



My interests

Overview

Unit objectives and key competences

- Understand, memorise and correctly use vocabulary related to free-time activities and for describing character **CLC**
- Identify the general content and extract specific information from a magazine article about an online video project about teenagers and their bedrooms **CLC**
- Understand, contrast and correctly use grammar structures related to the present **CLC, L2L**
- Correctly use the gerund after preference verbs and prepositions **CLC**
- Identify specific information through a listening activity about celebrity hobbies **CLC**
- Use appropriate functional language to make suggestions **CLC, SCC**
- Write a personal profile **CLC, SIE, CAE**
- Identify specific information from a text about the Wimbledon tennis championships **CLC**
- Learn about a sociologically interesting project **CAE**
- Learn about the Wimbledon tennis championships **CAE**
- Assimilate the All Clear Tips and Rules and study the Language Reference from the unit **CLC, L2L, SIE**
- Identify areas of language which need improvement and use ICT for extra practice **DC, CLC, L2L**

More information on Key Competences, page v

Linguistic content

Grammar

- Present simple
- Adverbs of frequency
- Present continuous
- Time expressions
- Gerunds

Main vocabulary

- Free-time activities: *chat online, do voluntary work*, etc
- Character adjectives: *adventurous, cautious*, etc

Functional language

- Making suggestions / An evening at home

Pronunciation

- The /ɒ/ /ɔ:/ and /əʊ/ sounds

Skills: learning outcomes

- **Reading** Understand specific information in a clearly structured magazine article concerning an online video project about teenagers and their bedrooms. The student can re-read the more difficult parts, page 9
- **Listening** Understand a programme about celebrity hobbies. Delivered slowly and with clarity, page 12
- **Speaking** Participate effectively in a face-to-face informal dialogue, suggesting and deciding what to do, page 13
- **Writing** Write a personal profile with simple and relevant descriptions of personal details and activities, page 14
- **Reading** Understand specific information in a clearly structured article about the Wimbledon tennis championships. The student can re-read the more difficult parts, page 15

Lifelong learning skills and content-based learning

Life skills

- **Self-knowledge** Reflecting on one's character, page 12
- **Communication** Overcoming disagreement to reach a compromise, page 13
- **Socio-cultural awareness** Learning about a traditional cultural and sporting event in another country, page 15
- **Communication** Coming to a joint decision on how to spend free time: learning to compromise, agree, disagree, page 13

Learning strategies

- Predicting the topic of a text from the title, page 9
- Examining a text for examples of a particular grammar structure, page 10

Cross-curricular content

- PE: sports and outdoor activities, sporting events, page 15
- Language: conventions for writing a personal profile, page 14

Further materials and evaluation

Digital material

- Student's and Teacher's Resource Centres
- Teacher's Presentation Kit
- Student's Digital Material: interactive vocabulary and grammar activities
- Video *Sport* (Revision Units 1–3, page 40)

Workbook

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

Teacher's Resource File

Multi-level Materials Bank

- All Clear Basics, pages 1–5
- Vocabulary and Grammar Consolidation and Extension, pages 1–4
- Language Excellence, pages 1–2
- Translation and Dictation, pages 1 and 10

Lifelong Learning

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

Evaluation and Key Competences

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

Content-based Learning

- CLIL, pages 1–10
- Macmillan Readers, pages 1–7

Evaluation material

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



Web info

Tips to find extra information on: celebrities and their hobbies, the Wimbledon tennis championships, the rules of tennis

Extra help for weaker students

Teacher's Resource File: All Clear Basics, pages 1–5

Material for fast finishers

Workbook: Grammar Extension, page 13

Teacher's Resource File: Vocabulary Extension, page 3

Teacher's Resource File: Grammar Extension, page 4

Teacher's Resource File: Language Excellence, pages 1–2

1

My interests

Objectives

Vocabulary	Free-time activities; character adjectives
Grammar	Present simple; adverbs of frequency; present continuous; time expressions; gerunds
Speaking	Making suggestions
Writing	A personal profile

Vocabulary

Free-time activities

1



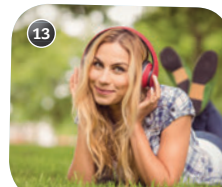
1.04

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

chat online • do voluntary work • draw cartoons • go dancing • go out for a meal •
go to the cinema • go to the gym • go to a youth centre • learn a language • make models •
play computer games • play an instrument • play tennis • relax

Exercise 1

- 1 go to a youth centre
- 2 go to the cinema
- 3 learn a language
- 4 play tennis
- 5 play an instrument
- 6 make models
- 7 go out for a meal
- 8 chat online
- 9 do voluntary work
- 10 draw cartoons
- 11 go to the gym
- 12 play computer games
- 13 relax
- 14 go dancing



Exercise 2

- 1 learn a language
- 2 make models
- 3 go to the gym; play tennis (in either order)
- 4 do voluntary work
- 5 go out for a meal
- 6 chat online; play computer games (in either order)

2

Copy and complete the sentences with free-time activities from exercise 1.

- 1 I ... I go to Spanish classes twice a week.
- 2 I like making things with my hands. I ... of planes.
- 3 I do a lot of sport and exercise. I often ... or ...
- 4 I ... once a week. I visit people in hospital.
- 5 I sometimes ... with my friends. We love pizza!
- 6 I love using technology. I often ... or ...

3



1.05

Listen to Emma and Danny. What is Emma's favourite free-time activity?

4



In pairs, ask and answer questions about your free-time activities.

What are your favourite free-time activities?

I like playing tennis, chatting online and going dancing.

Exercise 3

Emma's favourite free-time activity is going to the youth centre.

Exercise 4

Students' own answers



Lesson Aims:

Students revise some expressions related to free-time activities and learn some new expressions related to this area.
Students listen to and practise a dialogue about free-time activities.

Vocabulary

Free-time activities

Warmer

With books closed, brainstorm some free-time activities students do or would like to do and write them on the board, supplying the translation when needed.

1  1.04

- Play the audio. Students listen and repeat the words.
- Practise the stress in some of them, eg *go to a youth centre*, *play computer games*, etc.
- Students match the words with the pictures.
- Check answers with the class.

- 2 • Students complete the sentences with free-time activities from exercise 1.
- Check answers with the class.

3  1.05

- Students read the question.
- Play the audio. Students listen and identify Emma's favourite free-time activity.
- Check the answer with the class.

4 

- Practise the question and answer with the class, paying attention to stress and intonation.
- Highlight or elicit the use of the gerund after *like*.
- Students ask and answer the question in pairs.

Extra activity

Books closed. Ask students if they can remember all the free-time activities that use *go*. Then ask them if they can think of more expressions with *go* followed by the gerund, like *go dancing*, and followed by *to*, like *go to the cinema*.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write their answer before they start the activity.

Fast finishers: Exercise 4. Students write about the similarities and differences between what they and their partner like doing in their free time.

Self-study and extra practice

Workbook

- Vocabulary, page 8
- Vocabulary Reference, page 84

Teacher's Resource File

- All Clear Basics, page 1
- Vocabulary Consolidation, page 1
- Vocabulary Extension, page 3

Lesson Aims:

Students read a magazine article about an online video-documentary project about teenagers and their favourite spaces. Students use the title to predict the content, and find specific information.

Reading

A magazine article

Warmer

Ask students if they ever watch videos made by teenagers on the internet. Investigate further, asking which sites they visit and what type of videos they watch.

- 1 • Tell students to look just at the title of the article. Brainstorm with the class what it might be about. Point out to the class that often the title gives us a good indication of the content to follow.

Word Check

Check if students understand the new words: *bloggers*, *interview*, *post*. Explain any they don't know.

2 1.06

- Play the audio. Students read and listen to the text and check their predictions.
- 3 • Read through the statements with the class, making sure they understand what each one means.
 - Students read the text again and decide if each statement is true or false. They write the parts of the text that support their answers.
 - Check answers with the class.
 - 4 • Students read the text and answer the questions.
 - Check answers with the class.

All Clear Facts

Read the fact with the class. Ask students if they've ever watched a vlog or heard of any vloggers.



Web info

Type these words in your search engine for more information about the ideas described in the article: 'influential vloggers'

Mixed-ability solutions

Students who need extra help: Exercise 3. Tell students the paragraph in which to find the relevant information.

- 1 paragraph 2
- 2 paragraph 3
- 3 paragraph 5
- 4 paragraph 6

Self-study and extra practice

Teacher's Resource File

- Key Competences: Reading, page 1

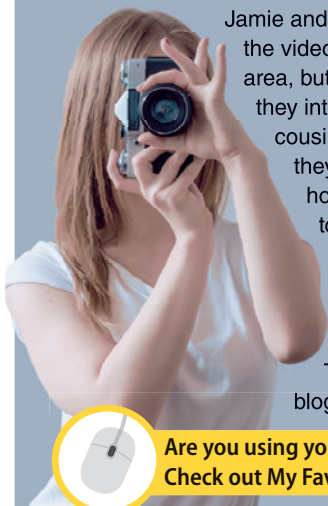
Reading

A magazine article

My Favourite Space

Every teen has a favourite space – a place to play an instrument, chat online or simply relax. But do all teenagers have the same favourite space? Let's find out more from two young **bloggers** who are asking the question, "What's your favourite space?"

Jamie and Ellie Nelson are a brother and sister from Liverpool. They are the co-founders of a video blog called *My Favourite Space*. In the blog, Jamie and Ellie talk about their hobbies and their favourite spaces. They also **interview** their friends on video for the blog.

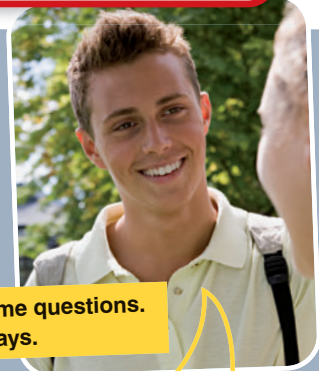


Jamie and Ellie usually film the videos in their local area, but every summer they interview their cousins in Spain when they go there on holiday. They work together as a team. Jamie interviews their friends and Ellie films and edits the videos. They **post** a new blog entry every week.

Are you using your computer now?
Check out My Favourite Space!

Word Check

bloggers interview post



We asked Jamie some questions.
Let's see what he says.

'Ellie and I have different hobbies and different favourite spaces. Ellie draws cartoons and makes models in her free time. At the moment, she's drawing a cartoon of me! It's very funny. Her favourite space is the living room because she edits her films there, but my favourite space is the park. I enjoy playing football there. When I'm not interviewing friends for the blog or playing football, I often play computer games in my bedroom.'

Security is very important. They never give the addresses or surnames of the teenagers in the videos. People under 18 also need permission from their parents to participate.

i All Clear Facts

A video blog is also known as a vlog. Someone who posts a vlog is often called a vlogger.

1 Look at the title of the text. What do you think the text is about?

2  Read and listen. Check your answer to exercise 1.

3 In your notebook, write if the sentences are true or false. Copy the parts of the text that show your answers.

- 1 Jamie and Ellie don't talk about their free-time activities in My Favourite Space.
- 2 The website only has videos of teenagers in Liverpool.
- 3 Jamie and Ellie do similar things in their free time.
- 4 The website protects its users' identities.

4 Answer the questions in your notebook.

- 1 What does Jamie do for the blog?
- 2 How often do they post a new blog entry?
- 3 What does Ellie do in her free time?
- 4 What's Jamie's favourite space?

Exercise 4

- 1 Jamie interviews their friends for the blog.
- 2 They post a new blog entry every week.
- 3 Ellie draws cartoons and makes models in her free time.
- 4 Jamie's favourite space is the park.

Exercises 1 & 2

Students' own answers

Exercise 3

- 1 false – The answer doesn't cite the text like the rubric requires.
- 2 false – ... every summer they interview their cousins in Spain when they go there on holiday.
- 3 false – Ellie and I have different hobbies ...
- 4 true – Security is very important. They never give the addresses or surnames of the teenagers in the videos.

Grammar

Present simple

Affirmative	She plays
Negative	We don't play
Interrogative	Do you play ...?

Language Reference p16 >>

- Look at the table. Find examples of the present simple in the text on page 9.
- Write the correct words in your notebook to complete the rule.

Exercise 2
habits and routines

We use the present simple for actions happening now / habits and routines.

Adverbs of frequency

100%	I'm always energetic at the weekend.
	He usually plays computer games in the evening.
	We often go to a youth centre at the weekend.
	She sometimes draws cartoons.
	You hardly ever chat online during the week.
0%	They are never dishonest.

- Complete the sentences with adverbs of frequency and the correct form of the verbs in brackets.

- I **often do** sports. (do / often)
- She ... her friends at the weekend. (meet / usually)
 - They ... bored. (be / sometimes)
 - We ... to the cinema. (go / hardly ever)
 - He ... dancing. (go / never)
 - You ... a car to work. (drive / always)
 - I ... voluntary work. (do / often)

i All Clear Rules

Adverbs of frequency go before the main verb but after the verb *be*.

Exercise 1

Paragraph 1: has, have, 's
Paragraph 2: are, are, talk, interview
Paragraph 3: film, interview, go, work, interviews, films, edits, post
Paragraph 4: says
Paragraph 5: have, draws, makes, 's, is, edits, is, enjoy, play
Paragraph 6: is, give, need

Present continuous

Affirmative	She's drawing
Negative	We aren't drawing
Interrogative	Are you drawing ...?

Language Reference p16 >>

- Look at the examples in the table and write the correct words in your notebook to complete the rule.
We use the present continuous for actions happening now / habits and routines.

- Complete the sentences with the correct form of the verbs in brackets.
 - I ... (chat) online to my best friend at the moment.
 - Ben ... (play) computer games right now.
 - They ... (go) to the cinema now.
 - I ... (play) tennis now. I ... (lose) the game!
 - Eva ... (draw) cartoons by hand at the moment. She's really good!
 - My parents ... (relax) on the sofa. They're really tired!

Exercise 4

actions happening now

Exercise 5

- 'm chatting
- 's playing
- 're going
- 'm playing; 'm losing
- 's drawing
- are relaxing

Exercise 6

Present simple: always, every day (example), often, twice a week, usually
Present continuous: at the moment, now, this week

Time expressions

- Copy and complete the table with the time expressions in the box.

always at the moment every day now
often this week twice a week usually

Present simple	Present continuous
<i>every day</i>	

- Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

- I ... (play) computer games every day.
- She usually ... (do) voluntary work once a week.
- At the moment, we ... (draw) cartoons.
- I ... (chat) online now.
- They often ... (go) to the cinema at the weekend.

Exercise 7

- play
- does
- 're drawing
- 'm chatting
- go

Lesson Aims:

Students revise the present simple for routines and habits with adverbs of frequency.

Students revise the present continuous for actions happening now with time expressions.

Students contrast the use of the present simple and the present continuous. (Continues on page 11.)

Grammar

Present simple

Warmer

Write on the board *I do* and *I don't*. Then say some sentences about yourself, using expressions from page 8, eg *chat online*, *do voluntary work*, etc. Then elicit sentences from students about what they do and don't do of the expressions on page 8. Finally, ask them what tense they have been using.

- 1 • Students look at the grammar table. Elicit affirmative, negative and interrogative sentences and short answers using the other pronouns. Ask why *he*, *she* and *it* are special.
 - You may want to revise the basic spelling rules for the third person singular.
 - 1 Verbs ending in *-o*, *-ch*, *-sh*, *-ss*, *-x* and *-z*, add *-es*.
 - 2 Verbs ending in consonant + *y*, remove the *y* and add *-ies*.
 - 3 Verbs ending in vowel + *y*, add *-s*.
 - Students find examples of the present simple in the text on page 9.
 - Check answers with the class.
- 2 • Ask why the present simple is used so often in the text on page 9.
 - Elicit the correct option to complete the rule.

Adverbs of frequency

All Clear Rules

Write the scale from 100% to 0% on the board and write *always* at the top. Elicit the missing adverbs, prompting as necessary. Check the meaning of the adverbs by asking students to translate them.

Refer students to the example sentences in the box and read through the All Clear Rules with the class. Ask them to find two examples of each rule in the box.

- 3 • Read through the example with the class. Make it clear that students need to decide where to put the adverb and to put the verb in the correct form.
 - Students complete the sentences.
 - Check answers with the class.

Present continuous

- 4 • Mime some actions and elicit from student what you are doing, eg playing football, etc.
 - Then write one of the actions on the board, eg *I'm playing football*. Ask what tense it is and why.
 - Students look at the grammar table. Elicit affirmative, negative and interrogative sentences and short answers using the other pronouns.
 - You may want to revise the spelling rules for the *-ing* form.
 - 1 Most verbs add *-ing* to the end of the verb.
 - 2 Verbs ending in *-e* remove the *-e* and add *-ing*.
 - 3 One-syllable verbs ending in consonant + vowel + consonant double the final consonant and add *-ing* (unless the consonant is *w*, *x* or *y*).
 - 4 Two-syllable verbs ending in consonant + vowel + consonant double the final consonant when the stress is on the first syllable.
 - 5 Verbs ending in *-ie* change the *-ie* to *-ying*.
 - Elicit the correct option to complete the rule.
- 5 • Explain that all the sentences describe actions that are happening now. Make it clear that for this reason they need to use the present continuous form of the verbs.
 - Students complete the sentences.
 - Check answers with the class.

Time expressions

- 6 • Write two example sentences on the board, eg *My sister usually studies at National University of Kyiv. At the moment she's studying in the UK.*
 - Elicit which tense is used in each sentence and why.
 - Explain that certain time expressions are often used with the present simple while others are often used with the present continuous.
 - Students copy the table and write the time expressions under the correct heading.
 - Check answers with the class.
- 7 • Tell students to pay particular attention to the time expression as it helps them to determine which tense to use.
 - Students complete the sentences.
 - Check answers with the class.


Lesson Aims:

Students contrast the use of the present simple and the present continuous. (Continued from page 10.)

Students learn and practise using the gerund after preference verbs and prepositions.

Students practise all the grammar they have seen in the unit in a single text.

Grammar

- 8** • This exercise is similar to exercise 7 and gives students another chance to practise the difference in use between the two tenses.
- Read through the example with the class.
 - Students complete the sentences with the correct form of the verbs in brackets.
 - Check answers with the class.
- 9** • With weaker classes, you may want to do the first question with the class as an example.
- Students write questions using the present simple or the present continuous.
 - Check answers with the class.
- 10**  • Practise the questions from exercise 9, paying attention to stress and intonation.
- Students ask and answer the questions with a partner.

Gerunds

Warmer


Ask different students in the class questions with *Do you like ... ?* with the gerund, eg *playing football, watching TV, doing homework*, etc. Elicit the response *Yes, I do.* or *No, I don't.* Then get students to ask each other in open pairs across the class.

- 11** • Students read the sentences in the grammar table. They will probably find it helpful if you translate the sentences or elicit them from the class. Make sure the class understands that the gerund form is the same as the present continuous form, but without *be*.
- Explain that certain verbs expressing preference are followed by the gerund. Explain that we use gerunds after prepositions, too.
 - Read through the example with the class emphasising that students need to put the first verb in the correct form as well as using the gerund form of the second verb.
 - Students write sentences using the correct form of the verbs and gerunds.
 - Check answers with the class.

- 12** • Students write questions using gerunds and answers that are true for them. With weaker classes, you may want to write the first question with the class as an example and point out that the answer can be *Yes, I do.* or *No, I don't.*
- Check the questions with the class and elicit some answers from students.



- 13** • Tell students that this is a cumulative check of the grammar in this unit.
- As this exercise is quite challenging, you may want students to do it in pairs.
 - Students choose the correct words to complete the text.

- 14**  1.07 • Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar.

Mixed-ability solutions

Students who need extra help:

Exercise 10. Students write their answers first.

Exercise 12. Tell students that the question form of each verb is formed using *do you ...* or *are you ...*.

Fast finishers: Exercise 12. Write the following sentence stems on the board and ask students to complete them with something that is true for them.

*My mum enjoys ... ; At the weekend, I like ... ;
In the evening, I love ... ; I'm not keen on ... ;
My dad is interested in*

Self-study and extra practice

Workbook

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

Teacher's Resource File

- All Clear Basics, pages 3–4
- Grammar Consolidation, page 2
- Grammar Extension, page 4
- Language Excellence, pages 1–2

Digital Activities

- Student's Digital Material

Exercise 8

- 1 is learning; isn't studying
- 2 doesn't usually play; goes
- 3 aren't doing; 're relaxing
- 4 don't meet; see
- 5 aren't studying; 're playing

- 8** Complete the sentences with the correct form of the verbs in brackets. Use the present simple or the present continuous.

Simon *isn't talking* (not talk) about his free-time activities now.

- 1 At the moment, Karen ... (learn) French. She ... (not study) Spanish.
- 2 He ... (not usually play) an instrument, but he often ... (go) to the gym.
- 3 They ... (not do) anything at the moment. They ... (relax).
- 4 I ... (not meet) my friends every day. I usually ... (see) them at the weekend.
- 5 We ... (not study) today. We ... (play) tennis.

- 9** Write complete questions in your notebook. Use the present simple or the present continuous.

- 1 What / you / usually / do / at the weekend?
- 2 How / often / you / watch films?
- 3 What / you / do / now?
- 4 Where / you / usually / meet your friends?
- 5 you / listen to music / now?

- 10** In pairs, ask and answer the questions in exercise 9.

Exercise 9

- 1 What do you usually do at the weekend?
- 2 How often do you watch films?
- 3 What are you doing now?
- 4 Where do you usually meet your friends?
- 5 Are you listening to music now?

Exercise 10

Students' own answers

- 13** Write the correct words in your notebook.

I'm English, but I ⁽¹⁾ **don't live / doesn't live** in England, I live in France. I ⁽²⁾ **go / 'm going** to secondary school in my town. At the moment, I ⁽³⁾ **study / 'm studying** for exams. What ⁽⁴⁾ **do I usually / do usually** I do in my free time? Well, I ⁽⁵⁾ **go / 'm going** swimming once a week. I love ⁽⁶⁾ **meet / meeting** my friends at the weekend. I really enjoy ⁽⁷⁾ **draw / drawing** cartoons and I'm good ⁽⁸⁾ **in / at** making models.

- 14** Listen and check your answers.

Exercises 13 & 14

- 1 don't live
- 2 go
- 3 'm studying
- 4 do I usually
- 5 go
- 6 meeting
- 7 drawing
- 8 at

Exercise 11

- 1 Kate is good at drawing cartoons.
- 2 They enjoy meeting their friends.
- 3 He hates travelling.
- 4 You aren't interested in going to the cinema.
- 5 I'm keen on playing computer games.

Gerunds

After preference verbs

He **likes** reading.

She **hates** dancing.

Do you **enjoy** making videos?

After prepositions

I'm (not) **keen on** drawing cartoons.

They're (not) **interested in** going to the gym.

Is he **good / bad at** playing the piano.

- 11** Write complete sentences using gerunds in your notebook.

Peter / like / play tennis.

Peter likes playing tennis.

- 1 Kate / be / good at / draw cartoons.
- 2 They / enjoy / meet their friends.
- 3 He / hate / travel.
- 4 You / be / not interested in / go to the cinema.
- 5 I / be / keen on / play computer games.

- 12** Write complete questions using gerunds in your notebook. Then answer them so they are true for you.

- 1 you / enjoy / listen to music?
- 2 you / like / do sports / at the weekend?
- 3 What / you / love / do on Saturdays?
- 4 you / be / keen on / do voluntary work?
- 5 you / be / interested in / make models?

Exercise 12

- 1 Do you enjoy listening to music?
 - 2 Do you like doing sports at the weekend?
 - 3 What do you love doing on Saturdays?
 - 4 Are you keen on doing voluntary work?
 - 5 Are you interested in making models?
- + Students' own answers



Vocabulary

Character adjectives

Exercise 1

Students' own answers

1  1.08 Listen and repeat the words. How do you say them in your language?

adventurous • cautious • confident • dishonest • energetic • friendly • funny • generous • honest • lazy • quiet • selfish • serious • shy • talkative • unsociable

Exercise 2

- 1 adventurous
- 2 talkative
- 3 friendly
- 4 generous
- 5 energetic
- 6 funny
- 7 shy
- 8 honest

2 Match pictures 1–8 with character adjectives from exercise 1.



Exercise 3

- 1 adventurous
- 2 friendly
- 3 generous
- 4 selfish
- 5 talkative
- 6 confident
- 7 funny

3 Complete the text with words from exercise 1.

My brother Alex has got lots of energy – he's very *energetic*. He's ⁽¹⁾... and he loves exploring places like the Amazon. He's got lots of friends because he's very ⁽²⁾... He often gives them presents because he's very ⁽³⁾... He always thinks about others because he isn't ⁽⁴⁾... Sometimes he doesn't stop talking. He's very ⁽⁵⁾... He isn't shy like me. He's very ⁽⁶⁾..., and he can make people laugh because he's ⁽⁷⁾...

Exercise 4

Students' own answers


4  Which of the adjectives in exercise 1 describe you?

I'm adventurous, but I'm not very funny.

Exercise 5

The hobbies are mentioned in this order: play the piano, do magic, play bingo, collect *Star Wars* figures, sing karaoke

Listening

5  1.09 Copy the hobbies in the box. Listen to the report and number the hobbies in the order you hear them.

collect *Star Wars* figures do magic play bingo play the piano sing karaoke

6 Listen again and complete the sentences with the celebrities in your notebook.

- | | |
|--|---|
| 1 ... sometimes uses his hobby in his films. | 4 ... has a collection of toy action figures. |
| 2 ... thinks his hobby is exciting. | 5 ... does his hobby for his friends. |
| 3 ... does her hobby to relax. | |

Exercise 6

- 1 Robert Pattinson
- 2 Cristiano Ronaldo
- 3 Penelope Cruz
- 4 Leonardo DiCaprio
- 5 Fernando Alonso



Lesson Aims:

Students revise character adjectives and learn and practise some new ones.

Students listen to a report about celebrity hobbies and identify specific information.

Vocabulary

Character adjectives

Warmer

Books closed. Students think of an adjective which describes their character. Give help with vocabulary as needed. Ask students to tell you their adjective. Write the adjectives they suggest on the board.

1  1.08

- Play the audio. Students listen and repeat the words.
- Students translate the adjectives into their language.
- Practise all the words, highlighting the stressed syllables.

Language note: *funny* / *fun*

Write these two pairs of sentences on the board.

It's a funny film. You laugh a lot when you watch it.

I like making models. It's a fun activity.

Explain that *funny* describes something or someone who makes you laugh whereas *fun* describes something or someone that you think is interesting.

Ask students to translate both sentence pairs.

- 2
- Students look at the pictures and say what is happening in each.
 - Students match the pictures with adjectives from exercise 1.
 - Check answers with the class.

- 3
- Read the first sentence of the text with the class.
 - Students complete the text with words from exercise 1. Make it clear that they will need to use the meaning of the text to help them.
 - Check answers with the class.

4 

- Tell students to write down three adjectives which describe them and three which don't.
- Read the example sentence in the speech bubble with the class.
- Students say similar sentences to their partner using the adjectives they have chosen.
- Ask some students to tell the class about their partner.

Extra activity

Students use the adjectives to write sentences about their family. They should give an example, eg *My mum's very energetic. She goes to the gym every day.*

Listening

Warmer

Ask students to imagine what they would do in their free time if they were rich and famous.

5  1.09

- Read through the hobbies with the class. Make sure that they understand what they mean.
- Students write the hobbies in their notebooks.
- Play the audio. Students listen and number the hobbies in the order they hear them.
- Check the answer with the class.

- 6
- Students read the sentences.
 - Play the audio again. Students listen again and complete the sentences with the celebrities.
 - Check answers with the class.



Web info

Type these words in your search engine for more information about celebrities and their hobbies: 'celebrity hobbies surprise you'

Mixed-ability solutions

Students who need extra help: Exercise 3.

Write two options on the board for each gap.

Fast finishers: Exercise 3. Students re-read the text and decide on two or three things that Alex has in common with them.

Self-study and extra practice

Workbook

- Vocabulary, page 9
- Vocabulary Reference, page 84

Teacher's Resource File

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

Digital Activities

- Student's Digital Material

Lesson Aims:

Students learn and practise functional language to make suggestions for what to do for an evening at home.

Speaking

Making suggestions / An evening at home

Warmer

In pairs, ask students to write a list of five things that they like doing when they're on holiday. Encourage them to use their imagination. Ask different pairs to read out their lists. Help with vocabulary when necessary.

Model Dialogue

1 1.10

- Students read the question.
- Play the audio. Students listen to and read the dialogue to find the answer to the question.
- Check the answer with the class.

- 2 • Play the audio again. Students listen again and this time repeat the dialogue.
- Focus on and explain the following expressions:
Do you fancy + gerund + ?; Let's get ... ; Do you feel like + gerund + ?; Good idea; instead. Also highlight *I'll phone* (not ~~I phone~~).

Speaking Task

1 Talk about an evening at home

Students look at the information and choose an activity and some food. They can use the suggestions in the Student's Book or their own ideas.

2 Prepare a dialogue

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

3 Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

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

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

Self-study and extra practice

Workbook

- Speaking, page 120

Teacher's Resource File

- Key Competences: Speaking, pages 19–20

Digital Activities

- Student's Digital Material

Speaking

Making suggestions / An evening at home

1



Listen to the dialogue. What do Holly and Emma decide to eat?

Exercise 1

They decide to have a pizza.

Model Dialogue



Holly

Do you fancy playing computer games?

OK. What do you want to watch? I've got *The Hunger Games*, *Breakout* and *The Hobbit*.

Let's get some food too.

No, let's have a pizza instead.

Let's invite Rachel too.

Emma



No, that's boring. Let's watch a film instead.

Oh, *The Hunger Games*, definitely.

OK. Good idea. Do you feel like having a curry?

OK.

Yeah, cool. I'll phone her now.

2

Listen again and repeat the dialogue.

Exercise 2

Students' own answers

Speaking Task

1 Talk about an evening at home

Choose an activity and some food. Use the ideas below or your own ideas.



2 Prepare a dialogue

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

3 Speak

In pairs, practise your dialogue.

Do you fancy watching football?

No, that's boring. Let's watch a film instead.

Useful Language

Making suggestions

Do you fancy playing computer games?

No, that's boring.

Let's get some food too.

OK. Good idea.

Do you feel like having a curry?

No, let's have a pizza instead.

Writing

A personal profile

Exercise 1

- 1 He lives in Manchester.
- 2 Because he's got his GCSE exams.
- 3 He has guitar lessons and he does voluntary work at a centre for old people.
- 4 He usually meets his friends. They listen to music, play computer games and often go to parties.

1



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

- 1 Where does Will live?
- 2 Why is Will studying a lot this year?
- 3 What activities does Will do during the week?
- 4 What activities does he do at the weekend?

Model Text



This is me!

My name's Will Davis. I'm 16 and I live in Manchester with my parents and my sister. I'm friendly, energetic and talkative!

I don't often go out during the week because I'm usually busy with homework. This year, I've got my GCSE exams, so I'm studying a lot. I'm learning the guitar and I have lessons on Mondays. Once a week, I do voluntary work at a centre for old people. It's hard work, although I enjoy talking to them.

At the weekend, I usually meet my friends. We love listening to music or playing computer games and we often go to parties. I'm never bored!



Exercise 2

Students' own answers

I don't often go out during the week **because** I'm usually busy with homework. This year I've got my GCSE exams, **so** I'm studying a lot. It's hard work, **although** I enjoy talking to them.

2

Look at the All Clear Tips and translate the words in bold. Find examples in the Model Text.

i All Clear Tips

Joining ideas

*I'm having guitar lessons **because** I want to be a guitarist.*

*I want to be a guitarist, **so** I'm having guitar lessons.*

*I want to be a guitarist, **although** I'm not very musical.*

Exercise 3

- 1 so
- 2 although
- 3 because
- 4 because
- 5 although

3

Rewrite the sentences with **so**, **because** or **although** in your notebook.

We usually go for pizza **because** it's cheap.

- 1 I'm very sociable, ... I love going out and meeting new people.
- 2 I'm learning the piano, ... I'm not very good yet!
- 3 I'm practising the piano a lot ... I've got a concert next week.
- 4 I do a lot of sport ... I'm very energetic.
- 5 I like sports, ... I don't often play them.

Writing Task



1 Plan

Make notes about yourself and include:

Personal details: *your name, age, family, town / city, character*

Activities during the week: *school work, after-school activities*

Weekend activities: *hobbies and free-time activities*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Personal details

Paragraph 2: Activities during the week

Paragraph 3: Weekend activities

3 Check

- ☒ present simple, present continuous, adverbs of frequency, time expressions, gerunds
- ☒ free-time activities, character adjectives
- ☒ joining ideas: *because*, *so* and *although*

Lesson Aims:

Students practise using different linkers to join their ideas.
Students write a personal profile.

Writing

A personal profile

Warmer

Tell students that they are going to write a personal profile to describe the main things about them. Elicit the type of information they might include. Write their ideas on the board, eg name, age, personality, hobbies, etc.

1 1.11

- Students look at the picture and to tell you what they can deduce about the person from it.
- Students read the questions.
- Play the audio. Students read and listen to the profile and answer the questions about Will.
- Check answers with the class.

Extra activity

Students re-read the third paragraph. They identify all the examples of the present simple and the present continuous and say why they are used in each case.



Cultural note

GCSE stands for General Certificate of Secondary Education. It is an academic qualification in a particular subject (French, maths, etc). Students in England and Wales usually do GCSE exams in 8–10 subjects at the age of 15 or 16. In England and Wales, secondary education is compulsory until the age of 17 and from September 2015 this will rise to 18.



All Clear Tips

- 2 • Read the All Clear Tips with the class.
 - Students translate the linkers in bold.
 - Students find examples of *because*, *so* and *although* in the text.
- 3 • Look at the example with the class. Discuss with them why it is not possible to use either *so* or *although* in the sentence.
 - Students complete the other sentences with the correct linkers. You may prefer them to do this in pairs as this is a relatively demanding exercise.
 - Check answers with the class.

Writing Task

1 Plan

Read the notes with the class. Students make notes about themselves using the headings given.

2 Write

Look at the structure with the class. Students use their notes to write their own personal profile. Tell them to use some of the linkers they have just practised to join ideas.

3 Check

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



Web info

Type these words in your search engine to read a profile of the singer Adele: 'aceshowbiz + adele profile'

Mixed-ability solutions

Students who need extra help: Writing Task.

Students do not write the full profile. They just write the notes in step 1.

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

Self-study and extra practice

Workbook

- Writing Guide, pages 102–3

Teacher's Resource File

- Key Competences: Writing, page 2

Lesson Aims:

Students learn about the Wimbledon tennis championships.

Students practise the /ɒ/ /ɔ:/ and /əʊ/ sounds.

Culture Reading

Famous sporting events

Warmer

Write the following places on the board. Students tell you which sport each one is associated with.

(Answers in brackets.)

Anfield (football)

Les Deux Alpes (skiing)

Monza (Formula 1 motor racing)

Roland Garros (tennis)

Madison Square Garden (basketball and boxing)

Jerez (motorbike racing)

Augusta (golf)

Twickenham (rugby)



- Students look at the pictures. Ask them if they recognise the sporting event. Ask them what they know about Wimbledon.
- Students read the questions.
- Play the audio. Students read and listen to the text and answer the first question.
- Discuss question 2 with the class.
- For question 3, students work in pairs to discuss famous sporting events in their country.
- Ask a few different pairs to tell the class about an event in their country.

Extra activity

Write the following jumbled tennis words on the board. (Answers in brackets.) Students tell you what the words are and what they mean.

tearck (racket)

tocru (court)

ent (net)

evers (serve)

purime (umpire)

Pronunciation

/ɒ/ /ɔ:/ /əʊ/

a

- Before playing the audio, practise the three vowel sounds, showing students the correct mouth position.
- Play the audio. Students listen and repeat the words.
- Elicit more words with the same sounds, eg *not, from, geography; four, more, walk; no, throw, hotel*, and practise them.

b

- Play the audio. Students listen and repeat the sentences chorally and individually. Play the audio several times if necessary.



Web info

Type these words in your search engine for more information about:

- the Wimbledon tennis championships: 'Wimbledon.com'
- the rules of tennis (video): 'youtube + tennis guide rules of tennis'

Mixed-ability solutions

Students who need extra help: Reading text.

Pre-teach the following words and expressions: *take place, watch ... live, around the world, court, pass an exam, fit.*

Fast finishers: Reading text. Students read the text again carefully. They then close their books and write down everything they can remember.

Self-study and extra practice

Workbook

- Culture: Reading and Listening, page 93



FAMOUS

SPORTING EVENTS

WIMBLEDON

Wimbledon tennis championship takes place every year in London in the last week of June and the first week of July. All of the world's top tennis players compete.

Spectators

Half a million spectators watch the matches live. The spectators eat 112,000 boxes of strawberries and drink 17,000 bottles of champagne. Around the world, more than 500 million people watch the competition in 185 different countries.

Ball boys and ball girls

On court with the players are ball boys and ball girls. There are 250 in total and they all come from local schools. They start training in February and have to pass an exam and be fit. They are usually 15 years old.



History and famous players

Wimbledon started in 1877 and it's the oldest tennis championship in the world. Famous champions include Serena and Venus Williams (America), Rafael Nadal (Spain) and Roger Federer (Switzerland). In 2013, Andy Murray was the first British man to win Wimbledon for 77 years!



Pronunciation

/ɒ/ /ɔ:/ /əʊ/

a 1.13 Listen and repeat.

/ɒ/ boxes, bottles, watch

/ɔ:/ ball, sport, draw

/əʊ/ local, total, oldest

b 1.14 Listen and repeat the sentences.



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

- 1 What is Wimbledon? When and where is it?
- 2 What fact do you find most surprising about Wimbledon?
- 3 Are there any famous sporting events in your country? What do you know about them?

Reading text exercise

- 1 Wimbledon is a tennis competition. It takes place in the last week of June and the first week of July in London.
- 2 Students' own answers
- 3 Students' own answers

Unit 1 Language Reference

Vocabulary Free-time activities

chat online • do voluntary work • draw cartoons • go dancing • go out for a meal • go to the cinema • go to the gym • go to a youth centre • learn a language • make models • play computer games • play an instrument • play tennis • relax


Character adjectives

adventurous • cautious • confident • dishonest • energetic • friendly • funny • generous • honest • lazy • quiet • selfish • serious • shy • talkative • unsociable

Grammar Present simple

Affirmative	Negative	Interrogative	Short answers
I / You make models.	I / You do not make models.	Do I / you make models?	Yes, I / you do .
He / She / It makes models.	He / She / It does not make models.	Does he / she / it make models?	No, he / she / it does not .
We / You / They make models.	We / You / They do not make models.	Do we / you / they make models?	Yes, we / you / they do .

Adverbs of frequency

never hardly ever sometimes often usually always
0%  100%

Time expressions

now	every day
at the moment	twice a week
at the weekend	this week

Present continuous

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

Gerunds

After preference verbs	After prepositions
He likes playing tennis.	I'm (not) keen on drawing cartoons.
She hates going to the gym.	They're (not) interested in reading books.
	He's good / bad at playing the piano.

Speaking Making suggestions

Do you fancy playing computer games?	No, that's boring.
Let's get some food too.	OK. Good idea.
Do you feel like having a curry?	No, let's have a pizza instead.

Unit 1 Progress Check

Vocabulary Free-time activities

1 In your notebook, match 1–5 with a–e to make activities.

Exercise 1

- 1 e
- 2 d
- 3 b
- 4 c
- 5 a

- | | |
|---------|-------------------|
| 1 learn | a) models |
| 2 do | b) online |
| 3 chat | c) cartoons |
| 4 draw | d) voluntary work |
| 5 make | e) a language |



Character adjectives

2 Complete the sentences with the words in the box.

Exercise 2

- 1 generous
- 2 cautious
- 3 funny
- 4 talkative
- 5 lazy

cautious funny generous
lazy talkative

- 1 Paul's ... – he often gives money to charities.
- 2 Kevin is ... – he doesn't like trying new activities.
- 3 Kate always makes me laugh, she's very ...
- 4 They're always on the telephone, they're very ...
- 5 He never wants to help at home – he's very ...

Grammar Present simple and present continuous

3 Write complete sentences using the present simple or the present continuous.

- 1 Sally / use the computer / every day.
- 2 Jamie / chat online / at the moment.
- 3 I / not relax / now.
- 4 She / not play / the guitar / on Fridays.
- 5 We / study English / three times a week.

4 Complete the questions with the present simple or the present continuous form of the verbs in brackets.

- 1 How often ... you ... (go) shopping?
- 2 ... you ... (watch) TV at the moment?
- 3 What ... your friends ... (do) now?
- 4 ... you always ... (do) your homework in your bedroom?
- 5 ... your friend ... (play) basketball at the weekend?

Exercise 3

- 1 Sally uses the computer every day.
- 2 Jamie is chatting online at the moment.
- 3 I'm not relaxing now.
- 4 She doesn't play the guitar on Fridays.
- 5 We study English three times a week.

Exercise 4

- 1 do (you) go
- 2 Are (you) watching
- 3 are (your friends) doing
- 4 Do (you always) do
- 5 Does (your friend) play

Gerunds

5 Write complete sentences and questions using gerunds.

- 1 Simon / like / play computer games?
- 2 Oliver and Ella / enjoy / watch TV.
- 3 Maggie / be not keen on / play tennis.
- 4 Tim and Sue / hate / go shopping.
- 5 Pete / good at / draw cartoons?

Exercise 5

- 1 Does Simon like playing computer games?
- 2 Oliver and Ella enjoy watching TV.
- 3 Maggie isn't keen on playing tennis.
- 4 Tim and Sue hate going shopping.
- 5 Is Pete good at drawing cartoons?

**All Clear
Self-Check!**

Check your answers

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

- free-time activities?
- character adjectives?
- present simple and present continuous?
- gerunds?

Extra Practice

If you need extra practice, go to:

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

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

Workbook

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



Extra Practice

Workbook Answer Key

Starter unit

Vocabulary

1

safari park, cathedral, monument, aquarium, castle, statue, market

2

1 b 2 e 3 d 4 a 5 c

3

1 cathedral
2 castle
3 town square
4 statue
5 market
6 safari park
7 art gallery

4

life events: *get a job*, get married, leave home
computers: keyboard, mouse, webcam
character adjectives: brave, cruel, loyal
natural disasters: drought, famine, tornado

5

1 say
2 mean
3 lend
4 pronounce
5 got

6

a 4 b 5 c 1 d 3 e 2

Grammar

1

1 Has
2 is
3 goes
4 doesn't
5 live
6 my
7 are
8 study

2

1 C 2 C 3 U
4 U 5 C 6 U
7 C 8 U 9 U

3

1 there is some
2 there is some
3 there are some; there aren't any
4 there is some; there isn't any
5 there is some; there isn't any
6 there are some; there aren't any

4

1 What
2 How
3 Where
4 Who
5 Why
6 Where

5

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

6

Students' own answers

7

1 Does
2 Have
3 Is
4 Has
5 Is

8

Students' own answers

Speaking

1

1 What
2 Are
3 Can
4 What
5 Can
6 Would

2

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

3

1 lost
2 music room
3 big
4 subjects
5 Science and music
6 guitar
7 drummer
8 audition

Unit 1: My interests

Vocabulary

1

1 relax
2 play tennis
3 go dancing
4 go to the gym
5 go to the cinema
6 play an instrument
7 go out for a meal

2

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

3

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

4

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

5

1 Talkative; Quiet
2 Unsociable; Friendly
3 Serious; Funny
4 Honest; Dishonest
5 Selfish; Generous
6 Cautious; Adventurous

6

1 lazy
2 energetic
3 friendly
4 generous
5 talkative

7

Students' own answers

Grammar

1

1 play
2 relaxes
3 doesn't go
4 don't have

2

- 1 Does (your sister) like; she does
- 2 Does (your brother) play; he doesn't
- 3 Do (your friends) go; they don't
- 4 Do (we) have; we do

3

- 1 never go
- 2 usually do
- 3 is hardly ever
- 4 are often
- 5 sometimes goes

4

- 1 usually go
- 2 are hardly ever
- 3 always does
- 4 often go
- 5 never make
- 6 sometimes arrive

5

Students' own answers

6

- 1 are going
- 2 isn't working
- 3 is drawing
- 4 aren't watching
- 5 aren't eating

7

- 1 goes
- 2 meet
- 3 often goes
- 4 'm wearing
- 5 usually gives
- 6 're drawing

8

- 1 's wearing; wears
- 2 talk; 're talking
- 3 're chatting; chat
- 4 watches; 's watching
- 5 'm writing; write
- 6 feels; 's feeling

9

- 1 Everyone enjoys getting presents.
- 2 My sister is bad at singing.
- 3 Millie is keen on learning English.
- 4 I love taking photos of my friends.
- 5 My parents are interested in visiting museums.

10

- 1 swimming
- 2 singing
- 3 playing
- 4 relaxing
- 5 drawing

11

Students' own answers

Revision

1

- 1 I hate walking in the rain.
- 2 Why are you wearing that funny hat?
- 3 My parents love looking at old photos.

2

- 1 You're always late for your guitar lessons.
- 2 Excuse me, I'm looking for the train station.
- 3 I love dancing at parties.

4

Students' own answers

5

- 1 B 'm staying
- 2 C 'm having
- 3 C being
- 4 B drives
- 5 A take
- 6 C are sitting
- 7 A isn't chatting
- 8 B 's playing
- 9 A love relaxing
- 10 A are you doing

Extension

1

- 1 are you talking
- 2 'm practising
- 3 acting
- 4 am
- 5 singing
- 6 always feel
- 7 hardly ever go
- 8 fall
- 9 Is your phone ringing
- 10 is

Unit 2: Connected Vocabulary

1

post a comment, go online, store data, upload a video clip, scan a document, take a photo, write a blog, send an email

2

- 1 read an e-book
- 2 print a document
- 3 take a photo
- 4 charge a mobile phone
- 5 plug in a memory stick

3

- 1 scan
- 2 send
- 3 charge
- 4 play
- 5 make

4

- 1 comment
- 2 blog
- 3 memory stick
- 4 online
- 5 document
- 6 e-book

5

- | | | | |
|-----|-----|-----|-----|
| 1 e | 2 g | 3 c | 4 h |
| 5 d | 6 a | 7 f | 8 b |

6

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 a | 3 d | 4 b |
|-----|-----|-----|-----|

7

- 1 doctor
- 2 lab technician
- 3 artist
- 4 lawyer
- 5 scientist
- 6 postal worker

Grammar

1

- 1 was
- 2 wasn't
- 3 were
- 4 was
- 5 weren't

2 and 3

- 1 built; I
- 2 used; R
- 3 realised; R
- 4 saw; I
- 5 took; I
- 6 thought; I
- 7 wanted; R

Unit 1

1

- 1 relaxes
- 2 does
- 3 don't eat
- 4 doesn't speak

2

- 1 Do you and Tom like football?
- 2 Does Eduardo draw cartoons?
- 3 Do your grandparents play computer games?
- 4 Does your mum speak French?

3

- 1 Yes, we do.
- 2 No, he doesn't.
- 3 No, they don't.
- 4 Yes, she does.

4

- 1 I always walk to school.
- 2 They hardly ever go to a youth centre.
- 3 Clara is sometimes unsociable.
- 4 We usually chat online.

5

- 1 's
- 2 are
- 3 is
- 4 'm
- 5 are

6

- 1 She isn't listening to music now.
- 2 You aren't playing the violin.
- 3 At the moment Joe isn't sleeping.
- 4 I'm not having lunch right now.
- 5 Max and I aren't doing our homework.

7

- 1 isn't
- 2 they
- 3 is
- 4 not
- 5 Are

8

- 1 making
- 2 learning
- 3 drawing
- 4 going
- 5 chatting

Unit 2

1

- 1 was
- 2 wasn't
- 3 were
- 4 wasn't
- 5 were
- 6 Was
- 7 was

2

- 1 printed R
- 2 read I
- 3 sent I
- 4 wrote I
- 5 worked R
- 6 became I

3

- 1 took
- 2 posted
- 3 arrived
- 4 did
- 5 went

4

- 1 Marc didn't take a photo of us.
- 2 He didn't post his comment.
- 3 My mum didn't arrive home.
- 4 I didn't do my homework every day.
- 5 They didn't go online to find a website.

5

- 1 Did (you) want; Yes, I did.
- 2 Did (they) take; Yes, they did.
- 3 Did (your sister) work; No, she didn't.
- 4 Did (you) make; No, I didn't.

6

- 1 was using
- 2 wasn't doing
- 3 was playing
- 4 was waiting

7

- 1 Was it raining at six o'clock?; it
- 2 Were Simon and Jen working as teachers?; were
- 3 Were the students downloading documents?; weren't

Unit 3

1

- 1 ran
- 2 saw
- 3 was trying
- 4 were sitting
- 5 phoned

2

- 1 was skiing; broke
- 2 was walking; found
- 3 were chatting; came
- 4 took; were diving
- 5 were having; started

3

- 1 while
- 2 while
- 3 When
- 4 when

4

- 1 goes
- 2 'm dancing
- 3 does (your mum) do
- 4 stay
- 5 's watching

5

- 1 was doing
- 2 didn't know
- 3 was sitting
- 4 switched
- 5 were playing
- 6 watched

6

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

Vocabulary Reference

Unit 1

1

voluntary work
to the cinema
tennis
cartoons
out for a meal
to a youth centre
models
computer games

- 1 voluntary work; models
- 2 to the cinema; out for a meal (in either order)
- 3 tennis; computer games (in either order)
- 4 cartoons; to a youth centre

2

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

Unit 2

1

1 post a comment
2 take a photo
3 send an email
4 play a video game
Mystery word: technology

2

1 actor
2 firefighter
3 lab technician
4 police officer
5 postal worker
6 electrician

3

researcher
scientist
artist
journalist
politician
builder
doctor
lawyer

Unit 3

1

towards
along
into
through
round
up
out of
down
across
over
away from
under

2

annoying
surprising
frightening
exciting
tiring
boring

3

1 frightened
2 excited
3 tired
4 worried
5 boring
6 annoying
7 surprised

Unit 4

1

1 lighthouse
2 temple
3 castle
4 rainforest
5 opera house
6 pyramid

2

happily
hard
noisily
fast
easily
angrily
quietly
quickly

Unit 5

1

do a sponsored swim
have a bring and buy sale
make a charity CD
sell badges
wash cars
sell cakes

2

1 exercise
2 friends
3 homework
4 nothing
5 charity work
6 mistake
7 best
8 decision
9 favour
10 money
11 happy
12 laugh

Culture: Reading & Listening

Unit 1

1

- 1 London, UK
- 2 light blue and dark blue

2

- 1 T 2 T 3 F 4 T 5 F

3

- 1 About 250,000 people
- 2 6.8 km
- 3 16–20 minutes
- 4 The cox steers the boat and shouts at the crew to make them go faster.

4

- 1 T 2 F 3 F 4 T

Unit 2

1

- 1 in a coal mine
- 2 a steam engine

2

- 1 T 2 F 3 F 4 T 5 F

3

- 1 e 2 b 3 c 4 a 5 d

4

- 1 F 2 F 3 F 4 T

Unit 3

1

- 1 Jack
- 2 Ralph
- 3 Simon
- 4 Piggy

2

- 1 F 2 T 3 F 4 T 5 F

3

- 1 d 2 a 3 b 4 e 5 c

4

- 1 F 3 T
- 2 T 4 F

Unit 4

1

- 1 1933–1937
- 2 Everyone – cyclists, pedestrians and cars

2

- 1 F 2 T 3 F 4 T 5 T

3

- 1 e 2 b 3 d 4 a 5 c

4

- 1 F 2 F 3 F 4 T

Unit 5

1

- 1 C 2 D 3 B 4 A

2

- 1 T 2 F 3 F 4 T 5 F

3

- 1 b 2 d 3 c 4 a

4

- 1 F 2 F 3 T 4 F

Unit 6

1

- Many places including New Zealand, Australia, South Africa, Brazil, Chile and Ecuador

2

- 1 a 2 b 3 a 4 b

3

- 1 slavery
- 2 shells
- 3 environment

4

- 1 c 2 a 3 d 4 e 5 b

Unit 7

1

- Jaws, Raiders of the Lost Ark, Schindler's List*

2

- 1 F 2 T 3 T 4 F 5 F

3

- 1 d 2 b 3 c 4 a

4

- 1 T 2 F 3 F 4 T

Unit 8

1

- 1 at a church festival in 1957
- 2 in New York in 1980

2

- a 7 b 2 c 4 d 3
- e 5 f 1 g 6

3

- 1 e 2 b 3 d 4 c 5 a

4

- 1 T 2 F 3 T 4 F

Unit 9

1

- 1 cultural events (classical and pop concerts, opera, ballet, circus, poetry, award ceremonies, tennis matches and boxing contests)
- 2 (classical music) concerts

2

- 1 b 2 a 3 a 4 a 5 b

3

- 1 e 2 b 3 a 4 c 5 d

4

- 1 F
- 2 T
- 3 T
- 4 F

Writing Guide

Unit 1

Step 1

1

She is sometimes lazy, she doesn't like cleaning or washing-up and her room is always untidy.

2

1, 3 and 4

3

- 1 to Katie's flat
- 2 She's friendly, funny and energetic.
- 3 maths, art and music
- 4 She's painting trees and flowers on the walls of her room.
- 5 talking about films and clothes, listening to music, spending time together, doing homework

Step 2

Students' own answers

Unit 2

Step 1

1

some sunglasses, a T-shirt, a DVD and a cap

2

1 F 2 T 3 F 4 T

3

1 a 2 b 3 b 4 a 5 b

Step 2

- 1 15th birthday present
- 2 at Auntie Ann's house
- 3 mp4 player
- 4 exactly what I wanted
- 5 all the time
- 6 a won a BMX competition
b passed her driving test
- 7 new science teacher
- 8 school holiday

Unit 3

Step 1

1

b) Accidents can happen

2

The correct order is c, e, b, d, a.

3

1 T 2 F 3 T 4 T 5 F

Step 2

- 1 was going to school
- 2 late for school
- 3 was raining
- 4 ran into the road
- 5 a stopped too fast
b didn't want to hit the cat
- 6 two teenagers
- 7 a helped Hayley move
b phone for help

Unit 4

Step 1

1

in Paris

2

1 T 2 F 3 T 4 F 5 F

3

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

Step 2

- 1 West London
- 2 a really long street with shops on both sides
- 3 antiques and jewellery
- 4 Saturday
- 5 a fruit and vegetables
b retro and vintage clothes
- 6 traditional British cooking
- 7 The Electric Cinema

Unit 5

Step 1

1

He was delighted.

2

1 b 2 a 3 d 4 c

3

- 1 Students at Riverside school.
- 2 People in Africa.
- 3 Student Anna Kemp.
- 4 Head teacher Tom Black.

Step 2

- 1 Oakwood Academy
- 2 £8,000
- 3 a sponsored swim and a bring and buy sale and we sold raffle tickets
- 4 Greenpeace
- 5 many students have studied environmental problems at school
- 6 a big success
- 7 raise £10,000 for Oxfam

Unit 6

Step 1

1

She's happy.

2

1 T 2 F 3 F 4 F 5 T

3

The correct order is c, b, e, a, d.

Step 2

- 1 Chinchón
- 2 a First
b took a bus to Heathrow airport
- 3 a an accident on the road and the bus was late
b two hours
- 4 plane to Madrid
- 5 a for three hours to get on the plane
b Then
- 6 a Next
b Chinchón by car
- 7 a there was a lot of traffic
b two hours
c finally
- 8 my aunt and uncle are having a big family dinner with all my cousins

Speaking

Unit 1

1

- 1 They are in a restaurant.
- 2 They are eating and chatting.
- 3 Students' own answers

2

Students' own answers

Unit 2

1

- 1 He's an artist.
- 2 He was painting a picture.
- 3 Students' own answers

2

Students' own answers

Unit 3

1

- 1 The people are in the air.
They are jumping out of a plane.
- 2 Students' own answers
- 3 Students' own answers

2

Students' own answers

Unit 4

1

- 1 The picture shows ruins of a temple in Greece.
- 2 Students' own answers
- 3 Students' own answers

2

Students' own answers

Unit 5

1

- 1 The people are in a race. They are raising money for charity.
- 2 Students' own answers
- 3 Students' own answers

2

Students' own answers

Unit 6

1

- 1 The people are in Rome. The girl on the right is looking at a guidebook. The other two people are taking a photo.
- 2 Students' own answers
- 3 It looks like they have been to the Colosseum.

2

Students' own answers

Unit 7

1

- 1 The person in the foreground is the director. The people in the background are actors.
- 2 It looks like they are filming a scene.
- 3 Students' own answers

2

Students' own answers

Unit 8

1

Students' own answers

2

Students' own answers

Unit 9

1

- 1 The people are playing live at a concert.
- 2 drums, keyboard and guitars
- 3 Students' own answers

2

Students' own answers

Student's Book Audioscripts

Starter unit, Listening, Introductions, page 6, exercises 1 and 2, track 1.02

- Mia** Hi, I'm Mia. I'm 15. I live in London. I like going to the cinema with friends. I like watching science-fiction films but I don't like horror films. When I'm at home, I like watching cartoons on TV like *Family Guy* and *The Simpsons*.
- Max** Hello. I'm Max. I'm 14 and I'm English, but I live in Scotland. I don't like going to the cinema because it's very expensive. I like watching films at home on DVD. My favourite films are fantasy films, but I can't stand romantic comedies – they're so boring! I love watching reality shows on TV.
- Ruby** Hi. I'm Ruby. I'm also 14 and I live in Manchester in the north-west of England. I'm like Max – I hardly ever go to the cinema. I like downloading films and watching them on my laptop at home. I like adventure films, but I don't like animated films. I love watching sports programmes on TV because I play football.

Unit 1, Vocabulary, page 8, exercise 3, track 1.05

- Emma** What are your favourite free-time activities, Danny?
- Danny** I like playing computer games and playing tennis, but my favourite activity is playing football. What about you?
- Emma** I like doing artistic things like making models of animals or drawing cartoons. My favourite activity is going to the youth centre. We always do a lot of different fun things there.

Unit 1, Listening, Celebrity hobbies, page 12, exercises 5 and 6, track 1.09

We usually only see celebrities when they are performing or in the public eye. But stars need to relax too and when they have some free time, they enjoy their hobbies just like you and me.

Heart-throb actor Robert Pattinson is really musical and loves playing the piano. In fact, he even plays on the soundtrack of some of his films. He's also keen on reading. We all know that Fernando Alonso is a Formula 1 racing magician, but he also does magic in his free time. Yes, really! When the world champion driver is not racing cars, he enjoys doing magic tricks for his friends.

Another sports star, footballer Cristiano Ronaldo, also has a surprising free-time activity. He loves playing bingo. 'It can be very exciting,' he says.

Many celebrities like collecting things. Leonardo DiCaprio, star of blockbusters like *The Wolf of Wall Street* and *Django Unchained*, collects toy action figures. His favourites are his massive collection of *Star Wars* characters.

And finally, Spanish actress Penelope Cruz has a musical hobby. That's right, she loves singing karaoke! The Oscar-winning actress sings rap songs, especially Eminem songs, when she wants to relax! Maybe we'll see her in the Top 40 sometime soon.

Unit 1, Pronunciation, page 15, exercise b, track 1.14

- 1 There are two bottles of juice in the fridge.
- 2 I often draw cartoons online.
- 3 The local shop is very close.

Unit 2, Vocabulary, page 18, exercise 3, track 1.16

- Sophie** How many hours do you use a computer every week?
- Chen** A computer? About three. I spend about one hour chatting online and about two hours playing computer games.
- Sophie** How many hours do you watch TV every week?
- Chen** About four or five.
- Sophie** And how many hours do you spend listening to music on your mp3 player?
- Chen** A lot! Probably about eight hours.

Unit 2, Listening, A miracle – thanks to technology, page 22, exercises 5 and 6, track 1.20

When most people use the phrase 'the miracle of technology' they're talking about the latest smartphone, tablet or app, but not a human being. For Martin Jones, however, technology worked a real-life miracle.

Martin was working as a builder when he had a terrible accident. As a result of the accident, Martin went totally blind and for 12 years he couldn't see at all.

Then doctors told him about a new technology. It used a special optical lens to help blind people see again.

At first, scientists couldn't use the technology because the patient's immune system rejected the plastic lens. Then they discovered that they could implant the lens into a tooth!

First, doctors took out one of Martin's teeth. Then they put the optical lens into the tooth. Then they implanted the tooth into his eye.

Martin was blind when he met his wife, Gill. When he opened his eyes after the operation, she was standing by his bed. She was the first person he saw. 'It was incredible to see her for the first time,' said Martin. Now, he laughs about his 'science-fiction eye' and he's happy he isn't blind.

Scientists say the new technology can help more people in the future. They are already planning more operations.

Unit 3, Vocabulary, page 28, exercise 4, track 1.27

- William** Hey, Fatima, have you got any funny superstitions?
- Fatima** What do you mean?
- William** Well, for example, Charlotte never walks under ladders. She thinks it's bad luck.
- Fatima** Well, I usually jump over lines in the road, I don't walk on them. What about you?
- William** Me? I don't have any superstitions, I ...
- Charlotte** That's not true! You always walk away from black cats.

Workbook Audioscripts

Unit 1, Culture: Listening, page 93, exercise 4, track 30

- Interviewer** Welcome to *Do Something*. Today, we're asking about hobbies. I'm here with Caleb. Hi. Where are you from?
- Caleb** I'm from Windsor, near London.
- Interviewer** OK. And what's your favourite free-time activity?
- Caleb** I like rowing. I go three times a week, before school.
- Interviewer** Before school? What time do you get up?
- Caleb** Well, I usually get up at seven o'clock, but on rowing days I always get up at six o'clock.
- Interviewer** And what do you like about rowing?
- Caleb** I love being on the river. It's quiet and relaxing. But I don't enjoy getting up early. In fact, I hate it – especially in the winter!
- Interviewer** Caleb, thank you.

Unit 2, Culture: Listening, page 94, exercise 4, track 32

Hedy Lamarr was a famous Hollywood actress. She was in more than 30 films in the 1930s and 1940s. But she was also an inventor. She was born in Austria in 1914, but she moved to the USA to be an actress. In Hollywood, Lamarr didn't like parties. She was interested in new ideas. In 1942, during the Second World War, Lamarr and her friend George Antheil talked about radio signals to torpedoes, or bombs used in the sea. They thought of a way to make sure the enemy didn't stop the torpedoes. Their idea was a way of changing the frequency of the radio signals controlling the torpedoes so that the enemy could not jam, or break, them. But the American government didn't use their idea at the time. Years later, their idea helped develop the wireless technology in modern mobile phones and wi-fi.

Unit 3, Culture: Listening, page 95, exercise 4, track 34

Ada Blackjack lived on a deserted island for two years. In 1921, she got a job as a cook for some explorers. They travelled to Wrangel Island in the Arctic Ocean, but the weather was bad and they couldn't leave the island. They ate all their food and couldn't hunt enough animals for meat. Some of the explorers went to get help, but a man called Lorne Knight was too ill to travel, so he and Ada stayed on the island. After Knight died, Ada was alone. She hunted birds and other animals. After a few more months, a ship arrived and an explorer rescued Ada. She went home, but she returned to the Arctic later and lived there until the age of 85.

Unit 4, Culture: Listening, page 96, exercise 4, track 36

Hi. I'm Madison and I'm from San Francisco in the USA. I think San Francisco is the best city in the world! What's San Francisco famous for? Well, the Golden Gate Bridge, of course, but there are other things, too. The city's cable cars are probably as famous as the bridge. Tickets cost around \$5 – and riding in a cable car is a great way to see the city! There's Chinatown, too. It's on Grant Avenue, the oldest street in the city. There are lots of shops and restaurants, and it's really fun. If you want to visit a famous old prison, you can take a boat to Alcatraz. Alcatraz is a small rocky island out in San Francisco Bay. The prison closed in 1963, so there aren't any prisoners there now.

Unit 5, Culture: Listening, page 97, exercise 4, track 38

Rosa Parks was born in Alabama in 1913. From a young age, Rosa was interested in equality for African-American people and she and her husband worked as volunteers in a civil rights organization. Rosa worked in a department store and she took the bus there and back every day. On 1st December 1955, the bus driver asked her to give up her seat to a white person and Rosa refused. This wasn't the first time Rosa refused and the police arrested her. A bus boycott followed and, after 13 months, segregation ended. Rosa paid a high price for her courage. She lost her job and had to move to Detroit because white people attacked her home. But she continued working for civil rights and dedicated her life to helping African-American people. Many people called her the 'mother of the Civil Rights Movement'. She died on 24th October 2005.

Unit 6, Culture: Listening, page 98, exercise 4, track 40

And now, the news. A 16-year-old boy has become the youngest person to walk to the North Pole. Lewis Clarke, from Bristol in England, has spent nearly 50 days in freezing temperatures and winds of 190 kilometres an hour. Lewis started his 1,100-kilometre journey on 2nd December, just two weeks after his 16th birthday. During the trip, Lewis travelled an average of eight hours a day on skis, and covered around 29 kilometres a day. Now, Lewis is coming back home to study for his GCSE exams at school. He has raised more than £3,000 for charity.