

1 It's my life

Unit overview

Vocabulary

- **Family:** *aunt, brother, child, cousin, dad, daughter, grandparents, grandma, grandson, great-grandparents, husband, mum, nephew, niece, only child, parents, son, stepfather, uncle, wife*
- **Everyday activities:** *brush your teeth, do sport, do the housework, do your homework, get dressed, get ready for bed, go online, go to school, go to the cinema, have a shower, have a snack, have breakfast, have dinner, have lunch, visit relatives*
- **British and American English:** *flat / apartment, garden / yard, lift / escalator, neighbourhood / neighborhood, shop / store*
- **Phrasal verbs:** *get up, wake up, take away, go out*
- **Face 2 Face:** *No worries. Sure! I mean*

Grammar

- Present simple
- Adverbs of frequency
- *can / can't*

Pronunciation

- Third person -s
- *can* and *can't*

Recycled language

- Starter unit content

Language objectives

- To learn vocabulary related to family (page 9) and everyday activities (page 13)
- To learn and use the present simple (page 10), adverbs of frequency and expressions of frequency (page 14) to talk about everyday activities
- To use *can / can't* to talk about ability (page 14)
- To use conjunctions correctly in writing (page 17)

Skills objectives

- To read and understand a text about an American teenager's life (page 8)
- To discuss personal information about family (page 9) and everyday activities (page 13)
- To listen to and understand an interview with a teenager about his life (page 11)
- To read and understand a text about an average British family (page 12)
- To make a questionnaire and interview classmates (page 15)
- To introduce yourself and other people (page 16)
- To exchange phone numbers (page 16)
- To write a message about yourself for a website (page 17)

Assessment criteria

- Students can use the present simple, adverbs of frequency and *can / can't* correctly.
- Students can recognize and use vocabulary about families and everyday activities correctly.
- Students can pronounce third person -s endings and *can* and *can't* correctly.
- Students can read and understand a text about an American teenager and a typical British family.
- Students can listen to and understand an interview with a teenager in Canada.
- Students can produce a questionnaire and interview each other.
- Students can meet and get to know new people in an appropriate way.
- Students can write a description of themselves.

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
- Spelling
 - Giving personal information

Prepare for the TOEFL Junior® Test

- Listening comprehension** page 123
- Classroom instruction

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 in building a text 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 It's my life

Grammar Present simple | Adverbs of frequency
can / can't

Vocabulary Family | Everyday activities

Challenge Find out what you've got in common

Interaction Meeting new people

Writing A personal description

READING

1 Complete these sentences about you.

I've got ... I like ... I play ... I'm interested in ...
I'm good at ...

2 Tell your partner your sentences. What have you got in common?

I'm good at tennis.

Me too!

3 Read the profile and make notes about Jacob.

Name City Home Family

Pets Interests and activities

Name: *Jacob Rossi*

Home Friends Photos Messages Privacy settings

My profile by Jacob Rossi

Over 7 billion people live in the world and everyone is different. Answer the questions and tell us about you!

Where do you live?
I live in Chicago. It's the USA's third city. It's on Lake Michigan and there are 33 beaches!

What neighborhood do you live in?
We live in Hollywood Park.

Do you live in an apartment?
No, I don't. We live in a house with a big old tree in the front yard.

Have you got any brothers or sisters?
Yes, I have. I've got a sister. I'm the youngest.

Where do your parents work?
They both work in the business district in an office.

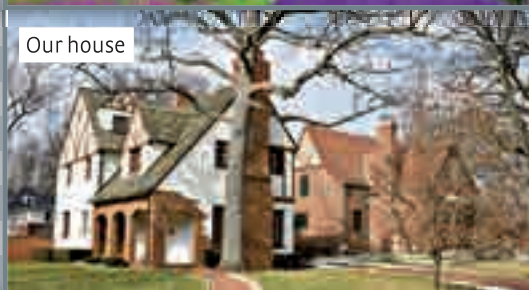
Have you got a pet?
Yes, I've got a dog called Jackson. He's crazy. He likes cats!

Do you play a musical instrument?
Yes, I do. I play the drums. My parents hate it!

What's your favourite free time activity?
I like going to the Millennium Park in the heart of the city.

What do you like best about your city?
The Chicago White Sox! They're my favourite baseball team. I go to the home games with my dad.

Can you tell me an interesting fact about you?
I don't like computer games! I prefer a good book.



Warmer

Focus on the profile, and ask: *Where can you see profiles like this? Do you have an online profile? What information does it have about you?* Elicit a range of replies.

- 1 Elicit some example answers from the class. Point out that after *I like, I'm interested in* and *I'm good at* we use a noun or an *-ing* form.

Answers

Students' own answers

- 2 Point out that *Me too!* expresses agreement.

Elicit ways to express disagreement:

I've got a pet. – I haven't.

I like sport. – I don't.

I'm interested in music. – I'm not.

After the pairwork, ask some students to tell the class what they learnt about their partner.

Answers

Students' own answers

Extra activity

Teach *We both ...* (+ plural verb) and *Neither of us ...* (+ singular verb).

Ask students to tell the class something that is true for them and their partner, e.g. *We both like football. Neither of us is interested in music.*

- 3  1.9 The text is available to listen to.

Point out that students should write notes, not full sentences, and they should not copy directly from the text.

Answers

Name: Jacob Rossi

City: Chicago

Home: He lives in a house in Hollywood Park

Family: An older sister, both parents work in the business district

Pets: A dog called Jackson

Interests and activities: Jacob likes playing the drums, going to Millennium Park, baseball and reading

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

Extra activity

Ask students the following questions. They can answer from memory, then check their answers in the text. Encourage them to scan the text to find the answers quickly.

- 1 How many beaches are there in Chicago?
- 2 Is Jacob older than his sister?
- 3 What does Jacob do with his dad?

Answers

- 1 33 2 No, he's the youngest. 3 He watches the Chicago White Sox.

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

- 1 Jacob's got two sisters. *false*
- 2 His family lives in a house.
- 3 Jacob's dog likes cats.
- 4 His parents like his drums.
- 5 The Millennium Park isn't in the centre of Chicago.
- 6 Jacob prefers books to computer games.

5 Look at Word Zone and find the missing words in the profile.

WORD
ZONE

British and American English

flat
garden
lift
neighbourhood
shop

1...
2...
elevator
3...
store

6 Listen and complete the table.



	Tobias	Anni
country	1...	2...
age	3...	4...
family	5...	6...
city	7...	8...

7 Write sentences about Tobias and Anni.

Tobias is thirteen years old.

8 In pairs, ask and answer the questions from Jacob's profile.

Where do you live?

I live in Alicante.

VOCABULARY

 Family

9 Look at the family tree and complete Mia's blog with the names. Then listen and check.

Hi guys. Lots of you ask me questions about my family – so here's my family tree!

William + Flora

├── Dan + Helen ─── Max + Rachel

│ ─── Lucia + Noah ─── Mia (That's me!)

│ ─── Natalie ─── Nick ─── Andrew

└── Maria

I've got one **brother**, ¹ *Noah*. His **wife's** name is ² And I'm an **aunt**, isn't that cool! ³ ... is an **only child** and she's the best **niece** in the world! My **parents** are OK, too. Actually, ⁴ ... is my **stepfather** – he's my **mum's** second **husband**. I've got three **cousins**. ⁵ ... works in London and she's like a friend, really. My **grandparents** are still alive – my **grandma** ⁶ ... plays the piano every day. She's really good!

10 Look again at Mia's family tree. Who are these people?

- | | |
|------------------------------|-------------------------------------|
| 1 Helen's husband | 5 Noah and Lucia's daughter |
| 2 Max's nephew | 6 Maria's great-grandparents |
| 3 Flora's son | 7 Dan and Helen's children |
| 4 William's grandsons | 8 Mia's uncle |

11 Read the Study Skill. Then complete the table with the red family words in exercises 9 and 10. Add any extra words that you know.

STUDY
SKILL

Recording vocabulary by topic

Record new words and expressions in topic groups. It's a good way to remember vocabulary.

<i>dad</i>	<i>mum</i>	<i>parents</i>

12 Draw your family tree. Then write a description of your family.

My aunt Amelia lives in ...

13 Ask and answer questions about your family.

How many cousins have you got?

Have you got any great-grandparents?

- 4 Ask stronger students to correct the false sentences.

Answers

2 true 3 true 4 false. They hate his drums.
5 false. It's in the heart of the city. 6 true

- 5 Point out that a lot of words are different in British and American English, or sometimes the word is the same but has a different spelling. Elicit other pairs of British and American words that students know (see ideas below).

Answers

1 apartment 2 yard 3 neighborhood
Other pairs students might know: biscuit/cookie, pavement/sidewalk, trainers/sneakers.

- 6 1.10 **Transcripts page 52**

Answers

	TOBIAS	ANNI
COUNTRY	Austria	Finland
AGE	13	13
FAMILY	no brothers or sisters	two sisters
CITY	Vienna	Helsinki

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

- 7 Remind students to think about the *he/she* forms of verbs when they write their sentences.

Answers

Tobias is thirteen years old. He hasn't got any brothers or sisters. He lives in Vienna in Austria.
Anni is thirteen years old. She has two sisters. She lives in Helsinki in Finland.

- 8 Allow students time to think about their answers and look up any vocabulary they need before they work in pairs.
Ask some students to tell the class what they learnt about their partner.

Answers Students' own answers

Warmer

Put students into pairs. Give them two minutes to write as many words for family members as they can. See which pair got the most correct words.

- 9 1.11 You could set a time limit for this exercise, and tell students it is a kind of puzzle they have to solve. See who managed to get all the answers right.

Answers

2 Lucia 3 Maria 4 Dan 5 Natalie 6 Flora

- 10 After you have checked answers, point out in items 5 and 7 that where a possessive refers to two people, we only use 's after the second person's name: *Dan and Helen's children*, NOT *Dan's and Helen's children*.

Answers

1 Dan 2 Noah 3 Max 4 Noah, Nick and Andrew 5 Maria
6 William and Flora 7 Noah and Mia 8 Max

- 11 Point out that it is a good idea to record extra useful information about vocabulary, e.g. irregular plurals (*wife/wives*) and unusual pronunciation (*cousin, aunt, nephew*).

Answers

♂ uncle, husband, son, brother, stepfather, nephew, grandsons
♀ aunt, wife, daughter, grandma, niece
♀♂ grandparents, only child, cousins, children, great-grandparents

- 12 Encourage students to add interesting information about some of their family members in their descriptions.

Answers Students' own answers

- 13 Before students work in pairs, brainstorm some questions they might ask, e.g. *How old is your ...? Where do/does your ... live?*
Ask some students to tell the class something they learnt about their partner.

Answers Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–2

GRAMMAR

Present simple



Present simple

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

I go to work by bus.

We live in New York.

I speak German.

He works in a bank.

She washes her car every weekend.

I don't work in the city centre.

He doesn't study Science.

Do you live in London? No, I don't.

Does she have any cousins? Yes, she does.

Grammar reference page 113

- 1 Complete the text with the affirmative or negative form of the verbs.

come cook eat go have got
live stay study swim work

ABOUT ME

My name's Laura. I'm thirteen and I ¹ *come*

from Seville. I ² ... two brothers. My eldest brother Javier is nineteen and he ³ ... at the University of Seville. My other brother Hugo is only four, so he ⁴ ... to school. My grandma ⁵ ... with us in our flat, and my parents of course!

My favourite time of year is the summer. My parents ⁶ ... during August, so we ⁷ ... in our house in the mountains.

There's a pool, but we ⁸ ... during the afternoon because it's really hot. In the evening, my dad ⁹ ... some amazing meals and we ¹⁰ ... dinner together outside.



- 2 Correct the sentences about Laura's family.

- Laura lives in Madrid.
Laura doesn't live in Madrid. She lives in Seville.
- Javier studies at secondary school.
- Laura's family have got a house in Seville.
- They stay in their house in the mountains in winter.
- They swim in the afternoons.
- Laura's mum cooks all the meals.

PRONUNCIATION Third person -s

- 3 Listen and repeat the sentences.

- My grandma lives with us.
- My dad cooks amazing meals.
- The film finishes at nine o'clock.

More practice? page 147



10

- 4 Write the questions. Then write true short answers.

- you / get up early at the weekend
Do you get up early at the weekend? No, I don't.
- your family / go to the mountains in summer
- you / help to cook dinner at home
- your cousins / visit you every weekend
- your best friend / like sunbathing
- your parents / work in the afternoon

- 5 Complete the interview with the question words. There are two words you don't need.

what time where when how
why who what how often

The 60-second Interview

- 1 *What do you do?*

I'm a video games tester. I check new games for problems.

- 2 *... your office?*

It's in a modern glass building in the centre of Manchester.

- 3 *... with?*

I work in a small team with three other testers – James, Paolo and Holly.

- 4 *... start work?*

At about eleven o'clock in the morning.

- 5 *... start so late?*

Because I don't finish until late – sometimes after midnight. It's a tiring job and I need a lot of sleep.

- 6 *... spend your free time?*

I don't have a lot of free time! I like walking in the countryside at weekends, because I'm inside all week.



- 6 Write a paragraph about someone in your family. Use affirmative and negative forms. Include **two false sentences**.

My (cousin Dan) is ... He/She studies ...
He/She's got ... In his/her free time, ...
He/She lives ... He/She doesn't ...

- 7 Read your paragraph to your partner. Then ask questions to find which sentences are false. Find the correct information.

Does Dan study architecture?


No, he doesn't.

Ah! What does he study?

He studies history.

FAST FINISHERS Write a paragraph about the life of a famous person that you like.

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

Ask students questions about their family, e.g. *Where do your grandparents live? How many cousins have you got? Where do your cousins live?* As students answer, write affirmative and negative sentences on the board, e.g. *My grandparents live in Santiago. (Maria's) grandparents don't live in Madrid. (Pedro) has got four cousins. One cousin lives in Berlin.* Underline the verbs and ask: *Do they refer to the past, present or future?* (the present).


Answers

2 have got 3 studies 4 doesn't go 5 lives 6 don't work
7 stay 8 don't swim 9 cooks 10 eat

- 2 Remind students to think about whether the negative form should be *don't* or *doesn't*. Point out that in English collective nouns such as *family* are often followed by a plural verb:
Laura's family have got ... (as well as has got).

Answers

2 Javier doesn't study at secondary school. He studies at University.
3 Laura's family haven't got a house in Seville. They have a flat.
4 They don't stay in their house in the mountains in winter. They stay in the summer.
5 They don't swim in the afternoons. It's too hot.
6 Laura's mum doesn't cook all the meals. Laura's dad cooks some too.

- 3  1.12 As students listen and repeat, point out the three different pronunciations for the -s ending: s, z, and iz.
There is more practice – both listening and speaking – on page 147.

Extra activity

Write these verbs on the board: *practise, write, open, close, chat, prefer*. Ask students to write sentences about a family member using the verbs, e.g. *My brother watches TV every day*. Ask students to read out their sentences. Focus on the pronunciation of the third person -s, and correct any errors as a class.

- 4 Point out the word order in the example question.
To check answers, ask a student to choose one of their classmates and ask them the first question. The classmate answers, then chooses another student to ask the second question, etc.

Answers

2 Do your family go to the mountains in summer?
3 Do you help to cook dinner at home?
4 Do your cousins visit you every weekend?
5 Does your best friend like sunbathing?
6 Do your parents work in the afternoon?

Students' own answers

Teaching tip

Encouraging students to notice errors – both their own, and fellow students' – and correct them is a good way to reinforce grammar points.

- 5 Before students complete the interview, ask them to read it first, ignoring the gaps. Ask: *What do you learn about this person? Would you like to do this job? Why?*

Answers

2 Where is your office? 3 Who do you work with?
4 When/What time do you start work? 5 Why do you start so late?
6 How do you spend your free time?

- 6 Monitor while students are working, pointing out errors and encouraging students to self-correct.

Answers

Students' own answers

- 7 Set a time limit, to encourage students to work quickly, and make the activity into a challenge. See who manages to find out the correct information within the time limit.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–4

Grammar Consolidation Worksheet: page 37, exercises 1–2

LISTENING

Understand an interview with a teenager about his new life



1 In pairs, look at the photos and pictures in exercise 2. What do you think the listening is about?

2 Listen and choose the correct answer.

1 Where is Alberto from?



2 Who is in his family?



3 What sport does Alberto do at school?



4 What instrument does Alberto play?



5 What pet has he got?



3 Listen again and answer these questions.

- 1 What does Alberto's father do?
- 2 How old is his brother?
- 3 What does Alberto like about the winter?
- 4 What does he eat at home?
- 5 What pets have his brother and sister got?

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

FACE 2 FACE



- No worries.
- Sure!
- I mean

Dialogues page 146

5 Work in pairs and choose the correct answers in the quiz.

What do you know about



- 1 Canada is the **biggest** / 2nd biggest / 3rd biggest country in the world.
- 2 The population of Canada is about **35 million** / 55 million / 75 million.
- 3 The capital of Canada is: **Vancouver** / Ottawa / Toronto.
- 4 Canada has got two official languages, English and **Portuguese** / Spanish / French.
- 5 The Canadian Head of State is the **British Queen or King** / the US President / the French President.
- 6 **Justin Bieber** / Eminem / Lady Gaga is a famous Canadian singer.

6 Listen. Are your answers correct?

Warmer

With books closed, ask: *What do you know about Canada?* Put students into pairs and give them two minutes to write down as many ideas as they can. Bring students' ideas together as a class.

- 1 Tell students that they can use *might* and *could* to speculate before students discuss in pairs. Give them some examples, e.g. *It might be about a very cold country.*

Answers

Students' own answers

- 2  1.13 **Transcripts page 52** Allow students time to read the questions and study the pictures before you play the audio.

WORDS TO KNOW

Check that students know the following words and expressions: *ice hockey, goldfish, and rat.*


Answers

1 A 2 C 3 B 4 B 5 A

- 3  1.13 **Transcripts page 52** Stronger classes could answer the questions from memory, then listen again to check their answers.

Answers

- 1 Alberto's father is a scientist.
- 2 His brother is eight years old.
- 3 Alberto loves the snow in winter.
- 4 He eats Mexican food at home.
- 5 His sister's got a cat. His brother's got a pet rat.

- 4  1.14 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 not a problem. (No worries.)
Of course. (Sure!)
What I want to say is ... (I mean)
Ask students if there's an equivalent in their own language.

Answers

1 No worries 2 sure 3 I mean

- 5 You could set a time limit for students to complete the quiz, to make it competitive.

Answers

1 2nd biggest 2 35 million 3 Ottawa 4 French
5 The British Queen or King 6 Justin Bieber

- 6  1.15 **Transcripts page 52**



READING

1 Look at the title of the article. What do you know about life in the UK? Discuss the questions in pairs.

- What time do people get up in the UK?
- What time do they have dinner? What do they eat?
- What do they do in the evening?
- What sports do they do?
- Where do they go on holiday?

2 Read the article quickly and find the answers to the questions in exercise 1.

Feature

MEET the SMITHS

(an average British family)

There are 62 million people in the UK, and there are 17 million families. Let's meet an average UK family, David and Susan Smith, and their two children, Jack and Emily. They eat the most common food in the UK, they get up at the most common time, and they even have the most common names. But there's one unusual thing about them – they don't exist!

The family wakes up at 6.57am. Both David and Susan work, and they go to work by car. Susan usually leaves work first. They have dinner at 5.54pm. They are all very busy, so they only eat together three evenings a week. What's for dinner? Well, they eat spaghetti bolognaise on Monday, chicken pie on Wednesday and often have take-away fish and chips on Friday. They spend £88 a week in the supermarket, but they throw away 15% of their food. In the evening, each person watches TV for over two hours. The family's favourite programme is

Dr Who, a popular time-travelling Science Fiction character. The whole family goes to bed at 10.39pm.

Jack and Emily go online for 1.5 hours a day and spend £12 on their mobile phones each month. They enjoy sport – Jack plays football, and Emily's favourite sport is netball. The Smiths occasionally go out as a family (once a month), and they spend £15 a week on computer games, DVDs and the cinema. They have two holidays each year, usually in the UK. The Smiths say that they're happy, but they sometimes have arguments (about twice a week)!



Warmer

Ask: *In what ways do you think life for a British teenager is the same as your life? In what ways do you think it is different?*
Discuss the questions as a class.

Teaching tip

During class discussions, encourage students to use expressions for expressing their opinion, and for agreeing and disagreeing. If necessary, write useful expressions on the board to remind students to use them.

- 1 Point out to students that there are no right and wrong answers, but they should guess some possible answers if they don't know them.

Answers

Students' own answers

- 2  1.16 The text is available to listen to.

If you are not using the audio, set a time limit, to encourage students to read quickly. Remind them to stay focused on finding the answers to the questions, rather than reading every word of the text in detail.

Answers

- 1 On average, people in the UK wake up at 6.57am.
- 2 On average, people in the UK have dinner at 5.54pm. They eat spaghetti bolognese on Monday, chicken pie on Wednesday, and often have take-away fish and chips on Friday.
- 3 On average, people in the UK watch two hours of TV in the evening.
- 4 On average, people in the UK play football and netball.
- 5 On average, people in the UK go on holiday in their own country.

Extra activity

Ask students to look at the article again and find all the numbers. Check they understand *am* (morning) and *pm* (afternoon). Point out that times are pronounced just as two numbers (6.57 = *six fifty-seven*), but decimals are pronounced with the word 'point' (1.5 hours = *one point five hours*). Check students know how to say the % sign (*per cent*).



VOCABULARY Everyday activities

3 Read the article and answer the questions.

- 1 What time do the Smiths have dinner?
They have dinner at 5.54pm.
- 2 What do they eat on Wednesday?
- 3 How much food do they throw away?
- 4 What time do they go to bed?
- 5 How long do Jack and Emily spend online a day?
- 6 Where do they go on holiday?
- 7 What is unusual about the Smiths?

4 Copy and complete the table.

How often do the Smiths ... ?	
have dinner together	¹ <i>three times a week</i>
eat Spaghetti Bolognese	² ...
go out as a family	³ ...
go on holiday	⁴ ...
have arguments	⁵ ...

5 Look at Word Zone and find the phrasal verbs in the article.

WORD ZONE

Phrasal verbs (1)
Phasal verbs consist of a verb and a preposition. They are very common in English.

1 *get up* 3 t... a...
2 W... U... 4 g... o...

6 Make notes about a typical family in your region.

gets up at ... popular evening activities

typical breakfast typical dinner

goes to bed at ... activities as a family

holidays arguments typical sports

7 Discuss the differences between a typical family in your region and a typical British family. Use your notes from exercise 6.

Netball isn't a popular sport for girls here.

British people have dinner very early. We eat at ...

8 Complete the expressions with the words below. Which activities can you see in the photos?

do get go have

MY DAILY LIFE

meet friends ⁷ ... lunch
¹ go online brush your teeth
² ... a snack ⁸ ... the housework
³ ... ready for bed ⁹ ... dinner
⁴ ... a shower ¹⁰ ... to the cinema
visit relatives ¹¹ ... breakfast
⁵ ... dressed ¹² ... sport
⁶ ... your homework ¹³ ... to school



9 Write eight sentences to describe a typical day in your home.

We get up at six o'clock.
I have breakfast with my sister and my mum.

10 How often do you do the activities? Copy and complete the table.

I do this every day.	¹ ...
I do this once or twice a week.	² ...
I do this once or twice a month.	³ ...
I never do this.	⁴ ...

11 In pairs, ask and answer questions about your everyday activities.

How often do you brush your teeth? *Three times a day.*



- 3 Check that students understand *unusual* before they complete the task.
After you have checked the answers, have a brief class discussion about why the Smith family don't exist (the facts about them are not real, but are based on averages and statistics).

Answers

- 2 They eat chicken pie.
3 They throw away 15% of their food.
4 They go to bed at 10.39pm.
5 They spend 1.5 hours a day online.
6 They stay in the UK.
7 They don't exist.
- 4 Check that students know *once*, *twice*, *three times*, *four times*, etc before they complete the task.

Answers

- 2 once a week 3 once a month 4 twice a year 5 twice a week
- 5 Point out that phrasal verbs or multi-part verbs are verbs that are followed by a preposition or adverb.
After you have checked answers, point out that a lot of phrasal verbs in English use the most common verbs: *get*, *take*, *go*, *give*. Tell students they can either try to remember phrasal verbs by topic, e.g. phrasal verbs to do with home and family, or they could also list them and learn them according to the verbs (*take*, *give*, *go*, *get*, etc.)

Answers

- 2 wake up 3 throw away 4 go out
- 6 Check that students understand *popular* before they make their notes.

Answers

Students' own answers

- 7 Monitor while students are working and have a brief feedback session at the end.

Answers

Students' own answers

Teaching tip

When students are talking in pairs, monitor what they are saying and note down common errors and also examples of good language that you hear. Write some examples on the board. Encourage students to correct the errors, and point out the good language for students to use in the future.

Extra activity

If fast finishers have written a description of a typical family from their region, ask them to read their descriptions to the class. Ask other students: *Do you agree this is a typical family? What information would you change/add?*

Warmer

Put students into pairs and ask them to write down ten things they do every day. Bring students' ideas together on the board. Write *get up* on the board to get students started.

- 8 When you check answers, check that students understand the difference between *homework* and *housework*.

Answers

- 2 have a snack 3 get ready for bed 4 have a shower
5 get dressed 6 do your homework 7 have lunch
8 do the housework 9 have dinner 10 go to the cinema
11 have breakfast 12 do sport 13 go to school

- 9 Encourage students to write some sentences about themselves and some sentences about other family members, to practise different forms of the verbs.

Answers

Students' own answers

- 10 Check students understand *once* and *twice*.

Answers

Students' own answers

- 11 Ask students to note down any interesting differences between their daily life and their partner's daily life. When they have finished speaking, ask students to tell the class about these differences.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 3–5

GRAMMAR

Adverbs of frequency | can / can't



Adverbs of frequency

always hardly ever never not often
occasionally often rarely sometimes
usually

We use adverbs of frequency to talk about how often we do things.

I **often** cycle to school.

I **sometimes** take out the rubbish.

My granddad **rarely** goes to the cinema.

I **don't often** get up late.

We **never** eat pork.

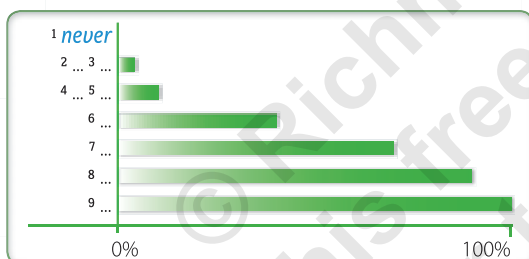
We **hardly ever** go to the cinema.

With *be*, we put the adverb after the verb.

I'm **always** late.

Grammar reference page 113

1 Complete the table with adverbs of frequency.



2 Put the words in order to make sentences.

- at school / usually / we / have lunch
We usually have lunch at school.
- hardly ever / music / listen to / my parents
- do / in the evening / always / my homework / I
- go swimming / doesn't / very often / Rosie
- never / my brother / the housework / does
- tired / often / is / on Monday morning / Lisa

3 How well do you know your partner? Write five sentences about him/her including an adverb of frequency.

Carla always eats paella on Friday.

4 Tell your partner your ideas. Are you correct?

Carla, you always eat paella on Friday.

That isn't true! I sometimes eat other things on Friday.

We use *can* to talk about ability and possibility.

ABILITY I **can** play football.

POSSIBILITY You **can** buy stamps in this shop.

Use *can* + infinitive without *to*.

He **can** swim.

I **can't** (cannot) swim.

Can you swim?

Grammar reference page 113

5 Complete the dialogue with *can* or *can't* and the verbs in brackets. Then listen and check.

Sam: Your English is great, Erika!

Erika: Thanks.

Sam: ¹ Can most Dutch

people **speak**

German too?

(speak)

Erika: Yes, they ² ... We

get a lot of TV

programmes from

the UK and Germany.

And Dutch is similar to English and German, so we

³ ... them easily. (learn)

Sam: So you ⁴ ... English and German. Any other

languages? (speak)

Erika: Not really. I ⁵ ... a few words in Italian like *Ciao*, but I

⁶ ... a conversation. (say, have)

Sam: My mum is Italian. We speak it at home.

Erika: Oh, great! ⁷ ... you ... me some? (teach)

Sam: Sure. I ⁸ ... it now—I've got a Maths lesson. But we ⁹ ...

later if you like. (do, practise)

Erika: That sounds great!



PRONUNCIATION *can* and *can't*



6 Listen. How are *can* and *can't* pronounced in each sentence? Then listen again and repeat.

- Jo can play the guitar.
- Molly can't dance.
- Can you swim? Yes, I can.
- Can you speak Russian? No, I can't.

7 Ask and answer questions with *can*.


- | | | |
|-------------|--------------|----------------------------|
| play tennis | cook | count backwards in English |
| play chess | ride a horse | speak Portuguese |
| do karate | juggle | ski |
| | | play the piano |

Can you play tennis?

No, I can't. But I can play table tennis.



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

With books closed, write the verbs *do*, *get*, *go* and *have* on the board. Put students into pairs and give them two minutes to write down as many everyday activities as they can, using the verbs. Elicit answers, and write them on the board under the appropriate verbs. Ask students to spell the more difficult words as they say them. Check that *get up* and *go out* are on the board. Point to the lists and ask: *Which expressions are phrasal verbs?*

- 1 Check students understand why answers 2–3 and 4–5 are on the same line (because they mean roughly the same thing).

Answers

2/3 rarely / hardly ever 4/5 not often / occasionally
6 sometimes 7 often 8 usually 9 always

- 2 Tell students to refer to the examples in the grammar box to help them decide on the word order and the position of the adverbs of frequency.

Answers

2 My parents hardly ever listen to music.
3 I always do my homework in the evening.
4 Rosie doesn't go swimming very often.
5 My brother never does the housework.
6 Lisa is often tired on Monday morning.

- 3 Remind students to think about the third person -s when they write their sentences. Encourage them to use five different adverbs of frequency in their sentences.


Answers

Students' own answers

- 4 Give students a few more expressions for confirming that their partner is right or wrong: *Yes, that's true. Yes, that's right. No, that's wrong.* Encourage them to use a range of expressions in their conversations.

Answers

Students' own answers


- 5  1.17 Before students complete the task, ask them to read the conversation through, ignoring the gaps. Ask: *What languages can Sam and Erika speak?*

Answers

2 can 3 can learn 4 can speak 5 can say 6 can't have
7 can... teach 8 can do 9 can practise

Teaching tip

Getting students to read a text through before they complete an exercise gives them a general understanding of the text, which will help them to use the language correctly in context.

- 6  1.18 When you check answers, point out that in English, many vowels that aren't stressed change to a weak form, such as /ə/.

Answers

In sentences 1 and questions 3 and 4, *can* is pronounced with a weak vowel. In the short answer in 3, it is pronounced with the full vowel. The pronunciation of *can't* doesn't change.

Teaching tip

When getting students to listen and repeat, ask them to repeat both as a whole class and individually.

- 7 Before students ask and answer in pairs, elicit one or two questions with *can*. Encourage students to use the weak pronunciation in questions.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 5–6

Grammar Consolidation Worksheet: page 37, exercises 3–5

CHALLENGE

Find out what you've got in common



PREPARATION

- Look at the topics below and write five words or expressions connected with each topic.



DO THE CHALLENGE

- Copy the questionnaire and complete questions 2–8. Be imaginative! Use the words and topics in exercise 1 to help you. Then write answers for you.

MY LIFE QUESTIONNAIRE		Me	Name 1	Name 2
1	What time do you go to bed on Saturday?			
2	How often do you ... ?			
3	Can you ... ?			
4	When do you ... ?			
5	Where do you usually ... ?			
6	What time ... ?			
7	Does your ... ?			
8	Can your ... ?			

- Work in groups of 3. Interview the other students in your group and write their answers.
- Compare your answers. What have you got in common?

What time do you go to bed on Saturday, Ben?

I usually go to bed at midnight on Saturday. What about you, Sara?

FOLLOW UP

- Change groups. Tell your new group some facts about the other students. Don't forget the third person -s in the present simple.

Simon writes a blog every day.

Rosa usually goes to Menorca on holiday.

- Write a paragraph about the life of one of your classmates.

Alicia goes to bed at eleven o'clock at the weekend.

In this lesson, students produce a substantial questionnaire with their own ideas, then work in small groups to exchange information, complete their questionnaires and compare their results.

Warmer

With books closed, write on the board the headings: *everyday activities, abilities, family, free time, sport, food and drink*. Ask individual students: *Tell me something about you*. Elicit an answer, e.g. *I can play the guitar*. Go round the class, asking students to say something about themselves. Tell them they cannot repeat an idea that has already been used. Continue going round the class until all students have participated.

- 1 Students can work individually or in pairs for this activity. Bring students' ideas together as a class and brainstorm more vocabulary for each topic. You could write all the vocabulary on the board, to help students with exercise 2.

Answers Students' own answers

- 2 Encourage students to use ideas from all the different topics in their questions.
If necessary, brainstorm some ideas for questions with the whole class first.
Monitor while students are working, and help them with ideas if necessary.
Ask some students to read their questions to the class. Correct any errors in the question formation.

Answers Students' own answers

- 3 Tell students they should take it in turns to ask one of their questions in their groups. Make sure that they ask and answer the questions orally, rather than showing each other the written questions and writing their answers.

Answers Students' own answers

- 4 Write useful expressions on the board for students to use when they compare answers, e.g. *What about you? Me too. Really?*
To help students report what they have in common, write on the board the expressions: *All of us ..., None of us ..., (Maria) and I ...*
Point out that *none of us* is followed by a singular verb: *None of us goes to bed late.*

Answers Students' own answers

- 5 To reorganize the groups, ask students to decide in their groups which of them is A, which is B and which is C. Ask the A students to remain in their place, and ask the B students to move to a new group. When they have sat down, ask the C students to move to a new group, but not the same group as student B.

Monitor while students are working, and note whether students are using and pronouncing the third person -s correctly.

Ask some students to tell the class some interesting facts about their classmates.

Answers Students' own answers

- 6 When students have finished, you could ask some students to read their paragraph to the class, omitting the name. See if the class can guess which student it is describing.

Answers Students' own answers

Fast finishers

Fast finishers could imagine that they are interviewing a famous person they like. They should make a note of their answers and write the interview up. At the end of the lesson, you could ask students to read their answers, and see if the class can guess who the famous person is.

INTERACTION

Meeting new people

Express yourself

Greetings

Hello. Hi! Good morning.
Good afternoon. Good evening.

Asking how people are

How are you? How are things?
Very well, thanks. Great. Good. I'm fine. OK.
Not bad. I feel awful. I don't feel very well, actually.
And you? How about you?

Introducing people

Hi, I'm Hello. My name's
This is Do you know ... ?
Nice to meet you. Pleased to meet you. You too.

Saying goodbye

Goodbye. Bye. Good night. See you. See you later.
It was great to meet you.

AT A LANGUAGE SCHOOL

1 **Look at the photo. Where are the people? What are they saying? Listen and check your ideas.**



2 **Listen again and complete the sentences.**

- 1 David lives in ...
- 2 Leon is from ...
- 3 Lily is from ...
- 4 Leon's ... lives in Stuttgart.

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

4 **Look at the expressions for Greetings and Saying goodbye. What do people usually say in these situations?**

- 1 Friends when they meet *Hello. Hi!*
- 2 Friends when they say goodbye
- 3 Teacher to class at the start of a lesson
- 4 Class and teacher at the end of a lesson
- 5 TV newsreader at the start and end of a programme

PHONE NUMBERS

5 **Listen to the end of the conversation and correct the mobile numbers.**

Leon 07781 99850	David 0034 89 49902
---------------------	------------------------

6 **Study the box. Then write three phone numbers and ask and answer questions about them.**

Phone numbers

44	double four
0	zero or 'o'

What's your phone number? *It's 0554 653 2219*

YOUR TURN TO SPEAK

7 **Copy the card and invent a new identity.**

Name _____	
Country _____	
City _____	
Phone number _____	

8 **You're at a Language School party. Work in small groups. Use your new identity from exercise 7.**

- Introduce yourself to another student.
- Swap information about yourselves. Try to keep the conversation going!
- Introduce that person to another student.
- Arrange to meet later. Note their contact information.
- Say goodbye.

The Interaction lessons in this Student's Book feature David, Leon and Lily, three students from different countries who become friends while studying English in the UK.

Warmer

Ask: *Have you ever been to a language school abroad? Where did you go? Did you enjoy the experience? Why? / Why not? Where would you like to go in the future? Why? What would you enjoy? What do you think would be difficult?* Have a brief class discussion.

1.19 *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** **1.20** **Transcripts page 52** Elicit answers to the questions from the whole class before you play the audio.

Answers Students' own answers

- 2** **1.20** **Transcripts page 52** Stronger students can complete the sentences from memory, then listen again to check.

Answers

- 1 Vigo (in Spain) 2 Paris (in France) 3 Stuttgart (in Germany)
4 aunt

- 3** **1.20** **Transcripts page 52** When you check answers, ask who uses each expression.

Answers

- Hi, I'm ... (David and Leon)
How are you? (Leon)
Great, thanks. (David)
Do you know ... ? (David)
This is ... (David)
Nice to meet you. (Lily)
You too. (Leon)

Extra activity

Ask: *What other questions do David, Leon and Lily ask?* Play the audio again if necessary for students to note the questions. Tell students they can use similar questions when they do the speaking exercise 8.

Answers

- Where are you from? (Leon)
Where do you live in Paris? (David)
Can you see ...? (David)
Are you from Spain as well? (Leon)

- 4** When you have checked answers, you could play the audio of the *Express yourself* expressions again (1.19), for students to hear the stress and intonation patterns of the expressions. Ask them to repeat, copying the stress and intonation on the audio.

Answers

- 1 Hello. Hi!
2 Bye. See you. See you later.
3 Good morning.
4 Good bye. Bye.
5 Good morning. Good afternoon. Good evening. Good night.

- 5** **1.21** **Transcripts page 52** Before you play the audio, point out that phone numbers in English are read as individual numbers: *seven, eight, one* etc. When you have checked answers, read out the information in the box in exercise 6.

Answers

Leon 07781 998450
David 0034 694 49023

- 6** Tell students they can use real phone numbers they know, or they can invent some. Point out that when they work in pairs they should not show their partner the numbers they have written, but should dictate them. They can then check if their partner has written them correctly. Ask: *Who wrote all the numbers correctly?*

Answers Students' own answers

Extra activity

If students need more practice of phone numbers, they can repeat exercise 6 with a different partner and different phone numbers.

- 7** Tell students they can invent an identity, or they might like to choose a celebrity identity to take on. Encourage them to use their imagination to invent a fun character, so they will enjoy exercise 8.

Answers

Students' own answers

- 8** If there is space in your classroom, you could do this as a mingle activity. Students stand up and move around, introducing themselves to their classmates and arranging to meet. Write the instructions from exercise 8 on the board for students to refer to. Alternatively, students could do the activity at their desks, working in small groups. Stop the activity after a few minutes. Ask individual students: *Who is at your language school? Who are you going to meet later?*

Answers Students' own answers

WRITING

A personal description

- 1 Look at Hanna's message on a website and decide which paragraph refers to the following topics.

A free time B my family C school D hobbies

INTERPAL
SEARCH
FORUMS
CHAT



Hanna
Denmark





Hi everyone!

- 1 My name's Hanna and I'm from Denmark. I'm 13 years old and I live in Copenhagen with my parents. I haven't got any brothers or sisters.
- 2 My school is near my house so I usually walk there with my friends. My favourite subjects are Drama and Art. I also like English, but I don't like Maths or Science.
- 3 My favourite hobby is dancing. I have classes twice a week and I practise every day. I sometimes enter competitions and occasionally I win!
- 4 In my free time, I like shopping and going out with my friends. I spend a lot of time on the computer but I don't watch TV very often. I don't play an instrument, or sing, but I love listening to music.

I would love to chat to people from all over the world, so please send me a message soon!

Hanna

- 2 Read the message again and answer the questions.

- 1 Where does Hanna come from?
She comes from Denmark.
- 2 Has she got any brothers or sisters?
- 3 Why does she walk to school?
- 4 How often does she go to dance classes?
- 5 What does she do occasionally?
- 6 Can she play the guitar?
- 7 Does she watch a lot of TV?
- 8 Why did Hanna write this message?

WRITING SKILL

Using conjunctions

- 3 Find the conjunctions *and, but, or, so* and *also* in Hanna's message. Then match the conjunctions with their use.

1–E

- | | |
|--------|--|
| 1 and | A links two contrasting ideas |
| 2 but | B links a reason and consequence |
| 3 or | C links ideas in a negative sentence |
| 4 so | D comes after the subject and gives more information |
| 5 also | E links ideas in a positive sentence |

- 4 Complete the sentences with the conjunctions.

also and but or so

- 1 He speaks Spanish. He ... speaks Catalan and French.
- 2 I don't play the guitar ... the drums.
- 3 I've got a brother ... I haven't got a sister.
- 4 I want to be good at the piano ... I practise every day.
- 5 My favourite sports are football ... volleyball.

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 5 Decide the topics you want to include.

age town/city family free time friends
hobbies and interests pets schools

- 6 Decide which topics you want in each paragraph. Write some notes for each paragraph.

Paragraph 1

age – 12

family – parents, brother

WRITE NOW

- 7 Write your message.

- 1 Use Hanna's message as a model.

Hi ...!

My name's ...

- 2 Use your paragraph notes from exercise 6.
- 3 Use the conjunctions *and, but, or, so* and *also* if you can.

CHECK AND CORRECT

- 8 Check and correct your message.

- 1 Check that the conjunctions are correct.
- 2 In pairs, swap your messages and check each other's work.

Warmer

Ask: *Do you chat to friends online? How often? Do you sometimes chat to people you don't know? Do you chat to people from other countries? Would you like to? Why?* Elicit a range of answers.

- 1 Check that students understand *hobbies* before they read.

Answers

1 B 2 C 3 D 4 A

- 2 Before students answer, check they remember the meaning of *occasionally*.

Read out question 3 and check they know *because* for giving reasons and *why* for asking questions.

Read out question 8 and point out that it uses the past simple. Elicit the correct form for asking: *She wrote this message because...*

Answers

- 2 No. She hasn't got any brothers or sisters.
 3 She walks to school because she lives near the school.
 4 She goes to dance classes twice a week.
 5 She occasionally wins competitions.
 6 No. She can't play the guitar.
 7 No. She doesn't watch TV very often.
 8 She wrote the message because she wants to chat to people from all over the world.

- 3 Read out A-E and check that students understand everything before students do the matching.

When you check answers, point out the position of *also* after the subject.

Answers

2 A 3 C 4 B 5 D

- 4 Tell students they can use the position of the conjunctions, as well as the meaning, to help them complete the exercise.

Answers

1 also 2 or 3 but 4 so 5 and

- 5 Suggest that students should choose four or five topics to include in their message.

You could brainstorm some ideas as a class before students work individually.

Students could do this section at home, as homework.

Answers

Students' own answers

- 6 Tell students to use the key information words in their notes without worrying about creating sentences yet.

Answers

Students' own answers

- 7 You could give students a time limit of 15–20 minutes to write their messages.

Answers

Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Students could write a description of a friend, family member or a famous person

1.10 Student's Book page 9, exercise 6

A = Anni, T = Tobias

- A Hi! Are you Tobias?
 T Hi! Yes, I am. And you are...?
 A Oh, I'm Anni. I recognise you!
 T Me too!
 A Where are you from, Tobias?
 T I'm from Austria. What about you? Are you from Sweden?
 A No, I'm not. I'm from Finland!
 T Oh sorry! Um ...How old are you?
 A I'm thirteen. What about you?
 T I'm thirteen, too.
 A Cool. And have you got any brothers and sisters?
 T No, I haven't. What about you?
 A Yes, I have. I've got two sisters. Where do you live?
 T I live in Vienna.
 A Great! I'd love to go there.
 T It's a nice place. And where do you live?
 A In Helsinki. It's the capital of Finland.
 T Oh that's the bell for classes. Nice talking to you, Anni.
 A Yeah! See you

1.13 Student's Book page 11, exercises 2–3

G = Ginny, A = Alberto

- G Hey Alberto.
 A Hi Ginny.
 G Alberto, I want to ask you some questions about your life here in Canada, for the school magazine. Is that OK?
 A Sure! That sounds fun.
 G Cool. OK, some easy questions first. Where are you from?
 A I'm from Mexico City. In Mexico!
 G And why are you here in Canada?
 A Well, my dad's a scientist and he's working here at the moment. So I'm here too with my mum, my sister, who's 10, and my little brother, who's only eight.
 G Is life very different here?
 A Oh yeah. The big difference is the weather. I mean, in Mexico, the weather is usually quite warm, or really hot! But here... it's cold.
 G Is that a problem for you?
 A No way. Snow is the best thing about Canada! I love it!
 G What other differences are there?
 A Well, back in Mexico I play football all the time. But here, everyone plays ice hockey.
 G Do you play ice hockey?
 A Sure! I love it! I practise at lunchtime and after school.
 G What about food? Do you eat Mexican food here?
 A Yes, we do. We eat Mexican food at home. But I like Canadian food too, like hamburgers and hot dogs, too! [laughs] Oh, and the ice cream is great in Canada!
 G That's right! I see you've got a guitar with you. Do you play it?
 A No, I don't. It's my sister's. But I play the piano quite well.
 G And my last question. Have you got a pet?
 A Yes, I have, I've got a dog – a retriever. My sister's got a cat. And my brother's got a pet rat.
 G Really? And are they here with you?
 A No, they're with my grandparents in Mexico. They live in the countryside. And they've got a lot of animals.
 G Thanks, Alberto.
 A No worries.

1.15 Student's Book page 11, exercise 6

Ginny

Hey, this is Ginny. So, what do you know about Canada? Well, Canada is enormous – it's the 2nd biggest country in the world, Only Russia is bigger. But, we've only got about 35 million people and almost all of them live in the South, near the USA. The biggest city in Canada is Toronto. But it's not the capital – that's Ottawa. Did you know that some people in Canada speak French? That's right, in Quebec. French is one of the official languages, with English, of course. What else? Canada isn't a republic, but we don't have our own king or queen. Our head of state is the king or queen of Great Britain. Finally, there are lots of famous Canadians! For example, do you like Justin Beiber? Why not?! He's a great singer! So, I hope you know a bit more about Canada now. Come and visit us!

1.20 Student's Book page 16, exercises 1–3

D = David, Le = Leon, Li = Lily

- D Hi, I'm David.
 Le Hi, I'm Leon. How are you?
 D Great, thanks. This is a nice party.
 Le Yeah. Where are you from?
 D I'm from Vigo, in the north of Spain. What about you?
 Le Paris. In France.
 D Oh cool. Where do you live in Paris? Can you see the Eiffel Tower from your house?
 Le No, I can't. I live in the suburbs. But it's a nice neighbourhood.
 Li Hi, David.
 D Hi! Leon, do you know Lily?
 Le No.
 D This is Lily. And this is Leon.
 Li Hi, Leon. Nice to meet you.
 Le You too. Are you from Spain as well?
 Li Spain? No. I come from Germany.
 Le Oh! I've got an aunt in Stuttgart.

1.21 Student's Book page 16, exercise 5

L = Leon, D = David

- L Let's meet later.
 D Good idea. What's your phone number?
 L 07781 998450.
 D Sorry, can you say that again?
 L 07781 998450. And what's yours?...David. And your number is...?
 D 0034 694 49023.
 L OK! You're in my contacts list!
 D Great. I'll send you a text. It was great to meet you.
 L You too. See you later.
 D Bye.

Workbook page 8

- 1 A
- 2 3
- 3 A 5 B 2 C 3 D 1 E 4
- 4 1 B 2 D 3 F 4 C 5 E 6 A
- 5 House
A two bedroom house in a quiet neighborhood 30 minutes away from the center of the city. Small front yard. Close to a large park and freeway into the city.

Workbook page 9

- 6 1 stepfather 2 dad 3 mum 4 sister 5 only 6 children 7 parents 8 husband
- 7 1 Sam is my nephew.
2 His grandfather's ninety.
3 Their great-grandparents aren't alive.
4 I like my aunt.
5 I've got the same name as my grandmother.
6 They haven't got a daughter.
7 Our cousins live in the USA.
8 Is Sue your niece?
- 8 A 3 B 1 C 2
- 9 1 baby 2 toddler 3 schoolchild 4 teenager 5 young adult 6 middle-aged 7 elderly
- 10 1 teenager 2 toddler 3 schoolchild 4 middle-aged 5 elderly 6 baby
- 11 Students' own answers

Workbook page 10

- 1 1 doesn't come 2 goes 3 walks 4 doesn't like 5 carries 6 plays 7 practise 8 win 9 haven't got 10 think 11 don't live 12 works 13 teaches 14 don't come 15 see 16 use
- 2 1 Thierry and his parents live in England.
2 Thierry doesn't go to school by bus.
3 He plays a musical instrument.
4 Liesel hasn't got an Italian name.
5 Mr and Mrs Brown don't like English names.
6 Chiara doesn't work in an office.
- 3 1 Does
No. He goes to school in a small town near Oxford.
2 Do
No. Thierry walks to school.
3 Do
Yes, they do.
4 Does
No. Liesel lives in London.
5 Does
No. Chiara teaches English.
6 Do
Yes, they do.
- 4 1 Why do you study history?
2 What do you like doing in your free time?
3 When does the first lesson start?
4 Where does your dad work?
5 What time do you get up in the morning?
6 How do you get to school?
- 5 Students' own answers

Workbook page 11

- 1 1 computer science 2 gamer 3 software 4 computer-literate 5 computer programmer 6 screen 7 game designer
- 2 1 an interview 2 on the radio 3 games designer
- 3 1 C 2 B 3 A 4 A 5 C 6 A
- 4 1 F 2 T 3 T 4 F 5 T 6 F
1 Jake is fifteen.
4 He goes to school by bus.
6 He wants to work in America in the future.
- 5 Students' own answers

Workbook page 12

- 1 favourite food, favourite TV programme
- 2 1 woman 2 home 3 money 4 positive 5 negative 6 children
- 3 1 He works in a bank in the centre of London.
2 She puts away the breakfast things and turns on the dishwasher.
3 3.7 million people are homeworkers.
4 She describes how people can save money.
5 She works outside in the garden.
6 She usually communicates by email.
7 Yes, she does.
- 4 1 away 2 on 3 off 4 out 5 up
- 5 1 look up 2 turn off 3 find out 4 turn on 5 put away

Workbook page 13

- 6 have: breakfast, dinner, a shower, a snack
go: to the cinema, online, to school
get: dressed, ready for bed, to school
do: the housework, your homework, sport
- 7 1 has 2 brushes 3 does 4 tidies 5 meet 6 visit
- 8 Students' own answers
- 9 1 E 2 F 3 H 4 B 5 C 6 D 7 A 8 G
- 10 1 get a letter 2 do the washing up 3 goes shopping 4 have a drink 5 get pocket money 6 go to sleep 7 has a rest 8 do the ironing
- 11 Students' own answers

Workbook page 14

- 1 never, hardly ever, not often, sometimes, usually
 - 2 1 I never get up early on Saturday mornings.
2 You are not often late for school.
3 It is rarely cold in the summer.
4 My mum always visits my grandma on Sundays.
5 We aren't usually hungry after school.
6 Ann occasionally goes online.
7 The children hardly ever do the housework.
 - 3 1 hardly ever 2 Sometimes 3 always 4 never 5 usually
 - 4 1 can't wait 2 can't eat 3 can cook 4 can't find 5 can't brush 6 can use 7 can't do 8 can come 9 can help
 - 5 1 Can you eat two big pizzas?
2 Can your best friend count in Portuguese?
3 Can you and your friends speak English well?
4 Can you buy stamps in a newsagent's?
5 Can your mum play rugby?
6 Can your teacher cook paella?
- Students' own answers

Workbook page 15

Extra Challenge

Students' own answers

Webquest

- 1 Illinois
- 2 The Chicago Bulls
- 3 Vancouver
- 4 It's an ice hotel near Quebec City.
- 5 Jones
- 6 Students' own answers.

Puzzle

Where does your best friend live?
 How often do you tidy your room?
 What time do you usually have dinner?
 Do you prefer books or computer games?
 Can you speak Chinese?
 Students' own answers

Workbook page 16

Suggested answers

- 1 1 Hi!
 2 Good afternoon
 3 How are things?
 4 Hello. My name's...
 5 Nice to meet you./ Pleased to meet you.
 6 Good night.
- 2 1 Good 2 about 3 actually 4 Do 5 meet 6 too 7 How
 8 Not 9 See
- 3 1 F 2 F 3 F 4 T 5 F 6 T
- 4 1 Hello. My name's...
 2 Nice to meet you too.
 3 I'm fine, thanks. How are you?
 4 Students' own answers
 5 See you.
- 5 Students' own answers

Workbook page 17

- 1 1 E 2 A 3 D 4 F 5 C 6 B
- 2 1 I live in Birdsville with my parents and my brother, Riley.
 2 It isn't close to any towns or cities.
 3 it hasn't got a cinema or a shopping mall.
 4 We play football and table tennis.
 5 They live near the beach, so we often go surfing.
 6 I've got a lot of e-friends, but I'd love to have more.
- 3 1 No. He has a brother called Riley.
 2 About 150 people live in Birdsville.
 3 The Birdsville Races are in September.
 4 No, he can't go to the cinema in his town.
 5 Yes he enjoys visiting his grandparents because they live near the beach.
 6 In his free time he goes online.
 7 He has a lot of online friends, but he'd love to have more.
- 4 Students' own answers

 1.2 Workook page 11, exercises 2–3

I = Interviewer, J = Jake

- I Welcome to Top Games – the radio programme for computer gamers. Jake Smart is with me in the studio today. Jake designs brilliant computer games. Hello, Jake.
- J Hi.
- I Thanks for coming today.
- J No worries.
- I So Jake ... you're very young to be a games designer. I mean, you're only fifteen.
- J I know, but my age isn't important. I'm good at my job and people like my games. That's the important thing.
- I Can you tell us about yourself?
- J Sure. I come from Brighton in the south of England. I live in a small house with my parents and our dogs, Mario and Luigi.
- I Do you go to school in Brighton?
- J Yeah, my school is in the centre of the town. I get the bus there.
- I When do you design your computer games?
- J In the evenings and at weekends. I do my homework first and then I start work.
- I What time do you finish?
- J One or two in the morning. I'm lucky. I don't need a lot of sleep!
- I Have you got an office?
- J No. I work in my bedroom. I've got a desk and a computer in there.
- I Where do you get your ideas from?
- J Things I watch on TV or things I see in magazines.
- I Are you a computer programmer too?
- J No, I design the games and then someone writes the programs for me. It's my computer science teacher at school!
- I What do you want to do in the future?
- J To live and work in America.
- I Well, good luck, Jake.

 1.4 Workook page 16, exercise 5

- 1 Good morning!
- 2 How are you?
- 3 Pleased to meet you.
- 4 Do you know Valerie?
- 5 See you later.