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Limba modernă 1 – studiu intensiv

# Engleză

## Ghidul profesorului

### Clasa a VI-a

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# Welcome to *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a*

*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* is a four-level course for lower-secondary students, which will give you and your students all the tools you need for successful and enjoyable language teaching and learning. Teaching secondary students can be challenging, even for the most experienced of teachers. It is a period of great change in young teenagers' lives, and it sometimes seems that their interests lie anywhere but in the classroom. It is the teacher's demanding task to engage students in the learning process, and *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a*'s mission is to help them as much as possible to achieve this. After extensive research and investigation involving teachers and students at secondary school level, we've come to a clear conclusion: sparking students' curiosity and desire to learn is one of the main driving forces which can enhance and facilitate the learning process. The aim of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* is to stimulate curiosity through interesting content via impactful video, visual images and 'real world' content on global themes.

## How *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* will benefit you and your students

### Engaging real world content

*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* contains a wealth of fascinating reading texts and informative Discovery Education™ video clips. The two-page *Discover Culture* sections bring global cultures to the classroom, greatly enhancing the students' learning experience whilst simultaneously reinforcing target language. The texts and three Discovery Education™ video clips per unit often revolve around teenage protagonists. The wide variety of themes, such as natural history, inspiring personal stories, unusual lifestyles, international festivals and customs, teach students about the world around them through the medium of English, whilst also promoting values such as cultural awareness and social responsibility. Each unit also has an accompanying CLIL lesson (with accompanying Discovery Education™ video) which contains a reading text and activities. Each unit's texts, together with the videos, encourage the students to reflect on, discuss and explore the themes further. For more information on culture in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* go to page 20. For more information on the CLIL lessons please go to page 25. For specific extension activity ideas please see the relevant video lesson pages of the Teacher's Book.

### Clear goals to build confidence

*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* has been designed to provide a balance between exciting, real-world content and carefully guided and structured language practice to build both confidence and fluency.

Students of this age also need to know exactly what their learning goals are if they are to become successful learners. In *Limba modernă 1. Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a*, this is addressed in the following ways:

- The unit presentation page at the beginning of each unit clearly lays out the contents and objectives of the unit, so students know from the beginning what they will be studying in the coming lessons. More detailed objectives, together with CEFR relevance, are given in the relevant opening page of the Teacher's Book notes.
- Clear headings guide students to key content. Target language is displayed in easy-to-identify tables or boxes.
- Each page builds to a carefully controlled productive stage, where students are asked to use relevant language and often expand on the topics and themes of the lesson.

### Extra support for speaking and writing

Most learners find speaking and writing particularly challenging, and so the Speaking and Writing pages in the Student's Book and the Workbook are structured in such a way as to lead the students step by step through the tasks necessary to reach the final goal of that page. This approach has been designed to help build students' confidence and fluency. In addition, the guided *Your turn* sections at the end of lessons give students the opportunity to activate new language. For more information, see page 21.

### Visual impact

Youth culture today is visually oriented and teenagers are easily bored by material that is not visually attractive. In addition to the video content, images in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* have been chosen to appeal to young students. Each unit begins with a large impactful image designed to attract the students' attention and encourage them to engage with the content of the unit. Reading texts are accompanied by artwork which draws the students into the page and stimulates them to want to know what the text is about. For more information on use of visuals in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* see page 19.

### A personalised approach

Secondary students also need to see how the world they are reading about, watching or listening to relates to them and their own world. They also need ample opportunity to practise new language in a safe environment. *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* offers multiple opportunities for students to personalise the topics via the carefully structured *Your turn* activities which appear at the end of lessons. These sections add a relevance to the subjects and themes which is central to their successful learning. In *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* students are encouraged to talk about themselves and their opinions and interests, but care is taken to avoid them having to reveal personal information which they may be uncomfortable discussing.

### Graded practice for mixed abilities

Teaching mixed-ability classes creates more challenges for the busy teacher, and with this in mind we've provided a wealth of additional practice activities, including:

- Graded unit progress and final evaluation tests
- Graded exercises in the Workbook, with a clear one- to three-star system.
- Additional grammar and vocabulary practice in the *Vocabulary Bank* and *Grammar reference* section at the back of the Student's Book.
- Suggestions for alternative approaches or activities in the Teacher's Book notes for stronger / weaker students.

### Common European Framework compatibility

The content in *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* has also been created with both the Common European Framework (CEFR) and Key Competences in mind. Themes, topics and activity types help students achieve the specific objectives set out by The Council of Europe. These have been mapped and cross-referenced to the relevant parts of the course material. More information on this can be found on pages 32–36, and on the first page of each unit in the Teacher's Notes.

### Relevant content

For *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a*, research was carried out on the language syllabus using the Cambridge Learner Corpus. The results of this research became the starting point for the selection of each error to be focused on. By using the Cambridge Learner Corpus, we can ensure that the areas chosen are based on real errors made by learners of English at the relevant levels. In addition, the authors of *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* have made extensive use of the English Vocabulary Profile to check the level of tasks and texts and to provide a starting point for vocabulary exercises. For more information on the Cambridge Learner Corpus and English Profile please see pages 23 and 32.

### Thorough recycling and language reinforcement

New language is systematically recycled and revised throughout the course with:

- A two-page *Review* section every two units in the Student's Book,
- A two-page *Review* after every unit in the Workbook, plus a Cambridge Learner Corpus informed *Get it Right* page, with exercises focusing on common errors,
- Unit evaluation tests,
- Final evaluation tests.

In addition, the *Vocabulary Bank* at the back of the Student's Book provides further practice of the core vocabulary.

For more information on the review sections, including ideas for exploitation please go to page 30.

### Flexibility for busy teachers

*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* is designed to be flexible in that it can meet the needs of teachers with up to 150 hours of class time per school year, but is also suitable for those with fewer than 90 hours. (There are also split combo editions with half of the Student's Books and Workbooks for those with fewer than 80 hours of class time, please see [www.cambridge.org/eyesopen](http://www.cambridge.org/eyesopen) for a full list of components).

If you're short of time, the following sections can be left out of the Student's Books if necessary, without affecting the input of core grammar and vocabulary which students will encounter in the tests. However, it's important to note the video activities in particular are designed to reinforce new language and provide a motivating and enjoyable learning experience:

- *Review* pages: these could be set for homework if need be.
- The *Discover Culture* video pages: though we believe this is one of the most engaging features of the course, no new grammar is presented and the content of these pages doesn't inform the tests.
- The *CLIL* pages at the back of the Student's Book.
- The *Project* pages at the back of the Student's Book, and on the Cambridge Learner Management System (please see page 26 for more information).
- The *Vocabulary Bank* at the back of the Student's Book: many of the activities can be set for homework, or can be done by 'fast finishers' in class.
- The *Groupwork* pages at the back of the Student's Book: these can be set for homework.
- The video clips on the *Language Focus* and *Speaking* pages: though these are short and there are time-saving 'instant' video activities available in the Teacher's Book (see pages 122–137).
- The additional exercises in the *Grammar reference*: these can be set for homework if need be.

# Course Components

*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a* provides a range of learning tools designed to help you and your students.



## Student's Book

The Student's Book contains eight units, plus a Starter section to revise basic grammar and vocabulary. High interest topics, including 24 Discovery Education™ video clips and additional vox pop-style videos motivate learners and spark their curiosity. Each lesson is accompanied by guided, step-by-step activities and personalised activities that lead to greater fluency and confidence.

## Workbook

The Workbook provides additional practice activities for all the skills presented in the Student's Book.



# Teacher's Resources



## Teacher's Book

The Teacher's Book includes full CEFR mapping, complete lesson plans, audio scripts, answer keys, video activities, optional activities, tips for mixed ability classes and a *Games Bank*.

## Digital Student's Book with complete video and audio programme and with Online Practice

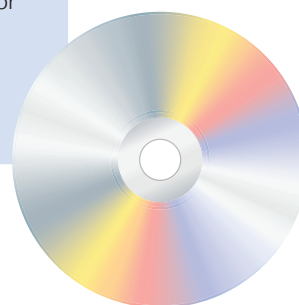
The digital Student's Book is a very useful tool which includes fully interactive activities from the printed Student's Book, as well as full video and audio content for this level.

The digital version of the Student's Book is available on the online platform <https://manualedigitaleart.ro/>. You can run the digital book on a computer, tablet or other mobile device.



## Class Audio CD

The Class Audio CD includes the complete audio programme of the Workbook (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a. Caietul elevului*) to support listening comprehension and build fluency. There is one audio CD for the listening activities in the Workbook, while the audio tracks for the Student's Book (*Limba modernă 1 – studiu intensiv. Engleză. Clasa a VI-a*) can be found on <https://manualedigitaleart.ro/biblioteca/art-en6-lm-1-intensiv>.



# Unit tour

## Student's Book (Limba modernă 1– studiu intensiv. Engleză. Clasa a VI-a)

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic.



The four unit video clips are summarised on this page.

The second page of each unit focuses on vocabulary, which is presented in a memorable way.

Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression.

A short *Be Curious* task encourages students to speak and engage with both the image and with the theme of the unit.

Through the listen, check and repeat task, students are given the opportunity to hear how the target vocabulary is pronounced and to practise it themselves.

*Your turn* activities at the end of every lesson give students the opportunity to practise new language in a personalised, communicative way.

The third page of each unit features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

The *Language Focus* pages highlight examples that are contextualised in the preceding reading and listening passages. Students are encouraged to find the examples for themselves.

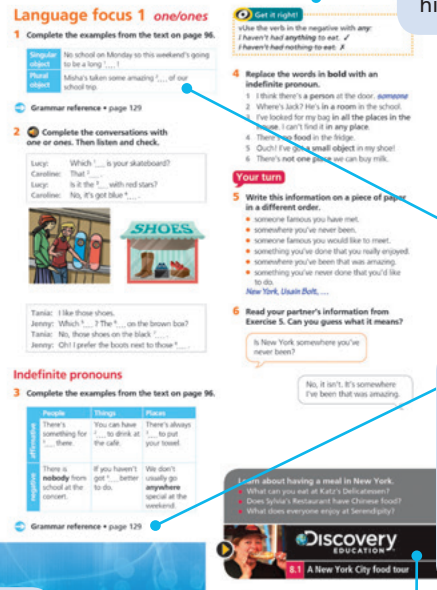
Many of the *Language Focus* pages include a *Get it Right* feature, where corpus-informed common learner errors are highlighted.

The *Reading* pages include *Explore* features where students are encouraged to notice vocabulary from the text. Often the focus is on lexico-grammatical sets. Other times, collocation or word formation is focused on. In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.



A short *Fact Box* imparts a snippet of interesting information related to the topic of the reading text.

Many *Language Focus* pages contain a *Say it Right* feature, where common pronunciation difficulties associated with the *Language Focus* are dealt with. In levels 2–4, these appear at the back of the book.



The grammar is presented in a clear, easy-to-read format.

The *Grammar reference* at the back of the book contains more detailed examples and explanations, plus additional practice exercises.

A Discovery Education™ video complements the reading topic, and provides further exposure to the target grammar, in the context of a fascinating insight into different cultures around the world.



The listening passage provides a natural context for the new grammar and vocabulary items.

The Language Focus 2 page features examples from the preceding listening passage.

### Listening A radio interview

1 Look at the photos of three school trips. Where did the pupils go? What did they do there?

2 Listen to the radio interview and check your ideas to Exercise 1.

3 Listen again and answer the questions.

- Did Hannah and her friends take off their coats? Why/Why not?
- How did Hannah and her classmates feel about the teacher?
- What did Toby think about the Spanish lesson?
- Did Toby have fun in the dancing class? Why? Why not?
- Did Kate have a good time?
- Why did the little monkey feel sad?

**Vocabulary Adjectives of feeling**

4 Match the pictures a-i with the words in the box. Then listen, check and repeat.

angry bored excited tired afraid upset interested embarrassed

Say it right! + page 97

**Your turn**

5 Look at the adjectives in Exercise 4. What usually makes you feel this way? Write sentences with the words in the box or your own ideas.

long weekend / sudden / going on a school trip / losing an important game or competition / a very sad book or film / my brother or sister

I feel excited before a long weekend. I feel afraid when...

6 Work with a partner. Ask and answer questions about your sentences in Exercise 5. Do you feel the same way about the same thing?

Who do you feel excited?

I feel excited before a long weekend.

Vocabulary bank + page 144  
Groupwork + page 145

### Language focus 2 too and enough too + adjective

1 Complete the examples from the listening on page 98. Then answer the question below.

It was ... to take off our coats.  
I was ... to look.

Grammar reference + page 129

2 Complete the sentences with too + adjective + infinitive. Use the adjectives in the box.

hot cold late small old young

- I'm not going into the sea. It's too hot for me.
- It's time for bed. It's too late to watch TV.
- I'm sorry, but the children are too small for that horse.
- It's 40 °C today. It's too hot to go to school.
- My brother is too young to go to the army. He must wait until he's 18.
- My granddad is too old to play football, but he still enjoys watching it.

3 Complete the examples from the listening on page 98.

The test was easy enough for everyone to pass.  
One of the little monkeys wasn't big enough to sit in the saddle.

Grammar reference + page 129

4 Complete the sentences with (not) enough and the adjectives in brackets.

- We can't walk in the garden because it isn't warm enough (warm) to sit outside to get it.
- You can't go to that disco because you aren't old enough (old) to go in.
- We don't need to go by car because it isn't quick enough (quick) to walk.
- You mustn't go in the water because it isn't deep enough (deep) to swim.
- I really want a snack because I wasn't full enough (full) to eat a big meal.
- We can drive all of you to the match because our car isn't big enough (big) to take seven people.

5 Choose the correct words to complete the sentences.

- Don't go in the sea. It's not dangerous enough / too dangerous to swim today.
- You can't move that box on your own. You're not strong enough / too strong to carry it.
- My sister's staying at home today. She's not well enough / too well to go to school.
- I'm sorry to hear it. I'm not tired enough / too tired to watch the film.
- I wanted to go to the concert but the tickets were not expensive enough / too expensive to buy.
- The wall is not high enough / too high to jump over.

6 Order the words to make questions.

ice cream / too / too cold / to eat / is it / is it too cold to eat an ice cream?

- Have I lived / go out / you / too / to / been / I want / ?
- You / here / hungry / too / breakfast / enough / have / ?
- strong / Alex / carry / a / you / is / enough / friend / ?
- your / sports team / enough / is / good / win / to / league / ?
- house / big / enough / have / to / enough / to / ?

**Your turn**

7 Write your answers to the questions in Exercise 6. No, it isn't too cold to eat an ice cream. (if like one, please)

8 Work with a partner. Ask and answer the questions in Exercise 6.

Is it too cold to eat ice cream?

No, it isn't too cold to eat an ice cream. I'd like one, please!

The next page focuses on Listening and Vocabulary from the Listening. Sometimes this second Vocabulary section pre-teaches vocabulary before the students listen.

New language is clearly highlighted.

Your turn sections at the end of every lesson provide speaking practice and enable students to revise, personalise and activate the language taught, for more effective learning.

The Discover Culture spread expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

### Discover Culture

1 Work with a partner. Look at the pictures and answer the questions.

- Do you ever eat pumpkin? Where? What do you eat it with?
- What do you do with your pumpkin?

2 You are going to watch a video about the 'Pumpkin Chunkin' competition in Bridgeville, USA. What do you think happens in this competition?

3 Watch the video and check your answers to Exercise 2.

4 Watch the video again and complete the text with the words in the box.

champion festival fun pumpkin shoot team shoot

Some people call it a sport. Some call it a ... But everyone thinks it's ... The rules are simple. First, take a ... Then build a machine to ... it as far as you can. Jake's father helped to organise the very first Pumpkin Chunkin' ... in 1956. Now the whole family helps ... pumpkins. And Jake is the best. In 2009 he was the world ... and again in 2012, Jake's pumpkins have gone 1,366 metres.

5 Test your memory. Choose the correct answers.

- Some / All of the machines have the American flag.
- None / Some of the machines break.
- Some people / Nobody wants strange costumes.
- Nobody / Some people celebrate the results.
- Some / All of the pumpkins have writing on them.
- All of / Not many people come to watch the competition.

**Your turn**

6 Write down the rules for an unusual competition in your country, or invent one. We'll get a chance to win a competition. First, you need to choose a class. Next, you have to ...

I like Marco and Anna's competition best because everyone has a good time.

I prefer the chess one because ...

### Reading An article

1 Work with a partner. Read the quiz and guess the answers.

2 Read the article. Check your answers to the quiz.

3 Explore making nouns from verbs

Look at the article again. Find the noun from the verb. What do we add to the verb to make the noun?

4 Complete the sentences with the correct forms of the verbs in the box.

have a party play jokes take photos use the Internet play an instrument watch films

- Play jokes on 1 April is still normal in English-speaking countries.
- I think ... on TV is better than going to the cinema.
- ... on your birthday is a great way to see all your friends and have fun.
- ... with your mobile is easier than with a camera.
- ... in a band is hard work if you have to play a concert every weekend.
- ... on a very small computer screen is difficult.

Vocabulary bank + page 144

5 Imagine you are a newswriter. Write down two jokes you would like to tell everyone in your country. (if like to tell everyone that monkeys can talk)

6 Work with a partner. Compare your jokes and choose the best one.

I'd like to tell everyone that the moon is made of cheese.

That's a good one! I'd like to ...

### APRIL FOOLS' DAY QUIZ

Be careful! Today is 1 April. Don't follow your friends when they say school's closed for a week! Don't run to the window if your dad tells you it's snowing. It's April Fools' Day and you don't want to be the fool!

People believe that April Fools' Day began in the sixteenth century when New Year's Day moved from 1 April to 1 January. Of course, there wasn't any TV or Internet so people didn't know about this change until several years later. People who continued to celebrate New Year's Day on 1 April were called fools.

Playing jokes on 1 April is still normal in English-speaking countries today. News programmes enjoy the fun too! Here are two of the most famous jokes from the British TV channel, the BBC.

In 1957, they showed a programme about spaghetti growing on trees. A lot of people thought it was true and they phoned the BBC to ask where they could buy the trees.

Then, in 1980, they said that Big Ben, the famous clock in London, had a new digital face. Everyone was very unhappy about the change until the BBC told them it was an April Fools' joke!

**FACTS!** In 2013, a famous internet search engine said that people could now use the Internet to look for different smelly. It was one of the most popular April Fools' jokes ever!

Discovery Education™ video clips throughout the course bring high-interest global topics to life for students.

In levels 3 & 4, students are also encouraged to understand the meaning of above-level words.

The second lesson in the Discover Culture spread focuses on a reading text which is thematically linked to the cultural angle of the video.

The Your turn sections on these pages encourage learners to compare their lives with the lives of the people featured in the reading texts and video clips.

Speaking and writing skills are carefully developed through a progression of easy-to-follow activities which guide students towards written and spoken fluency.

The optional *Real Talk* video features English and American teenagers answering a specific question linked to the language or unit topic.

All *Writing* pages include a model text from the featured genre.

After a short comprehension activity, students are encouraged to answer the same question as the teenagers in the clip.

Both Speaking and Writing lessons present Useful Language in chunks to develop fluency.

A clear model is provided for the speaking task.

Useful Language sections on these pages highlight specific linguistic features from the model writing text and dialogue which will help build students' writing and speaking skills.

Writing lessons broadly follow a Process Writing methodology, where students are encouraged to plan and check their writing.

There are two pages of *Review* after every two units. The exercises are grouped under *Vocabulary* and *Language focus* (grammar). These can be set for homework if time is short in class.

Language builder sections revise the target grammar from all the previous units.

## Evaluation test

### Language focus

#### 1 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect.

- I ... (never) eaten food full of sugar - it's delicious!
- Sam and Tom ... (read) all of Harry Potter books.
- Emma ... (write) a lot of funny poems because she's a journalist.
- My dad ... (not) visit the lottery.
- I ... (not) do my homework this evening.
- I ... (climb) up the Eiffel Tower.

/ 6

#### 2 Use the prompts to write sentences in the present perfect.

- I / go / to New York / twice
- Our teacher / give / us / lots of homework / this week
- I / never / visit / London
- Sam / see / a famous actor in his town
- My brother / not swim / in the sea
- I / fly / to England / many times

/ 6

#### 3 Complete the questions with Have or Has.

- ... your mum and dad been to London?
- ... you ever seen a Harry Potter film?
- ... Peter and Lily ever loved animals?
- ... Sam ever played the guitar?
- ... you ever travelled on your own?
- ... your brother ever had a pet?

/ 6

#### 4 Underline the correct answer.

- I have never sung / didn't sing this song before.
- I didn't enjoy / haven't enjoyed the film last night.
- Have you had / Did you have a uniform when you were at school?
- I have never eaten / never ate pizza before.
- Have you been / Did you go to football practice yesterday?
- Have you ever / Did you ever lose your phone?

/ 6

### Vocabulary

#### 5 Underline the correct answer.

- It's easy to hurt / crash your legs and feet playing football.

/ 6

### Language focus

#### 1 Complete the sentences with one or the other.

- Can you pass my pen? They're the black ... over there.
- I like those red trainers but I'm not so keen on the blue ...
- You use the boys over there? Which ... is your brother?
- What have you done with my new DVD? I don't want to watch this.
- Why are you wearing those old jeans? Don't you like the ... Mum got you?
- We've bought two DVDs to watch. I bought this film and Sam got that ...

/ 6

#### 2 Match the sentences (1-4) with the reactions (a-f).

- How did you hurt your foot? ...
- Did you bring your head? ...
- How did you burn your hand? ...
- Be careful not to slip! ...
- What did you trip over? ...
- Did you trip your fingers? ...

/ 12

#### 3 Complete the sentences with the words in the box.

married better lame injured sick worried

- I was ... when I let off my skateboard yesterday.
- Mum sometimes gets ... if I don't feel well.
- Jack and Diana have decided to get ... next year!
- I was ill last week, but I soon got ...
- It's 10 pm. I need to get ... quickly or I'll be in trouble!
- Peter got ... when he played football in the rain yesterday.

/ 6

#### 4 Your English-speaking friend, Julie, has invited you to spend the weekend in the countryside with her and her family. Write an email refusing her invitation. Say why you can't go and suggest another time you can see each other. Write 25-35 words.

Total: / 60

## Evaluation test

### Language focus

#### 1 Complete the sentences with one or the other.

- Can you pass my pen? They're the black ... over there.
- I like those red trainers but I'm not so keen on the blue ...
- You use the boys over there? Which ... is your brother?
- What have you done with my new DVD? I don't want to watch this.
- Why are you wearing those old jeans? Don't you like the ... Mum got you?
- We've bought two DVDs to watch. I bought this film and Sam got that ...

/ 6

#### 2 Underline the correct answer.

- I'd like to go anywhere / somewhere exciting this weekend!
- I've got nothing / anything to do tomorrow.
- Dad wants to get Mum something / anything special for her birthday.
- I can't find the dog somewhere / anywhere.
- Has someone / anyone seen my bag? I can't find it.
- I hate someone / anyone I know in town, so we had to be ice cream together!

/ 6

#### 3 Complete the sentences with too or not enough and the adjective in brackets.

- James is ... (old) to see that film - you have to be 15.
- It is ... (boring) to swim today - the water's freezing!
- I'm ... (hard) to see friends tonight. I think I'll go to bed instead!
- It's ... (slow) to watch TV now - 11 pm!
- I'm ... (tall) to reach the top of the cupboard. I'll stand on a chair!
- It's ... (dark) to go outside now - we won't be able to see anything.

/ 6

#### 4 Choose the correct answer: a, b or c.

- Did you go ... (out) at the weekend?  
a anywhere b somewhere c nowhere
- Tom is ... (late) to school today.  
a tired b too tired c tired enough
- There's ... (ice) in the park today because it's really hot.  
a anywhere b nowhere c somewhere
- I can't lift this box because it's ... (heavy).  
a not enough strong b too strong c not strong enough

Total: / 60

The Evaluation tests and Final evaluation tests have been developed in order to assess students' grasp of the language covered in the previous units in level 2.

The score of each test totals 100 marks. This will make it easy to store results, translate then into whichever grading system is used in your context, and to communicate them both within the school and to parents.

Such summative assessment is sometimes referred to as Assessment of Learning.

The results will help you to assess where individuals are struggling and where the whole class needs further practice and this, in turn, should help inform your teaching for the coming lessons.

## Final evaluation test

### Language focus

#### 1 Underline the correct answer.

- Paul will / might go on the school trip - but he has to ask his parents first.
- Karen will travel / is travelling to the US next month. She's got her plane ticket.
- Tom and Maria will get / are getting married next year. They want to have a big wedding!
- Are you ready? I'll / 'm going to make you a drink.
- Fifty years from now, people might not / won't have to work - but nobody knows for sure.
- When I get home, I'll / I'm going to go straight to bed. I'm really tired!

/ 6

#### 2 Complete the sentences with the correct form of the verbs in brackets.

- Ben ... (go) into town on Saturday to buy a new computer.
- Tom ... (not) get a skateboard for his birthday last year because his parents got him a bike.
- I ... (go) to the cinema tonight with my parents.
- Maria ... (be) very excited when she wins a prize in the swimming competition!
- My mum's car is broken so I ... (walk) to school tomorrow!

/ 6

#### 3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or present perfect.

- I ... (you / ever) see the film *Watchdog*?
- Sarah ... (not finish) her Maths homework last night.
- I ... (not) play tennis before. I'm going to have my first lesson tomorrow!
- I ... (never) read this book? It's great!
- Ben ... (go) out with his friends last weekend.
- ... (you / buy) your favourite magazine at the newspaper yesterday?

/ 6

#### 4 Complete the sentences with the words in the box.

- one something too one enough anything
- Which pencils are yours? The red ... ?
  - The weather is ... warm to go running today.
  - This coat is nice, and the ... on the chair is yours.
  - When I opened the box, there wasn't ... in it. It was empty!
  - I can't carry this big bag because I'm not strong ...
  - Paul had ... to eat at lunchtime today, so he's not hungry now.

/ 6

### Vocabulary

#### 5 Underline the correct answer.

- When you want to write on your computer, press the letters on the keyboard / memory stick.
- Jack dropped his smartphone / microchip and broke it.
- To see the bottom of a web page, you have to scroll down / sign into it.
- Don't forget to sign into / turn down your account first of all.
- You can get paper copies of documents if you have a touchscreen / printer.
- To open a document, log into / click on the icon.

/ 6

#### 6 Match the sentence halves.

- Control wants to take ...
- I put my old CDs in cardboard ...
- We use glasses to make ...
- My parents are going to play ...
- Ben's brother is going to leave ...

/ 5

#### 7 Complete the sentences with the words in the box. There are two more words than you need.

- head injured out ankle slip better burn wrist
- Peter hurt his ... so now he can't move his foot.
  - Jon's very tall, so he keeps banging his ... on the tops of doorways.
  - It's easy to ... your hand when you pick up hot dishes.
  - Ben sometimes gets ... when he plays football.
  - Try not to ... on the ice - it's dangerous!
  - Sarah always tries not to ... her finger when she uses a knife.

/ 6

#### 8 Complete the words. The first letter is there to help you. There is one space for each other letter in the word.

- In my free time, I like lessons to learn to p ... an instrument.
- Do you ever w ... films on your laptop?
- I was really s ... when my big brother gave me money. He's never done it before!
- When I'm ... at home with nothing to do, I take the dog for a walk.
- My sister borrowed my laptop, but didn't ask me. I was really a ... !
- Ben wants to have a p ... for his birthday and invite all his friends.

/ 6

## Grammar reference

### Starter Unit

#### Subject pronouns and be

He / She / It	is	am	13 years old
You / We / They	are		
He / She / It	's not		
He / She / It	aren't		
You / We / They	aren't		
Am	I		
Is	he / she / it		
Are	you / we / they		

I, you, he, she, it, we, and they are subject pronouns. We use them before the verb to say who does the action.

**Be** has two forms: *is* and *am*. We use *be* to describe people and things, say how old they are, where they are, when they are born etc. *is* is used for 3rd person singular. *am* is used for 1st person singular.

**1 Write complete questions with be. Then write true answers for you. Use subject pronouns in your answers.**

- How old are you? I'm 13 years old.
- What are you doing? I'm sitting at my desk.
- Where is your friend? I'm in the library.
- What are you doing? I'm sitting at my desk.
- When is your next Maths class? It's on Tuesday.
- Where are your friends from? They're from Colombia.

#### Possessive 's

My brother's name is Matt. My friends' names are Kate, Lucy and Natalie. We use the possessive 's to talk about our things or possessions. *My sister's bike, my dad's car etc (NOT the bike of my sister)*. With a plural noun, we write the apostrophe (') after the 's'. *My friends' phones, my cousin's dog etc.*

#### 2 Write one sentence with possessive 's.

- My sister's got a bike. It's blue. *My sister's bike is blue.*
- My best friend's got a dog. It's very big. *My dog's name is Spot. It's big.*
- I've got three cousins. Their names are Jack, Will and Francis. *I've got three cousins. Their names are Jack, Will and Francis.*
- My teacher has got two cats. They're black. *My teacher has got two cats. They're black.*
- My friends have got skateboards. They're under their desks. *My friends have got skateboards. They're under their desks.*

#### there is, are, some, any

Is there ... ?	Yes, there is.	No, there isn't.
Are there ... ?	Yes, there are.	No, there aren't.
Is there any ... ?	Yes, there is.	No, there isn't.
Are there any ... ?	Yes, there are.	No, there aren't.

**3 Circle the correct words and then write some or any.**

- Is there / Are there ... pencils under your desk?  
a No, there aren't / there aren't b Yes, there are / there are
- Are there any / There aren't ... English dictionaries in the classroom?  
a Yes, I know but there is / there are two big dictionaries in the library.  
b No, there aren't / there aren't c There are / there are
- Is there / Are there ... orange juice?  
a No, there isn't / there isn't b There is / there is
- Is there / Are there ... an IT room in your school?  
a No, there isn't / there isn't b There is / there is c There are / there are in all the classrooms.

The Grammar reference provides more detailed explanations with clear examples.

Additional grammar exercises provide even more practice.

The *Vocabulary Bank* contains all the new vocabulary from each unit. Activities revise and consolidate the language.

**Vocabulary Bank** 8

**Log your memory!**

1 Cover the rest of the page. How many free time activities and adjectives of feeling can you remember?

**Free time activities**

draw pictures read books or magazines have a party spend time with your family meet friends take photos play an instrument use the Internet play computer games watch films

**Adjectives of feeling**

afraid bored excited surprised upset angry embarrassed tired interested

1 Look at the words in the box. Write them in the correct column.

excited

2 Choose one of the words but don't tell your partner. Mime the word. Can your partner guess what word it is?

**Explore expressions**

a good time a rest a meal a party a shower a problem

1 Which verb goes with the words in the box?

2 Add the following words to the correct column.

sure homework a party a bed fun homework a favour a cake a swim a suggestion shopping

include do have

sure homework a party

**Study tip**

Try to use your new vocabulary as often as you can. This will help you to learn the new words and it will also help improve both your writing and speaking.

144 Vocabulary bank

Each page includes a study tip to help students record and remember new words and encourage autonomy.

**Groupwork** 8

**A school trip**

1 Look at the pictures. Discuss with a partner.

- What kind of school trips can you see?
- Have you ever been on one of these trips with your classmates and teacher? If yes, which one? How was it? If not, would you like to go? Which one would you choose? Why?

camping trip sightseeing trip hiking trip

coach trip theme park trip seaside trip

2 a Work in groups of three or four. You are going to make a poster and present it to the class. First, decide on your ideal school trip.

b Write a short presentation on your ideal school trip. Include the following information:

- what kind of school trip it is
- season
- duration
- means of transport
- accommodation
- meals
- activities you can do there
- prices
- any other details.

c Now make your poster. You will need:

- cardboard
- coloured papers
- coloured pencils/markers
- glue, scissors
- pictures of the places you want to visit.

d Present your poster to the rest of the class. Make your presentation interesting. Be prepared to answer any questions from your classmates.

**Skills:**

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

**Check your result!**

- identify the topic of the project based on the given pictures and pictures
- search for pictures
- search for information about the given topic
- write about and present your school trip
- write the topic and information in the given project format
- use your classmates' ability to recognize specific words based on a visual support
- create

Groupwork 145

The *Groupwork* contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in each unit.

The *Festivals* section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.

**Festivals**

**HALLOWE'EN**

Every year, on 31 October, many countries all over the world celebrate Halloween. This is a popular festival in England and America, but there are also people from other countries that enjoy carving pumpkins into jack-o'-lanterns, dressing up as witches and ghosts and scaring each other.

Halloween is a very old celebration. Its origins date back almost 2000 years to the ancient Celtic festival of Samhain. The Celts in Britain, Ireland and parts of France celebrated New Year on 1 November. They believed that on the night before New Year, the spirits of the dead would return to earth, so they lit bonfires and wore costumes and masks to scare these ghosts away.

With the spread of Christianity, 1 November became the day to honour all saints. All Saints' Day. The evening before this was known as All Hallows' Eve, or all Saints' Eve, and later Halloween. Today, however, it is not just a religious festival. Halloween is a time of fun activities like costume parties, trick-or-treating or telling scary stories. Trick-or-treating is a special custom that began in America and it is the modern version of 'souling'. Souling was a tradition where poor people went from house to house promising to say prayers for the dead in exchange for food.

These days, children knock on people's doors dressed up as witches, monsters and ghosts, and ask for sweets.

**Other popular symbols for Halloween are pumpkins, witches and spiders that are active at night both on black cats, owls and bats.**

1 Work with a partner. Answer the questions.

- What do you think about Halloween?
- Do you celebrate Halloween in your country?
- What's your favourite festival in your country?

2 Look at the pictures below. What's their connection to Halloween?

3 Read the text and decide if the sentences are true (T) or false (F). Correct the false ones.

- People celebrate Halloween only in England and the USA.
- For the Celts, New Year began in November.
- Only poor people go 'Trick-or-treating' today.
- Jack-o'-lanterns are made of pumpkins.
- Animals that aren't active at night are popular symbols of Halloween.

4 Find out which countries around the world celebrate Halloween. Choose one country and search for pictures and information on the Internet. Make a photo album to show how Halloween is celebrated there. Present your album to the rest of the class.

5 Now write a short letter to a British friend about how you celebrate Halloween in Romania.

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**Festivals**

**APRIL FOOLS' DAY**

April 1st is April Fools' Day in the UK. It is a day when people play practical jokes and tricks on each other. When you play a joke on someone, you 'pull an April Fool'. The 'victim' of the prank is the April Fool!

**Where exactly does this custom come from?**

No one really knows how or where the custom started.

April Fools' Day is a very old tradition that is thought to date back to the 16th century. At that time, in France, people celebrated New Year on 1 April. Because they didn't have the modern means of communication that we have today, many people didn't find out about the introduction of a new calendar which celebrated New Year on 1 January. Others decided to ignore the change of date or they simply forgot about it. All these people were called fools.

Over time, playing pranks on 1 April has become a tradition in other countries as well. These days, April Fools' Day is an international festival of fun with different ways of playing harmless pranks. Among the most common pranks are telling a friend that about to be cancelled or pointing to a friend's shoe and saying 'Your shoelace is untied' even though it's not.

**The best trick is the one where everyone laughs, both the joker and the 'victim'.**

1 Answer the following questions with a partner.

- What do you know about April Fools' Day?
- Do you have a similar day in Romania?
- Do you like April Fools' Day? Why/Why not?
- Do you like practical jokes?
- What was the last trick you played on someone?

2 Read the text and answer the questions.

- When is April Fools' Day celebrated?
- Who is the April Fool?
- What's the origin of April Fools' Day?
- What are some common pranks?

3 Search for well-known pranks on the Internet and choose five. Discuss them in pairs and give your opinion.

4 Now make up your own April Fools' trick. Write a short description and present it to your class as 'My April Fools' Trick'. Your classmates will decide which is the funniest.

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The *Reading for pleasure* section focuses on the world of literature.

**Reading for pleasure**

**Reading A biography**

1 You are going to study part of a story by the British writer, Arthur Conan Doyle. Read the text about his life. Which famous characters did he write about? Do you know anything more about them?

**Reading A story**

2 In this text Doctor Watson is telling the story. Read the first part of the text quickly (Geography A-D). What kind of story is it?

**Get Reading**

The first time you read a text, read it quickly, without stopping. Don't worry if there are parts you don't understand or words you don't know. Keep reading! Try to get a general idea of what the text is about.

**BE CURIOUS**

What can you see in the photo?

Start thinking

- What do you like to read?
- When and where do you read?
- What is your favourite book?

**Visit sites**

- understand a biography of a famous writer
- follow the events of a text from a event
- understand a character's wishes and feelings
- write about an exciting scene

**Answer the questions.**

- 1 Who is the man in the photograph?
- 2 Did he find anything important in the hut?

**What do you think happens next in the story? Work with a partner. Ask and answer Watson's questions.**

- 1 Who is the "secret man"?
- 2 What is he doing on the moor?
- 3 Is he Watson's enemy?

Each *CLIL* lesson is linked to the topic of the corresponding unit. They give students the opportunity to study other subjects through the medium of English.

**8 CLIL**

**Geography Functional zones**

1 Match the photos with the different zones in a city.

Industrial zone residential zone CBD (central business district)

2 Read and listen to the text and check your ideas to Exercise 1.

**FUNCTIONAL ZONES**

Functional zones in a city are the areas where people go to do particular things. There are three main functional zones in a modern city: the CBD (central business district), the industrial zone and the residential zone.

The CBD is often called the city centre. It is usually in the historic centre of a city. It has most of the shops and services, like banks, libraries, and also offices and the "main hall". There are also places for entertainment like theatres, cinemas and swimming pools. Land is expensive in the CBD so there are often a lot of tall buildings like skyscrapers. Some historic cities don't have these modern buildings because they want the city to look beautiful.

The industrial zone is where the factories, warehouses and industries are. Many years ago, these zones were in the centre of cities, but they moved out, probably because of the noise and pollution. This area is usually less attractive than the central zone. Workers often travel from these zones to their jobs. These zones usually have good transport links for trains and cars to move people, materials, machines and goods to and from the zones.

Residential zones are the areas where the houses of a city. The buildings are newer and the streets are cleaner here so that it is where people enjoy to live. There are schools and more open spaces like parks, and there is less noise and pollution than in other zones.

Find out about collecting water.

**Discovery EDUCATION**

An ancient answer 143

There are three optional projects in the Student's Book.

**Project 1**

**A sponsored event**

**SIXFIELDS ANIMAL HOSPITAL Charity Day**  
of the Village Hall

Join the fun and help us reach our total of £5,000  
Saturday 20<sup>th</sup> August 1 pm

**Raffle**

food and drink

**Sponsored events:**  
fun run  
dance marathon  
music from local band "The Singers"

**Hot dog eating contest**

**Look**

1 Look at the poster about the charity day and answer the questions.

- 1 What is the charity?
- 2 Where is the charity day?
- 3 What day is it?
- 4 What time does it start?
- 5 What sponsored events are there?
- 6 What entertainment is there?
- 7 How much money do they want to raise?

**Prepare**

2 Work in groups of three. Plan a charity day in your town and make a poster. Use the questions in Exercise 1 to help you and find photos to put on your poster.

**Present**

3 Present your poster to the rest of the class. Give extra details about the charity, how friends and family can sponsor you, and the amount of money you want to raise. Which charity day is the class's favourite?

144 Project

Students are given a clear model to guide them.

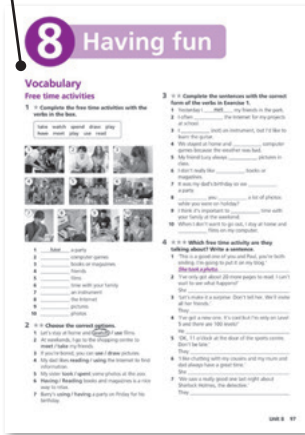
If you want to make fuller use of the video, you will find a complete lesson plan at the back of the TB.

The third Discovery Education™ video clip brings high-interest global topics to life for students.

Three clearly laid out stages provide clear guidance.

# Workbook (caietul elevului)

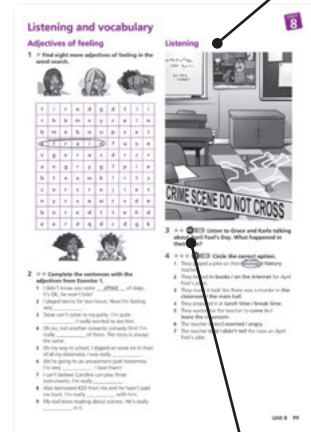
The first page of each unit practises the vocabulary from the opening pages of the unit in the Student's Book.



The second page practises the first Language Focus section.



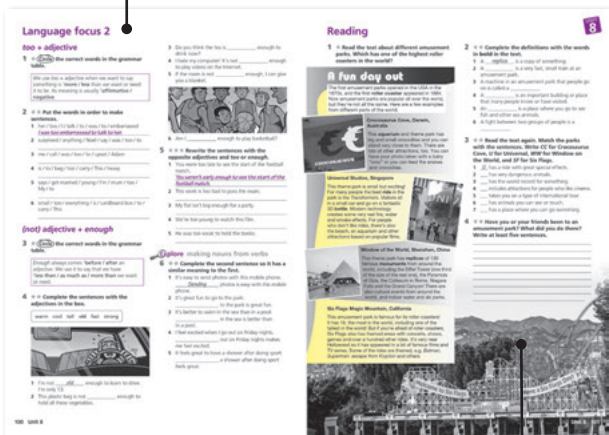
Every unit contains a listening activity.



The vocabulary from the Explore sections on the Student's Book reading pages is practised here.

Activities are given one to three stars, depending on the level of difficulty.

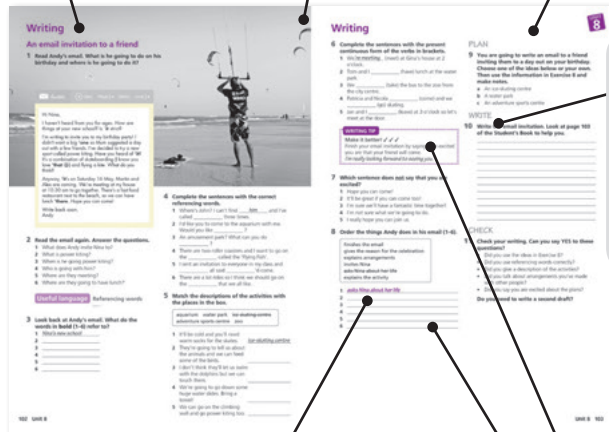
Language Focus 2 provides further practice of the target grammar from the Student's Book.



The model writing text includes more useful language, which is extended from the Student's Book.

There is a double-page Writing section in every unit.

The organisation and contents of the model text are highlighted.



A broad process writing model is followed, as in the Student's Book.

At level 1, the reading pages include a reading tip to help students at this early stage.

Each unit includes Writing Tips.

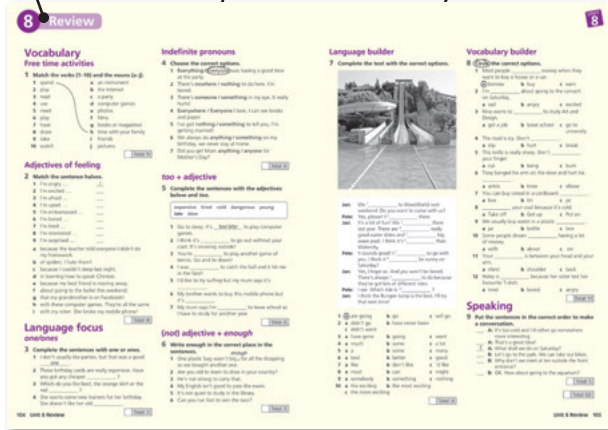
Other features of the genre are presented.

The first page of the *Review* section focuses on the grammar and vocabulary of the unit.

Each unit is followed by a two-page *Review* section.

The second page revises the grammar, vocabulary and functional language from all units to this point.

Each unit finishes with a *Get it Right* page where common learner errors are focused on, including spelling errors. The errors are informed by the Cambridge Learner Corpus.



Focus on pronunciation sections provide more extensive practice of pronunciation features such as word and sentence stress and intonation.

The *Speaking extra* pages practise the *Useful Language* from the Speaking pages in the Student's Book.

The *Language focus extra* pages provide even more practice of the grammar in the Student's Book.

There is plenty of listening practice to contextualise the language.



Whenever students are asked to listen, they are given an opportunity to listen for gist first.

# Teacher's Book (ghidul profesorului)

The unit aims and unit contents include all the video, common learner errors and also the relevant material at the back of the book, such as pronunciation and CLIL.

Each lesson has objectives making it easier for the teacher and the learner to understand and attain the goals.

## 8 Having fun!

- Unit aims**
- talk about my free time activities.
  - talk about people, things and places without repeating the same words.
  - understand information about how people have fun around the world.
  - talk about things which are too big, small, cold, etc. or not big, small, cold, etc. enough.
  - make suggestions and respond to them.
  - write an email invitation to a friend.
- Unit contents**
- Vocabulary** Free time activities  
Adjectives of feeling  
Expressions with have  
Making nouns from verbs  
An online forum
- Reading** A New York City Food Tour  
An article  
exercise  
Indefinite pronouns  
Use a adjective  
(one) adjective + enough
- Listening** A radio interview
- Speaking** Purkin Challenge  
Suggesting and responding  
Read text: show us you celebrate your birthday?  
Word stress
- Pronunciation** An email invitation to a friend  
Rhoticizing words  
Geography: Functional zones  
An ancient answer
- CLIL**

CEFR	SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1-4 p112	1-4 p112
		1-4 p112	1-4 p112
Reading	READING FOR INFORMATION AND ARGUMENT	1-2 p113	1-2 p113
		1-2 p113	1-2 p113
Writing	CREATIVE WRITING	6-7 p116	6-7 p116
		6-7 p116	6-7 p116
Communicative language competence	LINGUISTIC ACCURACY	1 p115	1 p115
		1 p115	1 p115
Communicative strategies	EXTENDING CLIL AND INTERTEXT	6-7 p116	6-7 p116
		6-7 p116	6-7 p116

112 Unit 8

Each unit contains a detailed list of the CEFR goals covered within it.

**Vocabulary** Free time activities

**Objectives**

- learn phrases for free time activities.
- talk about the free time activities that you enjoy doing.

**Warm-up**

Books closed. Write free time activities on the board.

Put students into small groups. Ask students to brainstorm as many different free time activities in their groups as they can. You can make this competitive by telling students that the group which comes up with the most activities wins.

1. Ask students to open their books at page 95.

Put students into pairs to match the pictures with the words in the box.

Play the recording for students to check their answers and repeat the words.

To extend this exercise, ask students to order the free time activities in the box in Exercise 1 from most to least favourite. Students can then compare the order of activities with a partner.

**Answers**

a meet friends b have a party c play computer games d draw pictures e use the Internet f watch films g read books h jog i play the guitar j take photos k play an instrument l spend time with your family

**Optional activity**

- Put students into pairs (A and B).
- Student A starts to use one of the pictures on page 95.
- Student B says which free time activity the picture shows.
- Students then swap roles and continue until all of the free time activities have been referred to.

2. Refer students to the eight incomplete questions. Complete the first question as an example and then write the completed question on the board.

Ask students to work in pairs to complete the questions with the correct form of verbs in Exercise 1. Monitor while students do this, help as necessary.

Check answers.

**Fast finishers**

Students can write additional questions about free time activities, which they can ask each other in Exercise 4.

**Answers**

1 play 2 have 3 read 4 spend 5 use 6 play 7 meet 8 take

**Game**

- Play memory to practise the phrases for free time activities.
- Use Games Bank on pages 28-29.

**Optional activity**

Put students into pairs to write answers to the questions in Exercise 2.

Encourage stronger students to correct weaker students in response to each of the questions.

**Language note**

The indefinite article 'a' is used in the phrase play an instrument but when we talk about a particular instrument, we use the definite article 'the' - e.g. play the guitar. This means that the question Do you play an instrument? might be answered with the sentence Yes, I play the guitar.

4. Read out the example question and answer. Put students into groups to ask and answer the questions. Encourage students to ask additional questions related to free time activities.

To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 114 and do the exercises for free time activities.

**Optional activity**

- Students can take 40 turns to ask you the questions about free time activities from Exercise 2.
- Encourage students to ask you additional questions as appropriate.

5. Set Exercises 1, 2, 3 and 4 on page 97 of the workbook. That homework.

Ask students to do a survey among their friends and family members to find out which of the free time activities on page 95 are the most and least popular. At the beginning of the next lesson, students can compare their results in pairs.

Unit 8 113

Each lesson starts with an optional warm-up activity to prepare the students for the lesson in a dynamic way.

Fast finisher boxes help with class management.

Optional activity boxes provide a variety of ideas for motivating activities.

Each reading text is supplemented with contextual information on the topic.

Throughout the notes, there are ideas for games to practise the target language.

**Reading** An online forum

**Objective**

- read an online forum about a long weekend.
- learn expressions with have.
- talk about what people can do in their town on a long weekend.

**Background**

A long weekend is the phrase used to describe a weekend in which either the Friday or the Monday is a public holiday. Long weekends in the UK are associated with what are known as bank holidays. That is, a public holiday which is so named due to the banks being obliged to close on that day.

**Warm-up**

- Books closed. Ask: Do you go out with your friends or family on public holidays? When do you go and what do you do?
- Ask students to think and write them on the board, e.g. most people in a cafe, have a picnic, go for a walk, visit relatives or do activities.

1. Ask students to open their books at page 94.

Ask students to read and describe the photos. Help weaker students with this by eliciting or teaching the following vocabulary: open-air swimming pool, concert, museum, exhibition.

Read out the questions.

Put students into pairs to ask and answer them.

2. Ask students to work alone to read the online forum to check the ideas they came up with in Exercise 1. You could then ask students whether they have long weekends in their country and when the next long weekend is. Stronger students could say what the next holiday is called and what it marks.

**Answer**

1 a weekend in which either the Friday or the Monday is a holiday.

3. Refer students to the six questions.

Put students into pairs and ask them to read the text again and answer the questions. Ask students to underline the expressions with have in the text, e.g. I'm answering the question in which I mention that we can be found in the paragraph about Mikhaela Green.

Check answers. Encourage stronger students to give as much detail as possible in their answers.

Refer students to the information in the ACEFL box. Ask students to say if there are any open or interesting points in this area and what they are like.

**Answers**

1 1 2 3 3 4 4 5 5 6 6

**Language focus 1 one/ones**

**Objectives**

- learn one and ones.
- learn indefinite pronouns.

**Warm-up**

Books closed. Offer some pens to a student. Ask: Which one would you like?

Write the questions on the board and underline the word one. Explain that one is a pronoun and that it is used when we wish to avoid repeating a noun in the example one like to subscribe pen would be chosen by the person offered a choice of three.

1. Ask students to open their books at page 97.

Put students to read the example sentences in the box on the left on page 97.

Ask students to look back at the text and then copy and complete the sentences.

Check answers.

For further information and additional exercises, students can turn to page 119 of the **Grammar reference** section.

**Answers**

**Singular object** [No school on Monday so this weekend's going to be a long one!]

**Plural object** [Misha's taken some amazing ones off our school trip.]

**Language note**

When one can be used on its own, one cannot, we can say I've got five cans of orange. Should you say I've got five cans of orange or five cans of orange juice? We can't say I've got five cans of orange juice because juice is not a countable noun. We can say I've got five cans of orange juice. Would you like some? I haven't got any, but there are still some left.

2. Refer students to the conversation. To help weaker students, complete the first gap with the idea as an example.

Ask students to complete the conversations with one or ones.

Play the recording for students to check their answers.

Ask students to practise reading the conversations in pairs.

**Answers**

1 one 2 one 3 one 4 one 5 one 6 ones 7 one 8 ones

**Indefinite pronouns**

3. Books closed. Write the following on the board. It'd like to live somewhere. Refer students to the underlined word. Explain that it is an example of an indefinite pronoun. Note that indefinite pronouns are used to refer to people or things without saying exactly who or what they are.

Ask students to open their books at page 97.

Put students to read the example sentences in the table on the left on page 96.

Ask students to look back at the text and then copy and complete the sentences.

Check answers and then read out the information in the **Get it right** box.

For further information and additional exercises, students can turn to page 119 of the **Grammar reference** section.

**Answers**

People Things Places

**Affirmative** There's something **somebody** **somewhere** for **to get out** (if you aren't usually going to do it) **anywhere** special at the concert.

**Negative** There's nothing **no one** **nowhere** for **to get out** (if you aren't usually going to do it) **anywhere** special at the concert.

**Language note**

Indefinite pronouns take a singular rather than a plural verb, e.g. we do it every year coming to the party! not Are everyone coming to the party?

4. Put students into pairs to replace the words in bold with an indefinite pronoun.

Check answers.

**Answers**

1 someone 3 everywhere, anywhere 4 nothing 5 something 6 nowhere

**Your turn**

5. Give students time to write their own ones. Make sure that they both use in a different order to the one in the exercise.

6. Put students into pairs to take 10 turns to guess what the information their partner wants in Exercise 3 refers to. Ask some students to tell the class about their partner's guess.

Set Exercises 1, 2, 3, 4 and 6 on page 98 of the workbook. That homework.

Unit 8 115

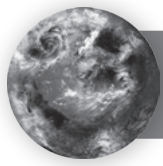
The first Discovery™ videos have short lesson notes here. If you want to explore the video in more depth, there are thorough lesson notes at the back of the book.

Video clips on these pages can either be done as a lead-in to the *Language focus 1* lesson, or as a follow-up to it.

*Language note* boxes alert teachers to typical mistakes students make with the target language.







# Starter Unit

## Unit contents

<b>Vocabulary</b>	Family, school subjects, sports and activities
<b>Language focus</b>	<i>Be</i> , subject pronouns, possessive 's, <i>there is/are</i> , <i>some</i> and <i>any</i> , <i>have got + a/an</i> , present simple affirmative, negative and questions, adverbs of frequency


## CEFR

SKILL AREA	GOAL	EXERCISE
Listening	OVERALL LISTENING COMPREHENSION	1 p8
	UNDERSTANDING INTERACTION	2 p10
Speaking	INFORMATION EXCHANGE	6 p9 3 p11 7 p11
Writing	OVERALL WRITTEN PRODUCTION	6 p11
Communicative language competence	VOCABULARY RANGE	2 p8 1-2 p9 1 p10
	GRAMMATICAL ACCURACY	3-6 p8 3-6 p9 3-5 p10 1-7 p11

## Objectives

- revise family vocabulary, subject pronouns and *be*, possessive 's.

## Family

-  **1.01** Books closed. Put students into small groups and give them 30 seconds to brainstorm as many family words as they can. Find out which group came up with the most words.
  - Ask students to open their books at page 8.
  - Check that students understand that a family-tree diagram shows the relationships between several generations in a family.
  - Play the recording.
  - Students complete Nathan's family tree.
  - Check answers.

### Audioscript



**Nathan:** Hi, I'm Nathan. Let me tell you about my family. It isn't very big. We're from Liverpool in England. Well, my dad Dave isn't from Liverpool, he's from Newcastle. My mum's name is Marie. My parents are both teachers but they don't teach at my school. I've got a sister and a brother. My sister's name is Sophie and my brother's name is Ben. We've got two cousins. Their names are Lucy and Tom. Lucy and Tom's dad is my mum's brother, or my uncle. His name's Phil and my aunt's name is Anne. They aren't teachers like my parents – Phil's a police officer and Anne's a nurse. Then, my grandparents' names are Henry and Diana – they're my mum's parents. And what about you? Where are you from? Is your family big?

### Answers

a Henry b Diana c Dave d Marie e Anne f Phil  
g Ben h Nathan i Sophie j Lucy k Tom

- Read out the examples.
  - Ask students to work in pairs to put the words in the box in the correct columns in the table. Make sure they understand each of the symbols used in the table.
  - Check answers with the class.

### Answers

		
aunt, sister, grandma, wife	husband, dad, uncle, granddad	cousin, grandparents

### Game

- Play *Could you spell that, please?* using the family vocabulary.
- See **Games Bank** on pages 28–29.

## Subject pronouns and *be*

- Books closed. Write *be* on the board. Elicit its different forms in the present simple. Write these forms on the board.
  - Ask students to open their books at page 8.
  - Refer them to the gapped sentences in the table and explain

that the sentences are from the listening in Exercise 1.

- Ask students to copy and complete the sentences with the correct form of *be*.
- For further information and exercises, ask students to turn to page 118 of the **Grammar reference** section.

### Fast finishers

Students can write sentences about two members of their family, e.g. *Olga is my aunt. She is 42 years old.*

### Answers

	I	you / we / they	he / she / it
+	<b>I'm</b> Nathan.	<b>You're</b> 13.	<b>He's</b> from Newcastle.
-	<b>I'm not</b> Matthew.	<b>You aren't</b> 12.	My dad <b>isn't</b> from Liverpool.
?	<b>Am I</b> right?	<b>Are you</b> from Scotland?	<b>Is</b> your family big?

- Ask a student to read out the example question and answer.
  - Ask students to work alone to complete the sentences.
  - Check answers with the class.

### Answers

2 is's, It 3 Are, I, I 4 is's, He 5 Are, they

## Possessive 's

- Hold up an object belonging to a student, e.g. a notebook. Write the following sentence on the board: *This is Mila's notebook.* Highlight the possessive 's in the sentence and check that students understand how it is used.
  - Put students into pairs. Then ask them to copy the sentences and put the apostrophe in the correct place.
  - For further information and exercises, ask students to turn to page 118 of the **Grammar reference** section.

### Answers

1 My mum's name is Marie.  
2 My grandparents' names are Henry and Diana.

### Optional activity

- Ask students to draw their own family trees.
- Put students into pairs to ask and answer questions about the relationships between the family members, e.g. Student A asks: *Who is Rico?* Student B answers: *Rico is my mother's brother.*

## Your turn

- Read out the example.
  - Ask students to write questions using words from each of the boxes. With **weaker students**, elicit questions and write these questions on the board.
  - Put students into pairs to ask and answer the questions.
  - Ask some students to tell the class something they found out about their partner.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 7 of the **Workbook** for homework.

## Objectives


- revise school subjects, *there is/are* and *some* and *any*, *have got + a/an*.

## School subjects

- Ask: *What is your favourite school subject?*
  - Elicit answers from the class and write them on the board.
  - Ask students to work alone to complete the school subjects with the correct vowels before matching the subjects with the pictures.
  - Check answers.

### Answers

- 1 French (picture c) 2 English (picture b)  
 3 Music (picture a) 4 Science (picture h)  
 5 ICT (picture e) 6 PE (picture d) 7 Geography (picture g)  
 8 Maths (picture f) 9 History (picture i)

-  **1.02** Tell students they are going to listen to Nathan (see Exercise 1 on page 8) talking to his cousin about his school.
  - Play the recording for students to note down which of the subjects in Exercise 1 Nathan refers to. Encourage **stronger students** to note down what Nathan says about those subjects.
  - Check answers.

### Audioscript

- Lucy:** Is your school big, Nathan?  
**Nathan:** Yes, it is. I think there are 750 students in my school.  
**Lucy:** Wow! That's big. How many classrooms has it got?  
**Nathan:** I'm not sure. There are some classrooms in the main building and there are some behind the sports hall.  
**Lucy:** Have you got a big sports hall?  
**Nathan:** Yes, we have. We do PE there and there's a playing field for team sports like football.  
**Lucy:** I've got PE tomorrow. What about you?  
**Nathan:** We've got ICT in the IT room at 9 o'clock and then it's Science.  
**Lucy:** Oh really? We haven't got an IT room because there are laptops in every classroom.  
**Nathan:** Lucky you! There aren't any laptops in our classroom but the teacher's got a computer.  
**Lucy:** Are there any Science labs at your school?  
**Nathan:** Yes. My school's got four labs, I think. Are you hungry?  
**Lucy:** No, not really. I'm thirsty. Is there any orange juice?  
**Nathan:** No, there isn't but there's some cola in the fridge. Would you like some?  
**Lucy:** Yes, please!

### Answers

PE, ICT, Science

### Optional activity

- Ask students to make two lists: their three favourite and least favourite school subjects.
- Put students into pairs to compare their lists.
- Students say why they like and dislike their subjects in their lists.

## there is/are and some and any

- Refer students to the gapped sentences in the table. Explain that the sentences are from the listening in Exercise 2.
  - Ask students to copy and complete the sentences with the correct form of *be*.
  - Check answers.
  - Use the example sentences to elicit when *some* and *any* are usually used.
  - For further information and exercises, ask students to turn to page 118 of the **Grammar reference** section.

### Answers

	Singular	Plural
+	<b>There's some</b> cola in the fridge.	<b>There are some</b> classrooms in the main building.
-	<b>There isn't any</b> orange juice.	<b>There aren't any</b> laptops in our classroom.
?	<b>Is there any</b> orange juice?	<b>Are there any</b> science labs at your school?

We use *some* in affirmative sentences.  
 We use *any* in negative sentences and in questions.

- Revise the meaning of the words in the box and then read out the example sentence.
  - Ask students to write sentences about their school using *there is/are*, *some/any* and the words in the box.
  - Monitor while students do this writing task. Check students are forming sentences correctly.

## have got + a/an

- Refer students to the gapped sentences in the table.
  - Ask students to copy and complete the sentences with the correct form of *have got*.
  - Check answers.
  - For further information and exercises, ask students to turn to page 119 of the **Grammar reference** section.

### Answers

	I / you / we / they	he / she / it
+	I <b>ve got</b> PE tomorrow.	My school's <b>got</b> four labs.
-	We <b>haven't got an</b> IT room.	It <b>hasn't got any</b> laptops.
?	<b>Have you got a</b> big sports hall?	<b>Has Lucy got a</b> laptop?

### Game

- Play *Correct the sentence* to practise *there is/are*, *some* and *any* and *have got + a/an*.
- See **Games Bank** on pages 28–29.

## Your turn

- Read out the example question and answer.
  - Ask students to work alone to write questions with *have got* using the information in the boxes or their own ideas.
  - Put students into pairs to ask and answer their questions.



Set Exercises 1, 2 and 3 on page 8 and Exercises 1 and 2 on page 9 of the **Workbook** for homework.

## Objectives


- revise sports and activities, present simple affirmative and negative.

## Sports and activities

- 1
- Books closed. Tell students which sports and activities you enjoy doing or watching. Put students into pairs and ask them to tell one another about the sports they do or watch.
  - Write the verbs *go*, *do* and *play* on the board and elicit sports and activities that are used with each of the verbs. If students can't think of examples, introduce one for each verb, e.g. *go jogging*, *do kung fu*, *play tennis*.
  - You could also introduce the general distinction between the verbs in this context: *go* is used with sports and activities ending in *-ing*, *play* with ball sports and *do* with the rest.
  - Ask students to open their books at page 10.
  - Students work alone to match the pictures with the sports in the box.
  - Check answers.

### Answers

a judo b karate c yoga d snowboarding e cycling  
f swimming g surfing h skateboarding i skiing  
j bowling k basketball l volleyball

- 2  1.03 Tell students they are going to listen to Nathan and Lucy talking about their free time.
- Read out the two questions.
  - Play the recording for students to answer the questions. Encourage **stronger students** to note down as much as they can about what Nathan and Lucy say.
  - Check answers.
  - You could then play the recording again and ask students to note down what Nathan and Lucy say about members of their families.

### Audioscript

**Lucy:** There's a new adventure film at the cinema. Do you want to come?

**Nathan:** I'm sorry, I can't. I've got basketball practice.

**Lucy:** Do you play in the school team?

**Nathan:** Yes, I do. What sports do you do?

**Lucy:** My friends and I usually go cycling on Saturday afternoons and then I sometimes go swimming with Mum and Dad. Do you go swimming?

**Nathan:** No, I don't. The water's always cold but I like surfing.

**Lucy:** But you don't live near the sea. How often do you go surfing?

**Nathan:** When we go on holiday.

**Lucy:** Does your sister go surfing too?

**Nathan:** Yes, she does. Dad likes it too.

**Lucy:** Does your dad still go bowling?

**Nathan:** No, he never goes now. What about your dad?

**Lucy:** He sometimes goes bowling with granddad but he says he doesn't like it very much.

### Answers

Nathan: basketball, surfing

Lucy: cycling, swimming

### Game

- Play *The mime game* to practise the sports and activities vocabulary.
- See **Games Bank** on pages 28–29.

## Present simple: affirmative and negative

- 3
- Put the verbs on the board that students will need to complete the sentences from the listening. The verbs are: *live*, *go*, *do*.
  - Put students into pairs. Then ask them to copy and complete the sentences.
  - Check answers.
  - Remind students that the present simple is used to talk about habits and routines.
  - For further information and exercises, ask students to turn to page 119 of the **Grammar reference** section.

### Answers

	I / you / we / they	he / she / it
+	I <b>like</b> surfing. My friends and I usually <b>go</b> cycling.	He sometimes <b>goes</b> bowling with granddad.
-	You <b>don't live</b> near the sea.	He <b>doesn't like</b> it very much.

- 4
- Complete the first sentence as an example.
  - Ask students to work alone to complete the remaining sentences using the present simple form of the verbs in brackets.
  - Check answers.

### Fast finishers

Students can write two sentences in the present simple about the sports and activities that people usually do in their country.

### Answers

1 go 2 have 3 don't play 4 does 5 doesn't play  
6 ride 7 don't live, don't go

- 5
- Read out the example sentence.
  - Ask students to rewrite the sentences in Exercise 4 so that they are true for them.
  - Monitor while students rewrite their sentences. Check students are using the present simple correctly.
  - Ask some students to read out one or two of their sentences to the class.
  - You could then encourage the rest of the class to ask the students who read sentences out the questions about the sports and activities they do. For example, when a student reads out the sentence *I play football in the summer*, the other students could ask: *Where do you play? Who do you play with? How often do you play?* (Students do not revise present simple questions until page 11, but they should be able to form some questions as they will have learnt and practised the form before.)



Set Exercises 3, 4 and 5 on page 9 of the **Workbook** for homework.

## Objectives

- revise present simple questions and adverbs of frequency.

## Preparation

- Bring a small soft ball.

## Present simple: questions

- Books closed. Write the following question words on the board: *why, where, what, when* and *who*.
  - Elicit example questions in the present simple using these questions. Make sure you elicit questions with both *do* and *does*.
  - Write the questions on the board. Highlight the auxiliary verb (*do* or *does*) and explain that these words are used to form questions in the present simple in English.
  - Ask students to open their books at page 11.
  - Refer students to the table.
  - Explain that the gapped sentences are from the listening on page 10.
  - Put students into pairs. Then ask them to copy and complete the questions and short answers with *do* or *does*.
  - Check answers.
  - For further information and exercises, ask students to turn to page 119 of the **Grammar reference** section.

### Answers

	I / you / we / they	he / she / it
<b>Wh-?</b>	What sports <b>do</b> you <b>do</b> ? When <b>do</b> they <b>go</b> bowling?	How often <b>does</b> he <b>go</b> snowboarding?
<b>Y/N?</b>	<b>Do</b> you <b>go</b> swimming?	<b>Does</b> your sister <b>go</b> surfing too?
<b>Short answers</b>	Yes, I <b>do</b> . No, I <b>don't</b> .	Yes, she <b>does</b> . No, he <b>doesn't</b> .

- Read out the example.
  - Ask students to work alone to write questions. Encourage **weaker students** to identify the subject of each question and whether that subject is singular or plural. They should also check the questions they write against the examples in the table in Exercise 1.

### Fast finishers

Students can write two questions in the present simple. They can then ask them in Exercise 3.

### Answers

- When do your friends have training?
- Do you play volleyball?
- Does your sister do drama after school?
- What sports and activities does your uncle do?
- How often do you and your friends go to school?
- Do you go surfing?

## Your turn

- Put students into pairs to ask and answer the questions from Exercise 2.
  - Ask some students to tell the class something they found out about their partner.

## Adverbs of frequency

- Write *always, usually, sometimes* and *never* on the board. Elicit that these words are example of adverbs of frequency and that we use them when we want to talk about how frequently we do something.
  - Refer students to the gapped sentences. Explain that they come from the listening on page 10.
  - Play the recording again.
  - Students listen and complete the sentences with the correct adverb of frequency.
  - Students then answer the two questions.
  - Check answers.
  - For further information and exercises, ask students to turn to page 119 of the **Grammar reference** section.

### Answers

- My friends and I **usually** go cycling on Saturday afternoons.
  - I **sometimes** go swimming with Mum and Dad.
  - The water's **always** cold.
  - He **never** goes now.
- The adverb of frequency goes after the verb *be*.
  - The adverb of frequency goes before other verbs.

- Ask a student to read out the example sentence.
  - Ask students to work in pairs to rewrite the sentences by putting the adverbs of frequency in the correct place in the sentences.
  - Check answers.

### Answers

- My friends sometimes play basketball at school.
- I never do yoga at school.
- My grandparents sometimes go bowling.
- My cousin often does judo at the weekend.
- I always go cycling on Sunday morning.

### Game

- Play *The ball game* to practise adverbs of frequency and the present simple.
- See **Games Bank** on pages 28–29.

## Your turn

- Make one or two example sentences that are true for you using the information in the list. Write the examples on the board.
  - Give students time to write sentences of their own.
  - Monitor while students do this. Check that students are using adverbs of frequency and that they are forming their sentences correctly.
- Review *How often ...?* questions to help **weaker students**.
  - Put students into pairs to ask and answer questions about the sentences students wrote in Exercise 6.
  - Ask some students to tell the class something they found out about their partner.



Set Exercises 1, 2, 3, 4, 5 and 6 on page 10 of the **Workbook** for homework.



# Money matters

## Unit aims

### I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to, or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

## Unit contents

<b>Vocabulary</b>	Shops Money verbs Extreme adjectives Adjective prefixes
<b>Reading</b>	A blog ▶ Unusual fun An article
<b>Language focus</b>	Present continuous Present simple vs. continuous (don't) want to, would(n't) like to, would prefer to, would rather/ would sooner (not) enough + noun
<b>Listening</b>	A radio programme
<b>Discover culture</b>	▶ Tiger sanctuary
<b>Speaking</b>	Shopping ▶ Real talk: <i>How do you spend your money?</i>
<b>Pronunciation</b>	/f/
<b>Writing</b>	An email Imperatives
<b>CLIL</b>	Maths: Percentages ▶ What does Zero mean?

## Be curious

- Books closed. Put the following on the board: \_ \_ \_ \_ \_ . Elicit letters until the word *money* is spelt out.
- Introduce the verb *spend* and tell students what you spend most of your money on.
- Ask some students to tell the class what they spend most of their money on.
- Ask students to open their books at page 12.
- Elicit sentences to describe the photo. Alternatively, give students 30 seconds to study the photo, then ask them to close their books and say what they remember about it.
- Give students a couple of minutes to answer the three questions.
- Students can then compare their answers in pairs before you check answers with the class.
- Tell students that the theme of Unit 1 is money.

### Suggested answers

- You can buy clothes, shoes and bags at this market. I think you can buy other nice accessories, too.
- I think it's in the Middle East or in northern Africa, maybe in Morocco or Egypt.
- Most Saturdays we go to a big supermarket and we buy a lot of food there. There's a small shop in my street – we can buy milk and bread there. I go to a shopping centre to buy new clothes and shoes.

## CEFR

SKILL AREA	GOAL	EXERCISE
Listening	UNDERSTANDING INTERACTION	1–4 p20
	LISTENING TO MEDIA AND RECORDINGS	1–3 p16 1–4 p18
Reading	READING CORRESPONDENCE	1–3 p21
	READING FOR INFORMATION AND ARGUMENT	1–3 p14 1–3 p19
Speaking	CONVERSATION	7 p17
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	4–6 p20
	INFORMATION EXCHANGE	3–4 p13 6 p14 7 p16 5–6 p18 6 p19
Writing	CORRESPONDENCE	1–8 p21
	CREATIVE WRITING	6–8 p21
Communicative language competence	VOCABULARY RANGE	1–4 p13 4–5 p14 4–7 p16 4–5 p19
	GRAMMATICAL ACCURACY	1–6 p15 1–7 p17
	PHONOLOGICAL CONTROL	1 p13 5 p20
	SOCIOLINGUISTIC APPROPRIATENESS	3–5 p21
Communication strategies	IDENTIFYING CUES AND INFERRING	4–5 p14 4–5 p19


# Vocabulary Shops

## Objectives

- learn vocabulary for shops.
- talk about shops I go to.

## Warm-up

- Books closed. On the board, write the names of famous shops in the country in which your students live.
- Refer to what you have written on the board, elicit the words *shop* and *shopping*, and write them on the board.

- 1 •  **1.04** Ask students to open their books at page 13.
- Put students into pairs to do the matching exercise.
  - **Weaker students** can look up the meanings of the words in a dictionary.
  - Play the recording for students to check their answers and repeat the words.

### Answers

- a department store   b bookshop   c newsagent  
d supermarket   e music shop   f chemist   g shoe shop  
h electronics shop   i clothes shop   j sports shop

### Language note

The word for *shop* in American English is *store*. When *store* is used in British English, it tends to refer either to a large shop selling many different types of goods or a small shop such as might be found in a village.

When *shop* forms part of a word or phrase such as *shoe shop*, *clothes shop*, *bookshop*, etc., the stress is placed on the first part of the word or phrase.

- 2 • Read out the questions.
- Put students into pairs to answer the questions.
  - When checking answers, ask students to name a local example for each of the shops in question.

### Suggested answers

- 1 supermarket, newsagent, department store  
2 bookshop, newsagent, supermarket  
3 clothes shop, department store, shoes shop, sports shop  
4 electronics shop, department store  
5 music shop, electronics shop   6 chemist

### Optional activity

- Using the questions in Exercise 2 as a model to follow, students write 3–4 questions about the shops in Exercise 1.
- Put students into pairs to ask and answer their questions.

### Game

- Play *Pictionary* using the shops vocabulary.
- See **Games Bank** on pages 28–29.

## Your turn

- 3 • Ask one student to read out the four questions and another student to read out the example answer.
- Ask students to work alone to answer the questions. **Stronger students** should only write notes to the questions. **Weaker students** should write full answers to the questions as it will help them in the speaking exercise which follows.
  - Monitor while students do this. Help as necessary.

### Fast finishers

Students can write two additional questions about shops and shopping, which they can then ask in Exercise 4.

- 4 • Put students into pairs to ask and answer the questions in Exercise 3.
- Ask some students to tell the class about their partner.
  - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Shops*.

### Optional activity

- Ask students to work in small groups to design their own shop.
- Students should decide what the shop sells, how big it is, where it is located and its name.
- Students present their design for the class to decide which is its favourite.



Set Exercises 1, 2, 3, 4 and 5 on page 13 of the **Workbook** for homework.

In the following lesson, students will read about the Dubai Mall. As preparation for this, ask students to research malls online. Students can find out about the biggest malls, the malls which have the largest numbers of shops, malls located in unusual places or buildings, etc.



# Reading A blog

## Objectives

- read a blog post about a day at the Dubai Mall.
- learn extreme adjectives.
- talk about shopping centres.

## Background

The **United Arab Emirates** is a country in the Middle East made up of seven *emirates*. An *emirate* is a state or territory headed by an *Emir*, which is the name given to the head of state in some Islamic countries. **Dubai** is a city in the emirate of Dubai, known internationally for its wealth.

## Warm-up

- Books closed. Elicit examples of famous shopping centres in the students' countries. (Students will talk about shopping centres where they live in Exercise 6, so don't go into details at this point.)


- 1
- Ask students to open their books at page 14.
  - Ask students to look at the photos of the Dubai Mall. Help **weaker students** answer the question by eliciting or teaching the following vocabulary: *theme park, aquarium, ice rink* and *skating*.

## Suggested answers

You can go to a theme park, go skating, see a beautiful fountain or go to an aquarium / underwater zoo.

## Language note

The word **mall**, pronounced /mal/ or /mɔ:l/ in British English and /mɒl/ in American English, is a word used chiefly in North America to denote a large covered area containing many shops. **Shopping centre** is the phrase used in British English.

- 2
-  **1.05** Ask students to work alone to read Liam's blog.
  - Put students into pairs to check their ideas to Exercise 1 and to match the photos with the places in bold in the blog.
  - Check answers and then refer students to the information in the **FACT!** box. Ask: *Which do you prefer: a small shop or an enormous shopping centre?*

## Answers

- b** Olympic-size ice rink   **c** Dancing Fountain  
**d** Underwater Zoo

- 3
- Refer students to the numbers in the box. Check students are able to say the larger numbers: *120* is read *one hundred and twenty*; *1,200* is read *one thousand two hundred*; *million* is pronounced /'mɪljən/.
  - Put students into pairs and ask them to find out what the numbers refer to in the text.
  - Check answers.

## Suggested answers

The Dubai Mall has got about 1,200 shops, 22 cinemas and 120 cafés and restaurants.  
More than 50 million people visit it every year.  
The Sega Republic has got 150 games and rides.

## Explore extreme adjectives

- 4
- Teach the meaning of *extreme* by writing *excellent* on the board. Explain that the word means *very good* and that it is an example of an 'extreme' adjective, i.e. an adjective that intensifies the meaning of a 'normal' adjective such as *good*.
  - Read out the adjectives in the box. Check students are able to pronounce them.
  - Put students into pairs. Ask them to look at the adjectives in context to decide whether they mean *very good* or *very bad*.

## Answers

very good: great, wonderful, brilliant, amazing  
very bad: awful

- 5
- Read out the information, then give students time to look for the three adjectives in the text.
  - Once students have found the adjectives in the text, elicit that we use *absolutely* with them.
  - Divide the board into two columns, one labelled *very*, the other *absolutely*. Elicit adjectives to go under each column, e.g. *very – good, bad; absolutely – brilliant, awful*.
  - Then elicit example sentences to check students understand the difference between the adjective types.
  - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Explore extreme adjectives*.

## Answers


very hot = boiling  
very cold = freezing  
very big = huge  
We use *absolutely* before them.

## Your turn

- 6
- Ask a student to read out the questions.
  - Put students into pairs to ask and answer the questions.


You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.



-  Ask: *What do you do to have fun?* Elicit students' answers and then read out the information about the video.
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Then ask: *Would you like to try snowboarding indoors?*
- See page 122 for further activities you can do with this video.

## Answers

- In the desert.
- At the mall of the Emirates in Dubai.
- The sports shop.

 Set Exercise 6 on page 14 and Exercises 1, 2, 3, 4 and 5 on page 17 of the **Workbook** for homework.

# Language focus 1 Present continuous

## Objectives

- learn the present continuous and present simple.
- talk about what I am doing now and what I usually do.

## Warm-up

- Books closed. On the board write:  
*I'm writing on the board. I write on the board every day.*
- Ask students to identify the tenses (present continuous and present simple) and then ask them to say what they know about each of them.

- Ask students to open their books at page 15.
  - Tell them that the sentences in the table are from the text on page 14.
  - Ask students to look back at the text and then copy and complete the sentences.
  - Check answers.
  - For further information and additional exercises, students can turn to page 120 of the **Grammar reference** section.
  - Encourage students to think of the difference in grammatical forms between their language and English.

### Answers

	I	he / she / it	you / we / they
+	I'm spending the day in Dubai Mall.	My friend is shopping.	My dad and my sister are watching the fish.
-	I'm not going to the zoo.	Liam's mum isn't shopping.	Liam's dad and sister aren't skating.
?	Why am I wearing a sweater?	Is Liam wearing a sweater?	What are my mum and aunt doing?

### Game

- Play *The mime game* to practise the present continuous.
- See **Games Bank** on pages 28–29.

- Refer students to the information in the **Get it right!** box about spelling rules.
  - Put students into pairs to complete the sentences.
  - Check answers.

### Answers

- 2 isn't listening 3 'm making 4 aren't watching  
5 is running/'s running

- Read out the example question and answer.
  - Ask students to work alone to complete the exercise.
  - Check answers.
  - To **extend** the work on this exercise, ask students to ask and answer the questions in pairs.

### Answers

- 2 Where are you sitting now?  
3 Why are you learning English?  
4 Are you listening to music at the moment?  
5 Are your friends playing football now?

## Present simple vs. continuous

- Put students into pairs to answer the questions about the use of the present simple and present continuous.
  - Check answers.
  - For further information and additional exercises, students can turn to page 120 of the **Grammar reference** section.

### Answers

1 sentence b 2 sentence c 3 sentence a  
We use the **present simple** to talk about facts, habits, routines, timetables, schedules and programmes and the **present continuous** to talk about action in progress.

### Language note

In some languages, the present simple tense can be used for actions happening now. However, in English the present continuous must be used.

## Your turn

- Ask students to work alone to complete the questions.
  - Encourage **weaker students** to look for key words which will lead them to the correct tense, e.g. *now, usually*.
  - When checking answers, **stronger students** can say why one tense is used in the question rather than another.

### Fast finishers

Students write two additional questions (one in the present simple, one in the present continuous) to ask a partner in Exercise 6.

### Answers

- 1 are, doing 2 are doing 3 do, do 4 do, go  
5 are, doing 6 do, go 7 Are, reading 8 do, start  
9 do, come 10 do, get up

- Refer students to the example question and answer.
  - Put students into pairs to ask and answer the questions in Exercise 5.



Set Exercises 1, 2, 3, 4 and 5 on page 14 of the **Workbook** for homework.

Students can also do the exercises on the present simple and present continuous here:  
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1g002-present-simple-and-present-continuous-questions>

<https://www.youtube.com/user/cambridgeenglish1tv>

# Listening and Vocabulary


## Objectives

- listen to a radio programme.
- learn money verbs.
- talk about saving money and buying things.

## A radio programme

### Warm-up

- Books closed. Put students into pairs and ask them to tell each other what things they buy regularly.
- Ask some students to report back to the class on their partner.

- 1
- Ask students to open their books at page 16.
  - Students look at the photos and say which of things they have got. Students can do this in pairs.
- 2
-  **1.06** Tell students they are going to listen to a radio programme.
  - Play the recording.
  - Students listen and say which of the things in Exercise 1 Josh and Megan have got in their bags.
  - Check answers.

### Audioscript

**Reporter:** I'm here in a busy shopping centre to find out about young people and shopping. Hi! What's your name?

**Josh:** It's Josh.

**Reporter:** Hi Josh! You're live on radio! Can I ask you some questions? Are you shopping today?

**Josh:** Yes, I am.

**Reporter:** What do you want to buy?

**Josh:** I'd like to buy a new games console but I haven't got enough money.

**Reporter:** Oh really? Do you usually get pocket money from your parents?

**Josh:** I do but today I'm spending my birthday money.

**Reporter:** And what have you got in your bag?

**Josh:** I've got a new cap and a T-shirt.

**Reporter:** Do you usually spend your money when you get it or do you sometimes save it?

**Josh:** I usually spend it. I like buying new things!

**Reporter:** Do you ever buy clothes online?

**Josh:** No. My mum thinks it's important to try things on in the shop but I'd prefer to buy them on the Internet!

**Reporter:** OK, thanks Josh. And is this your friend? What's your name?

**Megan:** Megan.

**Reporter:** Hi Megan! What have you got in your bag?

**Megan:** I've got a football and some sunglasses.

**Reporter:** And do you get pocket money?

**Megan:** No, but I often get money for my birthday.

**Reporter:** Do you like getting money or would you prefer to get a present?

**Megan:** I like getting money so I can buy what I want.

**Reporter:** And do you usually spend your money when you get it like Josh?

**Megan:** No, I don't. I'm saving for a new mobile phone. I've nearly got enough money.

**Reporter:** Oh well done! OK, thanks to both of you! Back to Tom in the studio ...

### Answers

Josh: a cap and a T-shirt


Megan: a football and sunglasses

- Encourage **stronger students** to note down as much information as they can about the things that Josh and Megan talk about.
- Check answers.

### Answers

- 1 a games console 2 his birthday money 3 don't buy  
4 his friends 5 doesn't get 6 likes

## Money verbs

- 4
-  **1.07** Explain the meaning of each verb in the box.
  - Put students into pairs and ask them to complete sentences about the pictures.
  - Play the recording for students to listen, check their answers and repeat the sentences.

### Answers

- 1 's selling 2 's saving 3 's buying 4 's spending  
5 's earning 6 's borrowing

### Game

- Play *The memory game* using the money verbs.
- See **Games Bank** on pages 28–29.

- 5
- Ask students to work alone to complete the sentences.
  - While checking answers, challenge **stronger students** by asking them to justify their choice of verb.

### Answers

- 1 buy 2 spend 3 saving 4 sell 5 earn 6 borrow

### Optional activity

- Put students into pairs (A and B).
- Student A defines a verb from Exercise 4 for their partner to guess, e.g. *this means to make money by working*.
- Student B says what he or she thinks the verb in question is, e.g. *earn*.
- Students swap roles and continue in this way until all the verbs in the box have been defined.

## Your turn

- 6
- Give students time to rewrite the sentences in Exercise 5 so that they are true for them.
  - Monitor while students do this. Help as necessary.
- 7
- Ask students to form questions using the verbs from Exercise 4 and the beginnings of questions in the box.
  - With **weaker students**, do this as a whole-class activity and put the completed questions on the board.
  - Put students in pairs to ask and answer the questions.
  - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Money verbs*.
  - Ask students to turn to the **Groupwork** on page 131 and do the exercises for *Are you a spender?*. You could set Exercise 3 (a–d) of the **Groupwork** for homework.



Set Exercises 1, 2, 3, 4 and 5 on page 15 of the **Workbook** for homework.

# Language focus 2 (don't) want to, would(n't) like to, would prefer to, would rather/would sooner

## Objectives

- learn (don't) want to, would(n't) like to, would prefer to, would rather/would sooner.
- learn (not) enough + noun.
- rewrite conversations using the new language.

## Warm-up

- Books closed. On the board write:  
A: Do you \_\_\_\_\_ to go to the cinema?  
B: Yes, I do. I \_\_\_\_\_ like to see the new Pixar film.
- Ask students to complete the gaps. Elicit: *want, would*.

- Ask students to open their books at page 17.
- Tell students that the example sentences are from the listening on page 16. Ask them to copy the table and complete the sentences in pairs.
- Check answers.
- For further information and additional exercises, students can turn to pages 120–121 of the **Grammar reference** section.

### Answers

Question	Answer
What do you <b>want to buy</b> ?	I <b>want to / don't want to</b> buy some new shoes.
What <b>would</b> you <b>like</b> to buy?	<b>I'd like / wouldn't like to</b> buy a new games console.
<b>Would</b> you <b>prefer</b> to get a present?	<b>I'd prefer to</b> get some money.

- **1.08** Read out the information in the **Get it right!** box.
  - Complete the first sentence as an example.
  - Ask students to work alone to complete the rest of the exercise. Encourage **weaker students** to check their answers against the examples in Exercise 1.
  - Play the recording for students to check their answers.

### Answers

1 Would 2 would 3 do 4 'd 5 'd 6 Would  
7 would 8 wouldn't

- Ask students to work alone to complete the sentences.
  - Check answers.

### Answers

1 stay 2 buy 3 to eat

## (not) enough + noun

- Books closed. Pick up two pens on your desk. Say: *I need four pens, but I've only got two pens*. Then say: *I haven't got enough pens*. Write this last sentence on the board and underline *enough*. Check students understand that *enough* means *the necessary amount*.
  - Ask students to open their books at page 17.
  - Ask students to work alone to put *enough* into the correct place in the sentences.
  - Check answers.
  - For further information and additional exercises, students can turn to page 121 of the **Grammar reference** section.

### Answers

1 I'd like to buy [...] but I haven't got **enough** money.  
2 I've nearly got **enough** money.

## Say it right!

/f/

- **1.09** Ask students to turn to page 116.
  - Play the recording. Students listen and repeat.
- Put students into pairs to identify which of the words in the box have the /f/ sound.
  - Monitor and help as necessary.
- **1.10** Play the recording for students to check their answers to Exercise 2.

### Answers

laugh elephant coffee phone off

- Put students into pairs to write down words that have the /f/ sound. Challenge **stronger students** to come up with more than ten.
  - Monitor while students do this.
- Put students into pairs.
  - Students should look back at the words in Exercise 2 and Exercise 4 and then write a list of the different ways that the /f/ sound can be spelt, e.g. *f, ff, ph, agh*.
  - Check answers.

- Read out the example.
  - Ask students to work alone to rewrite the remaining sentences with *enough*.
  - Check answers.

### Answers

2 I'd like to watch a film but I haven't got enough time.  
3 We'd like to make hot chocolate but there isn't enough milk.  
4 My dad thinks I don't do enough homework.  
5 My brother is unhealthy because he doesn't do enough sport.  
6 We want to start a football team but we haven't got enough players.

- **1.11** Put students into pairs and ask them to complete the two short conversations with the words in the box.
  - Play the recording for students to check their answers.
  - Students can practise the conversations in pairs.

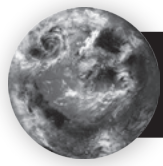
### Answers

1 like 2 enough 3 want 4 prefer

## Your turn

- Read out the information as well as the example.
  - Check that students understand that they have to rewrite the conversations in Exercise 6 using the words in the box or their own ideas.
  - Students can practise the new conversations in pairs.

Set Exercises 1, 2, 3, 4, 5 and 6 on page 16 of the **Workbook** for homework.



# Discover Culture

## Tiger sanctuary

### Objectives

- watch a video about a tiger sanctuary in Thailand.
- talk about how people help animals in my country.

### Background

**Thailand** is a country in Southeast Asia. Its capital is Bangkok and until 1939 it was known as Siam. The country is a popular tourist destination, with its tropical beaches and Buddhist temples being among the attractions.

### Warm-up

- Books closed. Write the noun *sanctuary* on the board. Check that students understand the meaning of this word. (An animal *sanctuary* is a place where injured or unwanted animals are taken care of). Use L1 if necessary to explain its meaning.

### Language note

The word **sanctuary** comes from the Latin *sanctus*, meaning *holy*, and originally referred to a fugitive who was given asylum when faced with arrest.

- Ask students to open their books at page 18 and look at the images.  
• Ask the questions and elicit answers from the class.
- ▶ **1.2** Ask a student to read out the three questions.  
• Play the video for students to answer the questions.  
• Students can compare answers in pairs before you check answers with the class.

### Videoscript

**Narrator:** This is Thailand. A lot of different kinds of wild animals live here. Some of these animals are endangered, like the tiger for example. This is a wildlife sanctuary. Jeff Corwin is a special guest here. This sanctuary is a safe home for a lot of animals, especially tigers. Tigers come here because they are ill and cannot live in the wild, or because people are hunting them. These men take care of the tigers. They are volunteers – they don't earn money for their work. When people around Thailand heard about the tigers they gave money to the sanctuary. The men use the money to help the tigers. They buy food and medicine. They work here because they want to be with the animals and help to protect them. They are not interested in making money. Here, the men respect the tigers. The tigers are safe. They would prefer to see the tigers in the wild but it's too dangerous.

**Jeff:** So basically, what your monastery does is, when a tiger is sick, and someone has a tiger they bring it to the monastery?

**Monk:** Yeah.

**Jeff:** And how many tigers do you have now?

**Monk:** Ah, we have ten now.

**Jeff:** Ten tigers. Are they a lot of work?  
**Monk:** Yeah. Every day they eat a lot!  
**Narrator:** But the tigers are not pets. They are wild!  
**Jeff:** Oh! Oh! ... No Cows! ... Oh yes ... Happy tiger!  
**Narrator:** The men work hard to protect the tigers. While there are volunteers to run the sanctuary, the tigers will always have a safe home.

### Suggested answers

1 They are volunteers. 2 People give money to the sanctuary. 3 They have ten tigers now.

- Refer students to the animals listed in the box.
- Ask students to write down which of the animals in the box are seen in the video. Encourage **stronger students** to note down as much as they can about the animals that feature in the video. With **weaker groups**, revise the words in the box first.
- Students can compare their answers in pairs before you check answers with the class.

### Answers

monkey elephant owl snake bat deer buffalo

- Put students into pairs to complete the sentences about the tigers in the video with the correct words.
- Check answers.

### Answers

1 ill 2 hunting 3 can't 4 are not 5 eat

### Your turn

- Read out the four questions.  
• Give students time to write answers to the questions.  
• Encourage students to use their smartphones to check if there are any sanctuaries in their own countries.
- Put students into pairs to ask and answer the questions in Exercise 5.  
• Ask some students to report back to the class on what their partner said.

### Optional activity

- Put students into small groups and ask them to think of ways that animals can be protected from human beings.
- Students should write a short list of ideas (three or four items) and then share their list with the class.
- Decide with the class as a whole, which of the ideas the students came up with are the best.



For homework, ask students to imagine that they work as a volunteer in the tiger sanctuary featured in the video. Students can write a brief description of their daily routine. Collect and check students' work in the next lesson.

# Reading An article

## Objectives

- read an article about the Red Nose Day charity event in the UK.
- learn adjective prefixes.
- talk about charity events.


## Background

**Red Nose Day** was founded in the UK in 1985 by the screenwriter and director Richard Curtis and the comedian and actor Lenny Henry. Curtis is known internationally as the writer of the popular 1994 romantic comedy *Four Weddings and a Funeral*, a film which made Hugh Grant a global star.

## Warm-up

- Books closed. Write the noun *charity* on the board. Check students understand the meaning of the word. (A *charity* is an organisation established to offer financial and other help to people in need.) Use L1 to explain this concept if necessary and give local examples of charities if possible.

- Ask students to open their books at page 19.
- Put students into pairs to look at the photos and say what they think happens on Red Nose Day.

-  **1.12** Ask students to read the text to check their answers to Exercise 1.

### Suggested answer

It's a charity day when people in the UK wear a red nose and do something funny to raise money.

- Give students time to read through the text again.
  - Students then work alone to decide whether the sentences are true or false. They correct the sentences they think are false.
  - Encourage students to highlight the words in the exercise which help them find the information in the text. In the first statement in this exercise, students should highlight *every year* and then look for that phrase, or at least the word *every*, in the text. Students should, however, be aware of ellipsis. In the second statement we read the phrase *give the same money*, but this is referred to in the text as *say how much they would like you to give* with the word *money* to be inferred by the reader.
  - Ask students to compare their answers in pairs before you check answers with the whole class.
  - Read out the information about Red Nose Day in the **FACT!** box. Ask students if they donate money to charities or if they would like to donate money to a charity.

### Fast finishers

Students who finish quickly can write some more true or false sentences based on the text. You can then use these with the class as further practice.

### Answers

- 2 F (People decide how much money they want to give.)  
3 T 4 T 5 T 6 F (It's over 25 years old.)

## Explore adjective prefixes

- Tell students that a prefix is a something that goes before a word and which changes that word's meaning, e.g. *unhappy*, with *un-* being the prefix that we put before some positive adjectives to make them negative.
  - Ask students what the opposite of *usual* is, elicit the answer, then ask them to find the word in the text.

### Answer

unusual  
We add *un-* at the beginning of the word.

- Ask students to work in pairs to complete the sentences with the negative forms of the adjectives in the box.
  - Check answers.
  - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 130 and do the exercises for *Explore prefixes*.

### Answers

- 2 unhappy 3 untidy 4 unhelpful 5 unfriendly  
6 unfair

### Game

- Play *Could you spell that, please?* using the negative adjectives in Exercise 5.
- See **Games Bank** on pages 28–29.

## Your turn

- Read out the questions.
  - Put students into pairs to ask and answer the questions.
  - Ask some students to tell the class about which events their partner would like to do on Red Nose Day.

### Optional activity

- Put students into small groups to design their own charity day.
- Students give their charity day a name, explain what charities it supports, come up with a programme of events and design a poster advertising their charity day using software such as PowerPoint, PosterMyWall, Picasa or Photoshop.
- Students present their poster to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 7 on page 16 of the **Workbook** for homework.

Ask students to write a profile of a charity event in their country. Students can include the following information in their profiles: the name of the event, where it takes place, what charities it supports. Students can read out their profile to a partner in the next class.

# Speaking Shopping



## Objectives

- watch teenagers talking about how they spend their money.
- listen to a teenager talking to a shop assistant.
- practise giving my opinion.

## Warm-up

- Books closed. Elicit the money verbs that students learnt on page 16 and write them on the board: *earn, sell, borrow, buy, save, spend*.
- Briefly define the verbs in turn and ask students to say which one is being defined in each case.

## Real Talk: How do you spend your money?

- 1  **1.13** Ask students to open their books at page 20.
- Tell students they are going to watch some teenagers answering the following question: *How do you spend your money?*
  - Refer students to the speakers as well as the words in the box.
  - Tell students that they are going to match the words with the speakers 1–6.
  - Play the video or the recording.
  - Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.
- 

## Videoscript

**Narrator:** How do you spend your money?

**Speaker 1:** I usually spend my money on food. I buy lunch in the canteen every day.

**Speaker 2:** Hmm... clothes. I wear a uniform at school, but I love going shopping for clothes with my friends.

**Speaker 3:** My cell phone. Well, my parents and I pay for it. They pay the phone bill. I pay for new covers, apps, stuff like that.

**Speaker 4:** I use my money to go out with friends – to the cinema, to a café, or to go shopping.


**Speaker 5:** I usually spend my money on comic books ... or maybe a new video game.


**Speaker 6:** I love buying new music. I spend a lot of money on concert tickets, too.

**Narrator:** How do you spend your money?

## Answers


2 clothes 3 phone 4 going out with friends  
5 comic books, video games 6 music, concert tickets

- 2  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. *Do you spend a lot of money on clothes?*
- Ask some students to report back to the class on what their partner said.

- 3  **1.13** Tell students they are going to listen to Matt talking to a shop assistant.
- Read out the question. Check that students understand that *trainers* are sports shoes that are worn casually.
  - Play the recording.
  - Students listen and answer the question.
  - Check the answer.

## Answer

blue



- 4  **1.13** Refer students to the phrases in the *Useful language* box. Check students' understanding of the language, particularly the phrasal verb *try on* (which means *putting an item of clothing on to see if it is the right size*) and the phrase *I'll take them* (which means *I'll buy them*).
- Students can work alone to complete the conversation using the phrases in the *Useful language* box.
  - Ask **stronger students** to try to complete the gaps in the conversation without looking back at the phrases in the *Useful language* box.
  - Play the recording for students to check their answers.

## Fast finishers

Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.


## Answers

1 I'd like to buy 2 I'd prefer 3 How much are they?  
4 Can I try them on? 5 What size are you?  
6 I'll take them.

- 5  Ask students to work in pairs to act out the conversation in Exercise 4.
- Students can act out the conversation twice, taking a different part each time.
- 6  Put students in pairs to practise their conversations.
- Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

## Optional activity

- Put students into groups of three (A, B, C).
- Students A and B role play a conversation in a shop.
- Student C records the conversation on their smartphone.
- Students can then swap roles and record two further roleplays.
- Students can then watch back what they recorded and analyse their performance.

 For homework, students take a photograph of an object they bought that means the most to them. This could be anything from an expensive tablet computer to a cheap pair of shoes. At the beginning of the next lesson, students can tell their partner about the object, explaining where and when they bought it, and why it means so much to them.

## Objectives

- read an email in which one friend asks another for a recommendation.
- learn the use of imperatives to give recommendations.
- write an email in which I recommend something to someone.

## Warm-up

- Books closed. Write the following on the board:  
*Buy the new iPhone.*  
*Don't buy a cheap smartphone.*
- Introduce the idea of recommendations, i.e. suggestions that something is suitable for a particular purpose. Use L1 to explain the concept if necessary.

- 1
- Ask students to open their books at page 21.
  - Ask students to look at the photo, read Joey's response to Annie's question, and say what Joey recommends.
  - Check the answer.

### Answer

He explains to her how to choose a tablet.

- 2
- Give students time to read Joey's email again.
  - Ask students to work in pairs to order the information in the list in Exercise 2 according to how it appears in Joey's email.
  - Check answers.

### Answers

- make a suggestion 3
- begin the email 1
- give some information 4
- end the email 5
- respond to the previous email 2

- 3
- Read out the example.
  - Put students into pairs to find the words Joey uses to do the things in Exercise 2.
  - Check answers.

### Suggested answers

- 2 I know the problem!  
3 First, decide how much money you want to spend ...  
4 Remember that some tablets are better for playing games ...  
5 See you soon,

- 4
- Read out the information in the *Useful language* box.
  - Ask students to work alone to find examples of imperatives in the text in Exercise 1.
  - Check answers.

### Answers

Think about what you'd like to do with your tablet.  
Remember some tablets are better for playing games ...  
Ask them!  
Try it so you can see which one you'd like.  
Don't forget to look online.

- 5
- Put students into pairs to complete the sentences with the words in the box.
  - Check answers.

### Answers

1 Try 2 Go 3 Read 4 Save 5 Don't buy



## Get Writing

### PLAN

- 6
- Students should do their planning in class. The writing can either be done in class or at home.
  - Tell students they are going to write an email to Danny offering him help with which laptop to buy.
  - Refer students back to the example email in Exercise 1 and the order of information in Exercise 2. Students should use this information when working alone to plan the content of their emails.

### WRITE

- 7
- Tell students to use Joey's email as a model to follow. Encourage them to add information, e.g. a description of their laptop and what they think of it.
  - Give students ten minutes to complete the writing task. Students should write around 100 words.
  - Monitor while students are writing. Help with grammar and vocabulary as necessary.
  - Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers as it will allow them to change the text more easily.

### CHECK

- 8
- Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.
  - Give students a few minutes to look through their descriptions and check them against the points here.
  - Collect students' descriptions and mark them.
  - Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) Also remember to share good sentences from students' work with the rest of the class.

### Optional activity

- Put students into pairs to take it in turns to be tech experts and customers.
- The student who is the customer texts the name of a smartphone, laptop or tablet computer.
- The student who is the tech expert texts back their recommendation, e.g. *Buy it. It's great!*
- Students should use a free app for this activity.



Set Exercises 1, 2, 3 and 4 on page 18 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 19 of the **Workbook** for homework.