

Opening page.

Learning outcomes and skills lessons at the start of every unit, give clear objectives to teachers and students.

The **Getting Started** video introduces the unit topic and previews language using talking teens to grab students' attention.

Clear indication of **high frequency vocabulary** helps students learn the words they really need.

Clear links to **Vocabulary basics** and **Advance your vocabulary** cater for mixed ability classes.

**HEALTHY LIVES** UNIT 5

**LEARNING OUTCOMES IN THIS UNIT**

- Use a title to predict content
- Understand conversations about food
- Order food
- Write a recipe

**VIDEO: GETTING STARTED**

Watch the teenagers talking about their free time activities and answer the question.

**Vocabulary**  
Places to go

1 Listen and repeat the words in the box. Can you go to all these places in your town? € 5.00

bowling alley café cinema  
football stadium gym  
library park restaurant  
shopping centre skatepark  
sports centre swimming pool

2 Look at the poster. Copy and complete 1–6 with words from exercise 1.

3 Where can you do these activities? Write sentences.

- buy clothes • go skateboarding
- meet your friends • read books
- relax • do sport

You can buy clothes in a shopping centre.

**LOOK!**  
expressions of frequency  
every ...  
day / weekend  
once / twice / three times ...  
a week / a month

4 Work in pairs. Ask and answer about four places in exercise 1. Use *How often ... ?* and expressions of frequency.

☐ How often do you go to the bowling alley?  
☐ I usually go to the bowling alley twice a month.

**WELCOME to NEWVILLE!**

There's lots to do to keep you feeling great ...

Relax with your friends in the (1) ...

Have fun at the (2) ...

Try your luck at the new (3) ...

Meet your friends for a drink in a (4) ...

Watch a great film at the (5) ...

Get fit – sign up for the (6) ...

Vocabulary basics Advance your vocabulary Workbook page 000 Study guide Page 103 49

Texts with **real life topics** to capture students' attention.

Clear **learning outcome** to inform students of task aim.

**Words in context** task for vocabulary support and developing text attack skills.

**Word builder** feature to help students increase their word bank.

**Critical thinking** tasks to develop real life skills such as how to *analyse, imagine, assess and create* (see notes underneath).

**Extra comprehension work** to further exploit text and further develop reading skills.

**The longer read** extended text for mixed ability teaching.

**Web quests** with clear sign posts and tips to guide students in self study.

## Reading

An online article

**LEARNING OUTCOME**

✓ Use a title to predict content

- Read the title of the online article. What do you think the text is about?
  - good holiday destinations
  - countries with good weather
  - the best places to live
- Read and listen to the article and comments. Check your answer to exercise 1. 0.00
- Words in context** Look at these words in the article. How do you say them in your language?
 

measure   community spirit  
 public services   outdoor lifestyle  
 village
- Choose the correct answers.
  - There aren't any ... countries in the top three.
    - Asian
    - European
  - People are happier in ... cities.
    - bigger
    - smaller
  - Leon is ...
    - Danish
    - Nonwegian
  - SummerSun's town is in ...
    - Denmark
    - Turkey
  - Kirsty sometimes visits ... In the Outer Hebrides.
    - family
    - friends
  - According to Kirsty, the Outer Hebrides have got very good ...
    - beaches
    - shops
- Are the sentences true or false? Correct the false sentences.
  - The World Happiness Report says that we can measure happiness.
  - The UK is one of the happiest countries in the top ten.
  - London is the happiest place in the UK.
  - There are more than 100 parks in Denmark.
  - SummerSun thinks that good weather is important for happiness.

go   The longer read > Resource centre

## WHERE IS THE HAPPIEST PLACE IN THE WORLD?

NATIONAL INTERNATIONAL CULTURE HEALTH SPORTS

Is it possible to measure happiness? Yes, according to the World Happiness Report! Apparently, the three happiest countries in the world are Norway, Denmark and Iceland. The USA is 14th, Ireland is 15th, and the UK is 19th.

But there are a lot of 'happiness surveys', with different results. According to a European Commission report, people are happier in smaller, less busy cities. Two Danish cities are top of their list, with Manchester, Cardiff and Newcastle all in the top 20. And a British survey says that the happiest place in the UK is the Outer Hebrides – a collection of small islands in Scotland.

What makes people happy in the place where they live? Is it a good community spirit? Or good public services, such as schools, parks, transport, libraries and sports centres? What do you think?

**COMMENTS**

**Leon01** 17.42  
It's true that in Denmark we are very happy and relaxed! I'm from Aarhus, Denmark's second city. We have lots of museums, theatres, concerts and music festivals – it's a European capital of culture. There are also 134 parks!

**Kirsty05** 18.36  
My cousin lives in the Outer Hebrides and I sometimes go there on holiday. There isn't much to do in her village. There isn't a cinema or a gym. There aren't even any shops or cafés! But I don't mind going there in summer – there are some fantastic beaches and I love swimming in the sea.

**SummerSun** 17.59  
I think a good community spirit is important, but nice weather makes people happy too. People are usually friendly when it's sunny! I live in a town called Fethiye, in Turkey, and there's a great outdoor lifestyle here. There are a lot of nice cafes and restaurants next to the beach. We aren't in the top 10 places, but I love living here!

**The happiness graph**

1	NORWAY
2	DENMARK
3	ICELAND
4	SWITZERLAND
5	FINLAND
6	NETHERLANDS
7	CANADA
8	NEW ZEALAND
9	AUSTRALIA
10	SWEDEN

The 10 Happiest Countries in the World

**WEB QUEST**

Work in groups. Make a presentation about a city in one of the countries in 'The happiness graph'.

- Decide** Choose a city.
- Investigate** Find pictures of the city and research three things to do there.
- Create** Find pictures of places to visit and information about what you can do there. Prepare your presentation.
- Evaluate** Show your presentation to the class. Evaluate your classmates' presentations.

**Tip!** Use specific keywords when you search for information. This helps you find information more quickly.

**6 Word builder** Read the information and answer the questions.

**ADJECTIVES**  
We can form some adjectives with a verb + -ed.

excite – excited   relax – relaxed  
worry – worried

- Can you find another adjective ending in -ed in the article?
- How do you say these adjectives in your language?
- Write three sentences about you using adjectives ending in -ed.  
*I feel excited before I go on holiday.*

**7** What do you like in your town or village? What don't you like?  
*I like the sports centre, and ... I don't like ...*

**CRITICAL THINKING**

**ANALYSE**  
What is happiness? Try to write a definition.  
Think about the last time you were happy.  
Think about the things that make your friends happy.

**DID YOU KNOW?**  
On 20th March, people around the world celebrate World Happiness Day. Celebrations include a 24-hour global music video to the song 'Happy' by Pharrell Williams.



Flipped classroom grammar presentation to engage students and offer flexible learning.

Clean design for clear reference and easy understanding.

## Grammar

*There is / There are + a / an, some and any*

**VIDEO: FLIPPED CLASSROOM**  
Watch the grammar presentation and do the task

**1** Copy and complete the tables. Use *a, an, some* and *any*.

singular
There's a great football stadium.
There's (1) ... amazing museum near here.
There isn't (2) ... cinema there.
plural
There are 134 parks in Denmark.
There are (3) ... fantastic beaches.
There aren't (4) ... shops or cafés.


**2** Copy and complete the sentences with *There's* or *There are*.

There are two trees.

- ... two swimming pools.
- ... a café.
- ... five tables in the café.
- ... four people sitting in the café.
- ... a dance studio.
- ... two karate studios.

**3** Now look at the picture. Are the sentences in exercise 2 true or false? Correct the false sentences.

There are two swimming pools.  
False. There aren't two swimming pools.  
There's one swimming pool.



**Countable and uncountable nouns**

**4** Look at the tables, then copy and complete rules a) and b) with *Countable* or *Uncountable*.

countable nouns
We can count countable nouns.
There's a shop. ✓
There are some good shops. ✓
uncountable nouns
We can't count uncountable nouns.
There's <del>a</del> food. ✗ There are some foods. ✗
There's some food in the café. ✓
a) ... nouns have got singular and plural forms.
b) ... nouns haven't got plural forms.


**5** Copy and complete the lists with these words.

countable nouns	uncountable nouns
apples	fruit
bananas	meat
eggs	oil
grapes	water

**6** Copy and complete the recipe with *a / an, some* or *any*.

### GREEN SALAD

Fancy a healthy treat? Don't worry if there aren't (1) ... salad bars near you! Try making this delicious green salad at home. Put (2) ... avocado, (3) ... lettuce and (4) ... green grapes in a large bowl – all chopped, of course. Add (5) ... peas and (6) ... oil. Mix it up then serve with (7) ... egg or (8) ... meat.



**ANALYSE**  
We use *There is* for singular nouns and also for uncountable nouns. Translate these sentences.

- There's one banana.
- There's some fruit.
- There are ten strawberries.

[Grammar basics](#) [Grammar reference](#) [Workbook page 000](#)

Link to **Grammar basics** for mixed ability teaching (TRF).

**Analyse** section encourages students to compare English grammar with their own language.

Clear **learning outcome** to inform students of activity objective.

## Vocabulary and Listening

### Food and drink

#### LEARNING OUTCOME

✓ Understand conversations about food

#### DIGITAL VOCABULARY FLASHCARDS



Do the matching exercise to discover the new vocabulary.

biscuits cake cheese chicken crisps fish juice milk  
nuts orange peas potatoes rice salad yoghurt

1 Read at the article. Are the lunches similar to your school lunches? Listen and repeat the words in **blue**. **0:00**

### HOW HEALTHY IS YOUR SCHOOL LUNCH?

In the UK, about half of all students have a school lunch and half take a packed lunch.

Here's a typical school lunch. There's usually some **chicken**, meat or fish with **rice**, pasta or **potatoes** and **bread**. There's usually **salad** or vegetables like **peas**, **broccoli** or **green beans**. For **dessert** there's **fruit**, **yoghurt** or a piece of **cake**. And there's **milk**, **juice** or water to drink.

This is a typical packed lunch, but it isn't very healthy! There are sandwiches (usually with **cheese** or **ham**) and there's a bag of **crisps**. There's a **chocolate bar**, some **biscuits** and a fizzy drink. But there isn't any **fruit**! It's a good idea to have an **apple**, **orange** or some **nuts** for a snack.



If you want to study better:

- ★ don't forget to have breakfast – it gives you energy to start the day.
- ★ eat fish regularly – it contains Omega-3 which is good for concentration!

Top Tip!

2 Copy and complete the list with the **blue** words from exercise 1.

Protein: **chicken** ...  
Carbohydrates: **rice** ...  
Fruit and vegetables: **peas** ...  
Dairy products: **yoghurt** ...  
Fat and sugar: **cake** ...  
Drinks: **juice** ...

3 Listen to three students talking about school lunches. Where are the students from? **0:00**

4 Listen again. Copy and complete 1–6.

	Main meal	Dessert	Drink
Sara	chilli with (1) ...	(2) ...	apple juice
David	(3) ..., then fish	fruit	(4) ...
Maya	(5) ... and fries (chips)	(6) ...	cola

5 Answer the questions.

- Is there a choice of food at Sara's school?
- What time does Sara have lunch?
- How many courses are there for lunch at David's school?
- Where do David's friends have lunch?
- Is there a cafeteria at Maya's school?
- Where does Maya have lunch?

**Digital flashcard presentation** tool to introduce the topic in a fun way and find out what students already know.

**Vocabulary basics** and **Advance your vocabulary** activities for mixed ability teaching.

Vocabulary basics

Advance your vocabulary > Workbook page 000

Pronunciation > page 000

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**Life skills** lessons combine with cultural awareness features to prepare students for life outside the classroom. E.g. *personal values, decision making & negotiating.*

## Life skills

### Making decisions

**FACT:** Scientists say that we make better decisions in the morning than in the evening. We also make better decisions when we get enough sleep and do exercise.

1 Jake and Holly are choosing their food. Read the information about options A and B quickly. Which meal has got the most carbohydrates?

### RESTAURANT FOOD – WHAT TO CHOOSE?

**A ROAST BEEF AND VEGETABLES**

**FOOD FACTS**  
Calories: 697  
Protein: 34 g  
Carbohydrates: 127 g

Price: £3.80

OR

**B PEPPERS STUFFED WITH RICE, CHEESE AND VEGETABLES**

**FOOD FACTS**  
Calories: 265  
Protein: 12 g  
Carbohydrates: 44 g

Price: £3.00

**What do you want to eat today?**  
Here are some steps to help you decide:

**Step 1: Identify the options**

- How many choices are there?
- What are they?

**Step 2: Collect the facts**

- How many calories are there in each meal?
- Is the price the same for both meals?

**Step 3: Think about your values**

- Are you vegetarian or vegan, or do you have any food allergies?
- What is more important to you: to eat healthy food or food you like?

**Step 4: List the advantages and disadvantages**

- What are the advantages of each option?
- What are the disadvantages of each option?

**Step 5: Make your decision!**

- Which meal do you choose?
- Can you explain the reasons for your decision?

**2 Words in context** Find these words in the poster. How do you say them in your language?

allergies calories vegetables vegetarian

**3** Read the information in A and B again. Are the sentences true or false? Correct the false sentences.

- There isn't a vegetarian option.
- There are vegetables with the meat.
- There isn't any protein in option B.
- There are 697 calories in option A.
- There is some cheese in option B.

**4** Holly chooses the roast beef and Jake chooses the peppers. Who says ...?

- It's important for me to eat healthy food. I think this meal is a better choice because I don't like red meat.
- I'm not vegetarian and I'm really hungry today. This meal has got more protein than the other one.

**5** Work in pairs. Follow Steps 1–5 in the text poster to choose one of the meals. Is your partner's decision the same or different? Why?

**6** Choose one of these situations. Use your decision-making skills to reach a conclusion.

- You have to study another school subject. Do you choose art or biology?
- You want to do more exercise. Do you go running or do yoga?

**Words in context** aid comprehension and expand vocabulary.

Clear **simple steps** to support students with life skills.

**Cultural awareness**  
Different lifestyles

1 Read the survey quickly and find these numbers.  
What do they refer to?  
• 36,000 • 70% • 12%

2 Read and listen to the text to check your answers. €0.00

**IS A LIFE 'ON THE ROAD' FOR YOU?** HOME | ABOUT | SURVEY | LOGIN

**SURVEY**

In the Republic of Ireland, there are about 36,000 Travellers, but they don't all live 'on the road' today.

Traditionally, they were nomadic people and travelled from place to place with horses, in small, colourful wooden caravans. Now, about 70% of Travellers live in houses or apartments, often on special sites. The sites have space for the Travellers to keep their animals.

Travel is still important and many Travellers go to big family weddings, or horse fairs such as the Ballinasloe Fair in County Galway. Sometimes Travellers suffer discrimination from people who don't understand their culture.

**Do you like the idea of a life on the road? Select the opinions you agree with.**

- ☐ You can go where you want, when you want, so you don't get bored.
- ☐ You have more freedom – no one can tell you what you must or mustn't do.
- ☐ You can't always go online if you're travelling from place to place.
- ☐ You can live a more natural life and stay in beautiful places in the countryside.
- ☐ You can't go to the same school if you aren't always in the same place.

VOTE ▶ A life on the road is for me. YES NO VIEW POLL

**Words in context** Find these words in the text.  
How do you say them in your language?  
nomadic wooden site horse fair discrimination freedom

4 Are the sentences true or false? Correct the false sentences.

- All Travellers live a nomadic life.
- Traditional caravans are colourful.
- All Travellers have caravans on special sites.
- Caravans on sites have space for animals.
- There's a big horse fair in County Galway.

5 Look at the opinions in the survey again. Decide which ones you agree with then vote. Compare your answers with a classmate.

6 Answer the questions about your country.

- Are there any travellers in your country?
- In your opinion, would it be easy or difficult to live a nomadic life in your country?
- Would you like to live a nomadic life? Why (not)?
- Do many people from your country now live in other countries? Where?

**VIDEO: CULTURE BYTE**  
Watch the video and do the task.

Culture awareness texts (in 6 units) to engage and inform students about international culture .

**Words in context** feature to aid comprehension of vocabulary.

**NEW BBC Culture Byte** videos broaden students' knowledge of international culture with teen-engaging content.

Interesting **cultural facts** to broaden students' knowledge of the English-speaking world.



Clean design for clear reference and easy understanding of grammar rules.

Grammar basics for mixed ability teaching.

CLIL task provides cross-curricular context for grammar and helps understanding.

## Grammar

### Is there ...? Are there ...?

- 1 Look at the table. How do you say the questions in your language?

#### singular

Is **there** a vegetarian option?

Yes, **there is**. / No, **there isn't**.

#### plural

Are **there** any vegetables with the meat?

Yes, **there are**. / No, **there aren't**.

- 2 Copy and complete the questions with *Is there* or *Are there*. Do we use *some* or *any* after *Are there*?

- 1 ... any caf  s in your town?
- 2 ... a swimming pool at your school?
- 3 ... any Chinese restaurants in your town?
- 4 ... a bowling alley near your house?

- 3 Work in pairs. Ask and answer the questions in exercise 2.

- ☐ Are there any nice caf  s in your town?  
☐ Yes, there are. I like the one in my street.

### How much ...? How many ...?

- 4 Look at the table, then copy and complete the questions with *How much* or *How many*.

#### uncountable nouns

How <b>much</b> protein is there in option A?	There's <b>a lot</b> . There isn't <b>much</b> .
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#### countable nouns

How <b>many</b> calories are there in each meal?	There are <b>a lot</b> . There aren't <b>many</b> .
--	--

- 1 ... salt is there in a bag of crisps?
- 2 ... children eat crisps every day in Britain?
- 3 ... bags of crisps do British people buy?

- 5 Match answers a–c with the questions in exercise 4.
- a) A lot! About 50% of children eat crisps every day.
  - b) People buy more than 6 billion bags a year!
  - c) There's a lot. Crisps consist of about 8% salt.

## CLIL

### Grammar in context: Science (nutrition)

- 6 Read the text and choose the correct answers.

- 7 Listen and check your answers. **00.00**

- 8 Look at the words in **blue** in the text. How do you say them in your language?



## WHAT'S ON YOUR PLATE FOR LUNCH TODAY?

Are there (1) a / some / any vegetables? (2) How much / How many / How are **protein** is there? Is there any fruit for dessert? If there isn't a variety of food in your lunch, read this information and make (3) a / some / any changes to your menu!

### THE FIVE FOOD GROUPS:

#### Fruit and vegetables

(4) There's / There are / Is there **vitamins** and **minerals** in fruit and vegetables. You should eat five portions every day.

#### Protein

There (5) is / are / aren't protein in meat, fish, eggs and beans. It helps your body grow.

#### Carbohydrates

(6) Is there / There isn't / There are **carbohydrates** in bread, rice, pasta and potatoes. They give you energy.

#### Dairy products

(7) There are / There's / Is there **calcium** in dairy products like milk and cheese. Calcium is necessary for healthy **bones**.

#### Fat and sugar

Don't eat too many things in this group – just (8) a / an / any occasional treat!



### CLIL TASK

Analyse your lunch or dinner. Write a list of all the things you eat. Which food group are they in?

**Learning outcome** so students know exactly what the task objective is.

**Task order for greater emphasis on speaking.**

**Lesson opens with model video** to catch students' attention.

**Pronunciation feature** to further develop speaking skill.

**Optional, clearly-staged Make a video** task to appeal to digital learners.

## INTEGRATED SKILLS

### At a café

**LEARNING OUTCOME**  
Order food in a café

My friend Katy and I are having lunch at The Health Café. Katy's a vegetarian. Are any of your friends vegetarian?

**TASK** Order food in a café

- Understand a dialogue in a café
- Practise a dialogue
- Read a café menu
- Write a dialogue
- Present a dialogue

**Communication kit**

- Can I help you?
- I'd like a / an / some ... , please.
- Anything else?
- Would you like anything to drink?
- Have you got any ...?
- Is that everything?
- How much is it?
- Enjoy your meal.

**THE VIDEO**

Hi, can I help you?  
OK. Anything else?  
Would you like anything to (3) eat / drink?  
Yes, sure.  
OK. Is that everything?  
That's (5) £8.95 / £9.85, please.  
Thank you and enjoy your meal!

Yes – I'd like a (1) tuna / pasta salad, please.  
Yes – some (2) tomato / vegetable soup for my friend, please.  
Oh, yes. Have you got any (4) orange / apple juice?  
OK. One orange juice and one apple juice, please.  
Yes, I think so. How much is it?  
Here you are.  
Thanks.

**1 Listen**

- Listen to the dialogue. How many drinks does Hazel order? **0 8 80**
- Listen again and choose the correct words for 1–5.

**2 Speak**

- Pronunciation** Listen and repeat this question from the dialogue. **0 4 80**  
Have you got any **orange** juice?  
Work in pairs. Practise the dialogue. Pay attention to the pronunciation of the question in exercise 3.

**3 Read**

**5 A menu** Look at the menu and complete the menu headings 1–5 with these words. Is there any meat on the menu?

### The Health Café menu

<b>Salads</b>	Tuna salad £4.95	<b>Baked potatoes</b>	With cheese and beans £3.95
	Pasta salad £4.60		With vegetarian chilli £3.60
<b>Soups</b>	Vegetable soup £9.50	<b>Drinks</b>	Juice (apple, orange, pineapple or mango) £1.00
	Tomato soup (served with bread) £9.25		Mineral water (still or sparkling) 95p
<b>Sandwiches</b>	Cheese and tomato £1.95		
	Eggs £1.95		

**4 Write**

**6** Imagine you are having lunch at The Health Café. Write a dialogue ordering food and drink for you and a friend. Use the menu in exercise 5 and the information above to help you.

Hi, can I help you? Yes – I'd like ... , please.  
OK. Anything else? Yes – ... for my friend, please.  
Would you like anything to ...? Oh, yes. Have you got any ...?  
Yes, sure. OK. One ... and one ... , please.  
OK. Is that everything? Yes, I think so. How much is it?  
That's ... , please. Here you are.  
Thank you and enjoy your meal! Thanks.

**5 Present**

**7** Work in pairs. Take turns to practise your dialogues. Then present them to the class.

**Make a video dialogue** **REC**

Ordering food at a café in my town

- Choose something to eat and drink from a menu you know.
- Write the dialogue. Remember to include phrases from the Communication kit.
- Practise your dialogue in pairs.
- Record your dialogue.
- Present your video dialogue to the class.

## INTEGRATED SKILLS



Clear **learning outcome** to inform students of task aim.

## Writing A recipe

**LEARNING OUTCOME**  
✓ Write a recipe

Clean design and layout.

1 Look at the recipe. Which is your favourite jacket potato filling?.

### Jacket potatoes

**1** Jacket potatoes are very popular in the UK. They're easy to make and they're healthy and delicious. There's a lot of fibre in jacket potatoes because we eat the potato skin, too. There are also a lot of vitamins and minerals. But be careful with the filling – there's a lot of fat in butter and cheese! Here's the recipe ...

**2**

- a big potato for each person
- some butter
- a filling (for example: cheese, tuna, baked beans, chilli, etc)

**3** First, wash the potatoes. Then, cut the top of the potatoes and cook them in the oven (200°C) for about 60 minutes. Next, add some butter to the potatoes. Finally, prepare the filling. My favourite is cheese and beans!



**2 Focus on language** Look at the information and answer the questions.

#### Connectors of sequence

We use connectors of sequence to show the order of events or instructions.

First, wash the potatoes.

Then, cut the top of the potatoes in the oven.

Next, add some butter.

Finally, prepare your favourite filling.

1 Which connector do we use at the start of the sequence?  
2 Which connector do we use at the end of the sequence?

**3** Copy and complete instructions a–d in the correct order. Use connectors of sequence.

#### Instructions for making French toast:

- (a) ... put a slice of bread in the egg and milk (both sides).  
(b) ... put some oil in a pan to get hot.  
(c) ... mix one egg with some milk and sugar.  
(d) ... fry the bread in the pan for about one minute on each side.



**4 Focus on content** Look at the recipe. Match paragraphs 1–3 with a)–c).

- a) Ingredients  
b) Method  
c) Nutritional Information

**5** Write a recipe for a simple dish from your country.

**Focus on content** to work on writing organisation skills.

**Focus on language** supports students' skills production.

#### Writing kit

**1 Plan your recipe.**  
• Choose a dish and make notes.

**2 Write three parts.**

- 1 Nutritional Information  
2 Ingredients  
3 Method

**3 Useful phrases**

First... Next...  
Then... Finally...

**4 Check your writing.**

- ☒ three parts
- ☒ connectors of sequence
- ☒ There's / There are and a / an / some
- ☒ vocabulary for food and cooking

Guided **Writing kit** with **Useful phrases** to support students' written work.

## Making a leaflet

Collaborative projects (3 in total) offer **real-life-relevant tasks** suitable for extension and assessment as well as facilitating cooperative group work. Projects include Making a (digital) wall, leaflet, and presentation.

**TASK** Work in groups of four to create a leaflet about your town.

1

Think

2

Listen and plan

3

Create

4

Evaluate

1 Read the leaflet below. Use a dictionary to check the meaning of the words in the box. Which information is not included in the leaflet?

opening times   adverts   places to visit  
sports and leisure facilities  
activities for children   restaurants  
markets   a description of the town

### DIGITAL LITERACY

When you write a leaflet, remember to:

- Include images to make your leaflet look attractive.
- use different fonts and colours.
- look up words in an online dictionary.

Clear 4-step task structure to guide and support students.

**Digital Literacy** focus to engage and cater for digital learners.

**All about Brighton**

Brighton is a city on the south coast of England. It has got wonderful beaches and lots of places to visit.

Famous local landmarks include the Royal Pavilion (a 19th century palace) and the pier. Other sights include Brighton Museum and Art Gallery and Queen's Park. The oldest aquarium in the world is also in Brighton. To find out more about places to visit, see page 2.

There is lots to do at night. Brighton has got about 400 restaurants – more than any other city outside London (see page 3)! The town is famous for musicians such as The Kooks, and there are a lot of live music events. Brighton also has a famous festival in May – it's the second biggest in the UK. Go to their website: [brightonfestival.org](http://brightonfestival.org)

Are you a sports fan? Brighton's got two football stadiums, a skate park and lots of swimming pools, gyms and sports centres (see page 4).

**Come to Brighton! There's something for everyone!**

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Collaborative projects now **all together in the end matter** for easy reference.

## External exam trainer: Speaking

**External exam trainer** offers essential practice material to prepare students for Cambridge or Cambridge-model exams.

**Exam tips** offer information on task types and what to practice to complete them successfully.

**Model exam** examples to raise students' awareness of exam task format.

### Your exam preparation

- 1 Study the examiner's instructions in the Model exam. What must you do?
  - a) Describe two pictures
  - b) Discuss how children usually celebrate their birthday
  - c) Talk about how we celebrated our birthdays when we were younger
- 2 Read and listen to the Model exam. Which tense do David and Elena use: past, present or future? **3.54**

#### EXAM TIP: Use the correct tense

When you're discussing a topic, remember to use the correct tense to talk about the present, past or future.

### ABOUT THE EXAM

#### Discussing a topic

The examiner shows you and your partner two pictures and asks you to discuss a particular aspect of the topic. This tests your ability to have a more complex conversation and talk about your own experiences.

- 3 Check the meaning of the words in the Useful vocabulary box on page 123. Which ones can you find in the Model exam?

#### EXAM TIP: Discuss, don't describe

In this type of exam, you mustn't *describe* the pictures. You must *discuss* what the examiner tells you.

*In the first picture I can see some children at a party.* ✗

*When I was younger, I usually had a party with all my friends.* ✓

**External exam trainer** now focuses **exclusively on Speaking** (Listening now in WB) to provide concentrated support for this key exam skill.

**About the Exam** provides information on what the examiner asks and why.



#### Examiner's instructions

These pictures show young children celebrating their birthdays. Now, talk together about how you celebrated your birthday when you were young.



David

So, how did you celebrate your birthday when you were young?

And did you have a birthday cake?

I didn't have a party at home. I usually did an activity with my friends.

Oh, we went to the swimming pool or to an activity centre. It was fun!

Elena

So, how did you celebrate your birthday when you were young?

Yes, my mum always made a chocolate cake! What about you? What did you do for your birthday when you were younger?

Really? What kind of activities did you do?



## Study guide

UNIT 5

### Grammar

There is / There are + a / an, some and any

singular	plural
There's a bowling alley near here.	There are three restaurants in town.
There's an apple on the table.	There are some cafés too.
There isn't a park there.	There aren't any skate parks.

### Countable and uncountable nouns

countable nouns	uncountable nouns
There's a biscuit. There are some biscuits.	There's some rice.

Is there ...? Are there ...?

singular	plural
Is there a cinema?	Are there any gyms?
Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

How much ...? How many ...?

uncountable nouns	
How much protein is in a ham sandwich?	There's a lot. There isn't much.

countable nouns	
How many calories are there in jacket potatoes?	There are a lot. There aren't many.

### Vocabulary

Places to go

bowling alley	gym	centre
café	library	skate park
cinema	park	sports centre
football stadium	restaurant	swimming pool
	shopping	

Places to go

biscuits	ham	potatoes
cake	juice	rice
cheese	milk	salad
chicken	nuts	yoghurt
crisps	orange	
fish	peas	

-ed adjectives

relaxed	excited	worried
---------	---------	---------

Words in context

measure	outdoor	allergies
community	lifestyle	vegetarian
spirit	village	vegetables
public services	calories	

Passive vocabulary

relax	apparently	typical
get fit	second city	concentration
survey	psychologist	
cheerful	spinach	

### Speaking

Order food in a café

Can I help you?  
I'd like a / an / some ..., please.  
Anything else?  
Would you like anything to drink?  
Have you got any ...?  
Is that everything?  
How much is it?  
Enjoy your meal.

### LEARNING OUTCOMES

Copy the table into your notebook and add the symbol that's true for you each time.

- Use a title to predict content
- Understand conversations about food
- Order food in a café
- Write a recipe

## Study guide

UNIT 6

### Grammar

Comparative adjectives

short adjectives and adjectives ending in -y

Paris is **smaller** than Tokyo.  
The city is **bustier** than my village.

long adjectives

Lighthouses are **more unusual** than hotels.  
Villas are **more expensive** than flats.

irregular adjectives

good - **better**  
bad - **worse**  
I think barges are **better** than tents.

Superlative adjectives

short adjectives and adjectives ending in -y

This is the **smallest** home in the world.  
English is the **easiest** subject.

long adjectives

Surfing is the **most difficult** sport.  
This is the **most expensive** shop in town.

irregular adjectives

good - **best**  
bad - **worst**  
I think tents are **best** places to stay.

Comparative adjectives: spelling rules

- For most adjectives, add -er.  
tall > taller
- For short adjectives that end in a vowel + consonant, repeat the consonant and add -er.  
big > bigger hot > hotter
- For short adjectives that end in -y, remove the -y and add -ier.  
tidy > tidier easy > easier
- For long adjectives, do not change the word. Add more before the word.  
popular > more popular difficult > more difficult
- Some adverbs are irregular. They don't follow any rules!  
good > better bad > worse

Superlative adjectives: spelling rules

- For most adjectives, add -est.  
tall > tallest
- For short adjectives that end in a vowel + consonant, repeat the consonant and add -est.  
big > biggest hot > hottest
- For short adjectives that end in -y, remove the -y and add -iest.  
tidy > tidiest easy > easiest
- For long adjectives, do not change the word. Add most before the word.  
popular > most popular difficult > most difficult
- Some adverbs are irregular. They don't follow any rules!  
good > best bad > worst

can / can't and must / mustn't

can / can't: possibility and (lack of) permission

I / You / He / She / It / We / You / They can go to the party tonight.  
can't talk in the library.

must / mustn't: obligation and prohibition

I / You / He / She / It / We / You / They must do our homework.  
mustn't be home late tonight.

### Vocabulary

At home

armchair	desk	sofa
bath	fridge	table
bed	lamp	toilet
chair	mirror	wardrobe
cooker	shelf	
cupboard	sink	

Places to stay

apartment	farm house	mobile home
barge	hotel	tent
caravan	lighthouse	villa
castle	log cabin	youth hostel

Compound nouns

bedroom	living room	armchair
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Words in context

shower	nomadic	freedom
window	wooden	discriminate
volunteers	site	
roof	horse fair	

## Pronunciation Lab

### UNIT 1

/h/

- Listen and repeat the words. @ 1.11  
• has • hasn't • have • haven't • hair
- Listen and choose the correct answer. @ 1.12  
1 a) is b) his  
2 a) and b) hand  
3 a) ear b) hear  
4 a) air b) hair

### Rhythm and intonation

- Listen and repeat. Pay attention to the intonation. @ 1.19  
1 Are you English? →  
2 Yes, I am. →  
3 What's your favourite film? →  
4 I like adventure films. →
- Look at the sentences in exercise 1 again. Complete the rule with the correct answer.  
**Rule: Intonation goes up** → in ...  
a) affirmative and negative sentences  
b) yes / no questions  
c) other questions  
d) short answers

### UNIT 2

### Syllables and word stress

- Listen and repeat the words. Pay attention to the stress of the syllables. @ 1.26  
• French • English • Wednesday  
• timetable • education
- Copy and complete the table with the words in the box. Then listen and check. @ 1.27  
• art • subject • technology • Spanish  
• activities • physical • maths • afternoon

1 syllable	2 syllables	3 syllables	4 syllables
art			

### Third person verb endings

- Listen and repeat the verbs. Can you hear the difference? @ 1.33  

/s/ or /z/	/iz/
goes	lives
costs	loves
	misses
	practises
- Listen and repeat the words. Which two have the /iz/ sound? @ 1.34  
1 teaches 4 performs  
2 starts 5 watches  
3 likes 6 gets

### UNIT 3

### can

- Listen and repeat. @ 1.43  
a) Can you ski?  
b) Yes, I can.  
c) What team sports can you play?  
d) I can play football and volleyball.
- Listen again. Which two use the weak form /kən/ and which two use the strong form /kæn/?  
a) yes / no questions  
b) other questions  
c) short answers  
d) affirmative sentences

### UNIT 4

### -ing endings

- Listen and repeat the words. @ 2.04  
wear – wearing  
go – going  
carry – carrying  
do – doing
- Listen and repeat the sentences. @ 2.05  
1 What are you wearing?  
2 I'm wearing blue jeans.  
3 She isn't going to a party.  
4 Is she going to school?