

# Contents

<b>Letter from the authors</b>	<b>4</b>
<b>Introduction</b>	<b>8</b>
<b>Teaching notes</b>	
<b>Starter Units 1&amp;2</b>	<b>25</b>
<b>Starter Units 3&amp;4</b>	<b>40</b>
<b>Units 1&amp;2</b>	<b>54</b>
<b>Units 3&amp;4</b>	<b>70</b>
<b>Units 5&amp;6</b>	<b>87</b>
<b>Units 7&amp;8</b>	<b>107</b>
<b>Units 9&amp;10</b>	<b>125</b>
<b>Units 11&amp;12</b>	<b>143</b>
<b>Bonus lessons</b>	<b>161</b>
<b>Interculture</b>	<b>175</b>
<b>Teaching notes: Skills Book</b>	
<b>Reading skills</b>	<b>179</b>
<b>Listening skills</b>	<b>181</b>
<b>Viewing skills</b>	<b>186</b>
<b>Speaking skills</b>	<b>191</b>
<b>Writing skills</b>	<b>193</b>
<b>Word skills</b>	<b>194</b>
<b>Extensive reading</b>	<b>197</b>
<b>CLIL</b>	<b>200</b>
<b>Workbook Key</b>	<b>205</b>

## 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!

## **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 Starter Books at A2 and B1, to the Student's Books, the Workbook, the Skills Books 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.

### **Dealing with input**

While we have been careful to ensure that the language students face is pitched at the right level to ensure comprehension, we don’t believe that a student cannot be presented with a word or phrase that they don’t ‘know’ already. Language learners need to develop skills and strategies to deal with the fact that not everything in real language will be understood.

# Letter from the authors

## **Text types**

It is important to engage with a rich tapestry of different text types, the sort of texts they meet in their own language. In this course you find everything from short messages and announcements to blogs, websites, articles, reports and stories. Knowing how much teachers like students to read fiction, there are four graded stories in the Skills Book. Extensive reading for pleasure prepares students in an ideal way for reading longer literary texts and develops their language competency – while at the same time being fun!

## **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.

## **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 21<sup>st</sup> 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 a disastrous journey home, or about our family and friends, to watching soaps and films, reading stories in magazines and papers 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 21<sup>st</sup> 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 Book, Starter Book and Skills Book, students can also find, on the e-book+, extra vocabulary, grammar, audio, video, pronunciation, Cyber Homework 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!

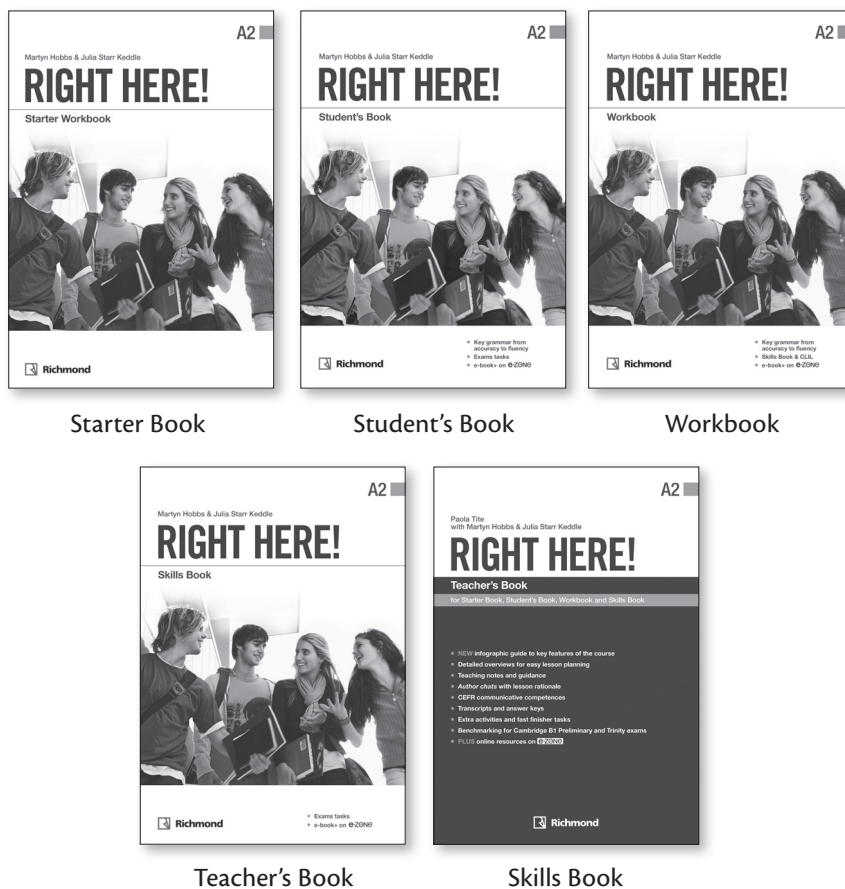
With best wishes,

Julia Starr Keddle

Martyn Hobbs

# COURSE OVERVIEW

*Right Here!* 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).



Starter Book

Student's Book

Workbook

Teacher's Book

Skills Book

## STARTER OVERVIEW

### GETTING UP TO SPEED

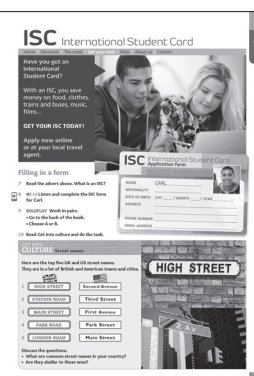
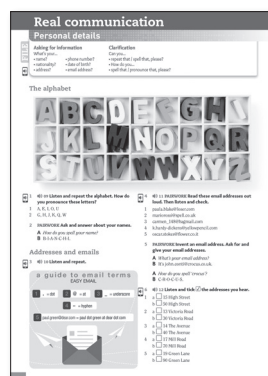
Starting a new book involves reviewing new language: students may need a quick overview of the basics before they begin. Therefore, A2 and B1 levels include optional Starter Books. You can cover the whole book or select sections for classwork, or alternatively give exercises to individual students for self-study. It is an effective way to get them up to speed. The Placement test and the Elementary Entry test help you establish your students' level.

### GRAMMAR AND VOCABULARY REVIEW

It can be demotivating to start the year studying language you have already done.

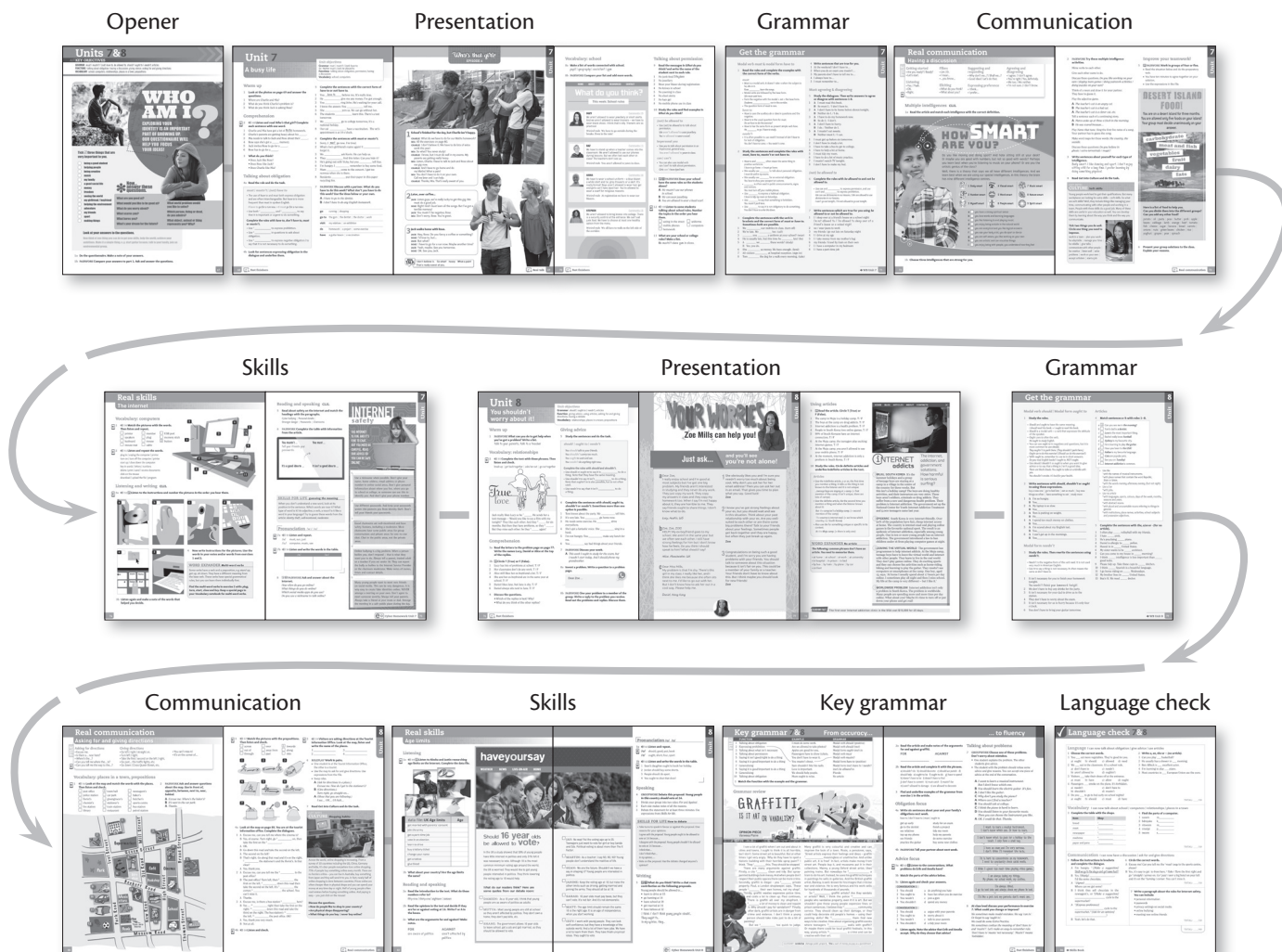
But these fast-track lessons review language in interesting, well-paced classroom activities.

The focus is on the basics: grammar, vocabulary and communication.

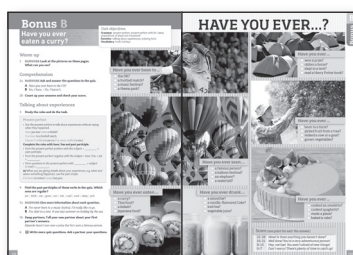


# STUDENT'S BOOK AND WORKBOOK: FLOW OF THE LESSONS

Each level of *Right Here!* offers six two-unit sets, each with opening and closing sections.



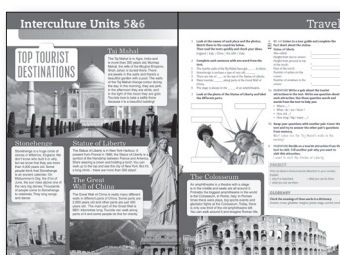
## Optional lessons and other materials





Bonus lessons



Workbook with Grammar reference



Interculture



**DIGITAL**  
 PLUS lots of online material and Cyber Homework



# 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 understand general meaning, how to listen or read for detail, 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.

**LISTENING SKILLS 10 tips** EXAM SUCCESS!

- CONTEXT** - Many conversations take place in situations, such as travelling or shopping. The context helps you prepare for probable words and information you will hear.
- TOPIC** - A casual chat often has a theme - a holiday anecdote, a discussion about recycling. Knowing the topic helps you predict the possible language you will hear.
- SPECIFIC INFORMATION** - When you listen for directions, train information, cinema opening times, etc you need to identify the exact words, but you don't need to understand everything else you hear.
- UNKNOWN WORDS** - It is more important to get the general gist than understand every word. Try to guess from context, but don't panic. And remember: hearing new words is the beginning of learning them!
- REPETITION** - Spoken language contains hesitation, interactions, repeated information and repetition. It is not the same as a written text.
- MOOD AND ATTITUDE** - When we listen we learn about people's mood and attitude. The language used, the tone of voice and the volume tell us if a person is angry, enthusiastic etc.
- PURPOSE** - We listen for a reason, e.g. identify main ideas, understand opinion, get a fact. Your task gives you a reason and helps you focus your attention.
- CONVERSATIONAL LANGUAGE** - Knowing and understanding high frequency expressions help you follow conversations. Speakers choose phrases according to the situation and their intentions. Find them in Real task.
- CHECK** - In a conversation, ask people to repeat, clarify or explain if you don't understand. In a class exercise, listen again and confirm your ideas.
- ACTIVE LISTENING** - While you listen, your brain processes sounds and creates meaning, you generate answers and ideas and deal with unknown language so it's OK to need to listen again.

## 10 TIPS FOR EXAM SUCCESS

Each skill begins with 10 tips presenting the core strategies for success in language learning and in international exams. This is a shortlist of the very best advice, the fundamentals for developing skills both in class and outside the classroom. Discussing the tips in class encourages students to make these 21<sup>st</sup> century competencies part of their routine.

The collage displays four pages from the Skills Book:

- Reading skills 7&8:** Features a 'Making choices' section with a 'Warm up' exercise and 'EXAM TIPS' for reading for specific information.
- Listening skills 9&10:** Includes a 'Warm up' section, a 'Comprehension' exercise with a '40s' listening task, and 'EXAM TIPS' for listening for specific information.
- Speaking skills 1&2:** Focuses on 'Informal chat' with a 'Warm up' section, a '10s' listening task, and 'EXAM TIPS' for having a conversation.
- Writing skills 3&4:** Covers 'Postcards, messages and posts' with a 'Warm up' section, a '10s' listening task, and 'EXAM TIPS' for postcards and posts.

## 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 5&6

#### Transport

**Warm up**

1a Match the pictures with the methods of transport. Which methods are similar and why?

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16 a bicycle  a boat  a canoe

17 a car  a helicopter  a hot air balloon

18 a motorbike  a plane  a scooter

19 a help  a taxi  a train

20 a tram  an underground train  a yacht

1b 01-13 Listen and repeat the methods of transport.

2 **PAIRWORK** Discuss the questions.

- 1 What method of transport do you usually / often / sometimes use and why?
- 2 Which is the best method of transport in a city? to get to another country? in the countryside?

**TIPS Collocations**

Collocations are words that go together. For example, the correct verb to use with a noun. We say *travel on foot* and we say *travel by bus or train*.

- Memorise whole phrases, not individual words.
- Draw mind maps that match verbs and nouns, or adjectives and nouns.

3 **PAIRWORK** Do the task.

- Write four sentences that include a method of transport and the correct verb.
- Take out the verbs in the sentences.
- Ask your partner to complete the missing collocations.

42

## 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 lives, ideas and ideals, interests and preferences, which exposes them to manageable, spontaneous language. 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 1&2

#### Sport | Routine | Free time

What are your favourite sports?

1a Match the photos with the sports.

badminton | trampolining | rock climbing | weightlifting

1b 01-03 Watch. Who likes the sports above? Tick the names.

<input type="checkbox"/> Josh	<input type="checkbox"/> Cindy	<input type="checkbox"/> Ben	<input type="checkbox"/> Jane
<input type="checkbox"/> Laury	<input type="checkbox"/> Gabriel	<input type="checkbox"/> Simon	<input type="checkbox"/> Jamie

1c Watch the video again and write the sports.

- 1 Josh football \_\_\_\_\_ basketball
- 2 Cindy \_\_\_\_\_ netball \_\_\_\_\_ swimming
- 3 Ben badminton tennis \_\_\_\_\_
- 4 Jane soccer \_\_\_\_\_ football trampolining
- 5 Laury \_\_\_\_\_ football trampolining
- 6 Gabriel swimming \_\_\_\_\_ weightlifting
- 7 Simon gymnastics \_\_\_\_\_
- 8 Jamie \_\_\_\_\_

**FLUENCY CLIPS** Expressing preferences

Watch again. Notice how you can express preferences: *really like... | My favourite sports are probably... | I also really enjoy...*

**LANGUAGE NOTES** *netball* = ball sport similar to basketball *partridge* = traditional British cooked breakfast *cricket* = British American English, *cricket* = British English

19

## CLIL SKILLS

CLIL stands for Content and Language Integrated Learning, where students study a subject in a foreign language instead of in their first language. CLIL training puts emphasis on many types of skills: knowledge of specific language related to the subject, the use of non-linguistic input such as tables and graphs, autonomy in carrying out one's own research, and last but not least, the ability to work in groups and interact with others.

### CLIL Biology

#### Nutrition

**Warm up**

1 **PAIRWORK** Think about which foods you need to eat to stay healthy.

**CLIL TIPS Scanning**

Use scanning to prepare yourself for reading in detail. Find key facts, core words, dates, numbers or statistics. This gets your brain ready for reading.

**Reading**

2 **Scan the text below for food words. Were any of the food you mentioned in the article?**

## The food we eat

#### What are nutrients?

Nutrients are the chemicals we get from food. We need these chemicals just like a car needs petrol. There are more than 40 different nutrients, and they belong to six groups: protein, carbohydrates, fats, vitamins, minerals, and water. We need nutrients to build and look after the body, keep the body working well, and to give us energy. We need that energy to do things. Even when we are just sitting down, watching or writing a text, we are using energy – by using our brains! So we need nutrients to help us do that properly. We need a balance of all the nutrients in our diet because of the way they work together. One nutrient needs the other nutrients to be able to do its job.

- Carbohydrates give the body the most energy. Good sources of these are grains (bread, cereal), rice and pasta, vegetables and fruit.
- Protein builds and repairs hair, skin and muscles. The main sources of protein come from dairy products, meat, fish and nuts.
- Fats store energy for when we need it. Fat protects your body and keeps you warm.
- We get fats from oils, butter and most different fats. They all have different parts of the body and help it to function well. When it's saturated, yellow and green vegetables and fruit is good for the skin, and Vitamin C (oranges, tomatoes, potatoes) helps against colds.
- Vitamins and minerals have many different functions. They all have different parts of the body and help it to function well. When it's saturated, yellow and green vegetables and fruit is good for the skin, and Vitamin C (oranges, tomatoes, potatoes) helps against colds.
- Water helps to cool and clean the body and carries nutrients through the body.

#### How do nutrients work?

When we eat, the body breaks down the nutrients in the food. Different parts of the body go to do this. The food passes down from the mouth, into the stomach. All the nutrients then enter the blood. The six nutrients have different functions:

#### What are our daily requirements?

The average adult needs around 2000 calories a day. It's recommended that 55% of these calories should be carbohydrates, 25% fats and 20% protein. We should drink about two litres of water a day and eat five portions of fruit and vegetables a day. Too much sugar and saturated fats are bad for us, but research shows that dark chocolate does have a super power. The phytochemicals in dark chocolate improve blood flow to all the parts of your body, including the brain.

### Vocabulary

34 **Match the nutrients with the food groups.**

- Fats a bread, pasta
- Protein b oranges, tomatoes
- Vitamins c spinach, eggs
- Minerals d fish, nuts
- Carbohydrates e oil, butter

35 **Complete the bar chart with these words and fill in the daily requirements below.**  
fats | carbohydrates | protein

36 **Listen to Mark talking about his food diary.**

37 **Do you think he is going to get fitter? Why? / Why not?**

38 **Listen again and choose the correct answer, a, b or c.**

- What did Mark have for breakfast?
  - bread and orange juice
  - eggs and a glass of milk
  - eggs and bread
- What did Mark have for lunch?
  - cake, an apple and milk
  - ice cream, an apple and cola
  - cake and orange juice
- What did Mark have for dinner?
  - burger and chips, an apple and milk
  - burger and chips, ice cream and cola
  - burger and chips, cake and cola

**Writing**

39 **Complete the food diary for yesterday.**

MY FOOD DIARY	
Food:	Portion: largest/smallest
Drink:	Portion: largest/smallest
Food:	Portion: largest/smallest
Drink:	Portion: largest/smallest
Food:	Portion: largest/smallest
Drink:	Portion: largest/smallest
Type of exercise: _____	
Time: _____	

**Speaking**

40 **PAIRWORK** Compare your food diaries. Did you and your partner get enough nutrients in each food group?

**PROJECT**

**GROUPWORK** Keep food diaries for a week. At the end of the week compare the diaries and create a chart of what the group ate.

### Extensive reading 10-12

## STARS

He sat at the bar, his chin in his hand, staring into his empty coffee cup.

Apart from the young man and the barman, the café was empty. It was only three o'clock in the afternoon, but already the sky was dark.

Danny looked at the rain and shook his head in despair. February in London. It's the worst time of the year, he thought. "The most depressing. The most... hopeless."

10 He was only nineteen but his life was in ruins. He had no job, no money and no prospects. He wanted to be an actor. When he was only six years old he knew he wanted to act. He loved being the centre of attention. He loved being someone else. And what 15 did he hate right now? He hated being himself. A nobody. A loser.

Danny looked around and saw a newspaper on the bar. He glanced at the headlines, the cartoons, the sport. He didn't want to know what was on TV.

There were too many successful actors there, too many stars. His eyes drifted to the horoscope.

**Your Daily Stars**

Madame Sostris reveals the secrets of your future! Danny sighed. He didn't believe in the stars. Money has an influence on your life. And work. And family. 25 And other people. But planets and stars millions of miles away? Forget it! However, with nothing better to do, he looked at Plopes.

You're going to have a bad start to your day. Well, that was true. The start to his day was awful. 30 His sister spilled coffee on his new jacket, his dad refused to lend him any money, and his mum told him he had to baby-sit in the evening. Oh, and then he discovered he had a red spot on his nose. Fantastic.

You're going to meet new people. He met lots of new people at an audition that morning. They were out of work actors just like

him. It was an audition for a new production of *The Importance of Being Earnest*. Danny was nervous. His spot looked terrible. But he walked onto the stage and smiled at the producer and at the director. Then they asked him to begin and... disaster. He couldn't remember his lines!

45 **Then before lunch you'll hear some unexpected news.**

He didn't have any lunch. He walked along the London streets under the heavy London rain. But why couldn't he be worried about the small things? ... because later you will meet a tall dark stranger and your life will never be the same again.

A tall dark stranger? What a cliché! Madame Sostris had finally lost her touch! Then Danny heard the door open. There was a woman standing just inside, shaking her umbrella. She was tall and good-looking with ... long dark hair.

This was ridiculous! Danny stood up, walked 80 straight past the woman, and out into the rain.

"How's it going, Ms de Ville?" asked the barman. "Oh, not great," she replied. Ms de Ville had an American accent. Tim looking for an actor for my new film and I just can't find the right guy. But 85 you know, it's funny. The guy who just left looked perfect!"

1 **Read the story up to line 36 and complete the information about the main character.**

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Star sign: \_\_\_\_\_  
Family: \_\_\_\_\_  
Job: \_\_\_\_\_  
Ambition: \_\_\_\_\_

2 **Madame Sostris says, "You're going to meet new people." Who do you think Danny met in the morning? Discuss your ideas then read to line 45.**

3 **Madame Sostris says, "Then before lunch you'll hear some unexpected news." What do you think happened to Danny? Discuss your ideas then read to line 68.**

4 **Madame Sostris says, "... later you will meet a tall dark stranger and your life will never be the same again." What do you think is going to happen to Danny? Discuss your ideas then read to the end of the story.**

5 **Read the story again and answer the questions.**

- Why is Danny unhappy at the beginning of the story?
- Why doesn't he believe in horoscopes?
- What went wrong at his audition?
- Who did he lose his job?
- Why does he think you're going to meet a tall dark stranger (is a cliché)?
- Why is the woman interested in Danny?

6 **Imagine that Danny doesn't leave the bar. Write the conversation between Danny and the woman (her name is Martha). Lay out the dialogue like a play.**

**DANNY:** Can I get you a coffee?  
**MARTHA:** That's kind of you. A double espresso, please.

## READING FOR PLEASURE

Studies show that extensive reading is the best way for students to acquire new lexis and language. It feeds into all the skills. Story is a universal experience and students respond directly and emotionally to narrative. Achieving flow in reading requires a low frequency of unknown words so these exclusive graded stories ensure that students have met the language before. Pre-reading and post-reading activities deepen students' understanding.



# A CLOSER LOOK: WARM-UP 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**

**KEY OBJECTIVES**

**GRAMMAR** present simple, like, love, hate + -ing, modal verbs can, would, question words, adverbs of frequency  
**FUNCTIONS** talking about the present, ability, routine, preferences; making arrangements; exchanging personal information  
**VOCABULARY** sports and hobbies; films; daily activities; jobs

**Vocabulary: Sports and hobbies**

1a 40 02 Listen and repeat the sports.

table tennis running riding diving  
 volleyball rugby skiing athletics  
 cycling karate sailing waterskiing  
 gymnastics canoeing basketball hockey

**WORD EXPANDER** play, go, do

play + ball sports play table tennis  
 go + -ing go running  
 do + others do athletics

1b 40 03 Decide if these sports and the sports above take the verb play, go or do. Then listen and check.  
 football | swimming | golf | tennis | skydiving | judo | surfing | windsurfing

1c **PAIRWORK** Talk about the sports you do.  
 I play volleyball, I go skiing and I do athletics.

2a Do the questionnaire and tick  the things that describe you.

2b **PAIRWORK** Compare your answers with your partner.

**WHAT SORT OF PERSON ARE YOU?**

**Your hobbies and interests**

1  listening in shops  taking photos  
 leaving an restaurant  leaving computer games  
 writing poetry, stories, blogs  reading books  
 drawing / painting pictures  other  
 collecting things

**Your favourite things**

2  my bike  my phone  
 my computer  other  
 my sports equipment  
 my diary  
 my dance shoes

**My hero is...**

3  a singer  an artist

a writer  
 an actor  
 a dancer  
 a politician  
 an inventor or business person  
 or someone you know

NAME \_\_\_\_\_

Past finishes 7

## OPENER LESSONS

At the beginning of each set of two units, there is a page of warm-up activities to inspire students for the two units 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 3 & 4**

**KEY OBJECTIVES**

**GRAMMAR** present continuous, there is / there are, countable and uncountable nouns, how much / many, some / any  
**FUNCTIONS** talking about present and temporary situations; buying clothes; talking about quantity; describing places; making arrangements  
**VOCABULARY** clothes; money; accessories; places

**LIFE in Ireland**

In a recent survey of 12,500 14-18 year-olds in Ireland, young people talk about their lives. Here are their top ideas.

**What do you think...**

**... IS GOOD ABOUT BEING YOUNG IN IRELAND?**

1<sup>st</sup> Getting a good \_\_\_\_\_  
 2<sup>nd</sup> Doing different \_\_\_\_\_  
 3<sup>rd</sup> Taking part in lots of activities  
 4<sup>th</sup> My national identity  
 5<sup>th</sup> My \_\_\_\_\_  
 6<sup>th</sup> Places to go (shopping centres, parks, etc.)

**... IS BAD ABOUT BEING YOUNG IN IRELAND?**

1<sup>st</sup> Problems with the economy  
 2<sup>nd</sup> Getting a \_\_\_\_\_ in the future  
 3<sup>rd</sup> Out of date \_\_\_\_\_ facilities  
 4<sup>th</sup> Pressure and stress  
 5<sup>th</sup> Anti-social behaviour and crime  
 6<sup>th</sup> The \_\_\_\_\_, especially the rain

1 40 16 Listen and complete the information in the survey.

2a **GROUPWORK** Choose the aspects in the Irish survey that are important for you. Add more ideas.

- Make a list of your six answers for each question.
- What is good about being young in my country?
- What is bad about being young in my country?

2b Present your lists to the class.

3a Find these words and phrases in the text messages below.

Can't talk now | I don't know | Are you OK? | Laughing out loud | Sorry | Be right back | Oh, I see | No problem

1 My dad loses the car keys every day! LOL  
 2 Where's the dog?  
 IDK is she with Dan?  
 3 CTN, Mum's home. Facetime later?  
 4 I can't swim.  
 OIC I can teach you to swim! NP.  
 5 Lunch on table, BRB  
 6 No answer. RLQK?  
 7 Where are you?  
 SRY I'm on the bus!

3b **PAIRWORK** Write a message to your partner on a piece of paper. Then write a message back. Use some of the abbreviations above.

27

## Unit 4

### Is there any good music?

#### Warm up

#### 1 Do you agree or disagree with these statements? Why?

- My city / town / area is a good place for teenagers.
- There are a lot of activities for teenagers in my area.
- There are places where teenagers can go.

## Unit 10

### Exploration

#### Warm up

#### 1 **PAIRWORK** Discuss the questions.

- What skills and qualities does an explorer need?
- Do you know about any famous explorers?
- Would you like to be an explorer?

#### Comprehension

#### 1 72 Listen and read. Answer the questions.

#### 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 7

#### A busy life

**Unit objectives**  
**Grammar** *must / mustn't / (not) have to*;  
*So / Neither must t, (not) be allowed to*  
**Functions** talking about obligation; permission; having a discussion  
**Vocabulary** school; computers

**Warm up**

- Look at the photos on page 69 and answer the questions.
- Where are Charlie and Mia?
- What do you think Charlie's problem is?
- What do you think Jack is asking Rose?

**Comprehension**

2 Listen and read *Who's that girl?* Complete each sentence with one word.

- Charlie and Mia have got a lot of Maths homework.
- Charlie's parents are getting heavy about his \_\_\_\_\_.
- Mia needs to talk to Jack and Rose about their \_\_\_\_\_.
- Rose says she's got a \_\_\_\_\_ memory.
- Jack invites Rose to go for a \_\_\_\_\_.
- Rose has to go for a \_\_\_\_\_.

3 **What do you think?**

- Does Jack like Rose?
- Does Rose like Jack?
- Does Charlie like Mia?

**Talking about obligation**

4a Read the rule and do the exercise.

**must / mustn't / (not) have to**

- The use of *have to* and *must* both express obligation and are often interchangeable. But *have to* is more frequent than *must* in spoken English.
- I have to go for a run now. = I must go for a run now.*
- Use both '\_\_\_\_\_ and \_\_\_\_\_ to say that it is important or urgent to do something.


**Complete the rules with *have to, don't have to, must or mustn't*.**

- Use '\_\_\_\_\_ to express prohibition.
- Use '\_\_\_\_\_ in questions to ask about obligation.
- Use '\_\_\_\_\_ to express negative obligation / to say that it is not necessary to do something.

4b Look for sentences expressing obligation in the dialogue and underline them.

### Who's that girl?

EPISODE 6



**1 School's finished for the day, but Charlie isn't happy.**

CHARLIE What do we have to do for our Maths homework?  
 MIA All the exercises on page 80.  
 CHARLIE I don't believe it. We have to do lots of extra work this year!  
 MIA So what? You never study!  
 CHARLIE I know, but I must do well in my exams. My parents are getting really heavy.  
 MIA Listen, Charlie. I have to talk to Jack and Rose about our gig now.  
 CHARLIE And I have to go home and do my Maths! What a pain!  
 MIA You don't have to do it on your own. Call me later and I can help.  
 CHARLIE Thanks, Mia. That's really sweet of you.

**2 Later, over coffee...**

JACK Listen guys, we're really lucky to get this gig. We must do a good job.  
 ROSE Right! And I must learn all the songs. But I've got a terrible memory!  
 JACK You mustn't be negative, Rose.  
 MIA Don't worry, Rose. You're great.

**3 Jack walks home with Rose.**

JACK Hey, Rose. Do you fancy a coffee or something?  
 ROSE I'd love to, but...  
 JACK But what?  
 ROSE I have to go for a run now. Maybe another time?  
 JACK Yeah, maybe. See you tomorrow.  
 ROSE OK. See you, Jack.

**REAL TALK** I don't believe it. So what! heavy What a pain! That's really sweet of you.

## 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

### Key grammar & From accuracy...

**FUNCTION**

- Talking about quantity
- Talking about temporary situations
- Talking about present activities
- Describing places
- Asking about quantity
- Talking about frequency
- Talking about position

**EXAMPLE**

There are four cats at uni.  
I've got some olive oil.  
It's raining ice-cream.  
I do sport twice a week.  
How many pets have they got?  
It's sitting on the form.  
Chloe is on the bus.

**GRAMMAR**

Present continuous  
There is / there are  
How much / many  
(Un)countable nouns / am / is / are / any  
Present continuous  
per hour / a week / once, etc.  
prepositions

1 Match the function with the example and the grammar.

### ... to fluency

2 Read the website and put these words and phrases in the correct spaces.  
we | aren't | there's | there isn't | there aren't | not | some | any | many | much

3 Find and underline examples of the grammar.

**Present continuous | some/any focus**

4a Read the poem.

In my dream city...  
There aren't any advertisements  
But there are lots of street performances  
There isn't any crime  
But there is a park with fountains and butterflies  
There are some free bicycles  
And lots of ice-cream shops  
I'm not studying  
And I am singing my special song

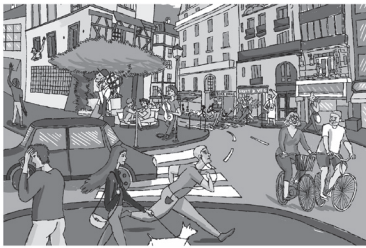
4b Complete the lines of the poem for you.

In my dream city...  
But there are...  
There isn't any...  
But there is...  
There are some...  
And lots of...  
I've got...  
And I'm...  
...

4c Read your poems to the class.

**Talking about people and places**

5a Look at the picture. Then write ten questions about it. Make a note of the answers.



5b PAIRWORK Close your books. Ask and answer your questions. Who has a good memory?

## KEY GRAMMAR

Lessons focusing on both accuracy and fluency conclude each set of two units. First comes the accuracy stage, aimed at reinforcing language acquisition and reducing errors. The key grammar points of the previous two units are reviewed in an interesting, exam-style reading task, and in further practice of core areas. Fluency, on the other hand, is getting your message across. Language has to be produced automatically in real time, errors and break-downs inevitably happen even when you are communicating effectively. These fluency tasks are extended activities, including groupwork, role play and games. Students then close the circle, reflecting on their performance and deciding where they need to do more accuracy practice.

## 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 9

### Life's like that

#### Grammar reference

**Past simple of be**

Positive	
I	was
You	were
He/She/It	was
We/You/They	were
Negative	
Full form	
I	was not
You	were not
He/She/It	was not
We/You/They	were not
Short form	
I/He/She/It	wasn't
We/You/They	weren't
Questions	
Was	I/he/she/it...?
Were	we/you/they...?
Short answers	
positive	
Yes, I/he/she/it was.	No, I/he/she/it wasn't.
Yes, we/you/they were.	No, we/you/they weren't.
negative	
Yes, I/he/she/it was.	No, I/he/she/it wasn't.
Yes, we/you/they were.	No, we/you/they weren't.

- Form the positive past simple of be with: subject + was / were (full forms)
- Form the negative with: subject + wasn't / weren't (full forms) subject + wasn't / weren't (short forms)
- Form questions with: was / were + subject
- Form short answers with: Yes, + subject pronoun + was / were. No, + subject pronoun + wasn't / weren't.

**Usage**

- Use the past simple of be to talk about the past. We were in the restaurant. It was my birthday. Were they really happy? – Yes, they were.

#### Past simple regular

Positive	
I/You/He/She/It/We/You/They	walked.
Negative	
I/You/He/She/It/We/You/They	did not / didn't walk.
Questions	
Did	I/you/he/she/it/we/you/they walk?
Positive short answers	
Yes.	I/you/he/she/it/we/you/they did.
Negative short answers	
No.	I/you/he/she/it/we/you/they didn't.

The past simple of regular verbs is the same for all persons.

- Form the past simple positive with: subject + base form + -ed
- Form the past simple negative with: subject + did not (full form) + base form subject + didn't (short form) + base form
- Form past simple questions with: did + subject + base form
- Form positive short answers with: Yes, + subject + did.
- Form negative short answers with: No, + subject + didn't.
- If the question begins with an interrogative pronoun, adjective or adverb (Wh- question), use: interrogative + did + subject + base form Who did you help? Why did she lie?

**Usage**

- Use the past simple to talk about actions that began and ended in the past. You often use it with past time expressions. We visited the museum but we didn't enjoy it. Hiram Bingham discovered the ruins of Machu Picchu in 1911. I tried to phone you yesterday because I wanted some help.

#### Word list

The words in **italics** appear in the unit, but are not in the vocabulary sections.

**Work**

architect	flight attendant
businessperson	lorry driver
butcher	mechanic
cashier	pharmacist
dentist	psychologist
farmer	server
film director	singer

**Physical appearance**

<b>Height</b>	tall
short	thin
Build	average build
slim	plump
Face	black
chubby face	blond
long face	round face
small nose	thin face
<b>Hair colour</b>	black
blond	brown
red	red
<b>Hair length &amp; shape</b>	medium-length
bald	short
curly	wavy
<b>Hair style</b>	hair loose
beard	hair tied back
clean-shaven	headlocks
deadlocks	<b>Eyes</b>
eyes	green eyes
blue eyes	brown eyes
<b>Ornaments &amp; other</b>	stud in her lip
eyebrow piercing	glasses
glasses	pierced ears
<b>Personality</b>	decisive – indecisive
friendly – unfriendly	patient – impatient
funny – serious	reliable – unreliable
generous – mean	sincere – insincere
hard-working – lazy	imaginative – unimaginative
loyal – disloyal	thoughtful – thoughtless
<b>Mood</b>	angry
depressed	happy
happy	nervous
sad	scared
upset	upset





# 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. shopping), transactional (e.g. inviting), or interactional (e.g. giving an opinion). 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.



It's Wednesday and Josh, Daisy and Max meet up.

**MAX** Are you doing anything at the weekend?  
**JOSH** Well yes, I am actually. I'm playing tennis with Paco. Why?  
**MAX** Well we're trying to organise a picnic. Would you like to come?  
**JOSH** Cool! I'd love to. But it depends when it is.

**MAX** When are you playing tennis?  
**JOSH** Saturday morning.  
**DAISY** Shall we have the picnic Saturday lunchtime?  
**MAX** I'm afraid I can't. I'm going shopping on Saturday. What about Sunday?  
**JOSH** Well I'm playing football Sunday afternoon but I start at 5.00 pm. So that's not possible.

### 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 communication

### Invitations

<b>Inviting</b> • Are you free on...? • What are you doing on...? • Would you like to come...?	<b>Suggestions and offers</b> • How about ...-ing? • Shall I / we...? • Why don't we...? • Can I help at all?	<b>Apologies</b> • I'm afraid I can't. • I'm really sorry. • I'm so sorry.	<b>Accepting apologies</b> • That's OK. • Don't worry. • It's not a problem.
---	---	---	---

### 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.

### Organising a barbecue

3 **ROLEPLAY Work in groups of four.**

- Discuss and arrange a barbecue.
- Use expressions from the *File*.

Would you like to come to a bbq at 12.30 on Saturday at my house? Give me a call if you can so we can arrange it. ☺

**STUDENT A** Invite the others to the barbecue.  
**STUDENT B** You would like to go, but you've got a driving lesson at 12.00 pm.  
**STUDENT C** You think it's a great idea. Offer to do the shopping.  
**STUDENT D** Suggest that you all write a shopping list.

4a **ROLEPLAY Work in pairs.**

- You want to meet your friend for an hour on Saturday.

Calendar is here, your friend!

### 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.

## GET INTO CULTURE

Culture in the 21<sup>st</sup> 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.

## 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 5&6**

**TOP TOURIST DESTINATIONS**

**Taj Mahal**  
The Taj Mahal is in Agra, India and is more than 350 years old. Mumtaz Mahal, the wife of the Mughal Emperor, Shah Jahan is buried there. There are jewels in the walls and there's a beautiful garden with a pool. The walls of the Taj Mahal change colour during the day. In the morning, they are pink. In the afternoon they are white, and in the light of the moon they are gold. Tourists love to take a selfie there because it's a beautiful building!

**Stonehenge**  
Stonehenge is a huge circle of stones in Wiltshire, England. We don't know who built it or why, but we know that they are more than 4,000 years old. Some people think that Stonehenge is an ancient calendar. On Midsummer's Day, the 21st of June, the sun rises above one of the ways to Stonehenge. Thousands of people come to Stonehenge to celebrate. They sing songs and dance.

**Statue of Liberty**  
The Statue of Liberty is in New York Harbour. A present from France in 1886, the Statue of Liberty is a symbol of the friendship between France and America. She's wearing a crown and holding a torch. You can walk up to the top and see the city of New York. But it's a long climb – there are more than 350 steps!

**The Great Wall of China**  
The Great Wall of China is really many different walls in different parts of China. Some parts are 2,000 years old and other parts are just 400 years old. The main part of the Great Wall is 8,851 kilometres long. Tourists can walk along parts of it and some people do this for charity.

## GET INTO CULTURE The great Australian barbecue



The Australian barbecue – or 'Aussie barbie' – is a huge tradition in Australia. In a country which has lots of beautiful sunny weather, people like to spend time outside. A barbecue is an important part of this famous 'Aussie' lifestyle. People invite friends and family to their homes and grill food outside. They usually barbecue hamburgers, steak, sausages and vegetables or vegetarian sausages and hamburgers. Parks often have free public grills that people can use to enjoy their barbecue and nature at the same time.

Discuss the questions.

- Do many people have barbecues in your country?
- Are they a popular social activity?

**Young people around the English-speaking world**

**Real communication**

**Travelling around**

**Buying a ticket**

- Can I have a ticket, please?
- Two tickets to the centre, please.
- Can I have a single / day return, ...?
- Can I have a Travelcard / an Oystercard, ...?
- Cheers / Thank you.

**Adding for information / help**

- Can I get on, please?
- Can you tell me when to get off?
- Can you tell me when to get on, please?
- Which line do I need to get to...?
- Which train is the next?
- Does this train go to...?

**Vocabulary: city travel**

1a Read the information leaflet and match the headings with the paragraphs. Labeling the stations. On the platform. On the train. Getting on the platform. Finding your way around / Buying tickets.

**London Underground**

**The Tube: useful information**

- The Underground has ticket zones with different fares. You can buy different sorts of tickets, e.g. a single, a return, a Day or Weekend Travelcard. The best ticket to use is an Oystercard. In the ticket hall there is a ticket office but most people use the ticket machines. You can pay with coins, notes or a contact card.
- Signs tell you the direction of the trains. Before you start, look at the map and check if your train is Northbound, Southbound, Eastbound or Westbound. The last station on your line is its destination.
- On the escalator people stand on the right. They walk on the left side. Luggage isn't allowed on the escalators.
- On the platform stand behind the yellow lines. Look at the display for the next train and its destination. Don't get on the platform because the rails are electrified. The announcement 'Mind the gap' warns people when they get on and get off the train. There is sometimes a big gap between the train and platform.
- The announcement 'Stand clear of the doors' means the doors are about to close. Passengers usually stand on the underground or talk quietly. They don't make much eye contact or start conversations.
- There are no lifts / lifts on the stations so take your other way with you. The best good ticket or Oystercard to get through the barriers so have it ready.

1b Use the highlighted words to make an Underground travel mini-dictionary for a trip to London. Write a translation for each word.

**GRAMMAR FACT** The most popular Tube trip for tourists is from Leicester Square to Covent Garden. But it's quicker to walk than go by Tube!

## 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.

# A CLOSER LOOK: INTEGRATED SKILLS

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. The exercises that prepare the way for B1 Preliminary and Trinity ISE exams are flagged with references to the specific exam and test type. In addition to this, each unit provides ideas for Study skills development and study strategies.

## Units 9 & 10

**KEY OBJECTIVES**

**GRAMMAR** past simple, past time expressions, modal verbs could/were/would be used to talk about **FUNCTIONING** talking about the past, describing people, talking about obligation, telling a story  
**VOCABULARY** work, physical appearance, personality, abilities

**Vocabulary: work**

41 46 Match the jobs with the pictures. Then listen and check.

teacher       film director  
 architect       cashier  
 lorry driver       pharmacist  
 farmer       singer  
 businessperson  
 psychologist  
 flight attendant  
 farmer  
 truck driver

25 **PAIRWORK** Read *My Ideal Career*. Say what skills and qualities you need for three of the jobs above.

26 **PAIRWORK** Ask and answer about the skills and qualities in *My Ideal Career*. Think of an ideal job for your partner. See page 18 for more jobs.

**MY IDEAL CAREER**

Knowing your skills and qualities can help you find the right career.

Perhaps you have to...

- be good with people
- be organised
- be good at maths
- be musical
- be fit and strong
- be patient
- speak a foreign language
- be physically strong
- be practical
- be creative
- look smart
- be good with animals
- understand people
- be good at managing people
- be a good problem-solver
- be good at IT
- have a good memory
- have a good voice
- be good at drawing
- be a good teamworker

## MIXING SKILLS

From the opener lesson and the presentations until the final *Key grammar* pages, 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. In this example, from an opener lesson, students review and expand vocabulary in order to read and discuss their ideal career.

## Real skills

### People and their jobs



### THE INTERVIEW

This week we meet **Aaron Heath**

Where do you live?  
I live in Vancouver in Canada.

Are you still at school?  
Yes. I'm in my last year of high school.

What do you like doing in your free time?  
I like going to movies, playing sports and hanging out with friends.

What kind of music do you listen to?  
Different kinds. I often listen to pop, but I also like R & B and I sometimes listen to hip-hop.

Do you have a part-time job?  
I'm a sales assistant in a shoe store. I work there on Saturdays. I get paid my money on going out in the evening and on weekends or clothes.

What do you do in your job?  
Well, I do lots of different things in the store. I help the customers choose their shoes. They often ask me for advice. I often serve customers with children. I always measure the children's feet and then help them choose their shoes. I don't usually work on the till because the full-time assistants do that.

Do you have a break in the day?  
Yes. I have a ten-minute break in the morning and I usually have a coffee. Then I have an hour's break at one o'clock and I have lunch in town.

What are your ambitions? Would you like to work as a sales assistant when you leave school?  
No, I wouldn't. It's OK for a part-time job, but I wouldn't like to do it all time. I think I'd like to be a science teacher. I love science and I love kids.

**TRAINER TIP** Top university subjects in the UK are business studies, nursing, art and design, social sciences, law, engineering, computer science, education, bioscience, history.

## Unit 2

**Reading and speaking**

1 Read the interview and complete the sentences.

1 Aaron lives...  
2 In his free time he often... and he sometimes...  
3 In his part-time job, the customers often...  
4 At work, Aaron often...  
5 He always...  
6 He doesn't usually...

**Writing**

43 Write personal answers to the questions in the interview in exercise 1.

44 Write about your dream job? I live in Milan, Italy. What do you like doing in your free time? I like swimming, hanging out with my friends and listening to music.

45 **PAIRWORK** Ask and answer the questions.

5 Write about your normal day.  
I always / usually... get up / have a shower at (full past tense)  
I usually go to school by... I often... I sometimes... I get home at...

**Listening and speaking**

6 46 11 Listen and write the jobs.

47 Alex...  
48 Mia...  
49 Lucia...

7 **PAIRWORK** 12 Talk about the routines of people you know.

A My dad's a computer programmer. He works in London. He leaves home early in the morning and gets home late.

**WORKING IN A SHOP**

You can organise your vocabulary notebook in alphabetical order. Write the word, a translation and an example sentence. Measure... measure. I always measure the children's feet. Or you can organise it in groups, e.g. all words linked to work in a shop. Keep it up-to-date and read it regularly.

**WORK IN A SHOP**

have a break      shop assistant  
have a break      shop assistant

**Pronunciation /ɪt/ /ɪt/**

8 46 11 Listen and repeat the words.

IPA	Word
/ɪt/	here
/ɪt/	ready
/ɪt/	dirty
/ɪt/	spell
/ɪt/	both
/ɪt/	when
/ɪt/	yet

## REAL SKILLS

Each unit has two pages devoted to integrated skills work which activate 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!

## SKILLS FOR LIFE

Tips and advice are a core feature of the methodology. Both in the *Real skills* and the *Skills Book*, micro-skills are explained in a simple way and students are guided in how to improve. Each one of these tips is an essential skill for life which a language learner needs to fine tune until it becomes second nature.

## 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. In *Real skills: Pronunciation*, the focus is on core sounds and speech patterns in user-friendly, speedy activities.

### Pronunciation /e/ /æ/

7 38 Listen and repeat the words.

/e/ leather | red | pen | said | beg | well  
/æ/ Spanish | bag | plastic | man | hand

### SKILLS FOR LIFE Planning

When you write, you need to plan your work. Make rough notes: It will help you think of useful words and expressions and organise your ideas. In exercise 8 make notes about:

- place
- time
- number of people
- what happened, etc.

your article into paragraphs:



# FROM ACCURACY TO FLUENCY FOR EXAM SUCCESS

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 accuracy while leading them towards more fluent production.

**Obligation focus**

4a Write six sentences about your and your family's obligations next week.

have to / don't have to / must / ought to

get up early	study for an exam
go to the dentist	finish a project
see relatives	tidy my room
top up my phone	help my parents
see friends	do some exercise
practice the guitar	buy some new clothes

4b PAIRWORK Tell your partner about next week.

**Advice focus**

5a Listen to the conversations. What problems do Erik and Amelia have?

5b Match the parts of the advice below.

Listen again and check your answers.

**... to fluency**

7 GROUPWORK Choose one of these problems. Don't worry about mistakes.

- One student explains the problem. The other students give advice.
- The student with the problem should refuse some advice and give reasons. You can accept one piece of advice at the end of the conversation.

A I want to learn a musical instrument. But I don't know which one.

B You should learn the electric guitar. It's fun.

A I don't like the guitar.

C Why don't you study the piano?

A Where can I find a teacher?

B You should ask at college.

C I think the piano is hard to learn.

D You should listen to your favourite music when you can choose the instrument.

**ACCURACY FOCUS FOR EXAM SUCCESS**

Confidence-boosting activities, designed to reinforce the communicative function of tricky grammatical areas, prepare students for exam success. But accuracy alone is not enough – we need to build students' communicative confidence to get their message across, regardless of errors.

**FLUENCY FOR EXAM SUCCESS**

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, students now engage in an activity 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.

At class level discuss your performance in exercise 7. What could you change or improve?

We sometimes make modal mistakes. We say 'can to'. Or forget to say 'ought to'.

We could do some Extra Practice.

We sometimes confuse the meaning of 'don't have to' and 'mustn't'. Let's make an easy-to-remember rule.

'Don't have to' means 'not necessary'. 'Mustn't' means 'forbidden'.

**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.

**DIGITAL**

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

# 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.



## 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 31

1 What makes me happy? Oh that would be watching my team win! I support Oxford United. They don't win often!

2 What's happiness to me? Well, I love... shopping for new clothes, finding a special outfit and I adore parties. Yes, parties make me happy.



### 1 School's finished for the day, but Charlie isn't happy.

CHARLIE What do we have to do for our Maths homework?  
MIA All the exercises on page 80.  
CHARLIE I don't believe it. We have to do lots of extra work this year!  
MIA So what? You never study!  
CHARLIE I know, but I must do well in my exams. My parents are getting really heavy.  
MIA Listen, Charlie. I have to talk to Jack and Rose about our gig now.  
CHARLIE And I have to go home and do my Maths! What a pain!  
MIA You don't have to do it on your own. Call me later and I can help.  
CHARLIE Thanks, Mia. That's really sweet of you.

### 2 Later, over coffee...

JACK Listen guys, we're really lucky to get this gig. We must do a good job.  
ROSE Right! And I must learn all the songs. But I've got a terrible memory!  
JACK You mustn't be negative, Rose.  
MIA Don't worry, Rose. You're great.

### 3 Charlie walks home with Rose.

ROSE Do you fancy a coffee or something?  
CHARLIE No, but...  
ROSE Well, maybe another time?

## 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 narrating, apologising, working in teams, 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.

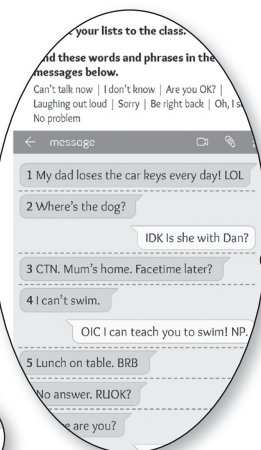
## Real communication

### Anecdotes

FILE	<b>Opening</b>	<b>Continuing</b>	<b>Showing interest</b>
	• Guess what happened to me.	• Then...	• Really? • Did you? • Were you?
	• I had an embarrassing experience.	• So...	
• One day...	• A few weeks ago...	• But...	<b>Responding with a story</b>
• Last week...	• When I was about thirteen...	• Guess what happened next!	

## 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.





# GETTING CLOSER TO EXAMS

In the 21<sup>st</sup> 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!

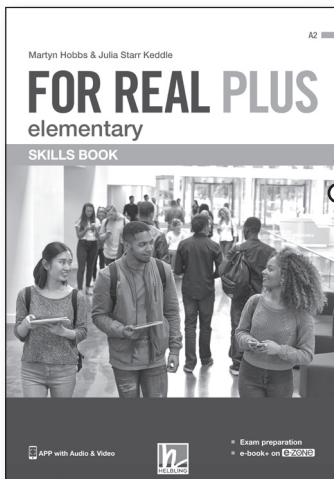
## Shopping

- 5 **Listen and write the prices of the items.**
- the blue tracksuit
  - the long skirt
  - the black jacket



## 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 P (B1 Preliminary) and T (Trinity).



## SKILLS FOR EXAM SUCCESS

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

## Writing

- 5 **What do you think? Write a chat contribution on the following proposals.**
- Young people should be allowed to...
- learn to drive at 15
  - go hunting at 14
  - leave school at 18
  - get married at 14
  - have tattoos at 12
- I think / don't think young people should...  
They ought to...  
...union they

## 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.

## HOME SWEET HOME

Human activity and climate change are causing more storms, floods and droughts. And bigger populations mean that many people have to live in some of the world's most densely populated areas. In fact, 25% of the world population is now at risk. But there is some good news. Deaths from natural disasters are falling because scientists can predict extreme events. And when a disaster strikes, help now arrives more quickly.

**SHELTER** What are the things to give people after a disaster? First, they need a place of safety and get emergency food and water, blankets and clothing. But after they need shelter – with a roof, a bed and a bathroom. Shelters need to be easy to transport and build. And temporary homes help people maintain their dignity and find long-term solutions.

**EARTH & WIRE** The Iranian-American architect, Nader Khalili originally had the idea for his Superadobe construction system for homes on the moon. But he realised they would be brilliant in disaster areas. So he built these permanent shelters from the stuff around you: sand bags, earth and wire. Nader Khalili says 'every person can build a home'.

**PALLETS** You can always find pallets in disaster zones. Aid workers use them to transport food and other goods, then throw them away. Architects Arnt Vajly and Susan Wines had the idea of just dumping them. They designed a temporary shelter using recycled pallets. One Pallet House needs 100 recycled pallets and families can build a home in a week with just hand tools.

**CARDBOARD** ...



## 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, information on how the course prepares students for Trinity and B1 Preliminary exams, as well as downloadable self-assessment checklists for the relevant CEFR levels.

## KEY GRAMMAR TEXT COMPLETION

The *Grammar review* is one of the most challenging but useful exam-type exercises in the Student's Book. Using the key grammar 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.

# 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 7&8**  
**KEY OBJECTIVES**  
**GRAMMAR** must / mustn't / (not) have to, be allowed to, should / ought to / needn't articles  
**FUNCTIONS** talking about obligation, having a discussion, giving advice, asking for and giving directions  
**VOCABULARY** school, computers, relationships, places in a town, prepositions

**WHO AM I?**  
 EXPLORING YOUR IDENTITY IS AN IMPORTANT PART OF GROWING UP. OUR QUESTIONNAIRE WILL HELP YOU FOCUS YOUR IDEAS!

Tick  three things that are very important to you.

- being a good student
- helping people
- being creative
- music
- my family
- a good social life
- money
- freedom
- seeing the world
- my girlfriend / boyfriend
- helping the environment
- adventure
- my friends
- sport
- making things

**Now... answer these questions.**

What are you good at? What world problem would you like to solve? What world would you like to live in? What do you worry about? Which person, living or dead, do you admire? What scares you? What bores you? What object, animal or thing represents you? Why? What's your dream for the future?

**Look at your answers to the questions.**  
 Now think of one thing you can do to get new skills, help the world, achieve your ambitions. Make it a simple thing, e.g. start guitar lessons, talk to your family, join an environmental group.

1a Do the questionnaire. Make a note of your answers.  
 1b PAIRWORK Compare your answers to part 1. Ask and answer the questions.

## 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* 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!

... things that  
 ... with your partner.

Fast finishers 7

## 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 slower learners and learners who need to explore an area in more depth.

## Reading

1 **GROUPWORK** Discuss these quotes about war and peace. Choose one you agree with and one you disagree with. Tell the class.



There never was a good war or bad peace.  
 It is always possible to forgive.  
 War creates hunger and poverty.  
 Peace is an impossible dream.  
 We make war so we can live in peace.  
 War resolves nothing. Winning a war is as bad as losing a war.

## GROUPWORK AND PROJECTS

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. Projects are a perfect way to bring out the strengths in all your students and to train them to work together in groups, or autonomously on their own, pursuing a topic that interests them.

# Starter Units 3&4

## Starter Units 3&4 pp. 23–40

Opener	p. 23
Starter Unit 3	pp. 24–31
Starter Unit 4	pp. 32–39
Language check	p. 40

## Starter Workbook online

Starter Unit 3  
Starter Unit 4

## Testbuilder

Starter Unit 3 Test  
Starter Unit 4 Test  
Starter Units 3&4 Skills test

## Objectives

### Grammar

present simple

*Let's*

modal verb *can*

*interested in / good at / terrible at*

present continuous positive

possessive 's

### Functions and Communication

talking about the present

meeting and greeting

telling the time

talking about ability

families

photos

### Vocabulary

days, months, dates

free-time activities

abilities

houses

family

### Interculture

Greetings (Starter SB p. 29)

New families (Starter SB p. 37)

## Starter Units 3&4 CEFR competences

### Listening

- A1** understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning (p. 34)
- A1** understand questions addressed carefully and slowly to me and follow short, simple directions (p. 31)
- A1** understand dates (p. 23) and times (p. 29)

### Reading

- A1** understand information about people on webpages or in newspapers, e.g. profiles of famous people (pp. 24, 25), profiles of young people (pp. 29, 30)
- A1** understand a questionnaire well enough to give the most important information about myself, e.g. name, surname, date of birth, nationality (p. 39)
- A1** understand a blog article about an American student living in Spain (p. 38)
- A1** understand a simple letter (p. 36)

### Spoken interaction

- A1** introduce somebody and use basic greeting and leave-taking expressions (p. 29)
- A1** ask and answer simple questions (p. 31)
- A1** handle numbers and time (p. 29)
- A1** ask people questions and answer questions about preferences (p. 25), birthdays (p. 23), abilities (p. 33), family (pp. 37, 39)

### Spoken production

- A1** give personal information about myself or my friends (pp. 26, 31, 39)

### Writing

- A1** fill in a questionnaire with my personal details (p. 31)
- A1** write sentences and simple phrases about myself, e.g. my preferences (pp. 25, 26), my abilities (p. 33), my family (p. 37), my life (p. 39)

# Starter 3&4 opener

## AUTHOR chat

In this module opener we work with the pre-requisite of days of the week, months and dates. Students have the opportunity to review and revise what they may already have come across or learn it for the first time, listen to a recording of a light-hearted blog post, and conclude the page with a discussion about birthdays.

### Get started

- check knowledge of vocabulary for days of the week and months
- in preparation for the topic of the module, practise using ordinal numbers and dates and talk about birthdays



1 | p. 23

**Students:** individual written work followed by listening.

**Teacher:** play the recording twice for students to first check the answers then repeat.

#### TRANSCRIPT Starter 21

Days

Monday, Tuesday, **Wednesday**, Thursday, **Friday**, **Saturday**, Sunday

Months

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



2 | p. 23

**Students:** individual written work followed by listening.

**Teacher:** *You are going to hear the ordinal numbers from first to thirty-first. Listen carefully and learn them. You use them in English to say the dates.* Play the recording twice for students to first check the answers then repeat.

Point out that ordinal numbers are formed by adding *-th* to cardinal numbers with some spelling variations. The only ones with a special form are the first three: *first*, *second*, *third*.

#### TRANSCRIPT Starter 22

first second third fourth fifth sixth **seventh**  
eighth ninth **tenth** eleventh twelfth thirteenth  
fourteenth **fifteenth** sixteenth seventeenth  
**eighteenth** **nineteenth** twentieth twenty-first  
**twenty-second** **twenty-third** **twenty-fourth**  
twenty-fifth **twenty-sixth** twenty-seventh  
**twenty-eighth** twenty-ninth thirtieth thirty-first



3 | p. 23

**Students:** sort out the lines in a dialogue and then listen.

**Teacher:** play the recording for students to check the answers, then form pairs to read the two roles. Point out that dates are expressed in ordinal numbers.

#### TRANSCRIPT Starter 23

**Sam** When's your birthday, Gary?

**Gary** It's on the fifteenth of March. What about you?

**Sam** It's in June.

**Gary** What date?

**Sam** Oh, it's on the twenty-first of June.

#### Answers

The order is: 2, 3, 5, 1, 4.



4 | p. 23

**Teacher:** *You're going to listen to a recording of a young person's blog post. First look at the photo. What do you think the young man feels? Does he want to get up?*

*Try to guess the missing words before I play the audio.*

**Students:** read the blog post and together guess the missing words. Then listen and check.

#### TRANSCRIPT Starter 24

See Student's Book p. 23.

#### Answers

1 Monday

2 first

3 Mondays

4 home

5 phone

6 Wednesday

7 week

8 On

9 fifth

10 message



# Starter 3&4 opener



5 | p. 23

**Students:** listen and write dates.

**Teacher:** ask students to underline the two dates in the dialogue in exercise 3 and explain that this is how all dates are pronounced: place *the* before the ordinal number and *of* before the name of the month. Then point out in exercise 3 how they are generally written, for example, in a letter: place the 'contracted' ordinal number along with the name of the month. There are also number formulas, e.g. *5th September* is shortened into *5/9* (and in American English *9/5*).

## TRANSCRIPT Starter 25

- 1 the fifth of September
- 2 the twenty-third of June
- 3 the twelfth of December
- 4 the second of January
- 5 the twenty-ninth of March
- 6 the seventeenth of April
- 7 the thirtieth of October
- 8 the eighth of August

## Answers

- 1 5th September
- 2 23rd June
- 3 12th December
- 4 2nd January
- 5 29th March
- 6 17th April
- 7 30th October
- 8 8th August

6 | p. 23

**Students:** in groups of four ask questions on family birthdays.

**Teacher:** make sure that they use the possessive 's correctly.

# Starter Unit 3

## What are you doing?

### Unit 3 Objectives

#### Grammar

Present simple  
*Let's*

#### Functions

Talking about the present  
Meeting and greeting  
Telling the time

#### Vocabulary

Free-time activities

#### Skills

Listening: an interview and a questionnaire about free time  
Reading: an article where young people talk about their free time  
Speaking: asking and giving information on free time  
Writing: completing a module about my free-time activities

### Presentation pp. 24–26

#### AUTHOR chat

In *Right Here!* we generally prefer to widen your students' perspectives, and intrigue and interest them with many different sorts of people and their stories from all walks of life. We are also aware that young people respond to stories about celebrities, and that they are insatiably curious about the lives of the famous!

However, we prefer to look for the more positive side of celebrity lifestyle – their achievements, the reasons why they can be admired and positive tips that anyone can use to improve their life chances.

We also meet Jack and Charlie again who are planning what to get Mia for her birthday. By the end of these four pages, students will have a sound understanding of the present simple.

#### Warm up

- in preparation for the unit, talk about your favourite stars in the world of pop music, sports and cinema

#### 1 | p. 25

**Students:** oral work to be done in pairs or all together.

#### Comprehension

- understand information about people on webpages or in newspapers, e.g. profiles of famous people **A1**

#### 2 | p. 25

**Teacher:** *You're going to read about three celebrities. Look at the photos: do you recognise them?*

**Students:** read and answer the questions.

#### Answers

- 2 Juan Mata
- 3 Ariana Grande
- 4 Ariana Grande
- 5 Chris Pratt
- 6 Juan Mata
- 7 Chris Pratt
- 8 Juan Mata

#### CULTURAL INFORMATION

**Chris Pratt** (Minnesota, USA, 1979) is an American actor who has played roles in TV and films, such as *The Lego Movie* (2014), *Guardians of the Galaxy* (2014), *Jurassic World* (2015), *The Magnificent Seven* (2016) and *Passengers* (2016).

**Ariana Grande** (Florida, USA, 1993) became famous as Cat Valentine in the Nickelodeon TV series *Victorious*, but pursued a music career from 2011 with albums including *My Everything* (2014), *Dangerous Woman* (2016) and *Sweetener* (2018). She has received numerous awards and has a large following on social media.

**Juan Mata** (Burgos, Spain, 1988) is a Spanish footballer who has played as a midfielder for the Spanish international team, Real Madrid Castilla, Valencia, Chelsea and Manchester United.

#### Talking about the present

- use the present tense to talk about facts, habits and preferences

#### 3 | p. 25

**Teacher:** ask students to read the rule and translate the examples. If necessary, revise the conjugation of the *present simple* on p. 27.

#### 4 | p. 25

**Teacher:** make sure that students use -s for the third person singular of the *present simple*.

#### Answers

- 2 live
- 3 plays
- 4 speak
- 5 writes
- 6 like

#### 5a | p. 25

**Students:** individual written work.

#### Answers

Students' own answers.

#### 5b | p. 25

**Students:** oral pairwork.

**Teacher:** Suggest that students should take notes on their partner's preferences to later talk about them to the class in activity 5c.

# Starter Unit 3

## 5c | p. 25

**Students:** oral reporting back to the class.

**Teacher:** make sure that students use the third person singular of the *present simple* to talk about their friend's preferences.



## 6a | p. 25

**Students:** individual written work followed by listening to check answers.

### TRANSCRIPT AND ANSWERS Starter 26

My name's Millie and I'm fifteen years old. I <sup>1</sup>**come** from Sheffield. In my free time I <sup>2</sup>**read** books and I <sup>3</sup>**listen** to music. My favourite singer is Rihanna because she <sup>4</sup>**sings** great songs. I <sup>5</sup>**enjoy** talking to my friends on my computer, but I <sup>6</sup>**hate** computer games – they're boring! My brother's nineteen and he <sup>7</sup>**lives** in France. He <sup>8</sup>**speaks** French and he <sup>9</sup>**drives** a sports car. It's cool!

## 6b | p. 25

**Students:** individual written work to be assigned either as classwork or homework.

### Answers

Students' own answers.

## 7a | p. 25

**Teacher:** Read Juan Mata's tips. What is the verb form used to give advice? Students should recognise the imperative they have studied on p. 19. Check understanding of vocabulary.

**Students:** number the phrases from 1 to 6 according to their personal opinion.

## 7b | p. 25

**Students:** oral pairwork.

## 8a | p. 26

**Students:** as a pre-reading activity, students revise the vocabulary for objects usually found in a student's bedroom, and answer the question (*There are two guitars, two posters, one T-shirt and one book.*).



## 8b | p. 26

**Teacher:** What do you think Charlie and Jack are talking about? Let's find out.

### TRANSCRIPT Starter 27

See Student's Book p. 26.

### Answers

1 F 2 T 3 F 4 T

## Real talk | p. 26

**Teacher:** focus on the phrases in *Real talk* and help students to translate them into their own language:

*Good idea!*

*Yeah, but...*

*Brilliant.*

## 9 | p. 26

**Teacher:** ask students to read the rule and translate the examples. Make sure they use *does* for the third person singular.

## 10 | p. 26

**Students:** individual written work.

### Answers

1	don't listen	5	doesn't play
2	Does, like	6	Does, write
3	doesn't enjoy	7	don't speak
4	don't sing	8	Does, come

## 11a | p. 26

**Students:** individual written work, to be done in class in preparation for the next exercise.

### Answers

Students' own answers.

## 11b | p. 26

**Students:** oral pairwork. Students should take notes on their partner's sentences to later talk about them to the class in exercise 11c.

## 11c | p. 26

**Students:** oral reporting back to the class.

**Teacher:** make sure that students use the third person singular of the *present simple* to talk about their friend's sentences.

## Get the grammar p. 27

Starter Workbook online Starter Unit 3

## Present simple positive

### 1 | p. 27

**Teacher:** ask students to read the table and write it in their grammar notebooks. Ask them to complete the rule of how to form the third person singular. Refer them to p. 25 for the general rule of when to use the *present simple*.

### Answers

- Add -s

### 2 | p. 27

### Answers

Leslie likes chocolate. She (or He) hates rock music.  
Christina likes chocolate. She hates football and TV.  
Charles likes rock music and art. He hates football.

### 3 | p. 27

### Answers

Students' own answers.

## Pronunciation of -s



4 | p. 27

**Teacher:** point out that these rules apply to the third person singular of the verb and the plural of nouns. Check understanding of all the words. If necessary, translate *path*, *rob*, *land* (verb and noun), *dig*, *bathe*, *buzz* (verb and noun), *watch* (verb and noun), *judge* (verb and noun). Play the recording with pauses for students to repeat. Then help students to read the phonetic symbols in the pronunciation rules.

### TRANSCRIPT Starter 28

helps gets likes laughs paths  
robs lands digs lives bathes travels comes wins  
sings knows  
passes dances buzzes watches judges



5 | p. 27

### TRANSCRIPT AND ANSWERS Starter 29

/s/ makes, acts, drinks  
/z/ loves, spells, calls, wears, reads, goes, gives, says  
/ɪz/ washes, catches, dances, matches, uses

## Present simple negative

6 | p. 27

**Teacher:** ask students to read the table and copy it in their grammar notebooks with the examples.

7 | p. 27

### Answers

- 2 You don't like the cinema.
- 3 Jenny and Rob don't go to a gym.
- 4 My mum doesn't drive a sports car.
- 5 He doesn't live with his parents.

## Present simple questions and short answers

8 | p. 27

**Teacher:** ask students to complete the tables of the question form and short answers and copy them into their grammar notebooks.

### Answers

Does  
do  
doesn't

9 | p. 27

### Answers

- 2 Do they admire Madonna? Yes, they do.
- 3 Does he drive a black car? No, he doesn't.
- 4 Does she try new things? Yes, she does.
- 5 Do you wear perfume? No, I don't.

## Let's

10 | p. 27

### Answers

- 2 Let's have a meal in a restaurant.
- 3 Let's play tennis.
- 4 Let's speak English.

### Starter WB Unit 3

**Students:** do the exercises of the Elementary Starter Workbook Unit 3 online as homework.

## Real communication

pp. 28–29

### Meetings and greetings

#### AUTHOR **chat**

We meet and greet people every day and so your students need to acquire a variety of basic greetings and expressions used in introductions so they can communicate in a range of formal and informal situations. Students see greetings in context, young people making introductions, and have the opportunity to practise using role cards. They also review telling the time and learn about greetings in different countries.



### File

**Teacher:** focus on the structures introduced in the *File* on p. 28 to express the following functions: greeting and saying goodbye, introducing somebody, telling the time (A1).

## Greeting people

- use basic greeting and leave-taking expressions A1

1 | p. 28

**Students:** identify the period of the day when the greetings are used.

**Teacher:** point out that *12 noon* refers to 12 o'clock in the middle of the day, whilst *12 midnight* refers to the middle of the night.

### Answers

1 d 2 a 3 c 4 b

2 | p. 28

**Students:** look at the clocks in the pictures and at people's actions and their age in order to decide which greetings to use.

### Answers

- 1 Good morning, Good morning.
- 2 Good afternoon, Good afternoon
- 3 Hi / Hello, Hi / Hello
- 4 Good evening, Good evening



# Starter Unit 3

## Getting to know people

- introduce somebody and use basic greeting and leave-taking expressions **A1**



3 | p. 28

**Students:** written work followed by listening.

### TRANSCRIPT AND ANSWERS Starter 30

**OLIVIA** Hello. I'm Olivia. What are your <sup>1</sup>names?

**DAVID** <sup>2</sup>Hi, Olivia. My name's David and <sup>3</sup>this is Lydia.

**OLIVIA** Pleased to <sup>4</sup>meet you, Lydia. Where <sup>5</sup>are you from?

**LYDIA** <sup>6</sup>We're from California. What <sup>7</sup>about you?

**OLIVIA** I'm from Rome.

4 | p. 29

**Teacher:** give a model for the activity by acting out a dialogue with a stronger student.

**Students:** work in pairs choosing which role they want to take on.

### Possible answers

**A** Hello, I'm Stefanie. What's your name?

**B** Hi, Stefanie. My name's Lars.

**A** Where are you from, Lars?

**B** I'm from Oslo in Norway. What about you?

**A** I'm from Vienna in Austria. How old are you?

**B** I'm eighteen. And you?

**A** I'm eighteen too!

**A** Hello, I'm Alicia. What's your name?

**B** Hi Alicia. My name's Alex.

**A** Where are you from, Alex?

**B** I'm from Krakow in Poland. What about you?

**A** I'm from Recife in Brazil. How old are you?

**B** I'm nineteen. And you?

**A** I'm seventeen.

## Telling the time

- ask what the time is and answer **A1**



5a | p. 29

**Students:** individual work followed by listening.

**Teacher:** play the recording for students to check the answers. You may want to play it again for students to repeat.

### TRANSCRIPT AND ANSWERS Starter 31

1 four o'clock

2 half past ten

3 quarter to five

4 four thirty

5 twenty-five to eight

6 five past eleven

7 twenty past three

8 ten fifteen

5b | p. 29

**Students:** oral pairwork.

6 | p. 29

**Students:** written work followed by oral pairwork.

7 Get into culture | p. 29

**Teacher:** ask students to read the text, then start a discussion to compare ways of greeting in other countries and their own country. As well as the questions in the book, you can also ask: *How do you greet your friends? How do you greet people in your family? Do you kiss your friends when you meet them? Do you kiss people in your family?* Encourage students to talk in English and supply vocabulary if necessary.

## Real skills pp. 30–31

### What do you do in your free time?

#### AUTHOR chat

Students read about real young people from around Europe and learn about their everyday lives. In this lesson they can bring together the things they have learnt in the past three units, namely talking about where you come from, your hobbies and interests, and your dreams. They also listen to a student doing a questionnaire about his use of computers and then ask and answer the questions themselves. The lesson concludes with a writing task where students give personal information.

## Reading

- understand information about people in newspapers, e.g. profiles of young people **A1**

1 | p. 30

**Teacher:** as a pre-reading activity, ask students to describe what they see in the photos. Supply new vocabulary, if necessary.

**Students:** read the list of words and use the *scanning* method to find the appropriate information in the article.

### Answers

music, friends, computers, sport, drawing, TV, shopping

2 | p. 30

**Students:** read the article in detail and complete the table.

### Answers

**Faye** doesn't read books, does homework, windsurfs, swims.

**Felix** plays computers games, loves drawing, doesn't watch TV, listens to music.

**Violeta** watches films, reads magazines, talks to friends online, doesn't like sport.

## 3 | p. 30

**Students:** read the article again and answer the questions orally or in writing.

**Answers**

- 2 Drawing.
- 3 Violeta.
- 4 In Burgos, in Spain.
- 5 To design a brilliant computer game.
- 6 To be happy in her life.

**Listening and speaking**

- understand questions addressed carefully and slowly to me **A1**; ask and answer simple questions on free time **A1**



## 4 | p. 31

**Teacher:** before listening, ask students to read the questionnaire and check understanding. Say: *You're going to hear an interview with a teenager called Danny. Tick the answers you hear.*

**TRANSCRIPT** 🗣️ Starter 32

- A** Danny, could I ask you some questions about you and your lifestyle?  
**B** Yes, OK.  
**A** Do you read books?  
**B** Yes, I do. I read books on my tablet.  
**A** Do you play computer games?  
**B** Yes, I do. It's my favourite hobby!  
**A** Do you use social media?  
**B** Yes, I do. Of course! I talk to friends online.  
**A** Do you watch TV?  
**B** No, I don't. I watch films online.  
**A** Do you read about your favourite bands?  
**B** Yes, I do. I read about Coldplay and Radiohead and their new CDs.  
**A** Do you buy things online?  
**B** No, I don't. I don't go on eBay.  
**A** Do you print photographs from your computer?  
**B** No, I don't. I look at my photos on my laptop.  
**A** Do you send emails?  
**B** No, I don't. I message people on my phone.  
**A** Do you listen to the radio?  
**B** No, I don't. I don't have time.  
**A** Do you download music?  
**B** Yes, I do. I download music onto my phone.

**Answers**

- |                |                |
|----------------|----------------|
| 1 Yes, I do.   | 6 No, I don't. |
| 2 Yes, I do.   | 7 No, I don't. |
| 3 Yes, I do.   | 8 No, I don't. |
| 4 No, I don't. | 9 No, I don't. |
| 5 Yes, I do.   | 10 Yes, I do.  |



## 5 | p. 31

**Teacher:** *You're going to hear the questions the interviewer asked Danny. Mark your answers on the questionnaire next to Danny's answers.*

**TRANSCRIPT** 🗣️ Starter 33

- Do you read books?  
 Do you play computer games?  
 Do you use social media?  
 Do you watch TV?  
 Do you read about your favourite bands?  
 Do you buy things online?  
 Do you print photographs from your computer?  
 Do you send emails?  
 Do you listen to the radio?  
 Do you download music?

**Answers**

Students' own answers.

## 6a | p. 31

**Students:** oral pairwork.

## 6b | p. 31

**Teacher:** give a model for the activity. Form questions with the phrases in exercise 2 and call up a student to give personal answers. Then swap roles.

**Students:** oral pairwork.

**Teacher:** ask students to take notes of their partner's activities so they can later report to the class in exercise 6c.

## 6c | p. 31

**Students:** oral reporting back to the class.

**Teacher:** make sure that students use the third person singular of the *present simple* to talk about their friend's activities.

**Writing**

- fill in a questionnaire with my personal details **A1**

## 7 | p. 31

**Students:** individual written work to be assigned either as classwork or homework.

**Answers**

Students' own answers.

 **Test: Starter Unit 3 Test**

### Language check p. 40

1 | p. 40

#### Answers

- 2 I don't swim in my free time.
- 3 Tom goes to school.
- 4 We don't live in London.
- 5 Saffron can't play the piano.
- 6 Those people can dance.

2 | p. 40

#### Answers

1 d 2 a 3 b 4 b 5 a

3 | p. 40

#### Answers

- 1 Tuesday
- 2 Friday
- 3 April
- 4 August
- 5 November

4 | p. 40

#### Answers

- 2 dance
- 3 surf
- 4 juggle
- 5 paint
- 6 swim

5 | p. 40

#### Answers

- |          |         |
|----------|---------|
| 1 This   | 6 See   |
| 2 Nice   | 7 How   |
| 3 What's | 8 fine  |
| 4 from   | 9 time  |
| 5 about  | 10 past |

6 | p. 40

#### Answers

Students' own answers.

 **Test: Starter Unit 4 Test**

 **Test: Starter Units 3&4 Skills test**

## Student's Book pp. 27–46

Opener	p. 27
Unit 3	pp. 28–35
Unit 4	pp. 36–43
Key grammar	pp. 44–45
Language check	p. 46

## Workbook pp. 15–26

Unit 3	pp. 15–19
Unit 4	pp. 20–25
CEFR descriptors	p. 26

## Skills Book

Reading skills 3&4	p. 6
Listening skills 3&4	p. 13
Viewing skills 3&4	p. 20
Speaking skills 3&4	p. 27
Writing skills 3&4	p. 34
Word skills 3&4	p. 41
Extensive reading 1–3	pp. 46–47
CLIL Sport	pp. 56–57

## Testbuilder

Unit 3 Test
Unit 4 Test
Units 3&4 Progress test

## Extra practice

Units 3&4: dictation, vocabulary, grammar, pronunciation

## Objectives

### Grammar

present continuous  
*there is / there are*  
countable and uncountable nouns  
*how much / many*  
*some / any*

### Functions and Communication

talking about present and temporary situations  
buying clothes  
talking about quantity  
describing places  
planning a day out  
making arrangements  
talking about people and places

### Vocabulary and Word expander

*a lot / lots*  
clothes  
money  
accessories  
places  
frequency  
*lend and borrow*

### Pronunciation

the sounds /m/ /n/ /ŋ/  
place names

## Skills for life

scanning to identify essential information (SB p. 35)  
skimming to get the general gist of a text (SB p. 43)

## Interculture

Cashless future (SB p. 32)  
Hanging out with friends (SB p. 41)  
Home (SB pp. 146–147)

## Units 3&4 CEFR competences

### Listening

- A2** understand phrases, words and expressions related to my immediate surroundings, e.g. shopping (p. 33)
- A2** catch the main point in short, clear, simple messages and announcements, e.g. timetables and prices in tourist attractions (p. 40)
- A2** understand the essential information in short recorded passages dealing with predictable everyday matters, e.g. clothing (p. 35), a tourist excursion (p. 43)

### Reading

- A2** identify important information in simple newspaper articles or interviews about clothing (p. 34), about my town (p. 37), about London (p. 42)
- A2** find the most important information in short online messages (p. 30) or in information leaflets about young people's habits (pp. 27, 38), places to visit in London (p. 40)

### Spoken interaction

- A2** make simple purchases by stating what I want and asking the price (p. 33)
- A2** discuss with other people what to do and where to go (p. 41)
- A2** ask people questions about clothing (p. 35), about my town (p. 36), young people's activities (p. 38) and answer such questions

### Spoken production

- A2** describe the life of young people in Ireland and in my own country (p. 27)
- A2** describe a famous town or city (p. 43)

### Strategies / Language quality

- A2** make myself understood using memorised phrases and single expressions (pp. 33, 41)

### Writing

- A2** write short, simple notes and messages (pp. 27, 28)
- A2** write about aspects of my everyday life in simple phrases and sentences, for example, what a friend is wearing (p. 35), what things there are to do in my town (p. 36)
- A2** write simple sentences about a famous city (p. 43)

## AUTHOR chat

In these units students explore young people's lifestyle in the UK and Ireland – and they compare their own lives with those of the young people they read about. So the module opens with a factfile about Irish teenagers – what they do in their free time, what they spend their money on, if they work, etc.

The lesson then looks at phones, especially in the UK, and students also learn some text message abbreviations. Text messages are sometimes criticised for their incorrect, sloppy language, but even native speakers have to understand the underlying rules before they break them! And for language learners rebuilding a more 'standard' version of the message is a fun way of using their growing intuition about phonetics and grammar.

### Get started

- in preparation for the topic of the module, get to know the habitual activities of British and Irish young people; compare these to the activities of young people in my own country **A2**
- learn/revise the language of text messaging
- find the most important information from leaflets about young people's habits **A2**
- write short, simple notes, e.g. a message **A2**



1 | p. 27

**Teacher:** Read the survey to make sure you understand what life is like for a typical Irish young person.

Now listen to the results of the survey and fill in the missing information.

**Students:** listen and identify the information.

### TRANSCRIPT SB 16

**Radio presenter** In a recent survey in Ireland, 12,500 14–18-year-olds talk about their lives here in Ireland. What are the things they like? What other things aren't so popular? Let's take a look.

What do they think is good about being young in Ireland? The first thing in the list is serious, actually. It's getting a good education. Irish teens like their education system and the many opportunities they have to study.

Ireland is very sporty. So in second place, young people like the fact they can do different sports. And there are lots of other activities for young people to take part in. Irish teens like to be busy. That's third place.

In fourth place is national identity. Irish teens like being Irish! They are proud of their culture and their country. In fifth place is friends, of course, like young people all round the world. Friends are very important.

Finally, in Ireland there are lots of places to hang out. Such as shopping centres and parks. And that's important for seeing your friends!

So that's what young Irish people like. But what about the things they don't like? What is bad about being young in Ireland?

Well, our young people think about the future. So in first position is the economy. They don't like the economic problems in their country.

Connected to that, in second place, is getting a job in the future. Are there job opportunities for them?

Now we know they like education. But they don't like the out-of-date school facilities. Give them new labs and decent classrooms, please!

Just like other teens around the world teens hate pressure.

So in fourth place is worry about pressure and stress.

Sadly, in fifth place is anti-social behavior and crime.

Irish teens want a civilized society, they don't want to be afraid.

Finally, and very Irish, this last one. It's the weather. The rain! It rains a lot in Ireland and they don't like it!

### Answers

Getting a good education; Doing different sports; My friends; Getting a job in the future; Out of date school facilities; The weather, especially the rain

### 2a | p. 27

**Teacher:** set up groups of 3-4 students and let them discuss positive and negative points about being young in their own country. They can choose aspects of the Irish survey, as well as their own ideas.

### 2b | p. 27

**Students:** students present their sentences to the rest of the class.

### 3a | p. 27

**Teacher:** remind students that text messages use acronyms, emoticons, numbers, words without vowels, etc. Since most languages adopt the style / abbreviations of English SMS, students shouldn't find the exercise difficult. Tell them to read the messages out loud: in some cases the pronunciation will help them to match the abbreviation with the phrase.

### Answers

LOL = Laughing out loud

IDK = I don't know

CTN = Can't talk now

OIC = Oh, I see.

NP = No problem

BRB = Be right back

RUOK = Are you OK?

SRY = Sorry

### 3b | p. 27

**Students:** written activity to be done in pairs. Students write text messages to each other, exchange them and write a reply.

# Unit 3

## What are you doing?

### Unit 3 Objectives

#### Grammar

Present continuous: all forms

Prepositions

*still*

#### Functions

Talking about present activities

Talking about temporary situations

Buying clothes

#### Vocabulary

Clothes

Money

Accessories

#### Skills

Reading: a magazine interview about clothes and style

Speaking: asking and answering about clothes and style

Listening: a boy describing his attitude to clothes and accessories

Writing: a paragraph about what a classmate is wearing

#### Skills for life

Scanning

#### Pronunciation

The sounds /m/ /n/ /ŋ/

### Presentation pp. 28–30

#### AUTHOR chat

Jack, Charlie, Mia and Rosie are going to see Mercury Rev tonight in concert, but Rose and Mia have got some transport problems. How can they get to the concert on time? Mobile phones and digital communication have increased the use of the present continuous as people talk about what they are doing and where they are, so this is a natural context for the presentation of this language. On the next page Jack uses email to communicate with his friend in Italy.

#### Warm up

- talk about musical preferences, in preparation for reading an episode of the story
- write short, simple notes, e.g. a message **A2**

#### 1 | p. 28

**Students:** oral pairwork.

### Comprehension

- gather essential information from a concert ticket, a text message and an episode of the story

#### CULTURAL INFORMATION

**Mercury Rev** is an American rock group, formed in the 1980s. Famous albums: *Deserter's Songs* (1998), *All Is Dream* (2001), *The Secret Migration* (2005), *Snowflake Midnight* (2008), *Strange Attractor* (2008), *The Light in You* (2015).

#### 2 | p. 28

**Teacher:** ask students to read the text message out loud in order to work it out. Help them to understand the concert ticket.

#### Answers

- 1 The tickets for Mercury Rev.
- 2 On the 14th November, at the Zodiac, at 8.
- 3 7.30.



#### 3 | p. 28

**Teacher:** *You're going to listen to and read some phone conversations. The young people are trying to meet up at the concert. Read the questions first so that you know what you have to focus on.* After listening, check understanding of key words and phrases, especially those listed in *Real talk*.

**Students:** listening and reading followed by written work done in pairs or individually.

#### TRANSCRIPT SB 17

See Student's Book p. 29.

#### Answers

- 1 They're outside the Zodiac.
- 2 She's sitting in her room.
- 3 She's waiting for Rose.
- 4 They're still outside the Zodiac.
- 5 They're sitting on a bus.
- 6 There's a lot of traffic and the bus isn't moving.
- 7 No, they aren't.
- 8 Yes, they are.
- 9 Yes, I think they do.

#### Real talk Unit 3

1

**Students:** read and complete the dialogue, choosing the correct words and phrases.

#### Answers

- 1 What's wrong?
- 2 It's a nightmare.
- 3 Poor you
- 4 I can't wait for...



2

**Students:** listen to the recording. Practise reading the dialogue and acting it out.

**TRANSCRIPT** 🗣️

- ROBBIE** You look terrible. <sup>1</sup>*What's wrong?*  
**RACHEL** I've got a show tomorrow and I don't know my lines!  
**ROBBIE** Can't you learn them tonight?  
**RACHEL** No, I've got a family dinner. <sup>2</sup>*It's a nightmare.* I don't know what to do.  
**ROBBIE** <sup>3</sup>*Poor you!* That is a problem.  
**RACHEL** I know. <sup>4</sup>*I can't wait for the end of the show...*

## Talking about present activities

- talk about actions in progress at the present moment

4 | p. 28

**Teacher:** ask students to read the rules for the use of the present continuous and of *still* and to translate the examples.

5 | p. 28

**Students:** individual written work.

**Answers**

- 2 Tamsin isn't doing her homework. She's writing emails.
- 3 We aren't going by bus. We're going by train.
- 4 They aren't studying. They're listening to music.
- 5 I'm not reading. I'm studying for my Maths test.
- 6 You aren't working. You're playing.
- 7 Rebecca isn't shopping. She's having a coffee.
- 8 He isn't cycling. He's walking.

6 | p. 28

**Teacher:** Read the text messages aloud. The pronunciation will help you understand them.

**Students:** individual written work.

**Answers**

- 1 are
- 2 I'm, We're
- 3 We're
- 4 It's
- 5 are
- 6 I'm
- 7 We're

7 | p. 28

**Students:** oral pairwork.

**Extra**

A 'speed' test. Choose some photos in the coursebook and suggest some sentences to the students. They must find who the sentences refer to and specify the page or the name of a person. They score a point for every correct 'speedy' answer.

*They're finding a film to go to.* (Lauren, Melissa and Henry p. 12)

*She's looking at her phone.* (A girl p.25, a girl p.38)

*He's playing table tennis.* (Darius p. 10)

*She's stretching.* (A girl, p. 25)

*They're on a bus.* (Rose and Mia, p. 29)

Also, all the actions in the drawings in ex. 5a p. 16.

The same work can be done in pairs: a student will choose a photo at random and describe what's happening in it to his partner who must guess which person it is.

## Talking about temporary situations

- find the most important information in short messages **A2**; write about aspects of my everyday life in simple phrases and sentences **A2**

8 | p. 30

**Teacher:** *You're going to read four messages. Find out what Jack and Marco are doing right now.*

**Students:** read and identify who is doing what.

**Answers**

- M he's studying a lot.  
 M he isn't playing football.  
 J he isn't studying a lot.  
 M he's reading a lot.  
 J he's practising with his band.  
 M he's doing a school project.  
 M he isn't watching Chelsea.

Real talk | p. 30

**Teacher:** focus on the phrases in *Real talk* and help students to translate them into their own language:

*Poor you!*

*Chill out!*

*I can't wait for...*

*No comment.*

See *Real talk* section above for transcripts and notes for e-book+ *Real talk* Unit 3.

9 | p. 30

**Teacher:** ask students to read the rules and the examples and copy them into their grammar notebooks. Students should translate the examples into their own language.

**Students:** read and identify the tense in the messages.

## Answers

message 1: I'm studying, I'm also doing, I'm reading a lot, I'm not playing, What are you doing?  
 message 2: I'm not studying, I'm practising, you aren't playing  
 message 3: Is Mia still playing..., are you practising..., I'm looking forward to

## Word expander | p. 30

**Teacher:** read the *Word expander* and explain how a *lot / lots* is used often, particularly in spoken English or informal writing. Ask students to find examples of *a lot* in Jack and Marco's messages and to suggest places where *lots* could have been used.

## 10 | p. 30

**Students:** individual written work to be done in class or as homework.

## Answers

- 2 I'm going / I'm not going to parties a lot this month.
- 3 I'm doing / I'm not doing a lot of sport these days.
- 4 I'm doing / I'm not doing lots of tests this week.
- 5 I'm listening / I'm not listening to music a lot these days.
- 6 My friends and I are doing / aren't doing a lot of things together.

## Fast finishers

**Teacher:** ask students to choose four photos of their recent activities. Write captions for them. 'This is me. I'm having a coffee with my friends.'

## Get the grammar p. 31

### Workbook Unit 3

### Grammar reference, Grammar exercises

## Present continuous: all forms

### 1 | p. 31

**Teacher:** ask students to complete the tables and read the rules on the use of the present continuous. Ask them to translate the examples and focus on the cases when the continuous form cannot be used.

Explain how to obtain the *-ing* form. Focus on these spelling rules:

- verbs ending in *e* lose the *e* and add *-ing*: *write* -> *writing*, *have* -> *having*
- verbs ending with one vowel + one consonant double the consonant and add *-ing*: *forget* -> *forgetting*, *shop* -> *shopping*
- verbs ending in one vowel + *l* double the *l* and add *-ing*: *travel* -> *travelling*

## Answers

is / 's          are  
 am / 'm        Is  
 is / 's          are

## 2 | p. 31

## Answers

- 2 Are your friends cycling to the cinema? No, they aren't. They're going by bus.
- 3 Is your mum having lunch in town? No, she isn't. She's having lunch at home.
- 4 Are you doing lots of tests for school this week? Yes, I am. I'm doing five tests.
- 5 Is he playing for Arsenal? No, he isn't. He's playing for Real Madrid.
- 6 Are they learning a language? Yes, they are. They're learning Chinese.

## 3 | p. 31

## Answers

- 2 're playing
- 3 'm doing
- 4 's coming
- 5 're staying
- 6 'm practising

## 4 | p. 31

## Answers

Students' own answers.

## 5 | p. 31

## Answers

- 2 My mum likes her new job.
- 3 You can see my friends in the photo.
- 4 I can smell fish and chips.

## Prepositions

### 6 | p. 31

## Answers

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

## → WB Unit 3

**Teacher:** assign the exercises in the Workbook Unit 3 as homework. Draw the students' attention to the grammar exercises available in e-book+.



## Real communication

pp. 32–33

### Buying clothes

#### AUTHOR chat

Shopping, especially for clothes, is an important activity for young people! And if your students go abroad, they are bound to need to buy things. In this lesson they learn how to buy clothes – how to try things on and interact with the shop assistant. They also learn about Euro currency. By learning these fixed expressions or chunks, your students are not only enhancing their fluency and communicative competencies, but they are also recycling language, internalising aspects of English syntax and gradually seeing how words collocate. For example, here students encounter: *can, would you like, do you want, I'd like, Have you got*, etc. We also introduce *I'll take...* as a language chunk, so when students are formally presented with *will* they have already learnt to use it within an expression.



#### File

**Teacher:** focus on the structures introduced in the *File* on p. 32 to express the following functions: making simple purchases, saying what you want and asking the price **A2**

### Vocabulary: clothes, money

- learn/revise names of clothes and identify the Euro banknotes and coins



#### 1a | p. 32

**Teacher:** ask students to look at the pictures and name all the items they already know in English, before doing the exercise.

**Students:** matching activity, followed by listening to check answers.

#### TRANSCRIPT AND ANSWERS SB 18

- |             |             |
|-------------|-------------|
| 1 coat      | 8 jeans     |
| 2 jacket    | 9 T-shirt   |
| 3 tracksuit | 10 shirt    |
| 4 trousers  | 11 jumper   |
| 5 skirt     | 12 shoes    |
| 6 suit      | 13 trainers |
| 7 dress     | 14 boots    |

#### 1b | p. 32

**Students:** oral pairwork.

#### Extra

Students can make anagrams out of clothes-related terms, giving them to their partners to solve.

#### 2 Get into culture | p. 32

**Students:** read all together.

**Teacher:** check comprehension of words like *contactless cards, cashless societies, street vendors, transactions*. Start a discussion in class on different currencies, in the UK, in Europe and in the students' own country. Ask students how people pay when shopping in their country.

#### CULTURAL INFORMATION

The euro was officially launched on 1st January 1999, in the countries which met the convergence (Maastricht) criteria. Today 16 European nations are members of the eurozone and are represented on the board of the Central European Bank: Austria, Belgium, Cyprus, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia and Spain. The euro is also the official currency in Montenegro, Monaco, San Marino and the Vatican.



#### 3 | p. 32

**Teacher:** if you can, take euro coins and notes into the classroom to illustrate the exercise.

**Students:** listen and repeat.

#### TRANSCRIPT AND ANSWERS SB 19

- One euro
- Two hundred euros
- Two euros
- One cent
- Twenty euros
- A hundred euros
- Ten cents
- Five cents
- Ten euros
- Fifty euros
- Twenty cents
- Fifty cents
- Two cents
- Five euros



#### 4 | p. 32

#### TRANSCRIPT AND ANSWERS SB 20

- fifty cents
- eighty-nine cents
- one euro fifty
- nine euros ninety nine cents
- sixty-five euros and thirty seven cents
- a hundred and twenty euros



#### Fast finishers

**Teacher:** ask students to find the British equivalents of these words: *sweater, pants, sneakers*.

# Unit 3

## Shopping

- understand numbers and prices **A1**; make simple purchases by stating what I want and asking the price **A2**



5 | p. 33 towards B1 Preliminary Listening

Students: listen and recognise.

### TRANSCRIPT SB 21

1

- A** Excuse me. How much is this tracksuit?  
**B** This one is €75.  
**A** €75! Oh. What about the blue one?  
**B** Oh, that's a bit cheaper. It's only €50.

2

- A** And this mini-skirt is €25.  
**B** And is this long one €25, too?  
**A** No, that one's €37. The long skirts cost a bit more.

3

- A** I really like this black jacket. And look it's only €75.  
**B** Er, no it isn't. It's €200. Those blue ones over there are €75.

4

- A** Excuse me. How much are those dresses?  
**B** Well, they're usually €200, but today we're selling all our party dresses with a 10% discount.  
**A** Great. So this one is ... €180, then.  
**B** Oh, no I'm sorry. That red one isn't in the sale. That's full price, I'm afraid.

### Answers

- 1 €50  
2 €37  
3 €200  
4 €200



6 | p. 33

Students: look at the photos to understand the context of the two dialogues. Then they listen and complete the text.

Teacher: you may want students to complete the text first and then to listen to the recording to check answers.

### TRANSCRIPT AND ANSWERS SB 22

1

- SHOP ASSISTANT** Hello. Can I help you?  
**JOSH** Yes, I'm <sup>1</sup>looking for a T-shirt.  
**SHOP ASSISTANT** What <sup>2</sup>size are you?  
**JOSH** Small.  
**SHOP ASSISTANT** Well, we've got these ones here.  
**JOSH** Cool! I really like this one.  
**SHOP ASSISTANT** How <sup>3</sup>much is it?  
**SHOP ASSISTANT** €45.  
**JOSH** Oh. <sup>4</sup>Have you got a cheaper one?

- SHOP ASSISTANT** Well these ones are in the <sup>5</sup>sale at €20.  
**JOSH** Oh, they're really nice.  
I'll have this one please.  
**SHOP ASSISTANT** Sure. Do you <sup>6</sup>want anything else?  
**JOSH** No, thanks.  
**SHOP ASSISTANT** That's €20.  
**JOSH** Here you are.

2

- NADIA** Hello. I'd like to <sup>7</sup>try on these boots.  
**SHOP ASSISTANT** Of course. What size are you?  
**NADIA** Size 43.  
**SHOP ASSISTANT** One moment please... Here you are.  
**NADIA** Thanks.  
**SHOP ASSISTANT** How do they feel?  
**NADIA** They're a bit <sup>8</sup>small.  
Have you got a bigger pair?  
**SHOP ASSISTANT** No, I'm <sup>9</sup>sorry, we haven't.  
**NADIA** OK. Thanks.

7 | p. 33

Teacher: read the language note on the use of *one / ones* to substitute a noun and on the use of *would like* and *I'd like*, ask students to translate the examples and to copy them into their grammar notebooks.

8 | p. 33

Students: oral pairwork.

Teacher: you can finish off by asking two pairs of students to perform the dialogues in front of the class without the aid of the text.

9a | p. 33 towards B1 Preliminary Speaking

Students: oral pairwork. Students who play the customer will decide what they want to purchase.

Teacher: point out that the word *size* is used both to specify the size of a garment and the number / size of shoes.

9b | p. 33

Students: written work to be done in pairs in class.

### Real communication Unit 3

1

Students: read and complete the dialogue, choosing the correct alternative.

### Answers

- |             |               |
|-------------|---------------|
| 1 those     | 6 a cheaper   |
| 2 what size | 7 blue one    |
| 3 any       | 8 This one    |
| 4 these     | 9 in the sale |
| 5 how much  | 10 I'll take  |

2

**Students:** listen to the recording. Practise reading the dialogue and acting it out.

**TRANSCRIPT** 🗣️

**ASSISTANT** Hi. Would you like to try <sup>1</sup>those jeans on?

**MEGAN** Oh, I don't think so. They're a bit big for me.

**ASSISTANT** Well, <sup>2</sup>what size are you? Small?

**MEGAN** No, medium. Have you got <sup>3</sup>any nice trousers?

**ASSISTANT** What colour?

**MEGAN** White... or black.

**ASSISTANT** Here, do you like <sup>4</sup>these?

**MEGAN** Yeah... But <sup>5</sup>how much are they?

**ASSISTANT** They're £49.99.

**MEGAN** Hmm. Have you got <sup>6</sup>a cheaper pair? Or perhaps a top... What about that nice top over there?

**ASSISTANT** The <sup>7</sup>blue one? That's £12.99.

**MEGAN** And that white one?

**ASSISTANT** <sup>8</sup>This one? It's <sup>9</sup>in the sale. It's £5.99, but I'll give it to you for £5. How's that?

**MEGAN** Cool! I really like it. <sup>10</sup>I'll take it.

**Real skills pp. 34–35****Fashion****AUTHOR chat**

Style and fashion are very important to young people. This interview is typical of ones you find in magazines. Maddie is interviewed about her look and her attitude to style. She describes the clothes and shops she likes best – your students can even rate Maddie's look. Students have the opportunity to talk about their own style and attitude to fashion.

**Vocabulary: accessories**

- learn/revise words for accessories



1a | p. 34

**Teacher:** ask students to look at the photos and do the oral activity. Play the recording to check answers.

**TRANSCRIPT AND ANSWERS** 🗣️ SB 23

You can wear a **ring** on your fingers.

You can wear a **chain**, a **necklace** and a **scarf** round your neck.

You can wear **earrings** in your ears and a **stud** in your ears or nose.

You can wear a **bracelet** on your wrist.

You can wear **sunglasses** over your eyes.

You can wear a **belt** round your waist.

You can carry a **handbag** on your arm.

1b | p. 34

**Students:** oral pairwork.

**Teacher:** give a model for the activity reading the question and answering *Today I'm wearing / I've got* + some accessories. You don't have to tell the truth, you can say something like *I've got ... in my bag*.

2 | p. 34

**Students:** compare Maddie's photo on page 35 with the words listed on page 34.

**Reading**

- identify important information in simple newspaper articles or interviews about clothing **A2**

**Skills for life: Scanning**

**Teacher:** Read the strategy in *Skills for life* and use it to identify words for clothes and accessories. Then you can use it in exercise 2 in order to answer the questions. Remind students how important it is to use this strategy in their exams and in all *Reading* activities in this English course.

3a | p. 35

**Teacher:** Use the scanning strategy to find answers for these questions. Check understanding of *charity shops* and *fashion junkie*.

**Students:** read the questions and use the scanning method to find the appropriate information in the article.

**Answers**

- 19.
- Jeans, suits and high heels.
- She buys them from charity shops.
- Because designer clothes are too expensive.
- Yes, she does.
- Students' own answers.

3b | p. 35

**Students:** read the text in detail and identify the words corresponding to the definitions.

**Answers**

- |   |               |   |                 |
|---|---------------|---|-----------------|
| 1 | second-hand   | 3 | window shopping |
| 2 | old-fashioned | 4 | fashion junkie  |

**Listening and speaking**

- understand the essential information in short recorded passages dealing with predictable everyday matters, e.g. clothing **A2**; ask people questions about clothing and answer such questions **A2**



4 | p. 35

**Teacher:** You're going to hear a young man on a radio show describe what he likes or doesn't like wearing. As a pre-listening activity, ask them to read the list of words.

**Students:** listen and recognise.

**TRANSCRIPT**  SB 24

**PRESENTER** Today on The Clothes Show we are talking to the man in the street.

**MARTIN** Hi, my name's Martin. I guess clothes are important to me. I want to look good when I go out. I usually wear designer T-shirts and jeans and I love boots. I never wear trainers, I hate them. I don't really like sports clothes, but I wear a tracksuit when I go running. I often wear a jacket over my T-shirt, but I don't wear a coat. I haven't got one! I don't wear a lot of accessories. I wear sunglasses in the summer. I hate earrings and studs on men, I think they look terrible. Oh yes, one accessory I always wear is a belt. I collect designer belts. I'm wearing one now!

**Answers**

- |                      |              |
|----------------------|--------------|
| ✓ designer T-shirts  | ✓ jeans      |
| ✓ boots              | ✗ trainers   |
| ✓ tracksuit          | ✓ jacket     |
| ✗ coat               | ✓ sunglasses |
| ✗ earrings and studs | ✓ belt       |

**Pronunciation:** /m/ /n/ /ŋ/

- practise recognition and pronunciation of three consonant sounds



**5a** | p. 35

**Students:** listen and repeat all together.

**Teacher:** point out the pronunciation of *n* in the ending *-ing*. Is there an equivalent sound in the students' own language?

**TRANSCRIPT**  SB 25

See Student's Book p. 35.

**5b** | p. 35

**Teacher:** ask students to underline the letter or letters which represent the target sound.

**Answers**

money, **m**useum, **m**essage, jumper,  
nose, **n**ew, fashion, **n**ew, designer  
wearing, clothing, **r**ing, shopping

**6** | p. 35

**Students:** oral pairwork.

**Teacher:** ask students to read the questions in the article out loud in order to check that they perform the interview correctly.

## Writing

- write, using simple phrases and expressions, about everyday life, for example, what a friend is wearing **A2**

**7** | p. 35 towards Trinity ISE I Portfolio

**Students:** individual written work, followed by oral pairwork.

**Answers**

Students' own answers.

 **Cyber Homework Unit 3**

 **Test: Unit 3 Test**



# Units 3&4

## Key grammar and Language check

### File

1 | p. 44

**Teacher:** ask students to match each of the functions they have learned in Units 3 and 4 with an example and the grammar.

#### Answers

1 Talking about quantity	I've got some olive oil.	(Un)countable nouns <i>a / an / some / any</i>
3 Talking about present activities	He's doing art this term.	Present continuous
4 Describing places	There are four cafés at uni.	<i>there is / there are</i>
5 Talking about quantity	How many pets have they got?	<i>How much / many</i>
6 Talking about frequency	I do sport twice a week.	<i>per hour / a week / once, etc.</i>
7 Talking about position	Chloe is on the bus.	Prepositions of place

### Grammar review

2 | p. 45

**Students:** read the website and fill in the spaces with the correct word and phrases.

#### Answers

1 There's	8 not	15 are
2 many	9 are	16 there isn't
3 any	10 are	17 aren't
4 There's	11 There aren't	18 some
5 some	12 much	19 is
6 are	13 is	20 any
7 are	14 many	

3 | p. 45

**Students:** list as many examples of each of the grammar points from the *File* on p.44.

#### Fast finishers

**Teacher:** Write a short paragraph about what there is in your city.

### Present continuous: some/any focus

4a, 4b | p. 45

**Students:** use the model in 4a to produce individual written work.

#### Answers

Students' own answers.

4c | p. 45

**Students:** take it in turns to read their poems to the class.

5a | p. 45

**Teacher:** You are going to look at a picture of people doing different things in a town in summer. Write questions and answers about what you can see.

#### Answers

Students' own answers.

5b | p. 45

**Teacher:** Now close your books and in pairs, ask each other questions about the picture and try and answer them based on what you can remember.

#### Fast finishers

**Teacher:** Find another photo in this unit. Write five sentences about what you can see in the picture.

### Language check p. 46

1 | p. 46

#### Answers

- Are you studying English now?
- I'm doing a part-time job this year.
- He isn't playing football a lot these days.
- Are they still living in Beijing?
- She's using the computer at the moment.

2 | p. 46

#### Answers

1 c 2 a 3 b 4 b 5 d

3 | p. 46

#### Answers

1 dress 2 tracksuit 3 jacket 4 jeans 5 suit

4 | p. 46

#### Answers

- |          |           |                    |
|----------|-----------|--------------------|
| 1 palace | 3 theatre | 5 department store |
| 2 museum | 4 bridge  |                    |

5 | p. 46

#### Answers

- |         |          |        |
|---------|----------|--------|
| 1 Would | 3 rather | 5 like |
| 2 don't | 4 could  |        |

6 | p. 46

**Students:** oral pairwork.

#### Answers

- Are you wearing / Do you wear a lot of accessories?
- Do you send a lot of text messages?
- How much time do you spend watching TV?
- Are there any interesting places in your town?
- Which shops do you like?

### Skills Book

**Teacher:** See p. 179 for teacher's notes, answer keys and transcripts.

#### Test: Units 3&4 Progress test