



3 Read the text again. Are these sentences true (T) or false (F)?

- 1 Bob Geldof is a musician.
- 2 Live Aid was the world's first charity concert.
- 3 Only the concert audience gives money.
- 4 You can watch some charity concerts in different parts of the world.
- 5 Madonna and Jay-Z were the star performers in *Hope for Haiti*.
- 6 Performers like charity concerts because they get lots of money.

4 Look at the words. Find the words (1–5) in the text and match them with the correct definitions (a–e).

c)	1 charity	a) when the ground suddenly moves and causes lots of damage
d)	2 disaster	b) a person hurt or killed
e)	3 famine	c) an organisation that gets money/things and helps people
a)	4 earthquake	d) any sudden bad event that hurts people
b)	5 victim	e) when lots of people are ill/die because they don't have food

5 Complete the sentences with words from Exercise 4.

- 1 A charity collected toys for the children's hospital.
- 2 Did you hear the news about the disaster? A train came off the line.
- 3 The hospital looked after the victims of an earthquake.
- 4 Did you feel the earthquake last night? It woke me up.
- 5 There was no rain for three years so there was a terrible famine.

Speaking

6 You want to arrange a charity concert in your school. Decide on a charity and make a list of ideas.

*charity: children's hospital
Jon – sings
sell T-shirts
school orchestra
our band
choir*

7 Work in pairs. Discuss your ideas.

- A *Shall we ask Jon to sing?*
B *Good idea! And let's make and sell hot dogs.*
A *Cool. Why don't we sell T-shirts?*
B *Great.*

PROJECT

Work in pairs. Make a poster for your charity concert.



1 Before you start, choose two topics each from the list. Make notes.

- the charity
- the date, time and place
- the ticket price/s
- the performers

2 Design your poster. Write the information on it and add some pictures.

3 Display the posters in your class.

Exercise 7

- Ask two students to read aloud the example dialogue.
- Elicit suggestions for continuing the dialogue. Remind students to use the language of making suggestions from page 58.
- Students work in pairs, discussing their ideas for a school charity concert.
- Each pair tells the class or another group what they decided.

PROJECT

- Read through the stages of the project so that students understand what to do. Give them time in class or at home to find visuals and design their posters.
- Check students' draft texts before they prepare the final version of their posters and add their pictures.
- Students show their posters to the class. If you have space in your classroom, students can make a display of their posters.



Exercise 4

- Students work individually or in pairs, finding the words in the text and matching them with the definitions.

Answers → student page

Exercise 5

- Check answers by asking individuals to read aloud the sentences.

Answers → student page

Speaking

Exercise 6

- Read through the example list with the class.
- Encourage students to suggest two or three more ideas for the list.

Language Check

Exercises 1–3

Answers → student page

Exercise 4

Answers

- 15 can't
- 16 don't have to
- 17 have to
- 18 can
- 19 can't
- 20 don't have to
- 21 can't
- 22 have to
- 23 can
- 24 have to
- 25 don't have to

Exercise 5

Answers → student page



Feedback

- Students listen to the recording to check their answers. Check spelling where necessary by asking individuals to write the answers on the board.
- After checking the answers to Exercise 5, students practise reading the dialogue aloud.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do Language Check 5 of the Workbook.

Feedback

- Listen and check your answers to the Language Check. Write down your scores.
 - Look at the table. Check where you made mistakes.
- | Wrong answers: | Look again at: |
|----------------|---------------------------|
| Numbers 1–5 | Get Ready – Key Words |
| Numbers 6–9 | Unit 14 – Word Builder |
| Numbers 10–14 | Across Cultures |
| Numbers 15–25 | Unit 13 – Grammar |
| Numbers 26–30 | Unit 15 – Key Expressions |
- Now do the exercises in Language Check 5 of the Workbook.

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Study Corner 5

Language Check

- Complete the definitions with performers.
 - A **magician** does magic tricks.
 - A **comedian** tells jokes and funny stories.
 - An **actor/actress** performs in films or theatre.
 - A **human statue** stands in one place for hours.
 - A **musician** plays a musical instrument.
- Complete the sentences with the words in the box.

into on together down

 - She got **on** her bike and rode to school.
 - Why don't we get **together** at the weekend?
 - He came out of the hotel and got **into** a taxi.
 - The cat climbed up the tree and it can't get **down**!
- Choose the correct words.
 - A lot of buildings were destroyed after the **earthquake** / *victim*.
 - Thousands of people died in the **charity** / *famine*.
 - The bus hit the tree. It was a **disaster** / *victim*.
 - Let's have a charity concert and help the **famines** / *victims*.
 - Please give some money to our **charity** / *earthquake*.

Vocabulary / 14

- Complete the sentences with *can, can't, have to or not have to*.
 - You **can't** use a mobile phone in class.
 - You **can't** pay cash – you can pay by cheque.
 - There isn't a bus, so we **have to** get a taxi.
 - In Britain, you **can't** drive a car when you're seventeen. In the United States, it's sixteen.
 - I **can't** eat chocolate. I'm on a diet.
 - We **can't** go to school today – it's a holiday.
 - You **can't** use the library after 5 o'clock because it's closed.
 - Soldiers **have to** wear a uniform.
 - Only the goalkeeper **can** touch the football with his hands.
 - You **can't** drive on the left in the UK. That's different from most other countries.
 - We **can't** wear a uniform at our school – we can wear jeans.

Grammar / 11

- Complete the phone call with these words.

let's shall what why would

- Pat ²⁶ **Would** you like to go out tonight?
- Sue Yes, sure. Where?
- Pat ²⁷ **What** about the new sports centre?
- Sue Well, ... I'm quite tired.
- Pat ²⁸ **Why** don't we go to the cinema then?
- Sue Cool! ²⁹ **Let's** see that new 3D film.
- Pat Okay – ³⁰ **shall** we meet at the bus stop?
- Sue All right. See you there.

Key Expressions / 5

Study Help: Learning words

Look through the Key Words boxes. Mark words you can't remember and check the meaning.

Key Words: Performers

acrobat actor actress clown comedian
dancer gymnast **human statue**
ice skater **juggler** magician musician

Look at the Word Builders. Write your own example sentences.

We got together on my friend's birthday.

Use the Picture Dictionary. Ask a friend or parent to look at the picture dictionary and test you.

- Use some of the ideas here to revise vocabulary from modules 1–5.

Study Help: Learning words

- Remind students of the advice in Study Corner 2, page 32 about storing vocabulary.
- Read aloud the advice here about how to use the Key Words, Word Builders and Picture Dictionary. Encourage students to discuss how they use these sections of the book to help them learn words.
- Students use some of the ideas from the Study Help to revise vocabulary from Modules 1–5.

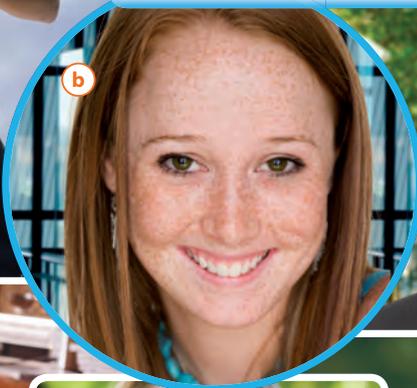
Extra

In pairs, students choose a Picture Dictionary page they have studied and test each other on the words.

Module 5 test,
Teacher's Resources MultiROM

Module 6

- Talk about appearance, fashion and clothes.
- Read about youth culture in the UK.
- Listen to dialogues in shops.
- Write a short blog or diary.
- Learn about the Present Perfect Simple and *must* and *mustn't*.



LOOKS

Get Ready

1 **Picture Dictionary** page 107. Look at the Key Words. Find examples of them in the photos.

The girl in photo e) has got blond hair.

3.02 **Key Words:** Appearance (1)

general: fat good-looking plump pretty
short slim tall thin
eyes: blue brown green grey
hair colour: black blond brown dark
fair grey red white
hair style: curly long short
shoulder-length straight
age: middle-aged old teenager young
other: braces earrings glasses

3.03 2 Listen and match the descriptions (1–6) with the photos (a–f).

3 Work in pairs. Ask and answer questions about your friends and family.

What does your best friend/brother/sister look like?

4 **Game** Work in pairs. Think of a famous person. Take turns to ask questions and guess who it is.

- | | |
|----------------------------------|--------------------------|
| A <i>Is it a man?</i> | B <i>No, it isn't.</i> |
| A <i>Is she young?</i> | B <i>Yes, she is.</i> |
| A <i>Has she got blond hair?</i> | B <i>No, she hasn't.</i> |

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Get Ready

3.2 Exercise 1

- Students check the meaning of the Key Words in the Picture Dictionary.
- Students work in pairs or small groups of three to four, finding examples of the Key Words in the photos.

3.3 Exercise 2

Audioscript → end of notes

- Play the recording for students to listen and match the descriptions with the photos.

Answers

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

Exercise 3

- Point out the difference in meaning between these two questions:
1 *What does John look like?* asking about appearance, e.g. *He's tall and slim.*
2 *What is John like?* asking about character, e.g. *He's friendly and helpful.*

Exercise 4

- Suggest that students give their partner one clue about the famous person they are thinking of, e.g. if the person is a singer or a film star, etc.
- Students ask up to ten questions then, if they can't guess the person, their partner tells them the answer.

Exercise 2 – Audioscript

One

- A What does your sister look like?
B Well, she's got long, curly, brown hair. She's got brown eyes and she wears glasses. She's older than me – she's sixteen.

Two

- A What does your boyfriend look like?
B Er, well, I think he's good-looking. He's got black hair and big, brown eyes. He's got a long nose and face. He's eighteen, a year older than me.

Three

- A What does your girlfriend look like?
B Well, I haven't got a regular girlfriend, but I sometimes go out with Natalie. She's slim and she's got long, straight hair. She's blond. She's got blue eyes. She wears braces.

Four

- A What does your brother look like?
B He's fourteen. He's got dark hair and brown eyes. He's a bit plump, I suppose. He's got a great smile!

Five

- A What does your best friend look like?
B He's *really* tall for his age. He's got short brown hair and brown eyes. He's a great basketball player.

Six

- A What does your best friend look like?
B She's a year younger than me, that's sixteen. She's quite slim. She's very pretty, I think. She's got long, red hair and brown eyes. She always wears earrings and often borrows mine!

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 6, 7 and 8)
More time: do the Extra activity

Warm-up

3.4 Exercise 1

- Students check the meaning of the Key Words in the Picture Dictionary.
- Play the recording for students to listen and repeat the Key Words.
- Ask one of the students to read aloud the example sentence.
- Elicit other adverbs of frequency e.g. *always, usually, sometimes, hardly ever* and *never*.

Reading and Listening

3.5 Exercise 2

- Give students time to read through the sentences (1–5).
- Play the recording for students to listen and read the dialogue and write true (T) or false (F).

Answers → student page

Grammar: Present Perfect

Exercise 3

- Point out to students the use of the full forms of *has* and *have* in the table.

Answers → student page

16 Changes

Warm-up

- 1 Look at the Key Words and pictures. Do you ever do these things?

I often change my hairstyle.



Key Words: Appearance (2)

change your hairstyle cut/dye/grow your hair
 grow a beard lose weight paint your nails
 put highlights in your hair put on weight
 shave your head/legs wear make-up

Reading and Listening



- 2 Read and listen to the dialogue. Are these sentences true (T) or false (F)?

- 1 T Ella has got red and blond highlights in her hair.
- 2 T Lilly has got a new hairstyle.
- 3 T Ella enjoyed the summer.
- 4 F The new computer room is ready.
- 5 F Danny has got long hair.

It is the first day at school after the summer holidays. Two girls, Ella and Lilly, are talking at morning break.

Lilly Hi, Ella. You've cut your hair, it looks great!

Ella Yes, I have. I've put a few red and blond highlights in it too. And, you've changed your hairstyle!

Lilly Yeah, I did it last week. Do you like it?

Ella It's fantastic.

Lilly A new school year, a new look! Did you have a good summer?

Ella Yeah, it was great.

Lilly Have you finished your project?

Ella No, I haven't. Have you done it?

Lilly I've nearly finished. I've got it on the memory stick with me. Maybe we can go to the computer room at lunch time. Have they finished the new computer room?

Ella No, they haven't. The keyboards haven't arrived. We'll have to find an empty classroom.

Lilly Hey, have you seen Danny Taylor?

Ella No, why?

Lilly He looks really different. He's lost weight, and he's cut his hair, a lot!

Ella A lot? Has he shaved his head?

Lilly Well, he hasn't shaved it, but it is short. Anyway, let's ...

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THEN



NOW I have short hair and I paint my nails red.



Grammar: Present Perfect

- 3 Complete the table with *have, has, haven't* or *hasn't*.

Affirmative	Negative
I/You/We/They 1 <u>have</u> nearly finished.	I/You/We/They 3 <u>haven't</u> arrived.
He/She/It 2 <u>has</u> lost weight.	He/She/It 4 <u>hasn't</u> shaved it.
Yes/No Questions	Short Answers
5 <u>Have</u> I/you/we/they finished?	Yes, I/you/we/they have . No, I/you/we/they 6 <u>haven't</u> .
7 <u>Has</u> he/she/it shaved his head?	Yes, he/she/it has . No, he/she/it hasn't .

Exercise 4

- Check the verbs from Exercise 3 and ask individual students to add them to the correct list (*Regular* or *Irregular*) on the board.
- Then students add more regular and irregular verbs from the dialogue.

Answers

Regular: arrived, changed, finished, shaved

Irregular: cut, done, lost, put, seen

Exercise 5

Answers → student page

Extra

Play the recording of the dialogue from Exercise 2 again for students to focus on pronunciation, stress and intonation patterns.

Students work in pairs, practising reading aloud the dialogue and changing parts.



THEN



NOW I am thinner
and I have short hair.



- 4 Which verbs in the table in Exercise 3 are regular and which are irregular? Find more examples in the dialogue.
- 5 Find sentences in the text to explain these situations. Then choose the correct alternative in the rule below.

Situation now	Because
1 Ella's hair looks different.	She has put highlights in it.
2 The girls can't go to the computer room.	<i>They haven't finished it.</i>
3 The new computer room isn't ready.	<i>The keyboards haven't arrived.</i>
4 Danny looks different.	<i>He's lost weight and he's cut his hair.</i>

We use the Present Perfect to talk about *present / past* events when we can see their results in the present.

Practice

- 6 Complete the sentences with the verbs in brackets in the Present Perfect.
- She _____ (lose) a lot of weight. She's very slim now.
 - I _____ (not dye) my hair! It goes fairer in the sun.
 - My dad _____ (grow) a beard. He looks older.
 - _____ you _____ (put) highlights in your hair?
 - She _____ (not put) any make-up on today. She looks younger.
 - _____ he _____ (put on) weight? He looks fatter.
 - She _____ (not paint) her nails today. She hasn't had the time.
 - The actor _____ (shave) his head for a part in a film. It looks cool.
- 7 Look at the two pictures of Ella and Danny on pages 64 and 65. What are the differences between *then* and *now*?

Ella has put red and blond highlights in her hair.

- 8 Explain these situations using the Present Perfect. Use the cues in brackets or your own ideas.
- Why are you happy? (pass the exam)
I have passed the exam. / My team has won.
 - Why does she look different? (dye her hair)
 - Why can't you go out? (not finish my project)
 - Why is your bedroom a mess? (not tidy it up)
 - Why is the floor wet? (wash it)
 - Why can't he play basketball? (break his leg)

Your Turn

- 9 Work in pairs. Use the words in the table to ask questions.

- A *You look happy. Have you heard a good joke?*
B *No, I haven't. I'm in a good mood!*

happy	unhappy	tired	great	cool
hear a joke	see a sad film	buy some new clothes	dye your hair	work hard today

TIMEOUT! ▶ Page 101, Exercise 16

65

Exercise 8

- Ask two students to read aloud the first question and the example answers.
- Tell students to write at least two answers to each question, first using the cue and then using their own ideas.
- When checking answers, see how many different ideas students have thought of.

Answers

- She has dyed her hair.
- I haven't finished my project.
- I haven't tidied it up.
- I have washed it.
- He has broken his leg.

Your Turn

Exercise 9

- Read through the adjectives and verbs in the table with the students.
- Ask two students to read aloud the example question and answer.
- Elicit another exchange using one of the other adjectives or verbs.
- Students work in pairs, taking turns to ask and answer questions. Tell students they can invent information about what they've done if they want to.
- Each student tells the class two things that their partner has (or hasn't) done.

TIMEOUT! ▶ Page 101, Exercise 16

Practice

Exercise 6

- Refer students to the Irregular Verb list (page 112). Check that students understand that the third column (Past Participle) is the form used in the Present Perfect.
- Check answers by asking individuals to read the sentences aloud.

Answers

- has lost
- haven't dyed
- has grown
- Have you put
- hasn't put
- Has he put on
- hasn't painted
- has shaved

Exercise 7

- Tell students to look at the photos and read the texts to help them with the differences. Students work individually, writing their sentences. Check students' sentences.

Suggested answers

Ella has cut her hair. She has painted her nails red.
Danny has cut his hair. He has lost weight.
Ella and Danny have grown up.

Photocopiable activity 12, Teacher's Resources MultiROM

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 4 and 6)
More time: do the Extra activity

Background

The main text is about some of the major fashion styles students may be familiar with on the streets today. Depending on your teaching situation, students may be more or less familiar with the references in the text.

Nike is an American company which manufactures both sports clothes and equipment. The company takes its name from the Greek goddess of victory.

Burberry is a British fashion house, famous for clothes and accessories with characteristic tartan patterns. It was founded in 1856 by Thomas Burberry. Marilyn Manson and Sisters of Mercy are both heavily influenced by Goth subculture. The former is from the United States and the latter from the UK.

Cajun Dance Party released only one album in 2008 before splitting up in 2009. They made numerous appearances at festivals and are a reference point for Indie subculture.

Warm-up



Exercise 1

- Students check the meaning of the Key Words in the Picture Dictionary and listen to the recording.

Exercise 2

- Students work in pairs, discussing what clothes they wear in the situations. They then feedback to the class.

17 Street Style

Warm-up

- Picture Dictionary page 110. Look at the Key Words. Which clothes can you see in the photos? Add more words to the list.

woollen hat



Key Words: Clothes

clothes: baseball cap boots hoodie jacket
 jeans jumper skirt top tracksuit
 trainers T-shirt woollen hat
adjectives: baggy/tight dark/light long/short

- What do you usually wear for these situations?

- school • a party • shopping in town
- doing your favourite hobby

I usually wear a T-shirt and jeans at school.



Street Style

We're in Manchester to find out about different groups of young people.

- Skaters** love skateboarding. They wear baggy jeans, T-shirts and trainers – but they don't do up their shoelaces. They sometimes wear a woollen hat or a baseball cap back to front. Max says, 'All my friends are Skaters. We listen to music when we do skateboard tricks.'
- Townies** like clothes by *Nike* and *Burberry*. They wear tracksuits, hoodies and gold jewellery. The boys often wear baseball caps. They listen to rap and R&B. Tracy says, 'My boyfriend gave the jewellery to me. I love it.'
- Goths** wear black clothes and put on lots of black eye make-up. Both boys and girls have long, black hair and they usually have pale skin. Some Goths have face piercings. They listen to bands like Marilyn Manson and Sisters of Mercy. Jake says, 'I wear black but the music is more important than the clothes.'
- Techies** love technology. They have the latest mobile phone and laptop. The Internet is more important to them than fashion. They find out everything they want to know from the Internet. Kelly says, 'I don't go shopping and try on clothes but I love my computer. I love *YouTube*. I download music and photos. Yesterday I sent about fifty files to my friends.'
- Indie kids** love guitar bands and 'live' music. They don't like designer clothes. They wear tight jeans, American trainers and T-shirts with the name of their favourite band. Holly says, 'At the moment I like Cajun Dance Party but I love finding new bands.'

Some teenagers aren't in one group. Nick says, 'I wear baggy jeans like a Skater, but I have long hair like a Goth. I also play my guitar all the time like an Indie kid.'

66

Reading



Exercise 3

- Play the recording for students to listen and read the text.

Answers

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

Exercise 4

- Ask students to skim the text again and find the names of the people in the pictures.
- After checking answers, explain or encourage students to guess the meaning of any new vocabulary in the text.

Answers → student page

Exercise 5

- Students say what their favourite and least favourite styles are.

Reading

- 3 Read the article. Match the paragraphs (1–5) with the photos (a–e).



- 4 Read the article again. Write the names. Who ...

- ... isn't part of one group? *Nick*
- ... never wears light colours? *Jake*
- ... likes going to concerts? *Holly*
- ... always wears chains and earrings? *Tracy*
- ... doesn't buy clothes from companies like Armani? *Holly*
- ... doesn't wear tight trousers? *Max*
- ... isn't very interested in clothes? *Kelly*
- ... prefers to mix styles? *Nick*

- 5 Which group in the article do you like? Which don't you like? Tell the class.

I like Techies because I love technology too. I don't like Goths because I don't like their music.

- 6 Find the verbs in the text and complete the Word Builder.

Word Builder

- Don't **put** on a lot of make-up. It looks horrible.
- Billy can't **do** up his shoelaces. He's only three.
- You can **try** on that top in the changing room.
- Did you **find** out who borrowed your skateboard?

- 7 Look at the Sentence Builder. Rewrite the sentences below without *to* or *for*.

Sentence Builder

My boyfriend gave **the jewellery** to me. My boyfriend gave **me** the jewellery.

Yesterday I sent **about fifty files** to my friends. Yesterday I sent **my friends** about fifty files.

- Please give your email address to me.
- I sent a text message to him.
- My sister bought a CD for me.
- I'll make a sandwich for you.
- We showed the holiday photos to our friends.
- Mum made a cake for us.

Speaking

- 8 Work in pairs. Use the 'coolometer' to talk about the things in the box.

baggy jeans baseball caps black clothes
boy bands face piercings gold jewellery
heavy music hoodies school uniform
Skaters



- 9 Now use these adjectives and give reasons.

• attractive • boring • comfortable
• fashionable • great • horrible • silly
• strange • unfashionable • unusual

- A *I think baggy jeans are uncool because they look silly. I prefer tight jeans.*
B *I don't agree. I like baggy jeans. I think they're comfortable.*

TIMEOUT! ▶ Page 101, Exercise 17

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Speaking

Exercise 8

- Give students time to read through the things in the box and decide what they think of each object.

Exercise 9

- Ask two students to read aloud the example dialogue.
- Students work in pairs, exchanging opinions.
- The class can vote for the 'coolest' object and the 'least cool' object.

TIMEOUT! ▶ Page 101, Exercise 17

Photocopiable activity 13, Teacher's Resources MultiROM

Exercise 6

- Check answers by asking individuals to read aloud the sentences.

Answers → student page

Extra

Write these expressions on the board:
get up get on with get to know
go out with look after
wait for put on do up
try on find out

Refer students back to the Word Builder on page 17 if necessary. Students work individually, choosing five of the expressions and writing their own sentences. Check students' sentences.

Exercise 7

- Read the sentences with the students.
- Write one pair of sentences on the board. Draw students' attention to the change in word order and the use of *to* in one of the sentences.

Answers

- Please give me your email address.
- I sent him a text message.
- My sister bought me a CD.
- I'll make you a sandwich.
- We showed our friends the holiday photos.
- Mum made us a cake.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercise 6) and shorten the discussion in Exercises 1 and 2
More time: students act out the main dialogue in groups

Background

In this lesson, the characters go shopping. Rory is looking for a T-shirt, Ethan buys a computer game and Grace buys a top for her date with Joe, Lydia's brother.

Warm-up

Exercise 1

- Use the photos in this Unit to revise clothes vocabulary that students already know.
- Students say what their favourite clothes shops are and share opinions on buying clothes online.

Exercise 2

- Students look at the photos and guess what each person buys.

Reading and Listening

3.8 Exercise 3

- Play the recording for students to listen and read the dialogue and check their guesses from Exercise 2.

Answers

Rory – a (medium, grey) T-shirt
Grace – a top
Ethan – a computer game

Exercise 4

- After checking answers, explain or encourage students to guess the meaning of any new vocabulary in the text.

Answers → student page

Exercise 5

- Read the sentences with the students.

18 Shopping

Warm-up

- 1 Work in pairs. Answer the questions and tell your partner.
 - 1 What's your favourite shop for clothes?
 - 2 Do you buy clothes online?
- 2 Look at the photos. What do you think the friends buy?

Reading and Listening

- 3** Read and listen to dialogues A and B. Check your ideas from Exercise 2.

The group are at the shopping centre.

A Rory and Ethan go to a shop together.

Assistant Can I help you?

Rory Yes. I'm looking for a T-shirt.

Assistant What size are you?

Rory Medium.

Assistant What colour would you like?

Rory Grey, please.

Ethan What about this one?

Rory No, it's not big enough.

Ethan I think it's okay. Try it on.

Rory Oh, all right. Can I try this one on, please?

Assistant Sure, the changing room is over there.



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Exercise 6

Answers

2 too baggy 3 dark enough
 4 too expensive 5 big enough

Speaking

Exercise 7

- Draw students' attention to the direction of the arrows in the table to show the question–answer sequences.
- Check answers by asking pairs of students to read aloud the questions and answers.

Answers → student page



B Grace and Lydia are trying on clothes in another shop.

Grace Are you buying those jeans? They look nice.

Lydia No, I'm not. They aren't long enough.

Grace I like this top. What do you think? Does it look okay? Is it too long?

Lydia It really suits you. Why don't you buy it?

Grace How much is it? I can't see.

Lydia It's ... nine pounds.

Grace That's okay.

Assistant Can I help you?

Grace Yes, I'd like this one, please.

They all meet later.

Lydia Did you buy anything?

Rory I got a T-shirt and Ethan bought a computer game. What about you?

Lydia I didn't buy anything but Grace got a top for her date.

Rory Oh! Which date?

Grace Oh, stop it! Let's go home.

- 4** Are these sentences true (T) or false (F)?

- 1 T Rory wants a new T-shirt.
- 2 T Ethan's helpful.
- 3 F Lydia wants to buy the jeans.
- 4 F Grace and Lydia buy the same top.

Exercise 8

- Before students do the exercise, check that they know how to say other sizes besides 'medium' (e.g. small, large, extra large, size [10]).
- Elicit an example dialogue from the class before students work in pairs. Students take turns to be the customer and assistant.

5 Look at the Sentence Builder.

Sentence Builder

It is	too	small.
They are not	long	enough.

6 Now answer these questions. Use *too* or *enough* and the adjectives in brackets.

- Are the shoes comfortable? No, they're too small (small).
- Do you like those trousers? No, they're _____ (baggy).
- Does the jacket look nice? No, it's not _____ (dark).
- Did you buy the dress? No, it was _____ (expensive).
- How about that T-shirt? No, it's not _____ (big).

Speaking

7 Complete the Key Expressions with words from the dialogue.

Key Expressions: Shopping

Shop Assistant/Friend	Customer
Can I help you?	→ Yes, I'm looking for ¹ <u>a T-shirt</u> .
What size are you?	→ ² <u>Medium</u> .
What about this one?	→ No, it's not ³ <u>big</u> enough.
Sure. The changing room is over there.	← Can I ⁴ <u>try</u> this one on, please?
It's okay, it really ⁵ <u>suits</u> you.	← Is it okay? Is it too ⁶ <u>long</u> ? I'd like this one, please.
⁷ <u>Nine</u> pounds.	← How much is it?

8 Work in pairs. Act out a dialogue in a clothes shop.

- Decide what you want to buy.
- Take turns to be the customer and the shop assistant.
- Use the Key Expressions.

Everyday Listening

3.09 1 Listen to three dialogues between Ethan and Rory. Choose the correct answers, a), b) or c).

- What time do they decide to meet?
 - a)
 - b)**
 - c)



- Where do they decide to go first?
 - a) the games shop
 - b)** the clothes shop
 - c) the sports shop
- Which computer game does Ethan buy?
 - a)
 - b)**



2 Pronunciation Look at the words and underline the stressed syllables.

amazing attractive beautiful
 century character computer
 popular enormous holiday
 expensive relaxing trilogy
 newsagent teenager ponytail
 colourful

3 Classify the words, a) or b).



3.10 4 Listen and check your answers. Then listen and repeat the words.

Exercise 1 – Audioscript

One

Ethan and Rory are deciding what time to go to the shopping centre.

Ethan Hi, Rory. I got your text.

Rory Yeah, so what time do you want to meet?

Ethan Well, Lydia and Grace are meeting at twelve o'clock.

Rory Shall we get there a bit earlier, say a quarter to twelve?

Ethan No, we don't want to be early. How about half past twelve?

Rory That's too late. Quarter past twelve?

Ethan Right. Don't be late! See you.

Rory See you.

Two

Ethan and Rory are deciding where to go in the shopping centre.

Rory So where shall we go first?

Ethan I want to get a new computer game. The games shop is down there.

Rory That's a long walk. I want to get a T-shirt. The clothes shop is just here in front of us.

Ethan Okay. Oh, remember, we want to look at those new trainers, too.

Rory We can do that last, before we meet the others.

Ethan Yeah, right, let's go in.

Three

Later, Ethan and Rory are in a computer games shop.

Ethan I can't decide which game to buy.

Rory Why don't you get this?

Ethan No, those war games are boring.

Rory What about this?

Ethan No, I've got a tennis game. This looks good.

Rory Alexander the Great? I thought war games were boring.

Ethan This isn't just war. Look.

Rory Cool.

Ethan Yeah, I'll get this.

TIMEOUT! ▶ Page 101, Exercise 18

Everyday Listening

3.9 Exercise 1

Audioscript → end of notes

- Give students time to read the questions before they listen to the dialogues.

Answers → student page

Exercise 2

- Elicit the stressed syllable in *attractive* and *beautiful* from the class.
- Students complete the exercise, working individually or in pairs.

Exercise 3

- Check that students understand how to classify the words by asking them to put *attractive* and *beautiful* in the correct group.

3.10 Exercise 4

- Play the recording for students to check their answers.
- Students then listen and repeat the words.

Answers and audioscript

- attractive, computer, enormous, expensive, relaxing
- beautiful, century, character, popular, holiday, trilogy, newsagent, teenager, ponytail, colourful

Your Challenge

Background

Weblogs (Blogs) are online diaries. More than one person can contribute to them by uploading diary entries. More than half of all 'bloggers' are teenagers. Some schools in the UK have school blogs or diaries on the Internet that pupils can contribute to.

Writing: A diary or blog

Exercise 1

- Encourage students to say what they know about blogs and discuss the blogs they read (or write).
- Write the names of the members of the group on the board and ask students what they remember about each of them.

Exercise 2

- Students read Lydia's Blog to check their guesses from Exercise 1.

Answers → student page

Extra

Ask students to look at Lydia's Blog. Encourage them to guess the meaning of *older posts*, and *view comments*.

(Answers

older posts – previous blog entries

view comments – the number of people (3/10/7) who have written a comment about this entry in Lydia's Blog)

Your Challenge

Writing: A diary or blog

1 Lydia writes a diary or a blog about her life. What do you think she has written about this week? Tick (✓) or cross (X).

- buying a new phone
- going to Covent Garden
- visiting The Tower of London
- seeing Joe in the café
- meeting her friends at the shopping centre

2 Read Lydia's blog and check your ideas.

Text Builder

3 Complete the blog with these words.

after before during later suddenly when

4 Work in groups of three. Write your class's diary or blog for three important days last term. Follow the steps.

STEP 1 Choose three important days from last term and make notes.

sports day: sunny day, no lessons, parents came

STEP 2 Choose a day each and use the notes to write the blog or diary.

STEP 3 Put your days together. Use some linking words from Exercise 3.

STEP 4 Put your blog online or make a diary poster and put it on the classroom wall.



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Text Builder

Exercise 3

Answers → student page

Extra

In turn, each student reads aloud one or two sentences of Lydia's Blog. Correct any serious pronunciation errors.

Exercise 4

- Read through the steps with the class so students understand what to do.
- Remind students to use linking words from Exercise 3. Check students' draft blogs before they write their final version.
- If you have space in your classroom, students can make a display of their blogs.