

Welcome

a SPEAKING AND GRAMMAR: Moving house p.4

Materials

Classroom Presentation Tool, p.4

Audio tracks 01–02

Workbook p.4

Warmer: YOUR WORLD

- Give Ss one minute to complete the task in pairs. Invite Ss to tell the rest of the class about their dream house.

Exercise ① 01

- Ask Ss to discuss in pairs how the boy in the photo feels.
- Ss read and listen to the story, then complete the task. Alternatively, show the class the video of the story.

Comprehension

Exercise 2

- Allow Ss time to re-read the story and complete the task.

Exercise ③ 02

- Ss think about their answers before they compare in pairs.
- Play the audio or video for Ss to listen or watch and check their answers.

Exercise 4

- Elicit or teach *fairy* before Ss complete the task in pairs.

Grammar review

Exercise ⑤

- Check understanding by eliciting the negative and question forms of *His name is Jed.* (*His name isn't Jed. Is his name Jed?*)

INCLUSIVE CLASSROOM Pair **more confident** with **less confident Ss** to ask and answer the following questions: *What is your name? How old are you? How are you? What time is it?* Encourage **more confident Ss** to help their partner with any difficulties they may have.

Exercise ⑥

- When Ss have read the grammar box, ask them to complete the task.
- Practise *have got* by asking Ss to tell a partner about two things they own and two things they don't own.

Speaking

Exercise ⑦

- Ss may wish to invent items if they don't have much in their bag.

ANSWERS

Exercise 1

He's from Australia.

Exercise 2

- 2 ten o'clock in the morning
- 3 he doesn't like it
- 4 she wants him to make a new friend

Exercise 3

She is Lily, Jed's new neighbour.

Exercise 4

- 1 The cakes are called fairy cakes.
- 2 He's not sure – he seems a bit confused.
- 3 Students' own answers

Exercise 5

It was very long. It's big. It's very different.

Exercise 6

You've got a great room there.
Oh, we've got a visitor.

Exercise 7

Students' own answers

b VOCABULARY AND GRAMMAR:

Plurals p.5

Materials

Classroom Presentation Tool, p.5

Workbook p.5

Warmer: REACTIVATE!

- Set a time limit of one minute for Ss to complete the task in pairs.
- Ask each pair to work with one another to tell each other what they remember. Encourage Ss to correct any errors.

Vocabulary presentation

Exercise ①

- Ask Ss to read the *LOOK!* box. Check understanding by eliciting the plural form of *dog*, *child*, *lady* and *box*.
- Ss complete the task, then elicit the spelling of the singular forms.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to find plural nouns in the story in lesson a. Ask them to write the singular forms.

Exercise 2

- Allow Ss to use a dictionary.

Vocabulary practice

Exercise ③

- Read the example sentence together and make sure Ss understand the task.
- When Ss have finished, check the answers.

Grammar review

Exercise 4

- Allow Ss time to read the grammar box individually. Check understanding by asking Ss to write a sentence with one of the verbs of preference.
- Ss complete the sentences from the story, then elicit the answers.

Exercise ⑤

- Check answers as a class, then ask Ss if they do any of the activities.

Exercise ⑥

- Elicit the *-ing* form of the activities in exercise 5 and write on the board.
- Allow Ss time to write their sentences.

INCLUSIVE CLASSROOM Ask **less confident Ss** to write sentences about five of the activities.

Speaking

Exercise ⑦

- Direct Ss to the speech bubbles. Explain that when we ask about preferences, we use *Do you like ... ?*

- Model the question by asking some Ss: *Do you like playing football?* Make sure Ss answer with either *Yes, I do* or *No, I don't*. Encourage Ss to explain why or why not.
- In pairs, Ss take turns to ask and answer about the activities in exercise 5.

INCLUSIVE CLASSROOM **More confident Ss** can make notes about their partner's answers. Then, ask them to tell the class about their partner's preferences.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task. Encourage them to find out more information about surfing, such as who the best surfers in the world are.

ANSWERS

Exercise 1

cake, fairy, friend, glass, knife, lorry, potato, superhero, watch

Exercise 2

child, man, person, woman

Exercise 3

- 2 We've got three museums and two libraries in our town.
- 3 He's got two tomatoes and two slices of ham in his sandwich.
- 4 They've got five loaves of bread and three chocolate cakes in the bakery.
- 5 We've got three apples and four potatoes in our basket.

Exercise 4

- 2 don't like moving
- 3 don't like leaving
- 4 hate leaving
- 5 can't stand moving

Exercise 5

2 a 3 d 4 g 5 e 6 c 7 h 8 f 9 j 10 i

Exercises 6 and 7

Students' own answers

ONLINE LINK

Hawaii

c SPEAKING AND GRAMMAR:

Review of *can* / *can't* p.6

Materials

Classroom Presentation Tool, p.6

Audio tracks 03–04

Warmer: YOUR WORLD

- In pairs, Ss discuss the question. Encourage them to tell their partner everything they know about these people.

Exercise ① 03

- Elicit what Ss remember about Jed and Lily in the story. Ask Ss to write a question each about what else they would like to learn about them.
- Ss read and listen to the story and check if their questions are answered. Alternatively, show the class the video of the story.
- In groups of four, Ss read and act out the dialogues.

Comprehension

Exercise 2

- Allow Ss time to re-read the story and complete the task.

Exercise 2

- Fast finishers exercise: Ask Ss to write more true or false statements about the dialogue to test their partner.

Exercise ③ 04

- Ss think about their answers before they compare in pairs.
- Play the audio or video for Ss to listen or watch and check their answers.

Grammar review

Exercise ④

- Allow Ss time to read the grammar box. Check understanding by asking Ss to write two sentences with *can* or *can't* and *speak Japanese*, *run a marathon*, *play tennis*, *speak Polish*. Monitor and assist if required.
- Ss compare their sentences with a partner. Then, invite Ss to share their ideas.

Exercise ⑤

- Allow Ss time to complete the task, encouraging them to write true sentences about the activities in the box.
- Invite Ss to share their ideas with the rest of the class.

Speaking

Exercise ⑥

- While Ss are asking and answering the questions with a partner, monitor the correct use of *can* and *can't*.
- Ask Ss to tell the class something they found out about their partner.

INCLUSIVE CLASSROOM If necessary, go through each of the sentences in exercise 5 and elicit the question form.

ANSWERS

Exercise 1

He is 14. His birthday is on 22nd of April. He loves surfing.

Exercise 2

1 T

2 T

3 F (He can't surf in Oxford. / He can surf in Cornwall.)

4 F (He hasn't tried punting yet.)

Exercise 3

He likes his new friends. He's feeling a bit better.

Exercises 4–6

Students' own answers

d VOCABULARY AND GRAMMAR:

Months, dates and birthdays p.7

Materials

Classroom Presentation Tool, p.7

Audio tracks 05–06

Warmer: REACTIVATE!

- Set a time limit of 30 seconds for Ss to complete the task.

Vocabulary presentation

Exercise 1

- When Ss have ordered the months, pick a student and elicit what month it is. Continue with the next student saying the following month. Keep going until everyone has said a month.

Exercise ②

- Allow Ss time to read the *LOOK!* box and complete the task.
- Check answers by asking Ss at random *What's the [first] month?*
- Teach ordinal numbers for 13 to 31.

Exercise ③ 05

- Play the audio as Ss complete the task.

Exercise 4

- Elicit or teach the question *When's your birthday?* Ask Ss, making sure they use the prepositions *on, of* and the correct ordinal number.
- Monitor as Ss organize themselves in a line. Check their positions by asking *When's your birthday?*

Grammar presentation

Exercise ⑤

- Allow Ss time to read the grammar box. Check understanding by saying a subject pronoun and eliciting the correct object pronouns.
- When Ss have completed the task, check the answers.

INCLUSIVE CLASSROOM Ask **less confident Ss** to translate the subject and object pronouns into their own language.

Listening

Exercise ⑥ 06

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions before they complete the table with any information they already know.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

Speaking

Exercise ⑦

- If necessary, allow Ss to work in pairs.

Exercise ⑧

- In pairs, Ss take turns to ask and answer the questions in exercise 7.
- Ask Ss to tell the class about their partner.

ONLINE LINK

- When Ss have finished the task, ask for volunteers to sing the song.

ANSWERS

Exercise 1

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

Exercise 2

2 = second 3 = third 4 = fourth 5 = fifth
6 = sixth 7 = seventh 8 = eighth 9 = ninth
10 = tenth 11 = eleventh 12 = twelfth

Exercise 3

1 June 2 April 3 July 4 February 5 September
6 March 7 December 8 August 9 October
10 May 11 November 12 January

Exercises 4 and 8

Students' own answers

Exercise 5

1 me 2 it 3 us

Exercise 6

2 coast 3 football 4 gymnastics 5 14 years old
6 April 7 watching

Exercise 7

2 Where are you from?
3 How old are you?
4 When is your birthday?
5 Have you got any brothers or sisters?
6 Have you got any grandparents?
7 What do you like doing?
8 What sports can you do?

ONLINE LINK

In the late 19th century

1 Making friends

1a VOCABULARY: Describing people pp.8–9

Materials

Classroom Presentation Tool, pp.8–9

Teacher's Resource Centre, Unit 1 flashcards

Audio Tracks 07–11

Workbook p.6

Student's Online Practice, Unit 1 vocabulary

Warmer: YOUR WORLD

- Before Ss discuss the questions in pairs, clarify the meaning of *oldest friend* by eliciting or explaining that the expression refers to the friend you have known the longest, not the friend with the most advanced age.
- Alternatively, Ss describe their oldest friend for their partner to draw.

Vocabulary presentation

Exercise 1

- When Ss have discussed the questions in pairs, have a class vote to find the funniest person in the photos.

Exercise 2 07

- Play the audio and get Ss to repeat. Pay attention to pronunciation.
- In pairs, Ss point to the words in the photos.

Exercise 3 08

- Give Ss time to complete the table in pairs. Then play the audio for Ss to repeat and check answers.

INCLUSIVE CLASSROOM Allow **less confident Ss** to use a dictionary to help them.

Ask **more confident Ss** to add more items to each column. You could do this as a race and set a time limit. The student with the most correct words wins. When eliciting suggestions, add them to the board, ask Ss to explain any unknown words to their classmates, then drill pronunciation as necessary.

Exercise 4 09

- Give Ss time to complete the task then play the audio for them to check their answers.

Exercise 5

- Go through the idioms in the box and ask Ss what they think they mean. Elicit ideas and write on the board.
- When Ss have completed the task, check the answers against the ideas on the board.

Exercise 6

- When Ss have completed the task, ask them if they know anyone who is *all ears*, *big-headed*, or *nosy*.

MEMORIZE!

- Read the tip box together before Ss try the exercise in pairs. You could ask them to describe someone they both know, by taking turns to write sentences about them using all the vocabulary from the lesson.

Vocabulary practice

Exercise 7 10

- Remind Ss of the use of *have got* when we are describing what a person looks like.
- When Ss have completed the task, play the audio for them to check their answers.

Exercise 7 11

- Fast finishers exercise: Ss write a description of a classmate without mentioning their name. Ss then swap descriptions to guess who their partner wrote about.

Listening and Speaking

Exercise 8

- Read the **LOOK!** box together and check understanding by asking Ss to write a sentence about a classmate's hair or eyes using the correct adjective word order.
- Allow Ss time to write their descriptions of the four people in the photographs. Then, invite some to read their descriptions to the rest of the class. Ss guess which person is being described.

INCLUSIVE CLASSROOM Allow Ss to work in pairs to help each other to write their descriptions.

Exercise 9

- Give Ss time to complete the task in pairs. Remind them to use the adjectives in the correct order.
- When they have finished, ask them to compare answers with another pair.

Exercise 10 11

- Play the audio for Ss to check their answers.

Exercise 11

- Read the speech bubbles together and give Ss a minute to think of a famous person they could describe.
- In pairs, Ss swap descriptions and ask and answer questions to guess their partner's famous person.

ONLINE LINK

- Point to the photo. Ask Ss if they know what the idiom is (*zip your mouth*) and what it means (*be quiet*).
- Explain that Ss must go online to find two more idiomatic expressions that use parts of the face. Elicit some suggested search terms, such as *English face idioms*.
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.

- Ask each group to describe to the class the idioms they found and what they mean.

TEACHING WITH DIGITAL Make sure Ss visit safe and appropriate websites. Direct Ss to look out for websites that specifically mention ELT or EFL as these will offer good suggestions for learners of English.

ANSWERS

Exercise 1

Alfie, Lily, Elsa

Exercise 2

beard, cheek, chin, dark, face, fair, forehead, freckles, glasses, moustache, mouth, nose, smile, teeth

Exercise 3

Adjectives for hair: dark, fair

Facial features: cheek, chin, forehead, mouth, nose, teeth

Other: beard, freckles, glasses, moustache, smile

Exercise 4

2 cheek 3 nose 4 mouth 5 teeth 6 chin

Exercise 5

1 to be big-headed 2 to be nosy 3 to be all ears

Exercise 6

1 to be nosy 2 to be big-headed 3 to be all ears

Exercise 7

2 nose 3 teeth 4 freckles 5 forehead

Exercises 8–11 and ONLINE LINK

Students' own answers

1b GRAMMAR: Review of present simple

p.10

Materials

Classroom Presentation Tool, p.10

Audio Track 12

Workbook p.7

Student's Online Practice, Unit 1 grammar

Warmer: REACTIVATE!

- Ask Ss to work with someone different. Give them 30 seconds to tell each other the **MEMORIZE!** description they created in the previous lesson.

Grammar presentation

Exercise ① 12

- Before Ss read and listen to the dialogue, check Ss' understanding of: *sporty, kangaroo, catch, crocodile, hardly ever, tent*.
- Ss complete the task then check answers with a partner.

Exercise ②

- Tell Ss to read the grammar box.
- Elicit what happens to a present simple verb with *he, she* and *it*.
- In pairs, Ss find the present simple verbs in the dialogue in exercise 1. Elicit and write them on the board. If Ss are unsure of any of the verbs, encourage a classmate to explain.

Exercise 2 ⚡

- Fast finishers exercise: Ss choose three present simple verbs in exercise 1 and write sentences with them.

INCLUSIVE CLASSROOM In pairs, Ss act out the dialogue. Encourage **more confident Ss** to change elements of the dialogue, such as what Jed looks like or where he is from.

Grammar practice

Exercise 3

- Read the **LOOK!** box together before Ss complete the task.
- Ss check answers in pairs.

Exercise 4

- Ss complete the task in pairs.
- Check answers with the class.

Exercise ⑤

- Give Ss time to write the questions, then check answers.

INCLUSIVE CLASSROOM Before **less confident Ss** do exercises, 3, 4 and 5, direct them to the Grammar reference section on p.20.

Speaking

Exercise 6

- Focus on the example in the speech bubble and elicit the rule for short answers (*yes* or *no* with the appropriate

pronoun and the auxiliary verb). Ask the question to a few Ss to check understanding.

- Give Ss time to complete the task in pairs. Monitor to check Ss are using the present simple correctly.

ASSESSMENT FOR LEARNING If Ss feel they need any further practice on the grammar, assign a relevant online practice activity.

ANSWERS

Exercise 1

His name is Jed. He lives next door to Lily. He's from Australia. He's funny and friendly.

Exercise 2

know, is (that's, he's), lives, looks, surfs, runs, catches, sleeps, stays, do, doesn't, believe, do not, are, am (I'm)

Exercise 3

- 1 He has a shower in the evening.
- 2 She plays tennis at the weekend.
- 3 I live in London.
- 4 He goes to the swimming pool.
- 5 They get up early.

Exercise 4

- 1 We don't have dinner at 7.30 p.m.
- 2 She likes PE.
- 3 I don't speak French.
- 4 He doesn't watch TV.
- 5 They go to my school.

Exercise 5

- 1 Do you play football?
- 2 Does your mum or dad drive to work?
- 3 Do your friends listen to music?
- 4 Does your teacher give you homework?
- 5 Do your grandparents live in the town or the countryside?

1c LISTENING AND VOCABULARY: Objects and places in a school p.11

Materials

Classroom Presentation Tool, p.11
Teacher's Resource Centre, Unit 1 flashcards
Audio Tracks 13–15
Workbook p.8
Teacher's Resource Centre, Unit 1 five-minute test
Student's Online Practice, Unit 1 vocabulary

Warmer: YOUR WORLD

- Elicit different places you can find in a school and write them on the board.
- In pairs, Ss ask and answer the question. Encourage them to give reasons for their answers.

Vocabulary presentation

Exercise ① 13

- Before they complete the task, ask Ss to work with a partner to discuss what they can see in the picture.
- Then, Ss complete the task and compare their answers with a partner.
- Ss listen to the answers and see if they are correct.

INCLUSIVE CLASSROOM With **less confident Ss**, point to one of the school objects in your classroom and ask Ss to say the word.

Exercise ②

- Set a time limit for Ss to complete the task, then check answers.

Exercise ③ 14

- When Ss have completed the task, play the audio for them to check answers. Ask them to repeat, as a class and individually. Pay attention to pronunciation.

TEACHING WITH DIGITAL Encourage Ss to use an online dictionary, such as <https://www.oxfordlearnersdictionaries.com/>

Exercise 3

- Fast finishers exercise: Ask Ss to write definitions for other places in school.

Vocabulary practice

Exercise 4

- Ss complete the task then check answers with a partner.

Listening

Exercise ⑤ 15

- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

Exercise 6 16

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and questions carefully. Ask them to consider what information they need to help them complete the task.

- Play the audio while Ss listen. Play it again while they complete the task.
- Check answers with the class.

INCLUSIVE CLASSROOM Pause the audio to allow **less confident Ss** to write answers.

Speaking

Exercise 7

- Encourage Ss to ask *What's this?* and answer *It's a ...*

ANSWERS

Exercise 1

1 clock 2 projector 3 interactive whiteboard
4 timetable 5 bookshelf 6 dictionary
7 noticeboard 8 bin 9 tablet 10 coursebook

Exercise 2

1 clock 2 dictionary 3 bin 4 timetable
5 interactive whiteboard

Exercise 3

2 classroom 3 library 4 medical room 5 playground

Exercise 4

2 room 3 music 4 playground 5 cafeteria
6 library

Exercise 5

1 whiteboard, projector, clock
2 noticeboard, timetable, bin
3 dictionary, bookshelf

Exercise 6

1 the clock
2 the timetable (for this term)
3 the old timetable
4 to look for a word

Exercise 7

Students' own answers

1d GRAMMAR: Review of present continuous + comparison with present simple

pp.12–13

Materials

Classroom Presentation Tool, pp.12–13

Audio Tracks 17–18

Workbook p.9

Teacher's Resource Centre, Unit 1 five-minute test

Student's Online Practice, Unit 1 grammar; Unit 1 discussion

Warmer: REACTIVATE!

- Ask Ss to look back at the picture on p.11 and cover the vocabulary box.
- In pairs, Ss take turns to name as many things as they can in the picture.

Grammar presentation

Exercise ① 17

- Ss read and listen to the text messages and complete the task.

CULTURE NOTE William Shakespeare was an English poet and actor who also wrote many important plays, such as *Romeo and Juliet*, *Hamlet* and *The Merchant of Venice*. Many children in the UK study the work of Shakespeare at school.

INCLUSIVE CLASSROOM In pairs, Ss read aloud the text messages. Encourage **less confident Ss** to read the yellow text messages.

Exercise ②

- Give Ss time to read the grammar box.
- Elicit how the present continuous is formed (*am / is / are (not) + verb -ing*) and when it is used (to describe something happening at the time of speaking). Mime different activities for Ss to guess what you are doing.

Exercise 3

- Allow Ss time to complete the task, then check answers with the class.

INCLUSIVE CLASSROOM Go through the sentences with **less confident Ss** and elicit what form of the verb *be* is needed.

Grammar practice

Exercise ④

- Allow Ss to work in pairs if necessary.
- When they have completed the task, check answers with the class.

Exercise 4 ⚡

- Fast finishers exercise: Ss rewrite sentences 1–3 and 5 in the negative.

Exercise 5

- Remind Ss that they will need to change the subject pronoun in 4 and 5. Elicit that *my* changes to *your*.
- Allow Ss time to complete the task.

Speaking

Exercise 6

- Monitor the two-minute limit as Ss memorize the picture on p.11.
- In pairs, Ss take turns to recall as many details as they can. Remind them to use the present continuous.
- Elicit answers and ask Ss to confirm, reject or correct any details.

INCLUSIVE CLASSROOM If necessary, write on the board the following prompts: *wave, paint, use a phone, play hangman, throw, sleep, play cards, eat a banana, play video games*.

Grammar presentation

Exercise ⑦

- Before Ss read, check understanding of the following words: *huge, rush around, weird, way of life*.
- After reading, direct Ss to the questions. Encourage them to answer from memory when they can.

Exercise ⑧

- Give Ss time to read the grammar box.
- Elicit when we use the present continuous and when we use the present simple (for habitual actions).
- Allow Ss time to complete the task, then check answers with the class.

INCLUSIVE CLASSROOM Write the following sentences on the board and ask **less confident Ss** if they are present continuous or present simple: *I live in London. He's travelling to school at the moment. You don't like pasta*.

Grammar practice

Exercise ⑨

- Go through the expressions in the box together and check for understanding.
- Ss complete the task then check answers with a partner.

Exercise ⑩

- Allow Ss time to complete the task, then check answers with the class.

ASSESSMENT FOR LEARNING If Ss have any queries during this exercise, suggest they first ask a partner for help. This encourages learner autonomy, which helps some Ss learn more quickly.

Exercise ⑪

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions and the sentences carefully, paying attention to the time expressions. Allow them to refer back to exercise 9 to help them decide which tense to use.

- When Ss have completed the task, elicit the correct answers.

Listening and Speaking

Exercise 12 18

- Play the audio twice for Ss to listen and then complete the task. When playing it for the second time, pause after each segment to give Ss a chance to write their answers.
- Ss compare their answers in pairs before checking as a class.

Exercise 12 ⚡

- Fast finishers exercise: Ss imagine they are living in a different country. Tell them to write sentences about what they usually do at the times in the box in Poland and what they are doing now in their new country.

ONLINE LINK

- In pairs or small groups, Ss research, then discuss, what it would be like to live in one of the cities.

ANSWERS

Exercise 1

His pen isn't working. He isn't feeling well. He's (very) hungry. He's bored. His teacher is watching him.

Exercise 2

What are you doing, Amy?

Why are you texting me?

I'm studying maths.

My pen isn't working.

I'm not feeling well.

I'm trying to write.

You aren't concentrating.

You're interrupting me.

Are they cooking pizza today?

My teacher's watching me.

Exercise 3

2 are / 're 3 is / 's 4 am not / 'm not

5 are not / aren't 6 is not / isn't 7 Are 8 are

Exercise 4

2 Eva is sleeping at the moment.

3 We are studying present tenses this week.

4 My friends aren't watching TV today.

5 My pen is working again.

Exercise 5

2 Is Eva sleeping at the moment?

3 Are we studying present tenses this week?

4 Aren't your friends watching TV today?

5 Is your pen working again?

Exercise 6

Students' own answers

Exercise 7

1 He's from Chicago. It's huge, busy, noisy, dangerous.

2 He lives in Bergen, Norway.

3 Chicago is noisy but Bergen is quiet. Chicago can be dangerous but Bergen is relaxed.

4 He misses his old home. It's starting to feel normal.

Exercise 8

2 'm skiing (PC) 3 speak (PS) 4 'm learning (PC)

5 miss (PS)

Exercise 9

present simple: usually, every day, always, often

present continuous: today, now, in this photo, at the moment

Exercise 10

1 works 2 are you going 3 takes 4 is / 's playing

Exercise 11

1 's / is working hard

2 'm / am taking the dog

3 're / are going to school

4 's / is playing tennis

Exercise 12

12.00: Australia – eat outside on the grass and chat;

England – eating in the school cafeteria, sitting with friends, chatting

4.00: Australia – go to the beach, go surfing and swimming; England – playing squash

7.00: Australia – cook and eat outside, have a barbecue; England – eating in a café, having fish and chips

1e EVERYDAY ENGLISH: Asking for and giving permission p.14

Materials

- Classroom Presentation Tool, p.14
- Teacher's Resource Centre, Unit 1 Everyday English video
- Audio Tracks 19–21
- Workbook p.10
- Teacher's Resource Centre, Unit 1 Everyday English worksheet
- Student's Online Practice, Unit 1 Everyday English

Warmer: YOUR WORLD

- Set a time limit for Ss to discuss the question in pairs or small groups. Then elicit a few ideas from the class.

Exercise ① 19

- Ss read and listen to the story and complete the task. Alternatively, show them the video.

INCLUSIVE CLASSROOM When **more confident Ss** have completed the task, ask them to work in pairs to discuss what they might do to help a friend who is feeling like Jed.

Comprehension

Exercise 2

- Ss re-read the story before they discuss the sentences with a partner.
- Elicit the answers from the class.

INCLUSIVE CLASSROOM Do the task together as a class. Read out each sentence and allow Ss time to find the information in the story and decide if it is true or false.

Exercise ③ 20

- Give Ss a few moments to think about their answers individually before they compare and discuss with a partner.
- Elicit ideas and write on the board.
- Play the audio or video for Ss to listen or watch and check their answers.

Exercise ④ 21

- Allow Ss time to read the useful phrases in the box before they find them in the story in exercise 1. Elicit that *Can I ...?* is more informal than *May I ...?* and *Could I ...?*
- Play the audio and get Ss to repeat.

INCLUSIVE CLASSROOM Put Ss into pairs, putting **less confident Ss** with **more confident** ones. Ask them to write dialogues to practise asking for and giving / refusing permission. Ss then act out their dialogues.

Speaking

Exercise ⑤

- Go through the list with Ss and decide how formal each situation is.
- Ss prepare to ask for permission by selecting appropriate phrases from the useful phrases box.

Exercise ⑥

- In pairs, Ss take turns to ask and give / refuse permission.

INCLUSIVE CLASSROOM Allow **less confident Ss** to write their dialogues before they practise them with their partner. Encourage **more confident Ss** to create their dialogues without referring to their Student's Book.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercises 1, 3, 6 and 7

Students' own answers

Exercise 2

- T
- F (He works in the café.)
- F (Lily orders a strawberry milkshake. / Jed orders a hot chocolate.)
- F (He loves football.)

Exercise 4

Can I ...? Sure! Could I ..., please? Of course. May I ..., please? No problem. Could I ...? Go right ahead.

Exercise 5

Can / Could / May I ...

- go out with my friends this evening (please)?
- use your bike for the day (please)?
- use your computer (please)?
- play your guitar (please)?
- borrow your homework (please)?

1f READING: Identifying the main idea p.15

Materials

Classroom Presentation Tool, p.15

Workbook p.11

Student's Online Practice, Unit 1 reading

Warmer: YOUR WORLD

- Put Ss into pairs and give them one minute to discuss the question. Encourage them to think about all that they know about this person.
- Ask Ss if they have ever moved to a new school. If so, encourage them to tell the rest of the class how they felt and what their first day was like.

Reading skill

- Allow Ss time to read the box individually. Explain that identifying the main idea helps Ss to understand what a text is about, even if they don't know what all of the words mean.
- To practise this, ask Ss to look at the title and photos, then to read the first paragraph of the text on p.29 of their Student's Book. Elicit the main idea (what it is like in Antarctica).

Comprehension

Exercise ①

- Ask Ss to look at the photos for the text on p.15 and answer the question.
- Allow Ss time to read the text and elicit the main idea (moving to a new school). Elicit what information helped them to understand this.

CULTURE NOTE Schools in the UK have after-school clubs. These are clubs that children can attend after school has finished or at the weekend. Typical after-school clubs include sports teams, drama clubs, art clubs or even clubs that allow you to learn a new skill, such as playing chess.

ASSESSMENT FOR LEARNING If Ss have difficulties with any of the words in the text, encourage them to use a dictionary to look the words up. Tell them to write these words in a learning diary to help them to remember them. They may also want to write sentences with the new words.

Exercise 2

- Allow Ss time to complete the task, then check answers with the class.
- Explain that words that are often repeated contribute to the main idea of a text.

Exercise ③

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions, the questions and the answer prompts carefully, before they complete the task.
- Elicit the answers from the class.

INCLUSIVE CLASSROOM Encourage **less confident Ss** to refer back to the text to help them complete the answers.

More confident Ss may want to answer the questions from memory.

Exercise 4

- When Ss have completed the task, ask them to give reasons for their answer (b is the correct answer because the topic of being friendly is mentioned in each paragraph of the text).

Exercise ⑤

- Ask Ss to work in pairs to decide on the best title for the text. Encourage them to give reasons for their choice.

ANSWERS

Exercise 1
school children

Exercise 2
friendly 2 go along 3 join 3 new 3 school 8

Exercise 3
2 ask your school buddy
3 join a music or drama club
4 ask your classmates
5 smile and look friendly

Exercise 4

B

Exercise 5
Tips for starting a new school

1g WRITING: Describing a person

p.16

Materials

Classroom Presentation Tool, p.16

Workbook p.12

Teacher's Resource Centre, Unit 1 writing project

Warmer: YOUR WORLD

- Write the following on the board: *personality, physical description, name, activity*. Ask the class which of these you would expect to appear first in a description of a person. Accept all answers.
- Alternatively, ask Ss to discuss what information they expect to find out when they read a description of a person. Elicit a few ideas.

Writing preparation

Exercise ①

- Ss read the description and discuss the question in pairs. Elicit the words that helped Ss answer the question (*nice smile, friendly, good teacher, interesting homework, plays really well*).
- Elicit the correct answer to the Warmer activity (name).

CULTURE NOTE Sign language is a language that allows deaf people and those who are hard of hearing to communicate. It uses hand gestures to represent words and feelings. Despite both British and American people speaking English, British Sign Language and American Sign Language are very different. Users of one may not understand the hand gestures of the other.

Exercise 2

- Allow Ss time to answer the questions individually, then check answers with the class.

Exercise ③

- Allow Ss time to read the tip box individually and answer the question.
- If necessary, draw Ss' attention to the different paragraph topics in the description.

Writing project

Exercise ④

- Ss follow the instructions to write a description of a classmate.
- **Choose** Ss decide who they want to write about.
- **Make notes** Tell Ss to make notes about their subject's physical appearance and their activities.
- **Write** Ss use their notes to create a first draft of their description.

Exercise 5

- As well as spelling and grammar, ask Ss to check that their partner has used vocabulary from the unit correctly.
- Ss then create a final draft of their description.

ASSESSMENT FOR LEARNING Peer correction helps many learners to better understand their mistakes.

Exercise 6

- You could turn this into a game. Put Ss into teams and appoint a team captain. Teams discuss who they think the person being described is. The first captain to raise a hand and say the correct name earns a point.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Ss perform their gesture to the rest of the class.

ANSWERS

Exercise 1

Yes

Exercise 2

1 English 2 what he looks like 3 guitar
4 playing the guitar / instrument

Exercises 3–6 and ONLINE LINK

Students' own answers

1h CULTURE LINK: Famous homes around the world p.17

Materials

Classroom Presentation Tool, p.17

Teacher's Resource Centre, Unit 1 culture video

Audio Track 22

Workbook p.13

Warmer: YOUR WORLD

- Give Ss one minute to discuss the question in pairs or small groups.
- Have a class discussion, inviting Ss to talk about the homes they discussed.

CULTURE NOTE The official address for the **White House** is 1600 Pennsylvania Avenue, Washington DC. It has been the residence of all American Presidents since 1800. Washington DC is so called because it is located in the District of Columbia, which is an area created in 1790 that does not belong to any other state. Speakers use the abbreviation to differentiate between the capital and the state of Washington, which is in the northwest of the country.

Buckingham Palace is in the Westminster area of London and was not originally built for the King or Queen of England. In 1703, it was the home of the Duke of Buckingham and known as Buckingham House. King George III bought it in 1761 for the private use of the Queen. The building has been modified and extended several times since then. The first royal ruler who moved into Buckingham Palace as her official residence was Queen Victoria in 1837.

Exercise 1 22

- Play the audio while Ss listen.
- Put Ss into pairs and assign each text A or B to read.
- When Ss have finished, they tell their partner about what they have just read.

INCLUSIVE CLASSROOM Encourage Ss to highlight any unfamiliar words and discuss in pairs what they might mean.

Exercise 2

- This is a Repetitorium-style exam question.
- Allow Ss time to read the sentences carefully. Encourage them to think about what information they will need to complete the sentences.
- When Ss have completed the task, check answers.

Exercise 2

- Fast finishers exercise: Ss quickly scan the text to complete the sentences for the other famous building.

Exercise 3

- Allow Ss time to complete the task, then check answers.

Exercise 4

- Encourage Ss to explain why they found the fact interesting.

Exercise 5

- Allow Ss time to decide, then discuss their ideas with a partner.
- Have a show-of-hands vote to find out the most popular home in the class.

TEACHING WITH DIGITAL Play the video *An Unusual Home* for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Give Ss time to complete the task.
- Then, ask Ss to mingle around the class finding the answers to the questions they didn't answer.

ANSWERS

Exercise 2

A: 1 Washington DC

2 200

3 Presidents and their families and sometimes their pets

4 35

5 offices, a flower shop, a dentist's, a cinema, a theatre, a games room and a bowling lane

6 play tennis, run, swim, run, swim

B: 1 London,

2 300

3 The British royal family

4 78

5 a cinema, a swimming pool, a doctor's surgery, a post office and a police station, (an amazing collection of art and secret tunnels)

6 play tennis

Exercise 3

1 both 2 WH 3 BP 4 both 5 WH 6 BP

7 BP 8 WH

Exercises 4 and 5

Students' own answers

1i REVISION p.18

Materials

Classroom Presentation Tool, p.18

Teacher's Resource Centre, Unit 1 flashcards

Audio Track 23

Workbook p.14

Teacher's Resource Centre, Unit 1 test

Magazine pictures of people

Warmer: REACTIVATE!

- Put Ss into pairs and tell them they need to write as many words from the unit as they can in one minute. Set a timer, and at the end of the task elicit. The pair with the most words is the winner.

Vocabulary

Exercise ①

- Allow Ss time to complete the task in their notebooks.

Exercise 1 ⚡

- Fast finishers exercise: Before the lesson, find photos of people in magazines (or online). Give each fast finisher one and ask them to write a short description of them.

Exercise ②

- Review school objects with the flashcards before Ss complete the task.
- Check answers with the class.

Grammar

Exercise ③

- Review the present simple on the board and when it is used. Elicit a number of verbs and ask Ss to shout out the third person singular form of each (e.g. *do / does*).
- When Ss have completed the task, check answers with the class.

Exercise ④

- Review how we form the present continuous and elicit when it is used.
- Allow Ss to work in pairs to complete the task.

INCLUSIVE CLASSROOM Allow **less confident Ss** to read the Grammar reference section on p.20 in the Student's Book before they complete exercises 3 and 4.

Everyday English

Exercise ⑤

- Ss complete the dialogues before they act it out with a partner.

Exercise ⑥ ⑩ 23

- This is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and each of the responses.

- Play the audio while Ss listen.
- Play the audio again for Ss to listen and complete the task. Remind them there is one response they do not need.

INCLUSIVE CLASSROOM Pause the audio after each sentence to allow **less confident Ss** to select the correct response.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

ASSESSMENT FOR LEARNING Ask Ss to do the Unit 1 test from the teaching resources and set Test Yourself for homework from Online Practice Unit 1. Ask Ss to consider where they need more practice in this unit.

ENGLISH IN THE REAL WORLD

- When Ss have completed the task, ask them to describe their map to the class.

ANSWERS

Exercise 1

1 short 2 straight 3 hair 4 eyes 5 smile 6 dark
7 moustache 8 beard

Exercise 2

1 timetable 2 coursebook 3 dictionary 4 bookshelf
5 whiteboard

Exercise 3

1 have 2 do 3 gets 4 plays 5 go

Exercise 4

1 'm having 2 watches 3 go 4 is playing
5 is wearing 6 'm doing

Exercise 5

1 can 2 problem 3 OK 4 right ahead

Exercise 6

1 b 2 a 3 c (d is not needed)

Exercise 7

Students' own answers

1j REPETYTORIUM p.19

Materials

Classroom Presentation Tool, p.19

Audio Track 24

Workbook p.15

Exercise 3

1 I'm sorry 2 right ahead

Exercise 4

1 is studying 2 go 3 is eating 4 It isn't 5 It's snowing

Warmer

- In pairs, Ss write a description of something that can be found in the classroom without mentioning its name.
- Ss swap descriptions with another pair to guess what is being described.

Rozumienie ze słuchu

Exercise 1 24

- Read the *Wskazówka* box together.
- In pairs, Ss look at the photos and decide what is happening in each and where the people are. Explain that this will help them to complete the task.
- Play the audio while Ss listen.
- Play the audio again while Ss complete the task.

Rozumienie tekstów pisanych

Exercise 2

- Elicit or teach what a superhero is. Ask Ss if they have a favourite superhero. If so, ask them to tell a partner who it is and what they look like.
- Ask Ss to carefully read the instructions and the text before they complete the task.
- During feedback, ask Ss what information in the text helped them complete the task.

Znajomość funkcji językowych

Exercise 3

- Allow Ss to read the Everyday English box on p.14 of their Student's Book before they complete the dialogues.
- Check answers with the class.

Znajomość środków językowych

Exercise 4

- If necessary, allow Ss to read the Grammar reference section on p.20 before they complete the task.
- Remind them that they have to use the correct verb form in English of the Polish words in brackets.
- Check answers with the class.

INCLUSIVE CLASSROOM Ask **less confident Ss** to identify the time expression in each sentence. This will help them to decide whether to use the present simple or the present continuous.

ANSWERS

Exercise 1

b

Exercise 2

1 B 2 A 3 C 4 B

1 GRAMMAR REFERENCE p.20

ANSWERS

Review of *present simple*

Exercise 1

- 1 goes for a run
- 2 sit on the sofa
- 3 eats breakfast in bed
- 4 go camping
- 5 give presents

Exercises 2 and 3

Students' own answers

Review of *present continuous* + comparison with *present simple*

Exercise 1

- 1 He's living in a big house.
- 2 We're studying English grammar.
- 3 They're eating pizza.
- 4 My dad is singing in the bathroom.
- 5 My cat is sleeping on the sofa.

Exercise 2

- 1 's playing 2 'm getting up, get up 3 does, 's doing

2 Wild weather

2a VOCABULARY: Different types of weather pp.22–23

Materials

Classroom Presentation Tool, pp.22–23

Teacher's Resource Centre, Unit 2 flashcards

Audio Tracks 25–28

Workbook p.16

Student's Online Practice, Unit 2 vocabulary

Warmer: YOUR WORLD

- Allow Ss time to write their own lists of activities, then compare their answers in pairs.
- Get some feedback from the class to find out what the most popular activities are for sunny and snowy weather.

Vocabulary presentation

Exercise 1

- Do the task as a race. Set a time limit of one minute. The student with the most correctly named types of weather in the picture wins.
- Have a class vote to find out the most popular type of weather in the class.

Exercise 1 ⚡

- Fast finishers exercise: Ss complete the following sentence as many times as they can in a set time limit: *It's ... today.*

Exercise 2 ② ① 25

- Allow Ss time to match the words in the box to the numbers in the picture.
- Play the audio for Ss to listen to the answers and see if they are correct.
- Play the audio again and get Ss to repeat.

INCLUSIVE CLASSROOM In pairs, ask **less confident Ss** to say a number for their partner to say the type of weather.

Exercise 3 ③ ① 26

- Read the *LOOK!* box together. Check for understanding by eliciting the adjective form of: *sun, rain, fog, wind.*
- When Ss have matched the photos and the sentences, play the audio for them to check their answers.
- Ask Ss what time of year you typically find frost and ice (late autumn, winter).

Exercise 4

- Model and drill the question before Ss complete the task in pairs.

INCLUSIVE CLASSROOM With **less confident Ss**, do this as a class flashcard activity. Invite a student to choose a flashcard and ask the question to a classmate. Ss look at the flashcard and say the appropriate weather.

Exercise 5

- Read the *LOOK!* box together before you go through the expressions in the box. Elicit which of them is idiomatic (*It's raining cats and dogs*) and ask if there are similar expressions in the Ss' own language.
- When Ss have completed the task, ask them to compare answers with a partner.

Exercise 6 ⑥ 27

- Play the audio for Ss to check before they practise the dialogue in pairs.

INCLUSIVE CLASSROOM Ask **more confident Ss** to work in pairs. Tell them to choose another type of weather and write a dialogue between two people. Ss can practise and act out their dialogue in front of the class.

Vocabulary practice

Exercise 7 ⑦

- Direct Ss to the symbols and elicit where they are normally found (in TV weather forecasts, etc.). Look at each and ask Ss what type of weather the symbols show.
- Set a time limit for Ss to complete the task, then check answers.

Exercise 7 ⚡

- Ask fast finishers to choose one of the symbols and write another weather report extract for it.

MEMORIZE!

- Make sure Ss have the materials to make their flashcards.
- Read the tip box together and allow Ss time to create their flashcards before they play the game in pairs.
- Alternatively, put Ss into pairs and ask them to take turns to say a type of weather using *It's ...* while their partner shows the correct flashcard.

Exercise 8

- In pairs, Ss complete the task.

Exercise 8 ⚡

- Fast finishers exercise: Ss put the following in order from coldest to warmest: *It's warm. It's chilly. It's freezing.*

Listening and Speaking

Exercise 9 ⑨ ① 28

- Tell Ss they will hear three conversations. Play the audio, pausing after each dialogue for Ss to write their answers. Explain that in some dialogues, there may be more than one type of weather mentioned.
- Ss compare their answers with a partner. Then, play the audio again for them to check.

INCLUSIVE CLASSROOM With **less confident Ss**, do the first dialogue together. Alternatively, allow Ss to complete the task in pairs.

Exercise 10

- Read the example together and elicit ways in which it can be completed. If necessary, remind Ss that we use *but* to contrast different ideas.
- Go through the cities in the box and ask Ss if they know what the weather is normally like in those places. Write on the board.
- Set a time limit for Ss to write their weather report before they present it to a partner.

ONLINE LINK

- Point to the photo and elicit what the weather is.
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give Ss time to complete the online task.
- When Ss have finished, you could ask them to find out what the hottest city in Europe is and the coldest.

TEACHING WITH DIGITAL Make sure Ss understand how to create clear, simple but focused search terms. Suggest they use key words from the question, such as *wettest European cities*. Let them experiment with typing in a question versus typing in key words to see if there is a difference in the results.

ANSWERS

Exercises 1, 4, 6 and 10

Students' own answers

Exercise 2

1 It's stormy. 2 There's a rainbow. 3 It's a lovely day.
4 It's hailing. 5 It's foggy. 6 It's raining. 7 It's windy.
8 It's freezing. 9 It's chilly. 10 It's warm. (Not pictured:
It's frosty. It's icy.)

Exercise 3

1 b 2 a

Exercise 5

1 it's 2 pouring 3 cats and dogs

Exercise 7

1 d 2 b 3 e 4 a 5 f 6 c

Exercise 8

b

Exercise 9

1 It's raining.
2 It's cloudy and warm.
3 It's raining, it's windy and it's stormy.

ONLINE LINK

Podgorica (Montenegro), Ljubljana (Slovenia), Tirana (Albania), Glasgow (UK) Source: www.currentresults.com/Weather-Extremes/Europe/wettest-rainiest-cities.php

2b GRAMMAR: Review of past simple p.24

Materials

Classroom Presentation Tool, p.24

Audio Tracks 29–30

Workbook p.17

Student's Online Practice, Unit 2 grammar

Warmer: REACTIVATE!

- Ask Ss to work in pairs. Tell them to take turns to show their partner their flashcards from the previous lesson and say the correct weather. Set a time limit of 30 seconds.
- Alternatively, ask Ss to turn to p.22 of their Student's Book and cover the weather words. In pairs, Ss point to one of the pictures for their partner to say the correct word.

Grammar presentation

Exercise ① 29

- Direct Ss to the title of the text and elicit ideas for what they think it is going to be about.
- Play the audio while Ss read, listen and complete the task. Check if any had guessed correctly what the text was about.

ASSESSMENT FOR LEARNING Tell Ss to write down vocabulary they are unsure about in their notebooks. Check through any queries together.

Exercise ②

- Tell Ss to read the grammar box and the *LOOK!* box individually.
- Check understanding by eliciting when we use the past simple and *there was / were*.
- In pairs, Ss find the past simple verbs in the text in exercise 1. Elicit and write them on the board.

Grammar practice

Exercise ③

- Ss complete the task, then check answers with a partner.
- Elicit the base and past simple forms. Ask Ss to explain the spelling rules for each, using the information in the grammar box to help them.

Exercise 4

- Go through the verbs in the box and check understanding of each one. Ss can give a translation in their own language or say an example sentence. If they say an example sentence, allow them to use a present tense.
- When Ss have completed the task, elicit the past simple forms and ask Ss to spell the verbs out. Ask the class if each spelling is correct. If not, invite a student to say the correct spelling.

INCLUSIVE CLASSROOM Pair **less confident Ss** with **more confident Ss**. Ask them to choose three of the verbs on the board and write past simple sentences with them.

Speaking

Exercise ⑤

- In pairs, Ss discuss what they can see in each picture.
- Then, allow Ss time to complete the task in pairs, encouraging them to write their sentences. Invite Ss to share their ideas with the class.

Exercise 6 30

- Play the audio for Ss to listen to the story and check their answers.

ANSWERS

Exercise 1

James made a fire from a car tyre and heated rocks in the fire to keep the family warm all night.

Exercise 2

survived, decided, changed, stopped, turned, used, warmed, stayed, travelled, tried, worried

Exercise 3

survive, decide, change, stop, turn, use, warm, stay, travel, try, worry

Exercise 4

was / were, bought, could, came, ate, found, gave, went, had, heard, left, ran, said, saw, spoke, took, thought

Exercise 5

b a d f e c

Exercise 6

Students' own answers

2c LISTENING AND VOCABULARY: Extreme weather and natural disasters p.25

Materials

Classroom Presentation Tool, p.25
Teacher's Resource Centre, Unit 2 flashcards
Audio Tracks 31–33
Workbook p.18
Teacher's Resource Centre, Unit 2 five-minute test
Student's Online Practice, Unit 2 vocabulary

Warmer: YOUR WORLD

- Give Ss one minute to discuss the questions in pairs.
- Invite Ss to share their ideas with the rest of the class.

Vocabulary presentation

Exercise ① 31

- Ss read the words in the box. Then, ask them to do the matching task with the words they are certain of.
- Call out numbers 1–11 and elicit the answers. Write the answers on the board, but do not correct.
- Play the audio for Ss to listen to the answers. Ask them to repeat.
- Ask Ss if they have any extreme weather in their own country.

Exercise 2

- Set a time limit for Ss to complete the task, then check answers.

Vocabulary practice

Exercise ③

- Give Ss time to complete the task in pairs.

Exercise 3

- Fast finishers exercise: Set a time limit for Ss to write as many sentences as they can with the words in exercise 1. Encourage them to use the past simple.

Listening

Exercise ④ 32

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and text carefully. Ask them to consider what information they need to help them complete the task.
- Play the audio while Ss listen.
- Play the audio again while Ss complete the task, then check answers.

INCLUSIVE CLASSROOM Pause the audio at relevant places to allow **less confident Ss** to complete the task.

Exercise ⑤ 33

- Explain that Ss are going to hear an interview about a natural disaster.

- Allow Ss time to read the questions, then play the audio while Ss complete the task.

Speaking

Exercise 6

- Give Ss time to discuss some ideas in pairs or small groups.
- You may decide to extend this into a class discussion. Encourage Ss to listen to what their classmates have to say and to ask any questions once they have finished speaking.

TEACHING WITH DIGITAL To help Ss with this task, allow them to go online to find out the information they need. Brainstorm together some useful websites to look at.

ANSWERS

Exercise 1

1 tsunami 2 volcanic eruption 3 tornado
4 lightning 5 flood 6 snowstorm 7 avalanche
8 hurricane 9 earthquake 10 thunder 11 forest fire

Exercise 2

a 4 b 8 c 5 d 6 e 3 f 1 g 9 h 7 i 2 j 11
(Thunder is not pictured because it is a sound.)

Exercise 4

1 hurricane 2 floods 3 tsunami 4 avalanche

Exercise 5

1 two 2 at home 3 (extremely) windy 4 a tornado
5 the toilet 6 it didn't move

Exercise 6

Students' own answers

2d GRAMMAR: Past simple: negative and question form review + prepositions and adverbs

pp.26–27

Materials

Classroom Presentation Tool, pp.26–27

Audio Tracks 34–35

Workbook p.19

Teacher's Resource Centre, Unit 2 five-minute test

Student's Online Practice, Unit 2 grammar; Unit 2 discussion

Warmer: REACTIVATE!

- Set a time limit of one minute for Ss to take turns to spell their partner's words. The winner is the person who spells the most words correctly.
- If necessary, allow Ss to review the words before they complete the warmer.

Grammar presentation

Exercise ①

- Elicit or teach *lucky* and *unlucky* before Ss complete the task.
- Elicit some ideas and write them on the board.

Exercise ② ⑩ 34

- Before Ss read and listen to the text, check Ss' understanding of the following words: *national park*, *electricity*, *chance*, *tool*, *stay away*.
- Tell Ss that they are going to do a Repetitorium-style exam task.
- Allow Ss time to read the instructions and missing sentences carefully.
- When Ss have read the text and completed the task, ask them to compare their answers with a partner.
- Play the audio while Ss listen and check their answers.

INCLUSIVE CLASSROOM Write the numbers 1–4 on the board and add the answer and a distractor next to each. **Less confident Ss** choose the correct answer for each gap.

Exercise ③

- Give Ss time to read the grammar box individually.
- Elicit how past simple negative and questions are formed before Ss complete the task.

INCLUSIVE CLASSROOM Ask **more confident Ss** to write a past simple question. Ss swap and answer their partner's question.

Exercise ④

- Give Ss time to read the *LOOK!* box and complete the task.

Exercise 4 ⚡

- Fast finishers exercise: Ask Ss to write as many sentences with the past simple negative form of *be* as they can in a set time limit.

Grammar practice

Exercise ⑤

- If necessary, do the first as an example before Ss complete the task.
- Check answers with the class.

Exercise 6

- Write the following on the board and elicit the question: *She went to the cinema last night.* (Where did she go last night?)
- In pairs, Ss complete the task.

INCLUSIVE CLASSROOM To help **less confident Ss**, go through each sentence and identify together the past simple verb. Elicit the base form and remind Ss that they need to use this in the question.

Exercise 7

- Set a time limit for Ss to complete the task.

Grammar presentation

Exercise ⑧

- Ask Ss what they remember about Scott from exercise 5 in lesson 2c. If necessary, prompt them by asking questions such as *What was the disaster?* and *Where was he at the time?*
- Explain that Ss are going to read the second part of the interview. Allow Ss time to read and complete the task.

Exercise ⑨

- Give Ss time to read the grammar box individually. Check understanding by eliciting the correct preposition for the following: *May*, *the weekend*, *Monday*, *night* (*in*, *at*, *on*, *at*).
- Tell Ss that they are going to do a Repetitorium-style exam task.
- Allow Ss time to read the instructions carefully.
- Then ask them to read the text and complete with the missing words. Encourage them to refer to the grammar box to help them.
- Elicit the answers.

INCLUSIVE CLASSROOM To help **less confident Ss**, ask them to draw a three-column table in their notebooks with *on*, *at* and *in*. Tell them to complete the table with the examples in the grammar box and the text. This will help them to spot the pattern.

Grammar practice

Exercise ⑩

- Allow Ss time to complete the task, then check answers with the class.

Exercise ⑪

- Explain the task before Ss complete the questions and write their own.
- If necessary, allow Ss to work in pairs.

Speaking

Exercise 12

- In pairs, Ss ask and answer the questions.

Exercise 12 ⚡

- Fast finishers activity: Ask Ss to write past simple sentences about their partner in exercise 12.

ONLINE LINK

- In pairs or small groups, Ss discuss the questions. Encourage them to explain why.

TEACHING WITH DIGITAL You can use the Discussion Room in the Student's Online Practice for this. Use the tool to walk Ss through how to use this.

ANSWERS

Exercise 1, 12 and ONLINE LINK

Students' own answers

Exercise 2

1 e 2 a 3 b 4 d (c is not needed)

Exercise 3

Negative form: The lightning strikes didn't kill him.

Past simple question: Did Roy like being famous?

Exercise 4

Who was he?

He wasn't happy.

Was he lucky?

Was he unlucky?

Exercise 5

1 didn't watch 2 didn't see 3 didn't give

4 didn't speak 5 didn't have 6 didn't like

Exercise 6

1 did you go 2 Did you see 3 did you buy

4 Did you swim 5 did you meet 6 Did you send

Exercise 7

1 My friends weren't late for school today.

2 Were they lucky?

3 The teacher wasn't angry with me.

4 Was I happy?

5 We weren't scared of the big dog.

6 Was it friendly?

Exercise 8

Because tornados happen there a lot.

Exercise 9

1 c 2 b 3 b 4 a 5 b 6 a

Exercise 10

at 12 o'clock, on 14th February, in 2023, in autumn, at Christmas, in February, at lunchtime, in the morning, on Wednesday

Exercise 11

1 How often did you speak English in class last week?

2 When did you do your homework last week?

3 How long did you study in the evening last week?

4–6 Students' own answers

2e EVERYDAY ENGLISH: Expressing sympathy and regret p.28

Materials

Classroom Presentation Tool, p.28

Teacher's Resource Centre, Unit 2 Everyday English video

Audio Tracks 36–39

Workbook p.20

Teacher's Resource Centre, Unit 2 Everyday English worksheet

Student's Online Practice, Unit 2 Everyday English

Warmer: YOUR WORLD

- Elicit or teach *camping*. Then Ss discuss the questions in pairs.
- Invite Ss to share their ideas. You may like to build up a list of pros and cons of camping on the board.

Exercise ① 36

- Elicit what Ss remember about the story in the previous unit. Ask the rest of the class to amend or add to the suggestions they hear.
- Ss read and listen to the story and complete the task. Alternatively, show the class the video.

Comprehension

Exercise 2

- Give Ss time to complete the task, then check the answers with the class.

INCLUSIVE CLASSROOM Encourage **more confident Ss** to complete the task from memory. Allow **less confident Ss** to refer back to the story.

Exercise ③ 37

- In pairs, Ss discuss the question. Invite Ss to share their ideas with the class.
- Play the audio for Ss to listen and check the answer.

Exercise ④ 38

- Elicit or teach *sympathy* and *regret*.
- Allow Ss time to read the phrases in the box before they find them in the story in exercise 1. Elicit what each expression is used in response to.
- Play the audio and get Ss to repeat.

INCLUSIVE CLASSROOM Put Ss into pairs, making sure **less confident Ss** are working with **more confident** ones. Ask them to write mini dialogues to practise expressing sympathy and regret. Ss then act out their dialogues.

Speaking

Exercise ⑤ 39

- Tell Ss they will hear three dialogues. Play the audio for Ss to identify which sentence is used in each one.
- Play the audio again. Ask Ss to work in pairs to recall all that they remember about each dialogue.

- Elicit what expressions were used to express sympathy in each.

Exercise ⑥

- In pairs, Ss take turns to express sympathy and regret covering one of the situations in exercise 5.

Exercise 6 //

- Fast finishers exercise: Ask Ss to choose another situation from exercise 5 and create another dialogue.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

Lily

Exercise 2

1 T

2 T

3 F (The dog is called Albert. The neighbour is called Mr Grant.)

4 F (She thinks that they were brave.)

Exercises 3, 6 and 7

Students' own answers

Exercise 4

Sorry about that.

Oh no!

Bad luck!

That's a shame!

Poor you.

Never mind.

Exercise 5

1 c 2 d 3 e

2f READING: Identifying specific information p.29

Materials

Classroom Presentation Tool, p.29

Workbook p.21

Student's Online Practice, Unit 2 reading

Warmer: YOUR WORLD

- Ask the class where Antarctica is and what it is sometimes known as (the South Pole).
- Put Ss in pairs and give them one minute to complete the task.
- Elicit a few ideas from the class. Encourage Ss to tell the class what else they know about Antarctica.

Reading skill

- Allow Ss time to read the box individually. Explain that identifying specific information helps Ss to understand a text in greater detail.
- To practise this, write the following question on the board: *What year did the first tourist ships go from Argentina to Antarctica?* Ask Ss to identify the key words in the question (*year, tourist ship, Argentina*) before they quickly read the text to find the answer (1969).

Exercise ①

- Allow Ss time to complete the task, then check answers.
- In pairs, Ss ask and answer the questions.

Comprehension

Exercise ②

- Allow Ss to use a dictionary to help them complete the task. If unavailable, make sure Ss know the following words: *North Pole, South Pole, explorer, scientist, penguin, iceberg, sea bird, whale*.
- When Ss have finished, put them in small groups to compare lists. Then elicit some ideas from the class.

Exercise ③

- Allow Ss time to read the *LOOK!* box before they complete the task.
- Check answers with the class, encouraging Ss to explain their answers.

Exercise 4

- Before Ss read the text and complete the task, check understanding of the following words: *continent, fishermen, researcher, seal, snail*.
- Ask Ss how many of their words from exercise 2 appear in the text.

Exercise ⑤

- Allow Ss to re-read the text before they answer the questions in exercise 3.

TEACHING WITH DIGITAL Put Ss into small groups and ask them to research the North Pole or another remote region of the planet, such as the Gobi Desert in China. To help

them, write the following categories on the board: *history of exploration, tourism, weather, animals and birds, population*. Ss can present their findings by creating a poster or preparing a short slideshow.

ANSWERS

Exercise 1

1 c 2 b 3 a

Exercises 2 and 4

Students' own answers

Exercise 3

- 1 number (temperature)
- 2 number (date)
- 3 nouns (animals)
- 4 number (distance)
- 5 name
- 6 noun (season)

Exercise 5

- 1 -89.2°C
- 2 1786
- 3 blue whales, humpback whales, killer whales, penguins, seals, snails, insects
- 4 1,400 km
- 5 Amundsen
- 6 summer

2g WRITING: A country factfile p.30

Materials

Classroom Presentation Tool, p.30

Workbook p.22

Teacher's Resource Centre, Unit 2 writing project

Warmer: YOUR WORLD

- Give Ss a time limit of one minute to discuss the question in pairs. Then, elicit a few ideas from the class.
- Alternatively, Ss make a list of all that they know about Brazil. Then, have them compare lists with a partner.

Writing preparation

Exercise ①

- Ss read the text and discuss the question in pairs, then check answers with the class.

CULTURE NOTE A rainforest is any forest with a high amount of rainfall. These can be found all over the world, such as in the UK, Canada, Ireland and Spain. However, rainforests are usually associated with hot countries in the tropics (an area to the north and south of the equator), such as in South America, Asia and Africa. The Amazon is the world's biggest rainforest. It covers an area of almost 6,300,000 square kilometres, which is roughly two thirds the size of Europe. It covers nine countries in South America, including Brazil and Colombia, and it is also home to the world's longest river, the Amazon (6,992 km).

Exercise 2

- Allow Ss time to complete the task, then check answers.

INCLUSIVE CLASSROOM Give **less confident Ss** two options to choose from to answer each question. Write the following on the board: 1 a dry b warm; 2 a lake b beach; 3 a summer b winter.

Exercise 2 ⚡

- Fast finishers exercise: Ss answer the following questions from memory: 1 *What language do they speak in Brazil?* (Portuguese); 2 *How long is winter in Brazil?* (three months); 3 *Why is the Amazon rainforest disappearing?* (Because people are building farms and making fields).

Exercise 3

- Allow Ss time to read the tip box and answer the question. Ask Ss to give reasons for their answer.
- If necessary, draw Ss' attention to the different paragraph topics in the description.

Writing project

Exercise ④

- Ss follow the instructions to write a country factfile.
- **Choose** Ss decide what country they want to write about. Encourage them to go online to find out as much as they can about it.
- **Make notes** Tell Ss to make notes about their chosen country.
- **Write** Ss use their notes to create a country factfile.

Exercise 5

- As well as spelling and grammar, ask Ss to check that their partner has used vocabulary from the unit correctly, and has used at least three weather phrases.
- Ss then create a final draft of their description.

Exercise 6

- Allow Ss time to practise before they present their factfiles to the class.
- While Ss are listening to their classmates' presentations, ask them to think of questions they would like to ask about the country.

ANSWERS

Exercise 1

forest fire

Exercise 2

1 b 2 a 3 c

Exercises 3–6

Students' own answers

ONLINE LINK

Bolivia, Colombia, Ecuador, French Guiana (France), Guyana, Peru, Suriname and Venezuela

2h CULTURE LINK: Explorers p.31

Materials

Classroom Presentation Tool, p.31

Teacher's Resource Centre, Unit 2 culture video

Audio track 40

Workbook p.23

Warmer: YOUR WORLD

- In pairs, Ss discuss what they know about explorers. Encourage them to consider what places explorers discovered. Invite Ss to share their ideas with the class.

CULTURE NOTE Below are some additional details about the people mentioned in the lesson.

While he was exploring central and southern Africa and creating his maps of the region, **David Livingstone** helped to find a route from the upper Zambezi River (which has its source in modern-day Zambia) to the mouth of the river on the coast in modern-day Mozambique. He was the first European to visit the waterfalls known as Mosi-o-Tunya (or 'the river that thunders'), which he named Victoria Falls.

Gertrude Bell travelled around western Europe and spent several years climbing in the Alps between 1899 and 1904. She also travelled widely in Turkey and the surrounding areas, where she wrote about her experiences with local people. Later in life, she combined her interest in archaeology and the country of Iraq by raising funds and establishing a new museum of archaeology in Baghdad in 1923.

Reading

Exercise ① 40

- Put Ss into pairs and assign one a text to read. Ask them to cover the other text.

Exercise ②

- Allow Ss time to ask and answer the questions.
- When Ss have finished, elicit the correct answers about each text.

Exercise 3

- Allow Ss time to complete the task, then check answers.

Exercise 4

- Encourage Ss to explain why they found the fact interesting.
- Elicit ideas from a few Ss, asking them why they found that particular fact interesting.

Exercise 5

- In pairs or small groups, Ss discuss the question. Then, elicit a few ideas and invite the rest of the class to comment.

TEACHING WITH DIGITAL Play the video *Robert Falcon Scott* for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Allow Ss to work in pairs or small groups. Ask them to go online and prepare a five-minute presentation about a famous explorer from Poland. They can search online for photos and information about the main achievements of this explorer.
- Ss present their findings to the class.

ANSWERS

Exercises 1, 4, 5 and ONLINE LINK

Students' own answers

Exercise 2

- A:** 1 He was born in 1813 in Scotland.
2 His family was very poor. He worked in a factory from the age of ten.
3 He was really interested in other countries.
4 He was 27.
5 He usually travelled on foot.
6 He travelled for 15 years.
7 He spoke against slavery in Britain.
8 He died in Africa when he was 60 years old.
- B:** 1 She was born in 1868.
2 She came from a rich family.
3 She was fascinated by the history and people of the Middle East.
4 She was 24.
5 She travelled by camel or horse.
6 She travelled for 15 years.
7 She spoke against British colonialism.
8 She died in Baghdad when she was 57 years old.

Exercise 3

- 1 DL 2 GB 3 both 4 GB 5 DL 6 DL 7 both

2i REVISION p.32

Materials

Classroom Presentation Tool, p.32

Teacher's Resource Centre, Unit 2 flashcards

Workbook p.24

Teacher's Resource Centre, Unit 2 test

Warmer: REACTIVATE!

- Allow Ss a few moments to look at the words in the box on p.22 of their Student's Book.
- In pairs, Ss take turns to say one of the words while their partner draws a picture of that weather.

Vocabulary

Exercise ①

- Allow Ss time to complete the task in their notebooks.

Exercise ②

- Review extreme weather and natural disasters. Choose one of the words from the box on p.25 of the Student's Book and write it on the board with some of the letters missing. Elicit the missing letters and what the word is.
- When Ss have completed the task, ask them to compare answers with a partner.

Grammar

Exercise ③

- Review the past simple. Elicit verbs and ask Ss to shout out the past simple form of each. Then, ask how we form negatives and questions forms.
- When Ss have completed the task, check answers with the class.

INCLUSIVE CLASSROOM Allow **less confident Ss** to read the Grammar reference section on p.34 before they complete this task.

Exercise 3 ⚡

- Fast finishers exercise: Put Ss in pairs and ask them to tell their partner what they did last night / weekend.

Exercise ④

- Review prepositions and adverbs of time before Ss complete the task.
- Check answers with the class.

Everyday English

Exercise ⑤

- Ss complete the dialogues before they act it out with a partner.

Exercise ⑥

- This is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and each of the responses.
- When Ss have finished, check the answers with the class.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

ASSESSMENT FOR LEARNING Ask Ss to do the Unit 2 test from the teaching resources and set Test Yourself for homework from Online Practice Unit 2. Ask Ss to consider where they need more practice in this unit.

English in the real world

- Read aloud each city and elicit what weather you can typically find in each.
- When Ss have chosen their city and gone online to find a weather report, ask them to write a few sentences to describe the weather.
- Ss mingle around the class describing the weather to their classmates. Ss have to guess the city.

ANSWERS

Exercise 1

1 stormy 2 windy 3 freezing 4 rainbow

Exercise 2

1 hurricane 2 lightning 3 volcanic eruption 4 flood
5 an avalanche 6 Tornadoes

Exercise 3

1 Did, enjoy 2 was 3 Did, have 4 was
5 Did, take 6 sent 7 didn't get 8 lost

Exercise 4

1 on 2 When 3 at 4 long 5 in 6 often

Exercise 5

1 shame 2 luck 3 Poor 4 matter

Exercise 6

1 b 2 c

Exercise 7

Students' own answers

2j REPETYTORIUM p.33

Materials

Classroom Presentation Tool, p.33

Audio Track 41

Workbook p.24

Exercise 3

1 That's a (real) shame 2 Bad luck 3 Never mind

Exercise 4

1 went back to London 2 didn't buy 3 Did you see
4 did they learn 5 gave us 6 weren't

Warmer: YOUR WORLD

- Tell Ss to think about their favourite type of weather. Encourage them to think about why they like it.
- In pairs, Ss tell their partner about their favourite type of weather.

Rozumienie ze słuchu

Exercise 1 41

- Ask Ss to read the instructions carefully.
- Play the audio while Ss listen.
- Play the audio again while Ss complete the task. Remind them that there is one sentence they do not need.

INCLUSIVE CLASSROOM Pause the audio at regular interludes to allow **less confident Ss** to complete their answers.

Rozumienie tekstów pisanych

Exercise 2

- Read the *Wskazówka* box together.
- Explain the task to Ss and answer any queries they may have.
- Allow Ss time to read the first email and the weather report and use the information in them to complete the second email.
- Elicit the answers, asking Ss if each answer came from the first email or the weather report.

Znajomość funkcji językowych

Exercise 3

- Allow Ss to read the Everyday English box on p.28 of their Student's Book before they complete the dialogues.
- Check answers with the class.

Znajomość środków językowych

Exercise 4

- If necessary, allow Ss to read the Grammar reference section on p.34 before they complete the task.
- Remind Ss they can use up to four words in each gap.
- Invite Ss to read out each completed sentence. If their classmates hear a mistake, allow them to correct it.

ANSWERS

Exercise 1

1 c 2 b 3 a 4 e (d is not needed)

Exercise 2

1 weather report 2 morning 3 thunder 4 lovely
5 mountains

2 GRAMMAR REFERENCE p.34

Review of *past simple* regular and irregular

Exercise 1

- 1 We stayed in a hotel near the beach.
- 2 She danced for the Polish National Ballet.
- 3 They carried water from the river.
- 4 I stopped talking in the library.
- 5 My family went on holiday to Spain.

Exercise 2

be/was
buy/bought
can/could
come/came
eat/ate
find/found
give/gave
go/went
have/had
hear/heard
leave/left
run/ran
say/said
see/saw
speak/spoke
take/took
think/thought

Review of *past simple* questions and negatives

Exercise 1

- 1 We didn't make a fire.
- 2 Did you go to the mountains this year?
- 3 I didn't go horse riding yesterday.
- 4 Did you eat cake at the party?
- 5 He didn't sleep in a tent all night.
- 6 Did you come to school by car?

Exercise 2

Did you go to the mountains this year?
Did you eat cake at the party?
Did you come to school by car?

Prepositions and adverbs of time

Exercise 1

Students' own answers (but with the following time prepositions: 1 at 2 in 3 on 4 in)

3 Please pay here

3a VOCABULARY: Shopping pp.36–37

Materials

Classroom Presentation Tool, pp.36–37

Teacher's Resource Centre, Unit 3 flashcards

Audio Tracks 42–45

Workbook p.28

Student's Online Practice, Unit 3 vocabulary

Warmer: YOUR WORLD

- Before Ss discuss the questions in pairs, quickly brainstorm the different types of shop you can find in a town or city and what you can buy there.
- Set a time limit of one minute for Ss to ask and answer the questions. Encourage **more confident Ss** to tell their partner about the last thing they bought.

Vocabulary presentation

Exercise ① 42

- Do the task as a race. Set a time limit of one minute and allow Ss to work in pairs.
- Play the audio for Ss to listen to the answers and see if they are correct.
- Play the audio again and get Ss to repeat.

INCLUSIVE CLASSROOM With **less confident Ss**, go through the words in the box before you begin the task and elicit what each means. If they don't know a word, ask a classmate to explain or provide a translation.

Exercise ② 43

- Allow Ss time to complete the task, then play the audio for Ss to check their answers. Play the audio again for Ss to repeat.

Exercise 2 ⚡

- Fast finishers exercise: Ss choose one of the words in the photos in exercise 1 and write a definition of it. Ss swap definitions with a partner to guess the word.

Exercise 3

- Elicit what a noun and a verb is (adjective: a word that describes an object, person or place; verb: a word that describes an action). Ask Ss for examples of each.
- Explain the task and, if necessary, do the first as an example. Elicit the correct answer and ask Ss to explain why (verb, because it is describing an action).
- When Ss have finished, check the answers.

INCLUSIVE CLASSROOM Do a few more examples as a class to check understanding. It may help Ss if you explain that a noun can be the subject or object of a sentence and a verb can describe what action the noun does.

MEMORIZE!

- Read the tip box together. Then ask Ss to look at the shopping words in exercise 1 and decide if each is a noun, a verb or both. Allow them to use a dictionary before they copy the words into their notebooks. Ss could then go back to do the same with the words in units 1 and 2.

Exercise 4

- Ask Ss to pair up the expressions that have a similar meaning (*2 for 1* and *buy one get one free*; *50% off* and *half price*; *discount* and *on sale*).
- When Ss have finished, ask if they have ever bought something that was 2 for 1, 50% off, etc.

Exercise ⑤

- Give Ss time to complete the task before they compare answers with a partner.

ASSESSMENT FOR LEARNING If Ss spot an incorrect answer in their partner's work while they are comparing, encourage them to explain why it is wrong and what the correct answer is. This helps Ss learn how to explain their work to others.

Exercise ⑥ 44

- Play the audio for Ss to check their answers to exercise 5.
- In pairs, Ss act out the dialogue. When they have finished, ask them to swap roles.

INCLUSIVE CLASSROOM Encourage **more confident Ss** to change elements of the dialogue, such as what the customer wants to buy, the price and also ask them to use different *Special offers* expressions.

Vocabulary practice

Exercise ⑦

- Set a time limit for Ss to complete the task.
- Alternatively, put Ss into pairs and do the task as a race. The pair of Ss who completes the task first correctly is the winner.

INCLUSIVE CLASSROOM Give **less confident Ss** the first letter of each missing word to help them.

Exercise 8

- When Ss have finished, check answers with the class.

Listening and Speaking

Exercise ⑨ 45

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and questions carefully. Then ask them to look at the photos and think about what they can see in each one. Explain that this will help them answer each question correctly.
- Play the audio while Ss listen. Play the audio again while they complete the task.
- Check answers with the class.

Exercise 10

- Before Ss do the task, ask them to work with a partner to brainstorm all the things you might hear in a dialogue in the three places. Elicit some ideas and write on the board.
- In pairs, Ss choose one of the locations and write a dialogue before they practise it and act it out in front of the class.

Exercise 10 ⚡

- Fast finishers exercise: Tell Ss to write a second dialogue.

ONLINE LINK

- Explain that the busiest shopping day of the year in the UK is typically the last Saturday before Christmas Day.
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task before you elicit ideas.
- If there is time, ask Ss to find out what and when the following are: *Small Business Saturday*, *Cyber Monday* and *Green Monday*.

ANSWERS

Exercise 1

1 queue 2 customer 3 changing room 4 receipt
5 till 6 change

Exercise 2

1 try on 2 browse 3 exchange 4 refund

Exercise 3

1 verb 2 noun 3 noun 4 verb

Exercises 4, 6, 10 and MEMORIZE!

Students' own answers

Exercise 5

1 sale 2 half 3 off 4 discount 5 buy one get one
6 for 1

Exercise 7

1 try (it) on 2 queue 3 receipt 4 browse
5 change 6 customer 7 till 8 exchange 9 refund
10 changing room

Exercise 8

1 for 2 off 3 price 4 on 5 free 6 discount

Exercise 7

1 b 2 c 3 b

ONLINE LINK

Black Friday (the day after US Thanksgiving); international day of protest against consumerism

3b GRAMMAR: Past continuous p.38

Materials

Classroom Presentation Tool, p.38

Workbook p.29

Student's Online Practice, Unit 3 grammar

Warmer: REACTIVATE!

- Allow Ss time to review the *Shopping* words from lesson 3a or the notes they made after the *MEMORIZE!* task.
- In pairs, Ss complete the task. Set a time limit of 30 seconds.

Grammar presentation

Exercise ①

- Before Ss read the text, check understanding of the following words: *outside, cool, get (buy), fresh air*.
- Ss complete the task then check answers with a partner.

Exercise ②

- Tell Ss to read the grammar box.
- Elicit how the past continuous is formed (*was / were (not) + verb -ing*) and when it is used (to describe something happening at a specific time in the past).
- When Ss have completed the task, ask them to draw a simple picture of what they were doing at 8 o'clock the previous evening. Ss show their picture to a partner and encourage them to make a sentence using the past continuous (e.g. *You were reading.*).

Grammar practice

Exercise ③

- When Ss have found the verbs, elicit the correct spelling of the past continuous form.

INCLUSIVE CLASSROOM Ask **more confident Ss** to write the past simple form of the verbs in the box.

Exercise 4

- Give Ss time to complete the task, then check answers with the class.
- Ask Ss to spell out the past continuous form of the verbs in each sentence.

Exercise 5

- Give Ss time to write the questions, then they compare with a partner.

INCLUSIVE CLASSROOM Put **less confident Ss** in pairs. Ask Student A to do 1, 3 and 5 while B does 2, 4 and 6.

Speaking

Exercise ⑥

- Focus on the example in the speech bubble and elicit the rule for short answers (we use *yes* or *no* with the appropriate pronoun and the auxiliary verb).
- Give Ss time to complete the task in pairs. Monitor to check Ss are using the past continuous correctly.

- Alternatively, ask Ss to give one false answer. Ss have to guess their partner's false answer.

ASSESSMENT FOR LEARNING If Ss feel they need any further practice on the grammar, assign a relevant online practice activity.

ANSWERS

Exercise 1

c

Exercise 2

Past continuous negative: I wasn't enjoying myself!

Past continuous question: Was I having fun outside in the park with my friends?

Exercise 3

enjoying, having, passing, playing, shining, shopping, singing, thinking, wearing

Exercise 4

1 was browsing 2 were shopping 3 was trying on

4 was asking 5 were queuing 6 was exchanging

Exercise 5

1 Was your dad building a shed on Saturday?

2 Were your friends talking to you or me?

3 Were you listening to the teacher just now?

4 Were you listening to a podcast in the garden?

5 Were your grandparents visiting at the weekend?

6 Was your mum browsing online last night?

Exercise 6

Students' own answers

3c LISTENING AND VOCABULARY: Different methods of paying p.39

Materials

Classroom Presentation Tool, p.39

Teacher's Resource Centre, Unit 3 flashcards

Audio Tracks 46–49

Workbook p.30

Teacher's Resource Centre, Unit 3 five-minute test

Student's Online Practice, Unit 3 vocabulary

Warmer: YOUR WORLD

- Brainstorm all the methods of paying the Ss can think of in 30 seconds.
- In pairs, Ss ask and answer the question. Encourage them to tell their partner how they paid for the last thing they bought.

Vocabulary presentation

Exercise ① 46

- Before they complete the task, ask Ss to work with a partner to discuss what they can see in the picture.
- Allow Ss time to complete the task and compare answers with a partner.
- Play the audio for Ss to check answers. Ask them to repeat, all together and individually. Pay attention to pronunciation.

INCLUSIVE CLASSROOM Play a flashcard game with **less confident Ss** to practise the vocabulary further. Display a flashcard. The first student to raise their hand and say the correct word wins a point. Continue until you have shown each flashcard twice.

Exercise ② 47

- When Ss have chosen, play the audio for them to check their answer.
- Ask Ss to decide what part of speech all the words are in exercise 1.

Vocabulary practice

Exercise ③

- When Ss have completed the task, check answers with the class.
- In pairs, Ss act out the dialogues. Once finished, ask them to swap roles.

Listening

Exercise ④ 48

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each sentence. Ask them to consider in pairs what words they might hear.
- Play the audio while Ss listen. Play the audio again while Ss complete the task.
- Check answers with the class, eliciting what words helped Ss choose the correct answer.

Exercise 5 49

- Read the questions together then play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.
- Check answers with the class.

Speaking

Exercise 6

- Draw Ss' attention to the speech bubbles and elicit more problems people may experience when buying things from a shop. Allow Ss to use their own language but provide translations when necessary.
- In pairs, Ss write their dialogue before they practise it and act it out in front of the class.

ANSWERS

Exercise 1

1 PIN 2 cashpoint 3 gift card 4 credit card / debit card
5 withdraw 6 card machine 7 cash

Exercise 2

adjective = contactless; verb = tap

Exercise 3

1 cash 2 card 3 gift 4 cashpoint 5 machine
6 withdraw 7 PIN 8 contactless 9 tap

Exercise 4

1 c 2 c 3 b

Exercise 5

1 a backpack 2 half price 3 her PIN 4 a gift card

Exercise 6

Students' own answers

3d GRAMMAR: Past continuous and past simple

pp.40–41

Materials

Classroom Presentation Tool, pp.40–41

Workbook p.31

Teacher's Resource Centre, Unit 3 five-minute test

Student's Online Practice, Unit 3 grammar; Unit 3 discussion

Warmer: REACTIVATE!

- Ask Ss to write down as many verbs as they can in one minute.
- In pairs, Ss complete the task. If a student spells an *-ing* form incorrectly, encourage their partner to provide the correct spelling. Set a time limit of 30 seconds.

Grammar presentation

Exercise ①

- Draw Ss' attention to the title of the text and explain that the idiom *find your voice* has two meanings: to begin speaking or singing and to be able to express yourself.
- Ss read the text and elicit which meaning is being used (to begin speaking or singing).
- Allow Ss to re-read the text before they answer the questions.

Exercise ②

- Give Ss time to read the grammar box.
- Check understanding by asking Ss to identify the past simple and the past continuous in the following sentence: *I was walking home when I saw my friend*. Then ask which is the ongoing action and which is the completed action (*I was walking home* – ongoing action; *I saw my friend* – completed action).

Exercise 3

- Allow Ss time to complete the task, then check answers with the class.

Exercise ④

- Give Ss time to read the *LOOK!* box individually.
- Check understanding by asking them to find a past continuous / past simple sentence with *while* in the text in exercise 1 and rewriting it with *when*.
- Allow Ss time to complete the task, then check answers with the class.

INCLUSIVE CLASSROOM Put Ss into pairs, making sure a **more confident S** is with a **less confident S**. Ask them each to think of a verb then create a sentence using the past continuous, the past simple and either *when* or *while*.

Grammar practice

Exercise ⑤

- When Ss have completed the task, elicit the correct answers.

INCLUSIVE CLASSROOM To help **less confident Ss**, do this as a class activity. Go through each sentence, eliciting if it is an ongoing action or a completed one. Remind them also to pay attention to *when* and *while*.

Exercise ⑥

- When Ss have finished, ask them to join as many sentences together with *when* as they can in a set time limit.

Exercise ⑦

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each sentence carefully.
- If necessary, do an example on the board. Ask Ss to transform the following using *when*: *While my mum was watching TV, I ate some chocolate*.
- When Ss have finished the task, elicit the correct answers.

Exercise 8

- If necessary, ask Ss to identify the past continuous and past simple in each sentence before completing the task.

INCLUSIVE CLASSROOM If you feel Ss need more practice of the Repetitorium-style exam question in exercise 7, you could ask them to rewrite the first three sentences in this exercise using *when* or *while*.

Exercise 9

- Look at the first sentence together and elicit ways in which it could be completed. Make sure Ss use the past continuous.
- Allow Ss time to complete the sentences with true information.

ASSESSMENT FOR LEARNING Encourage Ss to ask a classmate for assistance if they have any difficulties.

Speaking

Exercise 10

- Allow Ss time to think about how they might make questions about the sentences in exercise 9 (by using *What was happening ... ?* to ask about past continuous actions and *What happened ... ?* to ask about past simple actions). If necessary, elicit and write them on the board.
- In pairs, Ss take turns to ask and answer the questions.
- When Ss have finished, invite them to tell the class about their partner.

Exercise 10 ⚡

- Fast finishers exercise: Tell Ss to ask and answer the questions with another fast finisher.

ONLINE LINK

- In pairs or small groups, Ss discuss the questions. If necessary, teach the expression *makes me*.
- When Ss have finished, have a class vote to find out which situation makes the most people nervous.

TEACHING WITH DIGITAL If using the Discussion forum, remind Ss to check their spelling and grammar before they post.

ANSWERS

Exercise 1

- 1 It was boring.
- 2 They got a new music teacher.
- 3 The teacher
- 4 They felt great.
- 5 All of them

Exercise 2

- 1 C 2 H 3 C 4 O 5 O 6 H

Exercise 3

While we were sitting in the music room, a new music teacher came in.

Exercise 4

- 1 While 2 when 3 When 4 while

Exercise 5

- 1 was waiting
- 2 were you dancing
- 3 arrived
- 4 was dancing
- 5 happened
- 6 was getting
- 7 was taking
- 8 started
- 9 were you doing
- 10 brought
- 11 was looking
- 12 Did you find
- 13 were chatting

Exercise 6

- 1 While my grandfather was living in London, he learned to drive a double-decker bus.
- 2 A cat climbed into the neighbour's car while I was looking out of the window.
- 3 While we were sitting in the cinema, there was a thunderstorm outside.
- 4 We heard the helicopter while we were sitting on the beach.
- 5 While my dad was looking at the sky, he saw a comet.

Exercise 7

- 1 We were doing the test when the alarm rang. /
When the alarm rang, we were doing the test.
- 2 While I was waiting for the bus, it started to rain. /
It started to rain while I was waiting for the bus.

Exercise 8

- 1 while 2 while 3 when 4 when 5 While
6 when

Exercises 9, 10 and ONLINE LINK

Students' own answers

3e EVERYDAY ENGLISH:

Warning p.42

Materials

Classroom Presentation Tool, p.42

Teacher's Resource Centre, Unit 3 Everyday English video

Audio Tracks 50–53

Workbook p.32

Teacher's Resource Centre, Unit 3 Everyday English worksheet

Student's Online Practice, Unit 3 Everyday English

Warmer: YOUR WORLD

- Elicit on what occasions people give each other presents.
- Set a time limit for Ss to discuss the question in pairs or small groups.

Exercise ① 50

- Elicit what Ss remember about the story in the previous unit. Ask the rest of the class to amend or add to the suggestions they hear.
- Ss read and listen to the story and complete the task.

INCLUSIVE CLASSROOM In groups of three, Ss act out the dialogues. Make sure each group consists of **less confident** and **more confident** Ss.

Comprehension

Exercise 2

- Ss re-read the story or watch the video before they discuss if the sentences are true or false with a partner.
- Elicit the answers from the class.

Exercise ③ 51

- Give Ss a few moments to think about their answers individually before they compare and discuss with a partner.
- Elicit ideas and write on the board.
- Play the audio or the video for Ss to check their answers.

Exercise ④ 52

- Allow Ss time to read the useful phrases in the box before they find them in the story. Elicit what form of verb follows each of the useful phrases (either the base form or an *-ing* form, depending on the phrase).
- Play the audio and get Ss to repeat, together and individually.

Speaking

Exercise 5 53

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each possible response carefully. Remind them that there is an additional response they do not need.
- Play the audio while Ss listen.
- Play the audio again while they complete the task.
- Check answers with the class.

Exercise ⑥

- Before Ss do the task, discuss what possible situations could require a warning (going outside in bad weather, preparing for an exam, etc.).
- Allow Ss time to prepare and practise.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

Elsa

Exercise 2

1 F (He wants to buy something for his mum's birthday.)

2 T

3 F (They're having problems with the card machine in the shop.)

4 T

Exercise 3, 6 and 7

Students' own answers

Exercise 4

It's best not to ...

Make sure you (don't) ...

Be careful not to ...

Don't forget that ...

You're not supposed to ...

Don't let anyone ...

Always ...

Never ...

Be careful ...

Remember (not) to ...

Exercise 5

1 d 2 e 3 a 4 b (c is not needed)

3f READING: Identifying context

p.43

Materials

Classroom Presentation Tool, p.43

Workbook p.33

Student's Online Practice, Unit 3 reading

Warmer: YOUR WORLD

- Put Ss into pairs and give them one minute to discuss the question. Encourage them to think how they might speak differently (by using formal and informal language, for example).
- Invite Ss to share some ideas with the rest of the class.

Reading skill

- Allow Ss time to read the box individually. Explain that identifying context helps understand the intended audience of the text, the type of text and other details such as when and where the events in the text take place. It also helps Ss understand vocabulary related to the theme of the text.
- To practise this, ask Ss to quickly read the text on p.57 of their Student's Book. Elicit to whom the text is aimed (young people / teens) and how Ss know this (references to parents and teens, informal style of writing).

Exercise ①

- Allow Ss time to complete the task, in pairs if necessary.
- Elicit the answers, encouraging Ss to give reasons.

Exercise 2

- Ask Ss to cover the words in the second column. Go through the words in the first column together and elicit what each set of words refers to.
- Ss uncover the second column and complete the task.

Exercise ③

- When Ss have finished, elicit the verb tense of each sentence (past continuous, future *going to*, present continuous).
- If necessary, review *going to* with the class. Elicit how it is formed (*am / is / are + going to + base form of verb*) and invite Ss to give an example sentence.

Exercise 4

- Allow Ss time to complete the task, then check answers with the class.

INCLUSIVE CLASSROOM Pair **less confident** with **more confident Ss** and ask them to write a sentence with each of the adverbs of time. Ss read out their sentences to the class and invite Ss to correct any mistakes.

Comprehension

Exercise ⑤

- Check Ss understanding of the following words from the texts: *buddy, steal, hall, announce, contract*.

- If necessary, go through the answers after Ss have read each text. Encourage Ss to give reasons for each of the answers.

ANSWERS

Exercise 1

1 I 2 F 3 F 4 I 5 I 6 F

Exercise 2

1 b 2 c 3 a

Exercise 3

1 past 2 future 3 present

Exercise 4

past = last month, yesterday

present = at the moment, now, today

future = next week, tomorrow

Exercise 5

1 yes, informal language = Hey, buddy!

2 b

3 old, adverb of time = Many years ago, when I was a teenager

4 past, use of past tense

5 b

6 future

3g WRITING: A short story p.44

Materials

Classroom Presentation Tool, p.44

Workbook p.34

Teacher's Resource Centre, Unit 3 writing project

Warmer: YOUR WORLD

- In pairs, Ss discuss the question. Set a time limit of 30 seconds.
- Alternatively, ask Ss to tell a partner what their favourite story is and why. Ss could briefly explain what their favourite story is about.

Writing preparation

Exercise ①

- Elicit or teach what a short story is. Ask Ss if they know of any short stories.
- Ss read the short story and discuss the question in pairs.

INCLUSIVE CLASSROOM Write the answers on the board, including two or three false answers, to help **less confident Ss**.

If **more confident Ss** finish the task early, ask them to make a list of characters in the story.

Exercise 2

- Allow Ss time to answer the questions, then check answers with the class.
- Ask Ss to translate *Suddenly* into their own language.
- If necessary, use this opportunity to review the past continuous and past simple with Ss.

Exercise ③

- Allow Ss time to read the tip box individually.
- As a class, discuss where the story happens and who the characters are, what they are doing and what happens to them. Elicit what the interesting / fun development is.
- In pairs, Ss discuss an alternative ending to the story. Allow them to make notes to help them.
- Invite Ss to share their ideas with the rest of the class.

Writing project

Exercise ④

- Ss follow the instructions to write a short story.
- **Choose** Ss use the ideas in the box to help them with their short story. Alternatively, allow them to use their own ideas.
- **Make notes** Tell Ss to make notes about what happens in their short story.
- **Write** Ss use their notes to create a first draft of their short story.

INCLUSIVE CLASSROOM Allow **less confident Ss** to write a short version of a story they know well, using the ideas in the box and following the steps outlined in exercise 4.

Exercise 5

- Ask Ss to check that their partner has used adverbs, prepositions of time and a combination of verb tenses.
- Ss then create a final draft of their description.

Exercise 6

- You could either ask Ss to read their short story in front of the class or display the stories around the classroom for Ss to read.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Elicit ideas from Ss and ask if their friends have these characteristics.

ANSWERS

Exercise 1

the big brother's girlfriend

Exercise 2

- 1 ... so he didn't see or hear when a young woman arrived; past simple
- 2 While they were standing there, the door opened ...; past continuous
- 3 for a minute or two
- 4 Suddenly

Exercises 3–6 and ONLINE LINK

Students' own answers

3h CULTURE LINK: Cashless societies: the past and the future

p.45

Materials

Classroom Presentation Tool, p.45

Teacher's Resource Centre, Unit 3 culture video

Audio Track 54

Workbook p.35

Warmer: YOUR WORLD

- Give Ss one minute to discuss the question in pairs or small groups.
- Have a short class discussion.

CULTURE NOTE Below are some additional details about the themes mentioned in the lesson.

Some people believe that money was first used in the Middle East about 5,000 years ago. They claim that this money was small pieces of silver that was used to pay people and settle debts (the money that you owe to someone). The Romans also had a form of money, which was salt. Salt was a very important commodity in the past and people were paid in salt for the work that they did. The word *salary* comes from the Latin word for salt (*sal*). Even today, some cheesemakers in Italy use a type of valuable cheese called parmesan instead of money.

What we recognise as money today, coins and notes, was first used in modern day Turkey about 3,000 years ago. At first, this money was small circular pieces of metal. Shortly after this, the first paper money was used in China. Over time, money replaced the old bartering system around the world. Countries eventually developed their own form of money (currency).

The euro is a currency that is used by 19 countries in the European Union. It is not the only currency in the world that is used by multiple countries, but it is unique in that it has the same value in each country. The US dollar is used as the official currency in 65 countries, but its value is different in many of them.

Exercise ① 54

- Play the audio for Ss to listen and follow.
- Put Ss into groups of three and assign each one a text to read. Ask them to cover the other two texts.
- When Ss have finished, ask them to tell their partner about what they have just read.

INCLUSIVE CLASSROOM Make sure the groups are of mixed ability. Encourage **more confident Ss** to help with any queries that **less confident Ss** may have.

Exercise ②

- In the same groups of three, Ss answer the questions about their text.
- Allow Ss to write the answers before they work with their partners.

Exercise 3

- This is a Repetitorium-style exam question.
- Ask Ss to read the two other texts from exercise 1 before doing the task.
- Allow Ss time to read the instructions and the options carefully.
- When Ss have completed the task, check answers as a class.

Exercise 4

- Allow Ss time to discuss the question in pairs. Encourage them to give reasons for their answers.
- Have a class discussion. Allow Ss time to give their opinion, but encourage the rest of the class to comment if they disagree.

TEACHING WITH DIGITAL Play the video for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Give Ss time to complete the task.

ANSWERS

Exercises 1 and 4

Students' own answers

Exercise 2

1 bartering 2 shells and stones 3 China 4 the UK
5 2002 6 the USA 7 Bitcoin 8 airline tickets,
meals in restaurants 9 a microchip

Exercise 3

1 A and B 2 C 3 A 4 C

ONLINE LINK

Sweden

3i REVISION p.46

Materials

Classroom Presentation Tool, p.46

Teacher's Resource Centre, Unit 3 flashcards

Workbook p.36

Teacher's Resource Centre, Unit 3 test

Warmer: REACTIVATE!

- Tell Ss to write as many verbs as they can in one minute.
- Put Ss into pairs and ask them to make past continuous or past simple sentences using their verbs.

Vocabulary

Exercise ①

- Use the flashcards to review shopping vocabulary.
- Allow Ss time to complete the task.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to write sentences with the words in the box.

Exercise ②

- Review the vocabulary with the flashcards. Invite Ss to the front of the class. Ask them to select and describe a flashcard for the class to guess.
- When Ss have finished the task, check answers with the class.

Grammar

Exercise ③

- Review the past continuous on the board. Ask the class to write a sentence to describe what they were doing at 9 o'clock today.
- When Ss have completed the task, check answers with the class.

Exercise ④

- Remind Ss that we use *while* with the past continuous and *when* with the past simple.
- Ss work in pairs to complete the task.

INCLUSIVE CLASSROOM Allow **less confident Ss** to read the Grammar reference section on p.48 in the Student's Book before they complete exercises 3 and 4.

Everyday English

Exercise ⑤

- If necessary, allow Ss to review the useful phrases on p.42 of their Student's Book.
- Ss complete the dialogues before they act them out with a partner.

Exercise ⑥

- In pairs, Ss choose the correct option for each sign. Do the first as an example if necessary.
- Check answers with the class.

Exercise 6 ⚡

- Fast finishers exercise: Ask Ss to draw another sign and describe it.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

ASSESSMENT FOR LEARNING Ask Ss to do the Unit 3 test from the teaching resources and set Test Yourself for homework from Online Practice Unit 3. Ask Ss to consider where they need more practice in this unit.

English in the real world

- When Ss have completed the task, ask them to tell their joke to the class.

ANSWERS

Exercise 1

1 try 2 change 3 receipt 4 changing rooms 5 till

Exercise 2

1 PIN 2 gift card 3 tap 4 cashpoint 5 debit
6 withdraw

Exercise 3

1 wasn't writing, was playing
2 were watching, weren't making
3 wasn't listening, was chatting
4 wasn't waiting, was using
5 were sleeping, weren't chasing

Exercise 4

1 met 2 were queuing 3 smiled 4 started
5 were talking 6 realized 7 went 8 was paying
9 decided

Exercise 5

1 sure 2 never 3 allowed 4 forget 5 watch out

Exercise 6

1 b 2 a 3 a 4 b

3j REPETYTORIUM p.47

Materials

Classroom Presentation Tool, p.47

Workbook p.37

Warmer: YOUR WORLD

- Ss write a description of the last thing they bought, where they bought it from and how they paid for it.

Rozumienie tekstów pisanych

Exercise 1

- Explain that this task practises the skill of identifying context from lesson 3f.
- Direct Ss to the three options beneath the text and explain the task.
- When Ss have finished, check answers with the class.

Znajomość funkcji językowych

Exercise 2

- Read the *Wskazówka* box together.
- Give Ss time to look at the photos and discuss with a partner what the places are (*café* and *clothes shop*).
- Ss read and complete the dialogues.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to choose one of the photos and write a new dialogue.

Znajomość środków językowych

Exercise 3

- Ask Ss to cover the word box and read the text. Encourage them to think about what type of word is missing.
- Ss uncover the word box and complete the text.
- Check answers with the class.

Tworzenie wypowiedzi pisemnej

Exercise 4

- Before Ss write their email, remind them to stay within the word count.
- When Ss have finished, ask them to correct each other's emails, checking the spelling and the grammar. Tell them also to check if their partner has included all the points mentioned in the instructions.

ANSWERS

Exercise 1

a

Exercise 2

1 half 2 discount

Exercise 3

1 b 2 a 3 d

Exercise 4

Students' own answers

3 GRAMMAR REFERENCE p.48

Past continuous

Exercises 1 and 2

Students' own answers

Past continuous and past simple

Exercise 1

- 1 She was trying on a jacket when the lights went out.
- 2 While he was queuing for the cinema, he dropped his phone.
- 3 While we were hiking in the mountains, it started to snow.
- 4 I was carrying the cake to the table when I dropped it.
- 5 She was taking a photo when a dog ran past.

Exercise 2

1 c 2 d 3 b 4 a

Exercise 3

Students' own answers

4 Who's hungry?

4a VOCABULARY: Food and drink pp.50–51

Materials

- Classroom Presentation Tool, pp.50–51
- Teacher's Resource Centre, Unit 4 flashcards
- Audio Tracks 55–58
- Workbook p.38
- Student's Online Practice, Unit 4 vocabulary

Warmer: YOUR WORLD

- Before Ss discuss the questions in pairs, quickly brainstorm food and drink words and write them on the board.
- Set a time limit of one minute for Ss to ask and answer the questions.
- Alternatively, ask Ss to tell their partner what they ate for dinner the previous night.

Vocabulary presentation

Exercise 1

- In pairs, Ss take turns to point to a photo for their partner to say the correct word.
- You could make this a game. Tell pairs to give themselves one point for every correct word. The pair with the most points in the class is the winner.

Exercise 2 55

- Allow Ss time to complete the task, then play the audio for Ss to check. Play the audio again for Ss to repeat.
- Elicit the difference between *beef* and *pork* (beef comes from a cow and pork a pig).

INCLUSIVE CLASSROOM To further practise the vocabulary, invite Ss to the front of the class and whisper a food and drink word to them. Ask them to draw the word on the board and the rest of the class to guess. Continue until everyone has been to the front of the class.

Exercise 3 56

- Allow Ss time to complete the task, then play the audio for Ss to check their answers.
- Play the audio again for Ss to repeat.

Exercise 3

- Fast finishers exercise: Ask Ss to add more words to each column.

ASSESSMENT FOR LEARNING Explain that putting words into categories will help Ss to remember new vocabulary. Encourage them to add more words to the table as they work through the unit. You may also wish to ask them to look at earlier units of their Student's Books and think of categories for each unit's vocabulary.

Exercise 4

- When Ss have finished, check answers with the class.

Exercise 4

- Fast finishers exercise: Ask Ss to choose one of the options that wasn't used and write a description of that word. Ss swap descriptions with a partner to guess the word.

MEMORIZE!

- Read the tip box together. Then, ask Ss to group words in exercise 1 and think of a category for them (e.g. *snacks: biscuits and milkshake*). Invite Ss to share answers with the class.

Exercise 5

- Go through the expressions in the box and ask Ss to identify the idiom and elicit what it means (*I could eat a horse! – I am very, very hungry!*).
- When Ss have finished, ask them to complete the following sentences: *When I'm peckish, I eat ...*, *When I'm starving, I eat ...*. Ss compare their sentences in pairs.

Vocabulary practice

Exercise 6 57

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions carefully. Then, ask them to discuss in pairs what words they might hear in each conversation. Explain that this will help them answer each question correctly.
- Play the audio while Ss listen. Play the audio again while they complete the task.
- Ask Ss what words in the audio helped them identify each correct answer.

INCLUSIVE CLASSROOM Pause the audio after each conversation and elicit which option is correct.

Exercise 7

- In pairs, Ss discuss the groups to find the odd one out.
- Elicit the correct answers, asking Ss to explain why.

Exercise 8

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each scenario carefully before they complete the task.
- Check answers with the class.

Listening and Speaking

Exercise 9 58

- Teach or elicit *dislike*. Check understanding by asking Ss to complete the following sentence with a food or drink word: *I dislike ...*
- Play the audio while Ss listen. Play the audio again while they complete the task.
- Check answers with the class.

- Teach or elicit *healthy* and *unhealthy*. Discuss as a class which speaker has the healthiest and unhealthiest diet.

Exercise 10

- Allow Ss time to look back on p.50 of their Student's Book and think if they like or dislike each food and drink. Encourage them to think of reasons why.
- In pairs, Ss ask about each other's likes and dislikes.
- Invite Ss to tell the class about their partner.

ONLINE LINK

- Explain what a *vegetarian* is (someone who doesn't eat meat or fish).
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- If there is time, ask Ss to find out what a *vegan* is (someone who doesn't eat meat or fish and who doesn't use any animal products) and what percentage of people in Poland and the UK are vegan.

ANSWERS

Exercises 1 and 10

Students' own answers

Exercise 2

1 tea 2 grapes 3 carrots 4 lemonade 5 toast
6 coffee 7 strawberries 8 pasta 9 bacon
10 milkshake 11 biscuits 12 onions 13 beef
14 pork

Exercise 3

Drinks: coffee, lemonade, milkshake, tea

Fruit and vegetables: carrots, grapes, onions, strawberries

Snacks: biscuits

Meat: bacon, beef, pork

Other: pasta, toast

Exercise 4

1 tea 2 pasta 3 grapes 4 bacon 5 toast 6 carrot
7 milkshake

Exercise 5

1 peckish 2 starving 3 eat a horse

Exercise 6

1 b 2 d 3 a (c is not needed)

Exercise 7

1 grapes: it's fruit, the other two are vegetables
2 biscuits: it's a snack, the other two are meat
3 tea: it's a drink, you eat the other two
4 lemonade: it's a drink, the other two are fruit
5 coffee: it's hot, the other two are cold (or it's caffeinated)

Exercise 8

1 a 2 c

Exercise 9

1 bacon, onions 2 strawberries, grapes 3 biscuits, fruit

ONLINE LINK

Poland = 8%, UK = 9%, Italy = highest (10%)

4b GRAMMAR: Countable and uncountable nouns + reflexive pronouns p.52

Materials

Classroom Presentation Tool, p.52

Audio track 59

Workbook p.39

Student's Online Practice, Unit 4 grammar

Warmer: REACTIVATE!

- Set a time limit of one minute for Ss to do the task. Then, put Ss into pairs and ask them to compare. The student with the longest word is the winner.

Grammar presentation

Exercise 1

- When Ss have looked at the text, elicit or teach *shopping list*. Ask when people normally make a shopping list and why (before they go shopping so that they don't forget anything).

Exercise 2

- Tell Ss to read the grammar box. Check understanding by asking if the words in the shopping lists in exercise 1 are countable or uncountable.
- When Ss have completed the task, check answers with the class.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to add the words on p.50 of their Student's Book to the lists.

Exercise 3

- Allow Ss to work in pairs to complete the table if necessary.

ASSESSMENT FOR LEARNING Ask Ss to translate the reflexive pronouns into their own language. Explain that doing this will help them understand difficult language and build their confidence.

Grammar practice

Exercise 4

- When Ss have completed the task, elicit the correct answers.

INCLUSIVE CLASSROOM If **less confident Ss** need more practice, ask them to identify if the following are correct or incorrect: *an apple, a beef, a bread, a pork, a sausage*.

Exercise 5

- Remind Ss to look at the subject pronoun before they choose the reflexive pronoun in each sentence.

Exercise 6 59

- Before Ss listen, tell them to read the questions and think about what information they are going to hear.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

Exercise 7 59

- Tell Ss to try to do this from memory, then play the audio for them to check.

Speaking

Exercise 8

- Check Ss understand the rules by demonstrating the game.
- Allow Ss time to play the game until each list is at least ten words long.

ANSWERS

Exercise 1 shopping list

Exercise 2

a uncountable b countable

Exercise 3

1 myself 2 yourself 3 he 4 she 5 itself
6 ourselves 7 you 8 they

Exercise 4

Countable: apple, egg, onion, orange, potato, sausage
Uncountable: beef, bread, cereal, milk, pork, tea, water

Exercise 5

1 yourself 2 himself 3 ourselves 4 herself
5 myself 6 themselves

Exercise 6

1 the customer 2 the customer 3 the baker and his son

Exercise 7

1 an omelette, two slices of toast, orange juice, water
2 six pork sausages, 250 grams of bacon
3 (a loaf of) bread, a chocolate cake, four biscuits

Exercise 8

Students' own answers

4c LISTENING AND VOCABULARY:

Places to eat p.53

Materials

- Classroom Presentation Tool, p.53
- Teacher's Resource Centre, Unit 4 flashcards
- Audio Tracks 60–62
- Workbook p.40
- Teacher's Resource Centre, Unit 4 five-minute test
- Student's Online Practice, Unit 4 vocabulary

Warmer: YOUR WORLD

- Set a time limit for Ss to ask and answer the question with a partner. Encourage them to think about places in their town or city.

Vocabulary presentation

Exercise ① 60

- In pairs, Ss discuss what they can see in each picture.
- Allow Ss time to complete the task.
- Ss listen to the answers and see if they are correct.

CULTURE NOTE Fish and chips is a popular takeaway food in the UK. There are an estimated 10,500 fish and chip shops and around 80% of the population has fish and chips at least once a year. About 22% of the population eats fish and chips once a week. Despite the food's association with the UK, the dish might originate from southern Europe. Immigrants from Spain and Portugal are believed to have taken fish and chips to the UK when they came to the country in the 16th century.

Exercise ②

- When checking answers, ask Ss what information in each text helped them.

INCLUSIVE CLASSROOM Put **less confident Ss** into groups of three and ask them to read one text each. Ss tell their group what eating place is described in their text.

Vocabulary practice

Exercise 3

- Encourage Ss to cover the box in exercise 1 as they complete the task.

Exercise ④

- Allow Ss time to complete the task, then check answers.

Listening

Exercise ⑤ 61

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and discuss with a partner what they can see in each photo. Explain that this will help them complete the task.
- Play the audio while Ss listen. Play the audio again while they complete the task.

Exercise 6 62

- Read the questions together. Then play the audio while Ss listen and complete the task.

Speaking

Exercise 7

- Demonstrate the task by role-playing a dialogue with a strong student.
- When Ss have finished, ask them to swap roles.

ANSWERS

Exercise 1

- 1 fish and chip shop 2 restaurant 3 self-service
4 takeaway 5 food court 6 drive-through 7 café
8 food van

Exercise 2

- 1 food van 2 fish and chip shop 3 drive-through

Exercise 3

- 1 drive 2 food 3 chip 4 self 5 away 6 van
(Missing items = café and restaurant)

Exercise 4

- 1 café 2 restaurant 3 food court 4 takeaway
5 self-service

Exercise 5

b

Exercise 6

- 1 she's tired / wants to sit down
2 expensive / she doesn't have much money
3 soup, sandwiches, salad, cakes

Exercise 7

Students' own answers

4d GRAMMAR: Review of *some* / *any* and *how much* / *many* + quantifiers

pp.54–55

Materials

Classroom Presentation Tool, pp.40–41

Audio Tracks 63–64

Workbook p.41

Teacher's Resource Centre, Unit 3 five-minute test

Student's Online Practice, Unit 3 grammar; Unit 3 discussion

Warmer: REACTIVATE!

- Set a time limit of 30 seconds for Ss to complete the task in pairs.
- Elicit the nouns from Ss, asking if they are countable or uncountable. Encourage classmates to correct any errors they hear.

Grammar presentation

Exercise ① 63

- Play the audio for Ss to complete the task. Elicit suggestions and ask Ss to say why they think so.

Exercise ② 63

- Give Ss time to read the grammar box individually. Check understanding by eliciting when we use *some* and *any*.
- Allow Ss time to complete the task, then play the audio for them to check answers.

INCLUSIVE CLASSROOM Go through each sentence with **less confident Ss**, eliciting if it is positive, negative or interrogative. Remind them that *some* is used in positive sentences, and *any* in negative sentences and interrogatives.

Exercise ③

- Give Ss time to read the grammar box individually.
- Before Ss complete the task, remind them that we use *much* with uncountable nouns and *many* with countable nouns.

Grammar practice

Exercise ④

- If necessary, explain that items 2, 3 and 4 are referring to eggs.
- Elicit the correct answers.

Exercise 5

- When Ss have completed the task, ask them to compare answers with a partner.

Speaking

Exercise 6

- Check the answers before Ss ask and answer the questions in pairs.
- Invite Ss to tell the class about anything surprising they found out about their partner.

Exercise 6 ⚡

- Fast finishers exercise: Ask Ss to write another question with *How much* or *How many* to ask a partner.

Exercise ⑦

- Elicit or teach *healthy diet* and ask Ss if they think they have one or not. Encourage them to explain why.
- Allow Ss time to complete the quiz with a partner.

CULTURE NOTE A healthy diet is one that is balanced. It consists of the correct daily amount of fresh fruit and vegetables as well as the correct amount of carbohydrates (bread, pasta, etc.), protein (meat, fish, dairy products, nuts, etc.) and unsaturated fat (olive oil, etc.). Junk food, such as fast food, crisps, chocolate, fizzy drinks and sweets, is permitted, but only in small amounts and not every day. A healthy diet is best supplemented with an active lifestyle.

Exercise 8 64

- Allow Ss time to calculate their score, then play the audio for them to listen to the explanations.
- In pairs, Ss discuss their results before sharing reactions as a class. If Ss disagree, encourage them to say which explanation would be a better fit and why.

Exercise 8 ⚡

- Fast finishers exercise: In pairs or small groups, ask Ss to invent a healthy menu for a new restaurant in their town or city.

Exercise ⑨

- Give Ss time to read the grammar box before they complete the task.

Grammar practice

Exercise ⑩

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each sentence carefully.
- Check understanding by asking Ss how many words can go in each gap (four).
- If necessary, do the first on the board as an example.
- When Ss have finished the task, elicit the correct answers.

INCLUSIVE CLASSROOM Allow Ss to read the Grammar reference section on p.62 of their Student's Book before they complete the task.

Exercise 11

- Allow Ss time to complete the sentences, then ask them to compare with a partner.
- Alternatively, Ss go around the classroom finding someone with similar answers to themselves.
- When Ss have finished, invite them to share their ideas with the class.

ONLINE LINK

- In pairs or small groups, Ss discuss the statement. If necessary, teach the expression *junk food*.
- When Ss have finished, have a show-of-hands class vote to find out which statement most Ss agree with.

ANSWERS

Exercise 1

(banana) milkshake

Exercise 2

1 some 2 any 3 some 4 any 5 any 6 some

Exercises 3

1 How much 2 How much 3 How many 4 How many

5 How many

Exercise 4

1 some 2 many 3 any 4 some 5 much 6 some

Exercise 5

1 some 2 any 3 some 4 some 5 any 6 any

Exercise 6

1 How many 2 How many 3 How much 4 How many 5 How much

Exercises 7, 8 and 11

Students' own answers

Exercise 9

1 a few 2 not much 3 a lot of

Exercise 10

1 a lot of bread

2 too many biscuits

3 aren't enough sandwiches

4 ate a few vegetables

5 eats a little meat

ONLINE LINK

a and b are possible answers

4e EVERYDAY ENGLISH: Instructions and polite requests p.56

Materials

Classroom Presentation Tool, p.56

Teacher's Resource Centre, Unit 4 Everyday English video

Audio Tracks 65–68

Workbook p.42

Teacher's Resource Centre, Unit 4 Everyday English worksheet

Student's Online Practice, Unit 4 Everyday English

Warmer: YOUR WORLD

- Elicit or teach *eat out*. If necessary, ask Ss to explain the difference between a takeaway and eating out.
- Ss ask and answer the questions in pairs.

Exercise ① 65

- Before Ss complete the task, check understanding of the following: *barbecue, potato salad, cocktail, lamb*.
- Ss read and listen to the story and complete the task. Alternatively, show the class the video of the story.

Comprehension

Exercise 2

- Ss re-read the story before they discuss if the sentences are true or false with a partner.
- Elicit the answers from the class.

Exercise ③ 66

- Use the Think-Pair-Share technique. Give Ss a few moments to think about their answers individually before they compare and discuss with a partner.
- Play the audio or DVD for Ss to listen or watch and check their answers.

Exercise 3

- Fast finishers exercise: Ask Ss to ask and answer the following questions in pairs: *What do you think of Jed's barbecue? Do people like eating outside in Poland?*

Exercise ④ 67

- Allow Ss time to read the useful phrases in the box before they find them in the story in exercise 1.
- Play the audio and get Ss to repeat. Pay attention to pronunciation.

INCLUSIVE CLASSROOM Explain that there are two more examples of *Can you ... ?* in the story. Ask **more confident Ss** to find them and say what their function is (*Can you cook?* – ability; *Can you barbecue inside?* – possibility).

Speaking

Exercise ⑤ 68

- Play the audio while Ss complete the task, then check answers.

Exercise ⑥

- Before Ss do the task in pairs, allow them time to prepare individually. Encourage them to think what they want their partner to do, and how they are going to politely ask them.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

Alfie

Exercise 2

1 F (He invites them for lunch.)

2 F (It's raining.)

3 F (He is barbecuing in the kitchen.)

4 T

Exercise 3

They like it.

Exercise 4

Come at ...

Give me ...

Could you ... , please?

Can you ... ?

No problem.

Put ...

Happy to

Don't ...

Give me ...

Sorry, I can't at the moment.

Exercise 5

2 1 4 3

Exercises 6 and 7

Students' own answers

4f READING: Identifying text types

p.57

Materials

Classroom Presentation Tool, p.57

Workbook p.43

Student's Online Practice, Unit 4 reading

Other examples of text types

Warmer: YOUR WORLD

- Put Ss into pairs and give them one minute to discuss the question. If necessary, prompt Ss by asking them what chores they do at home, such as tidying their bedroom or washing the dishes after a meal.
- Elicit some ideas from the class and write on the board. If necessary, allow Ss to use their own language, but translate when required.

Reading skill

- Allow Ss time to read the box individually. Explain that identifying a text type and its particular features (e.g. grammar, vocabulary and formality) will help Ss understand its meaning and intended audience.

Exercise ①

- Allow Ss time to complete the task, in pairs if necessary.
- Elicit the answers, encouraging Ss to give reasons.

Exercise 2

- Ask Ss to cover the words in the second column. Go through the expressions in the first column and elicit the text type where you might expect to see them.
- Ss uncover the second column and complete the task.

Exercise ③

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and each sentence carefully before they complete the task.
- During feedback, ask Ss what information helped them identify the text type (date, time, location, etc.).

INCLUSIVE CLASSROOM For further practice, find different text types before the class (e.g. a news story, a recipe, an extract from an encyclopaedia and an extract from a novel). Display these around the classroom and ask Ss to look at each and identify the text type. If necessary, write the text types on the board for Ss to choose from.

Comprehension

Exercise ④

- Check Ss understanding of the following words: *work*, *make up*, *amount*.
- Allow Ss time to read the text and complete the task.

Exercise 5

- Encourage Ss to answer the questions from memory before they compare answers with a partner.
- Ask Ss if they know how many glasses of liquid we need a day (between six and eight) and if they drink that amount.

Exercise 5 //

- Fast finishers exercise: Ask Ss to identify the types of text on pp.71, 85, 99 and 113 of their Student's Book.

ANSWERS

Exercise 1

1 b 2 a

Exercise 2

1 b 2 c 3 a

Exercise 3

b

Exercise 4

an article

Exercise 5

- 1 why something is a good idea
- 2 on hot days or when we're more active
- 3 tired and (even) sick
- 4 food and other drinks (tea and juice)

4g WRITING: Survey questions p.58

Materials

Classroom Presentation Tool, p.58

Workbook p.44

Teacher's Resource Centre, Unit 4 writing project

Warmer: YOUR WORLD

- If necessary, elicit *breakfast, lunch* and *dinner* before Ss discuss the question with a partner. Encourage them to say what they like eating for this meal. Set a time limit of 30 seconds.
- Have a vote to find out the class's favourite meal.

Writing preparation

Exercise ①

- Elicit or teach *survey* and *habits* before Ss complete the task.
- Invite Ss to share their ideas and explain why.
- In pairs, Ss take turns to ask and answer the survey questions. Explain that not every question might be relevant for each student.

Exercise 2

- Allow Ss time to answer the questions, then compare answers with a partner.
- Check answers with the class.

Exercise 3

- Allow Ss time to read the tip box.
- Ask Ss to discuss with a partner what information we require when we ask questions with *who, what, where, how often, how many, how much* and *why* (*who* – when we want to find out about a person, *what* – general question word, *where* – location, *how often* – frequency, *how many* – quantity with countable nouns, *how much* – quantity with uncountable nouns, *why* – reason).
- When Ss have found examples of the question words and *Yes/No* questions, check answers.

Writing project

Exercise ④

- Ss follow the instructions to write survey questions about teenagers' habits.
- **Choose** Ss use the topic ideas in the box. Alternatively, allow them to use their own ideas.
- **Make notes** Tell Ss to make notes about what information they want to find out.
- **Write** Ss use their notes to write their survey questions. If necessary, explain that the questions in exercise 1 are past simple, but Ss may need to write present simple questions with *do* or *does*.

INCLUSIVE CLASSROOM If necessary, review question forms with **less confident Ss** – (question word) + *do/does/did* + subject + verb ... ? Ask them to write two questions each before you check.

Exercise 5

- Ask Ss to check that their partner has formed the questions correctly and used a variety of question words as well as a *Yes/No* question.
- Ss create a final draft of their survey.

Exercise 6

- When Ss have asked each other their survey questions, encourage them to work with another partner.
- During feedback, ask Ss to tell the class anything surprising they found out about their partner.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Elicit the answers, then ask Ss how often they order a takeaway.

ANSWERS

Exercises 1 and 3–6 Students' own answers

Exercise 2

1 lunch

2 not often

3 a carrot

4 a cup of tea, about three glasses of water, fruit juice

4h CULTURE LINK: A celebrity making a difference p.59

Materials

Classroom Presentation Tool, p.59

Teacher's Resource Centre, Unit 4 culture video

Audio Track 69

Workbook p.45

Warmer: YOUR WORLD

- Give Ss one minute to discuss the question in pairs or small groups. Remind them to give reasons for their answers
- Have a short class discussion.

CULTURE NOTE Below are some additional details about the content of the lesson.

Jamie Oliver is an English celebrity chef. He was born on 27th May 1975 in the county of Essex. His first job after completing his studies was making pastries at an Italian restaurant in London. His TV cooking show *The Naked Chef* started on the BBC in 1999 and became a massive worldwide success. Since then, he has written numerous best-selling books and presented popular TV programmes. In 2003, he launched the TV series *Jamie's Kitchen*, where he trained a group of disadvantaged young people in catering to give them jobs at his restaurant, Fifteen. In 2005, he started a new show, *Jamie's School Dinners*, along with a campaign to increase the amount of healthy food UK schools provided in their lunches. In recognition of his services for the promotion of healthy lifestyle habits, he was given an MBE (Member of the Order of the British Empire) – a prestigious award, presented by Queen Elizabeth II.

TEACHING WITH DIGITAL Before Ss begin the lesson, you may want to show them some online videos of Jamie Oliver.

Exercise 1 69

- Allow Ss time to look at the photos and elicit descriptions as a class.
- Play the audio while Ss listen and read the first paragraph. When Ss have answered the questions, check answers as a class.

Exercise 2

- In pairs, Ss read their assigned paragraph. Encourage them to make notes of the most important information.
- If Ss have queries about any new words, ask them to use a dictionary to look them up. Alternatively, they may make a list of words to ask you or a partner.

Exercise 3

- Ss tell their partner about the paragraph they read. If they made notes in exercise 2, allow them to refer to them.

Exercise 4

- Allow Ss time to discuss the question in pairs. Encourage them to give reasons for their answers.
- Have a class discussion. Allow Ss time to give their opinion, but encourage the rest of the class to comment if they disagree.

Exercise 5

- Allow Ss time to think about the question, then have a class discussion. Invite Ss to agree or disagree with each other, explaining why.

TEACHING WITH DIGITAL Play the video for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Brainstorm famous TV chefs in Poland. Elicit a few facts about them.
- Elicit examples of popular health programmes and what healthy actions they suggest.

ANSWERS

Exercise 1

1 in Essex in 1975

2 chef, cookbook writer and TV food and health activist

3 five

4 23

5 for his contribution to the British food industry

Exercises 2–5 and ONLINE LINK

Students' own answers

4i REVISION p.60

Materials

Classroom Presentation Tool, p.60

Teacher's Resource Centre, Unit 4 flashcards

Workbook p.46

Teacher's Resource Centre, Unit 4 test

Warmer: REACTIVATE!

- In pairs, Ss play *Word Tennis*. Ask them to take turns to say a food and drink word from the unit. Set a time limit of one minute.

Vocabulary

Exercise ①

- Use the flashcards to review food and drink vocabulary.
- Allow Ss time to complete the task, then check answers with the class.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to write a sentence describing what they ate for breakfast that morning.

Exercise ②

- Go through the words in the box with the class and check for understanding. You could do this by asking for an example in the Ss' own town or city or by asking for a translation.
- Allow Ss time to complete the task.

INCLUSIVE CLASSROOM Tell **more confident Ss** to cover the words in the box before they complete the activity.

Grammar

Exercise ③

- Review by eliciting as many nouns as possible in one minute, then ask Ss if they are countable or uncountable.
- When Ss have completed the task, check answers with the class.

Exercise ④

- Remind Ss that we use *some* in positive sentences, *any* in negative sentences and interrogatives, *much* with uncountable nouns and *many* with countable nouns.

INCLUSIVE CLASSROOM If there is no noun in a sentence, tell **less confident Ss** to look at the noun in the previous sentence.

Everyday English

Exercise ⑤

- If necessary, allow Ss to review the useful phrases on p.56 of their Student's Book.
- Ss complete the dialogues before they act it out with a partner.

Exercise ⑥

- If necessary, identify the first and last sentences of the dialogue as a class.

- When Ss have finished, ask them to compare answers with a partner.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

ASSESSMENT FOR LEARNING Ask Ss to do the Unit 4 test from the teaching resources and set Test Yourself for homework from Online Practice Unit 4. Ask Ss to consider where they need more practice in this unit.

English in the real world

- If Ss choose to make the recipe at home, encourage them to take photos at each stage. Then, they can explain to the rest of the class how they made the dish.

ANSWERS

Exercise 1

1 c 2 d 3 a 4 b

Exercise 2

1 café 2 food van 3 food court 4 takeaway
5 drive-through 6 fish and chip shop 7 restaurant
8 self-service

Exercise 3

1 - 2 an, a 3 - 4 - 5 a

Exercise 4

1 any 2 some 3 much 4 some 5 any 6 some
7 many

Exercise 5

1 Can you 2 Happy 3 Find it 4 problem
5 Could you 6 Sure

Exercise 6

3 6 1 2 7 5 4

4j REPETYTORIUM p.61

Materials

Classroom Presentation Tool, p.61

Audio Track 70

Workbook p.47

Exercise 3

1 potatoes 2 30 minutes / half an hour 3 aren't hard

Exercise 4

1 eat a few 2 a little milk 3 don't have a lot

Warmer: YOUR WORLD

- Tell Ss to plan a meal for their partner. Encourage them to think about what they are going to eat and drink.
- In pairs, Ss take turns to describe their meal.

Rozumienie ze słuchu

Exercise 1 70

- Explain the task. Then ask Ss to look at what Lily and Alfie are taking on their picnic and predict what they might hear.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.
- Check the answers and ask Ss if their predictions helped them.

Znajomość funkcji językowych

Exercise 2

- Explain that Ss should read the entire exchange in each dialogue to help them complete the missing words.
- If necessary, do the first as an example.
- When Ss have finished, check answers with the class.

Rozumienie tekstów pisanych

Exercise 3

- Direct Ss to the two texts and elicit the types (email and recipe).
- Read the *Wskazówka* box together.
- Allow Ss time to read the recipe and then complete the email with the missing information.

CULTURE NOTE *Cottage pie* is a typical stew of beef, sauce and vegetables. It has a layer of mashed potatoes on top. A similar dish made with lamb is called *Shepherd's pie* and the vegetarian version is called *Shepherdess pie*.

Znajomość środków językowych

Exercise 4

- Ss transform the sentences using the word in capitals and up to four more words.
- If necessary, write the following on the board and do with the class as an example: *I haven't got much money. LITTLE I ... money. (I have a little money.)*
- When Ss have finished, check answers with the class.

ANSWERS

Exercise 1

1 fruit juice 2 sandwiches 3 chocolate 4 cakes

Exercise 2

1 Thanks 2 Could you 3 Don't eat

4 GRAMMAR REFERENCE p.62

ANSWERS

Countable and uncountable nouns + reflexive pronouns

Exercise 1

1 sausage 2 juice 3 biscuit 4 lemon 5 soup

Exercise 2

1 myself 2 yourselves 3 himself 4 yourself
5 ourselves

Review of *some* and *any* + *how much* and *how many* +
quantifiers

Exercise 1

1 some 2 any 3 some 4 any 5 some 6 many
7 any 8 much

5 Everyday tech

5a VOCABULARY: Technology

pp.64–65

Materials

Classroom Presentation Tool, pp.64–65

Teacher's Resource Centre, Unit 5 flashcards

Audio Tracks 71–74

Workbook p.50

Student's Online Practice, Unit 5 vocabulary

Warmer: YOUR WORLD

- Set a time limit of 30 seconds for Ss to think about their internet usage before they compare experiences in pairs.
- Invite Ss to share their ideas and build up a list on the board of the most common online activities among Ss.
- Alternatively, allow Ss time to make a list of the websites they frequently visit before they mingle around the class to find classmates who visit the same websites.

Vocabulary presentation

Exercise ① 🔊 71

- Allow Ss time to complete the task, then play the audio for Ss to check their answers. Play the audio again for Ss to repeat.
- Read the *LOOK!* box together. Add the following verbs to the board and ask Ss to write the corresponding nouns: *teach, sing, paint, clean, run, bake, drive* and *play*. Elicit and ask Ss to spell the new words.

Exercise ② 🔊 72

- When Ss have matched the definitions to the words, play the audio and get Ss to repeat.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to write a definition of one of the words from exercise 1. Ss swap with a partner to guess the word.

Exercise ③ 🔊 73

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions.
- Play the audio while Ss listen. Play the audio again while they complete the task.
- Check answers with the class.

ASSESSMENT FOR LEARNING Before you play the audio for the first time, ask Ss to predict what they are going to hear. They can do this by making a list of any important words they think they will hear. Allow them to work in pairs to do this. After Ss have completed the listening task, ask them to check their predictions to see if they were correct.

Exercise ④

- Read the words in the box together and check understanding by asking Ss to discuss the following

questions in pairs: *What things can you attach to an email? What things do you normally download? How often do you go online? What things do you share online with your friends?*

- Give Ss time to complete the task then check the answers.

Exercise 5

- To check answers, say a word from the box and invite a volunteer to say the correct definition.

MEMORIZE!

- Read the tip box together and encourage Ss to try this at home. Ask them to find out the English for anything at home and write it on a sticky note. Every time they walk past the sticky note, tell them to say the word aloud. Encourage them not to add the translation because Ss will learn the new word more easily without it.

Vocabulary practice

Exercise ⑥

- Elicit or teach *vlog* and *meme*.
- When Ss have completed the task, ask them to compare answers in pairs.

INCLUSIVE CLASSROOM Ask **more confident Ss** to write similar sentences using words from exercise 1 and exercise 4.

Exercise 7

- Allow Ss time to read the text and choose the correct options.
- Have a class discussion about what problems Ss typically have when they use modern technology. Allow them to use their own language, but translate into English when required.

Exercise 8

- If Ss find this difficult, explain that they need to read the complete sentence and identify the key words.

Listening and Speaking

Exercise ⑨ 🔊 74

- Before you play the audio, ask Ss to predict what the correct order is.
- Play the audio for Ss to complete the task, then check answers together.

Exercise 10 🔊 74

- Elicit or explain who *Great-gran* is (the mother of one of Lucy's grandparents).
- Ask Ss if they remember what her password is before you play the audio.
- Check answers with the class.

Exercise ⑪

- Elicit or teach the meaning of *device*. Ask Ss for examples (*smartphone, tablet, laptop*, etc.).
- Ask Ss to read through the questions.

- In pairs, Ss ask and answer the questions. Encourage them to ask further questions to get more information about their partner's answers (e.g. *When did you last download music?*).
- When Ss have finished, invite them to tell the rest of the class what they found out about their partner.

INCLUSIVE CLASSROOM Ask **more confident Ss** to ask their family members the questions. Tell them to make notes of their answers and summarize them to the rest of the class in the next lesson.

ONLINE LINK

- Ask Ss what they think the most popular website is among children in their country. Elicit some ideas and write on the board.
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task. Fast finishers could also be asked to find out the most popular website among children of the same age in the UK.
- When Ss have finished, check their answers against the predictions on the board.

TEACHING WITH DIGITAL Make sure Ss visit safe and appropriate websites. Check they have safety settings enabled before starting the task.

ANSWERS

Exercise 1

1 charger 2 keyboard 3 printer 4 mouse
5 scanner 6 screen

Exercise 2

1 password 2 virus 3 website 4 software

Exercise 3

1 d 2 c 3 a (b is not needed)

Exercise 4

1 upload 2 attach 3 go 4 from 5 with 6 on

Exercise 5

1 go online 2 download 3 upload 4 log on
5 share 6 attach

Exercise 6

1 online 2 download 3 upload 4 log 5 share
6 attach

Exercise 7

1 print 2 charger 3 password 4 on 5 virus
6 software 7 printer

Exercise 8

1 keyboard 2 printer 3 virus 4 charger 5 scanner
6 password 7 screen 8 website(s)

Exercise 9

1 b 2 c 3 a

Exercise 10

EMMA17FEB

Exercise 11

Students' own answers

ONLINE LINK

<https://www.statista.com/statistics/1028086/poland-websites-and-social-networks-used-by-parents-and-children/>

5b GRAMMAR: *will* for predictions about the future

p.66

Materials

Classroom Presentation Tool, p.66

Audio Track 75

Workbook p.51

Student's Online Practice, Unit 5 grammar

Warmer: REACTIVATE!

- Brainstorm technology verbs from lesson 5a and write them on the board.
- Set a time limit of one minute for Ss to complete the task in pairs.
- Invite Ss to share their sentences with the rest of the class. If anyone hears a mistake, encourage them to correct their classmate's sentence.

Grammar presentation

Exercise 1

- Before Ss read and listen to the web article, check understanding of the following words: *connectivity, constant, privacy*.
- When Ss have read the text, elicit their opinions. Invite the rest of the class to agree or disagree and say why.

Exercise 2

- Tell Ss to read the grammar box.
- Encourage Ss to complete the sentences from memory, then ask them to look back at the text to check their answers.

Grammar practice

Exercise 3

- Allow Ss time to complete the task.
- In pairs, Ss discuss the predictions with a partner. Encourage them to explain why they agree or disagree with each one.

Exercise 4

- Elicit or teach *driverless cars* before Ss complete the task individually.
- Ask Ss to compare their predictions with a partner before you play the audio for them to check their answers.

Exercise 5

- Read the **LOOK!** box together. If necessary, give more examples of *because* (*I ate the chocolate because I was hungry, for example*).
- Play the audio while Ss listen. Then in pairs, Ss answer the questions.

INCLUSIVE CLASSROOM To help **less confident Ss**, ask them to match the following: *I drank the water because, I went to the cinema because, I was happy because, ... I wanted to see the new film, my football team won, I was thirsty*. When Ss have finished, ask them to translate the sentences into their own language.

Exercise 6

- Allow Ss time to make predictions about the words in the box with *will* or *won't*. Tell them to use *I think ...*

Speaking

Exercise 7

- Ss discuss their predictions with a partner. Monitor to check Ss are using *will/won't* correctly.

ANSWERS

Exercises 1, 6 and 7

Students' own answers

Exercise 2

1 will, be 2 won't use 3 Will, have

Exercise 3

1 will have 2 won't need 3 will (we) get
4 won't leave 5 will study 6 will upload

Exercise 4

1 will, will 2 will, will 3 won't, will 4 will, won't

Exercise 5

- 1 We won't drive because we will have driverless cars.
- 2 We will be able to look after our health better because we will have computers to tell us about any problems.
- 3 We won't build big factories because we will use 3D printers (to make the things we need).
- 4 We will be able to save space because we will grow food in vertical farms.
- 5 Everything will grow perfectly because we will use computers to control the weather.

5c LISTENING AND VOCABULARY: Smart inventions p.67

Materials

Classroom Presentation Tool, p.67
Teacher's Resource Centre, Unit 5 flashcards
Audio Tracks 76–77
Workbook p.52
Teacher's Resource Centre, Unit 5 five-minute test
Student's Online Practice, Unit 5 vocabulary

Warmer: YOUR WORLD

- Give Ss 30 seconds to make a list of devices they've used today.
- Ss compare their list in pairs before they tell their partner which device is their favourite and why.

Vocabulary presentation

Exercise 1

- Ask Ss to identify as many devices in the photos as they can in one minute. Elicit and write Ss' ideas on the board.
- In pairs, Ss discuss the questions.

Exercise 2 76

- Set a time limit for Ss to complete the task then check against the words on the board.
- Play the audio for Ss to check their answers. Play the audio again for Ss to repeat.

Vocabulary practice

Exercise 3

- Allow Ss time to complete the task before they compare answers in pairs.
- Check answers with the class.

Exercise 4

- When Ss have finished, ask them to act out the dialogue with a partner.

INCLUSIVE CLASSROOM More confident Ss may wish to change details of the dialogue, such as what the favourite devices are and why.

Listening

Exercise 5 77

- Play the audio for Ss to identify the inventions. Play the audio again if necessary, then check answers.
- Ask Ss what information in each dialogue helped them identify each invention.

INCLUSIVE CLASSROOM Complete the activity as a class. Play each conversation one by one and elicit the answer as a whole class.

Exercise 6 77

- Tell Ss that each invention from exercise 5 can only be used once.
- Play the audio for Ss to listen and complete the task.

Speaking

Exercise 7

- Elicit or teach phrases of agreement (e.g. *I agree, I think you're right*, etc.) and disagreement (e.g. *I disagree, I don't agree, I think you're wrong*, etc.). Write these on the board.
- When Ss have ordered five of the devices individually, put them in pairs to complete the speaking task. Encourage them to use the phrases to explain their opinions.
- Invite Ss to share their opinions and the class to agree or disagree.

ANSWERS

Exercises 1 and 7

Students' own answers

Exercise 2

1 VR headset 2 wireless headphones 3 e-reader
4 drone 5 smartwatch 6 3D printer
7 games console 8 electric car

Exercise 3

1 e-reader 2 smartwatch 3 drone 4 electric car
5 VR headset 6 3D printer 7 wireless headphones
8 games console

Exercise 4

1 wireless headphones 2 games console
3 VR headset

Exercise 5

1 e-reader 2 wireless headphones 3 drone
4 electric car

Exercise 6

1 a drone 2 an e-reader 3 an electric car
4 wireless headphones

5d GRAMMAR: *will* for decisions + review of *be going to*

pp.68–69

Materials

Classroom Presentation Tool, pp.78–79

Audio Tracks 78–79

Workbook p.53

Teacher's Resource Centre, Unit 5 five-minute test

Student's Online Practice, Unit 5 grammar; Unit 5 discussion

Warmer: REACTIVATE!

- Allow Ss time to review quickly the inventions in lesson 5c. Then, in pairs, Ss take turns to mime as many as they can. Set a time limit of one minute.
- Invite volunteers to do a mime in front of the class for their classmates to guess the invention.

Grammar presentation

Exercise ①

- Ask Ss if they play computer or video games. If so, encourage them to tell the class what their favourite one is and how to play it.
- Before Ss read the story, check understanding of the following: *empire, evil, rule, remote control, hunt, destroy, infected* and *headquarters*.
- Ss read and complete the task.

CULTURE NOTE *Gaming* is the activity of playing computer or video games. It is now bigger than the movie and music industry combined, with an estimated 180 billion US dollars spent on games and consoles in 2020. This is forecast to rise to almost 270 billion US dollars annually in the year 2025. The most popular video game consoles are made by Nintendo, Sony and Microsoft. People spend an average of 8 hours and 27 minutes playing games every week.

Exercise ② ⑩ 78

- Check Ss understanding of *towards, shield, escape, rescue, scare*.
- Allow Ss time to read the scenes. Ask which they would choose and why.
- Play the audio while Ss listen and complete the task. Ask if the players made similar decisions to the Ss.

Exercise ③

- Give Ss time to read the grammar box.
- Elicit the short forms of *will* and *will not* (*'ll* and *won't*) before Ss complete the sentences.

INCLUSIVE CLASSROOM Allow **less confident Ss** to refer back to the story in exercise 1, but encourage **more confident Ss** to complete the sentences from memory.

Exercise 4 ⑩ 79

- Play the audio while Ss listen and complete the task individually.
- In pairs, Ss compare their answers then elicit ideas from the class.

Exercise 5 ⑩ 79

- You could ask Ss to choose the correct option from memory. If so, play the audio for them to check their answers.
- When Ss have completed the task, play the audio again and pause after each decision. Discuss as a class if Ss would have made the same or a different decision and why.

Grammar practice

Exercise ⑥

- Allow Ss time to write an appropriate sentence with the verbs in the box. Remind them to use *will* or *won't* and the base form of each verb.
- Ss compare their sentences with a partner then check with the class.

INCLUSIVE CLASSROOM Allow **less confident Ss** to work in pairs.

More confident Ss can do the task orally without writing down their sentences.

Exercise 6 //

- Fast finishers exercise: Ask Ss to invent similar situations. Ss swap situations with a partner and write sentences with *will* or *won't*. You may like to provide different verbs for them to use, or they can use the options in the box.

Grammar presentation

Exercise ⑦

- Direct Ss to the photo and ask them what they think is happening. You could ask them to discuss their ideas with a partner. Then, elicit as a class.
- Check Ss understanding of the following words and expressions: *wings, hold a record, distance, improve* and *crash*.
- Ss read and compare their answers in pairs. Then, ask how many Ss would like to try the Flyboard Air.
- Allow Ss time to complete the task.

Exercise ⑧

- Give Ss time to read the grammar box.
- When Ss have completed the task, check answers.

Exercise 9

- Allow Ss time to read the *LOOK!* box and answer any queries.
- Ask Ss to write what they think is going to happen in each picture.
- Elicit the answers from the class.

Grammar practice

Exercise ⑩

- If necessary, elicit the difference between *be going to* and *will* (we use *be going to* to talk about plans and we use *will* when we make a decision at the moment of speaking or for predictions).
- Allow Ss time to work in pairs to complete the task.

- Elicit answers, asking Ss to explain why they used *be going to* or *will*.

INCLUSIVE CLASSROOM Do this as a class activity. Read the dialogue together and elicit if each gap refers to a plan, a decision at the moment of speaking or a prediction.

Exercise 11

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions carefully. Check for understanding by asking what they have to do and how many words they can use in each gap.
- When Ss have completed the task, elicit the correct answers.

INCLUSIVE CLASSROOM Allow **less confident Ss** to use a dictionary to help them.

Speaking

- Give Ss time to ask and answer the questions from exercise 11 in pairs.

ONLINE LINK

- In pairs or small groups, Ss complete the task. Encourage them to explain their answers.

TEACHING WITH DIGITAL You can use the Discussion Room in the Student's Online Practice for this. Use the tool to walk Ss through how to use this.

ANSWERS

Exercise 1

- 1 BadTech = bad, Freedom Guardians = good, Malware = bad, SmartTech = good
- 2 To find the main computer hard drive and destroy the virus.

Exercise 2

- 1 b 2 a 3 b

Exercise 3

- 1 'll 2 'll 3 won't 4 'll 5 won't 6 'll

Exercises 4, 7, 12 and ONLINE LINK

Students' own answers

Exercise 5

- 1 'll 2 'll 3 'll 4 won't 5 'll

Exercise 6

Suggested answers:

- 1 I'll take it for a walk.
- 2 I'll buy her a present.
- 3 We'll go shopping.
- 4 I'll invite my best friend.
- 5 I won't play tennis.

Exercise 8

- 1 's going to 2 are (they) going to 3 aren't going to

Exercise 9

- 1 He's / Franky's going to put on his suit.
- 2 He's / Franky's going to fly on his board.
- 3 He's / Franky's going to crash.

Exercise 10

- 1 'm going to go 2 'm going to be 3 will become
- 4 'm going to use 5 'll need

Exercise 11

- 1 are you going to do 2 you will live
- 3 are you going to have 4 will you say

5e EVERYDAY ENGLISH: Offering help p.70

Materials

- Classroom Presentation Tool, p.70
- Teacher's Resource Centre, Unit 5 Everyday English video
- Audio Tracks 80–82
- Workbook p.54
- Teacher's Resource Centre, Unit 5 Everyday English worksheet
- Student's Online Practice, Unit 5 Everyday English

Warmer: YOUR WORLD

- Set a time limit for Ss to discuss the question in pairs or small groups. Then elicit a few ideas from the class.

Exercise ① 80

- Ask Ss what they can remember about Jed and his friends. Encourage the rest of the class to amend or add to any of the ideas they hear.
- Direct Ss to the photo and ask them what they think Jed talks about in his vlog.
- Ss read and listen to the story and check their predictions. Alternatively, show the class the video of the story.

INCLUSIVE CLASSROOM When **more confident Ss** have completed the task, ask them to write a summary of the story from memory.

Comprehension

Exercise 2

- When Ss have completed the task, ask them to compare answers in pairs.
- Check answers with the class, asking Ss to quote the relevant part of the story to support their answers.

INCLUSIVE CLASSROOM Put Ss into small, mixed-ability groups. Teach *vlogger*, then ask them to discuss the following question: *Do vloggers have an influence on people's opinions? If so, why?* Ask **more confident Ss** to help **less confident Ss** with any language they need.

Exercise ③ 81

- Give Ss a few moments to think about their answers individually, before they compare and discuss with a partner.
- Elicit ideas and write on the board.
- Play the audio or video for Ss to listen or watch and check their answers.

Exercise ④ 82

- Allow Ss time to read the useful phrases in the box. Ask them to focus on the verb forms that follow some of the phrases before they find them in the story in exercise 1.
- Play the audio and get Ss to repeat. Pay attention to pronunciation.

Speaking

Exercise ⑤

- Allow Ss time to decide which situation they want to talk about.
- Ss prepare to offer help and to make helpful suggestions by selecting appropriate phrases from the useful phrases box. If necessary, allow them to refer to the chart in exercise 6.

Exercise ⑥

- In pairs, Ss take turns to role-play their dialogues.

Exercise 6 //

- Fast finishers exercise: Tell Ss to create a new dialogue using another of the situations in exercise 5.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

He talks about life on the opposite side of the world / life in Britain.

Exercise 2

- F (He isn't excited because he doesn't like being in front of the camera.)
- F (His friends offer to help him make a vlog.)
- T
- F (They can't surf.)

Exercises 3 and 5–7

Students' own answers

Exercise 4

You should ...
I'll help you with that.
That's really kind of you.
Let me help you with that.

5f READING: Putting a text in order

p.71

Materials

Classroom Presentation Tool, p.71

Workbook p.55

Student's Online Practice, Unit 5 reading

Warmer: YOUR WORLD

- Put Ss into pairs and ask them to work together to write a definition of *drone*. Elicit definitions from the class.
- In the same pairs, Ss discuss the questions.
- Invite Ss to share their ideas with the class and, if anyone has ever flown a drone, ask them to tell the others about the experience.

Reading skill

- Allow Ss time to read the box individually. Explain that words and expressions like *first*, *next*, *to start with* and *finally* help order ideas so people can better understand a text.
- Write the following on the board and ask Ss to put the sentences in order: *After that, I had my breakfast; Finally, I went to school; First, I got up.*

Exercise ①

- When Ss have completed the table, check answers.
- Explain that we normally only use one beginning and end sequencer, but we can use several middle sequencers.

INCLUSIVE CLASSROOM Ask **less confident Ss** to work with **more confident Ss**. Tell them to write a short description of a daily routine using as many of the sequencers as possible. When they have finished, tell Ss to translate the sequencers into their own language.

Exercise ②

- Allow Ss time to complete the task, then check answers with the class.
- Write *to give more information*, *to contrast different information* and *to describe consequence* on the board. In pairs, Ss categorize the conjunctions (more information – *in addition, also*; contrast – *in contrast, on the other hand*; consequence – *as a result, therefore*).

Exercise ③

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions and the email before they complete the task.
- Elicit the answers from the class, asking Ss what information in the email helped them with their answers.

Comprehension

Exercise ④

- Check Ss understanding of the following words and expressions: *reaction*, *military* and *help out*.
- Ask Ss to read the text and order the paragraphs. Ss compare their answers in pairs, then check answers.

Exercise 5

- Elicit the answers, encouraging Ss to correct their classmates if they hear a mistake.

Exercise 6

- Set a time limit for Ss to complete the task.

ANSWERS

Exercise 1

Beginning: first, in the beginning, to start with

Middle: after that, next, then

End: at last, finally, in the end

Exercise 2

1 In contrast 2 Also 3 Therefore

Exercise 3

c

Exercise 4

a 2 b 3 c 1

Exercise 5

1 To start with 2 Now 3 However

Exercise 6

1 T

2 F (The military were the first people to use drones.)

3 NG

5 F (We still need to be careful about drones.)

6 F (They are different in different countries.)

5g WRITING: A plan for a new product p.72

Materials

Classroom Presentation Tool, p.72

Workbook p.56

Teacher's Resource Centre, Unit 5 writing project

Warmer: YOUR WORLD

- In pairs, Ss think about inventions and how they could possibly be improved. If you need to, write *TV* on the board and brainstorm improvements.
- Invite pairs to share their ideas with the class.

Writing preparation

Exercise ①

- Check Ss understand the following words: *get back, throw back, shine*.
- Ss read the product plan and answer the question. Ss then compare their ideas in pairs and explain why.
- Have a class discussion and invite Ss to comment on their classmates' ideas.
- Ask Ss if they can think of any improvements to make the football more useful.

Exercise 2

- Allow Ss time to answer the questions, then check answers with the class.

Exercise 3

- Allow Ss time to read the tip box and answer the questions. Ss then compare with a partner or in small groups.
- If necessary, draw Ss' attention to the different paragraph topics in the description and ask them who the ideal customer is for the new football.

Writing project

Exercise ④

- Ss follow the instructions to write a new product plan.
- **Choose** Ss choose a product, either from the box or their own ideas.
- **Make notes** Tell Ss to make notes about their product using the prompts.
- **Write** Ss use their notes to create a first draft of their product plan.

Exercise 5

- As well as spelling and grammar, ask Ss to check that their partner has used vocabulary from the unit correctly.
- Ss then create a final draft of their description.

Exercise 6

- Ss take turns to present their product.
- Ask the class to think of at least one question about each presentation.

- When Ss have finished, display the product plans around the classroom and allow Ss to look at each one.
- Have a vote to find out which presentation was the most persuasive and why.

ASSESSMENT FOR LEARNING Ask Ss to write a sentence to describe what they found easy in the lesson and a sentence to describe what they found difficult. Collect the sentences and assess the Ss' difficulties. If there are recurring difficulties, find time to work on them.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Put Ss in different groups and ask them to tell their new partners what they discovered.

ANSWERS

Exercises 1 and 3–6

Students' own answers

Exercise 2

- 1 It will have remote control.
- 2 children (who kick their ball into other people's gardens or into the road)
- 3 plastic
- 4 It will shine in the dark and it will be in many different colours.
- 5 parents and neighbours

ONLINE LINK

Braille + Lego; designed by 13-year-old Shubham Banerjee in January 2014

<https://en.wikipedia.org/wiki/Braigo>

5h CULTURE LINK: The rapid rise of the computer p.73

Materials

Classroom Presentation Tool, p.73

Teacher's Resource Centre, Unit 5 culture video

Audio Track 83

Workbook p.57

Warmer: YOUR WORLD

- Give Ss one minute to discuss the question in pairs or small groups. Remind them to use *will* or *won't* because they are making predictions.

CULTURE NOTE Below are some additional details about the people mentioned in the lesson.

The British mathematician **Charles Babbage** was born in London in 1791. In the 1820s, he started designing a 'difference engine' which could do mathematical calculations. He then started work on an 'analytical engine', a computing machine which would be able to do any calculations based on instructions and have a memory to store numbers. He worked with **Ada Lovelace** (born in 1815) in the early 1840s. She suggested formulas that could be used to give instructions to the machine, essentially the first computer programs.

Alan Turing was a British mathematician who built on Babbage and Lovelace's ideas and designed a 'universal computing machine' which could solve complex calculations. He worked for the British Government during World War II. Along with his colleague **Gordon Welchman**, he is widely known for developing a machine that could decrypt coded messages written on the Enigma enciphering machine.

Exercise ① 83

- Put Ss into pairs and assign them a text. Ask them to cover the other text.
- When Ss have finished, ask them to quickly summarize to their partner what they have just read.

Exercise ②

- In pairs, Ss ask each other their allocated questions.

INCLUSIVE CLASSROOM Allow **less confident Ss** to look at the questions and write answers before they work with their partner.

Exercise 3

- Allow Ss time to complete the task, then check answers.

Exercise 4

- Encourage Ss to find out more about their chosen person, either in the classroom or as a homework task.

Exercise 5

- Ask Ss to discuss their ideas with a partner. Then, have a wider class discussion.

TEACHING WITH DIGITAL Play the video *Colossus* for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Give Ss time to complete the task, then elicit the answers.
- You could ask fast finishers to find out more information about the Commodore 64 computer.

ANSWERS

Exercises 1, 4 and 5

Students' own answers

Exercise 2

Student B answers:

- 1 They designed the first personal computer.
- 2 smartphones arrived
- 3 smartwatches
- 4 People who are ill will be able to swallow / use them to find out what is wrong with them.
- 5 To make sure the developments are safe and help everybody.

Student A answers:

- 1 He invented the first machine with a program.
- 2 She realized that a computer program could do a lot more than add up big numbers.
- 3 A British scientist who invented the design for modern computers.
- 4 They were the size of a room.
- 5 the microprocessor or 'microchip'

Exercise 3

1 c 2 d 3 a 4 e 5 g 6 b 7 f

ONLINE LINK

Jacek Trzmiel, Commodore 64

5i REVISION p.74

Materials

Classroom Presentation Tool, p.74

Teacher's Resource Centre, Unit 5 flashcards

Workbook p.58

Teacher's Resource Centre, Unit 5 test

Warmer: REACTIVATE!

- Put Ss into two teams then show the class a flashcard from the unit at random. The student who raises a hand first has the opportunity to say the correct word and earn their team a point. If they are incorrect, a player from the other team can be invited to say the correct word. The winning team is the one with most points after all the flashcards have been shown.

Vocabulary

Exercise ①

- Allow Ss time to complete the task in their notebooks.

Exercise ②

- You could do this orally. Ask Ss to close their books. Read out each description for Ss to write the device.
- Check answers with the class.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to choose one of the devices from exercise 2 and draw a picture of it. In pairs, Ss write the word for their partner's picture.

Grammar

Exercise ③

- Review *will* on the board and when it is used. Elicit a number of predictions from Ss.
- When Ss have completed the task, check answers with the class.

Exercise ④

- This is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and each of the sentences. Check understanding by asking Ss what they have to do.
- When Ss have completed the task, elicit the correct answers.

INCLUSIVE CLASSROOM Before **less confident Ss** complete the task, do a keyword sentence transformation on the board. For example, write *My mum plans to go to the cinema at the weekend*. Ask Ss to rewrite the sentence using *going to* (*My mum is going to go to the cinema at the weekend*).

Everyday English

Exercise ⑤

- This is a Repetitorium-style exam question.
- Allow Ss to look back at the useful phrases on p.70 before they complete the task.

- When Ss have finished, ask them to act out the dialogue with a partner.

Exercise ⑥

- When Ss have finished, ask them to compare answers in pairs.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

English in the real world

- Encourage Ss to write sentences to describe how they felt during the task.

ANSWERS

Exercise 1

1 keyboard 2 charger 3 mouse 4 scanner
5 printer 6 screen

Exercise 2

1 drone 2 smartwatch 3 games console
4 3D printer 5 wireless headphones 6 e-reader

Exercise 3

1 won't play 2 'll close 3 will become 4 won't drive
5 'll answer 6 won't be 7 'll walk 8 'll watch
9 'll make

Exercise 4

1 are going to make 2 I think that people won't
3 I don't think that robots will

Exercise 5

1 Why don't you tell 2 Let me help / I'll help
3 How about looking / What about looking

Exercise 6

1 b 2 c 3 a

5j REPETYTORIUM p.75

Materials

Classroom Presentation Tool, p.75

Audio Track 84

Workbook p.59

Warmer: REACTIVATE!

- In pairs, Ss take turns to mime a word from the unit for their partner to guess. Write a description of something that can be found in the classroom without mentioning its name.

Rozumienie ze słuchu

Exercise 1 84

- Tell Ss they will hear a conversation about virtual reality. Ask them to read the questions and think carefully about what information and words they need to listen for.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

INCLUSIVE CLASSROOM Pause the audio at relevant intervals to allow **less confident Ss** to answer the questions. Encourage **more confident Ss** to answer the questions during the first listen of the audio. Then, they can check their answers when you play the audio again.

Rozumienie tekstów pisanych

Exercise 2

- Ask Ss to look at the two texts and identify the text type and where they might see them (advertisement and review – in a newspaper, for example).
- Ss read the texts and complete the task.
- During feedback, ask Ss what information in each text helped them to answer correctly.

Exercise 3

- Ask Ss to read the instructions and elicit a summary of the activity.
- Allow Ss to work in pairs to complete the task, then check answers.

Znajomość środków językowych

Exercise 4

- Read the *Wskazówka* box together and check Ss understand the difference between *in the foreground*, *in the centre* and *in the background*. You can do this by eliciting what Ss can see out of the classroom window.
- Set a time limit for Ss to look at the photo and think about what they can see in it. Allow them to make notes.
- If necessary, remind Ss they may need to use more than one word in each gap to complete the text.

INCLUSIVE CLASSROOM Before **less confident Ss** complete the task, elicit the following words: *hurt*, *bungee rope*, *helmet*.

Tworzenie wypowiedzi pisemnej

Exercise 5

- Remind Ss they need to include all the points in the list in their email and they mustn't be longer than 120 words.
- When Ss have written their email, ask them to swap with a partner. Ss check their partner's work to make sure it includes all the points and it is within the word count.

ANSWERS

Exercise 1

- 1 education and science
- 2 history
- 3 It costs too much. / It's expensive.
- 4 It will be better and cheaper.

Exercise 2

- 1 b
- 2 c
- 3 b

Exercise 3

- 1 e-readers
- 2 sure
- 3 better

Exercise 4

- 1 is going to
- 2 because
- 3 head
- 4 background

Exercise 5

Students' own answers

5 GRAMMAR REFERENCE p.76

Will for predictions

Exercise 1

- 1 Students will / won't go to school on flyboards.
- 2 People will / won't have computers in their heads.
- 3 3D printers will / won't be in every home.
- 4 Houses will / won't use solar power.
- 5 Children will / won't eat pizza.

Will for decisions

Exercise 1

- 1 'll
- 2 won't
- 3 won't
- 4 'll

Exercises 2 and 3

Students' own answers

Review of *be going to*

Exercise 1

- 1 's going to finish his homework
- 2 's going to play football
- 3 's going to buy a birthday present
- 4 are going to the cinema
- 5 isn't going to do

Exercise 2

- 1 's going to laugh
- 2 's going to drop them
- 3 's going to fall
- 4 's going to cry

Exercise 3

Students' own answers

6 Where are we?

6a VOCABULARY: In the big city pp.78–79

Materials

Classroom Presentation Tool, pp.78–79

Teacher's Resource Centre, Unit 6 flashcards

Audio Tracks 85–86

Workbook p.60

Student's Online Practice, Unit 6 vocabulary

Warmer: YOUR WORLD

- Set a time limit of 30 seconds for Ss to think of their favourite town or city and the reasons why. Ss then discuss in pairs.
- Elicit ideas from the class and build up a list on the board of the most popular towns and cities.

Vocabulary presentation

Exercise 1

- Direct Ss to the map and ask if any recognize the city (London).
- Do the task as a race. Set a time limit of one minute. The person with the most correctly named places is the winner.

Exercise 2 85

- Allow Ss time to match the words in the box to the places on the map.
- Play the audio for Ss to listen to the answers and see if they are correct.
- Play the audio again and get Ss to repeat.
- Direct Ss to the **LOOK!** box and read together.

INCLUSIVE CLASSROOM Ask **more confident Ss** to work with **less confident Ss**. Ask them to make a list of all the places in exercise 2 that they can find in their own town or city. Encourage them to also draw a map and add these places to it.

CULTURE NOTE There are many famous markets in London. Perhaps the two most famous are Camden Market in north London and Borough Market in south London.

Camden Market is very popular with locals and tourists with 250,000 visitors every week. Here, there are more than 1,000 different shops and stalls that sell everything from the latest fashions to music, art and food.

Borough Market has been open since 1756. There are about 100 stalls that sell fresh fruit and vegetables, meat, fish and other food produce. There are many restaurants in Borough Market that serve food from all round the world.

Exercise 3

- When Ss have finished, ask them to compare answers in pairs.
- Check answers with the class.

Exercise 3

- Fast finishers exercise: Ask Ss to write sentences with four of the incorrect options in exercise 3.

Exercise 4

- If necessary, teach or elicit *inside* and *outside*.
- In pairs, Ss categorize the words.
- To check answers, you may want to create a table on the board with the three headings *inside*, *outside* and *both*. Say one of the words at random from the box and elicit the correct answer.

Exercise 5

- Alternatively, you could display the flashcards around the classroom. Point to one and elicit the correct word.

MEMORIZE!

- Read the tip box together and demonstrate by asking Ss to close their eyes and describe the places you can see in a particular street in their town or city. Elicit the name of the street.
- Ask Ss to complete the task. Explain that they can either use an imaginary town or city or their own / one they know well. Encourage them to draw what they see.

Vocabulary practice

Exercise 6

- When Ss have completed the task, ask them to compare answers with a partner.

Exercise 7

- Allow Ss to work in pairs to choose the correct option. Encourage them to explain why the two other options are incorrect.
- Check answers with the class.

INCLUSIVE CLASSROOM When they have finished, ask **more confident Ss** to write sentences to explain their answers with the following structure: *You should go to the ... because ...*

Listening and Speaking

Exercise 8 86

- This is a Repetitorium-style exam question.
- Before Ss begin, check they understand *bus tour* and *look left*, *look right*, *pass* and *turn*.
- Tell Ss to read the instructions and text carefully. Ask them to consider what information they need to help them complete the task.
- Play the audio while Ss listen.
- Play the audio again while Ss complete the task, then check answers.

Exercise 9

- In pairs, Ss complete the text with their own ideas.

INCLUSIVE CLASSROOM Play the audio from exercise 8 again so that **less confident Ss** can understand what words to use to complete each sentence. Alternatively, write some of the completed sentences from exercise 8 on the board.

Exercise 9 ⚡

- Fast finishers exercise: In the same pairs, ask Ss to extend their tour using other places from exercise 1.

Exercise 10

- Ask Ss to work with a different partner than in exercise 9.
- In pairs, Ss take turns to role-play their tours. Ask Ss to write down all the places their partner mentions.
- Ss then compare and decide which was the most interesting and why.
- Invite Ss to share ideas with the class.
- When they have finished, you could ask Ss to write a tour for their own town or city. Alternatively, you may wish to set this as homework.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give each group time to complete the online task.
- When Ss have finished, elicit the answer. You could then ask them to find out the smallest city in the UK (St David's in Wales. It has only got a population of 1,600.).

ANSWERS

Exercises 1, 5, 9 and 10

Students' own answers

Exercise 2

1 botanical gardens 2 aquarium 3 car park
4 underground 5 market 6 fountain 7 monument
8 square 9 art gallery 10 palace 11 clock tower
12 bridge 13 tourist information office 14 station
15 cathedral 16 town hall

Exercise 3

1 station 2 palace 3 fountain 4 cathedral
5 square 6 monument 7 car park 8 bridge

Exercise 4

inside: aquarium, art gallery, cathedral, palace
outside: botanical gardens, clock tower, fountain,
monument, square
both: market

Exercise 6

1 clock tower 2 art gallery 3 town hall 4 station
5 botanical gardens 6 tourist information office
7 market 8 aquarium

Exercise 7

1 c 2 a 3 b

Exercise 8

1 shopping 2 Edinburgh Castle 3 train station
4 350 5 45

ONLINE LINK

a cathedral

6b GRAMMAR: Review of comparative and superlative adjectives p.80

Materials

Classroom Presentation Tool, p.80

Audio Track 87

Workbook p.61

Student's Online Practice, Unit 6 grammar

Warmer: REACTIVATE!

- Ask Ss to work in pairs. Set a time limit of one minute. If necessary, allow Ss to review their notes.

Grammar presentation

Exercise ①

- Before Ss complete the task, go through the adjectives in the box.

Exercise ②

- Tell Ss to read the grammar box.
- Ss complete the task then check answers as a class.
- For further practice, ask three Ss up to the front and tell them to stand in height order. In pairs, Ss write comparative and superlative sentences.

Exercise ③

- Read the *LOOK!* box together and answer any queries.
- When Ss have completed the task, elicit the answers.

INCLUSIVE CLASSROOM Put Ss into mixed-ability pairs. Ask them to use *(not) as ... as* to agree on an opinion of the following: *cats / friendly / dogs; history / interesting / geography; spring / nice / autumn*. Encourage Ss to write sentences and then translate them into their own language.

Grammar practice

Exercise ④ 87

- Allow Ss time to do the quiz in pairs.
- Play the audio for Ss to listen and check their answers. Ask the class how many they answered correctly.

Exercise ⑤

- In pairs, Ss use the prompts to write questions. Check answers.
- Ask Ss to work with another partner to ask and answer the questions.

TEACHING WITH DIGITAL If you have the technology available in the classroom, ask Ss to go online to find the answer to each question before they ask and answer in pairs. Alternatively, ask them to find the answers to the questions they didn't know for homework.

Speaking

Exercise ⑥

To help Ss, write the following categories on the board: *population, size of city, weather in summer, weather in winter,*

tallest building. If the technology is available, allow Ss to go online to help them find the information.

ANSWERS

Exercise 1

big, busy and unfriendly

Exercise 2

comparatives: older than, bigger, less expensive, more beautiful, busier, worse, better than, nicer than
superlatives: biggest, busiest, most interesting, the best, the worst, the least friendly

Exercise 3

Oxford is as nice as Mornington.
It isn't as busy as London.

Exercise 4

1 A 2 B 3 B 4 A 5 B

Exercise 5

Questions:

- 1 What is the coldest place in the world?
- 2 What is the biggest city in the world?
- 3 What is the tallest building in the world?
- 4 What is the smallest country in the world?
- 5 What is the most dangerous animal in the world?

Answers:

- 1 Antarctica (lowest recorded temperature ever, -89.2°C)
- 2 Tokyo, Japan (by population, 37.9 million)
- 3 Burj Khalifa, in Dubai, UAE (since 2008, 828 metres)
- 4 Vatican City (population of 825 people in 2019)
- 5 mosquito (mostly through malaria)

Exercise 6

Students' own answers

6c LISTENING AND VOCABULARY: Prepositions of place p.81

Materials

Classroom Presentation Tool, p.81
Teacher's Resource Centre, Unit 6 flashcards
Audio Tracks 88–89
Workbook p.62
Teacher's Resource Centre, Unit 6 five-minute test
Student's Online Practice, Unit 6 vocabulary

Warmer: YOUR WORLD

- Direct Ss to the town plan in exercise 1 and elicit what they can see.
- Ss make a list of the places on the town plan that they have in their town or city before comparing with a partner.

Vocabulary presentation

Exercise ① 88

- Give Ss time to read the words in the box. Then, ask them to do the matching task with the words they are certain of.
- Call out numbers 1–10 and elicit the answers from individuals. Write the answers on the board, but do not correct.
- Play the audio for Ss to listen to the answers.

INCLUSIVE CLASSROOM Ask **less confident Ss** to translate the prepositions into their own language. Then, put Ss into mixed-ability pairs and ask them to choose five prepositions and use them in a written description of their town or city.

Vocabulary practice

Exercise ②

- If necessary, do the first together as an example.
- Set a time limit for Ss to complete the task, then check answers.

Exercise 3

- Alternatively, you may wish to make this an oral exercise. If so, allow Ss time to make notes before they take turns to say sentences in pairs.

Exercise 3

- Fast finishers exercise: Ask Ss to write similar prompts about their own town or city for a partner to write full sentences.

Listening

Exercise ④ 89

- Go through the prepositions in the box, then play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

INCLUSIVE CLASSROOM Ask **more confident Ss** to write down everything they remember from the audio when they have completed the task.

Exercise ⑤ 89

- If necessary, play the audio twice before Ss complete the task.

Speaking

Exercise 6

- Allow Ss time to decide on the location of their places before they complete the task in pairs. Encourage Ss to make a note of where their partner's places are.

ANSWERS

Exercise 1

- 1 fountain 2 tourist information office 3 Queen Street
4 bookshop 5 park 6 bridge 7 river 8 crossing
9 town hall 10 hotel

Exercise 2

- 1 near 2 beside 3 under 4 bottom 5 left
6 through

Exercise 3

- 1 The art gallery is opposite the tourist information office.
2 The tourist information office is near / isn't far from the bookshop.
3 The bus station is opposite / near the train station.
4 The small car park is beside / to the left of the art gallery.
5 The museum is to the right of / beside the hotel.

Exercise 4

on the corner of

Exercise 6

Students' own answers

6d GRAMMAR: Comparative and superlative adverbs + articles

pp.82–83

Materials

Classroom Presentation Tool, pp.82–83

Audio Track 90

Workbook p.63

Teacher's Resource Centre, Unit 6 five-minute test

Student's Online Practice, Unit 6 grammar; Unit 6 discussion

Warmer: REACTIVATE!

- Quickly review prepositions of place from the previous lesson as well as *on the left / right* from lesson 6a.
- Set a time limit of one minute for Ss to complete the task in pairs.
- Invite Ss to share their ideas and encourage the rest of the class to correct any mistakes they hear.

Grammar presentation

Exercise ①

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions. Then ask them to read the blog, but ignore the gaps for the time being.
- Ask them some comprehension questions to check understanding, such as *How many brothers does Maëlle have?* (two) and *How does Maëlle travel to school?* (by boat).
- Direct them to the missing sentences. Explain that Ss should read the sentence before and after each gap to help them choose the correct option. Do the first as an example if necessary.
- Check answers with the class.

Exercise ②

- Before Ss read the grammar box, elicit what an *adverb* is (a word that describes how we do an action). Ask for, or give, examples if necessary.
- When Ss have read the grammar box, tell them to complete the task. Then check answers.

INCLUSIVE CLASSROOM Write the following adverbs on the board and elicit the comparative and superlative forms: *happily, quickly, fast* and *easily*. Put Ss into mixed-ability pairs and ask them to write sentences with either the comparative or superlative form of two of the adverbs. Ss then translate the sentences into their own language.

Grammar practice

Exercise ③

- This is a Repetitorium-style exam question.
- Ask Ss to look at the words in brackets in each sentence. As a class, identify the verb and the adjective. Elicit the adverb form of each adjective and write on the board.
- Allow Ss time to complete the task then check answers.

INCLUSIVE CLASSROOM With **less confident Ss**, also elicit the comparative form of each adverb before Ss complete the task.

Exercise ④

- You may wish to follow the same procedure as in exercise 3 and ask Ss to identify the adjective in each sentence before they complete the task.

Exercise 5

- When Ss have completed the task, invite them to share some of their sentences with the rest of the class. Encourage the others to correct any mistakes they hear.

Exercise 5 ⚡

- Fast finishers exercise: Ask Ss to write more sentences with other words in each row.

Speaking

Exercise 6

- Encourage Ss to respond to their partner's sentences like in the example speech bubbles.
- Alternatively, you may wish to extend this to a class mingle activity. Ss walk around the classroom speaking to different partners.
- When Ss have finished, ask them to tell the class anything surprising they found out about their partner(s).

Exercise ⑦

- Allow Ss time to read the text then complete the sentences. Tell them that they only need one word in each gap.

Exercise ⑧

- When Ss have completed the task and you have checked answers, you could practise articles further by asking Ss to work in pairs and make a list of nouns. Encourage them to include countable, uncountable, plural and proper nouns. Pairs swap lists and write *the, a, an* or *-*.

Grammar practice

Exercise ⑨

- If necessary, do the first as an example before Ss complete the task.
- Check answers with the class.

Exercise 10

- While checking, ask Ss to explain their answers using the rules in the grammar box.

Exercise ⑪ ④ 90

- Allow Ss time to complete the email before they compare answers in pairs.
- Elicit, but don't correct any wrong answers.
- Play the audio while Ss listen and check their answers.

Speaking

Exercise ⑫

- Allow Ss time to make notes about their own town or city. Tell Ss to use the email in exercise 11 to help them.

- In pairs, Ss take turns to describe their town or city.

Exercise 12 ⚡

- Fast finishers exercise: Ask Ss to write a response to the email in exercise 11.

ONLINE LINK

- Alternatively, you could assign each pair or small group one of the points of view. Allow them time to think about their argument before they work with another pair or small group with the opposite point of view.

TEACHING WITH DIGITAL Tell Ss to write their discussion comment first and check their spelling before posting. Remind them to only post relevant comments and not to go off topic.

ANSWERS

Exercise 1

1 b 2 e 3 a 4 c (d is not needed)

Exercise 2

1 the earliest 2 longer 3 more clearly 4 the furthest
5 happier

Exercise 3

1 study harder 2 listen more carefully 3 plays better
4 walking slower / more slowly 5 eat faster

Exercise 4

1 In our choir, Sally sings the most beautifully.
2 In our football team, Michael plays the worst.
3 In our family, my brother gets up the earliest.
4 Among my friends, I walk the furthest to school.
5 In our class, my best friend speaks English the best.

Exercises 5, 6, 12 and ONLINE LINK

Students' own answers

Exercise 7

1 a 2 the

Exercise 8

1 a/an 2 the 3 – 4 – 5 the 6 –

Exercise 9

1 a 2 a, the 3 the 4 a

Exercise 10

1 The, – 2 the 3 – 4 – 5 the, –

Exercise 11

1 – 2 – 3 a 4 the 5 a 6 – 7 the 8 the 9 a
10 the 11 the 12 The 13 the 14 an 15 a

6e EVERYDAY ENGLISH: Asking for and giving directions p.84

Materials

Classroom Presentation Tool, p.84

Teacher's Resource Centre, Unit 6 Everyday English video

Audio Tracks 91–94

Workbook p.64

Teacher's Resource Centre, Unit 6 Everyday English worksheet

Student's Online Practice, Unit 6 Everyday English

Warmer: YOUR WORLD

- In pairs, Ss discuss the questions. Encourage them to explain where the person wanted to go and what directions they gave.

Exercise 1 91

- Elicit what Ss remember about the stories in the previous units. Ask the rest of the class to amend or add to the suggestions they hear.
- Ss read and listen to the story and complete the task. Alternatively, show the class the video.

CULTURE NOTE **Oxford** is a city in the south-east of England, about 82 kilometres from London. With a population of around 170,000, it is most famous for the colleges of the University of Oxford. The university has the distinction of supplying more prime ministers in history than any other place of higher learning. The University of Oxford is the oldest university in the English-speaking world. There is no one 'university' building. The university is made up of 38 colleges and a number of teaching and research institutions shared by the entire university, which are spread across the city.

LINCOLN COLLEGE was founded by the Bishop of Lincoln Cathedral in 1427. Today the college has over 600 undergraduate and postgraduate students. The three oldest colleges in the university are University College, Merton College and Balliol College, all founded in the mid-1200s.

Comprehension

Exercise 2

- Give Ss time to complete the task, then check the answers with the class.

Exercise 3 92

- In pairs, Ss discuss the question. Invite Ss to share their ideas with the class.
- Play the audio or video for Ss to listen or watch and check the answer.

Exercise 4 93

- Allow Ss time to read the useful phrases in the box before they find them in the story in exercise 1. Ask them to make a note of who says which phrase.
- Play the audio and get Ss to repeat.

Listening and Speaking

Exercise 5 94

- Tell Ss they will hear three people asking for directions. Refer them back to the town plan in lesson 6c and play the first dialogue for Ss to note the destination and follow the route. Check the answer.
- Play the rest of the audio for Ss to complete the task.

Exercise 6

- When Ss have picked a few starting points and destinations on the town plan, ask them to work in pairs to ask for and give directions.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

two

Exercise 2

- 1 F (He doesn't know the way.)
- 2 F (He is a tourist.)
- 3 F (He knows a lot about Oxford.)
- 4 T

Exercise 4

Excuse me.

Could you tell me how to get to ... ?

I'm really sorry.

I'm not from around here.

Thanks anyway.

Could you give me directions to ... ?

Certainly.

Go up.

Turn right.

Turn left.

Go along.

Thanks a lot.

You're welcome.

Exercise 5

- 1 the train station
- 2 the small car park
- 3 the bus stop

6f READING: Identifying purpose

p.85

Materials

Classroom Presentation Tool, p.85

Workbook p.65

Student's Online Practice, Unit 6 reading

Warmer: YOUR WORLD

- Teach or elicit *change your mind*. In pairs, Ss discuss the question. Encourage them to give more information to support their answers, such as occasions when they have changed their mind and reasons why.
- Elicit a few ideas from the class.

Reading skill

- Allow Ss time to read the box individually. Explain that identifying purpose helps Ss to understand why the author wrote a text.
- To practise this, write *inform, persuade, advise* and *entertain* on the board, and check for understanding. Ask Ss to look at the text on p.99 of their Student's Book and identify the purpose by choosing one of the options on the board (to inform).

Exercise ①

- Allow Ss time to complete the task, then check answers. Encourage Ss to explain their answers (a – because it gives factual details about Shakespeare's life; b – because it uses *shouldn't* to give advice, for example).

Exercise 2

- Allow Ss time to read the text and answer the question. Elicit and ask Ss to explain their answer (because it is a funny story).

Exercise ③

- Explain that each text matches one of the three options.
- When Ss have finished, check answers with the class, encouraging Ss to explain their answers (1 – it's an informative chart; 2 – it uses *have to* to be persuasive; 3 – it uses *should* to give advice).

INCLUSIVE CLASSROOM Put Ss into mixed-ability pairs and ask **more confident Ss** to explain why each text has the specific purpose.

Comprehension

Exercise ④

- Before Ss read the text and complete the task, check understanding of the following words: *take part, homesick, wildlife, head back*.

Exercise 4 ⚡

- Fast finishers exercise: Ask Ss to write a quick reply to Sophie's email, explaining why or why not they don't want to go.

INCLUSIVE CLASSROOM In **less confident classes**, write *entertain* and *persuade* on the board and ask Ss to choose the correct purpose.

Exercise 5

- Allow Ss to re-read the email before they answer the questions.
- Alternatively, you could do this as an oral task. Ss re-read the email before they ask and answer the questions in pairs.

ASSESSMENT FOR LEARNING At the end of the lesson, ask Ss to draw a square in their notebooks. Tell them to colour in the square if they found the lesson difficult or leave it blank if they found it easy. Ask them to hold up their squares. If there are many coloured squares, find the time to review the lesson.

ANSWERS

Exercise 1

1 inform 2 advise

Exercise 2

a

Exercise 3

1 b 2 c 3 a

Exercise 4

persuade

Exercise 5

1 home

2 by plane and minibus

3 in a youth hostel and in (camping) tents

4 Grace

5 shopping

6g WRITING: A leaflet for tourists p.86

Materials

- Classroom Presentation Tool, p.86
- Workbook p.66
- Teacher's Resource Centre, Unit 6 writing project
- Leaflets

Warmer: YOUR WORLD

- Give Ss a time limit of one minute to discuss the question in pairs. Then, elicit a few ideas from the class.
- Alternatively, ask Ss to try to guess your favourite place nearby and why you like it.

Writing preparation

Exercise ①

- Make sure Ss know what a leaflet is. Explain or show them some leaflets. Then ask them what information they would expect to find in a leaflet for tourists. Elicit a few ideas and write on the board.
- Direct them to the illustration in the top right of the page and ask them to complete the task.

Exercise 2

- Allow Ss to work in pairs to answer the questions. You may wish to make this an oral task.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to write another comprehension question about the leaflet. In pairs, Ss swap and answer their partner's question.

Exercise 3

- Allow Ss time to read the *Improve Your Writing* tip box individually. Ask them why it is a good idea for a leaflet to be colourful, use a nice photo or illustration and have an inviting caption on the front (to attract people's attention).
- In pairs, Ss answer the questions about the leaflet in exercise 1.

Writing project

Exercise ④

- Ss follow the instructions to write a leaflet for tourists.
- **Choose** Ss decide where they want to write about. Allow them time to find information and interesting photos of their place. This task can be set for homework.
- **Make notes** Tell Ss to make notes about their chosen place. Encourage them to think about where tourists would want to visit and in what order.
- **Write** Ss use their notes to create their leaflet for tourists. Encourage them to include a front page, inside pages and back pages, and things like an inviting caption as well as a map of their chosen place.

Exercise 5

- As well as spelling and grammar, ask Ss to check that their partner has used vocabulary from the unit correctly, and

has used some of the suggestions in the *Improve Your Writing* tip box.

- Ss then create a final draft of their description.

Exercise 6

- Allow Ss time to practise before they present their leaflets to the rest of the class.
- When Ss have finished, have a show-of-hands vote to find out which leaflet was the most colourful, which was the most informative and which was the most helpful for tourists.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- When Ss have finished, ask them if they have ever visited those places.

ANSWERS

Exercise 1

1 back page 2 front page 3 inside

Exercise 2

1 south-west 2 monument 3 shopping

4 scones, cream and jam

Exercises 3–6 and ONLINE LINK

Students' own answers

6h CULTURE LINK: Two national parks p.87

Materials

Classroom Presentation Tool, p.87

Teacher's Resource Centre, Unit 6 culture video

Audio track 95

Workbook p.67

Warmer: YOUR WORLD

- Write *national park* on the board and ask Ss to discuss quickly with a partner what this means. Elicit and explain if necessary (see explanation below).
- In the same pairs, Ss tell their partner what natural parks they have visited. Encourage them to ask questions to get more information from their partner, e.g. *When did you go?*

CULTURE NOTE Below are some additional details about national parks.

National parks are areas of land protected for the purpose of preserving them in their natural, wild state for the future. The Yellowstone National Park, located in the states of Wyoming, Montana and Idaho, was the first national park in the world when it was established in 1872. The largest national park in the world is the Kalaallit Nunaanni nuna eqqissimatitaq – the Northeast Greenland National Park, which measures 972,000 square kilometres, but only has a population of 30–40 people.

Reading

Exercise ① 95

- Put Ss into pairs and assign each one a text to read. Ask them to cover the other text.

INCLUSIVE CLASSROOM If there are any unfamiliar words, encourage Ss to use a dictionary to help them. Then, tell them to write sentences with these words in their notebooks. This will help Ss to remember them.

Exercise ②

- Allow Ss time to ask and answer the questions in pairs.
- When Ss have finished, elicit the correct answers about each text.

Exercise 3

- Allow Ss time to complete the task, then check answers.

Exercise 4

- Encourage Ss to explain why they found the fact interesting.
- Elicit ideas from a few Ss to share with the class.

Exercise 5

- In pairs, Ss discuss the question.
- Elicit a few ideas and have a show-of-hands vote to find out which of the two national parks is the most popular.

TEACHING WITH DIGITAL Play the video *The Grand Canyon* for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three. If necessary, direct them to the website listed in the answers below.
- Give each group time to complete the online task, then have a class discussion about the importance of national parks.
- As an extra task, you may want to ask Ss to choose a national park they know well and make a leaflet for tourists about it. Ask them to follow the procedure in exercise 4 in lesson 6g.

ANSWERS

Exercises 1, 4 and 5

Students' own answers

Exercise 2

- 1 Snowdonia 2 Biebrza 3 Snowdonia 4 Biebrza
5 Snowdonia

Exercise 3

- 1 both 2 S 3 B 4 both 5 B 6 B 7 S 8 S

ONLINE LINK

More information can be found at: <https://www.worldatlas.com/articles/the-23-spectacular-national-parks-of-poland.html>

6i REVISION p.88

Materials

Classroom Presentation Tool, p.88

Teacher's Resource Centre, Unit 6 flashcards

Workbook p.68

Teacher's Resource Centre, Unit 8 test

Warmer: REACTIVATE!

- Allow Ss a few moments to look at the words in the box on p.78 of their Student's Book.
- In pairs, Ss take turns to draw one of the places for their partner to guess.

Vocabulary

Exercise ①

- Allow Ss time to complete the task in their notebooks.

Exercise ②

- Once Ss have completed the task, they compare their answers with a partner.
- Check answers with the class.
- You could review prepositions of place further by asking Ss where places are in their town or city.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to draw one of the sentences. Ss swap pictures with a partner and say which of the six sentences is in the picture.

Grammar

Exercise ③

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions. Then ask them to read the text, but ignore the gaps for the time being.
- Ask them some comprehension questions to check understanding, such as *Where is the Lake District?* (in the north-west of England) and *How many people visit the Lake District every year?* (15 million)
- Direct them to the missing sentences' words and ask Ss to complete the task.
- Check answers with the class.

CULTURE NOTE Mount Snowdon is the highest mountain in Wales at 1,085 metres. The highest mountain in Scotland – and the UK – is Ben Nevis (1,345 metres).

Exercise ④

- Allow Ss time to complete the task in their notebooks.

INCLUSIVE CLASSROOM Before **less confident Ss** attempt the revision exercises, allow them to read the Grammar reference section on p.90 of the Student's Book.

Everyday English

Exercise ⑤

- This is a Repetitorium-style exam question.
- Before Ss complete the task, allow them to read the useful phrases on p.84 of the Student's Book.

- When Ss have completed the task, ask them to act out the dialogues. Encourage **more confident Ss** to change some details in each dialogue.

Exercise ⑥

- When Ss have finished, check the answers with the class.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

English in the real world

- When Ss have completed the task, ask them how they felt about it. If they found it difficult, encourage them to keep practising.

ANSWERS

Exercise 1

1 fountain 2 underground 3 station
4 tourist information office 5 cathedral 6 car park

Exercise 2

1 through 2 over 3 in the middle of
4 on the corner of 5 far from 6 beside

Exercise 3

1 c 2 a 3 c 4 a 5 b

Exercise 4

1 c 2 b 3 d 4 a

Exercise 5

1 can / could you tell me 2 is that right 3 I'm sorry

Exercise 6

1 straight 2 over 3 left

6j REPETYTORIUM p.89

Materials

Classroom Presentation Tool, p.89

Audio Track 96

Workbook p.69

Warmer: YOUR WORLD

- Set a timer for one minute and ask Ss to list as many words from the unit as they can.
- In pairs, Ss compare their lists.
- Elicit and encourage Ss to explain any unknown words to their classmates.

Rozumienie ze słuchu

Exercise 1 96

- Ask Ss to read the instructions carefully.
- Play the audio while Ss listen.
- Play the audio again while Ss complete the task. Remind them that there is one sentence they do not need.

INCLUSIVE CLASSROOM Pause the audio at regular intervals to allow **less confident Ss** to complete their answers.

Encourage **more confident Ss** to complete the task while they listen to the audio for the first time. During the second listen, they can check their answers.

Znajomość funkcji językowych

Exercise 2

- If necessary, allow Ss to read the Everyday English box on p.84 of their Student's Book before they complete the dialogues.
- Check answers with the class.

Exercise 2

- Fast finishers exercise: Ask Ss to write a short dialogue between two people asking for and giving directions to somewhere in the Ss' own town or city.

Rozumienie tekstów pisanych

Exercise 3

- Teach or elicit the following words and expressions: *pouring down, dark, go straight to, sunshine, get lost*.
- When Ss have read the text and answered the questions, check answers with the class.

Znajomość środków językowych

Exercise 4

- If necessary, allow Ss to read the Grammar reference section on p.90 before they complete the task.
- Remind Ss that there are three words that they don't need to use.
- When Ss have completed the task and you have checked the answers, elicit the purpose of the text (to inform).

Tworzenie wypowiedzi pisemnej

Exercise 5

- Read the *Wskazówka* box together.
- Explain the task and answer any queries Ss may have.
- Allow Ss time to make notes before they begin writing the blog. Remind them to include all the details in the bullet points and to write between 50–120 words.
- When Ss have finished, ask them to swap blogs with a partner. Ss check their partner has included all the relevant information and they are within the word count.
- Invite Ss to read their blog to the rest of the class. If Ss hear a mistake, ask them to correct it when their classmate has finished reading.

ANSWERS

Exercise 1

1 b 2 a 3 b

Exercise 2

1 do I get to 2 directions to

Exercise 3

1 alone / on his own / by himself

2 asked the locals (for directions)

3 he loves it (so much) / he had a wonderful time there / he enjoys visiting the city / he likes the city

Exercise 4

1 e 2 c 3 d

Exercise 5

Students' own answers

6 GRAMMAR REFERENCE p.90

ANSWERS

Exercise 1

more / most / less / least ancient

bigger / biggest

busier / busiest

more cold / colder

coldest

more / most / less / least dangerous

more / most / less / least famous

friendlier / friendliest

hillier / hilliest

hotter / hottest

more / most / less / least modern

nicer / nicest

Exercise 2

Students' own answers

7 Fit for anything

7a VOCABULARY: Sport – where to play it and what you need pp.92–93

Materials

Classroom Presentation Tool, pp.92–93

Teacher's Resource Centre, Unit 7 flashcards

Audio Tracks 97–101

Workbook p.72

Student's Online Practice, Unit 7 vocabulary

Warmer: YOUR WORLD

- Set a time limit of one minute for Ss to write as many sports words as they know in English.
- Elicit and write on the board. Encourage Ss to explain any unknown words to their classmates.
- Ask the class if they do any of the sports on the board.

Vocabulary presentation

Exercise 1 97

- Allow Ss time to complete the task, then play the audio for Ss to check their answers. Play the audio again for Ss to repeat.

INCLUSIVE CLASSROOM To further practise the vocabulary, use the flashcards. Invite a student to the front of the class and ask them to take a flashcard. Make sure they know the word in English. Tell them to describe the sport on the flashcard to the rest of the class. If necessary, allow them to use their own language. Ss have to shout out the sport.

TEACHING WITH DIGITAL If you have the technology available, show Ss online videos of the sports in exercise 1. You could allow Ss to watch for enjoyment or you could elicit each sport as Ss watch.

Exercise 2

- Teach or elicit *team sport* before Ss complete the task.

CULTURE NOTE There are two different sports that are called rugby. They are similar sports, but the rules are different in each. They are called rugby league and rugby union. In rugby league, there are 13 players on each team and in union there are 15 players on each team. The objective of each sport is the same: to score as many points as possible by scoring *tries, penalties, conversions* and *drop kicks*.

Exercise 3 98

- Go through the words in the box together.
- In pairs, Ss take turns to point to a photo for their partner to say the correct word.
- When Ss have completed the sentences, play the audio for them to check their answers. Play the audio again for Ss to repeat.

Exercise 4

- If necessary, add a sport to each category using the words in exercise 1.
- Allow **less confident Ss** to use only the words in exercise 1, but encourage **more confident Ss** to add other sports they know.

Exercise 5 99

- Check understanding of the sports equipment by inviting a student to the front of the class and drawing one of the words on the board.
- Allow Ss time to complete the task, then play the audio for Ss to check their answers.

MEMORIZE!

- Read the tip box together. Then ask Ss to think of mimes for each of the sports in exercise 1. Invite Ss to perform a mime for the rest of the class. Encourage Ss to shout out the sport and any other word they associate with it, such as where it is played and any equipment.

Vocabulary practice

Exercise 6

- Teach or elicit the word for each photo (*rugby ball, weights, javelin, helmet, shuttlecock, climbing wall*) before Ss complete the task.

Exercise 7

- When Ss have finished, check answers with the class.

Exercise 7

- Fast finishers exercise: Ask Ss to categorize the words in exercise 1 into sports they have played, sports they don't like and sports they would like to play.

Listening and Speaking

Exercise 8 100

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions carefully before they discuss in pairs what they can see in each photo and where the people are.
- Play the audio while Ss listen. Play the audio again while they complete the task.

Exercise 9 101

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions. Ask them to think about what words they might hear. Explain that this will help them complete the task correctly.
- Play the audio while Ss listen. Play the audio again while they complete the task.
- Ask Ss what words in the audio helped them identify the correct answer.

Exercise 10

- Read the speech bubbles together to check that Ss understand the task.
- Allow them time to think of a sport, where it is played and the necessary equipment. If necessary, Ss can make notes.
- In pairs, Ss take turns to describe their sport for their partner to guess.
- You could make this a class mingle activity. Encourage Ss to make a note of all the sports they guess correctly.

ONLINE LINK

- Teach or elicit the sport in the photo (surfing). Ask Ss if they know when it was included in the Olympic Games (2020).
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- If there is time, ask Ss to find out what sports were in the very first ancient Olympic Games and the very first modern Olympic Games.

ANSWERS

Exercise 1

1 athletics 2 badminton 3 motor racing 4 volleyball
5 climbing 6 rugby 7 weightlifting 8 cycling

Exercise 2

rugby and volleyball

Exercise 3

1 pitch 2 slope 3 court 4 track 5 gym
6 stadium

Exercise 4

Suggested answers:

court: badminton, basketball, squash, tennis

gym: climbing, weightlifting, exercise class, gymnastics,
spinning, martial arts, boxing, fencing

pitch: rugby, cricket, football, hockey

track: athletics, cycling, motor racing, horse racing, karting

Exercise 5

1 racket 2 helmet 3 net

Exercise 6

1 c 2 e 3 d 4 a 5 f 6 b

Exercise 7

1 court 2 weightlifting 3 stadium 4 motor racing
5 pitch

Exercise 8

c

Exercise 9

b

Exercise 10

Students' own answers

ONLINE LINK

In 2020: baseball / softball, karate, skateboard, sports climbing and surfing <https://olympics.com/ioc/news/ioc-approves-five-new-sports-for-olympic-games-tokyo-2020>

7b GRAMMAR: Present perfect p.94

Materials

Classroom Presentation Tool, p.94

Workbook p.73

Student's Online Practice, Unit 7 grammar

Warmer: REACTIVATE!

- Set a time limit of 30 seconds for Ss to take turns and mime as many sports from lesson 7a as they can.
- You could make this a game by asking Ss to allow themselves one point for every sport they guess. The student with the most points is the winner.

Grammar presentation

Exercise ①

- Write *bus pass* on the board and ask Ss to discuss what it means. Elicit and, if necessary, explain it is something that allows you to travel on a bus without paying.
- When Ss have read the dialogue, check the answer.

Exercise ②

- Tell Ss to read the grammar box. Check understanding of how the present perfect is formed by asking Ss to complete the following: *I have ...*. Make sure Ss use the past participle.
- When Ss have completed the task, check answers with the class.

INCLUSIVE CLASSROOM Explain that many of the most common verbs in English have irregular past forms. Tell Ss that they have to learn these in the same way that they learn new vocabulary – by practising and writing example sentences with them.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to write the past simple forms of the verbs in exercise 2.

Exercise ③

- Tell Ss to read the *LOOK!* box. Check understanding by asking Ss to explain the difference between *They've been to the USA.* and *They've gone to the USA.*
- Allow Ss to work in pairs to complete the task if necessary.

Grammar practice

Exercise ④

- Before Ss complete the task, tell them to identify the four regular verbs.
- Elicit the past participle forms, asking Ss to spell them.

Exercise ⑤

- Remind Ss that they wrote the past participle forms of the verbs in brackets in exercise 4.

Exercise 5 ⚡

- Fast finishers exercise: Ask Ss to write present perfect sentences with *lift* and *ski*.

Exercise 6

- If necessary, allow Ss to work in pairs to complete the task.

Speaking

Exercise ⑦

- Allow Ss time to make a list of all the activities they have done today. Then, ask them to make present perfect sentences. Monitor, making sure they use *have* and the past participle.
- When Ss have discussed with a partner, invite them to tell the rest of the class what they have done today.

ANSWERS

Exercise 1

half an hour

Exercise 2

1 bought 2 done 3 gone 4 had 5 locked 6 lost

Exercise 3

1 been 2 gone 3 been 4 gone

Exercise 4

done, gone / been, lifted, skied, tried, walked, won

Exercise 5

1 've tried 2 've done 3 've walked 4 has won

5 has gone

Exercise 6

1 My teacher has skied in France and Italy.

2 We've run five kilometres this morning.

3 He's jumped further than anyone else.

4 They've lifted more weights than me.

Exercise 7

Students' own answers

7c LISTENING AND VOCABULARY: Parts of the body and injuries p.95

Materials

Classroom Presentation Tool, p.95
Teacher's Resource Centre, Unit 7 flashcards
Audio Tracks 102–105
Workbook p.74
Teacher's Resource Centre, Unit 7 five-minute test
Student's Online Practice, Unit 7 vocabulary

Warmer: YOUR WORLD

- Ensure Ss understand *injure* and *injury* before they discuss the question.
- Ask Ss if they have ever had an injury in school. If so, encourage them to tell the class what happened.

Vocabulary presentation

Exercise ① 102

- Allow Ss time to complete the task.
- Ss listen to the answers and see if they are correct. Ask them to repeat.

Exercise 2

- Go through the injury words in the box. Check for understanding by asking Ss if they have ever broken a bone or sprained an ankle.
- Tell Ss to read the *LOOK!* box before they complete the task.
- Ask them to then find out the noun and past participle forms of the verbs in the blue box.

Exercise 3 103

- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

Vocabulary practice

Exercise ④

- Allow Ss time to complete the task, then check answers.

Exercise 4 ⚡

- Fast finishers exercise: Ask Ss to write sentences to describe the following body parts: *ankle, elbow, toe*.

Exercise 5

- Explain that Ss must use either the noun, past simple or past participle form of the words in the box.
- When Ss have finished, ask them to compare their answers in pairs.

INCLUSIVE CLASSROOM With **less confident Ss**, go through each sentence and elicit if a noun, past simple or past participle is needed.

Listening

Exercise ⑥ 104

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions carefully before they answer the questions with their own ideas.
- Play the audio while Ss listen. Play the audio again while they complete the task.

Exercise ⑦ 105

- You could ask Ss to put the steps in order before you play the audio for them to check their answers.

Speaking

Exercise 8

- Demonstrate the task by role-playing with a strong student.
- When Ss have finished, ask them to swap roles.

ANSWERS

Exercise 1

1 ankle 2 toe 3 leg 4 knee 5 arm 6 finger
7 wrist 8 elbow 9 shoulder

Exercise 2

1 injured 2 swollen 3 twisted

Exercise 3

1 V 2 N 3 V 4 V 5 N 6 V

Exercise 4

1 shoulder 2 Fingers 3 wrist 4 knee 5 leg

Exercise 5

1 bruise 2 cut 3 broken 4 swollen 5 injure

Exercise 6

1 the medical room 2 your parents 3 move them
4 to hospital

Exercise 7

1 c 2 b 3 a

Exercise 8

Students' own answers

7d GRAMMAR: Present perfect negative and interrogative

pp.96–97

Materials

Classroom Presentation Tool, pp.96–97

Workbook p.75

Teacher's Resource Centre, Unit 7 five-minute test

Student's Online Practice, Unit 7 grammar; Unit 7 discussion

Warmer: REACTIVATE!

- Set a time limit of 30 seconds for Ss to complete the task in pairs. Allow **less confident Ss** to write the past participles, but encourage **more confident Ss** to complete the task orally.

Grammar presentation

Exercise ①

- When Ss have completed the task, ask if any famous people went to their school.

Exercise ②

- Give Ss time to read the grammar box individually. Check understanding by asking Ss *Have you visited London?* Make sure Ss answer with either *Yes, I have* or *No, I haven't*.
- Allow Ss time to complete the task, then elicit.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to write a present perfect question they would like to ask Sian Owens.

INCLUSIVE CLASSROOM Write the following on the board and ask **less confident Ss** to make the sentences negative: *I have been to Mexico. She has eaten fish. They have done their homework. He has gone to school.* When they have finished, check and ask Ss to translate the sentences into their own language.

Exercise ③

- Give Ss time to read the questions before they complete the task.

Exercise 4

- If necessary, do the first one together on the board as an example.
- When Ss have finished, ask them to compare their answers in pairs. Encourage them to correct any of their partner's mistakes, if necessary.

Exercise ⑤

- Allow Ss time to read the *LOOK!* box then ask: *Have you ever eaten sushi?* If the answer is negative, encourage Ss to answer with *not ... yet*.
- When Ss have completed the task, check answers. Then, tell them to ask and answer items 2 and 6 in pairs.

Speaking

Exercise 6

- If necessary, elicit the past participle forms of the verbs and write them on the board. Then, Ss take turns to ask and answer the questions in pairs.

- Invite Ss to tell the class anything surprising they found out.

Grammar practice

Exercise ⑦

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions carefully. Ask how many words can go in each gap (three).
- Allow them time to read the dialogue and ignore the gaps. Then ask *Who has sprained a wrist?* (Kate)
- Ask them to read the dialogue again and complete the gaps.
- Check answers with the class.

Exercise ⑧

- Before Ss complete the task, remind them of the position of *ever*.
- When they have finished, ask them to ask and answer the questions in pairs.

Exercise 8 ⚡

- Fast finishers exercise: Ask Ss to write one or two more present perfect questions with *ever*.

Exercise ⑨

- You may want to make this an oral task. If so, monitor and make a note of any mistakes you hear. At the end of the task, write the mistakes on the board for the class to correct.

Exercise ⑩

- Elicit the correct position of *yet* before Ss complete the task.
- Use the same procedure as exercise 9 to make this an oral activity.

Exercise 11

- Explain that Ss can use either *not* or *not ... yet* in the negative sentences.
- Allow them to work in pairs to complete the task then check answers with the class.

INCLUSIVE CLASSROOM To help **less confident Ss**, elicit the past participle of each verb and write it on the board.

Exercise 12

- Allow Ss time to complete the task before they ask and answer the questions in pairs.

Speaking

Exercise 13

- Before Ss complete the task, review past simple questions on the board – (question word) + *did* + subject + base form of the verb. Explain that we use the past simple to get more information after we have asked a present perfect question. If necessary, give Ss an example.
- Demonstrate the task with a student.
- In pairs, Ss take turns to ask and answer about sports and other activities. Monitor and make a note of any mistakes for class correction after Ss have completed the task.

ONLINE LINK

- In pairs or small groups, Ss discuss the question.
Encourage them to agree on three things they would all like to do.
- When Ss have finished, have a class discussion.

TEACHING WITH DIGITAL Encourage Ss to use the Online Practice Discussion Room for this activity. Remind them of the rules of engaging in an online forum and check they understand the need for polite responses.

ANSWERS

Exercise 1

She teaches rugby. / Because she's forgotten the French she learned at school.

Exercise 2

Questions: How long have you been a coach? Have you ever coached a team for a major championship? Have you chosen to stay with the same team? Have you started yet?
Negatives: No, I haven't. I've never needed to use it until now. I haven't found a teacher yet.

Exercise 3

1 e 2 c 3 b 4 d 5 a

Exercise 4

1 Yes, they have. 2 Yes, I have. 3 Yes, I have.
4 No, we haven't. 5 No, I haven't.

Exercise 5

1 never 2 ever 3 yet 4 never 5 yet 6 ever

Exercises 6, 12, 13 and ONLINE LINK

Students' own answers

Exercise 7

1 Have you tried 2 haven't won 3 haven't played
4 Have you heard 5 haven't told 6 hasn't sprained

Exercise 8

1 Have you ever sprained your wrist?
2 Have you ever camped in a national park?
3 Have you ever skied down a mountain?
4 Have you ever played sport for a school team?
5 Have you ever swum in a lake?
6 Have you ever been hiking in Scotland?
7 Have you ever broken your arm or leg?
8 Have you ever run in a marathon?

Exercise 9

1 No, I've never sprained my wrist.
2 No, I've never camped in a national park.
3 No, I've never skied down a mountain.
4 No, I've never played sport for a school team.

Exercise 10

5 No, I've haven't swum in a lake yet.
6 No, I haven't been hiking in Scotland yet.
7 No, I haven't broken my arm or leg yet.
8 No, I haven't run in a marathon yet.

Exercise 11

1 I've brushed my teeth, but I haven't had a shower.
2 I haven't learned the English vocabulary, but I have written an essay.
3 I've made my bed, but I haven't tidied my room.
4 I haven't bought a present for Grandma, but I have sent her a card.
5 I've watched TV, but I haven't been to the gym.

7e EVERYDAY ENGLISH: Checking and confirming p.98

Materials

Classroom Presentation Tool, p.98

Teacher's Resource Centre, Unit 7 Everyday English video

Audio Tracks 106–108

Workbook p.76

Teacher's Resource Centre, Unit 7 Everyday English worksheet

Student's Online Practice, Unit 7 Everyday English

Warmer: YOUR WORLD

- Ask Ss the question and elicit answers. Write all ideas on the board.
- In pairs, Ss discuss which of the ideas is the most and least effective. Ask Ss to explain why before they tell the rest of the class.

Exercise ① 106

- Before Ss complete the task, check understanding of the following words and expressions: *feel like doing something, sporty, wherever, speak up, membership card*.
- Ss read and listen to the story and complete the task. Alternatively, show the class the video of the story.

Comprehension

Exercise 2

- Ss re-read the story before they discuss if the sentences are true or false with a partner.
- Elicit the answers from the class.

Exercise ③ 107

- Give Ss a few moments to think about their answers individually before they compare and discuss with a partner.
- Elicit ideas and write on the board.
- Play the audio or video for Ss to listen or watch and check their answers.

Exercise 4 108

- Allow Ss time to read the useful phrases in the box before they find them in the story in exercise 1.
- Play the audio and get Ss to repeat.

INCLUSIVE CLASSROOM Write *Can you say that again more slowly, please?* and *Can you play tennis?* on the board. Explain that *can* has a different function in the two examples. Put Ss into mixed-ability pairs to discuss how they are different (polite request and ability).

Speaking

Exercise ⑤

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions. Ask them to then look at the order options below and read the sentences in each order. The correct one is the order that makes the most sense.
- Check answers with the class.

Exercise ⑥

- Before Ss do the task in pairs, allow them time to prepare individually. Encourage them to think about how they are going to ask for clarification.

ANSWERS

Exercise 1

Because they haven't been there before / signed up yet.

Exercise 2

- 1 F (She wants Harry to go to the sports centre.)
- 2 F (He is Elsa's brother.)
- 3 F (Her second name is Potts.)
- 4 T

Exercises 3 and 6

Students' own answers

Exercise 4

What did you say?

Can you speak up, please?

I said ...

What was that?

Could you repeat it, please?

Of course. Its ...

How do you spell that?

Is it with a double ... ?

That's right.

Can you say that again, please?

Exercise 5

b

7f READING: Working out meaning from context p.99

Materials

Classroom Presentation Tool, p.99

Workbook p.77

Student's Online Practice, Unit 7 reading

Warmer: YOUR WORLD

- Put Ss into pairs and give them one minute to discuss the question.
- Elicit some ideas from the class and write them on the board. Then, have a vote to find the most effective way of finding out what a new word means.
- Alternatively, if dictionaries are available, write the following words on the board: *cattle*, *ambition*, *chapter* and *arrow*. In pairs, Ss race to find out what each word means.

Reading skill

- Allow Ss time to read the box individually. Explain that using context to work out the meaning of a new word helps Ss' reading comprehension, as well as increasing their vocabulary.

Exercise ①

- Allow Ss time to complete the task, in pairs if necessary.
- Elicit the answers, encouraging Ss to explain which words in the first column helped them.

Exercise ②

- When Ss have finished, check answers. Then ask them what they think *odd jobs* means (small, various jobs, often those that you do at home).

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to find out what the three extra synonyms mean.

INCLUSIVE CLASSROOM If **less confident Ss** find the exercise too difficult, allow them to use a dictionary to help them.

Exercise 3

- Write the following on the board and ask Ss to match with the words in the blue box: *give examples*, *difference*, *contrast*, *addition*, *reason* (give examples – such as, difference – unlike, contrast – but, addition – as well as, reason – because).
- Do the first as an example, then allow Ss time to complete the task.
- Check answers with the class.

Exercise 4

- If there is time after Ss have completed the task, teach or elicit *false friend* (a word that looks the same in two languages but has different meanings).
- Ask Ss to find out the Polish for the following words: *closet*, *eventually*, *chef*, *dress*, *extra*, *brat*, *data*.

Comprehension

Exercise ⑤

- Allow Ss time to read the text and complete the task.

INCLUSIVE CLASSROOM Ask **more confident Ss** to write a summary of the text if there is time. Alternatively, this can be set as a homework task.

ANSWERS

Exercise 1

1 c 2 e 3 d 4 b 5 a

Exercise 2

1 friends 2 far away 3 somewhere to stay 4 often
5 interested in

Exercise 3

1 but 2 such as 3 as well as 4 because 5 unlike

Exercise 4

badminton, baseball, karting, rugby, squash

Exercise 5

1 gekon 2 Antarctica 3 insectivorous
4 during the day 5 communicate with noises

7g WRITING: A blog post p.100

Materials

Classroom Presentation Tool, p.100

Workbook p.78

Teacher's Resource Centre, Unit 7 writing project

Warmer: YOUR WORLD

- Teach *New Year's resolution* and elicit the typical resolutions that people make.
- Set a time limit of one minute for Ss to ask and answer the questions in pairs.
- Invite Ss to share their ideas.

Writing preparation

Exercise ①

- Ask Ss if they write a blog or if there are blogs they often read. If so, ask them to give the class more details.
- Teach or elicit the following words and expressions: *follower, update, step, keep going*.
- Allow Ss time to read the first part of the blog and answer the questions.
- Ss discuss their answers in pairs.

Exercise 2

- Allow Ss time to complete the task, then compare answers with a partner.
- Check answers with the class.

Exercise 3

- Allow Ss time to read the tip box before they complete the task.
- Check answers with the class.

TEACHING WITH DIGITAL If you have the technology available, go online and find more blogs. Ask Ss to check if they follow the ideas in the tip box.

Writing project

Exercise ④

- Ss follow the instructions to write a blog post about something they want to change.
- **Choose** Ss decide what they want their blog to be about. Tell them to use the ideas in their Student's Book or allow them to use their own ideas.
- **Make notes** Tell Ss to make notes about the steps they will follow.
- **Write** Ss use their notes to write their blog post. Tell them to include different formatting, photos or illustrations and links to other sites.

Exercise 5

- Ask Ss to check that their partner has used the ideas in the tip box as well as checking their spelling and grammar.
- Ss then create a final draft of their blog post.

Exercise 6

- Ss present their blog post to the rest of the class. Encourage the others to listen and think of one question they would like to ask.
- When Ss have finished, display the blog posts around the classroom and ask Ss to look at them and decide which is the most visually appealing and which is the most persuasive.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Elicit the answers, then ask if Ss are going to make any resolutions next New Year.

ASSESSMENT FOR LEARNING In pairs, Ss discuss what they found easy and what they found difficult about the lesson. Get some feedback from the class and, if necessary, find the time to review things Ss found difficult.

ANSWERS

Exercises 1 and 4–6

Students' own answers

Exercise 2

b

Exercise 3

1 Hi followers – welcome back!

2 bold, bullets

3 local games café

ONLINE LINK

<https://discoverhappyhabits.com/new-years-resolution-statistics/#2021-statistics>

7h CULTURE LINK: Two national sporting awards p.101

Materials

Classroom Presentation Tool, p.101

Teacher's Resource Centre, Unit 7 culture video

Audio Track 109

Workbook p.79

Warmer: YOUR WORLD

- Give Ss one minute to discuss the question in pairs or small groups. Encourage them to explain why they like that particular sportsperson.

CULTURE NOTE Below are some additional details about the content of the lesson.

The Paralympic Games are held a short time after the Summer Olympics and the Winter Olympics. They are sporting competitions for athletes with disabilities.

The idea for the Paralympic Games came from a doctor called Sir Ludwig Guttman, who wanted to organize a sports event for injured British soldiers. The first games took place at a hospital in the south of England in 1948. They were first known as the *Stoke Mandeville Games for the Paralyzed* (after the name of the hospital and local town) and the only event was archery. Four years later, competitors from around the world were invited to Stoke Mandeville to take part in the games. It was then decided that the games should take place in the country hosting the Summer Olympics.

The first international event was in Rome, Italy, in 1960 (the first winter version of the games was in Seoul, South Korea, in 1988) and the name changed to the Paralympic Games in 1976.

Today, more than 4,000 competitors from all around the world take part in events such as athletics, swimming, triathlon, wheelchair basketball and rowing. Archery from the very first games is still an event.

Exercise 1 109

- In pairs, Ss read their text. Suggest that they make notes of the most important information.
- Encourage Ss to use the context of the text to work out the meaning of any unknown words.

Exercise 2

- Tell Student A to do sentences 1–3 while B does 4–6.
- Alternatively, Ss tell their partner about their text before they each complete the whole task. If they made notes, allow Ss to refer to them.

Exercise 3

- Ss answer the questions. If necessary, allow them to read the other text in exercise 1 before they begin.

Exercise 4

- Allow Ss time to discuss the question in pairs. Encourage them to give reasons for their answers.
- Have a class discussion. Allow Ss time to give their opinion, but encourage the rest of the class to comment if they disagree.

Exercise 5

- Allow Ss time to think about the question before they discuss in pairs.

TEACHING WITH DIGITAL Play the video for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Ss may wish to write a short biography of a Polish paralympian.

ANSWERS

Exercise 2

1 Sweden 2 1926 3 Waclaw Kuchar 4 runner
5 Two 6 2018

Exercise 3

1 both 2 K 3 F 4 both

Exercises 4 and 5

Students' own answers

ONLINE LINK

1972

Materials

Classroom Presentation Tool, p.102

Audio Track 110

Teacher's Resource Centre, Unit 7 flashcards

Workbook p.80

Teacher's Resource Centre, Unit 7 test

Warmer: REACTIVATE!

- In pairs, Ss take turns to say a sport. Their partner has to say where the sport is played or what equipment is used.

Vocabulary

Exercise ①

- You could make this a game. Tell Ss to work in pairs. The first student in each pair to complete the activity correctly is the winner.
- Alternatively, make this an oral task. Ss take turns to read a sentence for their partner to say the correct sport.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to draw as many pictures of sports equipment as they can in a set time limit. Ss swap pictures with a partner and write the correct word.

Exercise ②

- Review body parts. You can do this with the flashcards or by pointing to the relevant part of your body and eliciting the correct word.
- Allow Ss time to complete the task.

Grammar

Exercise ③

- Review the present perfect by eliciting base forms of verbs. Write these on the board and ask Ss to say the past participle of each one. You could also ask Ss to write a positive and negative present perfect sentence for each.
- When Ss have completed the task, check answers with the class.

Exercise ④

- Review the interrogative of the present perfect before Ss complete the task.

Everyday English

Exercise ⑤

- If necessary, allow Ss to review the useful phrases on p.98 of their Student's Book.
- Ss complete the dialogue before they act it out with a partner.

Exercise ⑥ ④ 110

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions carefully. Then play the audio while Ss listen. Play it again while Ss listen and complete the task.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

ASSESSMENT FOR LEARNING Ask Ss to do the Unit 7 test from the teaching resources and set Test Yourself for homework from Online Practice Unit 7. Ask Ss to consider where they need more practice in this unit.

English in the real world

- If Ss need ideas, write the following on the board: *bog snorkelling, welly wanging and cheese rolling.*

ANSWERS

Exercise 1

1 weightlifting 2 volleyball 3 cycling 4 climbing
5 athletics 6 motor racing 7 badminton 8 rugby

Exercise 2

A leg 1 knee 2 toe 3 ankle
B arm 4 finger 5 shoulder 6 wrist 7 elbow

Exercise 3

1 has made 2 have forgotten 3 has eaten
4 have lost 5 have gone 6 've remembered

Exercise 4

1 have you enjoyed / liked 2 have you liked / enjoyed
3 have you done 4 have you been 5 have you decided

Exercise 5

1 repeat 2 up 3 spell 4 last 5 So, that's

Exercise 6

1 d 2 a 3 b 4 c (e is not needed)

Materials

Classroom Presentation Tool, p.103

Audio Track 111

Workbook p.81

Warmer: REACTIVATE!

- Invite Ss to the front of the class to mime a sport. The first student to raise a hand gets the opportunity to answer.

Rozumienie ze słuchu

Exercise 1 111

- Explain the task and remind Ss that there is one extra option they do not need.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.
- During feedback, ask Ss what words helped them complete the task.

INCLUSIVE CLASSROOM In **less confident classes**, pause the audio after each speaker and elicit the correct answer. Ask Ss what words or expressions helped them.

Znajomość funkcji językowych

Exercise 2

- Explain that Ss should read the question in Polish before they choose the correct option.
- If necessary, do the first as an example.
- When Ss have finished, check answers with the class.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to translate the questions into English.

Rozumienie tekstów pisanych

Exercise 3

- Read the *Wskazówka* box together.
- If necessary, do the first as an example and elicit what word in the text is similar to *located near (between)*.
- Allow Ss time to complete the task before they compare answers in pairs.
- Check answers, asking Ss to highlight the relevant information in the text.

Znajomość środków językowych

Exercise 4

- Ss transform the sentences using the word in capitals and up to four more words.
- If necessary, write the following on the board as an example: *She hasn't visited Australia. NEVER She ... Australia. (She has never visited Australia.)*
- When Ss have finished, check answers with the class.

Tworzenie wypowiedzi pisemnej

Exercise 5

- Before Ss write their invitation, remind them to include all the information asked for in the bullet points. Also, tell them to only write between 50–120 words.
- When Ss have finished, ask them to swap invitations with a partner. Allow Ss time to read and correct their partner's work if necessary.

ANSWERS

Exercise 1

1 e 2 b 3 a 4 d (c is not needed)

Exercise 2

1 b 2 c

Exercise 3

1 school, park 2 8 a.m. 3 30 4 Wednesdays

5 discount

Exercise 4

1 've been at home / stayed at home 2 's gone to

3 Have you ever been

Exercise 5

Students' own answers

7 GRAMMAR REFERENCE p.104

ANSWERS

Present perfect

Exercise 1

1 has travelled 2 've worried 3 've looked

4 've hated 5 has won

Exercise 2

Students' own answers

Present perfect negative and interrogative

Exercise 1

1 Have you ever done snowboarding / weightlifting?

2 Have you ever been to a foreign country?

3 Have you ever seen animals in the wild?

4 Have you ever tried weightlifting / snowboarding?

5 Have you ever visited an art gallery?

Exercises 2 and 3

Students' own answers

8 What should I do?

8a VOCABULARY: Phrasal verbs pp.106–107

Materials

Classroom Presentation Tool, pp.106–107

Teacher's Resource Centre, Unit 8 flashcards

Audio Tracks 112–113

Workbook p.82

Student's Online Practice, Unit 8 vocabulary

Warmer: YOUR WORLD

- Make sure Ss understand *rules*. Check understanding by eliciting some class rules.
- Set a time limit of one minute for Ss to discuss the question in pairs. Allow them to use their own language if necessary.
- Invite Ss to share their ideas, translating into English when required, and build up a list on the board of the most common house rules. Ask Ss to copy these rules.

Vocabulary presentation

Exercise ① 112

- Ask Ss to discuss in pairs what they can see in each picture.
- Allow them time to complete the task, then play the audio for Ss to check their answers. Play the audio again for them to repeat.
- Read the *LOOK!* box together. Tell Ss that the best way to learn phrasal verbs is by remembering them, like they do with new vocabulary, and using them as often as they can.

INCLUSIVE CLASSROOM Ask Ss to translate the phrasal verbs in exercise 1 into their own language.

Exercise ②

- When Ss have matched the definitions to the phrasal verbs, ask them to compare in pairs.
- Check answers with the class.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to write as many sentences as they can with the phrasal verbs in exercise 1.

Exercise 3

- When Ss have finished, tell them to use a dictionary to check the meaning of the following phrasal verbs: *put off, fall down, pick on*. Alternatively, set this as a homework task.

Exercise ④

- Read the *LOOK!* box together. You could write another example on the board to reinforce the information (*pick up the cat – pick the cat up*).

- Explain that sometimes a phrasal verb can and cannot be separated depending on its meaning (e.g. *take off – I took off my coat / I took my coat off* and *The plane took off*).
- Allow Ss time to complete the task. If necessary, do the second as an example as well.

MEMORIZE!

- Read the tip box together and encourage Ss to try this both in the classroom and at home. Ask them to pick something up and put it in their school bag. Encourage them to say aloud what they are doing. For homework, you could ask them to write down all the things they do at home using as many phrasal verbs as possible (e.g. *I turned up the TV, I switched off the light*, etc.). They can then read these to the rest of the class in the next lesson.

Vocabulary practice

Exercise ⑤

- When Ss have completed the task, ask them to compare their answers in pairs.

INCLUSIVE CLASSROOM Ask **more confident Ss** to identify which sentences contain a phrasal verb that cannot be separated (4 and 5). Then ask them to separate the other sentences using the correct object pronoun.

Exercise 6

- Encourage Ss to write full sentences while they are completing the task.
- Check answers with the class.

Exercise 7

- In pairs, Ss look at the odd-numbered pictures in exercise 1 and decide on the appropriate response for each.
- When Ss have finished, elicit the correct answers.

Listening and Speaking

Exercise ⑧ 113

- Play the three conversations and elicit what the problems are in each as a class. Play the audio again for Ss to check their answers.

Exercise 9

- In pairs, Ss discuss if they ever have the same problems as the speakers in exercise 8. Encourage them to explain how they solve them.
- Invite Ss to share their ideas with the class.

Exercise ⑩

- Direct Ss to the speech bubbles and elicit which picture in exercise 1 it refers to (8).
- Ask Ss to focus on the even-numbered pictures in exercise 1. In pairs, have them discuss what the new problems are and come up with appropriate responses. Monitor and help with language when required.

- When Ss have finished, invite pairs to come to the front to perform their mini-dialogues to the class. Invite the others to say what they think of the responses given and suggest better alternatives where appropriate.

ONLINE LINK

- Ask Ss to suggest a topic that they would like to research and write ideas on the board, e.g. *road safety, family house rules*. Alternatively, choose a topic and write it on the board.
- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task. Encourage them to write the phrasal verbs down and check the meaning of any they don't know.
- When Ss have finished, ask them to share their answers with the rest of the class.

TEACHING WITH DIGITAL Ask Ss to use the words *children* or *young people* when searching on the topic, it will ensure the sites suggested are appropriate for them and also make the language more accessible.

ANSWERS

Exercise 1

1 switch on 2 switch off 3 fall asleep 4 wake up
5 put on 6 take off 7 pick up 8 put down 9 look at
10 look for 11 turn up 12 turn down

Exercise 2

1 pick up 2 turn up 3 look for 4 wake up 5 take off
6 switch on

Exercise 3

1 on 2 down 3 asleep 4 at 5 up 6 down 7 off

Exercise 4

1 Please pick them up.
2 Can you switch it on?
3 I need to take it off.
4 Now look at it.
5 Can I turn it up?
6 I'm going to put them on.

Exercise 5

1 up 2 on 3 off 4 for 5 at 6 down

Exercise 6

1 e 2 a 3 d 4 c 5 b

Exercise 7

1 b 2 f 3 d 4 e 5 a 6 c

Exercise 8

1 b 2 e 3 c (a and d are not needed)

Exercises 9, 10 and ONLINE LINK

Students' own answers

8b GRAMMAR: *should* and *shouldn't*

p.108

Materials

Classroom Presentation Tool, p.108

Audio Track 114

Workbook p.83

Student's Online Practice, Unit 8 grammar

Warmer: REACTIVATE!

- Set a time limit of one minute for Ss to complete the task in pairs. Then, ask Ss what each phrasal verb means.

Grammar presentation

Exercise ①

- Before Ss read the online advice forum, check understanding of: *trouble, advice, lively*.
- When Ss have read the forum, elicit the problem. Then, in pairs, Ss discuss the advice given. Ask them to decide which is the best. Elicit ideas.

Exercise ②

- Tell Ss to read the grammar box. Encourage Ss to complete the sentences from memory, then ask them to look back in the text to check their answers.

Exercise ③

- Read the *LOOK!* box together. Tell Ss that the negative is *ought not to*.

Exercise 3 ⚡

- Fast finishers exercise: Ask Ss to rewrite the sentences in exercise 2 with the correct form of *ought to*.

Grammar practice

Exercise ④

- Ss complete the task before they practise the dialogues in pairs. Encourage Ss to use the correct form of *ought to* to complete the dialogue.

INCLUSIVE CLASSROOM Encourage **more confident Ss** to tweak the dialogues by giving different advice.

Exercise 5 🎧 114

- Play the first part of the audio and elicit the problem.
- Play the rest of the audio while Ss listen and identify the remaining problems. Ask them to compare in pairs then check answers as a class.

Exercise 6 🎧 114

- When Ss have identified the advice, check answers with the class.

Speaking

Exercise ⑦

- Before Ss complete the task, do the first as a class. Elicit the advice and write on the board. Encourage Ss to use the correct form of *should* and *ought to*.

Exercise ⑧

- When Ss have finished, invite them to share their advice with the rest of the class.

ANSWERS

Exercise 1

He has a lot of trouble getting up early in the morning for school.

Suggested answers (one of the following):

switch on a bright light, play some lively music (and turn up the volume), have a shower, go to bed early (with a hot drink), switch off his phone

Exercise 2

1 should 2 shouldn't

Exercise 3

1 should 2 ought 3 to 4 shouldn't

Exercise 4

1 a should, b shouldn't 2 a should, b shouldn't

3 a shouldn't, b should

Exercise 5

Jenna: Her best friend is very quiet and seems sad. She won't tell Jenna what's wrong.

Jake: He's having trouble with maths. He has a new teacher, and doesn't understand anything. He looks for answers on the Internet and asks his friends, but he can't do it. He needs to pass his maths exam.

Dora: She's not very organized. She sometimes forgets to do things.

Exercise 6

Amy to Jenna: You should look for somewhere quiet to talk to her and say that you are going to call a helpline or speak to an adult about her. Tell her she really should talk to someone.

Ahmed to Jake: You really should try talking to your teacher. You shouldn't be nervous. You can ask a parent to speak to him, if that's easier.

Tom to Dora: You shouldn't use different pieces of paper. You should get a small diary. Write what you need to do and the day you need to do it. Leave it by your bed, pick it up and check it every day. Or you can use your phone for notes.

Exercises 7 and 8

Students' own answers

8c LISTENING AND VOCABULARY: Accidents and how to avoid them p.109

Materials

Classroom Presentation Tool, p.109
Teacher's Resource Centre, Unit 8 flashcards
Audio Tracks 115–119
Workbook p.84
Teacher's Resource Centre, Unit 8 five-minute test
Student's Online Practice, Unit 8 vocabulary

Warmer: YOUR WORLD

- Make sure Ss understand *fire practice* before they complete the task in pairs. Elicit ideas from the class.

Vocabulary presentation

Exercise ① 115

- Set a time limit for Ss to complete the task then play the audio for Ss to check their answers. Play the audio again for Ss to repeat.

Exercise ② 116

- You could make this an oral task. In pairs, Ss take turns to read out a sentence while their partner finds the correct word.
- Play the audio for Ss to check their answers. Play the audio again for Ss to repeat, focusing on pronunciation.

Exercise ③ 117

- Ask Ss to quickly read the task. Ask what is being described (*fire practice*).
- Check Ss understand the expressions in the box before they do the task.
- Play the audio for Ss to check their answers, then ask if this is similar to *fire practice* in their school.

Vocabulary practice

Exercise ④

- Allow Ss time to complete the task before they compare answers in pairs.

Exercise 4 ⚡

- Fast finishers exercise: Ask Ss to write similar sentences with the following: *speed limit, first-aid kit, zebra crossing*.

Exercise 5

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions carefully. Explain that they need to use the expressions from exercise 3.
- When Ss have completed the task, elicit the correct answers.

Listening

Exercise ⑥ 118

- This is a Repetitorium-style exam question.
- Tell Ss to read the instructions and think about what words they may hear.

- Play the audio while Ss listen. Play it again while Ss complete the task.

Exercise 7 119

- Encourage Ss to complete the task from memory. If so, play the audio for them to check their answers.

Speaking

Exercise 8

- Give Ss a copy of the audio script from exercise 6 or play the audio again for them to make notes.

ANSWERS

Exercise 1

1 accident 2 speed limit 3 emergency exit
4 first-aid kit 5 bucket 6 ladder

Exercise 2

1 cycle path 2 ambulance 3 zebra crossing
4 traffic lights 5 fire 6 smoke alarm

Exercise 3

1 Don't 2 calm 3 silly 4 sensible

Exercise 4

1 traffic light 2 emergency exits 3 cycle path
4 accident 5 Ladders

Exercise 5

1 be 2 Don't be 3 calm

Exercise 6

b

Exercise 7

1 F (She speaks to the ambulance service.)
2 T
3 T
4 F (She has fallen off her bike.)
5 F (The advice is not to move her.)

Exercise 8

Students' own answers

8d GRAMMAR: *must* and *mustn't* + *have to* and *don't have to* pp.110–111

Materials

Classroom Presentation Tool, pp.110–111

Audio Tracks 120–122

Workbook p.85

Teacher's Resource Centre, Unit 8 five-minute test

Student's Online Practice, Unit 8 grammar; Unit 8 discussion

Warmer: REACTIVATE!

- Set a time limit of 30 seconds for Ss to complete the task. The winner is the student with the most words in each pair. This can either be an oral task or a written task, depending on the class.
- Elicit and write the words on the board.

Grammar presentation

Exercise 1

- Allow Ss time to complete the task. Elicit ideas and check answers as a whole class.

Exercise 2

- Give Ss time to read the grammar box.
- Check understanding by asking Ss to describe one of their rules at home using *must* or *mustn't*. Allow Ss to use the house from the Warmer activity in lesson 8a.
- Elicit ideas, making sure Ss use the base form of a verb after *must* or *mustn't*.
- Then, Ss complete the sentences and match them to the signs in exercise 1.

Grammar practice

Exercise 3

- Allow Ss time to complete the task individually before they compare answers in pairs.
- Check answers with the class.

Exercise 3 ⚡

- Fast finishers exercise: Ask Ss to make a sign similar to those in exercise 1 for sentences 1, 2 or 3. Ss swap pictures with a partner to guess.

Exercise 4 120

- Tell Ss they are going to hear four conversations. Play the first conversation and ask Ss to identify the sign.
- Play the remaining three conversations while Ss complete the task. Ask them to compare answers with a partner then check answers with the class.

Exercise 5 120

- Ss write out the sentences from the prompts. If necessary, play the audio again with pauses.
- When Ss have finished, play the audio again for them to check their answers.

INCLUSIVE CLASSROOM Put Ss into mixed-ability pairs and ask them to discuss where they might see each sign.

Speaking

Exercise 6

- Allow Ss time to think of two rules each for at school and at home with *must* and *mustn't*.
- In pairs, Ss take turns to say their rules.

INCLUSIVE CLASSROOM Allow **less confident Ss** to write their rules in pairs. They can then do the speaking part of the activity with another partner.

Exercise 6 ⚡

- Fast finishers exercise: Ask Ss to write rules for the following places: *swimming pool, train station, library*.

Grammar presentation

Exercise 7

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions carefully. Check for understanding by asking Ss how many texts match two sentences (one).
- When Ss have completed the task, elicit the correct answers.

Exercise 8

- Give Ss time to read the grammar box individually. Check understanding by writing the following on the board and asking Ss to discuss in pairs what the sentence means: *I have to wake up early during the week, but I don't have to wake up early at the weekend*.
- Direct Ss to the sentences and discuss the example. Do the second as an example, too, if necessary.

Grammar practice

Exercise 9

- If necessary, go through each sentence together and identify if it expresses an obligation (*have to*) or the lack of obligation (*don't have to*).

Exercise 10

- Go through the **LOOK!** box together and check Ss understand the difference between *mustn't* (prohibition) and *don't have to*. If necessary, ask them to translate the sentences into their own language.
- Allow Ss time to work in pairs to complete the task. Alternatively, do this as a whole class activity.

INCLUSIVE CLASSROOM In classes of **more confident Ss**, put them into pairs and ask them to imagine they are parents. Ask them to write new rules for their children using *must*, *mustn't*, *have to* and *don't have to*. Then, Ss swap partners and take turns to tell their new partner the rules.

Exercise 11 121

- This is a Repetitorium-style exam question.
- Ask Ss to read the instructions carefully. Then go through the notes and elicit what type of information is needed

in each gap (1 place, 2 person, 3 person, 4 time, 5 type of club).

- Play the audio while Ss listen. Then, play the audio again while they complete the task.

Exercise 12 122

- Encourage Ss to answer the question from memory. Then, play the audio for them to check their answers.

ONLINE LINK

- In pairs or small groups, Ss complete the task. Encourage them to explain their answers.

TEACHING WITH DIGITAL Remind Ss to be polite and kind with people online, as they would be face-to-face. Ask them what they should do if they feel bullied online.

ANSWERS

Exercise 1

a at school b on a road c at a zebra crossing
d in a museum e in a zoo f on a pavement

Exercise 2

1 mustn't, f 2 mustn't, e 3 must, b 4 mustn't, d
5 must, c 6 must, a

Exercise 3

1 mustn't 2 must 3 mustn't 4 must 5 must

Exercise 4

1 e 2 b 3 a 4 d (c and f are not needed)

Exercise 5

- 1 You must talk quietly.
- 2 You mustn't play music loudly.
- 3 You must climb down safely.
- 4 You mustn't throw rubbish away carelessly.

Exercise 6

Students' own answers

Exercise 7

1 C 2 A 3 A 4 B

Exercise 8

- 1 You have to work Monday to Friday.
- 2 You have to be able to use computer systems.
- 3 You don't have to have experience.
- 4 You have to be over 16.
- 5 You have to speak English.

Exercise 9

1 has to 2 has to 3 don't have to 4 have to
5 doesn't have to

Exercise 10

- 1 You mustn't switch that on!
- 2 You don't have to finish the exercise.
- 3 You mustn't get up.
- 4 He doesn't have to turn down the music.
- 5 Shh! You mustn't be noisy in here!

Exercise 11

1 the dentist 2 Claire 3 Jake 4 3 p.m.
5 photography

Exercise 12

Tuesday and Thursday

8e EVERYDAY ENGLISH: Persuading and encouraging p.112

Materials

- Classroom Presentation Tool, p.112
- Teacher's Resource Centre, Unit 8 Everyday English video
- Audio Tracks 123–125
- Workbook p.86
- Teacher's Resource Centre, Unit 8 Everyday English worksheet
- Student's Online Practice, Unit 8 Everyday English

Warmer: YOUR WORLD

- Make sure Ss understand the difference between *talk* as a noun and a verb. Set a time limit of one minute for Ss to discuss the question in pairs or small groups.

Exercise ① 123

- Write the story title on the board and elicit or explain what *try* means. Ask Ss for suggestions of what happens in this episode. Accept all ideas.
- Ss read and listen to the story and check their suggestions. Alternatively, show the class the video of the story.
- Elicit the answer to the question.

CULTURE NOTE The word *Outback* refers to the enormous interior regions of Australia. It is one of the largest remaining areas of the planet preserved in its natural state, mostly without any human constructions. Indigenous Australians have been living in the Outback for at least 50,000 years, and retain a very close cultural link to the wilderness to this day.

Comprehension

Exercise 2

- When Ss have completed the task, check answers with the class, asking Ss to quote the relevant part of the story to support their answers.

Exercise ③ 124

- Use the Think-Pair-Share technique. Give Ss a few moments to think about their answers individually before they compare and discuss with a partner.
- Play the audio or video for Ss to listen or watch and check their answers.

Exercise ④ 125

- Ss read the useful phrases in the box and find them in the dialogue.
- In pairs, Ss discuss what the expressions mean. Elicit translations.
- Play the audio and get Ss to repeat.

Speaking

Exercise ⑤

- Allow Ss time to think about ways to persuade or to encourage someone to try each activity. Remind Ss to use appropriate phrases from the useful phrases box.

INCLUSIVE CLASSROOM Spend a few minutes talking through one of the activities as a class. Elicit phrases for persuading and encouraging from Ss and write on the board.

Exercise ⑥

- Allow Ss time to prepare their dialogues using the chart before they role-play them with a partner.

Exercise 7

- Ask for volunteers to perform their dialogues in front of the class.

ANSWERS

Exercise 1

To give a class presentation on Australia.

Exercise 2

- 1 T
- 2 F (Jed doesn't like Lily's presentation idea.)
- 3 F (Alfie disagrees with Jed.)
- 4 F (Jed doesn't know his grandma is coming to visit him.)

Exercises 3 and 5–7

Students' own answers

Exercise 4

You really have to ...

You must ...

I think you should ...

What have you got to lose?

Come on, you can do it!

Go on.

Give it a try.

Don't give up!

8f READING: Formal and informal language p.113

Materials

Classroom Presentation Tool, p.113

Workbook p.87

Student's Online Practice, Unit 8 reading

Warmer: YOUR WORLD

- Put Ss into pairs or small groups to discuss the question. Encourage them to think how they say hello and goodbye to each of the groups of people, both in their own language and in English.
- Elicit Ss' ideas and write on the board.

Reading skill

- Allow Ss time to read the box individually. If Ss have any queries, encourage classmates to help them.
- To practise this, ask Ss if the following text types are usually formal or informal: a text message to a friend (informal), a job application (formal), a school report (formal), a postcard (informal).

Exercise ①

- Go through the words and expressions in the first column and check understanding. Elicit what each means. If Ss are unsure, you could ask them to find these in the relevant Everyday English lesson to help them.
- Allow Ss time to complete the task before they compare answers in pairs.

Exercise ②

- Allow Ss time to complete the task, then check answers with the class. Ask Ss to explain their answers.

ASSESSMENT FOR LEARNING When you ask Ss to explain their answers, you could get them to use higher order thinking skills. For example, ask them why a sentence is formal or informal as well as asking them to think about the situation in which they might hear that particular sentence.

Exercise 3

- Ask Ss to read the text and elicit where they might find it (on a noticeboard, etc.). Ask who might have written the text (a student).
- Go through the words in the box and check for understanding. Then, allow Ss time to complete the task before you check answers with the class.

Comprehension

Exercise ④

- Check Ss understand the following words and expressions: *run low*, *warn*, and *the far end*.
- Ask Ss to read the text and complete the task. Elicit, explaining that this is a more formal version of the text in exercise 3. Ask who might have written it (a teacher).

Exercise 5

- Set a time limit for Ss to complete the task. Encourage **more confident Ss** to answer the questions from memory.

INCLUSIVE CLASSROOM If Ss feel they need more practice to identify formal and informal texts, ask them to go through their Student's Book to assess the formality of each reading text.

ANSWERS

Exercise 1

1 h 2 g 3 i 4 d 5 b 6 c 7 a 8 f 9 j 10 e

Exercise 2

1 a F, b I 2 a I, b F 3 a F, b I 4 a I, b F 5 a I, b F

Exercise 3

1 Check out 2 cool 3 at home 4 chill out 5 mags
6 put them back

Exercise 4

formal

Exercise 5

1 play loud music
2 printer ink and paper
3 students wearing headphones
4 to (the far end of) the playground
5 a teacher
6 not allowed

8g WRITING: A set of rules p.114

Materials

Classroom Presentation Tool, p.114

Workbook p.88

Teacher's Resource Centre, Unit 8 writing project

Warmer: YOUR WORLD

- Check that Ss understand *annoy* before they ask and answer the question in pairs. Encourage them to explain why these rules annoy them.
- Invite Ss to share their ideas with the class.

Writing preparation

Exercise ①

- Check Ss understand the following: *check, else, apron, oven gloves*.
- Ss read the rules and answer the question. Ss then compare their ideas in pairs and explain why.

Exercise 2

- If necessary, do the first as an example. Read it aloud and elicit if it is an obligation, prohibition, advice or optional (advice).
- Allow Ss time to complete the task then check answers with the class.

Exercise 3

- Allow Ss time to read the tip box individually. Before Ss answer the question, check that they understand *courtesy*.
- When Ss have finished, ask them to compare their answer with a partner.

Writing project

Exercise ④

- Ss follow the instructions to write a set of rules.
- **Choose** Ss choose a situation, either from the box or they can use their own ideas.
- **Make notes** Tell Ss to make notes about their situation, thinking of the obligations, what is prohibited, what the advice is and what isn't necessary. Also, ask them to consider safety and courtesy.
- **Write** Ss use their notes to create a first draft of their rules.

INCLUSIVE CLASSROOM Before Ss begin the writing task, elicit class rules and write them on the board. Encourage Ss to use *must, mustn't, have to, don't have to, should, shouldn't* and *ought to*. Go through each rule and ask if it is to do with obligation, prohibition, advice or optional.

Exercise 5

- As well as spelling and grammar, ask Ss to check that their partner has used vocabulary from the unit correctly.
- Ss then create a final draft of their description.

Exercise 6

- Ss take turns to present their rules to their partner then the rest of the class.

- Ask Ss to consider if they agree or disagree with each set of rules.
- When all Ss have finished, have a show-of-hands vote to find out which set of rules is the most important.

ONLINE LINK

- Ask Ss to form groups with at least one computer or smartphone between three.
- Give groups time to complete the task.
- Ss think what advice they could give to stop these common accidents from happening.

ANSWERS

Exercise 1

c

Exercise 2

1 A 2 A 3 O 4 O 5 P 6 ~ 7 A 8 O 9 A

Exercise 3

both

Exercises 4–6

Students' own answers

ONLINE LINK

falling objects, falls and slips, bruises, sprains, cuts, burns
<https://www.benenden.co.uk/be-healthy/lifestyle/10-most-common-accidents-in-the-home-and-how-to-treat-them/>

8h CULTURE LINK: Australia

factfile p.115

Materials

Classroom Presentation Tool, p.115

Teacher's Resource Centre, Unit 8 culture video

Audio Track 126

Workbook p.89

Warmer: YOUR WORLD

- Either ask Ss to discuss the question in pairs / small groups or have a class discussion. Elicit contributions from the class and build up a list of famous Australian things on the board. If Ss have a lot of ideas, you could group them together in categories, such as food, animals, people, etc.

CULTURE NOTE Below are some additional details about the topic mentioned in the lesson.

The country of **Australia** occupies the entire mainland of the Australian continent as well as the island of Tasmania and a number of other small islands. It is completely surrounded by the Pacific Ocean. The Australian continent was formed millions of years ago and, because it has existed in isolation since that time, the plant and animal life that evolved in Australia is very different from other parts of the world. The country has no official language. Today, English is used in all areas of life, although Australia also has significant communities of Chinese, Arabic, Vietnamese and Italian speakers. Of the 500 Aboriginal languages that existed at the time the Europeans established their colonies in Australia, only around 20 remain spoken in daily use today.

Exercise ①

- Allow Ss time to try and complete any missing information using their own general knowledge.

Exercise ② 126

- Elicit what happened in the story in lesson 8e. Remind Ss about Jed's presentation about Australia if necessary.
- Play the audio for Ss to complete the factfile or check their answers.

Exercise ③

- Put Ss into pairs and assign them a text. Ask them to read and use the headings to make notes.
- When Ss have finished, ask them to summarize to their partner using the headings and their notes.

Exercise 4

- Elicit some responses from around the class and invite comments from other Ss.

Exercise 5

- You could use the Think-Pair-Share technique and ask Ss to discuss their ideas with a partner.

TEACHING WITH DIGITAL Play the video *New Zealand* for Ss to watch. They can complete the video activities in their Workbook.

ONLINE LINK

- Give Ss time to complete the task in pairs or small groups.
- When they have finished, ask Ss to present what they discovered to the rest of the class.

ANSWERS

Exercises 1, 4, 5 and ONLINE LINK

Students' own answers

Exercise 2

1 Australia 2 Canberra 3 Sydney 4 dollar
5 English 6 cold 7 rainy 8 football

Exercise 3

Student A's answers:

Size: sixth largest country in the world

Continent: Australia

Wildlife: kangaroos, koalas, 36 types of poisonous spider,
20 types of poisonous snake

Famous natural places: Uluru / Ayers Rock, Great Barrier Reef

Student B's answers:

Aboriginal people: arrived in Australia 50,000 years ago
from Asia

Explorers landed: from the Netherlands in 1606

When the British arrived: 1770

Finding gold: in 1851, people found gold in Australia

8i REVISION p.116

Materials

Classroom Presentation Tool, p.116

Teacher's Resource Centre, Unit 8 flashcards

Workbook p.90

Teacher's Resource Centre, Unit 8 test

Warmer: REACTIVATE!

- Put Ss into two teams and say a verb. The student who raises a hand first has the opportunity to say a preposition or adverb to make a correct phrasal verb and earn their team a point. If they are incorrect, a player from the other team can be invited to say a correct phrasal verb. The winning team is the one with most points after a few rounds.

Vocabulary

Exercise ①

- Allow Ss time to complete the task in their notebooks.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to choose one of the phrasal verbs and write a definition of it. In pairs, Ss take turns to read their definition for their partner to guess the phrasal verb.

Exercise ②

- Use the flashcards to review the vocabulary.
- You could do this task orally. Ask Ss to close their books and read out a word from the first column. Ss have to write the correct word to complete the danger and safety words.
- Check answers with the class.

Grammar

Exercise ③

- Review *should* and *shouldn't* on the board and when the words are used. Elicit a few examples from Ss.
- When Ss have completed the task, check answers with the class.

Exercise ④

- Review *must* and *mustn't* if necessary, before Ss complete the task.

INCLUSIVE CLASSROOM To help **less confident Ss**, write the following verbs on the board for them to use in their sentences: *turn, take, eat or drink, stop, walk*.

Everyday English

Exercise ⑤

- This is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and the dialogue carefully before they complete the task. If necessary, allow Ss to review the useful phrases on p.112 of their Student's Book.

- When Ss have completed the task, elicit the correct answers.

Exercise ⑥

- When Ss have finished, ask them to compare answers in pairs.

Self-assessment

Exercise ⑦

- Ss draw the emoji that best reflects their achievement against every task in this lesson.

English in the real world

- When Ss have completed the task, ask if any of them can perform CPR.

ANSWERS

Exercise 1

1 off 2 on 3 down 4 up 5 for

Exercise 2

1 d 2 f 3 e 4 b 5 a 6 g 7 c

Exercise 3

- You shouldn't go to bed late.
- You should use an alarm clock.
- You shouldn't spend it all.
- You should make a sandwich.
- You should talk to her.

Exercise 4

- You must turn right.
- You mustn't take photos.
- You mustn't eat or drink.
- You must stop.
- You mustn't walk on the grass.

Exercise 5

1 really well 2 can do it 3 Don't give up 4 to lose
5 That's the spirit!

Exercise 6

3, 1, 2, 6, 5, 4

8j REPETYTORIUM p.117

Materials

Classroom Presentation Tool, p.117

Audio Track 127

Workbook p.91

Warmer

- In pairs, Ss take turns to mime or draw a phrasal verb for their partner to guess.

Rozumienie ze słuchu

Exercise 1 127

- Tell Ss they will hear a conversation twice. Ask them to read the questions and think carefully about what information and words they need to listen for.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

INCLUSIVE CLASSROOM Pause the audio at relevant intervals to allow **less confident Ss** to answer the questions. Encourage **more confident Ss** to answer the questions during the first listen of the audio. Then, they can check their answers when you play the audio again.

Znajomość funkcji językowych

Exercise 2

- Ask Ss to read the instructions and elicit a summary of the activity.
- Allow Ss to work in pairs to complete the task, then check answers.

Rozumienie tekstów pisanych

Exercise 3

- Read the *Wskazówka* box together before Ss read the two texts. Elicit the answer and ask Ss to explain why the other two options are incorrect.

Znajomość środków językowych

Exercise 4

- Elicit *in the foreground*.
- Set a time limit for Ss to look at the photo and think about what they can see in it.
- If necessary, remind Ss they only need to use one word in each gap to complete the text.

Tworzenie wypowiedzi pisemnej

Exercise 5

- Remind Ss they need to include all the points in the list in their email and it mustn't be longer than 120 words.
- When Ss have written their email, ask them to swap with a partner. Ss check their partner's work to make sure it includes all the points and it is within the word count.

ANSWERS

Exercise 1

1 b 2 c 3 a

Exercise 2

1 ought to / should say 2 mustn't / shouldn't eat
3 don't have to / need to wash up

Exercise 3

b

Exercise 4

1 accident 2 background 3 ambulance 4 talking

Exercise 5

Students' own answers

8 GRAMMAR REFERENCE

Should and shouldn't

Exercise 1

- 1 should 2 shouldn't 3 shouldn't 4 should
5 shouldn't

Exercise 2

Suggested answers:

- 1 You should join an after-school club.
- 2 You shouldn't go to bed late.
- 3 You should look for the first-aid kit.
- 4 You should tell the police.
- 5 You should listen to English pop songs.
- 6 You shouldn't leave the light on.

Exercise 3

Students' own answers

must and mustn't + have to and don't have to

Exercise 1

- 1 You mustn't walk on the grass.
- 2 Do we have to eat this pizza?
- 3 I must be out of the bathroom before 8 a.m.
- 4 Do they have to get up early? (Must they get up early?)
- 5 She doesn't have to stay in today. (She mustn't stay in today.)

Exercise 2

Students' own answers

Cumulative review 1–2

1–2 CUMULATIVE REVIEW pp.120–121

Materials

Classroom Presentation Tool, pp.120–121

Teacher's Resource Centre, Units 1 and 2 flashcards

Audio track 128

Warmer: REACTIVATE!

- Divide the class into two teams and appoint a captain for each team.
- The teams look back through units 1–2 to find vocabulary to either mime or describe.
- The teams take turns sending a student to the front of the class to mime or describe a word. The opposing team discusses what the word might be before the captain answers.
- The winning team is the one that guesses most words correctly.

Vocabulary

Exercise 1

- If necessary, use the flashcards to review words for describing people.
- Allow Ss time to complete the task before they compare answers in pairs.
- Check answers with the class.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to write a description of someone they know.

Exercise 2

- Ask Ss to cover the text and ask them to describe the person in the illustration in pairs.
- Then, Ss complete the task individually.

INCLUSIVE CLASSROOM Allow **less confident Ss** to review the vocabulary on pp.8–9 of their Student's Book before they complete exercises 1 and 2.

Exercise 3 128

- Review classroom objects by pointing to things for Ss to say the correct word.
- Play the audio for Ss to listen and complete the task in their notebook.
- Check answers with the class.

Exercise 4

- Ss complete the task, then check answers.

INCLUSIVE CLASSROOM When **more confident Ss** have finished, ask them to write a definition of one of the school places in exercise 4. Ss swap with a partner to say the correct word.

Exercise 5

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and each scenario carefully.
- Give Ss time to complete the task in their notebook.

Exercise 5 ⚡

- Fast finishers exercise: Ask Ss to write a scenario in their own language that elicits one of the incorrect expressions in exercise 5.

Exercise 6

- If necessary, review extreme weather and natural disasters by describing an event and eliciting the correct word.
- Allow Ss time to complete the task before they compare answers in pairs.

Grammar

Exercise 7

- If necessary, demonstrate the task by writing the following prompts on the board and eliciting a positive and negative sentence along with an interrogative: *His mum / visit / his grandmother (His mum visits his grandmother. His mum doesn't visit his grandmother. Does his mum visit his grandmother?)*.
- Allow Ss to work in pairs to complete the task.

Exercise 8

- Review the present continuous by drawing simple pictures on the board and eliciting what is happening.
- When Ss have completed the task, ask them to act out the dialogue in pairs. Encourage **more confident Ss** to change some details of the dialogue.

Exercise 9

- Elicit the difference between the present simple and the present continuous. If necessary, allow Ss to read the Grammar reference section on p.20 of their Student's Book.
- Allow Ss to work in pairs to complete the task.

Exercise 10

- Review the past simple by asking Ss to tell a partner what they did the previous day.
- Ss complete the task, then check answers.

Exercise 11

- Allow Ss time to complete the task.

Exercise 11 ⚡

- Fast finishers exercise: Ask Ss to write as many sentences as possible using the time expressions and the correct preposition or adverb. Encourage them to use the present simple, the present continuous and the past simple.

Everyday English

Exercise 12

- This exercise is a Repetitorium-style exam question.
- Ask Ss to read the dialogue to identify the situation (asking for / giving permission).
- Ss complete the dialogue.

Exercise 13

- Ss choose the correct option to complete the sentences.

Self-assessment

Exercise 14

- Ask Ss to read the sentences and consider which are true for them. Then, Ss compare in pairs.
- Read aloud each sentence and ask Ss to raise a hand if it applies to them. Make a note of how many hands there are after each sentence. If there aren't many, find the time to review the relevant language.

ANSWERS

Exercise 1

2 b 3 a 4 c

Exercise 2

2 freckles 3 nose 4 smile

Exercise 3

2 projector 3 coursebooks 4 dictionaries
5 bookshelf

Exercise 4

2 playground 3 library 4 classroom

Exercise 5

1 a 2 c 3 b

Exercise 6

2 thunder 3 forest fires 4 Volcanic eruptions
5 earthquakes 5 tsunamis

Exercise 7

2 Sophie doesn't like pizza.
3 Do you go to school early?
4 Mateusz swims at the weekends.
5 I don't sleep in a tent.
6 Are they scared of dogs?

Exercise 8

2 'm looking for 3 are (you) looking 4 'm not buying
5 'm hiking 6 is coming

Exercise 9

2 's got 3 's wearing 4 works 5 loves 6 plays
7 's practising 8 's concentrating

Exercise 10

He needed help. He didn't speak Polish, so he used his hands. A student asked him if he was English and he said yes. He told the student that he'd lost his money and couldn't find his phone. The student took him to the police station.

Exercise 11

on, at, in

Exercise 12

1 can / could 2 course 3 OK 4 ahead

Exercise 13

1 Poor you! 2 Oh no! 3 matter

Exercise 14

Students' own answers

Cumulative review 1–4

1–4 CUMULATIVE REVIEW pp.122–123

Materials

Classroom Presentation Tool, pp.122–123

Teacher's Resource Centre, Units 1–4 flashcards

Audio track 129

Warmer: REACTIVATE!

- Write the following on the board: *I was walking home when ...*. Elicit the verb tense (past continuous) and what other tense is needed to complete the sentence (past simple).
- Set a time limit of one minute for Ss to complete the sentence with their own ideas.
- Ss compare in pairs then share their sentences with the class. Tell the class to keep their sentences for later in the lesson.

Vocabulary

Exercise 1

- If necessary, use the flashcards to review the vocabulary from units 1–4. You can do this by displaying them on the board or around the classroom and eliciting the correct word.
- Allow Ss time to complete the task before they compare answers in pairs.
- Check answers with the class.

Exercise 2

- Ss complete the task individually before they compare answers in pairs.
- Check answers with the class.

Exercise 2 ⚡

- Fast finishers exercise: Ask Ss to add more words to each column in the table.

Exercise 3

- Write *special offers* on the board. Elicit what it means and ask Ss to shout out any special offers words and expressions they remember.
- Allow Ss time to complete the task before you check answers with the class.

Exercise 4

- Ss complete the task, then check answers.

Exercise 5 🎧 129

- Ask Ss to cover the column on the right and have them discuss in pairs the type of food you can buy in each place.
- Elicit a few suggestions then play the audio for Ss to check.
- If necessary, play the audio again for Ss to complete the activity.

Exercise 6 ⚡

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions carefully. Check understanding by asking them what they have to do.
- Give Ss time to complete the task then check answers.

Grammar

Exercise 7

- If you did the Warmer activity, ask Ss to refer back to their sentences. Elicit which is the longer activity (the past continuous one) and which activity interrupts it (the past simple one). If you didn't do the Warmer activity, write a past continuous / past simple sentence on the board and follow the same procedure.
- Allow Ss to work in pairs to complete the task.

INCLUSIVE CLASSROOM If necessary, allow Ss to review the Grammar reference sections on pp.48 and 62 before they complete the Grammar section.

Exercise 8

- If necessary, go through each sentence with the class to identify the subject and subject pronoun. Elicit the corresponding reflexive pronoun, but don't write on the board.
- Allow Ss time to complete the task before they compare answers in pairs.

Exercise 9

- This exercise is a Repetitorium-style exam question.
- Ask Ss to read the instructions. Then, in pairs, ask them to look at the photo and discuss what they can see happening. Encourage them to think about what the man is doing, where he is and what they can see.
- When Ss have finished the task, check answers with the class.

Exercise 10

- Allow Ss time to complete the task then check answers with the class.
- Ss complete the task, then check answers.

INCLUSIVE CLASSROOM Pair **less confident Ss** with **more confident Ss** to complete the activity together. Ask the **more confident Ss** to explain why the incorrect option is not possible in each sentence.

Exercise 11

- Set a time limit for Ss to complete the task before they compare answers in pairs.

Everyday English

Exercise 12

- Ss choose the correct option to complete the sentences.

Exercise 13

- Read the dialogue together. At each option, ask Ss to identify the language function (1 refusing; 2 asking politely; 3 agreeing).
- Ss complete the dialogue then act it out in pairs.

Self-assessment

Exercise 14

- Ask Ss to read the sentences and consider which are true for them. Then, Ss compare in pairs.
- Read aloud each sentence and ask Ss to raise a hand if it applies to them. Make a note of how many hands there are after each sentence. If there aren't many, find the time to review the relevant language.

ANSWERS

Exercise 1

- 1 takeaway 2 card machine 3 tablet 4 strawberries
5 projector 6 food van 7 carrots 8 till

Exercise 2

School places: classroom, hall, library, playground

Places to eat: café, drive-through, food court, restaurant

Exercise 3

- 1 for 2 off 3 sale 4 offers 5 half

Exercise 4

- 1 changing room 2 gift card 3 withdraw 4 change
5 browsing 6 tap

Exercise 5

- 1 c 2 d 3 a 4 b 5 e

Exercise 6

- 1 isn't on sale
2 hasn't got a beard
3 I could eat
4 is it raining
5 It's raining
6 pay with cash
7 the changing room
8 self-service
9 beef or pork
10 nosy

Exercise 7

- 1 was studying
2 rang
3 was trying
4 arrived
5 said
6 replied
7 were talking
8 came
9 was just calling
10 answered

Exercise 8

- 1 myself 2 itself / himself / herself 3 themselves
4 herself 5 yourself 6 ourselves

Exercise 9

- 1 shopping 2 some 3 any 4 lot

Exercise 10

- 1 While, saw 2 many 3 On, was 4 wasn't
5 at, yourself 6 a few

Exercise 11

- 1 c 2 d 3 a 4 b 5 e

Exercise 12

- 1 You're not supposed to 2 Always 3 Be careful not to
4 Never 5 Don't let anyone 6 Be sure to

Exercise 13

- 1 Sorry, I can't at the moment. 2 could you
3 Happy to.

Exercise 14

Students' own answers

Cumulative review 1–6

1–6 CUMULATIVE REVIEW pp.124–125

Materials

Classroom Presentation Tool, pp.124–125

Teacher's Resource Centre, Units 1–6 flashcards

Audio track 130

Warmer: REACTIVATE!

- Before the lesson, write as many new words from units 1–6 as there are Ss in your class on individual pieces of paper. Fold each piece of paper and put them into a hat or a bag.
- Ask Ss to take one of the pieces of paper at random and come to the front of the class to draw a picture on the board that describes the word. The rest of the class has to guess the word.

Vocabulary

Exercise 1

- In pairs, Ss take turns to point to an item in the photo for their partner to say the correct word.
- Elicit the answers by calling out numbers 1–5.

Exercise 2

- If necessary, complete the table together with the first four words.
- Allow Ss to work in pairs to complete the task. Explain that two of the words can be both nouns and verbs (*download* and *upload*).
- Check answers with the class.

Exercise 3

- You could make this a race. Put Ss into pairs and set a time limit for them to complete the task. The student in each pair who finishes first is the winner.

Exercise 4 130

- Explain the task to Ss. Then, put them into pairs to brainstorm what words and expressions they might hear.
- Play the audio while Ss listen. Ask if they heard any of their words or expressions.
- Play the audio again while Ss complete the task.

Exercise 5

- When Ss have finished, ask them to label the other picture in each pair (1 *drone*; 2 *car park / parking*; 3 *milkshake*; 4 *café*; 5 *clock*).

Exercise 6

- Review prepositions of place by asking Ss about where things are in their town or city. If necessary, write the following prepositions on the board to prompt Ss (*to the left / right, on the corner of, under, in the middle of, beside, not far from*).
- Allow Ss time to complete the task, then check answers.

Exercise 6

- Fast finishers exercise: Ask Ss to write sentences with the following: *near, over, opposite*.

Grammar

Exercise 7

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions carefully. If necessary, review *will* and *going to* before Ss complete the task. Alternatively, allow them time to read the Grammar reference section on p.76.
- Give Ss time to complete the task, then check answers.

Exercise 8

- Brainstorm adjectives with the class and write as a list on the board. Then, in pairs Ss write the comparative and superlative form of each adjective. Elicit, asking Ss to spell out the correct forms.
- Allow Ss to work in pairs.

Exercise 9

- Allow Ss time to complete the task before they compare answers in pairs.

INCLUSIVE CLASSROOM In **less confident classes**, elicit the comparative or superlative form of the adjective in brackets in each sentence. Then, remind Ss they need to complete the gaps with the adverb form.

Exercise 10

- Ask Ss if they know the person in the picture (William Shakespeare). Then, elicit all that the class knows about him.
- Write *a/an, the* and *zero article* on the board. Allow Ss time to read the Grammar reference section on p.90 before you elicit when each article is used.
- Set a time limit for Ss to complete the task.
- Elicit the answers, asking Ss to explain why the other articles are incorrect.

Exercise 11

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions. Check understanding by asking how many words are not needed.
- Ask Ss to complete the task individually before they compare answers in pairs.
- Check answers with the class.

Everyday English

Exercise 12

- Ss choose the correct option to complete the sentences.

Exercise 13

- This exercise is a Repetitorium-style exam question.

- Allow Ss time to read the instructions carefully. If necessary, allow them to refer back to the Everyday English sections in each unit to help them.
- Check answers with the class.

Self-assessment

Exercise 14

- Ask Ss to read the sentences and consider which are true for them. Then, Ss compare in pairs.
- Read aloud each sentence and ask Ss to raise a hand if it applies to them. Make a note of how many hands there are after each sentence. If there aren't many, find the time to review the relevant language.

ANSWERS

Exercise 1

1 screen 2 printer 3 mouse 4 keyboard 5 tablet

Exercise 2

Nouns: bridge, charger, e-reader, games console, lightning, scanner, software, timetable, underground, website

Verbs: attach, browse, download, go online, log on, share, tap, try on, upload, withdraw

Exercise 3

1 station 2 food van 3 art gallery / museum
4 library 5 aquarium 6 playground 7 bridge
8 tourist information office

Exercise 4

1 shopping 2 food 3 sightseeing 4 paying
5 technology 6 places to eat or drink

Exercise 5

1 b 2 a 3 b 4 b 5 a

Exercise 6

1 middle 2 of 3 beside 4 not far 5 under 6 left

Exercise 7

1 don't think machines will
2 's not going to be
3 will you have
4 are you going to write
5 'll help you
6 aren't going to stay

Exercise 8

1 My grandma is younger than my grandad.
2 You are the worst actor in the world!
3 She is the shortest (smallest) player on the basketball team.
4 I am not as intelligent as my brother.
5 London is colder than Los Angeles.
6 We are the best students in the school.

Exercise 9

1 worse 2 more carefully 3 better, the best
4 more slowly 5 earlier 6 the furthest

Exercise 10

1 the 2 – 3 a 4 the 5 The 6 an 7 a 8 the
9 a 10 – 11 a 12 –

Exercise 11

1 d 2 f 3 b 4 a

Exercise 12

1 You should 2 Let me help you 3 kind
4 I think I'll be fine

Exercise 13

1 how to get to / the way to 2 over 3 ahead 4 right
5 that's it 6 welcome

Exercise 14

Students' own answers

Cumulative review 1–8

1–8 CUMULATIVE REVIEW pp.126–127

Materials

Classroom Presentation Tool, pp.126–127

Teacher's Resource Centre, Units 1–8 flashcards

Audio tracks 131–132

Warmer: REACTIVATE!

- Explain that Ss are going to create a word chain with as many words from Link VI as possible.
- Give the student closest to you a piece of paper. Ask them to write any word they remember from the book on the left-hand side of the paper. They then pass it to their partner, who writes a word beginning with the last letter of the previous word.
- Continue until every student has written on the piece of paper.

Vocabulary

Exercise 1

- Allow Ss time to complete the task, then they compare answers in pairs.
- Check answers with the class.

Exercise 1 ⚡

- Fast finishers exercise: Ask Ss to draw a picture of one of the compound nouns in exercise 1. Ss swap pictures with a partner and write the correct compound noun.

Exercise 2

- Ss complete the task individually before they compare answers in pairs.
- Check answers with the class, encouraging Ss to explain why each word does not belong in the group.

Exercise 3 🎧 131

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and the three questions. Ask them to think about what words and expressions they might hear.
- Play the audio while Ss listen. Ask them how many of their words and expressions they heard.
- Play the audio again while Ss complete the task.

Exercise 4

- Ss complete the task, then check answers.

INCLUSIVE CLASSROOM Allow **less confident Ss** to use a dictionary to complete the task.

Encourage **more confident Ss** to write sentences with the incorrect phrasal verbs from exercise 4.

Exercise 5

- In pairs, Ss take turns to point to a photo for their partner to say the correct word.

- Encourage Ss to cover the word box before they begin the task.

Grammar

Exercise 6

- Review the present perfect with the class. Elicit how it is formed (*have / has (not) + past participle of a verb*) and when it is used (to talk about past events that are relevant in the present).
- If necessary, do an example with the class.
- When Ss have finished, check answers.

INCLUSIVE CLASSROOM It may be necessary to test Ss on their knowledge of past participles. Dictate some verbs and elicit the past participle form of each.

Exercise 7

- Set a time limit for Ss to complete the task before they compare answers in pairs.

Exercise 8

- Before Ss complete the task, ask them about the emergency services in their own country.
- When they have finished, elicit the correct answers.

Exercise 9

- This exercise is a Repetitorium-style exam question.
- Ask Ss to read the instructions carefully. Then, do the first as an example. Elicit the correct answer and ask Ss to explain why (b – past continuous / past simple sentence with *when*).
- When Ss have finished the task, check answers with the class. Encourage Ss to explain their answers.

Exercise 10

- Allow Ss time to complete the task, then check answers with the class.

Everyday English

Exercise 11

- Ss choose the correct option to complete the sentences.
- Then, put Ss into pairs to role-play the dialogue. Encourage them to use their own name.

Exercise 12 🎧 132

- This exercise is a Repetitorium-style exam question.
- Allow Ss time to read the instructions and the reactions carefully.
- Play the audio while Ss listen.
- Play the audio again while Ss listen and complete the task.

Self-assessment

Exercise 13

- Ask Ss to read the sentences and consider which are true for them. Then, Ss compare in pairs.

- Read aloud each sentence and ask Ss to raise a hand if it applies to them. Make a note of how many hands there are after each sentence. If there aren't many, find the time to review the relevant language.

ASSESSMENT FOR LEARNING Ask Ss to think about their progress over the course of the academic year. Encourage them to draw on a piece of paper a smiley emoji if they think they have progressed, or a neutral emoji if they think they have remained the same. Ask them to write their name on the paper and collect them as the Ss leave the room. Assess each against your own appraisal of the Ss to see if they match up.

ANSWERS

Exercise 1

1 c 2 j 3 g 4 a 5 e 6 b 7 i 8 f 9 d 10 h

Exercise 2

1 net 2 twist 3 fall 4 bucket 5 opposite 6 toast

Exercise 3

1 b 2 a 3 c

Exercise 4

1 look at 2 wake up 3 switch on 4 take off
5 pick up 6 turn down

Exercise 5

1 helmet 2 bucket 3 teeth 4 track 5 bridge
6 charger 7 cash 8 dictionary

Exercise 6

- 1 What have you done?
- 2 He's been / gone for a run.
- 3 She hasn't made a cake.
- 4 Have you seen my mum?
- 5 Dad has eaten all the toast.
- 6 They've been / gone to the aquarium.

Exercise 7

1 not yet 2 ever 3 yet 4 never 5 yet 6 Never
7 ever

Exercise 8

1 ambulance 2 shouldn't 3 lost 4 cut 5 should
6 smoke alarms 7 first-aid kit 8 ought 9 accident
10 never

Exercise 9

1 b 2 c 3 a 4 c 5 c 6 b

Exercise 10

1 c 2 e 3 b 4 d 5 f 6 a

Exercise 11

1 speak up 2 say 3 catch 4 spell

Exercise 12

1 c 2 b 3 a 4 e (d is not needed)

Exercise 13

Students' own answers