

1

Free time

Unit overview

Vocabulary

- **Likes & dislikes:** *be able to stand, be into, be keen on, enjoy, fantastic, favourite, hate, horrible, like, love*
- **Free time activities:** *go bowling / shopping / skateboarding / swimming, go for a bike ride / a run / a swim / a walk, have a barbecue / a party / a picnic / a sleepover, play basketball / computer games / football / a musical instrument*
- **Adjectives**
- **-ing forms**
- **Face 2 Face:** *Your turn / I agree / Go ahead*

Grammar

- Present simple affirmative & negative
- Present simple questions

Pronunciation

- Third person -s
- *do* and *does*

Recycled language

- Starter Unit content

Language objectives

- To learn vocabulary related to likes and dislikes (page 9) and free time activities (page 13)
- To revise present simple & affirmative (page 10) and present simple questions (page 14)
- To practise using punctuation (page 17)

Skills objectives

- To read and understand a message board about music (page 8)
- To discuss likes and dislikes (page 9)
- To listen to and understand a dialogue about TV programmes (page 11)
- To discuss favourite TV programmes (page 11)
- To read a questionnaire about teenagers and their free time (page 12)
- To practise saying *hello* and *goodbye*, introducing people and asking how people are (page 16)
- To write a personal profile (page 17)

Assessment criteria

- Students can use the present simple affirmative, negative and questions
- Students can use vocabulary for likes and dislikes and free time activities
- Students can pronounce third person -s and *do* and *does*
- Students can read a message board about music and a questionnaire about teenagers' free time
- Students can listen to and understand a dialogue about TV programmes
- Students can find out about people's likes and dislikes
- Students can greet people and introduce people
- Students can write a personal profile

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Consolidation Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 217

Prepare for Cambridge Exams

- Speaking** page 122
- Asking for and giving factual information

Prepare for the TOEFL Junior® Test

- Writing** page 123
- Editing

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

Listening


The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, pages 10 and 14

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

1

Free time

- Grammar** Present simple affirmative & negative
Present simple questions
- Vocabulary** Likes & dislikes | Free time activities
- Challenge** Find out about people's likes and dislikes
- Interaction** Greetings & introductions
- Writing** A personal profile

READING

- Write down the names of some songs, singers or groups you know in English.
- Work with a partner and discuss these questions.
 - Are any of your answers the same?
 - Are any of your songs, singers or groups very famous?
 - Are they your favourite songs, singers or groups?
 - Can you sing any of the songs?
- Read the message board and find each person's favourite singer or group.
Adriano's favourite groups are ...



Today's message board topic: What's your favourite music? And your favourite way to listen?

I'm into rock music. My favourite groups are Mayday Parade and Red Hot Chili Peppers. They're both famous American bands. I listen to music all the time when I'm at home and when I walk to school. I don't listen to it when I'm in lessons, of course! I download a lot of music, but I've got a record player and a collection of vinyl records, too. They're old-fashioned, but they're cool. I like the ones in bright colours best! **Adriano**



I usually wear my headphones and listen to tracks on my mobile. I've got new green headphones. They're big, but they aren't expensive. My sister loves One Direction and she goes to a lot of their concerts, but I don't like them. She likes pop music and I prefer hip hop. The Black Eyed Peas are really good, but Brazilian hip hop is the best. **Jessica**



I enjoy dance music and I love breakdancing. I'm not very good, but it's fun. I use online music sites and I watch a lot of music videos on my phone. I copy dance moves from friends or from videos. I practise in my room and I want to be in a video one day. My favourite track ever is *Happy* by Pharrell Williams. I think the music video is great. It's a really happy song and I always dance when I hear it! **Kolya**



Warmer

Play short extracts of songs from different music genres, e.g. rap, indie, rock, hip hop, pop, dance music. Ask students to write down what each type of music is called. Ask them to discuss their favourite types of music in pairs. Ask: *Why do you like it? How does it make you feel?*

- 1 Ask students to write down the names of five singers, five groups and five songs. Elicit some example answers from the class.


Answers Students' own answers

- 2 Put students in pairs to discuss. If any students are keen to sing, they could sing a line from one of the songs they have written down, and see if their partner can guess what it is.

Answers Students' own answers

Teaching tip

When students are doing pairwork activities, get them to swap partners and repeat the activity to maximise student interaction, and so they hear different opinions.

- 3  1.7 The text is available to listen to. Pre-teach the following words and phrases: *I'm into...* (I like), *tracks* (songs), *moves* (actions, movements) and *vinyl* (records).

Answers

Adriano's favourite groups are Mayday Parade and Red Hot Chilli Peppers.
Jessica's favourite group is the Black Eyed Peas.
Kolya's favourite singer is Pharrell Williams.

VOCABULARY Likes & dislikes

4 Read the message board again and decide if the sentences are true or false.

- 1 Adriano loves rock music.
- 2 He doesn't like old-fashioned things.
- 3 Jessica has got a phone.
- 4 She likes the same music as her sister.
- 5 Kolya listens to music on a computer or laptop.
- 6 His favourite song hasn't got a music video.

5 Read the sentences and find the person.

- 1 This person talks about a family member.
- 2 This person knows what they want in the future.
- 3 This person likes American bands.
- 4 This person talks about friends.

6 Read *Word Zone*. Then find opposite adjectives 1–6 in the message board.

WORD ZONE

Adjectives

Adjectives describe things. In English, they never have a plural form.

new red headphones
NOT *news reds headphones*

sad	¹ happy	small	⁴ ...
awful	² ...	modern	⁵ ...
uncool	³ ...	cheap	⁶ ...

7 Copy the table. Then listen to Lorena and tick the sentences she says.

	Lorena	You
I use online music sites.		
I watch a lot of videos on my phone.		
I like hip hop music.		
I listen to tracks on my mobile.		
I've got small earphones.		

8 Now tick the sentences that are true for you. Compare your answers with a partner and report back to the class.

- Luke uses online music sites.*
- We both watch videos on our phones.*

9 Read the speech bubbles. Then listen and match comments 1–5 with replies A–E.

1 I love this website.

2 I enjoy dancing.

3 I'm not keen on this programme.

4 I can't stand romantic movies.

5 This song's fantastic.

A I think it's horrible.

B Me too. I like all the funny videos.

C It's my favourite.

D Same for me, but I'm not into this band.

E I hate them too.

10 Look at the red expressions in exercise 9. Decide if they describe likes or dislikes. Which are the strongest?

11 Write some sentences about things that you like and don't like. Use the ideas below.

I'm really keen on basketball.

- films
- actors
- sports
- sports people
- bands
- TV programmes
- games
- websites
- singers

12 In pairs, discuss your ideas.

- I think Chelsea are fantastic.*
- Yes, I like them too.*

- 4 Get students to do this individually. Check answers with the class. Get students to explain why the false answers are wrong.

Answers

- 1 True
- 2 False (He likes old-fashioned records because he thinks they are cool.)
- 3 True
- 4 False (She doesn't like the same music.)
- 5 True
- 6 False (His favourite song has a music video.)

- 5 Get students to compare their answers in pairs.

Answers

- 1 Jessica 2 Kolya 3 Adriano 4 Kolya

- 6 Elicit the opposites before students check in the text. Elicit other examples of adjectives which have the prefix *un*, e.g. *unhappy*, *untidy*, *uncertain*, *unclear*.

Answers

- 1 happy 2 great 3 cool 4 big 5 old-fashioned 6 expensive

Extra activity

Ask students to write six of their own sentences containing the adjectives in exercise 6.

- 7 1.8 **Transcripts page 52** Get students to read the sentences carefully before they listen. Play the audio twice, if necessary.

Answers

	LORENA
I use online music sites.	✓
I watch a lot of videos on my phone.	
I like hip hop music.	✓
I listen to tracks on my mobile.	✓
I've got small earphones.	✓

- 8 When students have completed the table for themselves, elicit questions they can ask their partner, e.g. *Do you use online music sites?* Get them to ask and answer the questions. They could add another column to the table and complete it for their partner. Get students to report back to the class. Elicit the phrase *Neither of us ...*.

Answers Students' own answers

Warmer

Write the following adjectives on the board: *old-fashioned*, *boring*, *funny*, *uncool*, *exciting*. Write the following words on the board: *football*, *walking*, *sports programmes*, *rock music*, *going to museums*. Ask students what their opinion on these things is. Ask them to match the words with the adjectives, e.g. *I think football is boring*.

- 9 1.9 **Transcripts page 52** You could ask students to try and match the speech bubbles before they listen. Then play the audio for them to check their guesses.

Answers

- 1 B 2 D 3 A 4 E 5 C

- 10 You could get students to rank the phrases in order, from the strongest to the weakest (1 *favourite*, 2 *love*, 3 *fantastic*, 4 *enjoy*, 5 *like*, 6 *I'm not into / not keen on*, 7 *horrible*, 8 *hate / can't stand*). They could do this in pairs, as it will lead to interesting discussion.

Answers

Likes: love, enjoy, keen on, fantastic, like, favourite, into
 Dislikes: I can't stand, horrible, hate
 Strongest: love, favourite, I can't stand, hate

- 11 Elicit one or two examples from students, as a model. Students could also write sentences about what members of their family like and dislike.

Answers

Students' own answers

- 12 Quickly drill questions such as *Do you like...? What's your favourite...?* to review question forms and to practise pronunciation. After a few minutes, get students to change partners and exchange ideas with their new partner.

Answers

Students' own answers

Extra activity

Make copies of pictures of singers, different sports, tv programmes and actors. In pairs, students discuss whether they like / dislike the thing in the picture, e.g. A: *Madonna! Do you like Madonna?* B: *No! I can't stand her!*

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1, 2 and 3

Vocabulary Consolidation Worksheet: page 13, exercises 1, 2 and 3

Present simple affirmative & negative

We use the present simple to talk about regular actions, such as habits and routines.

We also use it to describe permanent situations and facts.

*I **get** home from school at four o'clock.*

*We **live** in Rio de Janeiro.*

*My brother **works** in a café.*

*My sister **studies** dance and drama.*

*I **don't like** rock music.*

*She **doesn't go** to my school.*

Grammar reference page 113

1 Complete the text with the correct form of the verb in brackets.

My day

by Jack Newton

On school days, I ¹ ... (get) up at seven o'clock. I have breakfast in the kitchen, but I'm very quiet because my older brother Zach is asleep. I ² ... (go) to school. Zach ³ ... (get) up at 2pm, but he isn't lazy. He has his breakfast at 3pm and then he ⁴ ... (watch) TV.

I ⁵ ... (arrive) home at 4pm so we usually have some free time together. Sometimes we ⁶ ... (play) basketball in the park. Then Zach ⁷ ... (leave) the house and goes to work. What's his job? He's a DJ. So he ⁸ ... (work) at night and then he ⁹ ... (come) home at about 5am. He's very tired then, so he ¹⁰ ... (go) to bed!



2 Write sentences about Jack and Zach.

- 1 Zach / not get up / at 7am
- 2 Jack / have / breakfast in the kitchen
- 3 Jack / not watch TV / after breakfast
- 4 Zach / not study / at university
- 5 Jack and Zach / sometimes play / basketball in the park
- 6 Jack and Zach / not work / all day

3 Correct the negative sentences in exercise 2.

- 1 *Zach doesn't get up at 7am. Jack gets up at 7am.*

PRONUNCIATION Third person -s

4 Listen and repeat.

- | | | |
|---------|---------|-----------|
| /s/ | /z/ | /ɪz/ |
| 1 likes | 3 goes | 5 watches |
| 2 hates | 4 reads | 6 teaches |

More practice? page 147

5 Listen and write five sentences about Maria's family on Friday evenings. Use the words below.

On Friday evenings, Maria's mum goes to dance lessons.

- her mum
- her dad
- her sister Joanna
- she
- we
- play
- work
- go
- stay at home
- watch
- restaurant
- dance lessons
- films
- volleyball
- my friend's house

6 Write sentences about what you and your family do in your free time. Use the ideas below or your own ideas.


On Saturday evenings, I go to my friend's house.

Friday	mornings	play (games, sport, etc)
Saturday	afternoons	go to (cinema, friend's house, park, etc)
Sunday	evenings	have (karate training, music lessons, etc)

7 In pairs, read your sentences to each other. Then tell the class about your partner's family.

On Saturday evenings, Sam stays at home with his family.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

Write the following paragraph on the board, but mix up the order of the sentences. Get students to write the sentences in the correct order:

Tom wakes up every day at seven o'clock. He gets up at a quarter past seven and has a shower. He cleans his teeth and brushes his hair. He eats corn flakes for breakfast and drinks a cup of coffee. He leaves his house at eight o'clock. He rides his bike to school.

- 1 Ask students to look at the photos. Ask: *What can you say about the people in the photos? Ask: How old do you think they are? What sport does Jack play? What does the boy with the black cap do?* Before students complete the text, ask them to quickly read through the whole text first, ignoring the gaps.

Answers

1 get 2 go 3 gets 4 watches 5 arrive 6 play
7 leaves 8 works 9 comes 10 goes

Teaching tip

Create a pile of small correction cards. For this lesson, write an s on a card and put it in your pocket. If a student forgets to add s to the 3rd person singular form, e.g. *Zach leave the house.*, take the card from your pocket and show the student. Correction cards provide helpful, visual prompts for self-correction. Students often react to seeing you put your hand in your pocket, and correct themselves before you can even get the card out!

- 2 Do the first one with the class as a model. Remind students to use contracted forms.


Answers

1 Zach doesn't get up at 7am.
2 Jack has breakfast in the kitchen.
3 Jack doesn't watch TV after breakfast.
4 Zach doesn't study at university.
5 Jack and Zach sometimes play basketball in the park.
6 Jack and Zach don't work all day.

- 3 Encourage students to check back in the text in exercise 1 to help them.

Answers

3 Jack doesn't watch TV after breakfast. Zach watches TV after breakfast.
4 Zach doesn't study at university. Zach works as a DJ.

- 4  1.10 Before they repeat, tell students to listen carefully to the sound at the end of the verbs. Ask: *Is the pronunciation the same or different? How many different sounds can they hear? What sounds can they hear?* Then get students to listen and repeat.

Answers

Students' own answers

/s/	walks	likes	wants	thinks	hates
/z/	listens	has	wears	loves	goes
/ɪz/	uses	watches	changes	practises	dances

- 5  1.11 **Transcripts page 52** Play the audio a second time and get students to repeat the sentences for pronunciation practice.

Answers

- 1 On Friday evenings, Maria's mum goes to dance lessons.
 - 2 Maria's dad plays volleyball.
 - 3 Maria's sister, Joanna, works in a restaurant.
 - 4 Maria doesn't stay at home.
 - 5 Maria watches films at her friend's house.
- 6 Encourage students to write at least five sentences, including three sentences about what other members of their family do so they can practise the third person form.

Answers

Students' own answers

- 7 As an example, ask one student to read out one of their sentences about their family, then ask another student to report back to the class, e.g. *Elena's sister does karate on Friday evenings.* Check students are confident using the possessive 's.

Answers

Students' own answers

Extra activity

Get students to write a paragraph called 'My day' like the one in exercise 1. Tell them to leave gaps in the text. When they have finished, get them to swap texts with their partner, and try to complete their partner's text.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1, 2 and 3

Grammar Consolidation Worksheet: page 37, exercises 1, 2 and 3

LISTENING

Understand a dialogue about TV programmes



Cartoons



Sports programmes



Talent shows



Documentaries



Movies



Reality TV shows



Comedies



Dramas

1 In pairs, look at the TV screens. Think of an example of each kind of programme in your country.

2 Listen to five people talking about TV. Match the names to the type of TV programme they talk about.



Elena



Mandy



Karl



Matt



Leila

- A movies
- B cartoons
- C dramas
- D reality TV shows

- E sports programmes
- F comedies
- G documentaries
- H talent shows

3 Listen again and decide if the sentences are true or false.

- 1 Elena's favourite programme is *The Simpsons*.
- 2 Mandy likes the programme she talks about.
- 3 Karl's favourite time is Saturday evening.
- 4 Matt likes animals.
- 5 Leila watches a lot of TV.

4 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- your turn
- Go ahead
- I agree

Dialogues page 146

5 In pairs, discuss the questions.

What type of TV programme do you like watching?

Which types aren't you keen on? Why not?

What's your favourite TV programme?

Who is the main actor or character?

Warmer


Ask students: *How many TV channels can you name? Which TV channels do you normally watch?* With books closed, get students to brainstorm types of TV programmes. Write them on the board.

- 1 They can name the programmes in their own language if they don't know the English equivalent.

Answers Students' own answers


WORDS TO KNOW

Check that students know the following words: *drawing, snack, penguin, film-maker.*

- 2  **1.12 Transcripts page 52** Ask students to look at the list of TV shows A–H, and to try and guess which programmes the people watch. Play the audio so they can check if their predictions were right.


Answers

Elena - B Mandy - D Karl - A Matt - G Leila - H

- 3  **1.12 Transcripts page 52** Encourage students to check answers with a partner afterwards. Then correct the false sentences.

Answers

- 1 False (Her favourite programme is Spongebob Squarepants.)
- 2 False (She doesn't like reality TV shows. She thinks they're boring.)
- 3 True
- 4 True
- 5 False (She doesn't watch TV every day.)

- 4  **1.13 Transcripts page 314** These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask students which one means: *It's time for you to do it now.* (your turn), *You can carry on and do that.* (go ahead), *I have the same opinion as you.* (I agree).

Answers

1 your turn 2 I agree 3 Go ahead

- 5 Get students to ask and answer the questions with a partner. Quickly review the phrases for expressing likes and dislikes on page 9 and remind them to use them. Get students to report back to the class something they learned about their partner.

Answers

Students' own answers

Teaching tip

It's often helpful to get students to report back their partner's ideas and opinions in feedback. This practises 3rd person s, e.g. *Anna thinks...*, *Sabine really likes...* Students also tend to listen more carefully to each other if they think they might be asked to explain what their partner said.

Fast finishers

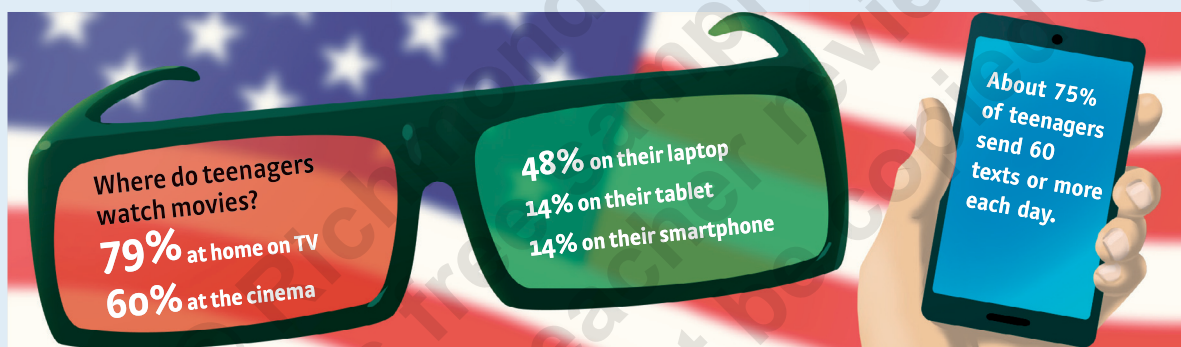
Ask fast finishers to talk about films and clips they watch on the internet. Write the following questions on the board and ask students to discuss them in their pairs. *Do you watch YouTube? Do you stream TV shows? Do you like watching films on laptops or tablets or do you prefer TV? Why / Why not?*

READING

- In pairs, discuss these questions. Are your answers the same?
 - Do you send a lot of texts each day? How many? Which of you sends the most?
 - Where do you watch films? On TV? At the cinema? Or somewhere else?
- Find the information in each picture on the questionnaire below. Is it true for you?
- Read the questionnaire quickly and match the pictures to two of the questions.

The Quick Questionnaire

Welcome to the Quick Questionnaire. We've got information about teenagers in the US. But are young people in other countries the same or do they like different things?



We want to find out about other countries, so we're waiting for your answers!



Please introduce yourself to us:

Hi, I'm Matheus, I'm 12 and I'm from Brazil.

How do you spend your free time?

I like reading and drawing, but I don't think this is typical!

What sport do you like best?

- a football c Formula 1 racing
b tennis d something else

My answer is a, football. I don't go to many matches, but I watch it on TV, and I play football for my school team.

How many text messages do you send each day?

- a 0-20 b 20-40 c 40-60 d 60+

I don't know how many messages I send! I don't send very many. I think it's answer a.

Do you play games online? Choose an answer.

- a Yes, I play lots of different games.
b Yes, I play two or three of my favourite games.
c No, I don't play games online.

I enjoy games, but I don't play lots of different games. I've got two or three favourite games, so my answer is b. My friends like the same games so it's fun.

What is your favourite place to watch films? Choose ONE answer.

- a at home on TV
b at the cinema
c on a laptop
d on a tablet
e on a smartphone

I don't like watching movies at home. I love going to the movies with my friends.

Thank you!

Warmer

With books closed, write on the board the following questions:
What percentage of teenagers watch movies ... at home, at the cinema, on their laptop, on a tablet, on a smartphone? What percentage of teenagers send more than 60 texts a day?
 Encourage discussion, but do not confirm their guesses at this stage.

- 1 Get students to discuss in pairs. Get class feedback.


Answers Students' own answers

- 2 Focus students' attention on the statistics at the top of the questionnaire. Ask them: *Are these figures surprising?* Ask them to compare the figures with their own answers from exercise 1.

Answers Students' own answers

Teaching tip

Write useful words or phrases, e.g. *I think...*, *I'm not sure...*, *Maybe about...* on posters on the classroom walls to help students give their ideas and predictions.

- 3  1.14 The text is available to listen to.
 This activity can be done in pairs.

Answers

Glasses: What is your favourite place to watch films?
Phone: How many text messages do you send each day?

VOCABULARY Free time activities

4 Read the questionnaire again. Decide if the sentences are true, false or not mentioned.

- 1 In his free time, Matheus reads and draws pictures.
- 2 Matheus goes to football matches with his dad.
- 3 He doesn't play games online.
- 4 He sends about 20 text messages a week.
- 5 He goes to the cinema with his family.

5 Complete these sentences about Matheus.

- 1 Matheus lives ...
- 2 Matheus's favourite sport is ...
- 3 He plays football ...
- 4 Matheus doesn't send ...
- 5 Matheus watches films ...
- 6 He doesn't play ...

6 Read **Word Zone**. Then find more examples of **-ing** forms in the questionnaire. How many can you find?

WORD ZONE

-ing forms

We can add **-ing** onto verbs. We can use this form like a noun.

I love movies.
I love singing.
Football is my favourite sport.
Swimming is my favourite sport.

7 Write your answers to the questions in the questionnaire.

In my free time, I draw cartoons. I collect cartoon pictures, too.

8 Ask and answer the questions with a partner. Are your answers the same or different?

Our hobbies are different.

I draw cartoons, but you do a lot of sports.

9 Complete the expressions below with the verbs in the box.

go go for go to have play

1 ...	a run	a walk	a bike ride	a swim
2 ...	basketball	football	computer games	a musical instrument
3 ...	the cinema	the beach	the park	the gym
4 ...	shopping	swimming	skateboarding	bowling
5 ...	a sleepover	a party	a barbecue	a picnic

10 Look at the photos and write sentences about the people you can see.

At the weekend, Johnny likes going for a bike ride.



Johnny



Hiro



Louisa



Delia, David and Lisa



Ray



Emma and Ivo

11 Write five sentences about activities you like. Then compare your answers with a partner.

At the weekend, I like going to the beach. What about you?

Yes, I like that, too.

No. I prefer going skateboarding.

- 4 Do the first one with the students as a model and elicit the answer from the class.
When they have finished, get them to correct the false sentences.

Answers

- 1 True
 - 2 False (He doesn't go to many matches. He watches on TV.)
 - 3 False (He plays two or three games online.)
 - 4 Not mentioned
 - 5 False (He goes with his friends.)
- 5 You could get students to do this activity orally in pairs. Get one student to read the sentence, their partner has to finish it correctly. Then they swap roles.

Answers

- 1 in Brazil
 - 2 football
 - 3 for his school team
 - 4 many text messages
 - 5 at the cinema
 - 6 lots of different games
- 6 Read *Word Zone* with the class. Elicit other ways of saying *I love movies*. (I love watching movies) and *Football is my favourite sport*. (Playing football is my favourite sport). After students have found the examples in the questionnaire, elicit other examples, e.g. *playing the guitar*, *riding a bike*.

Answers

reading, drawing, watching movies, going to the movies

- 7 Encourage students to extend their answers like Matheus has done.

Answers

Students' own answers

- 8 You could get students to swap partners and repeat the activity until they find someone who has similar answers to them.

Answers

Students' own answers

Warmer

Write a word on the board, e.g. *computer*. Tell the class to think of another word that begins with the last letter, e.g. *restaurant*, then a word which ends with the last letter of that word, e.g. *television*. Put the students in pairs and get them to play the game together. Make it more difficult by setting a time limit (maybe 15 seconds) to think of each word!

- 9 Explain to the students what a collocation is (words that typically go together). Do the first one with the class as a model.

Answers

1 go for 2 play 3 go to 4 go 5 have

Teaching tip

Encourage students to write down collocations in their vocabulary books instead of words in isolation, e.g. in exercise 9, they should record the word *a run* under the letter *r*, but precede it with *go for* in brackets. This helps them to remember chunks of language.

- 10 Read the example with the class.

When students have finished, elicit an answer for each of the pictures from individual students. The main aim of this activity is to get students to practise using the collocations correctly, but you can also quickly correct any minor grammar mistakes.

Answers

Suggested answers

Hiro loves playing the cello.
Louisa loves going to the cinema
At the weekend Delia, David and Lisa often go for picnics on the beach.
Ray loves going skateboarding.
Emma and Ivo sometimes go for a walk on Saturday morning.

- 11 Check students understand the verb *prefer* and how to use it (*prefer + ing* form). Encourage them to use the activities from exercise 9, but they can also add their own.

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4 and 5

Vocabulary Consolidation Worksheet: page 13, exercises 4 and 5



Present simple questions

We use *do* or *does* to make questions in the present simple.

Do you play basketball at school? Yes, I **do**.

Do you go for a run on the beach? No, I **don't**.

Do they walk to school? Yes, they **do**.

Does she collect vinyl records? No, she **doesn't**.

We can use question words before *do* or *does* when we want more information.

What films do you like?

Where does your brother go to school?

Question words include *who, when, where, which, why, what, how*

Grammar reference page 113

PRONUNCIATION *do* and *does*

1 Listen. How are *do* and *does* pronounced in each sentence? Listen again and repeat.

- Does he like action movies?
- Do you buy tickets online?
- When does the film start?

2 Put the words in the correct order and add *do* or *does* to make questions.

- go / to the cinema / your family / all together / ?
Do your family go to the cinema all together?
- a barbecue / have / you / when the weather is nice / ?
- your friend / play / a musical instrument / ?
- having / like / you and your friends / sleepovers / ?
- see / you / at the cinema / many films / ?
- for walks or bike rides / your best friend / go / ?

3 In pairs, ask and answer the questions in exercise 2.

Do your family go to the cinema all together?

No, we don't.

4 Complete the questions. Use the question words in the box and *do / does* or *is / are*.

How much ~~What~~ Where Which Who Why

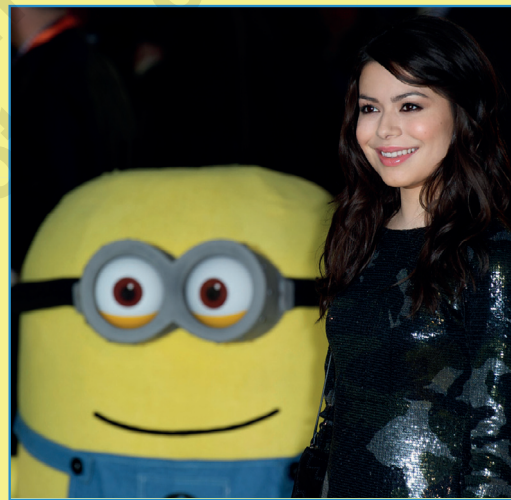
- the time? *What's the time?*
- ... it cost?
- ... one ... you like best?
- ... your sister go to a different school?
- ... you want to sit?
- ... the main actors in this film?



More practice

5 Complete the interview with a question word and the words in brackets.

- ... film ... best?** (you / like)
I love *Despicable Me 2*. It's a fantastic animation film.
- ... it's a good film?** (you / think)
Because it's very funny. I love the minions. They're small and yellow and cute!
Miranda Cosgrove is in it too. She's my favourite actor.
- ... character ... ?** (Miranda / play)
She plays the voice of Margo, the little girl with glasses.
- I know Miranda is from the US. ... ?** (she / live)
She's from California.
She lives in Los Angeles.




6 In pairs, ask and answer questions about your favourite actor.

- who / your favourite actor
- where / he or she from
- how old / he or she
- which films / he or she act in
- what characters / he or she play
- why / you like him or her


GRAMMAR OPTIONS

The grammar box gives a summary of the grammar areas that students will practise on this page.

- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

To revise question words, write simple questions on the board leaving a gap for the question word, e.g. [*Where*] *is your school?* [*What*] *is your name?* [*Why*] *are you late?* [*When*] *is your lunch break?* [*Who*] *is your teacher?* [*Which*] *is your favourite subject?* Get students to complete the questions.

- 1  1.15 Point out that students should feel a vibration in their throat when they say the word *does* /dʌz/.

Answers

- 1 Does he like action movies? /dʌzhiːlɪkækʃənmʊːvɪz/
- 2 Do you buy tickets online? /djuːbaɪtɪkɪtsɒnlaɪn/
- 3 When does the film start? /wɛndʌzðəfɪlmstɑːt/

- 2 Get students to underline the subject of the question to help them determine whether to use *do* or *does*.

Answers

- 2 Do you have a barbecue when the weather is nice?
- 3 Does your friend play a musical instrument?
- 4 Do you and your friends like having sleepovers?
- 5 Do you see many films at the cinema?
- 6 Does your best friend go for walks or bike rides?

- 3 Get students to swap partners and repeat the activity for extra practice.

Answers Students' own answers

Extra activity

Ask students to choose one of their classmates without saying who it is. Put students into pairs and ask them to try and guess which student their partner has chosen. They can ask five questions beginning with: *Is it a girl / boy?* The remaining questions must be *Does he / she ...?* questions. Their partner can only answer *yes* or *no*, e.g. *Does he / she like football?* *Does he / she walk to school?*

- 4 Remind students that if the question word is the subject of the sentence, we do not use *do / does*.

Answers

- 2 How much does it cost?
- 3 Which one do you like best?
- 4 Why does your sister go to a different school?
- 5 Where do you want to sit?
- 6 Who are the main actors in this film?

- 5 Encourage students to refer to the grammar box if they need to. Get students to check their answers with a partner.

Answers

- 1 Which film do you like best?
 - 2 Why do you think it's a good film?
 - 3 Which character does Miranda play?
 - 4 I know Miranda is from the US. Where does she live?
- 6 Elicit the full questions before students begin. You could get a volunteer to ask you the questions first to model the activity. When students have finished they could change partners and repeat the activity.

Answers Students' own answers

Teaching tip

The main aim of pairwork speaking exercises on the grammar page is to reinforce correct use of language, so during pairwork activities on the grammar page, such as exercise 6, try to correct errors as you monitor round the class.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 4, 5 and 6

Grammar Consolidation Worksheet: page 37, exercises 4, 5 and 6

CHALLENGE

Find out about people's likes and dislikes

1

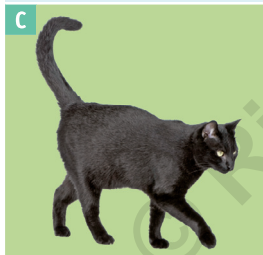
PREPARATION

- 1 Look at the photos. Write your opinion about each photo.

I love shopping.

I'm not into football.

I enjoy going on rollercoasters.



DO THE CHALLENGE

- 2 Copy and complete the questionnaire below with your opinions on the photos in exercise 1.

	My opinion	Student with same opinion
shopping	<i>I hate it.</i>	
football	<i>I love it.</i>	

- 3 Work as a class. Find students who have the same opinion as you about the things in exercise 1. Follow the instructions.

- Ask different classmates questions beginning *What do you think about ...?*
- Say if your opinion is the same, or different.
- If a student has the same opinion as you, write their name in the form.
- If a student has a different opinion, don't write their name. But ask them a new question.
- Try to talk to lots of different students.

Tom, what do you think about shopping?

I'm the same!

I can't stand it.

Tara, what do you think about football?

Oh, really? I hate it!

I love it!

FOLLOW UP

- 4 Work in pairs. Tell your partner about the other people in the class.

Tom and Sam love football.

That's interesting. And Sam isn't into basketball.

In this lesson students complete a questionnaire about the likes and dislikes of the other students in the class, with the aim of finding students who like and dislike the same things as themselves.

Warmer

Ask students to stand up in a circle and play a memory game. The first student says their name and something they like, e.g. *My name is Yvette and I like swimming*. The next student has to remember what the person before said and add what they like too, e.g. *Yvette likes swimming. My name's Jonathan and I like playing video games*. The next student will say: *Yvette likes swimming, Jonathan likes playing video games and I like ...*. If a student forgets something or gets it wrong, they have to sit down. The person still standing at the end wins the game.

- 1 Elicit the words for the things in the photos (A: *shopping*, B: *football*, C: *cats*, D: *basketball*, E: *sunbathing*, F: *rollercoasters*, G: *sushi*, H: *broccoli*, I: *aeroplanes*, J: *chocolate*).

Encourage students to use the phrases from the Vocabulary section on page 9 to give their opinions.

Answers Students' own answers

- 2 Give the class a few minutes to copy the questionnaire and write their own opinions.

Answers Students' own answers

- 3 Check students understand what they have to do. Before they begin, elicit other replies they could give, e.g. *I hate it too. I think it's fantastic / horrible. I'm not very keen on it.*

If it's difficult for students to move around, organise them into groups of five or six. Once they've asked all the students in the group for their opinions, get three students from each group to exchange places with three students from another group and repeat the process.

Answers Students' own answers

Teaching tip

Play gentle background music to create a relaxed atmosphere (music without too many lyrics usually works best). This makes students feel less self-conscious about speaking, as they don't feel that others can hear them. It also encourages students to speak more loudly and clearly.

- 4 After students have discussed in pairs, get some of them to report back to the class. You could teach them the phrases *Both Tom and I like ...* and *Neither Tom or I like ...*.

Answers Students' own answers

Fast finishers

Ask fast finishers to write a short paragraph reporting on the results of their questionnaire. Write a few phrases on the board to help them: *A lot of the class ...*, *Not many students ...*, *A few students ...*, *No-one ...*, *Everyone ...*.

INTERACTION

Greetings & introductions

 Express yourself

Saying hello

Hello.
Hi. Hey.
Good morning.

Asking how people are

How are you? And you?
Very well, thanks.
Fine, thanks.
OK. Not bad.


Introducing people

This is (my friend)....
Nice to meet you.
Pleased to meet you.
You too.

Saying goodbye

Goodbye. Bye.
See you.
Good night.

WELCOME TO THE UK

- 1  Look at the picture. Where are the people? Why are they there?



- 2  Listen and answer the questions.

- 1 Where is Hannah's flight from?
- 2 What is the name of Jessica's father?
- 3 What is her mother's name?
- 4 Who is Josh?

IN THE MORNING



- 3  Listen and decide if the sentences are true or false.

- 1 Jessica is an exchange student.
- 2 Eric is in the same class as Jessica at school.
- 3 Hannah's favourite band is Haim.
- 4 Eric doesn't like Bruce Springsteen.

- 4  Look at *Express yourself*. Then listen again and note the expressions you hear.

- 5 Look at the expressions below and write *Formal* or *Informal*.

- 1 Good morning. *Formal*
- 2 Hello, Mr Jackson.
- 3 See you.
- 4 Not bad.
- 5 Pleased to meet you.

YOUR TURN TO SPEAK


- 6 Imagine you are an exchange student like Jessica. Write the following information about you.

Name

Country

City


Age

- 7  It is your first day at your new school. Work in small groups. Follow the instructions below.

- Introduce yourself to another student.
- Ask and answer questions.
- Introduce that person to another student.
- Use expressions from *Express yourself*.

Warmer


Ask students: *How many different ways are there of saying hello and goodbye in your language? When do you use these expressions? Are some more formal than others?* With books closed, ask students to think of as many greetings as they can in English.

 **1.16** *Express yourself* contains a variety of useful expressions for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Ask students also: *Who do you think the people are? Which country do you think the girl is arriving in?*


Answers

They are at the airport.
They are greeting someone who has just arrived.

- 2  **1.17** **Transcripts page 52** Ask students to read the questions first before they listen. Play and pause the audio as needed.

Answers

1 Washington 2 Andy 3 Sarah 4 Jessica's brother

- 3  **1.18** **Transcripts page 52** Ask students to look at the picture. Ask: *Who are the people in the picture? What are they wearing? Where are they going?* Elicit that the girls are Hannah and Jessica from exercise 1, and that the boy is probably a school friend. They are wearing school uniform, and are probably on their way to school. Tell students they are going to hear the three of them chatting.

Answers

1 False 2 True 3 True 4 False

- 4  **1.18** **Transcripts page 52** Pause the audio after each expression to give students time to write them down.

Answers

Hi
Hey
How are you?
Fine, thanks.
This is (my friend)...
Nice to meet you.
You too.

- 5 Write *formal* and *informal* on the board. Ask students what the words mean? Who do we say formal or informal things to and why? Do the first one with them and elicit the answer.

Answers

2 Formal 3 Informal 4 Informal 5 Formal

- 6 Tell students that they should choose an English-speaking country to make the activity more realistic.

Answers

Students' own answers

- 7 Make sure the groups have an even number of students, preferably four. Within each group, get students to work in pairs. They introduce themselves to each other using the information from exercise 6, then they join with the other pair in their group, and take turns to introduce their partner to them.

Answers

Students' own answers

Teaching tip

When appropriate, in exercises like exercise 7, get some of the more able students to model pairwork activities as an example. Or you can model the activity yourself. Try to give a funny example to get students' attention.

Fast finishers

Ask students to close their books. Give them one minute to remember and write down as many expressions as they can from the *Express yourself* box.

WRITING

A personal profile

- 1 Read Adrianna's profile quickly and complete the information about her.

Age:
Country:
Favourite singer:
Outdoor hobbies:



About Me

by Adrianna

Personal facts

I'm twelve years old and I'm from Poland. I live in Lublin and I go to a big secondary school.

Likes and dislikes

I like hanging out with my friends and we love having sleepovers. We sometimes talk for hours and we don't sleep!

I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song *I See Fire*. My brother listens to rap music, but I can't stand it. I think it's horrible!

Free time and hobbies

In my free time, I enjoy playing games online. *Candy Crush Saga* is fantastic! I also love going for bike rides and I'm into skateboarding, so I go to the park every weekend.



- 2 Read the profile again and answer the questions.

- 1 Where does Adrianna live?
- 2 What does she do at sleepovers?
- 3 What type of music does she like?
- 4 What type of music doesn't she like?
- 5 What does she think of *Candy Crush Saga*?
- 6 Where does she go at the weekend?

WRITING SKILL

Using punctuation

- 3 Match the types of punctuation with the correct use. Find examples of the punctuation in the profile.

- | | |
|--------------------|---|
| 1 Full stop . | A when one or more letters are missing, or for possession |
| 2 Comma , | B at the start of a sentence; for names of people, places, months and days of the week; for / |
| 3 Capital letter E | C for a small break between different parts of a sentence |
| 4 Apostrophe '. | D at the end of a sentence |

- 4 Write out these sentences with the correct punctuation.

- 1 my names eduardo and im from sao paulo in brazil
- 2 i like swimming but i dont go very often
- 3 we go to the beach on saturdays and sundays
- 4 my favourite group is coldplay they arent american theyre british

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 5 Look at the headings. Think of two or three things about you for each heading. Make notes.

- personal facts
- likes and dislikes
- free time and hobbies

WRITE NOW

- 6 Write your profile.

- 1 Use Adrianna's profile as a model.
- 2 Use your notes from exercise 5.
- 3 Use full stops, capital letters, commas and apostrophes correctly.

CHECK AND CORRECT

- 1 Check that the punctuation is correct.
- 2 In pairs, swap your profiles and check each other's work.

Warmer

Write some facts about a famous person on the board, e.g. Rafael Nadal, but don't write the name of the person.

Age: 28

Country: Spain

Likes: nutella

Dislikes: tomatoes and cheese

Free time: playing golf and going to the beach

Get students to guess who the person is (*Is it...? Yes, it is. / No, it isn't.*)

- 1 Before students read Adriana's profile, check they know the meaning of *hang out* (to relax and do nothing very special).

Answers

Age: 12

Country: Poland

Favourite singer: Ed Sheeran

Outdoor hobbies: going for bike rides, skateboarding

Extra activity

In pairs, ask the students to read the text again and underline all the expressions used to describe likes, dislikes and to give opinions (*I like, My favourite, He's amazing, I love, I can't stand it, it's horrible, I enjoy, it's fantastic, I also love, I'm into...*).

- 2 Get students to write their answers in full sentences.

When they have answered the questions, get them to check with a partner by asking and answering the questions in pairs. A: *Where does Adrianna live?* B: *She lives in Lublin in Poland.*

Answers

- 1 She lives in Lublin, in Poland.
- 2 She talks for hours with her friends.
- 3 She likes pop music.
- 4 She doesn't like rap music.
- 5 She thinks it's fantastic.
- 6 She goes to the park.

- 3 Try to elicit a few examples of sentences with commas, and write them on the board.

Draw students' attention to the use of commas before *but* and *so* in Adrianna's profile.

Ask students to think of examples when we use capital letters in English but not in students' own language, e.g. nationalities, school subjects.

Answers

- 1 D 2 C 3 B 4 A

- 4 Get individual students to come out and write the correct sentences on the board for students to check.

Answers

- 1 My name's Eduardo, and I'm from Sao Paulo in Brazil.
- 2 I like swimming, but I don't go very often.
- 3 We go to the beach on Saturdays and Sundays.
- 4 My favourite group is Coldplay. They aren't American, they're British.

- 5 Ask individual students to give examples for each of the bullet points to build up a model answer on the board. Elicit the type of information they could include for each bullet point. Tell them they can closely follow Adrianna's profile or use their own ideas, e.g. personal facts: age, where you live, who you live with; likes and dislikes: music, food, animals, sports; free time and hobbies: going for a walk, having a barbecue, going shopping.

Answers

Students' own answers

- 6 Highlight the use of *but* (in the last line of the third paragraph) and *so* (penultimate line) in Adrianna's profile. Point out that these are good connecting words to use in their writing, and they should try to include at least one example of each.

Encourage students to use lots of different expressions to describe their likes and likes. Refer them back to page 9, if necessary.

When checking punctuation, make sure students have used a comma before *but* and *so*.

Answers

Students' own answers

Teaching tip

Try to think of natural contexts for communicative activities (such as writing personal profiles for a dating website).

This makes activities more interesting, real and enjoyable.

It also gives students a reason to do the task (like finding the perfect partner).

Extra activity

Ask students to pin their profiles on the classroom wall, with their names covered up. Students have to choose the profile of someone they would like to be their friend or girlfriend / boyfriend. When they have all chosen one, students reveal which of the profiles they wrote.

Fast finishers

Ask students to write a profile of their favourite actor or singer.

🔊 1.8 Student's Book page 9, exercise 7

B = Boy, L = Lorena

- B What music do you like, Lorena?
 L Well, I like all kinds of music. Pop music is my favourite and hip hop is OK. I use online music sites when I'm at home. They're really good.
 B Do you watch music videos?
 L Yes, I watch a lot of videos on my computer but I don't watch them on my phone. When I'm not at home I listen to tracks on my mobile. I've got small earphones, but they're good.

🔊 1.9 Student's Book page 9, exercise 9

B = Boy, G = Girl

- 1 B I love this website. I look at it every day.
 G Me too. I like all the funny videos.
 2 G I enjoy dancing in my room, but not at parties!
 B Same for me. I'm not into this band, either.
 3 B Look, *Life with Lions* is on TV. I'm not keen on this programme.
 G No! I like wild animals, but I can't watch when they kill each other. I think it's horrible.
 4 G Jennifer Aniston is in this film. She's OK, but I can't stand romantic movies.
 B I hate them too. I prefer comedies.
 5 G Listen to Beyoncé's new track. I think this song's fantastic.
 B Yeah. I listen to it all the time. It's my favourite at the moment.

🔊 1.11 Student's Book page 10, exercise 5

- 1 On Friday evenings my mum goes to dance lessons.
 2 My dad plays volleyball.
 3 And my sister Joanna works in a restaurant.
 4 But I don't stay at home.
 5 I go to my friend's house and we watch films.

🔊 1.12 Student's Book page 11, exercises 2-3

P = Presenter, E = Elena, M = Mandy, K = Karl, Ma = Matt, L = Leila

- P Today we're talking to five young people who want to tell us what TV programmes they like. First, it's Elena.
 E I love cartoons because I'm interested in drawing. Everyone likes the Simpsons but my favourite cartoon is Spongebob Squarepants. He lives in the sea. It's a very funny programme. I know it's for children but I always laugh at Spongebob.
 P Thanks Elena. Now, who's next? Let's hear from Mandy.
 M I don't like reality TV programmes because they're boring. I don't understand why people watch these programmes. There's a reality programme on TV this week. It's about students and teachers in a school. It's just normal life. The people are like you and me. It's not interesting.
 P Cheer up, Mandy! OK, now Karl, your turn.
 K I enjoy watching movies. It's a nice thing to do at the weekend. Saturday evening is my favourite time of the week. You can stay at home and sit in the living room with your friends or your family. You can have some snacks and drinks. And if there isn't a film on TV you can find one online. Perfect!
 P I agree, Karl! Matt, what do you think?

- M I know this is a boring thing to say, but I really like documentary programmes. I watch a lot of programmes about animals on the Discovery Channel. There's one about penguins. The filmmakers hide a camera and film the baby penguins and their parents. It's fun but there are some sad bits, too.
 P Leila is on the line. Go ahead, Leila!
 L I don't watch TV every day. I do lots of other things, for example I like sports and I do a lot of running. My sister watches a lot of TV. She doesn't like sports. I sometimes watch talent shows, though, and I'd like to be in one one day.
 P Thanks everyone, that was really interesting to hear your views!

🔊 1.17 Student's Book page 16, exercise 2

Je = Jessica, A = Andy, H = Hannah, S = Sarah, Jo = Josh

- Je Hey, look! These are passengers from the flight from Washington.
 A Is that Hannah?
 Je No, it isn't. Wait. There she is! Hannah!
 H Oh hi, Jessica!
 Je Hannah, hi! Hannah, this is my dad.
 H Hello, Mr Jackson.
 A Hello, Hannah. Call me Andy. This is my wife, Sarah.
 H Pleased to meet you.
 S You too. Welcome to the UK!
 H Thank you!
 Jo And I'm Josh.
 Je Oh, sorry, Josh. This is my brother.
 H Hi.
 A OK, let's go.

🔊 1.18 Student's Book page 16, exercise 3

J = Jessica, H = Hannah, S = Sarah, E = Eric

- J See you, Mum!
 H Goodbye.
 S Bye! Have a nice day!
 H I love these houses, Jessica.
 J Are they different from houses in the States?
 H Yeah. These are so cute and... so British!
 E Hey, Jessica!
 J Oh hi!
 E How are you?
 J Fine, thanks. Um, this is Hannah, she's an exchange student.
 H Hi.
 J And this is my friend Eric.
 E Hi. I'm in Jessica's class at school.
 H Nice to meet you.
 E You too. Are you American?
 H Yes, I am.
 J Well done, Sherlock Holmes!
 E Cool. Hey, who's your favourite band?
 H Um, I really like Haim. Oh, and I like Lorde, too. You know them?
 E I'm not sure. Do you like Bruce Springsteen?
 H He's OK. But he's a bit old. Why?
 E I love him!
 J Come on, guys! Were late!

Workbook page 8

- 1 1 Sport 2 Films 3 Food
- 2 1 A 2 C 3 B 4 A 5 C
- 3 1 expensive 2 near 3 easy 4 old 5 good 6 interesting
- 4 1 This film looks **interesting**.
2 The new French restaurant is **expensive**.
3 Rihanna's new music video is really **cool**.
4 How **near** is your new school?
5 Jessica's brother has got **great** taste in music.

Workbook page 9

- 5 1 into 2 favourite 3 enjoy 4 love 5 fantastic 6 keen on
7 hate 8 horrible 9 can't stand 10 like
- 6 1 into 2 keen 3 can't 4 favourite 5 fantastic 6 hate
7 like 8 love
- 7 Students' own answers
- 8 **LIKES**
I adore ...
I'm a big fan of ...
I'm crazy about ...
I'm mad about ...
I'm very fond of ...
DISLIKES
I can't bear ...
I'm not a big fan of ...
I'm not very fond of ...
I really dislike ...
... isn't really my thing.
- 9 1 big fan; my thing
2 mad about; bear
3 crazy about; really dislike
4 adore; very fond of
- 10 Students' own answers

Workbook page 10

- 1 1 speaks 2 play 3 live 4 watch 5 likes 6 works
7 visit 8 has
- 2 1 Marisa doesn't speak French very well.
2 The students don't play in a football team on Wednesday afternoons.
3 My grandparents don't live in Sweden.
4 I don't watch TV before breakfast every day.
5 He doesn't like the Shrek films.
6 Stefan doesn't work in a music shop on Saturdays.
7 You don't visit your grandparents on Sunday mornings.
8 Poppy doesn't have swimming lessons on Tuesdays.
- 3 1 We don't do sport on Saturday mornings. We've got a Drama lesson.
2 My dad doesn't work in a restaurant. He teaches in a school.
3 Joe and Matt don't like classical music. They love rock music.
4 Libby doesn't go to secondary school. She studies at university.
5 I don't get up at 6am during the week. I wake up at 7am.
6 You don't watch TV in the mornings. You listen to music on your phone.
- 4 1 live
2 don't have
3 get up
4 have
5 leave
6 drives
7 listen
8 don't read
9 don't arrive
10 starts

- 5 1 Tom doesn't live in the city.
2 He doesn't have a skate park near his house.
3 His dad drives him to the city every Saturday.
4 He listens to music on his phone in the car.
5 He doesn't read books in the car.
6 He arrives at the skate park at 8.30am.
7 His friends don't arrive at the skate park at 9.30am.
- 6 Students' own answers

Workbook page 11

- 1 1 make-up artist
2 TV presenter
3 costume designer
4 sound engineer
5 producer
6 camera operator
- 2 sound engineer
make-up artist
camera operator
producer
- 3 1 C 2 B 3 A 4 C 5 B 6 A
- 4 1 He finds the article on the internet.
2 a talent show
3 They record the voices and the sounds for TV programmes.
4 They work with a producer.
5 Make-up artists can change a person's face with make-up and make a person look different.
- 5 Students' own answers

Workbook page 12

- 1 She works in TV. / She works for a TV/film company.
- 2 She's a runner for a TV company.
- 3 1 F 2 F 3 T 4 T 5 F 6 T

4

VERB	NOUN
1 run	1 runner
2 produce	2 producer
3 play	3 player
4 sing	4 singer
5 teach	5 teacher
6 design	6 designer
7 dance	7 dancer
8 present	8 presenter

- 5 1 player 2 singer 3 presenter 4 runner
5 teacher 6 producer 7 dancer 8 designer

Workbook page 13

- 6 1 beach
2 cinema
3 basketball
4 barbecue
5 park
6 swim
7 skateboarding
8 sleepover
Hidden word: bike ride

- 7 1 shopping 2 parties 3 go to 4 go for 5 play 6 go
7 beach 8 go swimming 9 picnic 10 the guitar
- 8 1 B 2 D 3 H 4 A 5 E 6 F 7 G 8 C
- 9 1 meets (her) friends
2 play in a band
3 designing websites
4 do dance lessons
5 does athletics
6 goes horse riding
7 taking photos
8 go sailing
- 10 Students' own answers

Workbook page 14

- 1 1 Do E
2 Does F
3 Do A
4 Does C
5 Do B
6 Does D
- 2 1 Do you watch TV in the mornings?
2 Do your parents like documentaries?
3 Does your best friend collect cartoon pictures?
4 Do your grandparents send you text messages?
5 Does your mum enjoy going to the gym?
6 Does your dad like playing computer games?
- 3 Students' own answers
- 4 1 What
2 Why
3 How much
4 Where
5 How
6 Who
7 When
8 Which
- 5 1 When does
2 Where do
3 What do
4 Who do
5 Why does
6 How much does
- 6 1 What do you do in your free time?
2 Do you watch films on TV or at the cinema?
3 Do you play a musical instrument?
4 Who is your favourite singer?
5 Does she sing country music?
6 Why do you like her?

Workbook page 15

Extra Challenge

Students' own answers

Webquest

- The Bronx, in New York City
- Spotify
- The X Factor
- It's in Hawaii.
- The Simpsons.
- It's a cross between a flugelhorn and a tuba.

Puzzle


What time do you get up on school days?
Who is your favourite actor?
Where do you enjoy listening to music?
And students' own answers

Workbook page 16

- 1 1 Hello. / Good morning.
2 This is Tim.
3 Nice to meet you. / Pleased to meet you.
4 Very well, thanks. / Fine, thanks.
5 Bye. / See you.
- 2 1 Good
2 well
3 thanks
4 This
5 Nice / Pleased
6 You
7 Fine
8 bad
9 See
- 3 1 F; She's an exchange student.
2 T
3 T
4 F; Max hates *One Direction*. He's very keen on Kodaline.
He's very keen on *Kodaline*.
5 T
6 F; They haven't got time, they're late.
- 4 1 Hi, Beth. I'm ...
2 You too.
3 How are you?
4 Not bad, thanks.
5 Are you happy at school here?
- 5 Suggested answers:
1 Good morning. / Hello. / Hi.
2 Hi. Nice to meet you.
3 Very well, thanks. / Fine, thanks. / OK. / Not bad.
4 Hello. / Hi. / Hey.
5 Goodbye. / Bye. / See you!

Workbook page 17

- 1 1 He's got five *Imagine Dragons* posters in his bedroom.
2 Luka's crazy about football.
3 I'm Anders and I'm from Croatia.
4 In the summer, he goes to the beach every day.
5 Luka's my best friend and this is his profile.
- 2 1 I'm Anders and I'm from Croatia.
2 Luka's my best friend and this is his personal profile.
3 Luka's crazy about football.
4 He's got five *Imagine Dragons* posters in his bedroom.
5 In the summer, he goes to the beach every day.
- 3 1 No, they aren't. They're best friends.
2 Luka's favourite sport is football.
3 Luka enjoys playing football computer games.
4 Luka has got five *Imagine Dragons* posters.
5 In the summer, he enjoys going to the beach every day and going swimming.
6 Because he goes swimming before school.
- 4 Students' own answers

 1.2 Workbook page 11, exercises 2–3

J = Jack, S = Sean, A = Amy

- J Hey, you two! Look at this article on the internet about jobs in TV.
 S Let's see, Jack ... Working in TV sounds great!
 J I agree.
 A Really? I'm not sure ...
 J Well, listen to this. 'Sound engineer wanted for new talent show.' How cool is that?
 S What does a sound engineer do?
 J They record the voices and the sounds for TV programmes and they work with the producer.
 S Do they use computers?
 J Yes, Sean. It's all digital. They record and edit all the voices and sounds on a big computer.
 S Wow! I like the idea of working as a sound engineer.
 J Come on, Amy. Your turn ... You're very quiet. What do you think?
 S Yes, come on Jack. Give Amy a chance!
 A I know. I can't get a word in edgeways!
 J Sorry, Amy. Go ahead ...
 A Well, I think being a make-up artist sounds great.
 J Really? I don't.
 A You know, you can make a person look really different with make-up. For example, you can change a person's face into an animal's face or make a young person look very old. You need a lot of skill to be a make-up artist.
 J Hmm. I suppose so ... but you don't need a make-up artist on every TV programme, like a documentary about animals for example.
 A Excuse me! Who puts the make-up on the TV presenter in a documentary about animals, and who works with the camera operator to make sure everyone looks good outdoors or under the studio lights? Oh wait a minute, that's the make-up artist ... again!
 S OK, OK you two. Calm down!
 J Well, actually I want to be a producer. You're in charge of all the people and the whole TV programme. Imagine that ...
 S Well, actually ...

 1.4 Workbook page 16, exercise 5

- 1 Good morning.
- 2 This is Lewis. He's the new boy in our class.
- 3 How are you?
- 4 Hi.
- 5 Bye!