

Right Here! A1 Teacher's Book

by Paola Tite with Martyn Hobbs and Julia Starr Kedde

CP 225616

© HELBLING LANGUAGES

Designed by Richard Jervis

Edited by Susannah Sallé with Rebecca Adlard and Matthew Hancock

Contents

Letter from the authors	4
Introduction	8
Teaching notes: Student's Book	
Welcome	25
Units 1&2	32
Units 3&4	48
Units 5&6	63
Units 7&8	79
Units 9&10	94
Units 11&12	108
Bonus lessons	122
Interculture	134
Teaching notes: Skills Book	
Reading skills	138
Listening skills	140
Viewing skills	148
Speaking skills	154
Writing skills	155
Word skills	158
Workbook key	161

Key to icons



Audio files available on the e-zone



Cross-reference to print material



Extra activities in e-book+



Content available on the e-zone

Letter from the authors

Dear teacher,

We send you all our best wishes for your lessons and we thank you for choosing our material. We have enjoyed making it interesting, motivating and stimulating for today's teenage and young adult learners.

Motivation is the key

Teachers have often mentioned how important it is to bring their students' own world into the classroom in order to interest and motivate them. So we have sought out topics and issues that interest young people, and written photo stories that truly reflect their world and their aspirations. It is important to engage with a rich tapestry of different text types, the sort of texts students meet in their own language. There are text messages, social networking sites, comments and posts, websites and blogs. Motivation is the key. Will this really interest students? What really makes students tick? These questions have been the inspiration at all times.

Real world

Students will explore who they are and how they think, discover new things, learn about extraordinary people and places and meet real young people in many different contexts. We have searched for interesting stories, anecdotes and articles to stimulate young people's imagination, get them talking, learning new things and thinking about familiar things in new ways. They will find out about the experience of ordinary students living in different countries, pick up tips for making the most of study trips, and read about unusual homes around the world, strange restaurants, films set in the classroom, extraordinary jobs, exciting summer courses, world records in the animal kingdom, and the incredible experience of Paralympians and the man who got lost in the jungle. And a great deal more!

Aiming at beginners

Right Here! A1 is for real beginners, giving students all the competences and skills they need while developing their confidence and allowing them a positive and rewarding first experience of learning English. They will have conversations about their lives and the lives of other people, participate actively in a variety of interactions, build up active sets of basic vocabulary, understand simple information in their listening and reading, build up their writing skills and develop a range of learning strategies.

Flexibility and options

A good coursebook should provide a service to you and your students. *Right Here!* really helps you in your teaching, and furnishes you with materials and course components that support you in all aspects of your demanding profession from the Student's Book, the Workbook, the Skills Book and the wealth of material online. Teaching hours are limited and so we want you to be able to make choices and select the best materials for your classes and skip as you see fit.

Linking communication and grammar

The syllabus combines the grammar and lexical areas you expect to cover within the CEFR framework. By working with this syllabus right from the start, communicative competencies have been linked naturally with grammar. Students progress smoothly up the levels without gaps or omissions. The course genuinely develops communicative competencies while providing you with the guarantee of solid progress. And because international exams are linked to the CEFR, the course also provides naturally integrated preparation for exams.

Accuracy and fluency

Your students need to feel comfortable with using English, learning how to communicate their ideas to get their message across fluently. But they also really need to acquire grammar and lexis so they can generate grammatical, appropriate language in real time. At all stages in their language journey with the levels of *Right Here!*, from A1 to B2 and beyond, students learn to speak confidently, and become aware that to truly make progress they need to acquire language so it can be produced naturally. With this in mind, the *Key grammar* lessons place accuracy and fluency hand in hand. Firstly students focus on improving accuracy through the acquisition of key grammar and then move on to creative and productive fluency activities. Thinking back on their performance, they reflect on any problem areas. So accuracy feeds into fluency, and fluency feeds back into accuracy.

Real communication

By focusing on the functional–situational areas from the CEFR, everyday language is brought into the heart of the classroom, linking it to areas that are of real interest to the students and their lives. Every unit has a space – *Real communication* – where the emphasis is on communication. Here students discover that the language they learn as ‘grammar’ or ‘structure’ can be used again and again in many different contexts, and that there is no such thing as ‘easy’ or ‘difficult’ because the basic building blocks that they have learnt are called upon every time they engage in communication.

Recycling and spiralling

Constant recycling of language is one of the strengths of the course. For example, *Real communication* doesn't just focus on important functional / communicative / situational areas, sometimes marginalised in other courses, but provides a breathing space for your students. It is where the language ‘spirals’ back to structures and lexis that students have already learnt, and where they can see that any particular phrase may have several communicative functions. In this way we hope to give students the confidence that they need to get by in the unpredictable world of real language use.

Real language

Stories and narrative appeal to everyone – it's part of being human. In language learning, students respond best to dialogues which deliver believable story and drama. We have taken particular care to create convincing storylines and interactions, using natural, idiomatic 21st century language. Feedback has shown that students recognise this authenticity in the dialogues and this contributes to motivation and makes learning enjoyable.

Exams

The presence of materials that help prepare students for exams such as Cambridge and Trinity is helpful right from the beginning as long as we don't lose sight of general language development. Therefore we have incorporated exam preparation in the Skills Book, but always at the appropriate language level, with a ‘soft’ approach that links exam preparation to real language skills and genuine communication. However, the Student's Book material is useful and relevant for students whether they are doing exams or not.

Letter from the authors

Skills

'More training in skills, please,' has been the request from teachers. So on top of the regular skills training and tasks already in the Student's Book, the Skills Book provides abundant graded skill-by-skill practice. Each level has 24 graded reading, listening, speaking and writing lessons, with tips and advice for a lifetime of language learning. From reading for gist to listening for specific information, from maintaining a conversation to organising a paragraph, students develop and get to use all the skills they need to become effective language users, until these essential tools become second nature.

Video for the 21st century

What better way to contextualise your learning than seeing young people just like you talking about the same topics and themes? That's why we have brought together an inspiring, expressive and diverse group of about 15 young people from all over the English-speaking world to answer our questions. Each speaker either has English as their first language, with accents from American, to Canadian, to British and 'international', or speaks English fluently as a foreign language. Their vitality and personality and their varied and thoughtful answers will give your students a window onto natural discourse, talking about topics they are familiar with.

The right words

Without the right words it is very difficult to communicate or to make progress as language learners. In this course vocabulary is developed through the teaching of contextualised lexical sets, the presentation of key words, verbs and word-building in the *Word expander* boxes, the exploration of new words in texts and the development of vocabulary learning skills, plus extra fun practice in the e-book+ to help reinforce lexical sets. In addition, the Skills Book contains a whole section on *Word skills*, giving students all the tools they need to study and remember vocabulary.

Talking about themselves

Special emphasis is placed on all the ways in which story and narrative fill our lives, from talking about our free-time activities, our family and friends, our attitude towards music and sport, our ideal job to watching films, reading stories in magazines and exchanging stories in emails and texts. All human beings want to 'tell their own story' and to listen to other people's stories. We are all heroes of our own lives and what better way to bring a foreign language to life than to use it to tell our story?

Online practice

The ideal 21st century classroom is a blended learning space, with teachers and students shifting effortlessly from print to digital e-book and interactive whiteboard, to audio and video, to the internet and apps, in an integrated online set of resources. And for that reason, this course aims to make that ideal become a reality, helping you and your students know where to find and how to access all the fantastic digital resources and multimedia which is integrated with the course. Apart from being able to access all the audio and video from the Student's Book and Skills Book, students can also find, on the e-book+, extra vocabulary, grammar, audio, video, pronunciation and exam practice, making *Right Here!* a truly blended learning experience.

Homework and assessment

All our homework tasks are designed to get students using and consolidating language to improve their learning outcomes. Personal, tailored feedback from the teacher is very important, and there are regular homework tasks that allow students to produce personalised answers. However, this can be a time-consuming way to assess basic knowledge and usage. This is where Cyber Homework can help. You can select exercises and set them for the whole class. These are then marked automatically and collated for you – job done! This assessment motivates students to deliver and tells you who is keeping up, and very importantly, if any students are struggling. The online Testbuilder is another essential tool to lighten your workload and help you with assessment. It enables you to easily tailor your own tests using our bank of test exercises. No more need to write your own tests or get out the scissors and glue!

Support for you, the teacher

To conclude, the course focuses on your students and their progress, but it also gives you, the teacher, support in preparing and conducting your lessons with the guidance and extra help in the Teacher's Book, the Testbuilder and the other extra resources online. We hope you will find the material a reliable and inspiring companion for you and your students. The Introduction on the following pages is packed with helpful guidance about the elements of the course and its components and how to use them.

With best wishes,

Julia Starr Keddle

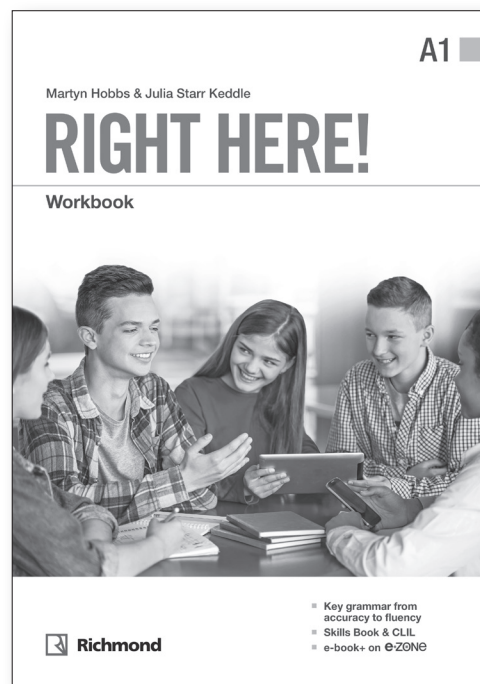
Martyn Hobbs

COURSE OVERVIEW

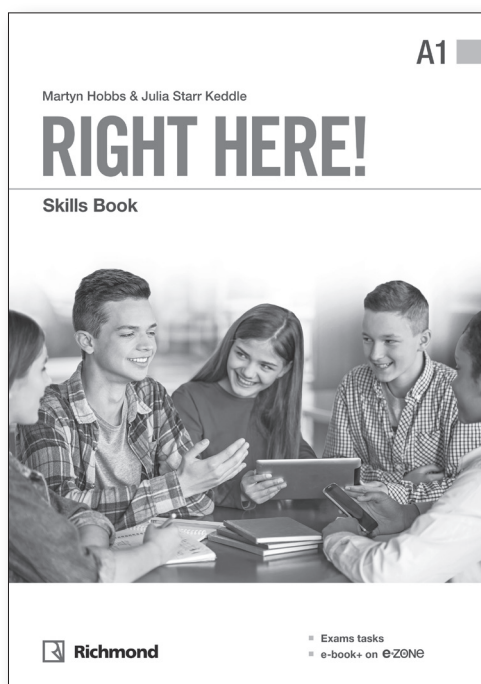
Right Here! is based on the successful English course *For Real*, updated and revised. It has been specially written to meet the requirements of upper-secondary students and to comply with the directives of the Council of Europe in the Common European Framework of Reference (CEFR). The A1 level is for real beginners, taking students steadily through the basics so they can communicate effectively in a core set of everyday situations, emerging as strong A1 users of English with a can-do attitude.



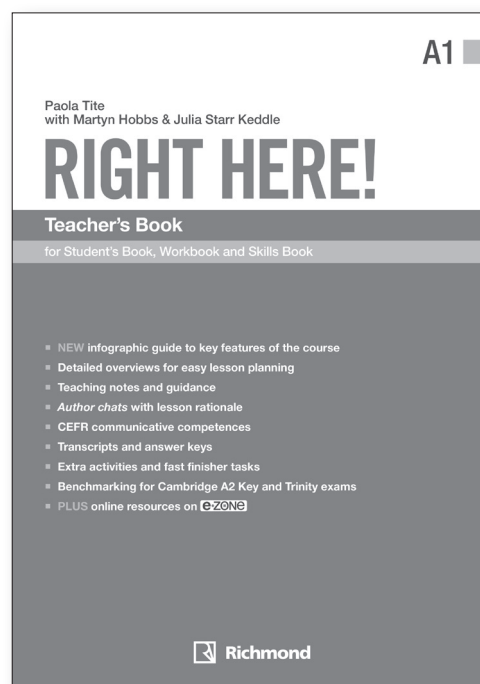
Student's Book



Workbook



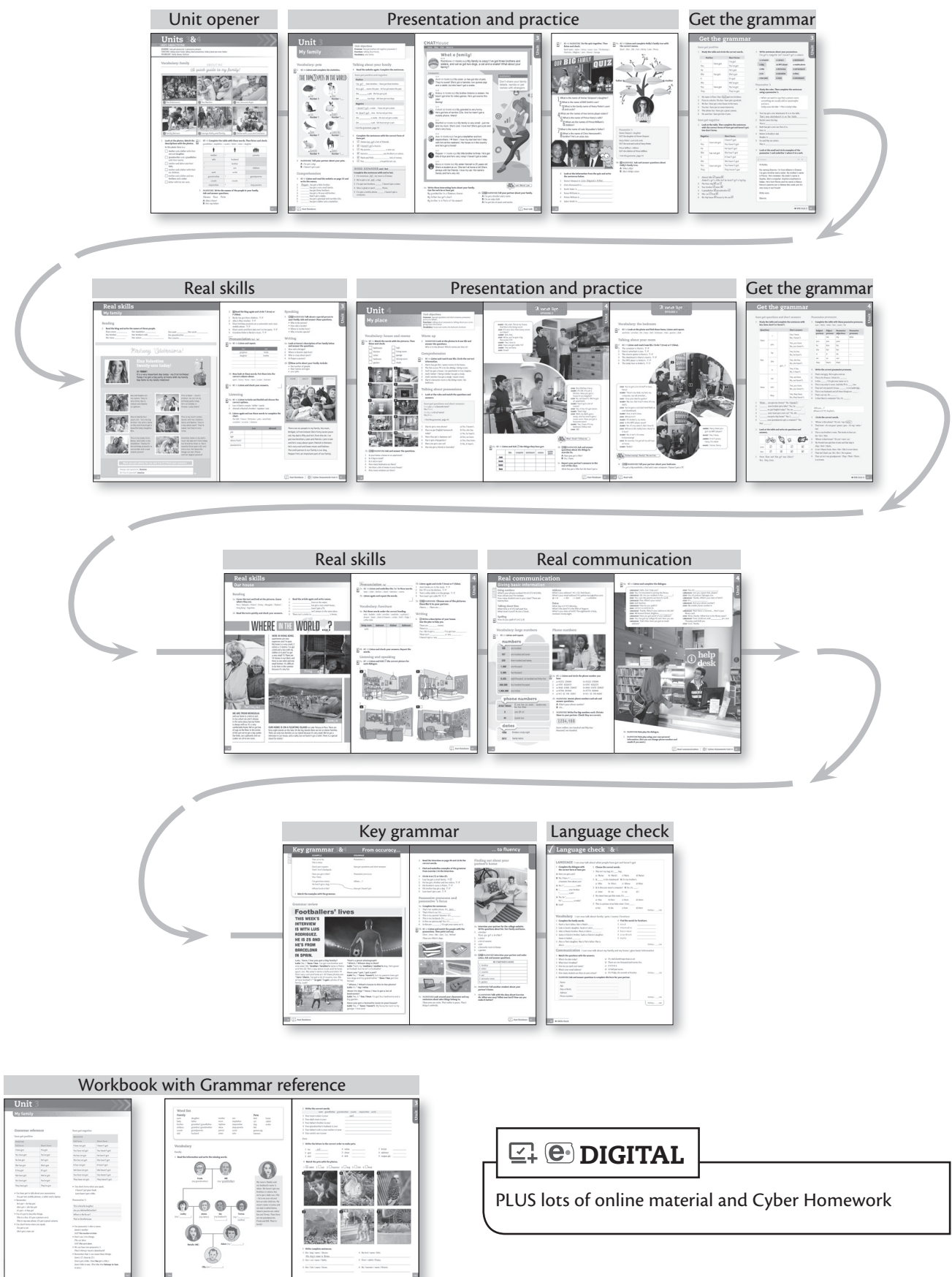
Skills Book



Teacher's Book

STUDENT'S BOOK AND WORKBOOK: FLOW OF THE LESSONS

Right Here! A1 offers six two-unit sets, each with opening and closing sections, plus Welcome and Bonus pages.



PLUS lots of online material and Cyber Homework

A CLOSER LOOK: OPENER ACTIVITIES

Get your students motivated with warm-up lessons and activities designed to break the ice and to activate students' knowledge and language skills, ready to predict and prepare for the lessons ahead of them. This is an essential part of the language lesson – a warmed-up student is ready to learn and engage.

Units 1&2

A | KEY OBJECTIVES

GRAMMAR subject pronouns, verb be all forms, possessive adjectives, there is/there are, this, that, these, those
FUNCTIONS giving and asking for information; talking about your things; hellos and goodbyes
VOCABULARY countries and nationalities; everyday things, things on and around your desk, parts of the day

Vocabulary: countries and nationalities

1 **26 Match the photos with the countries. Then listen and check.**

China Poland the US Italy Japan the UK
 Australia Turkey Brazil Spain Mexico

A IN ISTANBUL
B AMAZING AMAZON
C CUTE KANGAROOS
D AT THE WHITE HOUSE
E COFFEE TIME IN MADRID
F BEAUTIFUL ROME
G TOKYO SHOPPING
H LONDON SIGHTS
I OLD CITY OF KRANJKA
J FORBIDDEN CITY
K AZTEC TEMPLE

2 **27 Match the nationalities below with the countries in exercise 1. Listen and repeat the nationalities.**

Italy / Italian
 -an Italian
 -ese Brazilian
 -ese Japanese
 -ish Spanish
 American Chinese
 Australian Polish
 Mexican Turkish

3 **PAIRWORK Complete the sentences.**

1 _____ spaghetti.
 2 _____ flamenco.
 3 _____ is famous for kangaroos.
 4 _____ the Amazon rainforest.
 5 _____ the Great Wall.
 6 _____ kimonos.

4 **PAIRWORK Tell your partner.**
 Hi! I'm from Mexico. I'm Mexican.

13

OPENER LESSONS

At the beginning of each set of two units, there is a page of warm-up activities to inspire students for the lessons to come, stimulating their language production and proficiency. Popular with students and teachers, it is a moment to share ideas and feelings, express opinions, learn key vocabulary and explore new themes. Students are then ready for more intensive work in the following lessons.

Units 7&8

A | KEY OBJECTIVES

GRAMMAR present simple with adverbs of frequency, once, twice, three times, modal verb can, adverbs (1)
FUNCTIONS talking about frequency; talking about skills and abilities
VOCABULARY sports; jobs; sport verbs; sports equipment; play, do, go

Vocabulary: sport

1 **23 Match the words with the photos. Then listen and check.**

basketball cycling sailing swimming baseball judo gymnastics
 football rugby horse riding climbing tennis volleyball hockey

WORD EXPANDER play, do, go

1 **play** football, tennis, _____
 2 **go** swimming, horse riding, _____
 3 **do** sport, gymnastics, yoga

2 **34 PAIRWORK Talk about the sports you like.**

A I like basketball.
B I play football.
A I don't like climbing.
B I go horse riding when I'm on holiday.
A I do gymnastics.
B I watch American football.

3 **GROUPWORK** Write a list of the top five sports in your country. Compare your lists with the class.

67

Unit 11

Food and drink

Warm up

- 1 **KT PAIRWORK Ask and answer the questions.**
- A** Do you like...
 burgers? ice cream? apples? cake? sausages? banana
- B** Yes, I do. / No, I don't.
 What about you?

WARM UP

Before reading or listening, students start thinking about the topic, triggering their prior knowledge and speculating about what they are to read or hear.

A CLOSER LOOK: LANGUAGE PRESENTATION

A key part of language learning is an effective and interesting presentation stage; your students' first encounter with new language in context shapes their understanding of meaning, structure and syntax. You will find a wide range of motivating topics and text types, including a continuing storyline for some presentations.

WARM UP

Start with a speedy preparation activity.

UNDERSTANDING

Comprehension comes before looking at the new grammar points, so the first stage is to understand meaning. Engaging stories and articles get students interested in understanding the message.

CONTROLLED & FREE PRACTICE

Carefully graded activities help students get to grips with the new language. They are then ready for a simple guided production task.

Unit 2

Places and things

Unit objectives
Grammar *there is / there are; this, that, these, those; possessive adjectives*
Functions talking about your things; describing your desk
Vocabulary everyday things; things on and around your desk; places (1); parts of the day

Warm up

1 PAIRWORK Ask and answer questions about your bag. Use these adjectives.
 old | new | big | small | heavy | light.
A What colour is it? **B** It's blue.
A Is it new? **B** Yes, it is.

Vocabulary: everyday things

2a 34 Match the words below with the pictures below. Then listen, check and repeat.

keys badge money wallet driving licence bus pass
 hairbrush sunglasses chewing gum smartphone

2b Tick the things in your bag.

2c Find the names for two more things in your bag.
You What's this in English?
Teacher It's a mirror.

What's in your backpack?

We meet three students in their favourite café, busy with books and laptops. We ask them what's essential to their day. Apart from coffee!

A FINN Hi! Here's my bag. There are lots of badges on it. What's in it? Well, there's my wallet. And there are lots of books, pens and pencils. And there's my bus pass. Very important! Oh, and there are notes, chewing gum... and a sock. Yuk!

B AMIRA My backpack is very big. What's in it? There are my sunglasses and a hairbrush. There's a mirror, an umbrella, er... my keys and my phone. Are there any pens? No, there aren't! Where are my pens? Help!

C STEVEN Hi! This is my backpack. It's black. There aren't any badges on it. But there's lots of stuff in it! There are three notebooks, a diary, a pencil case and a calculator. There's a sandwich and my mobile phone. Of course!

REAL TALK stuff! Help! Yuk!

Comprehension

3a 35 Listen and read *What's in your backpack?* Match the students with their bags.

3b List the things in the students' bags.
 Finn – wallet, books, pens and pencils, bus pass, notes...

Talking about your things

4 Look at the rules below and find examples in *What's in your backpack?*

there is / there are

Positive
 There is + a/an... with singular nouns and numbers.
 There are... with plural nouns.

Negative
 There isn't... There aren't...

Questions
 Is there...? Are there (any)...?

Short answers
 Yes, there is. Yes, there are.
 No, there isn't. No, there aren't.

> Get the grammar, page 23

5 Complete the sentences.
 1 There are lots of books in my room.
 2 There is a phone on the table.
 3 There are five pens and two pencils in my pencil case.
 4 There are any students in the classroom?
 5 There is a diary on your desk?

6 36 Listen and note the things from exercise 2a in Emily's bag.

7 PAIRWORK Ask and answer questions about what's in your bag.
A Is there a phone in your bag?
B Yes, there is.
A Are there any keys in your bag?
B No, there aren't.

8 Write a description of your bag and what is in it.

Real talk 21

GRAMMAR & FUNCTION

The target language is presented by linking it to its communicative use. Students are invited to discover how it helped communicate meaning in the presentation.

REAL TALK

Up-to-date idiomatic expressions are essential for natural, fluent language use. These high-frequency phrases are picked out here and practised in the e-book+.

A CLOSER LOOK: GRAMMAR STUDY

Building up a clear understanding of a grammatical structure and understanding when to use it is a process. You will find all the stages necessary to support language acquisition from the initial exploration and discovery stage, to controlled and free classroom practice, regular reviews of key grammar, extensive grammar reference and digital practice.

GRAMMAR IN CONTEXT

The first contact with new grammar is an encounter with the language in context, with natural occurrences of the language in meaningful and interesting contexts.



Eric

20.00

Christina

20

My best friend Dominic is a great guy. We have a lot of laughs. But it's strange because we're really different! Dominic's got black hair and I've got fair hair. He's got a moustache and a beard, too. His eyes are brown and my eyes are blue. Dominic is slim but I'm very thin. What differences are there? Well, my hair is straighter than Dominic's. His hair is very curly. Dominic is shorter than I am. He's more intelligent than me, too!

My best friend Vera and I are really similar! We are both tall and we've both got brown hair. We've both got grey eyes. We also like the same things: music, dancing and films. So how are we different? Well, Vera's hair is longer. And she loves clothes. She always wears more expensive clothes than me. Vera is funnier than I am. I'm more musical than Vera. And I don't like her as much as she likes me.

2c Read the texts again and complete the sentences with the names.

- 1 Dominic has got curlier hair than Eric.
- 2 _____ is funnier than _____.
- 3 _____ has got straighter hair than _____.
- 4 _____ is more musical than _____.
- 5 _____ is shorter than _____.
- 6 _____ wears more expensive clothes than _____.

Making comparisons

3 Look at the rules and complete the examples.

Comparatives

4 Compare you and your friend.

Andres is taller than me.
I've got longer hair.
I think Monica is more friendly than me.

GRAMMAR DISCOVERY

After the comprehension stage, students discover how the grammar works in the presentation text, and learn about its communicative function, usage and basic structure.

Comparatives

- Use *than* in a comparative sentence.
Matthew is shorter than Dylan.

One-syllable adjectives

- Add *-er* to the adjective.

tall	taller
short	

Two-syllable adjectives ending in -y.

- Change *-y* to *-i* and add *-er*.

funny	funnier
curly	

Most adjectives of two syllables, and all of three or more.

- Add *more* in front of the adjective.

expensive	more expensive
intelligent	

> Get the grammar, page 113

Get the grammar

12

Unit

Comparatives

- For adjectives with one syllable, add *-er* to the adjective.
old - older
- For adjectives with two syllables and ending in *-y*, change *-y* to *-i* and add *-er*.
pretty - prettier
- For most adjectives with two or more syllables, add *more* in front of the adjective.
dangerous - more dangerous
- Some adjectives are irregular.
good - better *bad - worse*
far - further / farther
- For one-syllable adjectives that end in a single vowel + a single consonant (except for *r, w* or *x*), double the consonant and add *-er*.
big - bigger *hot - hotter*
- For short adjectives that end in *-e*, just add *-r*.
wide - wider *stronger - stronger*
- Use *than* in a comparative sentence.
Bicycles are slower than motorbikes.

1 Read the rules and write the comparative forms of the adjectives.

small	_____ smaller _____
important	_____
bad	_____
hard	_____
happy	_____
sad	_____
beautiful	_____
new	_____
good	_____
friendly	_____
interesting	_____
difficult	_____
far	_____

2 Complete the sentences with the comparative of the adjective in brackets.

- 1 This car is slower than my old one. (slow)
- 2 Your homework is _____ than mine. (bad)
- 3 A motorbike is _____ than a car. (dangerous)
- 4 My dad's _____ than my mum. (old)
- 5 English is _____ than other lessons. (good)
- 6 Surfing the internet is _____ than watching TV. (interesting)

Superlatives

- Learn superlatives and comparatives together.
fast - faster - fastest
- For adjectives with one syllable, add *-est* to the adjective.
cold - colder - the coldest
- For adjectives with two syllables and ending in *-y*, change *-y* to *-i* and add *-est*.
busy - busier - the busiest
- For most adjectives with two or more syllables, add *most* in front of the adjective.
attractive - more attractive - the most attractive
- Some adjectives are irregular.
good - better - the best *bad - worse - the worst*
far - further / farther - the furthest / farthest
- For one-syllable adjectives that end in a vowel and a consonant (except for *r, w* or *x*), double the consonant and add *-est*.
soft - softer - the softest *fat - fatter - the fattest*
- For short adjectives that end in *-e*, just add *-st*.
cute - cuter - the cutest
brave - braver - the bravest
- Always use *the* in a superlative sentence.
Whales are the biggest animals in the world.

3a Complete the questions with the correct superlative forms of the adjectives in brackets.

- 1 Who is the tallest (tall) person in the class?
- 2 What's _____ (dangerous) animal in your country?
- 3 What's _____ (bad) show on TV?
- 4 What's _____ (old) building in your city?
- 5 Who is _____ (popular) singer in your country?
- 6 What's _____ (far) you can throw a ball?
- 7 Where is _____ (cold) place on Earth?
- 8 Which is _____ (busy) city in the world?
- 9 Which is _____ (long) river in the world?
- 10 Which is _____ (hot) place in the world?

3b PAIRWORK Ask and answer the questions in exercise 3a.

WB Unit 12 113

CONTROLLED PRACTICE

Students engage in controlled practice in typical contexts to reinforce the learning process, followed by freer, personalised tasks where they express their own ideas.

GET THE GRAMMAR

This page gathers together all the grammar of the unit. Structures are re-examined inductively in more detail with tables and rules. Further practice checks understanding and reinforces learning, then freer activities give students ownership of the new language.

Key grammar 11 & 12 From accuracy...

FILE

EXAMPLE	GRAMMAR
Ross is taller than Karen.	Countable and uncountable nouns
How many grapes are there?	How much? / How many?
How much rice is there?	
There is one grape.	some / any
There are three grapes.	
There is some rice.	
I've got some bananas.	Superlatives
Have you got any chips?	
This is the tallest building in the city.	Comparatives


1 Match the examples with the grammar.

Grammar review


2 Read the article and circle the correct words.

RECORD BREAKING FACTS

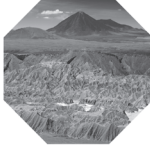
How **many / much** information do you know about our planet? Where do over a billion people live? Where do temperatures reach -94.7°C? Where does it never rain? Read on to find out **some / any** interesting facts!



How many / much people 's' are there in the world?
There are nearly 7.5 billion people in the world and that number is growing quickly. China and India both have populations of over a billion. But the country with the **more / most** people is China with 1.38 billion people. Tokyo in Japan is **bigger / the biggest** city in the world with 38 million people. Delhi in India is **smaller / the smallest** than Tokyo with 23 million people.



Where's the coldest / the coldest place on Earth?
The coldest place in the world is Antarctica. Temperatures here can go down to -94.7°C. There are **some / any** animals that live here, but there aren't **some / any** people. The village of Oymyakon in Russia is the coldest place to live in the world. In the winter, temperatures are usually about -50°C, but some days are even **colder / the coldest** than that! Fifty brave people live in this **small / smaller** village.



Where's the driest / driest place in the world?
The driest place on Earth is in Antarctica as well. There are **some / any** parts of the Dry Valleys in Antarctica where it never rains. It hardly ever rains in the Atacama Desert in Chile and Peru, but you can still find **some / any** animals and plants here.

3 Find and underline examples of the grammar from exercise 1 in the article.

4a Write questions about your three favourite facts.

4b PAIRWORK Ask and answer your questions.
A How many people are there in the world? B There are nearly 7.5 billion people.


... to fluency 12

Unit

Having a conversation

5a Quickly read the questions below and think about your answers.

5b **GROUPWORK** Take it in turns to answer the questions. Ask more questions about each topic to keep the conversation going.



20 COFFEE BREAK QUESTIONS

- 1 Introduce yourself. What's your name? How old are you? Where are you from?
- 2 Describe your classroom.
- 3 Who's your hero and why?
- 4 What's in your backpack today?
- 5 Talk about your family. Have you got any brothers and sisters? Have you got a pet?
- 6 Talk about your home. Is it old or new? Are there a lot of rooms?
- 7 Talk about your room. Is it big or small? What things have you got in your room?
- 8 What things do you do every day?
- 9 What's your favourite thing to do in your free time and why?
- 10 How often do you do sports? What's your favourite sport and why?
- 11 What job do you think is the most interesting and why?
- 12 How often do you go online and what do you do online?
- 13 What can you do with a ball?
- 14 What sport can't you do well?
- 15 What are you wearing today?
- 16 What are you doing at the moment?
- 17 What aren't you doing at the moment?
- 18 Give someone in your group three instructions, for example, 'stand up, put your hands on your head and say the alphabet quickly'.
- 19 Think of three famous people and describe them. Make comparisons. Can the rest of the group guess who they are?
- 20 Describe your favourite and least favourite meals.

6 CLASSWORK Talk with the class about Exercise 5b. What was easy? What was hard? How can you make it better?

KEY GRAMMAR

The grammar-focused activities that appear throughout the units lead up to a focused *Key grammar* double-page spread. This section starts by revisiting the main forms students studied in the previous two units. They then use that language to complete an information-rich text, thus consolidating their knowledge.

The activities in this section guide students gently through a particular grammar area, with a focus on accuracy, while also giving them an opportunity to use the grammar points in freer pairwork and groupwork communicative activities where they can express themselves and move towards productive fluency.

GRAMMAR REFERENCE

Clear, reliable, in-depth grammar explanations provide more detailed, exhaustive rules, examples and guidance. This is followed by extensive practice in the Workbook.

DIGITAL

More grammar practice is available in the Extra Practice section of the e-book+.

Unit 12

Friends

Grammar reference

Comparatives and superlatives

Adjective	Comparative	Superlative
old	older	the oldest
fast	faster	the fastest
wise	wiser	the wisest
care	more careful	the most careful
pretty	prettier	the prettiest
happy	happier	the happiest
dangerous	more dangerous	the most dangerous
intelligent	more intelligent	the most intelligent
good	better	the best
bad	worse	the worst
far	further/farther	the furthest/farthest

- Use than in a comparative sentence.
Alice is older than Michael.
- For one-syllable adjectives that end in a single vowel + a single consonant (except for r, s, or z), double the consonant and add -er for the comparative and -est for the superlative.
big - bigger - the biggest
hot - hotter - the hottest
- For short adjectives that end in -e, just add -er for the comparative and -est for the superlative.
cute - cuter - the cutest
brave - braver - the bravest
- Always use the in a superlative sentence.
Michael is the biggest animal in the world.

Word list

Types of hair	Face	Build	Parts of the body	Pizza toppings
bold	hair	plump	arm	anchovies
blonde	eyes	short	back	cheese
curly	mouth	skin	elbow	salami
dark	glasses	thin	finger	sausage
	hair	well-built	stomach	onions
			toe	tomato
			head	peppers

Vocabulary

Physical description


1 Use one or more words from each box to describe the people you know.

Name	Build	Hair	Adjective	Face
Selma	skin well-built (tall) short plump thin	(long) far short (dark) curly straight	(a) small longish/short, etc.	(rose) messy mouth lips eyes newsache board glasses

Selma is tall with long, dark hair and a small nose.

2 Label the parts of the body in the pictures. Use these words.

leg arm knee finger foot hand toe elbow



A CLOSER LOOK: VOCABULARY STUDY

Vocabulary learning can be a challenge and yet it is an essential part of making progress in English. So students need to be given many opportunities to build up their lexical knowledge, their word-learning skills and strategies, and awareness of meanings, collocation, word-building, word families and word fields. The course approaches this with a systematic but varied approach, so lexis is always a protagonist in the lessons.

Vocabulary: shops

1a Match the names of the shops with the pictures. Then listen and check.

<input type="checkbox"/> book shop	<input type="checkbox"/> pharmacy	<input type="checkbox"/> newsagent's
<input type="checkbox"/> gift shop	<input type="checkbox"/> clothes shop	<input type="checkbox"/> butcher's
<input type="checkbox"/> shoe shop	<input type="checkbox"/> sports shop	<input type="checkbox"/> sweet shop

1b Read and answer the questions.

Where can you go shopping to buy a pair of shoes?
 1 go shopping to buy a pair of shoes?
 2 take a ride?
 3 visit a famous place?
 4 buy a gift?
 5 have fun or relax?

3b PAIRWORK Ask your partner questions about places to visit. What ...? Where ...? What ...?

WORD FAMILIES & FIELDS

Vocabulary is grouped into families and fields to help students learn words and phrases and memorise them. Illustrations and examples are used to help students contextualise the words more effectively.

WORD EXPANDER one / ones

Use *one* or *ones* to refer to a person or thing in a conversation.

I like this *one*. (one = tennis racket)
 What about these *ones*? (ones = trainers)

WORD EXPANDER

Many small words have enormous communicative power, but can get neglected during the learning process. The *Word expander* boxes focus on these individual words and expressions, helping the students understand their function.

Word skills 9&10
 Town and directions

Warm up

- Look at the map and complete the sentences.
 - The pharmacy is _____ the bank.
 - The town hall is _____ the café.
 - The school is _____ of Thames Street and Hill Street.
 - There's a park _____ the castle.
 - There are tables and chairs in the square, _____ the café.
 - The museum is _____ the library and the bus station.

Location
 The supermarket is opposite the bank.
 The bank is between the newsagent's and the pharmacy.
 The bank shop is next to the post office.
 There's a bus stop in front of the castle.
 The library is on the corner.
 There's a car park behind the supermarket.

Making the way
 Excuse me, is there a bank near here?
 Where's the post office? I'm looking for the library.

You are here

Turn left. Go straight on. Turn right. Take the second turning on the left.

2 Look at the map again. You're at the train station. Circle the correct options.

- Excuse me, where's the museum?
 - Go down Main Street. Turn right. Then left.
 - Go down Main Street. Turn right. Then left.
 - Take the first right and then go straight on.
- Is there a bank near here?
 - Yes, there is. Go down Main Street and take the first turning on the right. Second turning on the left. The bank is on the left.
 - Yes, there is. Go down Main Street and take the first turning on the right. Second turning on the left. The bank is on the left.
- Where's the library?
 - Go up South Street and take the second on the right. Take the first on the left. It's in London Road.
- Is there a post office in the town?
 - Yes, it's in Bank Road. Go down Main Street and take the second on the right. Go down Hill Street and turn right at the traffic lights.

Over to you

3 PAIRWORK Discuss the questions. Which places in the map are near your house?

WORD SKILLS

Asking and answering simple questions, using simple phrases and sentences to describe where I live and people I know, speaking about times and dates, expressing opinions and using a map to practise positional vocabulary etc. All these are important word skills which are focused upon in topic-based lessons in the Skills Book.

Word list

Shops	pharmacy	art gallery	pub	café
book shop	shoe shop	bank	post office	swimming pool
clothes shop	sports shop	clock tower	library	theatre
gift shop	news shop	museum	restaurant	tourist information centre
newsagent's			shopping centre	university

Vocabulary

1 Match the shops with the things you can buy there.

1 book shop	a a pair of jeans
2 gift shop	b a mobile
3 clothes shop	c a chocolate bar
4 sports shop	d a present for your friend
5 sweet shop	e a new novel
6 shoe shop	f a baseball bat

2 Complete the text with the correct shops.

On Saturdays, I often go shopping with my dad. We usually go to the same place. There's a great **book shop** in town, so we usually go there for half an hour and read, before we go to the supermarket. There we get the _____ to buy meat. On the way, there's a great _____ I like looking in the window at the things they have there. The tennis rackets and mountain bikes. They've got everything! Before we come home, we sometimes go to the _____ to buy medicine for my grandma. The last thing we always do is go to the _____ to buy a magazine for my mum.

3 Find ten places in the wordsearch.

Wordsearch grid:

```

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

4 Act giller

DIGITAL

More vocabulary practice is available in the Extra Practice section of the e-book+.

LEARNING WORDS BETTER

Studies prove that the more often you encounter and use words, the quicker you learn them. The Workbook provides extra practice of the active vocabulary of the unit in exercises which include matching, gap completions, labelling activities and games.

A CLOSER LOOK: INTEGRATED SKILLS

Throughout the units, students are constantly shifting from skill to skill. This gives lessons pace and variety, and trains students to move naturally from one skill to another. The exercises that prepare the way for A2 Key and Trinity ISE exams are flagged with references to the specific exam and test type. In the Workbook, which consists of independent work for the student to do at home, the skills are organised in a similar format to external exams.

Units 5&6
KEY OBJECTIVES
 STUDENTS: present simple of forms, verb + ing
 FUNCTIONS: talking about student life, talking about free time
 VOCABULARY: everyday verbs, academic subjects, free, musical instruments, interests and free-time activities, many

Vocabulary: free time
 1a 40 Match the pictures with the words. Then listen and check.
 music | photography | maths | nature | art | dance | books | languages | computers | science | dance | sport

MULTIPLE INTELLIGENCE
 We have all got special skills and talents. Which intelligences have you got?

- Self smart** you think a lot about things
- Word smart** you like books, stories or languages
- Logic smart** you like maths, science or computers
- Nature smart** you like the natural world and animals
- Picture smart** you are good at art and crafts
- Body smart** you are good at dance, drama or sport
- Music smart** you are good at music

1b **GROUPWORK** Tell your group what you think. I like... I like... I like... I'm good at...
 A I like maths.
 B I'm good at science.
 C I have a computer.

2 **Read about multiple intelligences and answer the question.**

3 **PAIRWORK** Tell your partner about you.
 A I like dance and drama.
 B I think you're body smart.

MIXING SKILLS

In this example, from an opener lesson, students review and expand vocabulary in order to prepare for discussions about education, skills and abilities, issues that they will already be thinking about as they progress to adult life.

Real skills
Our house

Reading
 1a Cover the text and look at the pictures. Guess where they are.
 Paris | Moscow | Finland | Turkey | Mongolia | Thailand | Hong Kong | Argentina
 1b Read the texts quickly and check your answers.

2 Read the article again and write names.
 1 _____ lives on the water.
 2 _____ has got a very small house.
 3 _____ hasn't got a TV.
 4 _____ isn't always in the same place.
 5 There isn't a toilet in _____'s house.

WHERE IN THE WORLD ...?
Batavia
 WE ARE FROM MONGOLIA and our home is a tent or yurt. In my culture we don't sleep in the same place, but our home is always with us. It's a very comfortable home. We've got lots of furs on the floor in the centre of the yurt we've got a big cooker. Our beds, our cupboards and our cooker are all in one room.

Angkor
 OUR HOME IS ON A FLOATING ISLAND on Lake Tonle Sap in Peru. There are forty-eight islands on the lake. On the big islands there are ten or eleven families. There are only two families on our island because it's very small. We've got a television in our house, and a radio, but we haven't got a toilet. There is a special island for toilets.

Pronunciation /ə/
 40 41 Listen and underline the /ə/ in these words.
 basin | table | kitchen | island | television | centre
 42 Listen again and repeat the words.

Vocabulary: furniture
 43 Put these words under the correct heading.
 sofa | bed | table | armchair | wardrobe | cupboard | shower | basin | chest of drawers | cooker | bath | fridge | coffee table

Writing
 44 Write a description of your house. Use the plan to help you.
 There are _____ rooms.
 There's a _____ / I've got two _____.
 There isn't _____ at all.
 I haven't got a / any _____.

Listening and speaking
 45 46 Listen and tick (✓) the correct picture for each dialogue.

47 Listen again and circle T (true) or F (false).
 Ann's books are in the study. T / F
 Ben's TV is in the kitchen. T / F
 Ben's coffee table is in the garage. T / F
 Tom hasn't got cable TV. T / F

48 **PAIRWORK** Choose one of the pictures. Describe it to your partner. There's ... There are ...

Unit 4

ACTIVATING LANGUAGE WITH SKILLS

Integrated skills work activates students' language knowledge and competence. In these series of skills-based activities, genuinely interesting topics get students reading, listening, speaking and writing. Language is graded and recycled, so students re-use language, improve their skills and learn new things, too!

PRONUNCIATION FOR SPEAKING SKILLS

Getting pronunciation right is a boost to comprehensibility, confidence and fluency. The more times passes, the more pronunciation errors become fixed, so regular pronunciation practice is time well spent. Core sounds and speech patterns are practised in the pronunciation activities.

Pronunciation -ing ending

- 4 95 Listen and repeat the sentences. Pay attention to the /ɪŋk/ and /ɪŋ/ sounds.
- I think she's playing the piano.
 - We're learning new things every day.
 - Do you drink water when you're training?
 - I've got pink running shoes.

A CLOSER LOOK: SPOKEN LANGUAGE

Although speaking is the most natural human skill, it is perhaps the most difficult for a learner to acquire. You have to think and speak at the same time, depend on your voice for pronunciation and intonation, and use gesture and facial expression. However, it usually has a more flexible, simpler syntax than written text, and the best way to learn to speak naturally is to be exposed to speech and to engage in conversation yourself. *Right Here!* focuses on spoken communication right from the start, from dialogues and expressions in *Real talk*, to situational and interactional chunks in *Real communication*. The emphasis is on modern language as used by young people today.

Listening

3 Listen to the conversation and complete the information.

6 Write an email to a friend about the sports you:

- like
- do
- play
- watch

When _____
 Where Preston _____, Brighton
 Registration time _____
 Race starts at _____
 Cost Adult £ _____; up to 15 £8
 Dogs £ _____
 Distance _____ kilometres
 Information www.brightonbigfunrun.co.uk

Wel to the B
 gore-lex.co

VIEWING SKILLS

The young people in the *Viewing skills* section of the Skills Book speak naturally about a range of topics in a range of accents. The tasks focus first on understanding the content of their opinions. Students are then helped to explore simple aspects of the interviews, all of which can be adopted in their own spoken English.

AUTHENTIC DISCOURSE

Natural, up-to-date language is a core feature. Audio material is fresh, energetic and authentic-sounding because of the focus on discourse markers and conversational gambits.

TRANSCRIPT SB 94

LUCY Hi Alex!

ALEX Oh, hi Lucy.

LUCY Oh and hello, Bobby.

ALEX Bobby's happy to see you.

LUCY Yeah. How are you?

ALEX I'm a bit tired actually.

LUCY Me too. It's hot today ... Hey, Alex. Do you want to go to the publicity run in order to complete the mission?

ALEX Yes, I'd love to.

LUCY It's a run for charity. Lots of people go. It's really nice.



REAL TALK guys you know silly No way!

REAL TALK

To become fluent, learners need to understand and use natural spoken discourse: everyday idioms, fixed expressions, interjections, etc. Particular emphasis is placed on how today's young people communicate with their own age group. *Real talk* pulls out high-frequency typical chunks and phrases used in conversation, which are then practised further online in the e-book+ *Real talk* activities.

INTERACTION

Real communication lessons focus on interactional language such as making arrangements, asking for directions, ordering food in a restaurant, etc. These are stock phrases and expressions that students need every time they use English, and special attention has been paid to the frequency and usefulness of the exponents. Each communication area is accompanied online by new dialogues and practice exercises in the *Real communication* section of the e-book+.

Real communication

Making arrangements

FILE	Making arrangements Do you want to go to the cinema? What's on? Where's it on? What time does it start? Let's...	Buying tickets Customer Can I have...? How much are the tickets?	Cashier Are you students? Here are your tickets. Here's your change.
-------------	--	---	--

Saturday 12:15 pm

Emma: Hi Lucy. How ¹ am / are you?

Lucy: Hi Emma! I'm fine.

Emma: ² Who / Where are you? ³ Is / Are you at home?

Lucy: No, I ⁴ 'm not / isn't at home now. I'm in Dublin with ⁵ her / my brother. This is a photo of my brother and ⁶ that / those ⁷ his friend.

Emma: He's 21 years old and his name is Daniel. ⁸ He / She ⁹ 's a student at college here.

Lucy: Is Dublin fun?

Emma: Yes, it ¹⁰ 's / are a beautiful city. ¹¹ It / They ¹² 's big and noisy. There ¹³ is / are a lot of tall buildings, old museums and beautiful parks.

21ST CENTURY COMMUNICATION

Texts, comments and story posts are fast, informal and spontaneous – we write like we speak. Students learn how to write in this way, employing the expressions and grammatical shortcuts used in spoken discourse.

FROM ACCURACY TO FLUENCY

Accuracy and fluency are two sides of the same coin – performing effectively in a language. Language users should aim to produce error-light language, but at the same time they need to be able to speak with flow, not worrying about gaps and errors, to get their message across. *Key grammar* lightly challenges students to improve their grammatical and lexical accuracy through confidence-boosting activities, designed to reinforce the communicative function of tricky areas.

Key grammar 3&4 From accuracy...

EXAMPLE

That car is his.
This is mine.
Zara's pen is green.
That's Tom's backpack.
Have you got a bike?
Yes, I have.
I've got three sisters.
He hasn't got a dog.
Whose book is this?

GRAMMAR


Possessive 's
Have got questions and short answers
Possessive pronouns
Whose ...?
Have got / haven't got

1 Match the examples with the grammar.

Grammar review

Footballers' lives

THIS WEEK'S INTERVIEW IS WITH LUIS RODRIGUEZ. HE IS 25 AND HE'S FROM BARCELONA IN SPAIN.



Luis: I have / has you got a big family?
Luis: Yes, I have / has. I've got one brother and one sister. My brother / brother's name is Pedro and he's 22. He's crazy about music and he loves sport, too. My sister's name is Sofia and she's 19. She's very cool and loves art. All these photos are hers / theirs. I've got a lot of cousins, too. We all love football! I've got / 's got a photo of my family. Look!

That's a great photograph!
Who's / Whose dog is that?
Luis: That's my mothers / mother's dog. He's good at football, but he isn't a footballer!
Have you got / got a pet?
Luis: No, I have / haven't, but my parents have got two dogs and my grandmother has / has got two horses!

Whose / What's house is this in the photo?
Luis: It's my / mine.
Wow! It's big! Have / Has it got a lot of bedrooms?
Luis: Yes, it has / have. It's got four bedrooms and a big garden.
Have you got a favourite room in your house?
Luis: Yes, I have / haven't. My favourite room is my garage. I love cars!

46 Fast finishers

... to fluency

2 Read the interview on page 46 and circle the correct words.







3 Find and underline examples of the grammar from exercise 1 in the interview.

4 Circle true (T) or false (F).
1 Luis has got a small family. T (F)
2 He has got a brother and two sisters. T / F
3 His brother's name is Pedro. T / F
4 His mother has got a dog. T / F
5 Luis hasn't got a pet. T / F

Possessive pronouns and possessive 's focus


5a Complete the sentences.
1 That's her mobile phone. It's hers.
2 That's Peter's car. It's _____.
3 This is my parents' hamster. It's _____.
4 This is my backpack. It's _____.
5 Is this our guinea pig? Yes, it's _____.
6 Is this pen _____? It's got your name on it.

5b Listen and match the people with the possessions. Then point and say.
Oliver | Ana | Mia | Liam | Lily | Michael
These are Oliver's dogs.

5c PAIRWORK Look around your classroom and say sentences about who things belong to.
These pens are mine. That rubber is yours. That's Katya's umbrella.

Finding out about your partner's home



6a Interview your partner for the college website. Write questions about his / her family and home.
1 a brother
Have you got a brother?
2 a sister
3 a lot of cousins
4 a pet
5 a favourite room in house
6 a garden

6b PAIRWORK Interview your partner and make notes. Ask and answer questions.

MY PARTNER'S HOME	
1 brother	
2 sister	
3 cousins	
4 pet	
5 favourite room	
6 garden	

6c PAIRWORK Tell another student about your partner's home.

7 CLASSWORK Talk with the class about Exercise 6b. What was easy? What was hard? How can you make it better?

47 Fast finishers

ACCURACY AND FLUENCY

The *Key grammar* section begins with activities to practise difficult grammatical areas to prepare students for exam success. But accuracy alone is not enough. Just as in sports training when, having consolidated specific skills, players must compete and therefore move their focus from the detail to the bigger picture, we need to build students' communicative confidence to get their message across. So students now engage in activities designed to concentrate on a core communicative area suited to the two previous units' work. After preparation, students do a role play, groupwork or pairwork, and should be encouraged to throw themselves creatively into the task and not worry any more about errors but to focus on communication.

7 CLASSWORK Talk with the class about Exercise 6b. What was easy? What was hard? How can you make it better?

DIGITAL

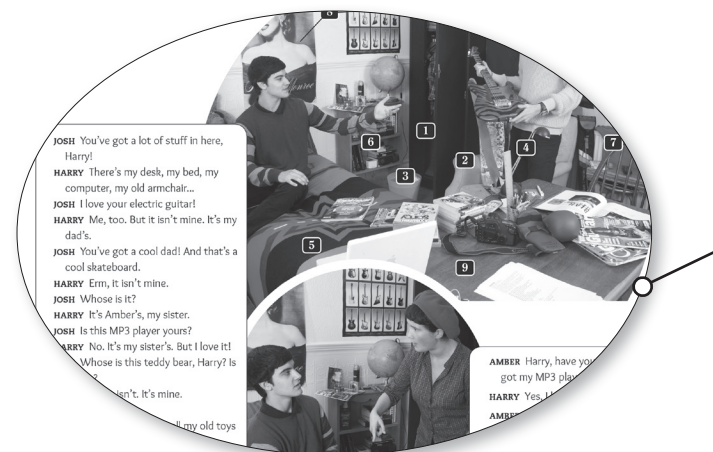
The e-book+ consolidates the accuracy and fluency focus of each unit, with extra practice in the vocabulary, grammar, listening and pronunciation areas introduced in the units.

STUDENT FEEDBACK

In the safe environment of the classroom, students can reflect on their performance in the task just completed. Maybe their fluency was impaired by grammar doubts or vocabulary problems. Students thus gain autonomy over their learning and can help decide with the teacher on the best revision focus.

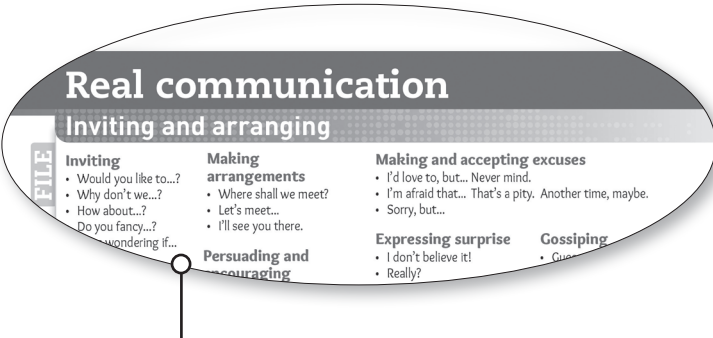
A CLOSER LOOK: COMMUNICATION

Communicating successfully in a range of contexts is the key to effective language use, and an essential part of measuring progress, including by the CEFR. The course puts special emphasis on identifying core phrases for each communicative context: situational (e.g. job descriptions), transactional (e.g. asking for directions), or interactional (e.g. talking about interests). Scenarios featuring young people in authentic situations allow students to discover and learn the core language for each communication area, which they can then explore in guided role plays.



REAL CONTEXTS

Students need young, lively, real contexts and personal interactions to motivate them towards fluency, learning how to get their message across and how to understand others in a range of situations.



REAL LANGUAGE

Each *File* contains a bank of natural, high-frequency expressions, fixed phrases and lexical chunks, giving students the language they need to become fluent in each area. Using the right expressions is a key to spoken fluency, so encourage students to return regularly to these *Files*. All phrases are recorded within full sentences and available online.

DIGITAL

Each communication area is accompanied online by practice exercises containing new dialogues so students can improve their performance and reinforce their acquisition of the language chunks. Home study or lab study of these is an important part of the methodology.



ROLE PLAYS

Getting students to interact together in similar situations to those presented is not only fun but it allows them to try out the new phrases. Each student should only choose a few expressions to use, not all of them! These communication activities should be repeated during the year to help students fix the expressions in their minds so that they eventually come naturally.

A CLOSER LOOK: CULTURE

Understanding the society, culture, lifestyles, values and history of countries where a language is spoken enriches the experience of learning a foreign language, especially if the contexts chosen are related to students' own lives and age group. Learning how people live their lives, what is important to them, what worries them or makes them happy, their friends, their families, their aspirations and experiences also deepens students' awareness of their own culture. It increases tolerance and understanding that there are many equally valid ways of seeing the world.

INTRINSIC CULTURE

One of the things students always say is: 'Tell us about teenagers and about how life is different in other countries'. They want to compare their own experiences with other young people, how they are similar and how they are different. Throughout the course, students have a window onto the world, encountering people, places and events from across the globe, but with a special emphasis on those from English-speaking countries including the USA, the UK, Ireland, Canada and Australia.

GET INTO CULTURE

Culture in the 21st century is global and local. Each *Real Communication* section presents a cultural aspect related to the unit. These provide an immediate and photographic insight into life and thought in different countries. This gives students information on how to find their way in the world, as well as a chance to compare these aspects with life in their own country.

In many countries in the world, people raise money for charity by taking part in a telethon. A telethon is a very long programme on television. There is an evening of entertainment and documentaries with celebrities and comedians doing funny or interesting things. You can phone a special number and give

INTERCULTURE

The *Interculture* section at the back of the Student's Book explores both English-speaking world contexts and globally themed topics of interest to young people. Visually inspiring and information-rich, they are designed to deliver information in a CLIL-like format, with a range of texts, fact files, interviews, articles and audio material. The language is roughly tuned to the students' level so it is accessible, but challenges students to use all their skills to process the information. Project work and personal research projects conclude the lessons.

Interculture Units 7&8

Irish culture

the musical island of Ireland

Ireland has a very long and rich musical tradition, and the country has a lot of famous singers and bands – for example, The Pogues, The Chieftains, Van Morrison, U2 and Sinéad O'Connor. All over Ireland, musicians get together and play traditional Irish music in their homes and in the pubs.

In traditional Irish folk dancing, dancers move their legs very quickly, but they don't move their arms and bodies.

In 1968, two dancers from a show called *Raindance* were in the Guinness Song Contest. The show was a hit for all over the world. Today, there are still performances of this show in many countries.

A *fiadh* (pronounced 'fiat') is a traditional Irish music festival. They have *fiadhs* in Ireland, Britain and the USA every year. It is a traditional *fiadh* there are competitors for different musical instruments, but these days the *fiadh* is also a celebration of Irish dance and music.

Dublin, a small town on the west coast, is one of the most famous places in Ireland to listen to good traditional music. There are three pubs where you can listen to music all year round. In summer the visitors are late (or very early) in the evenings. Thousands of visitors from all over the world come to a weekend festival of traditional music here every year in February.

It's tradition in Ireland for people to meet up in their homes to play Irish music, sing, dance and tell stories. The tradition is called a *céilí* (pronounced 'kay-lee'). Today it's a party for people of all ages, with folk dancing and traditional instruments.

GETTING CLOSER TO EXAMS

In the 21st century further education system and workplace, students need to demonstrate their skills in a foreign language with qualifications in English. Exams are also an excellent way of encouraging students to learn more effectively and to have something to aim for in the lessons. A positive exam result is also highly motivating and proves that the hard work and effort was worthwhile and that your performance is being judged according to neutral, officially recognised standards. Right from the start, we aim to help students to become exam-ready by introducing them to the text types and task types that are used in the most common exams. In that way, doing exams becomes a natural and comfortable experience and we take the stress out of exam day!

Listening

4a Listen to the telephone conversation and complete the information.

EMBEDDED EXAM PRACTICE

Right from the beginning, students are learning the skills and using the exercise types that prepare them for exams, even before they reach the appropriate level of language knowledge and performance. The exercises that match most closely are marked with K (A2 Key) and T (Trinity).

EXAM TIPS

In a gapped text, you have to understand paragraph structure.

- You need to add some missing sentences in the correct places in a text.
- Look at the sentences before and after each gap.
- Look for linking words like *because* and *however*. Words like *them* and *this* refer back to a previous noun.

Towards B2 First Reading

SKILLS FOR EXAM SUCCESS

The Skills Book is designed to provide students with all the skills they need for exam success including specific *Exam tips*, guidance and exercise types which reflect international exams.

Speaking and writing

5a **PAIRWORK** Ask and answer about places to visit in your town, city or region. Then choose the top five.

- Are there exciting galleries or museums?
- Are there interesting historical buildings?
- Where can you eat in the evening?
- Can you go to the theatre? Or the cinema?
- Are there nice green parks?

Now I can...

For finished Units 5 and 6 and I can do these things in English

Units 5-6

Listening

A1 understand short audio recordings about common everyday topics, e.g. school subjects (p.52), interests and hobbies activities (p.53, 54, 56)

A2 understand information about film contents, ticket prices and times (p.55, 57), about a school timetable and fees (p.53)

Reading

A1 understand information about student life in a newspaper article (p.55), about film reviews (p.56)

A2 find the most important information on free time activities in information sources (p.52)

Speakers Interaction

A1 ask and answer simple questions about their preferences (p.55), activities (p.56), leisure activities (p.52)

A2 make simple transactions, e.g. buying tickets for a film (p.53)

A3 discuss with other people what to do, where to go, e.g. plans for a summer school (p.52)

Speakers Production

A1 give personal information, e.g. my preferences in school subjects and hobbies (p.49), my student life (p.55), which film I want to see and why (p.55), my musical interests (p.56)

Writing

A1 write sentences and simple phrases about my student life (p.55), academic subjects (p.56), country (p.52)

A2 write a short description of a film (p.55)

A3 write an advertisement for a summer school (p.53)

CEFR

You can be confident that students meet internationally recognised standards because the syllabus and learning objectives are lock-stepped with the communicative and interactive objectives of the CEFR (Common European Framework of Reference) levels. Students regularly evaluate their progress with *Now I can...*, linked explicitly to the CEFR descriptors. At any point you can assess their readiness for international exams.

with the grammar.

ar review

and complete the blog. Put the verbs in brackets in the correct form.

Notes from a big island

14 September

Hi, I'm Maria and I come from Italy. I'm an exchange student in Australia. This is my blog about my new life!

Most students at my college ¹ live (live) on campus. It's very big! I like ² _____ (live) on campus. The rooms are very comfortable.

I share a room with a student from France. Her name is Michelle. She ³ _____ (not / speak) Italian and I ⁴ _____ (not / speak) French. We ⁵ _____ (speak) English together!

I wake up early during the week, but I ⁶ _____ (not / wake up) early at weekends. I don't like ⁷ _____ (get up) early! I always eat breakfast in my room and then my classes ⁸ _____ (start) at 9 am. Classes finish at 1pm and I have lunch in the college canteen. The food is good! After lunch, I have afternoon classes. I finish at 5 pm and then I study.

I hate ⁹ _____ (study) late at night. I always relax after 8 o'clock. On Tuesdays, I play tennis with my friend, Ethan. He's very good at tennis because he ¹⁰ _____ (play) every day!

¹¹ _____ (hang out) with my friends. We always have fun

Sometimes we watch films together. I like ¹² _____ (watch) _____ films and action films, but I don't like musicals!

¹³ _____ in other countries. I've you a student

TEXT COMPLETION

These are an example of the challenging but useful exam-type exercises in the Student's Book. Using the key grammar or lexis they have studied, students are asked to complete a text with appropriate words and phrases. This exercise is based on exam types students frequently encounter, and tests their comprehension and language use on many levels.

DIGITAL

The extra practice available to students online in the e-book+, and the activities for Fast finishers all contribute to exam preparation. In the e-zone, teachers can find a Testbuilder containing Skills tests and Progress tests for each unit and pair of units, and information on how the course prepares students for Trinity and A2 Key exams.

A CLOSER LOOK: LEARNING STYLES

We all learn and process information in different ways: some students prefer to listen, others to read, others need to write notes or do something active. Students also have natural preferences for certain subjects, maybe they are good at science or sport or music. And we all learn at different speeds: some of us like to get going straight away, others prefer to reflect and be sure before they try something. Language learning is a perfect subject for tapping into these learning styles and intelligences, and we offer a balance of topics, tasks and activities to suit as many learners as possible, including students with learning difficulties.

Units 5&6

KEY OBJECTIVES

GRAMMAR: present simple all forms, verb + -ing
FUNCTIONS: talking about student life, talking about free time
VOCABULARY: everyday verbs, academic subjects, films, musical instruments, interests and free-time activities, money

Vocabulary: free time

14 **Match the pictures with the words. Then listen and check.**
 music | photography | maths | nature | art | drama | books | languages | computers | science | dance | sport

15 **GROUPWORK** Tell your group what you think.
 I love... I like... I hate...
 I'm good at...
A I love maths.
B I'm good at science.
C I hate computers!

2 **Read about multiple intelligences and answer the question.**

3 **PAIRWORK** Tell your partner about you.
A I like dance and drama.
B I think you're body smart.

MULTIPLE INTELLIGENCE
 We have all got special skills and talents. Which intelligences have you got?

- Self smart** you think a lot about things
- Word smart** you like books, stories or languages
- Logic smart** you like maths, science or computers
- People smart** you are good in a group
- Nature smart** you like the natural world and animals
- Picture smart** you are good at art and crafts
- Body smart** you are good at dance, drama or sport
- Music smart** you are good at music

MULTIPLE INTELLIGENCES

Learning styles are personal, and we all learn in different ways. In the theory of multiple intelligence there are a set of intelligences that we all possess: musical-rhythmic, visual-spatial, verbal-linguistic, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal and naturalistic. The balance between these intelligences is unique to us. One person may excel at music; another might enjoy computer programming or prefer expressing themselves through sport. Although all intelligences need to be developed, we also need to respect individuals' dominant intelligences. The course reflects these intelligences in its range of exercises so that all students can recognise their strengths and develop weaker intelligences.

FAST FINISHERS

Students learn and work at different speeds, so the *Fast finishers* activities allow you to give stronger students an extra task to complete. Alternatively, you can use these activities if your lesson itself is a 'fast finisher' and you need another short task to take you to the end of class!



Fast finishers

77



DIGITAL

The online e-zone and e-book+ components offer many types of activities for every type of learner. Students can use digital exercises autonomously to suit their tastes and preferences, or the tasks can be set as homework. You can use these resources to help both slower learners and learners who need to explore an area in more depth.

Speaking and writing

5a **GROUPWORK** Plan a themed restaurant. Decide on the theme, the name, the food, the décor and the music.

THEME

- (A) What's the theme?
- (B) I think space is a good idea.
- (C) I agree.



NAME

- (B) And what can we call it?
- (A) How about Planets?
- (B) That's an excellent idea.

FOOD

- (C) What food does it serve?
- (B) Planet pizzas?
- (A) Cool Mars pizza.

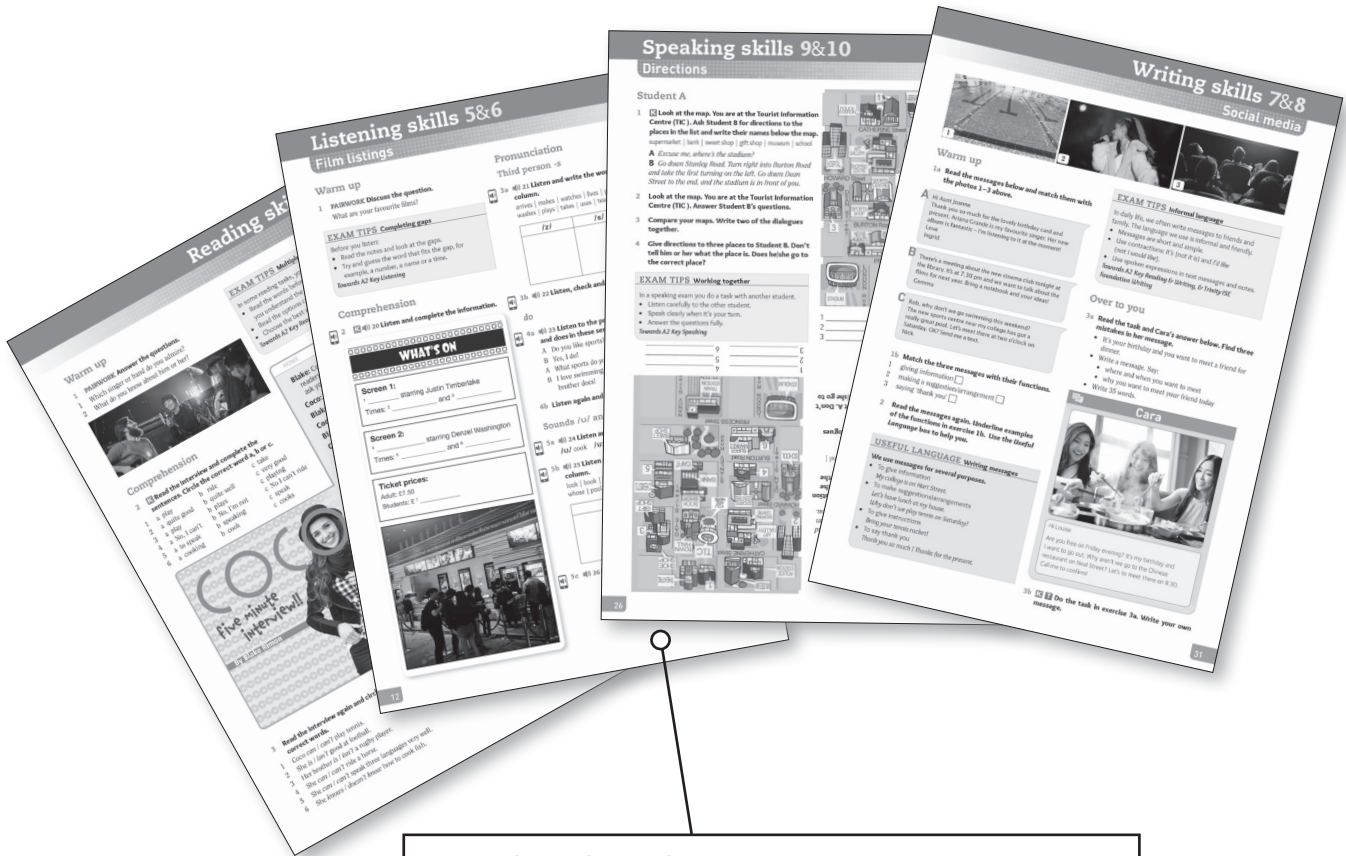
-YES!

GROUPWORK

Groupwork allows each person to express their best: one might be the best leader, another a good mediator, another an excellent organiser or researcher, another a brilliant artist or photographer or film-maker. Such activities are a perfect way to bring out the strengths in all your students and to train them to work together in a group.

SKILLS BOOK: THE FOUR SKILLS

A separate Skills Book, with skills pages for each group of two units, allows students to focus attention on single skills, one at a time, taking time to really improve their performance. Each page develops a sub-skill, for example how to listen or read for specific information, how to maintain a conversation or how to write messages. Guided activities, including helpful tips and useful language, support students as they focus on each skill.



THE FOUR SKILLS

The four core skills are covered in depth with a lesson per skill every two units. Reading and listening, often called receptive or 'passive' skills, involve a lot of activity as the brain is continually processing input and turning it into meaning so you can 'get the message'. The productive or 'active' skills of speaking and writing get students producing language themselves, to communicate a message with appropriate language, register and fluency.

WORD SKILLS


Without the right words, the four skills don't get you very far. Developing a good vocabulary, and knowing when to use a word, is essential for fluent language use. And studies show that you need to meet words frequently to absorb them. These lexical lessons deal with word families, words students have studied already, and new ones, too. Taking time out to focus exclusively on vocabulary boosts student performance across the board.


Word skills 7&8


Jobs


Warm up


1 **PAIRWORK** Look at the pictures and discuss the questions. Who does one of these jobs in your family?



plumber



mechanic



receptionist



pilot



graphic designer



chef



farmer


journalist


secretary


taxi driver


freightliner


nurse

2 **Choose the correct word.**

- A farmer / graphic designer often works with animals.
- A receptionist / chef works in a kitchen.
- A plumber / mechanic repairs your washing machine.
- A journalist / teacher works in a school.
- A taxi driver / mechanic repairs your car.

3 **Complete the sentences with the correct job. There are two extra jobs: mechanic / secretary / farmer / receptionist / pilot / journalist / chef / firefighter / nurse / shop assistant.**

- She's a _____.
- He works in an office.
- He works for an airline company.
- She works in a restaurant.
- He's a _____.
- He works in a garage.
- He works for the fire service.
- She's a _____.
- She works for a hotel.
- She works for a newspaper.
- He's a _____.
- He works in a hospital.

Over to you

4 **PAIRWORK** Discuss the question. What job in the photos and in exercise 3 do you love or hate?

What do you do?

I'm a ...
student / nurse / plumber / teacher / mechanic.

Where do you work?

I work in ...
an office / a school / a shop / a hospital.
I work for ...
a company / the fire service / a hotel.

What are your working hours?

I work ...
full time (8 hours a day, 5 days a week) / part-time (only certain hours a day or days a week) / 9-5 (nine to five, from 9 a.m. to 5 p.m.)

VIEWING SKILLS

We want to tap into the fact that students love video. Viewing while listening supports both comprehension and language production, and it is a skill that can be improved. Students watch friendly young American, British, transcontinental and fluent non-native speakers talking about their opinions of the issues and topics covered in the Student's Book unit. Thus students are exposed to manageable, spontaneous language in a context in which they are already immersed. Activities include identifying key features of spoken language, and the opportunity for students to film their own interviews. The videos are available online.



Viewing skills 7&8

Sport | Leisure | How often?

Sport

1a **Match the sports with the equipment. There is one extra sport.**

1 <input type="checkbox"/> basketball	5 <input type="checkbox"/> American football
2 <input type="checkbox"/> bowling	6 <input type="checkbox"/> boxing
3 <input type="checkbox"/> tennis	7 <input type="checkbox"/> hockey
4 <input type="checkbox"/> tennis	8 <input type="checkbox"/> skating

1b **PAIRWORK** Watch the video and match the sports to the people.

- Khalmal a) basketball, American football, soccer
- Olivia b) hockey, figure skating, swimming, skiing
- Joshaa c) boxing
- Hamzah d) dance
- Coy e) basketball, hockey, baseball, football
- Briar f) football, basketball
- Daniel g) football, tennis, badminton
- Kristel h) surfing, football, basketball, swimming

1c **Which sports do Hamzah, Joshaa and Briar like watching? Which ones do they like playing? Watch again to check.**

Leisure

2a **PAIRWORK** Watch and circle the activity each speaker does not mention.

- Laurya go to restaurants | go swimming | go shopping
- Joshaa play board games | meet for coffee | go running
- Kristel go dancing | go to the theatre | take naps
- Khalmal go bowling | go to football games | go swimming
- Olivia go to the cinema | have lunch | go to the park
- Franziska get coffee | go camping | go for a walk

2b **Listen again and try to add any other activities they mention.**

How often?

3a **PAIRWORK** Watch the video and write the names.

Laurya | Joshaa | Kristel | Daniel | Gabriel | Franziska

Who...

- plays games on his console every Sunday? _____
- watches TV three times a week? _____
- listens to the radio once a week? _____
- eats fruit five times a day? _____
- loves to go to the museum? _____
- goes to the gym four times a week? _____

3b **Try to complete the sentences with the words below. Then watch again and check your answers.**

once a year | every day | never | twice a day | every morning | fifty times a day

- Gabriel eats an apple _____ drinks soft drinks.
- Franziska _____ checks her phone _____
- Kristel goes to the museum _____
- Daniel messages people on his phone _____
- Laurya listens to music _____

Over to you

4 **GROUPWORK** Make video interviews. Use the topics from the video and language from the fluency box.

FLUENCY CLIPS also

Watch again. Notice how they use *also* to add one or more items.

Olivia My favourite sport is surfing. I also like football...
 Joshaa My favourite sport to watch is basketball. I also like to watch...
 Daniel I like playing football and I like playing tennis. Also I like bowling.

Introduction 23

