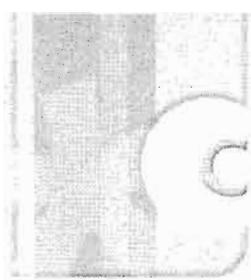


CAMBRIDGE

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English in Mind

* Teacher's Book 1



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Unit	Grammar	Vocabulary	Pronunciation
1 Things we like doing	Present simple (positive & negative). <i>like + -ing</i>	Hobbies & interests Everyday English	/n/ (<i>man</i>) & /ŋ/ (<i>song</i>)
2 School life	Present simple (questions & short answers) Object pronouns	School subjects Frequency expressions	Stress in frequency expressions
3 A helping hand	Present continuous for activities happening now Present simple vs. present continuous	Housework Everyday English	/ɜ:/ (<i>world</i>)
4 A healthy life	Countable & uncountable nouns. <i>a/an</i> & <i>some</i> <i>much</i> & <i>many</i>	Food & drink	The schwa /ə/ (<i>water</i>)

Module 1 Check your progress

5 My hero!	Past simple: <i>be</i> & regular verbs <i>was/were born</i>	Phrasal verbs (1) Everyday English	<i>was</i> & <i>were</i> -ed endings
6 Good friends	Past simple: regular & irregular verbs Past simple questions	Sports Past time expressions	Word stress
7 The secrets of success	<i>have to / don't have to</i>	Jobs Everyday English	<i>have to</i>
8 New ideas	<i>some</i> & <i>any</i> Possessive pronouns	Sleeping & waking	Rhyming words

Module 2 Check your progress

9 The languages we speak	Comparative adjectives Superlative adjectives	Language learning Everyday English	<i>than</i>
10 We're going on holiday	Present continuous for future arrangements	Future time expressions Holiday activities	/θ/ (<i>think</i>) & /ð/ (<i>that</i>)
11 What will happen?	<i>will/won't</i>	Expressions to talk about the future Everyday English	'll
12 Never give up!	<i>too</i> + adjective Adverbs	The weather	/əʊ/ (<i>go</i>)

Module 3 Check your progress

13 Good intentions	<i>be going to</i> (intentions & predictions) <i>must/mustn't</i>	Phrasal verbs (2) Everyday English	<i>must</i> & <i>mustn't</i>
14 You shouldn't do that!	<i>should/shouldn't</i> <i>What's it like?</i>	Personality adjectives Adjectives for expressing opinions	Silent consonants
15 How brave!	First conditional <i>when</i> & <i>if</i>	Adjectives of feeling Everyday English	Stress in conditional sentences
16 It's a mad world	Present perfect + <i>ever/never</i>	Animals Verb & noun pairs	<i>have</i> & <i>has</i> in the present perfect

Module 4 Check your progress

Projects Speaking exercises: extra material Irregular verbs and phonetics Wordlist

Speaking & Functions	Listening	Reading	Writing
Expressing likes & dislikes	Interviews about hobbies	An unusual hobby Story: Different – so what?	Letter about your hobbies
Talking about regular activities Talking about school subjects	Dialogue about a school timetable	At home – at school Culture: A school in Britain	Description of your usual school day
Talking about activities happening now Talking about housework	Radio interview with a volunteer in Belize	Hard work and no money Story: Where's Amy going?	Email about organising a party
Expressing quantity Ordering food Talking about food & fitness	Restaurant dialogue	Getting fat or keeping fit? Culture: What is British food?	Paragraph about food & fitness
Talking about the past Talking about when/where you were born	Presentation on 'My hero'	The woman who lived in a tree Story: Who's your hero?	Poster about your hero
Asking about the past Re-telling a story	Television comedy story	The start of a great friendship Culture: Using mobile phones	Email about an enjoyable day/weekend
Talking about obligations Describing job requirements	Presentation on success Descriptions of future jobs	Why are they so successful? The 1900 House Story: It's my dream	Description of a job
Talking about non-specific amounts Talking about possession Talking about sleep & dreams	Song: <i>What makes you think they're happy?</i>	4Tune's new music Dreaming up new ideas Culture: Pop idols	Imaginative story
Comparing things	Descriptions & interview about language learning	More than one language Amazing facts – or just lies? Story: I have to bounce!	Description or letter/email about language learning
Talking about arrangements Discussing holiday plans	Dialogues about holiday plans	Welcome to Ireland Culture: Adventure holiday in paradise	Magazine article about a class trip
Making predictions Talking about your future life	Science fiction story Future predictions Song: <i>Space Oddity</i>	Dialogue from a science fiction story Story: How embarrassing!	Competition entry about your life in the future
Describing the weather Giving advice Describing actions	Dialogue about the life of Wilma Rudolph	We can't give up! Culture: New Americans	Email giving advice to a friend
Talking about intentions	Dialogue about New Year's resolutions Dialogue about an unlucky day	New Year's resolutions Story: A birthday party	Email about New Year's Eve
Giving advice & recommendations Planning a friend's visit	Information about different customs	Quiz: Other cultures Culture: Tips for the tourist in Britain	Letter/email giving tips to a tourist
Expressing future possibilities Telling a story	Dialogues about bravery	Face-to-face with a gorilla Story: Dave's risk	Re-telling a story about facing danger
Talking about life experiences Talking about things you've done / never done	Interview about strange pets	Have you ever seen anything like it? John Evans, the Headbalancer Culture: Elvis lives	Letter/email about a visit to Los Angeles

Introduction

'If you can teach teenagers, you can teach anyone.' Michael Grönder

Teaching teenagers is an interesting and challenging task. A group of adolescents can be highly motivated, cooperative and fun to teach on one day, and the next day the whole group or individual students might turn out to be truly 'difficult' – the teacher might, for example, be faced with discipline problems, disruptive or provocative behaviour, a lack of motivation, or unwillingness on the students' part to do homework assigned to them.

The roots of these problems frequently lie in the fact that adolescents are going through a period of significant changes in their lives. The key challenge in the transition period between being a child and becoming an adult is the adolescent's struggle for identity – a process that requires the development of a distinct sense of who they are. A consequence of this process is that adolescents can feel threatened, and at the same time experience overwhelming emotions. They frequently try to compensate for the perceived threats with extremely rude behaviour, and try to 'hide' their emotions behind a wall of extreme outward conformity. The more individual students manage to look, talk, act and behave like the other members of their peer group, the less threatened and insecure they feel.

Insights into the causes underlying the problems might help us to understand better the complex situation our students are in. However, such insights do not automatically lead to more success in teaching. We need to react to the challenges in a professional way.¹ This includes the need to:

- select content and organise the students' learning according to their psychological needs;
- create a positive learning atmosphere;
- cater for differences in students' learning styles and intelligence(s), and facilitate the development of our students' study skills.

English in Mind has been written taking all these points into account. They have significantly influenced the choice of texts, artwork and design, the structure of the units, the typology of exercises, and the means by which students' study skills are facilitated and extended.

The importance of the content for success

There are a number of reasons why the choice of the right content has a crucial influence over success or failure in the teaching of adolescents. Teachers

frequently observe that teenagers are reluctant to 'talk about themselves'. This has to do with the adolescent's need for psychological security. Consequently, the 'further away' from their own world the content of the teaching is, the more motivating and stimulating it will be for the students. The preference for psychologically remote content goes hand in hand with a fascination with extremes and realistic details. Furthermore, students love identifying with heroes and heroines, because these idols are perceived to embody the qualities needed in order to survive in a threatening world: qualities such as courage, genius, creativity and love. In the foreign language class, students can become fascinated with stories about heroes and heroines to which they can ascribe such qualities. *English in Mind* treats students as young adults, offering them a range of interesting topics and a balance between educational value and teenage interest and fun.

As Kieran Egan¹ stresses, learning in the adolescent classroom can be successfully organised by starting with something far from the students' experience, but also connected to it by some quality with which they can associate. This process of starting far from the students makes it easier for the students to become interested in the topic, and also enables the teacher finally to relate the content to the students' own world.

A positive learning atmosphere

The creation of a positive learning atmosphere largely depends on the rapport between teacher and students, and the one which students have among themselves. It requires the teacher to be a genuine, empathetic listener, and to have a number of other psychological skills. *English in Mind* supports the teacher's task of creating of positive learning experiences through: clear tasks; a large number of carefully designed exercises; regular opportunities for the students to check their own work; and a learning process designed to guarantee that the students will learn to express themselves both in speaking and in writing.

Learning styles and multiple intelligences

There is significant evidence that students will be better motivated, and learn more successfully, if differences in learning styles and intelligences are taken into account in the teaching-learning process.² The development of a

¹ An excellent analysis of teenage development and consequences for our teaching in general can be found in Kieran Egan: *Romantic Understanding*, Routledge and Kegan Paul, New York and London, 1990. This book has had a significant influence on the thinking behind *English in Mind*, and the development of the concept of the course.

² See for example Eric Jensen: *Brain-Based Learning and Teaching*, Turning Point Publishing, Del Mar, CA, USA, 1995, on learning styles. An overview of the theory of multiple intelligences can be found in Howard Gardner: *Multiple Intelligences: The Theory in Practice*, Basic Books, New York 1993.

number of activities in *English in Mind* have been influenced by such insights, and students find frequent study tips that show them how they can better utilise their own resources.³

The methodology used in *English in Mind*

Skills: *English in Mind* uses a communicative, multi-skills approach to develop the students' foreign language abilities in an interesting and motivational way. A wide range of interesting text types is used to present authentic use of language, including magazine and newspaper clippings, interviews, narratives, songs and engaging photo stories.

Grammar: *English in Mind* is based on a strong grammatical syllabus and takes into account students' mixed abilities by dealing with grammar in a carefully graded way, and offering additional teaching support (see below).

Vocabulary: *English in Mind* offers a systematic vocabulary syllabus, including important lexical chunks for conversation.

Culture: *English in Mind* gives students insights into a number of important cross-cultural and intercultural themes. Significant cultural features of English-speaking countries are presented, and students are involved in actively reflecting on the similarities and differences between other cultures and their own.

Consolidation: Four Check your progress revision units per level will give teachers a clear picture of their students' progress and make students aware of what they have learned. Each revision unit is also accompanied by a project which gives students the opportunity to use new language in a less controlled context and allows for learner independence.

Teacher support: *English in Mind* is clearly structured and easy to teach. The Teacher's Book offers step-by-step lesson notes, background information on content, culture and language, additional teaching ideas and the tapescripts. The accompanying Teacher's Resource Pack contains photocopiable materials for further practice and extra lessons, taking into consideration the needs of mixed-ability groups by providing extra material for fast finishers or students who need more support, as well as formal tests.

Student support: *English in Mind* offers systematic support to students through: Study help sections and Skills tips; classroom language; guidance in units to help with the development of classroom discourse and the students' writing; a wordlist including phonetic transcriptions and lists of irregular verbs and phonetics (at the back of the Student's Book); and a Grammar reference (at the back of the Workbook).

English in Mind: components

Each level of the *English in Mind* series contains the following components:

- Student's Book
- Class CDs or Class Cassettes
- Workbook with accompanying Audio CD / CD-ROM
- Teacher's Book
- Teacher's Resource Pack
- Website resources

The Student's Book

Student's Book 1 has a **Starter** section at the beginning. This is to allow teachers to revise, reasonably quickly, some of the key areas of language which students covered in the Starter level of *English in Mind* or in their previous learning. This section does not include the verb tenses covered in the Starter level, since Student's Book 1 itself revises these in the early units. An alternative use of the Starter section might be as diagnostic exercises, allowing teachers to gauge the strengths and weaknesses of their particular group of students before embarking on the level 1 material.

Modular structure: The *English in Mind* Student's Books are organised on a modular basis – each contains four modules of four units per module. The modules have broad themes and are organised as follows: a) a two-page module opener; b) four units of six pages each; c) a two-page Check your progress section.

Module openers are two pages which allow teachers to 'set the scene' for their students, concerning both the informational content and the language content of what is to come in the module itself. This helps both to motivate the students and to provide the important 'signposting' which allows them to see where their learning is going next. The pages contain: a) a visual task in which students match topics to a selection of photographs taken from the coming units; b) a list of skills learning objectives for the module; c) a short matching task which previews the main grammar content of the coming module; and d) a simple vocabulary task, again previewing the coming content.

The **units** have the basic following structure, although with occasional minor variations depending on the flow of an individual unit:

- an opening **reading** text
- a **grammar** page, often including pronunciation
- two pages of **vocabulary** and **skills work**
- either a **photo story** or a **Culture in mind** text, followed by **writing skills work**.

The **reading texts** aim to engage and motivate the students with interesting and relevant content, and to provide contextualised examples of target grammar and lexis. The texts have 'lead-in' tasks and are followed by comprehension tasks of various kinds. All the opening texts are also recorded on the Class CD/Cassette, which

³ See Marion Williams and Robert L. Burden: *Psychology for Language Teachers*. Cambridge University Press, 1997 (pp. 143–162), on how the learner deals with the process of learning.

allows teachers to follow the initial reading with a 'read and listen' phase, giving the students the invaluable opportunity of connecting the written word with the spoken version, which is especially useful for auditory learners. Alternatively, with stronger classes, teachers may decide to do one of the exercises as a listening task, with books closed.

Grammar follows the initial reading. The emphasis is on active involvement in the learning process. Examples from the texts are isolated and used as a basis for tasks, which focus on both concept and form of the target grammar area. Students are encouraged to find other examples and work out rules for themselves. Occasionally there are also Look boxes which highlight an important connected issue concerning the grammar area, for example, in Unit 3, work on the present continuous has a Look box showing verbs which are hardly ever used in this tense. This is followed by a number of graded exercises, both receptive and productive, which allow students to begin to employ the target language in different contexts and to produce realistic language. Next, there is usually a speaking activity, aiming at further personalisation of the language.

Each unit has at least one **Vocabulary** section, with specific word fields. Again, examples from the initial text are focused on, and a lexical set is developed, with exercises for students to put the vocabulary into use. Vocabulary is frequently recycled in later texts in the unit (e.g. photo stories or Culture in mind texts), and also in later units.

Pronunciation is included in every unit. There are exercises on common phoneme problems such as /ɪ/ in *sit* vs. /i:/ in *seat*, as well as aspects of stress (within words, and across sentences) and elision. Vital areas such as the use of schwa /ə/ are dealt with on more than one occasion, and often in relation to a grammar area, for example, the pronunciation of 'than' when comparatives are taught.

Language skills are present in every unit. There is always at least one **listening skills** activity, with listening texts of various genres; at least one (but usually several) **speaking skills** activity for fluency development; **Reading skills** are taught through the opening texts and also later texts in some units, as well as the Culture in mind sections. There is always a **writing skills** task, at the end of each unit.

The final two pages of each unit have either a **photo story** (odd-numbered units) or a **Culture in mind** text (even-numbered units). The **photo stories** are conversations between teenagers in everyday situations, allowing students to read and listen for interest and also to experience the use of common everyday language expressions. These Everyday English expressions are worked on in exercises following the dialogue. The **Culture in mind** texts are reading texts which provide further reading practice, and an opportunity for students to develop their knowledge and understanding of the world at large and in particular the English-speaking world. They include a wide variety of stimulating topics,

for example, food in Britain, the use and language of mobile phones, manufactured TV pop stars, adventure holidays for American students in exotic locations and the influence of immigrant culture on the USA.

The final activity in each unit is a **writing skills** task. These are an opportunity for students to further their control of language and to experiment in the production of tasks in a variety of genres (e.g. letters, emails, reports, etc.). There are model texts for the students to aid their own writing, and exercises providing guidance in terms of content and organisation. Through the completion of the writing tasks, students, if they wish, can also build up a bank of materials, or 'portfolio', during their period of learning: this can be very useful to them as the source of a sense of clear progress and as a means of self-assessment. A 'portfolio' of work can also be shown to other people (exam bodies, parents, even future employers) as evidence of achievement in language learning. Many of the writing tasks also provide useful and relevant practice for examinations such as Cambridge ESOL PET or Trinity Integrated Skills Examinations.

When a module of four units closes, the module ends with a two-page **Check your progress** section. Here the teacher will find exercises in the Grammar, Vocabulary and Everyday English expressions that were presented in the module. The purpose of these (as opposed to the more formal tests offered in the Teacher's Resource Pack) is for teachers and students alike to check quickly the learning and progress made during the module just covered; they can be done in class or at home. Every exercise has a marking scheme, and students can use the marks they gain to do some simple self-assessment of their progress (a light 'task' is offered for this).

Beyond the modules and units themselves, *English in Mind* offers at the end of the Student's Book a further set of materials for teachers and students. These consist of:

- **Projects:** activities (one per module) which students can do in pairs or groups (or even individually if desired), for students to put the language they have so far learned into practical and enjoyable use. They are especially useful for mixed-ability classes, as they allow students to work at their own pace. The projects produced could also be part of the 'portfolio' of material mentioned earlier.
- An **irregular verb** list for students to refer to when they need.
- A listing of **phonetic symbols**, again for student reference.
- A **wordlist** with the core lexis of the Student's Book, with phonetic transcriptions. This is organised by unit, and within each unit heading there are the major word-fields, divided into parts of speech (verbs, nouns, adjectives, etc.). The wordlists are a feature that teachers can use in classrooms, for example, to develop students' reference skills, or to indicate ways in which they themselves might organise vocabulary notebooks, and by students at home, as a useful reference and also to prepare for tests or progress checks.

The Workbook

The Workbook is a resource for both teachers and students, providing further practice in the language and skills covered in the Student's Book. It is organised unit-by-unit, following the Student's Book. Each Workbook unit has six pages, and the following contents:

Remember and check: this initial exercise encourages students to remember the content of the initial reading text in the Student's Book unit.

Exercises: an extensive range of supporting exercises in the grammatical, lexical and phonological areas of the Student's Book unit, following the progression of the unit, so that teachers can use the exercises either during or at the end of the Student's Book unit.

Everyday English and Culture in mind: extra exercises on these sections in alternating units, as in the Student's Book.

Study help: these sections follow a syllabus of study skills areas, to develop the students' capacities as independent and successful learners. After a brief description of the skill, there are exercises for the students to begin to practise it.

Skills in mind page: these pages contain a separate skills development syllabus, which normally focuses on two main skill areas in each unit. There is also a skill tip relating to the main skill area, which the students can immediately put into action when doing the skills task(s).

Unit check page: this is a one-page check of knowledge of the key language of the unit, integrating both grammar and vocabulary in the three exercise types. The exercise types are: a) a cloze text to be completed using items given in a box; b) a sentence-level multiple choice exercise; c) a guided error correction exercise.

At the end of the Workbook, there is a **Grammar reference** section. Here, there are explanations of the main grammar topics of each unit, with examples. It can be used for reference by students at home, or the teacher might wish to refer to it in class if the students appreciate grammatical explanations.

The Workbook includes an **Audio CD / CD-ROM**, which contains both the listening material for the Workbook (listening texts and pronunciation exercises) and a CD ROM element, containing definitions for the wordlist items with a spoken model for each one. A range of carefully graded grammar and vocabulary exercises provide further practice of language presented in each module.

The Teacher's Book

The Teacher's Book contains:

- clear, simple, practical **teaching notes** on each unit and how to implement the exercises as effectively as possible

- complete **tapescripts** for all listening and pronunciation activities
- complete **answers** to all exercises (grammar, vocabulary, comprehension questions, etc.)
- **optional further activities**, for stronger or weaker classes, to facilitate the use of the material in mixed-ability classes
- **background notes** relating to the information content (where appropriate) of reading texts and Culture in mind pages
- **language notes** relating to grammatical areas, to assist less-experienced teachers who might have concerns about the target language and how it operates (these can also be used to refer to the Workbook Grammar reference section)
- a complete **answer key** and **tapescripts** for the **Workbook**.

The Teacher's Resource Pack

This extra component, spiral bound for easy photocopying, contains the following photocopiable resources:

- an **Entry test** which can be used for diagnostic testing or also used for remedial work for the Starter section
- **module tests** containing separate sections for: Grammar, Vocabulary, Everyday English, Reading, Listening (the recordings for which are on the Class Cassettes/CDs), Speaking and Writing. A key for the Tests is also provided
- **photocopiable communicative activities:** one page for each unit reflecting the core grammar and/or vocabulary of the unit
- **photocopiable extra grammar exercises:** one page of four exercises for each unit, reflecting the key grammar areas of the unit
- **teaching notes** for the above.

Web resources

In addition to information about the series, the *English in Mind* website contains downloadable pages of further activities and exercises for students as well as other resources. It can be found at this part of the Cambridge University Press website:

www.cambridge.org/elt/englishinmind

Starter section

This section is designed to serve as a review, giving students the opportunity to revise and practise language they already know, and it is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

Nice to meet you

Greetings and introductions

- a**  Students read through the words in the box and the gapped dialogue. Go through the example, if necessary. Students complete the exercise. Students can compare answers in pairs. Play the recording for students to listen and check, pausing the recording as necessary.

TAPESCRIPT

Liz Hi! My name's Liz.

Monica Hello, Liz. I'm Monica.

Liz Oh, hi, Jack! How are you?

Jack I'm fine, thanks. How about you?

Liz OK, thanks. Monica, this is my friend, Jack.

Monica Nice to meet you.

Jack Hi, Monica.

Answers 2 I'm 3 fine 4 you 5 this 6 Nice

- b** In groups of three, students act out the dialogue in Exercise 1a. Students can change the names and invent new names for themselves, if they want. Monitor and help as necessary. Ask stronger groups to act out their dialogue in front of the class.

Remember

Go through the examples in the Remember box with students and remind them of subject pronoun and possessive adjective changes. If necessary, elicit the other subject pronouns and possessive adjectives from them and write them on the board:

I – my
you – your
he – his
she – her
it – its
we – our
you – your
they – their

Countries and nationalities

- a**  Read through the countries in the box as a class. Go through the example with students, making sure they locate Britain correctly on the map. Students complete the exercise. Play the recording for students to listen and check answers, pausing the recording as necessary for students to repeat.

TAPESCRIPT/ANSWERS

1 Britain 2 Belgium 3 Italy 4 Spain
5 Switzerland 6 France 7 Germany 8 Poland
9 Russia 10 Turkey 11 China 12 Japan
13 Canada 14 USA 15 Brazil 16 Argentina

- b** Go through the examples with students, pointing out the different endings for nationalities. In pairs, students complete the exercise. Check answers and clarify any spelling problems. Alternatively, you can put the table endings on the board and go through the examples with students. Then ask students to come out and write the other nationalities on the board under the correct ending.

Answers

-an/-ian: Brazilian, Canadian, German, Italian, Russian, American
-ish: Polish, Spanish, Turkish
others: Japanese, Swiss

To check understanding at this point, you can call out the countries from Exercise 2b and then call out a student's name. The student should supply you with the correct nationality.

OPTIONAL ACTIVITY

Call out a country and choose a student to name its capital. That student then chooses a country and calls out another student's name to give the capital and so on. For example:

T: Arturo, what's the capital of Japan?

S1: Tokyo. Sofia, what's the capital of Brazil?

S2: Brasilia. Anna, etc.

The verb be

Read through the grammar table with students. Check they remember all the forms of the verb *be*.

Remember

Remind them of all the personal pronouns in the Remember box (they should have seen these in Exercise 1).

- a Go through the example with students and check they understand why *'re* is used (it's the contracted form of *are*). Students complete the exercise. Remind them to use short forms where possible. Check answers.

Answers 2 's/is 3 isn't / is not 4 're/are
5 's/is 6 're/are

- b  Students read through the dialogue. Check any problems. Go through the example with them, if necessary. Remind them to use short forms where possible. Students complete the exercise and compare answers in pairs. Play the recording for students to check or change their answers. Play the recording again, pausing as necessary.

TAPESCRIPT

Jack Hi. My name's Jack, and this is Monica. She's from Italy.

Marek Nice to meet you. I'm Marek, and those two people are my friends, Barbara and Adam. Are you from Rome, Monica?

Monica No, I'm from Milan. Where are you from?

Marek We're from Poland. Adam and I are from Warsaw and Barbara is from Gdansk. Are you on holiday in Cambridge?

Monica No, I'm not. I'm a student at a language school here. Are you all students?

Marek Yes, we are. We're at a language school too.

Answers 2 is 3 's/is 4 'm/am 5 are 6 Are
7 'm/am 8 are 9 're/are 10 are 11 's/is
12 Are 13 'm/am 14 Are 15 are 16 're/are

- c Read through the instructions with students. Choose a stronger student and read out the A part of the example dialogue and ask them to read out the B part. In pairs, students ask and answer questions. Monitor and check as necessary, making sure students are using the correct verb forms and the correct word order. If they are still having problems, refer them back to the grammar table at the start of the exercise.

Personal information

1 Numbers

- a  Elicit as many numbers as possible from 1–20 and write the numbers and words on the board. Go through the example if necessary. Students complete the exercise. Check answers. Play the recording for students to listen and repeat.

Language note: Pay careful attention to students' pronunciation of the *-teen* numbers, making sure they are stressing these correctly on the second syllable (*four-teen*). Give them some extra practice with these, if necessary.

TAPESCRIPT

one	eleven
two	twelve
three	thirteen
four	fourteen
five	fifteen
six	sixteen
seven	seventeen
eight	eighteen
nine	nineteen
ten	twenty

Answers 3 three 5 five 7 seven 9 nine
12 twelve 14 fourteen 16 sixteen 18 eighteen

- b  Students read through the numbers. Play the recording, for students to listen and repeat.

TAPESCRIPT

twenty-one	sixty
twenty-two	seventy
twenty-five	eighty
twenty-nine	ninety
thirty	a hundred
forty	a thousand
fifty	

- c  Students look at the pairs of numbers. Explain that they will hear each pair of numbers and they must circle the number they hear. Play the recording, pausing it after the first pair to go through the example. Play the recording for students to complete the exercise. Check answers, playing the recording and pausing it again as necessary.

Language note: Check students are pronouncing the numbers correctly especially *-teen* and *-ty* endings (e.g. *nineteen/ninety*). Give them a few more combinations like this for further practice, if necessary.

TAPESCRIPT/ANSWERS

- 17 (seventeen)
- 90 (ninety)
- 64 (sixty-four)
- 52 (fifty-two)
- 79 (seventy-nine)
- 28 (twenty-eight)

OPTIONAL ACTIVITY

Quick bingo

Students write down ten numbers between 1 and 100. You call out and put on the board (or note down) as you call them out, at random, a series of numbers. If you call out a number and a student has it, they can cross it off. Once students have crossed off all their numbers they can call out *Bingo!* The first one to cross off all their numbers correctly is the winner.

Remember

Read through the questions in the Remember box and ask a few students the questions to elicit the answers. Make sure students can form the questions and answers correctly. Remind them that the verb and subject pronoun swap places in questions. Point out the third person *is* in the verb *be*.

- d Take the role of the A student in the dialogue and choose a student to take the role of B. Act out the dialogue with the student as an example. In pairs, students ask and answer questions. Monitor and help as necessary, making sure students are using the correct forms.

Stronger students who finish early can use the extension questions and ask about other family members.

Weaker classes: Elicit words for family members and write them on the board first (e.g. *brother, sister, etc.*).

2 Titles

Write the titles *Mr* /'mɪstər/, *Mrs* /'mɪsɪz/, *Miss* /mɪs/, *Ms* /məz/ on the board and practise the pronunciation with students. Explain your title to them. Explain that we usually use the title *Mr* for any man, *Mrs* refers to a married woman, *Miss* refers to a woman who is not married, *Ms* is used for a woman who may or may not be married. If necessary, go through the first item with students. Encourage them to look at the context of the picture before they choose the title. Students complete the exercise and compare answers in pairs. Check answers as a class.

Answers 1 Mrs 2 Mr 3 Ms/Miss 4 Miss/Ms

OPTIONAL ACTIVITY

Students can discuss in L1 if the same titles are used for people in their countries. Discuss any similarities or differences as a class.

3 The alphabet

- a Write the sounds of the alphabet on the board. Play the recording for students to repeat each letter. Go through the example sounds and letters with students, making sure they can hear the sound clearly.

Stronger classes: They can classify the remaining letters.

Weaker classes: It may be helpful to go through each letter individually with them, replaying the recording for them to hear the sound and then asking them to classify it.

Check answers. Play the recording again as necessary for students to practise the pronunciation.

TAPESCRIPT

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z

Answers

/eɪ/: h, j, k

/i:/: c, d, e, g, p, t, v

/e/: l, m, n, s, x, z

/aɪ/: y

/u:/: u, w

- b Read through the example with students. In pairs, students ask and answer questions about other numbers. Set a time limit, e.g. of three minutes, for students to ask and answer. Monitor and check as necessary. Revise any problem spellings once students have completed the exercise.

OPTIONAL ACTIVITY

Students each write down three countries and/or nationalities from Section A, Exercise 2. In pairs, students test their partner on the spellings.

4 Giving your personal information

- a Look at the form with students and ask them if they have ever filled in a form like this before. If so, ask them what it was for. If not, explain the kind of information they will need to complete it. Read through the form with students and check any problems. Do the first item as an example with your own information. Give students a few minutes to complete the form. Then, in pairs, students compare information and check they have filled in the form correctly.

- b Students read through the completed form. Explain that there is one mistake in each line and they must listen and correct the mistakes. Go through the example with them, playing the recording and pausing it after she spells her name.

Weaker classes: Point out how it has been written down incorrectly. Then play the tape once for them to hear it through and then play it again for them to correct the mistakes.

Stronger classes: Elicit what the mistake is and ask them for the correct spelling. They can listen once only and correct the mistakes.

Check answers, playing and pausing the recording as necessary for students to check or change their answers.

TAPESCRIPT

Boy Good morning, Hartfield Sports Centre. Can I help you?

Girl Oh, hello. Yes, I want to become a member of the sports centre.

Boy OK, fine. Can you tell me your first name, please?

Girl Yes, it's Frances. F-R-A-N-C-E-S.

Boy Right. And your family name?

Girl Thompson. T-H-O-M-P-S-O-N.

Boy Thanks. And where do you live?

Girl I live in Hartfield.

Boy OK, and what's your address, please, Frances?

Girl It's 72 Grove Street, Hartfield.

Boy And your phone number?

Girl 01982 637410.

Boy And how old are you, Frances?

Girl I'm 16.

Boy Great. OK, it costs twelve pounds to be a member ...

Answers

Family name: Thompson not Tomson

Address: 72 not 27

Telephone number: 01982 637410 not 0982 637410

Age: 16 not 15

- c** Go through the example question with students, reminding them of word order in questions. Students complete the exercise. Check answers.

Answers

2 How do you spell it?

3 What's your address?

4 How old are you?

5 What's your phone number?

- d** In pairs, students ask and answer the questions from Exercise 4c. If necessary, ask a stronger pair to go through the example question and answer. Students ask and answer the questions, noting down their partner's answers. Monitor and check that each student is asking and answering. Students can change pairs and ask questions to a new partner. Ask for some students to report the information about their partner to the rest of the class.

Times and dates

1 What's the time?

- a** Students look at clocks 1–4. Play the recording, for students to listen and repeat.

TAPESCRIPT

1 two o'clock

2 five fifteen, quarter past five

3 eleven twenty, twenty past eleven

4 nine thirty, half past nine

Remember

Read through the examples in the Remember box with students, reminding them of the question forms. Ask them a few questions of your own (e.g. *What time is your English lesson? When is lunch time?*) to check understanding and to elicit the correct responses (*It's at ... / At ...*).

- b** Draw a clock face on the board and elicit *o'clock*, *half past*, *quarter past* and *quarter to*. Go through the example with students. Remind them of the different ways to say the times (e.g. *seven thirty* or *half past seven*, *eleven fifteen* or *quarter past eleven*, etc.).

Weaker classes: Call out a student's name and a picture number and the student says the time on that clock. Continue in this way until everyone has had a turn.

Stronger classes: They can do this in groups, taking turns to choose a group member and a clock for them to say what the time is.

Answers

2 seven thirty / half past seven

3 eight twenty / twenty past eight

4 four forty-five / quarter to five

5 one fifteen / quarter past one

6 four o'clock

OPTIONAL ACTIVITY

If students need more practice, draw more clock faces with different times on the board and either ask students to come and write the times underneath or they can write the times in their notebooks.

Days of the week

- a** Go through the example with students. Point out to them that column headings will give them a clue to the first letter of each day of the week. Students complete the exercise. Check answers. Play the recording, for students to repeat.

TAPESCRIPT/ANSWERS

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Language note: It may be interesting for students to think about the days of the week in their language and see if there are any similarities or differences in English.

- b** Go through the first item with students as an example, if necessary. In pairs, students ask and answer the questions.

Months and seasons

- a** Write the months of the year on the board. Write 1 beside *January*, as in the example.

Stronger classes: They can simply order the months in their books.

Weaker classes: Ask students to come out and write the number 2 by the next month (*February*). Continue in this way until all the months have been ordered. Play the recording for students to listen and check answers.

TAPESCRIPT/ANSWERS

January, February, March, April, May, June, July, August, September, October, November, December

Language note: It may be interesting for students to think about the months of the year in their language and see if there are any similarities or differences in English.

- b** Underline the stress on *January* on the board and drill the pronunciation with students. Play the recording again for students to listen and underline the stress in the other months. Check answers by calling out *January* and then a student's name; the student must say the next month (*February*) with the correct stress. If it is pronounced correctly, move on to the next month, if not, ask a different student to try the problem month. Drill any problem pronunciation as a class.

Answers

January, February, March, April, May, June, July, August, September, October, November, December

- c** Students look at the pictures of the seasons and read through the names for each. Do the first season with them as an example. Students complete the exercise. Check answers.

Answers 1 b 2 d 3 c 4 a

Language notes

- 1 Check students' pronunciation of *autumn* /'ɔ:təm/ and *spring* /sprɪŋ/. They may want to pronounce the *n* at the end of *autumn* and the *spr* cluster in *spring* may prove difficult for some students.
- 2 It may be useful for students to think about the words for the seasons in their language and see if there are any similarities or differences in English.

- d** In small groups, students discuss the questions. Ask for class feedback.

4 Dates

- a** Students read through the list of dates. Point out the endings on the dates. Play the recording for students to listen and repeat. If there are any problems with pronunciation, drill the dates as a class.

TAPESCRIPT

first	tenth
second	eleventh
third	twelfth
fourth	thirteenth
fifth	fifteenth
sixth	eighteenth
seventh	twentieth
eighth	twenty-first
ninth	twenty-second
	twenty-third

- b** Go through the example with students, pausing the recording after the first number. Continue the recording for students to complete the exercise.

Check answers and play the recording again if necessary.

TAPESCRIPT/ANSWERS

1 third (3rd) 2 ninth (9th) 3 eleventh (11th)
4 sixteenth (16th) 5 twenty-second (22nd)
6 thirty-first (31st)

- c** Students read through the example dialogue. Refer students back to Exercise 3a on page 8 if they need to see a complete list of the months of the year. Students continue the dialogues taking turns to ask and answer about the months.
- d** Students look at the pictures and read through items 1–4. Go through the example with students, checking they understand the second number represents the month. Students complete the exercise. Check answers.

Answers

- 2 My birthday is on the fourth of March.
- 3 The football final is on the fourteenth of May.
- 4 Our national holiday is on the twenty-first of October.

- e** Play the recording while students listen and tick the dates. Remind them that they will only hear one of the options in each dialogue. Play the recording, pausing it after the first dialogue and go through this as an example. Play the rest of the recording. Check answers. Play the recording again, if necessary.

TAPESCRIPT

1
Girl Steve, when's your birthday?
Boy It's on November the fourteenth.
2
Boy When's the next holiday?
Girl It's on the thirtieth of May.
3
Boy When's your birthday, Julia?
Girl My birthday? It's on the twenty-first of August.

Answers 1 14th November 2 30th May
3 21st August

- f** Go through the example with students, reminding them of how we say the years in English (see Language note).

Weaker classes: They may feel more confident practising saying these dates in pairs first.

Stronger classes: Choose a student, call out their name and a number from the exercise and the student has to say the date correctly.

Language note: In English, years before 2000 are said as 19 + 99 (*nineteen ninety-nine*) etc. Any year after 2000 is *two thousand and one, two*, etc.

- g Write the date of your own birthday on the board. Elicit the question *When's your birthday?* and answer using that date. Then look at the example in the picture with students. In small groups, students practise asking and answering. Ask for class feedback. Are there any interesting findings, e.g. do any students have the same birthdays?

Language note: Point out that when we reply to this question in English we use *on + date* (e.g. *On the twentieth of February*).

Remember

Go through the information in the Remember box with students. Remind them to use the written form when they next write a letter.

5 Question words

Students read the instructions. Look at the first item with them as a class and elicit the correct question word. Give students a few minutes to complete the exercise. Check answers.

Answers 1 What 2 How 3 Where 4 When
5 How 6 What 7 What 8 Where

D At home

1 Colours

Read through all the colours and check students know them all. Then read through the examples, explaining that students must find things in the classroom for each colour. In small groups, students complete the exercise. To make this more fun, you can set a time limit and the group who can match things to the most colours is the winner.

OPTIONAL ACTIVITY

Call out a student's name and a classroom object; the student has to give you the colour of that object. Continue like this until you are sure students are confident with the colour adjectives.

2 Rooms and furniture

- a Elicit as many rooms in a house as you can and write them on the board. Students then look at pictures A–F. Go through the example with them. Students complete the exercise.

If weaker students have problems labelling the rooms, give them further clues, e.g.:

You cook food in the ... kitchen.

You eat in the ... dining room.

You sleep in the ... bedroom.

You watch TV in the ... living room.

You have a bath in the ... bathroom.

Students compare answers in pairs before a whole class check.

Answers B kitchen C dining room D bedroom
E living room F bathroom

- b Students read through the furniture vocabulary in the box. Check any problems. Go through the example with them, explaining that they must match the words in the box to the labelled items in each picture. Students complete the exercise. Check answers.

Answers 2 fridge 3 cooker 4 sink 5 window
6 table 7 chair 8 bed 9 cupboard 10 sofa
11 armchair 12 shower 13 toilet 14 bath

OPTIONAL ACTIVITY

Mime an action in one of the rooms in Exercise 2, e.g. *cooking in the kitchen* and ask students: *Where am I? / Which room am I in?* Students guess using the phrases *In the kitchen/bathroom*, etc. until they get the correct answer. In small groups, students mime the other rooms and the other members of the group guess which room they're in.

Plural nouns

Books closed. Write the headings *Singular* and *Plural* on the board and put the word *chair* under the heading *Singular*. Elicit the plural form from students. Do the same with a few other classroom objects to make sure they have understood. Now follow the same procedure for the words *watch* and *dictionary*. Elicit the plurals from students and point out the spelling changes. Students open their books on page 10 and read through the table in Exercise 3. Check they understand the spelling rules and make sure they understand that some nouns have irregular plurals.

Students read through sentences 1–7. Go through the example with them, making sure they can explain why it is *policemen* and not *policemans*. Remind them to look at the singular noun ending to help them work out which plural ending will be needed. Students complete the exercise. Check answers.

Answers 2 families 3 friends 4 women
5 classes 6 children 7 boxes; matches

4 There is / There are

- a Read the examples with students. Ask them if the nouns in each sentence are singular or plural, elicit the answers and then ask students to look at the expressions used with each. Make sure students understand that *There is ...* is for singular and *There are ...* is for plural.

Students read through sentences 1–5. Go through the first item with them as an example. Ask them to look at the noun and decide if it is singular or plural (singular) and elicit that *There's ...* should be used. Students complete the exercise. Check answers.

Answers 1 There's a 2 There are 3 There's an
4 There are 5 There's an

Language note: You could also quickly revise articles at this point. Use the *There is* example and point out the use of *a/an* and elicit from students why we sometimes use *a* and sometimes *an* (*a* is used before a singular noun starting with a consonant and *an* is used before a singular noun beginning with a vowel). Elicit a few more examples from students, if necessary.

- b** Students look at the picture in their books for 30 seconds. With books closed, in pairs, students make as many sentences as they can about the picture. They can do this orally or by writing their sentences down. Monitor and check they are using *There's / There are* and nouns correctly. To make this more fun, you can set a time limit and the pair with the most correct sentences is the winner!
- c** Read through the instructions and the prepositions in the box with students. Check students understand all the prepositions by giving them a few examples using things in the classroom, e.g. *My desk is between the board and the door. Your dictionary is in your bag.* etc. In pairs, students now make sentences about items in the picture. They can use *There is / There are* expressions with the prepositions or they can concentrate only on using the prepositions. Monitor and check they are using the prepositions correctly. Review any problems at the end of the exercise.
- Example answers**
There's a cat in the box. / The cat is in the box.
The box is next to the chair.
The door is behind the sofa.
The sofa is between the chairs.
The books are on the TV.
The TV is under the window.
- d** Students draw a plan of their own house/flat. Go through the examples in the book with the whole class. Students then talk about their house with a partner.

In town

1 Shops and businesses

Read through the items in the box with students, making sure they understand them all. Go through the example, if necessary. Students complete the exercise. Check answers.

Answers a 4 b 2 c 3 d 5 e 6 f 7
h 9 i 8

2 There is/are negative and questions + a/an or any

Students read through the grammar table. Make sure they understand when to use *a/any* in negatives and questions. Elicit a few questions and answers from students about their town to demonstrate this point, e.g.:

T: Alex, is there a cinema in (name of students' town)?

S1: Yes, there is.

S1: Bertha, are there any supermarkets in (name of students' town)?

S2: Yes, there are.

- a** Students read through the instructions. Play the recording, pausing after the first item is mentioned to do this as an example. Continue playing the recording while students listen and mark their answers. In pairs, students compare answers. Play the recording again while students check or change their answers. Pause the recording as necessary to clarify any problems.

TAPESCRIPT

My town is small, but it's a nice place to live. There's a really great clothes shop in the centre of the town and the supermarket is OK. There are two music shops and they're quite good for CDs, but there aren't any bookshops. There are two or three cafés – my favourite is the Rainbow Café: I often go there after school. There isn't a cinema – we go to another town when we want to see a film.

There are four schools in the town, two for young children and two for teenagers. Sometimes we have school dances – that's good, because there aren't any discos in the town for young people. So it isn't a very exciting town really, but it's OK.

Answers ✓: clothes shop, schools, cafés, music shops, supermarket

X: bookshops, discos, cinema

OPTIONAL ACTIVITY

Play the recording in Exercise 2a again and ask students to note down the number of each thing the town has.

Answers

clothes shop: 1

schools: 4

cafés: 2 or 3

music shops: 2

supermarket: 1

- b** Students read through items 1–4 and a–d. Do the first item with them as an example, if necessary. Remind students they should look carefully at the verbs in items 1–4 and the nouns in a–d to see if they are singular or plural. Students complete the exercise. Check answers.
- Answers** 1 c 2 b 3 d 4 a
- c** Students read through questions 1–4. Go through the example with them, eliciting that *bookshops* is a plural noun. Students complete the exercise. Check answers.

Answers

- 1 aren't
- 2 Is there a; there is
- 3 Are there any; there are
- 4 Is there a; there isn't

- d Students read through sentences 1–6. Do the first item with them as an example, if necessary. Remind them to look at the verb and the noun carefully before they choose *a* or *any*. Students complete the exercise. Check answers.

Answers 1 any 2 a 3 a 4 any 5 a 6 any

3 More places in town

- a Books closed. Elicit as many words as possible for other places in the students' own town that have not been dealt with in Exercise 1. Put them on the board. Students open their books at page 13 and look at Exercise 3a. Read the instructions and check they understand the words in the box. They then match the words with the pictures. Do the first item as an example, if necessary. Students complete the exercise. Check answers.

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

- b Read through the instructions with students, making sure they understand what they have to do. Divide the class into Student A and Student B pairs. Tell all Student Bs to turn to page 136 and look at their information. Ask a stronger pair to demonstrate the example questions and answers. Do another example yourself with another student, if necessary. Students complete the exercise. Monitor and help as necessary, making sure students are using the question and answer forms correctly. Make a note of any repeated mistakes students make to look at after they finish the exercise.

Example answers

Langton:

Are there any sports stadiums in Langton? No, there aren't.

Are there any cafés? Yes, there are four cafés.

Are there any swimming pools? Yes, there are two swimming pools.

Is there a library? No, there isn't.

Are there any discos? Yes, there are three discos.

Is there an airport? Yes, there's one airport.

Is there a station? No, there isn't.

Wendford:

Are there any sports stadiums in Wendford? Yes, there's one sports stadium.

Are there any cafés? Yes, there are five cafés.

Are there any swimming pools? No, there aren't.

Is there a library? Yes, there's one library.

Are there any discos? Yes, there are two discos.

Is there an airport? No, there isn't.

Is there a station? Yes, there's one station.

- c Put the same pairs into small groups and students discuss the questions. Ask for feedback. What is the class view and why?

- d This can be done in class or set as homework. Using the information on Langton and Wendford as a model, students write about their own town. Remind them to use the expressions they have just been practising. Encourage students to present this to the class and illustrate it or use visuals if possible. Display some of the pieces of writing around the classroom.



Family and friends



1 Members of the family

Students read through the words in the box then look at Stefano's family tree and the example. Make sure students understand the relationship between Stefano and the people in the picture. Students complete the exercise. Weaker students could work in pairs, to help each other. Check answers.

Answers 1 grandfather 2 grandmother 3 mother
5 aunt 6 uncle 7 brother 8 sister

OPTIONAL ACTIVITY

This can be done for homework. Using Stefano's family tree as a model, students can draw their own family tree. If they want, they can include more information. Students can bring their completed family trees into class the next day and discuss them.



2 Possessive 's

Write the phrase *Stefano's family* on the board, pointing out the possessive 's. Explain to students that in English this is used to show possession – it is the family belonging to Stefano. Give them another example of your own to highlight the point, e.g. (pick up a student's pen) *This is Julia's pen.*

Students look at the pictures. Elicit why the apostrophe is in the position it is in each sentence (*John's book*: singular subject and noun; *my sister's bicycle*: singular subject and noun; *my sisters' dog*: plural subject but singular noun).

Students read through sentences 1–6. Go through the example with them, eliciting why it is *Antonio's* (because it is a singular subject and a singular noun). Students complete the exercise. Remind them to look carefully at the subjects and the nouns before writing their answers. Check answers, asking students to explain their choices.

Answers 2 Susanna's 3 My brothers' 4 My uncle's
5 My teacher's 6 My grandparents'

Language notes

1 Students may find it useful to note down the following rules for the possessive 's:

It is used with:

- person + thing: *John's book*
- person + person: *my mum's brother*

It is not used with:

- thing + thing: NOT ~~the TV programme's start~~. We say: *the start of the TV programme*.

- 2 Students may produce sentences like *The sister of Stefano*, so it may be useful for students to think about how they express the possessive in their language to make them more aware of the differences in English.

3 Possessive adjectives

Books closed. Write the subject pronouns (*I, you, etc.*) on the board and then the first possessive adjective (*my*). Elicit the others from students. Students open their books at page 14 and quickly read through the box in Exercise 3. They then read the instructions and the letter. Go through the example with them, asking them to explain why *your* is used (because it is referring to the writer of the letter). Students complete the exercise and compare answers in pairs. Check answers as a class.

Answers 2 your 3 Your 4 my 5 Their
6 her 7 his 8 our 9 His 10 your 11 your

Language note: Although *it/it's* are used for animals, *he/his* and *she/her* can be used for animals if you know their gender (as in Exercise 3, question 9).

4 have/has got

Read through the grammar table with students. Remind them of the short and long forms and the inversion in questions. Ask a few questions of your own to make sure students understand this verb, e.g.:

T: *Elisa, have you got any brothers or sisters?*
S: *Yes, I've got ...*

Language note: Students may produce questions like *How many brothers have you?*, so they may find it helpful to think about how they say these things in their own language and compare them.

- a  Read through the instructions and the questions with students. Elicit the words they are likely to be listening for to answer the questions (numbers). Play the recording. Check answers, playing and pausing the recording again as necessary.

TAPESCRIPT

Monica Have you got a big family, Marek?
Marek No, there's just me and my mother and my brother, Milos.
Monica So you haven't got any sisters?
Marek No, I haven't.
Monica How old is your brother?
Marek Milos? He's nineteen. He's at university

now. He's a really good-looking guy. He's tall and he's got fair hair and green eyes.

Monica He sounds great.

Marek What about you? Have you got any brothers and sisters?

Monica Yeah, I've got two little sisters. There's Silvia – she's twelve. And then there's Lisa – she's nine.

Marek Have they got black hair, like you?

Monica Yes, we've all got black hair. Silvia's got brown eyes too, but Lisa's eyes are blue – they're amazing.

Answers

- 1 One brother, no sisters.
- 2 Two sisters, no brothers.

- b  Look at the table with students and make sure they understand what they have to do. Elicit some different possible colours for hair and eyes. Play the recording for students to complete their tables. Check answers. Play the recording again, pausing as necessary for students to clarify any problems.

Answers

Milos: 19; fair; green
Silvia: 12; black; brown
Lisa: 9; black; blue

- c Go through the example with students, showing them how each line must be followed to find out who has/hasn't got things. Students complete the exercise. Check answers.

Answers

- 2 Julie and Sam have got blue eyes.
- 3 My aunt and uncle haven't got a dog.
- 4 Jack's father has got a long nose.
- 5 Our new History teacher hasn't got a car.
- 6 Susan's sister has got brown hair.

- d Students read through prompts 1–4. Go through the example with them and elicit the answer from a student. In pairs, students ask and answer the questions noting down their partner's answers. Monitor and make sure pairs are taking turns to ask and answer and are using the correct question and verb forms. Note down any repeated mistakes to go through as a class later.

Answers

- 2 Have you got a pet?
- 3 Have you got a bicycle?
- 4 Have your parents got a car?
- 5 Has your family got a flat or a house?
- 6 Has your flat/house got a garden?
- 7 (Students' own answers.)

- e Read through the example with students, highlighting the use of *any* in negatives. Students use the information from Exercise d to write sentences about their partner. Ask a few students to read out their pieces to the class. Are there any interesting pieces of information for further discussion?

Activities

1 Verbs for activities

Read through the verbs in the box with students, checking pronunciation. You can mime some of these to help students understand, if necessary. Students then look at pictures 1–12. Go through the example with them. Students complete the exercise. They can compare answers in pairs before a whole class check.

Answers 2 read 3 close 4 jump 5 cry
6 open 7 smile 8 listen 9 shout 10 run
11 write 12 swim

2 Imperatives

Remember

Read through the information in the Remember box with students, making sure they understand it. Remind them of the negative auxiliary *don't*. Give them a few more examples, using the verbs in Exercise 1 if necessary. Give them the verb and then ask them to give you the positive or negative imperative of that verb, e.g.:

T: Giovanna, jump – negative.
S1: Don't jump!
T: Stella, smile – positive.
S2: Smile!

- a** Students read through items 1–6 and a–f. Go through the example with them, reminding them to look for connections in the verbs in the sentences they are matching. Students complete the exercise. Check answers.

Answers 2 d 3 f 4 b 5 a 6 c

- b** Read the instructions as a class and do the first item as an example, if necessary. Remind students to look at the pictures carefully and decide if they need a positive or negative imperative. Students complete the exercise. Check answers.

Answers 1 Close 2 Don't cry 3 Don't shout
4 Don't open 5 Jump

OPTIONAL ACTIVITY

Whole class. This gives further practice in positive imperatives. The aim of this activity is for students to follow your commands (using the verbs in Exercise 1) if you say *Teacher says ...* followed by an imperative. If you say an imperative only without *Teacher says ...* in front of it, students should NOT follow your instructions. Any student who follows an instruction which has been said without *Teacher says ...* is out of the game, e.g.:

T: Teacher says smile (students should all smile).
Teacher says jump (students should all jump). Cry (students should not cry).

After a few verbs, ask for student volunteers to come out and take the role of the teacher.

3 can/can't for ability

Read through the grammar table with students, making sure they recognise all the forms. Ask them some questions of your own to check understanding, e.g.:

T: Elisa, can you swim?
S1: Yes, I can. / No, I can't.
T: Milos, can you play the piano?
S2: Yes, I can. / No, I can't.

- a** Read the instructions and ask students to look at the first two columns of the table (Marek and Liz) only. Remind them of the marking system. Play the recording, pausing after the first answer to check students understand what they have to do. Play the recording for students to complete the exercise. Check answers. Play the recording again, pausing as necessary for students to clarify any problem answers.

TAPESCRIPT

Liz Jack and Monica are at the swimming pool.
Do you want to go there?

Marek No, not really. I can't swim.

Liz Really?

Marek Yeah. I'd like to learn to swim, though.
Maybe you can teach me.

Liz No, I don't think so. I can swim, but not very well. You're good at music, aren't you?

Marek Well yeah, I can sing – I really like singing.
And I can play the piano and the guitar.

Liz I can't play any musical instruments. We've got a piano at home, but I can't play it. And I can't sing either. When I sing at home, my brother shouts at me.

Marek Don't listen to him! Anyway, you're really good at art. You can paint and draw – I love your pictures.

Liz Can you paint?

Marek Oh, I can paint a bit, but not very well.

Answers

Marek: swim X; sing ✓✓; play the piano ✓✓; paint ✓

Liz: swim ✓; sing X; play the piano X; paint ✓✓

- b** Go through the example with students, reminding them to look carefully at how they have marked the table. Students complete the exercise. Check answers.

Answers

Marek can sing very well, but **Liz** can't.

Marek can play the piano very well, but **Liz** can't.

Marek can paint, but not very well. **Liz** can paint very well.

- c** Students now think about the activities in the table and complete the third column about themselves.

- d** In pairs, students ask and answer questions and complete the last column of the table about their partner. Ask one pair to demonstrate the example

to the rest of the class. Students continue asking and answering until they have completed their table. Monitor and check students are using the correct forms and that they are taking it in turns to ask and answer. Ask some students to report back to the class what they found about their partner.

4 can/can't for permission

- a**  Remind students how to use this structure by asking a few questions of your own, e.g. *Luca, can I borrow your pencil, please? Francesco, can you open the window, please?* etc.

Students look at pictures a–d. Play the recording, pausing after the first item, if necessary. Students complete the exercise. Check answers. Play the recording again, pausing as necessary for students to clarify any problems.

TAPESCRIPT

- 1
Man It's very hot in here. Can I open the window, please?
Woman Yes, of course.
- 2
Woman Hi. Can I help you?
Girl Oh, yes. Can I try on these trainers, please? Size 40.
- 3
Girl 1 Oh I love this dress! Can I borrow it for the party, please?
Girl 2 Yes, OK.
- 4
Boy Dad, can I have an ice cream, please?
Man No, sorry, I'm afraid you can't, Sam. We haven't got time.

Answers a 3 b 1 c 4 d 2

- b**  Students read through questions 1–4. Do the first item with them as an example, reminding them of what they heard in the dialogues in Exercise 4a. Students complete the exercise. Play the recording again for students to check answers, pausing as necessary.
- Answers** 1 Can I open 2 Can I try
 3 Can I borrow 4 Can I have
- c** Students look at the four pictures. In pairs, they make dialogues about each one. If necessary, do the first one as an example. If you have weaker students, elicit the verbs for each picture first to help them. Stronger students can be encouraged to add as much information to the dialogues as they can. Students complete the exercise. Ask some pairs to read out their dialogues to the rest of the class.

Example answers

- Picture 1: Can I borrow your bike?
 Yes, you can. / No, you can't.
- Picture 2: Can I have a chocolate?
 Yes, you can. / No, you can't.
- Picture 3: Can I switch the TV on?
 Yes, you can. / No, you can't.
- Picture 4: Can I try this jacket on?
 Yes, you can.

Shopping for clothes

1 Clothes

- a** Books closed. Elicit as many clothes as students know and write them on the board.

Students open their books at page 18 and read the instructions for Exercise 1a. Go through the example with them. They then write in as many of the words as they can and then unjumble the other letters and match the words to the pictures to complete the exercise. Weaker students can work in pairs. Students complete the exercise. Check answers. Check any pronunciation problems at this point.

Answers 2 trainers 3 scarf 4 socks 5 jumper
 6 jacket 7 jeans 8 shirt 9 dress 10 shoes
 11 trousers 12 skirt

- b** Go through the examples with students, reminding them of the singular and plural forms of the verb *be*. Students can complete this exercise in pairs or you can call out the items from Exercise 1 and ask students to respond.

Language note: It may be useful to point out to students that colours come after the verb *be* in English. We say: *It's a blue shirt.* NOT ~~*It's a shirt blue.*~~

- c** Go through the example questions and answers with students. In pairs or small groups, students ask and answer about their favourite clothes.

2 Money and prices

Bring in some examples of US dollars, British pounds and euros, if you can, to show students before you begin this exercise.

- a**  Students read through the list of prices. Remind them what the sign is for each currency. Play the recording, pausing it after the first item to do as an example, if necessary. Play the rest of the recording for students to complete the exercise. Check answers. Play the recording again, pausing as necessary for students to clarify any problems.

Answers 1 €17.50 2 €25.00 3 £15.99 4 \$125
5 £2.50 6 \$11.25

TAPESCRIPT

- 1 17 euros 50
- 2 25 euros
- 3 15 pounds 99
- 4 125 dollars
- 5 2 pounds 50
- 6 11 dollars 25

Remember

Go through the information in the box with students, making sure they understand how to say the written prices correctly.

- b** In pairs, students now go through the items in Exercise 1a and say the prices. With weaker students, you may want to call out an item and a student's name and the student has to say the price, so that you can check that everyone is saying the prices correctly.

Answers

- 1 Twelve pounds
- 2 Fifty euros
- 3 Nine pounds fifty
- 4 Five dollars twenty-five
- 5 Six euros fifty
- 6 A/One hundred and twenty-five pounds
- 7 Forty-two dollars seventy-five
- 8 Seven euros
- 9 Seventy-five pounds
- 10 Eighty-two dollars ninety-nine
- 11 Thirty-nine pounds ninety-nine
- 12 Three euros ninety

Remember

Read through the information in the box with students, making sure they can remember how to use the correct question form. Elicit the answer forms and remind them to use *It's* for singular and *They're* for plural. Ask a few questions of your own to check understanding, if necessary.

- c** In pairs, students ask and answer about the items in Exercise 1. Ask one pair to demonstrate the example dialogue. Monitor and check students are using the correct question forms and that they are taking turns to ask and answer.

3 **this/that/these/those**

Remind students of the demonstrative pronouns by pointing to things around the class and asking *What's this/that? What are these/those?*, etc.

- a** Students read through sentences 1–4 and look at the pictures. Do the first one with them as an example, if necessary. Students complete the exercise. Check answers.

Answers a 4 b 1 c 2 d 3

Language note: Remind students that we usually use *that/those* when we refer to things that are further away from the speaker. *This/these* usually refer to things nearer the speaker.

- b** Students read and complete the table. Check answers.

Answers

Singular: that

Plural: these

- c** Students read through sentences 1–7 to check any problems. Go through the example with them and ask them to explain why this is the correct answer (because *film* is singular). Students complete the exercise. Check answers.

Answers 2 those 3 These 4 That 5 This
6 that 7 these

- d** Students look at pictures 1–8. Go through the example with them, making sure they understand why the answer is *Those* (because the girls are pointing at the T-shirts on the stall). Students complete the exercise. Check answers.

Answers 2 That 3 that 4 These 5 This
6 This 7 Those 8 these

Module 1

Here and now

YOU WILL LEARN ABOUT ...

Ask students to look at the photos on the page. Ask students to read through the topics in the box and check they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 *Where do you think the children in the photo are?*
- 2 *Does this look like your classroom?*
- 3 *Do you like this kind of food?*
- 4 *Where do you think she is?*
- 5 *What's your hobby?*
- 6 *Do you exercise?*

In small groups, students discuss which topic area they think each photo matches.

Check answers.

Answers

- 1 A typical school day in Britain
- 2 Learning at home
- 3 British food
- 4 A volunteer in Belize
- 5 An unusual hobby
- 6 Getting fat or keeping fit

YOU WILL LEARN HOW TO ...

Use grammar

Go through the first item with students. Stronger students should be able to continue with the other items on their own or in pairs.

Weaker classes: Put the grammar headings on the board and give an example of your own for each item, e.g. *I like teaching English. I teach you. I am teaching English now. Can I have a pencil, please? How many students are in this class?*

In pairs, students now match the grammar items in their book. Check answers.

Answers

like + -ing: She likes swimming.

Object pronouns: Sometimes our parents teach us.

Present continuous: Pauline is staying in Belize.

Countable and uncountable nouns: Can I have an apple and some juice, please?

much and many: How many eggs do you need?

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. You can mime the *Hobbies and interests* and the *Housework* items if necessary. Now ask students if they can think of one more item for the *Hobbies and interests* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Some possibilities are:

Hobbies and interests: *reading, playing computer games, going out with friends, playing football*

School subjects: *History, English, Physics, Chemistry, Biology, French, Art and Design, Physical Education (PE), Information Technology (IT)*

Housework: *do the washing-up, tidy your bedroom, clean the bathroom, wash the floor*

Food: *potatoes, carrots, pizza, chips, sausages, apples, bananas*

1

Things we like doing

Unit overview

TOPIC: Hobbies and interests

TEXTS

Reading and listening: a text about an unusual hobby
Listening: to teenagers talking about likes and dislikes
Reading and listening: photo story: *Different – so what?*
Writing: a letter to a penfriend

SPEAKING

Talking about hobbies
 Expressing likes and dislikes

LANGUAGE

Grammar: Present simple (positive and negative);
like + -ing
Vocabulary: Hobbies and interests
Pronunciation: /n/ and /ŋ/
Everyday English: *guy; What about him?; That's weird!; Shut up!; So what?*

other aircraft. Air travel is an important way of moving around Australia and there are a lot of jobs in the flying industry.

Warm up

Refer students to the photos. Ask them which country they think it is (Australia) and where the girl is (in a helicopter). Do not discuss what her hobby is at this point since this will be done in Exercise 1a.

- a** Pre-teach any vocabulary (*to hang out, driver's licence, take off, land, pilot*) or stronger students can use a dictionary to check the meanings. Ask students to read the two questions and predict the answers. Then students read the text quickly and find the answers to check their predictions. Remind students that they don't have to understand every word in the text to answer the questions. Check answers.

Answers

She's from Australia. Her hobby is flying helicopters.

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

Australia: Is the world's largest island. Its capital city is Canberra. It has five states on the mainland (Queensland, New South Wales, Victoria, South Australia and Western Australia) and also the state of Tasmania, an island just off its south coast. As it is a vast country, the quickest and most effective way of travelling around it is by plane. The Aborigines (Australian native people) are thought to have come to Australia from Southeast Asia 50,000–60,000 years ago.

Brisbane: Is the capital of the state of Queensland and is also the main port in eastern Australia. It is the third largest city in Australia.

Sunshine Coast: This runs the length of the east coast of Australia and can be reached in 1–2 hours by car from Brisbane. It is a beautiful coast with unspoilt beaches where a whole variety of activities can be done, e.g. sea-kayaking, skydiving, canoeing, etc.

Helicopter Flying School: These can be found all over Australia and it is through schools like these that people learn to pilot helicopters and

Language note: *Hang out:* This is a colloquial expression and describes what teenagers do when they spend time together.

- b** Students read through the list of questions and check any vocabulary problems. Go through the first item as an example, if necessary. Play the recording for students to listen and read the text at the same time. Students complete the exercise and compare answers in pairs. Play the recording again, pausing as necessary for students to check or change their answers.

TAPESCRIPT

See the reading text on page 22 of the Student's Book.

Answers

- 1 She's 16.
- 2 She likes music, swimming, going to the cinema and hanging out with friends.
- 3 She learns how to fly a helicopter.
- 4 She doesn't like classroom work very much.
- 5 She wants to be a pilot.

OPTIONAL ACTIVITY

Ask students if they have been in an aeroplane or a helicopter before. They can tell the class how they felt, what they saw and where they were going. This may be better done in L1 at this stage, since it requires the use of past tenses.

2 Grammar

Present simple (positive and negative)

- a Books closed. Write an example sentence of your own on the board (e.g. *I come from Scotland. She doesn't come from Scotland.*). In pairs, students think of another similar sentence. Write a few of their sentences on the board.

Students now open their books at page 23 and read through the examples from the reading text. Ask them what they notice about the verbs in each sentence. (two end in -s). Ask them which verbs end in -s and elicit that they are the third person (*he/she/it*) forms. Students complete the rules with the information they have. Check answers.

Answers you; they; -s

OPTIONAL ACTIVITY

If further practice with third person forms is needed, write the base forms from the examples on the board: *start, hate, get, like*. Call out students' names and ask them to use each base form in a sentence about a friend.

Look

There are certain third person singular spelling rules which it may be useful to explain to students once it is clear they understand the present simple. As follows:

- Verbs ending in -sh, -ch, -x, -ss, -o, add -es (e.g. *wash – washes; watch – watches; fix – fixes; kiss – kisses; go – goes*).
- Verbs ending in -y, change the -y to -i and add -es (e.g. *fly – flies; study – studies*).

Stronger classes: Ask them to give another example of each of these verbs in English.

Weaker classes: They can choose one of the sentences from the Look box and produce a sentence about themselves.

Grammar notebook

Students should use a grammar notebook and note down the spelling rules. Some students may find it useful to write down the base forms and the -ing forms.

- b Go through the example with students. Ask them why it is *loves* and not *love* (Because Cristina is third person singular). Alternatively, you can write the first sentence on the board with two answer options, e.g. *Cristina love/loves parties*. Elicit the correct verb form and ask a student to come out and cross out the wrong form on the board. Students complete the exercise. Check answers.

Answers 2 hate 3 paint 4 writes 5 play
6 reads 7 get up

OPTIONAL ACTIVITY

If you feel students need further practice of the present simple positive form you can call out the first part of a verb (e.g. *I get up*) and ask a student to call out the next person. Continue like this with positive forms until you are sure students understand.

- c Ask students to read through the words in the box first. Check they understand each item. Weaker students may find it more useful to match the words in the box with the pictures first. Explain to students what the verbs *like, love* and *hate* mean by giving examples of your own (e.g. *I like English. I love school. I hate Maths.*). Make faces to express each one as you say them. Go through the example with students, pointing out the third person verb and the boy in the picture.

Answers

- 1 I hate bananas.
- 2 She loves ice cream.
- 3 They like cats.
- 4 He hates winter.
- 5 We love football.

- d Students read through the examples on the page. They can look back at the text on page 22 to see the sentences in context, if necessary. Ask them what they notice about the verb in these sentences compared to the verbs in the sentences in Exercise 2a. (These verbs use the negative auxiliaries *don't/doesn't* and the base form doesn't change.) Give students another example of your own if necessary (e.g. *I don't teach French.*). Ask some stronger students to give an example of their own. Write *don't/doesn't* on the board and elicit the full forms (*do not/does not*). Students fill in the table. Check answers.

Answers Negative: don't; doesn't

Language notes

- 1 Explain to students that it is more common to use short forms when we speak and full forms when we write. Full forms tend to be more formal.
- 2 Students may produce statements like *She not like ... / She not likes ...*. Explain that English uses the auxiliary verb *do/does* in present simple negative statements. Ask students if the same or a similar thing occurs in their own language.

- e Go through the first item as a class, reminding students that *likes* becomes *doesn't like* in the negative. Remind students to use short forms. Students complete the exercise. Check answers.

Answers

- 2 We don't write lots of emails.
- 3 My brother doesn't play the piano.
- 4 Helen doesn't learn Italian at school.
- 5 You don't listen to the teacher.

OPTIONAL ACTIVITY

If you feel students need more practice, call out base forms and ask students for the positive or negative form of it in a person of your choice (e.g. *I, he, you*).

- f Check students understand all the verbs in the box. Go through the first item with students as an example, making sure students realise that they must look at the pictures to help them choose the verbs. Students complete the exercise. They can compare answers in pairs before a whole class check.

Answers

- 2 We don't swim in this river.
- 3 Jamie flies to Rome in the summer.
- 4 Bill's parents don't drive a big car.
- 5 Teresa doesn't know the answer.
- 6 Lesley runs in the park before school.



Vocabulary

Hobbies and interests

- a Students look at the pictures. Go through the first item with students as an example. In pairs, students complete the exercise. Play the recording, stopping to check their answers. Now play the recording again, pausing it for students to repeat the words.

TAPESCRIPT/ANSWERS

- a 6 dancing
- b 5 playing computer games
- c 4 painting
- d 7 listening to music
- e 1 going to the cinema
- f 2 reading
- g 8 playing the guitar
- h 3 swimming

- b Ask students to look at the table. Do an example of your own from the table to check students understand what to do (e.g. *My brother plays computer games.*). Explain that you have chosen a person, a verb in the correct form and an activity and that this sentence is true about your brother. In pairs, students make sentences and tell their partner. Monitor, making sure students are using the correct verbs for each person.

Vocabulary notebook

In their vocabulary notebooks, students start a section called *Hobbies and interests*. They should note down any new vocabulary from this section and should add any new words as they come across them.

OPTIONAL ACTIVITY

See if they can think of one hobby for each letter of the alphabet.



4 Grammar

like + -ing

- a Go through the examples from the reading text with students. Ask them what they notice about the verbs in bold (they all end in *-ing*). Then ask them to look at the verbs which go before the *-ing* forms (*likes/ enjoys/ loves/ hate*).

Students complete the rule with the information they have worked out.

Answers love; enjoy; hate (any order)

Check students have understood the rule by giving them an example of your own (e.g. *I like teaching English.*). Ask one or two students to give examples of their own using *like/love/enjoy/hate*.

Look

Read through the information in the box with students and explain that there are certain spelling rules when we add *-ing* to a verb in English:

- 1 If a verb ends in *-e*, we drop the *-e* before adding *-ing* (e.g. *dance – dancing; smile – smiling*).
- 2 If a verb ends in a vowel + a consonant, double the final consonant before adding *-ing* (e.g. *swim – swimming; run – running*).

Language notes

It may only be appropriate to give your students rules 1 and 2 (from the Look box) at the moment but note the further rules 3–5 below. Rule 4 applies to item 4, Exercise 4b.

- 3 Verbs ending in *-y, -x* and *-w*, add *-ing* (e.g. *play – playing; fix – fixing; show – showing*).
- 4 If a verb has two or more syllables and ends in a vowel + a consonant, if the stress is on the final syllable, double the final consonant and add *-ing* (e.g. *begin – beginning*).
- 5 If a verb has two or more syllables and ends in a vowel + a consonant but the stress is not on the last syllable, add *-ing* (e.g. *listen – listening*).

- b Check students understand the verbs in the box. Go through the example with students. Students complete the exercise. Check answers.

- Answers** 2 driving 3 talking 4 listening
5 running 6 going

OPTIONAL ACTIVITIES

Stronger classes

Ask students to decide which *-ing* spelling rule applies to each verb.

Weaker classes

Put the infinitives of the verbs in Exercise 4 on the board and ask students to see what patterns they can see when *-ing* is added to each.



5 Speak

Remind students of the hobbies mentioned in Exercise 3 (*going to the cinema, reading, swimming, painting, playing computer games, dancing, listening to music, playing the guitar*). Give students an example of your own with one of the verbs (e.g. *I love going to the cinema.*). In pairs, students make statements and note down what their partner says. Students should try and use each verb at least once.

Students report what their partner said to a different partner. Ask some stronger students to tell the class about their partner.

6 Listen

- a  Copy the table onto the board. Explain that students are going to hear three teenagers talking about their hobbies. Students must decide if the teenagers like / don't like the hobbies by ticking or crossing them in the table.

Play the first part of the recording only (Kate's section). Pause the tape and go through the example with students. Ask them which verb she used with tennis (*like*). Play the rest of the recording for students to complete the exercise. Check answers. Play the recording again, pausing after each hobby for students to clarify any problems.

Weaker classes: This recording could be played through once and then paused after each section, allowing students time to note down their answers. Remind students they need to be listening for the key words they see in the table in their book and any like/love/hate words.

Stronger classes: After listening, students could identify the verb each teenager uses with their hobbies:

Kate: like tennis; love playing football; good at swimming; don't really enjoy it

Adrian: we like going to the cinema; I don't like sitting in front of the computer; love reading film books

Harry: hate dancing; love listening to music; enjoy playing the guitar; don't like playing the piano

TAPESCRIPT

Kate: My name's Kate. I do a lot of sport. I like tennis and I love playing football – I'm in the girls' football team at school. I'm good at swimming too, but I don't really enjoy it.

Adrian: Hi, I'm Adrian. I go out a lot with my friend, Jack. We're really into films, so we like going to the cinema. Jack also plays a lot of computer games, but I don't like sitting in front of the computer. I love reading film books, though.

Harry: My name's Harry. It's funny, I hate dancing, but I really love listening to music. I've got about 80 CDs at home. I also write music and I enjoy playing the guitar. I don't like playing the piano so much, because our piano isn't very good – in fact it sounds terrible!

Answers

Kate: tennis ✓ football ✓ swimming X

Adrian: cinema ✓ computer games X reading ✓

Harry: dancing X listening to music ✓ guitar ✓ piano X

- b Ask a stronger student to take the role of Student B in the example while you take the role of Student A. Go through the example dialogue. Point out that the

verbs used are in the third person and ask students if they can remember what happens in the negative (they need to use the auxiliary verb *don't/doesn't*). In pairs, students now discuss the teenagers from Exercise 6a. Remind them of the verbs in Exercise 5 and that they must be followed with an *-ing* form.

Monitor students and note down any mistakes with the third person verb forms and revise these some more if necessary. Check answers.

Answers

Kate's hobbies: She likes tennis and loves playing football – she's in the girls' football team at school. She's good at swimming too, but she doesn't really enjoy it.

Adrian's hobbies: He likes going to the cinema. He doesn't like sitting in front of the computer. He loves reading film books.

Harry's hobbies: He hates dancing, but he really loves listening to music. He enjoys playing the guitar. He doesn't like playing the piano.



Pronunciation

/n/ (*man*) and /ŋ/ (*song*)

- a  Before listening, check students understand the difference between these two sounds. Do the first word for each sound as an example (*man/thing*). Ask students to repeat the word after you. Drill this several times. Now play the recording while students listen and repeat each word.

TAPESCRIPT

man, fun, town, Japan, Britain, Italian
thing, song, spring, morning, writing, reading

- b Follow the same procedure for this exercise as for Exercise 7a.

TAPESCRIPT

Karen likes dancing and painting.
Dan enjoys running in the morning.
We sing songs at the station.

Different – so what?

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

Ballet: The popular form of ballet as we know it today was established at the end of the 18th century. Male ballet dancing was not as popular then as it is now, but the famous male dancers of the 20th century, Vaslav Nijinsky, Rudolf Nureyev and Mikhail Baryshnikov, have proved that it is a dance form as much for men

as it is for women. A recent popular film, *Billy Elliot*, dealt with this topic, showing how a young boy overcame prejudices within his family to make a success out of ballet dancing.

8 Read and listen

Warm up

Introduce the characters to students. They are Alex, Dave and Tony, three boys from the same school.

Ask students where the boys are (in the school playground) and what they might be talking about (Tony's hobby).

- a**  Read the question with students. Play the recording for students to read and listen to find the answer.

TAPESCRIPT

See the photo story on page 26 of the Student's Book.

Answer

Tony Smith is different because he does ballet as a hobby.

- b** Go through the first item with students as an example. They can go back through the dialogue if they can't remember who said what.

Answers 1 Tony 2 Alex 3 Dave 4 Dave 5 Tony

- c** Students discuss this question in small groups. This could be done in L1. Encourage students to think about the following points: How would they feel if someone behaved like this towards them? How do they think Tony felt? Can they think of other sports/hobbies which are becoming more acceptable for both men and women to do? Which sports/hobbies do they traditionally associate with men/women?

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

9 Everyday English

- a** Read through the expressions from the dialogue with students. Do the first item as an example. Ask students if they can remember (without looking back) who said this (Alex). Students complete the exercise (looking back at the dialogue only if they need to). Check answers.

Answers 1 c Alex 2 e Dave 3 d Alex
4 a Dave 5 b Tony

- b** Ask students to read through the dialogues and check they understand them. Check any vocabulary problems. Go through the first item as an example. Students complete the exercise and compare answers in pairs before a whole class check.

Answers 2 guy 3 weird 4 So what?
5 What about

Vocabulary notebook

Student should start a section called *Everyday English* in their vocabulary notebooks and note down these expressions.

OPTIONAL ACTIVITIES

Stronger classes

Students can write their own short dialogues, using the expressions in Exercise 9a, and act them out in front of the class.

Weaker classes

They can act out the dialogues in Exercise 9b.

10 Write

- a** Explain to students that they are going to read a letter from a new penfriend. Before they answer the letter, they must read it quickly and answer the question.

Answers painting, playing tennis, riding her bike, watching TV, listening to music

- b** This can be set for homework. Ask students to read the letter again and match the four pieces of information with the different paragraphs in the letter.

Answers

para 1: your name, nationality and age

para 1: where you live

para 2: your hobbies and interests

para 3: some information about your friend(s)

Now remind students of the following information about informal letter writing (putting it on the board if you feel it will be useful):

- Address: We always put it at the top right-hand side.
- Date: This would usually go below the address
- Opening lines: Elicit various choices from students: (e.g. *Hi! / Hello! / Dear,*).

Remind students that after the opening line the writing continues on the next line.

- Paragraph 1: Elicit from students the kind of information this gives (introduction, including name, age, nationality).
- Paragraph 2: Elicit from students what information this gives (details of hobbies she likes).
- Paragraph 3: Elicit from students what information this gives (about her best friend and her favourite singer).
- Closing lines: Elicit from students various ways of ending an informal letter (e.g. *Write soon! / Love, / Keep in touch, / Hope to hear from you soon.*).

Students now plan and prepare their reply. They can bring their letters into class the next day for checking.

Unit overview

TOPIC: School and school subjects

TEXTS

Reading and listening: a text about learning at home
Listening: to a teenager talking about school timetables
Reading: a text about schools in Britain
Writing: a description of a school day

SPEAKING

Talking about how often you do things
 Talking about your school timetable

LANGUAGE

Grammar: Present simple (questions and short answers);
 Object pronouns
Vocabulary: School subjects; Frequency expressions
Pronunciation: Stress in frequency expressions

Note: You may want to present Exercise 3 (school subjects) first before the reading text so that students have dealt with this vocabulary before tackling the text.

- a** Pre-teach any vocabulary before students read the text (*lonely*, school subjects [although these will be dealt with in Exercise 3]). Stronger students can look up any words they don't know in a dictionary. Remind students that they don't need to understand every word in the text. Read through the two questions with students and ask them to read the text and find the answers. Check answers.

Answers

He is in Arica, in Chile. He studies at home. He loves studying at home.

- b**  Read through questions 1–6 with students. Play the recording while students read, pausing it after question 1 to check students understand. Remind students to answer in full sentences. Play the recording again for students to complete the exercise. Check answers, playing and pausing the recording again as necessary.

TAPESCRIPT

See the reading text on page 28 of the Student's Book.

Answers

- 1 He is 15.
 - 2 He studies at home because there aren't any English-speaking schools in Arica and he doesn't speak very good Spanish.
 - 3 He studies Maths, English, History, Physics and Biology.
 - 4 He likes studying at home because he can choose how to do things. He can study in his own way.
 - 5 He doesn't get lonely because his brother and parents are with him and he has friends on the Internet and he has a few Chilean friends.
 - 6 He sees his friends at the sports club every weekend and at a dance club twice a month.
- c** Put two columns on the board with the headings: *Advantages/Disadvantages*. Ask students to look at the text again and think about the advantages of studying at home that Matthew mentions (studying in his own way; can learn a lot; can choose how to do things). Ask students for one disadvantage of studying at home (can get lonely). In pairs, students think of two more advantages and disadvantages of studying at home.

Weaker classes: This can be done in L1. After students have discussed this for a few minutes, you could ask some stronger students to come out and add their suggestions to the columns on the board.

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

Chile: Is situated in the southwestern part of South America. It has borders with Peru, Bolivia, and Argentina and also has a coastline along the Pacific Ocean. It is a long, narrow country (4,630 km in length) but is only 430 km at its widest point. Its capital city is Santiago. The Andes mountains stretch the entire length of the east side and it is a country prone to earthquakes. The official language is Spanish. After many years of dictatorship under Augustin Pinochet, Chile elected its own president in 1990.

Arica: Is a port situated in the north of Chile on the west coast. It has a population of around 92,000 and is an important oil terminal. It is near the border with Peru.

Warm up

Look at the map on page 28 with students and ask them if they know which country this is (Chile). Ask if they can think of any other countries in South America and what languages they speak in those countries. Now focus on the boy in the photo and ask them what they think he is doing (learning at home). Do students know anyone who learns at home instead of coming to school?

Example answers

Advantages: Can study what they like when they like; don't have to study at times you would do in a school; can listen to radio/music while studying; can watch TV
Disadvantages: Can get lonely; can't play and chat to friends in the playground; can't discuss difficult questions with friends; only see friends when you go to clubs

OPTIONAL ACTIVITY

In small groups, students discuss if they agree on the advantages and disadvantages of studying at home. Would any of them prefer to study at home than come to school every day?

2

Grammar

Present simple (questions and short answers)

- a Read through the example questions and answers with students. If necessary, students can look back and locate these in the text on page 28. Remind them of the present simple positive forms they learned in Unit 1. Ask them what they notice about the verbs used in the questions (they use *do/does* and they are inverted). Then ask them to look at the questions and ask them what they notice about the verbs in the questions (the main verbs are not repeated; the auxiliaries *do/does/doesn't* are used). Students now complete the table. Check answers.

Answers

Questions: Do; Does

Short answers: don't; does; does

- b Go through the example with students, reminding them that the third person singular uses the auxiliary verb *does*. Point out that the tick symbol means an affirmative (*Yes*) short answer is required and a cross symbol means that a negative (*No*) short answer is required. Students complete the questions and short answers. Check answers.

Answers

- Do; don't
- Do; they do
- Does; Yes, she does
- Do; No, I don't
- Does; Yes, it does

Language notes

- Remind students that a *you* question may need an *I* or a *we* answer.
- Remind them that short answers do not repeat the main verb, e.g. *No, I don't*. NOT ~~*No, I don't study*~~.

- c Go through the example with students. Remind students that they must choose the most appropriate verb from the box for each sentence and put it into the correct form. Students complete the questions

with verbs from the box. Check answers before students ask and answer the questions. Once you have checked answers, then, in pairs, students ask and answer the questions.

Answers

- Do you like eating chocolate?
- Does your family like living in a flat?
- Do your friends like going to the cinema?
- Does your mother like driving a car?
- Do you like playing the piano?

OPTIONAL ACTIVITY

Students look at the answers they gave to the questions in Exercise 2c and pairs can compare in groups and draw up a bar chart based on the group's preferences. With stronger classes this can be expanded from groups into a whole class survey.

3

Vocabulary

School subjects

Warm up

Weaker classes: Ask students to look back at the text on page 28 and find as many school subjects as they can. Give them one minute to do this.

Answers Maths, English, History, Physics, Biology

- a  Read through the subjects in the box with students, explaining any new and difficult items. Go through the example with students. Students now match the subjects with the pictures. Play the recording for students to listen and check their answers.

TAPESCRIPT/ANSWERS

- Geography
- Information Technology (IT)
- Science
- Maths
- English
- Art
- French
- Drama
- Physical Education (PE)
- History

- b In pairs, students discuss if they study any subjects which are not included in the list in Exercise 3a. This can be done in L1 if necessary. Ask students to give you their answers and put them on the board (to use in Exercise 3c).

Example answers Other languages, Design and technology, Business Studies, Food Technology, Music, Media Studies, Environmental Studies

- c Students now choose five favourite subjects (from Exercise 3a and the list on the board) and discuss them with a partner. (e.g. *I like Maths. Ana doesn't like Maths, she likes English.*)

Ask some students to tell the class about themselves and their partner.

OPTIONAL ACTIVITY

Ask students if any of the words for school subjects are similar in their own language. This may help them remember the English words for the subjects.

Vocabulary notebook

Students start a section called *School subjects* and note down the vocabulary from this unit. Students may want to write the subject in their own language beside the items to help them remember them. They should add any more subjects to their list as they come across them.

4 Grammar

Object pronouns

- a Ask students to look back at the text on page 28 and find the expressions. Once they have found them, go through the example with them. Point out that *it* refers to information that has appeared before and in this case refers back to *studying at home*.

Students now work through the other examples and decide what the object pronouns refer to. Check answers.

Answers

them: the usual subjects

us: Matthew and his brother Paul

him: Matthew's brother, Paul

me: Matthew

- b Write the headings *Subject/Object pronouns* on the board. Then write the object pronouns from Exercise 4a under the relevant heading. Now ask students to think about what the subject pronouns are for each of the object pronouns they have found (e.g. *them – they*).

Now ask students to write the object pronouns in the spaces in the exercise. Check answers.

Answers you – you; he – him; she – her; it – it; we – us; they – them

OPTIONAL ACTIVITY

In order to check understanding at this point, ask students to supply the object pronouns in the following sentences:

- 1 I like apples. I like
- 2 I like your jacket. I like
- 3 I like my brother. I like
- 4 I like English. I like
- 5 I like my mum. I like

Answers 1 them 2 it 3 him 4 it 5 her

- c Go through the example with students. Ask them what the subject of the first sentence is (*the CD*) and what object pronoun is used in the second sentence (*it*). Ask them why it is *it* and not *him* to check they understand why they are using *it* (because a CD is a thing not a person). Students complete the exercise and compare

answers in pairs. Ask a few students to read out their answers, explaining why they chose the object pronoun they did.

Answers

- 2 him (because subject is *that boy*)
- 3 me/us (because *I am speaking*)
- 4 them (because subject is *my shoes*)
- 5 us (because subject is *we*)
- 6 her (because subject is *Mariah*)
- 7 you (because *I am speaking*)

Grammar notebook

Students should make a table of subject and object pronouns in their grammar notebooks and learn the object pronouns for homework.

5 Vocabulary

Adverbs of frequency

- a Draw the diagram on page 30 on the board. Give students the following example: *I ... get up at 7.00*. Tell them that this is something you do every day. Show them 100% on the time line and the adverb *always*. Now put *always* into the example sentence you have written on the board: *I always get up at 7.00*. To check understanding, ask a student:

T: What time do you get up at every day?

S: I get up at ... every day.

T: Do you always get up at ... every day?

S: Yes, I do. / No, I don't.

Now ask students to think of one example of their own for each of the other adverbs of frequency in the diagram. Ask a few students to read out their sentences and put them on the board.

Now go through the example in the exercise with students, pointing out the adverb of frequency *never* is used because Matthew studies at home and never goes to school. Students now complete the exercise. Remind them to refer back to the text on page 28 if necessary. Check answers.

Answers

- 2 always
- 3 often
- 4 sometimes
- 5 hardly ever

- b **Weaker classes:** Ask students to look at their completed item 5 from Exercise 5a. Ask them what they notice about the position of the adverbs of frequency with the verb *be* (the adverb of frequency comes after the verb). Then ask them to look at their completed item 4 and ask them if they notice anything different about the position of the adverb of frequency in this item (it goes before the verb). Students now complete the rule.

Stronger classes: They can look at their completed Exercise 5a items and work out and complete the rule themselves. Check answers.

Answers after; before

- c Go through the example with students, pointing out that the verb *be* is used and elicit that the adverb of frequency is placed after the verb *be*. Students now complete the sentences putting the adverbs of frequency in the correct position. Check answers.

Answers

- 2 We sometimes go to the cinema.
- 3 Carlo hardly ever goes to bed early.
- 4 Those dogs are never quiet!
- 5 Elizabeth often listens to music.
- 6 You're usually good at Maths.

Language note

- 1 Adverbs of frequency can also go in initial or end position (e.g. *Usually you're good at Maths. We go to the cinema sometimes.*). However, students may not need to know this at this stage.
- 2 Students may produce statements like *Never I get up at 7.00.* Ask students to compare adverbs of frequency in English and their own language. Does the same thing happen with the verb *be* and the position of the adverb of frequency or does something different happen in their language?

Grammar notebook

Students should copy the diagram and the completed rules from Exercises 5a and b into their grammar notebooks and learn them.

OPTIONAL ACTIVITIES

Weaker classes

Put the following prompts on the board: *get up, have breakfast, go to school, eat lunch, go home, do homework*. Explain to students that they must write sentences about their daily routines using the prompts on the board and adverbs of frequency.

Stronger classes

Students write some more sentences using adverbs of frequency about themselves, their friends or their families. Students compare sentences in pairs or small groups.

- d Write the following prompts on the board: *sports club / every week; dance club / twice a month; study History / three times a week* and elicit the question and answer:

How often do you go to a sports club? Every week.

Using the prompts on the board ask students to ask and answer across the class. Now ask students to look at the other expressions in the table on page 30. Explain that *once = one time* and *twice = two times*, above twice we always say the number + *times* (e.g. *three times*). In pairs, students now complete the exercise and report back to the class.

Language note

- 1 Check students are using the correct intonation and pronunciation in the *How often ...?* question (there should be a falling intonation at the end of each question and the pronunciation is /haʊ 'ɒfən/).
- 2 Explain to students that the frequency expressions (e.g. *every day/once a week*) go at the end of sentences.

Grammar notebook

Students should copy down the time expressions into their grammar notebooks. They may find it useful to write an example of their own for each expression.

6 Pronunciation

Stress in frequency expressions

- a  Before you begin the exercise, remind students of the pronunciation of some of the individual words in the time expressions. For example, drill the following words a few times: *once* /wʌns/, *twice* /twɑɪs/, *every* /'evri/.

Students read through the words and then listen and repeat each word after they hear it. Monitor and listen to students as they repeat the words, noting any pronunciation difficulties to deal with after the exercise.

- b  Look at the first expression again with students. Point out the underlining and explain that this is where the word is stressed. Give an example sentence for students to hear the stress in context, for example: *I sometimes teach English on a Friday.* Students now look at the expressions again and underline the main stress as in the example. Students compare answers in pairs, then listen and check.

TAPESCRIPT/ANSWERS

sometimes
always
every weekend
twice a day
usually
hardly ever
once a month
three times a week
twenty times a year

OPTIONAL ACTIVITY

If you feel further practice is necessary, in pairs students write a sentence about themselves using the frequency expressions and then read it out to their partner who decides if they are pronouncing it correctly.

7 Speak

Ask students to read through the question prompts in their books and check any vocabulary problems. Remind students of the frequency expressions they practised in Exercise 6 and go through the example with them. Point out the *How often ...?* question and remind students of the use of the auxiliary *do*. In pairs, students ask and answer using the prompts.

Stronger students: Can use the prompts on the page and add some more of their own.

Weaker students: Use the prompts on the page only.

Ask several students to report back their answers to the class and discuss any interesting information about students.

8 Listen

a  With books closed, ask students: *How often do you study English?* and elicit the answer: *... times a week*. Explain to students that they are going to hear a girl talking about her school timetable and they must complete her timetable with the missing subjects listed in their books. Students read through the timetable on page 31 and look at the list of missing subjects. In pairs, students listen and complete the gaps.

Weaker classes: They can listen to this in sections with pauses between each section to allow them time to fill in the answers.

Play the recording again if necessary. Check answers. You can play the recording again, pausing at the relevant section to allow students to clarify any problems.

TAPESCRIPT

Boy What's it like at your new school, Jane?

Girl Oh, it's OK. You know, we finish at 3 o'clock every afternoon!

Boy Great!

Girl And after school they have games and clubs – it's cool!

Boy Do you have PE?

Girl Yeah, twice a week. We have PE on Mondays and Wednesdays at 12 o'clock.

Boy Only twice a week?

Girl Yes, I'm happy to say. I hate PE! But Information Technology's good, and we do it three times a week. Mondays, Wednesdays and Fridays at 9.45.

Boy That's good. IT's fun.

Girl Yeah. I love Drama too, but we only have Drama once a week – on Thursday, just before lunch, at 12 o'clock.

Boy What about Art?

Girl Only once a week. On Tuesday after lunch. But you know I don't like Art very much.

Boy Hmm. I'm sure you get a lot of English, though!

Girl Yeah, four times a week! Mondays, Wednesdays and Fridays at 8.45, and Tuesdays at 12 o'clock.

Answers 1 English 2 IT 3 English 4 PE
5 Drama 6 Art

b  Remind students of the words for likes and dislikes they have learned up to now (*like, love, enjoy, don't like, hate*). Explain that they are going to listen to Jane again and they must decide if she likes or dislikes the subjects listed. Elicit the key words they should be listening out for (likes/dislikes words and school subjects).

Do the first item with them as an example, pausing the recording and asking them to listen carefully for the words they need. Elicit the answer and tell them to put a cross beside PE.

Weaker classes: This can be done in sections as for Exercise 8a.

Stronger classes: Ask them to listen and provide the like/dislike word with their answers.

Students listen and complete the exercise. Check answers by playing the recording and pausing as necessary.

Answers PE IT Drama Art

c In pairs, students compare and contrast their school timetable with the one in their book. Go through the example with students, reminding them to use frequency expressions and the present simple tense.

Culture in mind

Read

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

English state school system: This is made up of primary and secondary schools (in most parts of England). Primary schools start at the age of 4/5 (Reception class) and end at the age of 11 (Year 6). Students are tested at various stages in their primary school, taking SATs (Standard Assessment Tasks) at the end of Years 2, 4 (optional), Year 5 (optional) and Year 6.

Secondary schools start in Year 7 (age 11/12) and end in Year 13 (age 17/18). During the course of a secondary school students must study certain subjects and take certain exams. In the first three years of secondary schools the following subjects are compulsory: Maths, English, Science, Design Technology, Information Technology, Religious Education,

PE and a foreign language. Students can also choose another three subjects.

In Year 10, students can choose between five and ten subjects to study for GCSE (General Certificate of Secondary Education) exams at the end of Year 11. After GCSEs students can leave school or stay on and study in the Sixth Form. They can then choose to study three or more subjects for A: (Advanced) level exams. The A level studies are split over two years (Lower and Upper Sixth Form) and after the first year students take preliminary exams called AS levels. After students receive A level results they can decide whether they want to study at a higher level. It is these results which allow students to get into universities and colleges of further education.

The Scottish system has some differences from the education system in England, Wales and Northern Ireland.

Uniforms: These are not compulsory, although it is becoming more common for both primary and secondary school children to wear them.

Warm up

Ask students to look at the photos on the page and the title of the text and see if they can predict any facts about school in Britain that will come up in the text.

- a Ask students to read the two questions and elicit the kind of words they might look for to help them with their answers (times/numbers, clubs). Students then read the text quickly to find the answers. Ask a few students to read out their answers and see if everyone agrees.

Answers

- 1 School starts at 8.50 and finishes at 4.00.
- 2 Alan stays on Mondays and Wednesdays to do a Photography and Athletics club.

- b Students read through topics a–f. To help them with the matching and the text structure, remind them to think about the order of things in Alan's day and which things he is likely to do first, last etc. Students now read the text, matching each topic with a paragraph.

Students compare answers in pairs and then check answers with the whole class. Make sure all the students agree. If there are any disagreements, ask students to discuss them.

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

Language note: Explain to students that the expression *on Mondays and Wednesdays* uses the plural of the day of the week because it shows routine; it is something Alan does every Monday and Wednesday.

- c Students now think about the information in the text and choose the correct word to make true sentences. Go through the example. Ask students why the answer is *doesn't wear* (because he only goes to school from Monday to Friday and he doesn't wear uniform at the weekend.). Students complete the exercise. Check answers.

Answers 2 mornings 3 likes 4 never 5 twice 6 does

- d Ask students to read through sentences 1–6 and check they understand them all. Go through the first item as an example, eliciting the part of the text which tells them the answer (Para 1: *The girls wear ...*). Students answer the other questions. Remind them to think carefully about where they may find the information in the text. Check answers.

Answers

- 1 Yes, they do. (para 1)
- 2 No, they don't. (para 1)
- 3 No, he walks to school. (para 2)
- 4 He studies nine subjects. (para 3)
- 5 In the school dining room. (para 4)
- 6 Between 10 and 15. (para 5)

- e Ask students about their school day and elicit the following information and put it on the board: *start time, finish time, subjects they study, what they do at lunch time, school clubs available, amount of homework they have, how often they have homework*. In pairs or small groups, students use their information and the information in the text about Alan's school day to discuss the similarities and differences.

Set a time limit for this and ask pairs/groups to give feedback to the class on what they think the main similarities/differences are.

OPTIONAL ACTIVITY

Students plan and draw up their ideal timetable.

10 Write

- a Read through the questions. Students note down their answers to each question. Ask some students to tell the class when they do things.

- b Remind students about the structure of the text about Alan and the content of each paragraph. Elicit the following information and put it on the board:

Para 1: Time he gets up

Para 2: How he gets to school; time school starts

Para 3: Number and name of subjects he studies

Para 4: Length of breaks and lunch time

Para 5: Time school finishes; what he does after school

Para 6: What he does at the end of the day; homework

Explain that they are now going to write about their school day with the notes they made in Exercise 10a. They must order the information. Students can complete the task in class or this can be set for homework and collected in the next day.

Unit overview

TOPIC: Working abroad on a gap year

TEXTS

Reading and listening: a magazine article about a student doing voluntary work in Belize in her gap year

Listening: to a radio interview with a student doing voluntary work

Writing: an email about organising a party

Reading and listening: photo story: *Where's Amy going?*

SPEAKING

Talking about housework

Talking about future arrangements and plans

LANGUAGE

Grammar: Present continuous for present activities; Present simple vs. present continuous

Vocabulary: Housework

Pronunciation: /'ɜːl/

Everyday English: *check it out; You're an angel;*

She must be crazy; Let's follow her.

Belize: Is often described as the 'jewel of the Caribbean'. It is in Central America and is the only country there where English is the official language. The capital is Belmopan and the chief port is Belize City. It is home to the world's second largest coral reef after the Great Barrier Reef in Australia. However, the coral reef is facing problems from overfishing and pollution.

Warm up

Encourage students to use non-linguistic clues such as pictures and headings to get information before reading. Ask them to look at the map of Belize and ask them what they know about Belize. Then ask them to look at the photo of the girl and predict how old they think the girl is (18).

- a** **Weaker classes:** You may want to pre-teach vocabulary in the text such as *volunteer*, *polluted*, and *research* before students read the text.

Stronger classes: Encourage students to guess the meaning of unknown vocabulary while reading.

As a lead in, you could give students background information about the gap year tradition in LI. Ask students to look quickly at the photos and the text. Let them guess the answers to the questions using the pictures and heading. Ask them to read the text very quickly and check their predictions. Check answers.

Answers

Pauline is 18. She is in Belize. She is working to protect the coral reefs / helping to do research on coral and fish.

- b**  Ask students to read the true/false questions and check they understand them. Play the recording while students listen and read. In pairs, students answer the true/false questions and note down the sentences from the text which gave them their answers. Check answers as a class, playing and pausing the recording again as necessary. Ask students to correct the false sentences.

TAPESCRIPT

See the reading text on page 34 of the Student's Book.

Answers 1 F (para 2: *She comes from Cardiff, Wales.*)
2 T 3 T 4 F (para 3: *I don't get any money, but that's OK.*) 5 F (para 3: *I want to travel around Belize and Central America.*)

- c** In pairs or small groups, students discuss the questions. Ask students to report back to the rest of the class.

1 Read and listen

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Gap year: In the UK it's become increasingly fashionable for school leavers to take a 'gap year', a year's working holiday before they start university. Many of these young people choose to work abroad in developing countries on various projects, for example helping with conservation, teaching (often English). Others choose to work in developed countries such as the UK or Australia. Their main aim is usually to gain experience of the outside world and other cultures, as well as to save money to help fund their future studies. The girl in the text, Pauline, has chosen to spend her gap year helping with conservation of the coral reefs in Belize.

Wales: Is one of the four countries which make up the United Kingdom. Its capital city is Cardiff. The Cambrian mountains include Mount Snowdon, the highest mountain in England and Wales. In parts of Wales people still speak Welsh as their first language, or are bilingual in Welsh and English.

Answers

- 1 She likes the work because she's learning a lot about the country, the people and herself.
- 2 (Students' own answers. Remind them to give reasons for their answers.)

OPTIONAL ACTIVITY

If students were positive about the idea of volunteer work abroad, ask which country they would like to work in. You could ask them if they know of any volunteer projects in their own country.

2

Grammar

Present continuous for activities happening now

- a** Books closed. Write on the board *I'm writing on the board*. Then underline the first person of the verb *be* positive form and elicit the other persons from students and put them on the board. Follow the same procedure for the negative and the question and short answers forms. Remind students that we do not repeat the *-ing* form in the short answers. Now write the following on the board: *We use the present continuous to talk about something that is happening now / every day*. Ask students to identify which alternative is correct and ask a student to come out and cross out the wrong one on the board.

Students open their books at page 35 and read through the three examples from the text. If necessary, students can refer back to the text on page 34 to see the sentences in context. Then they read through the grammar table and complete the gaps. Check answers.

Answers

Positive: are

Negative: isn't

Questions: Am; Are; Is

Short answers: are; aren't; is; isn't

Then they can read through the Rules box. Ask a few questions of your own to check understanding at this point: *Am I swimming now? Is it raining at the moment? Are you watching TV now?* etc.

Weaker students: At this point, you could ask them to go back through the text on page 34 and find more examples of the present continuous tense (... *but now she's living in Belize; I'm working with other people ...; I'm helping to do research; I'm learning a lot.*)

Language notes

- 1 Explain to students that normal long forms are seen to be quite formal and would usually be used in writing. Short forms are usually used in speaking.
- 2 Students may sometimes produce questions like this: *You're working?* Ask students if they have a tense like this in their language and have them

translate some of the examples in the grammar table so they can see any similarities and differences more clearly.

- 3 Remind students of the *-ing* spelling rules. They should be able to find these fairly quickly if they copied them down in their grammar/vocabulary notebooks.

- b** Go through the first item with students and ask them why it is *'s riding* (because it is third person singular subject) and ask them what the base form of the verb is (*ride*) and what spelling change has taken place (drop the *-e* and add *-ing*). Students now complete the exercise; remind them to use short forms where possible. Check answers.

Answers

- 2 're reading / are reading
- 3 's cooking / is cooking
- 4 aren't listening / are not listening
- 5 'm studying / am studying
- 6 aren't playing / are not playing
- 7 Are; watching
- 8 Is; doing

- c** Ask students to read through the verbs in the box and look at the pictures.

Do the first item with them as an example, if necessary. Students now complete the exercise. Remind them to look carefully at the context of each picture and decide if they need a positive or negative verb form. Check answers.

Answers

- 1 's writing / is writing
- 2 isn't watching / is not watching
- 3 are listening
- 4 'm not doing / am not doing
- 5 're playing / are playing
- 6 aren't working / are not working

OPTIONAL ACTIVITY

To check students have understood the form correctly, ask them questions about the pictures in Exercise 2c e.g.:

Picture 1: *What is grandfather doing? / Is grandfather reading a book?*

Picture 2: *Is Rosa playing a computer game? / What's Rosa doing?*

3

Pronunciation

/ɜː/ (world)

- a**  Play the recording for students to listen and repeat. You may want to focus on *birthday* and *university* and point out where the stress falls in them to make sure students pronounce them correctly. Drill any words students have problems with.

TAPESCRIPT

her world work learn birthday university

- b**  Before listening, ask students to underline the /ɜː/ sound in the sentences. Go through the first one with them as an example. Play the recording for students to repeat the sentences. If there are any problems, drill the sentences a few more times.

TAPESCRIPT

- 1 All over the world.
- 2 He always works hard.
- 3 Learn these words!
- 4 They weren't at university.
- 5 I'm learning German.
- 6 This is her first birthday.



Grammar

Present simple vs. present continuous

- a** Ask students if they can remember when they use the present simple (for habits and routines) and when they use the present continuous (for activities happening now). Read through the examples of both tenses as a class, pointing out the time expressions used with each tense. Ask students to explain why each tense is used. Go through the first item in the exercise with students to check they understand. Ask students to think about their choice of verb each time and to look out for the time expressions used since this will help them choose the verb they need. Check answers, asking students to explain their choice of verb.

Answers 1 always wear 2 is wearing
3 It's raining 4 It rains 5 is cooking 6 cooks
7 He never listens 8 I'm listening

Look

Explain to students that there are some verbs in English which are hardly ever used in the present continuous tense. Read through the examples in the Look box with students. Ask them if the same thing happens with these verbs in their language.

Grammar notebook

Students can copy the notes from the Look box into their grammar notebooks and perhaps add some information about the verbs and how this works in their own language.

- b** Write the headings *Present simple* and *Present continuous* on the board. Read through the time expressions in the box with students.

Weaker classes: Ask them to look back at the example sentences in Exercise 4a and find as many of the expressions in the box as they can (*right now, at the moment, never, today*). Ask them which tenses they are used with and put the words under the correct heading on the board. Now go through the examples in Exercise 4b and students can then complete the exercise.

Stronger classes: Go through the examples in Exercise 4b and ask students to complete the exercise.

In pairs, students compare answers and give feedback. Write their answers on the board or ask one or two students to come out and write the answers under the correct heading.

Answers

Present simple: usually, every weekend, never, every evening, twice a year

Present continuous: at the moment, this afternoon, right now, today, this week

Grammar notebook

Students can copy these time expressions into their grammar notebooks and write an example of their own for each expression.

- c** Go through the first item with students as an example, focusing on the time expressions to help them work out which tense to use. Remind them to use short forms where possible and to check the spelling rules for the present continuous if they need to. Students complete the exercise. Check answers, asking students to explain their choice of verb.

Answers

- 1 walks; 's going / is going
- 2 have; 're reading / are reading
- 3 's studying / is studying; wants
- 4 know; don't remember
- 5 aren't dancing / are not dancing;
don't like / do not like
- 6 does; mean



Listen

- a**  Ask students if they can remember who Pauline is and what she is doing. (She is the character from the reading text on page 34 and she is working in Belize on a gap year project.) Discuss the three photos with students, asking them to explain what she is doing in each one. (Picture a: She is testing the sea water. Picture b: She is cooking something. Picture c: She is sitting on a beach / she is sunbathing.) Explain that students are going to hear Pauline talking about her work and that one of the pictures shows what she is doing during the interview.

Weaker classes: Ask them to predict some vocabulary items for each picture so they know what they might be listening out for.

Play the recording and ask students to listen and find the right picture. Check answers, asking students to justify their choices with words from the recording. Play the recording again, pausing it as necessary for students to hear the questions and Pauline's answers.

TAPESCRIPT

Interviewer Good morning, and welcome to the *Morning Programme*. Our topic today is volunteer work. I'm in Belize, and I'm talking to a volunteer worker, Pauline Jones, about her life here. Hi, Pauline.

Pauline Hello.

Interviewer Now, you're living here in Belize for six months, is that right?

Pauline Yes, that's right. I'm working on a project to protect the coral reefs.

Interviewer And what are you doing right now?

Pauline Well, I'm doing a test on the sea water here. I'm testing to find out if the water is polluted. It's part of my work.

Interviewer And what do you do in your free time?

Pauline I don't have much free time! I'm staying with a family here in Belize, and when I'm not working I help around the house.

Interviewer Doing what, for example?

Pauline Oh, sometimes I do the cooking and the washing, and of course I tidy my room. And I help with the shopping at the weekends, too.

Interviewer Do you like the work here?

Pauline Oh, yeah. The work we're doing on the reef is really important, I think. And I don't mind doing a bit of housework. Well, I don't like doing the washing – there isn't a washing machine, so we do the washing by hand. But that's not a problem, really.

Interviewer So you're happy to be here?

Pauline Yes, I love it here. I'm having a great time and I'm learning a lot too.

Interviewer Well, that's great, Pauline. Thanks, and good luck with your work here.

Pauline Thank you.

Interviewer Now we go back to the studio ...

Answer

Picture a is the correct picture. (Pauline says: *Well, I'm doing a test on the sea water here. I'm testing to find out if the water is polluted. It's part of my work.*)

- b**  Read through the questions with students and check they understand them all. Play the recording again for students to complete their answers. In pairs, students compare answers. Play the recording again, pausing as necessary for students to check or change their answers. Students can then correct the false answers.

Answers 1 T 2 T 3 F (*I help with the shopping at weekends.*) 4 F (*I don't like doing the washing ...*) 5 T

6 Vocabulary

Housework

 Read through the expressions in the box with students and check they understand them all. Go through an example with students. Students complete the exercise. They can compare answers in pairs before listening to the recording. Play the recording for students to check their answers. Play the recording again, so students can repeat the words.

TAPESCRIPT/ANSWERS

- a 4 do the shopping
- b 6 tidy up / tidy a room
- c 1 do the cooking
- d 3 do the washing
- e 7 clean the windows
- f 5 do the washing-up / wash up
- g 2 do the ironing

Look

Look at the examples and explanations in the Look box with students and ask a stronger student to put each phrase into a sentence to check understanding.

Vocabulary notebook

Students should start a section in their vocabulary notes called *Housework*. They should copy down the expressions from Exercise 6 and the Look box. If necessary, they can translate them into their own language. Ask students if they know any more housework expressions they could add to the list.

OPTIONAL ACTIVITY

What am I doing?

In small groups, students each choose an activity and take turns to mime it to the rest of the group. The others have to guess what he/she is doing. Set a time limit of about 20 seconds for the students to guess. The person who guesses correctly has the next turn. This can also be done as a whole class activity.

7 Speak

- a** Go through the example questions with students. Ask a few students the questions and check they use the correct tense when answering. Divide students into small groups to ask and answer questions about housework. Groups could appoint a secretary who notes down the results under each name. Ask for group feedback. Are there any general trends? Do boys do more / less / the same as girls? Put any interesting points on the board for further discussion.

OPTIONAL ACTIVITY

Groups can give feedback. Put the results on the board and students can draw up a class graph to show how work is distributed.

- b** Read through the instruction and the example with students. Point out the use of adverbs of frequency and the present simple tense. In pairs, students discuss the points. Ask for feedback and put any interesting points on the board for further discussion.

OPTIONAL ACTIVITY

Students can write up their discussions from Exercise 7b for homework.

Where's Amy going?

8 Read and listen

Warm up

Ask students to look at the photo story and tell you who the characters are (Amy, Alex and Dave). What can they remember about Alex and Dave, the characters from Unit 1? (Alex wasn't very nice to Tony – he teased him about doing ballet.) Students can now look at the title of the story and try and predict where Amy is going.

- a**  Read through the instruction and the question with students. Play the recording for students to read and listen. Check answers.

TAPESCRIPT

See the photo story on page 38 of the Student's Book.

Answer

She's too busy. (She can't go to the café because she is helping Mrs Craig. She is doing her shopping and she offers to do her ironing too.)

- b** Read through the two parts of each sentence with students and go through the example with them. Refer them back to the story if necessary. Check answers.

Answers 2 a 3 b 4 e 5 c

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

9 Everyday English

- a** Students must decide who said these expressions from the photo story and to whom. Do the first one as an example if necessary.

Stronger classes: Can do this without looking back at the photo story.

Weaker classes: Can do this referring back to the photo story.

Answers 1 Alex (to Amy) 2 Mrs Craig (to Amy)
3 Dave (to Alex) 4 Dave (to Alex)

- b** Ask students to find the expression *Let's follow her* in the photo story. Can they guess the meaning from the context? Students now translate this into their own language.

- c** Ask students to find expressions 1–3 in the photo story. Ask students to match the expressions. Check answers.

Answers 1 b 2 a 3 c

- d** Read through the dialogues with students and check they understand. Remind students that they must use the expressions in Exercises 9b and c to complete the gaps. Students complete the exercise. In pairs, students compare answers before a whole class check.

Answers

- 1 She must be crazy.
- 2 check it out
- 3 let's
- 4 You're an angel.

Vocabulary notebook

Students should now note down the *Everyday English* expressions in that section of their vocabulary notebooks. Remind them to use translations or the other expressions from this unit to help them remember each one.

OPTIONAL ACTIVITIES

Stronger classes

Students can write their own short dialogues, using the expressions in Exercise 9, and act them out in front of the class.

Weaker students

They can act out the dialogues in Exercise 9d.

10 Write

Warm up

Ask students if they send or receive emails. How often? Who do they write to? What do they write about?

- a** Students read through the email quickly. Check any vocabulary problems. In pairs, students answer the questions. Remind them to use the present continuous tense in their answers.

Answers

- 1 The event is Peter's grandfather's sixtieth birthday. It is happening that evening.
- 2 There are about 40 people coming.
- 3 Peter's mother is cooking in the kitchen with his aunts. His dad is putting up lights in the garden. His uncle is organising the tables and chairs.

- b** Remind students of the differences between writing an email and a letter (Unit 1). Elicit/Give the following information about emails and write it on the board:

- Opening: include *To, From, Subject*.
- Greeting: Informal expressions like *Hi!* or *Hello!*
- Content: Does not have to be split into paragraphs as in a letter and can be very informal.
- Signing off: Does not need full sentences, can just have your name.

Students now choose one of the events and plan their emails. Students can prepare this in class and write the email for homework.

4

A healthy life

Unit overview

TOPIC: Food and a healthy lifestyle

TEXTS

Reading and listening: a text about healthy eating

Listening: to a dialogue in a restaurant

Reading: a text about British Food

Writing: a paragraph about food and fitness

SPEAKING

Talking about a health quiz

Ordering food in a restaurant

LANGUAGE

Grammar: Countable and uncountable nouns; *a/an* and *some*; *much* and *many*

Vocabulary: Food and drink

Pronunciation: The schwa /ə/

1 Read and listen

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Sumo wrestlers: The Japanese sport of Sumo or *Ozumo* (its traditional Japanese name) originated in ancient times as a religious performance to the Shinto gods. Today, Sumo is the Japanese national sport. Sumo wrestlers are usually aged between 20 and 35, follow special diets and live in special Sumo 'stables' which have very strict rules. A top Sumo wrestler is called a *yokozuna*. The principle of Sumo wrestling is simple: a wrestler who touches the floor of the Sumo ring with anything other than the sole of his foot or who leaves the ring before his opponent loses. A Sumo match usually lasts for only a few seconds. Every year in Japan there are six Sumo tournaments, three of which take place in Tokyo.

Warm up

Ask students to look at page 40. Ask them if they know who the people are in the big photo (Sumo wrestlers). Now ask them what they can see in the photos in the article and what they think the connections are between them (keeping fit and eating a healthy diet keeps people in better health).

- a** Read through the questions with students and check they understand them. Pre-teach any vocabulary (*fat, meal, calories, heavy, wrestler, weight, worried, snacks, burn off, skinny*). Do the first item with them as an example. Students complete the exercise. Check answers. Remind students to copy new vocabulary into their notebooks once they have finished the exercise.

Answers

- b (para 1, line 2: *Japanese Sumo wrestlers ...*)
- c (advice box, point 2: *Eat five small meals ...*)
- a (advice box, point 3: *It's a good idea to eat snacks ...*)
- a (advice box, point 6: *Do some exercise every day ...*)

- b**  Read through the questions with students to check they understand them all. Now play the recording while students listen and read and find the answers to questions 1–3. Students may need to answer question 2 in their mother tongue. Check answers. Then, in pairs students discuss question 4. Ask for class feedback.

TAPESCRIPT

See the reading text on page 40 of the Student's Book.

Answers

- They usually eat *chankonabe*, a mixture of rice, meat and vegetables.
- They go to bed straight after their dinner because they want to put on weight and get heavier, so they don't want to burn off the calories after eating.
- They are overweight because they often eat unhealthy food and watch a lot of television or use the computer a lot.
- (Students' own answers.)

7 Vocabulary

Food and drink

 With books closed, elicit as many food words from students as they know and write them on the board. Students now open their books and read through the food vocabulary in the box. Go through the first two examples with them as a class. Students then match the other items with the pictures. Students can compare answers in pairs. Play the recording for students to check or change their answers. Play it again, for students to repeat each word. Check answers.

TAPESCRIPT/ANSWERS

- vegetables
- fruit
- meat
- onions
- eggs
- water
- rice
- apples
- tomatoes
- sugar
- pasta
- grapes
- carrots
- bread

Language notes

- 1 Check students' pronunciation of these items, particularly: *vegetables* /'vedʒtəblz/, *onions* /'ʌnjənz/, *tomatoes* /tə'ma:təʊz/, *sugar* /'ʃʊgə/.
- 2 Ask students if there are any words which are similar in their language.

Vocabulary notebook

Students should start a section called *Food and drink* in their vocabulary notebooks. Students should copy these words down and add any more as they go along.

OPTIONAL ACTIVITY

I'm making a sandwich and ...

This game can be played by the whole class or in groups. One student starts the sentence and adds a food item then the next student adds a new item and remembers the previous item, e.g.:

S1: I'm making a sandwich and in it I'm putting onions.

S2: I'm making a sandwich and in it I'm putting onions and tomatoes.

S3: I'm making a sandwich and in it I'm putting onions and (adds another item).

The game continues in this way until someone forgets an item or gets an item wrong. When a student makes a mistake they are out of the game and the person who remembers the most items is the winner. Set a time limit for this game.

3 Grammar

Countable and uncountable nouns

- a** Books closed. Write *onion* on the board. Elicit the plural from students and write it beside the singular. Elicit one more example of a singular and plural and put them on the board under *onion/onions*. Now write *sugar* on the other side of the board and ask students if they can count it. Elicit another example of an uncountable noun (e.g. *bread*) and write it below *sugar* on the board. Then write the headings *Countable* and *Uncountable* above each column on the board. Students now open their books at page 41 and read through the five example sentences. Go through the first one with them as an example showing them which words to underline and which ones to circle. Students complete the exercise. Check answers.

Answers

- 1 Have some bread.
- 2 Eat five small meals.
- 3 Don't eat fried food.
- 4 Have some bread, an apple, some grapes or a carrot.
- 5 Eat some vegetables or some fruit.

Now read through the rules with students and check they understand them.

- b** Remind students of the information on the board from Exercise 3a and check they have understood the difference between countable and uncountable nouns. Go through the example with students. Students complete the exercise. Check answers. You can ask some students to come out and add their items to the list on the board.

Answers

Countable nouns: onions, eggs, apples, tomatoes, grapes, carrots

Uncountable nouns: meat, water, rice, sugar, pasta, bread

OPTIONAL ACTIVITY

To check students have understood properly, call out the nouns from Exercise 2 and ask them to answer *Countable* or *Uncountable* when you call out the noun, e.g.:

T: Paolo, apples

Paolo: Countable.

T: Maria, bread.

Maria: Uncountable.

a/an and some

- c** Using the lists on the board, ask students which word (*a/an* or *some*) we can put before *vegetable* (*a/an*) and *vegetables* (*some*). Ask students the same question with *bread* (only *some* can go before *bread*). Read through the rule with students, pointing out the example and then ask students to try and complete the rule. Check answers.

Answers countable; uncountable

- d** Go through the first item with students as an example if necessary. Focus on the noun after the gap and ask students to decide whether it is countable or uncountable. Remind them to do this in all the other items. Students complete the exercise. Check answers.

Answers 1 some 2 some; some 3 a 4 An; a 5 some; some 6 some; a

OPTIONAL ACTIVITY

Stronger classes

They can write their own gapped *a/an/some* sentences for a partner to complete.

Weaker classes

If you feel they need further practice in this area, give them the following sentences to complete:

- 1 I want tomatoes.
- 2 Eat pasta. It's good for you.
- 3 There is carrot in the kitchen.
- 4 Drink water! It's hot.
- 5 Mark wants apple.

Answers 1 some 2 some 3 a 4 some 5 an

much and *many*

- e** Read through the examples with students. Ask them if the noun in each example is countable or uncountable (*meals*: countable; *water*: uncountable; *coffee*: uncountable; *vegetables*: countable). Now point out the words before each of these nouns (*much/many*) and ask them to read the rule and try and complete it. Check answers.

Answers

countable; uncountable

- f** Go through the example with students. Elicit that *milk* is an uncountable noun, therefore *much* is used before it.

Weaker classes: Go through items 2–6 in the same way and circle the correct word. Once they have completed this part of the exercise, check answers. Then match item 1 with the answers in the second column. Try various wrong possibilities first to show students how there is only one correct answer.

Stronger classes: They can do parts 1 and 2 together. Students complete the exercise. Check answers.

Answers 1 much c 2 many d 3 much e
4 many a 5 many f 6 much b

Grammar notebook

Students should note down all the new grammar points from this unit in their grammar notebooks and try and learn one rule each day for homework.

4 Speak

- a** Pre-teach any new vocabulary from the Health Quiz on page 42 (e.g. *average*, *burn calories*) and read through the questions with the class. Ask students to work in pairs to discuss the questions and guess which answer is correct in each case. Check answers with the whole class.

Answers

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

- b** Ask the example questions to different students and elicit different answers. Ask students to suggest some more questions. Students then ask each other their own questions about things in the quiz, while the teacher monitors for errors. Get feedback with a few questions and answers from pairs at the end.

5 Pronunciation

The schwa /ə/ (*water*)

- a**  Play the recording for students to listen and repeat. Make sure they do not try to stress the schwa sound, as it is always in a destressed syllable. Drill any words students have problems with.

TAPESCRIPT

water tomato exercise sugar banana vegetable

- b**  Ask students to listen to the recording and underline the syllables with the schwa sound. Play the example and check they understand that they must underline the schwa sound (and not the stressed syllable). Play the rest of the recording, pausing to allow them time to mark the correct syllable. Then play the recording again for them to check their answers. Play the recording one more time for them to listen and repeat.

TAPESCRIPT/ANSWERS

a carrot an orange
some bread some apples some onions
a lot a lot of fruit a lot of calories
a lot of vegetables



Listen

Warm up

Ask students if they ever eat in restaurants. Write the headings *Starters*, *Main meals*, *Desserts* and *Drinks* on the board. Elicit as many words as possible for these headings and write them on the board.

- a**  Students read through the menu on page 43 and match each item with one of the pictures. Go through the first one as an example, if necessary. In pairs, students compare answers. Now play the recording, pausing as necessary for students to check or change their answers.

TAPESCRIPT/ANSWERS

a 9 tea
b 7 vegetable curry and rice
c 1 pasta
d 4 fish of the day
e 6 beefburgers
f 11 orange juice
g 8 coffee
h 3 seafood salad
i 10 mineral water
j 2 vegetable soup
k 5 chicken and mushrooms

- b**  Ask students to read through the dialogue. Check any vocabulary problems.

Stronger classes: They can complete the dialogue first and then listen and check. Remind them to read the whole dialogue carefully and to look at other words around the gap to work out what is missing.

Weaker classes: They can listen to the dialogue and complete the gaps. Pause the recording as necessary, allowing students time to note down their answers. Play the recording for students to check or change their answers.

TAPESCRIPT

Waiter Are you ready to order?

Girl Yes, I'd like to start with the soup, please,
and then the grilled fish.

Waiter Certainly. Would you like vegetables or salad?

Girl Salad, please.

Waiter And to drink?

Girl I'd like an orange juice, I think.

Waiter Orange juice. Fine.

Boy And I'd like the seafood salad, please.
And then the chicken with vegetables.

Waiter Chicken with vegetables. And to drink?

Boy Just some mineral water, please.

Waiter Right. Anything else?

Boy No, thank you.

Answers 1 fish 2 Salad 3 juice 4 seafood
5 chicken 6 water

OPTIONAL ACTIVITY

The food chain game

This can be played by the whole class or in small groups. Students think of an item of food and the next person must think of an item of food starting with the last letter of the previous one, e.g.:

S1: *banana*

S2: *apple*

S3: *egg, etc.*

If a student cannot think of an item of food, they are out of the game. The game continues until there is only one student left. Set a time limit.

Culture in mind



Read

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Fish and chips: This is a popular take-away meal from a fish and chip shop ('chippy').

Roast beef: Traditionally this is what British people are said to eat on a Sunday. Along with roast potatoes, Yorkshire pudding (a batter mixture of flour, water, milk and egg), vegetables and gravy, this is called 'a roast dinner'. A lot of pubs and restaurants specialise in roast dinners on Sundays.

Full English breakfast: This can include bacon, fried or scrambled eggs, tomatoes, mushrooms, fried bread, sausages and baked beans.

Take-away restaurants: Nowadays there is a variety of these, but the most popular are still fish and chip shops, Indian and Chinese take-aways. Many take-away restaurants now offer a door-to-door delivery service where a meal can be ordered by telephone and delivered to the person's house at a specific time.

Warm up

Ask students to look at the photos on page 44. Ask if they have eaten this type of food before or if they would like to eat the kind of food in the photos.

- a Read through the items in the box as a class and check students understand them all. Do the first item with students as an example, if necessary. Students look again at photos 1–4 and match the words in the box with the photos. Check answers.

Answers

some cereal: photo 2
bacon and eggs: photo 2
restaurant food: photo 4
an omelette: photo 1
fish and chips: photo 1
some toast: photo 2
a sandwich: photo 1
a take-away: photo 3

- b Students look at the headings from the article and decide which items from Exercise 8a match each heading. Students should read the text quickly, then check their answers.

Answers

1 cereal, bacon and eggs, toast
2 omelette, sandwich, fish and chips
3 restaurant food, take-away, fish and chips

7 Speak

In groups of three, students act out the dialogue in Exercise 6b. If space, then students can arrange their tables and chairs as if they were in a restaurant. Remind them to change the food items and choose different things from the menu. If time, students should swap roles.

Vocabulary notebook

Remind students to note down any new expressions from the menu and the dialogue in their vocabulary notebooks under their *Food* section.

OPTIONAL ACTIVITY

Stronger classes

They can make their own menus and should include their own favourite meals. They can decorate them.

Weaker classes

They can copy and decorate the menu on page 43. They could change the prices to their own currency. All menus can be displayed on the classroom walls.

Note: Fish and chips is included in the 'Lunch' picture here, but it is also often bought as a take-away from fish and chip shops.

- c** Pre-teach any vocabulary (e.g. *bowl, too much, it depends, holidays, enough*). Stronger students can look up any words they don't know in a dictionary. Read through questions 1–6 with students and check they understand them. Go through the first one with them as an example, if necessary. Students do the exercise and compare answers in pairs. Check answers with the whole class.

Answers

- 1 Roast beef.
- 2 No, she doesn't. She has tea and toast.
- 3 He has bacon and eggs at the weekends.
- 4 Sophie likes an omelette.
- 5 Because he lives in a small town where there aren't many restaurants.
- 6 He sometimes eats out in a Greek restaurant.

- d** Put the headings *Breakfast, Lunch, Eating out* on the board. Elicit as many examples of food for these meals as possible from students for each of the headings. You may also want to ask them about the times they have breakfast and lunch and when they tend to eat out. In pairs or small groups, students now discuss the differences between their eating habits and those of the teenagers in the article.

Weaker classes: Use the prompts on the board to encourage them to structure their discussion.

Stronger classes: They can go straight into their discussion without using the prompts on the board. Ask for class feedback. Are there any similarities and differences between the students and the teenagers in the text? You may want to note down the main similarities/differences on the board in preparation for Exercise 9.

OPTIONAL ACTIVITY

Yorkshire pudding

If students are interested you could give them a British recipe to try out at home. Here is a recipe for Yorkshire pudding. Remind them this is a savoury accompaniment to a main meal.

You will need: One roasting tin with a shallow covering of olive oil; one whisk

Ingredients (for 4 people):

75 g plain flour

1 egg

75 ml milk

55 ml water

salt and pepper to season

some olive oil (for the roasting tin)

Method:

Put the roasting tin with the oil in it into the preheated oven (220°C).

- 1 Sieve the flour into a bowl.

- 2 Measure out the water and milk together in a jug and add to the flour.
- 3 Add the egg.
- 4 Mix everything together with the whisk.
- 5 Take the heated roasting tin out of the oven and pour the batter mixture into it.
- 6 Cook on the top shelf for 20–30 minutes or until golden brown.

Vocabulary notebook

Students should note down any new vocabulary from the reading text.



Write

This task can be set for homework with the preparation done in class.

- a** Read through questions 1–5 with students. Remind them to refer back to the notes on the board from Exercise 8d, if it will help them. Give students a few minutes to note down their answers.
- b** In pairs, students use their notes from Exercise 9a to exchange information and make notes about their partner.
- c** Read through the paragraph on page 45 with students. Focus on the structure of the paragraph with students and point out how it matches the order of the questions in Exercise 9a:

Question 1: sentence 1

Question 2: sentences 2 and 3

Question 3: sentence 4

Question 4: sentence 5

Question 5: sentences 7 and 8

Ask them to use the notes about their partner and write a similar paragraph. Remind them to use the present simple tense.

Students can read out their paragraphs to the class and some of the better ones can be displayed on the classroom walls.

OPTIONAL ACTIVITY

Stronger classes

In pairs, they can plan a healthy routine for a day. Remind them to use as much vocabulary from this unit and previous ones as possible: food, exercise, present simple for routines. Pairs can then compare with other pairs and give feedback to the class.



Module 1 Check your progress

1 Grammar

- a** 2 her 3 us 4 them 5 him
- b** 2 lives 3 play 4 doesn't like 5 don't live
6 don't get up 7 gives 8 Do; like 9 Does;
work 10 Do; write
- c** 2 My friend is always late for school.
3 I don't usually watch football.
4 You are usually good at Geography.
5 My father hardly ever drinks coffee.
6 I go to a sports club twice a week.
- d** 2 works; 's working / is working
3 'm reading / am reading; don't usually read
4 's cooking / is cooking; cooks
5 don't watch; 're watching / are watching
6 A: Do; swim
B: 're swimming / are swimming
- e** 2 an 3 much 4 many 5 Many 6 a
7 some; much

2 Vocabulary

- a** 2 Drama 3 Maths 4 English 5 Science
6 History 7 French 8 Geography
9 Information Technology 10 Physical Education
- b** Hobbies and interests: dancing, playing the guitar
Other possibilities: watching TV, reading, playing
computer games, going to the cinema, playing the
piano, seeing friends
Housework: doing the ironing, cleaning the windows,
tidying up
Other possibilities: doing the washing-up, tidying
your bedroom, laying the table, washing the floors
- c** 2 meat 3 onions 4 bread 5 water 6 juice
7 carrot 8 chips 9 apple 10 salad
The mystery word is: sandwiches

3 Everyday English

- 2 What about 3 Let's 4 must be crazy
5 So what 6 check out 7 an angel

How did you do?

Check that students are marking their scores. Collect these in and check them as necessary and discuss any further work needed with specific students.

Module 2

Follow your dreams

YOU WILL LEARN ABOUT ...

Ask students to look at the photos on the page. Ask students to read through the topics in the box and check they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 Do you have/use a mobile phone?
- 2 Who is your favourite pop idol?
- 3 What is the woman doing?
- 4 What makes someone successful?
- 5 Do you know who the athletes are?
- 6 What do you think this teenager does?
- 7 What period of history is this?

In small groups, students discuss which topic area they think each photo matches.

Check answers.

Answers

- 1 How British teenagers use mobile phones
- 2 Pop idols in Britain
- 3 A woman who lived in a tree
- 4 The secrets of success
- 5 A special friendship
- 6 Songwriting for a band
- 7 A family who went back in time

YOU WILL LEARN HOW TO ...

Use grammar

Go through the first item with students. Stronger students should be able to continue with the other items on their own or in pairs.

Weaker classes: Put the grammar headings on the board and give an example of your own for each item, e.g. *I worked in a different school last year. I taught English and French. You don't have to wear a school uniform. I've got some pencils. Is this pen his?*

In pairs, students now match the grammar items in their book. Check answers.

Answers

Past simple: *be*: The helicopter was very noisy.

Past simple regular verbs: Julia lived in a tree-house.

Past simple irregular verbs: They met in the 1936 Olympic Games.

have to / don't have to: Tom doesn't have to wear a uniform.

some and any: We haven't got any butter.

Possessive pronouns: Is this book yours?

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. You can mime any of the items if necessary. Now ask students if they can think of one more item for the *Sports* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Some possibilities are:

Phrasal verbs: *climb down, come up, turn up, turn down*

Sports: *football, golf, cricket, basketball, volleyball, tennis*

Jobs: *teacher, bus driver, doctor, cook/chef, waiter/waitress*

Sleeping and waking: *wake up, get up, dream, sleepwalk*

Unit overview

TOPIC: Heroes; The environment

TEXTS

Reading and listening: a magazine article about a protester

Listening: to a student's presentation about her hero

Reading and listening: photo story: *Who's your hero?*

Writing: a poster about your hero

SPEAKING

Talking about protesters and heroes

Talking about when and where you were born

LANGUAGE

Grammar: Past simple: the verb *be*; Past simple: regular verbs

Vocabulary: Phrasal verbs (1)

Pronunciation: *was* and *were*; *-ed* endings: /d/, /t/ and /ɪd/

Everyday English: *You can't be serious.*; *loads of people*; *That's amazing.*; *one day*

1 Read and listen

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Julia Hill: On 10 December 1997, Julia 'Butterfly' Hill, then aged 23, climbed up a 1,000-year-old redwood tree and made a house out of a platform she set up there. She wanted to prevent the destruction of the tree and nearby trees by the landowner, the Pacific Lumber Company. She relied on supplies brought to her by her supporters to survive in the tree. While she was up the tree she attracted a good deal of media attention and finally came down on 18 December 1999, after the Pacific Lumber Company agreed to save the area in exchange for her exit, and donated \$50,000, which went towards university science research.

Warm up

You could give your students background information in L1 about the topic of forest destruction and ways people have tried to prevent it. Ask students to tell you the kinds of environmental problems we face (e.g. global warming and the 'Greenhouse effect') and what (if anything) is being done about them.

- a** Students look at the photo and title and read the instructions, silently. Collect ideas from the whole class (make sure they don't start reading the text yet) and write them on the board. Before students read the text, pre-teach *forest*.

Students read the text quickly to check their answer. Did anyone in the class get the answers right? (She wanted to stop the company from cutting down the tree and surrounding trees.)

- b**  This exercise is designed to help students guess vocabulary from context. Students read through items 1–4. Play the recording for students to read and listen. Pause the recording after the first item and go through it as an example. Do the first example with the whole class. Write the example on the board and refer students to the first word *company*. Ask the class for translations, giving clues when necessary. Do the same for *cut down*, pointing out if necessary that the adverb *down* gives them a clue to the meaning.

Students listen, read and complete the rest of the exercise. Check answers.

TAPESCRIPT

See the reading text on page 50 of the Student's Book.

- c** Look at the first question with the whole class. Ask students what kind of information the question is asking for and give prompts if necessary (*how tall the tree is, where it is, how old it is*). Students answer the questions individually, before checking with a partner. Check answers.

Answers

- 1 It was 70 m tall, and 1,000 years old. It was a redwood tree in California.
 - 2 Two years and eight days.
 - 3 Her friends cooked food for her.
 - 4 She talked on a mobile phone.
 - 5 The company which wanted to cut down the forest. They sent a big helicopter that flew near her tree-house and made a lot of noise/wind.
- d** Students work in small groups to discuss the questions. Alternatively, do this as a whole class discussion. Ask for class feedback and see which options were the most popular.

OPTIONAL ACTIVITY

In small groups, students discuss if they would do something like this. Do they know anyone who has made a strong protest about anything? If so, what and why? Do they believe strongly enough in something to do something similar? This can be discussed in L1 if necessary.

2 Grammar

Past simple: the verb *be*

- a Write the following sentence on the board from the text: *Julia Hill was born in 1974*. Ask students if this is in the past or the present (past). Now ask students to look back at the text on page 50 and find more examples of the past simple of the verb *be*. Ask them if they can work out how to form the past tense. Elicit the positive forms and write them on the board under the heading *Positive*.

Answers

Paragraph 1:

... was born ...

She was 23 years old ...

... there were lots of ...

... was 70 metres tall ...

Paragraph 2:

... wasn't happy ...

... were very helpful.

Paragraph 3:

... was very noisy ...

... other people weren't ...

... there was a lot of ...

Paragraph 4:

... was successful.

... were very happy.

- b Write the table headings on the board. Ask students to look at the examples they found in Exercise 2a and see if they can put them into the table. Check answers.

Answers

Negative: wasn't; weren't

Question: Was; Were

Short answer: was; wasn't; were; weren't

Check understanding by asking them when they use *was* (singular, except *you* form) and when they use *were* (all plural forms).

- c Go through the example with students, asking them why the answer is *was* and not *were* (because *Julia (she)* = a third person singular subject). Students complete the exercise. Check answers.

Answers 2 were 3 was 4 wasn't 5 weren't

- d Go through the example with students, reminding them of the word order for questions with the verb *be*. Students complete the exercise. Check answers.

Answers 2 Was 3 Were 4 Was 5 Were

- e Go through the example dialogue with students, pointing out that if an answer is negative then they must provide the correct answer as well. If an answer is positive, they must try and provide more information to back up their answers. In pairs, students now ask and answer the questions in Exercise 2d. They can refer back to the text on page 50 if necessary.

Answers

- Yes, it was. It was 1,000 years old.
- Yes, they were. They cooked food for her every day.
- Yes, it was. Julia didn't like it.
- No, they weren't. They were very happy because the company agreed not to cut down the tree.

Grammar notebook

Make sure students copy the completed table from exercise 2b into their grammar notebooks.

3 Pronunciation

was and *were*

- a Put the following phonetic symbols on the board: /ɒ/, /ɜ:/, /ə/. Read out the first sentence with the class and elicit which sound they heard in the word *was* (/ə/). Play the recording for students to listen and write which sound they think they heard in the underlined words. Ask students for their answers and write them under the relevant heading on the board. (Note that they hear the same /ə/ sound every time.) Play the recording again, pausing for students to repeat the words. Drill any words further, if necessary.

TAPESCRIPT

- Julia was an American woman.
- There were lots of trees in the forest.
- Was the helicopter very noisy?
- Were the trees very old?

Answer

The vowel sound in all the sentences is /ə/.

- b Go through the example with students (on the board) and tick the appropriate column. In order to make sure students have heard the correct pronunciation you could pronounce it in all three ways for them to see why /ə/ is the correct pronunciation. Play the recording for students to listen and decide which sound they hear. Check answers, playing and pausing the recording again as necessary.

TAPESCRIPT

- I was unhappy.
- He wasn't a good teacher.
- My friends weren't at the park.
- We were late yesterday.
- Was it noisy?
- Yes, it was.
- Were you on the bus?
- Yes, we were.

Answers 2 /ɒ/ 3 /ɜ:/ 4 /ə/ 5 /ə/
6 /ɒ/ 7 /ə/ 8 /ɜ:/

4 Grammar

was born / were born

Books closed. Write the following information on the board: *Name, Year of birth, Place of birth.*

Now complete the information about yourself (the information can be real or invented). Point to *Year of birth* and repeat *In + year*. Now ask students: *When were you born? Where were you born?* Make sure they are answering using *In + year* and *In + place*.

Students open their books at page 51 and look at the two example sentences about Julia Hill. Ask them to fill in the gaps with the year and the place. Check answers.

Answers 1 1974 2 the USA

Language note: Explain to students that in English, when we say a year before the year 2000, we split it into two parts (1999 = *nineteen ninety-nine*). For the years 2000–2009 we say the number (2001 = *two thousand and one*) and after 2010 we say it as two parts again (2012 = *twenty twelve*). It may be useful for students to compare how they say this in their own language.

5 Speak

- a In pairs, students ask their partner when and where they were born. Remind students they need to use *in + year* and *in + place* to answer the questions. Ask a few students to give feedback to the class.
- b In the same pairs, students now ask and answer about family members. Go through the example dialogue first, reminding students to use *was/were* as appropriate for the subject of their question.

Grammar notebook

Remind students to copy this information and some examples of their own into their grammar notebooks.

6 Grammar

Past simple: regular verbs

- a Ask students to locate the example in the text on page 50 (para 2, line 2) and point out that the *-ed* ending means this is a past simple regular verb. Write the base forms of the verbs in this exercise on the board. Students now locate the other verbs in the text and write down the past simple. Check answers and write them on the board.
- b Ask students to read through the rule. Go through the first part with them as an example, referring back to the copy on the board from Exercise 6a. Students complete the rule. Check answers.

Answers -ed; -d; n/consonant; i; -ed

OPTIONAL ACTIVITIES

Weaker classes

To check students have understood this you can give them the following short exercise to choose the correct spelling:

stop: *stopped/stoped*

play: *played/plaied*

talk: *talked/talkd*

visit: *visited/visitd*

Once you are sure students have understood the rule, ask them to decide which part of the rule applies to the verbs in Exercise 6a.

Stronger classes

Ask them to decide which part of the rule applies to the verbs in Exercise 6a.

- c Go through the first item as an example. Students then complete the exercise. Check answers:

Answers 1 wanted 2 lived 3 planned 4 tried; answered 5 travelled; visited 6 played; stopped; smiled

If you feel it would be helpful, ask students to decide which part of the rule in the Rule box applies to the verbs.

- d Put the example on the board. Ask students to find a past simple positive form (*stayed*). Then draw their attention to the negative form (*didn't like*) and ask them what they notice about it (the auxiliary verb *did + not* is used). Ask them what they notice about the verb following the *not + auxiliary* part (it does not have *-ed*). Give them an example of your own (*I didn't cook yesterday*). Now ask a few students to give you an example of something they didn't do yesterday to check they have understood the form. Students now complete the negative part of the box.

Answer

didn't

- e Ask students to read through the verbs in the box and look at the pictures, then go through the example. Students complete the exercise. Check answers. Go through any problems at this point with the positive and negative forms.

Answers 2 stayed; didn't like 3 rained; didn't play 4 didn't watch; studied 5 tidied; didn't clean 6 talked; didn't say; stopped

Grammar notebook

Remind students to copy down the spelling rules for regular past simple verbs and to note down some examples for each rule. They can also note down the form of the past simple regular positive and negative forms.

OPTIONAL ACTIVITY

Students choose five verbs from Exercise 6e and write three true sentences about themselves and two false sentences. In pairs, students swap sentences and check their partner's items and guess which are the false sentences.

7

Pronunciation

-ed endings

 Put the column headings /d/ or /t/ and /ɪd/ on the board. Do the two examples with students and check they can hear the difference. Then say *listened* with the three different endings and ask students which column it should go in (/d/). Tell them they are going to hear the verbs in the box and they must decide which ending they hear. Play the recording. Students note down the verbs according to the pronunciation of the endings. Check answers. Play the recording again, pausing as necessary to drill and repeat each verb.

TAPESCRIPT

walked, visited, listened, wanted, watched, climbed, started, tried, hated, decided

Answers

/d/ or /t/: walked, listened, watched, climbed, tried
/ɪd/: visited, wanted, started, hated, decided

Grammar notebook

Students should note down the different pronunciations and write examples for each one.

OPTIONAL ACTIVITIES

Stronger classes

They can add one or two more verbs for each ending to the lists.

Weaker classes

Ask students to look back at the past simple of the verbs in Exercise 6a. Students can classify these verbs according to their pronunciation.

8

Vocabulary

Phrasal verbs (1)

This is an introduction to phrasal verbs. All the example verbs in the Student's Book are literal – the meaning of the verb is reflected in the verbs themselves.

- a** Refer students to the examples from the text and check they understand the meaning of the verbs. Ask them if they can think of any other verbs that use *up* or *down*.

Stronger classes: Set a time limit and put students in pairs to think of verbs.

Weaker classes: Ask the whole class to think of verbs and write them on the board.

Check answers.

Example answers

Verbs with *up*: put up (e.g. a picture) sit up, get/stand up, move up, look up, turn up (volume)

Verbs with *down*: sit down, walk/drive/go down (e.g. the street/hill/road), put down, count down, look down, turn down (volume), stand down, set down (e.g. bus, train, etc.)

b

 Go through the example with the whole class. Students now complete the exercise. Students can compare answers in pairs. Then play the recording for students to check their answers. Pause as necessary. Once students have checked their answers, play the recording again for students to repeat the verbs.

TAPESCRIPT/ANSWERS

- a 2 Pick it up, please.
b 5 Polly! Come down!
c 8 Get out!
d 7 Take it off!
e 1 Climb up!
f 6 Put that knife down.
g 4 Get in.
h 3 Put them on.

c

Go through the example with students. Explain to students that the verbs may not be exactly the same as in the example (*climb/come*). Students then match the opposites. Students can compare answers with a partner. Check answers.

Answers

pick up – put down
put on – take off
get in – get out

d

Give an example of your own for the verb *climb up*, then ask for an example situation for *come down*. In pairs, students think of situations for the other verbs. Check answers.

OPTIONAL ACTIVITY

Weaker classes

Weaker students may enjoy the following simple TPR (total physical response) activity. It will help with recognition and comprehension of the verbs before students are required to actively produce them.

Pick several verbs from Exercise 8b and some examples students provided in Exercise 8a or 8c. Students listen and follow your commands.

T: Stand up!

Pick up your pen/book/pencil.

Put it down! etc.

If students are enjoying the activity, they can then take turns to be 'the teacher' and give the commands for the class to follow.

9

Listen

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Chico Mendes: Was born on 15 December 1944 to a family of rubber tappers (*seringueiros*) in Brazil. The process of rubber tapping involves

extracting sap from rubber trees which can then be used in the manufacture of car tyres, pencil erasers, etc. It is a process which causes no harm to the environment. However, the USA wanted to start destroying the rainforest in the Amazon and Mendes was opposed to their activities. He travelled to the USA to gain support for his opposition to the tree cutting and a huge organisation sprang up. However, opposition to his activities was also strong and he was murdered in 1988. His legacy is still strong today.

Warm up

Ask students to look at the poster and photos and elicit the meaning of *hero* (someone you admire greatly). Ask them why they think Chico Mendes is Amy's hero.

- a** Read the instructions aloud with the class. In pairs, students take a few minutes to discuss the questions and try to answer them. It is possible that they might only be able to answer numbers 1 and part of 4 and 5 at this point. (He was born in 1944, in Brazil. He wanted to stop people cutting down the trees. He died in 1988.)
- b**  Play the recording, pausing as necessary. Students note down the answers. Check answers.

TAPESCRIPT

Teacher OK, everyone. Quiet now, please, OK? Amy's going to give us her presentation now, about her project, all right? Now Amy, your project's about a Brazilian man, isn't it?

Amy That's right. His name was Chico Mendes.

Teacher Great. So, this is your poster. Can everyone see it? Yes? Good. So tell us about it, Amy.

Amy Right. Well, like I said, it's about Chico Mendes. Here's his picture, yeah? He was born in 1944, December 1944, in Brazil. And ... his father worked in the forests in North Brazil, in the Amazon. He was a rubber farmer – he took rubber from the trees there in the Amazon, like you can see here in this picture. They take rubber from the trees to make car tyres and things like that. And that's what Chico Mendes did too.

Teacher Do you know anything about his education, Amy? Did he go to school?

Amy Oh well, where Chico lived, a place called Xapuri, there wasn't a school at all. But Chico's father helped him learn to read and write.

Teacher Good. Thanks, that's fine. Go on.

Amy Anyway, when Chico was a rubber farmer, he saw people cutting down trees in the Amazon, because they wanted to get money for the wood. And Chico was very angry about that, so he started an organisation to try to stop it. And a lot of people helped him – after a few years, it was a big

organisation. And Chico was quite famous too. In 1987, he visited the United States – he travelled to Miami and Washington.

Boy Why?

Amy Well, he wanted to tell people about the problems in the Amazon. But some people in the Amazon – you know, the big farmers – they didn't like Chico and they wanted to stop him. And then one day, in 1988, two men arrived at Chico's house with guns and they killed him. It was terrible, you know?

Boy Who were the men who killed him?

Amy Two men, two brothers in fact – they worked for the wood companies. But, after that, I mean after Chico Mendes died, he was even more famous and now (here are more organisations to stop cutting down trees in the Amazon. So – that's it. He's my hero, Chico Mendes. I think he was great because he worked hard for something very important, right, and because he died for that too.

Teacher Amy, that's great. Thanks a lot. OK, everyone – any questions?

Boy Yeah. Why did ...

Answers

- 1 1944; Brazil
- 2 Chico's father
- 3 (19)87
- 4 he wanted to tell people about the problems in the Amazon and to stop people cutting down the trees in the Amazon
- 5 (19)88
- 6 Two men
- 7 he became more famous and more organisations were set up to save trees

- c** Answer the question as a whole class and see if anyone predicted the answer in the warm up activity.

Answer

Chico Mendes is Amy's hero because he gave up his life and died for what he strongly believed in.

Who's your hero?



Read and listen

Warm up

Ask students to look at the title of the photo story and the photos and to predict what they think this episode will be about (who Lucy's hero is). You could also ask them who the girls are in this episode (Amy and Lucy) and where they are (in a classroom, at school).

- a**  Read through the instructions with students and see if students can guess the answers to the questions. Play the recording while students read. Check answers. Play the recording again, pausing as necessary for students to clarify any problems.

TAPESCRIPT

See the photo story on page 54 of the Student's Book.

Answers

Lucy's hero is her grandfather, because he saved lots of people. He was a firefighter.

- b** Read through items 1–4 with students and then do the first one as an example if necessary. Students answer the questions. Check answers. Students can also correct the false statements and provide the location in the text for their answers.

Answers 1 F (He was a firefighter, he doesn't work now.) 2 T 3 T 4 F (*I'd really like to meet him!*)

- c** Students discuss this question in pairs or as a class. Ask for feedback.

Answer

She thinks it unlikely that Lucy's grandfather could be someone's hero and wasn't expecting Lucy's answer.

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

11 Everyday English

- a** Ask students to find the expressions in the photo story. If it helps, you can read them aloud or ask one or two stronger students to read them aloud with expression. Students can look back at the photo story if necessary. Students translate the expressions into their own language, checking in pairs, before a whole class check. Encourage them to guess the meanings from the context of the story.

Answers 1 Amy 2 Lucy 3 Amy 4 Lucy

- b** Students complete the dialogues in pairs or alone. If necessary, do the first one as an example with students. Check answers.

Answers 1 one day 2 loads of 3 You can't be serious 4 That's amazing

Vocabulary notebook

Students should note down these expressions in their *Everyday English* section.

OPTIONAL ACTIVITIES

Stronger students

Students can write their own short dialogues, using the expressions in Exercise 11, and act them out in front of the class.

Weaker students

They can act out the dialogues in Exercise 11b.



Write

The writing task can be set for homework or the preparation can be done in class and Exercise 12c can be set for homework.

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

Helen Thayer: She was the first woman to trek alone to either of the Poles. In April 1988 she trekked alone to the North Pole at the age of 50, with no teams of dogs to help her and no snowmobiles. Her only companion was her dog, Charlie. It took her 27 days to reach the Pole and she was constantly in danger from polar bears. She has also undertaken many other impressive expeditions. For example, she was the first woman to walk 1,400 miles (approx 2,250 km) across the Sahara Desert, and in November 1997 she spent her 60th birthday trekking 200 miles (approx 320 km) across the Antarctic.

- a** Students read the text silently and match the paragraphs and the questions. Check answers.

Answers a 2 b 3 c 1

- b** Ask students to think of people they admire and who they would like to find out more information about. These could be pop stars, sports heroes, adventurers, etc. You could elicit students' heroes as a whole class, or students could work in pairs to think of people.

Weaker students: They can work in pairs to choose a hero to write about, make a poster together and give a joint presentation for Exercise 12c.

It will help students organise their work if they use Dave's text as a model, and answer the three questions, in the same order.

- c** When students have finished their writing tasks; they use them to help them make the poster for their presentation. It may be useful to refer them to this section before they do their writing tasks, so that they can include photos, copies of extracts from newspaper articles, etc.

To help them make their posters, refer students back to Amy's presentation poster on page 53. They only need to include a few short pieces of information about their hero and if they have them, a photo or picture of their hero.

Students each give a two-minute presentation. Weaker students, who have worked in pairs, can give a joint presentation.

Unit overview

TOPIC: Great friendships; Text messaging

TEXTS

Reading and listening: an article about a great friendship

Listening: to a television comedy incident

Reading: a text about mobile phones

Writing: an email to a penfriend

SPEAKING

Talking about what you did last night

Asking and answering about the past

Re-telling a story

LANGUAGE

Grammar: Past simple: regular and irregular verbs;

Past simple: questions

Vocabulary: Past time expressions; Sports

Pronunciation: Word stress

1 Read and listen

If you set the background information as a homework research task ask students to tell the rest of the class what they found out.

BACKGROUND INFORMATION

1936 Olympics: These were awarded to Berlin in 1936, two years before the Nazis came to power. The games presented Hitler with the perfect opportunity to demonstrate to the world how efficient Nazi Germany was.

Lutz Long: He was in the Nazi Germany team for the 1936 Olympics and had been training full time. He was their athletic superstar: a superb long jumper who matched the Nazi Aryan ideal of blond-haired blue-eyed racial superiority. However, he was beaten by Owens in the long jump, much to the German spectators' surprise.

Jesse Owens (1913–1980): He was born on 12 September 1913, the seventh of eleven children in Danville, Alabama. His real name was John Cleveland Owens and he was the most famous American athlete in the 1936 Olympic Games. He set records in the long jump and the 200 m race and he equalled the record for the 100 m race. He won a fourth gold medal in the 400 m relay race. He is still the only man to have won four track and field medals in a single Olympics. He was an African American (and therefore racially inferior according to Nazi ideology).

Warm up

Find out how many students have ever done athletics. Ask them if they enjoy watching athletics.

- a In small groups, students write down all the Olympic sports they know, then do a class feedback.
- b Read through the questions with students and encourage them to read the text quickly to find the answers. Remind them they do not need to understand every word in the text. You could set a time limit of one minute to encourage students to 'skim read' the text (read quickly, looking only for the information required) and then check answers.

Answer

The event was the long jump and the winner was Jesse Owens.

- c  Refer students to the pictures and check they understand what they have to do.

Stronger classes: Ask students to try to order the events before reading the text to check their answers. They can check their answers when the recording is played.

Weaker classes: Ask students to read the text slowly and carefully. Read it through with them, aloud, if you have a weaker class. Then they can read it again while the recording is playing. In pairs, students order the pictures. Check answers as a class. Play the recording again as necessary, pausing after each answer.

TAPESCRIPT

See the reading text on page 56 of the Student's Book.

Answers d 1 b 2 a 3 c 4

- d Students can answer these in L1, if necessary. If time, put students into small groups or pairs to discuss their ideas and give feedback to the class.

2 Grammar

Past simple: regular and irregular verbs

- a Write the following base forms on the board in jumbled order: *step, stay, die, have, go, beat*. Ask students to read through the sentences in 1 and 2. Ask them what they notice about the verbs in 1 and what they can remember from Unit 5 (these verbs are all regular past simple). Ask them to match the past simple forms with their base forms on the board. Now ask students to look at the sentences in 2 and see if they can match the verbs with their base forms. Ask them what they notice about these verbs (they are not regular: the verbs in 2 are irregular past simple).

- b** Students read through the list of verbs in the box. Go through the examples in the table with them. Students complete the exercise. Check answers.

Answers

Regular verbs: stepped, wanted, listened, happened, talked, died

Irregular verbs: told, left, said, became, beat, won, thought, went

To check students' understanding at this point, you can call out a few base forms of regular and irregular past simple verbs and ask students to call out the past simple form.

- c** Encourage students to read through the whole text first to try and get the general meaning. Go through the first example and elicit that the verb *be* is irregular. Students complete the exercise. Check answers.

Answers 2 had 3 thought 4 went 5 were
6 was 7 won 8 became 9 died

OPTIONAL ACTIVITY

Stronger classes

Write the infinitives of the verbs in the summary in Exercise 2c on the board, in jumbled order. Read the summary aloud, with students' books closed. When you come to a gap in the text make a sound, such as 'beep', to indicate where the gap is, and continue the sentence. Students supply you with the missing verbs from the list on the board, but in the past simple. With smaller classes, this could be done as a game in teams, with points awarded for the correct verb form and spelling.

Grammar notebook

Students should note down the regular and irregular verbs from this unit in their grammar notebooks.

Past simple: questions

- d** Put the following present simple question on the board:

Do | you | go | to the cinema | every week?

Quickly revise how to form present simple questions. Below the present simple question, add the following past simple question:

Did | you | go | to the cinema | last night?

Ask students what they notice about the two questions and elicit that the auxiliary verb is different and the time reference is different. Now ask one or two students the past simple question from the board and elicit the short answers. If necessary, ask a few more past simple questions with different time references (e.g. *Did you see the football match yesterday? Did you go to the park last weekend? Did you see Maria last night? etc.*). Students read through the examples in their books and complete the table. Check answers.

Answers

Question: Did

Short answer: did; didn't

- e** Students order the words to make past simple questions. Do the first item as an example, if necessary. Students complete the exercise. Check answers.

Answers

- 1 Did you go out last night?
- 2 Did you listen to music last weekend?
- 3 Did you drink coffee this morning?
- 4 Did you watch TV yesterday?
- 5 Did you go on holiday last year?



Speak

- a** In pairs, students now ask and answer the questions in Exercise 2e. Go through the example dialogue with a student. Students complete the exercise. Ask a few students to demonstrate their questions and answers to the class.

- b** Students now move to work with a new partner and report to the new partner what their other partner answered. Ask one pair to demonstrate to the class first, before pairs work together.



Vocabulary

Past time expressions

- a** Give students a few examples of your own using the time expressions (e.g. *I went to the bank yesterday morning. I saw a film last Saturday. I left home an hour ago.*) Now ask a few students to give you some examples. Read through all of the time expressions with students and ask them how they would say these things in their own language. Are there any similarities or differences?

Language notes

- 1 Students may notice that a different tense is used with these expressions in their language. Discuss this with them.
- 2 Some students may want to say *the last week / ago one hour* because of the way their own language works. Monitor students carefully when they are using these expressions and give them some extra practice if necessary.
- 3 Check the pronunciation of *ago* /ə'gəʊ/.
- 4 Explain that these time expressions can be used at the beginning or at the end of sentences.

- b** Do the first item as an example with information about yourself. Students complete the exercise. Students can compare answers in pairs. Ask for feedback and discuss any interesting facts.

Alternatively, students can write three pieces of false information and three pieces of true information about themselves. They can then work in pairs and their partner must guess the false information.

- c** Students read through the statements. Go through the example with students, reminding students that *ago* always goes at the end of the time expression. Students now complete the exercise. Check answers in pairs.

Answers 2 four days ago 3 an hour ago
4 two months ago 5 five hours ago

5 Speak

Remind students of the past simple questions from Exercise 2e. If necessary, write a past simple question on the board again and elicit where the *Wh-* word goes, e.g.:

... | *did* | *you* | *go* | *last night*?

Where | *did* | *you* | *go* | *last night*?

Remind them that the auxiliary goes before the person in questions. Now go through the example exchange with students, making sure they can see how to make the question from the prompt. Students ask and answer the questions.

Answers

When did you begin learning English?

When did you arrive at school this morning?

When did you meet your best friend?

(Students' own answers to the questions.)

Language note: Point out to students that the expression *this morning* is a past time expression in this context.

6 Vocabulary

Sports

Warm up

Ask students if they practise any sports. If so, what? Do they play in a team or on their own? How often do they practise/play?

- a**  Elicit any sports which students already know and write the words on the board. Now ask students to look at the pictures in their books. Do the first item with them as an example and then students complete the exercise. Play the recording for students to listen and check their answers. Play the recording again, pausing for students to repeat each word.

TAPESCRIPT/ANSWERS

- 1 swimming
- 2 surfing
- 3 skiing
- 4 cycling
- 5 basketball
- 6 volleyball
- 7 ice hockey
- 8 skateboarding
- 9 snowboarding

- b** Do the first item as an example. Ask a student to give you the answer. (*Which sports always have teams? Basketball, volleyball, ice hockey.*) Students may wish to discuss other sports which are not always team sports but which can be, e.g. *cycling, swimming, skiing*. Students complete the exercise. In pairs or small groups, students answer the other questions.

Answers

- 2 cycling, skateboarding
- 3 swimming, surfing, skiing
- 4 skiing, snowboarding, ice hockey
- 5 (Students' own answers)
- 6 (Students' own answers)
- 7 (Students' own answers)

Vocabulary notebook

Students should start a section called *Sports* and note down the vocabulary from this unit. They can add translations or illustrations if it will help them.

OPTIONAL ACTIVITY

Stronger classes

This is a vocabulary extension activity. In pairs or small groups, students write down the names of the places where the sports in Exercise 6a are done.

Answers

- 1 swimming: pool
- 2 surfing: sea
- 3 skiing: slopes; mountain; piste
- 4 cycling: track; cross-country
- 5 basketball: court
- 6 volleyball: court
- 7 ice hockey: rink/pitch
- 8 skateboarding: ramp
- 9 snowboarding: slope

7 Listen

Warm up

Ask students if they can remember what kind of programme a comedy is (*funny*).

Ask them if they like comedies and what their favourite comedy programmes are on TV. How often do they watch them? This can be done in L1 if necessary.

- a** Refer students to the names of the characters. Read them aloud so they can recognise the names on the recording (Jane /dʒeɪn/, Louise /lu:'i:z/, Danny /'dæni:/, Sylvia /'sɪlvɪə/).
- b** In pairs, students try to put the pictures into the correct order to make the story. Explain they will listen and check their answers and it doesn't matter if they don't get the right order, the aim is that they understand the general idea before listening.
- c** **Stronger classes:** Ask pairs or groups of three students to look at the words and phrases to try to work out their meaning. Encourage them to use a dictionary if

they can't work them out on their own. Ask them to match the phrases to the correct picture.

Weaker classes: Go through the words as a class and translate when necessary. You could also provide these words in sentences of your own or mime them for students to try and guess their meanings.

Answers

go out with someone: to spend a lot of time with someone (e.g. with close friends or a boyfriend/girlfriend)

push: to use force to move someone/something away from you

pour: to make a liquid flow from its container

have an argument: to have a disagreement / angry discussion with someone

cream cake: a sweet food made from flour, sugar, eggs, butter and milk and cooked in the oven then filled with cream

- d  Play the recording. Students listen and check their answers. Play the recording again if necessary, pausing it after each 'picture' to help weaker students.

TAPESCRIPT

Girl 1 I saw a funny programme on TV last night. It was called *The Cream on the Cake*. Did you see it?

Girl 2 No, I didn't. What was it about?

Girl 1 Well, there were these two girls called Jane and Louise. They were really good friends. So one day they had lunch together and they met a boy called Danny – he came and sat down at their table. The problem was, both Jane and Louise liked him.

Girl 2 Oh, yeah ...

Girl 1 Well, Jane went out with this boy Danny – they went to the cinema together – and Jane thought he was wonderful, you know? So she was really happy. But then the next day she was in the bus, and she looked through the window and she saw Danny and her friend Louise together!

Girl 2 Oh no! So what happened?

Girl 1 Well, the two girls had a big argument later that day. They stood there in the street and shouted at each other.

Girl 2 So that was the end of their friendship, right?

Girl 1 No, wait! The next minute, the girls looked across the street and who did they see? Danny! He was at the café, and he had a big cream cake in front of him and a drink, and he was with a different girl, called Sylvia.

Girl 2 So what did they do?

Girl 1 Well, they walked over to the café together. And Jane pushed Danny's face into the cream cake and Louise poured the drink down the back of his shirt. Yeah, he looked really funny and he was incredibly angry – he had cream all over him. And then Jane and Louise left together and they just laughed and laughed.

Girl 2 So they stayed friends, right?

Girl 1 Yeah, of course.

Girl 2 I wonder what happened to Danny.

Girl 1 I don't know. But he didn't enjoy that cream cake.

Answers

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



Speak

- a **Stronger classes:** Choose one or two stronger students to start off the first part of the story. Remind them to use the pictures and verbs in Exercises 7b and c to help them. In pairs, one student starts telling the story, the other continues. They take turns to add a line to the story until it is finished. Choose a few pairs to demonstrate to the class.

Weaker classes: They can think of one sentence for each picture and work in pairs to put their sentences together.

- b Students discuss their ideas in pairs. Alternatively, you could do this as a class discussion point.

OPTIONAL ACTIVITY

Students write a paragraph about their friends for homework. They can include information about how long they have known their friend, what they like doing together and why they like them.



Pronunciation

Word stress

- a  Write the words on the board and ask students to read through the list on page 59. Repeat the first word in isolation and ask them how many syllables it has. Write the number of syllables on the board. If necessary, remind students what a syllable is. In pairs, students now work out how many syllables the other words have. Play the recording for students to listen and check answers. Play the recording again, pausing for students to repeat.

TAPESCRIPT/ANSWERS

- 1 surfing (2)
- 2 basketball (3)
- 3 sport (1)
- 4 cycling (2)
- 5 skateboarding (3)
- 6 Olympics (3)

- b  Write the stress patterns on the board. Go through the first example with students, writing *surfing* under the two-syllable pattern. Students now use their answers from Exercise 9a and match the words with the stress patterns. Play the recording again for students to check answers. Play the recording once more, pausing as necessary for students to repeat each word.

Answers

- 1 surfing ●●
- 2 basketball ●●●
- 3 sport ●
- 4 cycling ●●
- 5 skateboarding ●●●
- 6 Olympics ●●●

Culture in mind

10 Read

Warm up

Ask students if they have a mobile phone of their own. If so, when do they use it? How often do they use it? What do they use it for? Do they send text messages?

- a** Ask students to look at the mobile phone text message on page 60. In pairs or small groups, ask them if they can work it out without looking at the text. Give them a few minutes to do this. Ask them to read the text quickly to check their answers.

Answer

See text, para 2.

- b** Students read the text again, this time more slowly, in order to answer questions 1–4. If necessary, do the first question with them as an example.

Answers

- 1 She is shopping / in a (clothes) shop.
- 2 Because it's quick, easy and cheap.
- 3 They often ring during classes and students often send text messages during classes.
- 4 They can use them at break, lunch time or after school.

- c** **Stronger students:** They can work this out without referring back to the text.

Weaker students: They can use the glossary within the reading text and try and work out the message.

Check answers.

Answer

Hi Matt,
How are you? I'm in town today. Are you going to Steve's party tomorrow? Do you want to buy a present for him? Please call me before tonight.
Bye for now! Have a nice day! Mike

OPTIONAL ACTIVITY

Students can write their own text message and send it to a partner for them to work out.

- d** In small groups, students decide if they agree with Clare's opinion from the text. Ask for feedback. Is there a general consensus within the class?



Write

BACKGROUND INFORMATION

Oxford Street: This is the main shopping area in central London. Selfridges, one of the biggest department stores in London, is in Oxford Street.

Students choose one of the tasks. They can do the preparation in class, and complete the writing at home, or if time allows, do everything in class. This can be done in pairs.

- a** Encourage stronger students to choose option a, which is more demanding as there's less guidance. Encourage them to look back at the pictures and verbs in the unit to make sentences. Remind students about the following points when writing a diary entry:

- The tone is honest and personal: nobody else is meant to read your diary, except you, the writer!
- Abbreviations, as in the text messages, can be used.

When they have finished, ask students to read their diary entry to a partner.

- b** Read questions 1–3 aloud as a class. Tell students to read the email only to find answers to the questions. Students can then read the email. Check the meaning of any difficult vocabulary.

Answers

- 1 She went to her cousin's house in London.
- 2 She went bowling on Friday, went shopping (in Oxford Street) on Saturday and went for a meal in the evening.
- 3 She asks Julia to send her some photos of Julia's holiday.

Remind students about the following points when they are writing emails:

- The tone is informal and the language can be informal, e.g. use contractions.
- Opening greetings are usually things like *Hi!*, *Hello!*
- Opening paragraph: usually includes questions.
- Main paragraph: this includes all the information from the sender.
- Closing paragraph: Asks the receiver for information and signs off.

Students write their email at home. They can bring them into class the next day and 'send' their email to a classmate to read.

Unit overview

TOPIC: Jobs and success

TEXTS

Reading and listening: a magazine article about successful people

Reading: a text about the 1900 house

Listening: to a student's presentation

Reading and listening: photo story: *It's my dream*

Writing: a paragraph about someone's job

SPEAKING

Talking about things you have to do / don't have to do at home

Talking about jobs and careers

LANGUAGE

Grammar: *have to / don't have to; had to*

Pronunciation: *have to /hæf tə/*

Vocabulary: Jobs

Everyday English: *doing a paper round; hardly any money; saving up; pocket money*

1 Read and listen

BACKGROUND INFORMATION

Bill Gates: The founder of Microsoft computer programs was born on 28 October 1955 in Seattle, Washington State, USA. He was a very talented mathematician as a child and wrote his first computer program at the age of 13. He studied law at Harvard but still maintained an interest in computers. With his old school friend, Paul Allen, Gates designed a software program for a computer which was soon recognised by the Massachusetts Institute of Technology. He set up a company and called it Microsoft and by 1986, at the age of 31, Gates was a billionaire.

Penelope Cruz: Was born Penelope Sánchez Cruz on 28 April 1974 in Madrid, Spain. She first became known for her roles in the films of the famous Spanish director, Pedro Almodóvar. She made her breakthrough in America as the co-star with Tom Cruise in the film *Vanilla Sky* in 2001. She has been linked romantically over the years with various actors including Matt Damon, Johnny Depp, Nicolás Cage and Tom Cruise.

David Beckham: Was born David Robert Joseph Beckham in Leytonstone, London on 2 May 1975. He signed as a trainee for

Manchester United in 1991 and in 1992 played for them for the first time. He was a very influential player in Manchester United until 2003, when he transferred to the Spanish club, Real Madrid. He has also played many times in the England team, having captained it in the 2002 World Cup. He is married to the former Spice Girl singer, Victoria Adams, with whom he has two sons, Brooklyn and Romeo.

J. K. Rowling: The author of the famous Harry Potter series, was born Joanne Kathleen Rowling on 31 July 1965, near Bristol, England. She lived in Portugal in the early 1990s until she moved to Edinburgh with her daughter and began work on a book. The idea for Harry Potter is said to have come to her as she was travelling on a train from Manchester to London in 1990. By the summer of 2000 the first three Harry Potter books had earned almost \$480 million in three years. J. K. Rowling is now said to be one of the richest women in Britain.

Naomi Campbell: Is the well-known British-born supermodel who made her debut on the catwalk but has become a singer and a writer too. She has also starred in a film with Madonna.

Robbie Williams: Was born Robert Peter Williams in February 1975, in Stoke-on-Trent, England. His early show business experiences were with local theatre companies and in local musicals. At the age of 16, in 1991, he saw an advert for a band who were looking for a fifth member, and he joined Take That. After five years with the band he was dismissed. His solo career had a slow start but the hit single *Angels* saw him at the top of the charts again and he continues to be a very successful solo artist.

Warm up

Ask students to look at the pictures and say what they know about the people and what they think the people have in common. (They are all famous/talented/successful/wealthy.)

- a Ask students to read through jobs 1–6. Go through the first one with students as an example, if necessary. Students match the people and the jobs. Check answers.

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

Elicit the meaning of *successful* (achieving highly). Ask students to read the text quickly once and tell you what the topic is.

OPTIONAL ACTIVITY

Ask students to suggest other famous people who have these jobs. In small groups, students can discuss who they think is the most successful person. Find out if there are any class favourites and where they come from, e.g. USA, students' own country, UK.

- b**  Discuss questions 1, 2 and 3 as a whole class. Students then read the text again and see if they can answer the questions. Play the recording while students read the text again to check or change their answers or find their answers. Ask for class feedback.

TAPESCRIPT

See the reading text on page 62 of the Student's Book.

Answers

- 1 Some are men, some are women. They come from different countries, have different interests and professions.
 - 2 They are all successful.
 - 3 A lot of people think it is because they are talented.
- c** Ask students to read through the list. Check understanding. Explain any problem items in L1 if necessary or ask stronger students to look up anything they don't know in a dictionary. Students work on their own to answer the question, then compare answers with a partner. Ask for class feedback and find out what most of the class ticked as requirements for success.

OPTIONAL ACTIVITIES

Stronger classes

In small groups, students discuss each of these things and then rank them in order of importance for success.

Weaker classes

They could classify these in order in L1 and discuss them in L1.

Ask for feedback and discuss any interesting points.

- d**  Read the instructions with the class. Elicit the kind of words and phrases they think they may hear; refer students back to the list in Exercise 1c.

Weaker classes: Ask them to copy down the items from Exercise 1c and then they can tick the ones Alex mentions.

Stronger classes: Can make notes without using Exercise 1c.

Play the recording. Students note down Alex's ideas about what makes a successful person.

Find out if his ideas are the same or different to most of the class's ideas. Ask students to report their ideas to the rest of the class.

TAPESCRIPT

OK. I also wanted to find out *why* these people are successful, right? So I found some books about them, and I looked on the Internet. And I found some interesting things, some things that all these people have in common. OK – so, to be successful, this is what you have to do.

First, you have to have a dream. I mean, you have to know what you want. And it's not good enough to say, for example, 'I'd like to be a writer'. You have to have some practical ideas about what you want to write, and when and how.

Then the next thing: you have to be determined. You know, never give up. Sometimes things are difficult, things go wrong. But you can't give up – you have to keep going, keep working, keep trying.

Next, you have to have a few good friends. All the successful people say that help from friends was important. Because good friends say 'Well done!' and 'That's great!' and 'You can do it!' – things like that. So, good friends are important.

Er ... what's next? Oh, yes. This is *really* important. You have to work hard! Yeah, sorry, guys! All the really successful people work very hard. But you *don't* have to work 24 hours a day! You have to relax sometimes – that's important too.

So – those are the big things if you want to be a big success! You don't have to have lots of money or rich parents, and you don't have to get good school results. Some really successful people weren't good at school, but they were good at other things and they worked hard.

OK, that's it. Oh, one last thing. You need a little luck sometimes – that always helps! But you have to use your luck too.

So ... that's my presentation. Any questions?

Answers

have a dream (know what you want)
be determined
have good friends
be hard-working
be lucky

- e** Students work in pairs and discuss the question. They should agree on someone they want to talk about and discuss why that person is successful.

OPTIONAL ACTIVITY

Who am I?

In small groups (or as a whole class), students take turns to choose a character from Exercise 1. The others have to guess who they are by asking present simple questions, e.g.:

S2: *Do you play football?*

S1: *No.*

The person who has chosen the character can only answer using *Yes* or *No*. The person who guesses correctly can choose next. If the person answers using words other than *Yes* or *No*, they must tell the rest of the group who they chose. Then the next person can choose.

2 Grammar

have to / don't have to

- a Read the examples with the class. Give an example of your own if necessary (e.g. *I have to be in school at 8.00 every day.*). Students complete the rule, comparing in pairs before a whole-class check. After completing the rule, students complete the table. Check answers. To check understanding, ask a few students some questions about themselves, e.g. *Do you have to wear a school uniform? Do you have to do homework every day?* etc.

Answers

Rule: have to / has to; don't have to / doesn't have to
Table:

Positive: has to

Negative: don't; doesn't

Question: Do; Does

Short answer: do; don't; does; doesn't

- b Students read through the sentences. Go through the first item with them as an example if necessary. You can ask them why the answer is *have to* and not *has to* to check they are using the correct form. Students complete the sentences. Check answers.

Answers 1 have to 2 has to 3 doesn't have to
4 don't have to 5 have to 6 don't have to

3 Pronunciation

have to

Read the instructions with the class. Play the recording and ask them to listen for the /f/ sound in *have* and the weak form of *to*. Students listen and repeat. Play the recording again, if necessary.

TAPESCRIPT

- 1 I have to go.
- 2 You don't have to shout.
- 3 He doesn't have to come.
- 4 We have to learn English.
- 5 You have to have money.
- 6 Does she have to work hard?

4 Speak

- a Students look at the pictures. Check they understand all the words (they should remember some of these from Unit 3). Do the first item as an example if necessary. Students tick the types of housework that they have to do at home and cross the ones they don't have to do.
- b In pairs, students ask and answer about the housework they have to do. Go through the example dialogue with them, reminding them of the questions and short answer form. Find out how many have to do each type of housework listed. Ask *Who has to do the washing-up? How many people in the class have to do their own ironing?* If there are any interesting results these can be discussed further with students.

5 Vocabulary

Jobs

- a Ask students to read through the list of jobs, making sure they know the meanings of the words. If necessary ask them the following questions to check understanding: *Which person flies a plane? Serves drinks on a plane? Looks after sick people in a hospital? Treats sick people? Builds bridges and machinery? Types letters? Treats sick animals? Teaches students? Helps people with legal problems? Looks after people's teeth?* In pairs, students match the jobs to the pictures. Check answers. Play the recording for students to check or change their answers. Play it again for students to repeat each word.

TAPESCRIPT/ANSWERS

- 8 pilot
- 3 nurse
- 5 doctor
- 1 engineer
- 10 secretary
- 4 vet
- 6 flight attendant
- 2 teacher
- 7 lawyer
- 9 dentist

Language notes

- 1 Students may need some extra practice in the pronunciation of *secretary* /ˈsekrətəri/ and *engineer* /endʒiˈniə/.
- 2 You may want to remind students that we always use articles when we talk about jobs in English.
We say *She is a lawyer*. NOT *She is lawyer*.

- b Students write the names of four other jobs they are interested in. They can look them up in a dictionary or check with you.

Set a time limit for this and once students have finished, ask for feedback and write any interesting/unusual jobs on the board.

In small groups, students can discuss why they are interested in the jobs they chose.

Vocabulary notebook

Remind students to go to their vocabulary notebooks and make a mind map or list of the words for jobs in Exercise 5a, and to add the words they have just looked up in Exercise 5b.

- c Explain that they are going to hear four teenagers talking about jobs. Go through the list of jobs with them and elicit some of the words/phrases they think they may hear when they listen. Write them on the board. Play the recording while students listen and match the people with the jobs. Check answers. Play the recording again if necessary, pausing for students to check answers.

TAPESCRIPT

Mike My uncle's a vet and in the holidays I often help him. It's great for me because I really love animals. Of course I know you have to study hard and for a long time, but that's my dream and I'm sure I can do it.

Tina I want to work in IT – Information Technology. You have to be really good to get the best jobs, and then you can earn a lot of money. But money isn't the only thing. I just love computer programming and I really want to do something in this field.

Tony I love this game and my dream is to play professionally. I know you have to practise a lot, so I joined a club and I practise almost every day. I hope I can win some big matches some day ...

Judith Well, talent isn't enough – you also have to have a lot of luck to get to the top. But I'm a good singer, I think, and I play the guitar quite well, and I just love music. So maybe I'll be lucky and get into a band. That's what I'd really love to do.

Answers 1 Mike: vet 2 Tina: computer programmer 3 Tony: tennis player 4 Judith: singer

OPTIONAL ACTIVITY

Ask students to look back at the list of jobs in Vocabulary, Exercise 5a. Ask them to complete these sentences with *has to* / *doesn't have to*.

- 1 A vet like animals.
- 2 A dentist test people's eyes.
- 3 An engineer be good at music.
- 4 A nurse like helping people.
- 5 A secretary study medicine.
- 6 A pilot like travelling.
- 7 A teacher in your country speak Japanese.
- 8 A doctor study Biology.
- 9 A flight attendant be polite.
- 10 A lawyer be a man.

Answers 1 has to 2 doesn't have to 3 doesn't have to 4 has to 5 doesn't have to 6 has to 7 doesn't have to 8 has to 9 has to 10 doesn't have to

6 Speak

- a**  Ask students to read through the list of words and the gapped dialogue. Check they understand everything.

Stronger classes: They can look at the words and phrases and predict some of the content of the conversation they are going to hear.

Weaker classes: Go through the first item with students as an example, if necessary. Remind students to look at the context round a space to help them work out which words go in. Students complete the exercise and compare answers in pairs.

Play the recording, pausing as necessary, for students to check or change answers.

TAPESCRIPT

Jenny What do you want to be when you leave school?

Mark I want to be a pilot.

Jenny Really? What do you have to do for that?

Mark Well, you have to get good school results and you have to be good at Maths and Physics. And you have to speak English really well too. What about you? What do you want to do?

Jenny I'm not sure, but I think I'd like to be a vet.

Answers 1 leave school 2 be a pilot 3 have to do 4 get good school results 5 Maths and Physics 6 speak English 7 not sure 8 I'd like

- b** Remind students what Jenny said she wanted to be in the dialogue in Exercise 6a (a vet). Refer students back to the dialogue and focus on the questions Jenny asked Mark. In pairs, students now read the phrases in the box and continue the dialogue. Remind them that Mark will be asking the questions and Jenny will be answering them. Ask some pairs to act out their dialogues in front of the class.

Example answers

Mark: Really? What do you have to do for that?

Jenny: Well, you have to get good school results and you have to be good at Medicine. And you have to study for five years.

Mark: That sounds like hard work! Do you have to do anything else?

Jenny: Well, of course, you have to like animals!

OPTIONAL ACTIVITY

Students can memorise the whole dialogue from Exercise 6a and act it out with a partner.

- c** In pairs, students ask and answer about jobs they want to do. Remind them of the sort of questions Jenny and Mark asked in Exercises 6a and b. Monitor and check that students change roles so that each person has a turn to talk about his/her job. Ask for feedback from several students about themselves and their partners (e.g.: *I want to be a photographer. I have to go to college and study for three years. Gerhard wants to work in media. He has to go to university and study for three years. He has to be good at talking to people.*).

OPTIONAL ACTIVITY

What's my line?

Divide students into teams. Each team chooses a job or profession for one of its members. That student has to answer the other team's questions about this job, as they try to guess what it is. The student can discuss answers with his/her own team, but can only answer Yes or No. The questions have to be about duties,

qualifications, talents etc., using *have to*, wherever possible. The opposing team should try to guess the job in less than 20 questions. Then it's their turn to answer questions.

Example:

Do you have to work with animals? (Yes.)

Do you have to study Biology at school? (Yes.)

Are you a zoo keeper? (No.)

Are you a vet? (Yes.)

7 Read

BACKGROUND INFORMATION

The 1900 House: In 1999 a television programme was made where a modern family volunteered to live in a house from the 1900s in exactly the same conditions as that period in history. The programme recorded how the family coped with the changes to their lifestyle and how they felt about it.

Warm up

Ask students to look quickly at the pictures and title and tell you what the text will be about (a house in 1900, in England). Ask students what they know about Victorian England (around 1900). Ask if they think people then had to do more housework than we do these days, and why. (Yes, they did, because there wasn't electricity, and there weren't modern appliances.)

- a Ask students to read through the questions and elicit and put on the board any ideas they may have about what the text will say. Remind them they do not have to understand every word in the text. Students read the text quickly and check their predictions. Were any of them correct?

- b Pre-teach any vocabulary before students read the text in detail (*electricity, gas, furniture, shampoo, share*). Stronger students can look these words up in a dictionary. Read through questions 1–3 with students and check they understand them. Students read the text and find the answers to the questions.

Answers

- 1 Six (Paul, Joyce, Kathryn, Ruth, Hilary and Joe Bowler)
- 2 For three months.
- 3 To film the family's everyday life.

Look

Draw students' attention to the Look box. Elicit that in the past tense there is only one form for all persons in the affirmative case (*had to*) and in the negative case (*didn't have to*). Students may find it useful to think about how they say these things in their own language. Do they have a special verb for *have to*?

- c Draw a table on the board, with the headings *had to* and *didn't have to*. Go through the words in the box and check understanding. Go through the example with students. Students work in pairs and make a list under each heading, referring to the text and the words listed. When checking answers, ask them to give a reason why they had to do certain things, and didn't have to do other things.

Answers

- 1 They had to use an outside toilet (because there wasn't a toilet inside).
 - 2 The sisters had to share a bed (because there weren't enough beds for everyone to have their own bed).
 - 3 They didn't have to go to school (because most girls didn't go to school in Victorian times).
 - 4 They had to wear Victorian clothes (because they had to live like Victorians).
 - 5 They didn't have to do their own shopping (because the TV company did it for them).
- d Students work in pairs and talk about things they have to / don't have to do using the items from the box in Exercise 7c. Find out who has to do the same things.
- e Students work in pairs or small groups to discuss the questions, before a class feedback session.

It's my dream

3 Read and listen

BACKGROUND INFORMATION

Paper round: This is a common way for many British teenagers to earn some extra money. Teenagers are employed by a local newsagent's to deliver newspapers either early in the morning or in the late afternoon. The teenagers arrive at the newsagent's, collect a large bag full of papers and then deliver them to the houses on a list they have. A lot of teenagers do this by bike but others do this on foot.

Warm up

Ask students to name the two characters in this episode (Amy and Dave). Then ask them to look at the title and the photos and to predict what they think it will be about.

- a Read the question through with students. Play the recording while students listen and find the answer. Play the recording again, pausing as necessary for students to check their predictions.

TAPESCRIPT

See the photo story on page 66 of the Student's Book.

Answer

Amy's dream is to be a singer.

- b** Ask students to read through the questions and check they understand them all. Students read the text again and answer them. Students can compare answers in pairs.

Answers

- 1 A newspaper round.
- 2 Dave thinks it's a lot of work for hardly any money.
- 3 Yes, she does. (... *in the cold and the rain.*)
- 4 She wants to buy a good guitar.
- 5 No, he hasn't. (*I'm not really sure ...*)

- c** Read through the questions with students. In small groups, students discuss questions 1–4. Ask for feedback from each group and compare group results. Are there any interesting points for further discussion?

Weaker classes: They may need more help with this. Provide them with some prompts to help them, e.g.:

Question 2: *Do they work in shops? If so, what kind of shops? Where else do they work? Libraries? Fast-food restaurants? Bars?*

Question 4: Write *Good jobs* and *Bad jobs* on the board and elicit some examples of each from students. Ask them for reasons why they think some are good and some are bad.

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.



Write

Students can do the preparation for this task in class, and complete the writing at home.

- a** Students read through the questions. Then ask them to read through Hakan's paragraphs, checking any vocabulary problems. Students match the questions with the order of the paragraphs. Check answers.

Answers a 3 b 1 c 2

- b** Students interview a friend in class or someone at home and write their paragraph for homework.

Weaker classes: They may need some more help with the structure of this. Remind them first to make notes on what the person says and then to expand their notes into full sentences within each paragraph. Remind them about what should be included in each paragraph:

Paragraph 1: What the person's job is, when they decided to do it and what they had to do to do it.

Paragraph 2: What the job involves and how long the person has to work each day/week.

Paragraph 3: What the person likes / doesn't like about their job.



Everyday English

- a** Read the expressions aloud with the class. Tell them to find them in the photo story and to try to match them with their meaning. Check answers.

Answers 1 c 2 b 3 d 4 a

- b** Students read the dialogues and then complete them with the expressions from Exercise 9a. Go through the first item as an example, if necessary. Check answers.

Answers

- 1 doing a paper round; saving up
- 2 pocket money
- 3 hardly any money

Vocabulary notebook

This would be a good time to refer students to their vocabulary notebooks. They should note down these expressions under their *Everyday English* category.

OPTIONAL ACTIVITIES

Stronger classes

Students can write their own short dialogues, using the expressions in Exercise 9, and act them out in front of the class.

Weaker classes

They can act out the dialogues in Exercise 9b.

Unit overview

TOPIC: Daydreams and ideas

TEXTS

Reading and listening: a school magazine interview with Nick from the band 4Tune

Listening: to a song and an interview

Reading: a magazine article about Walt Disney

Reading: a text about *Pop Idol*

Writing: a visualisation exercise

SPEAKING

Talking about the differences between two pictures

Talking about sleep and dreams

Talking about non-specific amounts

LANGUAGE

Grammar: *some* and *any*; Possessive pronouns

Vocabulary: Sleeping and waking

Pronunciation: rhyming words

1 Read and listen

Warm up

Ask students to look at the photo and the title of the text and predict what it will be about.

- a Ask students to read the questions and discuss them in pairs, before a whole class discussion. Find out why students like/dislike a particular singer or group.
- b Read the instructions with the class. Explain that this text is only the first part of the interview with Nick (they will hear the rest of it later in the unit). Ask students to read the text in pairs. They can do this aloud, with each member of the pair taking one of the roles to read. Ask them to tell you the answers to the questions and to give you the point in the text where they found their answers.

Answers

- 1 Nick (*well, I write a lot of them ...*)
2 Karen (*Karen writes too ...*)

- c  Ask students to read through items 1–7 and check they understand them all.

Stronger classes: They can answer these by reading the text alone and then listening to check.

Weaker classes: Play the recording while they read, pausing as necessary to give them time to find their answers. Check answers. Students then correct the false statements.

TAPESCRIPT

See the reading text on page 68 of the Student's Book.

Answers 1 F (They aren't all finished. There's still some work to do.) 2 T 3 F (There's a party at the end of next month.) 4 T 5 T 6 (Not always.) 7 F (He wrote it when he was away from his desk.)

2 Grammar

some and *any*

- a Write the headings *Countable* and *Uncountable* on the board and elicit an example for each category and write it on the board. Now go through the examples with students. Ask them the following questions:
- Sentence 1: *Is information countable or uncountable? (uncountable) Is the verb positive or negative? (positive)*
- Sentence 2: *Is ideas countable or uncountable, singular or plural? (plural countable) Is the verb positive or negative? (positive)*
- Which words are used before these words? (some)*
- Sentence 3: *What do you notice about the verb in this sentence? (It's negative.)*
- What is the word before ideas? (any)*

Now ask students to complete the rule. Check answers.

Answers

some; any

- b Ask students to read through items 1–5 and check they understand them. Go through the example, eliciting the second answer from students. Ask them if the verb in the second part is positive or negative and which word they think they should use before they answer. Students complete the exercise. Check answers.

Answers 1 any 2 any; some 3 some; any
4 some; any 5 some; some; any

3 Speak

Divide the class into Student A and Student B pairs. Explain that all Student Bs should turn to page 136 and look at the picture there. Student As should look at the picture on page 69. Students must ask and answer questions to find out what the differences are between the pictures. Go through the example exchange with students. Remind them to make questions using *Is there / Are there ...* and to use *some/any* in their answers.

Weaker classes: They may need some help with vocabulary. If necessary, pre-teach the following words: *paper, pens, a bottle of orange juice, paper, a jug of coffee*. You can also tell them that there are four differences they must find.

Set a time limit for this exercise. Check answers.

Answers

The differences are:

Picture A: 5 pens; bottle of orange juice; 2 oranges; pot of coffee and cup of coffee

Picture B: 4 pens; bottle of water; 2 bananas; no coffee and cup

4 Grammar

Possessive pronouns

- a Bring in a few objects of your own for this (e.g. passport, keys, marker pen) and collect up a few things from students (e.g. pens, pencils, rubbers, books, etc.). Put all the objects in a bag. Pick one object out (preferably one of your own) and ask *Whose (passport) is this? It's mine*. Continue taking things out of the bag and asking questions with *Whose ...*. If students answer using the possessive 's, e.g. *It's Julia's*. Say *Yes, it's hers*. etc. to make sure they know they should be answering using a possessive pronoun. Now ask them to complete the table with the possessive pronouns. Check answers.

Answers mine; yours; ours; hers

Language note

Students may answer *It's my (passport)*. If this happens, show them on the board how *my* is an adjective in this statement and it changes to a possessive pronoun when we talk about the owner: *It's (mine)*.

- b Students read through items 1–6. Go through the example. Students complete the exercise. Check answers.

Answers 2 his 3 hers 4 theirs 5 mine
6 ours

OPTIONAL ACTIVITY

If you feel students need further practice of singular possessive pronouns put students in small groups. They collect some of their belongings together and put them into a bag (as in the presentation in Exercise 4a). The first student picks something out of the bag and asks the question *Whose ... is this?* The other students must answer by pointing at the student it belongs to and using the correct possessive pronoun *It's his/hers/mine*. The bag is then passed on to the next student and it continues like this until everyone has had a chance to ask the question.

Grammar notebook

Remind students to note down the possessive pronouns from this unit. They may find it helpful to copy the whole table from page 69 with the subject pronouns and possessive adjectives.

5 Listen

- a  Students read through questions 1–3. Pre-teach *What makes you think they're happy?, fly off, scared, late, guys*. Ask students to think about the context in which Nick wrote the song. Make notes about their ideas on the board. Play the recording. Do not give students the correct answers at this point.

TAPESCRIPT

See the song text on page 70 of the Student's Book.

- b  Now play the rest of the interview and let students check their answers to Exercise 5a.

TAPESCRIPT

Reporter So, Nick, you were saying that you wrote this song after you heard a conversation. Where was that?

Nick Well, I was going on a holiday with my parents, and we were sitting in the airport. The plane was a little late, so we had some time, and we decided to get some coffee. So we went to the airport café, and while we were sitting there, I heard these two people talking. One of them was a waiter, and the other one was, I think she was one of the people who clean the tables, you know. And I heard her say, 'I hate this place. I want to get out of here!' And she talked about all the people there in the airport, and you know, that they all had a lot of money, and they were all flying to these really interesting places, but she had this boring job. And she just talked and talked about how lucky they were and that they had all this money to go to all these beautiful places, and they get holidays and time in the sun ... and the waiter was listening to this, and he didn't say anything, but when the woman finally stopped, he just said, 'What makes you think they're happy?' And I thought, yeah, good question! And I liked the sound of the question too, you know. 'What makes you think they're happy?' And it stayed in my head, and a little later, when I was on the plane, I looked at some of the other people on the plane and they *didn't* look very happy. And I remembered the waiter in the café and I got out some paper and I wrote the song.

Reporter So you just got the idea in an airport café listening to these two people ...

Answers

- 1 He was sitting at the airport, waiting for his plane.
- 2 A waiter and a cleaner.
- 3 The holidaymakers who fly to foreign places.

6 Pronunciation

Rhyming words

- a  Explain that rhyming words are important in most songs and ask students for some examples from songs they like to listen to. Read out the words.

Do the first pair as an example, if necessary. Students match the other rhyming pairs. Play the recording for students to check answers. Play it again, pausing for students to repeat each word.

TAPESCRIPT

- 1 plane, Spain
- 2 fun, sun
- 3 floor, more
- 4 late, great
- 5 night, right

Answers 1 d 2 e 3 b 4 c 5 a

- b**  Students now do the same with the new words. Read the words aloud for students before they start. You could set a time limit for this exercise to make it more fun! Play the recording once for students to check answer, then play it a second time for students to repeat the words.

TAPESCRIPT

- 1 keys, please
- 2 red, said
- 3 thought, short
- 4 shirt, hurt
- 5 won, run
- 6 talk, fork

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

OPTIONAL ACTIVITY

Students add more words to each pair they have already found in Exercises 6a and b. Students work in small groups, using dictionaries if necessary. Set a time limit of, e.g. three minutes, and the group with the most words for each pair in the time is the winner!

Example answers

plane, Spain, main, train, drain
fun, sun, done, won, run
floor, more, door, wore, four, tore
late, great, gate, mate, eight, wait
night, right, sight, light, white
keys, please, cheese, sneeze
red, said, bed, dead, led
thought, short, bought, taught
shirt, hurt, dirt, skirt
won, run, sun, fun, done
talk, fork, walk, pork

Read

If students researched the background information for homework ask them to tell the class what they have found out.

BACKGROUND INFORMATION

Walt Disney: Walter Elias Disney was born on 5 December 1901 in Chicago, Illinois, USA. Walt Disney was not an academic child and left school at the age of 17, when he served as an

ambulance driver in the First World War for a short time. He then did an apprenticeship as a commercial illustrator and made some advertising cartoons. By 1922 he had set up his own shop with a friend, Ub Iwerks. In 1923, Disney went to Hollywood with his older brother and this was where he invented Mickey Mouse, in a cartoon called *Steamboat Willie*. He made a series of shorts in the 1930s and characters such as Mickey Mouse, Donald Duck, Minnie Mouse and Goofy were invented. The first feature-length Disney cartoon was *Snow White* in 1937 and other classics followed, such as *Pinocchio* and *Bambi*. By the time of his death in 1966, Disney had produced 21 full-length animated films, as well as a great many short subjects, live action films, 'true-life' adventure features and TV programmes. The popularity of Disney continues today with the various theme parks in California, Florida, Tokyo and Paris and the continuation of Disney as a film producer.

Isaac Newton: The famous mathematician and physicist was born on 4 January 1643 in Woolsthorpe, Lincolnshire, England. At the age of 19 he went to study at Trinity College, Cambridge. He developed the law of universal gravitation between 1664 and 1666; he developed calculus and also discovered that white light is made up of every colour in the spectrum. In 1668 he built the first reflective telescope. He died in March 1727, leaving behind him a wealth of information to help prepare people for the age of technology.

Warm up

Ask students to look at the text and the photos and see if they can predict what the text will be about (Walt Disney and how he got his ideas). Ask them if they know who Walt Disney was and see if they can name any cartoons he made.

- a** Read through the questions, explaining them in L1 if necessary. Students discuss them in small groups. Ask for feedback. If there are any interesting results, put them on the board to discuss after reading the text.
- b** Pre-teach the following vocabulary if necessary: *imagination, universal gravity, creative, dreaming, daydream, cartoon*. Read the instructions and ask them to find the answer after reading the text. Let them read it silently first, before reading it aloud with them, if necessary. Elicit the correct answer.

Answer
Picture 2

OPTIONAL ACTIVITY

Write the word *daydreaming* on the board. Set a time limit of three minutes and ask students to come up with as many words as possible from it. This can be made into a competition by awarding two points for a two-letter word, three points for a three-letter word, etc. The student with most points is the winner!

8 Vocabulary

Sleeping and waking

- a**  Read the examples and instructions with the class. Go through the example, making sure students remember that it is the opposite they are looking for. Students match the opposites. Play the recording for students to listen and check their answers. Play the recording again for students to repeat the words.

TAPESCRIPT/ANSWERS

- | | |
|------------------|---------------|
| 1 to go to bed | c to get up |
| 2 to go to sleep | a to wake up |
| 3 to be asleep | b to be awake |

- b** Students work in pairs to discuss the phrases, before giving their answers.

Answers

To dream: to be in the state of experiencing mental images while you sleep
To daydream: to fantasise while you are awake

- c** Students read through sentences 1–7. Go through the example with students, reminding them to look at the context of the sentence to help them work out which verb is needed and which form it is needed in. Students complete the sentences. Check answers.

Answers 2 go to sleep 3 dreamed/dreamt
4 is asleep 5 was awake 6 woke up; got up
7 daydreams

9 Speak

Students work in pairs and take turns to ask and answer the questions. Ask several pairs to report their answers to the rest of the class. Find out if anyone has the same answers.

Vocabulary notebook

This would be a good time to refer students to their vocabulary notebooks. Students can start a section called *Sleeping and waking* and note down any new expressions. They may find it useful to illustrate some of them or translate them into their own language.

Culture in mind

10 Read

If students researched the background information for homework ask them to tell the class what they have found out.

BACKGROUND INFORMATION

The Beatles: The English rock music group of the 1960s who are said to influence music to this day. The group were from Liverpool and were John Lennon (1940–1980), Paul McCartney (1942–), George Harrison (1943–2002) and Ringo Starr (Richard Starkey) (1940–). Lennon and McCartney did most of the song writing and music. The group had their first number one hit single in 1963 with the song *Please Please Me* and they went on to have many more hits. The Beatles split up in 1971.

The Rolling Stones: Another popular rock group from the 1960s. They were Mick Jagger (1943–), Brian Jones (1944–69), Keith Richards (1943–), Ron Wood (1941–), Bill Wyman (1941–) and Charlie Watts (1941–). Mick Jagger and Keith Richards wrote most of the music and songs for them and their many hits include songs like *Satisfaction*, *Jumpin' Jack Flash* and *19th Nervous Breakdown*.

Take That: Were a famous five-member boy band formed in 1991. The band were Robbie Williams, Gary Barlow, Howard Donald, Jason Orange and Mark Owen. They had a lot of hits in the early 1990s but dismissed one of their band members, Robbie Williams (see Unit 7, Exercise 1), in 1996 and then split up. Both Gary Barlow and Robbie Williams went on to have successful solo careers.

The Spice Girls: They were a pop sensation of the late 1990s and were Victoria Adams, Melanie Chisholm, Geri Halliwell, Melanie Brown and Emma Bunton. The girls had replied to an advert in a magazine for females who could sing and dance and they were put together to form the group. In 1996 they had their first hit with *Wannabe* which went straight to number 1 in the charts. Geri Halliwell left the group in 1998 and the group later split up.

Popstars: A television programme where thousands of young hopefuls auditioned to become members of a pop band. In the end five people were chosen and they became the pop group Hear'Say. Their first hit single *Pure and Simple* made them famous but shortly after that one of the members left. The band split up in October 2001.

Pop Idol: A similar television programme (October 2001) to *Popstars*, but this time the aim was to find a solo artist. By February 2002, out of

the 10,000 people who auditioned originally there were two left: Will Young and Gareth Gates. Will Young won the public vote and became Pop Idol. Both singers have since gone on to have successful solo careers.

Warm up

Ask students to look at the title of the text and the photos and predict what they think the text will be about (the television programme *Pop Idol*).

- a In small groups, ask students to look at the photos and see if they recognise anyone on them. What can they tell you about the ones they recognise?
- b Read the question with students and then ask them to read the text quickly and find the answer. Remind them they don't have to understand every word.

Answer

Hear'Say won the TV programme *Popstars* and Will Young won the *Pop Idol* programme.

- c Students now read the text again in detail and decide if the statements are true, false or if there isn't enough information in the text. Remind them that they may not find information in the text to answer all of them. Do the first item as an example, if necessary. Students complete the exercise. Students can compare answers in pairs. Check answers.

Students can then correct the false statements and provide the sentences from the text where they found the information for their true answers.

Answers

- 1 N (para 2: *started in the 1990s ...*)
- 2 T (para 2: *was extremely popular with TV audiences ...*)
- 3 F (para 3: *after some time there were 50 contestants ...*)
- 4 F (para 3: *to find a new solo singer.*)
- 5 N
- 6 T (para 4: *he argued with the judges.*)
- 7 T (para 5: *Will is now a big star.*)

- d Read through the questions with students. In small groups, students discuss and give feedback.
- e Refer students back to the text on page 72 and ask them to read the question again at the end of the text. In pairs or small groups, students discuss the question, then report back their opinions to the whole class.



Write

- a Explain to students that this activity is a creative visualisation. They will listen to a recording and be asked to do various things. Some students may feel slightly embarrassed about this but explain that everyone will have their eyes closed and no one will see others.

Read the instructions with the students. Tell them to relax, close their eyes, and when they are ready to listen, play the recording.

TAPESCRIPT

Sit there with your eyes closed, and relax ... While you're listening to these words ... and the music ... imagine it's a beautiful sunny day ... and you're standing somewhere on a beautiful beach ... And while you're standing there, you can hear the water ... and the sound of the sea on the beach ... and you can feel the warm sun on your face, on your arms and your legs ... and the warm sand under your feet.

Take your time ... and look around ... What can you see?

Then somewhere on that beach, in front of you ... you can see a tree. Think about the tree. What does it look like?

Now you can see that tree ... you start walking ... along the beach ... and you're getting close to the tree ... You can see something under the tree ... It's a box ... there's a box under the tree. Think about the box. What does it look like?

Now you can see your name on the box ... and you open the box ... There's something inside the box, something for you ... a present. You can look at it, and pick it up, and hold it in your hands. What is it?

And now it's time to close the box again ... walk back to the place on the beach where you started from ... but you can take the present with you ... What do you do with the present?

And now it's time to open your eyes again and come back to your classroom.

- b Students open their eyes again and look at the second part of the exercise in their books. Ask two students to read aloud Stefano's story.
- c Now students write their own paragraphs based on their visualisation while listening. Read the instructions and the list of questions with them. Remind them to answer all the questions in their paragraphs. Students write this privately, in class.
- d When they have finished, they exchange work with a partner, looking for differences and similarities. Ask them what they deduce from the differences between their visualisations.



1 Grammar

- a 2 were 3 was 4 was 5 Was 6 wasn't
7 were
- b 1 saw 2 became; won; was 3 won 4 jumped;
stopped; said
- c 1 didn't enjoy 2 did; say 3 Did; see; didn't see;
saw 4 went; didn't go
- d 1 any 2 any; some 3 any; some 4 some; some;
any
- e 2 yours 3 ours 4 Mine 5 theirs 6 hers

2 Vocabulary

- a 2 up 3 down 4 on 5 out 6 in 7 out
8 up; down
- b 1 snowboarding 2 basketball 3 cycling
4 swimming 5 skiing 6 hockey 7 surfing
Mystery word: Olympics
- c 2 dentist 3 doctor 4 nurse 5 pilot
6 lawyer 7 secretary 8 engineer

3 Everyday English

- 2 pocket money 3 hardly any 4 saving up
5 one day 6 loads

How did you do?

Check with students on their progress and if necessary spend time with students helping them in the areas they need more work on.

Module 3

Far and wide

YOU WILL LEARN ABOUT ...

Ask students to look at the pictures on the page. Ask students to read through the topics in the box and check they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 Do you like science fiction stories? Can you give any examples?
- 2 Have you ever visited Ireland?
- 3 What do you do on an adventure holiday?
- 4 Who do you think are the world's best language learners?
- 5 When did Europeans go to live in America?
- 6 Where do you think the mountain climbers are?

In small groups, students discuss which topic area they think each picture matches.

Check answers.

Answers

- 1 A science fiction story
- 2 Holidays in Ireland
- 3 An adventure holiday
- 4 The world's best language learners
- 5 Europeans who went to live in America
- 6 Four young mountain climbers

YOU WILL LEARN HOW TO ...

Use grammar

Go through the first item with students. Stronger students should be able to continue with the other items on their own or in pairs.

Weaker classes: Put the grammar headings on the board and give an example of your own for each item (e.g. *English is more difficult than (L1). English is the easiest language in the world. I'm going to Spain in the summer. I won't study English next year. This exercise is too difficult, can you help us? I am speaking slowly.*).

In pairs, students now match the grammar items in their book. Check answers.

Answers

Comparative adjectives: Pronunciation is more difficult than grammar.

Superlative adjectives: It's the longest river in the world.

Present continuous for future arrangements: We're visiting Ireland next summer.

will/won't: It won't hurt!

too + adjective: We can't do it – it's too difficult.

Adverbs: They stood up slowly.

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. Now ask students if they can think of one more item for the *Language learning* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Accept suggestions in L1 and translate them into English as necessary.

Some possibilities are:

Language learning: *(good/bad) pronunciation, fluent, make mistakes*

Future time expressions: *next week/month/year, in a week's time, in two years' time*

Holiday activities: *hillwalking, swimming, canoeing*

The weather: *windy, snowy, rainy, hot, cold*

Unit overview

TOPIC: Languages and language learning

TEXTS

Reading and listening: a text about people who speak more than one language

Listening: to teenagers talking about language learning

Listening: to advice about language learning.

Reading and listening: photo story: *I have to bounce!*

Writing: write about your language; write a letter or an email

SPEAKING

Comparing things

Talking about language learning

LANGUAGE

Grammar: Comparative adjectives; Superlative adjectives

Vocabulary: Language learning

Pronunciation: *than* /ðən/

Everyday English: words for *good* through the ages

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Florida: Is one of the states of the USA. It forms the peninsula between the Atlantic Ocean on the east and the Gulf of Mexico on the west. A large percentage of the population speak Spanish.

Vaupés River: Is the largest tributary of the Rio Negro in northern Brazil.

Tukano language: Is one of the languages of the Tukano community who live in the Amazon. In 1995 there were said to be 3,500 Tukano people living in Brazil. Their communities range from 20 to 100 people, all living together in a *maloca* (a multi-family dwelling).

Warm up

Ask students how many languages they speak, or are learning at the moment. Find out if anyone in the class speaks more than two languages. Ask them which one they think is easier / more difficult to learn, and why.

OPTIONAL ACTIVITY

If the class is interested in the topic, you may like to give them a quick quiz about languages. Write, in random order, the following languages on the board: *Mandarin Chinese, English, Hindustani, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French.* They are in the correct order here. Ask students to guess which three are the most widely spoken languages in the world (Chinese, English, Hindustani).

- a Read the questions with students. In pairs, students read the text quickly and answer the questions. Remind them they don't need to understand every word in the text and that they should only be looking for the answers to the questions. Check answers.

Answers

They are the Vaupés River Indians from the Amazon. They are special because all of them speak three languages or more.

- b Read through items 1–4 with students and check they understand them. Remind students to look for some of the key words from the statements in the text to help them with the answers. Play the recording while students listen. Check answers, asking students to justify their answers with evidence from the text. Students can correct the false statements.

TAPESCRIPT

See the reading text on page 78 of the Student's Book.

Answers

- T (para 1: ... a lot of people speak Spanish as their mother tongue.)
 - F (para 2: All of the Vaupés River Indians speak three languages ...)
 - T (para 2: ... he or she has to marry someone who speaks a different language.)
 - F (para 2: ... Tukano, the language that all Vaupés Indians have in common.)
- c Students discuss the questions in small groups. Ask them to think of the people they know who speak more than one language. Do their parents speak more than one language? Ask: *What other languages, apart from English, do people speak or try to learn, in your country?* Ask for feedback and discuss any interesting points further as a class.
- d If you chose to do the optional activity (above) then students should be able to answer the question. If you have not done it already, do it now. Ask students to choose an option and see how many get it right.

Answer

Chinese

2 Listen

- a  Ask students to look at the photos of the teenagers and the notes below each photo about which languages they speak. Play the recording while students read and listen.

TAPESCRIPT

Roberto My Spanish is good – it's better than my German. Of course, for me Spanish is easier than German. That's because it's got a lot of words that are almost the same as Italian. The grammar is very similar, too.

Gabriela Portuguese pronunciation is difficult for me. But of course, English pronunciation is more difficult! I never know how to pronounce a new word, because the writing and the pronunciation are often very different.

- b  Students read through the texts, ignoring the spaces. Go through the first item as an example, pausing the tape at the relevant point. Play the recording again while students complete the spaces.

Answers

Roberto: Spanish; German; Spanish; German; Italian
Gabriela: Portuguese; English

3 Grammar

Comparative adjectives

- a Focus on the adjective *easy* in the grammar table and ask students to find a word similar to it in Roberto's text in Exercise 2b (*easier*) and read the full sentence. Explain that he uses this word to compare Spanish and German and it is followed by *than*. Now ask students to find examples in the texts of other adjectives of comparison.

Students complete the chart. They can compare their answers in pairs, before a whole class check.

Answers

shorter, easier, more important, better

Now ask students if they notice anything about the spellings in the comparative column of the table. Elicit the spelling rules.

Short adjectives: Add *-er*.

Adjectives ending in *-y*: Change the *-y* to *-i* and add *-er*.

Longer adjectives: Use the word *more* before them

Irregular adjectives: Learn them!

Language notes

1. The above is a simplified version of the rule: in actual fact, we only double the last consonant in short adjectives ending *t, d, g, m, n* where the last syllable ends consonant-vowel-consonant. Examples: *big – bigger, red – redder, hot – hotter*. BUT *long – longer, quiet – quieter, loud – louder*.

2. Students may produce comparatives like *more bigger than ...* or *it's hotter than ...*. Remind them that in English we compare two things using *more ... than*.

OPTIONAL ACTIVITY

If you feel students need further practice in forming comparative adjectives, ask them to write the comparative form of the following: *fat, tall, noisy, intelligent, old, pretty, young, careful*.

- b Read through sentences 1–5 with students. Go through the example, if necessary. Students complete the sentences. Check answers.

Answers 2 shorter than 3 bigger than 4 more difficult than 5 farther from; than

OPTIONAL ACTIVITY

Ask students to change the adjectives in the sentences in Exercise 3b, and rewrite them so that the meaning is the same. Do the first one as an example.

Answers

- 1 Latin is older than Italian.
- 2 The Nile is longer than the Amazon River.
- 3 India is smaller than the Amazon rainforest.
- 4 For most Europeans, learning Italian is easier than learning Chinese.
- 5 My country is closer to Paris than Sydney.

Grammar notebook

Students should copy the comparative table into their grammar notebooks.

4 Pronunciation

than

- a  Write the first sentence on the board and read it out as an example. Ask students to tell you where the stressed syllables are and underline them on the board. Students read the other sentences while listening to the recording and mark the stressed syllables. Check answers, playing the recording again.

TAPESCRIPT/ANSWERS

- 1 Pronunciation is more difficult than grammar.
- 2 Spanish is easier than German.
- 3 My speaking is better than my writing.
- 4 Is French more interesting than English?

- b  Write *than* on the board and ask students to pronounce it: /ðən/. Explain that *than* is pronounced in its weak form when it is unstressed. Students repeat, paying particular attention to the schwa sound /ə/. Play the recording again, for students to repeat.

5 Speak

Read through the adjectives in the box with students, making sure they know them all. Do the first item as an example, giving your own opinion, e.g. *I think books are more interesting than CD-ROMs*. Students work in pairs or small groups and make comparisons. Find out how many have the same opinions. Ask: *How many of you think that dogs are more intelligent than cats?* etc.

Language note

We do not normally use *beautiful* (or *pretty*) to describe a man; rather, *good-looking*, *handsome* or *attractive*.

OPTIONAL ACTIVITY

Ask students to give you the names of two popular actors/actresses, bands, football teams, etc. Write them on the board, along with the adjectives:

good, attractive, young, talented, successful, famous, popular, funny

Students now work in pairs to make interesting comparative sentences. Ask some pairs to read out their answers. Does everyone agree?

6 Listen

- a  Read the instructions with the students and explain that they are going to listen to Matthew talking about the five languages he speaks, and where/how he learned them. Students should only focus on the first column of the table at this point. Play the recording and pause as necessary. Give students time to note down their answers. Check answers with the class.

TAPESCRIPT

Interviewer They say that British people aren't very good language learners. Well, perhaps that's true. But there's one British person who is very, very good at learning languages. Matthew Dawson is 16 and speaks five languages fluently. He's here with us in the studio. Hello, Matthew.

Matthew Hello.

Interviewer Five languages! That's amazing. Can you tell us which languages they are?

Matthew Sure. English, of course, and French. Er, Spanish and German, and Italian.

Interviewer Hold on! English, French, Spanish, German, Italian. Is that right?

Matthew That's right!

Interviewer And you're only 16, Matthew. Tell me, did you learn these languages at home, at school ...?

Matthew Well, the first thing to say is that my father's English but my mother's French. And my

father always speaks English to me – of course! – and my mother always speaks French. I've got two first languages, really, English and French. So they were really easy.

Interviewer OK. What about the others?

Matthew Well, the second thing is ... about ten years ago we went to live in Madrid. And I went to school there for four years, a real school for Spanish children, so of course I had to speak Spanish. So I learned Spanish actually there in Spain, in the country.

Interviewer OK. So what about the other two – what were they?

Matthew German and Italian. Well, I learned German at school here in England, I started when I was 13. And I don't know, I just found German really easy to learn. And I love languages, I think they're great, so I decided to learn more. I learned Italian at home. I bought a special book and some cassettes to listen to, and that was it.

Interviewer Incredible. But Matthew, let me ask you ...

Answers 1 English 2 French 3 Spanish
4 German 5 Italian

- b  Read through the other column headings in the table with students. Play the recording again, pausing it at the example to show students what Matthew said. Now play the rest of the recording while students complete the other columns.

Weaker classes: You can pause the tape after each answer, if necessary.

Check answers, playing the recording again and pausing as necessary.

Answers

- 1 English: from his parents
- 2 French: from his parents
- 3 Spanish: in the country
- 4 German: at school in England
- 5 Italian: taught himself

- c  Ask students to read through sentences 1–6 and check understanding. They can predict what they think Matthew will say and listen and check their predictions. Play the recording while students complete the exercise. Check answers.

TAPESCRIPT

Interviewer Incredible. But Matthew, let me ask you: are there special things that people need to do to learn a new language? For example, if I want to learn French, what should I do?

Matthew Um, well ... I think you have to read and listen as much as you can, you know, in the foreign language, the language you're learning.

Interviewer OK, so read and listen a lot. Anything else?

Matthew Yeah. You have to remember lots of new words, of course, so I have some ways of testing myself, so that I can remember the new words. Um, for example, I write new words on cards and test myself on the bus when I'm going to school.

Interviewer Mmm ...

Matthew Another thing is about pronunciation. For me that's the most difficult thing – it's quite hard. So, I practise a lot. I listen to my cassettes and I try to use the same pronunciation as the people on the recording. I usually do that in my bedroom – I don't want people to hear me! Er, but it helps a lot, you know. Imitating the accent. Listening and trying to say it the same way.

Interviewer Yeah, that makes sense.

Matthew Oh, one more thing. It's about making mistakes. Er, I try not to make mistakes if I'm speaking or writing. But I think it's really important not to worry too much about mistakes. It's more important to communicate, you know. Just open your mouth and speak!

Interviewer Matthew Dawson, thank you, and good luck with the next language you learn.

Answers

Matthew talks about 1, 3, 4 and 6.

- d** In small groups, students discuss which of the ideas in Exercise 6c they do when speaking English and which they think they would like to try. Ask some stronger students to explain why they find the ideas helpful. Do the class agree on the general ideas?

OPTIONAL ACTIVITY

Students choose one of Matthew's ideas or one of their own to help them improve their English. They should write it down and try it out over the next week.

7 Vocabulary

Language learning

- a**  Go through the words in the box with the class. Students work in pairs and try to work out the meanings of each word or phrase. As a way of checking, use each word or phrase in a sentence or context, and ask students to give you their definition. Play the recording for students to check and repeat each word or phrase.

TAPESCRIPT

make mistakes, imitate, corrects, translate, look up, have an accent, means, guess, communicate

- b** Ask students to read through the whole text, ignoring the spaces. Check any vocabulary problems. Go through the first item with them as an example.

Students work individually to complete the spaces, then compare their answers in pairs. Check answers.

Answers 2 imitate 3 means 4 guess 5 look up
6 translate 7 make mistakes 8 corrects
9 communicate

Vocabulary notebook

Students may find it useful to copy down any new words or expressions from this section. If necessary, they could write translations beside each one.

OPTIONAL ACTIVITY

Ask students to work in small groups and discuss the advice in the text. Which of it do they agree with? Which of it, if any, do they find difficult to follow or accept? Why?

Ask students to write down any other advice their group has about language learning and to share it with the class.



8 Grammar

Superlative adjectives

- a** Read the amazing facts through with the class. Check that they understand any new words. Students guess which statements are not true, and why.

Answers

Statements 1 and 3 are untrue. (The longest town name in Britain is the famous 58-letter Llanfairpwllgwyngyllgogerychwyrndrobwlilllantysiliogogoch, also in Wales. The station name in 7 was invented to beat this record!)

- b** Read through the three questions with students, then with books closed (or the text covered) students try to remember the answers. In pairs, students compare answers. Books open, students read the texts again quickly to check their answers.

Answers 1 Africa 2 Y and U 3 the

- c** Students read through the adjectives in the box and the spelling rules in the table. Go through the examples in the table with students eliciting the rules for superlatives (short adjectives: add *-est*; longer adjectives: add *most* before the adjective). If further work is necessary before students begin the exercise, ask students to give you the comparative and superlative form of another adjective from the table to check understanding.

Students now add the adjectives from the box to the table and complete the comparative and superlative forms. You may wish to do this on the board as a whole class activity, inviting students to come and fill in the chart for their classmates to check.

Answers

(short) – (shorter) – shortest
(small) – smaller – smallest
big – bigger – biggest

(easy) – (easier) – easiest
 happy – happier – happiest
 difficult – more difficult – most difficult
 fantastic – more fantastic – most fantastic
 important – more important – most important
 (bad) – (worse) – worst
 (good) – (better) – best
 (many) – (more) – most

Language note

It is important for students to know when to use the comparative or superlative form of the adjective. Ask if anyone can guess the rule. (We use the comparative when we compare two things, and the superlative when we compare more than two things.)

- d Read through sentences 1–6 with students and check any problems. Go through the example with students. Students complete the exercise. Check answers.

Answers 2 happiest 3 most important
 4 smallest 5 worst 6 longest

Grammar notebook

Students should note down the comparatives and superlatives and the spelling rules from this unit and learn them.

OPTIONAL ACTIVITY

This activity can also be given as homework to complete, for students who finish early in class. Students work in pairs or groups and write a questionnaire for other pairs or groups, using superlatives. Encourage students to start with the opposites of the adjectives in Exercise 8, e.g. *What's the saddest film you can think of?* *What's the most useless invention in the world?* Students exchange their quizzes and discuss the new questions in their groups or pairs.

I have to bounce!

Warm up

Ask students to look at the photos and say who appears in this episode (Amy, Lucy and Dave).

9 Read and listen

- a  Read through the questions with students and ask them to predict the answers by looking at the photos and the title. Play the recording while students read. Check answers.

TAPESCRIPT

See the photo story on page 82 of the Student's Book.

Answers

I have to bounce means *I have to go*. Lucy doesn't understand it because she's not American.

- b Read through sentences 1–5 with students and check any problems. Students do the exercise in pairs. Remind students to justify the true answers with evidence from the text and they can also correct the false answers. Check answers.

Answers

- 1 T
 2 F (She says it's cool, which means she likes it.)
 3 F (It means 'someone not very nice'.)
 4 F (*Beats me!* means she doesn't understand.)
 5 T

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.



Everyday English

Read through the instructions with students and look at the words in the picture. Ask how many words for *good* they have in their language. In small groups, students discuss which words are popular with teenagers in their country. Ask for feedback.

Vocabulary notebook

They should note down the different words for *good* and any words they have come up with in Exercise 10 and their translations.



Write

This section ends with a writing task on the theme of language learning. Students can do the preparation in class, and complete the writing assignment as homework. Read through the tasks with the class and make sure students realise they only have to choose ONE of the topics.

- a Students who choose topic a should refer to the texts on page 79. Tell them to underline all the comparative adjectives, and to try to use them, or similar adjectives, as a starting point when writing about their own language learning experiences.
- b Students who choose topic b should look carefully at the questions first, and think about possible answers. Tell students to think about any vocabulary they will need for ideas to build on in their evaluation of their imaginary English course. Students may also need reminding of the format of emails and informal letters (see Units 3 and 6).

Unit overview

TOPIC: Future plans and holiday arrangements

TEXTS

Reading and listening: web page holiday adverts; teenagers discussing holiday plans

Reading: a magazine article about Ireland

Reading: a text about adventure holidays

Writing: an article for a school magazine

SPEAKING

Talking about future plans

Talking about holidays

LANGUAGE

Grammar: Present continuous for future arrangements

Vocabulary: Future time expressions; Holiday activities

Pronunciation: /θ/ *think* and /ð/ *that*

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Ireland (Eire): Is the second largest island of the British Isles. It is divided politically into Northern Ireland (part of the United Kingdom) and the Republic of Ireland. The capital city of the Republic of Ireland is Dublin and the country is popular as a holiday destination because of its beauty and the friendliness of the Irish people. The country is also famous for its pubs, its Guinness (a special type of black Irish beer) and its rugby.

Dublin: The capital of the Republic of Ireland, situated on the east coast of the island in the province of Leinster. It has two universities and is the birthplace of many famous people, including the writers James Joyce, George Bernard Shaw and Jonathan Swift.

Aran islands: A small group of islands in Galway Bay in the west of Ireland. The largest island is Inishmore. They are popular holiday destinations.

River Shannon: This is the longest river in Ireland.

Warm up

Ask students if anyone has ever been to Ireland. If so, ask for some more details about where they went, what they did, etc. Then ask students to look at the photos and name as many of the holidays as they can (staying on a farm, staying in a hotel, horse-riding, canal boat holiday, hiking/walking holiday).

- a Following the Warm up, ask students which type of holidays they think are good and bad ideas. It may be useful to elicit different types of people who go on holiday at this point and write them on the board. Students can then discuss in small groups which type of holiday would suit which type of person, e.g. young people, retired people, young families, single people, students. Ask for feedback. Does the class agree?
- b  Students now listen to two teenagers discussing the holidays in the photos. They must number the photos in the order they are mentioned. If necessary, play the first part of the recording as an example and pause it when it mentions the first holiday. Remind students to listen for key words describing each holiday.

Weaker classes: The recording can be played in sections, pausing after each holiday is mentioned.

Stronger classes: They can listen to the recording without pauses.

Play the recording. Then play the recording again, pausing it as necessary for students to check their answers.

TAPESCRIPT

Kate Greg! Come here and help me.

Greg What are you doing?

Kate Mum and Dad asked us to plan the summer holiday in Ireland, so I'm looking at this web page.

Greg Oh, right. Looks good. What's this? Horse-riding? Hmm – I don't think that's a good idea!

Kate No, nor me. But what about this? Canal boats. 'Travel around Ireland in a boat – enjoy total freedom.' What do you think?

Greg Wonderful! Let's do that. I like boats.

Kate Yes, maybe a week on a boat. Nice and relaxing! And this one – hiking around Ireland. Let's do that!

Greg What? Are you crazy? Hiking! No way – too much work!

Kate OK, maybe you're right. But how about an elegant hotel in Dublin?

Greg Much better! Yes, that's a good idea.

Kate OK. So ... canal boats, and then some time in Dublin. But look, we've got two weeks, so let's do something else.

Greg What about these farms on the Aran Islands?
You like farms and animals and things, don't you?

Kate Yes, I do. OK, so in the second week we can stay on a farm there.

Greg Right. That's it. Now, let's tell Mum and Dad about it ...

Answers

- 1 Horse-riding
- 2 Canal boat holidays
- 3 Hiking
- 4 Dublin
- 5 Aran islands

OPTIONAL ACTIVITIES

Ask students what kind of holiday Kate and Greg decided on in the end (canal boat holiday for a week and then two days in Dublin in a hotel and then a farm on the Aran islands).

Then, in small groups, students must agree on and choose a holiday in Ireland. Each group appoints a spokesperson who can give feedback to the class.

- c**  Students read through the dialogue first, ignoring the spaces. Check any problems. Explain to students that it is verb forms that are missing and go through the first item with them as an example.

Stronger classes: They could complete the dialogue without the recording and then listen and check only.

Weaker classes: They can listen to the recording and complete the dialogue while listening. Pause the tape as necessary for them. Alternatively, put the base forms of the verbs on the board for them to choose from as they listen.

Play the recording while students complete the exercise. Students compare answers in pairs. Play the recording again, pausing as necessary for students to check or change answers.

TAPESCRIPT

Maggie Hey, Kate! How was your weekend?

Kate Good! My brother and I planned the family summer holiday.

Maggie Excellent! Where are you going?

Kate We're going to Ireland in August.

Maggie Oh! How are you getting there?

Kate We're travelling by ferry. And we're spending a week on a canal boat on the River Shannon.

Maggie Great! Are you only staying a week in Ireland?

Kate No, two weeks. After the canal boat, we're going by train to Dublin and we're staying in a really nice hotel there for two nights. And then we're flying to the Aran Islands. We're staying on a farm there.

Maggie I think you'll have a great holiday! Are all your family going?

Kate Yeah. My Dad says it's a bit expensive, but he's seeing the bank manager tomorrow!

Answers 1 going 2 getting 3 travelling
4 spending 5 staying 6 going 7 staying
8 flying 9 staying 10 going 11 seeing

OPTIONAL ACTIVITY

In pairs, students can act out the dialogue between Maggie and Kate.



Grammar

Present continuous for future arrangements

- a** Students should already be familiar with the form of the present continuous, which they saw in Unit 3. Ask students *Where are Kate and Greg going on holiday? (Ireland). What tense is this? (present continuous). To check understanding ask them, in L1 if necessary: Is this happening now or in the future? (future). Is this a plan or an arrangement? (plan).* Now read through the examples from the dialogue and remind students of the negative and question forms, giving a few examples of these if necessary. Students go through Exercise 1c and underline any more examples of the present continuous. Check answers.

Answers

We're going to Ireland in August.

How are you getting there?

We're travelling by ferry.

We're spending ...

Are you only staying ...?

... we're going ...

... we're staying ...

... we're flying ...

We're staying ...

Are all your family going?

... but he's seeing ...

Now read through the Rule box with students. You may want to remind them of the spelling rules for the *-ing*.

- b** Students read through the plans in the sentences 1–6. Check any problems. Go through the first item with them as an example, if necessary. Remind them to use short forms where possible. Students complete the exercise. Check answers.

Answers

1 'm visiting / am visiting

2 're having / are having

3 's taking / is taking; 're leaving / are leaving

4 A: Are you going; B: 'm staying / am staying

5 isn't coming / is not coming; 's working / is working

6 'm seeing / am seeing

Grammar notebook

Remind students to note down the rules and some examples of the present continuous for future use.

3 Vocabulary

Future time expressions

- a Students read through the time expressions and in pairs decide how they say them in their own language. Discuss any similarities and differences in these expressions. Ask students a few questions using the future time expressions and the present continuous (e.g. *Nicola, what are you doing tomorrow after school? Anna, what are you doing on Saturday?*)

Language note

It may be useful to point out to students that there is no article before *next week/month* etc. in English. We don't say ~~The next week~~...

- b  Students read through questions 1–4. Check any problems and do the first one as an example, if necessary. Students complete the exercise. Students can compare answers in pairs. Then ask a few students to read out their answers to the class. Play the recording, for students to repeat the questions.

TAPESCRIPT

- 1 What day is the day after tomorrow?
- 2 What day is it in three days' time?
- 3 How many days is it until next Sunday?
- 4 What is the month after next?

4 Speak

Read through the bullet points with students and check they understand them all. Go through the example dialogue with a student highlighting the use of the present continuous. In pairs, students ask and answer questions to find out what they are doing and when. Make sure students swap roles to allow both to ask and answer.

Weaker classes: They may find it useful to have some ideas about leisure activities on the board. Elicit a few before they start (e.g. staying at home, watching TV, going to a restaurant, going to the cinema, doing my homework, playing computer games, seeing my friend, etc.).

Ask a few students to give feedback on what their partner's plans and arrangements were.

Grammar notebook

Students can note down the future time expressions and their translations from Exercise 3a.

5 Read

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

U2: They are a popular Irish band from the 1980s who are still producing hit singles today. Other famous Irish singers and bands are The Corrs, Van Morrison, Westlife and Ronan Keating.

Warm up

Ask students to look at the photos and say which type of holiday they would choose.

- a Students read through the questions and choose answers. Go through the example with them before they start and remind them that if they don't know the answer, they should guess.
- b Students read the text to check their predictions from Exercise 5a. Check answers.
- Answers** 2 about 2,000,000 3 3,000,000 4 U2
- c **Weaker classes:** They can go through the text and underline any adjectives they find. Once they have done this look at the example with them, explaining that *warm* can describe people as well as, for example, the weather. Students now continue the exercise using the adjectives they have underlined and the categories in the exercise.

Stronger classes: They can read the example and find the other adjectives in the text, checking their answers in a dictionary.

Check answers as a class.

Answers

The people: friendly
The country: charming, beautiful
The music: exciting
The hotels: comfortable
The museums: fascinating

Vocabulary notebook

Students can note down any new adjectives and their meanings from this exercise.

OPTIONAL ACTIVITY

Tourist brochure

This task can be set for homework. Students can write a tourist advert for their own city using the Ireland text as a model. They can use the adjectives from this unit and find some more. They should think about the following areas:

- number of tourists who visit each year
- what the city's attractions are: sights, museums, hotels, restaurants, people
- types of holidays you can have there
- culture and music.

Students can add photos or pictures of their own city.

6 Vocabulary

Holiday activities

- a**  Books closed. Elicit as many holiday activities as you can. Remind students of the activities Kate and Greg talked about in Exercises 1b and c. Put students' suggestions on the board. Students now open their books at page 87 and read through the activities in Exercise 6a. Go through the first one as an example or choose one of the responses students gave you with books closed and match it to one of the pictures. Students complete the exercise. Play the recording for students to listen and check answers. Play the recording again, for students to repeat.

TAPESCRIPT/ANSWERS

- windsurfing
 - camping
 - horse-riding
 - sightseeing
 - snorkelling
 - canoeing
 - sunbathing
 - sailing
- b** In pairs, students discuss which of the activities in Exercise 6a they like doing on holiday. Remind them if necessary of the expressions they learned in Unit 1, *like/don't like/love/hate + -ing*. Go through the example with students, if necessary. Set a time limit for this and ask for some students to give feedback to the class about themselves and their partner.

- c** **Stronger classes:** With books closed, write the following verbs on the board: *hire, travel, stay, buy, spend*. Ask them to check the meaning of the verbs in a dictionary. Remind them that there may be several uses of one verb.

Weaker classes: Read through the verbs in the box with them and sentences 1–5. Check they know the meaning of each verb and the words in the sentences 1–5. Give them some examples with the verbs in context to help them understand the meaning (e.g. *I always hire a car when I go on holiday. I like to travel by plane when I go to Spain.*). Students complete the exercise. Check answers.

Answers 1 buy 2 stay 3 travel 4 spend
5 hire

Language notes

- Point out to students that we use *by* with means of transport: *by ferry/car/plane/train/coach* but we say *on foot*.
- The verb *spend* can also be used in the expression *to spend money*.

Vocabulary notebook

Students could start a section called *Holiday activities* in their notebooks and note down any new words from this unit.

7 Speak

Read through the instructions and the question prompts with students. Go through the example dialogue, reminding students to use the present continuous tense for future plans and arrangements. In pairs, students discuss their plans. Ask for feedback from some pairs.

OPTIONAL ACTIVITY

Students use the activities from this unit and plan an ideal holiday. They choose a place they want to go to. They then decide when they are going to go on their holiday, what they are going to do and in what order.

8 Pronunciation

/θ/ (*think*) and /ð/ (*that*)

- a**  Write the words *think* and *that* on the board and drill the pronunciation of each a few times. Explain that one is voiced (*that*) and the other unvoiced (*think*), elicit which is which. Divide the class into two and ask half the class to say *think* and the other *that*. Can they hear the difference? Students doing the voiced sound may find it useful to put their hand to their throat and feel the vibration. Swap sounds after a few minutes. Students read through the words. Play the recording for students to listen and repeat.

TAPESCRIPT

- think, three, month, something, toothache
- that, those, with, brother, sunbathing

- b**  Go through the first item as an example without the recording. Make sure students are clear about which sound to underline and which to circle.

Weaker classes: This can be done in two parts: first they listen for the /θ/ sound and underline it then they listen for the /ð/ sound and circle it.

Play the recording for students to listen and underline/circle. Play the recording again, pausing for students to repeat.

TAPESCRIPT/ANSWERS

- Give me those things.
- There's nothing in my mouth.
- I think it's Thursday.
- Your clothes are in the bathroom.
- My mother thinks I'm crazy.
- This month we're staying at a youth hostel.

OPTIONAL ACTIVITIES

- Stronger students:** They can think of more words themselves. Put them on the board and drill them.
- Weaker students:** If you feel students need more practice with these sounds, give them a few more words to work out which sound it is and practise them. For example:
/ð/: *brother, this, those, these, sunbathing*
/θ/: *through, something*

Culture in mind

9 Read

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

New York: Is the name of one of the US states on the east coast and also of the largest city in the USA.

Hawaii: Is the 50th state of the USA. It is a group of eight major islands and some smaller ones in the Pacific Ocean, southwest of San Francisco. Its capital is Honolulu. The islands are volcanic and have beautiful coral reefs around them.

Warm up

Ask students to look at the title of the text and the pictures and to predict what they think it will be about (a teenager going on holiday to Hawaii).

- a Students now read through the questions and read the text quickly to find their answers and the answers to their warm up predictions. Check answers.

Answers

He is going on a camping holiday in Hawaii. He is staying there for three weeks.

- b Pre-teach any vocabulary (*summer camp, teenagers, kids, backpacks, jungle, trail, waterfalls, spectacular, valley, surf, instructor, coast, sea turtle, caves, couch potatoes, fit, experience*). Look at the pictures a-h and elicit the activities; write the activities on the board. Students now read the text and tick what Paul is doing. Do the first item as an example, if necessary.

Language note: The expression *couch potato* is usually used to describe someone who spends a lot of time on a sofa/couch (or a chair) watching television.

Answers snorkelling, kayaking, hiking, surfing, planting trees

- c Students read through sentences 1–8; check any problems. Go through the first item with them as an example, if necessary. Students complete the exercise. Remind them to provide information from the text to back up their true answers and they can correct the false answers. Check answers.

Answers

- 1 F (para 1: ... *he usually goes away to a summer camp ...*)
- 2 T (para 2: ... *leaving on 23 July ...*)
- 3 F (para 2: ... *for kids from 14 to 18.*)
- 4 T (para 3: ... *hiking through the jungle... / para 4: *After this five-day walk ...**)
- 5 F (para 4: ... *I don't know how to surf ...*)
- 6 T (para 6: ... *we're sailing for three days ...*)
- 7 T (para 7: *Every night for the three weeks, we're camping in tents ...*)
- 8 F (para 7: *I think it's going to be a fantastic experience.*)

- d In small groups, students decide if they would like to go on a summer camp like this and give their reasons. They can then decide which activities from Exercise 9b they would choose to do.

Weaker classes: It may be helpful to elicit some reasons why they may / may not want to go on such a trip and put them on the board, e.g.:

Against: too long; would miss their friends and families; too far from home

For: good experience; living outdoors is very healthy; learning about lots of new things; would get to know new people and make new friends

Vocabulary notebook

Students should note down any new vocabulary from the text.

10 Write

This activity can be prepared in class and completed for homework. Read through the instructions and prompt questions with students. Go through Paul's text in Exercise 9 with them again and focus on the sequencers (para 3: *First*; para 4: *After this*; para 5: *Then*; para 6: *After that*; para 6: *Finally*) explaining how and why each one is used. Remind students that they are writing this for a school magazine so the style can be fairly informal. Students make notes on the question prompts and then plan their articles. They can prepare a draft version which they can swap with a partner to check and then write up final versions.

Unit overview

TOPIC: The future; Science fiction

TEXTS

Reading and listening: to a dialogue inside a spaceship

Listening: to two teenagers talking about the future

Listening: to a song: *Space Oddity*

Reading and listening: photo story: *How embarrassing!*

Reading and writing: about your life in the future

SPEAKING

Asking and answering about future personal predictions

LANGUAGE

Grammar: *will/won't*

Vocabulary: Expressions to talk about the future

Pronunciation: /l/

Everyday English: *Anything else?; the best bit.; nonsense; How embarrassing!*

1 Read and listen

- a Ask students to look at the picture. Read the instructions. Students answer the question. Elicit that the scene is set in the future. A spaceship is travelling through space. A planet (not Earth) is visible through the window of the spaceship. (Students might think the planet is Mars – known as the ‘red’ planet – but this will become clearer when they listen to the dialogue on the recording in Exercise 1b.)

Answer

They are in a spaceship.

- b  Play the recording. Students say why Samantha and Jake are frightened.

TAPESCRIPT

Samantha Jake, we went into space nearly two years ago and we're still looking for planet Vulcan. What do you think? Will we find it?

Jake Oh, yeah. I'm sure we will. Relax, Sam. The universe is a big place, but we've got the computer to help us. We're in a new galaxy now. Perhaps we'll find it here.

Samantha OK, but I'm not sure about the computer. I know it's the most powerful computer in the world, but it tells terrible jokes.

Computer Good morning, you lucky space travellers! This is your friendly computer speaking. Did you sleep well?

Samantha Oh, hi, Bob. Yeah, fine, thanks. How about you?

Computer Excellent! My last night of sleep was excellent.

Jake Last night of sleep? What do you mean?

Computer Oh, sorry, guys. Didn't I tell you? That red and blue planet out there – can you see it? Our spaceship will crash into it in exactly ... um ... one minute from now.

Jake What? We can't! You have to do something!

Computer Sorry! I'd like to help, but the spaceship is out of control and there's nothing – I repeat, nothing – I can do. So in 45 seconds, we'll all be dead.

Samantha Help! Do something!

Computer I can't. But don't worry. When we die, in exactly ... um ... 30 seconds from now, it'll be very quick and it won't hurt! So I just want to say that I really enjoyed being with you on this spaceship. Thank you for being such good friends! 'We'll meet again, don't know where, don't know when ...'

Answer

They are going to die. Their spaceship is going to crash into the red and blue planet.

- c  Before you play the recording again, read through the words in the box with students. Check they understand them.

Weaker classes: They can work in pairs and try to fill in the spaces with the words in the box. They might remember some of them from the first listening.

Stronger classes: They can complete the dialogue with the words. Then play the recording and let them check or change their original. Check answers by asking three students to read the dialogue, taking the roles of Samantha, Jake and the computer.

Answers 1 space 2 universe 3 galaxy 4 jokes
5 planet 6 crash 7 spaceship

Language note: The gap filling exercise should help clear up any problems with vocabulary. If not, ask students to help each other by explaining words, or ask them to look up the words in their dictionaries first, to see whether they still have problems.

OPTIONAL ACTIVITY

Stronger classes

Ask students to match these related words and their definitions:

- 1 galaxy
- 2 planet
- 3 space
- 4 universe

- a the large group of stars which includes the Sun and all the planets
- b all of space, including the stars and planets
- c the area outside Earth's air, where the stars and planets are found
- d a very large round object which moves around the Sun or another star

Answers 1 a 2 d 3 c 4 b

- d Read through the ideas in the box with students first. Then, in pairs, students discuss the question. They can choose the most likely idea and say why they think this will happen or they can make a different prediction. Ask for feedback at the end of the exercise and discuss any interesting ideas further.
- e  Play the recording. Find out how many students were right about their predictions.

TAPESCRIPT

Computer ... I really enjoyed being with you on this spaceship. Thank you for being such good friends! 'We'll meet again, don't know where, don't know when, But I know we'll meet again some sunny day ...'

Samantha Look! The planet's getting closer! Jake, we have to do something!

Jake I know Sam, I know. Don't worry - I'll think of something. Um um ...

Computer 15 seconds, guys! It was nice knowing you!

Samantha Well? Jake? I don't want to die, Jake!

Jake Oh, my darling. Remember what the computer said? 'It won't hurt.' Let's just ... close our eyes ...

Computer Five seconds!

Jake I'll never forget you, Sam.

Samantha Jake! I love ...

Computer Whooaaarmmmmm!!

Samantha What was that?

Jake Wow! We missed it. Our spaceship suddenly turned right at the last minute! What happened?

Computer Ha, ha, ha, ha, ha! Fooled you! Remember what day it is today?

Jake Let me see. Um ... April the first 3003.

Computer April Fool!

Samantha Oh! When we get back to Earth, I'm going to tell them about you, and they'll break you into little pieces.

Computer Oh, come on, Samantha! Just my little joke! Ha, ha ...

Language note: 1 April is the day people usually play tricks or jokes on each other. If someone falls for the joke (i.e. believes it is true) they are called *April Fool*. The joke has to be played in the morning, no later than midday.

2 Grammar

will/won't

- a Read the example sentences with the class. Ask them to find the word (positive or negative) that is next to each verb in each sentence (*will* / *'ll* / *won't*). Students look for and underline other examples of *will* / *'ll* or *won't* in the text. Check answers.

Answers

Jake: *I'm sure we will.*

Jake: *Perhaps we'll find it here.*

Computer: *Our spaceship will crash into it ...*

Computer: *... we'll all be dead.*

Computer: *... it'll be very quick and it won't hurt.*

Computer: *We'll meet again.*

- b Read the instructions aloud with the students. Do the first item with students as an example, if necessary. Students complete the table and the rule. Check answers.

Answers

Positive: *'ll*

Negative: *won't*

Question: *Will*

Short answers: *will; won't*

Rule: *'ll; won't*

Language notes

- 1 *'ll* is the contracted form of *will*.
The negative form of *will* is *will not*, which is contracted to *won't*.
Both *will* and *won't* remain unchanged for all persons, singular and plural.
- 2 When we use a third person noun (not pronoun), we don't usually contract *will*, because this can sometimes be clumsy to pronounce, e.g.:
My mother will be cross. NOT *My mother'll be cross.* / *The doctor will know you're not ill.*
NOT *The doctor'll know you're not ill.*

- c Ask students to read through the verbs in the box and the dialogue. Go through the example with students. Students then complete the exercise. Check answers.

Answers 1 *won't get* 2 *'ll be* 3 *won't go*
4 *'ll stay* 5 *won't help* 6 *will give* 7 *'ll find*

- d Students practise the dialogue in pairs. Ask a few stronger students to act the dialogue out for the class.

Grammar notebook

Students may find it useful to note down the grammar table and the rules in their notebooks for future reference.

3 Pronunciation

'll

- a**  Ask students to read through sentences 1–4. Tell students that they are going to listen to the sentence pairs. Explain that in each sentence a there is a verb without 'll and in sentence b, the contraction of will ('ll) is heard. Read the first two sentences aloud yourself, if necessary, for students to hear the difference. Play the recording. Students say whether they hear sentence a or b in each pair. Check answers.

TAPESCRIPT

- 1 I'll ask the teacher.
- 2 They go to school early.
- 3 We'll have a lot of work to do.
- 4 I'll go to London by train.

Answers 1 b 2 a 3 b 4 b

- b** Students read out the b sentences, paying attention to the contraction 'll.
- c** Students work in pairs. Monitor them as they work, making sure students swap roles. If necessary, drill any items which are still causing students problems.

Stronger classes: They can think of their own sentences in the style of Exercise 3a and work with a partner to guess which ones they are saying.

4 Listen

 Read the instructions aloud with the class and make sure they understand what they have to do while listening. (Tell them to ignore the last two columns for the time being.)

Play the recording. If necessary, pause the tape after the example item and go through it with students to check they understand what to do. Continue with the recording for students to mark their charts, before comparing in pairs. Check answers.

TAPESCRIPT

Interviewer Cristina, what do you think will happen in your future?

Cristina Oh well, I think I'll get married and I'll probably have two or three children. I love children.

Interviewer Do you think you'll go to university?

Cristina Yes, I think so. I'll probably go to university.

Interviewer And do you think you'll get a good job?

Cristina Well, I don't know. But I hope to get a good job, yes.

Interviewer How about living abroad? Do you think you'll do that?

Cristina No, I doubt it. I'll probably go on holiday to other countries, but I don't think I'll live abroad.

Interviewer Will you learn to drive when you're older?

Cristina Yes, I will – when I'm 18 or 19.

Interviewer One last question. Lots of young people dream of being famous. Do you think you'll be famous one day?

Cristina Oh, no – I doubt I'll be famous!

Interviewer OK. Now here's Paolo. Hi, Paolo, how are you?

Paolo Hi. I'm fine, thanks.

Interviewer What about your future? What do you think will happen?

Paolo Well, maybe I'll get married one day, but I'm sure I won't have children.

Interviewer Really? Why's that?

Paolo I just don't want to be a father, really.

Interviewer Oh, OK. What about your job?

Paolo Well, it's difficult to know, but I hope to find a good job. I don't think I'll go to university but I'll go and live in another country for a few years. I want to learn one or two foreign languages. I think that will help me to find an interesting job.

Interviewer What about driving a car?

Paolo Oh yes, I'm sure I'll learn to drive when I'm 18.

Interviewer How about becoming famous? Do you think you'll be famous one day?

Paolo No, I don't think so!

Interviewer Right. Thanks very much, Paolo ...

Answers

Cristina: get married ✓; have children ✓; go to university ✓; get a good job ✓; live abroad X; learn to drive ✓; become famous X

Paolo: get married ✓; have children X; go to university X; get a good job ✓; live abroad ✓; learn to drive ✓; become famous X

5 Vocabulary

Expressions to talk about the future

- a** Read the instructions with students. Students answer the question and then think about how they say *I hope to* in their own language.

Answer

She wants to get a good job but she's not sure if she will.

- b** Read through sentences 1–8 with students and write the column headings on the board. Give an example of your own for each column before students start (e.g. *I think I'll teach in this school next year. I don't think I will go to England this summer. I'll probably go to England for Christmas.*) Ask them which of these things you believe will happen (sentence A), which won't happen (sentence B), and which is possible that it will happen (sentence C). Students now classify the sentences under each heading. Check answers.

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

Vocabulary notebook

Students should note down these expressions and some translations or example sentences in their notebooks.

6 Speak

- a Students go back to the chart at the top of page 92. This time, they complete the *Me* column.
- b Read the example dialogue with students before they begin. Students then work in pairs to ask the questions and note down their partner's answers in the column marked *My Partner*. Ask several pairs to demonstrate their dialogues to the class. Ask other students to say whether their partners think they will be married / live abroad, etc. Are there any interesting answers? If so, discuss these in more detail as a class.

OPTIONAL ACTIVITY

Students use the information in the table in Exercise 4 and go around the class asking other students their opinions. Students pool the information and draw up a chart showing the general opinions in the class.

7 Listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

David Bowie: Was born David Robert Jones in London in 1947. He changed his name in 1966 since there was another singer called David Jones. His first hit was with *Space Oddity* in 1969 and the song was based on the Stanley Kubrick film 2001: *A Space Odyssey*. Throughout the 1970s David Bowie had many more musical successes and was also well known for his extreme costumes and outfits on stage. He has also acted in films, e.g. *The Man Who Fell to Earth* (1976), *Merry Christmas, Mr Lawrence* (1983) and *Basquiat* (1996).

Space Oddity: See above.

NASA: The National Aeronautics and Space Administration was created on 1 October 1958 by the USA. Its purpose is to conduct research and develop space programmes for people to travel into space, amongst other things.

- a  Read the instructions aloud with the class. Elicit the meaning of *astronaut* (A) (traveller in a spaceship) and *Ground Control* (GC) (person on Earth who is in contact with a spaceship as it travels through space). As there is some potentially tricky vocabulary in the song, you may wish to pre-teach some of the vocabulary (try to elicit the meanings first by asking questions);

- 1 *pills:* What kind of food do astronauts eat? Do they get fresh food? Or do they take tablets/pills? (Answer: pills)
- 2 *helmet:* What do we call the 'hat' astronauts wear on their heads? (Answer: helmet)
- 3 *commencing countdown:* Before the space ship takes off (= moves up into space), there is a countdown, ending with ... 3, 2, 1, Blast off!
- 4 *check ignition:* When you start a car or motorbike, where do you put the key? In the door? In the ignition? (Answer: the ignition)
- 5 *You've really made the grade:* When you do a test, and the teacher says, 'Well done, you've really made the grade!' What does this mean? Have you done well or badly? (Answer: well)
- 6 *the papers want to know whose shirts you wear:* Explain that when someone becomes famous, the newspapers want to know all sorts of details about them, e.g. which shops they shop at, which designer clothes they buy, etc.
- 7 *capsule:* Explain that this is the part of the spaceship where the astronaut sits, which breaks away from the rest of the space ship and returns to Earth with the astronaut.
- 8 *floating in a most peculiar way:* Explain that there is no gravity in space, so you can't walk on the ground like we do on Earth. Your feet don't touch the ground. you float (almost like flying) in a strange (peculiar) way.
- 9 *tin can:* What does the space capsule look like from far below, on Earth? Does it look a bit like a can of fizzy drink?
- 10 *circuit's dead:* Ask how the radio connection between space and Earth works. Explain there is an electrical current connecting them. What happens when this electrical circuit 'goes dead'? Does it still work, or not? (Answer: not)

Play the recording. In pairs, students mark each verse A or GC. Check answers, playing and pausing the song again as necessary.

TAPESCRIPT

See the song on page 93 of the Student's Book.

Answers

Verse: 1 GC 2 GC 3 GC 4 A 5 A 6 A 7 GC

- b Students read through questions 1–6. Check any problems. In pairs or small groups, students answer the questions.

Answers

- 1 Because he is a famous person/astronaut.
- 2 It's the space capsule.
- 3 Out of the space capsule.
- 4 He is floating because there is no gravity in space.
- 5 Very calm (*I'm feeling very still*).
- 6 Probably he will die in space, as something has gone wrong.

If students still have problems with some of the vocabulary in the song, ask them to help each other work out the meaning, or look up the words in a dictionary.

- c  If students have enjoyed listening to the song, play the recording again and students can sing along.

Vocabulary notebooks

Students may find it useful to note down some of the vocabulary from the song in their notebooks.

How embarrassing!

8 Read and listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Fortune cookies: These are small Chinese cakes which contain a slip of paper, on which a prediction is made. They are often given at the end of a meal in a Chinese restaurant.

Warm up

Ask students to look at the pictures and the people. Ask them who the people are (Lucy, her parents and her brother, Rick). Then ask them to look at the title and predict what they think is embarrassing.

- a  Read through the questions with students. Students answer the questions quickly and find the answers to their predictions in the Warm up. Play the recording while students listen and check answers.

TAPESCRIPT

See the photo story on page 94 of the Student's Book.

Answers

- 1 A Chinese restaurant.
- 2 The end (because the bill has arrived).

- b Go through the example, if necessary. Students then work in pairs and complete the exercise. Check answers by asking different students to read out different sentences in the correct order.

Answers a 3 b 6 c 1 d 7 e 5 f 4 g 2

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

9 Everyday English

- a Read the expressions aloud with the class. In pairs, students find them in the photo story and decide who said them (and to whom). Check answers. Students then translate them into their own language.

Answers

- 1 The waiter to Dad
- 2 Lucy to Dad
- 3 Lucy to Dad
- 4 Mum to everyone
- 5 Mum to Dad

- b Students complete the sentences with the vocabulary from Exercise 9a. Do the first item as an example, if necessary. Remind students to read through the whole dialogue before deciding which expressions to use. Check answers.

Answers

- 1 the best bit
- 2 Anything else?
- 3 I don't believe it!
- 4 nonsense
- 5 How embarrassing!

Vocabulary notebook

Students should note down the expressions from the dialogue on page 95 under the *Everyday English* section.

OPTIONAL ACTIVITIES

Stronger classes

Students can write their own short dialogues, using the expressions in Exercise 9a, and then act them out in front of the class.

Weaker classes

They can act out the dialogues in Exercise 9b.

10 Write

Students can do the preparation in class, and complete the writing at home.

Ask students to read the model provided and point out the use of *will*, *won't*, *probably*, *hope to*, etc.

Students then work in pairs and discuss their ideas about their future job, family life, friends, house, money, car, etc. They make notes under each heading. Remind students that they must expand their notes when they do their final piece of writing.

Students can read each other's finished competition entries and vote for the winner.

Unit overview

TOPIC: Doing difficult things, not giving up

TEXTS

Reading and listening: a magazine article about a mountain climbing trip

Listening: to biographical information about Wilma Rudolph

Reading: a text about New Americans

Writing: an email to a friend, giving advice

SPEAKING

Describing actions

Re-telling a story

LANGUAGE

Grammar: too + adjective; Adverbs

Vocabulary: The weather

Pronunciation: /əʊ / go

1 Read and listen

BACKGROUND INFORMATION

Nepal: Or The Kingdom of Nepal is in Asia. It is bordered by China to the north and India to the west, south and east. The capital is Katmandu.

Himalayas: The Himalayan mountains are in the north of Nepal and include Mount Everest, the world's highest mountain.

Warm up

Ask students if they have ever been mountain climbing. If so, where? If not, would they like to? Who did they go with and how high was the mountain they climbed?

- a** Students look at the picture and answer the questions. They can discuss these in pairs, or you can ask the whole class for their ideas.

Answers

They are climbing a mountain. They could fall, there could be an avalanche, they could get caught in a snow storm, etc.

- b** Read through questions 1–3 with students and tell students to read the text through very quickly to find the answers to the questions. Now read the text slowly with the class for them to check their answers.

Answers

- Mountain climbers: Glen Stephens and his friends Gaby, Craig and Tom.
- In Nepal, in the Himalayas.
- There was an avalanche.

- c** Students look at the title of the text again and in pairs decide what it means. Ask for ideas from the class.

Answer

It means to continue doing something (with determination) despite having problems.

- d**  Read through the definitions with students. Play the recording for students to find the words to match them. Check answers.

Stronger classes: Could do this without listening and listen only to check.

Weaker classes: Pause the recording at the relevant points for each answer and play it again as necessary.

Answers 1 bitterly 2 suddenly

TAPESCRIPT

See the reading text on page 96 of the Student's Book.

- e** In small groups, students discuss the questions. Ask for class feedback.

OPTIONAL ACTIVITIES

You may want to ask some more general comprehension questions on the text:

- Why was it too dangerous to continue climbing?
- Why did they decide to continue?
- Why did they start falling?
- How far did they fall?
- How were they hurt?
- How many days later did they reach the top of the mountain?

Answers

- Because the weather was very bad, there was snow and it was bitterly cold.
- Because the weather got better.
- An avalanche started.
- 50 metres.
- Tom's leg was hurt and Gaby's arms were cut.
- Two days later.

Stronger classes:

Ask students to find the opposites of these words in the text:

- safe
- light
- late
- bad
- quiet
- easy
- energetic

Students can use dictionaries, if necessary.

- Answers** 1 dangerous 2 dark 3 early 4 good 5 loud 6 difficult 7 exhausted

2 Grammar

too + adjective

- a Read the sentences aloud and match the first one as an example with students. Students match the other items. Check answers. Then ask students to translate the underlined expressions into their own language. Do they notice any similarities or differences?

Now ask students to look at the adjectives in the second part of each sentence and ask them what they think the word *too* does to the adjective (it intensifies it). Elicit a few more adjectives and put them on the board, then elicit a few sentences from students using *too* + one of the adjectives on the board.

Answers 1 b 2 c 3 a

Language note: It may be useful to tell students that when we put *too* in front of an adjective it usually implies a negative meaning. Compare: *It was very dark to continue the climb.* / *It was too dark to continue the climb.* *Too* + adjective is often used in the construction *too* + adjective + infinitive, e.g. ... *too dark to climb.*

- b Go through the adjectives in the box with students and then the example. Students work in pairs or individually to complete the sentences. Check answers.

Answers 1 too difficult 2 too short
3 too expensive 4 too cold 5 too young

- c Read through the expressions in the box with students and go through the example. Remind students of the differences between using *very* and *too* with adjectives (see Language note above). In pairs, students complete the exercise. Check answers.

Answers 1 very big 2 too big 3 too heavy
4 very heavy 5 very old 6 too old

OPTIONAL ACTIVITIES

Ask students to find the opposites of the words in Exercise 2b. Check the answers by calling out one of the words in Exercise 2b and asking students to give you the opposite.

Answers
difficult – easy; tall – short; expensive – cheap;
cold – hot; young – old

Stronger classes

Give students some more adjectives, such as in the list 1–8 below. Ask them to find the opposites. Students can use a dictionary if necessary.

1 wide 2 new 3 beautiful 4 early
5 dark 6 dry 7 full 8 quiet

Answers

1 narrow 2 old 3 ugly 4 late
5 light 6 wet 7 empty 8 noisy

Grammar notebook

Students may find it useful at this point to note down the key points from this grammar section and any useful translations.

3 Vocabulary

The weather

- a Give students an example using the weather today, for example:

T: *What's the weather like today, Alberto?*

Alberto: *It's hot/cold etc.*

Then read through the weather expressions with students and tell them to match them with the pictures. Students can compare answers in pairs. Then play the recording for students to listen and check. Play the recording again, for students to repeat each expression.

TAPESCRIPT/ANSWERS

a 1 It's hot today.
b 4 It's cold today.
c 3 It's cool today.
d 2 It's warm today.

Language note: It may be useful to point out to students that English uses the verb *be* for weather expressions, e.g. *It's hot.* NOT ~~*It makes/does hot.*~~ Ask them to translate the expressions into their own language and compare them with English.

- b Students read through the weather expressions in the box. Check any problems. Go through the example with students. Students complete the exercise. Check answers.

Answers 1 foggy 2 snowing 3 cloudy 4 windy
5 sunny 6 raining

4 Grammar

Adverbs

- a Read through the examples from the text with students. If necessary, refer them back to the text where they can see each sentence in context. Write the headings *Adjectives* and *Adverbs* on the board. Look at the example sentences again and ask students the following questions: *How cold was it?* Elicit *bitterly*. Do the same for the other sentences: *How did his leg hurt?* (*badly*). *How did the snow fall?* (*heavily*). *How do they work?* (*hard*).

Explain to students that adverbs describe adjectives. Ask them to look at each adverb and try and work out which adjective they come from (*bitter, bad, heavy, hard*). Read through the rule with students and then students complete it. While they are doing this put the adverbs and the elicited adjectives they come from on the board. Check answers. To check understanding at this point, call out a few adjectives and ask students for the adverb (e.g. *quick – quickly, soft – softly*).

Answers

verbs; -ly; i; -ly

- b** Refer students back to the text on page 96 and tell them to go through it and find examples of adverbs. Students can compare answers in pairs. Ask some pairs to read out their answers to the class.

Answers

Para 1: ... *they like to play hard* ...

Para 2: ... *but suddenly, it changed* ...

Para 2: ... *so they started early* ...

Para 3: *Luckily, their ropes* ...

Para 3: *They stood up slowly*.

At this point you can ask students to work out which adjectives these adverbs come from.

Answers

hard — hard, sudden — suddenly, early — early,

lucky — luckily, slow — slowly

- c** Read through the tables with students and go through the regular and irregular examples with them. Using the information from Exercises 4a and b, students now complete the tables. Check answers.

Answers

Regular adverbs: badly, loudly, quietly, luckily, easily

Irregular adverbs: early, hard

- d** Students read through sentences 1–5. Check any problems. Go through the example with them, eliciting the second adverb (*well*). Remind students to read the whole sentence and to look carefully at the second sentence since they will find the information there to help them choose their adverb. Check answers.

Answers 1 well 2 quietly 3 late 4 slowly
5 hard

OPTIONAL ACTIVITY

In small groups or in front of the class, students can act out some mini-scenes with adverbs. The other students have to guess the whole sentence or the adverb. Set a time limit of one minute for students to guess the answers. Students get one point for guessing the correct adverb and two points for guessing the whole situation correctly. The group/student with most points is the winner.

Example sentences/situations (or students can provide their own):

- *eating a banana slowly*
- *arriving late for your class*
- *speaking English quickly*
- *singing loudly in the shower/bath*
- *walking quietly out of the house*

5 Speak

- a** Read through the three questions with students. If necessary, do the first question and answer as an example. For example:

T: *Silvia, do you get up early or late?*

Silvia: *I get up early. I get up at 6:30.*

Then, in pairs, students ask and answer. Do not ask for feedback at this stage.

- b** Read through the adverbs in the box and go through the example dialogue first. Students then continue from Exercise 5a, asking and answering about other things they can do. Remind them to use present simple tenses when asking and answering. Set a time limit for this. After a few minutes, swap pairs and students can give information about their partner to a new partner, e.g. *Silvia gets up early and she can speak English well. She can't play the piano well but she can sing.*

Grammar notebook

Students should copy down the Adjective and Adverb tables from this unit and learn the adverbs. They can ask a partner to test them on the adverbs.

6 Pronunciation

/əʊ/ (go)

- a**  Drill the word *go* a few times and check students are clear how it is pronounced. If students are having problems with this sound, show them how to make their lips very round as in the English exclamation *Oh!* and practise a few more times. Play the recording for students to repeat each word.

TAPESCRIPT

show, no, clothes, rope, homework, houseboat, snowing

- b**  Students read through sentences 1–6. Explain that they will listen to the recording and they must underline the /əʊ/ sound in each sentence where it occurs. Do the first item as an example aloud if necessary.

TAPESCRIPT/ANSWERS

- 1 Only a few more metres!
- 2 They stood up slowly.
- 3 They decided to go on.
- 4 The snow was bitterly cold.
- 5 Sorry! I broke the window.
- 6 A: Who's on the phone?
B: I don't know.

7 Listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Wilma Rudolph: She was born on 23 June, 1940. Her father had eleven children from a first marriage and she was the fifth of eight children in his second marriage. She contracted polio at the age of four and lost the use of her left leg. She was the first American woman runner to win three gold medals in the Olympic Games. In the 1960 Olympics she made history in Rome when she was the first American woman to win three gold medals in track and field events. There is more information about her in the tapescript.

Bill Clinton: Born William Jefferson Blythe on 19 August, 1946, he became the 42nd president of the USA in 1992. A Democrat, he studied at Georgetown University and also at Oxford University, UK.

- a Read the instructions with the class and ask students to look at the photos. Ask them who they think Wilma Rudolph was. (She was a black American athlete in the 1960s.)

They work in pairs to predict the correct order of the pictures. Do not check answers at this stage.

- b  Now play the recording. Students check or change their order, if necessary.

Weaker students: It may help to pause the recording after each answer.

TAPESCRIPT

Amy ... so I have to find out about a sportsperson, and ... well, I don't know who to write about.

Mother I know someone you can choose.

Amy Who?

Mother Wilma Rudolph.

Amy Who?

Mother Wilma Rudolph. She was a great runner and a really interesting woman.

Amy Tell me about her.

Mother Well, she was born in Tennessee in the USA in 1940 and her family were very poor. When Wilma was a baby, she got a very dangerous illness called polio. She didn't die, but she couldn't walk very well and when she was five, she started to wear a metal thing – a brace – on her leg, to help her to walk.

Amy Hang on – you mean she couldn't walk when she was young, but she became a great runner?

Mother That's right. Every day her parents helped her to walk. And when she was 11 ... well, one day, when she was in church, she just took off her leg brace, and started walking.

Amy Wow!

Mother Then she got interested in sport, especially running. And when she was 14, she got a sports teacher to help her, and she worked very hard and she became a really good runner. So in 1956 she went to Australia, to the Olympic Games, and she won a bronze medal in the relay race. And she was only 16, remember.

Amy Brilliant!

Mother Hang on, that's not all. She kept running – her dream was to win a gold medal – and four years later, in 1960, she went to Rome and she won three gold medals for running.

Amy What an amazing woman. Huh! Is she still alive?

Mother No, she died in 1994. But before that, after she stopped running, she became a school teacher when she was about 25. And in 1993 – I think it was 1993 – she got a special prize from the president, Bill Clinton, remember him?

Amy Yes, Mum, I *do* know who President Clinton was!

Mother OK, fine. Well, there's someone you can write about for your project.

Amy Yeah, maybe I will. So, tell me again ... she was born in 1940 ...

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

- c  Play the recording again, pausing it at the point where the first age/date is mentioned. Students write the date or age, as in the example. Continue playing the recording. Check answers, replaying the recording as necessary.

Answers

- a 11 years old
b 1956 and 16 years old
c 1960
d 1993
e 25 years old
f 5 years old
g 1940
h 14 years old

8 Speak

Using the pictures in Exercise 7 and the information in Exercises 7b and c, students talk about Wilma Rudolph. They can work in pairs, and try to remember as much about her life as possible. Ask several pairs to tell their stories to the class, and see if anyone can add any details.

Culture in mind

9 Read

If you set the background information as a homework research task ask students to tell the class what they have found out:

BACKGROUND INFORMATION

John F. Kennedy: Born 29 May, 1917 in Brookline, Massachusetts. He was the 35th president of the USA from 1960 until his assassination in 1963.

Irish migrants: It is estimated that 1,600,000 Irish people emigrated to the USA between 1847 and 1854 as a result of the Great Potato Famine of 1845–49.

Warm up

Ask students if they know anyone who has emigrated. If so, where did they go and why? This can be done in L1 if necessary.

- a Students read the questions and look at the photos and the people in them. They then read the text quickly to check their predictions. Remind them that they don't need to understand every word of the text.

- b Pre-teach the following vocabulary if necessary or ask stronger students to look up the words in a dictionary (some of these items will be dealt with in Exercise 9c): *jobs, opportunities, migrant, country, farm, strange, determined, succeed, look down on, newcomers, share, apartment, crowded, building, manual, skyscraper, gradually, successful, business, enrich, strengthen, fabric.*

Read through sentences 1–6 with students. Check any problems. Go through the first item with them as an example. Remind students in a multiple-choice activity they should find the correct place in the text for the answer and check all the possibilities first with the information in the text. Students can check answers in pairs and then give feedback to the class.

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

- c Read through items 1–6 with students. Do the first item with them as an example. Students complete the exercise. Check answers.

Language note: *Apartment* is the American English word for a flat and *skyscraper* is also an American English word.

Answers 1 century 2 returned 3 newcomers
4 apartments 5 manual 6 skyscrapers

Vocabulary notebook

At this point students should note down any new vocabulary from the text in their notebooks.

10 Write

- a Students read the question and then Spiros's email. Check any vocabulary problems.

Answer

Because he's finding English very difficult and he's getting terrible test results.

- b This can be set for homework. Read through the expressions in the box and check students understand how and when to use them. Then look at the start of the email reply with students and explain that they must continue the reply using the expressions from the box. Students plan their reply and complete the exercise in class or at home.



Module 3 Check your progress

1 Grammar

- (a) 2 more difficult 3 easiest 4 worst 5 bigger
6 better 7 worse 8 most important
- (b) 2 's meeting / is meeting Gerard in a café.
3 are going to the cinema.
4 are having lunch.
5 she's doing / is doing her homework.
6 her cousins are arriving from Canada.
- (c) 2 'll stay / will stay 3 'll become / will become
4 won't rain 5 Will; go 6 won't be
- (d) 2 badly 3 easy 4 well 5 slowly 6 loud
7 slow; late

2 Vocabulary

- (a) 1 communicate 2 mean 3 imitate 4 translate
5 accent 6 guess; look up
- (b) in/on water: windsurfing, snorkelling, canoeing,
sailing
not in/on water: camping, horse-riding, sightseeing,
cycling, sunbathing
- (c) Across: Down:
5 raining 1 sunny
7 cloudy 2 warm
8 cold 3 foggy
 4 windy
 6 hot
 7 cool

3 Everyday English

- 2 nonsense 3 the best bit 4 believe it
5 embarrassing 6 anything else

How did you do?

Check students' results with them and if necessary
give students extra practice in weaker areas.

Module 4

The things people do!

YOU WILL LEARN ABOUT ...

Ask students to look at the pictures on the page. Ask students to read through the topics in the box and check they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 *Have you ever seen a gorilla?*
- 2 *Do you think customs in China are very different from your country?*
- 3 *Do you know any world records?*
- 4 *What do you do at New Year?*
- 5 *Who was Elvis Presley?*
- 6 *What does a tourist need to know about British customs before they visit the country?*

In small groups, students discuss which topic area they think each picture matches.

Check answers.

Answers

- 1 A meeting with a gorilla.
- 2 Different cultures
- 3 Amazing records
- 4 New Year celebrations and resolutions
- 5 The fans of Elvis Presley
- 6 Tips for tourists in Britain

YOU WILL LEARN HOW TO ...

Use grammar

Go through the example with students. Stronger students should be able to continue with the other items on their own or in pairs.

Weaker classes: Put the grammar headings on the board and give an example of your own for each item, e.g. *You must do your English homework every weekend. You shouldn't watch TV when you're doing your homework. What's your new teacher like? If I don't do my homework, I won't pass my exam. Have you ever been to London?*

In pairs, students now match the grammar items in their book. Check answers.

Answers

be going to: I'm going to get fit.

must/mustn't: You must remember to feed the dog.

should/shouldn't: You shouldn't arrive late.

What's it like?: What's the new girl like?

First conditional: If I don't move, he'll go away.

Present perfect + ever/never: I've never been to Paris.

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. Now ask students if they can think of one more item for the *Phrasal verbs* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Accept suggestions in L1 and translate them into English as necessary. Some possibilities are:

Phrasal verbs: (Unit 5) *climb up, pick up, put on, get in, come down, put down, take off, get out, work out, take away, keep (something) up*

Personality adjectives: *sensible, nice, happy, sad, funny*

Opinion adjectives: *brilliant, wonderful, terrible, great*

Animals: *cat, dog, zebra, rhino, gorilla, monkey, giraffe*

Unit overview

TOPIC: Intentions and resolutions

TEXTS

Reading and listening: about New Year's resolutions

Reading and listening: about an unlucky day

Writing: a reply to an email about New Year

Reading and listening: photo story: *A birthday party*

SPEAKING

Talking about future intentions

Making offers

LANGUAGE

Grammar: *be going to*: intentions and predictions;

must/mustn't

Vocabulary: Phrasal verbs (2)

Pronunciation: *must/mustn't*

Everyday English: Making offers using 'll

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

BACKGROUND INFORMATION

New Year's Eve: In Scotland this is called *Hogmanay*. It is traditional to sing the Scottish song *Auld Lang Syne* at midnight. The song was written by Robert Burns (1759–1796), a famous Scottish poet. Another new year tradition associated with Scotland is that of 'first footing' – people visit the houses of friends and relations to continue the celebrations after midnight and sometimes take small gifts! It is supposed to be good luck to be the first person in someone's house after midnight.

Auld Lang Syne: This was a song written by Robert Burns (1759–1796), a famous Scottish writer and poet. The chorus is the most famous part of the song and the song itself describes how people come together and remember the past and look forward to the future. *Auld Lang Syne* means 'times gone by'. The words of the chorus are as follows:

*For Auld Lang Syne, my dear,
For Auld Lang Syne,
We'll tak a cup of kindness yet
For the sake of Auld Lang Syne.*

Warm up

Ask students what they did last year / usually do at New Year. Do they have certain traditions they always carry out at New Year?

- a Read the question with students and then ask them to read the text quickly to check their ideas. Remind them that they don't need to know every word in the text in order to answer the question. Check answers.

Answer

They have parties in their homes or in the streets and sing songs.

- b Students read through the words/phrases. Do the first one with them as an example, locating the relevant point in the text. Students complete the exercise. Check answers.

Answers 1 New Year's Eve 2 midnight 3 dawn

- c  Pre-teach *New Year's resolutions*, giving an example of your own. Check students understand they are going to listen to the teenagers in the photo talking about New Year's resolutions. Students read through resolutions 1–6. Check understanding. Play the recording, pausing it after the first item and asking students who said it. Elicit *Mark* and explain that they must write *M* in the box. Continue with the recording while students complete the exercise. Check answers, playing and pausing the recording as necessary for students to check or change their answers.

TAPESCRIPT

Annie Well, here we are – the first of January, a new year. Have you got any New Year's resolutions, Mark?

Mark Yes! I'm going to be more healthy this year.

Annie Yeah? How? What are you going to do?

Mark No more chocolate, for a start. I'm going to give up chocolate completely. From now on, it's going to be healthy food for me. I'm going to eat fruit every day. Also I'm going to take up scuba diving. I'm really determined to do that.

Annie Well, I've got two resolutions. First, I'm going to organise my life better. I'm going to clean out my room and throw away all my old papers and rubbish. It's going to be a totally new working environment!

Mark Oh, yeah, Annie. Can I believe this? What's your other resolution?

Annie Well, it's to do with my sister. We have arguments all the time, and we both get really angry and upset. But this year we're going to talk more and work out our problems.

Mark Do you think you can keep it up?

Annie Well, we're going to try, anyway.

Mark Good. I think it's going to be an interesting year.

Answers 1 M 2 M 3 A 4 M 5 A 6 M

OPTIONAL ACTIVITY

Students in small groups discuss New Year's resolutions they have made. If so, what were/are they? Have they been able to keep them? If not, why not?

2 Vocabulary

Phrasal verbs (2)

- a**  Ask students if they can remember what phrasal verbs are. Elicit a few examples from the ones they saw on the Module opener page or in Unit 5. Students read through verbs 1–5 and the definitions. Do the first item with them as an example, if necessary. Students complete the exercise. Check answers. Then play the recording for students to listen and repeat the phrasal verbs. To check understanding at this point, give an example of your own and ask a few students to give you examples for the other verbs. Ask students which verb is usually associated with New Year's resolutions (*give up*). Remind them of Mark and Annie's conversation in Exercise 1c.

TAPESCRIPT

- 1 take up
- 2 give up
- 3 throw away
- 4 work out
- 5 keep up

Answers 1 b 2 d 3 a 4 e 5 c

- b** Students read through sentences 1–5. Go through the example with them, substituting all the other verbs and showing them why *give up* is the only possibility. Students complete the exercise. Remind them to use the correct form of the verb. They compare answers in pairs and then give feedback to the class.

Answers 2 worked out 3 took up 4 keep; up
5 threw; away

Language note: Explain to students that some phrasal verbs can be split and a pronoun can be inserted between the first and second part. Highlight this using items 4 and 5 from Exercise 2b. This is not possible with all phrasal verbs and has to be learned.

OPTIONAL ACTIVITIES

Stronger students

Call out a list of verbs and ask students to give you the relevant particle to go with them to make them into phrasal verbs.

Weaker students

They can work in pairs. Write these verbs down and look them up in a dictionary to find the various particles.

Climb (up/down)
Turn (up/down/around)
Work (out)
Take (up/down/in/out)
Keep (up/in/out)

Vocabulary notebook

Students should note down the phrasal verbs from this unit in their *Phrasal verbs* section.

3 Grammar

be going to: intentions

- a** Books closed. Ask students if they can remember the dialogue between Mark and Annie in Exercise 1c. Ask them: *Who is going to be more healthy?* (Mark). *Who is going to be more organised?* (Annie). Then ask: *Were Mark and Annie talking about the past or the future?* (future). Explain that they were talking about future intentions and elicit the form of *be going to* which was used. It may be useful to write this on the board at this stage. Students now open their books at page 107. Read through the Rule box in Exercise 3a with them and check they understand. You can do this by asking them a few questions, e.g. *Alicia, are you going to do your homework tonight?* and elicit the short answer, *Yes, I am. / No, I'm not.* Students now complete the grammar table. Check answers.

Answers

Negative: aren't; isn't

Questions: Are; Is

Short answers: am; are; isn't

- b** Read through the words in the box with students and check understanding. They should remember most of these from the dialogue in Exercise 1c.

Students read through items 1–6. Go through the example with students, asking why *are going to* is used (because it is a plural subject) to check students have remembered all the forms of *be*. Students complete the exercise. Remind them to change any pronouns as necessary to match the subject. Check answers.

Weaker classes: They may find it useful to listen to Exercise 1c dialogue again before starting this exercise.

Answers

- 2 isn't going to be untidy
- 3 are going to work out their problems
- 4 is going to stop arguing with her sister
- 5 isn't going to eat unhealthy food
- 6 Mark: Are; going to throw away your rubbish
Annie: am

OPTIONAL ACTIVITY

If it is appropriate, you could ask the groups to think of class resolutions which could be set for this year / the rest of the year. In small groups, students discuss

the areas where they could be better as a class and write down at least two intentions using *going to*. Groups then give feedback and the class can vote on the best intentions. These could then be decorated and displayed on the walls.

be going to: predictions

- c** Read through the rule with students and give them another example of your own (e.g. *Look at those black clouds. It's going to rain soon.*). Check students understand that this is prediction because there is present evidence. Students read through items 1–6, then go through the example with them. Students complete the exercise. Remind them to use short forms where possible. Check answers.

Answers

- 2 isn't going to be / is not going to be
 3 're going to love / are going to love
 4 're going to be / are going to be
 5 isn't going to get / is not going to get
 6 Are; going to win

- d** Students look at the pictures and read through sentences 1–6. Explain that they must match one sentence with each picture. Do the first one as an example, if necessary. In pairs, students complete the exercise. Check answers.

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

- e** This can be done for homework. Read through the instructions with students. Do the first item with them as an example. In pairs, students complete the exercise. Check answers.

Answers 1 P 2 I 3 P 4 I 5 F 6 I

4 Speak

- a** In pairs, students discuss their intentions.
Weaker classes: If necessary, elicit a few ideas about possible intentions and put them on the board, e.g.:
This evening / Next weekend: watch TV, do homework, go to the cinema, listen to music, go to a café
Next holiday: Spain / Greece / parents' village / grandparents' village / Britain / America
- b** Pairs now work with a new partner and tell them what their first partner's intentions are. Ask for some pairs to give feedback to the rest of the class. If there are any interesting intentions, discuss them further with the class.

5 Read and listen

- a**  Students look at the top picture and decide what they think Simon's parents want him to do. Elicit a few predictions. Students now read through the dialogue quickly; check any problems. Play the recording while students listen and check their answers. Were any of their predictions correct?

TAPESCRIPT

See the dialogue on page 108 of the Student's Book.

Answer

Post a letter and feed the dog.

- b**  Read through the questions with students. They look at the second picture to find the answers. Play the recording for students to check answers.

TAPESCRIPT

Mother I can't believe it. I'm never going to leave you alone in this house again!

Simon Oh, Mum, listen ...

Mother Well, just look at the dog. She's really hungry! Come on, Blackie.

Simon I know. I'm sorry, but ...

Mother You didn't even post the letter! And it was important, you know that.

Simon Look, Mum, you don't know what happened.

Mother Happened? Tell me, then.

Simon Well, when I left the house to post the letter, I heard someone shouting for help. It was Mr Smith next door.

Mother Oh, really? What was the problem?

Simon Well, he fell over and he really hurt himself. He couldn't stand up, and he was in a lot of pain.

Mother Oh, I'm sorry, Simon. Oh, the poor man. What did you do?

Simon Well, I called the ambulance, but that was only the beginning. When the ambulance arrived, I was going to post the letter – but then I realised I didn't have any money. So I went back to the house to get some money, and guess what? The door was closed, and the key was inside. So I couldn't get in!

Mother Oh dear!

Simon So I had to cycle to Grandma's place to get a key. And then ...

Father I can't believe it!

Mother It's OK, Richard. Just listen to his story first.

Father Sorry, no time for stories.

Mother What's going on?

Father It's awful. The car's locked, and the key's inside the car!

Mother Oh, no!

Answers

- 1 She's going to be angry with Simon. He hasn't posted the letter or fed the dog.
 2 He didn't do what she asked because he was helping Mr Smith.

- c**  Write the letters a–g on the board. Remind students of the dialogue in Exercise 7b when Simon's parents return. Ask them: *What did Simon do first?* (He left the house to post the letter.) Write the number 1 beside e on the board. Explain that students must now order the other sentences. Play the recording again.

Students compare answers in pairs. Ask for volunteers to come out and order the sentences/items on the board. Play the recording once more, pausing after each answer if necessary.

Answers a 4 b 6 c 7 d 2 e 1 f 5 g 3

- d** In small groups, students discuss an unlucky day they have had. Remind them to use the past simple when re-telling their stories to the rest of the class.

Weaker groups: It may help them to elicit some prompts and put them on the board, e.g. *When was it? Who were you with? Where were you? What were you doing? What happened?*

OPTIONAL ACTIVITY

Students can write out their unlucky day stories for homework.

6 Grammar

must/mustn't

- a** Read through the example sentences with students. Ask students why Simon's mum asked him to do these things (because they were important). Now students read through the Rule box and the grammar table and complete the table. Check answers. To check understanding at this point give an example of your own and elicit a few more from students, e.g. *I must remember to go to the supermarket after school today. Maria, is there anything you must remember to do today?* etc.

Answers

Positive: must

Negative: mustn't

- b** Students read through the verbs in the box and look at the pictures. Go through the example with them. Students complete the exercise. Check answers.

Answers 2 must practise 3 mustn't miss
4 mustn't say 5 mustn't touch 6 must listen

7 Pronunciation

must & mustn't

- a** Read out the first sentence, making sure that the stress on *must* is clear. Ask students which word was stressed in the sentence (*must*). Read through the instructions and the other sentences with students. Play the recording. Play the recording again, for students to repeat.

TAPESCRIPT

I must go to the post office later.

You must work harder.

You must come to my party!

We must go home now.

Answers

Sentences 2 and 3. Because it is important that these things are done.

- b** Drill the pronunciation of *mustn't* /ˈmʌsnt/ a few times. Play the recording for students to listen and repeat.

TAPESCRIPT

You mustn't eat that!

We mustn't forget.

You mustn't drive too fast.

I mustn't be late.

- c** Refer students back to the sentences they completed in Exercise 6b. In pairs, students take turns to read the sentences to each other and check their pronunciation. Monitor and drill *must/mustn't* if more practice is necessary. Play the recording for students to listen and check their pronunciation.

TAPESCRIPT

1 I mustn't be late for school.

2 You must practise more often.

3 We mustn't miss the beginning of the film.

4 I mustn't say anything stupid!

5 You mustn't touch it.

6 You must listen to this CD – it's great!

A birthday party

8 Read and listen

Warm up

Ask students if they have birthday parties. If so, what do they do? Students then look at the photo story. Ask them who features in this story (Lucy and her mum) and ask them to predict what they might be discussing.

- a** Students read the photo story and answer the questions. Play the recording for students to check their answers and their predictions from the Warm up. Were any of their predictions correct?

TAPESCRIPT

See the photo story on page 110 of the Student's Book.

Answers

She's not happy about her parents being there or about the time they'll be back / the time the party will finish.

- b** Students read through the sentence parts. Do the first one with them as an example. Students complete the exercise. Students compare answers in pairs. Check answers. Play the recording again, if necessary.

Answers

a at 10.30 in the evening. 5

b she doesn't want her parents to be at the party. 3

c 16 next week. 1

d to go out for the evening. 4

e to have a barbecue at home. 2

f too early for the end of the party. 6

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

9 Everyday English

- a Students read the instructions and sentences 1–3. Do the first one with them as an example, if necessary. Check answers.

Answers

- 1 Simon to his mum (Exercise 5a).
- 2 Lucy's mum to Lucy.
- 3 Lucy's mum to Lucy.

- b Read through the sentences with students and check any problems. Go through the example with them. Students complete the exercise. Remind them to read each item carefully and look for any clues in the other part that will help them match the offers. In pairs, they compare answers. Check answers.

Answers 2 e 3 b 4 a 5 f 6 d

- c Students read through the verbs in the box and look at the pictures. Students use the verbs in the box to write an offer for each picture. Do the first item with students as an example, if necessary.

Answers 1 I'll answer 2 I'll fix 3 I'll help
4 I'll pay

10 Write

This exercise can be set for homework. The planning can be done in class and the email written up at home. Remind students how Scottish people celebrate New Year (see Background information at the start of this unit). Explain that Jessie is from Scotland and has written this email. Students read through Jessie's email; check any problems. To remind students how to structure their reply ask them to match each item to a paragraph in Jessie's email. Students then complete the exercise. Collect these in to mark or students can swap with a partner and the partner can correct their email.

Answers

- Jessie's New Year's Eve: para 2
Jessie's New Year's resolution: para 3
A resolution made by someone in Jessie's family:
para 3
What Jessie's doing this week: para 4

Unit overview

TOPIC: Customs around the world; Advice

SKILLS

Reading and listening: about a magazine quiz and people discussing different cultures

Reading: a text with travel tips for people visiting Britain

Writing: a letter or email to a penfriend about to visit your country

SPEAKING

Giving advice and recommendations

Talking about what people/things/places are like

LANGUAGE

Grammar: *should/shouldn't*; *What's it like?*

Vocabulary: Personality adjectives; Adjectives for expressing opinions

Pronunciation: Silent consonants

1 Read and listen

If you set the background information as a homework research task ask students to tell you what they found out.

BACKGROUND INFORMATION

Photos show:

Brandenburg Gate, Berlin, Germany: Built 1788–91. From 1961–89 it was located in no-man's land between East and West Berlin and became a symbol of a divided city. In 1989 the borders between the two German countries were opened and the gate became the centre of German reunification.

The Great Wall, China: Over 2,000 years old, it is about 6,000 km long and up to 7.8 m high.

Big Ben, London: Big Ben is the name of the bell inside the tower, not the tower itself. Part of the Houses of Parliament, the clock dates back to 1858.

Mecca, Saudi Arabia: Birthplace of the prophet Mohammed and the religion he founded. Mecca is the centre of the Islamic world. It is estimated that each year, 2–2.5 million Muslims from around the world make a pilgrimage to Mecca.

Temple of the Emerald Buddha, Bangkok, Thailand: The temple was constructed to house what Thais consider to be the most sacred of all Buddhist images, the Emerald Buddha.

Mount Fuji, Japan: One of the most famous volcanoes in the world. Mount Fuji is 3,500 m above its surrounding plain. Its most recent eruption was in 1707–08.

Blue Mosque, Istanbul, Turkey: It was built by Sultan Ahmet in 1609 and took seven years to complete. It is called the Blue Mosque because of the beautiful blue Iznik tiles which decorate the inside.

The Taj Mahal, India: The building is in fact a tomb, as well as a 'symbol of eternal love'. It was built by the 5th Mughal emperor, Shah Jahan, in 1631 in memory of his second wife, Mumtaz Mahal, a Muslim Persian princess who died while giving birth to their 14th child.

Warm up

Ask students to look at the pictures and the title of the unit and the text. Ask them what they think the unit will be about (customs around the world). Check they understand the word *culture* in this context (the customs and attitudes that have developed in a particular country, influenced by the religion, history, etc. of that country).

- a This activity will help them to understand the meanings of any difficult words. Go through the first one as an example with students. If necessary, students can check the words in their dictionaries, or ask you. Students work in pairs and match the pictures and the words. To check students understand you could mime *bow* and *cow*, touch the top of your head, indicate your pocket, point to an item made of leather and elicit the correct answers.

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

OPTIONAL ACTIVITY

Before you do Exercise 1b, ask students the following questions to increase interest in the topic:

Where are the following countries? (If possible, students should point them out on a map or explain exactly where they are): Thailand, Japan, Saudi Arabia, Turkey, India, China, Germany, England.

Refer students to the photos a–h. Can they name the famous places? What do they know about them? They can do this in L1 if necessary.

- b In pairs, students read through the sentences and try to match them with the countries. Explain that it doesn't matter if they don't know the answers as they'll find out when they listen to the recording; the aim is to get them to read the text and try to predict. Encourage students to guess the meaning

from context and check any words or phrases they don't know in their dictionaries. Do the first item with them as an example, if necessary.

- c**  Play the recording for them to listen and check answers.

TAPESCRIPT

Boy Did you know that in Japan, children usually bow to their teacher when he or she enters the classroom?

Girl Yes, I know. It's polite to bow.

Woman My Chinese friend says you shouldn't give someone a clock in China.

Man Why not?

Woman It's bad luck, I think.

Man Apparently in Saudi Arabia you shouldn't give a toy dog as a present. In fact, you shouldn't give someone a card with a dog on it.

Woman Really?

Man Yes, it's in this book I'm reading about Saudi Arabia.

Boy Here in Turkey you shouldn't cross your arms when you're talking to someone.

Girl Oh?

Boy Yes, for Turkish people crossing your arms looks rude and unfriendly.

Girl I'm going to Germany next month. Is there anything I should remember?

Boy Well, one thing: if someone invites you for dinner, you should try not to be late. It isn't polite to come late.

Girl Oh, OK. In England it's usual to arrive a bit late. But only about five or ten minutes.

Man It says here that in Thailand you shouldn't touch the top of someone's head.

Woman That's interesting.

Man Apparently it's not polite.

Girl I want to buy a present for my Indian friend. What should I get?

Man Well, you shouldn't get anything made of leather. For the Hindus in India, cows are sacred.

Answers

- e
- b (the sound for *clock* is the same as the sound for *death* in Chinese characters)
- d
- g
- c (although it's not rude to arrive on time, many people think it's more polite to be 5–10 minutes late to give the host/hostess time to make final preparations)

- a (most Germans are good time-keepers and would consider it rude if you arrived late)
- f (the top of the head is considered the most sacred part of the body in Thailand)
- h (the cow is considered a sacred animal in India and is therefore not usually killed for meat or hide)

OPTIONAL ACTIVITY

Ask the class which of the customs they found most interesting or surprising. Ask what customs there are in their own country that might be 'new' to foreigners, e.g. How do they normally greet friends or strangers? Do people shake hands when they meet, or do they embrace (put their arms around each other)? Are there any 'rules' foreigners should know about when they have a meal in the students' country?

2

Grammar

should/shouldn't

- a** Read through the example sentences with the class. Books closed. Write the example sentences on the board, but with the target language gapped (*should/shouldn't*). Can they remember which words go in the spaces and what they mean? Ask students to quickly find more examples of *should* and *shouldn't* in the quiz on page 112 and underline them.

Read the rule with the class. Make sure students are clear that we usually use *should/shouldn't* when we are giving advice to someone.

- b** Students complete the grammar table. Point out that *should* is a modal verb and explain that we don't need to add *do* or *does* to make questions or negatives. Ask them what other modal verbs they can think of (*can, will, must, might, etc.*).

Answers

Negative: shouldn't

Short answers: should; shouldn't

- c** Students read through the verbs in the box and items 1–6. Go through the example. In pairs, students complete the exercise. Check answers by asking pairs to read one of their dialogues to the class.

Answers 2 should watch 3 Should; go; shouldn't watch 4 should go 5 Should; wear; should wear 6 shouldn't go

3

Speak

Divide students into pairs.

Weaker classes: It might be an idea to let all the Student As read Student A's role card together in pairs, so that they can discuss 'their problem' and possible solutions. Student Bs can work together and do the same with 'their' problem (see Student's Book pages 113 and 137).

Stronger classes: If your class is strong enough, you can write examples of some other ways of giving advice on the board, and encourage students to use these structures as well, e.g. *If I were you, I'd ... Why don't you (talk to your parents)? What about (talking to your parents)?*

Student A works with Student B and, taking turns, they tell each other about the problem on their role card and give each other advice, using *should/shouldn't*.

Ask several pairs to demonstrate their roleplays to the class. Find out what everyone thinks of the advice they were given.

4 Vocabulary

Personality adjectives

- a  Students read through the adjectives in the box. Play the recording, for students to listen and repeat each adjective. Make sure students are stressing them in the correct place.

TAPESCRIPT

kind, hard-working, polite, honest, organised, cheerful, relaxed, friendly

OPTIONAL ACTIVITY

Stronger classes

Before going on to the next exercise, ask students if they can give definitions of the words.

A kind person ... (helps other people and thinks about their feelings).

A polite person ... (always says please and thank you).

- b In pairs, students read the sentences and use the adjectives in the box in Exercise 4a to complete them.

Weaker classes: Do the first two or three examples with the whole class first. This exercise should help them work out the meaning of the adjectives, so don't worry if they are new to the students.

Encourage students to use their dictionaries, if they have them, and to help each other.

Answers 1 cheerful 2 honest 3 relaxed
4 hard-working 5 organised 6 kind 7 friendly
8 polite

- c  Write the adjectives from Exercise 4a on the board. Students read through the adjectives in the box. Ask them if they can see any words which are similar to the adjectives in Exercise 4a (*dishonest, unfriendly, unkind, disorganised*).

Elicit from students that by adding the prefixes *dis-* and *un-* these adjectives are the opposites of the ones in Exercise 4a. Go through the first item with students and then students match the other adjectives to the pictures. Students check answers in pairs. Then play the recording for students to check or change their answers. Play the recording again, for students to repeat.

TAPESCRIPT/ANSWERS

1 disorganised	5 lazy
2 rude	6 miserable
3 unkind	7 unfriendly
4 dishonest	8 nervous

- d Remind students of the opposite adjectives they matched in Exercise 4c. Ask them to put them into the table. Students now go through the other adjectives in Exercise 4c and try and match them to their opposites.

Answers 1 unkind 2 miserable 3 rude
4 dishonest 5 disorganised 6 nervous 7 lazy
8 unfriendly

Language note: Check students put the correct stress on the adjectives when a negative prefix is added: *happy* – *unhappy*.

OPTIONAL ACTIVITY

Stronger classes

Ask students to underline the prefixes in the adjectives in Exercise 4d. Give them the adjectives suggested below, without the prefixes, and ask students to make their opposites, using one of the prefixes they have underlined (*un-* or *dis-*):

(un)attractive, (dis)contented, (un)important, (un)exciting, (dis)pleased

Vocabulary notebook

Students should note down the table of adjectives from Exercise 4d and add any new adjectives when they come across them.

5 Pronunciation

Silent consonants

- a  Students read through words 1–7. Do the example with them. Play the recording for students to listen and repeat. Students then underline the silent consonants in each word. Check answers.

TAPESCRIPT/ANSWERS

1 honest 2 should 3 schhool
4 write 5 climb 6 know 7 two

- b  **Stronger classes:** They can underline the silent consonant in words 1–6 without listening first.
Weaker classes: Play the recording, pausing after each word for them to underline the silent consonant. Play the recording again for students to check their answers, then play it again for students to repeat.

TAPESCRIPT/ANSWERS

1 shouldn't 2 Thailand 3 foreign 4 listen
5 island 6 fascinating

- c**  Students read through the sentences then listen and repeat them. Play the recording again.

TAPESCRIPT

- 1 They should go to school.
- 2 I speak two foreign languages.
- 3 I know he's an honest person.
- 4 It's a fascinating island.
- 5 You shouldn't climb on the wall.

OPTIONAL ACTIVITY

Ask students to think of as many more words as they can with silent letters.

Example answers

knife, autumn, often, climb, hour, should, wrong, science

6 Grammar

What's it like?

- a** Ask students: *What's the weather like today? (It's sunny, cloudy, etc.)* Then ask them: *What was the weather like yesterday? (It was sunny, cloudy, etc.)* Elicit the difference between the two questions (*one is present, one is past*). If students are still not sure about this difference, ask a few students questions, e.g.:

T: Pietro, what was your last holiday like?

Pietro: It was good/bad, etc.

Students now read through questions 1–5 and answers a–e. Go through the first item with them as an example. Students complete the exercise. Check answers.

Answers 1 d 2 e 3 a 4 c 5 b

- b** Read the instructions with students and students complete the table. Make sure students understand when we use *is/are* and when we use *was/were*. Ask them why they chose the verb forms and tenses in Exercise 6a to check this, if necessary.

Answers

What *is/was* he/*she*/it like?

What *are/were* they like?

Language note: Explain that when we use this question in the present tense singular we normally use the short form *What's it like?* (not *What is...*).

- c** Students read through the dialogues. Go through the example with them. Ask them why the verb *was* to check they have understood. Students complete the exercise and compare answers in pairs. Ask pairs to read out their completed dialogues to the class.

Answers

- 2 's/is it like
- 3 's/is she like
- 4 was the weather like
- 5 are they like
- 6 were they like

Grammar notebook

Students should copy the completed table into their grammar notebooks. If necessary, they can add some example sentences or translate some.

7 Vocabulary

Adjectives for expressing opinions

- a**  Put the column headings + and – on the board. Give students an example of your own to show the meaning of *brilliant* and *boring*. Elicit that *brilliant* is a positive adjective and *boring* is a negative adjective and write them under the relevant heading on the board.

Stronger classes: They can now classify the other adjectives in the box under the relevant headings.

Weaker classes: They may need more help with the meaning of each adjective so elicit some example sentences or, if no one knows a word, provide example sentences for them, to show the meaning.

They can then classify the adjectives under the headings.

Students can compare answers in pairs. Ask students to come out and write the adjectives under the headings on the board. Then play the recording for students to listen and check. Play the recording again, for students to repeat.

TAPESCRIPT

boring, brilliant, interesting, attractive, fantastic, awful, cool, dull, ugly, dreadful

Answers

+: interesting, attractive, fantastic, cool

–: awful, dull, ugly, dreadful,

Language note: *Cool* is used to express a positive opinion, colloquially, especially by young people (to mean 'very good', e.g. *Her new trainers are really cool!*). *Cool* can also be used about the weather (e.g. *It's rather cool for July.*).

- b** Do the first item as an example with students. Either give students an example of your own or ask a stronger student the question: *Have you seen [title of a recent film]? What was it like?* and elicit one of the positive adjectives from Exercise 7a. In pairs, students discuss which adjectives apply to the other items. Check answers.

Answers

- 1 interesting, boring, brilliant, fantastic, awful, dull, dreadful
- 2 boring, interesting, attractive, awful, dull, ugly, cool
- 3 boring, brilliant, interesting, fantastic, awful, dull, ugly, dreadful
- 4 boring, brilliant, fantastic, awful, cool, dull, dreadful
- 5 brilliant, fantastic, awful, cool, dull, dreadful

8 Speak

Students read through the items in the box. Go through the example dialogue with them, eliciting another adjective to complete the second sentence. In pairs, students now ask and answer questions about the things in the box. Remind students to use the adjectives from Exercise 7a and they can also revise and practise adjectives of personality from Exercise 4a here. Ask some pairs to report back to the class on their conversations.

Culture in mind

9 Read

Warm up

Ask students if they have ever been to Britain. If so, ask them what they noticed about British customs, rules of the road, etc. that were different from those in their own country and/or which surprised them. If no one in your class has been there, ask them if they know of any British customs, e.g. queueing. The text is meant to be a light-hearted look at British customs, although the 'rules' given are true.

- a Read the instructions with students and then ask them to predict the answer to the question. Students now read the first two paragraphs quickly to check their predictions. Encourage students to guess the meaning of the words from the context.

Answer

Tips are useful pieces of information/advice.

- b Refer students to the pictures.

Weaker classes: Ask students what the people are doing in picture c (queueing), and write *queue* on the board. Read the text aloud with the class, and ask them to do the matching exercise as you read. They can work on this after reading too, for a few minutes.

Stronger classes: Students read silently and match the pictures to the paragraphs. They can then check their answers in pairs before the class check.

Check answers.

Answers a 5 b 3 c 1 d 2 e 4

- c Go through the example with students before they begin. Students work in pairs to write the sentences. Remind them to use *should/shouldn't* in their sentences. Check answers.

Example answers

- b She should say 'Pardon?' or 'Sorry?' / She shouldn't say 'What?'
c He should wait in a queue at the bus stop. / He shouldn't push past people in a queue.
d She should say 'Please' when she asks for something. / She shouldn't just say 'I want ...'.
e He shouldn't kiss people he doesn't know. / He should only kiss family or friends.

- d In pairs, students discuss the similarities and differences between their own country and the things in the text about Britain. Ask groups to give feedback to the class.

- e Students use the information they have found out in Exercise 9 and make a list of useful tips about their own country which tourists will find helpful. Remind them to use *should/shouldn't* where possible.

OPTIONAL ACTIVITIES

Stronger classes

They can expand their notes and write a text for a tourist brochure. They can collect pictures and make this into a mini-project.

Weaker classes

Students can write out their tips into a fuller text (using the Exercise 9 reading text as a model) and decorate them. These can be displayed on the classroom walls.



Write

Students can do the preparation in class and complete the writing at home.

- a Read the paragraph headings aloud with the class, then either read the letter aloud or ask students to read the text silently and quickly. Students match the paragraphs and headings.

Answers a 3 b 2 c 1

- b Students write an email or letter to an imaginary penfriend who is visiting their country. Tell students to use the model text to help them organise their work. Remind students of language used to start and end informal emails/letters:

Greetings: *Hi, Dear*

Endings: *Love, Bye, Love from, Best wishes* (slightly more formal)

Before students start writing, ask them, in groups, to make a list of ideas for things to take and things the penfriend should or shouldn't do.

When they have finished, ask them to 'send' their letter or email to a classmate to read.

Unit overview

TOPIC: Acts of bravery; Taking risks

TEXTS

Reading and listening: a magazine article about a brave incident with animals

Listening and speaking: a conversation between people about bravery

Reading and listening: photo story: *Dave's risk*

Writing: about a film, book or TV programme where someone was in a dangerous situation

SPEAKING

Talking about what will happen if/when something else happens

Talking about brave people

LANGUAGE

Grammar: First conditional; *when* and *if*

Pronunciation: Stress in conditional sentences

Vocabulary: Adjectives of feeling

Everyday English: *No way!*; *How should I know?*; *Hang on.*; *No big deal.*

1 Read and listen

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

Gorillas: They are the largest ape and are native to the forests of West Africa. The male gorilla can be anything from 150 to 190 cm tall; and can weigh up to 450 kg in the wild. Females tend to be about half the size of males. They have brown or black coats. Gorillas are actually quiet and retiring animals and are mainly vegetarian.

Warm up

In pairs or small groups, students look at the text title and the photo and predict what they think will happen in the text. Ask for predictions and put them on the board.

- a** Read the questions with students. They discuss the options in pairs before choosing the ones they think are true. Find out how many answer *True* for number 1, 2 or 3.

- b** Read the instructions aloud. Students read the text; remind them to do this quickly and not to worry if they don't understand every word. If you have a weaker class, read it aloud with them. Then ask them to look at their answers to Exercise 1a, and change them if necessary. Check answers.

Answers

- 1 T
- 2 F (They only attack when you show you're afraid.)
- 3 T

- c** Students answer the question or refer back to their Warm up predictions. They can rely on their memory first, but encourage them to read the text again to check their answer.

Answer

- 2: A woman who takes a baby gorilla back to its family

- d**  Play the recording while students read and listen to the text. In pairs, students answer the questions. Remind them to find evidence in the text for their answers. Check answers.

TAPESCRIPT

See the reading text on page 118 of the Student's Book.

Answers

- 1 Because she wanted to take it back to its family. (para 1: ... *I had to take it back to its family.*)
 - 2 Because she knew the gorilla would attack her if she ran away. (Para 3, lines 6/7: *If I turn and run away, this gorilla will attack me.*)
 - 3 Because he wanted to frighten the woman. (para 4: *But he wanted to frighten me ...*)
 - 4 Yes, he did. (para 4: *He went over to the baby, picked it up ...*)
- e** Read through the meanings with students. Then in pairs, students find the words in the text. Check answers. If it helps students, these words can be translated into their own language. Students can see if there are any similarities or differences in the translations. Students may want to note these words down in their vocabulary notebooks.

Answers 1 well 2 recognise 3 lifted

OPTIONAL ACTIVITY

Stronger classes

Students work in pairs and set more 'definition' games for another pair. They write the definitions of five other words from the text, along with the paragraph where they can be found, and ask another pair to try and find the words.

- f** Students work in pairs to discuss the questions. Alternatively, you can do this as a whole class activity.

Ask some pairs to give feedback and see what the general class opinion is.

2 Grammar

First conditional

- a Read the instructions with the class and ask them to try and match the sentence halves without referring to the text. Students then check the text on page 118 and change their answers if necessary. Check answers as a class.

Answers

- b If I turn and run away, the gorilla will attack me.
- c If the mother doesn't recognise the baby, she won't take it back.
- a If I don't move, he'll go away.

Ask students to look at the first half of each sentence and find one word which is in the present tense in each sentence (*If I turn*) and one word (positive or negative form) which refers to the future in the second half of each sentence (*will/won't*). Read the Rule box with the class. To check understanding at this point, give a few examples of your own, gapping one word in each half to elicit the tenses from students (e.g. *If you ... hard, you'll pass your English exam.*)

- b Students complete the grammar table. This will remind them of the full and short forms of *will/will not* which they should remember from Unit 11. Check answers.

Answers

'll; won't

- c Students read through the sentences. Go through the first item with them as an example and show them how the *If* clause doesn't always have to come at the start of a sentence (see Language note below). Students complete the exercise. Check answers.

Language note: Draw students' attention to the fact that the *If* clause doesn't always come first in the sentence. It can also come at the beginning of the second clause. When this happens the comma is omitted from the sentence.

Answers

- If I see Jane, I'll tell her. / I'll tell Jane if I see her.
- If I'm late, my parents will be angry. / My parents will be angry if I'm late.
- If I remember I'll bring it to school tomorrow. / I'll bring it to school tomorrow if I remember.
- If you come to my party, you'll meet my new friend Jake. / You'll meet my new friend Jake if you come to my party.
- If it doesn't rain tomorrow, we'll go to the beach. / We'll go to the beach tomorrow if it doesn't rain.
- If I don't feel better tonight, I won't go to the concert. / I won't go to the concert if I don't feel better tonight.

OR: If I don't feel better, I won't go to the concert tonight. / I won't go to the concert tonight if I don't feel better.

- d Students read through sentences 1–6. Go through the example with them and elicit the verb for the second half of the sentence (*I'll finish*) to make sure they have understood how the first conditional works. Students complete the exercise. Students compare answers in pairs. Then check answers as a class.

Answers

- I'll finish
- won't meet; don't go out
- I'll come; says
- doesn't want; I'll eat
- will be; hears
- buy; won't have

Language notes

- Remind students we don't use *will/won't* in the *If* clause. We say *If I work hard, ... NOT #I will work hard ...*
- Students may find it useful to think about how this structure works in their own language. They may want to translate some of the sentences in Exercises 2c and d to show this.

Grammar notebook

Students should copy the completed table into their notebooks and any translations of sentences for Exercises 2c or d or examples of their own which may help them remember this structure.

3 Speak

With books closed, divide the class into Student As and Bs and put As and Bs together into pairs. Student As turn to page 119 and Student Bs turn to page 137. Students read through the questions on their cards and check any problems with you. Student A should ask their questions first and then Student B answers. Students then swap roles with Student Bs asking their questions and As answering. Students should note down their partner's answers and then some can report them back to the class. If there are any interesting answers, ask the student(s) to give the class more details.

4 Pronunciation

Stress in conditional sentences

- a Students read through sentences 1–6. Read the first sentence aloud as an example, putting extra stress on the underlined words. Check students can hear the stressed words and understand which parts of conditional sentences are stressed. Play the recording. Students mark the stressed words in the sentences. Check answers.

TAPESCRIPT

- 1 If it rains, I won't go to the beach.
- 2 We won't pass the test if we don't work hard.
- 3 I'll give him the card if I see him.
- 4 If you decide to come, I'll meet you at the cinema.
- 5 She won't arrive on time if she misses the train.
- 6 If he doesn't phone his parents, they'll worry about him.

- b**  Play the recording again, for students to listen and repeat.

OPTIONAL ACTIVITY

Working in small groups (of three or four), students make a chain of first conditional sentences. Each group is given the start of a sentence and the first student completes it. Student 2 must then take the second part of Student 1's sentence and make a new first conditional sentence, e.g.:

- S1: *If it rains this weekend, I'll go to my friend's house.*
 S2: *If I go to my friend's house, I'll listen to some CDs.*
 S3: *If I listen to some CDs, I'll dance.*
 S4: *If I dance, I'll get tired.*
 S1: *If I get tired, I'll go home and go to bed!*

Example sentences (or stronger students can think of their own):

- If it rains this weekend, ...*
If the weather's nice, ...
If I go out this evening, ...
If I play football tomorrow, ...
If I cook the dinner tonight, ...

5 Grammar
when and if

- a** Read through the questions and sentences 1 and 2 with students. Elicit that sentence 1 uses *when* in the first conditional and sentence 2 uses *if*. Ask students if they see any difference in meaning, and ask them the second question in their book. (Sentence 1 means the speaker is sure he/she will see John.) Put another example of your own on the board at this point to check they have understood the difference clearly.
- b** Students read through sentences 1–4. Go through the first item with them as an example, making sure they are clear about the speaker's certainty. Students complete the exercise. Check answers.

Answers 1 when 2 If 3 if 4 when

6 Vocabulary
Adjectives of feeling

- a** With books closed, write the adjectives *frightening* and *frightened* on the board. Ask students: *How do you think the woman in the text about gorillas on page 118 felt when she saw the gorilla?* Elicit *frightened*. Then say: *She was frightened because the situation was ...*

Elicit *frightening*. Ask students: *Have you ever felt frightened or been in a frightening situation?* Elicit some examples from the class. Students now open their books on page 120 and read Exercises 6a and b instructions.

- b** In pairs, students go through the text and find examples of *-ed* adjectives. Check answers. You could ask some students to put the adjectives into sentences of their own.

Answers

- Para 1: worried
 Para 3: frightened
 Para 3: scared
 Para 4: terrified

Language note: It may be useful to remind students the spelling rules for *-ed* adjectives at this point.

Noun/Verb + *-y*: Change the *-y* to *-i* and add *-ed*.
 Noun/Verb + other consonant: Add *-ed*.
 Students may also find it useful to know that the pronunciation of *-ed* adjectives is the same as past simple regular endings.

- c**  Read through the adjectives in the box with students. Check they understand them all. Do the first item with students as an example. Remind them to look carefully at each picture and think about how the person is feeling. Once students have completed the exercise, play the recording. Students check their answers. Play the recording again, for students to repeat each word.

TAPESCRIPT / ANSWERS

- 1 bored 2 frightened 3 interested 4 tired
 5 excited 6 annoyed

- d** Students read through sentences 1–8. Go through the example with students, reminding them again of when *-ed* and *-ing* adjectives are used. Students complete the exercise. Check answers.

Answers 2 interested 3 frightened 4 exciting
 5 interesting 6 frightening 7 annoyed 8 tiring

OPTIONAL ACTIVITY

Students copy and complete the following table.

Verb	<i>-ed</i> adjective	<i>-ing</i> adjective
worry	worried	
frighten		frightening
interest		
excite		
	annoyed	
tire		
exhaust		exhausting

Answers

worrying; frightened; interested; interesting; excited; exciting; annoy; annoying; tired; tiring; exhausted; exhausted

Vocabulary notebooks

Students note down the new adjectives from this unit and add any more of their own as they come across them.

7 Listen and speak

- a** Read through the words in the boxes with students and check understanding. Explain that students must make up a noun for each picture with a word from each box. Go through the example with them, showing them how the words have come from each box. Students complete the exercise. In pairs, students compare answers. Stronger students could check answers in a dictionary. Check answers as a class.

Answers 2 firefighter 3 underwater photographer
4 parachute jumper 5 racing driver

- b** Read through the list of nouns and verbs with students and check they understand them all. Stronger students can check any words they don't know in a dictionary. Go through the example with students, explaining that there is one noun and two verbs for each picture. Students complete the exercise. In pairs, students compare answers. Check answers as a class.

Answers

Picture 2: burn, building, collapse

Picture 3: shark, attack, swim

Picture 4: parachute, land, open

Picture 5: race, crash, overturn

OPTIONAL ACTIVITY

Students can write first conditional sentences about each picture using the nouns and verbs from Exercise 7b (e.g. Picture 1: *If the rope breaks, he'll fall.*).

- c** Students read the instructions. Discuss their views on picture 1 and elicit a score for this from the class. In pairs or small groups, students discuss the other pictures and give them a score. Groups can give feedback to the class. Are there similar results?
- d**  Explain to students that they will hear two people talking about the pictures in Exercise 7a. They should listen carefully and write in the first column of their table the number of the picture being talked about. Go through the example with students, playing the recording and pausing it after the first answer. Play the recording again for students to complete column 1. Check answers.

TAPESCRIPT

Jenny OK, Franco – what about this person? What score did you give him?

Franco I gave him two. These drivers have a big team of people to look after the cars, and they just drive round and round. I don't think they're all that brave.

Jenny But the races are dangerous! I think you have to be very brave to drive that fast. If you make one little mistake, the car might crash. I gave him four.

Franco Four. OK, then.

Jenny What did you give the next person?

Franco Oh, that! Look at that man! He's so brave.

What will he do if the shark attacks him? I gave him five. What about you?

Jenny I only gave him three.

Franco Really? Why?

Jenny Well, most sharks are harmless – they don't attack people. They're more interested in small fish.

Franco Mmm, well I wouldn't like to do what he's doing.

Jenny The last one here ... I gave her a score of four.

Franco Yes, me too. I think people have to be very brave to jump out of a plane. I know lots of people do it, but if your parachute doesn't open, you'll die.

Jenny Yes, and you might land in a tree or in the water.

Franco Scary. I'll keep my feet on the ground.

Jenny So, we both agree on four for her.

Answers

Column 1: Pictures 3 and 4

- e**  Play the recording again for students to note down the scores Franco and Jenny give to each picture. Pause after the first score is given and go through the example in column 2 of the table. Continue playing the recording for students to complete the scores. Check answers.

Answers

Franco: Picture 3 – 5 points; Picture 4 – 4 points

Jenny: Picture 3 – 3 points; Picture 4 – 4 points;

Picture 5 – 4 points

OPTIONAL ACTIVITY

Ask students to get into small groups and discuss their own reactions to Franco and Jenny's scores. Do they agree or not? Why? / Why not?

- f** Ask students to look at the example dialogue, and then to work in new pairs and discuss their own choices for Exercise 7c. Ask several pairs to give feedback to the class.

Dave's risk

Read and listen

Warm up

Ask students to say who the boys are in the photo story (Alex and Dave) see if they can remember what the two were up to the last time they appeared in a photo story episode.

- a**  Students look at the title and the story and answer the question quickly. Play the recording. Students listen and read to check their predictions.

Answer

If he asks Amy out, she might say no.

- b** Students read through sentences 1–6. Go through the first item with them as an example, if necessary. In pairs, students complete the exercise. Remind them to provide evidence from the text to back up true answers and ask them to correct the false ones. Check answers.

TAPESCRIPT

See the photo story on page 122 of the Student's Book.

Answers

- 1 T (*She's lovely.*)
- 2 T (*How should I know?*)
- 3 F (*Alex talks to Dave about it.*)
- 4 T (*... she won't want to be my friend any more.*)
- 5 F (*I'd love to go tomorrow.*)
- 6 F (*It's her dad's birthday today, that's why she can't go.*)

OPTIONAL ACTIVITY

In groups, students can act out the dialogue from the photo story.

9 Everyday English

- a** Read the expressions aloud with the class. Tell them to find them in the photo story. Who says each one and to whom? Check answers. Students then match phrases 1–4 with the expressions a–d. Check answers.

Answers

- 1 d Dave to Alex
- 2 b Dave to Alex
- 3 a Amy to Dave
- 4 c Dave to Amy

- b** Students translate the expressions into their own language, checking in pairs, before a whole class check.

- c** Students read through the dialogues. Check any problems. Go through the first item as an example, if necessary. Students complete the dialogues. Students compare answers in pairs. Check answers as a class.

Answers

- 1 Hang on
- 2 How should I know?
- 3 No way!
- 4 No big deal.

Language note: *No big deal* is very colloquial and informal and is only appropriate when speaking to friends or people you are very familiar with.

OPTIONAL ACTIVITIES

Stronger classes

Students can write their own short dialogues, using the expressions in Exercise 9, and act them out in front of the class.

Weaker classes

They can act out the dialogues in Exercise 9c.

10 Write

Students choose one of the tasks in Exercise 10b for their writing assignment. They can do the preparation in class, and complete the writing at home.

- a** Students read through questions 1–6; check any problems. Students then read the book review and answer the questions. Do the first item with them as an example, if necessary.

Answers

- 1 The book was called *A Picture to Remember*.
- 2 A girl called Christina.
- 3 She was in the gym and later in the street.
- 4 Because she had seen the robbers' faces and they planned to kill her.
- 5 She drove away from the hospital, followed by the robbers. She was frightened but she kept calm.
- 6 The robbers' car crashed. One of the robbers died and the police caught the other one.

- b** Using the text in Exercise 10a as a model, students choose one of the topics to write a review on. Go through the text again in more detail with them, looking at its structure. Remind them of or elicit from stronger students the following:

- Para 1: Introduction: title of story, name of main character, summary sentence
- Para 2: What happened next
- Para 3: Conclusion, giving details of what happened in the end.

Remind them of the brave events they have read about in this unit and see if they can think of a book or film which has a brave character or someone who escapes from a dangerous situation. Students should also use the questions in Exercise 10a to help them structure their reviews. Students can swap reviews with a partner and give a score to it.

Ask students if they would like to see the film or read the book their partner has mentioned. Discuss some of the more popular titles with the class.

OPTIONAL ACTIVITY

Students can illustrate their reviews and some of the better ones can be displayed around the class.

Unit overview

TOPIC: Record holders; Animals

TEXTS

Reading and listening: extracts from the Guinness Book of Records

Listening: to an interview with someone who wants to break a record

Reading: a text about a record breaker

Reading: a text about Elvis Presley

Writing: a letter or email from Los Angeles

SPEAKING

Asking and answering about past experiences

LANGUAGE

Grammar: Present perfect + *ever/never*

Vocabulary: Animals; Verb and noun pairs

Pronunciation: *have* and *has* in the present perfect

Read and listen

If you set the background information as a homework research task ask students to tell the class what they have found out.

If you have a copy or can get hold of a copy of the *Guinness Book of Records* it may be useful to bring it in for this lesson.

BACKGROUND INFORMATION

Guinness Book of Records: This was first published in 1955 and the idea came from the director of the Irish Brewing company, Guinness. It has been published annually ever since and today it holds the all-time sales record for a copyrighted book. There is a museum featuring a lot of the records from the books in Tennessee, USA.

Warm up

Ask students if they have ever seen the *Guinness Book of Records*. Perhaps they can tell you about an interesting record they know about, e.g. the tallest person in the world, etc.

- a Students read through the texts quickly. Check any problems. If necessary, go through the first one with them as an example. Students then match each paragraph with a picture. Students can compare answers in pairs. Check answers.

Answers a 4 b 2 c 3 d 1 e 5

- b Explain that one of the records 1–5 in the text is NOT true. Play the recording for students to read and listen. In pairs or small groups, students give their ideas about which record is not true and give their reasons. Find out why they think certain records are not true. Find out by a show of hands who votes for which one, and then ask students to check the answers on page 129. How many were correct?

TAPESCRIPT

See the reading text on page 124 of the Student's Book.

Vocabulary

Animals

Books closed. Elicit as many animals as possible from students and write them on the board. Students open their books at page 125 and read the instructions for Exercise 2. Go through the first item with students as an example, if necessary. Students complete the exercise. Students compare answers in pairs. Play the recording for students to check or change their answers. Play the recording again, pausing for students to repeat each word.

TAPESCRIPT/ANSWERS

1 cow 2 alligator 3 snake 4 rabbit 5 tiger
6 dog 7 mouse 8 tarantula 9 frog 10 horse
11 cat 12 parrot

Listen

- a Read the instructions with the class. Let students guess what record Mr Brown wants to break. Play the recording for students to listen to and find out whether anyone was correct.

TAPESCRIPT

Interviewer Mr Brown, you're trying to become a world record-holder, is that right?

Mr Brown Yes, that's right.

Interviewer By having more pets in your house than anyone else, I believe.

Mr Brown That's right. Up to now I've got over 25 pets.

Interviewer Really? And I suppose you have many different kinds of animals?

Mr Brown Oh, yes. Um, I've got two tarantulas ... um, some lovely frogs, um ... a dog ... several rabbits ... a snake, a very large snake ... a white mouse ... um ... a parrot, and er ... oh, all kinds of things. I haven't made a list of them all.

Interviewer Quite a lot of animals, then?

Mr Brown Yes indeed! Oh, I almost forgot. The alligator! How could I forget!

Answer

He wants to have more pets in his house than anyone else.

- b**  Play the recording again. Students tick the animals Mr Brown has. Check answers.

Answers

tarantula, frog, dog, rabbit, snake, mouse, parrot, alligator

- c**  In pairs or small groups, students work together to make sure they understand the words. (They can share the task of looking one of the words up and explaining it to the other member(s) of the pair or group.) Students read through the whole dialogue, ignoring the spaces. Play the first part of the recording, pausing after the first space for students to decide which word goes in it. Check answers. Remind students to look at the whole sentence to help them find the word which fits in each space. Continue playing the recording for students to complete the exercise. Students compare answers in pairs then play the recording again for students to check or change their answers.

TAPESCRIPT

Interviewer Is it difficult to have so many animals all in the same house?

Mr Brown Sometimes. You see, I can't have the alligator in the same room as the other animals. It's eaten some of the smaller ones. It loves frogs.

Interviewer Yes, I see. So have you ever had any problems yourself? Some of these animals are dangerous, aren't they?

Mr Brown Well, the tarantulas have bitten me once or twice.

Interviewer What do your neighbours think about all these animals?

Mr Brown Well, they've never complained.

Interviewer Have any of your pets ever escaped?

Mr Brown Yes. The parrot escaped in 1998. But the alligator and the tarantulas have never escaped.

Interviewer Oh, good! And tell me, Mr Brown: how many animals do you need to break the record?

Mr Brown Well, unfortunately, there's a woman in America with more than 60 pets in her house, so I have a long way to go.

Answers 1 room 2 frogs 3 dangerous
4 never 5 parrot 6 record 7 woman

- d** Students read through sentences 1–5 and a–e. Go through the first item as an example, if necessary. Students match the sentence halves, referring back to their completed dialogue in Exercise 3c if necessary. Ask several students to read out complete sentences for the rest of the class to check.

Answers

1 c 2 e 3 d 4 a 5 b

- e** In pairs or small groups, students discuss what they think about Mr Brown. Find out how many agree or disagree with each other.

OPTIONAL ACTIVITIES

Stronger classes

Students choose one of the animals on this page or choose one of their own and say why they would like to have it as a pet.

Weaker classes

Ask students to say which of the pets they think are most dangerous, most unusual, most scary, etc.

Vocabulary notebook

Remind students to start a section called *Animals* in their vocabulary notebooks. They should note down the animals from this unit and any others as they come across them. Students may find it useful to classify the animals under the categories *Pets* and *Wild animals*.

4 Grammar

Present perfect + ever/never

- a** Read the sentences with students. Ask them what they notice about this tense (it uses *has/have*). Read through the Rule box with students and then ask them to complete it. Point out that the use of *ever* here means 'at any time in your life' and that *never* means 'at no time in your life'.

Answers

Rule: have

Students then look at the grammar table and complete it. Check answers. To check understanding at this point, ask a student a question of your own and elicit their response. The student can then choose another student and ask the question, continue like this until you are sure students are confident using this structure, e.g.:

T: *Alberto, have you ever been to London? / worked in a restaurant? / seen a tiger? etc.*

S1: *Yes, I have. / No, I haven't.*

S1: *Silvia, have you ever been to France?*

S2: *Yes, I have. / No, I haven't.*

Answers

Positive: have; has

Negative: has not

Questions: Have; Has

Language notes

- 1 Explain that *ever* is used in questions and *never* is used in negative statements. Students should note their positions: *ever* is positioned between the subject pronoun and the past participle in questions and *never* is positioned after the *have/has* and before the past participle.
- 2 Remind students that *it's* can mean *it is* or *it has*. They should read the whole sentence and work out from the context which *it's* is being used.

- b** Put the headings *Base form* and *Past participle* on the board. Read through the list of verb forms with students and go through the example with them. Elicit and write on the board any other irregular past participles students know. Using the Irregular verbs list on page 138, students complete the exercise. They can compare answers in pairs before a whole class check. To check students have understood the past participles, call out a few base forms (with irregular past participles) and ask students to give you the irregular past participles.

Answers 2 done 3 gone 4 seen 5 written
6 bitten 7 spoken 8 eaten 9 driven
10 flown 11 swum 12 won

- c** Students read through sentences 1–6. Go through the example with them, reminding them of the position of *never*. Students complete the exercise. Remind them to use short forms where possible. Students can compare answers in pairs. Students can compare answers in pairs, then check answers with the whole class.

Answers 2 Has; ever studied 3 've never seen
4 Have; ever driven 5 Have; ever flown
6 's stayed; 's never eaten

Grammar notebook

Remind students to make a note of these irregular past participles and to note down any more as they come across them.

5 Pronunciation

have and *has* in the present perfect

- a**  Read through the example dialogues with students. Play the recording and ask students to listen carefully and note down what they think the difference is between the pronunciation of *have* and *has* in each exchange. Play the recording again for students to listen and repeat.

TAPESCRIPT

A: Have you ever driven a car?

B: Yes, I have.

A: Has she ever studied a foreign language?

B: Yes, she has.

Answer

In each dialogue, the first one is unstressed, the second one is stressed.

- b**  Go through the first item with them as an example if necessary. Play the recording. Students underline the stress. Students listen and check. Then they listen again and repeat, with the correct stress.

TAPESCRIPT/ANSWERS

- 1 I've never lived in America.
2 A: Have you ever seen an alligator?
B: No, I haven't.
3 A: Has he ever swum in a river?
B: Yes, he has.



Speak

- a** Read the part of A in the dialogues, with a student reading the part of B and demonstrate the dialogues in front of the class. Read through the prompts with students and explain that they have to make similar dialogues, using the prompts.

Divide students into pairs and ask them to take turns to ask and answer questions. Monitor them as they work. At the end of the activity, ask several pairs to demonstrate their dialogues to the class.

- b** In pairs or small groups, students make up more questions for each other with the verbs given. Ask them to demonstrate their questions to the class.



Read

- a** Students read the instructions and make their predictions. Students can refer to the objects by their numbers, but you may want to give them the words *bricks* for 1, *cans* for 2 and *milk crates* for 3, and perhaps explain that in Britain milk is traditionally stored in bottles in milk crates and delivered to houses by a milkman. Then ask them to read the text silently and check their answer. If you have a weak class, you may prefer to read the text aloud with the class following in their books.

Answer

He balances all the objects in the pictures.

- b** Read through questions 1–7 with students and check understanding. Students read and answer the questions. Check answers.

Answers

- 1 29 times.
2 He was a builder.
3 When he was a builder he balanced bricks on his head.
4 In 1992.
5 He balanced 96 milk crates on his head and broke the record.
6 When he started breaking records and appearing in TV shows.
7 Yes. He has raised £56,000 so far.

- c** In small groups, students discuss the questions. Ask for class feedback. Are there any interesting answers? If so, discuss them further with the class.

8 Vocabulary

Verb and noun pairs

- a Read through the examples with students, referring them back to the text in Exercise 7 if necessary. Ask students to find and match each of these expressions in the list below. Students complete the exercise and compare answers in pairs. Check answers.

Answers 2 b 3 d 4 f 5 c 6 a

- b Students read through sentences 1–5. Do the first item with them as an example, if necessary. Remind students to look at the context of each sentence and to check the verb form they need. Students complete the exercise. Check answers.

Answers 1 won; broke 2 building 3 raises
4 took 5 tells

Vocabulary notebook

Remind students to copy down these expressions in their vocabulary notebooks. They can translate them into their own language if necessary or note down some examples to help them remember them.

OPTIONAL ACTIVITY

Stronger classes

They can think of their own gapped sentences using these verb and noun pairs and give them to a partner to fill in the gaps.

Culture in mind

9 Read

If you set the background information as a homework research task ask students to tell the class what they found out.

BACKGROUND INFORMATION

Elvis Presley: Was born Elvis Aaron Presley on 8 January, 1935 in Tupelo, Mississippi. At the age of ten he won a school singing competition and taught himself the basics of guitar playing, although he never could read music properly. After graduating from high school in 1953 he began work as a truck driver and also began training as an electrician in the evenings. In July 1954 he recorded his first single *That's All Right Mama*. He continued recording songs and then in 1956 released the million-selling single *Heartbreak Hotel*. He then served in the army from 1958 to 1960 and returned not only to singing but to acting. His last chart hit while he was alive was in 1969. He died at the age of 42 in 1977 but is still regarded by many as the King of Rock and Roll.

Warm up

Ask students to look at the photos and the text title and to predict when this singer was popular (in the 1950s).

- a Students read through the questions and predict their answers. Then they read the text and check their predictions. How many of them were correct?
- b Students read through the information in this part of the exercise. Go through the first item with them as an example if necessary. Remind them that they should be looking for the specific information in this exercise. Then they read the text again and complete the exercise. Check answers as a class.

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

- c Students read through meanings 1–6. Go through the first one with them as an example. Students complete the exercise. Check answers.

Answers 1 hit 2 fans 3 huge 4 middle-aged
5 wheelchairs 6 anniversary

- d In small groups students discuss the questions. Groups give feedback to the rest of the class. If there are any interesting experiences ask students to share more details about them with the rest of the class.

10 Write

- a Students can do the preparation in class, and complete the writing at home.

Students read the letter and answer the question.

Answers

She asks about:

- the family her friend is staying with
- things her friend has done in Los Angeles
- people her friend has met
- if her friend has visited Hollywood
- if her friend has seen any film stars

- b Remind students about the form for a personal letter or email. If students need help, ask them to look back through the book and find models of emails (e.g. see pages 39, 61, 101 and 111). Ask students to suggest ideas to answer the questions, and write them on the board.

Read through the suggested beginning for the letter or email. Students write their letters or emails at home. When they have finished, ask them to 'send' their work to a classmate to read.



Module 4 Check your progress

1 Grammar

- a
- 2 's/is going to help me
 - 3 'm not / am not watching
 - 4 Are; going to wear
 - 5 are going to visit
 - 6 isn't / is not going to ride
 - 7 're/are going to dance
- b
- 2 must 3 must 4 mustn't 5 mustn't
 - 6 must 7 mustn't
- c
- 2 should 3 should 4 should; shouldn't
 - 5 shouldn't 6 Should
- d
- 1 'll/will buy
 - 2 comes; will be
 - 3 will complain; make
 - 4 have; 'll/will get
 - 5 don't / do not get up; you won't / will not have
 - 6 won't / will not pass; doesn't / does not study
- e
- 2 My brother has never studied a foreign language.
 - 3 My parents have never flown in a plane.
 - 4 I've never got 100% in a test.
 - 5 Richard has never eaten frogs' legs.
 - 6 Has your teacher ever shouted at you?
 - 7 Have you ever spoken to a British person?
 - 8 Have your parents ever won a competition?

2 Vocabulary

- a
- 2 unkind 3 disorganised 4 miserable
 - 5 unfriendly 6 impolite/rude 7 lazy
- b
- 1 tiring 2 excited; boring 3 frightening; frightened 4 fascinating; interested
- c
- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | A | B | A | I | P | A | R | G | O |
| T | R | V | L | T | A | R | A | N | T |
| A | G | U | L | S | R | A | X | T | I |
| R | I | Q | I | L | R | O | D | O | G |
| F | R | O | G | M | O | U | S | R | E |
| T | A | R | A | N | T | U | L | A | R |
| H | A | M | T | E | R | T | I | B | R |
| O | W | M | O | U | S | E | J | B | A |
| R | H | O | R | S | E | B | F | I | B |
| S | N | A | K | E | F | R | O | T | T |
- d
- 2 won 3 take 4 tells 5 raise 6 broke

Everyday English

- 2 Hang on
- 3 It's no big deal
- 4 How should I know
- 5 No way

How did you do?

Ask students to complete this. Check their results and if necessary provide extra practice in their weaker areas.

Project 1

1 Prepare the survey

You may find it useful to take in some magazine questionnaires with you for this lesson and to make copies of the questionnaires before students do Exercise 1d.

- a Read through the instructions with the class. In groups of three or four students discuss the topics and choose one.
- b Read through the instructions and the example with students, reminding them of different question forms.

Weaker classes: Elicit more examples from students, if necessary. Students complete the exercise.

- c Look at the model questionnaire extract with students and show them some examples from magazines if you have brought them in. Go through the example answers with students and explain that they must think of three answer options for each question they have written in Exercise 1b or make it a 'yes/no' question.

Students complete the exercise; make sure each student makes a copy of the questionnaire.

- d Students ask the other students in their group the questions and note down their answers. Then students circulate round the class asking as many students as they can, noting down their answers.

2 Write up the results

- a Students regroup in their original questionnaire group (from Exercise 1) and discuss their answers. Look at the model charts with students, explaining that they should draw up their results in this way. They can work out how many people they interviewed and what percentage answered in the same way.
- b Read through the example with the class and show how it relates to the results in the model charts in Exercise 2a. Using their own information from Exercise 2, students now write sentences to describe their results. Make sure each student in the groups completes this task. Monitor and help as necessary.
- c This can be set for homework. Students now transfer all their information (chart and sentences) onto a poster and add illustrations and more details if they want.

Present your information

Groups present their posters and their findings to the rest of the class. Each group appoints a spokesperson to lead the presentation. If there are any interesting results, these can be discussed with the class.

Project 2

Divide the class into groups of about four to six. Read through the instructions with the class.

1 Brainstorm

- a Students follow the instructions and read the texts in Module 2 again.
- b This part of the project can start off as a class project. Write the headings from Exercise 1b on the board. Elicit some more categories from the class which they may be interested in. Then ask students to suggest people for each category.
- c Read the instructions with students. Groups appoint a notetaker and then give them a few minutes to come up with ideas and agree on who they are going to research. Monitor and help as necessary, making sure each student in the group is getting a chance to speak.

2 Research

Read the instructions. Students decide which part of the project they will find out about. They should brainstorm ideas for resources: names of magazines, newspapers, books they have heard of, website addresses, etc. They should try to answer all the questions, with as much additional interesting information as they can find. Give students a week or so to collect their information and bring it to class.

Read through the instructions for Presentation too at this point, so that students know they have to collect visuals, and discuss, if they want to, ideas for music.

3 Presentation

Students work on this in class. They will need to go through all the information they have collected, and decide which of it they are going to use, and how. It is important to tell them how long the presentation should be. If you have a large class and you want all the presentations to be done in one lesson, for example, it would be advisable to keep the length of each presentation to a maximum of ten minutes.

If students want to (and if you have time) a presentation can take the form of a large poster, with handwritten or printed text, pictures, photos, drawings, etc. Students can then use the poster as a background for the oral presentation. Alternatively, members of the group can talk about the person, using visuals, music, etc.

Read through the examples for making presentations with the class and let groups decide on a way to present their information. They will need to practise the presentation. They can do this in their groups in class. Students should do their presentations in the next lesson.

Project 3

Divide class into groups of about four or five.



Brainstorm

- a Read through the instructions as a class and look at the example topics. Each group decides which topic they are going to write about. Give them a few minutes to do this and monitor the discussions making sure each student has a chance to voice their opinion.
- b Students now take a few minutes to decide how far into the future they are going to look. Give them a few minutes to make their decisions, making sure each member of the group is happy with the decision.
- c Read through the instructions and example questions with students. Remind them of different question forms and also remind them to think about how the questions will be answered. It is a good idea here to encourage students to include open questions which will require more than a 'yes/no' answer. If necessary, answer a few of the example questions to highlight this point. Students complete this part of the activity in class.



Make the poster

- a This part of the project can be set for homework. As a class, brainstorm ideas for finding visuals, website addresses, magazines, comics, etc. Students should bring in their visuals to the next class.
- b Students look at the pictures the groups have collected and select a few to illustrate their poster. The groups must agree on the visuals. Students work in their groups and write predictions about each picture they are going to include on their poster. This should be done in their notebooks or on rough paper. When students are satisfied that their predictions are written correctly and grammatically, they can transfer them to the poster.
- c Supply each group with a large sheet of paper, sticky tape or glue, for them to start making their posters. They should write the title at the top.
- d Students now write their personal opinions of the predictions made on their posters. If they have written, e.g. *Robots will do the housework in most people's homes*, ask them to write their opinions of this. Will they miss doing the housework themselves? etc. Students can check their texts in their groups before deciding on final versions and sticking them onto their poster.



Presentation

Each group should prepare a short presentation to explain their poster to the rest of the class. Encourage other groups to ask questions about posters. Posters can then be displayed on the classroom walls.

Project 4



Listen

Read the instructions and ask students to predict from the picture what one of the stories is about (a sports team and fans). Play the recording. Check answers

TAPESCRIPT

- 1 One really sad thing that happened this year was that my dog died. She was called Mitzi, and I really miss her. She was 14 years old – that's old for a dog – and we got her when I was very young, so we sort of grew up together. She died in April this year. We knew she wasn't very well, and then ...
- 2 I want to talk about the fire that broke out in our town earlier this year. It happened two months ago. The fire started in the shoe shop in Miller Street, early in the evening. We first realised something was wrong when my mother noticed a lot of smoke outside, and then we heard the fire engines ...
- 3 Football is the most important thing in my life, and the best thing that happened this year was when Chievo won the European Cup. The Flying Donkeys! It was brilliant. The final was on the twenty-sixth of May and they played against Manchester United at the Bernabeu stadium in Madrid. My friends and I watched the match on television and ...

Answers

- 1 Someone's dog died.
- 2 A fire in a town.
- 3 The football team, Chievo, won the European Cup.



Choose a topic

Read through the instructions with the class. Give them some time to think about a topic.



Plan

- a Read through the questions with the class.
- b Students work on their own to make a list of important words for their topic. Students make notes (on small pieces of card they can look at as they speak).
- c For homework, they should collect visuals, or music etc. to make their presentation really interesting.
- d Using their cards and visuals, students quietly practise their talk in class. Monitor and help.



Give the talk

Divide the class into small groups and students give their talk to the others in their group.

Workbook key

1 Things we like doing

1 2 pilot 3 car 4 start 5 doesn't enjoy 6 loves
7 lands 8 don't want

2 (a) 2 studies 3 get up 4 writes 5 sleeps
6 drive 7 like 8 gets

(b) 2 watches 3 write 4 flies 5 go
6 knows 7 finishes 8 talk

(c) 2 doesn't like cats
3 don't read books
4 don't watch TV
5 doesn't fly a helicopter

(d) 1 runs 2 reads 3 listens 4 teaches
5 start 6 finish 7 sings 8 don't get
9 goes 10 doesn't get up

3 (b) 2 reading
3 swimming
4 playing computer games
5 dancing
6 painting
7 listening to music
8 going to the cinema

(c) 2 swim e
3 plays computer games b
4 dance f
5 listens to music a
6 play tennis d

4 (a) 2 going 3 driving 4 swimming 5 dancing
6 smiling 7 studying 8 getting

(b) 2 loves/likes/enjoys painting
3 hates/doesn't like/enjoy playing football
4 loves/likes/enjoys running
5 hate/don't like/enjoy flying
6 hates/doesn't like/enjoy dancing
7 love/like/enjoy playing computer games
8 hates/doesn't like/enjoy watching TV

5 (a)  TAPESCRIPT/ANSWERS
1 listen 2 opening 3 wrong 4 wins
5 spring 6 go in 7 coming 8 driving

(b)  TAPESCRIPT
1 Ann enjoys talking in Italian.
2 Martin is good at swimming and singing.
3 Learning Russian is interesting.
4 Kevin doesn't like going to his dancing lesson.

6 1 What about 2 weird 3 Shut up 4 So what
5 guy

7 Music activities: playing the piano
Places: cinema, beach
Other activities: reading, dancing, painting
Sports activities: playing football, swimming

8 
Sally: learn ballet, go dancing
James: talk to friends, write emails
Richard: go to the swimming pool, go to the cinema
Nadia: ride a bicycle, listen to pop music

TAPESCRIPT

1 Sally
My favourite hobby is dancing. I learn ballet – I go to ballet lessons on Wednesday after school, and I really enjoy that. And I often go dancing with my friends on Saturday nights.

2 James
I spend a lot of time talking to my friends on the phone. Writing emails is fun too, but I haven't got a very good computer.

3 Richard
I like swimming, but I don't live near the coast, so I go to the local swimming pool. My other hobby is going to the cinema – I love watching films.

4 Nadia
My friend and I go for long bicycle rides – we both like riding bikes. And at home I listen to the radio a lot. I really enjoy listening to pop music, obviously.

9 Matthew

Unit check

1 1 cinema 2 like 3 watches 4 talking
5 teaches 6 doesn't 7 games 8 weird 9 guy

2 2 b 3 a 4 a 5 b 6 b 7 c 8 b 9 c

3 2 Ben's mother ~~drive~~ drives us home from school.
3 I ~~not like~~ don't like flying.
4 We enjoy ~~to run~~ running in the park.
5 Tony and his brother love ~~swimming~~ swimming.
6 Sue and Catherine ~~doesn't~~ don't ride bikes.
7 Elise ~~studys~~ studies in the library after school.
8 My sister ~~not~~ doesn't get up before 7 o'clock.
9 In the summer, Dad ~~watches~~ watches the tennis on television.

2 School life

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

2 (a) 2 Do; listen 3 Does she like 4 Do they study 5 Does he speak 6 do; live 7 do; go 8 does she wear

(b) 1 Do your parents help with your homework?
2 Do you study in front of the television?
3 Does your English teacher give you a lot of tests?
4 Do all your friends learn English?
5 Where do you have lunch?
6 When does the school day finish?
(Students' own answers)

(c) 1 meet 2 go 3 do; go 4 drink 5 don't go 6 get up 7 play 8 doesn't get up 9 Does; work 10 works 11 doesn't like 12 come 13 don't go 14 do

3 (a) S O I T Y R H: History

(b) 2 Geography 3 French 4 Science 5 Art 6 History 7 IT/Information Technology 8 Drama 9 PE/Physical Education

4 (a)  TAPESCRIPT/ANSWERS

1 Drama 2 Italian 3 Science 4 History 5 Geography 6 Biology 7 Physical Education 8 Information Technology

(b)  TAPESCRIPT

1 I like Maths and Art.
2 In Science we study Physics.
3 History is my favourite subject.
4 Geography, Biology and Technology.

5 2 him 3 it 4 me 5 you 6 her 7 us

6 (a) 2 Cathy usually walks to school
3 never wear a uniform
4 sometimes walks to school
5 always wears a uniform
6 hardly ever get up early

(b) 2 four times a week
3 twice a year
4 three times a day
5 once a year
6 twice a day

7 1 walks 2 students 3 uniform 4 always 5 dining 6 studies 7 Twice 8 clubs 9 do 10 exams

8 (a) Verbs: 1 use 2 plays 3 bring; eat 4 walk; catch
Nouns: 1 computer 2 orchestra 3 students; sandwiches; school 4 bus

(b) Nouns
Subjects: Art, Geography
Other nouns: exam, uniform
Verbs
teach, write

9 (a) Lunch time and after-school activities

(b) 1 Music 2 Sport 3 Art and photography 4 Study

Unit check

1 1 subjects 2 Science 3 live 4 train 5 every 6 twice 7 stays 8 time 9 usually

2 2 c 3 a 4 c 5 c 6 c 7 b 8 b 9 c

3 2 Do you bring your lunch to school?
3 What time ~~does~~ the film ~~starts~~ start?
4 I use my computer every ~~days~~ day.
5 Our cat ~~sleeps always~~ always sleeps in my room.
6 They go swimming three ~~time~~ times a week.
7 Sarah ~~doesn't~~ never ~~drink~~ drinks coffee.
8 What ~~do~~ your parents do on Sunday evenings?
9 Our Art classes ~~usually are~~ are usually very interesting.

3 A helping hand

1 1 b 2 a 3 b 4 c 5 c

2 (a) 1 're/are 2 's/is 3 aren't / are not 4 isn't / is not 5 'm/am 6 're/are 7 are

(b) 2 ~~driving~~; driving
3 ~~are~~; is
4 ~~swimming~~; swimming
5 ~~they are~~; are they
6 ~~is~~; are
7 ~~getting~~; getting
8 ~~listenning~~; listening

(c) 2 Irene is sitting in the garden. The birds are singing.
3 Danny is sitting on his bed. He's reading.
4 Olga and Joanne are watching TV. Sandro is cooking.
5 Sam is playing the guitar. Tony is painting.
6 Franca is cycling in the park. The dogs are running in the park / beside her.

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

(e) 2 'm/am doing 3 don't; stay 4 goes 5 isn't using 6 're/are watching 7 's/'is doing 8 do; do 9 Are; playing 10 don't understand

- 3 a  2 Tidy up 3 Do the cooking 4 Wash the car
5 Do the washing-up 6 Do the washing

- b 2 's/is cleaning the windows
3 are tidying up
4 are doing the washing-up
5 's/is cooking
6 are doing the shopping

4 a  TAPESCRIPT

- 1 bored, bird
2 born, burn
3 walk, work
4 short, shirt

- b  /ɜ:/ girl: learning, working, birthday
/ɔ:/ more: door, always, talking

TAPESCRIPT

girl, more, door, always, learning, working,
talking, birthday

c  TAPESCRIPT/ANSWERS

- 1 All over the world.
2 I was born in Turkey.
3 Bert is working in Portugal.
4 The girls are organising their research.
5 Laura was early for work this morning.

- 5 1 Let's 2 must 3 crazy 4 check 5 out
6 You're 7 angel

- 7 b  1 living 2 right 3 what 4 water
5 is 6 do 7 don't 8 family 9 cooking
10 help

TAPESCRIPT

Interviewer I'm in Belize, and I'm talking
to a volunteer worker, Pauline Jones, about her
life here. Hi, Pauline.

Pauline Hello.

Interviewer Now, you're living here in Belize
for six months, is that right?

Pauline Yes, that's right. I'm working on
a project to protect the coral reefs.

Interviewer And what are you doing right
now?

Pauline Well, I'm doing a test on the sea water
here. I'm testing to find out if the water is
polluted. It's part of my work.

Interviewer And what do you do in your
free time?

Pauline I don't have much free time! I'm
staying with a family here in Belize, and when
I'm not working I help around the house.

Interviewer Doing what, for example?

Pauline Oh, sometimes I do the cooking and
the washing, and of course I tidy my room.
And I help with the shopping at the
weekends, too.

Unit check

- 1 morning 2 up 3 moment 4 the 5 is
6 hate 7 right 8 works 9 shopping

- 2 c 3 c 4 b 5 c 6 b 7 a 8 b 9 b

- 3 2 I'm ~~listen~~ listening to the radio at the moment.
3 They aren't here – they're/are studying at the
library.

4 Sally ~~wears~~ 's/is wearing white trainers today.

5 Is Giorgio ~~use~~ using the computer at the moment?

6 Irena often ~~do~~ does the housework.

7 ~~Are~~ Do you often write letters?

8 Where ~~you are~~ are you going?

9 I'm ~~not wanting~~ don't want to read this book.

4 A healthy life

- 1 heavy 2 healthy 3 worried 4 unhealthy
5 sweet

- 2 a Across: Down:
1 cheese 1 carrots
4 oranges 2 eggs
6 tea 3 butter
9 potatoes 5 sugar
7 apples
8 water

- b 1 Apples/Oranges; oranges/apples
2 Potatoes/Carrots; carrots/potatoes
3 Cheese/Butter; butter/cheese
4 tea/water; water/tea 5 eggs 6 Sugar

- c 1 bread 2 coffee 3 milk 4 onions
5 tomatoes 6 grapes

- a Countable: oranges, potatoes, carrots, eggs,
apples
Uncountable: cheese, tea, butter, sugar, water

- b 1 is 2 is 3 are 4 is 5 is 6 are 7 is
8 are

- c 1 some; some; some 2 an; some 3 a; an
4 an; some 5 some; some 6 some; some
7 some; an 8 a; some

- e 1 many calories 2 much sugar 3 much
weight 4 much exercise 5 many hours
6 many emails

- f 1 many 2 much 3 many 4 much
5 many 6 much 7 much

- 4** **a** TAPESCRIP/ANSWERS
salad breakfast hamburger exercise
take-away overweight

- b** TAPESCRIP/ANSWERS
1 some mineral water
2 some bacon and eggs
3 a lot of potatoes
4 a hundred kilograms
5 a terrible supermarket

- 5** **a** 1 T (She only has one piece.)
2 F (I love bacon and eggs at the weekend.)
3 T (... fish and chips)
4 F (... omelettes for lunch.)
5 T (... often get a Chinese take-away.)
6 F (... I often go there with my friends.)
7 F (... I sometimes go to a Greek restaurant.)

- 7** **a** 1 Maria 2 Max 3 Maria 4 Dianne
b Meat and fish: beef, seafood, chicken
Fruit and vegetables: tomato, salad, onions,
garlic, carrots, potatoes, orange
Other food: pasta, milk, cheese, spices, yoghurt,
rice, bread, toast

Unit check

- 1** 1 some 2 breakfast 3 beef 4 fish 5 doesn't
6 vegetables 7 eats 8 apple 9 grapes
2 2 c 3 b 4 a 5 b 6 c 7 a 8 c 9 b
3 2 How ~~much~~ many carrots do you want?
3 I'd like ~~a~~ some rice and some vegetables, please.
4 Andrew eats lots of bread.
5 I've got some grapes and ~~a~~ an apple for lunch.
6 How ~~many~~ much food does your dog eat?
7 There isn't ~~many~~ much butter in the fridge.
8 I think Joanne has got ~~a~~ some money.
9 How ~~much~~ many people can you see?

5 My hero!

- 1** 1 c 2 e 3 b 4 a 5 d
2 **a** 1 were 2 was 3 weren't 4 Were you
5 was 6 was 7 Were 8 was
b 1 was 2 Was 3 was 4 wasn't
5 was 6 was 7 were 8 was 9 were
10 weren't 11 was

TAPESCRIP

- Gran Oh, look at this old record!
Sally Who is it, Gran?
Gran It's Buddy Holly. He was my favourite singer
when I was young!
Sally Was he British?
Gran No, he was American.

- Sally I don't know him at all.
Gran No, of course you don't. He died in 1959. And
he wasn't very old – he was only 22.

- Sally What happened?
Gran Well, he was in a small aeroplane, in winter.
Two other singers were in the plane with him. The
plane crashed, and they all died.

- Sally Oh, that's terrible.
Gran Yes, I was very sad. I cried all day!
Sally Tell me more about him.

- Gran Well, *Peggy Sue* and *That'll be the day* were
his famous songs in the 1950s. But they weren't
my favourites – my favourite Buddy Holly song
was *Everyday*. Do you want to hear it?

- Sally OK, Gran – play it for me!

- c** 2 hated 3 climbed 4 stayed 5 listened
6 cried 7 planned 8 decided 9 talked
10 stopped 11 studied 12 cleaned
d 2 cleaned 3 listened 4 cried 5 stopped
6 talked
e 2 didn't answer 3 didn't cook 4 didn't
speak 5 didn't study 6 didn't do
f 1 didn't stay 2 stayed 3 didn't like
4 visited 5 talked 6 didn't want
7 walked 8 didn't have 9 didn't play
10 started

- 3** **a** a 3 b 1 c 4 d 2
b 2 Take it off! 3 Put them down!
4 Put them on!
c 2 grows up 3 Turn off 4 sit down
5 go out
a closed 1 decided 3 watched 1
walked 1 needed 2 studied 2 started 2
shopped 1 protected 3 worked 1

TAPESCRIP

closed, decided, watched, walked, needed,
studied, started, shopped, protected, worked

- b** TAPESCRIP
1 She wanted a drink.
2 They watched a good film.
3 He walked a long way.
4 We visited our friends.
5 I hated that book!
6 She climbed the hill.
7 We decided to go home.

- 5** 1 serious 2 Loads 3 one day 4 amazing

- 6** **b** wakes up, goes off, turns on, gets up, puts on,
sets off, goes on, slow down, gives up

- 7
- (a) 1 b 2 e 3 a 4 c 5 d
 (b) 1 F 2 T 3 T 4 F 5 F 6 T
 (c) 1 favourite 2 hero 3 thief 4 rich
 5 beautiful

Unit check

- 1 1 travelled 2 born 3 was 4 planned 5 didn't
 6 trees 7 discovered 8 were 9 wasn't
- 2 2 b 3 a 4 b 5 a 6 b 7 c 8 b 9 c
- 3 2 ~~is~~ Was your friend at school yesterday?
 3 There ~~isn't~~ weren't many people at the party last night.
 4 Where ~~are~~ were you born?
 5 We ~~cook~~ cooked lunch for the family last Sunday.
 6 Petra ~~studied~~ studied History when she was at university.
 7 They ~~wasn't~~ didn't live here in 2003.
 8 We ~~stoped~~ stopped painting when it started to rain.
 9 I watched the film but I ~~not liked~~ didn't like it.

6 Good friends

- 1 2 c 3 b 4 d 5 f 6 g 7 a
- 2 (a) 2 wanted 3 said 4 enjoyed 5 wasn't
 6 met 7 became 8 left
- (b) 2 left 3 won 4 went 5 began 6 met
- (c) Names (from left to right)
 Angela: did not finish/sixth
 Judy: fifth
 Maria: fourth
 Sandra: third
 Pat: second
 Liz: first
- (d) 1 Did you meet a famous athlete?
 2 Did she speak to you?
 3 Did the volunteers stay in the Olympic village?
 4 Did you work hard?
 5 Did (the) people enjoy the Olympic Games?
- (e) 1 Did; see 2 didn't 3 were 4 had
 5 met 6 liked 7 went 8 thought
 9 was 10 looked 11 shouted 12 did; see

TAPESCRIPT

Esra I saw a funny programme on TV last night. It was called *The Cream on the Cake*. Did you see it?

Wendy No, I didn't. What was it about?

Esra Well, there were these two girls called Jane and Louise. They were really good friends. So one day they had lunch together and they met a boy called Danny – he came

and sat down at their table. The problem was, both Jane and Louise liked him.

Wendy Oh, yeah ...

Esra Well, Jane went out with this boy Danny – they went to the cinema together – and Jane thought he was wonderful, you know? So she was really happy. But then the next day she was in the bus, and she looked through the window and she saw Danny and her friend Louise together!

Wendy Oh no! So what happened?

Esra Well, the two girls had a big argument later that day. They stood there in the street and shouted at each other.

Wendy So that was the end of their friendship, right?

Esra No, wait! The next minute, the girls looked across the street and who did they see? Danny! He was at the café, and he had a big cream cake in front of him ...

- 3 (a) Across: Down:
 1 May 1 March
 3 Friday 2 weeks
 5 hour 3 February
 6 months 4 Yesterday
 8 April 7 ten
 10 years 9 Last
 11 day
- (c) b 8 c 11 d 7 e 12 f 9 g 1 h 3 i 2
 j 10 k 6 l 5

- 4 (a) TAPESCRIPT/ANSWERS
 1 happened 2 listened 3 began 4 arrived
 5 studied 6 became

- (b) ●●: medal, athlete, friendship
 ●●●: July, tonight, today
 ●●●●: stadium, teenager, exercise
 ●●●●●: important, fantastic, beginning

TAPESCRIPT

morning, November, yesterday, because, July, stadium, medal, athlete, important, tonight, teenager, fantastic, friendship, beginning, today, exercise

- 5 1 d 2 c 3 f 4 e 5 a 6 b
- 6 (a) 1 made 2 got 3 came 4 saw 5 took
 (b) 1 swim 2 forget 3 speak 4 drink 5 give
- 7 (a) a 3 b 2 d 2 e 1 f 3

TAPESCRIPT

1

I met my friend Greg when we were five years old. We started school together on the same day, and we quickly became friends after that. Now we're at different schools, but I often see him at the weekend. We've both got bikes and we do a lot of cycling together.

2

Peter is another good friend of mine. I met him three years ago when his family came to live in the flat next to us. I see him almost every day. We usually walk to school together, and we sometimes help each other with our homework.

3

Michael's 18 and he's my boyfriend. I met him a year ago – we met at my cousin's 16th birthday party. He asked me to dance and then we started talking, and I really liked him. We're still going out together. I see him about three times a week and we go to the cinema together every Saturday, because we really love watching films.

Unit check

1 1 surfing 2 didn't 3 was 4 looked 5 began
6 said 7 became 8 ago 9 friendship

2 2 c 3 b 4 a 5 a 6 c 7 a 8 b 9 a

3 2 Antonio ~~go~~ went to the stadium yesterday.
3 ~~Had they~~ Did they have a good time at the concert on Saturday?
4 They ~~was~~ were in the best team.
5 I ~~not ate~~ didn't eat much for lunch yesterday.
6 What ~~he watches~~ did he watch on TV last night?
7 The film began at 8 o'clock and ~~finish~~ finished at 9.30.
8 Where ~~did you met~~ meet Elizabeth?
9 Anna ~~leave~~ left the swimming pool an hour ago.

7 The secrets of success

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

b 1 I have to do my homework after school.
2 Doctors don't have to be good at painting.
3 A teacher doesn't have to know everything.
4 We have to do the washing-up after lunch.
5 You don't have to get up early tomorrow.
6 Roberto doesn't have to work in the holidays.

c 1 doesn't have to 2 have to 3 has to
4 have to 5 doesn't have to 6 don't have to

d 2 Julie Baker doesn't have to go to the helicopter school by bus.
3 Matthew and his brother don't have to go to school.
4 Alan Martin has to wear a white shirt at school.

5 Pauline Jones doesn't have to work in Belize.
6 Successful Sumo wrestlers have to be heavy.
7 Text messages have to be short.

e 2 Yes, they do. 3 No, he doesn't. 4 No, she doesn't. 5 Yes, she does. 6 No, they don't.

f 2 Do Giovanna and Stefano have to do the washing-up? Yes, they do.
3 Does Giovanna have to do the ironing? No, she doesn't.
4 Do Helena and Stefano have to clean the windows? No, they don't.
6 Do you have to do the ironing? Yes, I do. / No, I don't.

2

a

F	G	L	P	I	L	O	T	X	R	F	I	N
L	O	S	R	E	P	S	S	E	N	I	I	U
I	T	E	N	N	I	S	P	L	A	Y	E	R
G	D	L	I	L	X	N	I	B	S	M	E	S
H	E	A	K	P	I	J	S	S	R	Y	F	E
T	N	W	Z	S	H	C	E	O	E	T	S	L
A	T	Y	Q	I	J	T	V	E	T	P	E	U
T	I	E	L	N	D	E	R	E	S	R	C	F
T	S	R	E	G	N	A	L	D	F	D	R	O
E	T	U	L	E	T	C	J	O	R	D	E	S
N	I	K	A	R	G	H	D	A	C	B	T	R
D	L	Y	T	I	O	E	Y	H	P	D	A	M
A	T	L	I	L	M	R	V	Q	S	X	R	A
N	I	O	P	I	D	O	C	T	O	R	Y	E
T	J	E	N	G	I	N	E	E	R	H	U	B

b 1 teacher 2 pilot, flight attendant 3 doctor, nurse 4 secretary 5 vet 6 engineer 7 tennis player 8 dentist

3

1 had to 2 have to 3 have to 4 have to 5 have to 6 had to

4

a TAPESCRIPT

1 We have to leave now.
2 They don't have to go out.
3 She has to do the washing.
4 He doesn't have to study tonight.
5 He had to cook this evening.
6 Does he have to drive to the shop?

b 1 has to 2 had to 3 has to 4 have to 5 had to 6 have to

TAPESCRIPT

1 Sam has to help his parents at the weekend.
2 I had to go to the dentist yesterday.
3 Teresa has to work on Saturday mornings.
4 We have to buy a present for Dad's birthday.
5 My sister had to get a new computer.
6 You have to go to bed early tonight.

5

1 Dave 2 Dave 3 Amy 4 Amy 5 Amy

6

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

TAPESCRIPT/ANSWERS

- 1 doctor 2 pilot 3 engineer 4 athlete
5 secretary 6 flight attendant 7 football player
8 photographer

- 7 1 e Picture e (Claudia Schiffer) 2 c Picture a (Edmund Hilary) 3 a Picture b (Charles Dickens)
4 b Picture d (Ludwig Van Beethoven)
5 d Picture c (Harrison Ford)

- 8 a singer; rich; job; round; guitar

Unit check

- 1 dentist 2 doctors 3 job 4 player 5 dream
6 have 7 hours 8 has 9 successful

- 2 a 3 b 4 c 5 c 6 a 7 c 8 a 9 b

- 2 A nurse usually ~~have~~ *has* to wear a uniform.
3 Engineers have to ~~being~~ *be* good at Maths.
4 My parents ~~not don't~~ have to work at the weekend.
5 Maria ~~has~~ *had* to go to the dentist last week.
6 ~~Is~~ *Does* Giorgio have to learn English at school?
7 I ~~has~~ *had* to get up early yesterday morning.
8 ~~Have you~~ *Do you* have to do a lot of homework?
9 My little sister ~~not has~~ *doesn't have* to do much homework.

8 New ideas

- 1 a songwriter 2 writing songs 3 always easy
4 an idea 5 some paper 6 writes songs
7 the band 8 school party

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

- b 1 Was; wasn't 2 Is; there's 3 are 4 wasn't
5 Are 6 are

- c 1 some 2 some 3 any 4 some 5 any
6 any 7 some 8 any 9 any

- d 1 a; any 2 any; some; a 3 an; a 4 some;
any 5 any; some; some; an

- e 2 mine 3 yours 4 Ours 5 theirs 6 hers

- f 1 theirs 2 his; hers 3 our; ours 4 yours;
you 5 mine; mine

- a  TAPESCRIPT/ANSWERS
/eɪ/ say: Spain, plane, late
/ʌ/ up: sun, fun, won
/ɔː/ more: fork, floor, talk
/aɪ/ my: night, right, nine
/iː/ see: keys, please
/e/ bed: said, red
/ɜː/ her: hurt, shirt

- b  TAPESCRIPT/ANSWERS
I thought my holiday in Spain
Was going to be great.

But when I got into the *plane*,
They told me I was *late*.

I ate some food, I wanted more:
They asked me not to talk.
I dropped my knife onto the *floor*,
I only had a *fork*.
The plane was flying in the night,
But the sky was blue and *red*.
'It's strange,' I thought, 'this isn't *right*.'
'You're in a dream,' they *said*.

- a 2 Joe went to sleep at work and his boss wasn't
very happy.
3 The baby is asleep so please be quiet –
I don't want her to wake up.
4 Maria had a dream about flying.
5 I went to bed at midnight but I read until
two in the morning.
6 The baby is awake so you don't have to
be quiet.

- 1 popular 2 contest 3 groups 4 audience
5 judges 6 sold 7 cruel 8 chose

Positive: excellent, healthy, fantastic, successful,
delicious, creative, beautiful
Negative: lonely, polluted, stupid, crazy, unhappy,
difficult, weird

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

- b 2 a butterfly with open wings
3 a singing bird
4 a spider
5 buzzing bees
6 a sleeping cat
7 a running horse

Unit check

- 1 at 2 some 3 his 4 ideas 5 asleep
6 to bed 7 wake up 8 to 9 dream

- 2 b 3 c 4 a 5 c 6 c 7 a 8 c 9 b

- 2 We can't find ~~some~~ *any* information in this book.
3 That scarf doesn't belong to her, but the jacket
is ~~her~~ *hers*.
4 Have you got ~~a~~ *any* milk in the fridge?
5 Leo and Karen haven't got a pet, so the dog
isn't ~~ours~~ *theirs*.
6 My parents give me ~~a~~ *some* pocket money
on Saturdays.
7 There aren't ~~some~~ *any* music shops in our town.
8 Is this CD ~~your~~ *yours*?
9 No, it isn't ~~my~~ *mine*. I think it's Barbara's.

9 The languages we speak

- a free, small, local, old, excellent, Russian,
different, strange, good, determined, big, exciting

- b** -er: quiet – quieter, big – bigger, lonely – lonelier, cheap – cheaper, noisy – noisier, old – older
 more ...: difficult – more difficult, expensive – more expensive, successful – more successful, relaxing – more relaxing
 irregular: bad – worse, far – further/farther

- c** 2 Café Paradiso is newer than Efes Café.
 3 The coffee in Café Paradiso is cheaper than the coffee in Efes Café.
 4 The coffee in Efes Café is more expensive than in Café Paradiso.
 5 The sandwiches in Efes Café are more expensive than the sandwiches in Café Paradiso.
 6 The sandwiches in Café Paradiso are cheaper than in Efes Café.

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

- b** 1 means 2 guess 3 look up 4 have
 5 imitate 6 make 7 translate

- 3** **a** -est: big – biggest, easy – easiest, thin – thinnest, heavy – heaviest, short – shortest, rich – richest
 most ...: beautiful – most beautiful, important – most important, delicious – most delicious, creative – most creative, intelligent – most intelligent
 irregular: bad – worst, good – best

- b** 1 most delicious / best 2 biggest
 3 most boring / worst 4 most beautiful
 5 easiest/best 6 richest / most important
 7 heaviest

- c** 1 most interesting 2 most expensive
 3 bigger 4 older 5 best 6 friendlier
 7 more difficult 8 most delicious 9 better
 10 most successful 11 more exciting
 12 worst

- 4** **a** and **b**

10 TAPESCRIPT/ANSWERS

- 1 Cars are faster than bicycles.
 2 Chocolate is sweeter than butter.
 3 Paula is more creative than her brother.
 4 The Maths exam was more difficult than the Science one.
 5 Robert is the youngest student in our class.
 6 Vegetables are the healthiest things you can eat.
 7 It was the most expensive jacket in the shop.
 8 They were some of the most talented writers in the country.

- 5** 1 cool 2 can't 3 pocket; save up 4 What about you?; check out

7 **a** **10**

- 1 Juliette e
 3 Alice d
 4 Carla a
 5 Mary b

- b** **10** 1 T 2 F 3 T 4 T 5 F 6 F

TAPESCRIPT

My name's Adrian. I'm 16 and I'm interested in Art. I want to be a painter when I leave school.

I've got four sisters. Mary is the oldest, but she isn't the tallest – she's smaller than Carla and Alice. Mary's got very short hair – our parents don't like it, but I think it looks cool. She's got a boyfriend called Terry and she talks about him all the time. It gets a bit boring, really.

Juliette is my favourite sister. She's the youngest – she's only ten, but I think she's very intelligent and she's also the funniest person in our family – she can really make you laugh. She loves animals and she keeps a pet rabbit in the garden.

Carla and Alice are twins – they were born on the same day, and now they're both 12. They look similar, but Carla's got longer hair and bigger eyes than Alice. They have arguments about music all the time. Carla loves all the young girl bands but Alice hates them. Alice is a sporty kid – she's a good swimmer and she's in the girls' football team at school.

Unit check

- 1** 1 speak 2 than 3 difficult 4 easier 5 worst
 6 guess 7 look 8 accent 9 imitate

- 2** 2 b 3 b 4 a 5 b 6 a 7 b 8 b 9 c

- 3** 2 I think History is more interesting ~~then~~ than Geography.
 3 Mont Blanc is the ~~higher~~ highest mountain in Europe.
 4 The book was ~~more good~~ better than the film.
 5 Your hamburger is ~~biger~~ bigger than mine!
 6 Football is the ~~popularest~~ most popular sport in the world.
 7 The Science exam was ~~worst~~ worse than the Maths exam.
 8 My cat is ~~most~~ more intelligent than my dog.
 9 The day I met Laura was the ~~more lucky~~ luckiest day of my life.

10 We're going on holiday

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

- 2** **a** 1 isn't / is not staying
 2 's/is having
 3 are paying
 4 's/is going
 5 aren't flying

- 6 're/are travelling
- 7 'm not / am not hiking
- 8 're /are spending
- 9 're /are staying

- (b)**
- 2 Sorry, I'm having lunch with Grandma on Saturday.
 - 3 Sorry, I'm meeting Uncle Jack at the airport (at 4.30) on Friday.
 - 4 Sorry, my cousins are arriving from Germany on Sunday.
 - 5 Sorry, Helen's coming to my place on Monday.
 - 6 Sorry, I'm studying for a Maths test on Wednesday.
 - 7 Sorry, I'm going shopping with Dad on Tuesday.

- (c)**
- 1 Is Peter coming?
 - 2 he isn't
 - 3 Are Ann and Paul coming?
 - 4 they are
 - 5 Are you and your family going
 - 6 we are
 - 7 Are you travelling
 - 8 we aren't
 - 9 Is your sister going
 - 10 she is

- (d)** 1 F 2 N 3 N 4 F 5 F 6 F 7 F 8 F 9 N

- 3**
- (a)**
- 2 in two days' time
 - 3 in three hours' time
 - 4 next year
 - 5 in two months' time
 - 6 in three weeks' time

- (b)**
- 1 horse-riding 2 canoeing 3 windsurfing
 - 4 camping 5 snorkelling 6 sailing
 - 7 sunbathing 8 sightseeing

- (c)**
- stay: on a farm, in a hotel
 - travel: by plane, to London, by car
 - hire: a boat, a car, canoes
 - spend: a week, some time, three days
 - buy: souvenirs, a postcard, presents

- (d)**
- 1 buy; souvenirs 2 spent three days
 - 3 hired a car 4 travelled by plane
 - 5 stayed in a hotel

- 4**
- (a)**
- /θ/ think: maths, thousand, thirteen, athlete, throw
 - /ð/ that: clothes, those, father, brother

TAPESCRIPT

clothes, those, Maths, father, thousand, thirteen, athlete, throw, brother

- (b)**
- 1 It's my sixteenth birthday next month.
 - 2 They're sunbathing together on the beach.

- 3 Her grandfather is healthy but he's very thin.
- 4 My brother can throw this ball further than me.

- 5**
- 1 backpack c 2 waterfall f 3 volcano b 4 airport d 5 turtle a 6 jungle e

- 6**
- (a)**
- 2 verb 3 adjective 4 preposition 5 singular 6 plural

- (b)**
- 1 e 2 c 3 d 4 a 5 b

- (c)**
- 2

- 7**
- 2 On Saturday night in a hotel in town.
 - 3 Her aunt and uncle.
 - 4 On Friday.
 - 5 Because their flat is very small.
 - 6 Her grandfather, because he's still in hospital.
 - 7 They're going to buy some new clothes to wear.

- 8**
- 1 ✓ 2 ✓ 3 X 4 X 5 ✓

TAPESCRIPT

Emma Hello.

Adam Hi, Emma. It's Adam.

Emma Oh, Adam! Hi.

Adam How are you? How was the party on Saturday?

Emma Oh, it was really good. Well, most things were good, anyway. The room looked fantastic – the decorations were lovely and the flowers looked really beautiful.

Adam And the food?

Emma Great – delicious. Everyone really enjoyed the food. The only thing was, the birthday cake was a bit of a disaster. Mum cooked it too long, so it was black on the bottom and it was very dry. Mum wasn't very happy about that.

Adam No, that's a shame.

Emma The other problem was the jazz band. Two of the musicians didn't come! They went to the wrong address.

Adam Oh, no!

Emma Yeah, can you believe that? My brother had to run home and get a CD player and some CDs. But it didn't seem to matter, really. Everyone danced and had a good time. And there were loads of presents for Dad and he loved them. I think he had a very good night.

Unit check

- 1**
- 1 coach 2 breakfast 3 sailing 4 sunbathing
 - 5 hiring 6 aren't 7 campsites 8 youth 9 is

- 2**
- 2 c 3 b 4 a 5 b 6 b 7 c 8 a 9 b

- 3**
- 2 My friend is arriving the day after ~~the~~ next.
 - 3 Are you ~~cook~~ cooking the dinner this evening?
 - 4 My brother ~~not~~ isn't / is not going out this weekend.
 - 5 Helen and Tony ~~bring~~ are bringing some CDs to the party on Friday.

- 6 I'm starting a new job the day ~~next~~ after tomorrow.
- 7 Rebecca ~~doesn't sing~~ *isn't singing* at the concert next week.
- 8 Stefano is seeing the doctor ~~for~~ in three days' time.
- 9 When ~~Alex is~~ *is* Alex coming home from school this afternoon?



11 What will happen?



a

- 1 Will we find
- 2 we'll all be
- 3 it'll be
- 4 it won't hurt
- 5 I'll never forget you
- 6 they'll break you

TAPESCRIPT

Samantha Jake, we went into space nearly two years ago and we're still looking for planet Vulcan. What do you think? Will we find it?

Jake Oh, yeah. I'm sure we will.

Jake You have to do something!

Computer Sorry! I'd like to help, but the spaceship is out of control and there's nothing – I repeat, nothing – I can do. So in 45 seconds, we'll all be dead.

Samantha Help! Do something!

Computer I can't. But don't worry. When we die, in exactly ... 30 seconds from now, it'll be very quick and it won't hurt!

Computer Five seconds!

Jake I'll never forget you, Sam.

Computer April Fool!

Samantha Oh! When we get back to Earth, I'm going to tell them about you, and they'll break you into little pieces.

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

c 1 'll be / will be 2 won't be 3 won't win
4 'll help / will help 5 'll find / will find
6 won't wear 7 won't hurt 8 will see

d 1 Will; get 2 Will; come 3 Will; go
4 Will; be 5 will; finish 8 will; see

e Example answers

- 2 You'll win lots of money but you won't be famous.
- 3 You won't have a big house but you'll have a fast car.
- 4 You'll get married when you're 30 but you won't have children.



a TAPESCRIPT

I'll go now.
She'll help you.
They'll be here on Monday.
You'll see him later.
That information will be on the Internet.
The universe will continue to get bigger.

b 1 'll 2 'll 3 will 4 will 5 0 6 0
7 'll 8 will

TAPESCRIPT

- 1 Don't worry. I'll do this for you.
- 2 We'll do our homework after lunch.
- 3 The spaceship will land in 20 minutes.
- 4 The countdown will start soon.
- 5 During a flight, astronauts eat lots of vitamins.
- 6 Go to university. I'm sure you see how important it is for your future.
- 7 I doubt they'll be here in half an hour.
- 8 They say this capsule will take people to the planet Jupiter.



a 1 I think I'll enjoy it.
2 I think the baby will wake up:
3 I don't think he'll give it back.
4 I think he'll know how to do it.
5 I don't think they'll be late.
6 I think I'll finish before 9 o'clock.

b 1 probably 2 doubt 3 not sure 4 maybe
5 hope 6 sure

c 1 stars 2 planet 3 spaceship 4 countdown
5 helmet



1 Anything else 2 the best bit 3 nonsense
4 don't believe 5 embarrassing



a Sentences 1 and 3 are nouns. Sentence 2 is a verb.

b 1 b 2 d 3 c 4 a



2 lines 2–6 3 lines 26–29 4 lines 24–26 5 lines
22–33 6 lines 2–9 7 lines 15–17 8 lines 7–9

Unit check



1 think 2 abroad 3 probably 4 to find 5 don't
6 sure 7 nonsense 8 maybe 9 she'll



2 c 3 a 4 c 5 b 6 b 7 a 8 a 9 c



- 2 This town ~~is~~ *will be* bigger in ten years' time.
- 3 Maybe they'll/will have guitar lessons next year.
- 4 I'll be 'm/am sure Emma will get a good job.
- 5 You will Will you watch a video this evening?
- 6 Lisa ~~won't probably~~ *probably won't* arrive before 10 o'clock.
- 7 Will your parents ~~to~~ drive us to the airport?
- 8 They ~~doesn't~~ *won't* go there next year.
- 9 I ~~won't~~ *don't* think our team will win the competition.

12. Never give up!

- 1 a 6 b 2 c 5 d 4 e 1 f 3
- 2 a 2 a 3 e 4 f 5 b 6 c
- b 2 too 3 very 4 too 5 very 6 too
- c 2 too difficult 3 too cold 4 too small
5 too far 6 too young 7 too easy
8 too expensive
- 3 a 2 warm; rainy 3 cold; foggy 4 hot; windy
5 cold; snowy 6 hot; sunny
- 4 a 1 quickly 2 safely 3 noisy 4 early
5 hard 6 brilliantly 7 good 8 fast
9 easily 10 late
- b 1 quietly 2 stupid 3 slowly
4 dangerously 5 usual 6 healthy
- c 2 's/ is working hard
3 's/ is playing badly
4 're/ are running quickly
5 's/ is smiling happily
6 're/ are shouting loudly
7 's/ is winning easily
8 's/ is getting up late
- 5 1 newcomers d 2 skyscrapers e 3 manual c
4 railway f 5 century h 6 migrants g
7 apartments a 8 succeed b

6 a TAPESCRIPT
job, what, want, foggy, belong, probably
rope, won't, joke, kilo, going, tomorrow

b TAPESCRIPT/ANSWERS
1 Our dog has got a cold nose.
2 Bob and Tom don't go to the coast.
3 The foreign politician told a good joke.
4 John wants to own a mobile phone.
5 Those tomatoes are old.
So what? Throw them in the pot!

7 o: potato, hello
ow: tomorrow, window, follow
oa: boat, soap
o + consonant + e: nose, joke, hope

Unit check

- 1 1 too 2 heavily 3 windy 4 bitterly 5 snowed
6 weather 7 happily 8 sunny 9 angry
- 2 2 c 3 b 4 a 5 a 6 b 7 c 8 a 9 a
- 3 2 That music is very ~~loudly~~ loud.
3 The shop was busy and we had to work ~~hardly~~ hard.
4 It's ~~to~~ too hot to wear a jumper.
5 If you walk ~~quick~~ quickly, you can get to the station in five minutes.

- 6 My grandfather is ~~too~~ very old, but he's fit and healthy.
7 Alison talks ~~slow~~ slowly, so it's easy to understand her.
8 I can't lift the piano – it's ~~too heavily~~ heavy.
9 Our team didn't win, but they played ~~good~~ well.

13. Good intentions

- 1 1 circle 2 December 3 countdown 4 seconds
5 fireworks 6 kiss 7 Eve 8 midnight 9 dawn
10 resolutions 11 Happy
- 2 a 1 e 2 d 3 b 4 a 5 c
- b 1 keep; up 2 throw away 3 take up
4 work out 5 give up
- 3 a 1 F 2 F 3 T 4 T 5 F 6 F
- b 1 'm/ am 2 's/ is 3 Are 4 aren't 5 isn't
6 're/ are 7 'm not 8 Is
- c 2 A: Is; going to learn B: she is
3 A: Is; going to move B: he isn't
4 A: Are; going to wear B: I'm not
5 A: Are; going to do B: they are
6 A: Are; going to hire B: we are
- d 2 'm not going to enjoy
3 're/ are going to have
4 aren't going to see
5 're/ are going to miss
- f 1 mustn't eat 2 must do 3 mustn't use
4 must wear 5 mustn't bring 6 must be
- 4 1 mustn't 2 must 3 must 4 mustn't
5 must 6 mustn't

TAPESCRIPT

- 1 You mustn't do that.
2 You must sit here.
3 She must speak to him.
4 We mustn't give her the letter.
5 I must stay here.
6 You mustn't forget me.

- 5 1 I'll drive you home.
2 I'll fix it for you.
3 I'll pay for your meal.
4 I'll open the window.
5 I'll make an omelette for you.
6 I'll ask my parents.

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

TAPESCRIPT

Denise Hi, Robbie, Happy New Year! It's Denise here.
Robbie Denise! Happy New Year! Good to hear from you. How are you? What's happening in your life?

Denise Oh, big news. My father's got a new job and that's going to mean a huge change for my family. It means we're going to move from London to Newcastle.

Robbie Newcastle – is that close to London?

Denise No, it's miles away, in the north of England. We're moving out in five weeks' time.

Robbie Gosh! Have you got a new place to live?

Denise Yes, we're going to move into a house in Newcastle. My parents say it's a nice house, and it's bigger than our London flat – it's got four bedrooms and a garden. But I haven't seen it yet. I'm going to have a look at it next weekend.

Robbie So what's happening with the flat in London?

Denise We're going to sell it. That's OK with me, it isn't a very nice flat and it's too small. But still, it's going to be hard to leave London. I'm really going to miss my friends here and it's going to be difficult starting in a new school. I'm not looking forward to it, really.

Robbie What about your mother?

Denise Mum? She can't wait. She's going to give up her job and she's really happy about that. And she wants to take up painting again – she was a good artist, you know, before she got married.

Robbie Well, it sure will be a big change. I hope it all goes well ...

Unit check

1 resolutions 2 must 3 going 4 isn't 5 keep
6 to 7 stick 8 give 9 take

2 a 3 a 4 c 5 a 6 b 7 b 8 c 9 b

- 2 We're/are going to study hard before the exams.
3 Anna ~~doesn't go~~ isn't going to watch TV this evening.
4 They must ~~being~~ be home before 12 o'clock.
5 I'm/am not going to take my guitar with me.
6 Are you going to take up windsurfing next year?
7 We mustn't ~~to~~ forget Mum's birthday.
8 ~~Does~~ Is it going to rain soon?
9 They ~~don't~~ aren't going to travel by bus.

14. You shouldn't do that!

a 1 b should 2 c should 3 a shouldn't
4 d should

b 2 should be nice to people
3 shouldn't buy expensive clothes

- 4 should have music lessons
5 shouldn't go to bed late
6 should talk to his teacher about it

- c 2 Should students bow
3 Should you bring a present
4 When should you use
5 Should people take off
(Students' own answers.)

d Example answers

- 2 She should go to the doctor.
3 You should go to England for a year.
4 You should study tonight.
5 He should save up his money.
6 You should study hard and pass your exams.
7 He shouldn't buy so many CDs.
8 They should have a party.

- a 2 cheerful 3 lazy 4 polite 5 miserable
6 hard-working 7 organised 8 rude
9 nervous

b

James: b
Sally: a
Cathy: a
Joanne: c
Max: b

TAPESCRIPT

James is usually very happy. He smiles a lot and you often hear him laughing.

I like Sally because she always tells you what she thinks. Sometimes you don't like what you hear but you know she's being truthful.

Cathy's great. She doesn't worry a lot about problems. And she hardly ever gets angry, even when people are unfriendly or unhelpful.

Joanne hardly ever does her homework and she never makes her bed or tidies her room. She sleeps until 11 o'clock at the weekend and she watches TV all the time.

Max is a strange guy. He doesn't like to talk to anyone and he doesn't speak when he sees you. He always works alone and he never invites people to come to his place.

a TAPESCRIPT/ANSWERS

- 1 answer, twenty
2 kind, knife
3 often, faster
4 autumn, station
5 climber, robber
6 horse, hour
7 went, wrong
8 hold, should
9 science, disco

b 1 b 2 l 3 k 4 n 5 w

TAPESCRIPT

- 1 lamb 2 could 3 kneel 4 column
5 wrap

- 4 2 What are your new sunglasses like
3 What's the weather like
4 What were Helen's friends like
5 What was the party like
6 What's your neighbour like

- 5 a 1 c 2 d 3 a 4 b

- 6 b 1 dull 2 brilliant 3 ugly 4 interesting

- 1 Can I have 2 Pardon 3 You're welcome
4 please 5 Thank you

- 7 b dis-: orderly – disorderly,
obedient – disobedient
un-: healthy – unhealthy, usual – unusual,
lucky – unlucky
Different adjective: beautiful – ugly,
quiet – loud, stupid – clever

- 8 c im-: possible – impossible, perfect – imperfect
-less: useful – useless, careful – careless

- 3 F (I made friends with other French people.)
4 F (The children were ... great teachers.)
5 F (You should leave your dictionary at home ...)
6 T
7 T
8 F (... don't study too hard.)

Unit check

- 1 1 cheerful 2 miserable 3 lazy 4 shouldn't
5 dishonest 6 like 7 disorganised 8 kind
9 should

- 2 2 c 3 c 4 b 5 a 6 c 7 a 8 b 9 b

- 3 2 They shouldn't ~~to~~ talk loudly in the library.
3 I don't think you ~~shouldn't~~ should go out without
a coat. / I ~~don't~~ think you shouldn't go out without
a coat.
4 What ~~are~~ your new teachers ~~are~~ like?
5 We should ~~to~~ get up early tomorrow.
6 He ~~doesn't~~ shouldn't smoke when people are eating.
7 ~~Do I should~~ Should I send an email to Martin?
8 You shouldn't be lazy, ~~do~~ should you?
9 What's ~~was~~ the concert like last night?

15 How brave!

- 1 1 d take it back 2 a will kill 3 e didn't hit
4 c picked it up 5 b are scared

- 2 a 1 you finish 2 don't 3 he'll have to
4 you'll be 5 she'll send

- b 1 If Judith misses her bus, she'll be miserable.
2 If the train doesn't come soon, we'll walk
home.
3 You won't get wet if you wear a raincoat.
4 I won't sing well at the concert if I'm too
nervous.
5 If my friends see me, they won't recognise me.

- c 1 will go for a bike ride / go cycling.
2 rains, she'll read a book.
3 gets up early, he'll go shopping.
4 doesn't get up early, he'll listen to some music.

- e 1 the rope will break
2 the dog will attack her
3 they won't find us
4 they'll/will have a crash
5 you'll/will feel better
6 the plane won't take off

- f 1 when 2 when 3 if 4 If 5 if 6 when

3 a TAPESCRIPT/ANSWERS

- 1 If the mother doesn't recognise the baby,
she won't take it back.
2 They only attack when you show you're
scared.
3 If I turn and run away, this gorilla will
attack me.
4 But if I don't move, he'll go away.

b TAPESCRIPT/ANSWERS

- 1 Neil will look for a job when the summer
holidays begin.
2 I'll do my homework when I get home.
3 We'll take a taxi if Dad can't meet us at
the station.
4 If you waste time, you won't finish your
work.
5 It'll be great if I win this competition!
6 We'll have a big celebration when you turn
twenty-one.

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

- b 1 interesting 2 worried 3 exciting
4 terrified 5 annoyed 6 frightening

- c 1 crash 2 land 3 attack 4 overturn
5 fall 6 collapse 7 burn

- 5 1 Hang on 2 No way 3 No big deal

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

- b 1 An old lady.
2 She threw some stones.
3 It barked at Sharon.
4 Because its owner arrived.

Unit check

- 1 1 bored 2 exciting 3 annoying 4 tired
5 when 6 interested 7 I'll 8 arrives 9 I'm
- 2 2 b 3 c 4 b 5 a 6 a 7 b 8 c 9 b
- 3 2 If ~~you'll~~ you go to bed now, you'll wake up early tomorrow.
3 Sam ~~is~~ will be healthier if he eats more fruit.
4 Paula will sing well if she ~~not gets~~ doesn't get nervous.
5 If it's rainy tomorrow, we ~~don't~~ won't go horse-riding.
6 You'll miss the bus ~~when~~ if you don't run.
7 I'll/will stop writing to Jane if she doesn't answer my letters.
8 If Tim goes to university, he will ~~becomes~~ become a lawyer.
9 ~~If~~ When the winter comes, we will get some snow.

16 It's a mad world

- 1 a 1 John Evans balances things on his head.
2 The man from Scotland grows onions.
3 The man from Thailand never cuts his hair.
4 Len Vale Onslow has never had an accident.
5 Susan Smith never gets out of bed.

- b 1 grow 2 getting out 3 cut 4 balance

2 a

R	I	S	N	A	K	E	D	P	E
F	R	I	T	P	C	J	A	D	R
T	A	R	A	N	T	U	L	A	M
A	B	Y	T	I	D	U	L	E	O
L	B	S	I	O	T	P	I	K	U
N	I	V	G	F	R	O	G	E	S
O	T	C	E	T	O	S	A	N	E
R	C	O	R	W	N	A	T	L	D
E	M	W	P	A	R	R	O	T	H
H	A	E	L	G	H	O	R	S	E

- b 1 tiger 2 snake 3 cow 4 tarantula
5 alligator 6 parrot 7 frog 8 rabbit

- 3 a 1 played 2 worked 3 driven
4 learned/learnt 5 eaten 6 written
7 listened 8 done

- b 1 ~~am~~ I've read this book three times.
2 This actress has ~~be~~ been in about 30 films.
3 Annette and Luke ~~has~~ have never played ice hockey.
4 Martin hasn't ~~speak~~ spoken to my parents.
5 We've/~~have~~ never been in a helicopter.
6 You've ~~travel~~ travelled to a lot of countries.

- c 2 A: Has a snake ever bitten you?
B: No, I've never seen a snake.
3 A: Have you ever flown to America?

- B: No, I've never been in a plane.
4 A: Have your friends swum in this pool?
B: No, they've never learned to swim.

- d 2 Have you ever met a pop star?
3 Have you ever eaten Mexican food?
4 Have you ever tried windsurfing?
5 Have you ever been in hospital?
(Students' own answers.)

- e 1 've/have never seen
2 've/have never had
3 Have; had
4 've/have never been there
5 have driven
6 've/have never cycled
7 has never killed
8 Have; eaten

- f 1 have bitten me
2 they've never complained
3 pets ever escaped
4 have never escaped

TAPESCRIPT

Interviewer So have you ever had any problems yourself? Some of these animals are dangerous, aren't they?

Mr Brown Well, the tarantulas have bitten me once or twice.

Interviewer What do your neighbours think about all these animals?

Mr Brown Well, they've never complained.

Interviewer Have any of your pets ever escaped?

Mr Brown Yes. The parrot escaped in 1998. But the alligator and the tarantulas have never escaped.

4 TAPESCRIPT/ANSWERS

- 1 I cut my finger.
2 Have you seen the parrot?
3 He's spoken to my mother.
4 They've won lots of prizes.
5 He's seeing the doctor.
6 She's eaten the chocolate.

- 5 1 win a prize 2 took a risk 3 raise money
4 break the record 5 told a joke

- 6 a 1 parachute 2 wheelchair 3 anniversary
4 skydiver 5 ghost

- b 1 F 2 F 3 T 4 F 5 T 6 T

- 7 No change: cut – cut – cut
Same past simple and past participle: make – made – made, meet – met – met
Different past participle: write – wrote – written, fly – flew – flown, break – broke – broken, drive – drove – driven, go – went – gone



- 1 mushrooms 2 do you want 3 please
4 cut 5 four 6 six 7 can eat six pieces
8 mine 9 decide 10 red 11 blue
12 rains 13 black horse 14 bigger than
15 brown one

TAPESCRIPT

Boy This is one of my favourite jokes. Listen.

A man goes into a pizza place and asks for a pizza. The girl asks him what he wants on it. 'Oh, ham and mushrooms and olives, please.' 'Fine,' says the girl. 'And what size pizza do you want?'

'What sizes have you got?' asks the man.

'Well, you can have small, medium or large.'

'Oh,' says the man. 'Um ... medium, please.'

The girl says: 'OK. And do you want me to cut it into four pieces or six pieces?'

The man thinks about it and says, 'Just four pieces, please. I'm not really very hungry. I don't think I can eat six pieces!'

Girl Yeah, that's a good joke. But I think this one's good too.

Two farmers go out one day and they buy two horses, one each. They put the two horses in a field.

'Wait a minute,' says one farmer. 'How will we know which horse is yours and which horse is mine?'

So the two farmers sit down and think about it. They decide to paint the horses' tails – one tail will be red and the other tail will be blue.

But that night, it rains, and the paint comes off. So the two farmers think about it again. Then one of them says, 'Oh, what stupid farmers we are! Look, it's easy. Your black horse is bigger than my brown one!'

Unit check



- 1 pets 2 mouse 3 cow 4 snake 5 never
6 parrots 7 spoken 8 ever 9 been



- 2 a 3 c 4 b 5 b 6 b 7 a 8 c 9 b



- 2 Alan ~~have~~ *has* painted some excellent pictures.
3 I've ~~work~~ *worked* in five different jobs.
4 Tom and Claudio ~~haven't never~~ *have never* / *haven't ever* played football.
5 ~~You ever have~~ *Have you ever* stayed in Paris?
6 I've ~~wrote~~ *written* to Lily a few times, but she hasn't answered.
7 Sally ~~not has~~ *hasn't* / *has not* had a meal at this restaurant.
8 *Has* the dog ever bitten you?
9 He's never stayed at your house, ~~hasn't~~ *has* he?

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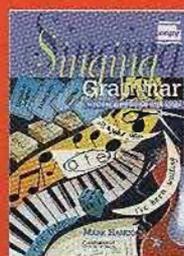
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