Stopwatch is a fast-paced, eye-catching course for secondary students, from true beginners to B1. Our unique, four-level (full edition) or seven-level (split edition) structure allows schools to fine-tune their selections according to the specific needs and abilities of their students. Relevant topics and impactful images will keep students engaged and learning, while the carefully-designed curriculum ensures that they can advance and succeed.

Each unit offers a grammar and vocabulary focus with separate sections for skills development, cultural knowledge and projects that can be done using digital or traditional media. The integrated workbook, together with the grammar, vocabulary and reading worksheets, provide ample opportunity for practice. A Stopwatch chronometer app keeps time for game-based challenges in the book and offers fun vocabulary practice. A grammar reference at the back of every book consolidates learning and allows for better exam review.

Stopwatch includes:
• Student’s Book with Integrated Workbook
• Teacher’s Guide + Audio CD
• Digital Book
• Stopwatch App
• Interactive Activities
• Teacher’s Toolkit with:
  • Grammar, Vocabulary and Reading Worksheets
  • Exam Package (Standard or Test Plus)
  • Tests Audio
  • Placement Exam

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- Unit 5  What can you do?
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- WORKBOOK
- Just for Fun Answer Key
- GRAMMAR REFERENCE
- Verb List
<table>
<thead>
<tr>
<th>Unit</th>
<th>Vocabulary</th>
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</table>
| 4 | **Greetings and farewells:** Hi, hello, goodbye, bye, see you, good morning / afternoon / evening, nice to meet you  
**Personal information:** What’s your name / surname? How old are you? Who’s your best friend?  
**Letters of the alphabet:** A to Z  
**Colours:** black, blue, brown, green, grey, orange, pink, purple, red, white, yellow  
**Numbers:** 0 - 100  
**Classroom items:** eraser, scissors, sharpener, paper clip, notebook, pencil, desk, notepad | The verb *be*;  
May I...? / Can I ...?;  
Indefinite articles | **Listening:**  
Understanding instructions  
**Speaking:**  
Interacting with others |
| 0 | **Technology collocations:**  
check e-mail, listen to music, make phone calls, make a video, play games, send messages, share photos, shop online, surf the Internet, take photos, watch films  
**Countries and nationalities:** Argentina / Argentinian, Australia / Australian, Brazil / Brazilian, China / Chinese, Egypt / Egyptian, France / French, Greece / Greek, India / Indian, Italy / Italian, Japan / Japanese, Peru / Peruvian, Switzerland / Swiss, Thailand / Thai, The United Kingdom (The UK) / British, The United States (The US) / American, Turkey / Turkish | The verb *be* (+, -, ?);  
Contractions;  
Introduction to *Can / Can’t*;  
Demonstrative pronouns;  
*Wh*-questions;  
Imperatives | **Reading:**  
Using key words  
**Writing:**  
Writing search terms for a search engine  
**Project:**  
Making a technology infographic |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>What makes a good friend?</strong>&lt;br&gt;<strong>Physical description:</strong> blonde, braces, chubby, glasses, long, medium height, medium weight, short, thin&lt;br&gt;<strong>Personality adjectives:</strong> fun, intelligent, kind, outgoing, rude, serious, shy&lt;br&gt;<strong>Description / Opinion adjectives:</strong> attractive, bad, beautiful, boring, crowded, excellent, exciting, fun, great, interesting, noisy, old, popular, quiet, terrible, top</td>
<td><em>like + verb + ing; like + verb + noun; The verb have got (+, -, ?); Possessive adjectives</em></td>
<td><strong>Listening:</strong> Predicting information&lt;br&gt;<strong>Writing:</strong> Describing a holiday destination&lt;br&gt;<strong>Project:</strong> Making a self-care kit</td>
</tr>
<tr>
<td>3</td>
<td><strong>How do you get around?</strong>&lt;br&gt;<strong>Places in a city:</strong> bakery, bank, bar, bus stop, café / coffee shop, chemist, church, cinema, grocery, gym, hospital, library, mosque, office building, park, petrol station, restaurant, school, shopping centre, shops, square, synagogue, theatre&lt;br&gt;<strong>Transportation:</strong> bike, bus, car, motorcycle, plane, train, underground&lt;br&gt;<strong>Giving directions:</strong> cross, go past, turn left, turn right, walk straight ahead</td>
<td><em>Imperatives; There is / There are (+, -, ?); Short answers; Where</em></td>
<td><strong>Listening:</strong> Following directions on a map&lt;br&gt;<strong>Reading:</strong> Identifying the objective of a text&lt;br&gt;<strong>Speaking:</strong> Asking for and giving directions&lt;br&gt;<strong>Project:</strong> Creating a poster to present an eco-friendly means of transportation proposal</td>
</tr>
<tr>
<td>4</td>
<td><strong>What do you like eating?</strong>&lt;br&gt;<strong>Food and drink:</strong> apple, banana, beans, beef, bread, broccoli, butter, carrot, cheese, chicken, egg, fish, juice, milk, onions, oranges, pasta, rice, soda / soft drink, water&lt;br&gt;<strong>Months of the year:</strong> January, February, March, April, May, June, July, August, September, October, November, December</td>
<td><em>I like / I don’t like; He / She likes / He / She doesn’t like; and, or, but; Countable and uncountable nouns; Quantifiers: some, any; Imperatives for instructions</em></td>
<td><strong>Reading:</strong> Identifying main ideas&lt;br&gt;<strong>Speaking:</strong> Recommending a restaurant&lt;br&gt;<strong>Project:</strong> Writing a healthy menu</td>
</tr>
<tr>
<td>Unit</td>
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</tr>
</tbody>
</table>
| 5    | **Sports**: baseball, basketball, cricket, cycling, football, hockey, rugby, swimming, tennis  
      **Jobs and occupations**: artist, journalist, nurse, scientist, social worker, teacher | **Do / Play** (sports);  
      **Can / Can’t** (ability, permission and prohibition);  
      **Would / Wouldn’t like** to + infinitive | **Listening**: Identifying people’s jobs and occupations  
      **Speaking**: Talking about sports and sportspeople  
      **Project**: Making a sports manual |
| 6    | **Chores and Free-time activities**: clean (your) room, do the dishes, do homework, go to the park, hang out with friends, play video games, take out the rubbish, walk the dog, watch a film  
      **Emotions**: angry, bored, excited, happy, nervous, sad, scared, tired | **Have to**;  
      **Simple Present** (+, -, ?);  
      **Short answers** | **Reading**: Reading for specific information  
      **Speaking**: Inviting, accepting and rejecting an invitation  
      **Project**: Carrying out and presenting a survey |
| 7    | **House rooms**: attic, bathroom, bedroom, dining room, kitchen, living room, study room  
      **House objects**: armchair, bath, bed, bookcase, chair, cooker, desk, sofa, table, television (TV), toilet, wardrobe  
      **Clothing**: blouse, boots, coat, dress, gloves, hat, high heels, jacket, jeans, pyjamas, trousers, sandals, scarf (scarves), shirt, shoes, shorts, skirt, socks, sweater, tie, trainers, trousers, T-shirt | **be + wear + ing**;  
      **Present Continuous** (+, -, ?) | **Listening**: Listening for detail  
      **Writing**: Using adjectives to describe pictures  
      **Project**: Making a podcast |
| 8    | **Text purposes**: entertain, inform, persuade  
      **Adverbs and adverbial phrases of time**: (two) (days) ago, last (week), now, today, yesterday | **Past of be**: was, were (+, -, ?);  
      **Short answers** | **Listening**: Predicting information  
      **Writing**: Making a holiday scrapbook  
      **Project**: Writing a daily schedule or holiday plan |
Guess What!

We say first name or simply name: Anna, John, etc.

Your surname (UK) is your family name:
Smith, Garcia, etc.

Some people have got a middle name:
John Joseph Wright, Anna Eva Garcia, etc.

1. A: Hi, Lisa!
   B: Hi, Danna! How are you? Such a long time!
   A: I’m fine! How are you?
   B: I’m doing great! It’s so nice to see you again!

2. A: What’s your phone number?
   B: It’s 156 789-4263.
   A: May I call you tomorrow?
   B: Sure!

3. A: What’s your surname?
   B: It’s Parker.
   A: Can you spell it, please?
   B: Yes. P-A-R-K-E-R.

4. A: Hi, I’m Sam. What’s your name?
   B: I’m Lucy, I’m a new student.
   A: Nice to meet you, Lucy.
       Welcome to my school.
   B: Thanks, Sam. Nice to meet you, too.

Think Fast! Imagine you are a new student. Introduce yourself to your classmate.

A: Hi! I’m (Ethan). I’m a new student here. What’s your name?
B: Hi! I’m...
3 Listen and repeat.

4 Work in pairs. Spell your best friend’s full name. Swap roles.
B: Susan Grant!
A: That’s right!

5 Label the following colours. Then listen and repeat.

grey  white  orange  brown  red  yellow
black  purple  pink  green  blue

——— ——— ——— ——— ———

The Colours

——— ——— ——— ——— ———

Stop and Think! Complete the patterns. Then listen and check.

1. zero, one, __________, __________, __________, five
2. ten, __________, thirty, __________, fifty, __________
3. five, __________, __________, twenty, twenty-five, __________
4. two, __________, six, __________, ten, __________, fourteen
5. __________, fifty-six, fifty-nine, __________, __________, sixty-eight
6. __________, __________, eighty, __________, one hundred
7 Answer these questions about yourself.

1. What’s your name?  
   _____________________________

2. What’s your surname?  
   _____________________________

3. How old are you?  
   _____________________________

4. Who’s your best friend?  
   _____________________________

5. What’s your favourite number?  
   _____________________________

6. What’s your favourite colour?  
   _____________________________

8 Think Fast! In pairs, ask and answer questions using the phrases in Activity 7. Swap roles.

A: What’s your name?
B: My name’s (Pauline).
A: What’s your surname?
B: It’s...

9 Circle the correct option. Then listen and check.

Julia: (1) Hi! I’m Julia Thompson. I’m a new student.
     What’s your name / How old are you?
Zoe: My name’s Zoe Green.

Julia: (2) How are you / How do you spell Zoe?
Zoe: Z-O-E.

Julia: (3) How old are you / What’s your name?
Zoe: I’m fourteen years old. What about you?
Julia: I’m thirteen.

Zoe: (4) Who’s your best friend / What’s your favourite colour?
Julia: My best friend’s Alan Smith.
Zoe: Nice to meet you, Julia.

Julia: (5) Fine, thanks / Nice to meet you, too! See you later!
10 Listen and number.

___ Open your books at page 29, please.
___ May I go to the toilet, please?
___ Can I have some water, please?
___ Look at the board, please.
___ Can you please be quiet?
___ Can you read the text, please?
___ Excuse me, I don’t understand.
___ Can you repeat, please?
___ How do you say this in English?
___ How do you spell *homework*?

11 Look at the picture and number the items. Then listen and repeat.

1 eraser 2 scissors 3 sharpener 4 paper clip 5 notebook

6 pencil 7 desk 8 notepad

12 Think Fast! In your notebook, make a list of the classroom items you find in your backpack.
1. Play the Stopwatch Game.

Start... now!

Time's up! Stop!

After one minute...

2. Unscramble the words and write the colours.

wyloew
leurpp
ongera
wnbro
itewh

3. Complete the classroom items.

e
r
o
b
k
s
s
s
p
i

Your result:

15 correct answers: Excellent!

14 - 11 correct answers: Very good!

10 - 8 correct answers: Good

7 - 5 correct answers: Fair

4 - 0 correct answers: Ouch!

Listen and check your answers.
How important is technology to you?
Complete the dialogue.

Sam: Hi Maggie! What a great mobile phone! 
(1) _______ it new?
Maggie: Yes! It (2) _______ a smartphone.
Sam: Wow! What (3) _______ you do with it?
Maggie: I can make phone calls, listen to music, 
check e-mail, take photos…
Sam: That’s cool! Can you (4) _______ games?
Maggie: Yes, and I can shop online, too.
Sam: Can you use it at (5) _______?
Maggie: Actually, I can only use it in the technology class… but only for 
special tasks, for example (6) _______ photos and make videos.

Listen and write T (True) or F (False).

1. Annie’s favourite app is Messenger because she can communicate with her family. _____
2. Pauline’s favourite social network is Facebook because she can share photos with friends. _____

In pairs, say your e-mail address. Swap roles.

A: What’s your email address?
B: My e-mail address is…

Can / Can’t

We use can / can’t:
• to describe ability
  I can play online games.
  I can’t shop online.
• to ask for / give permission
  Can I make a phone call, please?
• to express prohibition
  You can’t take photos here.

Vocabulary

1. can take play is school’s

Guess What!

To read an e-mail address in English, say at for @ and dot for .

sam2004@webmail.com

sam2004 at webmail dot com
Match the countries and the nationalities. Then listen and repeat.

1. Argentina
2. Brazil
3. Canada
4. China
5. France
6. Germany
7. Italy
8. Japan
9. Mexico
10. South Africa
11. Switzerland
12. Taiwan
13. The United Kingdom
14. The United States

South African
Taiwanese
Mexican
French
Chinese
Japanese
Italian
German
Canadian
Swiss
American
Brazilian
British
Argentinian

Guess What!
In English, we write countries and nationalities with capital letters.
I’m from Colombia. = I’m Colombian.

Complete the dialogue.

Where are you from?

I’m (1) ___________________.

I’m (3) ___________________.

Where (2) ________________?

Listen and complete the profiles.

Full name: (1)
Age: (2)
Country: (3)
Nationality: (4)
E-mail address: (5)
Favourite electronic device: (6)

Full name: (7)
Age: (8)
Country: (9)
Nationality: (10)
E-mail address: (11)
Favourite electronic device: (12)

In pairs, use the information in Activity 8 and practise a conversation.

A: Hi! I’m Keila. I’m from Spain.
B: Hello, Keila, I’m Eric. I’m from... What’s your...? How old...? Where...?
1. Complete the dialogue.

Amy: Hi, Tom! Look at this photo of my friend Kim.
Tom: (1) isn’t ’s not you is she
Amy: No, she (2) _____.
Tom: Where is (3) _____ from?
Amy: She (4) _____ from China.
Tom: How old is she?
Amy: She’s 14. What about (5) _____? Are you 14, too?

2. Answer these questions.

1. What’s this?
   It’s a __________________________
2. What’s that?
   It ______________________
3. What are these?
   They’re ______________________
4. What are those?
   They ______________________

   Ask and answer questions.
   A: What are those, (Ana)?
   B: They’re (books). What’s that?
   A: It’s a …

4. Stop and Think! In your notebook, write sentences about these famous teenagers.

Guess What!

We can use contractions in informal texts:
I’m (am) Carol.
She’s (is) Vicky.
You’re (are) Peter.
Read and complete using question words.

1. can I play with this drone?
   At the community centre.

2. can you share photos with?
   With my friends.

3. is this?
   It’s my new smartphone.

4. can you watch films?
   On Saturdays and Sundays.

Unscramble and match.

1. can / what / play / games / you / ?
   My friends and family.

2. you / volleyball / can / play / where / ?
   In the evenings.

3. when / you / music / can / listen to / ?
   At school.

4. who / take / you / can / photos of / ?
   FIFA 2016 and Mario Kart 8.

Guess What!
We call questions with question words Wh- questions because most of the words begin with wh: what, when, where, who.

Think Fast! Choose three questions. Ask and answer with a classmate.

1. who / play games / with?
2. Where / listen to music?
3. What / share online?
4. where / take photos?
5. what / favourite app?
6. when / play games?

A: Where can I take photos?
B: I park.
1 Read and match the questions with the actions.
1. What’s the meaning of inbox?
2. What is my doctor’s phone number?
3. Where is 253 Water Street?
4. When can I see Pirates of the Pacific 3?
5. Who is the President of France?
- find an address
- look up facts
- find contact information
- find a definition
- look up film timetables

2 Read and complete the sentences.

technology

Spelling is important! Search engines can only recognise correct spelling. They can only correct minor spelling errors.

226 oke street
226 oak street

Don’t use punctuation or words like a, the or of. Search engines can only focus on key words.

president of the United States

Be specific. The Internet has got a lot of information. Add key words to limit the search results.

maths game algebra

‘I have a dream’

Use quotation marks for exact phrases.

Be specific. The Internet has got a lot of information. Add key words to limit the search results.

Imperatives

We use the imperative form, for example, in instructions and explanations:
Use quotation marks for exact phrases.
Don’t use punctuation marks.

1. Use _______________________ letters.
2. Correct _______________________ is important.
3. Don’t use _______________________.
4. Use ______________________, not a, the or of.
5. Add ______________________ to limit the search results.
Write search phrases for each question.

1. Where is 1600 Pennsylvania Avenue?
   - map 1600 pennsylvania ave usa

2. What is the capital of Australia?

3. What is the origin of the quotation: ‘That’s one small step for a man’?

4. What are the lyrics to the Beatles’ song: Hello, Goodbye?

5. What is the temperature in the Sahara Desert?

6. What is the translation of hello in Turkish?

Stop and Think! How can you find reliable information on the Internet?

Glossary
- **address**: the location of a place
- **facts**: information that is true
- **lowercase**: small letters: a, b, c–not A, B, C
- **key words**: important / content words
- **quotation marks**: inverted commas
- **lyrics**: words of a song
- **reliable**: something you can believe or trust
1. What is the meaning of Canada? ____________________________
2. Canada has got two official languages. What are they? ____________________________
3. The Canadian flag is red and white. What is in the centre? ____________________________
4. Poutine is a popular Canadian dish. What's in it? ____________________________
5. Canadian Mounties (police officers on horses) are famous for their uniforms. What colour are their coats? ____________________________
6. Some popular video games are from Canada. What is one example? ____________________________
1. In Toronto you can see ranches and rodeos.
2. In Vancouver is a very small town.
3. In Montreal you can play golf and go skiing.
4. In Calgary you can find Italian immigrants.
5. In Iqaluit you can visit underground museums.

Stop and Think! Can you find people from different cultures in your country? What can you say about their cultures?
1 Read and tick (✓) the places where you use your mobile phone to do these activities.

<table>
<thead>
<tr>
<th></th>
<th>Home</th>
<th>School</th>
<th>Transportation</th>
<th>Restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>send messages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take photos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make phone calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Look at the technology infographic on page 23 and write the number.

How many people...
1. watch videos at school? ______
2. take photos at restaurants? ______
3. listen to music at home? ______
4. make phone calls on transportation? ______
5. send messages at school? ______
6. play games at home? ______

3 Make a class technology infographic.
1. Observe the people at home, at school, in shops and at restaurants.
2. Note the number of times you can see a person do each activity.
3. Report your findings in a table.

<table>
<thead>
<tr>
<th></th>
<th>At home</th>
<th>At school</th>
<th>On transportation</th>
<th>At restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Add the results from the entire class. Find a classroom total for each activity.

<table>
<thead>
<tr>
<th></th>
<th>At home</th>
<th>At school</th>
<th>On transportation</th>
<th>At restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch videos</td>
<td>47</td>
<td>3</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>listen to music</td>
<td>41</td>
<td>4</td>
<td>58</td>
<td>0</td>
</tr>
</tbody>
</table>

5. Make your infographic. Report the results on bar graphs.
USES of technology

At home:
- 47
- 41
- 32
- 16
- 12
- 5

At school:
- 29
- 23
- 15
- 4
- 4
- 3

On transportation:
- 58
- 42
- 39
- 36
- 5
- 2

At restaurants:
- 54
- 43
- 40

(Visual representation of data and icons related to technology use in different contexts.)
1. **Read and match.**

   1. watch  
   2. share  
   3. surf  
   4. listen  
   5. shop  
   6. make  
   7. check  
   8. send  

   photos  

   phone calls  

   to music  

   online  

   films  

   the Internet  

   messages

2. **Look at the actions in Activity 1. What can you do? What can’t you do?**

   I can make phone calls. I can’t share photos.

3. **Unscramble the names of the countries. Then match the countries and the nationalities.**

   1. eyptg — American  
   2. azilbr — Brazilian  
   3. inach — Chinese  
   4. fncrea — Egyptian  
   5. geanyrm — French  
   6. untedi stesta — German

4. **Match the flags with the corresponding countries in Activity 3.**

5. **Complete with I, you, he, she, it, we or they.**

   1. Susan is Italian. ________ is from Rome.  
   2. Giulia and Claire aren’t at home. ________’re at school.  
   3. Brian isn’t at home. ________’s at the community centre.  
   4. ________’m from Buenos Aires, Argentina.  
   5. ________ are a new student. What’s your name?  
   6. Madrid is a beautiful city, ________’s in Spain.  
   7. Ker ________ aren’t at the club now. ________’re at ________.
6 Look and complete.

1. I + am = I’m
2. you + =
3. she + = she’s
4. + are = we’re
5. + = they’re
6. he + =

7 Write the contractions.

1. Alan is not Uruguayan. He is Mexican. isn’t
   He’s
2. Margaret and James are not British. They are American.
3. I am from Japan. I am not from Taiwan.
4. We are Chilean. We are not from Paraguay.
5. They are not Scottish. They are from Wales.
6. She is from South Africa. She is not from Morocco.

8 Complete and answer the questions.

1. Where you photos? 
2. What your favourite games? 
3. When you to music? 
4. Who you send messages to?

9 Label the pictures.

- Don’t take photos. Surf the Internet.
- Play online games. Don’t make phone calls.

10 Think Fast! Look and identify the functions of the devices. What can you do with them?
1 Complete the phrases and do the crossword puzzle.

Down ↓
1. watch a ___________
2. surf the ___________
3. ___________ photos
4. ___________ e-mail
5. play ___________
6. take ___________
7. ___________ to an e-mail
8. shop ___________

Across →
9. ___________ to music
10. ___________ a paper copy
11. ___________ a new e-mail
12. ___________ junk mail
13. make a ___________
14. send ___________
15. make ___________ calls
16. ___________ an important e-mail

2 Put the words in the correct category.

Countries
- English
- Greek
- Chile
- Turkey
- Welsh
- Ireland
- Scotland
- Turkish
- Uruguay
- Chilean
- Uruguayan
- India
- England
- Wales
- Indian
- Scottish
- Irish
- Greece

Nationalities
- Greek
- Irish
- Welsh
- Turkish
- Scotch
What makes a good friend?
1 Discuss.
1. Do you like playing video games?
2. Have you got an avatar?

2 Listen and tick (✓) the correct option.
Description 1  Description 2  Description 3

Adjectives
We use adjectives to describe, for example, physical characteristics and personality.

He's tall and thin.
I have got short hair.
Use adjectives to complete the physical descriptions of two of these avatars.

1. K-Man is _______ and chubby. He has got _______ black hair and dark eyes.
2. MsSunshine is medium height and _______. She has got long _______ hair and blue _______.

Think Fast! Describe the other two avatars. Ask your teacher to help you with new vocabulary.

Complete the personality descriptions using the avatar names.

Ms Marr is a maths teacher. She’s kind: she likes helping her students. Her avatar is ____________.

Mr Bowers is shy: he doesn’t like talking to people. But his avatar isn’t shy! It’s ____________.

Ken isn’t serious. He likes telling jokes all the time: he’s fun! His avatar is ____________.

James likes sports and he’s intelligent: he likes getting good marks in school. His avatar is ____________.

Listen and number.

1. Jesse _______ rude
2. Will _______ shy
3. Olivia _______ intelligent
4. Luke _______ fun

Did you know?

Guess What!

Some adjectives have opposites:
kind ≠ rude
shy ≠ outgoing
fun ≠ serious

Like + verb + -ing / noun

I like helping people.
We don’t like football.
He likes avatars.
She doesn’t like telling secrets.
Discuss.

Have you got a good friend?
Is your friend really kind?
Are you a good or a bad friend?

Read and circle the correct option.

1. Have you ____ long hair? Yes, I _____.
2. ____ they got green eyes? No, They _____.
3. ____ it ____ white hair? Yes, ____ _____.
4. ____ he ____ many friends? No, ____ _____.
5. What colour eyes ____ you ____? I’ve got black eyes.
6. What colour hair ____ Emily ____? She ______ got fair

Complete.

She has got / have got a helpful friend.
They have got / has got arguments.
He have got / has got a new mobile phone.
They haven’t got / have got good marks.
We have got / has got different favourite teams.
They haven’t got / have got a jealous friend.

Grammar

We use have got to describe:
• possessions:
  I have got a new iPod.
  Has he got a smartphone?
• relationships:
  I have got good friends.
  She hasn’t got a boyfriend.
• physical characteristics:
  I’ve got short hair.
  She has got brown eyes.
4 Work in pairs. Student A: Choose a classmate and describe him / her. Student B: Guess his / her name. Swap roles.

A: She has got blond hair and brown eyes.
B: Is she tall...?

5 Read this e-mail and write T (True) or F (False).

Dear Paul,
Hi! My name’s Daisy but you can call me Dai. My surname is Gomez. I’m from Montevideo, Uruguay.
I’m twelve years old. My hair is straight and brown and I have got brown eyes. I’m a bit shy but I like writing e-mails. What about you?
I have got a very good friend. Her name’s Arianna. She isn’t Uruguayan. She’s Italian. She’s eleven years old. She’s tall and thin. Her hair is blond and she has got blue eyes. She’s outgoing and fun. She likes talking to people!
Now, tell me about you! Have you got a best friend? What is your friend like?
Write soon!
Bye!
Your e-pal,
Dai

1. Daisy is outgoing. T F
2. Paul and Daisy are e-mail friends. T F
3. Daisy has got a nickname. T F
4. Arianna doesn’t like talking to people. T F
5. Daisy has got straight brown hair. T F

6 Find and underline possessive adjectives in the e-mail in Activity 5.

7 Circle the correct option.

(1) Your / My best friends are Jane and Tom.
Jane is tall and thin and (2) his / her hair is red.
Tom is chubby and short and (3) his / our hair is black. They are from England. (4) Their / Your houses are near my flat.

Possessive Adjectives
We use possessive adjectives to describe parts of the body, relationships and possessions:

My hair is long.
Your eyes are blue.
His marks are good.
Her friends are kind.
Its hair is soft.
Our school is big.
Your students are great.
Their books are interesting.

Glossary
argument: disagreement
jealous: upset and angry because a person has got something you want
straight: not curly
interesting: unusual, exciting
pal: friend
nickname: an informal name you are called by your friends or family
1 Label the pictures. Then listen and check.

- amusement park
- aquarium
- art museum
- beach
- historic centre
- mountains
- street market
- zoo

Top Attractions in Bongo Beach

Average temperature: 28° C
Average hotel price: $$$$ Average restaurant price: $$

Top Attractions in Triple Peaks

Average temperature: 8° C
Average hotel price: $$$
Average restaurant price: $$

Think Fast! List the attractions you can find in a town or city in your country.

Glossary
average: a typical level
Bongo Beach – Practical Information

**Mango Beach** in Bongo is great ★★★! Good for surfing, playing and relaxing and having fun ★★★. You can take beautiful selfies ★★★ with the ocean.

The **restaurants on Bongo Beach** are good ★★★. But the food at the Hamburger Place is terrible ★★★!

The **Bongo Art Museum** is a boring place ★★★. The artworks aren’t interesting.

The **Downtown Street Market** is very noisy ★★★. And it’s always crowded ★★★.

The **Bongo Aquarium** is great ★★★! You need 3 hours to see it!

---

3. Think Fast! Look at the information and identify the best attractions of Bongo Beach.

---

4. Look at the adjectives list in the box. In your notebook, classify them into *positive* and *negative* words.

5. Read the information. Then read and match.

1. great beaches
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

2. a fun activity
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

3. beautiful pictures
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

4. terrible food
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

5. a boring museum
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

6. a noisy restaurant
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

7. a crowded place
   - very bad, horrible
   - attractive photos
   - very good, excellent for swimming
   - not interesting to visit
   - full of sounds, not quiet
   - an exciting thing to do
   - with many people

---

6. Stop and Think! Where do you like going on holiday? Do you like the beach or the mountains? Why?

7. In your notebook, write a short text describing your favourite holiday destination.
1. The word cosplay is the combination of three other words.
2. Cosplayers like dressing as anime, manga or video game characters.
3. Cosplayers have got special events or meetings.
4. The Japanese word for business cards is meishi.

Read the encyclopedia entry. Then circle T (True) or F (False).

T F T F T F
Listen and answer. Why does Midori like cosplay?

Midori likes cosplay for three reasons:

1. Because she loves ___________________________.
2. Because she can become ___________________________.
3. Because she can make ___________________________.

Answer Yes, she has or No, she hasn’t.

1. Has Midori got a favourite manga character? ___________________________
2. Has Midori got invitations to cosplay conventions in Japan? ___________________________
3. Has she got a simple costume? ___________________________
4. Has she got friends in the cosplay community? ___________________________

Stop and Think! Have you got a hobby?

Guess What!

In shops, cosplay costumes can cost up to $300 not including shoes, a wig, a hat and other accessories!

Glossary

dressing up: wearing special clothes, like costumes, for fun
become: be

shoes
hat
wig
1 Complete the chart with words from the cloud.

2 Stop and Think! Describe yourself physically and emotionally.

3 Look and number the thought bubbles.

I'm very shy.
My friends are talking about me.
I'm not intelligent.
I'm chubby.
4 Make a self-care kit.

Step 1:
Get a box to store the items in your kit. You can also use a zipper storage bag.

Step 2:
Write a list of things that make you feel good in difficult times.

Step 3:
Pick up items related to your list that could be stored in the box / bag.

Step 4:
Keep the box in an accessible place, so that you can see it.

Step 5:
Use one or more items from your box when you need to feel good!

Tips!
You can include an item from your childhood—choose something that can bring happy memories, for example, a teddy bear. Add or change the items in your self-care kit when you want.

Glossary

- eat
- think
- drink
- hold
1 Classify the words.

- black
- blond
- brown
- chubby
- intelligent
- long
- outgoing
- rude
- short
- shy
- tall
- thin

<table>
<thead>
<tr>
<th>Physical Description</th>
<th>Personality Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair</td>
<td>Body</td>
</tr>
</tbody>
</table>

2 Look and complete the descriptions.

Jake, Grace, Zoe, Ava and Alan are very good friends.

1. Jake is ___________ and thin. He has got very short ___________ hair.
2. Grace is short and medium ___________. She has got ___________ brown hair.
3. Zoe is ___________ height. She has got ___________ brown hair.
4. Ava has got long ___________ hair. She is ___________ and thin.
5. Alan is tall and ___________. He has got ___________ straight blond hair.
Complete the sentences using *like* + the verbs in the affirmative or negative form.

1. Kylie is a good friend. She **likes respecting** (respect) her friends’ ideas.
2. Sean and Elijah are good friends. They **criticise** (criticise) each other’s opinions.
3. I think I’m a good friend. I **tell** (tell) my friends’ secrets to other people.
4. Alex is a good friend. He **listen** (listen) to his friends.

Look at the pictures and write sentences.

1. have a picnic
2. run
3. play football
4. read a book

1. They like
2. She likes
3. 
4. 

Fill in the gaps with *my, his, her, our or their*.

These are (**my**) friends John and Kate. Kate’s Spanish. She’s (**her**) best friend. She’s medium height and medium weight. (**her**) eyes are blue and she has got blond hair. John is Spanish, too. (**his**) hair is dark and (**his**) eyes are brown. They are football fans. (**our**) favourite football team is Real Madrid. We have got friends in common. (**their**) friends don’t like football!
1 Use opposites to do the crossword puzzle.

Down
1. thin
2. chubby
4. short (height)

Across
3. tall
5. short (hair)

2 Write the celebrities’ names.

Hugh Jackman
1. _____________ hasn’t got a beard or a moustache. He isn’t Wolverine in the X-Men movies.

Katy Perry
2. _____________ hasn’t got short hair and brown eyes. She’s not from the UK.

Emma Watson
3. _____________ hasn’t got blue eyes. He isn’t a very intelligent scientist in a TV series.

Jim Parsons
4. _____________ hasn’t got dark hair and green eyes. She’s not a singer.

3 Circle 4 positive words with a green marker and 4 negative words with a red marker.

SHINTELLIGENTINTERESTINGOUTGOING
RUDSTUBTERRIBLECONABORING

SHINTELLIGENTINTERESTINGOUTGOINGOUTSOINGNOISYNKDUBORING

INTERESTINGCONABORINGSYNABORINGCONABORING
How do you get around?
1. You need to buy: ☐ chemist ☐ school
2. You need: ☐ bank ☐ supermarket
3. You want to drink: ☐ café ☐ park
4. You need to buy: ☐ grocery ☐ shopping centre
5. You need to buy: ☐ school ☐ bakery

Listen and number the places on the map.

Guess What!
bike = bicycle
plane = airplane

Places in Town
- bakery
- mosque
- bank
- office building
- bar
- park
- bus stop
- petrol station
- chemist
- restaurant
- church
- school
- cinema
- shopping centre
- grocery
- shops
- gym
- square
- hospital
- synagogue
- library
- theatre
Classify the forms of transportation in the chart.

Public
• ________________
• ________________
• ________________
• ________________

Transportation

Private
• ________________
• ________________
• ________________
• ________________

Listen and circle the correct option.

1. Alyssa: I go to grandma’s house by bike / motorcycle.
2. Ben: I go to school by bus / train.
3. Cathy: I go on holiday by bus / plane.
4. Dan: I go to school by underground / car.

Discuss. How do you go to school?

Think Fast! Count all the bikes, buses and motorcycles on the map.

Guess What!

UK                US
chemist           = drugstore
Grocery           = convenience store
petrol station    = gas station
shop              = store
shopping centre   = mall
underground       = subway

Prepositions

between
behind
in front of
next to
on  (the corner of)
(Purple St.)
opposite

Look at the map and fill in the gaps with suitable prepositions.

1. The museum is __________ the school.
2. The police station is __________ the fire station.
3. The theatre is __________ the supermarket and the stadium.
4. The petrol station is __________ the corner of the street.

Stop and Think! In your notebook, draw a street map and write a short text describing your neighbourhood.
1. When you leave the station, turn left.
2. Turn left on York Road. Walk straight ahead.
3. Go past the supermarket and the coffee shop.
4. Turn right on Chicheley Street. Turn right on Belvedere Road.
5. Turn left into Jubilee Gardens and cross through it.

Read and follow the directions on the map.

2. Read the directions again and number the arrows.

Walk straight ahead... but don't go past the coffee shop.
3 Look at the signs. Correct the sentences.

1. Don’t stop here.
2. Park your car here.
3. Don’t turn left.
4. Drive over 50 km/h.
5. Turn right.
6. Ride your bike here.

4 Think Fast! In your notebook, write directions from the London Eye to Westminster Abbey.

5 What is there in your neighbourhood? Complete the survey questions.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there a bar?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. _________ any tall buildings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. _________ a chemist?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. _________ any theatres?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. _________ a church?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. _________ many squares?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. _________ a fire station?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. _________ any cafés?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. _________ any libraries?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. _________ an underground station?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Use your survey questions in Activity 5 to interview your classmate. Swap roles.

A: Are there any tall buildings in your neighbourhood?
B: Yes, there are. / No, there aren’t.
1 Listen to the directions and follow the route on the map. Write the places below.

Destination 1: ____________________________  Destination 2: ____________________________

2 Complete the instructions and write the destination. Start at the entrance of Green Park.

We’re ready. Let’s go.

1) ___________ straight ahead on Orange Street to Oak Street.

2) ___________ left on Oak Street.

Walk straight ahead.

Go past the coffee shop.

Turn left on Black Street.

Your destination is on the left.

Destination: (3) ____________________________

3 Work with a partner. Give directions to a place on the map. Start at the X-Mall. Swap roles.

Guess What!

St. ➔ Street
Ave. ➔ Avenue

Giving directions

There are many ways of giving the same directions:

Walk straight ahead...
Walk / Go down...
Walk / Go along...
Turn left / right on / into...
Make a left / right...
Read the text below and tick (√) its objective.

1. to give information about signs
2. to advertise products
3. to give directions

Read the text again. Write the places in Chronopolis where the signs are located.

Sign 1: ____________________ Sign 2: ____________________ Sign 3: ____________________

Our magazine readers tell us about fun and interesting things in the city. Let’s look at some signs in public places. Check some of them out below (click here to see all the signs!). Can you guess where they are?

1. An X-treme sign!
   This is a huge billboard outside some teenagers’ favourite place in the city. What’s this place?

2. Keep calm and...
   Keep calm signs are very popular. This sign is stencil graffiti on the wall of a famous place in Chronopolis. It’s located on Oak Street.

3. Stop for the ducks!
   Believe it or not, this sign is in downtown Chronopolis... but where? Pedestrians and bike riders, watch out for Mother Duck and her ducklings!

Circle T (True) or F (False).

1. There are pictures from different cities. T F
2. You can see more pictures of signs on the webpage. T F
3. The X-Mall sign is small. T F
4. It is difficult to find Keep calm... signs. T F
5. There are ducks in Chronopolis. T F

Glossary

huge: enormous
billboard: a big sign, outdoors
downtown: central area of a city
pedestrians: people that walk
watch out for: look out for something / someone
1. Look at the map. Listen and answer the questions.
   1. What are the colours of the two Underground lines at Blackfriars Station?
   2. What is the name of the green line at Blackfriars Station?
   3. What colours are the Underground lines at Oxford Circus Station?

2. Plan your trip to Oxford Circus.
   Take the \( (1) \) _______ \( (2) \) line to ________.
   Change to the \( (3) \) _________ line and travel to \( (4) \) ________.

3. Think Fast! Plan a trip from Blackfriars Station to Hyde Park Corner.

4. Read the timetable and answer in groups.
   1. What line is this timetable for?
   2. What colour is this line on the map?
   3. Is the timetable valid every day of the week?
   4. What time is the first train from Heathrow Airport Terminal 5 (T5) on a weekday?
Stop and Think! How can you be respectful of people on public transportation?
1 Work in pairs. Complete the table about the means of transportation in your city.

<table>
<thead>
<tr>
<th>Means of Transportation</th>
<th>In My Town?</th>
<th>Ecological Impact</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td>✔️✔️</td>
<td></td>
<td>⭐⭐⭐⭐⭐</td>
</tr>
<tr>
<td>Airplane</td>
<td></td>
<td>⭐⭐⭐⭐⭐</td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van</td>
<td></td>
<td>⭐⭐⭐⭐⭐</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td></td>
<td>⭐⭐⭐⭐⭐</td>
<td></td>
</tr>
<tr>
<td>Motorcycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= too many!
= some
= a few
⭐⭐⭐⭐⭐ = excellent
⭐⭐⭐⭐ = very good
⭐⭐⭐ = good
⭐⭐ = fair
⭐ = bad

2 Work with a partner to answer the questions.
   1. Are people happy with the means of transportation in your city?
   2. Are there efficient, eco-friendly means of transportation in your city?

3 Brainstorm a new, eco-friendly means of transportation.

<table>
<thead>
<tr>
<th>Means of Transportation</th>
<th>Name and Logo</th>
<th>Type of Renewable Fuel</th>
<th>Route</th>
</tr>
</thead>
</table>

4 Create a poster to present your proposal.

Tips
1. Take some time to practise your presentation.
2. Try not to read from a paper while speaking. You can improvise if necessary.
Present your proposal to your classmates.

Speak clearly. Take turns with your partner.

Some useful expressions:

- Good morning / afternoon.
- Our proposal for a new means of transportation in ____________ is a ____________.
- We call it ____________ and this is its logo.
- It can run on ____________.
- It can go from ____________ to ____________.
1 Number the pictures. What place does each picture suggest?

1. bank
2. grocery
3. café
4. chemist
5. shopping centre
6. park
7. school
8. supermarket

2 Look and label.
3. Draw signs for the instructions.

1. Turn left.
2. Don’t walk here.
3. Stop.
4. Don’t turn right.

4. Look at the map and complete the e-mail with the correct prepositions.

Dear Luisiana,

This is my neighbourhood. It’s very small and quiet.
There aren’t any tall buildings.
There’s a café [ ] my school.
There’s a hospital [ ] the bank.
The petrol station is [ ] the corner of the main street.
There are many green areas for example, [ ] the bank, [ ] the school and the petrol station, [ ] the café and [ ] the school.
There are some small shops but there isn’t a shopping centre.
I love my neighbourhood!

5. Read the e-mail in activity 4. Then fill in the blanks with either questions or answers.

1. Are there any tall buildings?
   [ ]

2. ____________________?
   It’s between the café and the petrol station.

3. Where is the petrol station?
   [ ]

4. Is there a shopping centre?
   [ ]

5. Are there any parks?
   [ ]

6. Where is the bank?
   [ ]
1 Find the places in the word search (→, ↓ or ↘). Tick (✓) the missing word.

- bakery
- bank
- café
- chemist
- park
- school
- supermarket

2 Write the forms of transportation that you can’t see!

- bike
- bus
- car
- taxi

3 Unscramble the words. Use the numbered letters to find the secret direction.

1. Turn TIRHG.
2. Turn FLET.
3. COSRS the park.
4. LAWK past the school.
5. NOD’T cross the street.
Stopwatch is a fast-paced, eye-catching course for secondary students, from true beginners to B1. Our unique, four-level (full edition) or seven-level (split edition) structure allows schools to fine-tune their selections according to the specific needs and abilities of their students. Relevant topics and impactful images will keep students engaged and learning, while the carefully-designed curriculum ensures that they can advance and succeed.

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- Teacher's Guide + Audio CD
- Digital Book
- Stopwatch App
- Interactive Activities
- Teacher's Toolkit with:
  - Grammar, Vocabulary and Reading Worksheets
  - Exam Package (Standard or Test Plus)
  - Tests Audio
  - Placement Exam