0	C	R	C	_	D	Α
Α	N		C	L	0	U	0	Q	0	N
N	C	(A)	N	Α	D	A	Χ	Р	R	Ī
D	E	Χ	<u>C</u>	0	L	0	М	В		A

2

1 f

2 a

3 e **4** c

5 d

6 b

1 French 2 Chinese 3 Australian 4 Canadian

5 Romanian 6 Spanish

aunt, mum, brother, parents, dad, cousins, grandma, sister, grandparents, uncle, grandad

5

1 mum

2 grandparents

3 grandma

4 grandad

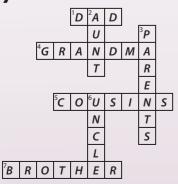
6

1 brother 2 sister

3 parents 4 aunt

5 uncle 6 cousins

7



8

1 Louisa's

2 grandparents'

3 Mark's

4 parents'

5 children's

Grammar

1

1 're

2 's

3 's

4 's

5 're

6 're **7** 're

2

1 are

2 'm

3 is

4 're

3

1 'm not

2 isn't

3 aren't

4 aren't

4

1 ls; is

2 Are; are

3 ls; isn't

4 Are: aren't

5 Am; are

5

1 is

2 are

3 Are **4** 're

5 'm

6 's

6

yours

his

hers

its ours

yours

theirs

7

1 My

2 your, hers

3 their, ours

4 her, mine

5 my, yours

8

1 Why

2 What

3 How

4 When

5 Where

1 Who

2 How

3 When

4 What

5 Why

6 Where

10

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

11

Students' own answers

Revision

1 Their names are Irish.

2 She isn't Australian.

1 I'm not from Canada.

2 That isn't Ana's pen. Her pen is blue.

3 What's your name?

4

Students' own answers

1 A Who

2 B is

3 A isn't

4 C are

5 C their

6 B She

7 B Is Liberty

8 A it is

Extension

1 /t's

2 is

3 my 4 Where's

5 are

6 'm not

7 are

8 our

9 Canada's

10 How

Unit 2: Describe it!

Vocabulary

1

 1 arm
 2 leg

 3 toe
 4 finger

 5 hand
 6 thumb

 7 foot
 8 neck

 a arm
 b finger

 c neck
 d toe

 e foot
 f leg

2

g hand

- a hairb facec eyed eare toothf mouth
- **g** nose

3

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

4

1 short 2 curly
3 straight 4 wavy
5 dark 6 fair
7 blue 8 green
9 brown 10 short
11 tall

5

- 1 straight2 long
- 3 dark4 short
- 5 curly

6

- 1 tall 2 short
- 3 dark
- 4 curly

7

- 1 long2 fair
- 3 straight
- 4 blue
- 5 short6 tall

8

Students' own answers

Grammar

1

- 1 bigger
- 2. more dangerous
- 3. happier
- 4. worse
- 5. more intelligent
- 6. hotter7. longer
- 8. funnier
- 9. more beautiful
- 10. taller

2

- 1 younger than
- 2. more dangerous than
- 3. more difficult than
- 4. better
- 5. heavier than
- 6. faster than
- 7. hotter than
- 8. colder than
- 9. longer than
- 10. funnier than

3

- 1. Colin is smarter than Mark.
- 2. Tigers are bigger than lions.
- 3. Our car is more modern than yours.
- 4. Flamingos are more beautiful than pigeons.

4

- 1. the best
- 2. the most popular
- 3. the funniest
- 4. the newest
- 5. the shortest
- 6. the youngest7. the most dangerous
- 8. the nicest
- 9. the most modern
- 10. the hottest

5

- 1. the tallest
- 2. the oldest
- 3. the most intelligent
- 4. the best
- 5. the hottest

6

small, the smallest happier than, the happiest dangerous, more dangerous than good, the best more interesting, the most interesting

7

- 1b
- 2c
- 3a
- 4a

8

- 1 ears
- 2 animals
- 3 tails
- 4 foxes
- **5** octopuses
- 6 tomatoes
- 7 bodies
- 8 flies
- 9 women
- **10** men

9

- 1 people
- 2 teeth
- 3 children
- 4 mice
- **5** sheep

10

- 1 /
- 2 How many people have you got in your family?
- 3 The women have got long hair.
- 4 He's got big ears.

Revision

1

- 1 She's got green eyes.
- 2 He's tall and he's got a big nose.

2

- 1. My father is taller than my mother.
- 2. Jane is better than Sally at Maths.
- 3. She is the most beautiful girl in class.

4

Students' own answers

5

- 1 B man
- 2 C has got
- 3 A children
- 4 A have got
- **5** C Has he got **6** B he hasn't

Extension

1

9 Where's

1 *Have* 2 've 3 Who 4 isn't 5 Is he 6 What 7 Her 8 Kate's

10 isn't

Unit 3: Healthy lifestyle

Vocabulary

1

2 fish 1 ice cream 3 cheese 4 milk 6 meat 5 carrots 7 nuts 8 pasta 10 strawberries 9 yogurt 11 cake 12 bread 13 potatoes 14 apples

2

1 fruit

2 carbohydrates

3 vegetables

4 protein

3

1 meat

2 Carrots

3 cheese

4 potatoes

Students' own answers

5

1 talk

2 ride

3 listen

4 watch 5 surf

6 go

7 play

8 stay

9 meet

1 go shopping

2 talk on the phone

3 listen to music

4 surf the internet

5 ride my bike

1 go shopping

2 ride your bike

3 listens to music

4 read comics

5 meet my friends

8

Students' own answers

Grammar

1 eat

2 eats

3 eats

4 eats

5 eat

6 eat 7 eat

2

1 helps

2 needs

3 gives

4 produces

5 goes

3

1 don't

2 don't

3 doesn't

4 don't

5 doesn't

1 has: don't have

2 drinks; drink

3 doesn't go; go

5

1 Does Ana eat chocolate?

2 Do you and Josh like pizza?

3 Do apples contain vitamin C?

4 Does your body need vitamin C?

6

1 Do you eat fish?

Yes, I do. / No, I don't. 2 Do your friends drink coffee?

Yes, they do. / No, they don't.

3 Does your teacher like chocolate? Yes, he / she does. / No, he / she doesn't.

7

1 cooking

2 going

3 drinking

4 listening

5 riding

8

1 like

2 hates

3 loves

4 don't like

5 likes

9

1 likes riding

2 hate eating

3 don't like listening

4 loves playing

5 doesn't like watching

10

1 I

2 She

3 them

4 They

5 her

11

1 it

2 They

3 him

4 He

5 It

6 She 7 her

Revision

1 I hate going shopping on Saturdays.

2 Tom likes Mel, but she doesn't like him.

2

1 James doesn't drink coffee.

2 We don't like watching football on TV.

8 B eating

3 Ben's my brother and he loves reading comics.

4

Students' own answers

1 *B Do* 2 C comes 3 A eating 4 C they

5 B contain 6 C don't eat

Extension

7 B them

9 have

2 don't

1 What 3 are 4 Do vegans eat 5 they do 6 vegan's 7 them 8 it

10 eating

Unit 4: Going places

Vocabulary

С	Н	<u>(S)</u>	С	Н	0	0	\Box	Z	В	0
Н	Q	U	0	M	L	I	C	P	Ε	R
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2

- 1 sports centre
- 2 newsagent
- 3 shoe shop
- 4 shopping centre
- 5 supermarket
- 6 underground station

- 1 underground station
- 2 restaurant
- 3 sports centre
- 4 cinema
- 5 shoe shop

4

- 1 shoe shop
- 2 underground station
- 3 restaurant
- 4 cinema
- 5 sports centre

5



6

- 1 beach
- 2 sand
- 3 forest
- 4 tree 5 water
- 6 mountain
- 7 ice

7

3 a 4 b **5** b

Grammar

1

- 1 is
- 2 are
- **3** is
- **4** is
- 5 are

2

- 1 ls; isn't
- 2 Are; are
- 3 Are; aren't

3

- 1 isn't
- 2 aren't
- 3 isn't
- 4 aren't
- 5 aren't

- 1 There is
- 2 There isn't
- **3** There are
- 4 There aren't
- 5 There is
- 6 There isn't

- 1 Is there; Yes, there is.
- 2 Are there; No, there aren't.
- **3** Are there; Yes, there are.
- 4 Is there; No, there isn't.
- 5 Is there; Yes, there is. 6

- 1 in
- 2 in front of
- 3 behind
- 4 near
- 5 between

7

- 1 behind
- 2 between
- 3 in front of

8

- 1 an
- **2** an
- **3** an
- **4** an
- **5** a

9

- **1** a
- 2 some
- 3 any
- **4** a
- **5** an

10

- **1** a
- 2 some
- 3 some
- 4 some
- 5 any
- **6** a
- **7** a

Revision

- 1 There's snow on the mountain.
- 2 There aren't any trees on the island.

- 1 The bank is in front of the post office.
- 2 There is a lake and a river.
- 3 My cousins live on an island.

4

Students' own answers

5

- **1** *B a*
- 2 C near
- 3 B are
- 4 C any
- 5 A there are 6 C some
- 7 B isn't
- **8** C in

Extension

- 1 are
- 2 What
- 3 lt
- 4 isn't
- **5** an
- 6 There is
- **7** 's
- **8** 's
- 9 visiting

Unit 5: At school

Vocabulary

1

- 1 get up
- 2 have a shower
- 3 get dressed
- 4 start school
- 5 play the piano
- **6** finish school
- 7 do homework
- 8 tidy your room
- 9 have dinner
- 10 go to bed

2

- 1 play
- 2 have
- **3** go
- 4 plays
- **5** go

3

- 1 get up
- 2 get dressed
- 3 have lunch
- 4 do homework
- 5 have dinner
- 6 go to bed

4

French, drama, English, music, history, PE, literature, geography, maths, science, art and design, ICT

5

- 1 science
- 2 ICT
- 3 music
- 4 geography
- 5 drama

6

Students' own answers

7

- 1 maths
- **2** PE
- 3 Art and design
- 4 French
- **5** history
- 6 Literature

Grammar

1

- 1 can play
- 2 can't sing
- 3 can dance
- 4 can walk
- 5 can't run

2

- 1 Can Clare play the piano?
- 2 Can Max and Clare speak Spanish?
- 3 Can Lucas speak Spanish?
- 4 Can Max and Clare run 5km?
- 5 Can Lucas run 5km?

3

- **b** No, she can't.
- c Yes, they can.
- **d** No, he can't.
- e No, they can't.
- **f** Yes, he can.

4

- 1 Can you hear the teacher?
- 2 I can see my toes.
- 3 Jim can't cook.
- 4 Can he speak Chinese?

5

- 1. doesn't have to
- 2. have to
- 3. don't have to
- 4. has to
- 5. doesn't have to

6

0% never sometimes often usually 100% always

7

- 1 always watches
- 2 usually get up
- 3 am always
- 4 sometimes go
- 5 is always

8

- 1 sometimes
- 2 always
- 3 usually
- 4 never
- 5 often
- •

1 Her brother never plays chess.

- 2 I always drink coffee.
- 3 The students are sometimes late for school.

10

- 1 How
- **2** Do
- 3 Does
- 4 How
- **5** Do
- 6 How

11

- a 4
- **b** 1
- **c** 6
- **d** 5
- **e** 2

Revision

1

- 1 We always start school at nine o'clock.
- 2 I can't speak French well.

2

- 1 David can cook pasta.
- 2 They have to play the piano.
- 3 How often do you go to the cinema?

4

Students' own answers

5

- 1 B always watch
- 2 C How often
- 3 C never
- 4 A Can
- **5** B can
- **6** B are sometimes

Extension

- 1 people
- **2** an
- 3 's
- 4 they
- **5** 's
- 6 play 7 doesn't
- 8 can

Unit 6: Sport

Vocabulary

- 1 dance
- 2 run
- 3 walk
- 4 dive
- 5 kick
- 6 throw
- 7 hit
- 8 win
- 9 jump
- 10 catch
- 11 lose
- 12 shout
- 13 score

2

- 1 play 2 does
- 3 goes 4 plays
- 5 play

3

Students' own answers

- 1 train 2 run 3 throw 4 catch
- 5 kick 6 score
- 7 win

5

- 1 boring
- 2 fun
- 3 exciting
- 4 difficult
- 5 interesting
- 6 dangerous
- 7 amazing

6

Students' own answers

7

- 1 difficult
- 2 fun
- 3 easy
- 4 dangerous
- 5 amazing

8

- 1 difficult
- 2 boring
- 3 dangerous
- 4 exciting / interesting / fun
- 5 amazing

Students' own answers

Grammar

- 1 training
- 2 going
- 3 taking
- 4 running
- 5 swimming
- 6 flying

2

- 1 are
- **2** is
- 3 are
- 4 am
- 5 are

3

- 1 are doing
- 2 is kicking
- 3 's throwing
- 4 'm winning
- 5 's hitting

- 1 'm not training
- 2 isn't wearing
- 3 aren't watching
- 4 aren't dancing
- 5 isn't shouting

- 1 Mary and Lisa aren't playing basketball. They're doing judo.
- 2 Lucas and Sara aren't running. They're walking.
- 3 Jack isn't looking at Lucas. He's watching Ted.
- 4 Lucy isn't diving. She's jumping.

- 1 are playing
- 2 aren't running
- 3 aren't talking
- 4 's hitting
- 5 isn't using
- 6 are having
- 7 aren't doing
- The game is table football.

7

1 Is 2 Are 3 Are 4 Am

8

- 1 Are you winning? No, I'm not.
- 2 Are you and Ed studying drama? Yes, we are.
- 4 Is she cooking vegetables? No, she isn't.
- 5 Are they talking on the phone? Yes, they are.

9

- 1 get
- 2 goes
- 3 're watching
- **4** do
- 5 'm winning

10

- 1 are (you) watching
- 2 're starting
- 3 wins
- 4 is losing
- 5 wins

Revision

- 1 What are you doing at the moment?
- 2 My brother plays rugby every Saturday morning.

2

- 1 I come here every week.
- 2 'Are you listening?" Yes, I am.'
- 3 They're doing judo at the moment.

Students' own answers

5

- 1 C are they doing
- 2 B aren't doing
- **3** B 're training
- 4 A don't train
- **5** C do
- 6 B goes
- 7 A trains
- 8 A wins

Extension

- 1 are having
- 2 have 3 can
- 4 haven't
- 5 doing 6 usually run
- **7** 's 8 isn't
- 9 's training
- **10** an

Unit 7: At home

Vocabulary

1 sofa 2 bookcase 3 desk 4 lamp 5 chair 6 armchair 7 mirror 8 cupboard 9 table 10 toilet 11 cooker 12 wardrobe

13 bed

2

a living room

b dining room **c** bathroom

d kitchen

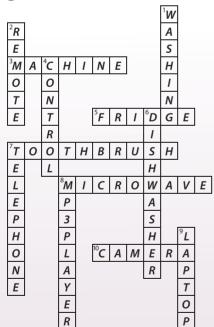
e bedroom

3

1 bedroom 2 wardrobe 4 table 5 bed 6 sofa 7 bookcase 8 bathroom 9 dining room

Students' own answers

5



6

1 camera

2 remote control

3 microwave

4 laptop

5 mp3 player

7

1 telephone

2 dishwasher

3 laptop

4 microwave

5 toothbrush

6 remote control

Grammar

1 were 2 was 3 was 4 was 5 were 6 were 7 were

2

1 was 2 was 3 was 4 were 5 were

3

1 wasn't 2 wasn't 3 weren't 4 weren't

1 Were 2 was 3 Was 4 was 5 Were

5

1 were 2 was 4 weren't 3 Were 5 Were 6 was 7 Was 8 wasn't

1 Was the lamp on the desk? No, it wasn't.

2 Were the books on the book shelf? Yes, they were.

3 Was the bedroom tidy? Yes, it was.

4 Was the computer on the bed? No, it wasn't.

1 was 2 were 3 was 4 was 5 were

8

1 There was

2 there wasn't

3 there was

4 There were

5 There were

6 there wasn't

9

1 Was there a sofa? No, there wasn't.

2 Was there a lamp? Yes, there was.

3 Were there any books? No, there weren't.

4 Were there any chairs? Yes, there were.

10

1 played

2 wanted

3 produced

4 used

5 stopped

11

1 designed

2 appeared

3 invented

4 weighed

12

1 invented 2 lived 3 worked 4 stopped 5 changed 6 designed

Revision

1

1 There was a cooker, but there wasn't a microwave.

2 Her mother invented a new computer.

2

1 The people in the hotel weren't

2 There was a lamp on my desk.

3 My cousins moved house last week.

Students' own answers

1 A was 2 B was it **3** B arrived 4 C wasn't **5** C showed **6** A was **7** B weren't **8** A stopped 9 C cried

Extension

1 're staying 2 usually stay **3** 've 4 are 5 designed 6 was 7 isn't **8** is 9 runs 10 doing

Unit 8: Transport and travel

Vocabulary

1

- 1 plane
- 2 train
- 3 tram
- 4 coach
- **5** bike
- **5** DIKE
- 6 bus7 taxi
- 8 lorry
- 9 moped
- 10 motorbike
- **11** car
- 12 boat

2

- no wheels: boat
- 2 wheels: bike, moped, motorbike 3–4 wheels: plane, coach, bus, taxi,
 - car
- 4+ wheels: train, tram, lorry

3

- 1 a bike
- 2 a lorry
- 3 a plane
- 4 a taxi
- 5 a train

4

- 1 climb mountains
- 2 go surfing
- 3 have a good time
- 4 sunbathe
- 5 relax
- 6 take photos
- 7 explore new places
- 8 make friends
- 9 buy souvenirs

5

- 1 sunbathe
- 2 make friends
- 3 relax
- 4 take photos
- 5 explore new places

6

- 1 relax
- 2 sunbathe
- 3 go surfing
- 4 make friends
- 5 visit museums
- 6 buy souvenirs

Grammar

1

- 1 looked
- 2 arrived
- 3 lived
- 4 travelled
- **5** stopped

2

- 1 returned
- 2 started
- 3 used
- 4 watched

3

- 1 was / were
- 2 drove
- 3 came
- 4 cost
- **5** began

4

- 1 went
- 2 flew
- 3 took
- 4 were

5

- 1 was
- 2 designed
- 3 called
- 4 had 5 tried
- 6 arrived
- 7 came

6

- 1 didn't travel
- 2 didn't know
- 3 didn't arrive
- 4 didn't go
- 5 didn't fly

7

- 1 decided
- 2 didn't want
- 3 started
- 4 didn't like
- **5** wanted
- **6** stopped
- 7 didn't go

8

- 1 Did Ben go surfing?
- 2 Did your friends come by bus?
- 3 Did Yolanda climb the mountain?
- 4 Did you and your family have fun?
- 5 Did you buy a souvenir?

9

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

10

- 1 Did Jack climb a mountain? Yes, he did.
- 2 Did Jack and Elle go to a beach? Yes, they did.
- 3 Did they sunbathe? No, they didn't.
- 4 Did Elle buy food? No, she didn't.

Revision

1

- 1 We had dinner on the plane.
- 2 I didn't ride the motorbike.

2

- 1 We didn't go on a plane.
- 2 We visited Portugal last year.
- 3 Did you have a good time?

4

Students' own answers

5

- 1 B visited
- 2 C was
- 3 A drove
- 4 A Did it stop
- 5 B it didn't
- 6 C did it do
- 7 C went
- **8** A designed **9** B called

Extension

- •
- 1 began2 called
- 3 are
- 4 didn't
- 5 designed
- 6 is7 often see
- 8 are
- 9 use

Unit 9: Special days

Vocabulary

1

1 jumper	2 shorts
3 T-shirt	4 dress
5 scarf	6 skirt
7 boots	8 coat
9 jacket	10 jeans
11 trainers	12 shirt

2

on your neck: scarf

on your body: jumper, T-shirt, dress,

coat, jacket, shirt

on your legs: trousers, shorts, skirt,

jeans

on your feet: boots, trainers

3

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4

Students' own answers

5

1	sunny	6	cloudy
2	hot	7	windy
3	warm	8	stormy
4	cold	9	dry
5	snowy	10	rainv

6

- 1 winter
- 2 autumn
- 3 summer

7

- 1 sunny
- 2 dry
- 3 snowy
- 4 cloudy
- 5 cold

8

- 1 warm; cloudy
- 2 hot; rainy
- 3 cold; snowy
- 4 warm; stormy

Grammar

1

- 1 'm
- **2** 're
- **3** 're
- **4** 's **5** 're

7

- 1 's going to be
- 2 're going to have
- 3 's going to be
- 4 are going to come
- 5 'm going to play
- 6 's going to have

3

- 1 One hundred people aren't going to come to the party.
- 2 I'm not going to wear a dress.
- **3** The party isn't going to finish at ten o'clock.

4

- 1 're going to have
- 2 's going to rain
- 3 are going to buy
- 4 'm going to tell
- 5 isn't going to listen
- 6 is going to be

5

- 1 isn't going to go
- 2 are going to play
- 3 isn't going to buy
- 4 aren't going to go
- 5 's going to visit

6

- 1 are
- **2** Is
- 3 Are
- 4 Are
- **5** Is

7

- 1 Are they going to swim? Yes, they are.
- **2** Are they going to play tennis? No, they aren't.
- 3 Is it going to rain? Yes, it is.
- **4** Is your sister going to go skiing? No, she isn't.

8

- 1 mustn't
- 2 mustn't
- 3 must

9

- 1 They mustn't touch the CD player.
- 2 I must do the homework again.
- **3** My brother mustn't wear trainers to school.

10

Students' own answers

Revision

1

- 1 I'm going to go to a party at the weekend.
- **2** They must wear trainers to do sports.

2

- 1 I'm going to get up early at the weekend.
- 2 Are you going to go to the cinema later?
- 3 You must listen carefully.

4

Students' own answers

5

- 1 C are you
- 2 A 'm going
- 3 B to buy
- 4 C l am
- **5** A are you going
- 6 B mustn't buy
- **7** B 'm not
- 8 C 'm going to pay
- 9 A must

Extension

- 1 Do you love
- 2 must
- 3 there's
- 4 ski
- 5 played
- **6** was
- 7 'm learning
- 8 don't go
- **9** fast
- 10 'm going to go

Grammar Practice

Unit 1

1

- 1 am
- 2 are
- **3** is
- 4 are
- **5** are

2

- 1 I'm not from Spain.
- 2 My grandparents aren't Moroccan.
- 3 My cousin isn't in the USA.
- 4 You and your friends aren't Spanish.
- 5 My favourite actors aren't Jennifer Lawrence and Chris Evans.

3

- 1 Is your school in Badajoz? No, it isn't.
- **2** Are your best friends in your class? Yes, they are.
- **3** Are your parents Romanian? No, they aren't.
- 4 Is your teacher Spanish? Yes, he / she is.
- **5** Are you and your friends 15 years old?
 - No, we're not.
- 6 Am I your friend? Yes, I am.

4

- 1 Their
- 2 Thev
- 3 Your; mine
- 4 It; its
- 5 Our; We

5

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

6

- 1 Jack's eyes are blue.
- 2 My parents' house is in Germany.
- **3** My best friend's school bag is very big.
- 4 The teachers' cars are in the car park.
- **5** Your friends' names are Ana and Alex.

Unit 2

1

good, the best

dangerous, more dangerous

funny, funnier

big, the biggest

slower, the slowest

bad, the worst

2

- 1 've got
- 2 've got
- **3** 's got
- **4** 's got
- 5 've got
- 6 've got

3

- 1 the best
- 2 the tallest
- 3 the funniest
- 4 the heaviest
- 5 the worst

4

- 1 I am the happiest on my birthday.
- 2 His marks are worse than mine.
- 3 My brother is funnier than me.
- 4 Dogs are cuter than cats.
- 5 Maths is more difficult than Biology.
- **6** He has got the longest hair in our family.

Unit 3

- 1
- 1 helps
- 2 gives
- 3 likes
- 4 studies
- 5 goes

2

- 1 drinks
- 2 needs
- 3 contain
- 4 produces
- **5** go

3

- 1 don't eat
- 2 don't give
- 3 doesn't cook
- 4 don't help
- 5 doesn't produce

4

- 1 Do
- **2** Do
- 3 Does
- 4 Do
- **5** Does

5

- 1 No, I don't.
- 2 Yes, they do.
- 3 Yes, he does.
- 4 No, they don't.
- **5** Yes, he / she does.

6

- 1 hates going
- 2 love eating
- 3 likes listening
- 4 don't like watching
- 5 doesn't like cooking

- 1 it
- 2 they
- 3 them
- 4 us 5 she

Unit 4

1

- 1 There are
- 2 There is
- 3 There is
- 4 There are
- **5** There is

2

- 1 There isn't
- 2 There aren't
- 3 There aren't
- 4 There isn't
- 5 There isn't

3

- 1 Is there a cinema near your house?
- **2** How many islands are there in the Canary Islands?
- 3 Is there a shopping centre here?
- 4 Are there any answers in this book?
- **5** Are there any hotels in your town?

4

- 1 in front of
- 2 in front of
- 3 near
- 4 between

5

countable:

beach, bus, mountain, river, shop uncountable:

food, ice, money, sand, water

6

- 1 any
- 2 some
- **3** an
- 4 any

Unit 5

1

- 1 can't
- 2 can
- 3 can't
- 4 can

2

- 1 Can they make good pasta? Yes, they can.
- 2 Can your dad play a musical instrument?No, he can't.
- 3 Can your teacher use a digital whiteboard?
 Yes, he / she can.

3

- 1 has to
- 2 have to
- 3 have to
- 4 has to
- 5 has to

4

- 1 doesn't have to
- 2 don't have to
- 3 don't have to
- 4 don't have to
- 4 don't have to

5

- 1 I always have breakfast in the morning.
- 2 He never tidies his bedroom.
- **3** We are usually in class at 9.30
- 4 We often go to the cinema.
- **5** She sometimes goes to ballet classes after school.

6

- 1 How often do they visit their grandparents?
- 2 Does he sometimes have a shower?
- 3 Do we usually start school at 8.30?
- **4** Does she always read in the evenings?

Unit 6

1

- 1 losing
- 2 swimming
- 3 playing
- 4 dancing
- **5** dying
- 6 hitting
- 7 running

2

- 1 are
- 2 am
- 3 are
- **4** is
- 5 are

3

- 1 I'm not running slowly.
- 2 They aren't tidying their bedroom.
- 3 My dad isn't working today.
- 4 We aren't reading comics.
- 5 You aren't swimming.

4

- 1 Are they playing golf? Yes, they are.
- 2 Are you listening to music? Yes, I am.
- **3** Are we winning the football match? No, we aren't.
- **4** Am I playing tennis well? Yes, you are.

5

- 1 meet
- 2 's doing
- 3 lives
- 4 'm cooking
- 5 have

- 1 are losing
- 2 has
- 3 eat
- 4 's learning
- 5 'm not going6 don't do

Unit 7

1

- 1 was
- 2 were
- 3 were
- 4 was
- 5 were
- 6 were

2

- 1 We weren't in the sports centre.
- 2 My friends weren't at the cinema.
- 3 My cousin wasn't in Pamplona.
- 4 I wasn't in the bank.
- 5 Ellie wasn't at school.

3

- 1 Were your classmates at the cinema last Saturday?
 Yes, they were.
- 2 Was Paula in the shopping centre at 10 am? No, she wasn't.
- 3 Were we in our maths class at 12 pm? No, we weren't.
- 4 Was Oscar in the supermarket yesterday? Yes, he was.

4

- 1 There was
- 2 There were
- **3** There was
- 4 There was

5

- 1 Was; wasn't
- 2 Were; were
- 3 Was; was
- 4 Were; weren't

6

- 1 played
- 2 cooked
- 3 started
- 4 talked

7

- 1 studied
- 2 lived
- 3 planned
- 4 tried
- 5 phoned

Unit 8

1

- 1 wanted
- 2 cried
- 3 came
- 4 designed
- 5 drove
- 6 did
- 7 travelled
- 8 began

2

regular: *lived*, wanted, cried, designed, travelled

irregular: had, came, drove, did, began

3

- 1 tried
- **2** was
- 3 had
- 4 cost
- 5 returned

4

- 1 They didn't begin their homework yesterday.
- 2 We didn't watch a good film.
- 3 The bus didn't stop at the museum.
- 4 You didn't have a nice lunch.

5

- 1 Did the boys travel by train?
- 2 Did Katie like the film?
- 3 Did you arrive at three o'clock?
- 4 Did he go to the cinema?

6

- 1 Did James go to an island?
- 2 Did Rachel travel by plane?
- 3 Did Rachel visit an island?
- 4 Did Josh and Amy visit a city?

7

- 1 No, he didn't.
- 2 No, she didn't.
- 3 Yes, she did.
- 4 Yes, they did.

Unit 9

1

- 1 're going to
- 2 's going to
- 3 'm going to
- 4 's going to
- 5 's going to

2

- 1 We're going to live in Granada.
- 2 My football team's going to win the match.
- 3 It's going to be cloudy.
- 4 They're going to wear trainers.
- 5 I'm going to study for my exams.

3

- 1 aren't going to read
- 2 isn't going to dance
- 3 aren't going to have
- 4 isn't going to walk
- 5 aren't going to phone

4

- 1 Are you going to kick the ball?
- 2 Are your friends going to watch TV?
- 3 Is George going to have a shower?
- 4 Is your mum going to drink orange juice?
- 5 Am I going to meet you later?

5

- 1 No, I'm not.
- 2 Yes, they are.
- 3 No, he isn't.
- 4 Yes, she is.
- 5 Yes, you are.

- 1 mustn't
- 2 must
- 3 mustn't
- 4 must
- 5 must6 mustn't

Vocabulary Reference

Unit 1

1

Canada, France, Spain, the UK, Japan, Mexico, the USA, Australia, China, Morocco

2

- 1 Ecuadorian
- 2 Irish
- 3 Colombian
- 4 Belgian
- 5 American
- 6 British

3

red dad
yellow grandparents
dark blue mum
green brother
light blue uncle
purple cousin

sister

Unit 2

orange

1

- 1 fingers
- 2 mouth
- 3 tails
- 4 arms
- 5 nose

2

Р	W	Α	٧	\geq	S	Α	Ε	S	Т
R	U	ш	F	Т	Α	Д	Μ	I	\supset
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Υ	Α	0	Т	R	Т	Е	Α	S	W
О	R	W	S	Е	Α	3	L	Χ	K
Н	Е	Ø	Α	Ν	Z	B		U	Θ

Unit 3

1

- a fish
- **b** ice cream
- **c** cheese
- d milk
- e meat

2

- 1 Charlie likes reading comics and surfing the internet.
- 2 Layla likes playing football and staying up late.
- **3** Josh likes going shopping and watching TV.

Unit 4

1

- 1 hotel
- 2 restaurant
- 3 library
- 4 supermarket
- 5 sports centre

2

Р	B	Ε	Α	C	\mathbb{H}	F		C	E
Χ	S	R	S	Α	J	Υ	Α	U	G
Ε	Ν	8	Α	٧	Ε	M	0	G	\subseteq
S	F	J	Α	C	S	W	S	R	S
M	0	U	Ν	Т	Α	_	2	Р	L
S	R	Q	S	٧	N	C	0	Ε	Α
P	Е	0	R	Н	D	M	W	Н	N
Α	S	Ι	В	W	Ν	Α	Ε	Τ	٥
К	1	R	Ε	Ε	S	Т	S	K	Τ
E	М	Z	R	Ī	٧	Ε	R	D	L
K	R	W	Α	F	0	R	Ε	S	A

Unit 5

1

- 1 She has dinner at eight o'clock.
- 2 Sarah gets up at seven o'clock.
- 3 She goes to bed at half past ten.
- 4 She starts school at half past eight.

2

Monday	Tuesday	Wednesday	Thursday	Friday
PE	French	drama	music	maths
maths	English	art and design	geography	PE
В	R	E	Α	K
history	science	English	ICT	literature

- 1 English
- 2 music
- **3** PE
- 4 maths
- **5** science

Unit 6

1

kick, score, run, dance, catch, hit, jump, walk, throw, shout, dive, lose, train, win

2

play: hockey, basketball do: athletics, judo go: cycling, surfing

red	amazing
green	dangerous
yellow	interesting
blue	boring
orange	difficult

Unit 7

1

C	8	A	R	D	R	0	B	围	R
Α	Ε	R	D	Ν	Ε	K	0	В	1
M	С	М	S	0	F	\triangleright	0	0	0
I	Υ	С	Н	Т	Р	I	K	Ε	0
R	О	Н	F	Α	М	$_{oldsymbol{oldsymbol{eta}}}$	C	G	0
R	М	Α	Ε	В	I	Υ	Α	W	Κ
0	L	П	R	L	Ы	Ε	S	K	Е
R	S	R	Q	Е	Μ	J	E	B	R
\Box	0	Τ	L	Ε	A	C	Ν	Е	Р
Н		U	Р	В	0	Α	R	ð	В

2

living room: sofa; bookcase bathroom: mirror; toilet kitchen: cooker; table bedroom: wardrobe; bed

Unit 8

1

bus, motorbike, train, bike, coach, plane, tram, boat, taxi, moped

2

- 1 went surfing, sunbathed
- 2 took photos, explored new places
- 3 had a good time, climbed mountains
- 4 visited museums, bought souvenirs

Unit 9

1

- 1 cold
- 2 coat
- 3 snowy
- 4 scarf
- 5 stormy6 jacket

- 1 cold/snowy
- 2 snowy/cold
- 3 jacket/coat/scarf
- 4 jacket/coat/scarf
- **5** stormy
- 6 jacket/coat

Culture: Reading & Listening

Unit 1

1

1 is

2 aren't

2

a English, French, Mandarin

b grandparents, mum, dad, brother

3

1 F

2 F

3 T **4** F

4

1 F 2 T

3 F

Unit 2

1

1 cats

2 200

2

a Type of pet: dog Name: Sam

Colour: black

b Type of pet: cat Name: Boo

Colour: brown

c Type of pet: iguana / reptile

Name: Ziggy Colour: green

3

1 one

2 are

3 are

4 long

Students' own answers

5

1 F

2 T 3 F

Unit 3

1 healthy

2 like

2

1 popular

2 portion

3 expert

3

1 chippy

2 want

3 cook

4

1 doesn't have

2 vegetables

3 strawberries

Unit 4

forests, cities, volcanoes

2

1 list

2 mammal

3 building

3

1 F

2 T

3 T **4** F

4

1 F

2 F

3 T

Unit 5

a TV programme, a club, a university,

2

1 well-known

2 choir

3 high school

3

1 in the week

2 want

3 are some

4 boys and girls

5 sing

4

1 doesn't

2 good

3 Saturdays

Unit 6

England, Australia

2

	Football in England	Football in Australia
number of players	11	18
length of match	90 minutes	80 minutes
name of league	Premier League	Australian Football League
number of teams	20	16
Olympic sport?	yes	no

3

1 four

2 isn't 3 oval

4

1 F

2 F

3 T

Unit 7 1 1 fact 2 castles 2 1 b **2** c **3** e **4** a **5** d

3 1 T 2 F 3 T 4 T 5 F 4 1 b **2** b **3** a

Unit 8
1
 SkyTrain SeaBus Float Plane
2
1 c 2 d 3 a 4 b
3
1 wasn't 2 can 3 doesn't travel 4 river 5 isn't
 wasn't can doesn't travel river

Unit 9 1 1 Spain 2 go on an activity holiday 2 1 0 **2** A **3** B 4 0 3 1 F 2 T 3 F **4** T **5** F 4 1 b **2** a

3 b

Writing Guide

Unit 1 Step 1

1

Isabelle

2

1 a

2 b

3 b

3

Name: Isabelle Nickname: Belle Middle name: Françoise Nationality: French Birthday: 16th October. Age: 12

4

My best friend's name is sabelle, but her nickname is Belle.
Her middle name is Françoise. It's a French name because sabelle is from France.
Is abelle's birthday is on 16th October.
She's 12.

Unit 2 Step 1

1

Milly is the girl in photo c.

7

Age: 13 Height: short Hair: fair; straight; long Eyes: big; brown Glasses: yes Nose: small Mouth: small

3

1 F 2 T 3 T 4 F

Unit 3 Step 1

1

Eleanor's favourite food is spaghetti.

2

1 F 2 T 3 T 4 F 5 T

3

My friend Eleanor is very healthy. She eats lots of fruit and vegetables. Eleanor doesn't like coffee, but she loves water. For breakfast, she drinks hot chocolate and she eats bread. Eleanor doesn't like cooking, but she likes eating. She eats pasta and cakes. She eats Italian, French and Spanish food. Her favourite food is spaghetti.

Step 2

- 1 healthy
- 2 apples
- 3 pasta
- 4 cake
- 5 milk
- 6 tea
- **7** bread
- 8 listening to music
- 9 reading
- 10 ice cream
- 11 orange juice

Unit 4 Step 1

1

The good restaurants are in the Plaza Mayor.

2

university, shops, cathedrals, restaurants

3

- 1 There are two cathedrals.
- **2** The Plaza Mayor is near the university.
- **3** People go shopping near the Plaza Mayor.

4

Salamanca is a city in Spain. It's on the River Tormes. There's an old part of the city and there's also a new part.

There's a famous university in Salamanca. It's very old. Near the university there's the Plaza Mayor. It's a beautiful place. There are also two cathedrals. There are some good restaurants there too.

There are some good shops in Salamanca. People go shopping near the Plaza Mayor.

Step 2

- 1 the River Tagus
- 2 capital of Spain
- 3 cathedral
- 4 beautiful
- 5 some cafés
- 6 the Calle Alfileritos
- 7 ceramics
- 8 other products from the region

Unit 5 Step 1

1

Adam goes to a theatre school.

2

singing, playing the guitar, listening to music

3

- 1 Redroofs Theatre School
- 2 six o'clock
- 3 half past eight
- 4 in the morning before school
- 5 he loves their music

4

Adam Sadler is 14 years old and he's from London. He is a student at Redroofs Theatre School because he likes singing and playing the guitar. Adam starts school at half past eight in the morning. He gets up at six o'clock every day because he likes playing the guitar before school. He writes music then because he has lots of good ideas in the morning.

In his free time, Adam writes song lyrics for his music. He also listens to the Arctic Monkeys on his mp3 player because he loves their music.

Step 2

- **1** 15
- 2 London
- 3 Redroofs Theatre School
- 4 acting
- 5 singing
- 6 seven o'clock
- 7 starts school
- 8 sings in the music room
- 9 listens to Adele
- 10 great singer

Unit 6 Step 1

1

- 1 at his sports centre
- 2 Yes, he does.

2

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

3

- 1 David
- 2 David's belt
- 3 David's teacher
- 4 David's teacher's belt
- 5 karate

4

Hi Elena. This is a photo of me. I'm doing karate. I think karate's an exciting sport. I go to a karate club at our sports centre every Monday. I'm learning the sport, (a) I'm not very good.

In the photo, I'm wearing a karategi. I wear it every time I go to the club. I'm a beginner, I wear an orange belt. My teacher's brilliant at karate, he wears a black belt.

Karate is fun and it isn't difficult, it's a good sport to learn.
David

Step 2

- 1 basketball
- 2 the school gym
- 3 Saturday mornings
- 4 usually win
- 5 PE uniform
- **6** fast
- 7 really exciting

Unit 7 Step 1

Before – picture a After – picture b

2

- **1 a** No
- **b** Yes
- 2 a No
- **b** Yes
- 3 a Yes
- **b** No 4 a Yes
- **b** No

These are photos of our living room. It's a beautiful room now, but it was a terrible room last month. It was very dark)The walls were black and there were some horrible pictures on them. There were two old armchairs and there wasn't a sofa. There wasn't a (modern)TV.

Now, the living room is completely different. The walls are white and there are some beautiful pictures and a big mirror on them. There's a fantastic sofa now, and there are two new armchairs. We've also got a huge TV. I love our new living room.

Step 2

- 1 terrible
- 2 dark
- 3 cupboard
- 4 chairs
- 5 table
- 6 horrible
- 7 white
- 8 bookcase
- 9 beautiful chairs
- 10 table
- 11 modern
- 12 beautiful

Unit 8 Step 1

b) A terrible afternoon

- 7 Mary and Jack saw a boring film.
- 3 Mary went to a café.
- 5 Mary met Jack.
- 1 Mary missed the bus.
- 2 Mary waited half an hour for a bus.
- 4 Mary went to the main square.
- 6 Mary and Jack went to the cinema.

3

- 1 on the bus.
- 2 there was a problem with his bike.
- 3 No, she didn't.

4

Last Saturday, I went into town to meet my friend Jack, but there were lots of problems.

(First), I missed my bus, so I waited half an hour for the next bus. When I arrived in town, I went to a café. I tried to buy a drink but I didn't have my bag. It was on the bus!

Then went to the main square to meet Jack at 5 o'clock but he wasn't there. He arrived at 5.45 because there was a problem with his bike. (n the end), we went to the cinema, but the film was really boring so I went to sleep!

Step 2

- 1 c **2** a 3 b
- 1 decided
- 2 prepared
- 3 went
- 4 arrived
- 5 went
- 6 started
- 7 didn't relax
- 8 sunbathe
- 9 didn't buy
- 10 bought

Unit 9 Step 1

Yes, Melanie is enjoying her holiday.

2

- **1** a
- **2** a
- **3** a
- 4 b
- **5** a

3

Hi George,

I'm having a good time in North Wales at the moment with my aunt, uncle and cousins. They live near a small town called Pwllheli. It's a Welsh name! We explored the town yesterday and then we went to the beach. It was really sunny we sunbathed. I didn't go swimming because I didn't have my swimming costume.

Tomorrow, my cousins and I are going to go to a music festival called Wakestock. My favourite band is going to play it's going to be fantastic! I'm not going to take my camera, but I'm going to take some photos for you on my mobile phone.

Are you having a good summer? Melanie

Step 2

- 1 Where are you?
- 2 Who are you staying with?
- 3 Yesterday
- 4 Tomorrow
- 1 Padstow, Cornwall
- 2 my grandparents
- 3 small house near the sea
- 4 had a surfing lesson
- 5 tried surfing in the sea
- 6 Padstow Carnival
- 7 are going to walk through the streets of Padstow
- 8 are going to wear

Speaking

Unit 1

1

- 1 Cheng and Meil are Yin's parents.
- 2 Dun is Yin's brother.
- 3 Lian and Li are Yin's grandparents.

2

Students' own answers

Unit 2

1

- 1 Diana's got curly hair.
- 2 Claudia, Gerry and Maria have got blue eyes.
- **3** Maria, Zack, Claudia, Will and Gerry haven't got dark hair.
- **4** (Possible answer) Claudia has got long, straight, fair hair. She's got blue eyes.

2

Students' own answers

Unit 3

1

- 1 (Possible answer) They sell everything because it's a supermarket.
- 2 Yes, they do.
- 3 Students' own answers.

2

Students' own answers

Unit 4

1

- 1 The church is at the end of the street.
- 2 No. Only cars.
- 3 Clothes and shoe shops.

2

Students' own answers

Unit 5

1

Students' own answers

2

Students' own answers

Unit 6

1

- 1 (Possible answers) They are on a basketball court. They are at a sports centre.
- 2 There are 5 players.
- 3 (Possible answer) Players A and B are trying to score a point. Player A has got the ball. Player B is waiting to throw the ball.
- 4 There aren't any spectators.

2

Students' own answers

Unit 7

1

- 1 Yes, there were two chairs in the living room.
- 2 No, there wasn't a TV in the room.
- **3** Yes, there was a fireplace in the room.
- 4 Yes, there is lots of furniture in the room.

2

Students' own answers

Unit 8

1

- 1 (Possible answers) The teenagers went to London, visited new places and went sightseeing. They took photos and made new friends.
- 2 They visited Covent Garden, Trafalgar Square and the Tate Modern.
- **3** They saw the London Eye and the Houses of Parliament.

2

Students' own answers

Unit 9

1

- 1 It is warm and sunny.
- 2 It is the summer.
- 3 They are wearing shorts and T-shirts.
- 4 The people are talking and laughing.

2

Students' own answers

Student's Book Audioscripts

Starter unit, Listening, Introductions, page 6, exercise 2, track 1.04

Mr Taylor Good morning, everyone. Students Good morning, Mr Taylor.

Mr Taylor We've got a new student today – Jack. Jack,

welcome to Class 2A. Thank you, Mr Taylor. Mr Taylor What's your full name, Jack?

Jack It's Jack Beckham.

Mr Taylor Beckham? How do you spell it, please?

Jack B-E-C-K-H-A-M

Mr Taylor B-E-C-K-H-A-M. Beckham.

lack That's it

lack

Unit 1, Vocabulary, Countries and nationalities, page 8, exercise 3, track 1.07

Hi! My name's Dan. I'm from the UK.

Hi there! I'm Ben. I'm from Dublin. It's in Ireland. Ren Ruth Hello. My name's Ruth. I'm from London.

Unit 1, Listening, Looking at family photos, page 12, exercises 3 and 4, track 1.11

James Hi, Katie.

Katie Hey James. Come and look at all my Instagram

photos.

James

Katie Look. That's my big sister Chloe and that's Chloe's

dog and ...

Who's that? James

Katie That's my Aunt Yolanda. **James** Yolanda? Where's she from?

She's from Madrid. Her nickname's Yoli. Katie

James Wow! Is your family Spanish?

Katie No, only my aunt and my cousin Sofía. ... Look, that's Sofía. She's eight. And that's my uncle. He's

British but he lives in Madrid.

He looks like Will Smith. What's his name? **James**

His name's Ashley and he's a teacher not an actor! Katie

And who's that? Your boyfriend? James

Katie No, that's Liam Hemsworth. He's my favourite

actor.

Unit 2, Vocabulary, Parts of the body, page 18, exercise 3, track 1.17

Louis: It's white. It's got a lot of hair and a small face.

Helen: Is it an angora rabbit?

Louis: Yes, it is.

Unit 2, Listening, Sports stars, page 22, exercises 4 and 5, track 1.21

Susan Hi Clare. Come and see my collection of sports stars

Clare Wow, you've got a lot of posters, Susan. Is this Rafa

No, it isn't. Nadal's got short dark hair and brown Susan

eyes. Here he is.

Clare Oh, I see. Is he Spanish?

Yes, he is. He's very famous. Look over there. He's

my favourite.

Clare Mmm, he's got blue eyes and short brown hair.

What's his name?

His name's Gerard Piqué. He plays football for Susan

Barcelona.

And who's that woman? She's got long fair hair and Clare

green eyes.

Susan That's Maria Sharapova. She's Russian. Is that Pau Gasol over there? He's very tall! Clare

Susan Yes, he is.

Clare What about that girl? What's her name?

Susan Her name's Serena Williams. She's American and

she's got long black hair and brown eyes.

Clare I love your posters! I must get some too!

Unit 3, Vocabulary, Food, page 28, exercise 3, track 1.28

Hey, Sally. What's your favourite food?

Sally My favourite food? Um, it's fish. What about you,

Max Err, it's ice cream. I love it!

Unit 3, Listening, Healthy lifestyle quiz, page 32, exercises 4 and 5, track 1.32

Emma Hi, Jake.

Jake Hi, Emma. What's that?

Emma It's a guiz. It's called *Have you got a healthy lifestyle?*

Do you want to do it?

Jake Yeah, OK.

Emma Here goes. The first question is 'Do you like sport?' You can answer 'A I love playing a lot of sports', 'B I

like playing some sports' or 'C I hate doing all sports.'

Jake I like playing a lot of sports so A.

Emma Good, three points. Next question. 'What do you love doing on Saturday afternoon?"A reading a book, 'B talking on the phone or surfing the internet' or 'C

watching TV and eating fast food.'

Err, well, I like surfing the internet but I don't like fast

food so ... B.

Emma That's two points. Last question. 'What do you do after school?' 'A ride my bike home and do my homework', 'B go to a café with my friends,' or 'C watch TV.

Jake Err, A. I go home by bike and do my homework.

Emma A, another three points. Let me see, you have two As

and one B. That's a total of ...

Unit 4, Vocabulary, Places in town, page 42, exercise 3, track 1.40

Emma Where do you go at the weekend?

Alex I go to the sports centre.

Unit 4, Listening, Tropical islands, page 46, exercises 4 and 5, track 1.45

Cold and wet outdoors? Don't know what to do this weekend?

Then why don't you come to Tropical Islands? Tropical Islands is the number one indoor tropical holiday world in Europe. Swim in tropical water, relax on our beautiful beaches or explore the rainforest – but watch out, there are real insects there too! And forget about the cold outside because this exotic holiday paradise is completely indoors yes, completely indoors – with a perfect temperature of 26°C all year round. There are hotels and a campsite and delicious food at our many restaurants. Or how about visiting our colourful shopping centre? There are activities and things to do all day and all night! Come to Tropical Islands this weekend, your indoor tropical island paradise.

Unit 5, Vocabulary, Daily routines, page 52, exercise 3, track 1.52

Mel What time do you get up at the weekend, Sam?

Sam I get up at half past nine. Mel What time do you have lunch?

Sam At half past one.

Mel What time do you go to bed?

Sam At ten o'clock.

Unit 5, Listening, Redroofs, page 56, exercises 5 and 6, track 1.56

Interviewer So, Luke, what is special about this school? Luke

Well, Redroofs is a theatre school. All the students here can act, sing and dance really well. Some students can also write music or

make costumes.

Interviewer How often do you study dance and music? Luke

For half of every school day; the classes are fantastic and very energetic!

Interviewer Do you study other subjects?

Luke Oh, yes, of course. At Redroofs, we study all

the normal school subjects - maths, English,

literature, science, geography, French,

history, ICT, art, ...

Interviewer Do you have after-school activities? Luke Yes. There are lots of school clubs,

competitions and lots of opportunities to

act, dance and sing.

Interviewer And, finally, do you like it here?

Oh, yes, I love it. I love the dancing and Luke

singing and the normal classes are brilliant

too.

Unit 6, Vocabulary, Sport, page 62, exercise 3, track 2.02

Dan What sports do you do?

Hannah I play basketball and football. What about you? I play football and tennis. Do you do other sports? Dan Yes, I sometimes go swimming. What other sports Hannah

do you do?

I often go cycling on Saturdays. Dan

Unit 6, Listening, Snowboarding, page 66, exercises 4 and 5, track 2.06

Cathy's cousin Hi, Cathy. Why aren't you out with your

friends?

Cathy I'm just not feeling very well.

Cathy's cousin Oh, no!

Cathy Yes, right now, all my friends are having

a really exciting time snowboarding in the mountains and I'm sitting on the sofa

watching TV. It's so boring.

Cathy's cousin Do you often go snowboarding at the

weekend?

Yes, I always go in the winter. On Saturdays, Cathy

> I usually meet my friends at 7 am and we get the bus to the mountains. We have breakfast on the bus and then we

snowboard all day.

Cathy's cousin That sounds like fun, but isn't it dangerous? Cathy

Well, yes, a little but it's also exciting. Do

you want to see some photos?

Cathy's cousin Yes, OK.

Cathy Look. That's me. I'm jumping off a ramp.

Wow! That looks difficult! Cathy's cousin

Cathy No, it isn't really. It's easy when you practise

Unit 7, Vocabulary, Rooms and furniture, page 76, exercise 3, track 2.13

Regina Where do you usually do your homework, Liam? Liam I usually do it in the living room on a big table.

What about you?

Regina I do it in my bedroom.

Unit 7, Listening, History of the toothbrush, page 80, exercises 4 and 5, track 2.17

Presenter Hello, today on *The Science Programme*, it's

the toothbrush. We use them every day but who invented them? With me in the studio to answer the question is Jane Curtis. Hello, Jane.

Jane Curtis Hello, Tom. Well, there were toothbrushes

thousands of years ago, but they were very different then. People collected pieces of wood from trees and used them to brush their

teeth.

The modern toothbrush appeared in China. The Chinese created brushes with hair from pigs. Then, in the 15th century, Europeans copied this idea but they used hair from horses. DuPont, an American company, produced the modern nylon toothbrush in the

1930s.

Presenter What about electric toothbrushes?

Jane Curtis Well, Switzerland produced an electric

toothbrush in 1939, but there weren't any electric toothbrushes in the shops before the 1960s. Modern electric toothbrushes appeared

in 1987.

Presenter Thank you, Jane. So, there we have it. Next

time you brush your teeth, think about this question: which version of the toothbrush do

you prefer?

Unit 7, Pronunciation, was / were, page 83, exercises a and b, track 2.21

1 I was at school yesterday.

- 2 My friends were at a football match.
- 3 Was Sue at school?
- 4 Were you at home last night?

Unit 8, Vocabulary, Transport, page 86, exercise 3, track 2.23

Denzel How do you go to school, Ruby?

Ruby I always go to school by bus. How do you go to

school?

Denzel I usually go on foot, but I sometimes go by car.

Unit 8, Listening, Graham Hugues, page 90, exercises 4 and 5, track 2,27

Graham Hughes is a British man from Liverpool. On New Year's Day, 2009, he started an amazing journey that took

four years. So, what was so special about it?

He began in Uruguay in South America and he finished in South Sudan in East Africa. He went to 201 countries. He travelled on land and water, but never by air. He took buses, trains and taxis. He travelled by car and by boat and he walked, but he didn't travel by plane. When his journey ended, he became the first person to visit every country in the world without flying.

So, why did he do it?

Graham said he loves travelling, exploring and making new friends. But there is another reason. During his journey, people gave him food, transport or a place to sleep. Graham said he wanted to demonstrate that most people are good and want to help strangers.

Unit 9, Vocabulary, Clothes, page 96, exercise 3, track 2.34

Hammed What do you wear to parties, Jasmine?

Jasmine I wear a T-shirt and skirt or jeans. What about

you?

Hammed I wear jeans and a shirt.

Unit 9, Listening, St John's Eve, page 100, exercises 4 and 5, track 2.38

Gina I'm going to go to the beach tonight with Claudia.

Would you like to come?

Tim To the beach? Tonight? Why?

Gina It's *la noche de San Juan*, St John's Eve. It's a really

important celebration here in Alicante.

Tim Really? What kind of celebration?

Gina Well, there's going to be a big party on the beach

with bonfires and ...

Tim Bonfires? Why?

Gina Well, on St John's Eve, people burn old pieces of

furniture on bonfires. It's a tradition here. We're going to jump over the bonfires, dance on the beach and swim in the sea. ... It's going to be fantastic.

Please come!

Tim OK, it sounds fun.

Gina Brilliant. I'm going to meet Claudia at nine o'clock and then we're going to go for a pizza before the

beach.

Tim Are you going to wear anything special?

Gina I'm going to wear shorts and a T-shirt but you must remember to take your swimming costume and a

towel. Oh, and a jumper.

Tim A jumper? But it's warm today.

Gina I know, but it's going to be cold and windy later.

Tim OK, see you at nine then. Bye!

Workbook Audioscripts

Unit 1, Culture: Reading & Listening, page 93, exercise 4, track 30

Hi, my name's Sarah and my brother's name is Youssef. We are from the UK, but our Mum and Dad are from Morocco. My dad speaks three languages, Arabic, French and English, and my mum speaks four, Arabic, French, English and Spanish. Youssef and I speak English and Arabic.

Unit 2, Culture: Reading & Listening, page 94, exercise 5, track 32

Rosa Hi Jack!

Jack Hi Rosa! How are you?

Rosa Great! My sister's got a new pet!

Jack Really? What is it? Rosa It's a Great Dane. Jack What's that?

Rosa It's a dog. It's very big and it's black and white. Look,

here's a picture of it.

Jack Yes, it is very big! And it's got a very long neck. Are

Great Danes from Denmark?

Rosa No, they from Germany.

Unit 3, Culture: Reading & Listening, page 95, exercise 4, track 34

Jane Do you eat healthy food, Tom?

Tom I don't really know, Jane. I mean, I eat a lot of cheese and yoghurt and I like drinking milk. Oh yes, and I

love eating ice cream. Is that healthy? No, not really. It's important to eat fruit and

Jane No, not really. It's importan vegetables, too.

Tom Hmm, I hate eating carrots and apples. But I love

eating strawberries with ice cream!

Jane Really? I hate them! I prefer apples.

Unit 4, Culture: Reading & Listening, page 96, exercise 4, track 36

St Kilda is a group of volcanic islands. It is part of Scotland. There are three islands in total and they all have spectacular landscapes. People don't live on St Kilda now, but there are a lot of birds there. There are some good beaches, but the water is very cold! St Kilda is a UNESCO World Heritage Site.

Unit 5, Culture: Reading & Listening, page 97, exercise 4, track 38

Woman Do you do any activities after school, Nick?

Nick No, never – but my sister goes to the drama club.

Woman Really? Is she a good actress?

Nick Yes, she acts very well.

Woman What about you?

Nick Me? I'm not a very good actor, but I play football

well

Woman When do you play?

Nick I always play at the weekend.

Unit 6, Culture: Reading & Listening, page 98, exercise 4, track 40

Woman What's your favourite sport, Glen?

Glen Well, I'm from Canada and a lot of people play ice

hockey there. I like watching it, but I really love

playing it! It's very exciting and fast!

Woman That's amazing! Is it difficult?

Glen Not for me!

Woman How many people are in a team?

Glen There are six people on the ice in each team,

including the goalkeeper.

Unit 7, Culture: Reading & Listening, page 99, exercise 4, track 42

Man Hi, Debby! How was your holiday in Ireland?

Debby Really good! We were in Galway. It's a nice town

by the sea. There are lots of things to do, and we

stayed in a castle!

Man A castle?

Debby Yes! I was in a bedroom with a very big bed, and

there was a fantastic bathroom, too.

Man Did you take any photos of the castle?

Debby Yes! Here's one!

Man Wow!

Unit 8, Culture: Reading & Listening, page 100, exercise 4, track 44

Girl My sister went to Amsterdam on a school trip last

week.

Boy Where's Amsterdam?

Girl In Holland!

Boy Oh yes, of course. Did she like it?

Girl She loved it! Everyone rides bikes there or goes by

tram. You can also take a boat along the canal. It's a

big city, but a very relaxing place.

Unit 9, Culture: Reading & Listening, page 101, exercise 4, track 46

Girl Where are you going to go in the summer, Colin?

Colin We're going to visit my uncle in Australia!

Girl In Australia?

Colin Yes. It's going to be fantastic!

Girl You must take lots of warm clothes because when

it's summer here, it's winter there.

Colin Well, my uncle lives in Darwin in the north of the

country, and the temperature there is about 30 degrees in August. So it's going to be warm, but

not hot.