

1

Home Sweet Home

- Grammar** Present simple and continuous; Verb + -ing
- Vocabulary** Rooms and parts of the house; Furniture and household objects
- Speaking** Describing a place
- Writing** A description of a room

Vocabulary Rooms and parts of the house

- 1 1.3 Match the pictures of the parts of the house (1–16) to these words. Then listen, check and repeat.

attic balcony ceiling cellar drive fireplace
 floor garage hall landing lawn office
 patio 1 roof stairs wall

Word list page 43 Workbook page 104

- 2 Complete the sentences with the words in Exercise 1.

- 1 The *stairs* go up to the bedrooms at the top of a house.
- 2 You come into the house through the _____.
- 3 There's a bird on the _____.
- 4 The _____ is next to the bathroom.
- 5 The red car is inside the _____.
- 6 There are boxes of old toys in the _____.
- 7 It's warm near the _____ in the living room.
- 8 Someone is cutting the grass on the _____.

- 3 Tell a partner about your home.

- 1 Have you got a house or a flat?
- 2 Describe the outside of your house or flat.
 - Is it big or small?
 - What colour are the walls and roof?
 - Is there a balcony, a lawn, a garage, a drive?
- 3 Describe the inside of your house or flat.
 - Is there a hall, an attic, a cellar, an office?
 - What colour are the walls, floor and ceiling in your bedroom and your living room?

Our house is small. It's got white walls and a red roof. There's a garden with a small patio and a lawn. There's a drive, but there isn't a garage.



Brain Trainer Unit 1
 Activity 2 Go to page 112

Unit contents

Vocabulary

- Rooms and parts of the house – *attic, balcony, ceiling, cellar, drive, fireplace, floor, garage, hall, landing, lawn, office, patio, roof, stairs, wall*
- Furniture and household objects – *alarm clock, armchair, blind, bookcase, chest of drawers, curtains, cushions, duvet, mirror, pillow, rug, vase, wardrobe*

Grammar

- Present simple and continuous
- Verb + *-ing*

Communication

- Describing a place
- Writing a description of a room; Linking words: addition and contrast – *and, also, too, but, however*

Pronunciation

- /v/, /w/ and /b/

Culture 1 – Homes in the UK

Key competences

- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Rooms and parts of the house

Extra activity

Books closed. Draw a simple picture of the exterior of a house on the board and pre-teach some of the vocabulary from Exercise 1 for pronunciation only, e.g. *balcony, drive, garage, patio, roof, wall* and *lawn*. Elicit any other vocabulary students know, e.g. *window, door, fence* and *gate*. Do not allow students to write anything down and do not write down or spell the words yourself. Drill the vocabulary for pronunciation and word stress. In pairs, students then write down how they think the words might be spelt. They check their answers by opening the book and looking at the vocabulary box.

Answers

- | | |
|-------------|------------|
| 2 roof | 10 balcony |
| 3 attic | 11 garage |
| 4 office | 12 hall |
| 5 landing | 13 stairs |
| 6 wall | 14 cellar |
| 7 floor | 15 drive |
| 8 ceiling | 16 lawn |
| 9 fireplace | |

Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

- | | |
|----------|-------------|
| 2 hall | 6 attic |
| 3 roof | 7 fireplace |
| 4 office | 8 lawn |
| 5 garage | |

Extra activity

Stronger groups write four or five gapped sentences using words not covered in Exercise 2, i.e. *balcony, ceiling, cellar, drive, floor, landing, patio, wall*. Monitor and point out errors for students to self-correct. In groups of four, students look at each other's sentences and complete the missing words.

Exercise 3

- Ask one student to read aloud the example.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Students draw a plan of their home and label it using vocabulary from the lesson. In pairs, they then talk about their house or flat, using '*There is(n't)/There are(n't) ...*' and '*It's got/It hasn't got ...*'. Correct students' pronunciation as appropriate. Ask some students to draw their plan on the board and tell the class about it. Alternatively, students can write sentences about their house or flat for homework.

Further practice

Workbook pages 8 and 104

Brain Trainer Unit 1 Activity 2

See Teacher's Book page 210 and Students' Book page 112

Exercise 1 (Track 1.3)

- Individually, students match the words with the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Reading

Revision

First – Revise with students the 16 rooms and parts of the house covered on the previous Vocabulary page.

Second – Read the following definitions and ask students to identify the words.

- 1 It's green and outside. You can play on it. (Answer: *lawn*)
- 2 It's inside the roof. You can put old things here. (Answer: *attic*)
- 3 It's often got a computer and books. You can work here. (Answer: *office*)
- 4 It connects the house to the street. You walk on it or put your car here. (Answer: *drive*)
- 5 These connect the bottom of the house to the top. You go up them to go to bed. (Answer: *stairs*)
- 6 It's the room in the house that connects to the other rooms and the door. You put your coat here. (Answer: *hall*)

Third – Check answers and spelling by asking individual students to write words on the board.

Cultural notes

- *Austin Hay* lives near San Francisco in California and started work on his house in 2010. He began the project by using the money he earned working on a summer camp and has been able to continue thanks to donations from family, friends, and people from around the world via his website. Although still a teenager, he has strong views on protecting the environment and on the waste of energy and materials in the modern construction industry. He regularly posts information and photos of his project on his blog and his home is often featured in newspapers and magazines.

Extra activity

Books closed. Write the following word skeleton on the board:

E _ _ _ _ _ (Answer: *Europe*)

Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up.

Repeat the process with:

N _ _ _ _ _ _ _ _ _ (Answer: *North America*)

Tell students they're going to read a text about an unusual home but that first you want them to think about what a typical home is like in Europe or North America. Ask students to give you ideas and collate all suggestions on the board before they open their books and look at the photo.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students work in pairs, talking about what they think the building is for.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students read the text quickly and choose the correct options.
- Check answers as a class.

Answers

- 2 a complete house
- 3 live in it

Exercise 3 (Track 1.4)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Big homes are more expensive and heating them is bad for the environment.
- 3 Austin's bedroom is in the attic.
- 4 Austin's home is 3.7 metres long.
- 5 Austin likes the wheels on his house.
- 6 Austin's dad helps him with the difficult things.
- 7 No, he doesn't. In the winter the house is cold because it doesn't have a fireplace.
- 8 Because Austin can take his house with him and live in it anywhere (and university will be cheaper for him).

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

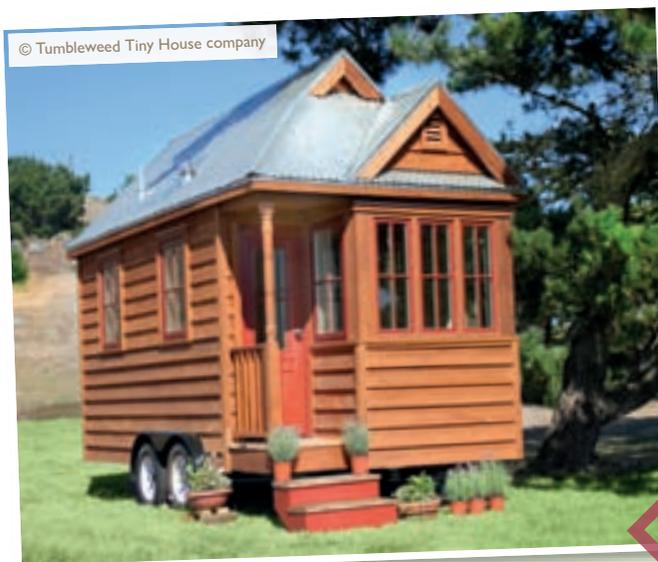
Take feedback as a class on the questions in Exercise 4. Encourage students to tell you about their own homes and say if they think they are bigger than they need to be. Elicit some of the possible negative consequences for the environment of having extremely larger houses, e.g. *they use a lot of energy; there is environmental damage to get wood and stone to build them, etc.* Finally, find out how much consensus there is amongst the group regarding living in a house like Austin's.

Further practice

Workbook page 9

Reading

- 1 Look at the photo. What do you think this building is for?
- 2 Read the text quickly. Choose the best answer.
 - 1 Austin is a *schoolboy* / *builder*.
 - 2 The building is *his bedroom* / *a complete house*.
 - 3 He wants to *live in it* / *sell it*.



- 3  1.4 Read the text again. Answer the questions.

- 1 How are families in Europe and North America changing?
The size of an average family is getting smaller.
- 2 What are the disadvantages of big homes?
- 3 Where is Austin's bedroom?
- 4 What is 3.7 metres long?
- 5 What does Austin like about his house?
- 6 What happens when a building job is difficult for Austin?
- 7 Does Austin live in his house all the time? Why?/Why not?
- 8 Why is his house useful for the future?

- 4 In pairs, ask and answer.

- 1 Are many homes in your country bigger than they need to be?
- 2 Imagine your family in a house that is half the size of your home now. How is your life different? What is better? What is worse?
- 3 Would you like to live on your own in a house like Austin's? Why?/Why not?

Live Small

In Europe and North America, the size of an average family is getting smaller, but homes are not. In many countries they are getting bigger. Bigger homes are more expensive and heating them in cold weather is worse for the environment. Many people believe it's time to think again about the size of our homes.

Sixteen-year-old Austin Hay is building a home on his parents' drive. It's got everything important, including a shower room, a kitchen and an attic bedroom with a low ceiling, but it's only 2.4 metres wide and 3.7 metres long.

'When I was a kid, I wanted to build a tree house,' Austin explains. 'But this house is on wheels and that's a lot cooler.'

Austin doesn't do any building during the week – he's busy with school work and playing baseball. But he usually works hard on his house at the weekend. 'At the moment I'm working on the doors. They're quite easy, so my dad isn't helping me. He only helps with the difficult things.'

Austin is sleeping in his little house this summer. There isn't a fireplace at the moment, so in winter he'll move back across the lawn to his parents' house. And in the future? 'University is very expensive in the USA, but it'll be cheaper for me because I can take my little house with me. I can live in it anywhere.'

Grammar Present simple and continuous

Present simple	Present continuous
He always makes nice food. I live with my dad.	He is making dinner at the moment . They're staying in a house without any adults.

Grammar reference Workbook page 86

- 1 Study the grammar table. Match the sentence beginnings (1–2) to the endings (a–d) to complete the rules.

- 1 We use the Present simple
2 We use the Present continuous
a for routines and habits.
b for actions in progress.
c for temporary situations.
d for permanent situations and general truths.

- 2 Choose the correct options.

- 1 Sophie and Kat *don't talk / aren't talking* to me today.
2 I *always go / am always going* to bed at nine o'clock.
3 We *often go / are often going* to the cinema at the weekend.
4 *I'm learning / I learn* about electricity in Science this week.
5 British people *use / are using* a lot of electricity in their homes.
6 Where's Kieran? *Does he have / Is he having* a shower?

- 3 Complete the phone conversation with the Present continuous form of the verbs.

- A Hi, Ellie. How are you?
B Fine thanks, Gran.
A How ¹ *are you feeling* (you/feel) about your exams?
B Not too bad, thanks. I ² (study) on the balcony at the moment.
A ³ (the sun/shine) there?
B Yes, it ⁴ (shine). It's lovely!
A You're lucky! Your grandad and I ⁵ (wear) our coats in the house because it's so cold! What ⁶ (Callum and Leo/do)?
B They ⁷ (listen) to music in the cellar. Do you want to talk to them?
A Actually, I want to talk to your dad.
B OK. He ⁸ (wash) the car on the drive. Wait a minute ...

- 4 Complete the text with the Present simple or Present continuous form of the verbs.



I usually ¹ *have* (have) a bath before bed but tonight I ² (wait) on the landing. Why? Because my brothers Mick and Todd ³ (use) the bathroom for band practice. Most people ⁴ (not wear) their clothes in the bath, but Todd is different. At the moment he ⁵ (lie) in the bath with all his clothes on. Mick ⁶ (sit) on the side of the bath and he ⁷ (play) something on the guitar. They usually ⁸ (practise) their band music in the garage, but my mum ⁹ (paint) flowers on her car in there tonight! I ¹⁰ (live) with the world's craziest family!

- 5 Make questions.

- 1 you / always / have / a shower or bath / before bed?
Do you always have a shower or bath before bed?
2 what time / you / usually / go to bed?
3 you / often / get up / late / at the weekend?
4 you / listen / to music / at the moment?
5 where / you / usually / do / your homework?
6 you / work / hard / right now?

- 6 What about you? In pairs, ask and answer the questions in Exercise 5.

Do you always have a shower or bath before bed?

No, I usually have a shower in the morning.

Grammar Present simple and continuous

Language notes

- This unit revises the Present simple for routines, habits, permanent situations and general truths, and contrasts this with the Present continuous for actions in progress at the moment of speaking and temporary situations. In *Next Move 2* students also saw how the Present continuous is used to talk about the future. However, in order not to confuse students that usage is not revised at this point.
- The spelling rules relating to the formation of the Present continuous will probably be familiar to your students, but you may wish to revise them nevertheless. They are as follows:
In most cases we simply add *-ing* to the infinitive of the verb to form the Present continuous. However there are three exceptions to this rule:
 - Infinitive ends consonant + stressed vowel + consonant: double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
 - Infinitive ends vowel + consonant + *-e*: omit the *-e*, e.g. *write*, *have* and *come* which become *writing*, *having* and *becoming*.
 - Infinitive ends *-ie*: *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.
- Your students' L1 may or may not distinguish between routines, habits, permanent situations and general truths, and actions in progress at the moment of speaking and temporary situations. Some languages tend to use a simple form in both cases leaving a lot to be inferred from the context of the oration. Depending on your teaching context, you may find students need more support to help them make this distinction.
- Another common confusion arises with the group of stative verbs (*like*, *love*, *hate*, *want*, etc.) which are rarely found in the continuous form. This distinction is not covered at this point in *Next Move* and the exception posed by these forms is not an issue here.

Exercise 1

- Read the grammar table with students.
- Check answers as a class.

Answers

1 a, d 2 b, c

Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

Answers

2 always go 5 use
3 often go 6 Is he having
4 I'm earning

Exercise 3

- Students complete the conversation.
- They then check in pairs before checking answers as a class.
- Check spelling by asking individual students to write answers on the board.

Answers

2 'm studying 6 are Callum and Leo doing
3 Is the sun shining 7 're listening
4 is shining 8 's washing
5 are wearing

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted. Change over the two groups and repeat the procedure so that both groups have practised both parts. Students then work in pairs, acting out the conversation.

Exercise 4

- Remind students to use contractions in this exercise where possible.
- Individually, students complete the text.

Answers

2 'm waiting 7 's playing
3 are using 8 practise
4 don't wear 9 's painting
5 's lying 10 live
6 's sitting

Exercise 5

- Students use the prompts to make questions.
- Check the questions before students work in pairs in Exercise 6.

Answers

2 What time do you usually go to bed?
3 Do you often get up late at the weekend?
4 Are you listening to music at the moment?
5 Where do you usually do your homework?
6 Are you working hard right now?

Exercise 6

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present simple or continuous.

Further practice

Workbook pages 10 and 86–87

Vocabulary Furniture and household objects

Revision

First – Prepare a *Live Listening* about a member of your family, talking about both what he or she is doing now and his or her normal daily routine. This can be real or fictional. Remember to grade your language appropriately. Include both Present simple and continuous forms and use adverbs of frequency and expressions such as *now*, *at the moment* and *today*. Do not say the name of the person in the family or his or her relationship to you. Use the following text as an example: *It's twelve o'clock so at the moment, he's sitting in front of the TV, but he isn't sleeping. He's eating his lunch now – on the floor! He likes meat and he loves biscuits and he drinks a lot of water. He isn't making a noise, but he's often very noisy when he's excited. He usually gets up very early in the morning and he has breakfast and plays with his toys. He sometimes goes for a walk and he plays in the park. He never has a shower, but he sometimes has a bath. He sleeps a lot and he loves playing with me in the evenings.*

(Answer: My dog.)

Second – Students listen and make a note of the different actions you talk about, and if they are routine or if they are happening at the moment. They also decide who you are talking about.

Third – Students compare their answers in pairs. Collate answers on the board.

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind'. They then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

Exercise 1 (Track 1.5)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

2 vase	8 curtains
3 mirror	9 blind
4 chest of drawers	10 rug
5 duvet	11 bookcase
6 pillow	12 cushions
7 alarm clock	13 armchair

Exercise 2

- In pairs, students match the descriptions with words from Exercise 1.
- Check answers as a class.

Answers

2 a mirror	7 a blind and curtain
3 a vase	8 an armchair
4 an alarm clock	9 a duvet
5 a bookcase	10 a pillow
6 a rug	11 cushions

Exercise 3

- Students write sentences about their own homes.
- Monitor and help with vocabulary if necessary.
- Ask some students to say their sentences for the class to hear.

Pronunciation /v/, /w/ and /b/

Exercise 4a (Track 1.6)

- Play the recording for students to listen and repeat.
- Highlight and drill the three sounds (/v/, /w/ and /b/) in isolation.

Exercise 4b (Track 1.7)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Extra activity

Books closed. Give your students a ten-item spelling test using words with /v/, /w/ and /b/. Students listen and write the following words:

1 brilliant	6 wallet
2 everything	7 wardrobe
3 bowling	8 rubbish
4 expensive	9 homework
5 vegetables	10 skateboarding

Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly. Drill the vocabulary for pronunciation and word stress.

Further practice

Workbook page 123

Exercise 5

- Ask two students to read aloud the example question and answer.
- Monitor and correct students' pronunciation as appropriate.

Further practice

Workbook pages 11 and 104

Brain Trainer Unit 1 Activity 3

See Teacher's Book page 210 and Students' Book page 112



Vocabulary Furniture and household objects

1 1.5 Match the pictures (1–13) to these words. Then listen, check and repeat.

alarm clock	armchair	blind	bookcase
chest of drawers	curtains	cushions	duvet
mirror	pillow	rug	vase
wardrobe	1		

Word list page 43 Workbook page 104

2 Read the descriptions. Say the thing or things.

- 1 You put clothes in this. (two things)
a wardrobe and a chest of drawers
- 2 You can see your face in this.
- 3 You put flowers in this.
- 4 This wakes you up in the morning.
- 5 You put books in this.
- 6 This is on the floor. You can walk on it.
- 7 When you are using these, you can't see out of the window. (two things)
- 8 You sit in this.
- 9 This keeps you warm in bed.
- 10 You put your head on this in bed.
- 11 You put these on your bed or on a chair.

3 Which things from Exercise 1 are in your home? Make sentences.

There's a bookcase in the hall, next to the living room door.

Pronunciation /v/, /w/ and /b/

4a 1.6 Listen and repeat.

balcony	bookcase	drive
vase	wall	window

b 1.7 Listen and repeat. Then practise saying the sentences.

- 1 My favourite vase in the living room is very heavy.
- 2 Why did you wash the windows and walls?
- 3 There's a big blue blind above the bookcase.
- 4 I love black and white duvets.
- 5 Do you want to have a shower before breakfast?

5 Say a sentence about the picture in Exercise 1. Your partner says *True* or *False*.

There's a blue rug on the floor.

False! There's a green rug on the floor.



Brain Trainer Unit 1
Activity 3 Go to page 112

Speaking and Listening

- 1 Look at the photo. Whose house do you think this is?
- 2  1.8 Listen and read the conversation. Check your answer.
- 3  1.8 Listen and read again. Choose the correct options.
 - 1 Ruby *wants* / *doesn't want* to move house again soon.
 - 2 Ash *likes* / *doesn't like* Ruby's new house.
 - 3 Ruby's bedroom is *big* / *small*.
 - 4 There's a computer in *Ruby's bedroom* / *the office*.
 - 5 Ash *wants* / *doesn't want* to go into the living room.
 - 6 Ella *likes* / *doesn't like* the town.
- 4 Act out the conversation in groups of four.

Ruby Thanks for carrying these boxes in from the drive, guys.
Tom No problem! We don't mind helping.
Ruby I can't stand moving house. I never want to see another cardboard box again!
Ash Your new house is really cool.
Ruby Thanks, Ash.
Ella *What's your bedroom like?*
Ruby *It's a bit small*, but that's OK. There's space for a chest of drawers and a little desk for my computer. Anyway, I prefer spending time in the garden.
Ella What's behind that door?
Ruby The living room. It's got a big door out to the patio.
Ash Let's go out there now. It's a lovely day.
Tom Hang on! Let's show Ruby the town first.
Ruby I'd like that. *What's the town like?*
Ella *It isn't very big, but it's quite nice.*
Ash Come on, then. Let's go!

Say it in your language ...

guys
 No problem!
 I'd like that.
 Come on, then.



Chatroom Describing a place

Revision

First – Students draw a table in their notebooks with three columns marked *regular*, *no -e*, and *double consonant*.

Second – Tell students you are going to read out 12 verbs and that they must write them in the correct column according to the correct spelling of the *-ing* form. They will get one point for each correct answer. Use *paint* as an example of a word in the first column.

Third – Read the following items and then check answers by asking individual students to write the words on the board: close, dance, do, get, go, have, play, practise, run, stop, swim, watch

(Answers: *regular – doing, going, playing, watching*; *no -e – closing, dancing, having, practising*; *double consonant – getting, running, stopping, swimming*)

Speaking and Listening

Exercise 1

- Check students are clear about the names of the characters before they complete the exercises. (From left to right: Tom, Ella, Ash and Ruby)
- In pairs, they discuss whose house they think it is.

Exercise 2 (Track 1.8)

- Play the recording for students to listen, read and check their answer to Exercise 1.

Answer

It's Ruby's house.

Extra activity

Ask students what they remember about the characters from the Starter Unit. Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what they are doing and what hobbies they might enjoy. Remember to grade your language appropriately.

Brain Trainer Unit 1 Activity 1

See Teacher's Book page 210 and Students' Book page 112

Exercise 3 (Track 1.8)

- Students choose the correct options.
- They then check in pairs before checking answers as a class.

Answers

- | | |
|------------------|----------------|
| 2 likes | 5 doesn't want |
| 3 small | 6 likes |
| 4 Ruby's bedroom | |

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students repeat the conversation four times, taking different parts each time. Alternatively, give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where their version was different. Note that this activity can be re-used at any point during the course when you want to extend work on a conversation.

Say it in your language ...



Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

guys – often used colloquially to refer to a group of men, but in the plural form it can also be directed at a mixed group of men and women. The equivalent expression for a group of women would be 'girls'.

No problem! – commonly used phrase in response to an expression of thanks. Used when we want to make our efforts sound more minor than they were. 'You're welcome' is also commonly used but sounds more formal.

I'd like that. – expression indicating that a person agrees with an offer which someone has just made them. It's usually used when someone is really genuinely interested and is not simply a polite neutral response.

Come on, then. – phrase used to motivate people to do something and get them moving. This is usually something pleasurable, therefore suggesting the idea of 'What are we waiting for?'

Exercise 5

- Students read the conversation again and find the expressions.
- Check answers as a class.

Answers

- 2 It's a bit small.
 3 What's the town like?
 4 It isn't very big; it's quite nice.

Exercise 6

- Read through the phrases for describing a place with the class.
- Make sure students understand that the intensifiers *a bit*, *quite*, *very* and *really* are on a scale from the least to the most.

Exercise 7 (Track 1.9)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *the park*.
- Students then make their own conversations by replacing the words in purple.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice

Workbook pages 12 and 113

Grammar Verb + -ing

Language notes

In some languages verbs of preference are followed by the infinitive form and this can cause L1 interference for some learners. Although in British English the use of the infinitive is in fact possible after these verbs, in certain circumstances it is a complicated area usually taught only at higher levels. Throughout *Next Move* the form taught after verbs of preference is *-ing*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answers

can't stand, prefer

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

- 2 sleeping 3 listening 4 swimming 5 doing
 6 getting 7 waiting

Exercise 3

- Read through the example with students, showing how the two sentences have the same meaning.
- Monitor and point out errors for students to self-correct.
- Check answers as a class.

Answers

- 2 doesn't like 3 loves riding 4 prefer having
 5 can't stand

Exercise 4

- Ask two students to read aloud the example question and answer.
- Individually, students write three questions with *Do you like + -ing*.
- Students then work in pairs, asking and answering their questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the verb + *-ing* forms.

Extra activity

Write the following prompts on the board:

- A you / like / study / bedroom / Emma ?
 B no / prefer / work in the office
 A why ?
 B bedroom / bit small / not got / computer
 A OK / what / office / like ? / be / quiet ?
 B yes / very quiet / got / bookcase / books / balcony
 A great

Elicit a conversation from the students using the prompts. Do not allow students to write anything down. Drill the conversation for correct pronunciation. Divide the class in half down the centre: A and B. Build up the conversation step by step until students can perform it unprompted.

(Complete conversation:

- A Do you like studying in your bedroom, Emma?
 B No, I don't. I prefer working in the office.
 A Why?
 B Because my bedroom is a bit small and it hasn't got a computer.
 A OK. What's the office like? Is it quiet?
 B Yes, it is. It's very quiet and it's got a bookcase for all my books and a balcony.
 A Great!)

Further practice

Workbook pages 13 and 86

5 Look back at the conversation. Find these expressions.

- 1 a question asking about Ruby's bedroom
What's your bedroom like? (Ella)
- 2 an expression describing Ruby's bedroom
- 3 a question asking about the town
- 4 two expressions describing the town

6 Read the phrases for describing a place.

Describing a place		
What's it like?		
It's	a bit quite very really	small.

7 1.9 **Listen to the conversations. Act out the conversations in pairs.**

- Ruby** What's ¹ *your bedroom* like?
Ella It's got ² *pretty red walls* and a *white wardrobe*.
Ruby Is it ³ *quite big*?
Ella Yes, it is.
Ruby What's ⁴ *the swimming pool* like?
Ash It's very nice. It's ⁵ *quite cold* but it's got ⁶ *a lovely café*.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.



- 1 your kitchen / your living room / your bathroom
- 2 green walls and a cooker / white walls and a big sofa / pink walls and a large bath
- 3 a bit small / very big / really small
- 4 the park / the library / the shopping centre
- 5 quite small / very quiet / really busy
- 6 a lake / lots of interesting books / some boring shops

Grammar Verb + -ing

I **prefer spending** time in the garden.
 Tom, Ash and Ella **don't mind helping** Ruby.
 Ruby **can't stand moving** house.
 Do you **like living** here?

Grammar reference Workbook page 86

1 Study the grammar table. Complete the rule.

After the verbs *like, love, hate, enjoy, don't mind, ... and ...*, we use verb + *-ing*.

2 Complete the sentences with the correct form of these verbs.

do get listen live sleep swim wait

- 1 He doesn't like *living* in England because it's colder than Spain.
- 2 She hates beds. She prefers on the floor.
- 3 I can't stand to rap music.
- 4 They love in the sea.
- 5 We don't mind our homework.
- 6 Do you prefer up late in the morning?
- 7 I don't enjoy for buses in the rain.

3 Complete the second sentence so it has a similar meaning to the first sentence. Use the correct form of the word in brackets and one other word.

- 1 I think skateboarding is OK. (mind)
I *don't mind* skateboarding.
- 2 She never wants to have breakfast. (not like)
She having breakfast.
- 3 He's very happy when he rides his bike. (love)
He his bike.
- 4 It's better when we have band practice in the cellar. (prefer)
We band practice in the cellar.
- 5 They hate doing homework. (not stand)
They doing homework.

4 Make three questions with *Do you like + -ing*. Then ask and answer in pairs.



Reading

1 Read the magazine article quickly. Choose the best heading.

- 1 Tidy your room!
- 2 What does your bedroom say about you?
- 3 How to have a cool bedroom

You can't always choose your room, but you can choose the things inside it. Because of that, your bedroom says a lot about your personality.

And we're not only talking about your favourite hobbies or your taste in music and books. Of course, a guitar behind the door or sci-fi stories in your bookcase give people information about you, but a careful look at your bedroom can teach them a lot more than that.

The colours in your room, for example, are very interesting. Has your room got bright colours on the walls, curtains, rug or duvet? Then you probably love trying new experiences. People with pale walls are often friendly and talkative, but people with dark walls don't like meeting new people. Black and white is a popular choice for people with strong opinions.

How big is your wardrobe? A big wardrobe often means that you are into fashion, but not always. It can also be a sign that you hate throwing old things away and prefer keeping everything behind your wardrobe door. Someone with a tidy room is usually cheerful, but someone with an untidy room is moodier and often unhappy. The pictures on your walls say a lot, too. Generous people like decorating their rooms with photos of their friends and family, but if your own face is in every picture or you have more than one mirror, watch out! This shows that you are probably a bit selfish.

So, before you invite your friends into your bedroom, think carefully. What message will your bedroom give them about you?



Key Words

taste	careful	bright
pale	be into	decorate

2 1.10 Read the article again. Answer the questions.

1 What two things give information about your tastes and interests?

The colours in your room and the pictures on the walls.

- 2 What type of colours do shy people often have on their walls?
- 3 Why do people have big wardrobes? Find two reasons in the article.
- 4 You are usually smiling. What does the article say about your room?
- 5 You like buying presents for people. What do you probably have on your walls?
- 6 What two things show that a person thinks only about him/herself?

Listening

1 1.11 Hannah is talking to a friend about her bedroom and the article above. Listen and choose the correct options.

- 1 How much of the article is correct about her?
a all of it b a lot of it c some of it d nothing
- 2 Does she want:
a a tidier room? b a lock on her door?

Listening Bank Unit 1 page 118

2 In pairs, ask and answer. Is the article right about you?

- 1 What colour are your bedroom walls?
- 2 Have you got any bright colours in your bedroom?
- 3 Are there any pictures of your friends on the walls?
- 4 Are there any pictures of you?
- 5 How many mirrors are there?
- 6 Is your room tidy?

Reading

Exercise 1

- Draw attention to the cartoon and the text and ask students what they can see.
- Students skim the text quickly and choose the best heading for the article.
- Make sure students understand not to read in detail at this point.

Answer

2 What does your bedroom say about you?

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

taste – the things you choose, your personal preferences, often used in the phrases ‘good taste’ and ‘bad taste’

careful – an adjective meaning with attention to detail, can be used in exclamations to prevent accidents, e.g. ‘Be careful with my new vase!’

bright – intense, strong, vibrant colours, e.g. *green, yellow and purple*

pale – gentle colours which are relaxing to look at, e.g. *cream, beige and pink*

be into – be interested in or enthusiastic about, often used to indicate a hobby, e.g. ‘My brother is really into classical music.’

decorate – to use objects, pictures and other items to give character to a room, often also applied to the process of painting the walls of a room.

Exercise 2 (Track 1.10)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Shy people often have dark colours on their walls.
- 3 People have big wardrobes because they are into fashion or because they hate throwing old things away.
- 4 The article says that you probably have a tidy room.
- 5 You probably have photos of your friends or family on your walls.
- 6 If someone has lots of photos of him/herself or if he/she has more than one mirror.

Extra activity

Write the following sentences on the board. Students read the text again and decide if the sentences are true or false, according to the article (answers in brackets).

- 1 People can learn about you by looking at the objects in your room. (*True*)
- 2 People who play the guitar often like science fiction stories. (*False*)
- 3 Someone with bright walls is probably friendly and talkative. (*False*)
- 4 People with strong opinions usually have big wardrobes. (*False*)
- 5 A person with an untidy room is probably not very happy. (*True*)
- 6 It's a really bad idea to invite your friends into your bedroom. (*False*)

They then compare their answers in pairs.

Listening

Exercise 1 (Track 1.11)

- Students read the questions and predict the answers.
- Play the recording for students to listen and check.

Answers

1 b 2 b

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Exercise 2

- In pairs, students ask and answer the questions.
- Discuss the questions as a class and find out whether students agree with the idea that your bedroom reflects your personality.

Extra activity

Stronger groups or individual students prepare a short text saying whether they think their bedroom reflects their personality. Encourage them to recycle and adapt phrases from the lesson as far as possible and to include a photo.

When checking students' work, focus on the positive use of grammar and vocabulary taught so far. After correcting the texts you could display them as the basis for further comprehension work with your class.

Further practice

Workbook page 14

Writing A description of a room

Revision

First – Write the following sentences on the board:

- 1 My mum's car is listening to rap music.
- 2 They're moving house and we're beautiful flowers in a vase on the fireplace.
- 3 She's standing on the balcony on the patio.
- 4 I always eat my breakfast and looking at the lawn.
- 5 There are some helping.
- 6 My dad doesn't like in the garage.

Second – Tell students that the sentences have got mixed up. In pairs, they break each sentence into two pieces and reorganise them to make six logical sentences.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. (Answers: 1 My mum's car is in the garage.; 2 They're moving house and we're helping.; 3 She's standing on the balcony and looking at the lawn.; 4 I always eat my breakfast on the patio.; 5 There are some beautiful flowers in a vase on the fireplace.; 6 My dad doesn't like listening to rap music.)

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the text and find the linking words.
- Check answers as a class.

Answers

It's a bit small, but it's really light and it's always very quiet. On the desk there's a computer and a lamp. There's a box of pens and pencils, too. ... there's a chair with green cushions and next to it there's a bookcase ... The walls are white and there's a blue and green blind on the window. I love sitting at the desk and watching all the people. The rug in front of the desk is also blue and green. I usually do my homework in the room. However, when I don't have any homework, ...

Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.

Answers

2 too 3 also 4 However 5 also 6 but 7 However 8 too

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 It's small, light and quiet.
- 3 There's a desk, a chair and a bookcase.
- 4 The walls are white.
- 5 Yes, there are. There are green cushions, a blue and green blind and a blue and green rug.
- 6 He likes sitting at the desk and watching all the people in the street, and playing games on the computer.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite room' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 4 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

At the end of each unit make a set of Word cards with 10–15 vocabulary items from the unit for students to memorise. In the Teacher's Book notes at the end of each Writing page from Units 2–9 there are games and ideas to exploit these cards and revise the chosen vocabulary. Prepare some blank cards in advance, minimum 6 cm x 10 cm and an envelope or bag to keep them in. On the front of the card, write the lexical item in large clear letters. Use the cards to make sure fast finishers always have something to do. Have them decorate the front of the card with a picture or a design to help students remember the word. On the back they write the following: a definition of the word in English or in their L1 and an example sentence in English containing a blank where the word appears.

Further practice

Workbook page 15

Writing A description of a room

1 Read the Writing File.

Writing File Linking words: addition and contrast

You can link similar ideas with *and*, *also* and *too*.

You're really talkative **and** you like having new experiences.

The rug is green. The duvet is **also** green.

The colours are interesting. The pictures are interesting, **too**.

You can link contrasting ideas with *but* and *however*.

I've got some pictures of friends, **but** I haven't got any pictures of myself.

I love red. **However**, I don't like the bright red walls in my living room.

2 Read about Matt's favourite room. Find the linking words.



My favourite room

by Matt Davies

My favourite room is the office at home. It's a bit small, but it's really light and it's always very quiet. There's a big desk under the window. On the desk there's a computer and a lamp. There's a box of pens and pencils, too. In front of the desk there's a chair with green cushions and next to it there's a bookcase full of interesting books. The walls are white and there's a blue and green blind on the window. The rug in front of the desk is also blue and green.

I love sitting at the desk and watching all the people in the street. I usually do my homework in the room. However, when I don't have any homework, I like playing games on the computer.

3 Complete the sentences with *and*, *also*, *too*, *but* and *however*.

- 1 He's got a big wardrobe for his clothes **and** he's got two big chests of drawers.
- 2 My alarm clock wakes me up in the morning and it can play the radio,
- 3 We watch TV in the kitchen and we do our homework there.
- 4 I like playing tennis., I don't play very often.
- 5 I've got three pet lizards in my bedroom and I've got a pet snake.
- 6 There's a pillow on the bed, there isn't a duvet.
- 7 Her pink armchair is very pretty., she never sits on it.
- 8 I live with my mum, and my grandparents live with us,

4 Read Matt's description again. Answer the questions.

- 1 What room is it? *The office*.
- 2 What adjectives does he use to describe it?
- 3 What furniture is there in the room?
- 4 What colour are the walls?
- 5 Are there other things in the room of a different colour?
- 6 What does he like doing in the room?

5 Think about your favourite room. Use the questions in Exercise 4 to help you. Make notes.

6 Write a description of your favourite room. Use 'My favourite room' and your notes from Exercise 5.

My favourite room

Paragraph 1

Introduce the room and give a general description.

My favourite room is There's a

Paragraph 2

Describe the furniture and walls.

The walls are and

Paragraph 3

Say what you like doing in the room.

I like



Remember!

- Use linking words *and*, *also*, *too*, *but*, *however*.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Complete the conversation with the correct form of the verbs.**
- A What ¹ *are you reading* (you/read)?
B A postcard from my dad. He ² (work) in Paris at the moment, so we only ³ (see) him at weekends.
A ⁴ (he/like) Paris?
B Yes, he loves it. He ⁵ (look) for a new home for us there, but my mum doesn't want to go. All our friends and family ⁶ (live) here in London and she ⁷ (not speak) any French.
A ⁸ (you/speak) French?
B Well, we ⁹ (have) French lessons every day at school, but people in France always ¹⁰ (talk) very fast. I ¹¹ (not understand) very much!

- 2 Complete the sentences with the correct form of these verbs.**

cook eat go learn live not do
not listen play visit watch

- 1 My dad usually *cooks* our supper, but tonight we in a restaurant.
2 We about China in Geography at the moment. 1.3 billion people in China.
3 They to their new CD. They a film.
4 She judo on Thursdays. She volleyball.
5 I to school in Brighton, but today we a museum in London.

- 3 Make sentences and questions.**

- 1 he / love / play / basketball
He loves playing basketball.
2 you / enjoy / run?
3 she / not mind / go / by bus
4 you / hate / lose
5 I / not like / learn / French
6 he / prefer / do / Computer Studies?
7 they / can't stand / listen / to rap music

Vocabulary Review

- 4 Complete the sentences with the correct rooms and parts of the house.**
- 1 Come and have a drink on the *patio*. It's so sunny today.
2 The light on the l _ _ _ _ _ outside my bedroom doesn't work.
3 The dog usually sleeps under the table in the h _ _ _ .
4 The c _ _ _ _ _ in the attic is very low. I can't stand up in there.
5 There's a big mirror above the f _ _ _ _ _ .
6 When there isn't any rain, the grass on the l _ _ _ looks a bit brown.
- 5 Match the beginnings (1–6) to the endings (a–f) of the sentences.**
- 1 There are flowers in the *f*
2 On the floor there's a
3 He went to bed and put his head on the
4 I woke up early because of my brother's
5 She loves looking at herself in the
6 That window needs a
- a pillow.
b mirror.
c blind.
d alarm clock.
e rug.
f vase.

Speaking Review

- 6**  1.12 **Put the conversation in the correct order (1–6). Then listen and check.**
- a Do you spend any time there?
b It's a bit small and it isn't very sunny.
c It's quite nice. It's got very big windows and some really comfortable armchairs.
d What's your balcony like? **1**
e No, I don't. I prefer sitting in the living room.
f What's that like?

Dictation

- 7**  1.13 **Listen and write in your notebook.**

 **My assessment profile:** Workbook page 127

Refresh Your Memory!

Exercise 1

Answers

- | | |
|----------------|---------------------|
| 2 'sw orking | 7 doesn't speak |
| 3 see | 8 Do you speak |
| 4 Does he like | 9 have |
| 5 'sl ooking | 10 talk |
| 6 live | 11 don't understand |

Exercise 2

Answers

- 're eating
- 're learning; live
- aren't listening; 're watching
- doesn't do; plays
- go; 're visiting

Exercise 3

Answers

- Do you enjoy running?
- She doesn't mind going by bus.
- You hate losing.
- I don't like learning French.
- Does he prefer doing Computer Studies?
- They can't stand listening to rap music.

Exercise 4

Answers

- 2 landing 3 hall 4 ceiling 5 fireplace 6 lawn

Exercise 5

Answers

- 2 e 3 a 4 d 5 b 6 c

Exercise 6 (Track 1.12)

Answers

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

Exercise 7 (Track 1.13)

Answers and Audioscript

- I don't like using a duvet.
- I'm looking for the stairs to the cellar.
- He can't stand having a tidy bedroom.
- Why is the chest of drawers dirty?
- What's your attic like?
- That cushion is quite pretty.

Extra activity

Revise the vocabulary and the grammar of the unit:

- Copy the plan of the flat onto the board. Tell students that this is where you live.
- Elicit the vocabulary for different parts of your home, e.g. *hall, living room, kitchen* and ask students to suggest some extra items for the picture and tell you where to put them, e.g. *some cushions on the sofa, an alarm clock next to the bed, a chest of drawers in the bedroom, etc.*
- Read the following sentences. Students must identify where exactly you are according to the information in the sentences:

- I'm lying here, watching the television and I'm looking at the plants on my big balcony. (Answer: *on the bed in the bedroom*)
- I'm relaxing here in the warm water. It's lunchtime but it's dark. (Answer: *in the bath*)
- I'm making the breakfast here. My wife is sitting at the table talking to me. (Answer: *in the kitchen*)
- I'm using the internet and I can see the blue sky through the window. (Answer: *at the table in the living room*)
- I'm sitting here reading a book. I can't see the television but I can hear it. (Answer: *on the chair in the living room between the door and the balcony*)
- I love this room. It's my favourite. I usually sleep here but today I'm tidying my clothes. (Answer: *by the wardrobe in the bedroom*)

– Ask students to draw a plan of their own home in their notebooks and to prepare six sentences, like yours, talking about where they are and what they are doing. Check students' sentences before continuing.

– Tell students to work in pairs, showing their plan to their partner and reading their sentences for students to identify where they are.



My Assessment Profile Unit 1

See Workbook page 127

Culture 1 – Homes in the UK

See Teacher's Book page 219 and Students' Book page 121 (for extra reading, discussion and writing work).

Geography File Houses around the world

Cultural notes

- *Mongolia* is in Asia and is landlocked, meaning that it has no sea. It is sandwiched between Russia to the north and China to the south and has been heavily influenced by both cultures over the centuries. Mongolia is one of the largest countries in the world, yet has one of the smallest populations – only 2.75 million people. The typical homes, yurts, are common in Central Asia and are designed to be strong, but also easy to dismantle and transport with horses. A yurt can often be put up in as little as two hours.
- *Hong Kong* has a population of over 7 million people, who live in just over 1,000km², which makes it one of the most densely populated places on the planet. It has nearly 1,250 skyscrapers, more than anywhere else in the world. Given the lack of space, homes are obviously small, but the quality of life is generally good due to it being an important financial centre. It has an extremely good education system and some of the best hospitals and healthcare anywhere in the world.
- *Belize* lies to the east of Guatemala and south of Mexico and has a long coastline on the Caribbean Sea with a very large barrier reef. It is the least densely populated country in South America and, as a large part of the interior is jungle, the majority of the population lives along the marshy coastline. Due to the tropical climate, the stilt house is an ideal solution, as it protects residents both from the dangers of flooding and insects and animals.

Exercise 1 (Track 1.14)

- Students read about the three homes and match the photos to the paragraphs.
- Check answers as a class.

Answers

1 c 2 a 3 b

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

peninsula – a piece of land which has sea almost all the way around it, but is connected to another bigger piece of land in one place

space – the area available for something, more often used in negative phrases than positive, e.g. 'We haven't got any space in the kitchen.', 'There isn't enough space on the bookcase for these books.'

stilt – a support, often made of wood, which raises something vertically from the ground, usually used in plural as four or more are generally needed to give stability. Unlike the legs of a table or chair, for example, stilts are not an integral part of the object.

blow – the strong movement of air, typically used for the wind

ground – the surface of the earth that we walk on and that creatures like snakes live on

Exercise 2 (Track 1.15)

- Draw attention to the photo and ask students what they can see.
- Play the recording for students to choose the correct alternative.
- Check answers as a class.

Answers

2 warm 3 snowy 4 big 5 centre 6 balcony

My Geography File

Exercise 3

- In groups, students prepare a fact file about a home in another part of the world.
- Monitor and help with grammar and vocabulary and feed in ideas if necessary.

Exercise 4

- Give students time to practise their presentation.
- Make a note of any mistakes related to the content of this unit in students' presentations to go over with the class afterwards.

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Geography File

Houses around the world

1 Mongolia is near Russia and China in north-east Asia. The winters in Mongolia are very long and very cold. Many Mongolians keep horses. They move from place to place two or three times a year so their animals have enough food. When they move, their homes come with them. Their homes are called yurts and they must be strong because there are often winds of 160 km an hour.

2 The city of Hong Kong in the south of China is on a peninsula and two small islands. There are lots of mountains in Hong Kong, so there isn't a lot of space for houses. The buildings are very tall to save space. There are more tall buildings here than in any other city in the world. Forty percent of people live higher than the fourteenth floor! Most people live in really small apartments, but they don't mind. They often eat in restaurants and they don't spend a lot of time at home.

3 Belize is a small country in Central America. It is hot all year with a wet and a dry season. A lot of people live in stilt houses near the ocean. This type of house stays cool because the wind blows through it. It is also safer from snakes and other animals because it is not on the ground. People often leave their car under the house, out of the hot sun. From June to November, there are sometimes terrible storms, but the sea water doesn't come into the house.



Key Words

peninsula space stilt
blow ground

Reading

- 1.14** Read about these homes. Match the photos (a–c) to the paragraphs (1–3).
- 1.15** Listen to a description of another home. Choose the correct words to complete the fact file.

My Geography File

- 3** In groups, make a fact file about a home in another part of the world. Use the questions in Exercise 2 to help you.
- 4** Prepare a presentation for the class, including pictures or photos if possible. Then give your presentation.

Where is it?

Swiss ¹ mountains / valleys



What is the climate like?

² warm / windy in summer ³ snowy / rainy in winter

What is the home like? Why?

⁴ big / small roof – protects the walls from bad weather
fireplace in the ⁵ centre / back of the house – keeps people warm

⁶ patio / balcony – people can enjoy the sun in summer

3

It's A Bargain!

- Grammar** Comparatives and superlatives; *too and enough; much, many, a lot of*
- Vocabulary** Shopping nouns; Money verbs
- Speaking** Asking for help
- Writing** A customer review

Vocabulary Shopping nouns

1 1.28 Match the pictures (1–15) to these words. Then listen, check and repeat.

bargain	cashpoint	change	coin
customer	high street	market stall	note
price	products	queue	sale
shop assistant	shopping basket	stallholder	

Word list page 43 Workbook page 106

2 Complete the conversation with the words in Exercise 1.

Dean This is my favourite shop on the ¹ *high street*.

Louis I love this coat, but how much is it?

Dean Ask the ² She'll know.

Louis Oh! It's £17. It's half price in the ³

Dean It's a ⁴! Are you going to buy it?

Louis Yes, but I must go to the ⁵ first. I've only got a twenty pence ⁶ and I can't buy a coat with that!

Dean But there's always a long ⁷ at the cashpoint. Here's a twenty pound ⁸ You can get some money later.

3 Complete the sentences with the words in Exercise 1.

- 1 The *price* of petrol is very high.
- 2 Lucy makes T-shirts and sells them at a on Saturdays. She knows all the other
- 3 This shop sells really good – they often buy from the local farmers.
- 4 Shop assistants should always make sure they give the the correct when they buy something.

4 In pairs, ask and answer about your local area.

- 1 Where or when are there good bargains?
- 2 Which shops have friendly shop assistants?
- 3 Where or when are there often queues?



Brain Trainer Unit 3
Activity 2 Go to page 113

Unit contents

Vocabulary

- Shopping nouns – *bargain, cashpoint, change, coin, customer, high street, market stall, note, price, products, queue, sale, shop assistant, shopping basket, stallholder*
- Money verbs – *buy/sell, cost/afford, lend/borrow, pay in cash/pay by credit card, save/spend, win/earn*

Grammar

- Comparatives and superlatives
- *too* and *enough*
- *much, many, a lot of*

Communication

- Asking for help
- Writing a customer review; Expressing opinion – *I (don't) think (that), In my opinion, I find it*

Pronunciation

- /ɒ/ and /əʊ/

Culture 3 – Sports in the UK

Key competences

- Linguistic competence
- Mathematical competence
- Data processing and digital competence
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Shopping nouns

Exercise 1 (Track 1.28)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

- | | |
|----------------|-------------------|
| 2 price | 9 stallholder |
| 3 high street | 10 note |
| 4 cashpoint | 11 coin |
| 5 sale | 12 queue |
| 6 market stall | 13 customer |
| 7 products | 14 change |
| 8 bargain | 15 shop assistant |

Exercise 2

- Students complete the conversation.
- They then check in pairs before checking answers as a class.

Answers

- | | |
|------------------|---------|
| 2 shop assistant | 6 coin |
| 3 sale | 7 queue |
| 4 bargain | 8 note |
| 5 cashpoint | |

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Dean and the half on the right that they are going to be Louis. Build up the conversation step by step until students can perform it unprompted.

Exercise 3

- Students work individually and then compare their answers in pairs.
- Check answers by asking individual students to read the sentences.
- Drill the sentences for pronunciation and intonation.

Answers

- | |
|------------------------------|
| 2 market stall, stallholders |
| 3 products |
| 4 customer, change |

Extra activity

Stronger groups or fast finishers work on definition writing technique. Individually or in pairs, students write definitions for five of the words from Exercise 1. Monitor and help with vocabulary and grammar if necessary. They swap their definitions with another pair and try to identify each other's words.

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook pages 24 and 106

Brain Trainer Unit 3 Activity 2

See Teacher's Book page 211 and Students' Book page 113

Reading

Revision

First – Books closed. Quickly review the pronunciation of the alphabet with the class, paying particular attention to any letters which habitually cause problems to your learners. Then, write the following word skeleton on the board:

_ _ a _ _ _ o _ _ _ _

Second – Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up. (Answer: *stallholder*)

Third – Continue with other shopping nouns, leaving out all but one or two of the letters when you write it up on the board. If you have a stronger group, allow individual students to come to the board and take your place, or continue the activity in pairs.

Cultural notes

- *Spitalfields Market* in one form or another has existed since 1638. Fruit and vegetables were sold on the original site, just east of the City of London, until 1991 when due to space limitations it was moved to a new site much further from the centre of the city. The fruit and vegetable market continues to be one of the biggest in Europe. The old market site was then transformed and now houses shops, restaurants and a very popular arts and crafts market.

Exercise 1

- Draw attention to the photo and ask students what they can see.
- Individually, students decide if the sentences are true or false.

Exercise 2 (Track 1.29)

- Make sure students understand not to read in detail at this point.
- Students scan the magazine article quickly to check their answers.

Answers

- 2 False (One of the customers, Nick Baines, is only 16.)
- 3 True
- 4 False ('Prices here are often cheaper than in the shops ...')

Exercise 3

- Individually, students match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 A 3 B 4 C

Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 No, it isn't. There isn't enough space for everyone.
- 3 People bought fruit and vegetables there.
- 4 Because lots of stalls moved to a bigger market further from the centre of London.
- 5 He likes the cheap prices and the bargains.
- 6 The food is better because it comes from local farms.
- 7 Because all the shops are the same and they all have the same products.

Exercise 5

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluently.

Extra activity

Use the questions in Exercise 5 for a class survey. Students use a mill-drill to find out their classmates' answers to the questions and make a note of all the answers.

In pairs, they then collate this data in an appropriate way and prepare a poster to present to the class. For example:

- 1 *What are the markets like in your area?* – Create a bar chart with four categories: *very bad* – *OK* – *very good* – *excellent*, showing how many people answered for each category.
- 2 *How often do you go to a market?* – Prepare a pie chart with five categories: *never* – *once or twice a year* – *once or twice a month* – *every week* – *more than once a week*, showing the frequency students go to markets.
- 3 *What do you buy there?* – Make a collage with pictures of some of the things students buy. The pictures for the things students buy most could be larger and the things they buy least, smaller.
- 4 *What do you like/dislike about markets?* – Make a two-column table listing the things students like and dislike about markets.

Further practice

Workbook page 25

Reading

1 Look at the photos. Do you think these sentences are true (T) or false (F)?

- 1 The market is very old. *T*
- 2 These days, it's only popular with old people.
- 3 It sells fresh food.
- 4 The prices are expensive.

2  1.29 Read the magazine article and check your answers to Exercise 1.

3 Read the article again. Match the headings (A–D) to the paragraphs (1–4).

- A The market has a long history.
- B Today, that is difficult to believe.
- C Shopping is often more interesting at the market, too.
- D The award is no surprise to Spitalfields' stallholders. *1*

4 Answer the questions.

- 1 What did Spitalfields Market win?
The title of 'Best Market' in the British Market Awards.
- 2 Is it easy to have a stall at the market?
- 3 What did people buy at Spitalfields Market before the 1990s?
- 4 Why did people think the market had no future?
- 5 What does Nick like about the products at the market?
- 6 What is good about the food at the market?
- 7 Why doesn't Diyanah like shopping in the town centre?

5 What about you? Answer the questions.

- 1 What are the markets like in your area?
- 2 How often do you go to a market?
- 3 What do you buy there?
- 4 What do you like/dislike about markets?

News London

London Market Wins Award

Spitalfields has won the title of 'Best Market' in the British Market Awards.

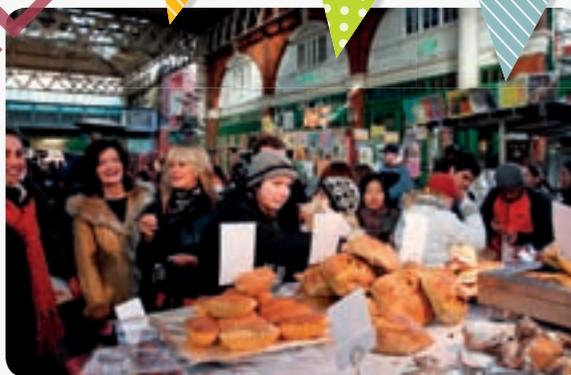
1 'This is the most fashionable market in Britain!' says Vicky Green at her bag stall. 'It's popular with lots of famous people. Every stallholder in London wants to be here, but there isn't enough space for everyone.'

2 For hundreds of years, it was the best place to buy fruit and vegetables in London. But by the 1990s, the fruit and vegetable stalls were too big for the small market area at Spitalfields. The stalls moved to a bigger market further from the centre of London. A lot of people thought that Spitalfields Market had no future.

3 It now has hundreds of stalls, with everything from Indian scarves to African drums, from fresh bread to designer jeans. And customers love it. 'Prices here



are often cheaper than in shops, so you can find some great bargains,' explains Nick Baines, 16. Others come to the market for the quality of its



food. 'Supermarket food isn't fresh enough,' says Kath Manning, 40. 'The food here is better because it comes from local farms and the stallholders are friendlier than shop assistants.'

4 'In every high street in Britain, you find the same shops with the same products,' says Diyanah Chowdry, 21. 'I prefer Spitalfields because the stalls here change every week and you can't buy their products anywhere else.'

For Spitalfields and other markets like it, the future has never looked better.

Grammar Comparatives and superlatives

Adjective	Comparative	Superlative
cheap	cheaper	cheapest
nice	nicer	nicest
big	bigger	biggest
friendly	friendlier	friendliest
interesting	more interesting	most interesting
good	better	best
bad	worse	worst
far	further	furthest

Stallholders are **friendlier than** shop assistants.
Spitalfields is **the most fashionable** market in Britain!

Grammar reference Workbook page 90

- 1 Study the grammar table and the examples. Complete the rules with *comparative* or *superlative*.**

- We compare two people or things with the
- We compare one person or thing to the rest of its group with the
- We use *the* before the
- We use *than* after the

- 2 Complete the sentences with the correct form of the adjectives.**

- We're **hungrier** (hungry) than you.
- August is the (hot) month of the year.
- It is the (large) market in Britain.
- The T-shirt is (clean) than the jacket.
- My sister's (selfish) than my brother.
- This is the (bad) day of my life!

- 3 Complete the text with the correct form of the adjectives.**

The ¹ **most popular** (popular) markets in Thailand are on water and the stalls are boats. Taling Chan is the ² (good) market near the city of Bangkok, but the ³ (big) and ⁴ (busy) market in Thailand is at Ratchaburi. It is ⁵ (far) from Bangkok than Taling Chan and prices there are ⁶ (expensive) than prices in other places. Why? Because this market is one of the ⁷ (famous) and ⁸ (exciting) markets in the world!

too and enough

The jeans are **too expensive**.
The jeans aren't **cheap enough**.
I haven't got **enough money** for the jeans.

Grammar reference Workbook page 90

- 4 Study the grammar table. Complete the rules with *too* or *enough*.**

- We use + adjective.
- We use (*not*) adjective +
- We use + noun.

- 5 Make sentences and questions.**

- aren't / people / There / enough
There aren't enough people.
- you / too / tired / Are / ?
- fast / enough / It / isn't
- never / food / enough / eats / She
- clever / I'm / enough / not
- She / too / works / always / hard

- 6 Complete the second sentence so it means the same as the first. Use the word in brackets.**

- That colour is too bright. (dark)
That colour **isn't dark enough**.
- The shopping basket is too heavy. (light)
The shopping basket
- The film wasn't exciting enough for me. (boring)
The film for me.
- Our football team is too small. (players)
We haven't got in our football team.
- The library is never quiet enough. (noisy)
The library is always

- 7 What about you? Make sentences about different shops, shopping areas or markets where you live. Use comparatives, superlatives, *too* and *enough*. Use some of these adjectives.**

big	busy	cheap	cool
expensive	good	interesting	noisy
old	quiet	small	

The shopping centre is too busy on Saturdays.

There aren't enough clothes shops in the town centre.

Grammar Comparatives and superlatives

Language notes

Make sure students remember the basic spelling rules relating to comparatives and superlatives.

In most cases we simply add *-er* to a short adjective to form the comparative and *-est* to form the superlative.

However, there are three exceptions to this rule:

Adjective ends with *-e*: add only *-r* or *-st*, e.g. *nice* which becomes *nicer* or *nicest*.

Adjective ends with consonant + vowel + consonant: double the consonant, e.g. *big* which becomes *bigger* or *biggest*.

Adjective ends with *-y*: add *-ier*, e.g. *friendly* which becomes *friendlier* or *friendliest*.

With long adjectives we use *more* or *most* before the adjective. Note that *long adjectives* is used to refer to adjectives of two or more syllables. There are however a few exceptions when an adjective has a very weak second syllable the most common of which are *quiet* – *quieter* (not *more quiet*) and *clever* – *cleverer* (not *more clever*).

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

- 1 comparative 2 superlative 3 superlative
4 comparative

Exercise 2

- Students complete the sentences with the correct form of the adjectives.
- Check spelling by asking individual students to write answers on the board.

Answers

- 2 hottest 3 largest 4 cleaner 5 more selfish
6 worst

Exercise 3

- Students complete the text with the correct form of the adjectives.
- They then check in pairs before checking answers as a class.

Answers

- 2 best 3 biggest 4 busiest 5 further
6 more expensive 7 most famous 8 most exciting

Further practice

Workbook pages 26 and 90–91

too and enough

Exercise 4

- Read the grammar table with students.
- Check the answers as a class.

Answers

- 1 too 2 enough 3 enough

Exercise 5

- Students use the prompts to make sentences and questions.
- Drill the sentences and questions for pronunciation and intonation.

Answers

- 2 Are you too tired? 3 It isn't fast enough.
4 She never eats enough food.
5 I'm not clever enough. 6 She always works too hard.

Exercise 6

- Read through the example with students.
- Make sure students understand that they mustn't change the meaning of the sentence.
- Check answers as a class.

Answers

- 2 isn't light enough 3 was too boring 4 enough players
5 too noisy

Exercise 7

- Individually, students make sentences about shopping.
- Monitor and point out errors for students to self-correct.
- Ask some students to say their sentences for the class to hear.

Possible answer

This is the most interesting market I've ever been to. Buy it! You've got enough money and it isn't too expensive. Camden Market is the coolest and busiest market in London. Working in a market is more interesting than working in a shop. This shopping basket isn't big enough. Have you got a bigger one?

Extra activity

Stronger groups work in pairs making a shopping list for a party for ten people. Tell students they haven't got much money and that they have to discuss what food and drink they need to buy, using *too* and *enough* as appropriate. As an example, tell them you're going to buy ten pizzas (to elicit '*That's too expensive! Let's buy three pizzas.*') and one bottle of cola (to elicit '*That isn't enough cola! We need four bottles. Cola is cheap.*'). Students then work in pairs, discussing the shopping list for their party.

Further practice

Workbook pages 26 and 90–91

Vocabulary Money verbs

Revision

First – Prepare a *Live Listening* comparing two shops or markets in your area which will be familiar to students and recycle the shopping nouns from page 30. With stronger students you can also include some of the money verbs from this section. Use the following text as an example:

My favourite market stall in town is on the high street. I always buy my fruit and vegetables there. The stallholder is really friendly and it isn't too expensive. The only problem is that he always gives me my change in coins – hundreds of coins – he never has enough notes! It's the most popular stall on the market, there's always a very big queue.

Behind it is 'Jangle' – the clothes shop – do you know it? I haven't got enough money to buy expensive clothes but I always find a bargain there. The prices are the cheapest in town and the products are good quality – I love it! The shop assistants aren't very nice, but there's never a queue and you can pay by credit card.

Second – Students listen and answer the following questions: Does your teacher spend a lot of money going shopping? (Answer: *no*)

Where is the queue longest? (Answer: *at the market stall*)

Who is friendlier, the stallholder or the shop assistants? (Answer: *the stallholder*)

Third – In pairs, students try to make as many sentences about the two places as possible, using comparatives, superlatives, *too* and *enough* when appropriate, e.g. 'The stallholder on the market is more friendly than the shop assistants in 'Jangle'.', 'The stallholder doesn't have enough notes.', etc. Ask some students to say their sentences for the class to hear.

Exercise 1 (Track 1.30)

- Individually, students match the verb pairs and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

Answers

3–4 lend/borrow 9–10 win/earn
5–6 cost/afford 11–12 pay in cash/pay by credit card
7–8 save/spend

Exercise 2

- Students complete the sentences with the correct verbs.
- Check answers as a class.

Answers

2 sells/buys 5 saved/spent
3 in cash/by credit card 6 won/earns
4 borrow/lend

Pronunciation /ɒ/ and /əʊ/

Exercise 3a (Track 1.31)

- Play the recording for students to listen and repeat.
- Highlight and drill the two sounds (/ɒ/ and /əʊ/) in isolation.

Exercise 3b (Track 1.32)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

Extra activity

Write the following words on the board:
clock, horrioble, judo, lapotop, office, often, pillow, poster, romantic, wardrobe

Ask students to classify these words according to the pronunciation of the underlined sound.

(Answers: /ɒ/ – *clock, horrible, laptop, office, often*;
/əʊ/ – *judo, pillow, poster, romantic, wardrobe*)

Further practice

Workbook page 123

Exercise 4

- Students work individually, matching the beginnings to the endings.
- They then check in pairs before checking answers as a class.

Answers

2 e 3 d 4 b 5 a

Exercise 5

- Elicit one or two example sentences before students make their own sentences.
- Monitor and point out errors for students to self-correct.

Further practice

Workbook pages 27 and 106

Brain Trainer Unit 3 Activity 3

See Teacher's Book page 211 and Students' Book page 113

Vocabulary Money verbs

1 1.30 Match the pictures (1–12) to these verb pairs. Then listen, check and repeat.

buy/sell 1–2	cost/afford
lend/borrow	pay in cash/pay by credit card
save/spend	win/earn

Word list page 43 Workbook page 106



2 Complete the sentences with the correct verbs.

borrow/lend	cost/afford	in cash/by credit card
saved/spent	sells/buys	won/earns

- The DVDs **cost** £12. I can't **afford** one. I haven't got enough money.
- The stallholder fruit and vegetables. The customer her fruit from him.
- Sam took out a note from his wallet and paid for the sandwiches Ellie didn't have any cash so she paid for her lunch
- They sometimes their dad's laptop. But he doesn't always it to them.
- Tara her money in the bank, so she's got £500 now. Tod all his money on computer games, so he hasn't got any money now.
- Daniel £100 in a competition last week. Olivia only £100 in a week.

Pronunciation /ɒ/ and /əʊ/

3a 1.31 Listen and repeat.

/ɒ/	/əʊ/
cost	go
long	note
shop	show

b 1.32 Listen and repeat. Then practise saying the sentences.

- Go home on the boat.
- The shops don't close at six o'clock.
- Can I borrow your orange coat?
- The stallholder sold me some old posters.
- The queue at the post office is so slow.

4 Match the beginnings (1–5) to the endings (a–e) of the sentences.

- | | |
|---------------------------------------|-------------------|
| 1 My favourite shop sells | a save for it. |
| 2 I usually spend my money | b by credit card. |
| 3 I sometimes borrow money | c pet snakes. |
| 4 I usually pay for new clothes | d from my dad. |
| 5 If I can't afford something nice, I | e on DVDs. |

5 Look at the sentence beginnings (1–5) in Exercise 4. Complete the sentences so they are true for you.

Brain Trainer Unit 3
Activity 3 Go to page 113

Chatroom

Asking for help

Speaking and Listening

- 1 Look at the photo. What does Ella want to buy?
- 2  1.33 Listen and read the conversation. Check your answer.
- 3  1.33 Listen and read again. Answer the questions.
 - 1 What help does Tom give Ella?
He helps her with her bags.
 - 2 Why does Ella want the T-shirt?
 - 3 When does Ella want to buy the T-shirt?
 - 4 Can the shop assistant save the T-shirt for Ella?
 - 5 Why does Ella ask Tom about his money?
 - 6 Does Tom think the T-shirt is a bargain?
- 4 Act out the conversation in groups of three.

Ella Hey, Tom. Can you give me a hand with these bags?

Tom Sure.

Ella Thanks. I want to look at these T-shirts.

Tom But you've got a lot of T-shirts, Ella. You don't need a new one.

Ella I haven't got many nice T-shirts. These are nicer than all my clothes at home. Oh look, there's the shop assistant ... Excuse me, would you mind saving this for me until next week?

Assistant Sorry, I can't. It's against the rules.

Ella That's a shame. Er, Tom ... how much money have you got?

Tom Why?

Ella Well, I can't afford any new clothes at the moment. Could you lend me some money?

Tom No problem. How much?

Ella £20.

Tom £20 is too much money for one T-shirt!

Ella But for £20 I can buy five T-shirts.

Tom Oh, Ella! You're impossible!

Say it in your language ...

It's against the rules.
You're impossible!



Chatroom Asking for help

Revision

First – Write the following words on the left of the board and ask students to unscramble them (answers in brackets):
inw (win); yub (buy); rodaff (afford); denl (lend); nepds (spend); yap ni hasc (pay in cash)

Second – Write the following words on the right of the board and ask students to unscramble them (answers in brackets):
lesl (sell); rowbor (borrow); stoc (cost); nare (earn); vesa (save); ayp yb dīterc racd (pay by credit card)

Third – Students match the words on the left and the right of the board to make six pairs of money verbs. Students compare their ideas in pairs before checking answers as a class. Check spelling by asking individual students to write answers in the centre of the board.

(Answers: *buy/sell; cost/afford; lend/borrow; pay in cash/ pay by credit card; save/spend; win/earn*)

Speaking and Listening

Extra activity

Ask students where Ella and Tom are (Answer: in a clothes shop). Give students a time limit of two minutes to brainstorm vocabulary for clothes. They then compare their vocabulary in pairs. Collate all vocabulary on the board and check spelling by asking students to spell the words to you.

(Possible answers: *boots; coat; dress; hat; jeans; jumper; pyjamas; sandals; scarf; shoes; shorts; skirt; T-shirt; trainers; trousers*)

Exercise 1

- Draw attention to the photo and ask students what they can see.

Exercise 2 (Track 1.33)

- Play the recording for students to listen, read and check their answer to Exercise 1.

Answer

Ella wants to buy a T-shirt.

Brain Trainer Unit 3 Activity 1

See Teacher's Book page 211 and Students' Book page 113

Exercise 3 (Track 1.33)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

- 2 Because she hasn't got many nice T-shirts.
- 3 She wants to buy the T-shirt next week.
- 4 No, she can't. It's against the rules.
- 5 Because she can't afford any new clothes at the moment and wants to borrow money from him.
- 6 No, he doesn't. He thinks it's too much money.

Extra activity

Write the phonetic symbols /ɒ/ and /əʊ/ on the board and drill them for pronunciation. In pairs, students find words in the conversation containing the sounds. Check answers by drawing a table on the board with two columns, one for each sound, and asking individual students to complete the columns with words from the conversation.

(Possible answers: /ɒ/ – *Tom, want, lot, of, got, shop, sorry, problem*; /əʊ/ – *don't, clothes, home, oh, moment, no*)

Exercise 4

- Divide the class into groups of three.
- Students act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Say it in your language ...

- Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

It's against the rules. – used to say that you can't do something because it is not permitted by an organisation. The phrase 'against the rules' is also commonly used in relation to school. You might use it in class, for example, if a student is wearing a piece of non-regulation clothing, e.g. '*Jonathan, you know it's against the rules to wear trainers.*'

You're impossible! – exclamation showing irritation with a person and their actions or behaviour. The degree of irritation is conveyed by the intonation: bright, 'light' intonation can indicate that the phrase is being used humorously; angry, 'heavy' intonation indicates more serious irritation.

Unit 3 It's A Bargain!

Exercise 5

- Students refer back to the conversation and complete the sentences.
- Check answers as a class.
- Drill the sentences for word stress and intonation.

Answers

2 Would you mind 3 Could you

Exercise 6

- Read through the phrases for asking for help with the class.
- Students read the conversation again and find the three responses.

Exercise 7 (Track 1.34)

- Play the recording, pausing after each section for students to decide if each person agrees to help or not.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Answers

Ella and Ruby don't agree to help.
Tom agrees to help.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice

Workbook pages 28 and 115

Grammar *much, many, a lot of*

Language notes

- Students revise here countable and uncountable nouns with *much*, *many* and *a lot of*. Students may also be familiar with the expression *lots of*, which is frequently used in place of *a lot of*. Both *lots of* and *a lot of* can be used with both countable and uncountable nouns and are therefore unlikely to cause students problems.
- In this lesson students are required to work with various countable and uncountable nouns, some of which may cause difficulty:
person is countable but has an irregular plural, i.e. *people*. Other very common irregular plurals are *woman* → *women*, *child* → *children*, *tooth* → *teeth*, and *mouse* → *mice*.

money is a generic term and can't be counted whereas individual currencies can, e.g. *dollar*, *euro* etc.

cash is a similar case, it is a generic term referring to 'physical money', but cannot be counted whereas *coins* and *notes* can.

time is also an uncountable noun, but its divisions, e.g. *seconds*, *minutes*, *hours*, *days*, *weeks* etc., are, of course, countable.

Extra activity

Write the following words on the board:

coin, note, money, bargain, T-shirt, clothes, cashpoint, people, time, week

In pairs, students decide if they are countable or uncountable. Check answers as a class.

(Answers: *countable* – *coin, note, bargain, T-shirt, cashpoint, people, week*; *uncountable* – *money, clothes, time*)

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.

Answers

1 too many 2 too much 3 a lot of
4 many, much, a lot of

Exercise 2

- Individually, students choose the correct options.
- Check answers as a class.

Answers

2 much 3 a lot of 4 many 5 much 6 a lot of

Exercise 3

- Students complete the text with the correct quantifiers.
- They then check in pairs before checking answers as a class.

Answers

2 a lot of 3 much 4 many 5 much 6 a lot of

Exercise 4

- Ask two students to read aloud the example question and answer.
- Monitor and help with grammar if necessary.

Further practice

Workbook pages 29 and 90–91

5 Look back at the conversation. Complete the sentences.

- 1 Can you *give me a hand* with these bags?
- 2 saving this for me until next week?
- 3 lend me some money?

6 Read the phrases for asking for help. Find three responses in the conversation.

Asking for help	Responding
Could you ... ?	OK.
Can you ... ?	Sure.
Can/Could you give me a hand with ... ?	No problem.
Would you mind ...-ing?	Sorry, I can't.

7 1.34 Listen to the conversations. Does each person agree to help or not? Act out the conversations in pairs.

- Ruby Can you lend me ¹ a pen?
 Ella Sorry, I can't. I've only got one.
- Ash Could you give me a hand with ² this homework?
 Ruby Sorry, I can't.
- Ella Would you mind ³ carrying my bag?
 Tom No problem.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.



1 a pencil / a ruler / a rubber

2 my English / these sandwiches / this computer

3 taking a photo / opening the door / coming with me

Grammar *much, many, a lot of*

How much money has she got?	How many T-shirts has she got?
She's got a lot of money.	She's got a lot of T-shirts.
She hasn't got much/a lot of money.	She hasn't got many/a lot of T-shirts.
She's got too much money.	She's got too many T-shirts.

Grammar reference Workbook page 90

1 Study the grammar table. Complete the rules with (*too*) *much*, (*too*) *many* or *a lot of*.

- 1 With countable nouns, we use *a lot of* or
- 2 With uncountable nouns, we use *a lot of* or
- 3 In affirmative sentences, we usually use
- 4 In negative sentences, we can use, or

2 Choose the correct options.

- 1 There are *too much / many* people here.
- 2 He doesn't earn *much / many* money.
- 3 She does *a lot of / much* homework every night.
- 4 How *much / many* credit cards have you got?
- 5 I ate *too much / many* food yesterday.
- 6 He took *a lot of / many* photos.

3 Complete the text with *much, many* or *a lot of*.

How ¹ *many* underground shops are there in your city? In Toronto, Canada, there are 1,200! In winter there's ² snow in Toronto and people don't spend ³ time outside in the cold. In summer, there are *too* ⁴ cars on the streets and *too* ⁵ pollution. So, instead, ⁶ people like shopping on the 28 km of paths under the city.

4 In pairs, ask and answer about these things.

cash in your purse or wallet free time homework
 shoes T-shirts



Reading

- 1 Look at the heading and the photos. What connection do you think the photos have to the text?

The internet

← → C ↑

The internet – the world’s biggest market

1 A lot of people find shopping online easier than going to their local high street or to the supermarket and they love the cheaper prices on the internet. They also like reading other customers’ reviews, so they know different people’s opinions about a product before they buy. But for many people, the most important advantage of online shopping is the choice.

2 Shopping in your town isn’t easy if you don’t like the same things as everyone else. But that isn’t a problem online. On the internet your shopping centre is the world. You can buy from a Korean music shop, a Mexican chilli farmer and a Nigerian hat designer, all in one afternoon.

3 The internet is also the perfect place to find something strange or unusual. You can buy a jar of Alaskan snow, the poster for a 1920s horror film or a potato in the shape of a rabbit! Soon after singer Justin Bieber went to the hairdresser, a fan bought a small box of his hair at an auction website for \$40,668!

4 For some people, experiences are more important than possessions and they too can find a lot of interesting things on the internet. Would you like to give your name to a character in a novel or appear in a TV show? Win the right online auction and you can. In 2008, someone even bought an evening with actress Scarlett Johansson for \$40,100 (the money went to the charity Oxfam). You don’t get much exercise when you shop online and you don’t see many friendly faces, but if you are looking for something unusual, there’s nowhere better!

Key Words

advantage	fan	auction
character	novel	charity




- 2 Read the text quickly and check your ideas.

- 3  1.35 Read the text again. Match the headings (A–D) to the paragraphs (1–4).

- A An experience to remember
 B International shopping
 C Why shop online? 1
 D No one else has that!

- 4 Read the text again. Answer the questions.

- How do online shoppers know if other customers like a product? *They read their reviews.*
- Why is it difficult for some people to find nice things in their town?
- Why did someone pay \$40,668 for a box of hair?
- How, according to the text, can the internet help you to be on TV?
- How did Scarlett Johansson help Oxfam?
- What two disadvantages of online shopping does the text mention?

- 5 In pairs, compare shopping on the internet and shopping on your local high street.

How much do you buy on the internet?

I buy about two things online every month.

Listening

- 1 What problems do people sometimes have when they buy things online? Make a list.

- 2  1.36 Listen to the news report. Was the boy’s problem one of the things on your list in Exercise 1?

 Listening Bank Unit 3 page 118

Reading

Exercise 1

- Draw attention to the heading and the photos and ask students what they can see.
- In pairs, students discuss the question.
- Take feedback as a class.

Exercise 2

- Students skim the text quickly and check their answer to Exercise 1.
- Make sure students understand not to read in detail at this point.

Answer

They are both things/people which can be found on the internet.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

advantage – a positive aspect of something

fan – a person who is very enthusiastic about something or someone

auction – a sale where objects are sold to the person who offers the most money

character – a fictional person who appears in a book, play, film or TV drama

novel – a book which contains one long fictional story

charity – an organisation which isn't interested in making money and only wants to help people in need

Exercise 3 (Track 1.35)

- Students read the text again and match the headings to the paragraphs.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Answers

2 B 3 D 4 A

Extra activity

Write the *Key Words* on the left of the board and simple definitions on the right of the board in random order. Students look back at the text to see the words in context and match the words to the definitions. Check answers as a class.

Exercise 4

- Individually, students answer the questions.
- Students check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- 2 Because not everyone likes the same things.
- 3 Because it was Justin Bieber's hair.
- 4 Because you can buy many things on the internet, for example, appearing on a TV show.
- 5 She gave the money from a charity auction for an evening with her to Oxfam.
- 6 You don't get much exercise and you don't see many friendly faces.

Exercise 5

- In pairs, students compare the ways of shopping.
- Take feedback as a class.

Listening

Cultural notes

- The information contained in the recording is all true. The story of the teenager who found €65,400 in cash in his delivery after buying a games console through online auction site eBay was widely reported around the world in July 2007. The boy and his family chose not to be named for personal reasons. The origin of the money, and whether the boy was ultimately allowed to keep it, has not been made public. Further information is available by searching the internet.

Exercise 1

- In pairs, students brainstorm possible problems with shopping online.
- Collate their ideas on the board and find out which, if any, of the problems they have experienced personally.

Exercise 2 (Track 1.36)

- Play the recording for students to find out if the boy's problem was on their list.
- Ask students if they think the story is true or not.

Possible answer

He bought a games console and two games from an online auction site, but when the box arrived there were no games, just a lot of Euros!

Audioscript

See Teacher's Book page 225

Listening Bank

See Teacher's Book page 216 and Students' Book page 118

Further practice

Workbook page 30

Writing A customer review

Revision

First – Books closed. Give your students a ten-item spelling test. Students listen and write down the following words:

- 1 *expensive*
- 2 *hungrier*
- 3 *cleanest*
- 4 *worst*
- 5 *better*
- 6 *selfish*
- 7 *busiest*
- 8 *bigger*
- 9 *furthest*
- 10 *popular*

Second – Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly.

Third – In pairs, students decide if the adjectives are the base form, comparatives or superlatives. They then write the three forms for each adjective. Check answers as a class. Drill the vocabulary for pronunciation and word stress.

Exercise 1

- Read the Writing File with the class.
- Point out that after *I (don't) think (that)*, and *In my opinion* we use the present tense.

Exercise 2

- Students read the online review and find the three phrases that express an opinion.
- Check answers as a class.

Answers

I find it very easy to use.

In my opinion, the iPix S70 isn't the best small camera in the shops.

However, at £90, I think it's a good bargain.

Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.

Answers

1 I find it 2 I don't think 3 I think 4 In my opinion

Exercise 4

- Students read the online review again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

Answers

- 2 Yes, there is. It comes in a choice of six colours.
- 3 It's a good thing because it goes in a small bag easily.
- 4 You can take photos and make short videos with it.
- 5 Yes, it is. The writer finds it very easy to use.
- 6 The quality of the photos is sometimes a problem and the screen is too small.
- 7 The writer's opinion is that it is not the best camera in the shops, but it is a bargain.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into four paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My review' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 4 in the first paragraph, questions 3, 4 and 5 in the second paragraph, question 6 in the third paragraph and question 7 in the fourth paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a questions game.

Tell students that they are going to work in groups of three, asking questions to identify words. Demonstrate yourself with one of the words. Students ask you *yes/no* questions to identify what the word is, e.g. '*Is it an adjective?*', '*Have you got one in your bag?*', '*Is there one in the classroom?*' etc. Divide the class into groups of three and give each group an equal number of vocabulary cards. If you have a few cards left over, give these to the stronger groups or fast finishers. Students work together, taking turns to ask and answer questions until they have identified all the words. Monitor and point out errors for students to self-correct.

When a group finish with their vocabulary cards, change them with another group until all the groups have revised all the cards.

Further practice

Workbook page 31

Writing A customer review

1 Read the Writing File.

Writing File Expressing opinion

You can introduce your opinion with:

I think (that) those boots are a waste of money.

I don't think (that) it's a very useful bag.

In my opinion, it's too expensive.

I find it very difficult to use.

2 Read a customer's online review of a camera. Find three phrases that express an opinion.



Search: digital camera

iPix S70 Blue £90

Other colours available

Your reviews

The iPix S70 camera costs £90 in the sale. It comes in a choice of six different colours. The camera is only 10 cm long and it's very light, so it goes in a small bag easily. It takes great photos inside and outside and it can make short videos, too. I find it very easy to use. However, it has some problems. When you take a photo of something too near to the camera, the quality of the photo isn't very good. Another problem is the size of the screen. It isn't big enough if you want to look at your photos on the camera. In my opinion, the iPix S70 isn't the best small camera in the shops. However, at £90, I think it's a good bargain.

3 Complete the sentences with these phrases.

I don't think I find it I think In my opinion

- I love this book. very interesting.
- I really don't want that poster. that it's very nice.
- I never go there. , it's the worst shop in town.
- , markets sell the freshest food.

4 Read the review again and answer the questions.

- How much does the camera cost?
It costs £90 in the sale.
- Is there a choice (e.g. of size, colour, etc.)?
- Is its size a good thing or a bad thing? Why?
- What can you do with it?
- Is it easy to use?
- What problems does it have?
- What is the writer's general opinion of it?

5 You are going to write a customer review of one of these products: a mobile phone, an MP3 player or a bag. Use the questions in Exercise 4 to help you. Make notes.

6 Write your customer review. Use 'My review' and your notes from Exercise 5.

My review

Paragraph 1

Introduce the product. Say how much it costs and what choices there are (colour, size, etc.)

Paragraph 2

Describe the product. Say what you like about it.

Paragraph 3

Describe any problems with the product.

Paragraph 4

Summarise your opinion of the product.



Remember!

- Express opinions with expressions from the Writing File.
- Use the vocabulary and grammar you've practised in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Make eight sentences comparing the shops in the table. Use the comparative or superlative form of these adjectives.

bad	big	cheap	expensive
friendly	good	large	popular

	Pound Stop	Fashionista	Mason's
Size	2000 m ²	900 m ²	3500 m ²
Prices	Everything £1	£2–£90	£30–£20,999
Customers per week	5000	12,000	2000
Shop Assistants	unfriendly	very friendly	friendly
Products	not very good	OK	very good

Fashionista is the most popular shop.

Mason's has got friendlier shop assistants than Pound Stop.

- 2 Make sentences.

- hasn't / She / enough / friends / got
She hasn't got enough friends.
- enough / T-shirt / The / big / isn't
- The / too / expensive / are / scarves
- is / market / too / The / noisy
- money / don't / enough / We / earn
- aren't / enough / My / fashionable / clothes

- 3 Complete the conversation with *a lot of*, *much* or *many*.

- A I haven't got ¹ *many* summer clothes, so I'm going shopping.
 B Oh, I need ² things in town. Can I give you a list? I can't go with you because I've got too ³ homework.
 A OK, if you're quick. I haven't got ⁴ time. There's a bus in five minutes and you know there aren't ⁵ buses at the weekend.
 B Thanks. Here's the list. I hope there aren't too ⁶ things.
 A What? How ⁷ hands do you think I've got?! I can't carry all this!

Vocabulary Review

- 4 Match these words to the definitions (1–6).

bargain	cashpoint	coin
customer	sale	shopping basket

- You use a card to get money from this. *cashpoint*
- This type of money is small and hard.
- You put the products you want to buy in a supermarket in this.
- When a shop has this, the prices are cheaper.
- This person buys things in shops.
- This is a product with a cheap price.

- 5 One of the underlined words in each sentence is incorrect. Correct it.

- 'How much do the jeans spend?' *cost*
'Ten pounds. They're a very good price.'
- He wins a lot of money on his market stall because he sells really popular things.
- Do you want to pay in cash or with credit card?
- He can't cost designer clothes on the high street in his town.
- Can I lend a ten pound note so I can buy my train ticket?
- She won the lottery and spent all the money in the bank.

Speaking Review

- 6 1.37 Complete the conversations with these words. Then listen and check.

can	could	give	mind
problem	sorry	sure	with

- A ¹ *Could* you lend me your mobile phone for a minute, please?
 B ² Here you are.
 A Would you ³ carrying the shopping basket?
 B OK. No ⁴
 A ⁵ you ⁶ me a hand ⁷ the food?
 B ⁸, I can't. I'm too busy.

Dictation

- 7 1.38 Listen and write in your notebook.

My assessment profile: Workbook page 129

Refresh Your Memory!

Exercise 1

Possible answers

- Mason's is the biggest shop.
- Pound Stop is larger than Fashionista.
- Pound Stop is the cheapest shop.
- Mason's is more expensive than Fashionista.
- Pound Stop has got the worst products.
- Mason's products are better than Fashionista and Pound Stop.

Exercise 2

Answers

- 2 The T-shirt isn't big enough.
- 3 The scarves are too expensive.
- 4 The market is too noisy.
- 5 We don't earn enough money.
- 6 My clothes aren't fashionable enough.

Exercise 3

Answers

- 2 a lot of 3 much 4 much 5 many 6 many 7 many

Exercise 4

Answers

- 2 coin 3 shopping basket 4 sale 5 customer 6 bargain

Exercise 5

Answers

- 2 wins earns 3 with by 4 can't afford 5 lend borrow 6 spent saved

Exercise 6 (Track 1.37)

Answers

- 2 Sure 3 mind 4 problem 5 Can 6 give 7 with 8 Sorry

Exercise 7 (Track 1.38)

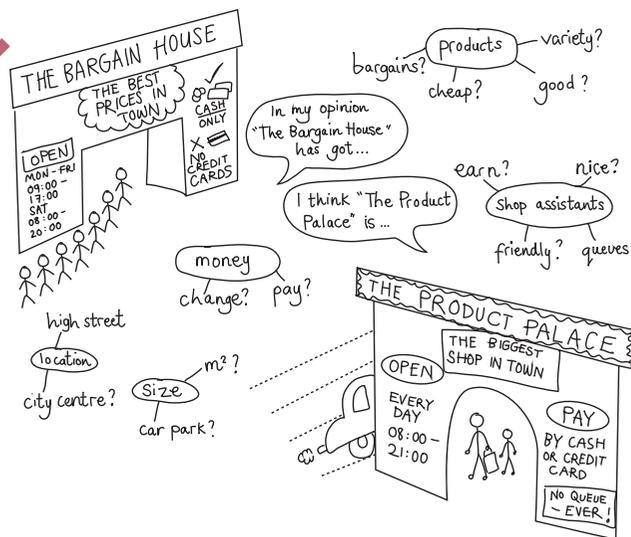
Answers and Audioscript

- 1 This is the worst shop on the high street.
- 2 How much money do you earn?
- 3 I can only afford to buy things in the sales.
- 4 Can I borrow your credit card?
- 5 There are too many people in the queue for the cashpoint.
- 6 Stallholders are noisier than shop assistants.

Extra activity

Revise the vocabulary and the grammar of the unit:

- Draw the two shops on the board. Ask students if there are any shops like these in their town and which they would prefer to go shopping in.
- Write up the prompts on the top right and bottom left part of the board.
- Read the following sentences and ask students to say if they agree or disagree with you and why:
 - 1 I think 'The Bargain House' is probably cheaper than 'The Product Palace'.
 - 2 A lot of the products in 'The Product Palace' are probably too expensive for me!
 - 3 In my opinion, the quality of the products in 'The Bargain House' isn't good enough.
 - 4 I don't think that many people find really good bargains in 'The Product Palace'.
 - 5 The queues at 'The Bargain House' are the biggest on the high street.
 - 6 The shop assistants at 'The Bargain House' probably don't earn much money.
- Write up the two speech bubbles in the centre of the board.
- Students work in pairs, using information from the prompts or their own ideas to make sentences and agree or disagree with each other.



My Assessment Profile Unit 3

Workbook page 129

Culture 3 – Sports in the UK

See Teacher's Book page 221 and Students' Book page 123 (for extra reading, discussion and writing work).

MathsFile Price of products across the world

Cultural notes

- Exactly how many currencies there are in the world is a subject of some debate as it depends on exactly how the term *currency* is defined but the figure is somewhere from 150–200. Some of the major currencies currently traded in the world include the US dollar, the euro, the yen, the pound sterling, the Australian dollar, the Swiss Franc and the Mexican peso.

Exercise 1

- Individually, students match the currencies to the countries.
- Check answers as a class and ask students if they know any other currencies.

Answers

dollar (\$) – The USA rand (R) – South Africa
euro (€) – France yuan (¥) – China
pound (£) – The UK

Exercise 2

- Students read the magazine article and answer the questions.
- They then check in pairs before checking answers as a class.

Answers

- A magazine is more expensive than a burger in the UK.
- You can buy six magazines for the price of a cinema ticket in China.
- You can find out about exchange rates online or in a newspaper, or in banks and post offices.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

currency – the specific money of a country or a region, e.g. dollars in the USA, pounds in the UK, euros in Europe, yen in Japan

exchange rate – the quantity of money you receive when you change one currency for a different one, for example £1=US\$1.50

Exercise 3

- Check students understand how to use the table of exchange rates by completing one or two examples with the class.
- Individually, students calculate the prices of the items in euros.

Answers

	The UK	China	The USA
A cinema ticket	€9.60	€3.00	€6.75
A burger	€2.64	€1.45	€2.70
A magazine	€4.20	€0.50	€2.62
Trainers	€72.00	€38.80	€41.25

Exercise 4 (Track 1.39)

- Make sure students understand that the sentences they are going to hear relate to the table in the magazine article and the prices in euros they calculated in Exercise 3.
- Play the recording for students to decide if the sentences are true or false.
- When checking answers, ask students to read the section of the text which supports their answers.

Answers

- True
- False (The UK is the most expensive country for magazines.)
- True
- False (China has the cheapest burgers.)
- True

My Maths File

Exercise 5

- Explain that students should use the table in the magazine article as a model but that their table will only have three rows and three columns.
- Tell students that exchange rates change continuously and they can either use the exchange rates in Exercise 3 or they can find more up-to-date rates on the internet.
- Remind students that there is a lot of information on the internet about product prices.

Exercise 6

- Individually, students prepare their poster.
- Make sure students understand that they should include their table and at least six sentences comparing the prices.
- Monitor and help where necessary.
- If students used exchange rates from the internet, they should include these on their poster.

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

Maths File

Price of products across the world

Do you pay more for products than people in other countries? Look at this table and find out.

	the UK	China	The USA	France
	£8.00 (€...)	¥30 (€...)	\$9.00 (€...)	€6.20
	£2.20 (€...)	¥14.50 (€...)	\$3.60 (€...)	€3.50
	£3.50 (€...)	¥5 (€...)	\$3.50 (€...)	€2.40
	£60.00 (€...)	¥388 (€...)	\$55.00 (€...)	€50.00

Do the Maths

Do you know how to change one currency into another? Use our easy guide.

First, you must know the exchange rate. Exchange rates change every day. You can find them online or in a newspaper or in banks and post offices.

Then do the Maths.

Price in currency A

Exchange rate for 1 unit of currency A

Price in currency B

For example:

Price of a burger in South Africa = 17 rand

Exchange rate: 1 rand = 0.10 euros

How much does the burger cost in euros?

$17 \times 0.10 = 1.70$

The burger costs 1.70 euros.

Key Words

currency exchange rate

Reading

- 1 Match the currencies to the countries. What is your country's currency?

- 2 Read the magazine article and answer the questions.

- How much do trainers cost in the UK? **£60.00**
- In which country is a magazine more expensive than a burger?
- How many magazines can you buy for the price of a cinema ticket in China?
- Name two places where you can find out about exchange rates.

- 3 Calculate the price in euros of the items from the UK, China and the USA in the table in the article. Use the exchange rates below.

EXCHANGE RATES	
£1	€1.20
¥1	€0.10
US\$1	€0.75

- 4  1.39 Listen. Are these sentences true (T) or false (F)? Use your euro prices from Exercise 3 to help you.

My Maths File

- Find out the price of three items in your country and in two other countries with a different currency. Convert the prices into your currency.
- Make a poster with the information from Exercise 5. Include a table like the one in the article and sentences comparing the items.
Switzerland has the most expensive coffee.
Tickets to football matches are cheaper in Mexico than in my country.

5

Happy Holidays

- Grammar** Present perfect + *for* and *since*; *How long?*; Present perfect with *just*
- Vocabulary** Holidays; Meanings of *get*
- Speaking** Asking for information
- Writing** A travel guide

Vocabulary Holidays

1 2.15 Match the pictures (1–14) to these activities. Then listen, check and repeat.

book a holiday	1	buy souvenirs	check into a hotel
eat out		get a tan	get lost
go abroad		go camping	lose your luggage
pack your bag		put up a tent	see the sights
stay in a hotel		write a travel blog	

Word list page 77 Workbook page 108

2 Match the sentences to the activities in Exercise 1.

- 1 OK, we've got flights and paid for the villa – I think that's everything. *book a holiday*
- 2 All the other bags have gone, but mine wasn't there!
- 3 This pink T-shirt is great. It says 'I love New York'.
- 4 I've almost finished, but the bag is really heavy!
- 5 I want to see the famous cathedral by Gaudi.
- 6 My best friend is flying to Australia next week.
- 7 Shall we go to the restaurant by the beach tonight?
- 8 I'm not sure how to get back to the hotel!

3 Match the verbs (1–6) to the nouns (a–f) to make activities from Exercise 1.

1 stay	a into a hotel
2 write	b a tan
3 go	c a tent
4 check	d a travel blog
5 get	e in a hotel
6 put up	f camping

4 **What about you?** In pairs, ask and answer.

- 1 Where do you usually stay when you go on holiday?
- 2 What do you enjoy doing? Do you like getting a tan or seeing the sights?
- 3 Have you ever written a travel blog?

I usually stay in a hotel.



Brain Trainer Unit 5
Activity 2 Go to page 114

Unit contents

Vocabulary

- Holidays – *book a holiday, buy souvenirs, check into a hotel, eat out, get a tan, get lost, go abroad, go camping, lose your luggage, pack your bag, put up a tent, see the sights, stay in a hotel, write a travel blog*
- Meanings of *get* – *arrive, buy, receive, fetch, become, walk/move*

Grammar

- Present perfect + *for* and *since*; *How long?*
- Present perfect with *just*

Communication

- Asking for information
- Writing a travel guide; Making your writing more interesting – use different adjectives, use new vocabulary

Pronunciation

- /aɪ/ vs /ɪ/

Culture 5 – Multicultural Britain

Key competences

- Linguistic competence
- Interpersonal, social and civic competence
- Cultural and artistic competences
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Holidays

Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind'. Make sure they understand that they should use a verb and a noun to describe each picture. Students then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

Exercise 1 (Track 2.15)

- Individually, students match the activities and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each activity to check students' pronunciation.

Answers

- | | |
|----------------------|------------------------|
| 2 check into a hotel | 9 get lost |
| 3 pack your bag | 10 write a travel blog |
| 4 stay in a hotel | 11 put up a tent |
| 5 go camping | 12 get a tan |
| 6 see the sights | 13 go abroad |
| 7 buy souvenirs | 14 lose your luggage |
| 8 eat out | |

Exercise 2

- Students match the sentences to the activities in Exercise 1.
- They then check in pairs before checking answers as a class.

Answers

- lose your luggage
- buy souvenirs
- pack your bag
- see the sights
- go abroad
- eat out
- get lost

Exercise 3

- Individually, students match the verbs to the nouns.
- Check answers as a class

Answers

- 2 d 3 f 4 a 5 b 6 c

Extra activity

Stronger groups or fast finishers memorise the collocations in Exercise 3 for one minute. Students then test themselves or their partner by covering first the verbs and then the nouns and seeing how many of them they can remember.

Exercise 4

- Ask one student to read aloud the example.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Extra activity

Students write a short text summarising their partner's answers to the questions in Exercise 4. They should use 'this person' instead of a name to keep the identity a secret, e.g. *'This person usually stays in his family's house near the beach when he/she goes on holiday.'* When checking students' work, focus on the positive use of the grammar and vocabulary taught so far and respond by saying who you think the text is about.

Further practice

Workbook pages 42 and 108

Brain Trainer Unit 5 Activity 2

See Teacher's Book page 212 and Students' Book page 114

Reading

Revision

First – At the start of the class, revise the verb + noun collocations from the previous lesson. Tell students to write the following verbs in a column in their notebooks:

book, buy, eat, get, go, lose, pack, put up, see, write

Second – Tell students you are going to say ten nouns and that they must write them next to the correct verb. Read the following items:

out, the sights, camping, a holiday, a tent, a tan, your luggage, your bag, a travel blog, souvenirs

Third – Students correct their own work and give themselves a mark out of ten. They get half a point for matching the words correctly and a further half point for the correct spelling.

(Answers: book a holiday; buy souvenirs; eat out; get a tan; go camping; lose your luggage; pack your bag; put up a tent; see the sights; write a travel blog)

Extra activity

Books closed. In pairs, students brainstorm holiday activities e.g. *go swimming, take photos*, etc. Students change partners and peer teach the vocabulary they have thought of. Collate the vocabulary on the board and ask students which activities they prefer doing on holiday.

(Possible activities: *go hiking; go kayaking; go mountain biking; go pony trekking; go skiing; go snowboarding; go surfing; go swimming; listen to music; play football; read a book; see the sights; take photos*)

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Individually, students answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly to check their answers.

Answers

- 1 It's a family holiday/adventure/camping holiday.
- 2 They're staying in a tent in a field in the Lake District.
- 3 They've tried mountain biking, rock climbing and canoeing. They haven't been pony trekking.

 Exercise 3 (Track 2.16)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

- | | |
|-----------|-----------|
| 2 Gemma | 6 Gemma |
| 3 Gemma | 7 Shannon |
| 4 Shannon | 8 Gemma |
| 5 Gemma | |

Extra activity

Write the following sentences on the board. Students read the magazine article again and decide if they are true or false (*answers in brackets*).

- 1 *Most parents and children agree about what makes a good holiday. (False – Most parents and children have different ideas about what makes a good holiday.)*
- 2 *In the TV show, the children choose the holiday and the parents book it. (False – The children choose the holiday and book it themselves.)*
- 3 *Gemma and Shannon enjoy doing similar things on holiday. (False – Gemma and Shannon want to do different things on holiday.)*
- 4 *Gemma has been swimming every day this holiday. (False – She's done other activities, but she hasn't been swimming.)*
- 5 *Shannon isn't enjoying the holiday very much. (True)*
- 6 *Gemma and Shannon don't usually have much time together when they are at home. (True)*

They then compare their answers in pairs before checking as a class. When checking answers, ask students to correct the false sentences.

Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 43

Reading

- Look at the photos from Shannon and Gemma's holiday. Answer the questions.
 - What type of holiday is it?
 - Where do you think they are staying?
 - What do you think they do every day?
- Read the magazine article quickly and check your answers to Exercise 1. Which activity in the photos haven't Shannon and Gemma done?
-  2.16 Read the article again. Answer the questions.
Who ...
 - likes staying in hotels? *Shannon*
 - likes doing different activities?
 - has never booked a holiday before?
 - has never stayed in a tent before?
 - gets bored easily?
 - sometimes listens to music?
 - usually reads books on holiday?
 - has enjoyed the holiday?

- What about you? In pairs ask and answer.
 - What do your parents like to do on holiday? Do you like the same things or different things?
 - What are the advantages of a family holiday? Are there any disadvantages?

Advantages

Stay in a nice hotel.
Parents pay for everything.

Disadvantages

can't stay up late.
difficult to meet other teenagers.

BEHIND THE CAMERA

People have different ideas about what makes a good holiday, especially parents and their children. In a new TV show *You choose!*, kids decide on the family holiday, with some funny results! This week, 16-year-old Gemma Roberts packs the bags and books the holiday destination. Mum, Shannon, gets a big surprise. We asked them about their experiences.

Gemma's story

Mum has always chosen our holidays since I was small. We usually stay in hotels and Mum just likes getting a tan or she reads books all day. I don't mind swimming or listening to my MP3 player, but I like adventure too, so I chose a holiday in the Lake District. No hotels, no swimming pools, just a tent in a field (Mum has never put up a tent before). How long have we been here? Mum says 'forever!', but actually we've been here for five days. We've tried mountain biking, rock climbing and canoeing since the weekend. Mum was scared on the rock climb, but I think she liked canoeing ...



"I think Mum liked canoeing ..."



Shannon's story

I was worried when Gemma chose the holiday. I like to relax and read when I'm away, but Gemma is quite active. She often gets bored. It hasn't been a great holiday because I haven't read a book since Saturday. In fact I haven't read anything for a whole week, but I've had some time to talk to Gemma. That's been the best part, really. We're both too busy to talk at home!

Grammar Present perfect + for and since; How long?

How long have we been here?
We've been here **for five days/a week/a month.**

I **haven't read** a book **since Saturday.**

She's **lived** in France **since 2010.**

Grammar reference Workbook page 94

1 Study the grammar table. Choose the correct options to complete the rules.

- We use *for* / *since* with a period of time.
- We use *for* / *since* with a point in time.

2 Copy the table and put these words and phrases in the correct column.

a long time	a week	August	four years
five o'clock	I was fifteen	last week	ten minutes
the weekend	Tuesday	two days	yesterday

for	since
<i>a long time</i>	<i>August</i>

3 Make sentences with the Present perfect. Add *for* or *since* to each sentence.

- They / not go / abroad / years
They haven't gone abroad for years.
- You / be on my games console / hours!
- He / not watch TV / last weekend
- We / stay in the same hotel / two weeks
- I / not write my travel blog / a long time
- We / eat local food / we arrived
- They / not see their friends / Friday



4 Complete the text about an unusual holiday. Use the verbs or choose *for* or *since*.

Jilly Daniels ¹ *has had* (have) a new bike ² *for* / *since* Christmas. When she got her bike, she went on a cycling holiday. She ³ (be) on her holiday ⁴ *for* / *since* three months now and she ⁵ (travel) thousands of kilometres. She ⁶ (visit) six different countries and she ⁷ (be) in Portugal ⁸ *for* / *since* Thursday. However, she ⁹ (not stay) in a hotel or put up a tent ¹⁰ *for* / *since* December. Why? Because Jilly's bike ¹¹ (not leave) her house! 'It's a virtual holiday on an exercise bike,' explains Jilly. 'I cycle 20 kilometres at home every day. I follow a map, then I read about the place I'm 'visiting' on the internet. I haven't got a tan and I ¹² (not buy) any souvenirs,' she says, 'but I'm enjoying it!'

5 Make questions and answers about Exercise 4.

- How long / Jilly / had a new bike?
How long has Jilly had a new bike? Since Christmas.
- How long / she / be on holiday?
- How long / she / be in Portugal?
- How many kilometres / she / travel?
- How many countries / she visit?
- How many souvenirs / she / buy?

Pronunciation /aɪ/ vs /ɪ/

6a 2.17 Listen and repeat.

active	arrive	bike	give	I've	like
live	mobile	miss	since	time	visit

b Copy the table and put the words in Exercise 6a in the correct column.

/aɪ/	/ɪ/
<i>arrive</i>	<i>active</i>

c 2.18 Listen, check and repeat.

7 What about you? In pairs, ask and answer.

- How long have you lived in your town?
- How long have you had a mobile phone?
- How long have you known your best friend?

How long have you lived in your town?

I've lived here for ten years.

Grammar Present perfect + for and since; How long?

Language notes

Students continue to work on the Present perfect in this unit and learn how to use the tense to talk about actions which started in the past and continue in the present and ask about duration. Many languages use present tenses to convey this concept, so be prepared to offer students a lot of support to help them understand this use of the Present perfect in English. Asking students to translate example sentences into their L1 and then contrast the tenses used can be a very valuable step in this process. The most common error is the error of omission: students often fail to use the Present perfect in this context and, due to L1 interference, simply substitute it with the Present simple.

The question *How long?* does not usually cause major problems for students nor do students generally have problems differentiating between *for* and *since*.

Exercise 1

- Read the grammar table with students.
- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

1 for 2 since

Exercise 2

- In pairs, students classify the words and phrases.
- Check answers by drawing the table on the board and asking individual students to write the words in the correct column.

Answers

for	since
aw eek foury ears ten minutes two days	five o'clock I was fifteen last week the weekend Tuesday yesterday

Exercise 3

- Individually, students make the sentences.
- Monitor and point out errors for students to self-correct.
- Drill the sentences for pronunciation and intonation.

Answers

- You've been on my games console for hours.
- He hasn't watched TV since last weekend.
- We've stayed in the same hotel for two weeks.
- I haven't written my travel blog for a long time.
- We've eaten local food since we arrived.
- They haven't seen their friends since Friday.

Exercise 4

- Students work individually to complete the text.
- Ask individual students to write answers on the board to check spelling.

Answers

- | | |
|----------------|-------------------|
| 3 's been | 8 since |
| 4 for | 9 hasn't stayed |
| 5 's travelled | 10 since |
| 6 's visited | 11 hasn't left |
| 7 's been | 12 haven't bought |

Exercise 5

- Students make questions and answers about Exercise 4.

Answers

- How long has she been on holiday? For three months.
- How long has she been in Portugal? Since Thursday.
- How many kilometres has she travelled? She's travelled thousands of kilometres.
- How many countries has she visited? She's visited six countries.
- How many souvenirs has she bought? She hasn't bought any souvenirs.

Pronunciation /aɪ/ vs /ɪ/

Exercise 6a (Track 2.17)

- Play the recording for students to listen and repeat.

Exercise 6b

- Highlight and drill the two sounds (/aɪ/ and /ɪ/) in isolation.
- Individually, students put the words in the correct column.

Answers

/aɪ/	/ɪ/
bike I've like mobile time	give live miss since visit

Exercise 6c (Track 2.18)

- Play the recording for students to listen and repeat
- Pause as appropriate to check students' pronunciation.

Further practice

Workbook page 124

Exercise 7

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present perfect.

Further practice

- Workbook pages 44 and 94–95

Vocabulary Meanings of get

Revision

First – Write the following prompts on the board:

A How long / you / be / on holiday / Julia / ?

B I / be here / a week now / . / I / love / it / !

A so / what / you / do / this week / ? I / see / you / get a tan

B yes / I / be to the beach / every day / . / not yesterday / rain / !

A shame / . / you / see the sights / ?

B yes / . / I / write / travel blog / every day

A friends / read / blog / ?

B Yes / . / I / read theirs / . / they / all / go on holiday / too / !

Second – Elicit a conversation from the students using the prompts. Do not allow students to write anything down.

Third – Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted.

(Complete conversation:

A How long have you been on holiday, Julia?

B I've been here for a week now. I love it!

A So ...what have you done this week? I see you've got a tan.

B Yes! I've been to the beach every day. Well not yesterday – it rained!

A That's a shame. And have you seen the sights?

B Yes, I have. And I've written my travel blog every day.

A Have all your friends read your blog?

B Yes, they have. And I've read theirs. They've all gone on holiday, too!

Language notes

This lesson introduces students to the concept of delexicalised verbs, focussing on *get*, one of the most frequent verbs of this type. Delexicalised verbs are verbs which have little or no meaning in themselves, but are commonly used in combination with other words or phrases in informal written and spoken English. They are also sometimes referred to as 'empty' verbs due to their lack of meaning. When combined with other words their meaning does however become clear, e.g. *get home* = *arrive home*, *get tired* = *become tired*, etc. These verbs are used extremely frequently amongst native speakers and can be very difficult for students to learn. Other common delexicalised verbs include: *do*, *give*, *have*, *make*, *put* and *take*.

Extra activity

Books closed. Draw a large question mark on the board and to the right of it the words *dressed*, *married* and *up*.

dressed
?
married
up

Individually students write down which verb they think might come before all three words. Check the answer as a class and explain that *get* is one of the most frequent verbs in English. Elicit any other phrases students know with *get* before students look at Exercise 1, e.g. *get a tan*, *get lost*.

Exercise 1

- Individually, students match the pictures to the example sentences.
- Check answers as a class.

Answers

2 d 3 a 4 f 5 c 6 e

Exercise 2

- Students rewrite the sentences, using the verbs in the box in the correct form.
- They then check in pairs before checking answers as a class.

Answers

2 becoming 3 receive 4 bought 5 fetch 6 walked

Exercise 3

- Read through the example with students.
- They then complete the questions and sentences, using *get*.

Answers

2 Did you get my text message?
3 When did you get here/to the party?
4 Come on. Let's get on the train.
5 Don't worry. I'll get it/your jacket.

Exercise 4

- Ask two students to read aloud the example question and answer.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the use of *get*.

Further practice

Workbook pages 45 and 108

Brain Trainer Unit 5 Activity 3

See Teacher's Book page 213 and Students' Book page 115

Vocabulary Meanings of get

- 1 Match the pictures (1–6) to the different meanings of the verb **get** (a–f).
- a It was dark when we got to the campsite. = arrive
 b Damian got a key ring and a baseball cap from the souvenir shop. = buy
 c We got their postcard after they arrived back from their holiday. = receive
 d Can you get the suntan lotion from the hotel room? = fetch
 e It was getting cold on the beach so we went home. = become
 f He got on the bus and bought a ticket. = walk/move

Word list page 77 Workbook page 108



- 2 Read the sentences. Replace **get** with one of these verbs in the correct form.

arrive become buy fetch receive walk

- 1 Hurry up! We won't get to school on time!
Hurry up! We won't arrive at school on time.
- 2 I think adventure holidays are getting more dangerous.
- 3 When you book a flight online, you get the tickets in an email.
- 4 She got a lot of new clothes for her holiday.
- 5 Can you get the guidebook? I left it in my bag.
- 6 Someone checked our passports before we got onto the plane.

- 3 What would you say in these situations? Make a question or a sentence with **get**.

- 1 You like your friend's new bag. You want to know where she bought it.
Where did you get your bag?
- 2 You sent your friend a text message. You want to know if he received it.
 Did you ?
- 3 You see your friends at a party. You ask them what time they arrived.
 When ?
- 4 You are at a train station with a friend. Your train has just arrived.
 Come on. Let's
- 5 Your mother has left her jacket upstairs. You offer to fetch it for her.
 Don't worry. I'll

- 4 What about you? In pairs, ask and answer.

- 1 How many text messages do you get a day?
 2 What time do you usually get to school?
 3 What things can you do to get healthy?
 4 How often do you get on a bus to go to school?

How many text messages do you get a day?

I get about twenty text messages a day.



Brain Trainer Unit 5
 Activity 3 Go to page 115

Chatroom

Asking for information

Speaking and Listening

1 Look at the photo. Answer the questions.

- 1 Where do you think they have been?
- 2 What are they doing?
- 3 What do you think Tom's dad is asking?

2  2.19 **Listen and read the conversation. Check your answers.**

3  2.19 **Listen and read again. Answer the questions.**

- 1 Who liked the souvenir shops? *Tom*
- 2 What does Ash want to do?
- 3 Where does Tom want to go next?
- 4 How does the girl help them?
- 5 How can they get there?
- 6 What does Ash want to know?

4 Act out the conversation in groups of four.

Mr Green What did you think of Brighton Pier, boys?
Tom Great! I really liked the souvenir shops.
Ash The cafés were nice, too. Can we have lunch soon?
Tom You've just had an ice cream, Ash! Let's go and see Brighton Pavilion first.
Ash *Is it far?*
Mr Green Let's ask someone. *Excuse me. Can you help us?* We want to get to Brighton Pavilion.
Girl Sure. Let me show you on the map. You're here ... and Brighton Pavilion is there. You can't miss it.
Mr Green *How can we get there?*
Girl Well, you've just missed the bus, but it's only ten minutes on foot.
Ash *Is there a good place to eat there?*
Girl Oh yes! There's a really good restaurant there. The menu has just changed and the food's delicious.
Ash Thank goodness. I'm starving!

Say it in your language ...

Thank goodness.
I'm starving!

BRIGHTON PIER

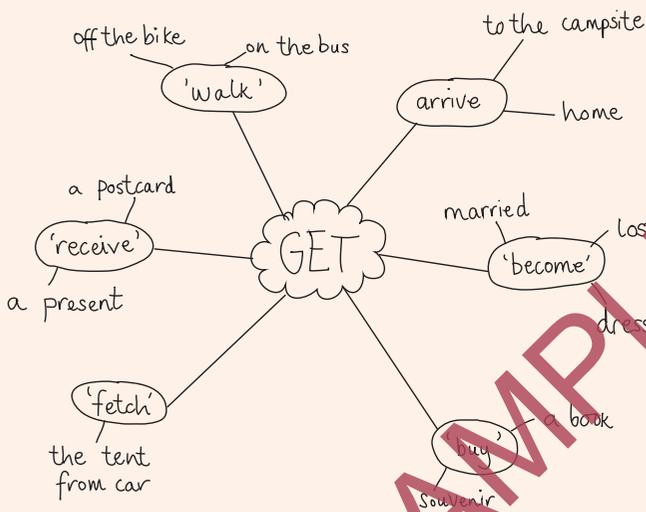
Chatroom Asking for information

Revision

First – Create a mind map to revise and extend the meanings of *get*. Copy the central *GET* cloud onto the board and add the six stems with the six meanings of *get*, seen in the previous lesson.

Second – Elicit one or two examples for each meaning from the class and write them on the board. Students then copy the mind map in their notebooks and, in pairs, brainstorm as much vocabulary as possible to add to the mind map.

Third – Collate all their suggestions on the board.
 (Possible answers: *arrive* – to school, to class, to the party; *become* – cold, tired, hungry; *buy* – new clothes, a coffee, lunch; *fetch* – your sister from the swimming pool, Mr Jones from his office, the books from the cupboard; *receive* – a letter, an email, a good mark in the exam; *walk* – into the car, out of the lorry, on the train)



Speaking and Listening

Exercise 1

- Draw attention to the photo and ask students who they can see.
- In pairs, they then answer the questions.

Exercise 2 (Track 2.19)

- Play the recording for students to listen, read and check their answers to Exercise 1.

Answers

- 1 They've been to Brighton Pier.
- 2 They're asking someone for information.
- 3 He's asking how to get to Brighton Pavilion.

Brain Trainer Unit 5 Activity 1

See Teacher's Book page 212 and Students' Book page 114

Exercise 3 (Track 2.19)

- Repeat the recording for students to answer the questions.
- They then check in pairs before checking answers as a class.

Answers

- 2 Ash wants to have lunch.
- 3 Tom wants to go to Brighton Pavilion next.
- 4 The girl shows them how to get there on the map.
- 5 They can get there in ten minutes on foot.
- 6 Ash wants to know if there is a good place to eat there.

Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

Extra activity

Books closed. Stronger groups or fast finishers try to reconstruct and write down the conversation in Exercise 2 from memory. They then open their books and see if they used the same words and grammatical forms or different ones.

Say it in your language ...

- Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

Thank goodness. – informal expression of relief used in response to a piece of good news. You might use it in class at the end of the week or at the end of term, e.g. *'Thank goodness. It's Saturday tomorrow – I can stay in bed all morning!'*

I'm starving! – colloquial expression, used to indicate that we're very, very hungry. Often used with the intensifier *absolutely* to make the exclamation even more extreme.

Exercise 5

- Students read the conversation again and find the phrases.
- Check answers as a class.

Answers

2 Mr Green 3 Mr Green 4 Ash

Exercise 6

- Read through the phrases for asking for information with the class.
- Drill the questions for pronunciation and intonation.

Exercise 7 (Track 2.20)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each section to check what information the people ask for.
- In pairs, students act out the conversations.

Answers

Ash asks for a good place to eat out.
Tom asks for a good place to buy souvenirs.

Exercise 8

- Read the examples in the speech bubbles with the class. Then, elicit a second conversation from the class using *buy clothes*.
- Students then make their own conversations by replacing the words in purple.
- Stronger groups or fast finishers can use their own ideas.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for asking for information.

Further practice

Workbook pages 46 and 117

Grammar Present perfect with just

Language notes

Students study here the Present perfect with *just* to talk about recent actions. Students often notice the adverb *just* at quite low levels and can find the meaning difficult to assimilate due to its various different meanings. In this context it serves to 'close the gap' and move the action being talked about much closer to the moment of speaking, e.g.

'I've finished it.' (= at some point in the past)

'I've just finished it.' (= very recently)

Interestingly, the same is also true when used with the future, e.g.

'I'm going to do it.' (= at some point in the past)

'I'm just going to do it.' (= in a moment)

Exercise 1

- Read the grammar table with students.
- Check the answer as a class.

Answer

a short time ago

Exercise 2

- Individually, students make sentences with *just*.
- They then check in pairs before checking answers as a class.

Answers

- 2 I've just got a postcard from my friend.
- 3 She's just been for a swim.
- 4 We've just packed out bags.
- 5 He's just bought some souvenirs.
- 6 I've just found the guidebook.
- 7 They've just checked into their hotel.

Exercise 3

- Ask two students to read aloud the example question and answer.
- In pairs, students use the ideas in the box to ask and answer questions using the Present perfect and *just*.

Possible answers

- 2 Why are they worried?
They've just lost their luggage.
- 3 Why are we tired?
We've just put up a tent.
- 4 Why is he laughing?
His brother has just told a joke.
- 5 Why isn't she at home?
She's just left the house.
- 6 Why are they happy?
Their team has just won a match.
- 7 Why are you bored?
I've just started my homework.

Extra activity

Tell students to watch you while you complete three actions, e.g. *open a window, take a pen out of your bag, look at your mobile phone*. Elicit from students three sentences with *just* about your actions, e.g. 'You've just opened the window.', 'You've just taken your pen out of your bag.', 'You've just checked your messages.' Students then work in pairs, taking turns to complete three actions and make sentences. Monitor and help with vocabulary and grammar, but do not interrupt fluency.

Further practice

Workbook pages 47 and 94–95

5 Look back at the conversation. Who says what?

- 1 Is it far? *Ash*
- 2 Excuse me. Can you help us?
- 3 How can we get there?
- 4 Is there a good place to eat there?

6 Read the phrases for asking for information.

Asking for information

Excuse me. Can you help us/me?
Where's a good place to ...?
Is there a good place to ... there?
How can we/I get there?
Is it far?
How long does it take to get to ...?

7 2.20 Listen to the conversations. What information do the people ask for? Act out the conversations in pairs.

- Ash** Excuse me. Can you help us? Where's a good place to ¹ eat out?
Girl There's a ² pizzeria by the beach.
Ash Thanks. That's great.
Tom Excuse me. Can you help me?
Girl Sure.
Tom Where's a good place to ¹ buy souvenirs?
Girl There's a ² great shop in the Brighton Pavilion.
Tom Is it far?
Girl ³ No, it's only five minutes on foot.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.

Excuse me. Can you help us?
Where's a good place to buy a map?

There's a newsagent's
by the station.

1 buy clothes / have a drink / go swimming

2 good shop on the high street / café by the pier / swimming pool near the park

3 No, it's about five minutes by bus. / Yes, it's about twenty minutes on foot. / No, it's just over there.

Grammar Present perfect with just

You've just had an ice cream.

You've just missed the bus.

The menu has just changed.

Grammar reference Workbook page 94

1 Study the grammar table. Choose the correct option to complete the rule.

The Present perfect with just describes an action that happened a short time ago / a long time ago.

2 Make sentences with just.

- 1 He / get some fish and chips
He's just got some fish and chips.
- 2 I / get a postcard from my friend
- 3 She / be for a swim
- 4 We / pack our bags
- 5 He / buy some souvenirs
- 6 I / find the guidebook
- 7 They / check into their hotel

3 In pairs, say what has just happened. Use the ideas below.

book a holiday	his brother/tell a joke
leave the house	lose their luggage
put up a tent	start homework
their team/win a match	

- 1 He's excited.
- 2 They're worried.
- 3 We're tired.
- 4 He's laughing.
- 5 She isn't at home.
- 6 They're happy.
- 7 You're bored.

Why is he excited?

He's just booked a holiday.

Reading

- 1 Look at the photos of these tourist attractions. Which would you like to visit? Why?

Strange Tourist Attractions

This week in *Holiday Horizons* you can read about tourist attractions with a difference.

Bubblegum Alley, San Luis Obispo, USA

In 1950, this was just a normal passage between buildings. Then, students from two local schools started to leave their bubblegum on its walls. They wrote messages with the gum and made pictures. Some people loved the bubblegum in the alley, but others hated it and local shopkeepers cleaned it a few times. But the students and their bubblegum always came back. Today the alley is called Bubblegum Alley and it is still full of gum. Students leave most of it, but tourists and artists leave gum, too. Artist Matthew Hoffman has recently made a big picture of a man blowing a bubble! 'It's fantastic!' says one visitor. 'Disgusting!' says another. What do you think?



Upside Down House, Szymbark, Poland

Daniel Czapiewski built this house in 2007 and thousands of tourists have visited it since then. He built it because he thinks many things in the world are wrong – upside down – and his house is a symbol of this.

You usually enter a house through the door, but to get into the Upside Down House you climb through a window. When you are inside you walk along the ceiling, go under a table and look up at a bed. In the bathroom, there's a toilet on the ceiling and in the living room there's an upside down TV.

Inside the house, there's an art exhibition. It's called 'Let's save this world' and the pictures show different world problems. Czapiewski wants people to think about these things. 'I've just visited the house and I like its message,' said one tourist, 'but it made me feel dizzy!'



- 2 2.21 Read the magazine article. Match the statements with the attractions.

A = Bubblegum Alley
B = Upside Down House

- 1 Some people don't like it.
- 2 Furniture is in the wrong place.
- 3 It's popular with students.
- 4 It has something important to say.
- 5 You can walk along it.
- 6 You feel confused inside.
- 7 You can see serious pictures there.
- 8 You can see a funny picture there.

- 3 Read the article again. Are the sentences true (T) or false (F)?

- 1 The first people to leave bubblegum in the alley were artists. **F**
- 2 At first, some people tried to clean the walls in the alley.
- 3 Everybody loves Bubblegum Alley.
- 4 The Upside Down House represents what the artist thinks is wrong in the world.
- 5 You go into the house through a window.
- 6 The TV is in the living room.

Key Words

tourist attractions passage
bubblegum shopkeepers
blowing a bubble upside down
dizzy

Listening

- 1 2.22 Listen to the radio interview. Complete the sentence.

The most unusual place Troy has ever stayed in is in

Listening Bank Unit 5 page 119

- 2 Think about a tourist attraction in your country.

- 1 Where is it?
- 2 What is it?
- 4 What is it like? Describe it.
- 3 How long has it been a tourist attraction?
- 4 Who visits the place and why? What do people think of it?

Reading

Cultural notes

- *Bubblegum Alley* is in the town of San Luis Obispo in California. It is a passage between two buildings which is over four metres high and twenty metres long and is well-known as one of the more unusual sights in California. Although the alley has been cleaned several times over the decades the gum is amazingly resistant and the original bricks on the walls haven't been seen for fifty years.
- The *Upside Down House* is near the small village of Szymbark in Poland and is a popular tourist attraction. After visiting, many people complain of a sense of seasickness and dizziness. It is in fact not the only upside down house in the world, there are other similar buildings in Austria, Germany, Borneo, the USA, Turkey and South Korea.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- In pairs, students discuss the questions.
- Take feedback as a class.

Key Words

Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

tourist attractions – things which people like visiting when they are on holiday in a place

passage – a long, narrow space, usually between two buildings, which connects one place and another

bubblegum – a type of rubbery, brightly coloured substance which you can chew and use to blow bubbles

shopkeepers – people who work in and own a shop

blowing a bubble – using breath and a substance, like bubblegum, to make a large colourful sphere full of air

upside down – inverted vertically, so that what is normally at the top is at the bottom, and what is at the bottom is at the top

dizzy – a confusing sensation where everything around you feels like it is moving when you are in fact stationary

Answers

2 B 3 A 4 B 5 A 6 B 7 B 8 A

Exercise 3

- Students read the text again and decide if the sentences are true or false.
- When checking answers, ask students to identify the section of the text which supports their answer.

Answers

- 1 False (The first people were students from two local schools.)
- 2 True
- 3 False (One visitor says it's 'disgusting'.)
- 4 True
- 5 True
- 6 True

Extra activity

Check students' understanding of the Key Words by giving them definitions for five of the words and asking them to choose the correct word from the Key Words box.

Listening

Exercise 1 (Track 2.22)

- Play the recording. Students complete the sentence.
- Check the answer as a class.

Answer

a cave in Cappadocia in Turkey

Audioscript

See Teacher's Book page 226

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

- Individually, students answer the questions. Explain that students should only make notes at this point.
- In pairs, students talk about their tourist attractions.
- Ask some students to tell the class about their tourist attractions.

Extra activity

Students use their notes from Exercise 2 to make a poster about their tourist attraction. Tell them to use the texts in the Reading section as a model and include a photo of the tourist attraction. After correcting the texts you could display them on the classroom walls for the class to read. They can then vote for the tourist attraction which they would most like to visit.

Further practice

Workbook page 48

Exercise 2 (Track 2.21)

- Students read the magazine article and match the statements with the attractions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.

Writing A travel guide

Revision

First – Prepare a *Live Listening* about a holiday you've been on, talking about the sights you saw and what else you did, and recycling the grammar and vocabulary of the unit. Do not say the name of the place you went to. With stronger students you can also include some of the adjectives from this section. Use the following text as an example:

I've just got home from a fantastic holiday. We stayed in a hotel in the city centre and saw all the sights. We got there very late and the city was beautiful, bright lights everywhere – well it is called 'The City of Light'! We bought a lot of souvenirs and ate out every night – the food was lovely! I've never seen so many museums ... we've been there three times now so we didn't visit the most famous museums again this time, but we visited the Musée Rodin and the house where Victor Hugo lived. And we went up the Eiffel Tower of course – we always go up the Eiffel Tower and I always get dizzy! The weather was terrible, very cold and rainy so I haven't got a tan but I don't mind!
(Answer: Paris)

Second – Students listen and make notes of the different sights you saw and the different things you did, and if you enjoyed them or not. They also decide where you are talking about.

Third – Students compare their answers in pairs. Collate answers on the board.

Exercise 1

- Read the Writing File with the class.

Exercise 2

- Students read the travel guide and find the opposites of the adjectives.
- Check answers as a class.

Answers

2 friendly 3 sunny 4 beautiful 5 famous
6 fantastic/lovely/nice

Exercise 3

- Individually, students complete the table.
- Check answers by drawing the table on the board and asking individual students to complete the missing information.

Answers

Town/City: small, busy

People: helpful, friendly

Weather: rainy, cold

Tourist attractions: great, popular, interesting, famous

Exercise 4

- Students read the travel guide again and answer the questions.
- They then check in pairs before checking answers as a class.

Answers

- 2 The people are friendly.
- 3 The weather is often sunny.
- 4 They are Brighton Pavilion and Brighton Pier.
- 5 At the beach you can go windsurfing or sailing.
- 6 You can get a newspaper to find out what's happening.

Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite town/city' writing guide. Make sure students understand that they should give short answers to questions 1, 2, 3 and 4 in Exercise 5 in the first paragraph, and more extended answers for question 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by having a **quick-fire competition**. Divide the class into groups of four or five. Choose one group to start. Tell them you will give them a definition for one of the words on the cards and they have five seconds to confer before telling you their answer. The rest of the class count down ('Five ... , Four ... , Three ... , Two ... , One ... , Answer!') while the group confers. Award a point if the group guesses the word correctly first time. If they don't, don't tell the class the answer and put the word back into the collection of word cards to return to later. Continue firing definitions at the groups in turn until you have used all the vocabulary cards. The winner is the group with the most points.

Further practice

Workbook page 49

Writing A travel guide

1 Read the Writing File.

Writing File Making your writing more interesting

- Use different adjectives to make your writing more interesting.
- Use new vocabulary you have learnt too. It's a good way to remember new words!

2 Read the travel guide. Find the opposites of these adjectives.

- 1 large *small*
- 2 unfriendly
- 3 rainy
- 4 ugly
- 5 unknown
- 6 terrible

Travel Guide: My city by Hayley West

My home city is Brighton. It's a small city, near the sea, in the south of England. I love living in Brighton because the people are friendly and the weather is often sunny. There are also lots of music festivals there.

There are many things to see and do in Brighton. One of the main attractions is Brighton Pavilion. It's a beautiful palace and it's more than two hundred years old! Another famous attraction is Brighton Pier. There's a fantastic funfair there. After you have seen the sights, you can sit in a beach café or buy some souvenirs. If you enjoy watersports, you can go windsurfing or sailing, too. Brighton is a lovely city and has a lot to offer. When you visit Brighton, get a newspaper and see what's on. You might have a nice surprise!

3 Find the adjectives in these sentences. Then copy and complete the table.

- 1 Oxford is a small city, but it's very busy.
- 2 There are lots of great tourist attractions there.
- 3 The most popular attraction is the university.
- 4 There's an interesting museum and a famous library, too.
- 5 People are usually helpful and friendly.
- 6 The weather is often rainy and cold.

Town/City	<i>small, busy</i>
People	
Weather	
Tourist attractions	

4 Read the travel guide again. Answer the questions.

- 1 Where is Brighton? *It's in the south of England.*
- 2 What are the people like there?
- 3 What is the weather like?
- 4 What are the main attractions?
- 5 What can you do at the beach?
- 6 How can you find out what's happening in Brighton?

5 Think about your town. Answer the questions. Make notes.

- 1 Where is it?
- 2 What do you think of it?
- 3 What are the people like?
- 4 Is the weather usually good or bad?
- 5 Are there any famous or unusual tourist attractions?
- 6 What activities can you do there?

6 Write a travel guide. Use 'My favourite town/city' and your notes from Exercise 5.

My favourite town/city

- 1 Introduce your town/city
- 2 Describe what you can see and do
- 3 Give your conclusion



Remember!

- Use different adjectives to make your writing more interesting.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 Match the beginnings (1–8) to the endings (a–h) of the sentences.

- 1 They've been on holiday for **b**
 2 He's lived in Spain since
 3 I waited two hours for
 4 She hasn't written her travel blog for
 5 I haven't worn a T-shirt since
 6 We've tried lots of different sports since
 7 They haven't had a sunny day for
 8 I haven't received a text message since
 a a long time. She's got a lot to write about.
 b three weeks. They don't want to go home.
 c he was a child. He speaks fluent Spanish.
 d weeks. It's been very cloudy.
 e last weekend. I miss my friends!
 f we arrived. We've been very busy!
 g a train this morning. I was fed up.
 h Monday. It's too cold!

2 Complete the sentences. Use *just* and these verbs.

arrive	buy	eat	finish
get	have	miss	pass

- 1 Sorry, there isn't any more pizza. We *ve just finished* it.
 2 They some souvenirs. They haven't got any more money.
 3 That was the postman. I a postcard.
 4 He's very tired. He home.
 5 She's upset. She an argument with her mother.
 6 I my exam. I'm very happy!
 7 We the last bus. We'll have to walk home.
 8 I the last slice of bread. I'll have to go to the supermarket later.



Vocabulary Review

3 Complete the sentences with these verbs.

buy	get	lost	packed
put up	stay	went (x2)	write

- 1 We arrived at the campsite, *put up* our tent, then made a cup of tea.
 2 Have you your bag? Yes, I'm ready to go.
 3 I sometimes a travel blog on holiday.
 4 If we take a map with us, we won't lost.
 5 He doesn't souvenirs on holiday because he never has enough money.
 6 When we abroad last year, we our luggage at the airport.
 7 We usually in a hotel, but this year we camping.

4 Match the meanings of *get* (a–f) to the sentences (1–6).

- a arrive 2 d fetch
 b buy e become
 c receive f walk/move

- 1 I **got** your text message this morning. What's the matter?
 2 I was late for school this morning. I **got** there at half past nine!
 3 Can you **get** the football? It's in the car.
 4 He **got** a new computer game with his birthday money.
 5 School exams **are getting** more and more difficult.
 6 When the school bus arrived, we all **got on**.

Speaking Review

5 2.23 Put the conversation in the correct order. Then listen and check.

- a No, it's only five minutes on foot.
 b Excuse me. Can you help me? 1
 c There's a good souvenir shop on Weymouth Street.
 d Where's a good place to buy postcards?
 e Sure.
 f Is it far?

Dictation

6 2.24 Listen and write in your notebook.

My assessment profile: Workbook page 131

Refresh Your Memory!

Exercise 1

Answers

2 c 3 g 4 a 5 h 6 f 7 d 8 e

Exercise 2

Answers

- 2 've just bought
- 3 've just got
- 4 's just arrived
- 5 's just had
- 6 've just passed
- 7 've just missed
- 8 've just eaten

Exercise 3

Answers

- 2 packed
- 3 write
- 4 get
- 5 buy
- 6 went, lost
- 7 stay, went

Exercise 4

Answers

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

Exercise 5 (Track 2.23)

Answers

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

Exercise 6 (Track 2.24)

Answers and Audioscript

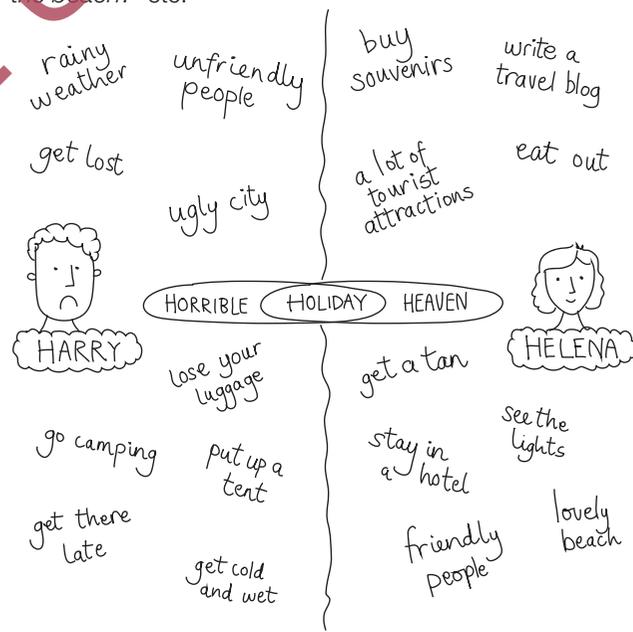
Jenny has just arrived in Madrid. She hasn't checked into a hotel and she hasn't seen the sights. She hasn't written her travel blog and she hasn't bought any souvenirs. But she has lost her luggage. That's the problem – she hasn't left the airport since she arrived!

Extra activity

- Revise the Present perfect and the topic of holidays:
 - Write the words **HORRIBLE HOLIDAY HEAVEN** on the board and draw a circle around the words *horrible holiday* and another around the words *holiday heaven*.
 - Copy the picture of Harry on to the left of the board and Helena on to the right. Explain to students that Harry is having a horrible holiday but Helena is in holiday heaven.
 - Ask students what sort of things might have happened to Harry to make his holiday so horrible, e.g. *lose your luggage, get lost*, and write these around him on the left

of the board including students' ideas with those on the sample board plan below. On the right of the board elicit ideas for what might make Helena's holiday heaven, e.g. *friendly people, lovely beach*, and again include the ideas below.

- Put students in pairs and tell them to decide who is going to be Harry (or Harriet in an all-girls class) and who is going to be Helena (or Harold in an all-boys class).
- Explain that Harry is going to go home tomorrow, but first is going to be interviewed about his holiday and that the other student is going to be the interviewer.
- Tell the interviewers that their job is to make Harry talk as much as possible about his horrible holiday and to react appropriately. The first question will probably use the Present perfect, but then additional questions can use the Present perfect or the Past simple to get further information, e.g. 'So Harry, have you enjoyed your holiday?' 'No, I haven't. It's been horrible.' 'Oh dear. What's happened?' etc.
- Students work in pairs. Monitor, but do not interrupt fluency.
- Students change roles and repeat the activity, interviewing Helena in holiday heaven, e.g. 'Tell me Helena, have you enjoyed your holiday?'; 'Yes, I have. It's been lovely.' 'Great! You've got a tan. Have you been to the beach?' etc.



My Assessment Profile Unit 5

Workbook page 131

Culture 5 – Multicultural Britain

See Teacher's Book page 223 and Students' Book page 125 (for extra reading, discussion and writing work).

Literature File Gulliver's Travels

Cultural notes

- *Gulliver's Travels* was first published in 1726 and republished in the slightly revised version we know today, in 1735. The most famous section of the book, in which Gulliver meets the tiny inhabitants of Lilliput, is actually the first of four parts. In the second part Gulliver meets giants in the land of Brobdingnag, in the third he visits various lands including a flying island, and in the fourth and final part, he meets the Houyhnhnms, a race of horses who govern their country. The story has been adapted various times for film and television, but the adaptations generally focus on the first part of the story rather than the other episodes.
- *Jonathan Swift* (Ireland, 1667–1745) is one of many famous writers to have been born in Dublin although he was in fact brought up in England and only moved back to Ireland in 1699. He is most famous as a satirist but also wrote poetry. His other famous works include *A Tale of a Tub*, *Drapier's Letters* and *A Modest Proposal*. Swift was heavily involved in the politics of the period and many of his experiences clearly influenced events which appear in his stories. Most of his work was originally published under various pseudonyms.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: *across, storm, shipwrecked, adventures, daylight, stand up, strings, run away*

Exercise 1

- Draw attention to the photo and ask students what they can see.
- In pairs, they then answer the questions.

Exercise 2

- Make sure students understand not to read in detail at this point.
- Students scan the text quickly and check their answers to Exercise 1.

Answers

- 1 He's on a beach in Lilliput.
- 2 The people of Lilliput are keeping him prisoner.
- 3 They're probably very surprised and scared by Gulliver.

Exercise 3 (Track 2.25)

- Students read the Introduction again and choose the correct options.
- Check answers as a class.

Answers

- 2 verys mall 3 in another country 4 changes

Exercise 4 (Track 2.26)

- Students read the extract from Chapter 1 again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students then check in pairs before checking answers as a class.

Answers

- 2 They're a lot smaller than Gulliver.
- 3 Forty-one/41 men were on Gulliver.
- 4 Gulliver uses his hands to talk to the little man.
- 5 The people carry him food.
- 6 Lilliput has a king.

My Literature File

Exercise 5

- Individually, students make notes about a book they have read.
- Monitor and help with vocabulary if necessary.

Exercise 6

- Tell students that they must now present their information as a complete text, not as notes or unconnected sentences.
- Give students time to write a first and second draft of their introduction.
- Remind students to check their grammar, spelling and punctuation carefully before they give you their written work.
- Students include photos or pictures to illustrate their introduction.

In this unit have you ...

- ... used Grammar and Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher's Resources are at two levels of difficulty:

- * For students who need extra help and support
- ** For students who require an additional challenge

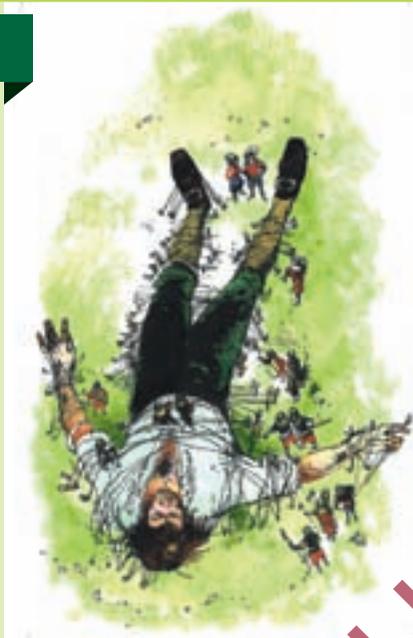
Literature File

Gulliver's Travels

by: Jonathan Swift

Introduction

It's 1726 and Gulliver is travelling across the sea from England. There's a storm and his boat is shipwrecked. He arrives in a strange country called Lilliput. He meets very small people there. Later, he travels to other countries and meets very big people and horses. They all ask Gulliver about his country and how it is different. Are people better or worse there? Are they good or bad? Gulliver returns home, but his adventures have changed his ideas and his life.



..... Chapter 1 – I came to Lilliput

I woke up after nine hours. It was daylight and I was on my back. I tried to stand up, but I could not move! I turned my head a little and looked around me. I saw thousands of strings across my body. ... Then something moved on my foot. It moved over my body and up to my face. I looked down and saw a man. He was smaller than my hand. Forty more little men followed him ... The man began to speak. His words were strange to me, but I watched his hands. 'We will not hurt you,' I understood. 'But do not try and run away, or we will kill you.' I put up my hand and showed him: 'I will stay here.' Then I had an idea. I also put my hand to my mouth: 'I am hungry.' The man understood me. He shouted to the people on the ground. A hundred men climbed onto my body and walked up to my mouth. They carried food for me. It came from the king they told me later.

Reading

- 1 Look at the photo of Gulliver from the book *Gulliver's Travels*. Answer the questions.
 - 1 Where is he?
 - 2 What is happening?
 - 3 How do you think the little people feel?
- 2 Read the Introduction and the extract from Chapter 1 quickly. Were your predictions correct?
- 3 2.25 Read the Introduction again. Choose the correct option.
 - 1 Gulliver goes to Lilliput on holiday / by accident.
 - 2 He meets very big / very small people there.
 - 3 He meets horses in the same place / in another country.
 - 4 After his adventures, Gulliver changes / doesn't change his life.



Gulliver's boat is shipwrecked.

- 4 2.26 Read the extract from Chapter 1. Answer the questions.

- 1 What happened when Gulliver woke up?
He tried to stand up, but he couldn't move because he was tied up.
- 2 How are the Lilliputians different from Gulliver?
- 3 How many men were on Gulliver?
- 4 How does Gulliver talk to the little man?
- 5 How do the people help him?
- 6 What type of ruler does Lilliput have?

My Literature File

- 5 Make notes about a book you have read. It can be about a journey, or an experience of a strange new place. Think about:
 - when the story happens
 - where events happen
 - who is/are the main character(s)
 - new places they go to
 - new people they meet
 - what happens in the end
- 6 Write an Introduction to the book. Add photos or pictures. Use your notes from Exercise 5 to help you.