

# English **Plus**

## Teacher's Book 3

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**Aims**

- Review comparative and superlative adjectives.
- Learn key phrases for making comparisons.
- Revise the form and use of the present simple.
- Use the present simple to ask and answer about routines.

**Warm-up (2 minutes)**

- Write an expensive price on the board, for example €1,000. Elicit the adjective *expensive*. Then write a more expensive one, for example €10,000. Ask students to compare the price and elicit the answer *more expensive*.
- Say that in this lesson they are going to revise comparisons.

**Exercise 1**

- In a **weaker class**, allow students to find the comparative and superlative forms and write the rules in pairs.

**ANSWERS**

- 1 rarer 2 expensive 3 further 4 nearest  
5 hottest 6 common 7 furthest

- 1 Comparatives of short adjectives: add the suffix *-er* to the adjective. If the adjective ends in *-e*, it is removed. If the adjective ends in a consonant, it is doubled.  
Superlatives: add the suffix *-est* to the adjective. Add *the* in front of the superlative.
- 2 Comparatives of long adjectives: Add *more* in front of the adjective. Superlatives: Add *the most* in front of the adjective.
- 3 far

**LANGUAGE NOTE** A common error is for students to use *that* rather than *than* in comparatives: *Tom older that my brother*. Another common error is for students to omit *the* in superlatives: *He's tallest in my family*.

**Exercise 2**

- Go through the example with the class. Encourage students to think about the adjective *exciting* in relation to all three activities.

**POSSIBLE ANSWERS**

- 1 A horse is slower than a leopard. A koala is the slowest.
- 2 Video games are more expensive than magazines. Cars are the most expensive.
- 3 Burgers are worse for you than chocolate. Fizzy drinks are the worst for you.
- 4 Trains are more dangerous than planes. Cars are the most dangerous.
- 5 Supermarkets are noisier than libraries. Discos are the noisiest.

**Exercise 3**

- Read the key phrases with the class. Explain that *much*, *a bit* and *a lot* are used with comparative adjectives, and that *not* and *twice / three times* are used with *as ... as*.
- Point out that we use *as ... as* to compare two things that are similar. To check understanding of *not as ... as* write these sentences on the board and ask if they can both be true: *Tom is older than Jack. Jack isn't as old as Tom*. Elicit that they can both be true.

- Read the example with the class and point out the phrases for agreeing and disagreeing (*I agree / I disagree*).

**ANSWERS**

Students' own answers.

**Exercise 4**

- Students complete the sentences in pairs. In a **weaker class**, write these answers on the board and highlight the third person singular changes to prompt the class.
- In a **stronger class**, elicit the rule as a class activity.

**ANSWERS**

1 make 2 don't speak 3 loves 4 doesn't live  
In affirmative third person singular sentences we normally add *-s* to the verb. In negative third person singular sentences the verb does not change.

**Exercise 5**

- Students copy and complete the table individually.

**ANSWERS**

Verbs ending in *-o, -x, -ss, -ch, -sh*: do – does, watch – watches, relax – relaxes, go – goes, pass – passes, teach – teaches  
Verbs ending in consonant + *-y*: study – studies, tidy – tidies, carry – carries

**LANGUAGE NOTE** Students often omit the *-s* in the third person singular: *He go swimming*. Some students may incorrectly add *-s* to the verb in negatives and questions: *He doesn't gets up early. Does she teaches English?*

**Exercise 6**

- Students write the sentences individually, then compare their answers in pairs before you check with the class.

**ANSWERS**

- 1 My parents work in town.
- 2 We don't have lunch at school.
- 3 Do you go to a swimming club?
- 4 My brother gets up early.
- 5 He doesn't make his bed.
- 6 Does your friend chat to you?
- 7 She doesn't have breakfast on school days.
- 8 Does your mother take the bus to work?

**Exercise 7**

- Students write their questions individually before they interview each other.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity.

**More practice**

Workbook page 5  
Language focus reference and practice, Workbook page 72



## VOCABULARY ■ Routines

I can talk about routines and say when I do things.

### Aims

- Learn verbs for talking about routines.
- Learn key phrases for saying when you do things.
- Practise talking about your routine and when you do things.

### Warm-up (2–3 minutes)

- With books closed, ask students what time they get up in the morning, and what time they go to bed. You could find out by a show of hands who gets up the earliest and who goes to bed the latest.
- Ask students what they usually do when they get home from school. Elicit a few ideas.

### Exercise 1 🎧 1.01

- Look at the photo with the class and ask students what it shows. Ask what they think the girl is doing (*shopping*).
- Do the example with the class, then ask students to complete the rest of the text.
- You could point out that a good strategy is to read through the whole text quickly to get an overall idea of the subject, without worrying about the gaps or difficult words. Then they can look at each gap and think about what kind of words are needed in it, using the rest of the sentence to work out which tense is needed. Finally, they can look at the options in the wordpool and find a suitable phrase.
- When students have completed the text, they listen and check their answers.

#### ANSWERS

- |                  |                   |
|------------------|-------------------|
| 1 'm waiting     | 11 have breakfast |
| 2 's buying      | 12 get the bus    |
| 3 are you doing  | 13 start          |
| 4 're looking    | 14 finishes       |
| 5 go shopping    | 15 do my homework |
| 6 aren't playing | 16 get home       |
| 7 get up         | 17 relax          |
| 8 wakes          | 18 watch TV       |
| 9 goes to work   | 19 go to bed      |
| 10 go to sleep   |                   |

### Exercise 2

- Look at the example with the class. Ask students to turn to page twenty-one and look at the photo. Confirm that this sentence is false (*he is cycling with a woman and one child*).
- Allow students time to look through the book and choose photos. This is also a good opportunity for them to scan through the topics that will come up in the course.
- Students prepare their sentences individually. Go round as they are working, and help with new vocabulary as needed.
- Students talk about the photos in pairs. Go round and listen as they are talking. You could ask one or two students to read out sentences for the class to answer true or false.

### Exercise 3

- Students write their own sentences using their own ideas.
- Ask students to compare their answers in pairs, then ask individuals to read some of their answers to the class.

#### ANSWERS

Students' own answers.

### Exercise 4

- Read the key phrases with the class. In a **weaker class**, ask for translations. In a **stronger class**, ask students to use the phrases in sentences. Point out that we use the plural form *on Thursdays / Fridays*, etc. to mean *every Thursday / Friday*, etc. Point out that the singular form *on Thursday* means *last Thursday* or *next Thursday*.
- Refer students back to the activities in the box in exercise 1. Students write sentences saying when they do each of the activities before comparing in pairs.

#### ANSWERS

Students' own answers.

### Optional activity: Vocabulary

Divide the class into two teams and tell students they are going to play an error correction game. Tell students you are going to read out some sentences, which may or may not contain errors. As an example, read out the sentence *I make my homework in the evening*. Elicit the error and the correct sentence *I do my homework in the evening*.

With books closed, read out the first of the sentences below to the class. Ask students from team A to say if there is an error and correct it. If they give the correct answer, they get a point. If they don't give the correct answer, allow students from team B to answer.

Read out the second sentence, giving students from team B the chance to answer first. Continue in the same way until you have read out all the sentences. The team with the most points is the winner.

- 1 I tidy my room once the week.
- 2 I go to bed in eleven o'clock.
- 3 My mum wake me up too early.
- 4 I watch TV every Friday.
- 5 I usually relax the weekend.

#### ANSWERS

- 1 I tidy my room once **a** week.
- 2 I go to bed **at** eleven o'clock.
- 3 My mum **wakes** me up too early.
- 4 ✓
- 5 I usually relax **at** the weekend.

### Learning to learn

This activity will help to improve students' study skills.

### More practice

Workbook page 6

# LANGUAGE FOCUS ■ Present tenses

I can talk about things happening now and repeated actions.



## Aims

- Revise the form and use of the present continuous.
- Learn the difference between the present simple and present continuous.
- Practise using the present simple and present continuous to talk about routines and actions in progress.

## Warm-up (2–3 minutes)

- Refer students back to the photo on page 6. Ask *What is Lily doing?* Elicit possible answers: *she's shopping, she's smiling, she's carrying some bags*, and write them on the board.
- Underline the verbs and elicit that they are in the present continuous.
- Ask why the sentences are in the present continuous and elicit that it is because the things are happening now.

## Exercise 1

- Students copy and complete the tables. In a **weaker class**, help students find the answers in the dialogue. In a **stronger class**, encourage students to complete the sentences without using the dialogue.
- Encourage students to correct their answers before checking with the class. Then ask a few *yes / no* questions using the present continuous and elicit the short answers.

### ANSWERS

1'm 2're 3 aren't 4 isn't 5 are 6 Are

**LANGUAGE NOTE** A common error in the form of the present continuous is for students to forget the *-ing* ending: *She's chat on the phone*. In negative forms students tend to use *not*, rather than *be + not*: *I not enjoying the party*.

Another common error in negative and question forms is for students to use *do / does* instead of *be*: *Don't complaining. Does she watching TV?*

## Exercise 2

- Encourage students to read the sentences quickly, then scan the options to see which are the most suitable.
- Remind students that it is more common to use contracted forms after pronouns, and that they should use full forms after full names.
- Ask students to compare and correct their answers in pairs.

### ANSWERS

1're having 4 isn't playing  
2 isn't smiling 5're watching  
3'm not wearing 6 is studying

## Exercise 3

- Look at the example with the class and check students understand what to do. Point out that there is a combination of short answers and longer reasons, so the questions are both *Wh-* and *yes / no* forms.
- Students write their questions individually, then check their answers in pairs and correct any mistakes.
- Ask pairs to read out the questions and answers.

### ANSWERS

1 Are they studying? 4 Is he joking?  
2 Why is she crying? 5 What are you doing?  
3 Where are you going? 6 Who is she hugging?

## Exercise 4

- Point out that this exercise is designed to highlight the difference in use between the two tenses.

### ANSWERS

1 c (present continuous) 3 b (present simple)  
2 a (present simple)

**LANGUAGE NOTE** A common mistake is for students to use the present continuous to talk about routines or regular actions: *I'm usually getting up at seven o'clock*. Students also make the mistake of using the present continuous with stative verbs such as *hear, see, like, believe, agree*: *I'm agreeing with you*.

## Exercise 5

- Encourage students to scan through the dialogue before completing it, to get an idea of the content.
- Check answers with the class and ask students in each case why the present simple or present continuous is used.

### ANSWERS

1 Are you watching? 5 speaks  
2 are talking 6 jokes  
3 is smiling 7 's leaving  
4 are they saying 8 isn't going

## Exercise 6

- In a **weaker class**, demonstrate how to use words from each column. Students could write their questions down for support as they talk.
- In a **stronger class**, elicit one or two examples to start the activity off. Encourage students to use their own ideas and to use question words if appropriate.
- Go round and listen as students are talking and make sure they are using the tenses correctly.

## More practice

Workbook page 7

Language focus reference and practice, Workbook page 72

## End-of-unit activities

★ Language focus and vocabulary, Teacher's Photocopiable Resources page 167

★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 171–172

★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 189–190

Communications Pairwork, Teacher's Photocopiable Resources page 207

# TV and news

## Unit summary

### Communication

I can ...  
 exchange opinions about TV.  
 understand a text about reality TV.  
 talk about past events.  
 understand and present news.  
 talk about what people were doing.  
 talk about my news.  
 write a news item.

### Vocabulary

Core vocabulary:

Television: *advert, audience, broadcast, camera, channel, character, episode, participant, presenter, programme, remote control, screen, series, show, viewer*

Television programmes: *cartoon, chat show, documentary, drama series, film, game show, medical drama, quiz show, reality show, sitcom, soap opera, sports programme, talent show, the news, weather forecast*

Build your vocabulary: Regular and irregular past forms

### Language focus

*was, were, there was, there were*

Past simple

Past continuous

Past simple and past continuous

Time connectors

### English Plus Options

Extra listening and speaking: Deciding what to watch on TV (page 88)

Curriculum extra: Technology: Television (page 96)

Culture: Television in the USA (page 104)

Vocabulary bank: Regular and irregular verbs: TV (page 112)

### Key competences

Learning to learn: Listening for specific information (page 12)

Cultural awareness and expression: TV quiz (page 8), Teenagers in reality shows (page 10), Technology: Television (page 96)

Social skills and civic competencies: Television in the USA (page 104)

### Television

I can exchange opinions about TV.

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 A reality show is a TV show which uses real people instead of actors.
- 2 Students' own answers.
- 3 Students' own answers.

### Aims

- Learn vocabulary to do with television.
- Do a quiz on TV.
- Learn key phrases for comparing opinions.
- Practise comparing opinions.
- Revise *was, were, there was, there were*.
- Create a TV quiz.

### Warm-up (2–3 minutes)

- With books closed, ask students what they watched on TV last night. What are their favourite programmes?

### Exercise 1

- Focus students on the quiz across the bottom of pages 8 and 9. Look at the title and the photos, and ask students what they think it will be about (*the history of TV, facts about TV today*).
- Encourage students to read through the text quickly and pick out the blue words. They can complete the table individually, then compare with a partner.

### ANSWERS

- 1 camera
- 2 remote control
- 3 character
- 4 participant
- 5 viewer
- 6 presenter
- 7 programme
- 8 show
- 9 channel
- 10 broadcast
- 11 advert
- 12 series

### Exercise 2 1.05 Tapescript page 149

- After students have done the quiz in pairs, play the CD so they can listen to two other students talking about the quiz. This dialogue introduces the key phrases in exercise 5.
- Provide students with the answers to the quiz and ask what fact they found most surprising. Model and drill the pronunciation of *audience, broadcast* and *participant*.

### ANSWERS

- 1 a
- 2 c
- 3 c
- 4 b
- 5 c
- 6 c
- 7 a
- 8 c

### Exercise 3 1.06

- Read the key phrases with the class.
- Check answers by pausing the CD after each phrase. When students have listened to the whole recording, model and drill pronunciation of the phrases.

### ANSWERS

- 1 my
- 2 with
- 3 don't
- 4 think
- 5 sure
- 6 so

### Exercise 4

- In a **weaker class**, read the first opinion and ask a volunteer to read the second speech bubble. Ask students to read through the topics silently then check any they do not understand with you.
- In a **stronger class**, model the activity by asking a confident student about one of the topics 1–8.
- Put students in pairs to continue comparing their opinions. Go round and listen as students are working. Ask them to try to give reasons for their answers if they can.

#### ANSWERS

Students' own answers.

### Background

Inventors were working on the idea of television from as early as the 1880s, however, the first practical use of television was in Germany, where regular broadcasts began in 1929. Regular broadcasts began in Britain in 1930. In Britain, the BBC is a non-commercial TV company, whose funding comes from a licence fee paid by all TV owners. Because it is non-commercial, there are no adverts on BBC channels. The other main channels in Britain are ITV, Channel 4 and Channel 5.

### Exercise 5

- Allow students time to find the sentences in the quiz and complete them. In a **stronger class**, you could encourage them to cover the quiz and try to write the correct answers without support. They can check back in the text afterwards.
- When students have completed the items, ask them to compare answers in pairs before you check the answer to the rubric question with the class.

#### ANSWERS

1 was 2 wasn't 3 weren't 4 Was 5 was 6 were  
7 was

We make negative sentences by using *not* after *was / were*. We make questions by putting *was / were* before the subject. When you use a question word, the word order stays the same as for a past simple sentence.

**LANGUAGE NOTE** Students often make the mistake of using *there was* for both singular and plural subjects: *there was some interesting programmes*.

In question forms, students often forget to invert the subject and verb: *Where you were yesterday?*

### Exercise 6

- Encourage students to read through the whole dialogue quickly to ensure they understand the context.
- Ask students to compare their ideas with a partner before you check answers as a class. You could ask students to read out individual sentences and questions with the gaps completed.

#### ANSWERS

1 was 2 was 3 was 4 Was 5 wasn't 6 was 7 Were  
8 weren't 9 were 10 weren't 11 wasn't 12 was

### Exercise 7

- After students have completed the questions with the words in the box, check answers. Then put students into pairs to ask and answer the questions.
- Ask some students to report back on what they learnt about their partner.

#### ANSWERS

1 What was 2 What were 3 Who were 4 How was 5 Were there

Students' own answers.

### Exercise 8

- Read the task with the class and ensure students know what they have to do. In a **stronger class**, encourage them to follow the TV quiz as a model. They should think of a question and give three possible answers for each one. Set them a target of six to eight questions.
- In a **weaker class**, students could just focus on writing questions, without providing multiple-choice options if they find this easier. Encourage them to write up to five questions.
- Try to ensure that the pairs swapping are at a similar level. Remind students to use the key phrases when they compare their opinions.

### Optional activity: Language focus

With books closed, write these gapped sentences on the board, or dictate them to the class. Ask students to use their dictionaries to try to complete the missing prepositions.

- 1 Which channel was it \_\_\_\_?
- 2 Who was the presenter \_\_\_\_ the programme?
- 3 Was it an advert \_\_\_\_ a toy?
- 4 Who was \_\_\_\_ last night's show?
- 5 When was the first broadcast \_\_\_\_ TV?
- 6 When was the last episode \_\_\_\_ the series?

Remind students that they should always make a note of collocating prepositions when they record new vocabulary.

#### ANSWERS

1 on 2 of 3 for 4 on 5 on 6 of

#### Learning to learn

This activity will help to improve students' study skills.

### More practice

Workbook pages 8 and 9

Language focus reference and practice, Workbook page 74

### Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Read about reality shows.
- Read for general meaning and specific information.
- Learn about regular and irregular verbs.
- Talk about reality TV.

**Warm-up (2–3 minutes)**

- With books closed, write the word *reality show* on the board.
- Elicit the meaning, and ask students what reality shows they watch.
- Ask if they know any reality shows that are about teenagers. Ask if they would like to go on a reality show.

**Background**

The term 'reality TV' covers a wide range of programmes, from documentaries showing ordinary people at work, to competitions in which people compete for a top prize, and viewers vote for the winner. *Big Brother* was the first popular reality show. Other popular reality shows which have been broadcast all over the world include *Survivor*, *X Factor* and *Wife Swap*. There are a few TV channels which are devoted entirely to reality shows, including Fox Reality in the USA and Zone Reality in the UK.

**Exercise 1**  1.07

- Discuss the photos with the class. For each photo, ask: *What can you see? What do you think is happening?*
- Focus on the title of the text and elicit a translation if necessary. You may need to explain the term *Hard reality* in L1 – explain that it is an idiomatic expression for a tough or difficult life. It is being used here to suggest that reality shows can be difficult for teenagers.
- Students predict which option they think is correct.
- When students have listened and read, ask how many answered correctly.

**ANSWERS**

c

**Exercise 2**

- Encourage students to find the correct place in the text which contains the information they need, then to read this section carefully. They should then read all the options to see if any can be eliminated straight away. Remind them to think of different ways of expressing ideas, for example with the phrase *early reality shows*, they should focus on the words *first reality show* and the dates 1948 and 1950.
- In a **stronger class**, ask students to explain how they arrived at their answers.

**ANSWERS**

1 b 2 c 3 b 4 c 5 a

**Exercise 3**

- Look at the examples with students and remind them that regular verbs end in *-ed* in the past simple form, and irregular verbs do not end in *-ed*.

- Encourage students to write their answers before checking in the text. When they have finished, they can check the text and correct any mistakes they made.

**ANSWERS**

**Regular verbs:**

live – lived, show – showed, love – loved, try – tried, attract – attracted, solve – solved, receive – received, follow – followed

**Irregular verbs:**

make – made, choose – chose, leave – left, win – won, broadcast – broadcasted, become – became, do – did

**Exercise 4**

- Explain that students should use different verbs from those in exercise 3. They can use a mixture of regular and irregular, but at least half of them should be irregular.
- Go round and listen as students are working and check they are answering correctly.

**Pronunciation: Past tense -ed endings**

Workbook page 90

Teaching notes page 158

**Exercise 5**

- In a **weaker class**, read through the questions with the class and check understanding.
- Allow students time to prepare their answers individually. Encourage them to make notes if necessary.
- Students ask and answer the questions in pairs.
- Ask some students to report back to the class on their discussions.

**ANSWERS**

Students' own answers.

**Optional activity: Reading**

Dictate these statements to the class, or write them on the board. Ask students to read the texts again and decide if the statements are true or false.

- 1 The first reality show was in 1950.
- 2 In *Beat the Clock*, people did difficult tasks.
- 3 In *Kid Nation*, the teenagers lived with no adults for forty days.
- 4 The majority of the teenagers didn't enjoy it.
- 5 People were shocked that there wasn't a second series of *Kid Nation*.

**ANSWERS**

- 1 False. The first reality show was in 1948.
- 2 False. They did amusing but fun tasks.
- 3 True.
- 4 False. Only some did not enjoy it.
- 5 False. People were shocked by the first series.

**Communicative competence**

This activity will help to improve students' reading skills.

**More practice**

Workbook page 12

# LANGUAGE FOCUS ■ Past simple

I can talk about past events.

1

## Aims

- Learn the negative and question forms of the past simple.
- Practise making negative sentences with the past simple.
- Practise asking and answering questions using the past simple.

## Warm-up (3–4 minutes)

- Refer students back to the text on pages 10–11 and ask them questions to check comprehension. Ask: *Were the first reality shows popular? (Yes, they were.) Were there any adults in Kid Nation? (No, there weren't.) Were some participants unhappy in Kid Nation? (Yes, they were.)*
- Write some regular and irregular verbs on the board and elicit the past simple forms, for example *choose, leave, attract, follow*. Check students know how to form the past simple correctly.
- Ask students if they can change the affirmative verbs on the board into negative verbs. Ask for ideas, but don't confirm or deny at this stage.

## Exercise 1

- In a **weaker class**, allow students to complete the sentences in pairs.
- As a class discussion, ask students to identify the words used to form the negative and question forms (*didn't, did*). Ask what happens to the main verb in this case (*it stays in the infinitive form*).

## ANSWERS

1 followed 2 attracted 3 didn't make 4 Did, enjoy  
More past simple sentences from the text:  
Participants did amusing, but fun, tasks within a time limit.  
The young people tried to organize their life without adults.  
The youngsters all received \$5,000 for taking part in the show.  
The group chose this person.

**LANGUAGE NOTE** Students often make the mistake of using the past simple form of the verb in negatives and questions: *I didn't went to the cinema. Did you ate all the chocolate?* In questions, they also forget to invert the subject and verb: *When she did leave?*

## Exercise 2

- Explain that this exercise covers affirmative and negative sentences, and that students are given the verb to use in brackets. In a **stronger class**, tell students to write each sentence in both the affirmative and negative form.

## ANSWERS

1 broadcast 2 didn't see 3 won 4 didn't like 5 made

## Exercise 3

- Look at the photo and the title with the class, and ask students what they think the text might be about. Ask them to scan the text quickly to see if they can confirm or amend their ideas. (*The text is about a reality TV show featuring cars.*)
- In a **stronger class**, ask students for their opinions of this programme, and whether they would watch it.

- Students can complete the sentences individually, then compare ideas with a partner before you check with the whole class.

## ANSWERS

1 put 5 eliminated  
2 recorded 6 didn't play  
3 didn't complain 7 didn't win  
4 had 8 became

## Exercise 4

- Look at the structure of the example prompts and the speech bubbles with the class. In a **weaker class**, read out the first speech bubble and ask a volunteer to read the short answer. Continue the exchange with the same pupil or a different one.
- In a **stronger class**, ask two volunteers to model the complete exchange for the class.
- In a **weaker class**, you could ask students to write the questions, then check answers before they speak. In a **stronger class** they can work spontaneously from the prompts in the book.
- Go round and listen as students ask and answer in pairs.
- Ask some students to report back on what they learnt about their partner.

## ANSWERS

1 Did you watch TV last night? What did you watch?  
2 Did you go on holiday last year? Where did you go?  
3 Did you meet a friend last weekend? Who did you meet?  
4 Did you argue with your parents yesterday? Why did you argue?  
5 Did you play video games last week? Which games did you play?  
6 Did you buy new clothes last month? What did you buy?

## Finished?

- Refer **fast finishers** to the *Finished?* activity. Encourage them to think about a programme that they watched and can describe in detail, and remind them to use the past simple affirmative and negative forms correctly.
- They can swap sentences with another fast finisher to check each other's work.

## More practice

Workbook page 9

Language focus reference and practice, Workbook page 74

## Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Learn vocabulary for television programmes.
- Listen to some extracts from TV programmes.
- Listen for general meaning and specific details.
- Prepare a news story and present it to a partner.

**Warm-up (3–4 minutes)**

- With books closed, write the word *reality show* on the board and elicit that it is a type of TV programme.
- Put students into pairs and give them one minute to write down as many other types of TV programme as they can.
- When time is up, elicit other types of TV programme and write them on the board.
- Ask students what their favourite type of programme is.

**Exercise 1**

- Students copy and complete the table individually, then compare their answers in pairs. Explain that the words in the box are to be used in the first column, and they should use their own ideas for columns two and three. They can use their dictionaries to check the meaning of new words if necessary.
- Ask two stronger students to model the exchange in speech bubbles. Students continue the activity in pairs. Go round and listen as they are working.
- In a **stronger class**, ask students to talk about all the programme types. For example, *Do you like documentaries? Do you watch the news?*
- Compare answers around the class. Model and drill the pronunciation of any words that are new to students.

**ANSWERS**

Students' own answers.

**Exercise 2** 1.08 Tapescript page 149

- Tell students that they are going to hear extracts from six TV programmes. They should listen and identify the programme types.
- Remind students to listen to the whole recording to get an idea of context the first time they hear it. The second time they hear it, ask them to identify the words that helped them choose their answers.

**ANSWERS**

medical drama, chat show, the news, talent show, documentary, sports programme

**Exercise 3** 1.09 Tapescript page 149

- Discuss the photos with the class. Explain that they are all from different news stories. Ask students what they can see and what they think the stories might be about.
- Help with new vocabulary and make a note of students' ideas on the board before they listen.

**ANSWERS**

- A The Queen has opened a new hospital.
- B Snow has disrupted traffic.
- C A lion has escaped from a zoo and has been returned.
- D The woman stopped a bank robber escaping with some money.

**Exercise 4**

- Explain that in this listening task, students should try to focus on the specific information that is required before they listen. Reading the questions and underlining the key information will help them focus on the listening task.

**ANSWERS**

- 1 Who was wearing a green hat?
- 2 People were driving home when it started snowing.
- 3 Were the police doing anything?
- 4 The robber was running to the door when Mrs Banks stopped him.
- 5 What was the man doing in the park?

**Exercise 5** 1.09

- Students listen and choose the correct answers.
- In a **weaker class**, provide the tapescript so students can identify where they should have found their answers.

**ANSWERS**

1 c 2 b 3 c 4 b 5 c

**Exercise 6**

- Encourage students to choose the photo that interests them the most. In a **stronger class**, they can use the photo as a basis for inventing their own news story, rather than recounting the one from exercise 5.

**More practice**

Workbook page 10

**Tests**

Five-minute test, Test Bank MULTROM

**Aims**

- Learn the form and use of the past continuous.
- Learn the difference between the past simple and the past continuous.
- Use the past simple and past continuous together.

**Warm-up (2 minutes)**

- Refer students back to the questions in exercise 5 page 12. Ask them to identify the verbs in the sentences.
- Elicit that the verbs are in the past continuous because they are describing an action in progress in the past.

**Exercise 1**

- Encourage students to complete the sentences from memory, then check their answers on page 12.
- Ask a few *yes / no* questions using the past continuous to elicit short answers.

**ANSWERS**

1 were 2 was 3 Were 4 weren't 5 doing

**Rule**

**ANSWER**

actions in progress

**LANGUAGE NOTE** A common error with the past continuous is for students to use *didn't* to form the negative, instead of *wasn't / weren't*: *I didn't sleeping*. In the question form, students often forget to invert the subject and verb: *She was watching TV?*

**Exercise 2**

- Discuss the picture with the class. Ask students to identify the family members and say what they are doing. They can answer in the present continuous at this stage.
- Students write the sentences individually using the past continuous before checking answers in pairs.
- Ask two students to model the example exchange. Then all students continue the activity in pairs.

**POSSIBLE ANSWERS**

- 1 Grandma wasn't listening to music. She was chatting on the phone.
  - 2 Mary was watching a film on TV.
  - 3 The dog was eating under the table.
  - 4 Tom and Jen were fighting for the remote control.
  - 5 Mum wasn't reading the newspaper. Dad was reading the newspaper.
  - 6 Grandad and the cat were sleeping.
- Students' own answers.

**Exercise 3** 🎧 1.10 Tapescript page 149

- Check that students have formed the questions correctly before playing the recording for them to listen and write answers.

**ANSWERS**

- 1 Was Dave joking? No, he wasn't.
- 2 Where was Jane going? She was going to Mexico.
- 3 What was she carrying? She was carrying a bag.
- 4 How much money was she carrying in it? She was carrying 10,000 dollars.
- 5 How many people were working in the gang? Three people were working in the gang.
- 6 Where was Pete standing? Pete was standing behind Dave.

**Exercise 4**

- In pairs, students match the examples with the descriptions, and identify the tenses in each example.

**ANSWERS**

- 1 c (past continuous, past simple) 2 a (past continuous)
- 3 b (past simple)

**LANGUAGE NOTE** A common error with the past continuous is for students to use it to refer to a repeated action in the past, rather than an action in progress: *I was going swimming every day when I was younger*. Another common error is for students to use the past simple for both verbs when one is a short action which interrupts a longer action: *I had a shower when the phone rang*.

**Exercise 5**

- Look at the example with the class. In a **weaker class**, remind students that *when* is used before the past simple and *while* is used before the past continuous. In a **stronger class**, elicit this rule from the students.

**ANSWERS**

- 1 My friend arrived while I was doing my homework.
- 2 The teacher was talking to us when the bell rang.
- 3 Dad turned off the TV while we were watching *House*.
- 4 Our friends were playing chess when we arrived.
- 5 I was listening to music when my brother phoned.

**Exercise 6**

- Point out that students are asked to write this as a story, not separate sentences, so they should open with an introductory sentence, for example: *At 7 p.m. yesterday afternoon, the family were at home*. They should also make sure all their sentences link together logically.
- Tell students to check their work carefully, ensuring they have used the past simple, past continuous, and *when* and *while* correctly.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity.

**More practice**

Workbook page 11

Language focus reference and practice, Workbook page 74

**Tests**

Five-minute test, Test Bank MultiROM

**Aims**

- Listen to a dialogue in which someone talks about their news.
- Learn key phrases for talking about your news.
- Practise talking about your news.

**Warm-up (2–3 minutes)**

- With books closed, ask students to imagine that they meet a friend that they haven't seen for a few weeks. Ask: *What would you say? What would you talk about?*
- Elicit that they would talk about things they have done recently, or things that have happened to them.
- Write *your news* on the board and explain that this means things that have happened to you recently.

**Exercise 1**

- Look at the photo and elicit ideas about Caitlin's news. Tell students to look for clues in the photo about her hobby (*She's carrying a guitar, so it is probably about music.*).

**ANSWERS**

Students' own answers.

**Exercise 2** 1.11

- Students follow the dialogue in their books as they listen the first time.
- Ask students why Caitlin is happy.
- In a **weaker class**, ask students if they want to hear the recording again.

**ANSWERS**

Caitlin is happy because she sent a CD of her songs to a TV channel and they asked her in to audition.

**Exercise 3**

- Ask students to try to complete the key phrases and identify the speaker from memory, before checking their answers in the dialogue.
- Check answers, then allow time for students to practise the dialogue in pairs.

**ANSWERS**

- 1 look (Tom) 2 I've got (Caitlin) 3 all about (Tom)  
4 kidding (Tom) 5 go (Tom) 6 news (Tom) 7 your (Caitlin)

**Exercise 4** 1.12 Tapescript page 149

- Explain that students are going to hear a statement, and they should choose the best response to it from the options. Remind them to read through all the options first and try to predict the kind of thing they might hear for each one. In a **weaker class**, go through item 1 as an example: *a* would be for bad news, *b* would be if someone is going to do something, and *c* would be for good news.
- Allow students time to read the options before they listen.
- Play the CD twice. Students can make notes the first time they listen, then confirm their answers the second time.

**ANSWERS**

- 1 c 2 b 3 a 4 a 5 a

**Exercise 5** 1.13

- Students can follow the mini-dialogues in their books as they listen.
- Ask confident students to perform the two dialogues for the class.
- Go through the situations 1–5. In a **weaker class**, check understanding by giving or eliciting translations.
- In pairs, students prepare and perform mini-dialogues for the situations. In a **weaker class**, tell students to choose three out of the five to cover.
- Remind students to use the appropriate key phrases for talking about news.
- Go round and listen as students are working.

**ANSWERS**

Students' own answers.

**Exercise 6**

- Put students into new pairs and ask them to prepare their own dialogue in which they talk about their news. Brainstorm ideas with the class if necessary to come up with a range of ideas, for example, *I've got a summer job, I've failed my exams, I've formed a group with some friends.*
- Ask students to work in their pairs and plan a new dialogue. Tell them to refer to the key phrases and dialogues in the Student's Book, but they should try to have their conversations in a natural way if possible. In a **stronger class**, encourage students to expand on the model dialogue.
- Monitor while students are working, and note down any common mistakes.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session at the end, correcting any common mistakes.

**ANSWERS**

Students' own answers.

**Optional activity: Vocabulary**

To revise the key phrases, read out the following sentences or write them on the board. Explain that there is one mistake in each one, and students should write the correct versions.

- 1 Tell to me about it. 4 You kidding!  
2 How did it went? 5 That's good new.  
3 What's you news?

**ANSWERS**

- 1 Tell me about it. 4 You're kidding!  
2 How did it go? 5 That's good news.  
3 What's your news?

**Learning to learn**

This activity will help to improve students' study skills.

**More practice**

Communication: Pairwork, Teacher's Photocopiable Resources page 208

**Tests**

Speaking test 1, Test Bank MJTBROM

## Aims

- Study a model news item.
- Learn key phrases for writing a news item.
- Learn about time connectors.
- Write a news item.

## Warm-up (2 minutes)

- Ask students if they read newspapers, or whether they prefer to find out the news from websites, the TV news, or other sources.
- Discuss as a class, and find out the most popular method.

## Exercise 1

- Look at the title and the photo with the class. Ask if students can guess what the text might be about. Prompt them with questions such as *Do the people look happy or bored?*
- Encourage students to read the model text quickly and identify the topic of the news story. (*A train was stuck in the Channel Tunnel between England and France.*)
- Then allow time for them to read the text again more closely and answer the questions.

### ANSWERS

- 1 c
- 2 The incident happened late yesterday afternoon / last night on a train in the Channel Tunnel between France and England.
- 3 The conditions on the train were bad. There was no food or water and there weren't enough toilets.
- 4 The rescue services transferred people onto another train as soon as they could.
- 5 At first, the passengers reacted calmly, but after several hours the situation became difficult. People were sleeping on the floor and children were crying.

## Exercise 2

- Read through the key phrases with the class.
- Students can work individually or in pairs to order the phrases. Encourage them to check their answers carefully in the text and correct any mistakes.

### ANSWERS

- a 2 b 5 c 3 d 1 e 4

## Exercise 3

- Read the task with the class, then look at the words in the box. In a **stronger class**, ask students to find the words and say what they are used for. In a **weaker class**, explain that these kinds of words and phrases are used to join events in a narrative, and ask students to find each word or phrase in the text.
- When students have chosen the correct words, they can compare answers in pairs.
- Check answers by asking students to read out the completed sentences.

### ANSWERS

We use time connectors to show when, or in what order, different events happened.

- 1 later 2 as soon as 3 finally 4 then  
5 When 6 After

## Exercise 4

- Students think and plan their news items individually.
- Refer students back to the photos on page 12 if they need ideas. They can use photo B or any other suitable photo, but they should read through the questions carefully and think of a topic which can answer all of these.
- Students can write their news items for homework.
- Students should check they have used time connectors, past simple and past continuous verbs correctly.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

## More practice

Workbook page 13

## End-of-unit activities

### Progress review

Workbook page 14

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Vocabulary and language focus, Teacher's Photocopiable Resources page 163

★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 173–174

★★★ Vocabulary and language focus, Teacher's Photocopiable Resources pages 191–192

Communication: Pairwork, Teacher's Photocopiable Resources page 208

Cross-curricular extension, Teacher's Photocopiable Resources pages 226–227

## Vocabulary

### Exercise 1

#### ANSWERS

- |             |                  |
|-------------|------------------|
| 1 channels  | 5 participants   |
| 2 adverts   | 6 episode        |
| 3 programme | 7 remote control |
| 4 show      |                  |

### Exercise 2

#### ANSWERS

- |                |                    |
|----------------|--------------------|
| 1 documentary  | 5 the news         |
| 2 talent show  | 6 sitcom           |
| 3 cartoon      | 7 film             |
| 4 drama series | 8 sports programme |

## Language focus

### Exercise 3

#### ANSWERS

- |                |                            |
|----------------|----------------------------|
| 1 was          | 4 met                      |
| 2 weren't      | 5 took                     |
| 3 didn't watch | 6 didn't complain, changed |

### Exercise 4

#### ANSWERS

- 2 In the 1980s, were TV programmes in black and white?  
No, they weren't.
- 3 Did we watch TV yesterday? No, we didn't.
- 4 Did I meet my friends after school? Yes, I did.
- 5 Did my mother take part in a reality show? Yes, she did.
- 6 Did he complain when I changed channels? No, he didn't.

### Exercise 5

#### ANSWERS

- |                         |                         |
|-------------------------|-------------------------|
| 1 was watching, arrived | 4 Did you see           |
| 2 wasn't wearing, met   | 5 broke, were arguing   |
| 3 didn't go             | 6 changed, was watching |

### Exercise 6

#### ANSWERS

- 1 b 2 c 3 b 4 a 5 c 6 b

### Exercise 7 1.14 Tapescript pages 149–150

- Speaker 1 c  
Speaker 2 b  
Speaker 3 a  
Speaker 4 d

## Tests

Unit 1 test, Test Bank MultiROM

# Disposable world

## Unit summary

### Communication

I can...

- talk about quantities of things people use.
- understand a text about a 'no impact' family.
- talk about places, people and things using relative pronouns.
- understand a programme about the problems with plastic bags.
- talk about eating habits.
- offer and ask for help.
- write about an environmental problem.

### Vocabulary

Core vocabulary:

**Household goods:** *bag, bar, bottle, box, can, carton, jar, packet, roll, tube; apples, chocolate, coffee, crisps, fizzy drink, juice, shampoo, toilet paper, toothpaste, washing powder*

**Pollution and the environment:** *burn, bury, destroy, poison, pollute, recycle, reuse, save, throw away, waste*

**Build your vocabulary:** Compound nouns

### Language focus

*much, many, a lot of, some, any*

Relative pronouns

*too, too much, many, enough, not enough*

Relative clauses

### English Plus Options

Extra listening and speaking: Explaining what you want to buy (page 89)

Curriculum extra: Geography: Sustainable development (page 97)

Culture: Clean Up the World (page 105)

Vocabulary Bank: Compound nouns: Waste (page 113)

### Key competences

Learning to learn: Predicting (page 20)

Social and civic competences: The consumer quiz (page 18), The 'No Impact' Family (page 20), Battle of the bags (page 22), Geography: Sustainable development (page 97)

Cultural awareness and expression: Write about an environmental problem (page 25)

Sense of initiative and entrepreneurship: Clean Up the World (page 105)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they don't already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### POSSIBLE ANSWERS

- 1 Consumers are people who buy or use products.
- 2 People can create less rubbish by recycling more and buying items with less packaging.
- 3 If plastic bags end up in the sea, they can affect marine life, for example by killing animals that eat them.

### Aims

- Learn vocabulary of household goods.
- Learn how to say numbers.
- Do a quiz about human consumers.
- Learn expressions of quantity and practise using them.

### Warm-up (2–3 minutes)

- With books closed, write the words *carbon footprint* on the board and ask students what they understand by it. Ask if students think they have a big or small carbon footprint and why.
- Ask what makes a person's carbon footprint bigger, and elicit some ideas such as travelling by car, using energy in the home and buying lots of goods.

## Background

The average person in the UK creates about 10 tonnes of carbon dioxide each year. Overall, the EU contributes about 15% of global emissions of carbon dioxide each year. The largest producer overall of carbon dioxide is China, but if calculated per person, it's the USA.

Most carbon dioxide is produced through air travel and road travel, but domestic energy consumption is also an important factor.

Individuals can reduce their carbon footprint by walking and using public transport, using energy-saving light bulbs and appliances in the home and reducing their consumption of household goods.

### Exercise 1 1.20

- After students have matched the words and photos, check answers, and drill pronunciation of new words.

### ANSWERS

- |                           |                        |
|---------------------------|------------------------|
| 1 a can of fizzy drink    | 6 a bag of apples      |
| 2 a bottle of shampoo     | 7 a bar of chocolate   |
| 3 a roll of toilet paper  | 8 a jar of coffee      |
| 4 a box of washing powder | 9 a tube of toothpaste |
| 5 a packet of crisps      | 10 a carton of juice   |

### Exercise 2

- Discuss students' ideas with the class.

### ANSWERS

Students' own answers.

### Exercise 3 1.21

- Read through the key phrases with the class before students write the numbers. In a **weaker class**, do the first item on the board as an example, then allow them to complete the activity in pairs. In a **stronger class**, invite volunteers up to the board to write the numbers, and encourage the rest of the class to correct any mistakes.
- Play the CD and pause for students to repeat the numbers.
- Students work individually to answer the quiz by choosing the numbers they think complete each gap. Don't check answers at this stage.

### Exercise 4 1.22

- Ask students to compare their answers. If they have made different choices from their partner, ask them to explain their reasons for their answer, but don't say who is correct.
- Play the CD twice for them to check.

#### ANSWERS

- |                  |                          |
|------------------|--------------------------|
| 1 628; 1,700     | 6 120,000; 8             |
| 2 4.8; 9.8       | 7 24,000; 720,000        |
| 3 198; 656       | 8 276; 4,239             |
| 4 4.5; 21; 1,201 | 9 74,802; 49,717; 38,320 |
| 5 10,354; 854    |                          |

### Exercise 5

- Make sure that students understand the terms *countable* and *uncountable*. In a **weaker class**, give examples, such as *Apples – can you count them? (Yes.) Water – can you count it? (No.)* In a **stronger class**, ask students to give you examples.
- Look at the sentences and ask students to identify the nouns. Ask students to work in pairs to decide whether the nouns are countable or uncountable and complete the table by putting the blue phrases in the correct columns.

#### ANSWERS

- 1 uncountable 2 countable 3 countable 4 uncountable  
5 uncountable 6 uncountable, countable, uncountable  
7 countable, uncountable 8 countable, uncountable

#### Uncountable nouns:

- 1 much 3 a lot of 4 some

#### Countable nouns:

- 1 not many 5 not any

**LANGUAGE NOTE** Students often make the mistake of using *much* and *many* with the wrong type of nouns: *I haven't got much clothes. I didn't spend many money.*

Students also forget that *much* and *many* are usually only used in negative sentences and questions, not in affirmative sentences, so they should say: *I've got a lot of CDs. I've got a lot of homework.* NOT: *I've got many CDs. I've got much homework.*

### Exercise 6

- Students choose the correct words individually.

- In a **stronger class**, once you have checked answers, ask students to invent answers to the questions.

#### ANSWERS

- 1 much 2 many 3 some 4 much 5 any 6 any

### Exercise 7

- Read through the task with the class, and make sure students understand what they have to do.
- Recap the phrases in exercise 5, and remind students to refer to the completed version in their notebooks.
- Go through the examples, then model the activity by asking one or two confident students the first few questions.
- Students work in pairs to ask and answer the questions.
- Ask some students to report back to the class on what they learnt about their partner.

#### POSSIBLE ANSWERS

- 1 Do you eat much pasta each week? How much?  
2 Do you walk many kilometres every month? How many?  
3 Are there many books in the school library? How many?  
4 Do you use a lot of toothpaste each year? How much?  
5 Do you drink much milk every week? How much?  
6 Do you say many words every day? How many?  
Students' own answers.

### Finished?

- Refer **fast finishers** to the *Finished?* activity. Ask them to write sentences then compare and discuss these with another fast finisher.

### Optional activity: Language focus

To test students on the expressions of quantity, write these gapped sentences on the board, or dictate them to the class, with books closed. Ask students to complete the sentences by adding *much*, *many*, *a lot of*, *some* or *any*.

- 1 We haven't got \_\_\_ homework tonight.  
2 He's very popular – he's got \_\_\_ friends.  
3 Did you get \_\_\_ presents for your birthday?  
4 How \_\_\_ apples have we got?  
5 Those big cars use \_\_\_ fuel.  
6 There's \_\_\_ juice in the fridge.

#### ANSWERS

- 1 much / a lot of 2 a lot of 3 any / many 4 many  
5 a lot of 6 some / a lot of

#### Communicative competence

This activity will improve students' communication skills by helping them to understand the way language is structured.

### More practice

Workbook pages 16 and 17

Language focus reference and practice, Workbook page 76

### Tests

Five-minute test, Test Bank MULTROM

## READING ■ The 'no impact' family

I can understand a text about a 'no impact' family.

### Aims

- Learn how to predict before you read.
- Read about a family that wants to reduce its impact on the environment.
- Read for general meaning and specific information.
- Learn about compound nouns.

### Warm-up (3 minutes)

- With books closed, write the words *low impact* and *high impact* on the board.
- Explain that your impact on the environment is the effect that you have, through things you do such as travelling and using energy.
- Ask students if they think they have a low impact or a high impact on the environment. Ask how they could reduce their impact.

### Background

A growing number of people who are worried about climate change are trying to reduce their personal impact on the environment by 'low impact' living. There are several organizations in the UK, such as the Low Impact Living initiative, whose websites give advice on how to reduce your personal carbon footprint by changing your lifestyle.

### Exercise 1

- Refer students to the pictures and the title of the text. Explain that trying to predict what the text is about before they read will help them to understand it better.
- Students decide which of the sentences they think are true and false. They can discuss their ideas in pairs.
- Encourage students to read the text quickly to check their ideas. Tell them not to worry about the gaps at this stage.

#### ANSWERS

1 True. 2 False. 3 True. 4 True. 5 False. 6 True.

### Exercise 2

- Focus students on the sentences and explain that these complete the gaps in the text.
- Explain that students should read each paragraph carefully. When they reach the gap, they should read through all the options to see which one contains information which is correct and relevant.
- Students can work individually then compare their ideas in pairs.

#### ANSWERS

1 b 2 e 3 c 4 a

### Exercise 3

- Read through the information and examples with the class. Students find four more compound nouns in the text. Ask them to read silently then put up their hands when they find one, for you to write on the board. There are several more examples in the text, so you can stop at four or carry on with more examples.

- In a **stronger class**, ask students if they can think of any more examples that aren't in the text.

#### ANSWERS

1 shopping 2 bed 3 washes

More compound nouns in the text: toilet paper, dishwasher, light bulb, bathroom, shampoo bottles, toothpaste, second-hand things, plastic bags, takeaway food, plastic cup, plastic pots, lifestyle

### Exercise 4

- Explain that students are going to practise some more compound nouns.
- Students complete the sentences individually, then compare with a partner. In a **weaker class**, do the first item as an example.

#### ANSWERS

1 strawberry 4 washing  
2 Christmas 5 kitchen  
3 shopping 6 chicken

### Exercise 5

- Read through the task with the class. In a **weaker class**, check understanding of all the questions, and tell students to choose three out of the five to discuss. Encourage students to make notes before they work, to use as support.
- In a **stronger class**, encourage students to check any questions they don't understand with a partner before you offer translations. Students discuss all the questions. Encourage them to give as much detail as possible in their answers.
- Go round and listen as students work. Ask one or two pairs to present their ideas to the class.

### Pronunciation: Word stress in compound nouns

Workbook page 90

Teaching notes page 158

### Optional activity: Reading

Read the following sentences to the class or write them on the board. Ask students to read the text again and find the answers.

- 1 How many electric light bulbs are they using?
- 2 Do they buy toothpaste?
- 3 How long are they living like this for?
- 4 Do they buy food from other countries?
- 5 Why do they avoid takeaway food?

#### ANSWERS

1 One. 2 No, they don't. They make it. 3 For a year.  
4 No, they don't. They don't buy any food which comes from more than 400 kilometres away. 5 Because it wastes a lot of containers.

### Communicative competence

This activity will help to improve students' reading skills.

### More practice

Workbook page 20

## LANGUAGE FOCUS ■ Relative pronouns

I can talk about places, people and things using relative pronouns.

2

### Aims

- Learn about relative pronouns.
- Practise using relative pronouns.

### Warm-up (3–4 minutes)

- Refer students back to exercise 3 on page 20 and ask: *What's a shopping bag?*
- Write the answer *a bag which is for shopping* on the board and underline the relative pronoun *which*.
- Ask the questions *What's a teacher?* and *What's a school?* Elicit the answers, e.g. *a person who teaches* and *a place where you learn* and write these on the board. If students use the correct relative pronouns, underline them; if students use incorrect relative pronouns, leave these as gaps on the board.

### Exercise 1

- Ask students to work in pairs to complete the sentences and the rules.
- Check answers with the class, then if the examples on the board are still gapped, ask students to complete them.

#### ANSWERS

- 1 who 2 where 3 which

### Rules

#### ANSWERS

- 1 people 2 places 3 things

**LANGUAGE NOTE** Students often forget that we use *who* for people and *which* for things, and typically make mistakes such as: *I know a boy which is an actor. You can see cars who don't use much fuel.*

Some students also forget to include the relative pronoun: *My brother is someone likes music a lot.*

### Exercise 2

- Read the title of the text with the class. In a **weaker class**, translate the title then discuss students' opinion of the concept of buying locally, in L1 if necessary. In a **stronger class**, elicit an explanation of the title then ask students if this is something they think about when shopping.
- After students have completed the text with the correct relative pronouns, ask them to compare answers in pairs before you check answers with the class.

#### ANSWERS

- 1 which 2 where 3 which 4 where 5 which 6 who

### Exercise 3

- Students write their sentences individually then compare with a partner. Encourage them to correct any mistakes in their partner's sentences.
- Ask individual students to read out some of their sentences to the class, and correct any errors.

#### ANSWERS

- 1 where ... 2 which ... 3 who ... 4 which ...

- 5 who ... 6 which ...

Students' own answers.

### Exercise 4

- Read through the task with the class. Ask two students to read out the example, and check students understand how to use the table. Then ask a confident student to think of another sentence, or give one yourself. Encourage another class member to guess the person, place or thing, and if they are not correct, encourage someone else to guess.
- Students continue the activity. Allow them time to write their sentences, and go round helping if necessary. In a **weaker class**, check students have formed the sentences correctly before they ask an answer. In a **stronger class**, you might find that students can think of items spontaneously without needing a long planning stage.
- When students have guessed all their partner's items, ask one or two pairs to perform parts of their exchanges for the class.

#### ANSWERS

Students' own answers.

### Finished?

- Refer **fast finishers** to the *Finished?* activity. Encourage them to use their own ideas to write definitions about people, places or things. They can compare ideas with another fast finisher.

### Optional activity: Language focus

Refer students back to the example in exercise 3, then refer them to the compound nouns in exercise 4 on page 20.

Ask students to work in pairs and write definitions for the compound nouns in exercise 4 like the definitions in exercise 3.

Check answers, and make sure that students have used relative pronouns correctly.

#### POSSIBLE ANSWERS

- 1 Strawberry ice-cream is ice-cream which has strawberries in it.
- 2 A Christmas present is a present which you get for Christmas.
- 3 A shopping centre is a centre where people do their shopping.
- 4 Washing powder is powder which you use for washing clothes.
- 5 Kitchen paper is paper which you can use in the kitchen.
- 6 A chicken sandwich is a sandwich which has chicken in it.

### Learning to learn, Social and civic competences

This activity will help to improve students' study skills. It will also help them to work appropriately in pairs.

### More practice

Workbook page 17

Language focus reference and practice, Workbook page 76

### Tests

Five-minute test, Test Bank MultiROM

### Aims

- Learn vocabulary relating to the environment.
- Listen to an account of someone who decided to make a difference to the environment.
- Listen for general meaning and specific details.

### Warm-up (3–4 minutes)

- With books closed, ask students what things they already do to help the environment.
- Write students' ideas on the board. Ask what other things people can do to help the environment. Ask if they think that an individual can make a big difference. Encourage students to express their own opinions.

### Exercise 1 1.24

- Students use their dictionaries to check the meaning of the words and choose the correct words in the text.
- Students listen to the complete text to check their answers. Encourage them to correct any mistakes.
- Check answers and model, and drill pronunciation.

#### ANSWERS

- 1 throw away 2 reuse 3 recycle  
4 destroy 5 burn 6 poisons 7 bury

### Exercise 2

- Allow students time to read through the questions individually before they ask and answer in pairs.
- Elicit some answers from the class. If students are interested in the subject, you could conduct a short class discussion on some of the issues raised.

#### ANSWERS

Students' own answers.

### Exercise 3 1.25 Tapescript page 150

- Focus on the pictures and ask students which problem they think Rebecca Hosking was concerned about.
- Explain that the sentences summarize different parts of the text, but that they are in the wrong sequence. Ask students to read the sentences carefully, and check vocabulary with them. Encourage students to think about the key words carrying meaning in each sentence, as this will help them when they listen.
- After students have put the information about Rebecca in order, allow them to listen to check their answers.
- Find out how many guessed the sequence correctly.

#### ANSWERS

b, d, a, c

### Exercise 4 1.25

- Allow students time to read the questions. Explain that in a true / false task, they should read the statements they are given very carefully. They may hear the opposite of these statements, so encourage them to think about relevant vocabulary first.
- In a **stronger class**, ask if students can answer any of these before they listen again.

- Play the recording twice. Students can make notes while they listen to correct the false sentences, but allow them time to complete this before you check answers.

#### ANSWERS

- 1 False. The speaker is the presenter of *SOS Environment*.
- 2 True.
- 3 False. She was shocked when she saw how many creatures were dying because of all the plastic in the sea.
- 4 True.
- 5 False. None of the shops give plastic bags.
- 6 True.

### Exercise 5 1.26 Tapescript page 150

- Read the task with the class and check understanding.
- Allow students time to read through the items in the box. Model the pronunciation. This will help with the task, as it will familiarize students with the sound of the words.
- In a **weaker class**, provide copies of the tapescript after students have completed the exercise to clarify which words they heard.

#### ANSWERS

cardboard boxes, plastic bags, washing powder, paper bags, plastic sandwich boxes

### Exercise 6

- Read the task with the class and put the students into groups. They may have different opinions about which products cause the most pollution, so ask them to justify their opinions and decide which ones to use as a group.
- Go round and listen, helping as necessary. At the end, ask groups to present their ideas to the class.

### Optional activity: Vocabulary

Write these adjectives on the board:

*biodegradable environmentally friendly recycled renewable local*

Ask students to work in pairs and look the words up in their dictionaries, then write one or two nouns for each adjective. Elicit answers from the class and write suitable nouns next to each adjective. Ask students some questions using the adjectives and nouns, for example *Do you buy recycled paper? Do you think it's important to use renewable energy?*

#### POSSIBLE ANSWERS

biodegradable: plastic, materials  
environmentally friendly: transport, products  
recycled: glass, paper, tyres  
renewable: energy, resources  
local: produce, markets

#### Learning to learn

This activity will help to improve students' study skills.

### More practice

Workbook page 18

### Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Learn *too, too much, too many, enough* and *not enough*.
- Practise using *too, too much, too many, enough* and *not enough*.

**Warm-up (2–3 minutes)**

- Refer students back to the pictures about Rebecca and ask what problem she wanted to solve.
- Write on the board: *We use ... \_\_\_\_\_ plastic and \_\_\_\_\_ plastic bags.*
- Ask students if they can remember the missing words from the recording. If they can, fill in the gaps and ask why we say *too much plastic* but *too many plastic bags* (because *much* refers to the noun, *plastic* and *many* refers to the noun, *bags*).
- If students cannot remember the missing words, elicit the words in their own language meaning 'more than we need', which would fill the gaps.

**Exercise 1**

- After studying the examples, students copy the rules and complete them. Encourage them to compare ideas in pairs before you check answers.

**ANSWERS**

1 uncountable nouns 2 countable nouns 3 adjectives

**LANGUAGE NOTE** Students sometimes confuse *too* and *very*. The distinction is that *very* can be used for something that is good or bad, but we use *too* when something is a problem, e.g. *It's very big* (can be good or bad) but *It's too big* (there is a problem).

Students sometimes use *too much* instead of *too* before an adjective: *It's too much expensive*.

Another common error is for students to forget that we use *too much* with uncountable nouns and *too many* with countable nouns: *There are too much people here*.

Students often make mistakes with *enough* by using it before an adjective instead of after: *He isn't enough clever to go to university*.

**Exercise 2**

- Students complete the sentences individually.
- Ask students to compare their answers in pairs and correct any mistakes before you check answers with the class.

**ANSWERS**

1 too 2 too much 3 too many 4 too much  
5 too many 6 too 7 too many, too much

**Exercise 3**

- Read the example sentences and elicit the target word (*enough*). Look at the bold words and demonstrate that the relevant part of speech is shown in brackets.
- In a **weaker class**, students can discuss the rules in pairs before you check answers. In a **stronger class**, do this as a class discussion and write the answers on the board.

**ANSWERS**

1 after 2 after 3 before

**Exercise 4** 1.27 Tapescript page 150

- Students work individually to order the questions. Check these before students listen to the CD.
- After listening to the CD, ask students to write the answers and to compare in pairs before you check with the class.

**ANSWERS**

- 1 Is this pizza big enough? Yes, it's big enough.
- 2 Are there enough apples? There are too many apples.
- 3 Have we got enough drinks? No, we haven't got enough drinks.
- 4 Is this soup hot enough? No, it's cold.
- 5 Have we got enough sandwiches? Yes, we've got a lot.
- 6 Is this coffee strong enough? Yes, the coffee's really strong.

**Exercise 5**

- Look at the shopping list and the picture with the class. Go through the examples and ask students to point to the items shown. Ask: *How much soap is there on the list? (One bar.) How much soap is there in the basket? (One bar.) Ask is this enough, not enough or too much soap? (Enough.) Repeat with packets of crisps and show that there are too many packets of crisps.*
- In a **weaker class**, quickly revise which items are countable and which are uncountable.
- Put students into pairs to write sentences.

**POSSIBLE ANSWERS**

We've got enough soap.  
We've got too many packets of crisps.  
We haven't got enough apples.  
We've got too many pizzas.  
We've got enough bottles of water.  
We've got too much juice.  
We haven't got enough bread.

**Exercise 6**

- Ask a pair of students to model the example dialogue. In a **stronger class**, explain that they can use the prompts in 1–8, but they can also add their own ideas.
- Students write sentences individually, then ask and answer. Encourage them to provide extra details as in the example.
- Encourage students to make notes about their partner's answers so that they can report back to the class.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write their sentences then compare with another fast finisher.
- Alternatively, **fast finishers** can read some of their sentences to the class when everyone has finished, and other students can say whether they agree or not.

**More practice**

Workbook page 19  
Language focus reference and practice, Workbook page 76

**Tests**

Five-minute test, Test Bank MultiROM

## SPEAKING ■ Offering and asking for help

I can offer and ask for help.

### Aims

- Listen to a dialogue in which people offer and ask for help.
- Learn key phrases for offering and asking for help.
- Practise offering and asking for help.

### Warm-up (3–4 minutes)

- With books closed, ask students if they ever organize events with their friends.
- Ask them to imagine that they want to organize a party or barbecue with some friends. Ask what things they need to plan, and elicit some ideas.
- Ask if one person will do everything, and elicit that they will ask their friends for help.
- Tell students they are going to practise offering and asking for help.

### Exercise 1

- Look at the photo and elicit ideas. Tell students to look at clues in the photo such as the food and the outdoor setting.

#### ANSWERS

Lucy and Adam are preparing a barbecue.

### Exercise 2 1.28

- Read the task and clarify that the first time students listen, they should just identify what it is that Adam needs. They do not need to understand every word at this stage.

#### ANSWERS

Adam needs some more drinks, a bag of ice and some bags for the rubbish.

### Exercise 3 1.29

- Point out that covering the dialogue will help students to focus on the form of the key phrases.
- In a **weaker class**, if students can't remember the exact phrasing, ask them to identify the type of word that is missing in each case (*a verb*). Clarify that these phrases are all polite ways to offer to do something, or ask someone to do something to help.
- Students listen and check or complete their answers.

#### ANSWERS

- 1 help you with anything? (offering help)
- 2 get a few cartons of juice or something? (offering help)
- 3 get a bag of ice, too. (offering help)
- 4 get some? (asking for help)
- 5 see what they've got. (offering help)

### Exercise 4 1.30

- Read out the first sentence and emphasize how the words ending in consonants are linked in speech to those beginning with vowels (*A bag of ice*).

#### ANSWERS

- 2 A box of matches.
- 3 A bottle of fizzy water.
- 4 A lot of bananas and apples.
- 5 We need a carton of juice.

### Exercise 5

- In a **weaker class**, do an example with students. Look at the first sentence and identify the adjective *dirty*. Ask student to think of verbs that would offer help in this situation (*clean / tidy*). Help them transform this into a sentence (*Shall I (help you) clean / tidy it?*).

#### POSSIBLE ANSWERS

- 1 clean it
- 2 help you
- 3 come with you
- 4 be quiet
- 5 buy some more
- 6 call him

### Exercise 6

- Look at the lists with the class and elicit that they show different scenarios for an event to organize. Go through the shopping lists, and ask if students can think of anything else that might be needed on either trip.
- In pairs, students choose one of these ideas, or one of their own. Monitor round the class as they prepare a new dialogue. Help as necessary.
- When students have completed their dialogues, ask them to practise their dialogue with a partner. Ask them to swap roles and practise again.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors. In a **stronger class**, ask students to suggest where errors were made and to offer corrections.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into groups of three or four and tell them they must imagine that they are organizing a party at one of their houses.

Elicit some ideas from the class about things they will need to plan, for example food, drinks, music, CDs, decorations, etc. Write useful vocabulary on the board.

Ask students to work in their groups and decide whose house the party will be at, then plan what they need and decide who is going to do what. Tell them to use the key phrases for offering and asking for help.

#### Sense of initiative and entrepreneurship

This activity will help students to develop social skills such as cooperation and negotiation.

### More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 209

### Tests

Speaking test 2, Test Bank MULTROM

## WRITING ■ An environmental problem

I can write about an environmental problem.

2

### Aims

- Study an email about an environmental problem.
- Learn key phrases for writing about a problem.
- Learn about *so* and *because*.
- Write an email about an environmental problem.

### Warm-up (2–3 minutes)

- Ask students what environmental problems there are in their town or area. Elicit some ideas.
- Ask students what they can do if they notice an environmental problem in their area. Elicit that they can write to people in the area, encouraging them to help solve the problem. If students do not come up with this idea, prompt them by asking what Rebecca Hosking did when she noticed the problem with plastic bags (page 22).

### Exercise 1

- Focus students on the photo and ask for ideas about the topic of the text. Discuss these as a class, then read the title and confirm that it is about dirty beaches.
- After reading the model text and answering the questions, students can compare answers in pairs before you check with the class.

### ANSWERS

1 b 2 b 3 b 4 c

### Exercise 2

- Read through the key phrases with the class and ask students to identify the phrases that are used in the text to start the paragraphs.
- Check answers, then allow students to complete each phrase with their own ideas.
- Ask students to find the key phrases in the model text.

### ANSWERS

I'm writing because ...  
I think there are possibly (two) reasons for this.  
We must do something about ...  
Students' own answers.

### Exercise 3

- Read the examples with the class and elicit the continuation from the text:  
*I'm writing because I was at the beach ... There aren't enough bins ... so I think we need more.*
- If necessary, explain the difference between *so* and *because* by transforming the second example so that it contains *because*: *We need more bins because there aren't enough bins.* Ask students to translate the two sentences into their own language.
- Students match and link the sentence halves.

### ANSWERS

- |              |              |
|--------------|--------------|
| 1 d; because | 4 c; because |
| 2 a; so      | 5 b; because |
| 3 e; so      |              |

### Exercise 4

- Read the task with the class.
- Students think and plan their emails individually. In a **weaker class**, brainstorm some ideas and vocabulary first with the class.
- Students write their emails. This can be set for homework.
- Tell students to check their work, and check they have used *so* and *because* correctly, and that they have used *too*, *too much*, *too many*, *enough*, *not enough*, and *possibly*, *perhaps*, *maybe*, *definitely*. In a **stronger class**, encourage students to swap their emails with a partner for correction.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

### More practice

Workbook page 23

## End-of-unit activities

### Progress review

Workbook page 22

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Language focus and vocabulary, Teacher's Photocopiable Resources page 164

★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 175–176

★★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 193–194

Communication: Pairwork, Teacher's Photocopiable Resources page 209

Cross-curricular extension, Teacher's Photocopiable Resources pages 228–229

**Vocabulary**

**Exercise 1**

**ANSWERS**

- |            |                 |
|------------|-----------------|
| 1 a bottle | 5 a tin / a can |
| 2 a roll   | 6 a jar         |
| 3 a tube   | 7 a packet      |
| 4 a bar    | 8 a can         |

**Exercise 2**

**ANSWERS**

- |                       |         |
|-----------------------|---------|
| 1 throw away, recycle | 5 burn  |
| 2 save                | 6 bury  |
| 3 pollute             | 7 waste |
| 4 poisons             |         |

**Language focus**

**Exercise 3**

**ANSWERS**

- |            |               |
|------------|---------------|
| 1 many     | 6 enough      |
| 2 too many | 7 many        |
| 3 many     | 8 too many    |
| 4 a lot of | 9 fast enough |
| 5 any      | 10 enough     |

**Exercise 4**

**ANSWERS**

- |           |           |
|-----------|-----------|
| 1 who e   | 4 where f |
| 2 which c | 5 who d   |
| 3 where a | 6 which b |

**Communication**

**Exercise 5**

**ANSWERS**

- |               |               |
|---------------|---------------|
| 1 How much    | 4 that's fine |
| 2 a lot       | 5 some        |
| 3 If you want |               |

**Listening**

**Exercise 6** 1.31 Tapescript page 150

**ANSWERS**

- 1 False. She is interviewing Joe, who read Colin Beavan's book.
- 2 True.
- 3 False. He buys bananas.
- 4 False. He buys fruit and vegetables from farmers' markets. He still gets some things from the supermarket.
- 5 True.
- 6 False. He walks and travels by bus.

**Optional activity: Consolidation**

For homework, ask students to look online and find information about an environmental problem somewhere else in the world. Tell them it can either be something that was a problem in the past and is now better, or something that was OK in the past and is now a problem.

Ask students to download some photos and some facts about the place and the problem. Tell them they should write some sentences about what the situation was like in the past, and what it is like now. Remind students to think about whether verbs are regular or irregular when they are using the past simple. Encourage them to use *too*, *too much*, *too many*, *enough* and *not enough*, and also relative pronouns.

In the next lesson, students can show their pictures and present their findings to the class.

**Digital competence, Cultural awareness and expression**

This activity will expose students to a range of resources and genres of writing. It will also help to develop their own creativity.

**Tests**

Unit 2 test, Test Bank, My iROM

**Listening**

**Exercise 1**

- Focus students on the photos and ask them to discuss what they can see. They can work in pairs at first, then discuss as a class.

**POSSIBLE ANSWERS**

- 1 A music festival.
- 2 People watch groups and listen to music.
- 3 Photo 2
- 4 The people who organize the festival.
- 5 The organizers could provide more bins or fine people who leave their rubbish.

**Exercise 2** 1.32 Tapescript page 150

- Explain that students are going to listen to a conversation about a music festival. Read the task carefully and ensure students understand what information they need to find.

**ANSWERS**

1 Liza went to Glastonbury last year. She didn't like that at the end of the festival there was rubbish everywhere.

**Exercise 3** 1.37

- Allow students time to read through the sentences carefully before you play the CD again. They could try to complete some gaps from memory if possible.
- Let students listen to the CD twice before checking answers.

**ANSWERS**

- |             |            |
|-------------|------------|
| 1 Liza      | 5 Jenny    |
| 2 Liza, Joe | 6 Liza     |
| 3 volunteer | 7 umbrella |
| 4 Joe       | 8 Friday   |

**Speaking**

**Exercise 4**

- Read the task with the class and check understanding. Put students into groups of three and encourage them to assign their roles themselves.
- Read through the questions and check understanding. Encourage students to refer back to the photos to give them ideas if they find this difficult.
- Go round and listen as students are working.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read through the conversation structure with the class. Students use their notes and ideas from exercise 4 to prepare their dialogue.
- Students follow the model until they are comfortable with it. Then they can swap roles and practise again.

**ANSWERS**

Students' own answers.

**Writing**

**Exercise 6**

- Read the task with the class and check understanding. Students can use their ideas from the dialogue or think of new ideas to write about.
- Remind them to think about good and bad points of the experience.
- Encourage students to read their texts again carefully and try to correct any mistakes. Students can then swap their work with a partner for checking.

**ANSWERS**

Students' own answers.

**Optional activity: Consolidation**

To consolidate students' understanding of the vocabulary and grammar in the preceding units, write these headings on the board:

- My daily routines
- My favourite TV programmes
- What I did last weekend
- How I help the environment

Ask students to look back through Starter–Unit 2 and prepare notes under each heading.

Tell students they are going to interview each other about these subjects. Elicit some possible questions they might ask, and write them on the board, e.g.

*What do you do before school? What do you do after school? What do you do at the weekend?*

*What kind of TV programmes do you like? What's your favourite programme? When is it on? What did you watch last night?*

*What did you do last weekend? Where did you go? Who did you go with?*

*What do you do to help the environment? Do you recycle paper and glass? Do you reuse shopping bags?*

Put students into pairs to prepare their questions.

Ask students to move around the classroom and interview different people.

Ask some students to report back on interesting things they learnt about their classmates.

**Communicative competence, Social and civic competence**

This activity will improve students' communication skills by helping them understand the way language is structured. It will also help them to work in a cooperative manner.

# Life online

## Unit summary

### Communication

- can ...
- talk about my experiences.
- understand a text about internet addiction.
- talk about internet use.
- talk about cybercrime.
- ask and answer about experiences.
- apologize for something and explain how it happened.
- write an opinion comment on a website.

### Vocabulary

Core vocabulary:

**The internet:** *blog, chat, chat room, create a personal webpage, download, email, email attachment, file sharing, instant messaging, message board, message someone, online game, personal webpage, play games online, post a message, search, search engine, send an email attachment, share files, use a webcam, webcam*

**Cybercrime:** *anti-virus software, firewall, hacker, inbox, password, phishing, spam, spam filter, virus*

**Build your vocabulary:** Verb and noun collocations

### Language focus

- Present perfect: affirmative and negative
- Present perfect: regular and irregular verbs
- Present perfect: questions
- Addition and contrast linkers

### English Plus Options

- Extra listening and speaking: Talking about websites (page 90)
- Curriculum extra: Technology: The internet – wikis (page 98)
- Culture: Social networks around the world (page 106)
- Vocabulary bank: Verb and noun collocations; Personal details (page 114)

### Key competences

- Learning to learn: Matching headings with paragraphs (page 30)
- Social and civic competences: Are you well-connected? (page 29)
- Digital competence: Trapped in the net (page 30)
- Cultural awareness and expression: A comment on a website (page 35), Social networks around the world (page 106)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answer to question 3, and elicit some suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 Students' own answers. Google is the most popular.
- 2 Students' own answers. Real addicts spend long hours on the internet and often feel tired, depressed and isolated.
- 3 People who commit crimes via computers and the internet.

### Aims

- Learn nouns and verbs to do with the internet.
- Do a questionnaire about internet usage.
- Learn the affirmative and negative forms of the present perfect.
- Write sentences using the present perfect.
- Write about your own experiences using the present perfect.

### Warm-up (2–3 minutes)

- With books closed, write the word *internet* on the board.
- Ask students how often they use the internet and what they use it for. Encourage students to contribute ideas.

### Background

Use of a worldwide internet began in the 1980s and became popular with large numbers of people in the 1990s. Google was founded in 1998 and has become the most popular search engine.

The USA has the highest internet use, with over seventy per cent of people using it. However, access to the internet is still quite limited in many developing countries, especially in rural areas, and some people are concerned about this 'digital divide'.

Over 200 billion emails are sent every day and the number of websites is continuing to grow – over 47 million were added in 2009.

### Exercise 1 1.37

- In a **stronger class**, see if students can complete the table before referring to the text. In a **weaker class**, allow students to work in pairs to complete the table.
- Students use their dictionaries to check the meaning of the words.
- Check that students understand the new vocabulary. Draw attention to the way many verbs are created from nouns in modern English. Model and drill the pronunciation of any words that are new to students.

### ANSWERS

- |            |               |
|------------|---------------|
| 1 download | 6 chat        |
| 2 share    | 7 play        |
| 3 message  | 8 search      |
| 4 blog     | 9 use         |
| 5 create   | 10 attachment |

### Exercise 2

- Students do the questionnaire individually and check the key, then compare their answers in pairs. If students find any words in the key difficult, encourage them to discuss them with a partner to try to work out the meaning from the context.
- Ask how students scored, and if they agree with the key.

#### ANSWERS

Students' own answers.

### Exercise 3

- Look at the example with the class and check students understand how to use the verbs and nouns correctly.
- In a **weaker class**, allow students time to prepare some questions individually, then ask and answer their questions in pairs.
- In a **stronger class**, encourage students to ask and answer spontaneously.
- Go round and listen as students are working. Encourage them to use as many verbs and nouns from the table as they can.
- Ask some students to report back to the class on what they learnt about their partner.

#### ANSWERS

Students' own answers.

### Exercise 4

- To introduce this language point, refer students back to the statements in the internet questionnaire on page 28.
- Focus on the verbs and ask students if they know what tense they are in. Accept suggestions, but do not confirm or reject any ideas at this stage.
- Ask if the statements refer to a time in the past or the present. Elicit that they refer to the past, but not a specific time.
- Read through the examples with the class and discuss the long forms.
- Students choose the correct words in the rules.

### Rules

#### ANSWERS

1 *have* 2 *has* 3 *hasn't* = has not, *haven't* = have not  
 4 *have* 5 *-ed* 6 *experiences*

**LANGUAGE NOTE** One common error with the present perfect is the omission of *have / has*: *He logged onto a chat room recently.*

In negative sentences, students might use *didn't* instead of *haven't / hasn't*: *I didn't post a video of myself on a website.*

### Exercise 5

- Students work individually to write affirmative and negative sentences using the present perfect.
- In a **weaker class**, do item 1 as an example as well, to model the affirmative form.
- In a **stronger class**, you could ask students to write both the affirmative and negative form for each item.
- Ask students to check their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

- 1 We've created a webpage for our school.
- 2 I haven't posted any messages this week.
- 3 She hasn't looked at my blog.
- 4 My friend has changed his email address.
- 5 I haven't chatted a lot today.
- 6 We haven't downloaded that programme.
- 7 The internet has changed the way we communicate.
- 8 I've visited a lot of music websites.

### Exercise 6

- Students write their sentences individually. Encourage them to think of a variety of people and to try to use a mixture of affirmative and negative sentences.
- Students then compare their answers in pairs. Go round and listen as they are working.
- Ask individual students to read out some of their sentences, and correct any errors.

#### ANSWERS

Students' own answers.

### Optional activity: Language focus

Put students into new pairs. Tell them that they must use the verbs on pages 28 and 29 to guess three things that their partner has or hasn't done. For example: *I think you've joined a social networking site.* Their partner must say whether the guess is correct or not.

To turn this into a game, let students to award themselves one point for every correct guess. Let them repeat the activity with two or three different partners, but tell them they must use different verbs each time. The winner is the person with the most points at the end of the game.

#### Communicative competence

This activity will improve students' communication skills by helping them to understand the way language is structured.

### More practice

Workbook pages 24 and 25

Language focus reference and practice, Workbook page 78

### Tests

Five-minute test, Test Bank MultiROM

## READING ■ Internet addiction

I can understand a text about internet addiction.

### Aims

- Read about a virtual world and online computer games.
- Read for general meaning and specific information.
- Learn about verb and noun collocations.

### Warm-up (2–3 minutes)

- With books closed, ask students if they play any games on their computers.
- Elicit some answers, then ask if anyone plays *Habbo* or *World of Warcraft*. Ask students to describe what they do in the game and why they enjoy it. Ask how many hours a week they spend playing.

### Background

*Habbo* is an online virtual hotel world aimed at teenagers. It opened in 2000 and there are now over 100 million avatars. Avatars can move around the hotel and chat to others, and also shop for clothes and furniture for their room.

*World of Warcraft* is an online role-playing game, which has over 11 million monthly subscribers. Avatars explore a fantasy landscape, fighting monsters, completing quests and interacting with other players.

### Exercise 1

- Refer students to the title of the article and elicit their answers. Encourage their suggestions, but do not confirm or deny their answers at this stage.

#### ANSWERS

Students' own answers.

### Exercise 2

- Allow students time to read the list of ideas, then explain that they should scan the text and look for information that matches four of the headings.
- In a **weaker class**, ask students to tell you which words they have underlined before they do the matching part of the exercise. In a **stronger class**, they can do both parts of the exercise before you check answers.
- When students have listened to the CD, ask how many matched the sentences correctly. In a **stronger class**, ask students to explain which words helped them match the headings to the text.

#### ANSWERS

1 d 2 a 3 e 4 b

**Online gamer:** virtual world, *Habbo*, created avatars, bought clothes / furniture, fighting battle, ogres, play, *World of Warcraft*, play games online

**Do something about it:** time to come back to real life, find some help, clinics, advice and cures

**A new identity:** got another life, avatar, virtual world, *Habbo*, bought clothes / furniture, her avatar moves from place to place chatting, fighting battles with ogres, *World of Warcraft*

**Serious symptoms:** spends all night on the net, time-consuming, obsessive, hasn't slept, hasn't eaten, on the internet for 48 hours non-stop or more than 100 hours a week, your idea of reality changes, tired, depressed, isolated, spent more time online than offline

### Exercise 3

- Students complete the summary of the text. In a **weaker class**, encourage them to work in pairs for support.

#### ANSWERS

1 internet 2 virtual 3 plays games 4 chat rooms  
5 real 6 psychologists

### Exercise 4

- Students match the verb and noun collocations by finding them in the text.

#### ANSWERS

fight – battles	recognize – a problem
make – a sandwich	feel – tired / depressed / isolated
play – games	spend – time

### Exercise 5

- In a **stronger class**, you could ask the class what other collocations they can make with the verbs.

#### ANSWERS

1 recognize 2 feel 3 spend 4 plays 5 make 6 fight  
New collocations: turn on, feel angry, spend money, play the piano, make noise, recognize a person, fight enemies

### Exercise 6

- After students have discussed the questions, ask some students to report back to the class.

#### ANSWERS

Students' own answers.

### Optional activity: Reading

Dictate these comprehension questions. Ask students to read the text again and answer them using their own words as much as possible.

- 1 How does Jenny use her virtual money?
- 2 Why does the writer say that Tom's playing is obsessive?
- 3 How can internet addicts often feel?
- 4 What do psychologists now recognize as a problem?

#### POSSIBLE ANSWERS

- 1 She uses it to buy clothes and furniture for her room in *Habbo*.
- 2 Because he plays until two or three in the morning and sometimes he doesn't eat.
- 3 They can feel tired, depressed and alone.
- 4 They recognize internet addiction as a problem.

### Communicative competence

This activity will help to improve students' reading and writing skills.

### More practice

Workbook page 28

**Aims**

- Learn regular and irregular past participles.
- Identify use of the present perfect in a conversation.
- Practise using the present perfect in a discussion.

**Warm-up (2–3 minutes)**

- Refer students back to the language focus section on page 29 and ask how we form the past participle of most verbs.
- Elicit that for regular verbs such as the ones on page 29, the past participle is the same as the past simple form: we add *-ed* to the verb.
- Elicit examples of some irregular verbs. Explain that some verbs also have irregular past participles.

**Exercise 1**

- Once students have completed the table individually, ask them to check their answers in pairs. If students are not sure whether a verb is regular or irregular, tell them to check in their Irregular Verb list or a dictionary.
- After students have checked their answers in the text, ask individual students to read out their answers.

**ANSWERS**

Regular: join – joined, ruin – ruined  
Irregular: buy – bought, sleep – slept, eat – eaten, be – been, spend – spent

**LANGUAGE NOTE** Students find it confusing that some irregular verbs have the same form in the past simple and past participle (*buy – bought – bought*), but other irregular verbs have a different past participle form (*eat – ate – eaten*). Students sometimes make the mistake of using the irregular past simple form instead of the past participle to form the present perfect: *She has ate all the chocolate. I have saw him.*

**Exercise 2**

- Students add the verbs to the table from exercise 1. Again, refer them to Irregular Verb list or a dictionary if they need help with the irregular forms. In a **weaker class**, you could write the irregular verbs on the board in a 'phabetical' order, to help them find the correct past participles.

**ANSWERS**

Regular: stay – stayed, design – designed, play – played, visit – visited  
Irregular: have – had, find – found, sell – sold, write – written, speak – spoken, put – put, go – been/gone, make – made

**Pronunciation: Vowels**

Workbook page 90  
Teaching notes page 158

**Exercise 3** 1.39 Tapescript page 151

- Tell students they are going to listen to a conversation about three people's internet usage.
- Play the CD twice. The first time, students should listen and see how much they can understand. The second time they listen, they can complete the table.

- Check answers by copying the table on the board and asking students to come up and complete the rows.

**ANSWERS**

	Mark	Mary	Paul
online war games	✓	✗	✓
clothes online	✗	✓	✗
virtual world	✗	✓	✗
an avatar	✗	✓	✗
friends online	✗	✗	✓
DVDs and books	✗	✗	✓
all night	✓	✗	✓

**Exercise 4** 1.39

- Go through the examples with the class.
- Refer students to the table for ideas. Students write their sentences in pairs.
- Elicit some answers from the class. Ask the class to say whether the sentences are correct and to correct any mistakes.
- Play the CD again for the pairs to check their answers.

**ANSWERS**

Students' own answers.

**Exercise 5**

- In a **weaker class**, allow students time to prepare some sentences individually, then ask them to compare their answers in pairs.
- In a **stronger class**, encourage students to work with their books closed, if they can. They can refer to the vocabulary on page 28 to prompt them.
- Remind students to make notes on their partner's answers as they ask and answer.
- Ask some students to report back on what they learnt about their partner.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write sentences then compare with another fast finisher.
- Alternatively, **fast finishers** can read some of their sentences to the class when everyone has finished.

**More practice**

Workbook page 25  
Language focus reference and practice, Workbook page 78

**Tests**

Five-minute test, Test Bank MultiROM

# VOCABULARY AND LISTENING ■ Cybercrime

I can talk about cybercrime.

## Aims

- Learn vocabulary relating to cybercrime.
- Listen to a radio programme about cybercrime.
- Listen for general meaning and specific details.
- Discuss problems with internet use.

## Warm-up (2–3 minutes)

- With books closed, write *cybercrime* on the board and elicit the meaning (*crime which is committed using the internet or computers*).
- Ask students whether they can think of any types of crime that can be committed online and whether they know anyone who has had anything bad happen to them online.
- Elicit ideas, and encourage students to participate and talk about their own experiences.

## Exercise 1

- Students use their dictionaries to check the meaning of the words in the box.
- Check that students understand the new vocabulary. Model and drill the pronunciation of any words that are new to students. In a **stronger class**, check understanding by asking students to put the words into sentences.

### ANSWERS

- |               |            |
|---------------|------------|
| 1 inbox       | 4 firewall |
| 2 spam filter | 5 phishing |
| 3 virus       | 6 password |

## Exercise 2 1.40 Tapescript page 151

- Read the texts with the class and explain that one of them is the correct introduction to a radio programme. They are going to listen to the complete radio programme and should then select which text is the correct presentation.
- In a **weaker class**, help students by reminding them to look at the key words in each of the texts, then play the first paragraph of the recording twice for them to identify the best match.

### ANSWER

3

## Exercise 3 1.40

- Encourage students to read the options and look at the pictures. Tell them to think about what they remember from hearing the programme the first time and try to complete some of the answers if they can.
- After checking answers, in a **stronger class**, encourage students to explain the reasons for their choices, and to say why the other options were not suitable. In a **weaker class**, you could provide a transcript of the text as a follow-up activity. Students identify the parts of the text with the information needed for the exercise.

### ANSWERS

1 a 2 c 3 b 4 a 5 a 6 c

## Exercise 4

- Students prepare their answers individually, then compare with a partner. In a **weaker class**, encourage students to make notes about their answers, to use as support while they are working.
- Go round and listen as students are working and help as necessary.
- Ask some students to report back to the class on their discussions.

### ANSWERS

Students' own answers.

## Optional activity: Vocabulary

To give further practice of the vocabulary set, write these definitions on the board, or dictate them to the class.

- 1 This is where emails are sent to.
- 2 This should be hard for other people to guess.
- 3 This can damage your computer.
- 4 This stops you getting annoying emails.
- 5 This person tries to access your computer.

### ANSWERS

1 inbox 2 password 3 virus 4 spam filter 5 hacker

## Learning to learn

This activity provides a model for a good study skill.

## Optional activity: Listening

Dictate these sentences to the class.

- 1 Dr Smith tells Bill not to reply to spam.
- 2 Bill has got a spam filter.
- 3 Dr Smith does not think Elena's computer has got a virus.
- 4 Elena never opens email attachments.
- 5 Bridget's password was easy to guess.

Put students into pairs and ask them to decide from memory whether they are true or false. Play the recording again for them to check.

### ANSWERS

- 1 True.
- 2 False. Bill has not got a spam filter.
- 3 False. She thinks it has definitely got a virus.
- 4 False. She sometimes opens attachments from her friends.
- 5 True.

## Communicative competence

This activity will help to improve students' listening and writing skills.

## More practice

Workbook page 26

## Tests

Five-minute test, Test Bank MultiROM

# LANGUAGE FOCUS Present perfect: questions

I can ask and answer about experiences.

3

## Aims

- Learn the question form of the present perfect.
- Learn how to talk about experiences.
- Practise asking and answering questions about experiences using the present perfect.

## Warm-up (2–3 minutes)

- Refer students back to text 2 in exercise 2 on page 32.
- Ask students to find verbs in the present perfect (*I has ... ever had, Have ... received*).
- Elicit that the verbs use the question form of the present perfect. Ask students what they notice about the word order in the present perfect questions (*the auxiliary verb have usually comes before the subject*).

## Exercise 1

- Remind students of the radio programme they heard in the previous lesson. They do not need to remember every word, but explain that the gapped sentences come from there.
- Ask students how they say *ever* in their language, and elicit the opposite of *ever* (*never*).
- Read out the questions and elicit short answers.

### ANSWERS

1 attacked 2 Has 3 have 4 's

**LANGUAGE NOTE** As with questions in other tenses, students often forget to invert the subject and auxiliary verb: *Which website you have visited?*

Students may also make mistakes with past participles with regular and irregular verbs: *Which website have you visit? What have they wrote on the message board?*

Students may also forget that we put *ever* after the subject and before the main verb: *Have you ever visited this website?* NOT *Have ever you visited this website? Have you visited this website ever?*

## Exercise 2

- Students order the words individually, then compare their answers in pairs and correct any mistakes.

### ANSWERS

- 1 What websites have you visited recently?
- 2 Have your friends downloaded any music recently?
- 3 Why have you put that photo on the internet?
- 4 Have you ever lost a computer file?
- 5 Has she ever visited a chat room?
- 6 What have they written on the message board?

## Exercise 3

- In a **weaker class**, do the first question as an example with the class. In a **stronger class**, ask a volunteer to do the first item, and encourage other students to say whether it is correct or not.
- After students have written the questions, check answers before students ask and answer.
- Go round and listen as students ask and answer. Check they are using short answers correctly. If they answer yes to the questions, encourage them to give more details.

### ANSWERS

- 1 Have you read
- 2 Has a virus attacked
- 3 Has your friend made
- 4 Have your grandparents used
- 5 Have you emailed
- 6 Has your teacher used

## Exercise 4

- Read the task with the students. Point out that there's one gap for each word that's missing from the dialogue, so they should remember this when they check their answers.
- In a **weaker class**, remind students to read the responses in order to help them choose which verb to use.
- Students work individually to complete the dialogue with the questions, then compare their answers in pairs. Students should correct any mistakes before you check with the class.

### ANSWERS

- |                    |                   |
|--------------------|-------------------|
| 1 Have you made    | 4 have visited    |
| 2 have you won     | 5 Have you met    |
| 3 Have you created | 6 Have you stolen |

## Exercise 5

- Read through the key phrases with the class and check students understand that they can be arranged in sequence of how often things have happened.
- You could check answers by drawing a line on the board, with 0% at one end and 100% at the other. Ask students to come up and write the answers in order under the line.

### ANSWERS

a 3 b 5 c 1 d 4 e 2

## Exercise 6

- Read through the task with the class and check students understand what they have to do.
- Students work in pairs to ask and answer the questions. Remind them to incorporate the key phrases of frequency. In a **stronger class**, encourage students to give detailed answers.
- Ask some students to report back on what they learnt about their partner.

### ANSWERS

Students' own answers.

## Finished?

- Refer **fast finishers** to the *Finished?* activity. Students recall what they learnt about their partner to write sentences. They can swap their work with another fast finisher to check it for accuracy.

## More practice

Workbook page 27

Language focus reference and practice, Workbook page 78

## Tests

Five-minute test, test 3 in MultiROM

## SPEAKING ■ Apologizing and explaining

I can apologize for something and explain how it happened.

### Aims

- Listen to a dialogue in which someone apologizes and explains.
- Learn key phrases for apologizing and explaining.
- Practise apologizing and explaining.

### Warm-up (3 minutes)

- With books closed, write the word *apologize* on the board and elicit the meaning. Ask students to translate the word into their own language if necessary.
- Ask students when they apologize and to whom. Elicit some ideas and encourage students to contribute.
- Ask students what they would say in English to apologize. Elicit ideas, but do not confirm or reject any at this stage.

### Exercise 1

- Refer students to the photo and read the task. Elicit some answers from the class and encourage them to look for clues in the photo, such as the food and drink she has had.
- Do not confirm or reject their suggestions at this stage.

#### ANSWER

Lucy has been on the computer all night.

### Exercise 2 (1/1)

- Students read and listen to find out why Lucy has not slept all night.
- Ask students if they have ever been in a similar situation.

#### ANSWERS

Lucy has not slept all night because she lost a file with photos and has been looking for them.

### Exercise 3 (1/2)

- Ask students to read through the gapped phrases and the words in the box. In a **weaker class**, encourage students to complete the ones they are sure of first, and eliminate these words from the wordpool.
- Students can refer to the text to identify the speaker, or, in a **stronger class**, you could ask them to cover the top of the page and do this from memory.
- When students have listened and checked their answers, they can practise the dialogue in pairs. Then ask them to swap roles and practise again.

#### ANSWERS

What is it? (Mum)

What's the matter? (Mum)

I'm afraid ... (Lucy)

I didn't mean to. (Lucy)

I don't know how it happened. (Lucy)

I'm really sorry. (Lucy)

Don't worry. (Lucy)

It won't happen again. (Lucy)

1 matter

2 mean

3 don't

4 sorry

5 worry

6 happen

### Exercise 4

- Explain that some sentences could match more than one picture.
- Point out that students should think about what each person might be saying in each one.

#### ANSWERS

1 A 2 C 3 A 4 C 5 D 6 C 7 B 8 B

### Exercise 5

- Ask students to work in pairs to think of answers to the sentences in exercise 4 using the key phrases in exercise 3.
- Go round and listen as students work, and check they are responding correctly.

#### ANSWERS

Students' own answers.

### Exercise 6

- Ask students to work in pairs and change the dialogue in exercise 2 to create a new one. They should agree on a situation together by looking at the pictures. In a **stronger class**, encourage students to expand on the structure of the model dialogue.
- Do not interrupt students or correct them at this stage, but note down any common errors.
- Ask some students to perform their dialogues. In a **weaker class**, allow them to read from their books. In a **stronger class**, encourage them to be more spontaneous.
- Conduct a short feedback session in which you correct any common errors.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into new pairs and ask them to think of another situation in which they might apologize. Brainstorm ideas with the class, for example: someone has borrowed a CD and lost it; a teenager has cooked but not cleared up in the kitchen.

In their pairs, students plan a new dialogue. They can refer to the key phrases and dialogues in the Student's Book, but they should make their conversations as natural as possible.

Monitor and note down any common mistakes.

Ask some students to perform their dialogues for the class.

#### Cultural awareness and expression, Social and civic competences

This activity will help to develop students' creativity. It will also help them to work in a cooperative manner.

### More practice

Communication: Pairwork, Teacher's Photocopiable Resources  
page 210

### Tests

Speaking test 3, Test Bank MultiROM

### Aims

- Study a model comment on an internet forum.
- Learn key phrases for expressing opinions on an internet forum.
- Learn how to add or contrast ideas.
- Write a comment for an internet forum.

### Warm-up (2–3 minutes)

- With books closed, write the word *internet forum* on the board and elicit the meaning.
- Ask students what subjects people discuss on internet forums. Ask if students ever post comments on internet forums, and ask what they have posted comments about.
- Elicit ideas and encourage students to participate and exchange ideas.

### Exercise 1

- Look at the model text with the class and elicit ideas about where it is from (*a website*). Read the introductory question out to the class and check students understand what the rest of the article is (*an opinion posted by somebody who has read the question*).
- In a **weaker class**, allow students to work in pairs.
- When you check answers, ask students to indicate the part of the text which gives the answers.

#### ANSWERS

- 1 The writer is a 15-year-old boy called Sean.
- 2 The readers are other young people who use the internet.
- 3 The writer goes online every day.
- 4 Some of his friends are internet addicts.
- 5 The real problem is with the person, not with the activity they are addicted to.

### Exercise 2

- Students complete the key phrases individually, then check their answers in the text.
- Ask students to find the key phrases in the model text and translate them into their own language.

#### ANSWERS

- 1 my 2 seen 3 problem 4 reason

### Exercise 3

- Once you have drawn attention to the blue words, students complete the table by identifying whether they add or contrast ideas. In a **weaker class**, ask students to translate the words. In a **stronger class**, encourage students to use them in their own sentences to show understanding.

#### ANSWERS

- Adding ideas: also, too  
Contrast: but, Although, However

### Exercise 4

- Before students complete the sentences, remind them to read the sentences carefully to check they understand how the two ideas are linked.

#### ANSWERS

- 1 but 2 too 3 also 4 However 5 Although 6 but

### Exercise 5

- Read the task with the class.
- Students think and plan their comments individually.
- Students write their comments. This can be set for homework.
- Tell students to check their work, to ensure they have used *also, too, but, although* and *however* correctly, and the present perfect correctly.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

#### More practice

Workbook page 29

### End-of-unit activities

#### Progress review

Workbook page 30

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol, which reflects how they feel about their performance in this unit.

★ ..... Language focus and vocabulary, Teacher's Photocopiable Resources page 165

★★ ..... Language focus and vocabulary, Teacher's Photocopiable Resources pages 177–178

★★★ ..... Language focus and vocabulary, Teacher's Photocopiable Resources pages 195–196

Communication: Pairwork, Teacher's Photocopiable Resources page 210

Cross-curricular extension, Teacher's Photocopiable Resources pages 230–231

Drama: Eco-TV, Teacher's Photocopiable Resources pages 217–219

## Vocabulary

### Exercise 1

#### ANSWERS

- |            |                |
|------------|----------------|
| 1 email    | 5 online games |
| 2 download | 6 posted       |
| 3 message  | 7 engines      |
| 4 blog     | 8 website      |

### Exercise 2

#### ANSWERS

- |                       |              |
|-----------------------|--------------|
| 1 hacker              | 4 password   |
| 2 anti-virus software | 5 virus      |
| 3 spam                | 6 a firewall |

## Language focus

### Exercise 3

#### ANSWERS

- 1 My mum has created a blog.
- 2 My friend has sent me a lot of emails.
- 3 We haven't downloaded videos.
- 4 I've played an online game once.
- 5 My grandparents haven't used the internet.
- 6 My friends have made money on the internet a few times.

### Exercise 4

#### ANSWERS

- 1 Has your mum ever created a blog? Yes, she has.
- 2 Has your friend ever sent you a lot of emails? Yes, he / she has.
- 3 Have you ever downloaded videos? No, we haven't.
- 4 Have you ever played an online game? Yes, I have.
- 5 Have your grandparents ever used the internet? No, they haven't.
- 6 Have your friends ever made money on the internet? Yes, they have.

## Communication

### Exercise 5

#### ANSWERS

- 1 f 2 g 3 c 4 d 5 h 6 e 7 b 8 a

## Listening

### Exercise 6 1.13 Tapescript page 151

#### ANSWERS

- |             |                  |
|-------------|------------------|
| 1 Canadian  | 6 fun            |
| 2 seventeen | 7 easy           |
| 3 hacker    | 8 information    |
| 4 eleven    | 9 a few times    |
| 5 programs  | 10 once or twice |

## Tests

Unit 3 test, Test Bank MultiROM

**Aims**

- Read a website plan.
- Design and produce a detailed plan for a website.

**Warm-up (2 minutes)**

- Ask students if they have ever written anything for the internet, such as their own webpage.
- Ask for ideas about what students think texts or websites should be like, for example, should they be long or short, formal or informal?

**Exercise 1**

- Students read the website plan and match the links.

**ANSWERS**

1 C 2 D 3 A 4 B

**Exercise 2**

- Students read and follow the steps in the project checklist.
- They can work individually for this task, so encourage them to think about the activity they have chosen in as much detail as possible.
- Alternatively, use this activity as a good opportunity to encourage group work.
- Students must first decide on an activity around which they will base their website. Encourage them to make their decisions cooperatively: can all the students contribute? Is there enough potential in their chosen subject?
- Help students delegate tasks. Stronger students might be responsible for writing ideas, but all the group should contribute. You could suggest that when students come to write their short texts, they could each write one and, as a group, make corrections.
- Other tasks which need to be delegated will include research for details and images. Encourage students to share these tasks.
- Go round and help as students are working. Encourage them to look at the points in the checklist to help them structure their work.
- Students can continue this activity for homework, using photos to illustrate their website plan. If students are working in groups, allow them time in the following class to collate their information. You may also need to provide class time for the writing up of the project.

**Exercise 3**

- Set aside time in class for all the students to present their website plans. At the end, have a discussion about which activities the students want to try.
- Encourage each group to assess the strengths and weaknesses of their own work. For more information about self-evaluation see page 32 in this guide.

**ANSWERS**

Students' own answers.

# Fame

## Unit summary

### Communication

can ...  
describe people's personalities.  
understand a text about fame.  
talk about things that people have done.  
understand an interview about a creative school.  
talk about things I have read, heard or seen.  
identify and describe people.  
write a biography of a celebrity.

### Vocabulary

Core vocabulary:

**Adjectives:** personality: *active, ambitious, cheerful, confident, curious, determined, friendly, generous, innocent, intelligent, intolerant, mean, practical, sensible, sensitive, serious, shy, tolerant*

**Nouns and adjectives:** personal qualities: *courage, courageous, creativity, creative, ego, egotistical, fame, famous, good looks, good looking, hard worker, hard working, independence, independent, intelligence, intelligent, luck, lucky, skill, skilful, strength, strong, style, stylish, talent, talented*

**Build your vocabulary:** Prefixes and suffixes

### Language focus

Adverbs of degree

Present perfect – *still, yet, just* and *already*  
*for* and *since*

Present perfect and past simple

Order of adjectives

### English Plus Options

Extra listening and speaking: Describing people (page 91)

Curriculum extra: Language and literature: Newspapers (page 99)

Culture: Teenage magazines (page 107)

Vocabulary bank: Prefixes and suffixes: Music (page 115)

### Key competences

Learning to learn: Identifying cognates and false friends (page 38)

Social and civic competences: Face reading guide (page 39)

Cultural awareness and expression: Instant fame (page 40), The Brit School (page 12), Language and literature: Newspapers (page 99)

Sense of initiative and entrepreneurship: Teenage millionaire (page 107)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 Face reading is describing what someone's character is like by looking at their face.
- 2 Celebrity culture is a culture where people can become celebrities quickly, and they are admired by lots of people.
- 3 The BRIT School is a Performing Arts and Technology secondary school in London.

### Aims

- Learn vocabulary for describing personalities.
- Learn how to identify cognates and false friends.
- Learn adverbs of degree.
- Practise using adverbs of degree to describe people.

### Warm-up (3 minutes)

- With books closed, ask students to name someone everybody knows, such as a TV or pop star, and write their name on the board. Elicit words to describe them.
- Point out that some adjectives describe people's physical appearance and some describe their personality. Elicit the meaning of *personality*.

### Background

Face reading or 'personology' was first developed in the 1930s by an American judge, Edward Vincent Jones, who believed it was possible to tell whether or not a person was a criminal by their facial features. More recently, books have been written which give advice on using face reading in a business environment, for example when deciding whether or not to offer someone a job.

### Exercise 1 2:02

- After students have checked the words, model and drill pronunciation of any words which are unfamiliar.

### ANSWERS

- 1 curious 2 active 3 shy 4 ambitious 5 innocent  
6 mean 7 intolerant 8 sensitive

### Exercise 2

- Ask students to identify any words in their language which are similar. Ask them to translate the words and say whether the meanings are similar or different.
- Encourage students to write these words in their own sentences and to record them and other examples of cognates and false friends in their notebooks.

### ANSWERS

- 1 Students' own answers.
- 2 Students' own answers.

### Exercise 3

- Focus on the face reading charts. Make sure that students understand the adjectives used to describe shape, e.g. *triangular, wide, oval*.
- Ask some students to report back to the class on their answers. If there are disagreements, ask students to justify their answers.

#### ANSWERS

- |               |               |
|---------------|---------------|
| 1 friendly    | 6 confident   |
| 2 curious     | 7 serious     |
| 3 intelligent | 8 active      |
| 4 generous    | 9 intelligent |
| 5 determined  |               |

### Exercise 4

- Read the first sentence with the class and elicit where the adverb is in the sentence. (*The adverbs are positioned in front of the adjectives.*)
- Before students choose the correct adverbs, remind them to read the sentence carefully to make sure they understand the context. In a **weaker class**, allow them to work in pairs.
- In a **stronger class**, you could ask students to think of alternative sentences using the alternative adjectives.

#### ANSWERS

- |              |                 |
|--------------|-----------------|
| 1 incredibly | 4 very          |
| 2 not very   | 5 is a bit      |
| 3 was really | 6 is incredibly |

**LANGUAGE NOTE** Students may not know the rule that we tend to use *quite* with positive adjectives, (*She's quite cheerful. He's quite generous*), but we tend to use *a bit* with negative adjectives (*He's a bit mean. It was a bit boring*).

### Exercise 5

- Do the example with the class, eliciting the position of the adverb.
- After students have rewritten the sentences, ask them to check their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

- 1 One euro! That's a bit mean!
- 2 It's a fantastic place. I'm really happy that we're here.
- 3 That new Ferrari is quite expensive.
- 4 They get up at 6 a.m. That's incredibly early.
- 5 He's a big Liverpool fan. He thinks that they're really good.

### Exercise 6

- Read the key phrases with the class, modelling pronunciation.
- In a **weaker class**, ask students to translate the phrases into their own language, and then complete the phrases for two people that they know.
- Ask individual students to read out some of their sentences, and correct any errors. In a **stronger class**, encourage students to correct errors as a class.

#### ANSWERS

Students' own answers.

### Exercise 7

- Read through the task and the example with the class to make sure students understand what they have to do.
- In a **weaker class**, tell students to make notes before they speak, to use as support.
- While students are working in their pairs, walk around the room and check they are using the key phrases correctly.
- Ask individual students to read out some of their sentences for the class to guess.

#### ANSWERS

Students' own answers.

### Finished?

- Refer **fast finishers** to the *Finished?* activity. Ask them to write a description using the key phrases and adverbs of degree.
- They can swap their answers with another fast finisher and guess who the person is.

### Optional activity: focus

In pairs, students use the face reading guide to analyse their partner's personality.

Tell them to study the face reading guide carefully and make notes on their partner's face, like the notes on Scarlett Johansson and Daniel Craig.

They should then write a short description of their partner's personality, like the texts on page 38. Tell them they must use adverbs of degree as well as personality adjectives.

Ask some students to read their texts to the class and ask students if they agree with the descriptions of their classmates.

### Cultural awareness and expression, Social and civic competences

This activity will help students to express their opinions and their own creativity in an appropriate way. It will also help them to interact in a cooperative manner.

### More practice

Workbook pages 32 and 33

Language focus reference and practice, Workbook page 86

### Tests

Five-minute test, Test Bank, MultiROM

## Aims

- Read about people who become stars overnight.
- Read for general meaning and specific information.
- Learn about idiomatic expressions.
- Learn about prefixes and suffixes.

## Warm-up (3–4 minutes)

- With books closed, ask students if they watch talent shows on TV. Elicit the names of the most popular talent shows.
- Ask if they can remember the names of people who have won talent shows in the past. Ask if they think these people stay famous for a long time.
- Ask students if they would like to take part in a talent show and to give reasons for their answers.

## Background

The most popular talent show for aspiring pop stars in the UK is The X-Factor, which started in the UK in 2003 and has since spread all over the world. Of the winners, only Leona Lewis has gone on to have a successful career in music.

The other very popular show is Britain's Got Talent, which attracts potential stars with a huge diversity of talents. This is part of the Got Talent series, which is now broadcast in over twenty countries.

## Exercise 1

- Students use their dictionaries to check the meaning of the words. Model and drill pronunciation of any words that you think students will find difficult.
- Check answers with the class, then ask what they think *instant fame* means. Ask students to discuss in pairs how people become instantly famous.
- Elicit some ideas from individual students, but do not accept or reject any ideas at this stage.

### ANSWERS

Students' own answers.

## Exercise 2 2.03

- Students follow the text in their books as they listen. Then they can check their answers to exercise 1.
- Discuss whether students' ideas were correct.

## Exercise 3

- Before students start the activity, remind them to read each question and all the options carefully. They should identify the key information in each question, then read through the text to find the part which answers each one. They then need to read through that part of the text carefully and choose which of the options is the best match.

### ANSWERS

1 a 2 c 3 a 4 c 5 a

## Exercise 4

- Read the task with the class and go through the prefixes and suffixes with the students.
- Check students understand that the definitions for each word are incomplete and that words in the box are needed to complete them.
- Students can work in pairs to complete the definitions.
- Check answers and check that students understand the expressions. In a **weaker class**, ask students to translate the words. In a **stronger class**, encourage students to put the words into their own sentences to show understanding.

### ANSWERS

- |                    |        |
|--------------------|--------|
| 1 without          | 4 with |
| 2 not              | 5 can  |
| 3 across the whole |        |

## Exercise 5

- Students work individually to complete the sentences.

### ANSWERS

- |               |             |
|---------------|-------------|
| 1 useful      | 4 unkind    |
| 2 sleepless   | 5 worldwide |
| 3 predictable |             |

## Exercise 6

- Read through the questions with the class. Check understanding of the ideas. In a **weaker class**, tell students they can choose three out of the five questions to answer.
- Give students time to prepare answers to the questions.
- Go round and listen as students ask and answer the questions in pairs. Encourage them to give as much detail as they can in their answers.
- If students enjoy discussing this topic, you could extend this into a group discussion. Pick one of the questions and ask students to contribute to a class discussion about it.

### ANSWERS

Students' own answers.

## More practice

Workbook page 36

**Aims**

- Learn the use of the present perfect with *still, yet, just* and *already*.
- Practise using the present perfect with *still, yet, just* and *already*.

**Warm-up (3–4 minutes)**

- With books closed, revise the content of the *Instant fame* text. Ask: *Was Craig outside the building at 9 a.m.?* (Yes, he was.) *Was Craig inside the building at 11 a.m.?* (No, he wasn't.) *Has Craig auditioned for talent shows before?* (Yes, he has.) *Has he ever been successful in getting on them?* (No, he hasn't.)
- Discuss ideas and find out how much students have remembered correctly about the text.

**Exercise 1**

- In pairs, students complete the sentences then match them with explanations a or b.
- Students check their answers in the text.

**ANSWERS**

- 1 just, b 2 still, a 3 already, b 4 yet, a

**LANGUAGE NOTE** Students often make mistakes with the position of these words in the present perfect: *He just has left.* *He has left just.*

Students may also incorrectly use the past simple with *just* to talk about more recent events: *The film just started.*

They may not realize that *just* is usually used on its own and not in combination with a more precise time phrase: *He's just left.* *He's just left five minutes ago.*

More common errors include the use of *yet* in affirmative sentences: *I have finished yet.* and the use of a three-word phrase in incorrect positions in a sentence: *He hasn't done it still.* *I already have finished.* *We haven't yet finished.*

Students also forget that we usually use the present perfect with these words, rather than the past simple: *I've already finished* NOT *I already finished.*

**Exercise 2**

- Students read through the rules and complete them with reference to the sentences in exercise 1. In a **weaker class**, ask students to do this in pairs.

**ANSWERS**

- 2 just, already 3 yet

**Exercise 3**

- Tell students to use the rules and the examples in exercise 1 to help them order the words.

**ANSWERS**

- 1 They still haven't made the video.
- 2 We have already seen the talent show.
- 3 They've already had two hits.
- 4 She has just won a talent show.
- 5 Have you signed a contract yet?
- 6 I've just seen a really good film.
- 7 The actor still hasn't found a job.

**Exercise 4**

- Read the example with the class and explain that students should use their own ideas to answer each question.
- In a **stronger class**, students write their answers individually. In a **weaker class**, ask them to write in pairs.
- Ask all students to compare their answers in pairs and correct any mistakes. Tell them to pay particular attention to the meaning and position of *still, yet, just* and *already*.

**ANSWERS**

Students' own answers.

**Exercise 5** 🎧 2.04 Tapescript page 151

- Allow students time to read the words in the box and the prompts.
- Pause the CD after each dialogue for students to write their sentences individually.
- Ask students to prepare questions and answers, then compare their answers in pairs and help their partner correct any mistakes.
- Students then practise asking and answering their questions with their partner while you monitor the accuracy.

**POSSIBLE ANSWERS**

- 1 Tom still hasn't made dinner.
- 2 Simon has just arrived at school.
- 3 Polly hasn't written her essay yet.
- 4 Jonny still hasn't finished the test.
- 5 Jane has already seen the film.
- 6 Joe hasn't got a job yet.

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write sentences, then compare with another fast finisher. Alternatively, they can read some of their sentences to the class when everyone has finished, and other students can decide if the sentences are true for them.

**Optional activity: Language focus**

In pairs, students prepare an interview. One of them is going to be Craig and the other is going to interview him, either before or after he has auditioned (or after he has won the show). Tell students they must include examples of the present perfect with *still, yet* and *already*.

Ask some pairs to perform their interviews for the class.

**Cultural awareness and expression, Social and civic competences**

This activity will help to develop students' own creativity. It will also help them to work in a cooperative manner.

**More practice**

Workbook page 33

Language focus reference and practice, Workbook page 80

**Tests**

Five-minute test, Test Bank MultiROM

# VOCABULARY AND LISTENING ■ Nouns and adjectives: personal qualities

I can understand an interview about a creative school.

## Aims

- Learn vocabulary relating to personal qualities.
- Listen to an interview with two students at the BRIT School in London.
- Listen for general meaning and specific details.
- Learn how to talk about qualities.

## Warm-up (3 minutes)

- With books closed, ask students to think about new stars in their country. Ask why they think those people have become famous.
- Write on the board: *To be a star, you must be...*
- Elicit words to complete the sentence, and write them on the board.

## Exercise 1

- Students use their dictionaries to check the meaning of the words. Model and drill pronunciation of any words that you think students will find difficult.

### ANSWERS

- |            |               |
|------------|---------------|
| 1 creative | 5 independent |
| 2 talent   | 6 egos        |
| 3 fame     | 7 lucky       |
| 4 skilful  |               |

## Exercise 2 2.05

- Once students have completed the table, they listen and check their answers.
- Check answers with the class. In a **weaker class**, check students understand the words by asking for translations. In a **stronger class**, ask students to define the new words.

### ANSWERS

- 1 talent 2 style 3 creative 4 good looks 5 intelligent  
6 fame 7 lucky 8 egotistical 9 skilful 10 independent  
11 strength 12 courageous

## Exercise 3 2.06 Tapescript page 152

- Explain that when students listen the first time, they should try to pick out the names, then say who the people are.

### ANSWER

c

## Exercise 4 2.06

- Allow students time to read the sentences before they listen again.
- Remind them to correct false statements.

### ANSWERS

- 1 True.
- 2 False. Troy's speciality is theatre.
- 3 True.
- 4 False. Stacey has been at the school for a year.
- 5 True.
- 6 False. Stacey has just learnt how to make DVDs.

## Exercise 5

- Read through the key phrases and put students into pairs to analyse the part of speech needed for each one.
- You could do an example on board by completing some qualities for the first form: *He's very talented and good-looking*. Elicit that these are adjectives.

### ANSWERS

- 1 adjective 2 noun 3 noun 4 noun 5 adjective  
6 adjective  
Students' own answers.

## Exercise 6

- Allow students time to read the jobs in the box and prepare sentences. In a **weaker class**, brainstorm adjectives which might go with each job before students start the activity.
- Students read their sentences to their partner, who tries to guess the job.

### ANSWERS

Students' own answers.

## Optional activity: Vocabulary

Refer students back to the vocabulary in exercise 1 and the key phrases in exercise 5. Ask them to choose three of the words from the set and write sentences using the key phrases, for example, *She's very talented. An actor needs good looks.*

Students close their books. In pairs, they take turns to read their sentences to each other. Their partner re-forms the sentence, changing the adjective to a noun or vice versa: *He's very talented. → He's got a lot of talent.*

### Learning to learn

This activity will improve students' study skills.

## Optional activity: Listening

Dictate these sentences, or write them on the board.

- 1 Troy came to the BRIT School when he was fifteen.
- 2 There are 600 students at the BRIT School.
- 3 It's difficult to get a place at the school.
- 4 People pay to go to the school.

Ask students to decide from memory whether they are true or false. Play the recording again for them to check.

### ANSWERS

- 1 False. (He was fourteen.) 2 False. (There are 800.)
- 3 True. (It's hard to get in.) 4 False. (The school is free.)

### Communicative competence

This activity will help to improve students' listening skills.

## More practice

Workbook page 34

## Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Learn *for* and *since* with the present perfect.
- Practise using *for* and *since* with the present perfect.
- Learn the difference between the present perfect and past simple.
- Practise using the present perfect and past simple.

**Warm-up (2 minutes)**

- With books closed, revise the information from the listening exercises about the BRIT School in the previous lesson. Ask students how long Troy and Stacey have been at the school and elicit the sentences: *I've been here since 2008* and *I've been here for a year*.

**Exercise 1**

- After students have chosen the correct words in the sentences, check answers. Then read through the rules and check understanding.
- Students match the examples with the descriptions.
- Ask students to translate the sentences into their own language, and ask what they notice about the tense that is used in English and their own language.

**ANSWERS**

- 1 since, a 2 since, a 3 for, b

**LANGUAGE NOTE** Students sometimes use the present simple rather than the present perfect with *for* and *since*: *I live here since last year.*

Students also forget to use *for* rather than *since* when referring to a period of time: *I've been here since a week.*

**Exercise 2**

- Students work in pairs and apply what they have covered in the rules to match the time expressions to *for* or *since*.

**ANSWERS**

- for*: two years, an hour, a long time, a month, two days  
*since*: last Saturday, March, Christmas, I met him, 2009

**Exercise 3**

- Tell students to read the sentences all the way through and identify the time expression in each one, before choosing which word to complete it with. In a **weaker class**, do the first item as an example.
- Ask students to compare their answers in pairs and correct any mistakes before you check with the class.

**ANSWERS**

- |                     |                         |
|---------------------|-------------------------|
| 1 haven't seen, for | 4 haven't heard, for    |
| 2 has been, since   | 5 haven't released, for |
| 3 has had, since    | 6 I've had, for         |

**Exercise 4**

- After students have completed the sentences, ask individual students to read some of their sentences to the class. Correct any mistakes before they ask and answer.
- Go round the class monitoring for accuracy.

**ANSWERS**

Students' own answers.

**Exercise 5**

- To introduce this language point, refer students back to exercise 4 on page 42. Ask students to find verbs in the past simple and present perfect.
- Ask students why they think the past simple is used in some questions and the present perfect in others. Elicit ideas, but do not accept or reject any at this stage.
- Read the sentences in exercise 5 with the class and elicit the answers to the questions.

**ANSWERS**

- 1 Sentences a, c and e are in the present perfect. Sentences b, d and f are in the past simple.
- 2 Sentences b, d and f.
- 3 Sentences a, c and e.

**LANGUAGE NOTE** Students often forget that we must use the past simple, not the present perfect, when we say exactly when something happened: *I played football yesterday.* NOT *I have played football yesterday.*  
 Students also forget that we must use the present perfect, not the past simple, when talking about an experience with no time reference, for the recent past, or when the period of time is unfinished: *I've seen that film.* NOT *I saw that film.*

**Exercise 6**

- Remind students to read the text all the way through first to get a general idea of the meaning before choosing which tense to use in each gap.
- In a **stronger class**, ask students to transform the sentences in the first paragraph from the past simple to present perfect and vice versa. For example, *They first met in 1997* transforms to *They've known each other since 1997.* (The first sentence cannot be transformed.)

**ANSWERS**

- 1 have had 2 met 3 played 4 was 5 got  
 6 have had 7 I've been 8 met

**Exercise 7**

- Students write lists individually, then ask and answer in pairs.
- Monitor to check students use the present perfect to start each discussion, then use the past simple to give details.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write sentences using the present perfect and past simple, then compare their answers with another fast finisher.

**More practice**

Workbook page 35

Language focus reference and practice, Workbook page 80

**Tests**

Five-minute test, Test Bank MultiROM

## Aims

- Listen to a conversation about identifying people.
- Learn key phrases for identifying people.
- Practise identifying people.

## Warm-up (2–3 minutes)

- Ask students if they like meeting new people.
- Ask where they usually meet new people.
- Ask what they do if they see someone they want to meet. Elicit that they might ask a friend to introduce them.

## Exercise 1

- Look at the photo with the class and encourage students to give descriptions. If they find this difficult, give them sentences to start with, such as *The girl at the front has got long blonde hair. She's wearing a pink top and black trousers.*

## Exercise 2 2.07

- Read the task with the class and clarify that at this stage, the students only need to identify who Adam is looking at.
- When students have listened to the CD, ask them for their ideas.

### ANSWERS

Adam is looking at Joanna Mills.

## Exercise 3 2.08

- In a **weaker class**, encourage students to work in pairs to discuss the answers.
- In a **stronger class**, encourage students to try to complete the phrases and identify the speaker from memory.
- Play the CD for students to check their answers.
- Go round and listen as students practise the dialogue in pairs.

### ANSWERS

- |                    |                              |
|--------------------|------------------------------|
| 1 over (Adam)      | 5 know (Adam)                |
| 2 before (Adam)    | 6 like (Adam)                |
| 3 long hair (Lucy) | 7 an interesting face (Adam) |
| 4 about (Lucy)     |                              |

## Pronunciation: Diphthongs

Workbook page 91

Teaching notes 158

## Exercise 4

- Focus students on the photo of Jess, Nick, Millie and Dan. Ask students to read through the words in the box and complete each sentence with the word or words that fit.
- Students complete the sentences individually, then compare their answers in pairs.

### ANSWERS

- |                |        |
|----------------|--------|
| 1 blue T-shirt | 5 seen |
| 2 fair         | 6 hair |
| 3 smiling      | 7 shy  |
| 4 interesting  |        |

## Exercise 5

- Read the examples with the class.
- Give another example by asking about someone in the class and asking students to identify the person.
- Ask individual students in turn to ask about someone in the class. Ask the rest of the class to identify the person.

### ANSWERS

Students' own answers.

## Exercise 6

- Ask students to work in pairs and rewrite the dialogue so that they are talking about the people in the photo.
- Monitor round the class and help as necessary.
- When students have completed their dialogues, ask them to practise with a partner.
- Ask them to swap roles and practise again.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class. In a **weaker class**, allow students to refer to the dialogue. In a **stronger class**, encourage them to be more spontaneous and expand upon the model dialogue.
- Conduct a short feedback session in which you correct any common errors.

### ANSWERS

Students' own answers.

## Optional activity: Speaking

Put students into groups of four and tell them to imagine that they are at a party.

Ask them to write their own conversation using some of the expressions for identifying and finding out about people.

Monitor and help while students are working.

When students are ready, ask them to practise their conversations in their groups.

Ask one or two groups to perform their conversations for the class.

## Cultural awareness and expression, Sense of initiative and entrepreneurship, Social and civic competences

This activity will help to develop students' own creativity. It will also help them to use their own initiative and decision-making skills during the planning, organization and management of their work, and to work in a cooperative manner.

## More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 211

## Tests

Speaking test 4, Test Bank MULTIFROM

### Aims

- Study a model biography of a celebrity.
- Learn key phrases for writing a biography.
- Learn how to order adjectives.
- Write a biography of a celebrity.

### Warm-up (3–4 minutes)

- With books closed, ask students who their favourite celebrity is. Elicit some names.
- Ask students what they know about their favourite star. For example, where they were born, where they lived, how their career started.
- Elicit some ideas, then ask students where they can find this information. Write the word *biography* on the board and elicit that they can read a biography of the star.

### Exercise 1

- Look at the photo and ask students if they know this person. Elicit information that they already know about her.
- After students have read the model text and answered the questions, ask them whether the information they gave before they read the text was correct.

### ANSWERS

- 1 Paragraph 2 describes Katie's teenage years.
- 2 Katie studied at the BRIT school.
- 3 Her big break was when she signed a contract with a small record company.
- 4 She became Europe's biggest-selling female artist.
- 5 Since 2005, she's worked with the *Save the Children* charity.

### Exercise 2

- Read through the key phrases with the class.
- Ask students to try to order them from memory, then check their answers in the text.

### ANSWERS

- 1 ... was born in ...
- 2 She's got ... and ...
- 3 She's been involved in ... since ...
- 4 Her big break came in ...
- 5 In the years that followed, ...
- 6 Since then, she has ...

### Exercise 3

- Look at the table with the class. Explain that the headings give the correct order for adjectives.
- Students complete the green sections with the correct information, then use the table as a reference to help them order the adjectives.
- In a **stronger class**, ask students to write five sentences describing people they know. Encourage them to use adjectives introduced throughout the unit.

### ANSWERS

- |                    |        |          |                           |         |
|--------------------|--------|----------|---------------------------|---------|
| 1 long             | 2 dark | 3 lovely | 4 big                     | 5 brown |
| 1 shy little child |        |          | 4 beautiful big blue eyes |         |
| 2 big new flat     |        |          | 5 warm-hearted young girl |         |
| 3 long blonde hair |        |          | 6 lovely long red dress   |         |

### Exercise 4

- Read the task with the class.
- Students think and plan their biographies individually. In a **weaker class**, allow class time to check students have started planning sufficiently.
- Students write their biographies. This can be set for homework.
- Tell students to check their work, ensuring they have ordered the events correctly, and used the present perfect and past simple correctly.
- When marking writing activities, give feedback on appropriate style and coherence of the text, as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

### More practice

Workbook page 37

### End-of-unit activities

#### Progress review

Workbook page 38

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

☞ Language focus and vocabulary, Teacher's Photocopiable Resources page 166

★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 179–180

☞ Language focus and vocabulary, Teacher's Photocopiable Resources pages 177–198

☞ Communication: Pairwork, Teacher's Photocopiable Resources page 211

☞ Cross-curricular extension, Teacher's Photocopiable Resources pages 232–233

## Vocabulary

### Exercise 1

#### ANSWERS

- |             |             |
|-------------|-------------|
| 1 generous  | 5 sensitive |
| 2 ambitious | 6 cheerful  |
| 3 serious   | 7 tolerant  |
| 4 mean      | 8 curious   |

### Exercise 2

#### ANSWERS

- |            |               |
|------------|---------------|
| 1 stylish  | 5 famous      |
| 2 skilful  | 6 creative    |
| 3 lucky    | 7 independent |
| 4 talented | 8 strong      |

## Language focus

### Exercise 3

#### ANSWERS

- |         |                  |
|---------|------------------|
| 1 yet   | 5 just / already |
| 2 since | 6 still          |
| 3 still | 7 already / just |
| 4 yet   | 8 for            |

### Exercise 4

#### ANSWERS

- How long have you studied English?
- I haven't visited the USA yet.
- He has just given an interview.
- They have lived in Canada since 1999.
- I still haven't met your brother.
- They have lived here for twenty years.

### Exercise 5

#### ANSWERS

- |               |                 |
|---------------|-----------------|
| 1 have been   | 6 have had      |
| 2 met         | 7 had           |
| 3 sang        | 8 was           |
| 4 didn't win  | 9 have appeared |
| 5 have become |                 |

## Communication

### Exercise 6

#### ANSWERS

- |         |                |
|---------|----------------|
| 1 a bit | 5 incredibly   |
| 2 guy   | 6 tends        |
| 3 short | 7 good-looking |
| 4 looks | 8 pity         |

## Listening

### Exercise 7 2.09 Tapescript page 152

#### ANSWERS

- |                        |                   |
|------------------------|-------------------|
| 1 six                  | 4 a solo singer   |
| 2 1997                 | 5 one film        |
| 3 a talent competition | 6 House of Deréon |

### Optional activity: Consolidation

For homework, ask students to find the official website in English of a celebrity that they admire. Ask them to answer these questions and find the information.

- Is there news about the celebrity on the website? What does it say?
- Does the celebrity have a blog on his / her website? What does it say?
- Is there a video on the website? What does it show?
- Are there any quizzes and competitions on the website? What can you win?
- Is there any gossip on the website? What does it say?
- Is there an internet forum on the website? What are people discussing? Prepare a comment to post on the forum.

In the next lesson, students tell the class about the website they visited and can read their comment to the class.

#### Digital competence

This activity will help students to access a broader range of information. It will expose them to a range of resources and genres.

## Tests

Unit 4 test, Test Bank MultiROM

End-of-term test 1, Test Bank MultiROM

**Listening**

**Exercise 1**

- Focus students on the photos and ask them to discuss who the people are. They can work in pairs at first, then discuss as a class.

**ANSWERS**

- 1 Leonardo DiCaprio, Angelina Jolie, Taylor Lautner and Shakira.
- 2 Leonardo DiCaprio is an American actor, Angelina Jolie is an American actress, Taylor Lautner is an American actor and Shakira is a Colombian singer.
- 3 Leonardo DiCaprio's films include: *Titanic*, *The Beach*, *The Aviator*, *The Departed*, *Inception*.  
Angelina Jolie's films include: *Lara Croft Tomb Raider*, *Alexander*, *Mr. & Mrs. Smith*, *The Good Shepherd*, *A Mighty Heart*, *Beowulf*, *Changeling*, *Wanted*, *Salt*, *The Tourist*.  
Taylor Lautner's films include: *Twilight*, *The Twilight Saga: New Moon*, *Eclipse*, *Breaking Dawn*.
- 4 Students' own answers

**Exercise 2** 2.10 Tapescript page 152

- Explain that students are going to listen to a conversation about a celebrity. Read the task carefully and ensure students understand what information they need to answer.

**ANSWERS**

Joe and Liza do not mention Robert Pattinson.

**Exercise 3** 2.10

- Students listen again for more specific details. Allow students time to read through the sentences carefully before you play the CD again.
- Students could try to complete some gaps from memory if possible.
- Let students listen to the CD twice before checking answers.

**ANSWERS**

- |                     |                 |
|---------------------|-----------------|
| 1 film              | 5 Joe's, young  |
| 2 adores, beautiful | 6 bad           |
| 3 poor people       | 7 environmental |
| 4 Angelina Jolie    | 8 good-looking  |

**Speaking**

**Exercise 4**

- In pairs, students agree on a celebrity to discuss. Encourage students to refer back to the photos to give them ideas if they find this difficult.
- Read through the questions and check understanding.
- Go round and listen as students are working. Monitor for correct use of the present perfect and past simple when students are answering questions 1 and 3. Check that students are using adjectives as much as they can.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read through the conversation structure with the class. Students use their notes and ideas from exercise 4 to prepare their dialogue.
- Students should follow the dialogue model until they are comfortable with it. Then they can swap roles and practise again. Explain that students should use the text in italics as prompts to begin their sentences.

**ANSWERS**

Students' own answers.

**Writing**

**Exercise 6**

- Read the task with the class and check understanding. Students can use their ideas from the dialogue or think of a new person to write about.
- Remind them to think about why this person is a good role model.
- Encourage students to read their texts again carefully and try to correct any mistakes. Students can then swap their work with a partner for checking.

**ANSWERS**

Students' own answers.

**Optional activity: Consolidation**

To consolidate students' understanding of the vocabulary and grammar in Starter–Unit 4, ask them to write an email to a friend. Say they should talk about:

- something they have done recently (their hobby)
- a programme they have seen on TV recently (what kind of programme was it? Was it good?)
- someone they have met recently (what does he / she look like and what is his / her personality like?)
- a good website they have used or an online game they have played recently (why is it good?)

Ask students to look back through Starter–Unit 4 to find useful ideas and vocabulary.

Remind students that they should use the present perfect for experiences, or for things that have happened very recently (with *just*), but the past simple when they say exactly when something happened.

Ask students to write their email for homework. In the next lesson, students can read out their emails. Alternatively, ask students to write their email online and send it to a friend. Their friend can print it out and bring it to class corrected.

**Cultural awareness and expression, Digital competence, Communicative competence**

This activity will help students to express their own creativity. It will also help to improve their writing skills. They have the opportunity to communicate appropriately by email.

# School life

## Unit summary

### Communication

- can ...
- talk about school rules.
- give my opinions about cheating at school.
- talk about rules at home and at school.
- understand people talking about schools.
- compare my school to schools in other countries.
- ask for and give advice.
- write an opinion essay.

### Vocabulary

Core vocabulary:

**School life: verbs:** *bully someone, cheat in an exam, copy a friend's work, do homework, expel someone, fail an exam, get good / bad marks, get a qualification, leave school, make friends, pass exams, play truant, revise for a test, suspend someone, take an exam*

**School life: nouns:** *boarding school, mixed school, primary school, private school, school holidays, school-leaving age, school-leaving exams, school rules, school subjects, school uniforms, secondary school, single-sex school, state school*

**Build your vocabulary:** American English

### Language focus

*should* and *must*

*have to* and *don't have to*

*should, must* and *have to*

Ordering information

### English Plus Options

Extra listening and speaking: Talking about your school (page 92)

Curriculum extra: Citizenship: The school community (page 100)

Culture: Studying abroad (page 108)

Vocabulary bank: American English: School (page 116)

### Key competences

Learning to learn: Improving your English (page 53)

Social skills and civic competences: What's your attitude to school? (page 48), Cheat! (page 50), Schools: What's best? (page 52), Citizenship: The school community (page 100)

Cultural awareness and expression: An opinion essay about boarding schools (page 55), Culture: Studying abroad (page 108)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 High schools.
- 2 Home-schooling is being taught at home rather than at school.
- 3 Students' own answers. In the United Kingdom it is sixteen.

### Aims

- Learn verbs to do with school life.
- Do a questionnaire on attitudes to school.
- Learn the form and use of *should* and *must*.
- Practise using *should* and *must* to talk about obligation.

### Warm-up (2–3 minutes)

- With books closed, ask students to tell you something they like and something they dislike about their school. Encourage students to join in and contribute ideas.
- Ask students what kind of things they do at school. Elicit ideas, and write the verbs on the board (for example, *study, work, do homework, make friends*).

### Exercise 1

- Students use their dictionaries to check the meaning of the words and expressions in the questionnaire.
- Remind students to think carefully about using the infinitive form each time and to use this form in their table.
- Encourage students to work individually, then compare answers in pairs. Then check as a class to ensure everyone has agreed on which column the words go in.
- In a **weaker class**, ask students to put the words in new sentences to check understanding. In a **stronger class**, ask students to define the verbs.
- Model and drill the pronunciation if necessary.
- Point out that *do your homework* and *revise for a test* are in the neutral rather than positive category, since students are expected to do this – the positive category covers words which are above average achievement.

### ANSWERS

Positive: make friends, get good marks, pass exams, get a qualification

Neutral: revise for a test, do your homework, take the exam, leave school

Negative: play truant, cheat in exams, fail an exam, copy a friend's work, get a bad mark, bully, suspend, expel

### Exercise 2

- Students do the questionnaire. They can read the questions and options in pairs, but they should put answers that reflect their own ideas.
- In a **weaker class**, encourage students to work out unfamiliar words from the context.
- Ask students whether they agree with what the key says about them.
- In a **stronger class**, you could ask students to prepare a short summary based on their answers to the questionnaire and the key. This could start, for example: *I've got a good attitude to school because I get good marks and I make friends too, ...*

#### ANSWERS

Students' own answers.

### Exercise 3

- Read through the questions with the class and check understanding. If students find any of the questions difficult, ask if other students can offer a translation or explanation.
- Allow students time to prepare their answers to the questions individually.
- Put students in pairs to ask and answer the questions. Go round and listen as they are talking. Check they are using the present perfect correctly, and help with vocabulary.
- Ask some students to report back to the class on their partner's answers.

#### ANSWERS

Students' own answers.

### Exercise 4

- To introduce the language point, refer students back to the questionnaire. Ask students what verbs they can find that are used to give advice.
- Elicit the answers *should* and *must*, and ask students how they would translate the verbs into their own language.
- Students complete the sentences and check their answers against the questionnaire. They use their answers to help them answer questions a–e.

#### ANSWERS

1 must 2 should 3 mustn't 4 shouldn't  
a must b should c mustn't d No e No

**LANGUAGE NOTE** Students often make the mistake of using *to* after modal verbs: *He should to tell his parents.* Students also forget that we use *not* to form negatives with modal verbs, not *don't / doesn't*: *You mustn't cheat in exams.* NO! *You don't must cheat in exams.*

### Exercise 5

- Before students choose the correct words, point out that sometimes it is a matter of judgement whether something is a recommendation or a stronger obligation. However, if something is a rule or law then we must use *must*.

- Ask students to compare their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

1 must 4 shouldn't  
2 should 5 must  
3 mustn't 6 should

### Exercise 6

- Read through the task with the class and look at the two examples.
- In a **weaker class**, brainstorm ideas about school rules at first to help start the group discussions.
- Ask students to prepare some answers individually, then compare their answers with their group, and write a list of rules for each place.
- In a **stronger class**, encourage students to think of more ideas for school rules and advice.
- Ask groups to read out some of their sentences and ask other groups whether they agree. Correct any errors as a class.

#### ANSWERS

Students' own answers.

### Optional activity: Language focus

Tell students they are going to give each other advice on how to do well at school. Ask students to work individually and prepare some pieces of advice for a friend on how to:

- enjoy school
- revise for a test
- pass exams.

Tell students they should use *should / shouldn't* and *must / mustn't*.

In pairs, students give each other advice, and agree and disagree with each other. Ask individual students to read out some of their pieces of advice to the class, and ask the class whether they agree or disagree with the advice.

#### Communicative competence, Social and civic competences

This activity will enrich students' communication skills by helping them to understand the way language is structured. It will also help them to work in a cooperative manner.

### More practice

Workbook pages 40 and 41

Language focus reference and practice, Workbook page 82

### Tests

Five-minute test, Test Bank MultiROM

## READING ■ Cheating

I can give my opinions about cheating at school.

### Aims

- Read about cheating in exams.
- Read for general meaning and specific information.
- Learn some American English vocabulary.
- Learn key phrases for agreeing and disagreeing.

### Warm-up (3–4 minutes)

- With books closed, write the word *cheat* on the board and elicit the meaning.
- Ask students to think about the different ways in which people can cheat.
- Ask students to give their opinions on the topic of cheating. Try to elicit different ideas and encourage students to join in and give their opinions.
- Ask students if they can guess what percentage of school students cheat in tests and exams.

### Background

The issue of cheating has become quite important in recent years in Britain. Most exams that students take at the age of sixteen (GCSEs) involve a proportion of assessed course work, usually in the form of essays which students can do at home. The problem of cheating with course work, either by asking parents to help or downloading essays from the internet, has become so widespread that now the exams are changing, and all course work must be done at school.

There have also been allegations that teachers have cheated on behalf of students by helping with course work, in an effort to improve students' results and so improve the reputation of their school.

### Exercise 1

- In a **weaker class**, read the sentences and explain that they should give their opinion, as there may be a difference between what different people would describe as cheating.
- In a **stronger class**, students read the sentences and decide in pairs which of the things they think are cheating.
- Ask some students to report back to the class on their discussions, and ask other students whether they agree.
- Students read the text and identify which of the items are mentioned. Tell them to ignore the gaps at this stage.

#### ANSWERS

1, 2, 4, 5 and 7 are cheating.  
1, 2, 4 and 5 are mentioned in the text.

### Exercise 2 2.16

- Explain to the class that five of the sentences a–f can be used to complete the gaps in the text.
- Explain that students will need to read the text again more carefully to complete the gaps. They can work individually or in pairs.
- When students listen to the text, encourage them to correct any mistakes they may have made.

#### ANSWERS

1 b 2 a 3 e 4 f 5 c

### Exercise 3

- Explain to the class that there are many vocabulary differences between British and American English. Ask if students can think of any examples, such as *chips / fries*, *pavement / sidewalk*, etc.
- Students find the American English words in the text.

#### ANSWERS

1 grades 2 cell phones 3 principal

### Exercise 4

- In a **weaker class**, ask for translations of the words in the box before students start the exercise. In a **stronger class**, ask students to define the words.
- After students have matched the words, encourage them to record the words in sentences in their notebooks.

#### ANSWERS

1 petrol 2 film 3 rubbish 4 motorway 5 shop  
6 trousers 7 biscuit 8 pavement 9 lorry 10 sweet

### Exercise 5

- Read through the key phrases with the class and check understanding.
- Model and drill the pronunciation if necessary. Encourage correct use of the phrases by directing opinion statements at some stronger students. For example, *It's OK to copy someone's homework if they don't mind. You shouldn't discuss ideas about homework with a friend.*

#### ANSWERS

I don't think that ... / I disagree with that / you. / I don't think so. / I'm not sure about that. That's true, but ...

### Exercise 6

- Allow students time to prepare their answers individually.
- Put students into pairs to ask and answer the questions. Go round and listen, and check they are using the key phrases correctly.
- Ask some students to report back to the class.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 44

**Aims**

- Learn the form and use of *have to* and *don't have to*.
- Practise using *have to* and *don't have to* to talk about things that are necessary or not necessary.

**Warm-up (2–3 minutes)**

- Ask students to find a phrase in paragraph 2 in the text on page 50 meaning 'it's necessary to cheat' (*they have to cheat*). Ask them to find a phrase in paragraph 5 on page 51 meaning 'it isn't necessary to cheat' (*they don't have to cheat*).
- Ask students what other things it is necessary to do at school (for example, *work hard, come to classes, wear a uniform*).

**Exercise 1**

- Refer students back to the text to complete the sentences, then ask them to study these and use their answers to help them complete the rules.

**ANSWERS**

- 1 have to
- 2 have to
- 3 don't have to

**Rules**

**ANSWERS**

- 1 have to
- 2 don't have to

**LANGUAGE NOTE** Because students are used to the form of *have got* (*haven't got, have ... got?*), they often make mistakes with the negative and question forms of *have to* by failing to use the auxiliary verb *do*: ~~*We haven't to study.*~~ ~~*—ove we to study?*~~

Students often use *don't have to* incorrectly to convey the idea of prohibition: ~~*We don't have to be late.*~~ instead of ~~*We mustn't be late.*~~

**Exercise 2**

- Check students' understanding of the word order in questions by asking them to write these individually.
- Ask students to compare their answers in pairs and correct any mistakes before you check with the class.
- Explain that questions start with a negative auxiliary when we are asking for clarification. So for item 3 the speaker was surprised to see some students out of uniform. In a **weaker class**, explain that the speaker could have said, *I thought they had to wear uniforms*. In a **stronger class**, encourage students to think of alternative ways of clarifying the situations in items 3 and 4 to check they have understood the use of the negative auxiliary, *don't / doesn't*.

**ANSWERS**

- 1 Do we have to walk to school?
- 2 Does the teacher have to prepare lessons?
- 3 Don't they have to wear a uniform?
- 4 Doesn't Francis have to study?
- 5 Does he have to see the head teacher?
- 6 Do you have to go home?

**Exercise 3** 🎧 2.17 Tapescript page 152

- Allow students time to read through the list of things to do.
- Explain that students are going to listen to an interview with a girl who is talking about what she has to and does not have to do. Students listen and tick the things that Laura has to do, then write sentences.
- Let students listen to the CD twice, then ask them to compare their sentences in pairs.

**ANSWERS**

- 1 ✓ Laura has to walk to school.
- 2 ✓ Laura has to wear a uniform.
- 3 Laura doesn't have to eat at the canteen.
- 4 ✓ Laura has to do her homework before she goes out.
- 5 Laura doesn't have to help make dinner every evening.
- 6 Laura doesn't have to stay at home on school days.

**Exercise 4**

- Read through the task with the students and check understanding. Demonstrate how students should use the nouns and verbs in both boxes to form questions. In a **weaker class**, you could ask them to write notes about answers they might give in an interview, to help them prepare for their partner's questions. In a **stronger class**, encourage them to be more spontaneous.
- Students write their questions individually.
- Ask individual students to read out some of their questions. As a class, correct any errors of form.
- In pairs, students ask and answer the questions. Go round and listen as they are working and help with vocabulary and pronunciation as needed.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to read the example and add their own ideas. Encourage them to be as creative as possible.
- Students write their sentences, then compare with another fast finisher.
- Alternatively, **fast finishers** can read some of their sentences to the class when everyone has finished and other students can decide if they agree or disagree with the ideas for the ideal school.

**More practice**

Workbook page 41

Language focus reference and practice, Workbook page 82

**Tests**

Five-minute test, Test Bank MultiROM

## Aims

- Learn nouns relating to school life.
- Listen to three teenagers talking about their schools.
- Listen for general meaning and specific details.
- Discuss opinions about different kinds of school.

## Warm-up (2–3 minutes)

- With books closed, ask students to say what kind of school they go to. Ask if there are other kinds of school in their country, and ask students to say what the differences are.
- Ask what the advantages are of the school they go to, and also what the disadvantages are.

## Exercise 1

- Ask students to read through the sentences and think about the meaning of the words in blue.
- Read the table headings and check understanding. In a **weaker class**, do another example under each heading.
- Once students have completed the table, check answers before students move on.
- Students answer the questions with their own ideas. Go round and listen as they are working, and help as necessary.

### ANSWERS

Types of school: mixed school, single-sex school, state school, private school, primary school, secondary school, boarding school

Other collocations: school-leaving age, school uniform, school rules, school holidays, school subjects, school-leaving exams

Students' own answers.

## Exercise 2 2.18 Tapescript page 152

- Explain to students that they are going to listen to four people talking about school, and that they should identify which type of school each of them goes to.

### ANSWERS

- |                    |                     |
|--------------------|---------------------|
| 1 boarding school  | 3 single-sex school |
| 2 secondary school | 4 state school      |

## Exercise 3 2.19 Tapescript pages 152–153

- Explain that this exercise is designed to help students predict information.
- Elicit ideas, but do not confirm or reject them at this stage. Students listen to the CD to check their answers. Ask round the class to find out how many answered correctly.

### ANSWERS

- 1 True. 2 False. 3 True.

## Exercise 4 2.19

- Allow students time to read the questions and options to prepare for the listening. Encourage students to answer questions from memory if they can, before you play the CD again.
- Ask students to compare their answers with a partner before you check with the class.

- In a **weaker class**, you might find it helpful to make the tapescript available for reference when checking answers. In a **stronger class**, encourage students to explain how they arrived at the answers by recalling details from the listening.

### ANSWERS

- 1 c 2 a 3 b 4 b 5 c

## Exercise 5

- In groups, students read through items 1–6. Encourage them to discuss and agree on one good thing and one bad thing about each.
- In a **weaker class**, ask students to choose three or four of the items to discuss.
- When they have finished, allow them to compare their ideas with another group.
- If students enjoy this discussion and you wish to continue it, you could write all the groups' ideas about one type of school on the board. Ask the class whether they agree with the opinions, and why / why not. They could vote on the worst and best things about that type of schooling.

### ANSWERS

Students' own answers.

## Optional activity: Vocabulary

To practise the vocabulary set, ask students to work in pairs and prepare definitions for four of the nouns from exercise 1.

Divide the class into two teams. Ask pairs of students from each team in turn to read out one of their definitions. Their teammates have 30 seconds to give the correct word. If they do so, they get a point. If they do not give the correct answer, the other team can then guess the answer and gain a point.

As each correct answer is given, write that word on the board and tell students that word is now out of the game and cannot be used again.

The team with the most points at the end is the winner.

## Social and civic competences

This activity will help students to work in a cooperative manner.

## More practice

Workbook page 42

## Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Learn the difference between *should, must* and *have to*.
- Learn how to improve your English.
- Practise using *should, must* and *have to* to make recommendations and talk about school.

**Warm-up (3–4 minutes)**

- Ask students to look back through the unit and find examples of *should, must* and *have to*.
- Elicit some simple sentences and write them on the board.
- Underline the verbs and ask students to translate the sentences into their own language.

**Exercise 1**

- Point out the difference in meaning between *mustn't* and *don't have to*.
- After completing the table, students can compare answers in pairs before you check with the class. Then refer back to the warm-up examples on the board and ask students to classify them.

**ANSWERS**

- 1 should 2 has to 3 have to 4 must study 5 mustn't  
6 don't have to

**LANGUAGE NOTE** Students often confuse the meanings of *mustn't* (= prohibition) and *don't have to* (= no obligation). Typical errors might be: *We mustn't pay.* (instead of *We don't have to pay*); or *We don't have to park here.* (instead of *We mustn't park here*).

Students may also still make mistakes with the form of the modals: *You should to tell him.*

**Exercise 2** Ⓜ 2.20

- Encourage students to read through the whole text to get an idea of the context before they complete the activity.
- Allow students time to choose the correct words before they listen to the CD and check their answers.

**ANSWERS**

- |                 |             |
|-----------------|-------------|
| 1 don't have to | 6 have to   |
| 2 mustn't       | 7 mustn't   |
| 3 must          | 8 shouldn't |
| 4 don't have to | 9 must      |
| 5 should        | 10 have to  |

**Exercise 3**

- Refer students back to the table in exercise 1 to help them choose the correct verbs.
- Ask students to compare their answers in pairs and correct any mistakes.
- Hold a feedback session with the whole class to ensure students are making the correct distinctions in the use of the modals.

**ANSWERS**

Students' own answers.

**Exercise 4**

- In a **weaker class**, do the first two items as a whole-class activity.
- In a **stronger class**, encourage students to explain their ideas as much as they can.
- After completing the sentences with their own ideas, students compare their answers in pairs.
- Ask individual students to read out some of their sentences to the class, and ask other students whether they agree.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read the title of the study strategy and explain that this list will give students ideas about how to improve their English language learning, and also their learning habits generally.
- Students work individually to think of ways to improve their English.
- Ask students to compare their answers in pairs and say whether they agree with their partner's ideas.
- Elicit ideas from the class. You could write good ideas on the board and ask students to copy them down and keep them as a checklist they can refer to in the future.

**ANSWERS**

Students' own answers.

**Exercise 6**

- To prepare, elicit ideas from the class and correct any mistakes with the use of the target language. Then, in pairs, students write their sentences.
- In a **weaker class**, check correct use of form as a class. Write students' suggestions on the board and ask for corrections if necessary.
- In a **stronger class**, ask students to give reasons for their suggestions.
- Then refer students to the text in exercise 2 and ask them to compare the schools with their own school.
- To follow up, ask if students would prefer to be at school in one of the other countries.

**ANSWERS**

Students' own answers.

**Pronunciation: Weak forms**

Workbook page 91

Teaching notes page 159

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Once they have finished their descriptions, they can compare with another fast finisher.

**More practice**

Workbook page 43

Language reference and practice, Workbook page 82

**Tests**

Five-minute test, Test Bank Module 8

## SPEAKING ■ Asking for and giving advice

I can ask for and give advice.

### Aims

- Listen to a dialogue in which people ask for and give advice.
- Learn key phrases for asking for and giving advice.
- Practise asking for and giving advice.

### Warm-up (3–4 minutes)

- With books closed, write the word *advice* on the board and elicit the meaning. In a **weaker class**, ask students to translate the word into their own language if necessary.
- Ask them when they ask for advice, and who they ask.
- Ask students when they give advice and to whom. Elicit some ideas and encourage students to contribute.
- Ask students what they would say in English to ask for advice or give someone advice. Elicit ideas, but do not confirm or reject any at this stage.

### Exercise 1

- Refer students to the photo, and ask them to work in pairs to discuss what could be happening.
- Elicit ideas, but do not confirm or deny them at this stage.

#### ANSWERS

Adam is reading a text message on his mobile.

### Exercise 2 2.21

- Read the question with the class and elicit or explain that the first time students hear the recording, they should concentrate on getting the general meaning of the conversation, and three specific pieces of advice.

#### ANSWERS

Lucy advises Adam not to cheat, to tell his teacher, and to tell the boy what he thinks.

### Exercise 3 2.22

- Students work individually to complete the key phrases, then check their answers by listening to the CD.
- You could ask students to find the key phrases in the dialogue and translate them into their own language.
- Go round and listen as students practise the dialogue in pairs. Help with pronunciation as necessary.

#### ANSWERS

1 matter 2 should 3 do 4 for 5 you 6 sure

### Exercise 4

- Students work individually to match the sentences and responses. Remind them that there is one response they do not need.
- In a **weaker class**, you could ask students to practise the sentences and responses in pairs. In a **stronger class**, encourage students to think of a context for each exchange.

#### ANSWERS

1 d 2 b 3 g 4 c 5 e 6 a

### Exercise 5 2.23

- Remind students about the pattern of word stress within sentences in English. If they need to revise this, explain that the key words which carry meaning are stressed and that other words are used in a weak, or non-stressed form.

- Play the CD once for students to listen and identify the stressed words.
- Play the CD again for students to repeat.

#### ANSWERS

1 matter 2 don't, talk 3 do 4 Whatever, don't  
5 I, show, teacher

### Exercise 6

- Read the task and the example with the class. Check understanding of the situations, then ask students, individually, to write a piece of advice for each one.
- In pairs, students exchange advice. Monitor, and encourage students to use the correct stress patterns.

#### ANSWERS

Students' own answers.

### Exercise 7

- Students work in pairs to change the dialogue in exercise 2 and then practise it.
- Monitor round the class and help as necessary.
- Ask them to swap roles and practise again.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

To revise the key phrases, write these sentences on the board. Tell students there is one mistake in each one and ask them to write the correct versions in their notebooks.

- 1 Whatever you do, not phone him.
- 2 What should I to do?
- 3 That's be sure.
- 4 What the matter?
- 5 You are sure?

#### ANSWERS

- 1 Whatever you do, don't phone him.
- 2 What should I do?
- 3 That's for sure.
- 4 What's the matter?
- 5 Are you sure?

### Learning to learn

This activity will improve students' communication skills by helping them understand the way language is structured.

### More practice

Communication: Pairwork, Teacher's Photocopiable Resources  
page 212

### Tests

Speaking test 5, Test Bank MULTROM

**Aims**

- Study a model opinion essay.
- Learn key phrases for an opinion essay.
- Learn how to order information.
- Write an opinion essay.

**Warm-up (3 minutes)**

- With books closed, ask students if they are in favour of school uniforms. Ask them to explain their answers.
- Write the words *opinion essay* on the board. Elicit or explain that in an opinion essay, you give your own opinion and the reasons for your opinion, rather than arguing the advantages and disadvantages of something.

**Exercise 1**

- After students have read the model text and answered the questions, check answers with the class. Point out that in an opinion essay you can use contractions.

**ANSWERS**

- 1 The writer gives four arguments in favour of school uniforms.
- 2 Paragraph 3.
- 3 School uniforms are compulsory at the writer's school, but at most schools in the same area they are not.
- 4 They like to choose their own clothes.
- 5 Students' own answers.

**Exercise 2**

- Read through the key phrases with the class and check understanding. Then check the answer to the question in the instructions.

**ANSWERS**

All in all, ... / In conclusion, ...

**Exercise 3**

- Refer students back to the model text. In a **weaker class**, point out that we use the linkers at the beginning of a sentence and they are followed by a comma. In a **stronger class**, elicit this information.
- Ask some students to read their paragraphs to the class and check that they have used the linkers correctly.

**ANSWERS**

Students' own answers.

**Exercise 4**

- Read the task with the class.
- Students think and plan their essays individually. If some students are struggling to think of ideas, you could brainstorm some ideas about boarding schools with the whole class.
- Students write their essays. This can be set for homework.
- Tell students to check their work to ensure they have ordered information correctly, and used *should*, *must* and *have to* correctly.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.

- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (prepositions). Allow students time to correct their mistakes, using the codes.

**Optional activity: Writing**

Dictate this text to the class. Ask students to write it down, then order the information by adding linkers from exercise 3. Check answers by asking students in turn to come out and write one sentence on the board.

*In my opinion, exams don't show which students are the best at a subject for several reasons. Some students might be ill on the day of the exam, so they won't get very good marks. Some good students get very nervous and find it difficult to do well in exams. It seems wrong that you can work hard all year at school and then have one bad day in an exam and fail.*

**ANSWERS**

Firstly, some students might be ill ...  
Secondly, some good students get very nervous ...  
Finally, it seems wrong that you can work hard ...

**Communicative competence**

This activity will help to improve students' writing skills.

**More practice**

Workbook page 45  
Language focus and practice, Workbook page 82

**End-of-unit activities**

**Progress review**

Workbook page 46

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Language focus and vocabulary, Teacher's Photocopiable Resources page 167

★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 181–182

★★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 199–200

Communication: Pairwork, Teacher's Photocopiable Resources page 212

Cross-curricular extension, Teacher's Photocopiable Resources pages 234–235

## Vocabulary

### Exercise 1

**ANSWERS**

- |         |           |
|---------|-----------|
| 1 bully | 5 leave   |
| 2 cheat | 6 make    |
| 3 pass  | 7 get     |
| 4 copy  | 8 suspend |

### Exercise 2

**ANSWERS**

- |                    |                     |
|--------------------|---------------------|
| 1 school uniform   | 5 mixed school      |
| 2 primary school   | 6 single-sex school |
| 3 secondary school | 7 school rules      |
| 4 boarding school  | 8 state school      |

## Language focus

### Exercise 3

**ANSWERS**

- I have to / don't have to make dinner.
- My parents have to / don't have to get up at 7 a.m.
- My best friend has to / doesn't have to leave home early.
- My dad has to / doesn't have to drive to work.
- I have to / don't have to learn French.
- My friends and I have to / don't have to help at home.
- I have to / don't have to wear a school uniform.
- Our teacher has to / doesn't have to correct our tests.

### Exercise 4

**ANSWERS**

- Do you have to make dinner? Yes, I do. / No, I don't.
- Do your parents have to get up at 7 a.m.? Yes, they do. / No, they don't.
- Does your best friend have to leave home early? Yes, he / she does. / No, he / she doesn't.
- Does your dad have to drive to work? Yes, he does. / No, he doesn't.
- Do you have to learn French? Yes, I do. / No, I don't.
- Do you and your friends have to help at home? Yes, we do. / No, we don't.
- Do you have to wear a school uniform? Yes, I do. / No, I don't.
- Does our teacher have to correct our tests? Yes, he / she does. / No, he / she doesn't.

### Exercise 5

**ANSWERS**

- |                   |           |
|-------------------|-----------|
| 1 shouldn't       | 4 have to |
| 2 doesn't have to | 5 must    |
| 3 mustn't         | 6 mustn't |

## Communication

### Exercise 6

**ANSWERS**

- 1 c 2 c 3 b 4 a 5 b 6 c

## Listening

### Exercise 7 2.21 Tapescript page 153

**ANSWERS**

- Speaker 1 c  
Speaker 2 a  
Speaker 3 e  
Speaker 4 d

## Tests

Unit 5 test, Test Bank MultiROM

**Aims**

- Read a survey about school life.
- Write a survey about school life.

**Exercise 1**

- Students read the survey and answer the questions, then compare their answers with the results in the survey.

**ANSWERS**

Students' own answers.

**Exercise 2**

- Students read and follow the steps in the project checklist.
- They could work individually for this task. Read through the task and explain that they need to think of four potential answers for each one. They should model this on the survey above, by reflecting a range of opinions in the answers.
- Alternatively, students could work in pairs or small groups. Encourage all students to work cooperatively and say that each one should make suggestions for the options in the survey.
- Suggest that students take turns to write down the questions and options. Weaker students can be supported by stronger ones, who can help with accuracy.
- Go round and help as students are working. Encourage them to follow the points in the checklist to help them structure their work.
- Set aside time in class for students to carry out their surveys. They can write up the results and summary for homework.

**ANSWERS**

Students' own answers.

**Exercise 3**

- In the following lesson, ask students to present their surveys, and discuss the findings as a class.
- Ask students to assess how well they feel they performed the task, whether as individuals or in groups.
- Ask if they would change their approach if they had to do another survey in the future.

**ANSWERS**

Students' own answers.

# Take action

## Unit summary

### Communication

I can ...

express certainty and possibility.

understand a text about food waste.

speculate about the future.

understand an interview about rainforests.

talk about the future.

make plans and arrangements.

write a formal letter.

### Vocabulary

Core vocabulary:

**Action and protest:** *ban, boycott, campaign, collect, collection, donate, donation, march, meet, meeting, organize, organization, petition, protest, publicize, publicity, sponsor, support, supporter, volunteer*

**Phrasal verbs:** a campaign: *carry on, end up, find out, join in, look after, set up, sign up for, wipe out*

Build your vocabulary: Negative prefixes: *un-, im- and in-*

### Language focus

*will and might*

first conditional

*be going to*

*be going to and will*

Present continuous for future arrangements

Explaining

### English Plus Options

Extra listening and speaking: Interviewing a campaigner (page 93)

Curriculum extra: Geography: Natural environments (page 101)

Culture: Charities: Comic Relief (page 109)

Vocabulary bank: Negative prefixes: *un-, im- and in-*; The environment (page 117)

### Key competences

Learning to learn: Making your own examples (page 62)

Social and civic competences: Plan of action (page 58),

Freerangers against supermarket waste (page 60),

A campaign (page 62), Situation (page 63)

Sense of initiative and entrepreneurship: Organize a campaign (page 62), The City Bank, Food (page 104)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 Students' own answers.
- 2 Students' own answers.
- 3 People are destroying the Amazon rainforest to sell the wood from the trees, or to clear land to use for agriculture.

### Aims

- Learn vocabulary to do with action and protest.
- Do a questionnaire on attitudes to taking action.
- Learn the use of *will* and *might*.
- Practise using *will, won't, might* and *might not* to make predictions.

### Warm-up (3–4 minutes)

- With books closed, ask students if they watch the news or read newspapers. Ask them what issues in the world they care about. Elicit some examples, such as climate change, animal experiments, etc.
- Ask students what they can do to change situations. Elicit some ideas. Encourage students to join in and express their opinions; there are no right or wrong answers.

### Exercise 1

- If necessary, allow students to use their dictionaries to check the meaning of the new words.
- When checking answers, model and drill pronunciation of the words, paying attention to the change of stress between some nouns and verbs such as *organize / organization*.
- Ask students to do the questionnaire individually, then compare their answers with a partner and discuss which is the best plan of action in each case.
- Ask some students to report back to the class on their discussions. Encourage other students to agree or disagree with them.

### ANSWERS

- 1 meeting
- 2 organize
- 3 march
- 4 donate
- 5 collection
- 6 protest
- 7 volunteer
- 8 supporter
- 9 sponsor
- 10 petition
- 11 ban
- 12 boycott
- 13 campaign

### Exercise 2 2.29 Tapescript page 153

- In a **weaker class**, help students understand the meaning of each sentence by reading through them all with the class and answering the question in the instructions before students listen.
- In a **stronger class**, allow students time to read through the options before listening. Follow up by answering the question in the instructions.

### ANSWERS

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

Sentences which express certainty: b, d and e

### Exercise 3

- After students have completed the key phrases, read through them with the class.
- After saying each phrase, elicit whether it is used to make a suggestion, or comment on a suggestion.

#### ANSWERS

1 idea 2 help 3 about 4 think 5 don't 6 work  
7 bring 8 could

#### Make suggestions:

Let's (organize a meeting).  
How about (starting an email campaign)?  
I think we should try ...  
Why don't we (boycott the shops)?  
I think the best thing to do is ...  
We could write to the council.

#### Comment on suggestions:

That's not a bad idea.  
That should / could / might help a bit.  
That will definitely work better.

### Exercise 4

- Allow students time to read the problems, and check understanding.
- In a **weaker class**, elicit suggestions from the class. In a **stronger class**, students work in pairs to think of suggestions.
- Ask them to use the key phrases from exercise 3 when making their suggestions and commenting on their partner's suggestions.
- When the students have written their suggestions, ask some pairs to report back on their ideas, and ask other students to say whether they agree or disagree.

#### ANSWERS

Students' own answers.

### Exercise 5

- Explain that students should deduce the rules from the examples.
- When checking answers point out that *won't* is the negative form of *will*. Point out also that we do not normally contract *might not*.

#### ANSWERS

1 c, d 2 a, b 3 'll, won't 4 don't

**LANGUAGE NOTE** Students are often reluctant to use *might*, preferring instead to use *it's possible ... will*, so they need to be encouraged to use *might* and *might not*. Students sometimes use *to* after *might*: *I might to arrive late*. Students also tend to express negative opinions by using *I think + won't*: *I think it won't work very well* rather than *I don't think + will*: *I don't think it will work very well*.

### Exercise 6

- Focus on the example answer with the class, and make sure students know how to interpret the prompts *maybe (not)* and *definitely (not)*.

- After rewriting the sentences individually, ask students to check their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

- 1 Joe will donate some money.
- 2 She might volunteer to help.
- 3 People might not listen to us.
- 4 I won't live here in 2020.
- 5 The government will change.
- 6 The world might be a better place one day.

### Exercise 7

- In a **weaker class**, allow students time to note some ideas before they talk about the future in their groups.
- In a **stronger class**, after focusing on the example, allow students to work spontaneously in groups.
- Ask individual students to read out some of their sentences, and correct any errors.

#### ANSWERS

Students' own answers.

### Finished?

- Refer **fast finishers** to the *Finished?* activity. Ask them to write their sentences, then compare with another fast finisher.
- Alternatively, **fast finishers** can read some of their sentences to the class when everyone has finished, and other students can say whether they agree with them or not.

### Optional activity: Language focus

Refer students back to the vocabulary in exercise 1 on page 58. Ask students to work individually and write five sentences using *will*, *won't*, *might* and *might not* and the words from the table. Elicit a few sentences from the class as examples, such as *I might start a petition to ban animal experiments*. Tell them the sentences should be true for them.

In pairs, students read their sentences to their partner, leaving out *will*, *won't*, *might* or *might not*. Their partner should guess the missing words.

Ask some students to report to the class on whether they were surprised by their partner's opinions.

#### Communicative competence, Social and civic competences

This activity will improve students' communication skills by helping them understand the way language is structured. It will also help them to work in a cooperative manner.

### More practice

Workbook pages 48 and 49

Language focus reference and practice, Workbook page 84

### Tests

Five-minute test, Test Bank MultiROM

## READING ■ The food waste scandal

I can understand a text about food waste.

### Aims

- Read a text about freegans and food waste.
- Read for general meaning and specific details.
- Learn about negative prefixes *un-*, *in-* and *im-*.
- Express opinions about a campaign against food waste.

### Warm-up (3 minutes)

- With books closed, write the word *food waste* on the board. Ask students what they understand by the expression.
- Elicit ideas about food waste issues, for example, food mountains, sell-by dates on food. Ask students to express their opinions on these issues, using *if* if necessary.
- If students do not mention supermarket waste, write this on the board and ask students for their opinions about what should be done with imperfect food.

### Background

World Food Day was proclaimed in 1979 by the Food and Agriculture Organization of the United Nations (FAO). It is celebrated on 16th October, the date the FAO was founded. There are currently about one billion people in the world who do not have enough food to eat. The aims of World Food Day are to heighten public awareness of the world food problem, and to encourage cooperation between countries in the struggle against hunger, malnutrition and poverty. It also publicizes achievements in food and agricultural development and promotes the transfer of technologies to the developing world.

### Exercise 1 (2.30)

- Refer students to the title and photos and discuss what the photos show.
- Ask students to discuss the questions in pairs. You can discuss ideas with the class before playing the CD.
- Students read and listen, and check whether their guesses were correct.

#### ANSWERS

- 1 The photos show:
  - a person with a bag of food that has been thrown away, to show the quantity of food that is wasted.
  - people who work on a food-sharing campaign.
  - volunteers organizing food boxes so food can be redistributed.
- 2 Supermarkets throw food away if it is imperfect, for example, not all the same size, or if it doesn't look nice.
- 3 Freegans are people who believe it is wrong to throw food away and who get most of their food from supermarket waste.

### Exercise 2

- Encourage students to prepare by reading through the questions before they read the text again.
- Ask students to compare their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

- 1 c 2 a 3 c 4 c 5 c 6 a

### Exercise 3

- Read through the words with the class and explain that the opposite of each word is in the text. Students should read the text again quickly to find the correct words.
- Check answers with the class, and check that students understand the meaning of the adjectives. In a **weaker class**, ask for translations, then encourage students to put the new adjectives into sentences for context. In a **stronger class**, ask students to put the words into new sentences to show understanding.

#### ANSWERS

- 1 imperfect 2 unacceptable 3 insensitive  
4 unnecessary

### Exercise 4

- Students complete the sentences with the negative adjectives individually.
- After checking answers, elicit other examples of negative words that use the same prefixes, for example, *unpopular*, *uncomfortable*, *informal*, *incorrect*, *immature*.

#### ANSWERS

- 1 unhealthy 4 impractical  
2 unhappy 5 unkind  
3 insane 6 impatient

### Exercise 5

- Read through the questions with the class. In a **weaker class**, tell students to select three out of the five questions to answer.
- Allow students time to prepare their answers individually.
- Students ask and answer the questions in pairs. Go round and listen as students are working and help with vocabulary as necessary. In a **stronger class**, encourage students to use negative adjectives where appropriate.
- Ask some students to report back to the class on their ideas.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 52

**Aims**

- Learn the form and use of the first conditional.
- Practise using the first conditional.

**Warm-up (2–3 minutes)**

- Refer students back to the text, and ask: *Does the writer want supermarkets to change? (Yes.)* Ask students to look at the last paragraph of the text and find a sentence which says what people can do to make supermarkets change. (*If we all boycott the supermarkets, they'll listen to us.*)
- Ask students to translate this sentence into their L1. Elicit that the sentence is referring to a future possibility.

**Exercise 1**

- Students complete the tables in pairs.
- After checking answers, draw attention to the question in the instructions and ensure students understand that the comma is used when the *if*-clause is written first.

**ANSWERS**

- 1 boycott 2 'll listen 3 won't change 4 protest

**Exercise 2**

- In a **weaker class**, allow students to work in pairs. Then, after checking answers, return to the table in exercise 1. Highlight which parts of the conditional sentences describe the action (using the present simple) and which parts describe the result (using *will / won't*).
- In a **stronger class**, ask students to find another example of the first conditional in the text (*You'll find more information and an online petition if you look on our website.*). Ask students to identify the action and result clause, and the tenses used. Repeat this with the sentences in the table in exercise 1.

**ANSWERS**

- 2 the present simple 3 *will, won't*

**LANGUAGE NOTE** Students sometimes make the mistake of using *will / won't* in the *if*-clause of first conditional sentences: *if he will support us, we will win.* In written language, they may forget to use a comma at the end of the *if*-clause when it comes first in the sentence.

**Exercise 3**

- Do the first sentence as an example if necessary.
- Remind students to read the sentences carefully to check they understand the context before completing each one.

**ANSWERS**

- 1 supports, will win                      4 won't know, don't organize  
2 ask, will volunteer                    5 ban, won't be  
3 will boycott, sells                      6 won't sponsor, don't finish

**Exercise 4**

- Read through the example with the class, and check students understand that they can use their own ideas.

- In a **weaker class**, read the second item aloud and brainstorm ideas.
- Ask some students to write one of their sentences on the board, and, as a class, correct any errors.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read the example of the question form. You could demonstrate on the board how to invert the word order.
- Allow students time to prepare their questions before they ask and answer in pairs.
- In a **weaker class**, write one or two more questions as a class, using the sentences in exercise 4 as prompts.
- In a **stronger class**, encourage students to do this independently, and to add their own questions.

**ANSWERS**

Students' own answers.

**Pronunciation: Linking**

Workbook page 91

Teaching notes page 159

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Students write their consequences, then compare with another fast finisher.

**Optional activity: Language focus**

To revise grammar from this unit and earlier ones, dictate these gapped sentences, or write them on the board.

- 1 The local freegan group \_\_\_\_ protest actions now.
- 2 A UK survey \_\_\_\_ that each year our shops waste over six million tonnes of food.
- 3 Supermarkets should say how \_\_\_\_ food they throw away.
- 4 Supermarkets \_\_\_\_ if only a few people protest.
- 5 *if we all \_\_\_\_ the supermarkets, they'll listen to us.*

Ask students to check their answers in the text on pages 60–61. Review any grammar points which have caused problems.

**ANSWERS**

- 1 is organizing 2 has shown 3 much 4 won't change  
5 boycott

**Learning to learn**

This revision activity will make students aware of their own ability to learn a foreign language and of the motivation that must be applied to continue learning.

**More practice**

Workbook page 49

Language focus reference and practice, Workbook page 84

**Tests**

Five-minute test, Test Bank MultiROM

**Aims**

- Learn phrasal verbs relating to campaigning.
- Learn how to make your own examples.
- Listen to an interview with a campaigner who wants to save the rainforests.
- Listen for general meaning and specific details.
- Talk about organizing a campaign.

**Warm-up (3–4 minutes)**

- With books closed, write the word *rainforest* on the board. Ask students where you can find rainforests in the world.
- Ask students what they know about rainforests and elicit some ideas.
- Elicit that people are destroying rainforests and ask students if they feel strongly about this issue. Encourage students to participate and express their opinions.

**Exercise 1** 2.31

- Students read and listen to the text, then use their dictionaries to check the meaning of the phrasal verbs before matching them to the synonyms. It may help to point out that in most dictionaries phrasal verbs are listed under the main verb form, at the end of that entry.

**ANSWERS**

- |              |               |
|--------------|---------------|
| 1 end up     | 5 find out    |
| 2 set up     | 6 wipe out    |
| 3 carry on   | 7 join in     |
| 4 look after | 8 sign up for |

**Exercise 2**

- Students complete the sentences individually.
- Ask individual students to read out some of their sentences and check that they have understood the meaning of the phrasal verbs correctly.
- Put students into pairs to compare their sentences and choose the best ones to memorize.
- Tell students they have two minutes to memorize their sentences.
- After two minutes, with books closed, ask students to say one of their sentences from memory.
- Encourage students to update their notebooks with example sentences regularly. Suggest that they try to learn new vocabulary and grammar, using examples, on a weekly basis.

**ANSWERS**

Students' own answers.

**Exercise 3** 2.32 Tapescript page 153

- Ask individual students which two sentences they think are not in the interview.
- Students then listen and check their answers.

**ANSWERS**

Questions 3 and 7 are not in the interview.

**Exercise 4** 2.32

- Before students write Molly's answers, remind them that questions 3 and 7 are not in the interview.
- Students listen and check Molly's answers.

**ANSWERS**

- 1 Molly's campaign is about saving rainforests.
- 2 She is hoping to make about £3,000 from sponsors.
- 4 She thinks the biggest problem will be illness.
- 5 She thinks she'll carry on if there are piranhas in the river.
- 6 Molly's dad is going to be with her to look after her while she's there.
- 8 The documentary is going to be on TV in October.

**Exercise 5**

- Allow students time to read all the information carefully, and prepare some suggestions individually. In a **weaker class**, you may prefer to brainstorm some ideas first.
- Then put students into groups to organize a campaign.
- Ask them to note down what they intend to do, and then exchange their ideas with another group.
- Monitor and help as necessary, and insist that students use the key phrases on page 59 in their discussions.
- In a **stronger class**, you could ask a few groups to describe their campaign ideas to the class.

**ANSWERS**

Students' own answers.

**Optional activity: Vocabulary**

To review the vocabulary set, write these gapped sentences on the board or dictate them to the class.

Ask students to complete the sentences using the phrasal verbs from exercise 1. You could do this as a test.

- 1 I'll \_\_\_\_ my own business when I leave school.
- 2 Climate change might \_\_\_\_ some species.
- 3 If you stay on this train, you'll \_\_\_\_ in London.
- 4 We might \_\_\_\_ our exam results tomorrow.
- 5 Sometimes I have to \_\_\_\_ my younger brother.

**ANSWERS**

- 1 set up
- 2 wipe out
- 3 end up
- 4 find out
- 5 look after

**Learning to learn**

This activity will help to develop students' study skills.

**More practice**

Workbook page 50

**Tests**

Five-minute test, Test Bank MultiROM

**Aims**

- Learn *be going to* and *will* for plans and intentions.
- Learn the difference between *be going to* and *will*.
- Practise using *be going to* to talk about plans and intentions, and *will* to talk about predictions and instant decisions.
- Practise using *be going to* and *will* to talk about the future.

**Warm-up (3–4 minutes)**

- Refer students back to the text on page 62. Elicit that it all refers to the future.
- Ask students to find sentences in which Molly talks about her plans. For example, *I'm going to set up a campaign, I'm going to swim...* Elicit that the sentences use *be going to*.
- Refer students back to the questions in exercise 3 on page 62.
- Ask which questions use *will* (questions 2, 4, and 5) and which use *be going to* (questions 3, 6, 7 and 8).
- Ask which questions are about predictions for the future (questions 2, 4, and 5), and which are about plans or intentions (questions 3, 6, 7 and 8).

**Exercise 1**

- Read the rules with the class, then ask them to complete the sentences.

**ANSWERS**

- a will b won't c I'm going to d is, going to e 'll  
f will

**Rules**

- 1 c, d 2 a, b, e, f

**LANGUAGE NOTE** Students often omit the appropriate form of *be* in sentences with *be going to*: *I going to phone him later*. They also omit *to*: *I'm going phone him later*.

**Exercise 2**

- Encourage students to identify the plans and predictions before completing the text.
- In a **weaker class**, you could ask them to go through the text first and decide which parts are plans and which parts are predictions. Discuss their answers as a class before they write the sentences.
- Ask students to compare their answers in pairs and correct any mistakes before you check with the class.

**ANSWERS**

- |                    |                      |
|--------------------|----------------------|
| 1 are going to run | 5 're going to start |
| 2 will sponsor     | 6 's going to run    |
| 3 'll make         | 7 'll train          |
| 4 will be          |                      |

**Exercise 3**

- Read the situation with the class.
- Students write the questions and answers individually.
- Ask individual students to read out some of the questions to the class, and correct any mistakes in the question formation before they invent answers.

**ANSWERS**

- |                 |                 |
|-----------------|-----------------|
| 1 is, going to  | 4 are, going to |
| 2 are, going to | 5 'll           |
| 3 will          | 6 will          |

Students' own answers.

**Exercise 4**

- Read the dialogue with the class and elicit the correct rules.
- To consolidate the distinction between plans, predictions, intentions and decisions, brainstorm some example sentences with the class. Encourage students to make a note of these sentences.

**ANSWERS**

- 1 *be going to* 2 *will*

**LANGUAGE NOTE** Students are often reluctant to use *be going to*, and instead use *will* incorrectly to talk about plans and intentions: *I will go to England in August*.

**Exercise 5** 2.33

- Encourage students to read the whole dialogue quickly to get a sense of the context before they make their selections.
- Students work individually to choose the correct words.
- When checking answers, ask students to clarify why the statements are intentions or instant decisions.

**ANSWERS**

- |                |                    |
|----------------|--------------------|
| 1 I'm going to | 4 I'll             |
| 2 Will you     | 5 are you going to |
| 3 I'll         | 6 I'll             |

**Exercise 6**

- Look at the prompts and the example. In a **weaker class**, read the speech bubbles to the class, then do another example with them. In a **stronger class**, ask volunteers to read these out, then elicit the next item from the class.
- Students write dialogues using *will* and *be going to*. Go round and listen as students are working. Encourage them to use the target language to produce full dialogues like the one in exercise 5, even if this means they do not manage to use all the ideas.
- Ask individual students to read out some of their dialogues.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to think of situations and write their dialogues, then compare with another fast finisher.
- Alternatively, **fast finishers** can read some of their dialogues to the class when everyone has finished.

**More practice**

Workbook page 51

Language focus reference and practice, Workbook page 84

**Tests**

Five-minute test, Test Bank MultiROM

# SPEAKING ■ Plans and arrangements

I can make plans and arrangements.

## Aims

- Listen to a dialogue in which someone talks about their plan to do a sponsored event.
- Learn key phrases for talking about donating money.
- Learn the use of the present continuous for future arrangements.
- Practise talking about your plans and arrangements.

## Warm-up (3 minutes)

- With books closed, ask students what their plans are for the weekend. Elicit a few ideas, making sure that students use *be going to* rather than *will*.
- Write the words *plan* and *arrangement* on the board and elicit or explain the difference (a plan is something you intend to do; an arrangement is something that is already agreed, planned and arranged).

## Exercise 1

- Refer students to the photo and ask them what they think is happening. Elicit some answers from the class, but do not confirm or reject any at this stage.

### ANSWERS

Students' own answers.

## Exercise 2 2.34

- Read the question with the class and elicit or explain that at this stage, students should listen for the general meaning of the dialogue, and try to pick out the amount of money which Adam thinks he'll raise.
- When students have listened to the CD, ask for their ideas.
- Confirm or reject students' predictions about what Adam was asking the man (*He was asking Mr Johnson to sponsor him to do a run for charity.*).

### ANSWERS

Adam thinks he'll raise £150.

## Exercise 3 2.35

- Ask students to complete the key phrases individually, then read them through with the class.
- Ask students to identify who says the key phrases in the dialogue. Then play the CD for them to check their answers.
- Students practise the dialogue in pairs.

### ANSWERS

- |                    |                     |
|--------------------|---------------------|
| 1 minute (Adam)    | 4 for (Adam)        |
| 2 do (Mr Johnson)  | 5 to raise (Adam)   |
| 3 for (Mr Johnson) | 6 like (Mr Johnson) |

## Exercise 4

- Read the rule with the class, then students identify the structures.
- Ask students to find more examples of *be going to* for plans and the present continuous for future arrangements in the dialogue in exercise 2. Clarify the difference between a plan and an arrangement in each case.

### ANSWERS

- a present continuous    b *be going to*

## Exercise 5

- Once students have completed the diary, remind them to use the present continuous to ask and answer in pairs.

### ANSWERS

Students' own answers.

## Exercise 6

- Ask students to work in pairs and change the dialogues using situations 1 and 2.
- Monitor round the class and help as necessary. In a **weaker class**, you may need to write down the dialogues. In a **stronger class**, encourage them to make notes and to be as spontaneous as possible, without rigidly following a script.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

### ANSWERS

Students' own answers.

## Optional activity: Speaking

Ask students to work individually and plan their own activity to raise money. Let them to plan what they are going to do and when, and what charity or organization they will raise money for. Tell them they should think of a good idea and plan it well, because they are going to play a game in which they ask their classmates to sponsor them.

In pairs, students should explain to their partner what their plans are and ask their partner to sponsor them. Their partner should listen and ask questions, then decide on an (imaginary) amount that they will sponsor them for, depending on how good they think the activity and charity are.

Students can repeat the process with two or three different partners, and then see who has been promised the most sponsorship money.

Monitor while students are working, and note down any common errors.

Conduct a short feedback session at the end, correcting any common errors.

### Cultural awareness and expression, Social and civic competences

This activity will help to develop students' own creativity. It will also help them to work in a cooperative manner.

## More practice

Workbook page 51

Language focus and practice, Workbook page 84

Communication: Pairwork, Teacher's Photocopiable Resources page 213

## Tests

Speaking test 6, Test Bank Multi-ROM

### Aims

- Study a model formal letter.
- Learn key phrases for writing a formal letter.
- Learn how to explain things.
- Write a formal letter.

### Warm-up (3 minutes)

- With books closed, ask students what things they can do if they care about an issue such as those mentioned in the unit.
- Elicit various ideas. You could use this as an opportunity to revise the vocabulary on action and protest from page 58.
- If no one suggests writing a letter to someone in authority, suggest it and ask who they might write to.
- Ask what style they would use in such a letter and elicit that it would be formal.

### Exercise 1

- Read the task with the class and check understanding. Encourage students to read through options a–d first, then check understanding of these. In a **weaker class**, give an explanation in L1 if necessary.
- Explain that this task will help them learn about the purpose and structure of the letter.

#### ANSWERS

The purpose of the letter is to ask the supermarket to display a poster and help publicize the protest.  
1 d 2 a 3 c

### Exercise 2

- Students read the model letter more carefully and answer the questions.

#### ANSWERS

- 1 James West, Students Against Nuclear Energy, 8 Dene Gardens, Halford HA3 8HB
- 2 Morrissey's Supermarket, High Street, Halford HA3 7RD
- 3 Dear Sir or Madam; Yours faithfully
- 4 The plans to build a nuclear power station in the area.

### Exercise 3

- Read through the key phrases with the class, and refer students back to the paragraph topics before they do the matching.

#### ANSWERS

1 a 2 d 3 c 4 a 5 c

### Exercise 4

- In a **weaker class**, elicit or explain the function of the words in the box. For example, *because* and *as* introduce a reason; *therefore* and *for this reason* indicate an action or opinion based on a given situation. In a **stronger class**, elicit this information and ask students to use the words in sentences of their own.
- Ask some students to read out their sentences, and check they have used the explaining words and phrases correctly.

#### ANSWERS

Students' own answers.

### Exercise 5

- Read the task with the class. Students think and plan their letters individually.
- Students write their letters. This can be set for homework.
- Tell students to check their work to ensure they have used the correct layout and the target language.
- When marking writing activities, give feedback on style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

### More practice

Workbook page 53

## End-of-unit activities

### Progress review

Workbook page 54

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ Language focus and vocabulary, Teacher's Photocopiable Resources page 168

★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 183–184

★★★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 201–202

Communication: Pairwork, Teacher's Photocopiable Resources page 213

Cross-curricular extension, Teacher's Photocopiable Resources pages 236–237

Drama: *Meet a Celebrity*, Teacher's Photocopiable Resources pages 220–222

## Vocabulary

### Exercise 1

**ANSWERS**

- |                |              |
|----------------|--------------|
| 1 meeting      | 5 collection |
| 2 donation     | 6 ban        |
| 3 campaign     | 7 publicity  |
| 4 organization | 8 supporter  |

### Exercise 2

**ANSWERS**

- |              |            |
|--------------|------------|
| 1 look after | 4 sign up  |
| 2 carry on   | 5 join in  |
| 3 wipe out   | 6 find out |

### Exercise 3

**ANSWERS**

- 1 un 2 in 3 un 4 in 5 un 6 un 7 in 8 un

## Language focus

### Exercise 4

**ANSWERS**

- 1 'll 2 might 3 're going to 4 might 5 will 6 will  
7 are, going to 8 will

### Exercise 5

**ANSWERS**

- |                 |                 |
|-----------------|-----------------|
| 1 are, going to | 5 are, going to |
| 2 'm going to   | 6 is going to   |
| 3 'll           | 7 'll           |
| 4 'll           | 8 'll           |

## Communication

### Exercise 6

**ANSWERS**

- |              |                |
|--------------|----------------|
| 1 Why don't  | 5 will have to |
| 2 could      | 6 much effect  |
| 3 might help | 7 how about    |
| 4 Let's      | 8 won't help   |

## Listening

### Exercise 7 2.36 Tapescript page 153

**ANSWERS**

- False. Ted is making posters for a public meeting.
- True.
- True.
- False. A lot of young people are against the power station.
- False. Ann does want to join the campaign committee.
- True.

## Optional activity: Consolidation

For homework, ask students to choose an issue that they feel strongly about and find information about it online.

- Ask students to prepare a short presentation on what the problem is and what they think should happen.
- Ask them to prepare a poster explaining the problem and saying what people should do to help solve it.
- Ask them to plan details of an imaginary event to protest about the problem or raise money to help.

Tell students they should look back at Unit 5 and use *should*, *must* and *have to* in their presentations. Remind them to use *be going to* and the present continuous to talk about their plans and arrangements.

In the next lesson, students can give their presentations to the class, talking about their chosen issue, showing their poster and talking about their plans.

### Digital competence, Cultural awareness and expression

This activity will help students to access a broad range of information and expose them to a range of resources and genres of writing. It will also help them to develop their own creativity.

## Tests

Unit 6 test, Test Bank MULTICOM

**Listening**

**Exercise 1**

- Focus students on the photos and ask them to discuss what they can see. They can work in pairs at first, then discuss as a class.

**ANSWERS**

- 1 The photos show students eating in a school canteen, a class with a lot of students, and bullying.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 Students' own answers.
- 5 Students' own answers.

**Exercise 2** 2.37 Tapescript page 154

- Explain that students are going to listen to a conversation about school life. Read the task carefully and ensure students understand what information they need to find.

**ANSWERS**

1 Jenny, Steve and Joe talk about their school canteen serving healthy food.

**Exercise 3** 2.37

- Students listen again for more specific details. Allow students time to read through the sentences carefully before you play the CD again. They could try to complete some gaps from memory if possible.
- Let students listen to the CD twice before checking answers.

**ANSWERS**

- 1 canteen
- 2 fresh
- 3 petition
- 4 meeting
- 5 sandwiches
- 6 Joe
- 7 Jenny
- 8 lunchtime

**Speaking**

**Exercise 4**

- Read the task with the class and check understanding. Put students into pairs and ask them to read through the questions. Then check understanding.
- Encourage students to refer back to the photos to give them ideas if they find this difficult.
- Go round and listen as students are working. Check they are using modals and conditionals properly when talking about the problems and consequences. Ensure they are using appropriate future tenses when making plans and suggestions.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read through the conversation structure with the class. Students use their notes and ideas from exercise 4 to prepare their dialogue. Point out that ideas are given in normal font and target language is provided in italics.
- Students should follow the dialogue model until they are comfortable with it. Then they can swap roles and practise again.

**ANSWERS**

Students' own answers.

**Writing**

**Exercise 6**

- Read the task with the class and check understanding. Students can use their ideas from the dialogue or think of new ideas to write about.
- Remind them to think about how things in school should change, and explain in their letters what students plan to do.
- Encourage students to read their letters again carefully and try to correct any mistakes. Students can then swap their work with a partner for checking.

**ANSWERS**

Students' own answers.

**Optional activity: Consolidation**

To consolidate students' understanding of the vocabulary in Starter—Unit 6, put students into pairs and ask them to write a vocabulary quiz to test their classmates on the vocabulary they have learnt in the course so far.

Tell them they should look back through the Student's Book and choose ten words, with at least one word from each of the units, Starter–6. They should write questions for their classmates asking *What's a \_\_\_\_?* Or *What does \_\_\_\_ mean?*

Tell them they must also write answers, explaining in English what each word means or giving an example sentence to show the meaning.

Put students into pairs to test each other. Tell them to award a point for each correct answer.

Monitor while students are working and step in to arbitrate if there are disagreements.

Students can repeat the process with two or three other pairs.

The students with the most points at the end are the winners.

**Learning to learn, Social and civic competences**

The revision aspect of this activity will help students to be aware of the motivation that must be applied in order to continue the learning of a foreign language. It will also help students to work in a cooperative manner.

# Film and fiction

## Unit summary

### Communication

I can ...

talk about likes and dislikes.

understand a text about the history of cinema.

talk about ability and possibility.

understand a programme about books and films.

talk about imaginary situations.

talk about books and films that I prefer.

write a book or a film review.

### Vocabulary

Core vocabulary:

**Books and films: genres:** *adventure, cartoon, comedy, detective, drama, fantasy, horror, musical, mystery, romance, science fiction, spy, thriller, war, western*

**Books and films: features:** *beginning, best-seller, biography, blockbuster, cast, character, ending, film director, novelist, plot, publisher, scene, script, setting, special effects, subtitles, theme*

**Build your vocabulary:** Suffixes: *-er* and *-or*

### Language focus

Verbs: *-ing / to*

*could, can, will be able to*

Second conditional:

Participle and infinitive sentences

### English Plus Options

Extra listening and speaking: Interviewing someone about a film (page 94)

Curriculum extra: Language and literature:

Word building – nouns (page 102)

Culture: The British film industry (page 110)

Vocabulary bank: Suffixes: *-er* and *-or*; Film-making (page 118)

### Key competences

Learning to learn: Finding specific information (page 70)

Cultural awareness and expression: Moving pictures (page 70), Language and literature: Word building – nouns (page 102), Culture: The British film industry (page 110)

Sense of initiative and entrepreneurship: Write a review of a book or a film (page 74)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

### ANSWERS

- 1 At the beginning of the twentieth century.
- 2 A blockbuster is a very successful film.
- 3 A science fiction book.

### Aims

- Learn vocabulary of film genres.
- Do a questionnaire on books and films.
- Learn verbs that are followed by *-ing* or *to*.
- Learn key phrases to talk about likes and dislikes.
- Practise talking about likes and dislikes using verbs followed by *-ing* and *to*.

### Warm-up (3–4 minutes)

- With books closed, ask students what films they have seen recently. Ask if they enjoyed the film and why, or why not. Encourage students to express their opinions.
- Ask students what kinds of films and books they enjoy the most, and try to elicit some genres.

### Exercise 1

- Focus students on the books and films pictured. Then, in pairs, students match them with the words.
- While checking answers, model and/or drill the pronunciation if necessary.
- Follow up by focusing on the genres which were not illustrated. Ask students to think of films or stories which match these categories.

### ANSWERS

- 1 a detective story
- 2 a romance
- 3 a horror story
- 4 a fantasy
- 5 a comedy
- 6 a musical
- 7 an adventure story / film
- 8 a science fiction story / film

## Background

As TV, DVDs and computers have become increasingly available in people's homes, the popularity of reading has declined among children and teenagers in Britain. Many teachers and parents worry that many teenagers, especially boys, do not read books for pleasure, and this may have an adverse effect on their educational achievement.

### Exercise 2

- Read the example with the class and elicit one or two more possible titles from the class before they write their titles individually.
- Once students have guessed genres, ask them to report back on their partner's titles and genres.

### ANSWERS

Students' own answers.

### Exercise 3

- Students do the questionnaire individually. In a **weaker class**, ask students to scan the text for difficult vocabulary before they start. Check understanding of these words as a class. In a **stronger class**, refer them to their dictionaries.
- When students have finished they can compare their answers in pairs, and discuss whether or not the key was correct for them.
- Ask some pairs to report back on how similar their answers were, and whether the key was correct for them. In a **stronger class**, encourage students to provide reasons why they agree or disagree with the key.

#### ANSWERS

Students' own answers.

### Exercise 4

- To introduce this point, refer students back to question 6 in the questionnaire. Ask some students to give an answer to this question. Ask students to translate the answer, *I enjoy doing unusual things*, into their own language.
- Elicit some answers to question 5, focusing students on the third sentence. Ask students to translate *I'd like to work with people* into their own language.
- Point out that in question 6 option b the verb *like*'s followed by the *-ing* form of the verb, but in question 5 it is followed by *to* + an infinitive.
- Tell students they can use the questionnaire to help them complete the table.
- Elicit the answer to the question in the instructions once you have checked the answers in the table.

#### ANSWERS

1 being 2 reading 3 don't 4 want 5 to work  
6 wouldn't

Negative form of *would*: *wouldn't*

Short forms of *would*: *I'd, you'd, he'd, she'd, it'd, we'd, they'd*

**LANGUAGE NOTE** Students often confuse *I like* and *I'd like*. Typical errors include:

*I've to go to the cinema this evening.* (instead of *I'd like to go to the cinema this evening.*)

*I like reading this book.* (instead of *I'd like to read this book.*)

*Do you like to see this film?* (instead of *Would you like to see this film?*)

### Exercise 5 3.02 Tapescript page 154

- Allow students time to read through the words in the box, then play the CD. Students listen and decide which verbs are used with *to*, and which with *-ing*.
- In a **stronger class**, you could ask students to write the sentences they hear.
- Encourage students to record example sentences in their workbooks.

#### ANSWERS

*to*: decide, 'd prefer, need

*-ing*: prefer, love, finish

### Exercise 6

- Read through the task and the examples with the class.
- Once students have written their sentences, ask them to compare their answers with a partner. They can help each other to correct any mistakes.

#### ANSWERS

Students' own answers.

### Exercise 7

- Read through the key phrases with the class, checking understanding and pronunciation.
- Focus on the example question and answer, and elicit one or two more questions and answers from the class before they ask and answer in pairs.
- Ask some students to report back to the class on what they learnt about their partner. Check that students are using *like* and *would like* correctly.

#### ANSWERS

Students' own answers.

### Finished?

- Refer **fast finishers** to the *Finished?* activity. They should choose a book or film which they can remember well and write a few sentences about it. You could ask them to include the genre, as well as the title, and say why they'd or didn't like it.

### Optional activity: Language focus

Dictate these gapped sentences to the class.

- 1 \_\_\_ you like reading spy stories?
- 2 \_\_\_ you like to watch a detective film tonight?
- 3 I wouldn't like \_\_\_ that book.
- 4 \_\_\_ you prefer to watch a thriller?
- 5 He'd prefer \_\_\_ to the cinema tonight.

Ask students to complete the sentences individually, then compare their answers in pairs and correct any mistakes.

Check answers by asking individual students to come to the board and write a sentence.

#### ANSWERS

- 1 Do 2 Would 3 to read 4 Would 5 to go

### Communicative competence

This activity will improve students' communication skills by helping them to understand the way language is structured.

### More practice

Workbook pages 56 and 57

Language focus reference and practice, Workbook page 86

### Tests

Five-minute test, Test Bank MultiROM

## READING ■ Movie technology

I can understand a text about the history of cinema.

### Aims

- Read about the use of technology in the movies.
- Read for general meaning and specific information.
- Learn how to find specific information.
- Learn about the suffixes *-er* and *-or*.

### Warm-up (3–4 minutes)

- With books closed, ask students what they know about the history of cinema.
- Ask them when people made the first films, and if students have seen any very old films. Ask what the films were like.
- Elicit that very early films were silent, and were in black and white.
- Ask how films are continuing to improve now.
- Elicit ideas and encourage students to join in and contribute ideas or express opinions.

### Background

Despite the availability of DVDs and home cinema systems, going to the cinema remains very popular in Britain, especially with younger people. The number of people going to the cinema has actually increased over the last few years. The main attractions are often the big Hollywood films, but British films such as *Slumdog Millionaire* and the Harry Potter films have also had a lot of success in recent years.

### Exercise 1 3.03

- Read through the words in the box with the class and elicit or explain the meaning.
- Students guess the order of the words on the timeline in pairs.
- Students can check their answers by reading and listening to the text. When they have done this, ask round the class to find out if they guessed correctly.

#### ANSWERS

- 1 colour 2 sound 3 3D 4 surround-sound  
5 computer-generated images 6 digital projectors

### Exercise 2

- Allow students time to read the study strategy carefully. In a **weaker class**, go through each point and check understanding. In a **stronger class**, ask students if this is something they do already.
- Students read the text again and answer the questions. Encourage all students to follow the tip step-by-step, by underlining the key words in the questions then looking for these in the text.
- Students can compare their answers in pairs before you check with the class.

#### ANSWERS

- 1 In 1902.
- 2 There were more than 4,000.
- 3 They listened to a pianist.
- 4 Some actors lost their jobs because they didn't have good voices or because they could not act and speak at the same time.
- 5 Surround-sound became popular in the 1970s.
- 6 With future technology it is possible that we will be able to feel a character's emotions by connecting our bodies to special cinema seats.

### Exercise 3

- Do the first item with the class by asking students to read the text, and to put their hand up when they find the correct word (*viewer*).
- Check answers and spelling by asking students to come up and write the words on the board.

#### ANSWERS

- 1 viewer 2 producer 3 actor 4 projector

### Exercise 4

- In a **weaker class**, ask students to identify the verb in each sentence, then do the first item with them as an example.
- Students write the noun for each verb, then check their answers in a dictionary.
- Check answers with the class and point out that there is no rule in English to say whether a noun will end in *-er* or *-or*, so students must learn the noun for each verb.

#### ANSWERS

- 1 director 2 speaker 3 conductor 4 inventor  
5 painter 6 translator

### Exercise 5

- Read through the questions with the class and check understanding.
- Allow students time to prepare their answers individually when students ask and answer the questions in pairs.
- Ask some students to report back to the class on their discussions.
- In a **stronger class**, open up the discussion by asking their opinions on films with computer-generated images and those in 3D. Ask: *Are some of these films better made than others? I have you got a favourite? Why? Do you appreciate the films for the effects or the story, or both?*

#### ANSWERS

Students' own answers.

### More practice

Workbook page 68

**Aims**

- Learn the use of *could, can* and *will be able to*.
- Practise using *could, can* and *will be able to* to talk about ability in the past, present and future.

**Warm-up (2 minutes)**

- With books closed, check students' understanding of the text. Ask the class, *Can we create realistic special effects now?* (Yes, we can.) *Can we feel the same emotions as the characters on the screen now?* (No, we can't.)
- Explain that this lesson introduces ways to talk about ability and possibility in the past, present and future.

**Exercise 1**

- To introduce this point, write these questions on the board, and ask students to find the answers in the text about cinema: *What was possible in the 1930s? What is possible now? What will be possible in the future?*
- Elicit sentences from the text that give the answers and write them on the board (*producers could include songs ... film makers can now create special effects ... we'll be able to connect our bodies ...*). Underline *can, could* and *will be able to* and elicit that they refer to possibility or ability in the past, present and future.
- Students complete the sentences and use them to help them answer the questions.

**ANSWERS**

- 1 could 2 can 3 be able to
- 1 Ability and possibility.
- 2 Film producers couldn't include songs.  
They can't create very realistic special effects.  
We won't be able to feel the character's emotions.
- 3 Yes, they do.

**LANGUAGE NOTE** Students sometimes make mistakes with the form of *will / won't be able to* by forgetting one of the elements: *We will able to feel their emotions. We will be able feel their emotions.* Students also sometimes use *can / can't* to refer to past or future time: *When I was three I can swim quite well. In the future, we can feel a character's emotions.*

**Exercise 2**

- Students complete the sentences individually, then compare their answers in pairs. Ask them to help each other correct any mistakes before you check with the class.
- In a **weaker class**, when checking answers highlight the tense in each sentence so students understand why each form was used.

**ANSWERS**

- 1 can't 4 couldn't
- 2 can 5 could
- 3 won't be able to 6 'll be able to

**Exercise 3**

- Focus on the title and ask students to predict what the text will be about. If they find this difficult, translate *senses* and ask them to think about what senses were mentioned in the first reading text (*sight, hearing, smell*).

- Students complete the text with the verbs and the correct forms of *could, can* and *will be able to*.
- In a **weaker class**, remind students that *can* and *could* use the infinitive without *to*. In a **stronger class**, elicit this reminder.

**ANSWERS**

- 1 could smell 4 can enjoy
- 2 couldn't hear 5 'll be able to feel
- 3 couldn't wear 6 'll be able to connect

**Exercise 4**

- Allow students time to complete the questions, and prepare answers, before they ask and answer the questions with a partner.
- Go round and listen as they are working, and help as necessary. Encourage students to give more than simple short answers.

**ANSWERS**

- 1 could 4 Can
- 2 will, be able to 5 Could
- 3 will, be able to

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write sentences about things they could or could not do in the past, things they can or cannot do now and things they think they will or will not be able to do in the future.
- They could compare their answers in pairs.

**Optional activity: Language focus**

Ask students to write:

- three sentences about things they could or could not do in the past
- three sentences about things they can or cannot do now
- three sentences about things they think they will or will not be able to do in the future.

Tell them that in each group of sentences, two should be true and one should be false.

Allow students time to write their sentences individually. Put students into pairs to read their sentences to each other and guess which of their partner's sentences are false.

Ask some students to report back on things they learnt about their partner. Correct any mistakes.

**Communicative competence, Social and civic competences**

This activity will improve students' communication skills by helping them to understand the way language is structured. It will also help them to work in a cooperative manner.

**More practice**

Workbook page 57

Language focus reference and practice, Workbook page 86

**Tests**

Five-minute test, Test Bank MultiROM

## VOCABULARY AND LISTENING ■ Books and films: features

I can understand a programme about books and films.

### Aims

- Learn vocabulary of the features of books and films.
- Listen to a radio interview about books.
- Listen for general meaning and specific details.
- Talk about films and books.

### Warm-up (3–4 minutes)

- With books closed, ask students what their favourite film is. Elicit some ideas and ask students to say what they like about the film in particular. Ask which part of the film they like best and which character.
- Ask students what their favourite book is and why. Ask who wrote the book, then ask where the story happens and who the characters are. Ask which part of the book they like best.

### Exercise 1

- After students have checked the meaning of the words and completed the table, check answers with the class and check that students understand the meaning of all the new vocabulary. Model and drill the pronunciation of *special effects*, *blockbuster*, *theme*, *scene* and *character*.

#### ANSWERS

Books only: novelist, best-seller, publisher

Films only: special effects, film director, subtitles, blockbuster, scene, cast, script

Both books and films: beginning, ending, theme, plot, character, biography, setting

### Exercise 2

- In a **weaker class**, students match the definitions with the words in pairs. In a **stronger class**, students work individually, then check their answers in pairs.

#### ANSWERS

1 cast 2 blockbuster 3 novelist 4 best-seller  
5 biography 6 script 7 subtitles 8 setting

### Exercise 3 3.04 Tapescript page 154

- Focus students' attention on the topics in the box and refer back to the vocabulary on page 68 if necessary.
- Students listen to the speakers and match the topics.

#### ANSWERS

1 plot, characters  
2 characters, ending  
3 plot  
4 crime, setting, characters

### Exercise 4 3.04

- Allow students time to read the notes. Explain that they are going to listen again, and this time they should pick out the specific information to complete the text.
- Tell students that it is a good idea to read the text and think about what kind of word will be needed in each gap. In a **stronger class**, they may be able to complete some of the gaps from memory, then use the listening to check answers.

- Ask students to compare their answers with a partner before you check with the class.

#### ANSWERS

1 school 2 theme 3 science fiction 4 author / writer  
5 characters 6 fantasy fiction 7 Australian 8 character

### Exercise 5

- Allow students time to read the questions and plan their answers. In a **weaker class**, students might like to make notes before they compare with a partner. In a **stronger class**, encourage students to be more spontaneous.
- Students should expand on their answers, and provide reasons and examples to illustrate their answers.

#### ANSWERS

Students' own answers.

### Optional activity: Vocabulary

To practise the vocabulary set, write on the board:

My favourite ...

- ending to a book
- blockbuster
- novelist
- film director
- character in a book
- scene in a film

Ask students to note down their favourite in each category. Put students into pairs to ask and answer questions: *Who's your favourite novelist? What's your favourite scene in a film?* Encourage them to agree and disagree with each other.

Ask some students to report back on their discussions and say whether any of their favourites were the same as their partner's.

Ask some students to describe their favourite scene to the class. Encourage other students to say whether they know this scene and like it. You could ask for two or three nominations for the best movie scene and conduct a class vote to choose the favourite.

### Cultural awareness and expression

This activity will help to promote students' understanding of the cultural and artistic heritage of a country. It will also allow them to express their own opinions and give an emotional response.

### More practice

Workbook page 58

### Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Learn the form and use of the second conditional.
- Practise using the second conditional to talk about imaginary situations.

**Warm-up (2–3 minutes)**

- Ask students to think again about the interview with Joe. Ask: *Where would he go if he had a time machine?*
- Write the question on the board and elicit the answer (*he would go to the past*), then focus on the question. Ask: *Does it refer to a real or imaginary situation? (imaginary).*
- Tell students that this type of sentence is called the second conditional.

**Exercise 1**

- Read the examples in the table with the class.
- Students complete the table using the words from the listening exercise on page 72.
- Check answers before students complete the rules.
- In a **weaker class**, once the rules have been completed and checked, demonstrate the structure of the second conditional example sentences with reference to the rules.
- In a **stronger class**, encourage students to identify the tenses used in the second conditional example sentences.
- Draw attention to the use of the comma in second conditional sentences.

**ANSWERS**

1 did 2 had 3 would 4 'd 5 wouldn't

**Rules**

2 past simple 3 would, wouldn't

**LANGUAGE NOTE** It can seem counter-intuitive to students to use the past simple form in a structure that refers to the past or present. Some students will use the present simple instead: *If I have a car, I would drive to school.*

Students also make the mistake of using *would* in both clauses of second conditional sentences: *If I would be rich, I would be happy.*

**Exercise 2**

- Go through the example with the class and check understanding.
- Remind students to read the sentences carefully to ensure they understand the context before they choose which verb form to use in each gap.
- Students complete the sentences with the correct form of the verbs. Tell students to use the table in exercise 1 to help them.
- Let students compare answers in pairs, then check answers by asking students to read out their completed sentences.

**ANSWERS**

- |                         |                          |
|-------------------------|--------------------------|
| 1 'd enjoy; liked       | 4 would be; changed      |
| 2 had; wouldn't believe | 5 wouldn't be; didn't go |
| 3 wouldn't watch; hated | 6 bought; 'd come        |

**Exercise 3**

- Do one or two examples with the whole class.
- Students write the questions individually.
- Check that students have formed the questions correctly.
- Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions.
- While students are talking, go round the room monitoring. Check they are using the second conditional properly.
- Ask some students to report back to the class on the answers their partner gave.
- Ask some students to write their answers on the board. In a **weaker class**, correct mistakes as a class. In a **stronger class**, encourage students to correct the sentences individually first, then ask one or two students to correct the sentences on the board.

**ANSWERS**

- 1 What would you do if you became invisible?
- 2 If you had a time machine, where would you go?
- 3 If you went to the past, who would you meet?
- 4 If you had a special power, what would it be?
- 5 If you were a superhero, would you tell your friends?
- 6 Would you love a person if you discovered he or she was a vampire?

Students' own answers.

**Exercise 4**

- Students prepare their answers to the questions individually. In a **weaker class**, tell students to choose three out of the six areas to talk about. In a **stronger class**, encourage students to add their own ideas for situations if they want to.
- In pairs, students ask and answer the questions. Go round and listen as they are talking and check they are using the second conditional correctly.
- Ask some students to report back to the class on their partner's answers.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write second conditional sentences using the adjectives in the box and their own ideas, then check their work with another fast finisher.
- Alternatively, **fast finishers** can read some of their sentences to the class when everyone has finished.
- Correct any mistakes.

**More practice**

Workbook page 59

Language focus reference and practice, Workbook page 86

**Tests**

Five-minute test, Test Bank MultiROM

# Expressing preferences and recommending

books and films that I prefer.

## Aims

- Listen to a dialogue in which people express preferences and recommend.
- Learn key phrases for expressing preferences and recommending.
- Practise recommending films to a friend.

## Warm-up (2–3 minutes)

- With books closed, ask students who has seen a good film recently. Elicit some titles. Ask: *Would you recommend this film?* Explain the meaning of the question if necessary.
- Choose one of the titles, and ask who has *not* seen this film. Ask the class: *Do you think ... would enjoy this film?*
- Ask students what they can say to someone if they want to recommend a film.
- Elicit some ideas, but do not accept or reject any suggestions at this stage.

## Exercise 1

- Refer students to the photo and ask them to discuss where Tom and Caitlin could be.

### ANSWERS

Tom and Caitlin are in the library. They are choosing a film.

## Exercise 2 3.05

- Read the task with the class and ensure students understand the information they should listen for. Clarify that this task only asks for the general meaning of the dialogue, and they should not worry about understanding every word at this stage.
- Students read and listen, and answer the question in the instructions.

### ANSWERS

Tom chooses a comedy.

## Exercise 3 3.06

- Allow time for students to read the key phrases and identify which ones respond to recommendations.
- Ask students if they can remember who said each phrase.
- After students have listened to the key phrases, ask them to find the key phrases in the dialogue and translate them into their own language.
- Students practise the dialogue in pairs.

### ANSWERS

Respond to recommendations: I don't fancy that. I'm not a big fan of ...

Tom: What about this one?, I don't fancy that. I'm not a big fan of ...

Caitlin: I'd only recommend that if ... If they had (*Avatar*), I'd recommend that. You might like ... Try this one.

## Exercise 4 3.07 Tapescript page 154

- Explain that students are going to hear three sentences, and they should choose the best response to each one.
- Remind students that in this type of task, they need to read all the options carefully before they listen, and think about the kind of sentence they would hear for each one.

- Allow students time to read the options.
- Play the CD twice. Students can think about the correct answers the first time they hear it, then confirm their ideas the second time.

### ANSWERS

1 a 2 a 3 b

## Exercise 5

- Read the task with the class. Encourage them to complete the table with films or books that they remember as being either very good or very bad.
- In a **weaker class**, model the exchange for students, completing the gaps with suitable ideas. In a **stronger class**, ask a pair of students to perform this for the class, using their own information.
- Put students into pairs to ask and answer questions about the films and books in their table. Encourage them to give reasons for their opinions.

### ANSWERS

Students' own answers.

## Exercise 6

- Students work in pairs to write a new dialogue based on the dialogue in exercise 2.
- Monitor round the class and help as necessary.
- When students have completed their dialogues, ask them to practise with their partner.
- Ask them to swap roles and practise again.
- Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.
- In a **stronger class**, you could extend the activity by asking students to have another conversation. They should recommend something different, for example music, websites or magazines. They can refer to the key phrases and dialogues in the Student's Book, but they should try to have their conversations in a natural way if possible.

### ANSWERS

Students' own answers.

## Pronunciation: Silent letters

Workbook page 92

Teaching notes page 159

## More practice

Communication: Pairwork, Teacher's Photocopiable Resources page 214

## Tests

Speaking test 7, Test Bank MULTROM

### Aims

- Study a model book review.
- Learn key phrases to express facts and opinions for a review of a book or film.
- Learn about paragraphs and topic sentences.
- Write a review of a book or film.

### Warm-up (3 minutes)

- With books closed, ask students how they decide which films they want to see or which books they want to read.
- Elicit some ideas. If students mention reviews, write the word on the board. If they don't mention reviews, ask *What can you read to find information about a book or film?* Elicit or teach the word *review* and write it on the board.
- Explain to students that they are going to write a review of a book or film.

### Exercise 1

- Refer students to the title of the model text and the photo. Ask students if they have read the book and what they know about it.
- Students compare their ideas in pairs before you check answers with the class.

### ANSWERS

- 1 Paragraphs 1 and 2 express facts; paragraphs 3 and 4 express opinions.
- 2 Paragraph 2 describes the setting and characters.
- 3 Paragraph 3 describes the theme.
- 4 People who enjoy drama and realism would enjoy this novel.
- 5 The plot is simple because a child narrates the story.

### Exercise 2

- Ask students to find the key phrases in the model text and translate them into their own language before identifying what each phrase introduces.

### ANSWERS

- Phrases which introduce an opinion: I'd like to recommend ... , particularly enjoyed ... , All in all, I (really enjoyed) ... , d / I wouldn't change it.
- Phrases which introduce a fact: I have recently read ... , The main characters are ... , The setting is ...

### Exercise 3

- Read the task with the class. In a **weaker class**, explain that a topic sentence is one which summarizes what each paragraph is going to be about. Do the first item as an example. Identify the topic sentence in the first paragraph. (*I have recently read a book called ...*) Then ask students to read through each option and say which one could replace it (*e*).
- In a **stronger class**, ask for a definition of a topic sentence by encouraging them to work out the function of sentences a–e. Check understanding, then let students complete the task individually.
- Point out that sentences a–e provide alternative phrases to introduce opinions and facts.

### ANSWERS

- a I particularly enjoyed the characters and the theme of friendship in the novel. (Paragraph 3)
- b I'd like to recommend this book to people who enjoy drama and realism. (Paragraph 2)
- c All in all, I really enjoyed the novel and I wouldn't change the plot or characters. (Paragraph 4)
- d Not used.
- e I have recently read a book called *The Boy in the Striped Pyjamas*. (Paragraph 1)

### Exercise 4

- Students think and plan their reviews individually. Remind them to check their work to ensure they have used paragraphs correctly, and used book and film vocabulary.
- Students write their reviews. This can be set for homework.
- When marking writing activities, give feedback on appropriate style and coherence of the text as well as on accuracy.
- Use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

### More practice

Workbook page 61

## End-of-unit activities

### Progress review

Workbook page 67

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which reflects how they feel about their performance in this unit.

★ [ ] Language focus and vocabulary, Teacher's Photocopiable Resources page 169

★★ [ ] Language focus and vocabulary, Teacher's Photocopiable Resources pages 185–186

★★★ [ ] Language focus and vocabulary, Teacher's Photocopiable Resources pages 203–204

Communication: Pair work, Teacher's Photocopiable Resources page 214

Cross-curricular extension, Teacher's Photocopiable Resources pages 238–239

## Vocabulary

### Exercise 1

**ANSWERS**

- |           |                   |
|-----------|-------------------|
| 1 comedy  | 4 adventure       |
| 2 fantasy | 5 science fiction |
| 3 horror  | 6 musical         |

### Exercise 2

**ANSWERS**

- |               |             |
|---------------|-------------|
| 1 novelist    | 5 beginning |
| 2 best-seller | 6 themes    |
| 3 character   | 7 ending    |
| 4 setting     | 8 reader    |

## Language focus

### Exercise 3

**ANSWERS**

- |            |                    |
|------------|--------------------|
| 1 can't    | 4 won't be able to |
| 2 couldn't | 5 could            |
| 3 can      | 6 will be able to  |

### Exercise 4

**ANSWERS**

- 1 wouldn't go, had
- 2 was / were, would make
- 3 had, would choose
- 4 wouldn't like, had
- 5 met, wouldn't know

### Exercise 5

**ANSWERS**

- 1 Would you go to see a film if it had bad reviews? If a film had bad reviews, would you go to see it?
- 2 If you were a film director, would you make war films? Would you make war films if you were a film director?
- 3 If the director had more money, would he choose better actors? Would the director choose better actors if he had more money?
- 4 Would you like the story if it had a happy ending? If the story had a happy ending, would you like it?
- 5 If you met Brad Pitt, would you know what to say to him? Would you know what to say to Brad Pitt if you met him?

## Communication

### Exercise 6

**ANSWERS**

- 1 f 2 b 3 d 4 e 5 c 6 g 7 a

## Listening

### Exercise 7 3.08 Tapescript page 154

**ANSWERS**

- |             |                |
|-------------|----------------|
| 1 detective | 4 didn't write |
| 2 hates     | 5 book         |
| 3 has       | 6 would        |

### Tests

Unit 7 test, Test Bank MultiROM

**Aims**

- Study a film poster to find out information.
- Produce a film poster.

**Warm-up (2 minutes)**

- With books closed, ask students to name the most successful films that have been released recently.

**Exercise 1**

- Look at the poster with the class and ask students to identify the film. Find out how many students have seen it.
- Allow students time to read through the poster for *Avatar* and find the information for the rubric task.

**ANSWERS**

The film was directed by James Cameron and the special effects were made in New Zealand.

**Exercise 2**

- Students read and follow the steps in the project checklist.
- Students can work individually for this task, so encourage them to think about the film they have chosen in as much detail as possible.
- Alternatively, ask students to work in groups. First groups must decide on which film to illustrate. Encourage students to choose a film which they are all interested in. Suggest they cast votes if they find it difficult to agree on a film.
- Encourage students to delegate work. The initial research should be shared equally, with one student finding out about the director, another about the special effects, etc.
- Go round and help as students are working. Encourage them to answer the questions in the checklist to help them structure their work.
- Encourage students to do their research in English. It is an idea opportunity to exploit the internet.
- When students come to write their descriptions and information, encourage all to participate. A stronger student might take the lead, but all students should write something. The group could work cooperatively to correct each other's work.
- Suggest students research and write for homework, but allow time in the next class for students to develop their work together.

**ANSWERS**

Students' own answers.

**Exercise 3**

- Display the students' posters in the classroom. You could ask individual students to come to the front of the class in turn to present their posters.

**ANSWERS**

Students' own answers.

## Nouns: art

I can talk about artists and works of art.

## Art

## Unit summary

## Communication

- can ...
- talk about artists and works of art.
- understand a text about Dada art.
- use the past passive to talk about art.
- describe art.
- ask and answer quiz questions using the passive.
- express opinions and doubts.
- write about a piece of art.

## Vocabulary

Core vocabulary:

**Nouns:** art: *art movement, auction, collector, critic, exhibition, gallery, landscape, masterpiece, museum, painting, portrait, sculpture*

**Adjectives:** describing art: *amusing, beautiful, colourful, controversial, dull, imaginative, original, provocative, ridiculous, shocking, strange, traditional*

**Build your vocabulary:** Synonyms

## Language focus

Present passive: affirmative and negative

Past passive: affirmative and negative

Present and past passive: affirmative, negative and questions

Using synonyms

## English Plus Options

Extra listening and speaking: Discussing a picture (page 95)

Curriculum extra: Visual arts: Art movements of the 20th century (page 103)

Culture: Graffiti artists – past and present (page 111)

Vocabulary bank: Synonyms: Works of art (page 119)

## Key competences

Learning to learn: Marking word stress (page 82)

Cultural awareness and expression: Art Quiz (page 78), Dada: Art, because the artist says it's art (page 80), Arts Spectrum Podcast (page 82), Extra listening and speaking: Discussing a picture (page 95), Culture: Graffiti artists – past and present (page 111)

Digital competence: Arts Spectrum Podcast (page 82), Write a description of a piece of art (page 85)

## Start thinking

Read the questions with the class and elicit answers from individual students. Encourage students to guess the answers they do not already know, and use their suggestions to start a class discussion. Alternatively, ask students to find the information online before the class, or during the class if you have access to the internet.

## ANSWERS

Students' own answers.

## Aims

- Learn nouns related to art.
- Do a quiz on art.
- Learn and use the present passive affirmative and negative.

## Warm-up (2–3 minutes)

- With books closed, put students into pairs and tell them they have two minutes to think of as many words as they can to do with art. Tell students they can use their dictionaries if they like.
- When time is up, elicit words from the class and write them on the board. Ask students to explain any words they give that other students do not understand.

## Exercise 1

- Once students have completed the table with the words in the box in pairs, check answers with the class, and check that students understand the new vocabulary.
- In a **weaker class**, ask for translations. In a **stronger class**, encourage students to put the words into sentences to show understanding. Model and drill pronunciation of any words that you think students will find difficult, for example *auction, museum* and *exhibition*.
- Ask students to do the quiz individually, then compare their answers with a partner and discuss any differences.
- Do not confirm or deny their answers at this stage.

## ANSWERS

Places: gallery, museum

People: critic, collector

Works of art: painting, sculpture, landscape, masterpiece, portrait

Events: auction, exhibition

Not in any list: art movement

## Pronunciation: Word stress

Workbook page 92

Teaching notes page 159

## Exercise 2 3.14

- Tell students that you will play the recording twice, and that they should listen carefully to check their answers.
- When students have listened, find out how many answered correctly.

## ANSWERS

1 a 2 b 3 c 4 a 5 b 6 b

### Exercise 3

- Go through the example with the class. Ask two students to read out the exchange, then ask students to think of another example.
- Students prepare their definitions individually before working in pairs to guess the words.
- Ask some students to report back on how many words they guessed correctly.

#### ANSWERS

Students' own answers.

### Exercise 4

- Refer students back to the quiz and ask them to look at the verbs.
- Students complete the table. Ask students to translate the sentences into their own language. Accept suggestions, but do not confirm or reject ideas at this stage.

#### ANSWERS

- |                       |              |
|-----------------------|--------------|
| 1 are exhibited       | 4 shows      |
| 2 aren't usually made | 5 don't like |
| 3 isn't found         |              |

### Exercise 5

- In a **weaker class**, ask students to complete the rules in pairs before you check with the class. In a **stronger class**, ask students to read these out and complete them as a class activity.
- Remind students that some verbs have irregular past participles, which they must learn.
- Ask students why the passive is used. Elicit or explain that it is used to describe an action whose agent is obvious or not important. For example, *It is painted on walls and buildings (by Banksy), His graffiti isn't found in museums (by people)*. Note that sometimes the agent *is* included. This will be studied further on page 81.

#### ANSWERS

- 1 is
- 2 am not, aren't, past participle

**LANGUAGE NOTE** Students often forget to use the past participle form, using the infinitive form of the verb instead: *It was paint by Leonardo da Vinci.*

Students also make mistakes with irregular past participles: *The painting is saw by millions of people every year.*

Another common error is for students to forget to use the correct form of *be*: *The paintings is kept in an art gallery.*

Some students may make the mistake of using *of* or *from* instead of *by* to introduce the agent in a passive sentence: *It was painted from Picasso.*

### Exercise 6

- In a **weaker class**, do the first item on the board as an example.
- Ask students to check their answers in pairs and correct any mistakes before you check with the class.

#### ANSWERS

- |                  |                   |
|------------------|-------------------|
| 1 aren't painted | 4 isn't shown     |
| 2 is criticized  | 5 aren't accepted |
| 3 is made        | 6 aren't owned    |

### Exercise 7

- Explain that the sentences follow the model of the Art Quiz.
- After students have completed the sentences, you could check answers before they answer the questions. Allow them to discuss their ideas in pairs, then agree on the correct answers as a class.

#### ANSWERS

- |                       |                               |
|-----------------------|-------------------------------|
| 1 is spoken (Spanish) | 4 are mixed (red and blue)    |
| 2 are made (eggs)     | 5 are bought, sold (auctions) |
| 3 is set (Poland)     | 6 are used (glasses)          |

### Exercise 8

- Make sure pairs know their answers to their sentences before they exchange them with another pair.
- When they have checked each other's sentences, you could read some of them out to the class and elicit answers.

#### ANSWERS

Students' own answers.

### Finished?

- Refer **fast finishers** to the **Finished?** activity.

#### Optional activity: Language focus

Dictate these sentences to the class. Then correct the errors.

- 1 The two paintings is shown in a gallery.
- 2 This masterpiece not painted by da Vinci.
- 3 The painting is keep in a museum in London.
- 4 The sculptures are exhibit in Madrid.
- 5 The museum is visited from thousands of people.

#### ANSWERS

- 1 The two paintings are shown in a gallery.
- 2 This masterpiece isn't painted by da Vinci.
- 3 The painting is kept in a museum in London.
- 4 The sculptures are exhibited in Madrid.
- 5 The museum is visited by thousands of people.

Check answers by asking students to come and write the sentences on the board. As a class, correct any mistakes.

#### Learning to learn

This activity demonstrates the importance of evaluation.

#### More practice

Workbook pages 64 and 65

Language focus reference and practice, Workbook page 88

### Tests

Five-minute test, Test Bank M JIBROM

**Aims**

- Read a text about Dada.
- Read for general meaning and specific information.
- Learn about synonyms.
- Express opinions about art.

**Warm-up (3–4 minutes)**

- With books closed, ask students if they have seen any examples of modern art. Ask if they liked the things they saw. Elicit some ideas.
- Ask if they have seen any examples of modern art which they thought were not very good. Ask why and elicit ideas.
- Ask: *What is art? Can everyday objects be art?* Elicit ideas and encourage students to join in and express their opinions.
- Write the word *Dada* on the board and ask students if they know what it is. Elicit or explain that it was an art movement.

**Background**

It is not known how the name *Dada* originated. One theory is that a group of artists who had come together in Switzerland and wanted a name for their new movement, chose it at random by stabbing a knife into a French-German dictionary. In French, *dada* is the name of a child's toy (a hobbyhorse).

As well as *readymades* such as Duchamp's urinal, other Dada artists produced works using *collage*, sticking down everyday objects such as travel tickets, maps and wrappers. They also used *assemblage*, making sculptures by bringing together everyday objects in a random way. The Dada movement is generally seen as marking the beginning of the modern art movement. It led on to later movements such as surrealism and pop art.

**Exercise 1**

- Encourage students to scan the text quickly to find the blue words. Allow them time to look them up in a dictionary if there are any they do not know.
- Check that students understand the new vocabulary. In a **weaker class**, accept translations. In a **stronger class**, encourage students to use the words in a sentence for context. Model and drill pronunciation of any words that you think students will find difficult.
- Allow students to compare their opinions on the pieces of art on this page with a partner, then ask a few students to tell the class whether or not they like the art. Encourage them to give reasons for their opinions.

**ANSWERS**

Students' own answers.

**Exercise 2**  3.15

- Read the questions with the class and ask students to guess the answers before they read and listen to the text.

**ANSWERS**

1 c 2 b

**Exercise 3**

- Students read the text again more carefully to decide if the sentences are true or false. Remind them to correct the false sentences.

**ANSWERS**

- 1 False. The Dada movement was started by a group of artists during the First World War.
- 2 True.
- 3 True.
- 4 True.
- 5 False. *Fountain* was rejected because the organizers of the exhibition did not like it.
- 6 False. Critics' opinions about Dada have become more positive.

**Exercise 4**

- Check that students understand the word *synonym*. In a **weaker class**, explain that it is a word with the same meaning as another word. In a **stronger class**, elicit this definition.
- Ask students to read through the words, and as a class work to explain any that they do not understand.
- Students then find the synonyms in the text individually.

**ANSWERS**

- |                   |               |
|-------------------|---------------|
| 1 objectives      | 4 everyday    |
| 2 clear           | 5 sickest     |
| 3 characteristics | 6 influential |

**Exercise 5**

- Students write synonyms for each word. Point out that many words have more than one synonym. Encourage students to come up with as many ideas as they can.
- Check answers with the class, writing each synonym on the board. Remind students that it is a good idea to note down synonyms of words when they record new vocabulary.

**POSSIBLE ANSWERS**

- |                        |                       |
|------------------------|-----------------------|
| attractive = beautiful | unusual = different   |
| actually = in fact     | adore = love          |
| intelligent = clever   | excellent = very good |

**Exercise 6**

- Allow students time to prepare answers to the questions before they ask and answer in pairs.
- Ask a few questions to individual students.
- The class could vote on their favourite type of art.

**ANSWERS**

Students' own answers.

**More practice**

Workbook page 68

**Aims**

- learn how to change sentences from active to passive.
- Practise changing sentences from active to passive.
- Practise forming affirmative and negative passive sentences.

**Warm-up (3–4 minutes)**

- Refer students back to the text on Dada and ask them to find examples of passive verbs.
- Elicit the passive verbs in the text. Ask students to try to change them so that they are active sentences. Elicit ideas, but do not accept or reject any at this stage.

**Exercise 1**

- Read the first sentence with the class, and elicit the subject, the active verb and the object.
- Ask the class to change the sentence to a passive sentence (*Dada was started by a group of artists*), and then give the negative past passive sentence (*Dada wasn't started by a group of artists*).
- Elicit the answer to the question in the instructions.
- In pairs, students complete the rules.

**ANSWERS**

The negative of past passive sentences has the same structure as the affirmative, but *was / were* is replaced by *wasn't / weren't*.

**Rules**

1 subject 2 agent 3 active 4 by

**LANGUAGE NOTE** There are a lot of things for students to think about when transforming sentences from active to passive, and all can cause potential errors.

**Tense:** Students might not check that the tense is the same in the passive sentence as in the active: *Most critics hate the sculpture. The sculpture was hated by most critics.*

**Singular or plural:** This can cause problems especially when the subject of the active sentence is singular, but the subject of the passive sentence is plural: *Da Vinci painted these paintings. These paintings was painted by da Vinci.*

**regular past participles:** Students might overlook the fact that some past participles are irregular: *They took the masterpiece to Madrid. The masterpiece was took to Madrid.*

**Agent:** Students might forget to include the agent when required, or might use the wrong preposition to introduce it.

**Exercise 2**

- Remind students to read the prompts carefully to choose the correct affirmative or negative form. Students complete the sentences individually, then compare their answers in pairs.
- Correct any mistakes before you check with the class.
- In a **stronger class**, ask students to transform the sentences to active examples.

**ANSWERS**

- |                   |                  |
|-------------------|------------------|
| 1 were influenced | 4 was made       |
| 2 were created    | 5 wasn't painted |
| 3 was started     | 6 wasn't shown   |

**Exercise 3**

- Go through the example with the class. In a **weaker class**, do further examples if necessary.
- Students work individually to choose a piece of art and make passive sentences, before guessing which pieces of art their partner's sentences relate to.
- Ask students to read some sentences for the whole class to guess.

**ANSWERS**

Students' own answers.

**Finished?**

- Refer **fast finishers** to the *Finished?* activity. Ask them to write passive sentences about things of their choice.
- You could read a few of their sentences for the class to guess the items.

**Optional activity: Language focus**

As a more challenging exercise, dictate this short text to the class. Tell students that there are three sentences in the text which can be transformed from active to passive. Ask them to work in pairs to rewrite the text, transforming the three sentences from active to passive.

If students are struggling to identify which sentences can be transformed, remind them that the sentences need to have a subject and an object in order to work in the passive. If necessary, identify the three sentences (1, 3 and 5) as a class, then ask students to work in pairs to transform them and rewrite the text.

*A group of artists in Britain and America started the pop art movement in the 1950s. The movement soon spread to other countries, such as Spain, Italy and Japan. The American artist, Andy Warhol, used common advertising images to create works of art. The works were not popular with critics at the time. However, most critics now accept pop art as an important art movement.*

**ANSWERS**

The pop art movement was started by a group of artists in Britain and America in the 1950s. The movement soon spread to other countries such as Spain, Italy and Japan. Common advertising images were used by the American artist Andy Warhol to create works of art. The works were not popular with critics at the time. However, pop art is now accepted by most critics as an important art movement.

**Communicative competence**

This activity will improve students' communication skills by helping them understand the way language is structured.

**More practice**

Workbook page 65

Language focus reference and practice, Workbook page 88

**Tests**

Five-minute test, Test Bank MULTIROM

# VOCABULARY AND LISTENING ■ Adjectives: describing art

I can describe art.

## Aims

- Learn adjectives for describing art.
- Learn how to mark word stress.
- Listen to a podcast about the Turner Prize.
- Listen for general meaning and specific details.

## Warm-up (2 minutes)

- Refer students back to the photographs in the Art Quiz on page 78.
- Elicit some adjectives that can be used to describe the paintings.

## Exercise 1 3.16

- Students use their dictionaries to check the meaning of the words.
- Model pronunciation of one or two of the words, and ask students to identify which syllables are stressed.
- After students have listened and underlined the stressed syllables, play the CD again for them to listen and repeat the words.

### ANSWERS

beautiful, controversial, amusing, shocking, imaginative, ridiculous, traditional, dull, colourful, original, strange, provocative

## Exercise 2

- Students write their sentences individually, then compare their answers in pairs and say whether they agree with their partner's sentences.
- Ask some students to read their sentences to the class, and check that they are using the adjectives correctly.
- In a **weaker class**, you could write students' sentences on the board for the class to correct if necessary. Encourage students to copy the correct sentences into their notebooks.

### ANSWERS

Students' own answers.

## Exercise 3 3.17 Tapescript pages 154–155

- Focus on the pictures. Before students listen and answer the questions in the instructions, ask them what they think each picture shows, and to try to predict what words they might hear to describe each one.

### ANSWERS

1 C 2 D 3 A 4 B

No, the Turner Prize isn't always given to a painter.

## Exercise 4 3.17

- Before they listen, allow students time to read the questions and options. Remind them that in a multiple-choice task they should check all the options carefully before they listen and think about which answers might fit. They should also look carefully at the pictures for any clues.

### ANSWERS

1 b 2 c 3 b 4 a 5 b

## Exercise 5

- Allow students time to look through the unit to choose which pieces they want to talk about. Then ask them to make notes to prepare their answers before they compare their ideas.
- Go round and listen as students are working. Encourage them to use a range of adjectives, and check they are using the correct word stress.
- In a **stronger class**, encourage students to make more than one statement about each work of art to maximize use of adjectives.

### ANSWERS

Students' own answers.

## Optional activity: Vocabulary

Refer students back to the adjectives in exercise 1.

Ask students to work in pairs and think of synonyms for three of the words. Tell them they can use their dictionaries, and point out that some dictionaries include synonyms as part of the definition or after the definition.

### POSSIBLE ANSWERS

beautiful – attractive, lovely; amusing – funny; shocking – upsetting; ridiculous – silly, stupid; dull – boring; colourful – bright; strange – unusual; original – new

## Sense of initiative and entrepreneurship, Learning to learn

This activity will encourage students to use their own initiative. It is also a useful example of good study skills.

## Optional activity: Listening

Dictate these gapped sentences to the class, or write them on the board.

- 1 Each year the Turner Prize is given to a \_\_\_\_ artist.
- 2 Tomma Abts won a prize for her \_\_\_\_ paintings.
- 3 Art which is about ideas is called \_\_\_\_ art.
- 4 The idea of *Shedboatshed* is \_\_\_\_.
- 5 Many people found Damien Hirst's cow \_\_\_\_.

In pairs, students try to complete the missing words from memory. Play the recording again for them to check. Check that students understand *abstract art* and *conceptual art*.

### ANSWERS

- 1 young 2 abstract 3 conceptual 4 recycling 5 shocking

## Communicative competence

This activity will help to improve students' listening skills.

## More practice

Workbook page 66

## Tests

Five-minute test, Test Bank MULTIROM

## negative and questions

I can ask and answer quiz questions using the passive.

## Aims

- Learn the form of present and past passive questions.
- Learn key phrases for doing a quiz.
- Practise asking and answering quiz questions using the present and past passive.

## Warm-up (2–3 minutes)

- Refer students back to questions 3 and 4 in exercise 4 on page 82.
- Ask: *Do the questions use active or passive verbs? (passive).*
- Ask students to say which uses the present passive (1) and which uses the past passive (3).
- Ask students what they notice about the word order in the passive question. Do not confirm or reject any suggestions at this stage.

## Exercise 1

- In pairs, students complete a-f and then decide on the answers to questions 1–4.

## ANSWERS

- a was b was c is d nominated e were f is
- 1 Sentences a, b and e are in the past.
  - 2 Sentences c, d and f are in the present.
  - 3 the past participle
  - 4 Questions are formed by putting *be* in front of the subject of the passive sentence. A question word (*What, Why, etc.*) can also be used in front of *be*.

**LANGUAGE NOTE** As with all question forms, students sometimes forget to invert the subject and auxiliary verb: *Who the boat was made by?*

Students may also make mistakes with the position of *by* in passive questions: *Who by was the boat made?*

## Exercise 2

- Encourage students to read through the dialogue quickly to get a general idea of the meaning before they start to complete it. They need to understand the context of each sentence before they can choose which tense to use.

## ANSWERS

- |               |                 |
|---------------|-----------------|
| 1 was painted | 5 was found     |
| 2 was bought  | 6 is seen       |
| 3 was put     | 7 are protected |
| 4 was stolen  |                 |

## Exercise 3

- Read the task with the class and focus students' attention on the photos and text at the bottom of the page. Discuss whether students know either of these buildings.
- Allow students time to read the text through for general meaning before putting them into pairs to write questions about the information in blue in the text. Tell them that the questions should all use the present or past passive.

- Check answers before students ask and answer. In a **weaker class**, ask some students to write their questions on the board. Correct any mistakes as a class and leave the corrected questions on the board for support. In a **stronger class**, ask individuals to read out their questions. Ask other students to correct mistakes if necessary.
- Go round and listen as students ask and answer in pairs.

## ANSWERS

- 1 What was the building used as in the past?
- 2 Where are bigger works of art exhibited?
- 3 How much are visitors charged to go into the gallery?
- 4 Who was the Guggenheim Museum in Bilbao designed by?
- 5 When was the Guggenheim Museum built?
- 6 What is the Guggenheim Museum used for?

## Exercise 4

- After students have written their own questions, ask some students to read their questions to the class, to check that they have formed the questions correctly.
- Do not let other students answer the questions at this stage.

## ANSWERS

Students' own answers.

## Exercise 5

- Read through the key phrases with the class and check understanding.
- Model and drill the pronunciation if necessary.
- Monitor while students are asking and answering their questions, and make sure that they are using the key phrases.
- If students enjoy this activity, they could stay in their pairs and choose ten of their combined questions to ask another pair.

## ANSWERS

Students' own answers.

## Finished?

- Refer **fast finishers** to the *Finished?* activity.
- Students write a revision quiz using the present and past passive, then ask and answer their questions with another fast finisher.
- Alternatively, **fast finishers** can read some of their questions to the class when everyone has finished and other students can try to guess the answers.

## More practice

Workbook page 67

Language focus reference and practice, Workbook page 88

## Tests

Five-minute test, Test Bank MultiROM

**Aims**

- Listen to a dialogue in which people express opinions and doubts.
- Learn key phrases for expressing opinions and doubts.
- Practise expressing opinions and doubts.

**Warm-up (2–3 minutes)**

- Write the word *opinion* on the board. Elicit or explain the meaning. Ask students when they might try to persuade someone. Elicit ideas, but do not accept or reject any at this stage.
- With books closed, write the word *doubt* on the board. Elicit or explain the meaning. Ask students when they might express doubts. Again, elicit some ideas, but do not accept or reject any at this stage.

**Exercise 1**

- Ask the class whether or not they like the painting in the photo. Ask students to give reasons for their opinions.
- You could ask the class to vote on whether they like the painting or not.

**ANSWERS**

The painting is an example of abstract art.  
Students' own answers.

**Exercise 2** 3.18

- Students read, listen and answer the question.

**ANSWERS**

Lucy dislikes the picture because she thinks the face is a bit mad, as if a child painted it.

**Exercise 3** 3.19

- After listening to the key phrases, ask students to find them in the dialogue. In a **weaker class**, students can translate them into their own language. In a **stronger class**, ask students to explain what the phrases mean and use them in example sentences.
- Students practise the dialogue in pairs.

**ANSWERS**

Lucy says all the phrases.

**Exercise 4** 3.20

- Refer students to the words in blue in the dialogue in exercise 2. Elicit translations of the phrases in L1.
- Check the meanings with the class before students complete the mini-dialogue. Remind them to think about whether they need to transform the verb *look* in the third person.

**POSSIBLE ANSWERS**

look = see here  
look like = resemble  
looks = appears to be  
looks as if = seems as though  
1 Look 2 looks 3 looks like 4 looks like

**Exercise 5**

- Go round the class and help as necessary while students are changing the dialogue in exercise 4.

- When students have completed their dialogues, ask them to practise their dialogue with a partner. Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

**ANSWERS**

Students' own answers.

**Exercise 6**

- Ask students to continue working in their pairs. Encourage them to use the key phrases and the dialogue in exercise 4 to create a new dialogue, which is as original as possible. You could also ask them to include some of the adjectives they have learnt in this unit.
- Go round the class and help as necessary.
- When students have completed their dialogue, ask them to practise it with their partner.
- Ask them to swap roles and practise again. Do not interrupt students or correct them at this stage, but monitor and note down any common errors.
- Ask some students to perform their dialogues for the class.
- Conduct a short feedback session in which you correct any common errors.

**ANSWERS**

Students' own answers.

**Optional activity: Speaking**

Put students into different pairs and tell them to imagine that one of them has just bought something unusual, for example, a strange piece of clothing or an unusual animal as a pet.

Ask students to have a conversation in which they express opinions and doubts. Tell students they can refer to the key phrases and dialogues in the Student's Book, but they should try to have their conversations in a natural way if possible. Monitor while students are working and note down any common mistakes.

Ask some students to perform their dialogues for the class. Conduct a short feedback session at the end, correcting any common mistakes.

**Cultural awareness and expression, Social and civic competences**

This activity will help to develop students' own creativity. It will help them to express their opinions and give emotional responses, and to work in a cooperative manner.

**More practice**

Communication: Pairwork, Teacher's Photocopiable Resources page 215

**Tests**

Speaking test 8, Test Bank MULTROM

## WRITING ■ A description of a piece of art

I can write about a piece of art.

8

### Aims

- Study a model text about a piece of art.
- Learn key phrases for describing a painting.
- Learn how to use synonyms.
- Write about a piece of art.

### Warm-up (3–4 minutes)

- Refer students back to the *Art Quiz* on pages 78–79.
- Put students into pairs and tell them to take turns to describe one of the pictures to their partner. Tell them they should talk about what they can see and should also add any information they can about the artist and the style of the work of art.
- Allow students a few minutes to describe some of the art, then ask some students to report back on how easy or difficult it was to talk about them.

### Exercise 1

- Look at the piece of art shown with the text and ask if any of the students recognize or can say who it was painted by.
- Ask students to read the title, and elicit guesses about what this refers to (*It is the title of the painting, by Dalí*).
- Allow students time to read the model text and match the paragraphs and topics.

### ANSWERS

1 d 2 a 3 b

### Exercise 2

- Students read the text again in more detail and answer the questions. Ask students to compare their answers in pairs before you check with the class.

### ANSWERS

- 1 In 1931.
- 2 Melting watches.
- 3 Unusual, intense, bizarre, imaginative.
- 4 In 1931.
- 5 In the Museum of Modern Art in New York.

### Exercise 3

- Read through the key phrases with the class.
- Ask students to find the key phrases in the model text and translate them into their own language.
- Students identify the phrases which describe the painting.

### ANSWERS

The scenery / composition includes ..., ... in the foreground / background ..., (*The Persistence of Memory*) was first exhibited ...

### Exercise 4

- In pairs, students find the synonyms. In a **weaker class**, ask for translations of the words in blue before they begin. In a **stronger class**, ask for definitions.
- Check answers, then ask students to choose the correct synonyms for the words in the sentences.
- After checking answers, point out that it is important to use synonyms in writing to avoid using the same word more than once.

### ANSWERS

- a unusual scenery b intense colours c bizarre images  
d imaginative landscapes  
1 original 2 amusing 3 sombre 4 symbolize

### Exercise 5

- Read the task with the class. Allow students time to read the information on *Dora Maar au Chat*, and deal with any vocabulary queries.
- Students think and plan their texts individually.
- Students write their texts. This can be set for homework.
- Tell students to check their work to ensure they have used synonyms, and have used the passive correctly.
- When marking writing activities, give feedback on style and coherence of the text as well as on accuracy.
- It is a good idea to use correction codes rather than writing corrections on students' work. Underline the mistakes and use a code to indicate what kind of mistake it is, for example, WO (word order), T (tenses), S (spelling), V (vocabulary), P (punctuation), Pr (preposition). Allow students time to correct their mistakes, using the codes.

### More practice

Workbook page 69

## End-of-unit activities

### Progress review

Workbook page 70

The Progress review is designed to give students the chance to revise the main vocabulary and grammar points from the unit, as well as some of the key phrases. It provides students with a record of what they have learnt, and it also helps you and them to identify areas that need more work.

- Before students do the Progress review, tell them to look back at the main vocabulary and grammar sections of the unit to remind them of what they have studied.
- Check answers with the class and ask students to complete the personal evaluation. They choose the symbol which best reflects how they feel about their performance in this unit.

★ Language focus and vocabulary, Teacher's Photocopiable Resources page 170

★ ★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 187–188

★ ★ ★ Language focus and vocabulary, Teacher's Photocopiable Resources pages 205–206

Communication: Pairwork, Teacher's Photocopiable Resources page 215

Cross-curricular extension, Teacher's Photocopiable Resources pages 240–241

Drama: *Gallery of Thieves*, Teacher's Photocopiable Resources pages 223–225

**Vocabulary**

**Exercise 1**

**ANSWERS**

- |              |                   |
|--------------|-------------------|
| 1 an auction | 4 an art movement |
| 2 critics    | 5 a gallery       |
| 3 portrait   | 6 sculptures      |

**Exercise 2**

**ANSWERS**

- |               |               |
|---------------|---------------|
| 1 original    | 6 shocking    |
| 2 dull        | 7 amusing     |
| 3 strange     | 8 ridiculous  |
| 4 colourful   | 9 provocative |
| 5 traditional |               |

**Language focus**

**Exercise 3**

**ANSWERS**

- |                   |                    |
|-------------------|--------------------|
| 1 was painted     | 5 were hidden      |
| 2 aren't accepted | 6 wasn't mentioned |
| 3 was opened      | 7 are owned        |
| 4 wasn't bought   | 8 is appreciated   |

**Exercise 4**

**ANSWERS**

- The Surrealists were influenced by Dada artists.
- Some unusual objects were created by Surrealist artists.
- The Surrealist movement was started by André Breton.
- Conceptual art isn't understood by many people.
- The museum is visited by lots of people every year. / Every year, the museum is visited by lots of people.
- The portrait wasn't shown in the exhibition.

**Exercise 5**

**ANSWERS**

- Were the Surrealists influenced by Dada artists? Yes, they were.
- Were some unusual objects created by Surrealist artists? Yes, they were.
- Was the Surrealist movement started by André Breton? Yes, it was.
- Is conceptual art understood by many people? No, it isn't.
- Is the museum visited by lots of people every year? Yes, it is.
- Was the portrait shown in the exhibition? No, it wasn't.

**Communication**

**Exercise 6**

**ANSWERS**

- |                |               |
|----------------|---------------|
| 1 I'm not sure | 5 Look at     |
| 2 like         | 6 looks as if |
| 3 reminds me   | 7 that bad    |
| 4 looks        | 8 grow        |

**Listening**

**Exercise 7** 3.21 Tapescript page 155

**ANSWERS**

- |          |            |
|----------|------------|
| 1 1893   | 5 2004     |
| 2 four   | 6 2006     |
| 3 art    | 7 movement |
| 4 stolen | 8 artists  |

**Optional activity: Consolidation**

To consolidate students' understanding of the vocabulary and grammar in Starter–Unit 8, tell them that they are going to prepare questions and then interview each other. Tell them they should look back through the book to revise the grammar and vocabulary they have learnt in the course, then prepare questions to ask their partner about these topics:

- television (what their favourite programmes are, how much TV they watch, their opinions on the quality and content of TV programmes) (Unit 1)
- their opinions about environmental problems (Unit 2)
- the internet (how they use the internet, their opinion about internet addiction, their use of online games and social networking sites) (Unit 3)
- celebrity (what they enjoy or do not enjoy about celebrity culture, their opinions about talent contests, their own ambitions in performance arts) (Unit 4)
- their school life (what type of school they go to, what the rules are like) (Unit 5)
- things they might or will do in the future (Unit 6)
- what types of book, film and art they like and why (Units 7 / 8)

Students can prepare their questions in class or for homework.

Ask individual students to read out some of their questions, and deal with any issues of grammar or vocabulary.

In pairs, students interview each other. Students could interview two or three different students if they enjoy the activity.

Ask some students to report back to the class on what they learnt about their classmates.

**Sense of initiative and entrepreneurship**

This activity will help students to use their own initiative and decision-making skills during the planning, organization and management of their work.

**Tests**

- Unit 8 test, Test Bank MultiROM
- End-of-term test 2, Test Bank MultiROM
- End-of-year test, Test Bank MultiROM

**Listening**

**Exercise 1**

- Focus students on the photos and discuss what each one shows. Elicit suggestions and ask students to give reasons for their answers.

**ANSWERS**

Students' own answers.

**Exercise 2** 3.22 Tapescript page 155

- Explain that students are going to listen to two people talking and that the first time they listen, they should pick out where the people are.

**ANSWERS**

Jenny and Joe are in the National Gallery.

**Exercise 3** 3.22

- Students listen again for more specific details. Allow students time to read through the sentences carefully first.
- Students could try to complete some gaps from memory if possible.
- Let students listen to the CD twice before checking answers.

**ANSWERS**

- |               |              |
|---------------|--------------|
| 1 Jenny       | 5 Jenny      |
| 2 conceptual  | 6 exhibition |
| 3 statue      | 7 boring     |
| 4 masterpiece | 8 poster     |

**Speaking**

**Exercise 4**

- Read the task with the class and check understanding.
- Encourage students to discuss their ideas in pairs, following the prompts.
- Suggest students to refer back to the photos to give them ideas if they find this difficult.
- Go round and listen as students are working. Check for correct use of past tenses and for a wide variety of adjectives.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Read through the conversation structure with the class. Students use their notes and ideas from exercise 4 to prepare their dialogue.
- Students should follow the dialogue model until they are comfortable with it. Then they can swap roles and practise again.

**ANSWERS**

Students' own answers.

**Writing**

**Exercise 6**

- Read the task with the class and check understanding. Students can use their ideas from the dialogue or think of new ideas to write about.
- Remind them to think about whether they would recommend the event.
- Encourage students to read their texts again carefully and try to correct any mistakes. Students can then swap their work with a partner for checking.

**ANSWERS**

Students' own answers.

**Optional activity: Consolidation**

For homework, ask students to choose a book, film or work of art that they like. Ask them to look online to find information about it and prepare a short presentation about it. Tell them they should include:

- a description of the book, film, or work of art. If it is a work of art, they could download a picture of it. If it's a film, they could download a picture of the posters that were used when it first appeared.
- information about the author, film director or artist that produced this work – where they were born, where they live(d) and any other personal information they can find.
- details of when the book, film or work of art was produced and where it was first shown or published.
- information about what critics thought of it.
- their own personal opinion of the work.

Tell students they should look back at Unit 7 for useful vocabulary if they are talking about a book or film. Tell them they should use some passives in their presentation. In the next lesson, students can give their presentations to the class, talking about the book, film or work of art they have chosen, and showing the pictures they have downloaded.

**Digital competence, Cultural awareness and expression**

This activity will enable students to access a broad range of information and genres. It will also encourage them to express their opinions, give an emotional response and create a piece of original written work.

## EXTRA LISTENING AND SPEAKING ■ Deciding what to watch on TV

I can talk about and choose TV programmes.

1

## Aims

- Identify different types of programme.
- Learn key phrases for discussing what to watch.
- Listen to a conversation about deciding what to watch on TV.
- Practise deciding what to watch on TV.

## Warm-up (2–3 minutes)

- With books closed, ask students if they usually watch TV alone or with their family.
- If they watch with their family, ask how they decide what to watch.
- Elicit some ideas, and encourage students to participate and talk about their own experiences.

## Exercise 1

- Students work in pairs to see if they know any of the programmes in the TV guide, and decide what type of programme they are.

## ANSWERS

The Weakest Link – a quiz show  
 The Office – a sitcom  
 90210 – a teen drama series  
 Natural World – a documentary  
 News at 8 – the news  
 Olympic Special – a sports programme  
 The Chart Show – a music programme  
 Who Wants to Be a Millionaire? – a quiz show  
 The Simpsons – a cartoon  
 Friends – a sitcom  
 Big Brother – a reality show  
 The Vampire Diaries – a fantasy / horror series  
 World Cup Cricket – a sports programme

## Exercise 2 1.16 Tapescript page 155

- Play the CD. Students listen and decide which programmes are mentioned.

## ANSWER

Nicola and Martin mention *90210*, *Who Wants to Be a Millionaire?*, *Big Brother* and *The Vampire Diaries*.

## Exercise 3 1.16

- Read through the key phrases with the class.
- In a **weaker class**, ask students to translate them into their own language. In a **stronger class**, ask students to contextualize each key phrase by suggesting a comment or response to go with them.
- Ask students if they can remember who said each of the phrases.
- Allow students time to read the questions and possible answers before they listen again.

## ANSWERS

1 b 2 b 3 a 4 b 5 a

## Exercise 4 1.17

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

## ANSWERS

Students' own answers.

## Exercise 5

- Students work in pairs to prepare their own dialogues.
- Students practise their dialogues in pairs, then swap roles and practise again.
- In a **weaker class**, students can refer to the model dialogue. In a **stronger class**, encourage them to be more spontaneous and to expand upon the model dialogue.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Ask students to work individually and write the TV guide for their ideal TV channel, from 7.00 to 10.00 one evening. Tell them they can include programmes from the TV guide in the Student's Book, or their own ideas. Elicit some ideas from the class first if necessary. For example:

*XFactor* (reality talent show)  
 Film: *James Bond*, *Quantum of Solace*  
*Match of the Day* (football highlights)  
*CSI New York* (crime drama series)  
*Casualty* (hospital drama series)  
*Neighbours* (Australian soap opera)

In groups of three, students put their three TV guides on the desk in front of them, and name the channels they have created, for example ITV2, ITV3, BBC3 and Channel 5. Tell them they are going to spend the evening together and they must agree which programmes they are going to watch.

To students they should use the key phrases and can refer to the dialogue on page 88, but they should try to make their conversation as natural as possible.

When students have finished, ask if they managed to agree which programmes to watch.

## Sense of initiative and entrepreneurship, Social and civic competences

The activity will help students to use their own initiative and decision-making skills during the planning, organization and management of their work. It will also help them to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Explaining what you want to buy

can ask about and buy things in a shop.

### Aims

- Practise forming compound nouns.
- Learn key phrases for asking about things in a shop.
- Listen to a conversation about explaining what you want to buy.
- Practise explaining what you want to buy.

### Warm-up (2–3 minutes)

- With books closed, ask students what phrases they know for buying things in English. Elicit phrases such as *I'd like ...* and *Can I have ...?*
- Ask students what they would say if they wanted to buy something, but did not know the word for it. Elicit some ideas, but do not confirm or reject any at this stage.

### Exercise 1

- Students use the words in the table to make objects, then match them with the pictures.

#### ANSWERS

- a box of aspirin
- a packet of batteries
- a can of deodorant
- a tube of toothpaste
- a bar of soap
- a bottle of shampoo
- a box of light bulbs
- a bottle of washing-up liquid

### Exercise 2 1.33 Tapescript page 156

- Students listen and identify the objects.

#### ANSWERS

- Conversation 1: a box of aspirin
- Conversation 2: a tube of toothpaste

### Exercise 3 1.33

- Read through the key phrases with the class.
- In a **weaker class**, ask students to translate them into their own language. In a **stronger class**, ask students to contextualize the phrases by using them in mini-dialogues.
- Ask students if they can remember which conversation each phrase was in.
- Students listen and complete the table with the missing information.

#### ANSWERS

- 1 twelve 2 small 3 regular 4 large 5 £2.99

### Exercise 4 1.34

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class, and correct any errors of pronunciation.

#### ANSWERS

- Students' own answers.

### Exercise 5

- Students work in pairs to prepare and practise their own dialogues, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, students can refer to the model dialogue. In a **stronger class**, encourage students to be more spontaneous and to expand upon the model dialogue.

#### ANSWERS

- Students' own answers.

### Optional activity: Speaking

Ask students to work individually and think of objects they could ask for in a shop. They can use the objects from exercise 1 or their own ideas. Ask them to plan ways to explain the item, without using the actual word.

Put students into pairs and ask them to read their definitions to their partner. They take turns to guess each other's objects.

Tell students they should use the key phrases and can refer to the dialogue on page 89 for help.

When students have finished, ask if they managed to explain successfully what they wanted to buy.

If students enjoy the activity, they can choose more objects and repeat the activity with a different partner.

#### Sense of initiative and entrepreneurship, Social and civic competences

This activity will help students to use their own initiative and decision-making skills during the planning, organization and management of their work. It will also help them to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ● Talking about websites

I can talk about websites and say email and website addresses.

3

### Aims

- Learn vocabulary for talking about websites and key phrases for saying website and email addresses.
- Listen to a phone conversation about email addresses and websites.
- Practise talking about email addresses and websites.

### Warm-up (2–3 minutes)

- With books closed, ask students what they do online and what websites they visit. Elicit ideas, and encourage other students to join in and talk about their own experiences.

### Exercise 1

- Ask the questions to the whole class and elicit ideas before students match the titles with the posters.

#### ANSWERS

Students' own answers.

- B music website / social networking site
- C online games site
- D educational website

### Exercise 2 1.44

- Read through the key phrases with the class.
- Ask students to translate the phrases into their own language.
- Students listen and write the website and email addresses.
- Check answers by asking students to write the addresses on the board, saying each address as they write it.

#### ANSWERS

- 1 www.bbc.co.uk
- 2 www.nme.com
- 3 tom\_tom@ymail.co.uk
- 4 cool-me@world.com
- 5 www.myspace.com/ladygaga

### Exercise 3 1.45 Tapescript page 156

- Students listen and say which email address and website Lily mentions.

#### ANSWERS

Email address: lily\_mac@ymail.co.uk  
Website: www.s-cool/english.co.uk

### Exercise 4 1.45

- Allow students time to read the sentences.
- Students listen again and decide if the sentences are true or false. Remind them to correct the false sentences.

#### ANSWERS

- 1 False. Adam has watched a funny video on a website.
- 2 True.
- 3 True.
- 4 False. Adam has not started his essay yet.
- 5 False. Lily used a website to help her with her homework.

### Exercise 5

- Allow students time to prepare their answers individually.
- Students work in pairs to ask and answer the questions. Monitor and help around the class.

#### ANSWERS

Students' own answers.

### Exercise 6 1.46

- After you have played the CD, students practise the dialogue in pairs.

#### ANSWERS

Students' own answers.

### Exercise 7

- After preparing their own dialogues, students practise them in pairs, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, allow students to use the model dialogue for support. In a **stronger class**, encourage them to be more spontaneous.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

Ask students to work individually and choose another website that they know. Tell them to think of the address, but not to write it down.

Put students into new pairs and ask them to tell their partner about the website and give them the website address from memory. Their partner should write it down. Tell them to ask for their partner's email address and write that down.

Tell students they should use the key phrases and can refer to the dialogue on page 90, but they should try to make their conversation as natural as possible.

When students have finished, they can check with their partner whether they managed to write down the website address and email address correctly.

### Social and civic competences

This activity will help students to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Describing people

I can describe people.

## Aims

- Learn key phrases for describing people.
- Listen to a conversation about describing people.
- Practise describing people.

## Warm-up (3–4 minutes)

- With books closed, ask one or two individual students to describe themselves. Make sure they describe their physical appearance and also their personality.
- Ask one or two students to describe the person sitting next to them.
- Write useful vocabulary on the board, then elicit other words that can be used to describe someone's appearance or personality.

## Exercise 1

- In pairs, students describe the people in the photo.
- Elicit some descriptions from the class.

## ANSWERS

Students' own answers.

## Exercise 2 🎧 2.11 Tapescript page 156

- Students listen to find out who is being discussed.
- Elicit answers from the class, and ask students if they can remember any of the words or expressions used to describe the people.

## ANSWERS

Matt and Sean are talking about people 4 and 5 in the photo.

## Exercise 3 🎧 2.11

- Read through the key phrases with the class and ask students to translate them into their own language.
- Ask if they can remember who said each of the phrases.
- Allow students time to read the questions before listening again.
- Ask students to compare their answers in pairs. Then check answers with the class.

## ANSWERS

- 1 Sean is chatting online to Suzie Smith.
- 2 Matt asks if Suzie usually wears a white T-shirt.
- 3 Matt thinks Suzie is quite serious.
- 4 Sean says that Suzie is a bit shy, but that she smiles and jokes a lot when you get to know her.

## Exercise 4 🎧 2.12

- Refer students to the table and the column headings. Elicit or explain that these are the correct sequence for adjectives when describing hair.
- In a **weaker class**, do the first item as an example. Students complete the activity in pairs, then read out their answers.

## ANSWERS

- 1 long, curly
- 2 straight, dark
- 3 quite short, red
- 4 long, wavy, blonde

## Exercise 5 🎧 2.13

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class, and correct any errors of pronunciation.

## ANSWERS

Students' own answers.

## Exercise 6

- Students work in pairs to prepare and practise their own dialogues, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, allow students to use the model dialogue for support. In a **stronger class**, encourage them to be more spontaneous.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Ask students to work individually and think of someone else that they know. Ask them to plan how they can describe that person.

Put students into new pairs and tell them they should have new dialogues in which they ask their new partner if they know the person they have chosen.

Their partner should respond and ask questions.

Tell students they should use some of the key phrases and can refer to the dialogue on page 91, but they should try to have their conversations in a natural way if possible.

Monitor while students are working and note down any common errors.

When students have finished, ask some pairs to perform their dialogues for the class.

Correct any errors you notice in a short feedback session at the end.

## Social and civic competences

This activity will help students to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Talking about your school

I can talk about my school.

5

**Aims**

- Listen to an interview about a school.
- Learn key phrases for talking about problems at school.
- Practise talking about your school.

**Warm-up (3–4 minutes)**

- With books closed, ask students what things they like about their school.
- Elicit some ideas, then ask what things they do not like.
- Ask if there are any problems at the school and what things could improve. Elicit a range of ideas, and encourage students to join in and express their opinions.

**Exercise 1**

- Students work in pairs to match the photos with the topics.
- Check answers, then make sure that students understand all the topics in the box.

**ANSWERS**

- A school lunches
- B wearing school uniform
- C sports
- D class size

**Exercise 2** 🎧 2.25 Tapescript page 156

- Students listen to find out which topics are mentioned.

**ANSWERS**

James and Clare mention bullying, doing homework, revising for exams, sports and class size.

**Exercise 3** 🎧 2.25

- Read through the key phrases with the class.
- In a **weaker class**, ask students to translate the key phrases, then complete or respond to them with their own ideas. In a **stronger class**, ask students to contextualize the phrases by using them in mini-dialogues.
- Allow students time to read the questions and possible answers before you play the CD.

**ANSWERS**

1 c 2 b 3 b 4 c 5 c

**Exercise 4** 🎧 2.26

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class, and correct any errors of pronunciation.

**ANSWERS**

Students' own answers.

**Exercise 5**

- Students work in pairs to prepare and practise their own dialogues, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, allow students to use the model dialogue for support. In a **stronger class**, encourage them to be more spontaneous.

**ANSWERS**

Students' own answers.

**Optional activity: Speaking**

Refer students back to the topics in exercise 1 and tell them they are going to talk about their school in groups and discuss these topics. Ask students to prepare their ideas individually first, deciding for each topic if it is a problem in their school, and how the school can improve. Put students into groups of three or four. Refer them back to the key phrases, and point out that in their discussions they should change the phrases to 'our school' rather than 'my school' or 'your school'.

Ask students to discuss the topics in their groups, using the key phrases. Encourage them to express their own opinions and ask other students how they feel. Monitor while they are working and make sure they are using the key phrases correctly.

At the end, ask students to report back on their discussions, and elicit ideas for possible improvements and write them on the board.

Correct any errors that you noted in a short feedback session.

**Cultural awareness and expression, Social and civic competences**

This activity will help students to express their opinions and create an original piece of spoken work. It will also help them to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Interviewing a campaigner

can discuss protest campaigns.

### Aims

- Learn key phrases for interviewing a campaigner.
- Listen to an interview with a campaigner.
- Practise interviewing a campaigner.

### Warm-up (2 minutes)

- With books closed, write the word *campaigner* on the board and elicit the meaning (*someone who protests about something and tries to persuade people to take action*).
- Ask students what campaigns they might support. Elicit a range of ideas.

### Exercise 1

- Refer students to the photos and teach the word *placard*. Students work in pairs to decide what the people are campaigning about.
- Check answers with the class, then ask students which of these campaigns they would support.

#### ANSWERS

- 1 The people are campaigning about banning smoking.
- 2 The people are campaigning about education and fair pay for teachers.
- 3 The people are campaigning about ending a war.

### Exercise 2 2.38 Tapescript page 157

- Tell students they are going to listen to an interview with a campaigner, and to find out which campaign the person is supporting.

#### ANSWERS

The person is supporting the campaign to end a war.

### Exercise 3 2.38

- Read through the key phrases with the class.
- Allow time for students to read the questions, then play the CD twice. Encourage students to listen and make notes the first time they hear it, and complete their answers while they listen the second time.

#### ANSWERS

- 1 The people are protesting in London.
- 2 There are approximately 2,000 people in the square.
- 3 The organizers are going to speak at 12 o'clock.
- 4 Everyone is going to march to Parliament.
- 5 They want the government to end the war.

### Exercise 4

- Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions. Monitor and help round the class.
- Follow up with a class discussion.

#### ANSWERS

Students' own answers.

### Exercise 5 2.39

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

#### ANSWERS

Students' own answers.

### Exercise 6

- Students work in pairs to prepare and practise their own dialogues, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, allow students to use the model dialogue for support. In a **stronger class**, encourage them to be more spontaneous.

#### ANSWERS

Students' own answers.

### Optional activity: Speaking

In pairs, students choose a campaign that they want to support. If students are struggling to think of ideas for a campaign, tell them to look back through Unit 6 of the Student's Book for help, or elicit some ideas from the whole class and write them on the board.

Tell students they are going to go on a march. Ask them to work in their pairs and produce a placard to support their campaign. Monitor and help round the class.

Tell students they are going to question each other about their campaigns, using the questions in the key phrases box. Ask them to work in their pairs and think of answers to the questions, but not write them down.

When students are ready, ask them to move round the classroom with their placards, questioning other pairs about their campaigns and placards, and answering questions about their own.

Monitor to make sure they are using the key phrases correctly. Note down any common errors.

When they have finished, ask some students to report back on some of the campaigners they interviewed.

Correct any mistakes in a short feedback session at the end.

### Sense of initiative and entrepreneurship, Social and civic competences

This activity will help students to use their own initiative and decision-making skills during the planning, organization and management of their work. It will also help them to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Interviewing someone about a film

I can talk about and recommend films I have seen.

## Aims

- Learn vocabulary to describe films.
- Listen to an interview about a film.
- Learn key phrases for talking about films.
- Practise interviewing someone about a film.

## Warm-up (4 minutes)

- With books closed, ask *Who has seen a good film recently?*
- Ask one student to name a film they have seen recently, then ask the class to ask that student some questions about it. Ask one or two questions yourself too, if necessary, to give them ideas, for example, *What type of film is it? Who is in it? Did you enjoy it? Was it funny?*
- Choose another student and repeat the process, encouraging students to join in and ask questions.
- Elicit or explain that you are interviewing students about films they have seen. Tell students they are going to practise doing this.

## Exercise 1

- Students work in pairs to match the words with the posters.
- Discuss ideas, but do not confirm or deny answers at this stage.

## Exercise 2 🎧 3.09 Tapescript page 157

- Students listen and check their answers to exercise 1.

## ANSWERS

Poster A: science fiction film, alien, good special effects  
Poster B: love story, vampire, romantic

## Exercise 3 🎧 3.09

- Read through the key phrases with the class. In a **weaker class**, ask for translations, then encourage students to use the key phrases in mini-dialogues. In a **stronger class**, encourage students to contextualize the key phrases directly in mini-dialogues.
- Allow students time to read the questions.
- Students listen and answer the questions individually, then compare their answers in pairs.

## ANSWERS

## The Day the Earth Stood Still:

- 1 Keanu Reeves is one of the main actors.
- 2 Klaatu, an alien who comes to New York, is the main character.
- 3 The special effects were good, but it was a bit boring.
- 4 He would recommend it to science fiction fans.

## Twilight:

- 1 Kristen Stewart and Robert Pattinson were the main actors.
- 2 The main characters were Edward, a teenage vampire and Bella, a girl.
- 3 It was lovely, very romantic.
- 4 She would recommend it to teenage girls.

## Exercise 4 🎧 3.10

- Point out that students will have to listen very carefully to hear each sentence correctly.

- When they have ordered the sentences, play the CD again for students to check their answers.

## ANSWERS

a 3 b 1 c 4 d 2 e 7 f 6 g 5 h 8

## Exercise 5 🎧 3.11

- Focus attention on poster C. After you have played the CD students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class and correct any errors of pronunciation.

## ANSWERS

Students' own answers.

## Exercise 6

- Students work in pairs to prepare and practise their own dialogues, then swap roles and practise again.
- Ask some students to perform their dialogues for the class.
- In a **weaker class**, allow students to use the model dialogue for support. In a **stronger class**, encourage them to be more spontaneous.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

Play *Twenty Questions* to practise asking questions about films.

Demonstrate the game by telling students you have seen a film recently and that they must guess what it is by asking yes / no questions. Elicit how the questions in the key phrases box can be changed to make them yes / no questions, and elicit other possible questions:

*Is ... in it?*

*Are the special effects good?*

*Would you recommend it to people who like horror films?*

*Is it a love story?*

*Is it a science fiction film?*

Allow students to ask up to twenty questions, after which they must guess the film.

The first student to guess the film correctly chooses the next film and answers questions.

## Communicative competence, Social and civic competences

This activity will improve students' communication skills by helping them to understand the way language is structured. It will also help them to work in a cooperative manner.

## EXTRA LISTENING AND SPEAKING ■ Discussing a picture

I can talk about a picture.

## Aims

- Listen to a conversation in which people discuss a picture.
- Learn key phrases for talking about a picture.
- Practise discussing a picture.

## Warm-up (2–3 minutes)

- With books closed, ask students which pictures they can remember from Unit 8 of the Student's Book.
- Elicit some ideas, then ask students to describe the pictures they can remember. Ask them if they like the pictures.
- Ask students which words they can remember for describing art. Elicit some words, and write these on the board.

## Exercise 1

- Put students into pairs to match the words with the definitions.

## ANSWERS

- |             |               |
|-------------|---------------|
| 1 landscape | 5 gallery     |
| 2 colourful | 6 strange     |
| 3 original  | 7 beautiful   |
| 4 portrait  | 8 traditional |

## Exercise 2 3.23 Tapescript page 157

- Students listen and write down the words that they hear.

## ANSWERS

- gallery (Rachel)  
 portrait (Rachel)  
 original (Lewis)  
 strange (Lewis)  
 traditional (Rachel)

## Exercise 3 3.23

- Read through the key phrases with the class.
- In a **weaker class**, ask students to translate them into their own language, then contextualize them in mini-dialogues. In a **stronger class**, encourage students to contextualize the key phrases directly in mini-dialogues.
- Ask students if they can remember who said each of the phrases.
- Allow students time to read the questions before they listen and answer the questions.
- Ask students to compare their answers in pairs, then check answers with the class.

## ANSWERS

- 1 b 2 a 3 b 4 b 5 a

## Exercise 4 3.24

- After you have played the CD, students practise the dialogue in pairs, then swap roles and practise again.
- Ask some students to perform the dialogue for the class, and correct any errors of pronunciation.
- Ask students to look at Unit 8 and find the picture.

## ANSWERS

Rachel and Lewis are discussing *The Persistence of Memory* by Salvador Dalí (page 85).

## Exercise 5

- Ask students to work individually and choose another picture from Unit 8 of the book. Tell them they are going to describe it to a partner, and their partner is going to ask questions and guess which picture it is.
- Allow students time to prepare notes to help them describe the picture (who it was painted by, what you can see, etc.).
- In pairs, Student A asks Student B questions about the picture B has chosen. Student B answers the questions and describes the picture, then Student A guesses which picture it is. They then swap roles and have another conversation.
- Encourage students to use the key phrases, but to make their conversation as natural as possible.
- When students have finished, ask some to report back on how easily they guessed the picture.
- In a **weaker class**, ask some students questions about their picture and encourage the rest of the class to guess which picture it is. In a **stronger class**, ask individual students to describe their chosen picture for the class to guess. Keep your intervention to a minimum.

## ANSWERS

Students' own answers.

## Optional activity: Listening

Dictate these sentences to the class, or write them on the board. Students listen to audio 3.23 again and complete each sentence with one word.

- 1 They sell \_\_\_ of paintings at the art gallery.
- 2 The picture Rachel likes is a self-\_\_\_.
- 3 There are leaves in the \_\_\_ of the picture.
- 4 Rachel likes the \_\_\_ of the sky.
- 5 Lewis thinks the picture is \_\_\_ and sad.

## ANSWERS

- 1 posters 2 portrait 3 background 4 colour  
 5 strange

## Communicative competence

This activity will help to improve students' listening skills.

## CURRICULUM EXTRA ■ Technology: Television

I can talk about television technology in my country.

1

**Aims**

- Learn technical vocabulary to do with television.
- Read a text about television broadcasting in the past and present.
- Talk about television technology in the past and present.

**Warm-up (2–3 minutes)**

- With books closed, ask students what type of television they have got at home. Elicit words such as *digital* and *satellite* and write them on the board.
- Ask students if they know how television works. Elicit some ideas, but do not confirm or reject any at this stage.

**Exercise 1**

- After students have checked the meaning of the words in their dictionaries and matched them with the photos, check answers by reading out the letters of the photos randomly and asking for the words.

**ANSWERS**

- A satellite dish
- B interference
- C aerial
- D decoder
- E radio waves
- F binary code

**Exercise 2**  1.18

- Allow students time to read the words and phrases before you play the CD.
- In a **weaker class**, remind students to refer back to exercise 1 for help with difficult vocabulary.

**ANSWERS**

1 A 2 D 3 D 4 A 5 A 6 D

**Exercise 3**

- After students have answered the questions, they can compare their answers in pairs before you check with the class.

**ANSWERS**

- Analogue broadcasting uses radio waves.
- The problems with this system were that it could not transmit many channels and the picture quality was sometimes poor because of interference.
- Binary code is a computer language which only consists of zeros and ones and broadcasters can use it to send a lot of information very quickly.
- TVs can receive digital information via an aerial, a cable, a satellite dish or broadband.
- No, a decoder can either be inside a TV or computer, or in a separate box which is connected to it.
- A high definition TV (HDTV) has better picture quality than a standard TV.

**Exercise 4**

- Allow time for students to prepare their ideas individually. In a **weaker class**, you could brainstorm some ideas first.
- Put students into pairs to discuss past and present technology.
- Ask some students to report back on their discussions. In a **stronger class**, encourage students to comment on these technologies. Ask them if technological developments are always positive. Are there any disadvantages?

**ANSWERS**

Students' own answers.

**Exercise 5**

- Ask the first question to the whole class and elicit some ideas.
- Allow students time to prepare their answers individually.
- Students work in pairs to ask and answer the questions, and check each others answers. Monitor and help round the class.
- Ask one or two students to read one of their answers to the class.

**ANSWERS**

Students' own answers.

**Optional activity: Vocabulary**

Focus on the text again. Ask if it is formal or informal. Elicit that it is formal, and explain that when we write about technical details we use formal language.

Write these words and phrases on the board.

- |                      |                 |
|----------------------|-----------------|
| 1 changed completely | 5 changes       |
| 2 pictures           | 6 is made up of |
| 3 very new           | 7 through       |
| 4 send out           | 8 joined to     |

Ask students to look at the text again and find formal or technical words with the meanings of the words and phrases on the board.

**ANSWERS**

- |                 |                |
|-----------------|----------------|
| 1 transformed   | 5 converts     |
| 2 images        | 6 consists of  |
| 3 revolutionary | 7 via          |
| 4 transmit      | 8 connected to |

**Learning to learn**

This activity provides an example of a good study skill.

**More practice**

Cross-curricular extension, Teacher's Photocopiable Resources pages 226–227

## CURRICULUM EXTRA ■ Geography: Sustainable development

I can write about an environmental problem.

### Aims

- Learn vocabulary to do with sustainable development.
- Read a text about sustainable development.
- Talk about environmental problems and solutions.
- Write a letter about an environmental problem.

### Warm-up (2–3 minutes)

- With books closed, write the phrase *sustainable development* on the board.
- Elicit or explain the meaning, and ask students to give examples of development that is sustainable.
- Encourage students to contribute ideas, but do not confirm or reject any at this stage.

### Exercise 1

- Students use their dictionaries to check the meaning of the words, then use them to complete the text.
- Do not check answers at this stage.

### Exercise 2 1.35

- After students have checked their answers to exercise 1, ask round the class to find out how many students answered correctly.

#### ANSWERS

- |               |              |
|---------------|--------------|
| 1 environment | 4 community  |
| 2 solutions   | 5 facilities |
| 3 recycles    | 6 save       |

### Exercise 3

- Students read the text again more carefully and decide if the sentences are true or false. Remind them to correct the false sentences.

#### ANSWERS

- 1 False. The leaders of more than 100 countries met at the Earth Summit.
- 2 True.
- 3 True.
- 4 False. It is easy for individuals to do something small every day to contribute to Local Agenda 21.
- 5 True.
- 6 False. People need their local councils to provide good facilities, such as recycling and public transport.

### Exercise 4

- In pairs, students think of problems and sustainable solutions. If students are struggling, prompt them with suggestions, such as use of lights and heating, paper use, food packaging in packed lunches and in the canteen.
- In a **weaker class**, allow students to discuss ideas in L1. In a **stronger class**, encourage them to use English as much as they can.

- Ask some students to report back to the class on the problems they identified and their proposed solutions. Ask other students if they thought of these problems and if their solutions were the same. Encourage students to express their opinions and agree or disagree with each other in a class discussion.

#### ANSWERS

Students' own answers.

### Exercise 5

- Students use the list of problems and sustainable solutions they made in exercise 4 to write a letter. This could be set as homework.
- Go through the prompts and tell students to use these to structure their letter. Encourage students to make notes for each point before they begin their letter.
- If there is time in class, ask some students to read their letters to the class.
- In a **weaker class**, students could exchange letters for correction. In a **stronger class**, encourage students to correct their own work to help them build self-evaluation skills.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

For homework, ask students to produce a poster for their school, highlighting environmental problems in the school and encouraging students and teachers to take action to improve the situation.

In the next lesson, collect the posters and pin them on the wall or arrange them on desks around the class. Allow students to move around the classroom and read them all. Ask students which posters they think are best and why.

#### Cultural awareness and expression

This activity will help students to express their own creativity. It requires them to express their own opinions in a piece of original written work.

### More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 228–229

Geography: The Eden Project, DVD

**Aims**

- Learn vocabulary about the internet and wikis.
- Read a text about wikis and *Wikipedia*.
- Create a wiki.

**Warm-up (3–4 minutes)**

- With books closed, ask students where they look if they want to find information.
- Elicit that it is possible to find information online, then ask students what types of website they go to for information.
- If none of them mentions *Wikipedia*, ask if any of them use it. Ask if they believe all the information they find on *Wikipedia*.

**Exercise 1**

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, point out that *content* is a noun, and *use*, *double check* and *update* are all verbs. In a **stronger class**, elicit this information. Explain that *go live* is a phrase, which is probably listed in their dictionaries under *live*.
- Students read the text and complete it with the missing words.
- Do not check answers at this stage.

**Exercise 2**  1.47

- After students have checked their answers to exercise 1, ask them to read through the four headings and explain that three of them are headings for the paragraphs in the text.

**ANSWERS**

- |           |                |
|-----------|----------------|
| 1 go live | 4 update       |
| 2 content | 5 double-check |
| 3 use     |                |

- Students match the headings individually, then compare answers in pairs.

**ANSWERS**

- Paragraph A 4  
Paragraph B 1  
Paragraph C 3

**Exercise 3**

- Students read the text again more carefully and answer the questions. In a **weaker class**, students could work in pairs. In a **stronger class**, they should do this exercise individually.

**ANSWERS**

- 1 'Wiki' is the Hawaiian word for 'quick'.
- 2 Making changes that are wrong or offensive.
- 3 *Nupedia* is written by experts, but *Wikipedia* is written by ordinary people.
- 4 *Wikipedia* became an independent website.
- 5 There are no limits to the topics it covers. It contains information about the very latest things such as recent news events or advances in technology.
- 6 Because anyone can write and edit it.

**Exercise 4**

- Students choose their topic and write their wiki individually.
- Ask some students to read their wikis to the class.
- Put students into pairs. Ask them to exchange wikis and make two changes to their partner's wiki.
- Students swap their wikis back and check that the language is correct.
- Ask some students to report back on whether their partner's changes improved their wiki or not.

**Optional activity: Reading**

Write these sentences on the board, or dictate them to the class. Ask students to read the text again and decide if they are true or false. Ask them to give evidence for their answers.

- 1 Wikis can appear on the internet very quickly after someone has written them.
- 2 Most changes to wikis are necessary to stop internet vandalism.
- 3 People liked *Wikipedia* as soon as it started.
- 4 *Wikipedia* has got over 2.5 million articles in different languages.
- 5 *Wikipedia* has stopped growing now.

**ANSWERS**

- 1 True. As soon as you've written a wiki, it can appear on the web.
- 2 False. Most changes are necessary to keep the information up to date.
- 3 True. It was immediately popular.
- 4 False. It's got over 2.5 million articles in English.
- 5 False. It is growing bigger every day.

**Communicative competence**

This activity will help to improve students' reading skills.

**More practice**

Cross-curricular extension, Teacher's Photocopiable Resources pages 230–231

Technology: The World Wide Web, DVD

**Aims**

- Learn vocabulary to do with newspapers.
- Read a text about different types of newspaper.
- Discuss different types of newspaper in your country.

**Warm-up (3–4 minutes)**

- With books closed, ask students if they read any newspapers. If so, elicit the names of the newspapers. If not, elicit the names of different newspapers they have heard of.
- Ask students what the differences are between the newspapers they have mentioned. Ask what types of information you would find in each. Elicit some ideas, but do not accept or reject any at this stage.

**Exercise 1**

- After students have checked the meaning of the words, focus on the photos and ask students what they think is in each newspaper. Elicit a few ideas.
- In pairs, students match the words to the photos.
- Do not check answers at this stage.

**Exercise 2**  2.14

- Students read and listen, and check their answers to exercise 1.

**ANSWERS**

Photo A: 2, 5, 6, 7, 9

Photo B: 1, 3, 4, 8, 9, 10

♀ appears in both types of newspaper.

**Exercise 3**

- Students read the text again and decide if the sentences are true or false. Tell them they should write a question mark if the point is not mentioned.
- Ask students to compare answers in pairs, then check answers with the class.

**ANSWERS**

- 1 False. A lot of people still prefer to get the news in a more traditional way, by reading a newspaper.
- 2 Don't know.
- 3 True.
- 4 False. Quality newspapers use a formal style of language with longer sentences and technical vocabulary. Sensationalist newspapers use shorter words and sentences, with colloquial words and expressions.
- 5 True.
- 6 False. Both types of newspaper contain articles about sport.

**Exercise 4**

- Allow students time to prepare their answers individually, then put them in pairs to ask and answer the questions. Monitor and help round the class.
- Ask one or two students to read one of their answers to the class.

**ANSWERS**

Students' own answers.

**Exercise 5**

- In a **weaker class**, students can work in pairs and help each other find vocabulary and formulate their ideas in English. In a **stronger class**, students should prepare their answers individually. Tell them they should make notes rather than writing their answers in full.
- Students compare their answers and discuss the newspapers they have chosen.
- Elicit answers from the class and have a class discussion on the different newspapers students have discussed. Encourage students to join in and express their opinions.
- In a **weaker class**, write new vocabulary or phrases on the board for students to copy down after the discussion. In a **stronger class**, after the discussion, encourage students to record useful vocabulary in sentences in their notebooks.

**ANSWERS**

Students' own answers.

**Optional activity: Vocabulary**

Write these meanings on the board, or dictate them to the class. Ask students to find words in the text to match the meanings.

- 1 most recent (paragraph 1)
- 2 completely different (paragraph 1)
- 3 ways of doing something (paragraph 1)
- 4 give a lot of attention to (paragraph 2)
- 5 informal talk about someone's personal life (paragraph 3)
- 6 long articles about special topics (paragraph 3)

**ANSWERS**

- 1 latest 2 distinct 3 techniques 4 concentrate
- 5 gossip 6 features

**Learning to learn**

This activity will help to improve students' study skills.

**More practice**

Cross-curricular extension, Teacher's Photocopiable Resources pages 232–233

I can talk about students' rights and responsibilities.

### Aims

- Read a text about the school community.
- Discuss students' rights and responsibilities in the classroom.

### Warm-up (3–4 minutes)

- With books closed, write the word *community* on the board and elicit or explain the meaning (*a group of people who have something in common and feel that they belong together*).
- Ask students what different types of community there are (*a town / village community, a work community, a religious community, clubs, organizations, etc*). Ask students if they think their school is a community.
- Ask what problems there can be in a school community. Elicit ideas such as bad behaviour and bullying.
- Ask students what they as individuals can do to improve their school community.

### Exercise 1

- Read through the headings with the class and make sure that students understand them. In a **weaker class**, students can translate the headings. In a **stronger class**, encourage students to define the headings in English.
- Students read the text and match the headings with the paragraphs. Point out to students that they should read the text quickly at this stage, and not worry if they do not understand every word.
- Do not check answers at this stage.

### Exercise 2 2.2/

- Students listen and read the text, and check their answers to exercise 1.

#### ANSWERS

- Paragraph 1 d  
Paragraph 2 a  
Paragraph 3 b  
Paragraph 4 e  
Paragraph 5 c

### Exercise 3

- After they have answered the questions, ask students to compare their answers in pairs before you check with the class.

#### ANSWERS

- 1 Yes, because it should be a happy and safe place to spend time in and learn but sometimes there are problems.
- 2 Other students who want to learn and the teacher.
- 3 No, bullying can also be verbal or emotional.
- 4 Teachers can move disruptive students to a different place in the classroom, or send them out of lessons.
- 5 Teachers can give detention, and head teachers can suspend or expel students.
- 6 Citizenship lessons.

### Exercise 4

- Ask students to complete the task individually, then compare their answers in pairs and discuss any differences.
- Elicit answers from the class, and encourage students to discuss any differences of opinion.
- You could elicit an agreed list of rights and responsibilities and write them on the board.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

Write this essay topic on the board:

*Schools should suspend or expel all students who are disruptive or bully others.*

Tell students they are going to write an opinion essay on this topic for homework.

Elicit ideas and opinions from students, and write them on the board. Encourage other students to agree or disagree with the ideas. Use the ideas below to stimulate discussion if necessary, and try to relate students' points to the rights and responsibilities they have discussed.

*For:*

*Students have the right to learn in a safe environment, and students who bully others are taking away that right.*

*Students who distract others aren't respecting them.*

*Students have a responsibility to listen when the teacher is talking.*

*Against:*

*Students who bully or distract others might be unhappy or have problems at home.*

*These students might need help rather than punishment.*

Refer students back to page 55 of the Student's Book for key phrases for writing an opinion essay.

In the next lesson, ask students to exchange essays with a partner. Ask them to read their partner's essay, correct any errors and say whether they agree or disagree with their partner.

Collect the essays in and mark them as usual.

### Communicative competence, Cultural awareness and appreciation

This activity will help to improve students' written communication skills and encourage them to use language conventions appropriate to the situation. It will also help them to express their opinions in a piece of original written work.

### More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 234–235

## CURRICULUM EXTRA ■ Geography: Natural environments

can write about a coral reef.

## Aims

- Learn vocabulary of natural environments.
- Read a text about tropical rainforests.
- Write about coral reefs.

## Warm-up (3–4 minutes)

- With books closed, write the word *rainforest* on the board. Ask students what they know about tropical rainforests.
- Elicit a variety of ideas, then ask what they know about the conditions in a rainforest. Ask what types of animals and plants there are, and where they live in the forest.
- Elicit a variety of responses, but do not accept or reject any at this stage.

## Exercise 1

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, accept translations, then encourage students to contextualize the words in example sentences. In a **stronger class**, encourage them to contextualize the words directly.
- Students read the text and complete it with the missing words. Tell students that they should read the text quickly and not worry if they do not understand every word.
- Do not check answers at this stage.

## Exercise 2 Ⓢ 2.40

- Ask students to listen and read the text, and check their answers to exercise 1.

## ANSWERS

- |              |           |
|--------------|-----------|
| 1 vegetation | 4 mammals |
| 2 wildlife   | 5 shrubs  |
| 3 layers     | 6 natural |

## Exercise 3

- After students have labelled the diagram, check answers and ask what the layers of a rainforest are called in their language.

## ANSWERS

- 1 emergent layer 2 canopy 3 understory 4 forest floor

## Exercise 4

- Allow students time to read the notes. Elicit or explain that coral reefs are made up of lots of tiny animals. Encourage students to use dictionaries to look up any words they do not know.
- Ask one or two students to read their paragraphs to the class.
- In a **weaker class**, ask students to exchange their texts for correction. In a **stronger class**, ask them to exchange texts for correction. Then, in small groups, ask students to identify common errors. Finish by finding out what the most common errors are in the class and encourage students to revise these areas.
- If this exercise is set for homework, you could ask students to find pictures to illustrate their work, or they could add any other information they think is relevant.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

For homework, ask students to look online and find more information about rainforests, for example about birds and animals that live in the different layers of a rainforest, about ways in which people are destroying rainforests, or about people who live in rainforests.

Ask them to find and write down four facts about rainforests.

In the next lesson, ask students to change one of their facts to make it false.

Put students into pairs and ask them to take turns to read their rainforest facts to each other. Their partner must guess which fact is false.

You could make this into a game by telling students to award themselves a point if they guess correctly. Students can repeat the activity with three or four different partners and see who has the most points at the end.

Ask students which facts they found most interesting or surprising.

## Digital competence

This activity will expose students to a range of resources and genres of writing.

## More practice

Cross-curricular extension, Teacher's Photocopiable Resources pages 236–237

### Aims

- Learn about forming nouns from verbs and adjectives.
- Practise forming nouns from verbs and adjectives.
- Read an extract from *The Time Machine* by H. G. Wells.

### Warm-up (2–3 minutes)

- With books closed, remind students of the conversation they listened to about the book *The Time Machine*.
- Ask students if they would like to travel in a time machine and why.
- Ask if they would like to travel to the future, and ask what they think people would be like in the future. Elicit some ideas, and encourage students to join in and express their opinions.

### Exercise 1

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, accept translations. In a **stronger class**, encourage students to contextualize the words in example sentences.
- Students read the text and complete it with the missing words. Tell students that they should read the text quickly and not worry if they do not understand every word.
- Do not check answers at this stage.

### Exercise 2 3.12

- After they have checked their answers to exercise 1, ask students if they would like to read the rest of this book and ask them to give reasons.

#### ANSWERS

- |          |           |
|----------|-----------|
| 1 wavy   | 4 pointed |
| 2 chins  | 5 thunder |
| 3 softly | 6 fools   |

### Exercise 3

- After they have completed the summary, check answers by asking individual students to read out one completed sentence each.

#### ANSWERS

- |              |                         |
|--------------|-------------------------|
| 1 forward    | 4 friendly and cheerful |
| 2 the same   | 5 future                |
| 3 attractive | 6 intelligent           |

### Exercise 4

- Do one or two examples with the whole class, then put students into pairs to form the rest of the nouns.
- Refer students back to the text to check their answers.
- Encourage students to keep a record of words which can take a suffix.

#### ANSWERS

- |                |                |
|----------------|----------------|
| 1 meaning      | 5 prettiness   |
| 2 movement     | 6 intelligence |
| 3 conversation | 7 sadness      |
| 4 feeling      | 8 difference   |

### Exercise 5

- Read the task with the class and check students understand what they have to do. Look at the text *Broadcasting for the future* on page 96 as an example. Ask students to find the word *transformed* in paragraph 1. Elicit that this is a verb, and ask if anyone can give you the noun form (*transformation*). Then find the word *perfect*, and elicit that this is an adjective. Ask for the noun form (*perfection*).
- Students continue the activity in pairs. Encourage them to use their dictionaries. When they have worked through the activity, check some answers with the students.

#### ANSWERS

Students' own answers.

### Exercise 6

- Ask students to check their sentences in pairs before you check with the class.
- Ask students which suffixes they use in their language to form nouns. Ask them to give examples.
- In a **weaker class**, you could ask students to translate the nouns in exercise 4 into their own language as examples. Then encourage them to use the words in example sentences. In a **stronger class**, ask students to contextualize the words in sentences directly.

#### ANSWERS

- |             |                   |
|-------------|-------------------|
| 1 enjoyment | 4 happiness       |
| 2 sensation | 5 recommendations |
| 3 existence |                   |

### Optional activity: Writing

For homework, ask students to write a paragraph giving an account of the meeting described in the text, but from the point of view of the people in the future.

Elicit some ideas about what these people's reaction was to seeing the time machine, and seeing a man from 800,000 years in the past. Ask students what they think the people were saying to each other when they were 'speaking softly'.

Encourage students to use some of the nouns from exercises 4 and 5 in their writing.

In the next lesson, ask students to swap their paragraphs with a partner and compare their ideas. Ask some students to read their paragraphs to the class. You could ask the class to vote for the best one.

### Cultural awareness and expression

This activity will help to develop students' own creativity.

### More practice

Cross-curricular extension, *Teacher's Photocopiable Resources* pages 238–239

I can describe an art movement.

**Aims**

- Learn vocabulary for describing modern art.
- Read a text about art movements of the 20th century.
- Look at some examples of modern art movements.

**Warm-up (3–4 minutes)**

- With books closed, ask students if they know any artists or works of art from the twentieth century.
- Elicit ideas. Ask students to look back through Unit 8 of the book to find examples of 20th century art and artists.
- Ask how art from the 20th century was different from art from earlier centuries.

**Exercise 1**

- Students use their dictionaries to check the meaning of the words. In a **weaker class**, accept translations. In a **stronger class**, encourage students to contextualize the phrases in example sentences.
- In pairs, students match the words with the pictures.

**ANSWERS**

Students' own answers.

**Exercise 2** Ⓢ 3.25

- Students read and listen, and answer the question.

**ANSWERS**

Abstract Expressionism: drips of paint  
 Pop Art: a brand name, bright bold colours, a comic strip,  
 representative of real life

**Exercise 3**

- Students read the text again and decide which movement the sentences refer to.

**ANSWERS**

1 N 2 PA 3 PA 4 AE 5 N 6 PA

**Exercise 4** Ⓢ 3.26 Tapescript page 157

- Ask students which line they think looks longest before you play the CD.

**ANSWERS**

They think the line in the middle is the longest.

**Exercise 5** Ⓢ 3.26

- Allow students time to read the questions and possible answers, and encourage them to answer from memory before listening again.
- Ask students to compare their answers with a partner before you check with the class.
- Ask students if they are surprised that the lines are the same length.

**ANSWERS**

1 Optical Art 2 middle 3 the same length 4 didn't like

**Exercise 6**

- Allow students time to prepare their answers individually.
- Encourage students to use dictionaries to look up words they do not know. In a **weaker class**, ask students to suggest sentences using the words in the box. Then brainstorm linking words from the model text to help them construct their paragraphs. In a **stronger class**, remind students to use linking words in their paragraphs.
- If this exercise is for homework, you should ask students to find pictures to illustrate their work, or they could add any other information they think is relevant.
- Elicit answers from the class, and ask who likes Minimalist pictures and why.

**ANSWERS**

Students' own answers.

**Optional activity: Language focus**

Ask students to close their books.

Dictate these sentences to the class, and ask students to rewrite them as passive sentences.

- 1 The war forced some to move to the USA from Europe.
- 2 Typically, they used broad brushes.
- 3 They sometimes dripped or threw the paint onto a large canvas.
- 4 They used bright, bold colours.

Ask students to compare their answers in pairs and correct any mistakes.

Students can check their answers by looking in the text on page 103. Point out that we say 'because of the war' not 'by the war', because the war was the reason for the action, not the agent.

**ANSWERS**

- 1 Some were forced to move to the USA from Europe because of the war.
- 2 Typically, broad brushes were used.
- 3 The paint was sometimes dripped or thrown onto a large canvas.
- 4 Bright, bold colours were used.

**Communicative competence**

This activity will improve students' communication skills by helping them to understand the way language is structured.

**More practice**

Cross-curricular extension, Teacher's Photocopiable Resources pages 240–241  
 Visual arts: Tate Modern, DVD

**CULTURE ■ Television in the USA**

I can make a survey about TV viewing habits.

**Aims**

- Read about television in the USA.
- Talk about television in your country.
- Do a survey about television viewing.

**Warm-up (3 minutes)**

- With books closed, ask students how many televisions they have got in their house. Elicit some answers, then ask how much television they usually watch each day and each week.
- Ask students what they think the advantages and disadvantages of television are. Elicit ideas, and encourage students to join in and express their opinions.

**Background information**

Many people worry about the effects of watching too much television, especially on children and young people. The text mentions the potential effects of watching too much violence on television, but many health professionals also worry about the effect on children's physical health of spending so much of their time sitting in front of a television set rather than being active. Some people also believe that there is too much advertising of junk food on TV, which encourages children to eat snacks while they are watching.

**Exercise 1** 1.19

- Ask students to read the text through quickly before completing it in pairs.
- Students read, listen and check their answers.

**ANSWERS**

- |              |              |
|--------------|--------------|
| 1 19%        | 5 20,000     |
| 2 66%        | 6 8,000      |
| 3 9%         | 7 20 million |
| 4 90 million |              |

**Exercise 2**

- Students read the text again and answer the questions.

**ANSWERS**

- 1 They have three or more TVs.
- 2 Four and a half hours a day.
- 3 The Super Bowl.
- 4 They are creative and unusual.
- 5 They switch off their TVs for a week.
- 6 It switches off televisions in public places.

**Exercise 3**

- Students can plan their ideas then discuss the questions in pairs. Go round and listen as students work. Do not interrupt students while they are talking, but note any common errors.
- Ask some students to report back on their discussions. Then conduct a feedback session where you correct errors from the conversations.
- Alternatively, students could prepare written answers.

**ANSWERS**

Students' own answers.

**Exercise 4**

- Students plan their questions in pairs. Encourage them to look at the text closely and pick out parts of it that they can use to write questions for their questionnaire. In a **weaker class**, you could give an example: focus on the information *Six % of people regularly watch TV while they're having dinner* (paragraph 1). Elicit from the class how this would be used in a questionnaire. (*Do you watch TV while you're having dinner?*)
- Divide the class into groups of eight–ten. Students follow the steps in the task, first preparing the questionnaire in pairs, then asking other students within their group.
- Remind students to make clear notes about the answers they receive.
- Students use the results of their survey to write a report, using the text as a model. In a **weaker class**, you might like to check students' notes before they start writing.
- Ask one or two pairs of students to read their reports to the class. In a **weaker class**, ask students to exchange their reports for correction before they read them out to the class. In a **stronger class**, after students have shared their reports, ask the class to provide feedback on accuracy, and to correct any mistakes.

**ANSWERS**

Students' own answers.

**Optional activity: Writing**

Ask students to imagine that next week's Mental Detox Week in their country, starting next Monday, and everyone will switch off their TVs and computers for a week. Ask students to write a plan of their activities for each evening and for the weekend.

Put students into pairs to compare their ideas.

Elicit some ideas of the activities students have put on their plans, and ask students if they think there are any advantages to having no television.

**Cultural awareness and expression**

This activity will help to develop students' own creativity.

**More practice**

Television news in the USA, DVD

## CULTURE ■ Clean Up the World

I can plan an environmental event for where I live.

### Aims

- Read about an environmental event.
- Talk about environmental organization in your country.
- Plan an environmental event.

### Warm-up (3–4 minutes)

- With books closed, ask students if they can think of any environmental events they have heard of or read about.
- Elicit what sorts of events people could organize to help the environment.
- Ask why many people are willing to volunteer for these events.
- Elicit some ideas, and encourage students to join in and express their opinions.

### Background information

Many people worry about the effects of pollution on the environment. The *Clean Up the World* project is one of many organizations, large and small, that people have set up to help protect our planet. The United Nations Environment Programme (UNEP) was set up in 1972 to encourage sound environmental practices, and most people now think about how they can be more environmentally friendly in their everyday lives, doing small things like recycling rubbish. World Environment Day is celebrated on 5th June, and volunteering for big annual events like rubbish collecting and planting trees is becoming more popular. Projects like *Clean Up the World* give ordinary people a chance to see how they can make a real difference to the environment when they work together. Events like this can be fun, too!

### Exercise 1 1.36

- Look at the photos with the class and ask for ideas about what the people are doing.
- Ask the questions to the whole class and encourage students to give their ideas.
- Students listen and read to check their answers.

#### ANSWERS

- 1 The people are volunteers.
- 2 In photo 1, they are collecting rubbish on a beach. In photo 2, the girl is planting a tree.
- 3 Because they want to make a difference to the world.

### Exercise 2

- Ask students to write answers, then compare in pairs before you check answers with the class.

#### ANSWERS

- 1 The amount of rubbish in the world's oceans.
- 2 *Clean Up Sydney Harbour Day*.
- 3 Hiernan started CUW in 1993.
- 4 CUW Weekend takes place in September.
- 5 They plant coral in clean areas.
- 6 They sold a lot of it for recycling.

### Exercise 3

- Read through the questions with the class and check understanding.
- Students can plan their ideas individually then discuss the questions in pairs.
- Allow students time to discuss their ideas, then ask for ideas from the class.

#### ANSWERS

Students' own answers.

### Exercise 4

- Students work in groups of three or four.
- Encourage them to use their own ideas for an activity.
- Ask students to make notes on each of the points in the box.
- Students prepare their posters. In a **weaker class**, remind students that they will probably need to use the imperative in their texts, and revise this with them if necessary. In a **stronger class**, elicit the kind of structures they may need to use.
- In a **weaker class**, monitor while students are preparing and suggest areas for correction. In a **stronger class**, encourage students to self-check their work before presenting the finished piece.
- Allow time in class for students to present their work, and ask them which event they think would be the most successful.
- You could display their work in the classroom.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

Ask students to imagine the event they planned in exercise 4 has taken place. Ask them to write a paragraph explaining what the volunteers did, why it is necessary to look after the environment and how other people can help.

Put students into pairs to compare their answers.

#### Cultural awareness and expression, Communicative competence

This activity will help to develop students' creativity. It will also help to improve their writing skills.

## CULTURE ■ Social networks around the world

I can do a survey on social networking.

3

## Aims

- Read about social networks.
- Talk about social networking in your country.
- Do a survey on social networking in your country.

## Warm-up (3–4 minutes)

- With books closed, ask students if any of them use social networking sites.
- Elicit the names of any sites that students have heard of or read about.
- Ask why so many people use these sites and elicit that different sites have different functions. Do students think that social networking sites are a good thing?
- Encourage students to join in and express their opinions.

## Background information

A traditional social network is a person's group of family, friends and acquaintances. Social networking websites reflect and build people's real life social networks. There are about 200 social networks, which generally consist of a profile of each user, listing their online 'friends', interests, photos, and blog entries for others to read, allowing users to search for other users with similar interests. The sites allow users to interact over the internet, through chat rooms, email and instant messaging, so that they can share ideas and information within their individual networks. Often, profiles have a section for comments from friends and other users. To protect user privacy, social networks usually have controls that allow users to choose who can view their profile, contact them, add them to their list of contacts, and so on. It is important to remind students that adding strangers to their lists of 'friends' and sharing personal information with them could be dangerous.

## Exercise 1 1.48

- Point out the social networks in the photos and ask what the class knows about each site.
- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Students listen and read to check their answers.

## ANSWERS

Students' own answers.

## Exercise 2

- Students read the text carefully and answer the questions.
- Ask students to compare their answers in pairs before checking with the class.

## ANSWERS

- 1 Social networking started in the late 1990s in the USA.
- 2 LinkedIn is used by business people.
- 3 Facebook is not the number one site in Germany or Russia.
- 4 The average Facebook user is older, richer and more likely to be married than a MySpace or Bebo user.
- 5 Teenagers are more likely to use Bebo and MySpace.
- 6 The number of Twitter users has stopped growing.

## Exercise 3

- Students can plan their ideas individually then discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

## ANSWERS

Students' own answers.

## Exercise 4

- Students can plan their questions in pairs. In a **weaker class**, check students have formed questions correctly before they start their surveys.
- Students use the results of their survey to write a summary together with their presentation of results in a bar graph. Remind students how to do bar graphs. In a **weaker class**, remind students how to present data in a written summary. Encourage them to use phrases such as *one or two people*, *about half the class*, etc. In a **stronger class**, elicit these phrases.
- Ask one or two pairs of students to read their summaries to the class. In a **stronger class**, ask students to listen for any grammar or vocabulary errors in the summaries. Ask for corrections from the class.

## ANSWERS

Students' own answers.

## Optional activity: Writing

It is becoming more common for businesses and organizations to have profiles on social networking pages. Ask students to work in pairs to write a short profile entry for their school, and discuss which social network site the profile should be included on.

Monitor and help out with ideas and vocabulary while students are working.

When students have finished, ask them to swap with another pair and give feedback on the other pair's work. Ask some students to read their work to the class.

## Communicative competence

This activity will help students to show that they can use language conventions appropriate to the situation. It will also help them to express their own creativity.

## CULTURE ■ Teenage magazines

I can design a magazine.

### Aims

- Read about teenage magazines in the UK.
- Talk about teenage magazines in your country.
- Design your own ideal magazine.

### Warm-up (2–3 minutes)

- With books closed, ask students if they read any magazines. Elicit the names.
- Ask what things they like reading about in magazines.
- Elicit some ideas, and encourage students to join in and express their opinions.

### Background information

The top-selling teenage magazines in Britain are *Sugar*, *Ess*, *Top of the Pops*, *Shout*, *Mizz* and *Kiss*. Most teenage magazines are bought by girls, and deal with fashion, celebrities and real-life issues. Teenage boys tend to buy specialist magazines in areas they are interested in. Sales of teenage magazines have declined over the last few years as teenagers have started to use the internet more, or have started to buy more adult magazines from a younger age.

### Exercise 1 2.15

- Refer students to the pictures of the magazine covers.
- Put students into pairs to answer the questions.
- Ask some students to report back to the class on their discussions.
- Students listen and read the text, and check their answers.
- Check answers to questions 1 and 2 in exercise 1, and ask students if they guessed correctly.

#### ANSWERS

##### Shout

- 1 Fashion
- 2 Girls
- 3 Students' own answers.

##### Formula 1 Racing

- 1 Formula 1
- 2 Boys
- 3 Students' own answers.

##### Top of the Pops

- 1 Music
- 2 Both
- 3 Students' own answers.

### Exercise 2

- Students read the text again, more carefully and answer the questions.

#### ANSWERS

- 1 Make-up and jewellery.
- 2 They show normal girls in normal clothes.
- 3 Football magazines, fitness magazines and computer magazines.
- 4 Adults and teenagers.
- 5 About a year ago, when she was fourteen.
- 6 It is cheaper and you can watch pop videos and listen to audio clips of interviews with celebrities.

### Exercise 3

- Read through the questions with the class.
- Students can plan their ideas individually, then discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

#### ANSWERS

Students' own answers.

### Exercise 4

- Students work in groups of three or four to design a magazine. Remind them that there are a few ideas for types of magazine in the text.
- In a **weaker class**, list possible features on the board and brainstorm associated vocabulary. In a **stronger class**, encourage students to do this in their groups.
- When students start to write their features, encourage them to think about how articles in magazines are written. Encourage students to look at the reading texts in the Student's Book for styles of opening paragraphs. In a **weaker class**, make suggestions, for example, magazine articles often start with a question, such as *Are you a fashion addict?*
- In a **stronger class**, ask what structures and tenses might be used to grab readers' attention. Encourage students to remember their readers and to adapt the language to suit them.
- If this exercise is for homework, you should ask them to find pictures to illustrate their articles.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

Put students into pairs and ask them to write something to go in one of the magazines on page 107 or another teenage magazine. Tell them they can write a short article, an advertisement or a letter to the magazine. Remind them that they are writing for teenagers, so they must make it interesting and lively.

Monitor and help out with ideas and vocabulary while students are working.

When students have finished, ask them to swap with another pair and give feedback on the other pair's work. Ask some students to read their work to the class, and show it to the class if it contains artwork.

### Communicative competence, Cultural awareness and expression

This activity will help students to show that they can use language conventions appropriate to the situation, and can understand that discourse must be adapted to suit different contexts. It will also help them to express their own creativity.

### More practice

i-mag, DVD

**Aims**

- Read about studying abroad.
- Talk about studying abroad.
- Design a brochure about your school.

**Warm-up (2–3 minutes)**

- With books closed, write the words *studying abroad* on the board and elicit or explain the meaning (*going to school or college in a foreign country*). Ask students if any of them have ever thought about studying abroad, or know someone who has studied abroad.
- Elicit the names of any countries they would like to study in and why.
- Encourage students to join in and express their opinions.

**Background information**

New Zealand is an English-speaking island country in the southwest Pacific Ocean. It has a reputation for a high standard of living and education. The main industry is agriculture, including meat, wool, and dairy products. The coastline and dramatic mountains make it a popular tourist destination.

Studying abroad is a popular option for students at many stages of their education. Foreign-language students often benefit by spending time living in the country where their second language is spoken, and it is a compulsory part of most university language courses.

**Exercise 1** Ⓢ 2.28

- Focus on the photos, and elicit the names of the activities the people are doing.
- Ask students to guess the country, but do not tell students the answer at this stage.
- Students read, listen, and check their answers.

**ANSWERS**

The country is New Zealand.

**Exercise 2**

- Students read the text carefully and answer the questions.
- Ask students to compare their answers in pairs before checking with the class.

**ANSWERS**

- 1 Dieter comes from Germany, and Zoe is from the USA.
- 2 Zoe is still in New Zealand.
- 3 Zoe goes to a girls' school.
- 4 It is a beautiful and safe country, where people speak English.
- 5 It is less stressful and the people are more relaxed.
- 6 It is a safe country with high educational standards.
- 7 Free-thinking people and stimulating discussions.

**Exercise 3**

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

**ANSWERS**

Students' own answers.

**Exercise 4**

- Students work in groups of three or four.
- In a **weaker class**, help students get started by brainstorming some ideas for task instructions 1–3. In a **stronger class**, encourage students to make their own lists in their groups and to then think of associated adjectives to make their brochures more interesting.
- If you set this activity for homework, you could encourage students to find pictures to illustrate their brochure, and more detailed information.
- Before students create their final piece of work, remind them to check their texts carefully. In a **weaker class**, ask students to swap texts with another group for correction. Monitor while students do this and note any common errors. Go over common errors with the whole class.
- In a **stronger class**, ask students to swap texts with another group for correction. Then ask all groups to identify common errors. Discuss and correct these as a class.

**ANSWERS**

Students' own answers.

**Optional activity: Writing**

For homework, ask students to find some information about students from abroad studying in their country, for example how many there are, and why they have chosen to study somewhere different. Ask students to make notes on the information they find, and bring them to the next lesson.

Students work in pairs to write a short text on foreign students who study in their country.

Ask students to swap their texts with each other to make comments and make suggestions for improvements. Ask some pairs to read their texts to the class and correct any errors of grammar or vocabulary.

**Communicative competence, Social and civic competences**

This activity will help students to show that they can use language conventions appropriate to the situation. It will also help to enhance their respect of speakers of other languages.

**More practice**

An American high school, DVD

## CULTURE ■ Charities: Comic Relief

I can plan and present a funny competition or a game to raise money for charity.

### Aims

- Read about Comic Relief in Britain.
- Talk about charities in your country.
- Plan a fundraising event.

### Warm-up (3–4 minutes)

- With books closed, write the word *charity* on the board and elicit or explain the meaning (*an organization that raises money to help other people*).
- Ask students to name some charities or another cause and ask who or what the charities help.
- Ask students what types of event charities organize to raise money, and ask if they have ever done anything to raise money for charity. Elicit a range of answers, and encourage students to join in and talk about their experiences.

### Background information

Comic Relief started in Britain in 1985, and since then it has raised over £600 million. It operates on the 'Golden Pound' principle, where every pound that is donated goes directly towards helping people, with all administration costs being covered by sponsors.

Red Nose Day has become almost like a public holiday in Britain, with schools having non-uniform days and organizing special fund-raising events. A lot of people also organize fund-raising activities at their place of work. Members of the public, TV presenters, celebrities and even politicians wear the red noses to help raise awareness of the charity. Larger versions of the nose are also available to attach to the front of cars.

### Exercise 1 2.41

- Students answer the questions in pairs, then listen and read the text, and check their answers.

#### ANSWERS

- 1 In the first photo, they are doing something funny for money – wearing red noses. In the second photo, the people are running the Sport Relief Mile.
- 2 To raise money for Comic Relief.

### Exercise 2

- Students read the text again more carefully and answer the questions.

#### ANSWERS

- 1 Every two years.
- 2 To raise money for Comic Relief.
- 3 A group of comedians decided to use comedy and humour to raise money to fight hunger, poverty, disease and injustice both in the UK and around the world.
- 4 There is a special TV programme which reports on the people and projects the money is going to.
- 5 Sport Relief takes place in the years that Red Nose Day does not happen.
- 6 The Sport Relief Mile – thousands of people get sponsored by their friends and families to run one, three or six miles.

### Exercise 3

- Students can plan their ideas then discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

#### ANSWERS

Students' own answers.

### Exercise 4

- Students work in groups of three or four.
- When students have decided on their event, they should make notes on each point listed. Encourage them to come up with original ideas, rather than the activities and events mentioned in the text.
- In a **weaker class**, remind students which tenses they will need to use to describe what they are doing, what the rules are, who can take part and how they intend to raise money. In a **stronger class**, elicit the appropriate tenses.
- Make a list of the events suggested on the board as each group in turn presents their idea to the class.
- Ask the class to vote for the best idea.

#### ANSWERS

Students' own answers.

### Optional activity: Writing

Tell students they are going to produce a poster to advertise the fund-raising event they planned in exercise 4 (or for the event the class voted for, if they prefer). Tell them that their poster should include all the information necessary for someone who wants to take part. Remind them that they should include some information about what the event is being organized for (Red Nose Day / Sport Relief).

Allow students time to plan their events in more detail, and produce their poster. Monitor and help as necessary.

### Communicative competence, Cultural awareness and expression

This activity will help students to show that they can use language conventions appropriate to the situation, and can understand that discourse must be adapted to suit different contexts. It will also help them to express their own creativity.

### More practice

Charities: The Blue Cross, DVD

**Aims**

- Read a text about the British film industry.
- Talk about the film industry in your country.
- Perform a scene from a famous film.

**Warm-up (3–4 minutes)**

- With books closed, ask students what films they have seen recently. Elicit some ideas, then ask students where the films were made.
- Ask students if they have seen any films that were made in Britain. Elicit some ideas, for example the James Bond films or Harry Potter films.
- Ask students if they have seen any films that were made in their own country. Elicit ideas.

**Background information**

In the early days of cinema, British films were very successful and popular, especially comedies and early horror films. During the 1970s and 1980s, the British film industry declined, as it was unable to compete with the big budget Hollywood movies. Since 2000, however, the British film industry has been relatively successful. Films such as *Bridget Jones's Diary*, *Billy Elliot* and the Harry Potter series have had a lot of commercial success, as have the animated films *Wallace and Gromit* and *Chicken Run*. One recent success was the award-winning film *Slumdog Millionaire*, which, although it was filmed in Mumbai with a largely Indian cast, was British-financed and had a British director, producer and main actor.

**Exercise 1** 3.13

- Students complete it with the missing numbers. Remind them that they should read the text quite quickly, and not worry if they do not understand every word.
- Students listen and read, and check their answers.

**ANSWERS**

1 1936 2 41 3 5,481 4 22 5 2

**Exercise 2**

- Students read the text again and answer the questions.

**ANSWERS**

- 1 The USA and India.
- 2 He is famous for playing Batman in *The Dark Knight*.
- 3 British films are made at Pinewood Studios.
- 4 The '007 Stage'.
- 5 In 1962.
- 6 Because of the combination of explosions, cool cars and saving the world.

**Exercise 3**

- Students can plan ideas and discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

**ANSWERS**

Students' own answers.

**Exercise 4**

- Students work in groups of three or four.
- When students have decided on a film and a scene, they should make sure that each member of their group has a character (or two, if necessary) to play. Encourage them to work together to write the text for each actor, and monitor and help as necessary.
- In a **weaker class**, identify any errors in speech and elicit how to correct them. In a **stronger class**, if you detect errors, indicate that there may be some errors, and encourage students to identify and correct them autonomously.
- Allow students time to practise reading their texts together before the groups present their scenes to the class in turn.
- In a **weaker class**, allow students to read from their scripts. In a **stronger class**, encourage students to perform as freely as possible.
- You could ask the class to vote for the best scene.

**ANSWERS**

Students' own answers.

**Optional activity: Writing**

For homework, ask students to find some information about the film industry in their country, for example when it started, how successful it has been, who the best known actors and directors are, and the names of some recent films. Ask students to make notes on the information they find, and bring them to the next lesson.

In the next lesson, put students into groups of three or four. Explain that they are going to put their notes together to write a short article about the film industry in their country. If you did the Curriculum extra activity for Unit 3 on wikis, they could write a wiki on the subject. Refer them back to page 98 to remind them of the work they did on wikis. If you have not done this activity, students could write a short article for a teenage magazine.

Monitor and help as necessary while they are working.

When they have finished, ask groups to swap their texts with each other to make comments and make suggestions for improvements. Ask some groups to read their texts to the class and correct any errors of grammar or vocabulary.

**Communicative competence, Cultural awareness and expression**

This activity will help students to show that they can use language conventions appropriate to the situation. It will also help them to express their own creativity.

**More practice**

Pinewood Studios, DVD

## CULTURE ■ Graffiti artists – past and present

I can plan a mural.

### Aims

- Read about rock art and urban graffiti.
- Talk about graffiti.
- Plan a mural for your town.

### Warm-up (2–3 minutes)

- With books closed, write the word *graffiti* on the board and elicit or explain the meaning (*writing or pictures on walls or other surfaces in public places*). Ask students if any of them have seen any graffiti recently, what it was, and what they thought about it.
- Encourage students to join in and express their opinions.

### Background information

Banksy is the pseudonym of a British graffiti artist, political activist and painter, whose identity is unknown. His satirical graffiti is done with a distinctive stencilling technique. It has appeared on streets, walls, and bridges of cities throughout the world, and when his work has been painted over, it has caused controversy.

### Exercise 1 3.2/

- Allow students time to think of answers individually, then compare their answers in pairs before listening to check.
- In a **stronger class**, you could ask a few students to explain their answer to question 4 to the class.

### POSSIBLE ANSWERS

- Picture A: 30,000 years old.  
Picture B is not mentioned in the text.  
Picture C: Possibly nearly 50,000 years old, but nobody really knows.  
Picture D: recent – the text doesn't specify.
- Picture A: In Europe.  
Picture C: In a cave in northern Australia.  
Picture D: On the wall of a building in a British city.
- Pictures A and C: Cavemen and women.  
Picture D: Banksy.
- Students' own answers.

### Exercise 2

- Ask students to compare their answers to the questions in pairs before checking with the class.

### ANSWERS

- They painted their world and beliefs.
- The Bradshaw paintings show humans rather than wild animals.
- The ancient artists painted with sticks, rocks and animal fur and they used natural paints.
- We will never really know, but it is possible that the artists just wanted to create something beautiful.
- Graffiti is painted on walls and old buildings, which is similar to ancient rock art.
- Banksy paints on walls, like ancient rock artists, and he decorates the environment to show his world and beliefs.

### Exercise 3

- Students can plan ideas and discuss the questions in pairs.
- Alternatively, students could prepare written answers.
- Follow up with a class discussion.

### ANSWERS

Students' own answers.

### Exercise 4

- Students work in pairs and make notes on points 2–6. Then they can use their notes and the model letter on page 65 to produce a letter to the council. In a **weaker class**, remind students about the structure and key phrases used in formal letters. In a **stronger class**, elicit structure and key phrases.
- Ask students to present their ideas to the class in turn.
- Write their suggestions for the place of the mural and what the picture will be like on the board as they present their ideas.
- In a **weaker class**, ask the class to vote on the best mural, and the best place to put it. In a **stronger class**, ask students to vote for the best mural, then ask a few students to present their opinions and reasons to the class.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Put students into pairs and ask one student to represent the council, who want to paint over a work by a popular graffiti artist, and the other student to argue for reasons why it should stay.

Give them time to list their arguments. Monitor and help round the class.

When students are ready, tell them they are going to discuss whether the mural should remain, or be painted over.

Monitor while students are working and make sure they are using appropriate key phrases. Note down any common errors.

When students have finished talking, ask some students to report back on the decision they reached, and why.

Correct any mistakes in a short feedback session at the end.

### Communicative competence, Social and civic competences

This activity will help students to show they understand that discourse must be adapted to the situation. It will also help them to work in a cooperative manner.

**Unit 1 (page 112)**

**Exercise 1**

Box wrote, argued, had, drove, cried, shouted, recorded, felt, copied, thought, went, hid, heard, knew, bought, found, did, became, spoke, chatted, laughed, spent, lived.

**Regular verbs**

- 1 chatted
- 2 copied
- 3 cried
- 4 laughed
- 5 lived
- 6 recorded
- 7 shouted

**Irregular verbs**

- 1 became      9 heard
- 2 bought      10 hid
- 3 did          11 knew
- 4 drove      12 spoke
- 5 felt         13 spent
- 6 found      14 thought
- 7 went        15 wrote
- 8 had

**Exercise 2**

- 1 cried          7 went
- 2 argued        8 hid
- 3 spent         9 heard
- 4 shouted      10 found
- 5 drove        11 felt
- 6 bought

**Exercise 3**

- 2 change channel
- 3 rewind
- 4 play
- 5 fast forward
- 6 record
- 7 pause
- 8 eject

**Unit 2 (page 113)**

**Exercise 1**

In any order: shopping basket, water bottle, chocolate cake, pencil case, tennis racket, video clip, video camera, paper clip.

**Exercise 2**

- 2 key ring
- 3 birthday card
- 4 train station
- 5 football stadium
- 6 door handle
- 7 letter box

**Exercise 3**

- 1 litter bin
- 2 waste-paper basket
- 3 skip
- 4 landfill tip
- 5 refuse sack
- 6 dustbins
- 7 recycling centre

**Unit 3 (page 114)**

**Exercise 1**

- 2 c    3 a    4 b    5 d    6 e

**Exercise 2**

- 1 hours            4 rock group
- 2 friends         5 English
- 3 shopping       6 points

**Exercise 3**

- 2 surname
- 3 nickname
- 4 password
- 5 email address
- 6 address / street
- 7 town / city
- 8 postcode
- 9 country

**Unit 4 (page 115)**

**Exercise 1**

- 1 peaceful
- 2 unfriendly
- 3 understandable
- 4 homeless
- 5 wonderful
- 6 unhappy
- 7 childless
- 8 noticeable

**Exercise 2**

- 1 endless      5 drinkable
- 2 playful      6 lifeless
- 3 breakable    7 unlucky
- 4 unusual      8 spiteful

**Exercise 3**

- 2 microphone
- 3 recording studio
- 4 drums
- 5 amplifier
- 6 speakers
- 7 trumpet
- 8 bass guitar

**Unit 5 (page 116)**

**Exercise 1**

- 1 freeway      4 principal
- 2 gasoline      5 trash
- 3 cell phone    6 pants

**Exercise 2**

- 1 crisps          4 football
- 2 biscuit        5 trainers
- 3 film

**Exercise 3**

- 2 canteen
- 3 bike racks
- 4 assembly
- 5 playground
- 6 lockers

**Unit 6 (page 117)**

**Exercise 1**

- 1 inaccurate
- 2 independent
- 3 immoral
- 4 unusual
- 5 impolite
- 6 untidy

**Exercise 2**

- 1 immature
- 2 inexpensive
- 3 impatient
- 4 uncommon
- 5 immodest
- 6 invisible
- 7 intolerant
- 8 unfriendly

**Exercise 3**

- 2 endangered species
- 3 ice caps
- 4 flood
- 5 drought
- 6 global warming

**Unit 7 (page 118)**

**Exercise 1**

-er  
speaker, viewer, painter, seller, producer  
-or  
conductor, editor, creator, director

**Exercise 2**

- 1 viewers          4 director
- 2 creator         5 conductor
- 3 painter         6 speakers

**Exercise 3**

- 2 film producer
- 3 extras
- 4 make-up artist
- 5 costume designer
- 6 sound engineer

**Unit 8 (page 119)**

**Exercise 1**

- 2 g    3 d    4 e    5 h
- 6 a    7 b    8 f

**Exercise 2**

- 1 huge            5 purchase
- 2 pupils         6 lounge
- 3 attempt       7 assist
- 4 glad

**Exercise 3**

- 2 vase
- 3 frame
- 4 stained-glass window
- 5 mural
- 6 still life
- 7 tapestry
- 8 statue