

HIGH ACHIEVERS ASSESSMENT EDITION

High Achievers Assessment edition is a multi-level course aimed at ambitious teachers who want their teenage students to achieve their very best in English. **High Achievers Assessment edition** aims to motivate and challenge students at every step of the learning process.

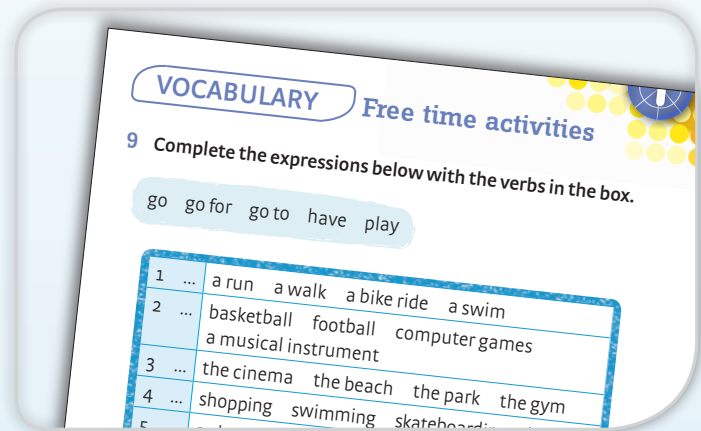
High Achievers Assessment edition has an ambitious vocabulary and grammar syllabus and contains thorough and regular practice of all the key skills – Reading, Listening, Speaking and Writing.

High Achievers Assessment edition has a full component package including:

- **Student's Book**
- **Workbook**
- **Teacher's Book**
containing complete teaching notes and reference material
- **Teacher's i-book**
for interactive whiteboards
- **Teacher's Resource Book**
containing a complete pack of photocopiable tests and activities as well as further supplementary worksheets
- **Teacher's Audio Material**
all the audio for the course

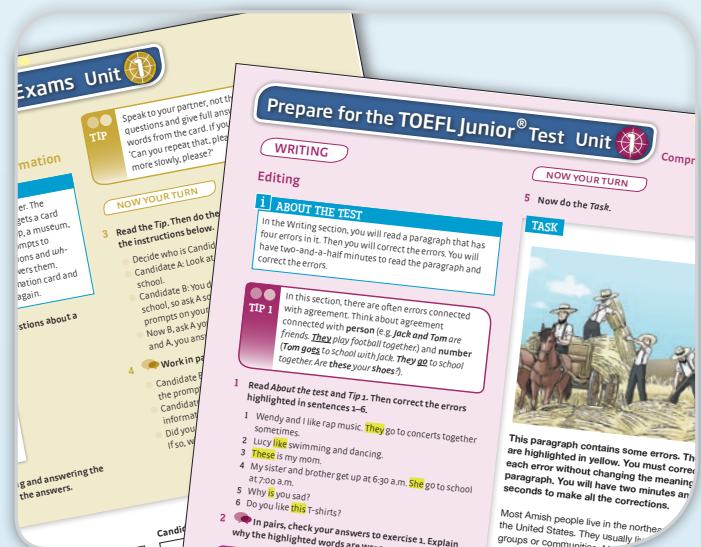
Each **High Achievers Assessment edition** unit has a number of key features which make the course unique:

LARGE VOCABULARY SETS



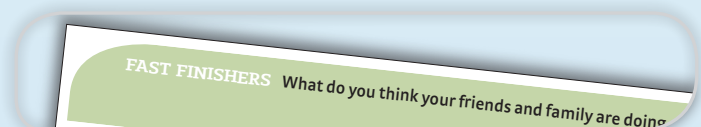
The Vocabulary lessons contain large numbers of items, both revised and new, higher level items, which consolidate and extend students' personal vocabulary.

EXAM PREPARATION



Every unit has Cambridge and TOEFL® exam preparation lessons based on the language learnt in the unit.

FAST FINISHERS



Every **High Achievers Assessment edition** unit contains four varied *Fast Finishers* to keep stronger students busy.

WORD ZONE

WORD ZONE

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

new red headphones
NOT *news reds headphones*

sad	1 <i>happy</i>	small	4 ...
awful	2 ...	modern	5 ...
uncool	3 ...	cheap	6 ...

7 Copy the table. Then listen to the sentences.

Each Reading lesson features *Word Zone*, which focuses on a useful vocabulary building area seen in a natural context.

LISTENING

LISTENING Understand short interviews about an unusual school

PINE RIDGE SCHOOL

1 In pairs, look at the title and the photos. What do you think the children are doing?

2 Listen and answer the questions.

- Where is Pine Ridge school?
A UK B USA C Australia
- How many students are in Lily's class?

3 Listen again and answer these questions.

- How old is Lily?
- Is Lily's school big?
- Does Enzo like the exercise classes?
- Do students work in groups in the afternoon?
- What does Amanda like about the school?

4 Read the expressions in *Face 2 Face*. Go to page 126 and put them into the dialogues. Listen and check.

A whole page of Listening helps develop this crucial skill, with challenging, substantial listening situations.

FACE 2 FACE

FACE 2 FACE

Of course! Well What else?

Dialogues page 126

5 Look at the sentences. Change the **blue** words to make sentences for you. They can be true or false.

I'm **Matt** and ...

Face 2 Face pulls out common idiomatic spoken language featured in the Listening scripts.

REGULAR SPEAKING ACTIVITIES

4 Make questions. Then ask and answer the questions in pairs.

- the students / study / ?
- what / happen / ?
- the teacher / sit / at her desk / ?
- how many / students / sleep / ?
- where / Selina / stand / ?
- who / Louis / talk to / ?

Are the students studying?
No, they're not.

All lessons include speaking activities to allow students to share their prior knowledge of topics, to reflect on them afterwards, and to practise new language.

CHALLENGE

CHALLENGE Plan your ideal school

PREPARATION

- In pairs, read the advert for a school. Do you have any of the facilities in your school?
- Look at the list of lessons in the advert. In which places do these lessons take place?

FOREST VIEW HIGH SCHOOL

Our Open Day is on Saturday 16th June.

We have a fantastic range of facilities for our students:
Theatre • Cinema • Gym • Swimming pool
Garden • Greenhouse • Café • Youth club
Study rooms • Library • Music practice rooms
Visitors' area • Art gallery

We have some interesting lessons:
Painting and sculpture • Photography
Filmmaking • Acting • Swimming and diving
Recording and producing music
Care of environment

The unique *Challenge* lesson gives students the chance to prepare and carry out a variety of enjoyable and ambitious speaking tasks.

STARTER LESSONS


- There are four optional Starter lessons at the start of the Student's Book – Starter A, B, C, D. They give an introduction to the methodology of the main units, and contain basic grammar and vocabulary that students at this level should be familiar with.
- Use as many or as few of the Starter lessons as you feel necessary for your students, depending on which language areas you wish to revise. The lessons are self-contained, and can be used in any order.

Starter A

LISTENING

- Listen and match questions 1-3 with answers A-C.
- How are you? A She's okay thanks.
- And you? B I'm fine, thanks.
- How is your mum? C I'm okay, thanks.

- Listen to the second conversation and complete the sentences.
- I'm not feeling very ...
- I've got a ...
- I'm very ... thanks.
- That's ...



GRAMMAR

be I Subject pronouns

I'm Amy. I'm not Eric.
You're happy. Are you Polly?
Jack's at school. Alan isn't in my class.
Is he the new teacher?
We're students.
Billy and Liam aren't from London.
Subject pronouns
If you're like it, we're they.

Grammar reference

VOCABULARY

Greetings

3 Complete the sentences and questions with the words from the box.

fine Hi How See thanks well you

- How is Max?
B: He's fine, ...
- A: Bye!
B: ... you!
- A: Hello, Nick.
B: ... Josh!
- A: ... are you?
B: I'm ... thanks.
- A: How are ... Carlos?
B: I'm not feeling very ...

4 Work in pairs. Decide what the missing expressions in the mini-dialogues are. Then practise the mini-dialogues.

1 How I'm okay thanks.	2 He's He's fine, thanks.
3 How are you? How	4 That's That's good.
5 See See you soon!	6 How's your sister? How

5 Complete the sentences with the correct form of be.

- The new boy in my class ... Spanish. ✓
- I ... from England. ✗
- Matt ... at school today. ✗
- We ... Brazilian. ✓
- ... your parents teachers?
- Lisa okay?

6 Rewrite the sentences with a subject pronoun.

- Josh is from Boston. He's from Boston.
- The weather is cold today.
- You and Freya are twelve.
- Mrs Jones is a teacher.
- Maya and Max are at the cinema.
- My best friend and I are happy.

7 Work in pairs. Take turns to choose a famous person. Don't tell your partner. Your partner asks you questions and you answer.

Is she a pop star? No, she isn't.

FAST FINISHERS Write three sentences about yourself and three about your best friend.

UNIT WALKTHROUGH

Reading

- There are two Reading texts per unit.
- The texts are substantial and cover a variety of modern, relevant text types such as online blogs, websites, articles and stories.
- The Reading texts are exploited with challenging comprehension activities and oral and personalized follow-up activities.

Free time

READING

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

Adriano's favourite groups are ...

VOCABULARY

Likes & dislikes

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

1 I love this website.

A I think it's horrible.

2 I enjoy dancing.

B Me too. I like all the funny videos.

3 I'm not keen on this programme.

C It's my favourite.

4 I can't stand romantic movies.

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

5 This song's fantastic.

E I hate them too.

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

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

(I've really been on basketball)

TV programmes games websites singers

12 Work in pairs, discuss your ideas.

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

FAST FINISHERS Write a short comment about your favourite music for the message board.

Vocabulary

- The two main vocabulary sets per unit are large – often consisting of 20–30 items – and contain both familiar and new, higher level items, to consolidate and extend students' personal vocabulary.
- The vocabulary is practised through a variety of activities, including oral and personalized activities.

2 Extra interactive practice

Grammar

- There are two Grammar sections, each containing a grammar box with a summary and examples of the grammar area being dealt with. An irregular verb list is also included at the back of the book.
- The *Grammar Reference* is also available on the Teacher's i-book as *Visual grammar presentations* – an animated, step-by-step presentation.
- The lessons always contain oral practice to allow students to practise the language in a spoken context and learn the correct pronunciation.
- The language is practised in a variety of carefully staged activities.

Listening

- Each Listening section contains substantial and challenging listening input to really stretch students and develop their listening skills.
- A variety of real-world situations are featured, including radio interviews, sports commentary, cookery shows and game shows as well as everyday conversations.

Challenge

- The Challenge lesson asks students to work in pairs or groups to prepare and carry out an ambitious, fun speaking task that builds on language learnt during the unit.
- Each Challenge lesson has a totally different task. It will feel fresh and motivating.
- The Challenge lessons are in three stages: *Preparation*, *Do The Challenge*, and *Follow Up*. Students have the opportunity to stretch their skills as much as possible.

GRAMMAR Present simple affirmative & negative

Present simple affirmative & negative

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

I get home from school at four o'clock.
We live in Rio de Janeiro.
My brother works in a café.
My sister studies dance and drama.
Idean't like rock music.
She doesn't go to my school.

Exercise 1

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

My day

by Jack Newton

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

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

Exercise 2

Write sentences about Jack and Zach.

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

Exercise 3

Correct the negative sentences in exercise 2.

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

PRONUNCIATION Third person -s

1 Listen and repeat.

/h/ /z/ /tʃ/ /z/ /s/ /tʃ/ /z/ /s/

2 hates 3 goes 6 washes
4 hates 4 reads 6 teaches

Exercise 4

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

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

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

Exercise 5

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

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

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

Exercise 6

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

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

LISTENING Understand a dialogue about TV programmes

Exercise 1

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

Exercise 2

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

A movies B cartoons C dramas D reality TV shows
E sports programmes F comedies G documentaries H talent shows

Exercise 3

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

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

Exercise 4

Read the expressions in Face 2 Face. Go to page 10 and put them into the dialogues. Listen and check.

FACE 2 FACE

your turn I agree
Go ahead I agree

Exercise 5

In pairs, discuss the questions.

What type of TV programme do you like watching?
Which types aren't you keen on? Why not?
What's your favourite TV programme?
Who is the main actor or character?

- A complete *Grammar Reference* with detailed explanations of each grammar area can be found at the back of the book.
- Extra interactive practice
- Common spoken language is exploited in *Face 2 Face* – students learn to recognize three idiomatic expressions in each lesson that often occur in spoken English.
- There is also a free, follow-up interactive activity where students produce their own version of the dialogues or give their opinions on a related topic.

CHALLENGE Find out about people's likes and dislikes

PREPARATION

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

I love shopping.
I'm not into football.
I enjoy going on rollercoasters.

DO THE CHALLENGE

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

	My opinion	Student with same opinion
shopping	I hate it.	
football	I love it.	

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

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

Tom, what do you think about shopping?
I'm the same!
I can't stand it!

Tara, what do you think about football?
Oh, really? I hate it!
I love it!

FOLLOW UP

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

Tom and Sam love football.
That's interesting. And Sam isn't into basketball.

Interaction

- The Interaction lessons feature three school friends who live in the UK in a variety of everyday situations.
- Students are given prompts or role-cards to stimulate their speaking, rather than entire dialogues. This gives them the autonomy that is necessary in developing the speaking skills.

1 Common expressions from the situations are given in the *Express yourself* box. This features language that students will need to both use and understand in order to interact successfully.

INTERACTION Greetings & introductions **1**

Express yourself

Saying hello Hello. Hi. Hey. Good morning.	Asking how people are How are you? / And you? Very well, thanks. Fine, thanks. OK. Not bad.	Introducing people This is my friend... Nice to meet you. Pleased to meet you. You too.	Saying goodbye Goodbye. Bye. See you. Good night.
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WELCOME TO THE UK

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



2 Listen and answer the questions.

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

IN THE MORNING



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

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

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

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

- Good morning. *Formal*
- Hello, Mr Jackson.
- See you.
- Not bad.
- Pleased to meet you.

YOUR TURN TO SPEAK

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

Name
Country
City
Age

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

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

WRITING A personal profile

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

Age: _____
Country: _____
Favourite singer: _____
Outdoor hobbies: _____

About Me
by Adriana

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

Likes and dislikes
I like hanging out with my friends and we love having sleepovers. We sometimes talk for hours and we don't sleep!
I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song 'I See Fire'. My brother listens to rap music, but I can't stand it. I think it's horrible!

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



2 Read the profile again and answer the questions.

- Where does Adriana live?
- What does she do at sleepovers?
- What type of music does she like?
- What type of music doesn't she like?
- What does she think of Candy Crush Saga?
- Where does she go at the weekends?

WRITING Using punctuation

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

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

4 Write out these sentences with the correct punctuation.

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

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

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

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

WRITE NOW

6 Write your profile.

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

CHECK AND CORRECT

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

Writing

- In the Writing section, students work through a model written text, and then write their own version.

2 Students listen to the situations, focus on specific language commonly used in each situation, and then have the chance to interact themselves in *Your Turn To Speak*.

3 Writing skill focuses on an important language area that students need to master, in order to improve their ability to produce good written texts.

4 In *Your Turn To Write*, students are guided step-by-step through the critical stages of planning, taking notes, writing and checking that are needed to produce their own text.

Unit Reviews

- Each unit has an End-of-Unit Review which revises the key grammar and vocabulary.
- The audio for each *Dictation* has built-in pauses to allow students to write as they listen.

1 Each End-of-Unit Review finishes with a *Dictation*. This is a paragraph on a subject related to the topic of the unit. Each *Dictation* becomes progressively longer towards the end of the book.

Review Unit

VOCABULARY

1 Unscramble the words for likes and dislikes.

1 j enyo 6 v ioe
2 nca't tsdan 7 ahet
3 aaffnstcti 8 neke no
4 i h'v i ebl
5 elik

2 Complete the sentences about likes and dislikes with a word from the box.

fantastic favourite into keen on love

- I ... hip-hop music.
- His... programme is The Simpsons.
- David and I aren't... romantic movies.
- I think this programme is...
- My best friend isn't... that rock band.

3 Match the activities with the correct verb to complete the expressions.

a barbecue a bike ride a musical instrument
a picnic a swim bowling football the beach
the gym shopping

go	go for	go to
have	play	

4 Choose the correct verb.

- I often go to / go for a walk with my dog after school.
- My sister doesn't play / go for computer games.
- Does he go / go to the gym at the weekend?
- Do you have / go to a picnic when the weather is nice?
- Leona goes for / goes shopping with her mum on Saturdays.

GRAMMAR

5 Complete the text with the verbs in the box in the present simple form.

do get go have (x) listen
love make talk work

I ... home from school at half past three. I usually ... to my mum in the kitchen about my day and she ... me a snack. Then I ... my homework for an hour. After that, I usually ... some free time. Sometimes, I ... to music or play computer games on my laptop. My brother gets home at five o'clock. He ... to college and he ... at the local swimming pool. On Wednesday evenings, I ... basketball practice at the sports centre. I ... playing sport!

6 Write present simple sentences using the words below.

- my sister / not like / rock music
- Matt / watch / cartoons / Saturday morning
- I / go / to the gym / weekend
- Paul and Jack / not like / shopping
- Chloe / play / a lot / games online

7 Match the questions and short answers.

- Do you go skateboarding after school? A Yes, she does.
- Does Leila play a musical instrument? B No, he doesn't.
- Do they collect vinyl records? C Yes, we do.
- Do you and your friends like sleepovers? D Yes, they do.
- Does he ride his bike to school? E No, I don't.

8 Complete the questions with the words in brackets.

- ... music ... best? (what / you / like)
- ... backh ... at the weekend? (which / Elena / go to)
- ... for a run? (where / you / go)
- ... cost? (how much / swimming lessons)
- ... start? (when / the film)

DICTATION

9 Listen and write.

Three-Unit Reviews

- There are Three-Unit Reviews after units 1–3, 4–6 and 7–9. They revise grammar and vocabulary from the previous three units in a fresh context.
- Each Three-Unit Review contains practice of all the key skills. They consist of a substantial reading text, a listening section, and a follow-up speaking or writing section.

Review Units 1–3

READING

- Write down some free-time activities and school subjects you know in English.
- Work with a partner and discuss these questions.
 - What are your favourite three school subjects? Why?
 - Do you enjoy doing any of the activities in the pictures?
 - What do you normally do after school and at the weekends?

Today's message board topic

Your life

What are your favourite free-time activities?
 What are your likes and dislikes?
 What subjects do you like at school?
 When's your birthday?

Josh, London I'm keen on football. My favourite teams are Bayern Munich and Arsenal. They're both fantastic teams. I play for my local team and I always score goals. In my free time, I often go swimming with my friends. I'm not a big fan of computer games or skateboarding. My favourite subject at school is Drama. Of course! I'm also keen on running and I run two miles every morning. I can't stand football and I hate rock music. My birthday is on the 22nd June.

Sienna, Cape Town I enjoy films and I love going to the cinema. I can also act and sing. I want to be like my favourite actor Charlize Theron. She's from South Africa as well. My favourite subject at school is Drama. Of course! I'm also keen on running and I run two miles every morning. I can't stand football and I hate rock music. My birthday is on the 14th October.

Jorge, Madrid I live next to a big park and every morning I go for a walk with my dog. In the week, I like riding my bike after school with my best friend Samuel. I can play the guitar but I can't swim. I'm afraid of water. At school, I study German and French. They're my favourite subjects. I'm not keen on Geography. My birthday is on the 9th February.

LISTENING

- In pairs, look at the photos. What can you see? What sort of summer camp do you think this is?

- Listen to the conversation and answer the questions.
 - Where is the summer camp?
 - What ages is the camp for?
 - What activity does Marcia enjoy at the camp?
 - What kind of accommodation is there at the camp?
 - Where does the food come from?
 - What is Marcia's favourite food?
 - When do the teenagers get free time?
 - When can teenagers go to the summer camp?

VIDEO

BEFORE YOU WATCH

- Work in pairs. What do you know about Sydney? Check you understand the following words. Why do you think they are important in Sydney?

Lord Sydney Aboriginal people Harbour Bridge Opera House beach

NOW WATCH

- Check your answers to exercises 1 and 2.
- Answer the questions.
 - How many people live in Sydney?
 - When did the first Europeans come to Sydney?
 - What can you see every year on the Harbour Bridge?
 - How many places for watching opera or concerts are there at Sydney Opera House?
 - What is the name of a popular beach in Sydney?

FOLLOW UP

- In pairs, discuss the questions.
 - What is the most famous building in your country? Why is it famous?
 - Which city in your country is the most multicultural? Which countries do people come from to live there?
 - Are there any dangerous animals in your country? Where do they live and why are they dangerous?

FIND OUT

Find out about a famous building in your region. Write a paragraph about what different rooms it contains, and what happens in them.

Video

- Each video contains an original short documentary which introduces a different English-speaking country from around the world.
- Students are introduced to some names, places or other cultural information before they watch. They find out the significance of these, and as well as learning more interesting information about each country.

1 There is a video lesson after each Three-Unit Review. In this section, students develop their skills in watching and understanding video, which will increase their ability to enjoy English-language films and TV.

2 Each video lesson ends with Find Out, where students have the chance to find out more about an intriguing aspect of the country's culture that featured in the video.

Stories

- Each Student's Book contains three original stories. They have been specially written for the course, with teenage protagonists, and deal with themes from the Student's Book.
- The stories are rich in new vocabulary. They contain comprehension activities, vocabulary exploitation and follow-up speaking activities in order for students to exploit them as much as possible.

STORY

THE BOY

A boy is cycling down a high street on a warm September morning. He's wearing a sweater and his new second-hand school jacket, but he feels cold. He looks at the shops – the fast-food restaurants, the supermarkets, the charity shops – they are all similar but different to the shops he knows. Even the sun is strange and new here. It is low in the sky and burns his eyes. He starts thinking about his home town and remembers his road and the tree outside his house and – 'hey, look out!'

Joseph stops suddenly. The driver of a car is red-faced and angry.

'You're on the wrong side of the road, mate!'

'S... sorry, Joseph says.

'Just be careful,' says the man, and he drives away. Joseph shakes his head. It's a bad start to the day.

Ten minutes later, Joseph is riding through the park when he hears a strange sound. His bicycle wobbles and he nearly falls off. He examines his front wheel. There's a piece of broken glass in the tyre.

'Oh no. I don't want to be late, he thinks, 'not today!'

At 8.25, Joseph finally pushes his bike through the school gates. A small group of students are looking at him.

'What's that?' one asks.

'I don't know. He looks like a new boy.'

'He's got a really odd bike!'

They laugh. Then a bell rings.

'Hurry up!' one of them says, a tall fair-haired boy. Lessons start in a few minutes!

The friends run into the school entrance. Joseph stands alone in the playground. He looks up at the building and feels very small and nervous. He doesn't want to go in, he wants to go home. But he has no choice.

The first lesson is History. Mr Andrews, the teacher, talks about British kings and queens but Joseph doesn't know the names. Mr Andrews speaks quickly, too, and it's hard for Joseph to follow him. Suddenly he asks Joseph a question and Joseph doesn't understand it. The fair-haired boy says something and some students laugh.

'Stop talking,' Lucas says. Mr Andrews.

'OK, sir,' says Lucas, smiling.

Mr Andrews repeats the question but Joseph still doesn't know what to say.

'Don't worry, Joseph. I know this is all new for you. Maths is next – it's one of Joseph's favourite subjects –

then English. The class read a play out loud. Joseph tries to follow it but it's difficult. In the end, he just listens to the sounds. His eyes move to the window. Outside a wind is blowing the leaves from the trees and some clouds are racing across the sky. He watches them come and go... After a horrible lunch, Joseph walks around at the playing field. Students are standing in groups, chatting and looking at their phones. Some of them are playing football. He checks his phone. There's a message from his sister, Rebecca.

'How's your new school? Hope you're having a great day! He can't tell her the truth.

All OK, he texts. But it isn't. The bell rings in the distance. It isn't OK at all.

'Bonjour, Joseph. Bienvenue à la leçon. Comment ça va?'

'T'es bien, merci,' says Joseph.

Lucas starts drawing in his exercise book and looks up. He sees the new boy sitting at the front of the class. He is having a conversation with Mr Piau, the French teacher. Mr Piau really is French, and she isn't talking to him the way she normally talks to the class. They are talking the way people talk in their own language. Then the new boy smiles and they both laugh.

Lucas puts up his hand.

'Yes, Monsieur,' says Mr Piau.

'Miss, what are you talking about?'

'We're talking about Joseph's first weeks here in the UK.' 'Is he from France, Miss?' asks Lucas.

'No, Lucas. French is his second language. You can ask him some questions. OK, Joseph?'

'Oui,' says Joseph.

'Where are you from, Joseph?' asks Lucas.

'Thank you, Lucas. But this time, ask your question in French.'

The last lesson of the day is Geography. Joseph loves learning about places, countries, cities, towns and villages, rivers, mountains and deserts.

'Today, I want you to work in pairs and do a project about one of the world's great rivers,' says Mr Weller.

The class start moving into pairs. Joseph doesn't have anyone to work with.

'Lucas, can you work with Joseph, please?'

Lucas gets up and sits next to Joseph.

'I don't know anything about the world's great rivers,' he says.

'Don't worry,' says Joseph. 'I can help you.'

At the end of the lesson, Mr Weller looks at his project on the Congo River.

'Well done, boys. That's fantastic!'

'Thank you, sir,' says Lucas.

Joseph is pushing his bicycle across the playground when he hears a familiar voice.

'Hey, Joseph?'

He turns.

'Have you got a problem with your bike?'

'Yes.'

'Do you want a hand?'

'Sorry?'

'Can I help you fix your bike?' asks Lucas.

'What? Oh, yes, please,' says Joseph.

'Come on then. I love fixing bikes.'

Lucas bends down and studies the wheel.

'Yes, think Joseph. I can send a new text to my sister now. Everything really is OK.'

Marylin Hobbs

- In pairs, look at the picture and answer the questions.
 - Where is the boy?
 - What is he doing?
 - How do you think he feels?
 - Why do the students laughing?
- Check you understand the following words and expressions.

accent familiar fix out loud second-hand tyre wheel wobble
- In pairs, discuss what you think happens in the story. Make notes.
- Now read the story and see if you are right.
- Read the story again and answer the questions.
 - What is Joseph doing at the beginning of the story?
 - Why is the car driver angry?
 - Why do the friends laugh at Joseph in the playground?
 - How does Joseph feel at lunchtime?
 - Why does he enjoy the French lesson?
 - How does Joseph help Lucas in the Maths lesson?
 - Why is Mr Weller surprised?
- In pairs, discuss the questions.
 - How does Joseph feel at the start of the story? Why? Joseph finds some things different from his own country. What are they?
 - How does Joseph feel at the end of the story? Why?

Exam preparation

This section is aimed at teachers who are preparing their students for exams from the Cambridge English Language Assessment range or from ETS. Each level of the series focuses on the most appropriate exams for the level of the book, so **High Achievers Assessment edition A2** prepares students for the **Cambridge Key (KET)** exam and for both the **Standard** and **Comprehensive** versions of the **TOEFL Junior® Test**.

The **Cambridge Key (KET)** exam and the **TOEFL Junior® Test** are internationally recognized qualifications in English.

Prepare for Cambridge Exams

- There are nine lessons in the **Student's Book** – one per unit – covering the Cambridge Key exam. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the exam; there is a balance of tasks from all sections of the exam throughout the section. There is a series of activities carefully designed to give them practice in the skills they need to perform the task well, and familiarize them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The **Workbook** contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying **audio** for Listening tasks.

1 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.

2 Help and advice to allow students to maximize their performance

3 Key information about the task focused on in this lesson

Prepare for Cambridge Exams Unit 1

SPEAKING Asking for and giving factual information

1 ABOUT THE EXAM
In this part of the test, you speak to your partner. The examiner gives you each a card. Candidate A gets a card with some information about a course, a shop, a museum, a party, etc. Candidate B gets a card with prompts to make questions. (There will be yes/no questions and wh-questions.) B asks the questions and A answers them. Afterwards, the examiner gives B an information card and A a question card, and you do the activity again.

1 Read about the exam. Then make questions about a music shop from these prompts.

Music shop


- where / shop?
- shop open / Sunday?
- what / sell?
- how much / music books?
- what / phone number?
- what time / open?
- what / shop?

2 Listen to two people asking and answering the questions in example 1. Write the answers.

TASK

Candidate A


ROCK SCHOOL.
328 Green Lane
Brighton
Learn to play the guitar, drums or keyboard!
Adults: £25 an hour.
Students: £18 an hour
Lessons on weekday evenings and Saturday afternoon
www.rockschool.com



Candidate B

ROCK SCHOOL.

- where / school?
- which instruments / learn / play?
- how much / classes?
- classes at the weekend?
- website?



122

Prepare for Cambridge Exams Unit 1

SPEAKING Asking for and giving factual information


Look again at page 122 of your Student's Book. Read about the exam and the Tip. Then do the task below.

Read prompts 1–5 below and write the questions.

- where / school?
- which instruments / learn / play?
- how much / classes?
- classes at the weekend?
- website?

Now look at the information card from page 122 of your Student's Book and answer questions 1–5.

ROCK SCHOOL
328 Green Lane
Brighton
Learn to play the guitar, drums or keyboard!
Adults: £25 an hour
Students: £18 an hour
Lessons on weekday evenings and Saturday afternoon
www.rockschool.com



- _____
- _____
- _____
- _____
- _____

122

Prepare for the TOEFL Junior® Test

- There are nine lessons in the **Student's Book** – one per unit – covering both the **Standard** and **Comprehensive** versions of the TOEFL Junior Test®. The content of the lessons follows the unit topics, so the lessons feel integrated and can be covered at any point during a unit.
- Each lesson focuses on a particular task from one of the papers of the Test; there is a balance of tasks from all sections of the exam throughout the section. There is a series of activities carefully designed to give them practice in the skills they need to perform the task well, and familiarize them with the format of the task.
- The language level required to complete the activities is the level of the corresponding Student's Book unit.
- The **Workbook** contains a complete page corresponding to each Student's Book exams lesson, consisting of further practice of the task focused on in the Student's Book.
- There is accompanying **audio** for Listening tasks.

1 An exam-style activity at the end of each lesson. Students attempt this once they have learnt about and prepared for the task. They could do this under exam conditions.

2 Help and advice to allow students to maximize their performance

3 Key information about the task focused on in this lesson

Prepare for the TOEFL Junior® Test Unit 3 Comprehensive

WRITING Editing

3 NOW YOUR TURN

1 ABOUT THE TEST

In the Writing section, you will read a paragraph that has four errors in it. Then you will correct the errors. You will have two-and-a-half minutes to read the paragraph and correct the errors.

TIP 1 In this section, there are often errors connected with agreement. Think about agreement connected with **person** (e.g. **Jack and Tom are friends**, **Zoe plays football** together) and **number** (**Tom goes to school with Jack**, **They go to school together**, **Are these your shoes?**).

1 Read about the text and Tip 1. Then correct the errors highlighted in sentences 1–6.

1 Wendy and I like rap music. **They** go to concerts together sometimes.

2 Lucy **like** swimming and dancing.

3 **There is** my mom.

4 My sister and brother get up at 6:30 a.m. **She** go to school at 7:00 a.m.

5 Why **is** you sad?

6 Do you like **his** T-shirts?

2 In pairs, check your answers to exercise 1. Explain why the highlighted words are wrong.

TIP 2 Also think about agreement connected with **gender** (**Jack lives with his** mom), and case (**Do you like him?** – not "he" or "his").

3 Read Tip 2. Then choose the correct option in sentences 1–6.

1 Lucy goes swimming with **his / her** brother.

2 I like hanging out with **my / me** friends.

3 Rashid and Cara are in the same class. This is **our / their** classroom.


4 My dad isn't at home today, so you can't speak to **he / him**.

5 Do you like computer games? Yes, I love **it / them**.

6 Where does John keep **his / her** bike?

4 In pairs, check your answers to exercise 3. Explain why the other options are wrong.

TASK



This paragraph contains some errors. The errors are highlighted in yellow. You must correct each error without changing the meaning of the paragraph. You will have two minutes and 30 seconds to make all the corrections.

Most Amish people live in the northeastern part of the United States. They usually live in large family groups or communities. Most Amish children **doesn't** go to "typical" schools – **we** go to an Amish school. After school, they don't watch TV programs or funny videos. The children **help** in their community. The boys usually help their fathers in the fields. They look after their animals. The girls usually help **hers** mothers do the cooking or the housework.

Prepare for the TOEFL Junior® Test Unit 4

WRITING Editing

Look again at page 123 of your Student's Book. Read about the text and the Tips. Then do the task below.

This paragraph contains some errors. The errors are highlighted. You must correct them without changing the meaning of the paragraph. You will have two minutes and 30 seconds to make all the corrections.

Child film stars **has** a different life from most children. **He** usually get up early to get to the film studios on time. They don't work for the whole day, since they also have to do schoolwork with teachers at the studio. Of course, they also have lines to learn, so they are kept busy. Most child stars **doesn't** have much time for hobbies or to play with **his** friends, and they spend more time with adults.

This paragraph contains some errors. The errors are highlighted. You must correct them without changing the meaning of the paragraph. You will have two minutes and 30 seconds to make all the corrections.

Emily Beavis is famous for playing the piano. She lives in Illinois, in the U.S., with her family, but she **doesn't** go to school. **His** mom teaches her at home. In her free time, she **doesn't** play computer games or **goes** shopping. She plays the piano and writes music. She sometimes plays her music at concerts for lots of people. **Her** also has a CD of her jazz music called Diversity, which is very popular.

Workbook

The Workbook provides practice of all the Student's Book material for students to do at home or in class. Every lesson in the Student's Book has a corresponding page of Workbook practice, on the same page number, for easy reference.

Starter lessons

- The grammar and vocabulary from each Starter lesson are consolidated in the Workbook Starter pages.

Units 1-9

- Every language and skills area from the Student's Book including the exams sections, has a corresponding Workbook page, which gives further practice of the language or skill in question.
- Student's audio is provided for Listening and Interaction lessons, for students to continue developing the listening skill at home. Students access the audio material to listen or download on the **website**.
- Each unit contains a *Webquest*, where students can find out more about topics featured in the Student's Book units online.

Three-Unit Reviews

- The grammar and vocabulary from the previous three units is pulled together in a number of activities that provide intensive language revision.

Video

- Students watch a new video related to a cultural aspect of the country featured in the Student's Book Video section. They follow up by researching more interesting aspects of the topic to share with their classmates.

1 Free time

READING

1 Read the webpage. Match 1-3 with a topic in the box.

films food sport

Free time

How can you make your free time really free? We've got the solutions to your problems!

1 **Problem:** I'm keen on sports, but the gym is expensive. **Lewis, 12**
Solution: Organize some sport in a park near your house. It's easy! Ask your friends to come too. Take a football, a basketball or a skateboard! Have fun!

2 **Problem:** I love old films, but my parents haven't got a movie channel. **Martha, 13**
Solution: Don't worry! Have your own film night with some friends and a DVD. Cook a pizza and you've got a fantastic night in! Have your friends get a movie channel? Go to their house! Remember to check with their parents first.

3 **Problem:** I'm really into good food, but I never go to restaurants. **Olly, 13**
Solution: Take turns to cook a meal for friends at the weekend. Choose interesting recipes and ask your parents to buy the ingredients.

VOCABULARY Likes & dislikes

5 Circle the correct words.

1 Hello My name's Jana. Let's find out about my likes and dislikes.

Likes () () ()
I'm into / not keen on sport and films. Football and cycling are my **fantastic** / favourite sports. I **enjoy** / **can't stand** cycling to school and I go out on my bike at the weekends.

Hate () () ()
I **hate** / love black and white films from the 1950s. I've got loads of **horrible** / **fantastic** DVDs. I'm really **keen on** / like going to the cinema too.

Dislikes () () ()
Green vegetables - I **hate** / like them. They're **fantastic** / horrible. Yuck!
And I **'m keen on** / **can't stand** One Direction! They definitely **AREN'T** my favourite group. What about you? What music do you **'m into** / like?

6 Complete the sentences with the words in the box.

can't fantastic favourite hate into keen like love

1 I'm really _____ this new website. It's cool!
2 My mum isn't _____ on dogs.
3 I _____ stand dance music.
4 Listen! This is my _____ song. It's great!
5 Your new laptop is _____, it looks expensive.
6 My parents haven't got mobile phones. They _____ them.
7 I _____ rap music, but I prefer hip hop.
8 We _____ making music videos and we post them on our website. It's fun!

7 Complete the sentences so that they are true for you.

1 I'm keen on _____.
2 I can't stand _____.
3 I'm not into _____.
4 I love _____.

WORD ZONE EXTRA

3 Find the opposites of these adjectives in the webpage.

1 cheap _____
2 far _____
3 difficult _____
4 new _____
5 bad _____
6 boring _____

4 Rewrite the sentences with the opposite adjectives.

1 This film looks **boring**.
2 The new French restaurant is **cheap**.
3 Rihanna's new music video is really **uncool**.
4 How **far** is your new school?
5 Jessica's brother has got **awful** taste in music.

WANT TO KNOW MORE?
Likes & dislikes

8 Complete the table with the expressions in the box. Use a dictionary if you need to.

Likes	Dislikes

9 Complete the exchanges with expressions in exercise 8.

1 I'm a _____ of rock music.
Really? Rock music isn't really m _____ h _____ g
I prefer hip hop.

2 We're _____ d _____ o _____ t Taylor Swift.
Me too! But I can't _____ e _____ Lady Gaga.

3 I'm _____ r _____ y _____ d _____ street dance. I prefer breakdancing.
I r _____ l _____ street dance. I prefer breakdancing.

4 I _____ d _____ r _____ chocolate.
Me too, but I'm not _____ e _____ y _____ n _____ I drinking hot chocolate!

10 Write sentences about your likes and dislikes using expressions in exercise 8.

1 _____
2 _____
3 _____
4 _____
5 _____

1 Word Zone Extra:
Consolidation and extension of *Word Zone* in the Student's Book

2 Want To Know More?:
A vocabulary extension section with a new set of vocabulary, related to the Student's Book set, appearing twice per unit

Review Units 1-3

VOCABULARY

1 Circle the odd one out.

1 bowling swimming basketball History
2 August can't stand hate love
3 Drama Art five o'clock Geography
4 an experiment gymnastics your homework a walk
5 like love abberide enjoy
6 a sleeper chess a break a barbecue

2 Complete the sentences with the correct word in each pair.

LOVE

1 I love going to the _____ with my friends. (beach / swimming)
2 My _____ subjects are Art and Drama. (fantastic / favourite)
3 Can you play a _____? (musical instrument / a picnic)
4 We're _____ rock music. (on / into)
5 The break is over. Now it's time for (quarter past / German)
6 Is Lucy's birthday in _____? (month / February)

3 Complete the sentences with the words in the box.

23rd July keen on March
6 o'clock Science stand time

1 Mark's favourite subject is _____.
2 We can't _____ hip hop music.
3 My birthday is in _____.
4 Today is _____.
5 Are you _____ basketball?
6 At what's the _____?
B: It's nine _____.

GRAMMAR

4 Write the sentences and questions in the correct form of the present simple or the present continuous.

1 Joanna / study / Geography / at school ✓
2 your brother / listen / hip hop / now ?
3 we / play / football team / on Saturdays X
4 Seb / watch TV / this morning ✓
5 your grandparents / live / Buenos Aires ?
6 my dad / work / factory X

5 Match 1-8 with A-H to make sentences.

1 I often _____ A go shopping
2 Are you going _____ B her homework now.
3 What time do you _____ C to school on Saturdays.
4 Sandra isn't doing _____ D always late.
5 Our music teacher _____ E get up at six o'clock.
6 We never go _____ F go to bed!
7 Can you _____ G to the party on 21st May?
8 My brother hates _____ H use a computer?

6 Circle the correct verbs.

1 They can / do / are swim 1,000 metres.
2 Emily watches / doesn't watch / is watching TV at the moment.
3 Do / Can / Does your brother like romantic films?
4 I always do / am doing / can do my homework in the evening.
5 We aren't taking / don't take / isn't taking an exam now.
6 Can we have / to have / having a break at ten o'clock?

REVIEW CHECK

7 Complete the text with the correct words.

Milly Burton's Blog

Let's get personal!
Hello! My blog is _____ in Leeds in the UK and I go to a big secondary school. My _____ subjects are Spanish and Art. I'm not keen _____ Technology.

Likes and dislikes
In my free time, I love having _____ with my friends. We watch films and eat pizza. They're so much fun! (I) _____ football. It's really boring! (I) _____ but I _____.

What about you?
In my free time, I _____ my homework at the moment? I'm most / I _____ my blog. My sister _____ to One Direction right now. I _____ them. " _____ One Direction?"
(Post a comment now!)

1 A am living B live C lives
2 A favourite B horrible C fantastic
3 A into B in C on
4 A computer games B sleepovers C shopping
5 A can't stand B love C am loving
6 A do you do B you are doing C are you doing
7 A write B I'm writing C writes
8 A is listening B listens C listen
9 A I'm not liking B doesn't like C don't like
10 A you like B do you like C are you liking

Video Australian lifestyle

BEFORE YOU WATCH

1 Read the introduction and the questions in NOW WATCH.

Introduction
Every year thousands of people move from all over the world to live in Australia. The main reason is because they want to live the Australian lifestyle - lots of time spent outdoors in the sun with friends and family, enjoying life.

NOW WATCH

2 Answer the questions.

1 What are the two reasons for Australians spending a lot of time on the beach?
2 What is interesting about Hyam beach?
3 What kind of products does Billabong make and sell?
4 Who is Matt Wilkinson?
5 What are the three types of outdoor eating that you hear about?

FOLLOW UP

3 Go online and find out about the Australian lifestyle. Write an interesting fact to share with your class.

Did you know that...?

1 _____
2 _____
3 _____
4 _____
5 _____

End-of-Unit Reviews

- Students revise grammar and vocabulary from each unit through a fun crossword and an error correction exercise.
- This page also contains / CAN statements which assess students' progress through the Common European Framework.

Review Unit

CROSSWORD

Across

- 1 We're ... skateboarding. We love it! (4)
- 2 Let's have a ... at my house on Friday night! (6)
- 3 I'm ... Drama at university. (7)
- 4 ... morning, class! (4)
- 5 ... do you enjoy doing at the weekends? (4)

Down

- 1 ... I'm play football for the school team! (4)
- 2 My brother ... go to school. He's at university. (6)
- 3 Alice, go on! It's your ... to speak. (4)
- 4 This is my friend, Andy! ... to meet you! (7)
- 5 I can't ... hip-hop music. (5)

I CAN...

Reading

- I can understand a message board about music.
- I can understand an online questionnaire about free time.

Vocabulary

- I can talk about likes and dislikes.
- I can talk about free time activities.

Grammar

- I can use the present simple.

Listening

- I can understand a dialogue about TV programmes.

Interaction

- I can understand a conversation between new people.
- I can greet and introduce new people.

Challenge

- I can interview people about things they like and dislike.

Writing

- I can use correct punctuation.
- I can write a personal profile.

ERROR CORRECTION

- 1 I ~~did~~ get up at 6am.
- 1 I ~~did~~ get up at 6am.
- 2 My ~~brother~~ study French at university.
- 3 What TV ~~programmes~~ you like?
- 4 Do you have ~~shopping~~ with your friends at the ~~net~~news?
- 5 What ~~the~~ time?
- 6 Your ~~dad~~ work in a school?
- 7 We ~~aren't~~ keen into dancing.
- 8 This is my friend, Luca. Nice to you, Luca.

Exams

- The Exams sections help your students to prepare for Cambridge or TOEFL exams.
- Each Exams lessons in the Student's Book has a corresponding page in the Workbook.
- Each page gives further practice of the exams tasks and skills developed in the Student's Book unit.

Prepare for Cambridge Exams Unit

SPEAKING Asking for and giving factual information

Look again at page 122 of your Student's Book. Read about the exam and the Tip. Then do the task below.

Read prompts 1-5 below and write the questions.

- 1 where / school? _____
- 2 which instruments / learn / play? _____
- 3 how much / classes? _____
- 4 classes at the weekend? _____
- 5 website? _____

Now look at the information card from page 122 of your Student's Book and answer questions 1-5.

ROCK SCHOOL
335 Green Lane
Brighton

Learn to play the guitar,
drums or keyboard!

Adults: £35 an hour,
Students: £18 an hour

Lessons on weekday
evenings and Saturday
afternoon

www.rockschool.com

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Writing Reference

- The Writing Reference contains all the model texts from the Student's Book Writing lessons, with a number of key aspects of the text highlighted and explained, for students to refer to as they write their own texts.

Writing Reference Unit

A personal profile

Start a personal profile with an appropriate heading and your name.

Use headings for each paragraph to introduce the topic.

In the first paragraph, introduce yourself and some facts about you.

In the second paragraph, talk about things you like and dislike.

In the third paragraph, talk about things you do in your free time and what your hobbies are.

Personal facts

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

Likes and dislikes

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

I like listening to pop music on the radio. My favourite singer is Ed Sheeran. He's amazing and I love the song I See Fire. My brother listens to rap music but I ~~think~~ stand it. I think ~~it's~~ horrible!

Free time and hobbies

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

Tips for writing English

We also use capital letters for the titles of songs and games, and the names of films and books, e.g. I See Fire, Candy Crush Saga.

We use exclamation marks to show that we feel strongly about something in an informal piece of writing, e.g. ...and don't sleep much!

And to show our opinion about something, e.g. I think it's horrible!

Remember! We don't use exclamation marks in formal writing. We don't use exclamation marks at the end of every sentence. We only use one exclamation mark at the end of a sentence.

We use like/love/enjoy + -ing to talk about things we like or enjoy, e.g. I like hanging out with my friends and we love having sleepovers.

We use but to join two different ideas, e.g. My brother listens to rap music, but I can't stand it.

We use so to give a reason for something, e.g. I'm into skateboarding, so I go to the park every weekend.

We use I think... to give our opinion about something, e.g. I think it's horrible!

Vocabulary Bank

- The Vocabulary Bank is a convenient unit-by-unit reference with all the key items from the Vocabulary sections in the main Student's Book units.

Vocabulary Bank

UNIT 1

- can't stand
- enjoy
- fantastic
- favourite
- free time
- go bowling
- go for a bike ride
- go for a run
- go for a swim
- go for a walk
- go shopping
- go skateboarding
- go swimming
- go to the beach
- go to the cinema
- go to the gym
- go to the park
- hate
- have a barbecue
- have a party
- have a picnic
- have a sleepover
- horrible
- into
- keen on
- like
- love
- play a musical instrument
- play basketball

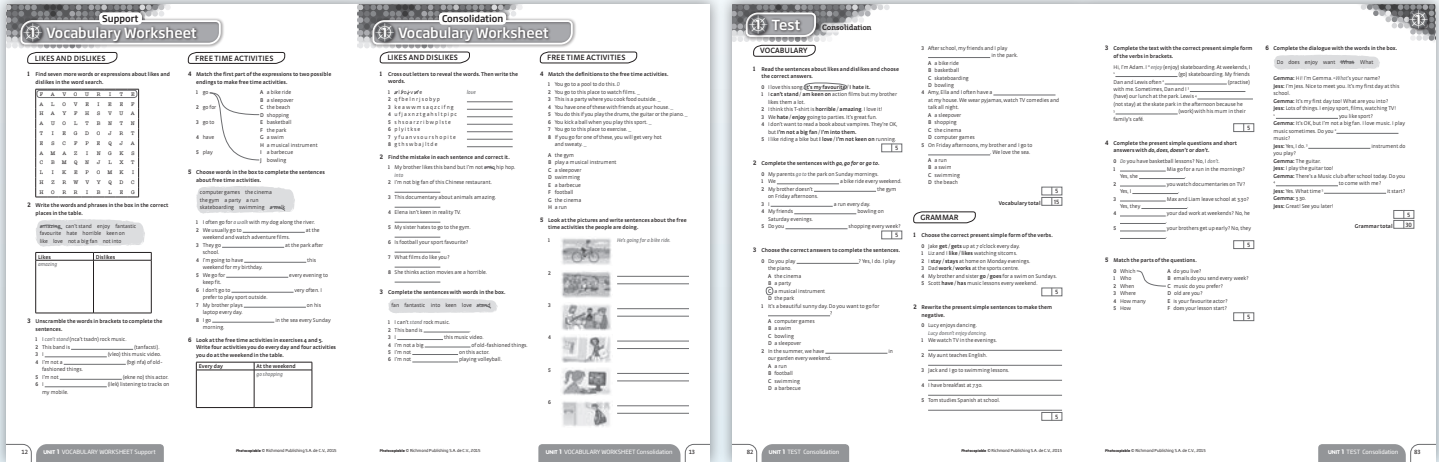
UNIT 2

- act in a play
- after-school club
- always
- Art
- Citizenship
- do an experiment
- do gymnastics
- do your homework
- Drama
- English
- French
- Geography
- German
- have a break
- have lunch
- History
- ICT (Information and Computer Technology)
- Maths
- Music
- never
- often
- PE (Physical Education)
- play a musical instrument
- play chess
- play football

UNIT 3

- read a book
- Religious Studies
- Science
- sometimes
- Spanish
- take an exam
- Technology
- usually
- use a computer
- at midnight
- April
- August
- birthday
- December
- February
- first
- five past
- five to
- half past
- in the afternoon
- in the evening
- in the morning
- January
- July
- June
- March
- May
- November

The Teacher's Resource Book contains photocopiable worksheets to supplement the material in each Student's Book unit and support students' learning. The Teacher's Resource Book contains the following sections:



Vocabulary and Grammar Worksheets

- These worksheets provide extra practice of the key vocabulary and grammar from each Student's Book unit.
- They are available at two levels: **Support** for weaker students and **Consolidation** for average-level students.

Speaking Worksheets

- The Speaking Worksheets provide fun and varied speaking activities for all students.

Festivals

- These worksheets contain motivating texts and activities about festivals from throughout the English-speaking world for all students.

Tests

- There is a four-page written Test and a Speaking Test for each Student's Book unit that thoroughly covers key language and skills. There are also Tests for the end of every three units, and two End-of-Year Tests.
- The Tests are available at two levels to ensure that all students are challenged. Use the **Consolidation** level Tests for weaker and average level students, and **Extension** level Tests for stronger students.
- There is a Diagnostic Test to do with students at the beginning of the course. It will help you identify stronger and weaker students.

See the Introduction of the Teacher's Resource Book for more details on how to use each of the sections.

Teacher's Audio Material

Full audio is available to download on the website. It is organised in the following way:

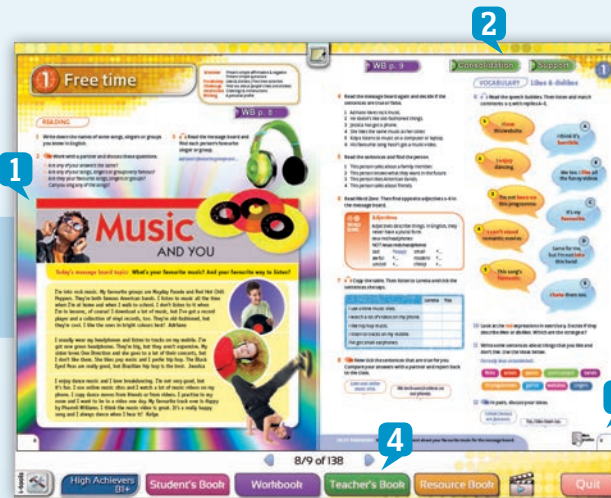
- Student's Book Audio 1: Units 1–3 + Review Units 1–3
- Student's Book Audio 2: Units 4–6 + Review Units 4–6
- Student's Book Audio 3: Units 7–9 + Review Units 7–9
- Student's Book Audio 4: End-of-Unit Reviews, Prepare for Exams, Stories, Pronunciation
- Workbook Audio
- Teacher's Resource Book Audio

Bring your teaching to life in the classroom. The Teacher's i-book is a fully interactive version of the course for interactive whiteboards, which integrates **all the teaching and learning materials cross-referenced into one single format** for use with a smart board or projector:

- Student's Book
- Workbook
- Teacher's Resource Book
- Teacher's Book
- Interactive Answer key for all the Student's Book and Workbook exercises
- Audio material and transcripts
- Audiovisual material
- Visual grammar presentations
- Extra interactive practice to reinforce the lesson content
- Additional interactive activities



1 Additional smart board activities provide digital alternatives to the lessons.



2 Interlinked components at page level

3 Extra interactive practice reinforces the lesson content.

4 All course materials included

The one-touch zoom-in feature guarantees the easiest and quickest access to all the exercises, answers, audio material, transcripts and teaching notes. Touch the exercises or links to other books on the Student's Book pages to access:

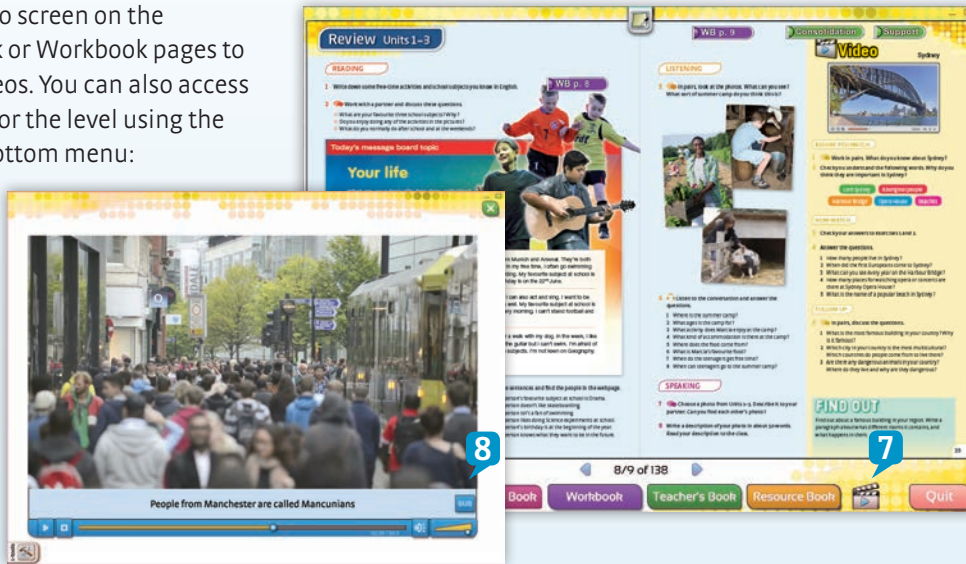
5 Interactive Answer key



6 Use the Richmond i-tools to make the most of the interactive activities.

Audiovisual material

Touch the video screen on the Student's Book or Workbook pages to access the videos. You can also access all the videos for the level using the main book's bottom menu:



7 Direct access to all the videos for the level.

8 Show and hide subtitles.

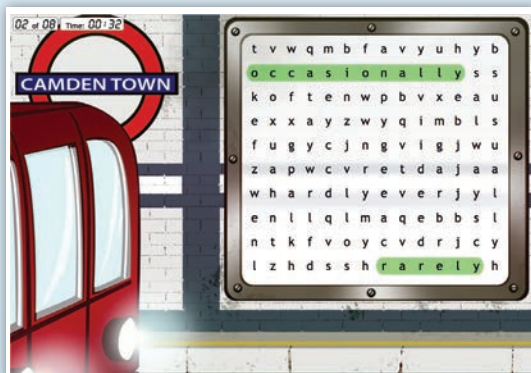
Visual grammar presentations

Touch on the Student's Book pages to access the grammar animations:



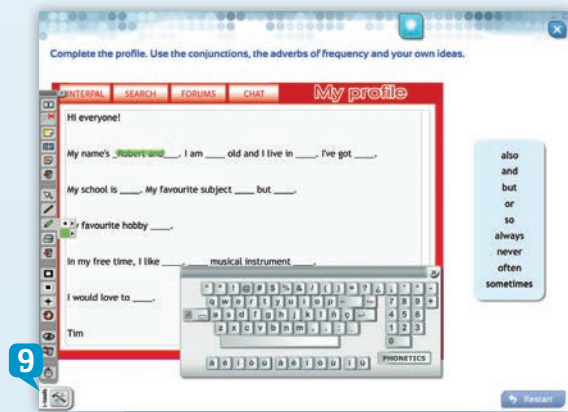
Extra interactive practice

Touch on the Student's Book pages to access the games:



Additional IWB activities

Touch on the Student's Book pages to access the IWB activities:



9 Use the Richmond i-tools to complete the activities.

The Richmond i-tools

Take the book and make it yours by inserting notes, links and external files. It is also possible to write or paint on the i-book and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.