

Discover

ENGLISH



Student Book



PEARSON
Longman

KATE WAKEMAN

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Teacher's Book



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Welcome Letter

Hi and Welcome to Discover English!

It is our belief that your experience of teaching and learning with **Discover English** will be as enjoyable and satisfying as planning, designing and writing the course!

Discover English motivates the learners by addressing the need for:

Involvement!

Discover English aims to harness the learners' natural curiosity of the world that surrounds them and creates an opportunity to explore and become involved in a variety of real issues that will make their English class a positive and enriching experience. **Discover English** is more than a text book; it is full of exciting information that will motivate the learners to connect with the English-speaking world, and discover insights into topics as varied as Extreme Weather and Space.

Variety!

Discover English contains all the elements that make learning effective and fun. There is a careful balance of different types of activities including dialogues, texts, stories, songs, raps, games, all enhanced by a wide variety of support material designed to make the teacher's role both pleasant and rewarding.

Celebrating Diversity!

Discover English has been developed to reach all learners, respecting the different learning styles and paying attention to the diverse nature of our classrooms.

We carefully considered the need for multi-sensory teaching, the Theory of Multiple Intelligences, Maslow's Hierarchy of Needs, as well as the importance of providing a variety of activities to stimulate Whole Brain Learning.

Clarity!

Discover English carefully guides the learners through the new structure and vocabulary of each unit. We have kept in mind throughout the need for clarity and controlled language models as well as the need to make the language meaningful.

The learners themselves are also able to clearly monitor their own progress. The revision pages include an opportunity for self-assessment, reflection and celebration of their growing knowledge and ability to use and understand English.

Discover English is easy to use and, with the additional resources, will give dedicated and professional teachers all the support necessary to enjoy every aspect of the teaching programme.

We wish you all, teachers and learners, a happy and successful school year!

the authors



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Contents

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1	Money	9	Present tenses State verbs Countable / uncountable nouns <i>How much ... ? / How many ... ?</i> and quantifiers <i>some- / any- / every- / no-</i>	Money Simple maths
2	Out And About	19	Present continuous for the future Predictions with <i>will / won't</i> <i>going to</i>	Transport verbs Word building: verb to noun
3	Be careful!	29	Present perfect vs past simple <i>How long ... ?</i> , <i>for / since</i> <i>just / already / yet</i>	Injuries and illnesses <i>make, do</i> and <i>have</i>
4	Time Detectives	39	Past continuous Past continuous vs past simple <i>used to</i>	Describing objects Adverbs of manner
5	Everyday Life	49	<i>be allowed to / let / make</i> <i>have to / must / should</i> <i>can / could</i>	Describing jobs Negative prefixes: <i>un-, im-, dis-</i>
6	Fashion	59	Comparatives / superlatives <i>(not) as ... as, less, the least</i> <i>look / look like</i>	Describing clothes Fashion verbs
7	Crazy Communication	69	Relative pronouns Relative clauses <i>may / might</i> <i>must / can't</i>	Communication Body language
8	Our World	79	Zero conditional First conditional Second conditional	Things on the beach The environment
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10	The Media	99	Question tags Present simple passive Tense review	News webpage People in the media

Discover extra words **p.109**

Word list **p.110**

Functions	Skills	Revision
Making suggestions		
Shopping	Discover Skills: Special Days Study Skill: Finding clues for reading	Let's Revise! Pronunciation: /ʃ/ /tʃ/
Inviting	Discover Culture: The Great River Race Project: A Great Race	Let's Revise! Pronunciation: /ʌ/ /ɑː/ Song: <i>Life is a Highway</i>
At the doctor's	Discover Skills: Risk Takers Study Skill: Giving the correct answer	Let's Revise! Pronunciation: silent <i>h</i>
Complaining	Discover Culture: Uluru Project: A Famous Place	Let's Revise! Pronunciation: /ŋ/ /ŋk/ Song: <i>Mama Used to Say</i>
Apologising	Discover Skills: Top Jobs Study Skill: Asking and answering	Let's Revise! Pronunciation: silent /l/
Shopping for clothes	Discover Culture: School Uniforms Project: My School Uniform	Let's Revise! Pronunciation: /s/ /ʃ/ Song: <i>Hip Teens</i>
Making deductions	Discover Skills: Secret Messages Study Skill: Listening for key words	Let's Revise! Pronunciation: /nd/ /d/
Giving advice	Discover Culture: Making Trash Into Treasure! Project: Recycling Day Poster	Let's Revise! Pronunciation: /əʊ/ Song: <i>Message in a bottle</i>
Expressing surprise and disbelief	Discover Skills: The Invitation Study Skill: Talking about pictures	Let's Revise! Pronunciation: silent /r/
Functions review	Discover Culture: Newspapers: Past and Present Project: A Newspaper	Let's Revise! Pronunciation: gh Song: <i>Up on the roof</i>

Introduction

Course components

Students' Book overview

- ▶ *Discover English 3 Students' Book* contains ten units and a shorter Starter Unit at the beginning.
- ▶ The Starter Unit introduces the Discovery 101 team and deals with basic grammar and vocabulary points. It provides a motivating, practical starting point for the school year.
- ▶ Units 1 to 10 consist of an opening page followed by five lessons, a–e.
- ▶ The opening page in each unit introduces key vocabulary, while language items are introduced and practised in lessons a and b with one of the lessons based on the Discovery 101 children. Lesson c in each unit features *The Magic Amulet* cartoon, and lesson d or e in each unit consists of a revision lesson, *Let's Revise!* Finally, every other unit contains a *Discover Skills* or a *Discover Culture* lesson.
- ▶ The *Find extra words* feature on page 109 motivates students to develop their vocabulary. The codebreaker key is also on page 109.
- ▶ There is a *word list* on page 110 featuring key vocabulary introduced in each unit.

Teacher's Book overview

The comprehensive *Teacher's Book* contains:

- ▶ concise teaching notes for each lesson
- ▶ all the *Students' Book* pages
- ▶ *Students' Book* and *Workbook answer keys*
- ▶ *Test Book answer key*
- ▶ *Students' Book tapescripts* where necessary
- ▶ one *photocopiable grammar worksheet* with consolidation and extension resources for each of the ten units. Both have teacher's notes and answer keys
- ▶ one *photocopiable resource* for each of the ten units with teacher's notes and answer keys
- ▶ three *extra photocopiable resources* to use at the beginning of the school year.

Workbook overview

The *Workbook* contains:

- ▶ grammar, vocabulary and skills exercises which provide thorough consolidation and practice for each unit in the *Students' Book*
- ▶ a starring system of one to three stars for level of difficulty on the grammar exercises for flexibility
- ▶ exercises to practise the extra words from the *Students' Book*.

It can be used for homework or, alternatively, can be used in class as additional revision material. It could also be used to help deal with fast finishers.

Audio CD

- ▶ The class audio CD (three CDs) contains all the dialogues and texts from the *Students' Book*.
- ▶ Exercises involving listening are very easy to manage as all track numbers are shown next to the relevant exercise on the page.

Students' CD-ROM

The *Students' CD-ROM* contains audio of the *Students' Book* dialogues and texts as well as lots of additional practice material in a very easy-to-follow format which is ideal for motivating self-access. Students simply need to:

- ▶ start the CD-ROM
- ▶ choose a unit (1–10) from the menu down the side of the screen
- ▶ choose a practice activity. Activity types include: games, word squares and anagrams
- ▶ check their own answers.

Students can keep track of their progress with a learner diary.

If your school has computer facilities, you could book them at the beginning of the year to teach students how to use the CD-ROM.

Test Book and Test Master

- ▶ The *Test Book* contains two *progress tests* for each unit, 'Student A' and 'Student B'. Each test covers the lexis, grammar and functional areas taught in the *Students' Book* unit. Both the two unit tests

cover exactly the same material and use exactly the same question-types. There are two versions to help you deal with the unfortunate classroom reality of cheating; give Student A and Student B tests to students sitting next to each other. Alternatively, you may like to use one of the tests as a diagnostic test at the beginning of the unit and the other as a final unit progress test.

- ▶ There are also Student A and Student B *skills tests* every two units, providing assessment of listening, reading, writing and speaking. These are extremely easy to use as they are adapted to your classroom reality. The tests begin with a listening test and finish with a short, easy-to-manage speaking test.
- ▶ Finally, a Student A and Student B *end-of-year test* facilitates assessment across a longer time period. They are especially easy to use as they follow exactly the same format as the progress tests.
- ▶ A marking grid for all tests is also provided for you to record your students' marks.
- ▶ In order to help you adapt material to your own classroom context and to provide as much flexibility as possible, all the tests are provided as editable Word documents on the *Test Master* section of the *Active Teach* disk.

Students' Book features

Discover Words

- ▶ *Discover Words* introduces important topic and other target vocabulary. Each unit begins with *Discover Words*, and there are regular *Discover Words* spots throughout the book. *Discover Words* is easy to use both with students with no prior knowledge and with students who may already know some of the target words. Pictures and photos are often used to present language. Students are asked to do a variety of tasks such as matching, labelling, ordering, listening and repeating target items in order to standardise pronunciation.

Grammar

- ▶ *Discover English 3* teaches grammar by first introducing it in a meaningful context connected to the unit topic. For example, students may be asked to read and listen to texts they can easily relate to containing the target language such as dialogues, web texts, diaries and letters. Their understanding of the context and grammar is checked by different kinds of comprehension questions, e.g. true/false questions.

- ▶ Separate *grammar boxes* provide examples of the structure being taught. There are also plenty of practice exercises to consolidate understanding and give students the opportunity to manipulate the structure in question.
- ▶ Regular writing and speaking exercises are designed to provide students with the opportunity to practise the new language they have learned.

Discovery 101

- ▶ The photographic characters in *Discover English 3* are Lily, Tom, Mia and James. They all contribute to their radio station – *Discovery 101*.
- ▶ In lessons a and b of each unit, we see the characters working towards their next radio programme which is based on the topic of the unit. This is portrayed either through a dialogue or through texts, both of which feature the target language structures for each unit.

The Magic Amulet cartoon

- ▶ Lesson c in each unit features a different episode of *The Magic Amulet*, which is great fun. It's about two children, Holly and Max, who go back to Ancient Egypt and make friends with a guide, Ra. The story connects with the unit topics through location and context, and provides a motivating vehicle for presentation and recycling of grammar and vocabulary.
- ▶ As part of the idea of students discovering English, in alternate units there is a code to break based on hieroglyphs.

Discover Skills

- ▶ Although listening, speaking, reading and writing are systematically dealt with throughout the course, there is a special *Discover Skills* lesson in units 1, 3, 5, 7 and 9 which aims to offer further, focused practice in each skill. No new grammar is introduced in these lessons. Content is connected to the unit topic, and encourages students to discover more about the world around them in a variety of international cultural contexts.

Discover Culture

- ▶ Units 2, 4, 6, 8 and 10 contain a skills-based *Discover Culture* lesson. A variety of reading and listening texts provide information about different aspects of life in Britain and encourage students to reflect upon differences between their own culture and life in the UK.

Let's Revise!

- ▶ *Let's Revise!* provides a variety of exercise types to help students revise vocabulary, grammar, pronunciation and functions. There is a consolidation section in the *Let's Revise!* lesson in units 2, 4, 6, 8 and 10, which ends with a song.
- ▶ In each *Let's Revise!* lesson there is also a *Checklist* to encourage students to reflect upon their own learning.

Watch Out!

- ▶ The regular *Watch Out!* boxes focus on common areas of difficulty. The teacher's notes give ideas for integrating this into a lesson plan.

Talking Tips!

- ▶ There is also a motivating *Talking Tips!* exercise in lesson a or b of each unit.
- ▶ Each exercise focuses on two simple everyday expressions students of this age can relate to, which have already been included in a prior reading/listening text. In *Talking Tips!* students are asked to listen and repeat, and then to match each expression to a picture to check meaning.

Fun Zone

- ▶ The name *Fun Zone* speaks for itself! There are regular *Fun Zone* exercises throughout the book, which provide light-hearted grammar, vocabulary, listening and speaking practice. They also include songs, raps, puzzles and games.

Songs

- ▶ There is a song in alternate units. These are connected to the unit topic and grammar.
- ▶ This is very motivating for students of this age!

Fun facts

- ▶ Regular *Fun facts* provide extra interesting, light-hearted information linked to the text in the lesson in question. For example, see Unit 1b on page 13. You may occasionally need to help students with lexis or to translate. *Fun facts* provide an excellent starting point for discussion on a related topic.

Try this!

- ▶ Occasional *Try this!* boxes aim to help students become better learners. For example, see Unit 3d page 37.

Teacher's Book features

Format

- ▶ The *Teacher's Book* is very user friendly. All of the *Students' Book* pages are reduced in size and 'embedded' in the *Teacher's Book* pages. The *teaching notes* are written around the corresponding *Students' Book* page for easy reference, so it's almost impossible to lose your place!
- ▶ *Answers* are included on the *Students' Book* page, space permitting, or are included at the end of the notes on each exercise.
- ▶ *Tapescripts* are included at the end of the teacher's notes for each lesson if they don't appear on the *Students' Book* page itself.
- ▶ Notes and answers for the grammar worksheets and photocopiable activities at the back of the book are also very easy to find and to follow.

Teaching notes

- ▶ The teaching notes take you step by step through each stage of each lesson, not only providing you with a clear structure for the lesson but also with additional teaching ideas. They are designed to be flexible, taking mixed-ability classes and different learning styles into account throughout.

Culture notes

- ▶ Occasional *Culture notes* provide information about aspects of British culture which you may not be so familiar with in order to help you deal with students' questions.

Suggestions

- ▶ Regular *Suggestions* for alternative classroom procedures, extension ideas or extra activities and games are an important feature of the teaching notes, as they help you adapt material to your class's needs.

Fast finishers

- ▶ Dealing with *Fast finishers* is something all teachers have to do, even in a relatively homogeneous class. The teaching notes offer you ideas to help you cater for them.

Tips

- ▶ Regular tips serve to remind you of important classroom management issues which relate to the lesson in question.

Grammar worksheets

- ▶ The consolidation and extension *grammar worksheets* (pages 137–146) are important tools to help you deal with mixed-ability classes. Give consolidation worksheets to weak students, and extension worksheets to students who need to be stretched. Both can be used during the class as an alternative or addition to *Students' Book* material, or for homework. You could also use them with fast finishers.

Photocopiable resources

- ▶ The *photocopiable worksheets* (pages 156–165) provide a variety of extra practice and extension activities for each unit. Remember that you must use them after the target language has been taught. They could also be used for revision purposes.
- ▶ There are also three *photocopiable worksheets* (pages 153–155) which are designed to help you start the year. They are especially useful to help you diagnose your class profile and will help you prepare classes if your students haven't bought books on time.

Active Teach and CYLETs

Introducing your 'Active Teach' software component

Discover English benefits from the latest technological development in English Language Teaching – **Active Teach**. This is software for your computer and Interactive Whiteboard (IWB). If you don't have an IWB, you still have a multitude of benefits using this component in preparing your classes on a computer. An alternative to an IWB is simply using a projector and a computer in class.

What is Active Teach?

Active Teach is a digital version of the *Students' Book* with everything you need to prepare and teach your classes in one place: on your computer. When you open the program you will find:

- ▶ **Students' Book pages** – exact reproductions of the printed page
- ▶ **Class audio** – touch the icon and the listening begins
- ▶ **Extension activities** – extra whole class practice or an ideal task for fast finishers
- ▶ **Test Master** – allows you to access, download and edit all of the tests
- ▶ **Students' CD-ROM** – now you can use it in class

- ▶ **Interactive DVD** – with touch control audio scripts for precise drilling
- ▶ **Phonetic chart** – click sounds to hear examples.

How do I use it?


Having the book and associated material in one place means you don't have to gather everything together when preparing or teaching. Practically everything you need is in one easy-to-access place. Using **Active Teach** in class is easy with an IWB or just a projector:

- ▶ zoom pictures and exercises for all to see clearly
- ▶ complete the same exercises on the board as the students see in their books
- ▶ control of audio and DVD from the tapescript – touch the text and hear it spoken
- ▶ DVD can be paused and annotated to highlight vocabulary.

What are the benefits?

Everyone is on the same page, literally. **Classroom management** is made far easier when students lift their heads to look at **the page on the board**. When giving **feedback** students can come to the board and write in the answer in **the 'zoomed' exercise**. No excuses any more for not knowing where they are in the book. In the event of needing an extra activity you have a bank of material at your fingertips – **Active Teach** contains the student **CD-ROM**, **Test Master** and **extension activities** in the *Students' Book* pages. You can even set the **CD-ROM** activities for homework and then check who has done the activities next class. Finally, the efficiency **Active Teach** brings to your professional life – all the time saved planning and teaching your classes.

CYLETs **Cambridge Young Learners English** and Discover English

Discover English has been devised to bring practice of CYLETs to your classroom without being intrusive. We understand that the necessity for exam practice is not always homogeneous in every group so many of the practice activities in this course are based on the CYLETs style without converting *Discover English* into an 'exam practice' course. The *Teacher's Book* readily identifies all the activities where CYLETs style is practised (look for the icons  next to the activities). If your students are preparing for an exam then simply let them know they are practising for their CYLETs exam in completing the activity; if not then they need be none the wiser.

In the classroom

How to ... deal with mixed-ability classes and students with learning difficulties

In addition to exploiting *Discover English 3* course resources to the full, remember to:

- ▶ get to know your class as fast as you can. Quickly establish which students need more help and in which area. You could use one of the *Discover English* progress tests A or B as an initial diagnostic test
- ▶ establish if a given student really is very weak or if there is another issue at play, e.g. does he or she suffer from an attention deficit condition or another problem such as dyslexia? Ask colleagues and maximise any opportunity you have for parent contact. If necessary alert your school
- ▶ give all students a sense of achievement, e.g. ask weak students easier questions and stretch strong students with more challenging ones. Try not to make it obvious though!
- ▶ use the star system in the *Discover English Workbook*. The grammar exercises are graded from one star (everybody can do this exercise) to three stars (a more challenging exercise for the stronger students)
- ▶ move on to freer practice activities with strong classes more quickly than with weak classes
- ▶ allow the students to work at their own pace when doing practice exercises or activities if your class is very mixed ability. Make sure all students always have something achievable to do
- ▶ take care with pairings. You can pair strong with strong, weak with weak, or strong with weak. Strong and weak students may work well together in very controlled activities, but in a freer activity, strong with strong may work better. If your classroom situation allows, it is a good idea to vary pairings from the beginning. Allocate tasks in group activities so the strong students don't always dominate. Weak students often work better in smaller groups
- ▶ allocate different homework tasks for students with learning difficulties, e.g. a simple copying task or a consolidation worksheet
- ▶ work through exercises with the whole class if it's a weak class
- ▶ consider giving a weak class Test A to do at home and Test B to do in class
- ▶ cater for the students' different learning styles and preferences by using a variety of activity types in

each lesson. This will help even very weak students to feel they do something well. Here are some examples

- ... **Kinaesthetic learners** learn through movement. Some appropriate activities are: clapping rhythmically, acting out, pointing, miming, and moving into and out of groups.
- ... **Visual learners** learn through activities involving colour, pictures, diagrams, and drawings. Regular wall displays or perhaps an 'English corner' are especially effective ways of motivating our visual learners.
- ... **Auditory learners** learn by listening to music, having discussions, doing listening exercises, and even silence, e.g. say: *Close your eyes for one minute and think about your favourite things.*

How to ... manage classes and deal with discipline

Dealing effectively with mixed-ability class teaching using the above suggestions will help you avoid discipline problems; a demotivated or bored student is much more likely to behave badly. Here are a few extra ideas to help. Remember to:

- ▶ create clear classroom routines right from the beginning so students know what is expected of them in general, e.g. a simple warm up chant: *Good morning/afternoon/evening* or write the date on the board
- ▶ involve students as much as possible as often as possible. *Personalisation* is a good way of doing this. Relate activities and exercises to their own reality, e.g. after reading a text about different films, ask students which their own favourite is. Students love talking about themselves. *Discover English 3* contains a lot of personalisation exercises, for example in unit 1 lesson b, after the countable and uncountable nouns and quantifiers have been introduced, students are asked to talk about what there is in their school bags. In the *Discover Culture* pages students are encouraged to talk about their own experiences
- ▶ take behaviour and personalities into account when grouping students, e.g. sit a problematic student next to a patient, well-behaved student
- ▶ give clear instructions and check them too, e.g. ask check questions or give the instruction in English and ask a student to translate it. It's easy to think a student is misbehaving when in fact he/she didn't understand an instruction
- ▶ offer rewards for good behaviour, e.g. tell a problematic student that if he/she behaves well he/

she can sit next to a friend in the following class. Don't forget to follow it through or you will lose credibility

- ▶ stick to small groups with lively classes
- ▶ move round the room as often as you can to impose your presence and authority. You will also get a better feel for classroom dynamics if you do this and be more aware of your students' problems and abilities
- ▶ create a behaviour chart, e.g. reward good behaviour with gold stars or ticks. The student who has the most stars/ticks at the end of every week or two could be the official class helper. If you have to threaten, make sure you carry out your threat to retain credibility
- ▶ keep an eye on the time and on fast finishers. If an activity goes on for too long even usually well-behaved students will get restless
- ▶ be seen to be fair. This way you will win students' respect.

How to ... deal with correction

Correction of speaking and writing is the main way we give our students feedback. However, it can be demotivating if we over- or under-correct. Remember to:

- ▶ correct as much as possible during presentation and controlled practice of grammar and vocabulary
- ▶ allow your students to experiment with language during freer activities or general classroom communication without correcting all the time. They will necessarily make mistakes as they experiment with language. This is part of the metacognitive learning process
- ▶ be sensitive! For instance, use positive intonation and facial expression when saying no
- ▶ give the students time to self-correct as often as possible. This will give them a sense of achievement
- ▶ if an individual really doesn't know the answer and can't self-correct, don't give it yourself all the time. Sometimes ask: *Can anyone help?*
- ▶ make sure a student who got the answer wrong during controlled practice repeats the correct version before moving on
- ▶ make sure students copy down a correct version of exercises you have corrected in class
- ▶ provide encouraging comments when correcting freer writing and make sure students know what kind of mistakes they've made, e.g. grammar, vocabulary, word order.

How to ... deal with drilling

Drilling is your way of ensuring that all students have said the target language item. This teaches them how to pronounce a word or form a grammatical structure and helps them memorise it in a context. For example, there is a pronunciation drill in every *Let's Revise!* lesson which focuses on a particular sound in a fun context. Remember to:

- ▶ teach meaning before you drill so that repetition is meaningful
- ▶ use choral repetition first so you know all students have spoken. Then ask a few individuals round the class
- ▶ give a clear model using intonation appropriate to the language item(s) and context
- ▶ reinforce clear instructions with gesture, e.g. use arm movement to show students they should begin
- ▶ make sure all the students have said the target language at least once
- ▶ correct errors. If you don't, your students may well repeat them in the future!

How to ... use realia

Realia are real-life objects you bring into the classroom, e.g. to teach 'apple' ... why not bring an apple? Using realia is memorable and helps engage the students. You can use realia to do lots of things, e.g. to present and recycle grammar and vocabulary or in story-based activities.

Use everyday objects you have at home or use the students' possessions such as pencil cases, rubbers, books and bags. Here are some ideas.

- ▶ Bring favourite things realia to the class to recycle vocabulary about favourite things from the Starter Unit. If you don't have everything, just one item makes a memorable difference, e.g. a football shirt.
- ▶ Use classroom realia to teach or recycle prepositions of place, e.g. *the pencil case is next to Maria's English book.*
- ▶ Use sports-related realia to act as prompts for presenting or practising grammar. Write *He / every day* on the board, hold up a tennis racquet and elicit a sentence from the class. (*He plays tennis every day.*)
- ▶ Use realia to play games, e.g. Kim's game (see the **Games Bank** on pages 16–19).

How to ... use games

Games and other light-hearted activities, such as those in *Fun Zone*, are a very valid teaching tool. Games shouldn't just be something we do to spend the last

five minutes of class, but should be an integral part of our lesson planning over time. This is because they provide meaningful, motivating contexts for language practice. Here are some points to bear in mind.

- ▶ Make sure your rationale is very clear. Ask yourself why you are playing the game. Common reasons include: to practise or revise a structure, to review vocabulary, and to improve your students' listening comprehension such as their ability to follow instructions.
- ▶ You may play a game as a warmer at the beginning of the class, or a settler to calm students down. Games don't have to be noisy!
- ▶ Think carefully beforehand about interaction patterns. Plan ahead.
- ▶ Give clear instructions. Don't forget to check them, e.g. *Maria, are you working with Bruno? (Yes, I am./No, I'm not.)* Use L1 if necessary.
- ▶ Don't let the game continue for too long or fast finishers will get restless.

How to ... use L1

As English teachers our objective should be to use the target language as much as possible for many reasons. For instance, speaking in English enables our students to develop their listening skills and is a great motivator. The teacher is the students' model and point of reference. However, it is sometimes practical to use L1 in order to:

- ▶ give complicated instructions
- ▶ give instructions to a weak class, although it's advisable to always give them in English first
- ▶ translate non-target vocabulary which comes up and you want to deal with quickly
- ▶ translate key vocabulary to a weak class. Again, always do it in English first
- ▶ quickly discipline students who misbehave
- ▶ find out more about your students and their opinions when generating interest, e.g. they may well not understand *Have you ever met a famous person?* Use English, though, wherever possible.

How to ... use the dialogues

All the dialogues in the *Students' Book* are recorded. They provide carefully structured contexts for language presentation, practice and revision. The teacher's notes provide lots of ideas for using them. Remember the basic principles of before – during – after.

Before

- ▶ Motivate your students to read/listen by introducing the topic first. For instance, you could use pictures,

photographs, realia or play a game. Aim to provide them with an intrinsic (rather than teacher-set) reason to read.

- ▶ Check key vocabulary *before* you ask students to read/listen.

During

- ▶ Play the recording while students follow the dialogue. Don't worry about playing the recording two or three times. Some classes need more support than others.
- ▶ Get students to do the exercises suggested by the *Students' Book*, e.g. gap-fill exercises or information transfer.

After

- ▶ Ask the class to do the exercises set afterwards to check comprehension, e.g. true/false questions.
- ▶ Allocate characters and have students read the dialogue for the group.
- ▶ Divide students into groups and have them practise.
- ▶ Ask groups to perform for the class.
- ▶ Get the students to act.
- ▶ Have the students make up similar dialogues featuring themselves.

How to ... keep students' attention

- ▶ Think carefully about how long you want to spend on each activity. A greater number of shorter activities usually work better than fewer longer activities. Pace is crucial!
- ▶ Speak clearly so all the students can hear you, and at a pace which students will be able to keep up with.
- ▶ Vary activity types where possible in order to maintain the students' curiosity.
- ▶ Think carefully about the stage of the lesson you choose for each activity. For instance, an individual writing activity isn't appropriate as a warmer at the beginning. A game or other activity in which the whole class are involved would work better.
- ▶ Play quiet music while students are working individually or doing pair/group work. This usually has a soothing effect, calms students down and improves their concentration levels.
- ▶ Tell students if you want them to work individually, or in pairs or groups *before* you give them any further instructions so you know they're concentrating.
- ▶ Similarly, the teacher's notes sometimes suggest you tell students to close their books so they are

concentrating on what you say, not looking at the book.

- ▶ When asking individuals questions, don't ask each student in turn in one row. If you do this, they can prepare their answers or go to sleep! Choose students randomly around the room to make sure everyone is paying attention.
- ▶ Losing the attention of thirty students is a daunting prospect. If this happens, try clapping two or three times as loudly as you can or bring realia to hold up such as an eye-catching hat. Another technique which works with some classes is ... silence. Wait until all the students are silent, however long it takes. Some teachers find it useful to count down out loud from twenty to zero. Encourage the students to join you. Whatever you do, don't shout, as you will lose the students' respect. The worst-case scenario is simply to continue working with those students who are listening and to deal with the others after the class.
- ▶ Don't confuse productive noise during group work with noise resulting from a loss of attention.

How to ... use *In this unit*

- ▶ After you have introduced the unit topic using the ideas in the teacher's notes, tell the students to read the *In this unit* box and translate if necessary.
- ▶ Ask students to work in pairs. Give them time to look through the unit and find the pages which deal with each point.
- ▶ Check page references with the whole class.
- ▶ You could quickly ask the students to tell you one or two things they know, if anything, about each subject, which will help you plan lessons of an appropriate level.
- ▶ You could ask the class which subject they are looking forward to the most.

How to ... use the pronunciation sections

- ▶ Have the students look at the picture and tell you the words they know.
- ▶ Play the recording twice. The second time, pause for the students to repeat each line in chorus. You could play it again but have them repeat a larger chunk. See if they can say it without looking at their books!

How to ... teach vocabulary

The teacher's notes give you plenty of ideas about how to go about teaching the vocabulary in the *Students' Book*. Here are a few points you may like to consider.

- ▶ Make sure you know which of the target vocabulary in the book is probably new to your students and which they may have met before. This affects how quickly you move on to the practice stage.
- ▶ Use the pictures and photos in the book, flashcards, realia and the students themselves to teach the target lexical sets, e.g. use a tall student to teach *tall*.
- ▶ Always try to elicit words if you think your students have some knowledge. This is motivating for them.
- ▶ Remember to teach meaning first. Then make sure all students have said the target word at least once before you write it on the board or show them it in their *Students' Book*.
- ▶ A way to help students say words correctly is by marking stressed syllables when you write the word on the board.
- ▶ Don't try to introduce too much vocabulary at the same time as you will overload your students. Six or seven completely new words are plenty. If your students already know some words, increase the number.
- ▶ A way to help students say words correctly is by marking stressed syllables.
- ▶ You could play a short game as a warmer in one lesson to recycle vocabulary taught in the previous one.
- ▶ Non-target words come up regularly in class. Translating is an efficient way of dealing with these. Why not ask different students in each class to be responsible for copying these new non-target words from a 'new words' section on the board onto pre-prepared pieces of paper. Have them write the translation on the back of the paper. Put all the papers in a bag and keep it in the classroom. You could ask fast finishers to take some words from the bag and test each other throughout the course. One student says the English word and the other gives the translation or vice versa.
- ▶ For stronger classes use the *Discover 5 extra words* feature which allows students to find more words on the page.

How to ... exploit the cartoon story

The teacher's notes contain lots of practical ideas to help you deal with the *The Magic Amulet* cartoon story. Here are a few points to remember.

- ▶ Always ask the class what they can remember about the story so far before you begin each new episode. This recycles language and will motivate them.
- ▶ Exploit the pictures in each story to the full to

recycle known and teach new vocabulary where appropriate.

- ▶ Don't forget that you don't need to formally focus on every piece of new language. It's important that students get used to using the context to work out meaning.
- ▶ After the students have read/listened and completed the comprehension questions, you have lots of alternatives. For instance, divide the class into groups where each member can play a role (usually groups of between three and six). Play the recording again and have them repeat their lines. You could put them into groups to practise. Have them act if you have the space! If you have time, ask one or two groups to perform for the class.

How to ... use the revision pages

- ▶ Remember that the revision pages are not a test. You may like to ask the students to work individually, but you could also consider asking them to do some exercises in small groups.
- ▶ Why not create an element of competition? Ask each group to choose a group name, and write the names on the board. Give points for correct answers.
- ▶ Write *Students' Book* page numbers on the board for each revision exercise so students can refer to material. It is very important to give them the chance to reprocess and remember language they have, or may not have, learned.
- ▶ Look at your register to ensure students who missed a lot of material for any reason are working with a student who has attended all the time so he/she can help.
- ▶ Make sure you provide students with a correct written record of all writing exercises by writing answers on the board or having students do so.
- ▶ *Using the checklist:* Self-evaluation will most probably be new to your students, depending on your school/cultural context. Do it orally with the group the first two or three times. Draw the different faces from the checklist on the board. Use L1 if necessary to ask the class about the subjects on the checklist, e.g. the present perfect and the past simple (see Unit 3e page 38). Ask for examples. Then get them to decide which face applies to them and to copy it into their books. Students of this age usually know what they think, but need help explaining why. Ask open-ended questions, e.g. *Why do you think it's easy / difficult?* and persist during the year. Possible answers in this case may be: *It's easy because I like it. / It's difficult because I wasn't in class.* You may find you obtain

more information than you first thought, which is very useful for planning lessons.

How to ... use the CD player

- ▶ Make sure you know how your equipment works.
- ▶ Check the track numbers you will need before the class starts and set up the machine beforehand if possible. Track numbers are clearly marked on the *Students' Book* page, e.g. 2.10 – this means use CD 2 track 10.
- ▶ Make sure you have listened to the track(s) yourself first.
- ▶ Give clear instructions before you play the CD. Don't compete with it!
- ▶ Make sure all the students can hear it. If it's too loud, the sound may be distorted.
- ▶ To avoid interruptions, always ask students if they have any questions before you begin.
- ▶ Make sure students understand they can't ask you anything or speak while the CD is playing.
- ▶ If it doesn't seem to be working, check that the leads are in place, and that it's turned on.
- ▶ If you have a technical problem that you can't fix, simply read the tapescript yourself. You could ask a strong student to help.

How to ... use projects, class surveys, wall displays and class collages

Projects, class surveys, wall displays and class collages are very important as they help to make learning memorable and help engage students of this age. In *Discover English 3* there are many examples of this. For example there's a project in every *Discover Skills* lesson. Here are some ideas.

- ▶ Choose topics that relate to your students' interests. Possible subjects may include: favourite actors/actresses, animals, eating habits, weekend routine, likes and dislikes and favourite kinds of music.
- ▶ Always plan ahead, e.g. if your school has computer facilities with Internet access which will enable your students to do research for a project, book them well in advance.
- ▶ Keep a picture box in the classroom or school. Ask your students to bring magazines or print off pictures from the internet that relate to the current English topic and to leave them in the box.
- ▶ Make sure you have sufficient material resources for collages and wall displays, e.g. card, glue and crayons.
- ▶ Enlist the help of colleagues who teach other subjects to give a cross-curricular angle to projects

and surveys. For instance, your students could design and carry out a questionnaire about eating habits in English in the English lesson, but analyse and write up the results and draw charts and graphs to represent them in a maths lesson.

- ▶ Create a permanent display area if you can somewhere in the school or classroom. Set up a rota of students to share responsibility for keeping their English Corner tidy.

How to ... use tests and self-evaluation

- ▶ Using the tests after each unit is a good way of gaining more formal feedback about your students' progress.
- ▶ Make sure you have covered all the material on the test you intend to use. If not, adapt it using the *Test Master*.
- ▶ Use the tests after your students have done their self-evaluation so the self-evaluation reflects their perceived progress rather than the test result.

Discover English Games Bank

Games don't have to involve hours of preparation. Some of the following ideas involve none at all, or are largely student-prepared.

I-Spy

Aim: To revise known vocabulary.

Stage of the lesson: Any.

Organisation: All possible. Play this with the whole class the first time.

Preparation: None.

How to play:

- Choose a known object in the classroom all the students can see, but don't tell anyone, e.g. bag.
- Say to the class: *I spy with my little eye ...* (pretend to look around the room) ... *something beginning with ... B.*
- Invite guesses, e.g. *Book*. Ask for complete sentences to stretch strong groups, e.g. *Is it a book?* Make sure the students put their hands up before they guess.
- The winner guesses the word you were thinking of (*bag*). It's now his/her turn to say *I spy with my little eye ...*

Pelmanism

Aim: To practise new vocabulary or to revise. It's best to use lexical sets.

Stage of lesson: Any.

Organisation: Groups of three or four students.

Preparation:

- Choose a lexical set, e.g. animals.
- Give each group twelve small pieces of paper. Tell the students to draw a different animal on each.
- Then give the students twelve more pieces of paper and have them write the name of each animal they have just drawn on each piece, to create a matching pair.

How to play:

- All cards are placed face down.
- Tell students to take it in turns to turn over two cards at a time. If they turn over a matching pair, they keep it and have another turn.
- The winner is the student with the most pairs at the end.

Battleships

Aim: To revise vocabulary.

Stage of lesson: Any.

Organisation: Pairs.

Preparation:

- Draw a blank grid like the one below. Copy two for each student in the class.

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B												
C												
D												
E												
F												
G												

- Choose a known lexical set, e.g. rooms or furniture. Write Student A and Student B on the board. Write six words from the chosen set next to student A and six different words from the same set next to student B.
- Divide the class into pairs of A and B. Give each student two blank grids. Have them write their words anywhere they like on one of them, like the one below.

Student A

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B		t		s	h	o	w	e	r			
C		a					i					
D		b	a	t	h		n					
E		l					d	e	s	k		
F	b	e	d				o					
G							w					

How to play:

- Students ask each other in turn for letters and numbers to find out what their partner's words are, and fill them in on their blank grid, e.g. Student B: *What's D4?* Student A: *It's t.* (Student B writes *t* in square D4 on his/her blank grid.)
- The winner finds their partner's words first.

Bingo

Aim: To revise vocabulary or numbers (comprehension).

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Draw a simple grid on a piece of paper with three columns and three rows.
- ▶ Copy one for each student in the class.
- ▶ Choose a lexical or numeric set, e.g. sports or numbers one to twenty. Make a note of it for yourself.
- ▶ Give each student a grid and have them write one word or number from the lexical set in each square. It's important they do this individually so their grids aren't the same.

How to play:

- ▶ Read a word or number from the chosen set. Tell students to cross it out if they have it.
- ▶ Repeat the process. Cross the words off your list as you say them.
- ▶ Tell students to put their hand up and say: *Line!* when they cross off all the items in a row.
- ▶ Tell the students to put their hand up and shout: *Bingo!* when they cross off all their words. Check the winner's card against your list to make sure he/she really is the winner!

Touch and Guess

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Choose between six and eight objects connected to a topic or lexical set and put them in a non-transparent bag. Bring material to use as a blindfold.

How to play:

- ▶ Ask a student to come to the front and blindfold him/her.
- ▶ Give him/her an object from the bag to feel.
- ▶ Ask him/her to guess what it is, e.g. *Is it a rubber?*
- ▶ To make this competitive, ask students to work in groups and allocate points for correct guesses by group members.

Kim's Game

Aim: To consolidate/revise vocabulary and develop memory/observation skills.

Stage of lesson: Any.

Organisation: Whole class and small groups of three or four.

Preparation:

- ▶ Bring 12–15 known objects connected to a topic or lexical set to class.
- ▶ Put them where all the students will be able to see them but cover them so they aren't visible to begin with.
- ▶ If your students are already in the classroom, bring the objects with you on a covered tray as it's important they don't see them first.

How to play:

- ▶ Tell the class they have one minute to look at, e.g. 12 objects. They must try to remember as many as they can.
- ▶ Reveal the objects for one minute then cover them again.
- ▶ Ask small groups of three or four to write down all the items they can remember.
- ▶ Ask each group in turn to name an object. Write all the answers offered on the board whether right or wrong.
- ▶ Uncover the objects and check the answers until all objects have been correctly named. You could make this competitive and allocate one point per group per correct object.
- ▶ The next time you play, increase the number of objects to make it more challenging. You could also ask students to do this individually or in pairs.

Pictionary

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class or small groups.

Preparation:

- Write between eight and ten lexical items from a known set that students can easily draw, on separate slips of paper.

How to play:

- Ask two or three pairs of students to come to the board.
- Show one student in each pair the same slip of paper.
- Tell them to draw the word on the board. The first partner to guess the word is the winner. Continue with new pairs.
- If you decide to get students to do this in groups you'll need one set of prompt words per group placed face down. Tell students to take it in turns to draw. The student who is drawing should take the top prompt. The student who guesses first gets a point. You will need to allocate one student in each group to keep the score.

Hangman

Aim: To consolidate/revise vocabulary or introduce a topic.

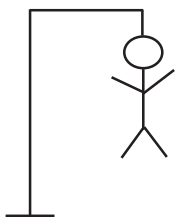
Stage of lesson: Any.

Organisation: Whole class.

Preparation: None.

How to play:

- Think of a word, e.g. *elephant*, but don't tell the students what it is.
- Write a dash (_) on the board representing each letter.
- Ask a volunteer for a letter.
- If your word contains the letter, write it in the correct place(s).
- If it doesn't, write the letter on the board so the students know not to use it again, and draw part of a gallows. The students must guess the word before you finish drawing a gallows and a man.



Noughts and Crosses

(Note: this game is called *Tic tac toe* in the USA.)

Aim: To consolidate/revise regular and irregular plural nouns.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Pre-teach or check: *top/bottom/middle/left/right*.
- Draw a grid on the board with three rows and three columns, making a total of nine squares.
- Choose nine singular nouns.

How to play:

- Divide the class into two halves, the noughts (O) and the crosses (X).
- Decide which group will start; you could flip a coin and teach the students '*Heads or tails?*'
- Ask one group to choose a square, e.g. the top right square.
- Say a singular noun and have one student give you the plural form, e.g. Teacher: *foot*. Student: *feet*. Ask the student to spell the word.
- Write the group's symbol (O or X) in the chosen square if the answer is correct. Pass the question to the other group if it's wrong.
- The winner is the first group to get a horizontal or diagonal line of their symbol.
- You can practise/review other grammar or structures too, e.g. have the students ask *What/Where/Who* questions or get them to spell target words.

Snap

Aim: Vocabulary recognition.

Stage of lesson: Any.

Organisation: Whole class, groups or pairs.

Preparation:

- Mix up two identical sets of flashcards containing known lexical sets.

How to play:

- Hold up one flashcard at a time.
- Have the students tell you the words as you go along.
- If you hold up a flashcard that is the same as the previous one, tell the students to shout: *Snap!* A quieter version is to have them stand up silently instead.

Chinese Whispers

Aim: To develop listening skills.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Prepare a short list of target words or sentences, e.g. *I've got a dangerous dog called Dan.*

How to play:

- ▶ Whisper the word or sentence to the student.
- ▶ Tell the student to whisper the word/sentence to the person sitting next to him/her.
- ▶ Continue until all the students have whispered the same word/sentence to each other. Ask the last student to tell the class what he/she thinks the sentence is.
- ▶ So students don't get restless while they are waiting, you could start passing round two or three more words/sentences at the same time. Don't do too many at once or it will get confusing!

Happy Families

Aim: To practise *have got*/family members/possessive 's.

Stage of lesson: Any.

Organisation: Groups of four.

Preparation:

- ▶ Give four blank card-sized pieces of paper to each student in the class.
- ▶ Tell them to draw one of their own family members on each card.
- ▶ Tell them to write who is in the picture at the bottom of each, e.g. *José's granny/Maria's cousin Silvia.*

How to play:

- ▶ Put students into groups of four.
- ▶ One student in each group shuffles and deals the cards so each student has four.
- ▶ The aim of the game is to swap cards in order to collect one family. To do this the students take it in turn to ask other questions, e.g. Student A: *Have you got Tiago's dad?* Student B: *Yes, I have. Have you got Maria's granddad?* *Yes, I have.* (The students swap cards.)
- ▶ The winner is the first to collect one family.

Snakes and Ladders

Aim: Sentence correction.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- ▶ Bring a dice to class.
- ▶ Draw a grid on the board with six rows and six columns.
- ▶ Randomly draw five or six snakes and five or six ladders of different lengths on the grid.
- ▶ Write *Start* in the bottom right square and *Finish* in the top left square.
- ▶ Prepare ten to fifteen sentences using known grammar and vocabulary containing errors, e.g. *He haves got a CD player./Did you was at the party yesterday?*

How to play:

- ▶ Divide the students into two teams and give each a simple name, e.g. *Benfica* and *Liverpool*.
- ▶ You could flip a coin to decide which team will start.
- ▶ Ask a student to roll the dice. Count the number of squares to be moved and write the team name in the relevant square, e.g. if a *Benfica* student throws five, write *Benfica* in the fifth square from *Start*.
- ▶ Every time a team lands anywhere on a ladder, write a sentence on the board containing an error. Choose a volunteer to correct it. If he/she does so successfully, the team moves to the top of the ladder, nearer *Finish*. If not, there is no change.
- ▶ Every time a team lands anywhere on a snake, repeat the same procedure. However, if the chosen student can't correct the sentence, the team slides to the bottom of the snake, nearer *Start*. If he/she can correct it, there is no change.
- ▶ The winner is the first team that arrives at *Finish*!

Language revised

Grammar: present simple, frequency adverbs

Vocabulary: radio

Functions: speaking about routines and habits

Culture notes

Sudoku is a numbers puzzle. The name comes from Japanese ('su' meaning 'number' and 'doku' meaning 'single'). The basic puzzle consists of a 9 × 9 grid with spaces to be filled in with the numbers 1–9.

Unit and book introduction

► (*Books closed*) Introduce the theme of web radio. Explain *Discover English* 3 features a group of children who are involved in a school radio station, *Discovery 101*. In each episode they explore interesting material for their radio programmes.

► (*Books open*) Focus on the photos. Ask students to describe Lily, Tom and Mia, suggest their ages, and speculate on their personalities.

► Elicit the meaning of *DJ*. (*Disc Jockey*.)

► Use an idea from the Introduction to focus on *In this unit*.

Exercise 1



► Give students a minute to read the sentences. Play the recording while students listen, read and answer. Check answers.

Answers → student page

Exercise 2



► Ask students if they ever listen to Internet radio stations. Elicit or teach the vocabulary through questions and mime, e.g. *What do you have to do first?*

► Students do the exercise in pairs.
► Play the recording. Check answers.

Answers → student page

Grammar

► (*Books closed*) Using the verbs from Exercise 2, ask students to remember the forms of present simple (third person -s, negative and question forms).

► (*Books open*) Give students time to complete the grammar box, and check with a friend.

Answers → student page



Welcome To *Discovery 101*!

Meet the DJs at *Discovery 101* – our new school radio station!



Name: **Lily**

Age: 12

Show: *The Big Mix* music show, Thursday lunchtime.

Likes: Rock music, nice clothes, my cat DJ.

Dislikes: Spiders!

Lily says: 'Send in your favourite song, then pick up your hair brush and sing along!'



Name: **Mia**

Age: 13

Shows: *Talk Back* chat show, Monday lunchtime. *Schoolz Out* quiz show, Friday after school.

Likes: Computer games, quizzes, jokes.

Dislikes: Her brother Zak – when she can't use his things!

Mia says: 'The *Talk Back* show is fun. I don't ask the questions. YOU do! There are cool quizzes and great prizes in the *Schoolz Out* show. I often write the quizzes, so I'm always busy!'

Name: **Tom**

Age: 13

Shows: *Go Green* eco show, Wednesday after school. *Sports Reports* show, Saturday morning.

Likes: Football, BMX biking with best friend James, eco projects.

Dislikes: Rubbish!

Tom says: 'Do you like football? Listen to *Sports Reports* at 8 a.m. I get up early so I never miss a show! Interested in eco projects? Then tune into *Go Green* – we can save the planet!'



1 Listen and read. True or false?

- 1 Lily has got a pet spider. *false*
- 2 Lily has got a show after school. *false*
- 3 Tom has got an early show. *true*
- 4 James is Tom's best friend. *true*
- 5 Mia has got a sister. *false*
- 6 There's a quiz show on Monday. *false*

4

IN THIS UNIT:

- radio
- present simple
- frequency adverbs
- past simple

Discover Words

Discover Words

radio

1.3 Match the words and phrases. Then listen and check.

- | | |
|-------------------|----------------------|
| 1 switch on / off | a a radio show |
| 2 tune in to | b the volume |
| 3 turn up / down | c a radio show |
| 4 record | d the computer |
| 5 download | e the web radio show |

Grammar present simple

Remember and complete.

I ¹ listen / don't listen to *The Big Mix* on Thursdays.

He gets up / ² doesn't get up early every day. They like / don't like *Discovery 101*.

³ Do you play football?

Yes, I do. / No, I ⁴ don't.

When do they listen to Mia's show?

3 Complete the sentences. Use the present simple.

- He doesn't get up (not get up) early on Sundays.
- She goes (go) to school by bus.
- Do you like (like) music?
- He records (record) the radio show at school.
- We don't play (not play) football after school.
- Does she write (write) quizzes on Fridays?
- Do they tune in (tune in) to *Discovery 101* at the weekend?

FUN FACTS

There are over 30,000 Internet radio stations. You can tune in to music from all over the world!



Listening

4 1.4 Listen and write the names.

Mia Tom Lily

Who ...

- has got a pet? Lily
- plays computer games every day? Mia
- likes *Chelsea FC*? Tom
- often uses her brother's computer? Mia
- plays the drums every day? Lily
- often rides a bike to school? Tom

Grammar frequency adverbs

always usually often sometimes never

I often write quizzes.

I am always busy.

5 Rewrite the sentences.

- Lily practises the drums every day. USUALLY
Lily usually practises the drums every day.
- Her mum and dad complain. NEVER
- She sings along to the radio. ALWAYS
- Tom goes to football matches. SOMETIMES
- The children are at the radio station every day. USUALLY
- Mia is on her brother's computer. OFTEN

Fun Zone

6 You have three minutes to find a friend who ...

- sings along to the radio.
- plays a musical instrument.
- always walks to school.
- never gets up early.

A Do you sing along to the radio?

B Yes, I do. / No, I don't.

7 Write about your friends.

Bethan sings along to the radio. Luke plays the guitar.

5

Check answers.

Answers → student page

Tapescript → page 166

Grammar

Ask students to read the grammar box. Then elicit the frequency adverbs rule (normally placed before the main verb, after the auxiliary verb or *be*).

Elicit one or two examples.

Exercise 5

Do the exercise orally, then ask students to rewrite the sentences.

Check answers.

Answers

2 *Her mum and dad never complain.*

3 *She always sings along to the radio.*

4 *Tom sometimes goes to football matches.*

5 *The children are usually at the radio station every day.*

6 *Mia is often on her brother's computer.*

Exercise 6

Elicit the questions.

Demonstrate the activity with a student. Suggest the students write down classmates' answers.

Students ask as many people as they can in three minutes.

Exercise 7

Students do the exercise individually. Go round helping and correcting as they write.

Exercise 3

Ask students to do the exercise in pairs. Check answers.

Answers → student page

Fun facts

Have a student read the *Fun facts* aloud.

Ask students which radio stations they like listening to (if any), and why.

Exercise 4

(Books closed) Tell students they are going to listen to part of a *Discovery 101* radio show. Write the following on the board:

The first question is for ... (Lily)

The second question is for ... (Tom)

The third question is for ... (Mia)

Play the recording, then check answers.

(Books open) Give students time to read the questions and predict answers. Play the recording again.

1.4

Language revised

Grammar: past simple

Vocabulary: prepositions of movement

Functions: speaking about actions in the past

Exercise 1



1.5

- Focus on the photo. Ask: *Who is in the photo? Where are they? Look at the picture of the cat and ask: Whose cat is this?*
- Play the recording. Students listen and read the dialogue, and answer the questions.

Answers → student page

Exercise 2



1.6

- Revise the prepositions *outside, over, behind, round, towards, into*.
- Ask students to look carefully at the map. Then play the recording while students mark DJ's path on the map.
- Check answers by asking several students to recount the journey.

Answers → student page

Tapescript → end of notes

Starter
B

Lost And Found

Tom Hi, Mia. What's that?
Mia It's my new mobile phone. Look! It can take photos. I bought it last weekend.
Tom Wow! It's good.
Mia It is! I took some interesting photos yesterday.
Tom What did you take a photo of?
Mia You mean *who* ... he's quite famous.
Tom Really? What happened?
Mia Well, I was at the post office. I saw him outside so I followed him. He went over the bridge, then he disappeared behind the Costa Rica café.
Tom Did you find him?
Mia Yes, I did. I was clever, I went round the café the other way. Then he walked towards the town square. After that he went into the park. I lost him again so I sat down and waited. I was very patient!
Tom Did you see him again?
Mia Yes, I did. I shouted his name.
Tom What did he do?
Mia Well, he didn't reply, so I took his photo ... then he ran away from me!
Tom Why?
Mia He was shy! I ran after him. Luckily, I caught him ... Look, here's his picture.
Tom Mia! You're so silly! It's Lily's cat – DJ!
Mia I know, Tom. Lily was pleased when I found him!

6



1 Listen and read. Answer the questions.

- What has Mia got? *A new mobile phone.*
- What can it do? *It can take photos.*
- Who is DJ? *Lily's cat*

2 Listen and look at the map. Follow DJ!



Grammar

- (Books closed) Ask students to remember the forms of past simple, including *be*, and the use of *did/didn't* in the negative and question forms. Elicit examples of past forms of some regular and irregular verbs.
- (Books open) Ask students to complete the grammar box, and check with a partner. Check answers.

Answers → student page

Exercise 3

- Students do this activity in pairs as a class race. Set a time limit of a few minutes. The pair who find the most past simple forms win.
- Check answers.

Answers → student page

Suggestion: Tell students to write three sentences about Mia in the past simple, but one should contain incorrect information, e.g. *Mia crossed the bridge. She ran after DJ. She lost the cat.* Ask them to read the sentences for their partner, who identifies the wrong sentence and corrects it, e.g. *She didn't lose DJ, she caught him.*

Grammar past simple

Remember and complete.

regular

He ¹ replied / didn't reply.

I waited / ² didn't wait in the park.

Did you wait? Yes, I did. / No, I ³ didn't.

Where ⁴ did you wait?

irregular

I ⁵ bought / didn't buy it last weekend.

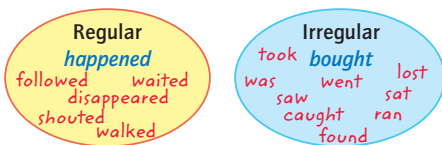
I took / didn't take some interesting photos yesterday.

I was / ⁶ wasn't at the post office.

Did you buy it last weekend?

When did you ⁷ buy it?

3 Read the dialogue. Find more regular and irregular past simple verbs.



4 Read and complete Lily's diary. Use the past simple.

5th September

Saturday is usually my favourite day, but yesterday morning I ¹ went (go) to the library - I ² caught (catch) the bus. At the library I ³ studied (study), then I ⁴ saw (see) a new book. I ⁵ wanted (want) to take it home, but my library card wasn't in my bag.

At home I ⁶ made (make) some dinner for DJ. I called him, but he ⁷ wasn't (not be) there. I ⁸ didn't find (not find) him. I ⁹ found (find) my library card under my bed! I was worried because DJ never misses dinner! Then, there ¹⁰ was (be) a knock at the door. It was Mia ... with DJ! Phew!



7

5 Write questions about Lily, then find the answers.

1 Where / go yesterday?
Where did Lily go yesterday?

2 How / get there?

3 What / do there?

4 lose anything?

5 find it?

6 Where / find it?

Speaking

6 Work with a friend. Ask and answer the questions from Exercise 5.

A *Where did you go yesterday?*

B *I went to the shops.*

misunderstandings before intervening yourself. In a controlled practice exercise, you can correct errors on the spot. In freer practice activities, e.g. Exercise 6, make a note of errors and correct when the activity is finished.

Answers

2 *How did she get there?*

3 *What did she do there?*

4 *Did she lose anything?*

5 *Did she find it?*

6 *Where did she find it?*

Exercise 6

Explain that the questions are now about the students themselves. Demonstrate the activity with a student.

In pairs, students ask and answer the questions. Go round helping. Correct errors at the end of the activity.

Fast finishers: Tell them to ask and answer further questions about last weekend and last summer, e.g. *Where did you go last weekend/summer? I went to my grandparents' house.*

Exercise 4

- Ask students why DJ was in the town when Mia found him. Then students read Lily's diary and say how she felt (worried).
- In pairs, students fill in the past simple forms. Check answers.

Answers → student page

Exercise 5

- In pairs, students write questions using the prompts. Check answers

in open pairs (see *Classroom management* below).

Tip: Classroom management. Checking activities can be done in *closed pairs*, where students work together, or in *open pairs*, i.e. where the teacher names two students in the class to do the item in the exercise. When using closed pairs, go round helping. When using open pairs, ask other students in the class to help if there are problems or

Exercise 2 – Tapescript

Mia: Well, I was at the post office. I saw him outside so I followed him. He went over the bridge, then he disappeared behind the Costa Rica café ... I was clever, I went round the café the other way. Then he walked towards the town square. After that he went into the park. I lost him again so I sat down and waited. I was very patient!

Language revised

Functions: making suggestions

Preparation: Exercise

1. Bring in any pictures of Egypt, pictures of the Pyramids, statues of pharaohs, pictures of tombs from the Valley of the Kings, mummies, etc. Use these to build interest in the story.

Exercise 4. Bring some coins for flipping. Have enough for each pair in the class, plus one for demonstration.

Exercise 1

- ▶ (*Books closed*) Stick pictures of Egypt on the board. Elicit any information the students might know about Egypt, e.g. where it is, climate, history, etc. Tell students they are going to read a story called *The Magic Amulet*.
- ▶ (*Books open*) Focus on the picture. Introduce the characters Holly and Max. Ask students: *Who is the man, do you think?*
- ▶ Students read the dialogue quickly and answer.

Answers → student page

Tip: Reading skills. In *Discover English 3* the reading procedure changes, and students read the dialogue once, quickly. This enables students to develop their skills in understanding the gist (the main/most important ideas/points). To train students, set a time limit for reading the dialogue or text, and as time goes on, gradually reduce the time limit. Students will read the dialogue a second time,

Starter
C

The Magic Amulet



Max and Holly are brother and sister. It's a rainy day and the children are at home.

Max: I'm bored.

Holly: What about reading a book?

Max: No, thanks. That's boring.

Holly: Look, this book is great. It's about ancient Egypt.

Max: Humph, ancient Egypt. I want to go skateboarding.

Dad: Hey, kids. Do you want to go out today?

Max: Yeah, good idea, Dad! Why don't we go to the skate park?

Holly: We always go to the skate park, Max. We went there last weekend. What about the museum?

Max: But there are only old things there.

Holly: Well, I like old things.

Max: You can talk to Dad then. He's old!

Dad: OK, you two. Let's use a coin and decide – heads or tails?

Holly: Heads for the museum.

Max: Tails for the skate park.

Dad: Heads it is. Let's go to the museum.

Max: Oh no!

Holly: Come on, Max. There's an exhibition about Egypt. Maybe they've got some ancient skateboards ...

8

1 Read the dialogue quickly. Where are Max and Holly? *They are at home.*

2 1.7 Listen and read. True or false?

- 1 Max is interested in Holly's book. *false*
- 2 Holly doesn't want to go out. *false*
- 3 The children go to the skate park a lot. *true*
- 4 They went to the museum last weekend. *false*
- 5 Max doesn't like old things. *true*
- 6 There are skateboards at the museum. *false*

Functions: making suggestions

3 1.8 Listen and repeat.

How about reading a book?
What about reading a book?
Why don't we go to the skate park.
Let's go to the skate park.
No, thanks. / That's boring.
Good idea! / Yes, OK.

4 Work with a friend. Play heads or tails. Make suggestions for this evening.



heads
listen to the radio
sing a song
go to the park
do a puzzle



tails
go to the cinema
eat a pizza
play a computer game
go to a museum

- A *Why don't we listen to the radio?*
B *Good idea! / That's boring!*

with listening support, in order to understand the details.

Exercise 2

1.7

- ▶ Play the recording for students to listen, read and answer.

Answers → student page

Exercise 3

1.8

- ▶ Play the recording. Ask students to listen and read the expressions.

- ▶ Play the recording again. Students listen and repeat in chorus and individually. Explain that intonation is important in order to sound polite.

Exercise 4

- ▶ Check students know which side of a coin is 'heads' and which is 'tails'. Demonstrate the game.
- ▶ Tell students to play the game in pairs. Go round helping. Correct any errors at the end of the activity.

1

Money



Hi! Our new show on *Discovery 101* is all about money. How much do you know about money?



get pocket money

Discover Words

money

1.9 Match the words with the pictures. Then listen, check and repeat.

cash 1 purse / wallet 2 money box 3
coins 4 bank notes 6 price tag 5

2 Work with a friend. Do the money quiz.

Money Quiz

- Children sometimes save cash in ...
a a wallet. b a purse.
c a money box.
- You *can't* carry your cash in a ...
a wallet. b purse. **c** coin.
- Before you buy clothes, you look at the ...
a price tag. b bank note.
c money box.
- When you put your money in the bank, you ...
a save it. b spend it.
c give it away.

Discover 5 extra words. Go to page 109.



save money



spend money



give away money

IN THIS UNIT:

- money
- present tenses
- state verbs
- countable / uncountable nouns and quantifiers
- simple maths
- some- / any- / every- / no-
- shopping

Discover Words

Exercise 1



- Use realia to introduce/ revise the words in the box. Check students' understanding by asking them to match the words with the pictures.
- Play the recording for students to listen and check answers.

Answers → student page

Exercise 2

- Tell students to do the quiz in pairs. Then ask them to read the questions aloud to check answers and pronunciation.

Answers → student page

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: money

Pre-teach: coins, purse, wallet, money box, price tag

Preparation: Exercise 1. To pre-teach vocabulary, bring some coins, a purse (which holds coins as well as notes or cards), a wallet (for bank notes and cards), a money box (if possible), and a price tag from something you have bought.

Unit introduction

- Focus on the picture of Lily. Read the speech bubble and elicit any vocabulary students know related to money.
- Ask students to look at the pictures and read the captions. Ask them if they do or don't get any of these things and if so, how. Tell students that Unit 1 is all about money.
- Use an idea from the Introduction to focus on *In this unit*.

New language

Grammar: present tenses, state verbs

Functions: speaking about activities that happen regularly and things that are happening now

Pre-teach: microphone, fix, wheels

Exercise 1

- Focus on the photo. Ask students to describe where the children are. Ask what they can see in the picture and pre-teach *microphone*. Ask why they think Lily looks worried.
- Students read the dialogue quickly and answer the question. When you check the answer, teach *fix*.

Answers → student page

Exercise 2



- Ask students to read the questions. Then play the recording and students listen, read and answer.
- Check answers.

Answers → student page

Exercise 3



- Ask students to find the phrases in the dialogue and suggest what they mean.
- Play the recording. Tell students to repeat in chorus and individually.
- Ask students to describe the pictures and match the phrases. Check answers, and ask for other examples.

Answers → student page

A New Show



The kids often meet at the recording studio after lessons. It's next to the school gym. Mr Devon usually helps, but he's ill today. At the moment, they're working on a new show.

Mia What are you reading, Tom?

Tom My BMX magazine. I want these new wheels for my bike.

Mia Wow! Is it your birthday?

Tom No, I'm saving my pocket money.

Mia Hey, why don't we have a show about pocket money?

Tom Be careful, Lily! The microphone!

Mia Is it working?

Lily No, it isn't. Maybe you can fix it, Tom?

Tom I don't know. It's difficult.

Lily But Mr Devon isn't here and there's a show tomorrow!

Tom Then we're in trouble!

Mia Don't worry, Lily ... we can borrow one from Zak. He works at a TV studio.

Zak Mia, I'm busy! ... No, you can't!

Mia I don't believe it! ... Zak says no.

Lily What about your pocket money?

Tom What do you mean?

Lily Well ... we can buy a new microphone with it ...

Tom No chance!

Mia But we can pay you back next week when Mr Devon is here.

Tom But what about my new wheels?

10

- 1 Read the dialogue quickly. What is the problem?

The microphone isn't working.

- 2 Listen and read. Choose the correct answer.

- Tom is saving his money for
a a microphone. **b** some BMX wheels.
- Mia wants to
a save her pocket money.
b have a show about money.
- Lily thinks
a Tom can fix the microphone.
b Zak can fix the microphone.
- When Mia phones Zak, he
a wants to help her. **b** is annoyed.
- The children can get a microphone with
a Mr Devon. **b** Tom's pocket money.

Talking Tips!

- 3 Listen, repeat and match.

- No chance! **A**
- I don't believe it! **B**



Grammar

- Ask students to read the present simple notes, and ask questions, e.g. *Does this happen every day? Which words tell us when or how often it happens? (often/every day/on Monday)*
- Do the same with the present continuous notes, and ask, e.g. *Am I doing this now or every day? (Now) Which words tell us when it is happening? (Now/at the moment/today)*

- Write on the board: *We do / are doing an English lesson at the moment. We come / are coming to school every day.* Ask students to choose the correct forms. (*are doing / come*)

Exercise 4

- Do the first example and sentence with the class, and ask students to say why the present simple or continuous is used (the present simple is used with frequency adverbs, and the present

Grammar present tenses

present simple

Zak **works** / **doesn't work** at a TV studio.
We **often meet** / **don't usually meet** at the recording studio.

Do you **meet** at the recording studio **every day**?
Where do you **meet** on Monday?

present continuous

I'm **saving** / **not saving** my pocket money.
At the moment, we **are** / **aren't working** on a new show.
Are you **working now**?
What are you **working on today**?

4 Complete the sentences. Use the present simple or the present continuous.

- Lily **often practises** (practise / often) her drums after school. At the moment, she **isn't practising** (not practise) her drums, she **is reading** (read) a fashion magazine.
- At the moment, Mia **is trying** (try) to solve a puzzle, but she **sometimes plays** (play / sometimes) computer games after school.
- DJ **always sleeps** (always / sleep) in the afternoon. Today, he **isn't sleeping** (not sleep), he **'s playing** (play) with Lily's key ring.
- At the moment, Tom **is sitting** (sit) on the school bus with his friend and they **are eating** (eat) some crisps, but he **usually rides** (ride / usually) his bike home every day.

Grammar state verbs

We usually use the present simple with these verbs, not the present continuous.

be like love hate prefer know mean
believe understand want wish

I **don't know**.

I **don't believe** it!

What do you **mean**?

continuous with *at the moment*).

- Students do the exercise in pairs.
- Check answers.

Answers → student page

Suggestion: Ask students to write a couple of sentences about their usual routine and something imaginary which is different today.

5 Complete the sentences with a verb in the correct form.

prefer know understand
mean hate want

- I **prefer** wallets to purses. They're smaller.
- Mia likes chocolates but she **hates** crisps. She never eats them.
- Tom **wants** to buy a new BMX bike.
- What does the word 'coin' **mean**?
- This question is very difficult. Do you **know** the answer?
- I don't **understand** this price tag. There are two prices on it.

6 Circle the correct answer.



Mr Banks is very rich, but he

¹ **doesn't spend** / **is not spending** his money. Every day Mr Banks ² **goes** / **is going** home after work. He ³ **never meets** / **is never meeting** friends. He ⁴ **lives** / **is living** in a small apartment on his own – it's a lonely life. At the moment, Mr Banks ⁵ **sits** / **is sitting** in his living room. What ⁶ **is he doing** / **does he do**? He ⁷ **counts** / **is counting** his money. Mr Banks ⁸ **loves** / **is loving** money. He ⁹ **prefers** / **is preferring** money to people. 'Money ¹⁰ **understands** / **is understanding** me,' he says. Do you understand Mr Banks?

11

remember all the verbs in the box. Ask students to write one or two example sentences using the verbs.

Exercise 5

- Ask students to complete the sentences individually and then check with a partner.
- Check answers.

Answers → student page

Exercise 6

- Ask students to describe the picture. Ask: *What does Mr Banks love doing?* Students read the text once, quickly, and answer the question.
- Students do the exercise in pairs.
- Check answers.

Answers → student page

Grammar

- (Books closed) Write on the board: *I like BMX bikes. / I am liking BMX bikes.* Ask students if they are both correct. (No.) Explain that the second sentence is incorrect because liking BMX bikes is something that doesn't change. It's a state.
- (Books open) Ask students to read the grammar box. Tell them to look at the box for half a minute, then close their books and try to

New language

Grammar: countable/uncountable nouns and quantifiers

Vocabulary: simple maths

Pre-teach: make-up, hair gel, good grades, housework, independent, pay for


Culture notes

According to a recent report, the approximate average weekly pocket money in the UK is: 5–7-year-olds: £1.50; 8–10-year-olds: £2.00; 11–13-year-olds: £3.70; 14–16-year-olds: £5.50.


Exercise 1

- ▶ **(Books closed)** Ask students what kinds of things they could spend pocket money on. Pre-teach *make-up*, *hair gel*, and revise *magazines*, *sweets*, *chocolate*. Ask if they could earn (extra) money for getting *good grades*, or doing *housework*, and if pocket money makes children more *independent*. Ask what children should pay for themselves (e.g. books).
- ▶ **(Books open)** Focus on the picture of Mia. Discuss her question with the students.
- ▶ Ask students to read the headings (1–4) and predict what the text will say. Then tell students to read the text quickly and do the exercise.
- ▶ Check answers. Make sure students understand *two-thirds*, *a quarter*, and *30%*.


Answers → student page



Pocket Money



Pocket money – good or bad? Check out this web report, then listen to our show!



1 Read the web report quickly. Match the headings with paragraphs A–D.

1 Do they save any money?	C
2 What do kids spend it on?	B
3 What do YOU think?	D
4 When do parents give pocket money?	A

2 **1.12** Listen and read. Write true, false or doesn't say.

1 Some kids get pocket money because they help with housework.	true
2 Girls do more housework than boys.	doesn't say
3 Boys and girls spend a lot of their money on food.	true
4 Parents usually pay for expensive things.	true
5 Boys spend more money than girls.	doesn't say
6 Joachim sometimes does housework for money.	false

Exercise 2

- ▶ Ask students to read the questions. Then play the recording for students to listen, read and answer.
- ▶ Check answers. Ask students which parts of the text are similar in their country/home.

Answers → student page



Grammar

- ▶ **(Books closed)** Write on the board: *pocket money* and *sweets*. Remind students about countable nouns (can be plural) and uncountable nouns (not normally plural).
- ▶ **(Books open)** Ask students to read the grammar box, then find more examples of countable or uncountable nouns in the text. Highlight which words (*some*, *any*, *a little*, etc.) can be used with countable nouns and which with uncountable nouns.

Grammar

countable / uncountable nouns and quantifiers

Countable nouns

How many magazines are there?

There is a magazine.

There are some / four magazines.

There aren't any magazines. / Are there any magazines?

There are a few / a lot of magazines.

Uncountable nouns

How much chocolate is there?

There is some chocolate.

There isn't any chocolate. / Is there any chocolate?

There is a little / a lot of chocolate.

3 Are these nouns countable or uncountable? Write U or C.

magazine C chocolate U key ring C hair brush C
money U hair gel U water U pencil case C
make-up U crisps C

4 Circle the correct answer.

- There aren't some / any books in the shop.
- How many / much money have you got?
- There are a few / a little sweets in my pocket.
- There are much / a lot of pictures in the magazine.
- Is there any / some make-up in your bag?
- I'd like a little / a few water in my juice.

Speaking

5 What's in your school bag? Ask and answer.

- A Are there any books?
B Yes, there are a few books.

FUN FACTS

Before coins and notes, people used shells, beans and cows to buy things!

Listening

6 1.13 Listen to the children talking about pocket money. Do they all get pocket money?
No (Jake doesn't get any).

7 1.14 Listen again. True or false?

- Charlotte usually saves some of her pocket money. **true**
- She sometimes gives money away. **false**
- Jake sometimes pays for sweets and magazines. **false**
- He never worries about money. **true**
- Oliver gets a lot of pocket money. **true**
- He buys magazines and clothes with his money. **false**

Discover Words

simple maths

8 1.15 Match the numbers and symbols with the words. Then listen and check.

- | | |
|--------|-----------------|
| 1 = | a sixty percent |
| 2 ÷ | b a half |
| 3 60 % | c take away |
| 4 + | d a quarter |
| 5 × | e plus |
| 6 ¼ | f times |
| 7 - | g divided by |
| 8 ½ | h equals |

Fun Zone

9 1.16 Listen and complete. Which sums are incorrect? *Number 3 is incorrect.*

- $10 - 5 + 2 = 7$
- $3 \times 5 + 5 = 20$
- $4 \div 4 + 1 = 1$
- $6 \times 50\% + 3 = 6$
- $100 \times \frac{1}{4} = 25$

13

without money. What could people use today for money?

Exercise 6

1.13

- Read the instructions and the question. Play the recording and check answers.

Answers → student page

Tapescript → page 166

Exercise 7

1.14

- Ask students to read the questions and predict the answers. Play the recording. Students listen again for details.
- Check answers.

Answers → student page

Tapescript → page 166

Discover Words

Exercise 8

1.15

- Check students understand the symbols in their first language. Ask students to do the exercise in pairs.
- Play the recording while students listen and check answers.

Answers → student page

Exercise 9

1.16

- Tell students to look at the sums carefully and try to solve them.
- Play the recording. Check answers and ask students to say which sum is incorrect.

Answers → student page

Exercise 3

- Students can do the exercise in pairs. Then check answers.

Answers → student page

Exercise 4

- In pairs, students do the exercise, referring to the grammar box for help.
- Check answers.

Answers → student page

Exercise 5

- Borrow a student's school bag and demonstrate the activity.
- Students do the activity in closed pairs, then open pairs for further practice. Correct errors at the end of the activity.

Fun facts

- Read the *Fun facts* and explain *shells, beans* and *cows*.
- Elicit students' reactions. Ask students to imagine the world

New language

Grammar: *some-, any-, every-, no-*

Functions: shopping

Pre-teach: shop assistant, mystery

Culture notes

An Egyptian *mummy* is the preserved remains of a body, wrapped in bandages. The *sarcophagus* is the case (often made of stone) in which the preserved body was laid. *Hieroglyphs* are the symbols, or characters, used in the Egyptian writing system. The *Pharaoh* was an Egyptian king, and an *amulet* is a charm worn on a necklace for protection against evil spirits.

Exercise 1

▶ Tell students they are going to read *The Magic Amulet*. Focus on the pictures. Ask: *Where are Max and Holly?* (In the museum shop/at the museum.) *What does Holly like about museums?* (Old things.) *What has Holly got?* (A book.)

▶ Look at the words in the box. Ask students to read the text very quickly to find the words from the box and then locate the words in the pictures. Help students to find the amulet in the pictures, e.g. Holly say: *The Pharaoh hasn't got the amulet here* (students point to the correct picture). Tell students to label the (half-)amulet. Ask if we know where the other part is and teach *mystery*.

▶ Use the pictures and text to teach the other words and ask students to label them.

The Magic Amulet



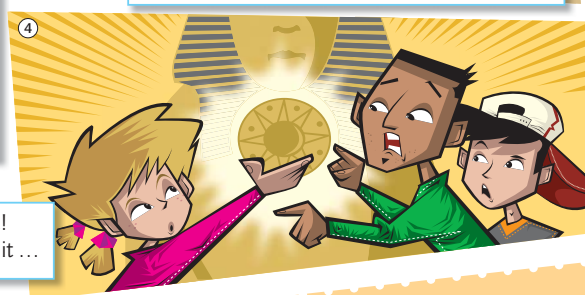
Holly: Come on, Max! Dad's buying the tickets. Let's look around the shop.
Shop assistant: Can I help you?
Holly: Yes, please. How much is this book?
Shop assistant: It's seven pounds.
Holly: I'll take it ... but where's my purse? I can't find it anywhere. Max?
Max: Yes?
Holly: Have you got any money?
Max: Again? Here you are, Holly!
Holly: Thanks, Max!
Dad: Come on, kids. The exhibition is this way.



Max: This room is strange. There's no one here ...
Holly: Look, Max! Hieroglyphs. It's a story about something magic.
Ra: A magic amulet.
Holly: Yes, that's right! Who are you?
Ra: My name's Ra. I'm a guide.
Max: Come on, Holly. Let's go and find Dad.



Holly: But the story. Look, the Pharaoh hasn't got the amulet here. ... He's looking everywhere. He's got one part, but where is the other part?
Ra: That's the mystery. Nobody knows.



Holly: Wow! Look at *this* amulet!
Ra: Hey, be careful! Don't touch it ...

Answers → student page

Tip: Reading skills. Teach students how to scan for particular details in a text – tell them it is like looking for a phone number in a directory, or for a particular programme in a TV guide. They don't have to read every word of the text, only look for certain words or information. They can move their finger over the text to do this. You could do the search for words (Exercise 1) as a class race.

Exercise 2



▶ Play the recording. Students listen and read the cartoon, then answer the questions. Check answers.

Answers → student page

Grammar

▶ Focus on the grammar box and check students understand the words. Explain that the words work in a similar way to *some-, any-, etc.*, i.e. use *some-* and *every-* with

- 1 Find these things in the cartoon pictures quickly.

amulet hieroglyphs Pharaoh mummy sarcophagus

- 2 1.17 Listen and read. Answer the questions.

- What does Holly buy? *a book*
- Who pays for it? *Max*
- Why is the room in the museum strange? *There is no one there.*
- Who is Ra? *a guide*
- What's the Pharaoh looking for? *the other part of the amulet*
- Why is Ra shouting at Holly? *She touches the amulet.*

Grammar some- / any- / every- / no-

someone	anyone	everyone	no one
something	anything	everything	nothing
somewhere	anywhere	everywhere	nowhere

- 3 Circle the correct answer.

- Holly wants everything / nothing in the shop.
- She's looking everywhere / somewhere for her purse.
- There isn't anyone / no one in the room.
- Everyone / Anyone thought the story was true.
- I can't find the amulet anywhere / nowhere!
- It's empty. There's everything / nothing in it.

- 4 Complete the story with *some, any, every* or *no*.

Holly often has the same strange dream. She is in the desert. It is ¹ somewhere in Egypt, and she is all alone. It's hot, and there is ² no one there and ³ no thing to eat or drink. She is looking for ⁴ some thing to drink, when she sees a camel. She gets on the camel and looks for ⁵ some where to go, but there isn't ⁶ any thing in the desert – only sand!



Functions: shopping

- 5 1.18 Listen and order the dialogue.

- a Can I help you? 1
b We've got some books over here. 3
c It's fifteen pounds. 5
d I'll take it. Here you are. 6
e Hmmm. How much is this one? 4
f Yes, I'd like a book about hieroglyphs. 2

- 6 Read the cards. Work with a friend.

PRICE LIST	
KEY RINGS	£4
POSTCARDS	£5
CHOCOLATE	£10
JEWELLERY	£15
PHARAOH BAG	£22
PENCIL CASES	£12

Person A

You are a shop assistant in a souvenir shop. Offer to help.

Person B

You are a customer. You want a souvenir. Say what you want to buy.

- A *Can I help you?*
B *Yes, I'd like a ...*

- 7 Can you break Ra's code?



15

affirmative verbs and *any-* with negatives and questions. *No-* words are also used with an affirmative verb, e.g. *There is no one in the classroom* = *There isn't anyone in the classroom*.

Exercise 3

- Students choose answers individually, then compare with a friend.
- Check answers with the class.

Answers → student page

Exercise 4

- Ask students to read the text quickly and say why Holly is scared. (*There is no one in the desert./She is alone.*) Then they complete the text.
- Check answers.

Answers → student page

Exercise 5

- Ask: *Do you ever go shopping?*
What do you buy?

1.18

- Ask students to read the jumbled dialogue and identify the people in the dialogue. (*Holly and the museum shop assistant.*) Tell students to think about where the lines may go in pairs.

- Play the recording. Students listen and number the lines. Check answers.

Answers → student page

Suggestion: In pairs, students practise reading the dialogue aloud. Ask them to practise without the book, until they have memorised the dialogue.

Exercise 6

- Tell students they are going to do a roleplay about shopping. Ask them to read the price list and the role cards.
- Demonstrate the activity with a student. Then give students time to do the roleplay in pairs. Go round helping. Correct errors at the end of the activity.

Exercise 7

- Ask students to read the writing on the pyramid and write the correct words as quickly as possible. Check answers.

Answers

There are lots of things to see at the museum, but don't touch!

Grammar worksheet 1, page 137

Skills practised: reading, listening, speaking, writing

Pre-teach: blog

Culture notes

Many schools organise fund-raising events for charity or awareness-raising days, e.g. about protecting the environment. Typical events include being sponsored to do a walk or a swim, or to not wear uniform at school for a day. *Buy Nothing Day* is an awareness-raising day.

A *blog* (from the word *weblog*) is a person's website where they comment on topical subjects or use it as a personal online diary.

Introduction

- Focus on the title – ask students what special days they know about or celebrate. Explain the concept of awareness-raising or fund-raising events.

Try this!

- Have a student read out the *Try this!* box before reading the text.
- Ask students to identify the texts. (*poster, blog*)

Exercise 1

- Ask students to answer the questions in pairs. Check predictions without confirming. Students read quickly to see if their ideas were correct.

Exercise 2



1.19

- Ask students to read the questions and suggest possible answers. Play the recording while students listen, read and answer.



Special Days

SHOPOCALYPSE

You can't buy anything on this special day!

What is it? It's a day when we don't go shopping.



Why did it start?

Because shopping is bad for the environment. We buy a lot of things and we throw a lot of things away!

When is it?

Buy Nothing Day is at the end of November. People celebrate it all around the world!

Reading

- 1 What is happening in the pictures? What do you think the texts are about? Quickly read and check your ideas.

Try this!

- Before you read a text, look for content clues. Is it an advert, a diary, a postcard, a letter? Look at pictures too. They can help you to understand the content.

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www.leahsblog.com

LEAH'S BLOG

Hello, world!
Today is special. Why?
Because it's *Buy Nothing Day*!
It's Saturday and I usually get my pocket money. I often put it in my money box, but I sometimes go shopping with my friends 😊. I don't buy anything expensive, just a few magazines, a lot of chocolate, and some make-up. At the end of the day, my purse is often empty!
Today, I'm doing something different. I'm NOT in a shop. I'm at my friend's house and we're playing computer games. We're also making a birthday cake for my dad. I hope he likes it. I'm not a good cook, but I'm having fun and I'm saving some money! *Buy Nothing Day* is cool 😊.

Bye!
Leah

- 2 Listen and read. Answer the questions.

- 1 What can't you do on *Buy Nothing Day*?
You can't buy anything.
- 2 Why is shopping bad for the environment?
- 3 When do people celebrate *Buy Nothing Day*?
- 4 When does Leah get her pocket money?
- 5 What does she usually buy?
- 6 What is she doing at the moment?
- 7 Why is *Buy Nothing Day* a good idea?

Answers

- 2 *Because we throw a lot of things away.*
- 3 *At the end of November.*
- 4 *On Saturday.*
- 5 *A few magazines, a lot of chocolate and some make-up.*
- 6 *She is playing computer games at her friend's house. She is also making a birthday cake for her dad.*
- 7 *Because she is having fun and saving some money.*

Exercise 3

- Discuss the question with the class, and encourage students to express their opinions, giving reasons.

Tip: Classroom management. If you have shy students, or if your class is too large to have a class discussion, put students into pairs or small groups and have them discuss the questions. Go round and listen to their opinions.

3 Is *Buy Nothing Day* a good idea or a bad idea?

I think it's a good / bad idea because ...

Listening

4 1.20 Listen and complete.



- The special day is called ¹ *Wrong Trousers Day*
- People wear ² *strange or unusual trousers*
- The special day helps ³ *charity/a children's hospital*

5 1.21 Listen again and answer the questions.

- 1 How much money do people give? *one pound*
- 2 What are Harry and Sam wearing today?
- 3 What do they usually wear?
- 4 What do they usually do on Fridays?
- 5 What events are happening at school today?

Speaking

6 Work with a friend. Imagine or choose a special day and complete the factfile.

Factfile

Name of day? _____
 When is it? _____
 Who does it help? _____
 What do people do? _____
 Why is it special or fun? _____
 What are you doing today? _____
 What do you usually do? _____

7 Ask and answer about your special days.

- A *What's the name of your day?*
 B *Tell a Joke Day.*
 A *That's funny! When is it?*
 B *It's on 1st April.*

Writing

Brainstorming

Before you write, brainstorm ideas. You can complete a factfile or ask and answer questions. Then decide which ideas you want to use.

8 Write a blog about your special day. Use ideas from your factfile and Leah's blog as a model. Say:

- what day it is.
- what you usually do.
- what you are doing at the moment.

Exercise 6

- ▶ Ask students to work in pairs.
- ▶ Encourage the students to discuss as much as possible in English. Go round checking and helping.

Exercise 7

- ▶ Re-group the students into new pairs for this activity. Tell students to take notes about different people's ideas.
- ▶ Re-group the students again and repeat the activity.

Tip: Classroom management. If space permits, students can *mingle*, i.e. stand up and move around the classroom, asking their questions. Move around listening, helping, and checking that all students are doing the task. Correct errors at the end of the activity. Call out *All change!* to signal that students should change partners.

Exercise 8

- ▶ Focus on the *Brainstorming* box. Ask students to look at their notes and choose the most interesting and relevant ideas.
- ▶ Tell students to use their factfiles. Start the activity in class and go round helping.

Exercise 4

1.20

- ▶ Focus on the photo, and elicit what students think is happening. (*Dressing up in funny clothes for charity.*)
- ▶ Ask students to read the poster captions and to try to fill the gaps. Play the recording. Check answers.

Answers → *student page*

Tapescript → *page 166*

Exercise 5

- ▶ Tell students to read the questions, and answer what they can. Play the recording again. Check answers.

Answers

- 2 *clown trousers*
- 3 *grey school trousers*
- 4 *They study maths and English.*
- 5 *lots of sports/races, high jump and long jump*

Tapescript → *page 166*

Language revised

Vocabulary: money, maths

Grammar: present tenses; countable/uncountable nouns; *some-, any-, every-, no-*

Functions: shopping

Exercise 1

- Students work individually.
Check answers.

Answers → student page

Exercise 2

- Check answers.

Answers

- 2 Fifteen divided by five plus eight equals eleven.
- 3 Fifty times twenty percent equals ten.
- 4 A half plus a quarter equals three quarters.
- 5 Twelve take away nine times seven equals twenty-one.

Exercise 3

- Check answers.

Answers → student page

Exercise 4

- Check answers.

Answers → student page

Exercise 5

- Ask students to work in pairs. Check answers.

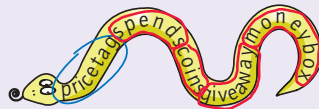
Answers

There are some/a few CDs. There is a hairbrush. There is some make-up. There are some keys. There is some/a little water. There isn't any cola. There aren't any sweets. It's Lily's bag.

Let's Revise!

Words

- 1 Find five words or phrases in the word snake. Then complete the sentences.



- 1 That's expensive! Look at the price tag!
- 2 Wendy saves in a special money box.
- 3 Leo usually spends his money on games.
- 4 There are only coins in my purse!
- 5 It's good to give away some money to charity.

- 2 Write the sums. Then work out the answers.

- 1 $2 \times 8 - 4 = 12$
Two times eight take away four equals twelve.
- 2 $15 \div 5 + 8 = 11$
- 3 $50 \times 20\% = 10$
- 4 $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$
- 5 $12 - 9 \times 7 = 21$

Grammar

- 3 Circle the correct answer.

- a At the moment, Tom, ¹ read / is reading his BMX magazine. Tom sometimes ² plays / is playing football too, but he ³ prefers / is preferring BMX bike racing.
- b Lily ⁴ loves / is loving watching Pop Idol on TV. At the moment, a boy ⁵ sings / is singing a song on Pop Idol – he's very good! Lily ⁶ wants / is wanting to sing on TV too.

- 4 Complete with *some, any, every* or *no*.

- 1 The shop was empty. There was no one there.
- 2 I can't find my wallet any where!
- 3 People use cash every where.
- 4 I can buy some thing with my money.
- 5 There's no/some thing in my money box.

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- 5 Look at the picture and make sentences. Whose bag is it?

There	isn't are aren't	a some any a few a little a lot of	CDs. hairbrush. make-up. cola. water. keys. sweets.
-------	------------------------	---	---

- 1 *There is a hairbrush.*

Pronunciation /j/ and /tʃ/

- 6 Listen and repeat.

Shona chooses cherry shoes in the cheap shoe shop.



Functions

- 7 Order the sentences.

- 1 Can you help?
- 2 Yes, like please a microphone I'd like.
- 3 We've got over here some microphones.
- 4 This one is. How much?
- 5 Pounds thirty. It's.
- 6 Are you? Here take I'll it.

Checklist

I can talk about money.
I can use present tenses.
I can use countable and uncountable nouns.
I can talk about simple maths.
I can use *some-, any-, every- and no-*.
I can talk about shopping.

Exercise 6

- Demonstrate the sounds /j/ and /tʃ/ and make sure students can tell the difference between them. Say each word individually, and ask students to repeat.
- Students listen and repeat.

Exercise 7

- Check answers.



Answers

- 1 Can I help you?
- 2 Yes, please. I'd like a microphone.
- 3 We've got some microphones over here.
- 4 How much is this one?
- 5 It's thirty pounds.
- 6 I'll take it. Here you are.

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

2

Out And About

Discover Words

transport verbs

1 1.23 Match the words with the pictures. Then listen, check and repeat.

pick up 1 drop off 10 depart from 8 arrive at 7 get in 2 get out of 9 get on 4
get off 5 miss 6 catch 3 take off 11 land 12



2 Find six different types of transport in the pictures. Write the word under the correct verb.

get in / get out of	get on / get off	catch / miss
car taxi	bus train	ferry plane

3 Work with a friend. Ask and answer.

- How do you usually get from one place to another?
- Which is your favourite type of transport?

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- transport verbs
- present continuous for the future
- inviting
- will
- word building: verb to noun
- going to

Discover Words

Exercise 1

1.23

- Ask students to underline the two-part verbs. Tell them that the second word is usually stressed, e.g. *pick UP*, *get OUT of*.
- See which verbs students already know, then ask them to do the exercise in pairs. Play the recording for students to check answers. Then listen again and repeat with the correct stress pattern.

Answers → student page

Exercise 2

- In pairs, students identify the types of transport, then decide which transport verbs are used with them.

Answers → student page

Exercise 3

- Students ask and answer the questions in pairs. Go round helping and correcting. Ask some students to report their answers to the class.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: transport verbs

Functions: speaking about travel and getting around

Culture notes

The road vehicles shown will be familiar in countries where people drive on the right – but remind students that in the UK people drive on the left.

Unit introduction

- Introduce the title and ask students what the unit will be about. Have them look quickly through the unit to confirm. Focus on the picture of Tom. Ask what he is holding, then read the text and question. Elicit answers from the students, using present simple.
- Use an idea from the Introduction to focus on *In this unit*.

Photocopiable resource 2, page 157

New language

Grammar: present continuous for the future

Pre-teach: press conference

Preparation: Bring in a picture of Brazilian footballer Alexandre Pato for the lesson warm-up. Alternatively, use any picture of a footballer and write the name *Alexandre Pato* under the picture or on the board.

Culture notes

Alexandre Pato, born in 1989, is a Brazilian footballer. He took the name *Pato* from his place of birth. *Pato* means 'duck' in Portuguese. In 2009, Pato was playing for Milan as well as the Brazilian national team.

Exercise 1

► (*Books closed*) Show a photo of Alexandre Pato or other footballer. Ask students what they know about him, e.g. *Where does he come from? How old is he? Who does he play for? Would you like to meet him? What questions could you ask?*

► (*Books open*) Focus on the photo, and ask students what they know about hotels and what kind of events take place there. Pre-teach *press conference*. Ask why the children look so shocked in the photo; what has led up to this?

► Tell students to read the dialogue to confirm ideas and answer the question.

Answers → student page

Exercise 2

1.24

► Ask students to read the questions, then listen, read and answer using short



At A Hotel



This Saturday, *Discovery 101* is meeting someone famous.

James Hi, Tom. Are you going to football practice this morning?

Tom No, I'm not. I'm going to a hotel in town. I'm meeting Mia and her dad there at ten o'clock.

James That's boring!

Tom No, it isn't. We're meeting Alexandre Pato!

James Alexandre Pato?!

Tom Yes, he's giving a press conference. We're interviewing him for *Sports Reports*.

James Wow!

Tom Hey, would you like to come?

James I'd love to!

Tom Get on then! We don't want to miss the bus! Buses are always slow when you're in a rush!

James It isn't the bus, it's a traffic jam! Let's get off and walk.

At the hotel ...

Tom Sorry we're late!

Mia Come on! The press conference is starting in five minutes. It's in Room 201.

Tom That's strange. There's no one here.

Dad Are you sure this is the right room?

Mia Er ... maybe it was 301 ...

Tom Mia! ...


Dad Where is he? I can't see him.

James Look out the window! He's outside. He's getting into a car!

Mia Hey, Pato! Hang on! Oh no! He's going!

Tom What about my show!?

1 Read the dialogue quickly. Do Tom and James meet someone famous? *No they don't. (They missed the press conference.)*

2  1.24 Listen and read. Answer the questions.

- Where is Tom meeting Mia? *at a hotel*
- Why does James get on the bus?
- Why do Tom and James get off the bus?
- Which room do they go to?
- What mistake does Mia make?
- Does Pato wait for them?

Talking Tips!

3  1.25 Listen, repeat and match.

- Hang on! *B*
- He's in a rush! *A*



notes where possible. Play the recording.

► Check answers and check understanding of *traffic jam*.

Answers

- to see someone famous/ Alexandre Pato
- There's a traffic jam.
- 201
- wrong room number
- no

Exercise 3

 1.25

- Ask students to find the phrases in the dialogue and suggest the meaning.
- Play the recording. Ask students to repeat with the correct intonation.
- Elicit or teach the word *hedgehog*. Students match the phrases to the pictures. Check answers.

Answers → student page

Grammar present continuous for the future

Are you **going** to football practice **this morning**?
 I'm **not going** to football practice **today**.
 I'm **meeting** Lily and Mia **at ten o'clock**.
 He's **giving** a press conference **at half past ten**.
 What time is he **giving** a press conference?

4 Complete the email. Use present continuous for the future.

Hi Tom,

It's my last day at the football academy. I ¹ am travelling (travel) to Manchester tomorrow. We ² are playing (play) against their under-18 team. It's an important game so we ³ aren't going out (not / go out) this evening. Tomorrow, we ⁴ are getting up (get up) really early and we ⁵ are taking (take) a bus to the station – we don't want to miss our train! I

⁶ 'm playing (play) centre forward in the match.

⁷ Are you going (go) to the BMX bike park on Saturday?


See you soon,
Daniel



5 Write the questions. Ask and answer with a friend.

- What / you / do / this evening?
What are you doing this evening?
- / you / go to bed early / tonight?
- Where / you / go / tomorrow?
- / you / meet your friends / next weekend?


Listening

6  **1.26** Listen and complete the information.

007 Dear Discovery 101,
 You're invited to the
 James Bond film premiere
 in: Leicester Square, ¹ London
 on: ² 1st March
 starts: ³ nine p.m.

BMX bike park this ⁴ Saturday at
⁵ three o'clock.
 Meet Tom at his ⁶ house
 Bring ⁷ bike

Functions: inviting

7  **1.27** Listen and complete. Then listen, check and repeat.

- A What are you ¹ doing next weekend?
 B ² Nothing special.
 A Would you ³ like to come to the skate park?
 B Yes, I'd ⁴ love to, thanks.
 B Do you ⁵ want to go for a pizza on Thursday?
 A Sorry, I'm afraid I ⁶ can't. I've got homework!
 B OK, maybe another ⁷ time.

8 Work with a friend. Use the ideas in the box. Take it in turns to:

- invite your partner to an event.
- accept the invitation or make an excuse.

see a film at the cinema meet at a café
 go to a concert come to a party

- A *Would you like to meet at a café?*
 B *Yes, I'd ...*

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Answers

- Are you going to bed early tonight?*
- Where are you going tomorrow?*
- Are you meeting your friends next weekend?*

Exercise 6 **1.26**

- Ask students to read and say what kind of texts these are (*invitations*) and what kind of information is missing (*days/times/ places/object*).
- Students listen and complete the invitation. Play the recording. Check answers.

Answers → *student page*

Tapescript → *page 166*

Exercise 7 **1.27**

- Ask students to read the dialogues and think about possible answers.
- Play the recording for students to listen and complete. Check answers.

Answers → *student page*

Suggestion: Ask students to 'ghost-read' the dialogue along with the recording, i.e. try to read aloud at the same speed as the speaker. Then play the recording again and ask students to repeat in chorus and individually.

Exercise 8

- Students work in pairs and make up different dialogues. Go round helping.

Photocopiable resource 2, page 157

Grammar

- Ask students to read the grammar box. Explain that these sentences all refer to future arrangements.
- Tell students that this form is often used with, e.g. *come, go, see, meet*, and *do*. Elicit one or two more examples from the students about their arrangements for this evening, this weekend, etc., e.g. *What are you doing tonight?*

Exercise 4

- Ask students to first read the email and say where Daniel's playing football.
- Ask students to fill in the gaps individually. Check answers.

Answers → *student page*

Exercise 5

- Students write the questions individually, then work in pairs and ask and answer the questions.

New language

Grammar: *will/won't*: predictions

Vocabulary: word building: verb to noun

Pre-teach: prediction, scientist, pollute, pollution, wings

Exercise 1

- ▶ (Books closed) Write *transport* on the board. Elicit different means of transport and write them under the word.
- ▶ Ask students: *What problems are there with transport today? (traffic jams, pollution)* Tell students they are going to read about scientists' predictions for cars of the future. Elicit students' ideas on what they are going to say.
- ▶ (Books open) Focus on the pictures. Ask students to suggest how these vehicles travel (by road, air, etc.). Ask students to read the text and answer the question.

Answers → student page

Grammar

- ▶ Read the grammar box. Then ask students to look at the text again and underline other examples of the future form.

Exercise 2



1.28

- ▶ Ask students to read the statements. Play the recording while students listen, read and match. Check answers.

Answers → student page

2^b

Transport Of The Future

Is this the future?

Every day we use cars, buses, bikes and trains to get around. But how will we travel in the future? We asked three experts for their predictions.



'I think we'll use small flying machines, like the Jetson,' says scientist David Harris. 'The Jetson is like an alien spaceship, but it'll fly like a helicopter. It'll travel three metres above the ground and people will take off and land in their gardens. The Jetson will be easy to fly too. Just sit back, relax and enjoy the ride!'

'Future transport won't pollute,' says Dr Klein from the Science Museum. 'The i-unit is a good example of this type of transport. There won't be any pollution because it's electric, and it'll be quiet because it's very small. Will this be the transport of the future? I hope so. But will drivers wear the funny i-unit suit too? Let's wait and see!'



'Traffic jams will be a big problem,' predicts Professor Field, 'but they won't be a problem if you've got a Light-Sport Aircraft. If you're in a rush, you can get out of the car, fold out its wings and fly into the air. Easy! It's a big improvement on other ideas for future transport because it's a car and a plane. We'll probably see the Light-Sport Aircraft in the shops soon. Start saving your money because it won't be cheap!'



- 1 Read the magazine article about future transport quickly. Which invention can you fly and drive? *The Light-Sport Aircraft*

Grammar *will / won't* predictions

I think we'll fly around in Jetsons.
The Light-Sport Aircraft **won't** be cheap.
Will this **be** the transport of the future?

- 2 1.28 Listen and read. Match the statements with the transport.

a Jetson b i-unit c Light-Sport Aircraft

- 1 It won't pollute cities. **b**
- 2 It will land in people's gardens. **a**
- 3 It will be very expensive. **c**
- 4 It won't fly high in the sky. **a**
- 5 It will be very small. **b**
- 6 Traffic jams won't be a problem. **c**
- 7 It will be easy to fly. **a**
- 8 It won't be noisy. **b**

22

Exercise 3

- ▶ Students complete the exercise in pairs. Check answers.

Answers → student page

Suggestion: Ask each student to write three predictions as 'gap-fills' with the prompt verb in brackets (an affirmative, a negative and question). Students pass their 'exercises' to other students, who write the answers in their

notebook. Students confirm the answers.

Discover Words

Exercise 4



1.29

- ▶ Focus on the first line of the reading text and highlight the word *prediction*. Elicit the part of speech (*noun*) and elicit the root verb (*predict*). Ask students to look at the table and notice the noun endings (*-tion*, *-sion*, *-ment*).

3 Complete. Use *will* or *won't* and the verb in brackets.

- People will travel (travel) in flying cars.
- There won't be (not be) any pollution.
- We won't drive (not drive) taxis and buses. Robots will!
- How will children get (get) to school? By i-unit?
- Will people live (live) in cities on the Moon?

Discover Words

verb to noun

4 Listen 1.29 Complete with a verb or a noun of each word. Then listen and check.

verb	noun
predict	1 <u>prediction</u>
2 <u>pollute</u>	pollution
compete	3 <u>competition</u>
4 <u>imagine</u>	imagination
invite	5 <u>invitation</u>
6 <u>discuss</u>	discussion
entertain	7 <u>entertainment</u>
8 <u>enjoy</u>	enjoyment
improve	9 <u>improvement</u>
10 <u>argue</u>	argument

5 Complete. Use the correct form of the word in capitals.

- I really enjoy books about the future. ENJOY
- Will the prediction come true? PREDICT
- 'How can I write a good story?'
'Use your imagination!' IMAGINE
- I never argue with my friends. ARGUE
- Are you entering the competition? COMPETE
- Will you invite the whole class to your party? INVITE

Listening

6 Listen 1.30 Listen to some people talking about Flugtag. What is it? When is it? Where is it?



7 Listen 1.31 Listen again. True or false?

- The planes are all man-powered. **true**
- There will be thirty flying machines this year. **false**
- Most of the planes can fly. **false**
- Each team will perform a song and a dance. **true**
- The girl thinks 'Flying High' won't fly. **false**
- The boy thinks the wings are too small. **true**
- The girl thinks 'Diving Dog' will be too slow. **true**
- The winners will have flying lessons. **true**

Writing

Linking words

- People will take off **and** land in their gardens.
- It's like an alien spaceship, **but** it'll fly like a helicopter.
- It'll be quiet **because** it's very small.

8 Answer these questions. Then draw and write about your own transport for the future. Use the linking words.

- What type of transport will it be?
- What will it have?
- What is good or bad about it?
- Why will people use it?

23

the questions. Play the recording. Check answers.

Answers

It's a competition (for man-powered flying machines). every summer in London, over the river

Tapescript → page 166

Exercise 7

1.31

- Ask students to read the questions before listening again. Play the recording. Check answers.

Answers → student page

Tapescript → page 166

Exercise 8

- Ask students to focus on the examples in the writing box. Ask them which word is used when we add new information (*and*), which to give a reason (*because*) and which to give different information (*but*).
- In pairs or small groups, students write some notes on their ideas using the linking words. Then individually they choose the idea they like best.

Tip: Classroom management. To keep fast finishers busy, ask individuals to help a slower pair or group. In this way they will be 'the teacher's assistant' and involve themselves in peer learning.

Answers → student page

Exercise 5

- Students complete the sentences individually, then compare answers. Check answers.

Answers → student page

Exercise 6

1.30

- Ask students to describe the picture and suggest answers to

- Students complete the table in pairs. Encourage guessing if they don't know, or can't find the words in the text.

- Play the recording. Write answers on the board for students to check.

Suggestion: Have a 'spelling bee'. A student is given a word to spell. He/She says the word, then spells it aloud. The student or team with the most correct spellings wins.

New language

Grammar: *going to*

Pre-teach: belong, powerful, power, kingdom

Exercise 1

- ▶ (Books closed) Tell students they are going to read *The Magic Amulet*. Ask students to tell the story from the previous episode, and predict what they think will happen in this episode.
- ▶ Pre-teach some of the vocabulary. Tell students that they are going to hear about a *powerful* Pharaoh and his *kingdom* (explain or translate these words). Ask: *Whose amulet has Holly got? (the Pharaoh's)* Then say: *So the amulet belongs to him.*
- ▶ (Books open) Ask students to describe the pictures. Teach *scorpion* and ask students why Max can't walk at the end. (*Because of a scorpion sting.*)
- ▶ Ask students to read the story quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Tell students to read the questions. Play the recording. Students listen, read and answer the questions.

Answers → student page

Exercise 3

- ▶ Ask students to look at the code at the back of the book and decode the message in pairs. If you wish, make it a race to see who can write it out first.

The Magic Amulet



Ra: I don't believe it! You touched the amulet!
Holly: I'm sorry ... but where are we?
Ra: I'll tell you where – we're in ancient Egypt!
Max: No chance!
Ra: And we're here because you didn't listen.
Holly: Look! The half amulet! I'm wearing it!
Ra: Yes, and we're going to find the other half.
Holly: Is the amulet magic?



Ra: Many years ago the amulet belonged to a great Pharaoh. It was magic and very powerful. Bad people tried to kill the Pharaoh and take the amulet's power, so the Pharaoh broke the amulet in two. The Pharaoh hid half of the amulet to save his kingdom.



Ra: We can't go back to our time with half an amulet.
Max: But how are we going to find the other half?
Ra: Well, we aren't going to stay here! We're going to walk to those pyramids. Then you're going to look for it!
Max: Ow! My foot!



Holly: Poor Max! He can't walk.
Ra: Hey, there's a taxi and it's going to town.
Holly: Come on, Max. Are you going to get on?
Max: This won't be comfortable.

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- ▶ Please note that a couple of the letters are repeated – *i* and *e* are the same and *u* and *w* are the same. This is because you can't exactly match our alphabet to hieroglyphs, because they are two very different languages, but historians have come up with this simplified translation.
- ▶ This will be an extra fun challenge for your students.

Answers

I'll be their guide. We're going to find the amulet!

Grammar

- ▶ Ask students to read the grammar box. Elicit the form (*going to* + infinitive) and explain that it is used to talk about future plans/intentions.
- ▶ Say the example sentences and ask students to repeat in chorus and individually. Check that they

1 Read the cartoon quickly. Can the children go home? *No, they can't. (They need the other half of the amulet.)*

2 1.32 Listen and read. True or false?

- 1 The children are in ancient Egypt. *true*
- 2 Ra is happy with Holly and Max. *false*
- 3 The Pharaoh broke something special. *true*
- 4 The children want to stay in Egypt. *false*
- 5 Holly can't walk to the pyramids. *false*
- 6 Max likes the camel taxi. *false*

3 Can you break Ra's code?



Grammar *going to*

How are we **going to** find it?
You're **going to** look for it.
We **aren't going to** stay here.
Are you **going to** get on?

4 Complete. Use *going to* and the verbs in brackets.

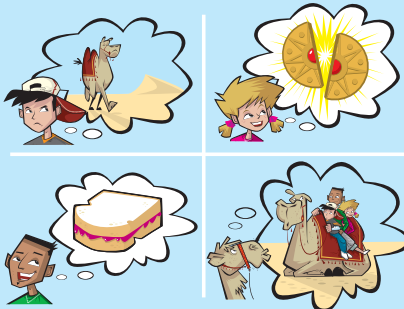
- 1 Where *is* the camel **going to take** (take) them?
- 2 The children **aren't going to walk** (not walk) to the pyramids.
- 3 Holly and Max **aren't going to go** (not go) home.
- 4 *Are* they **going to stay** (stay) in Egypt?
- 5 *Is* Ra **going to help** (help) them?
- 6 Holly **is going to be** (be) an Egyptologist when she grows up.
- 7 *Are* you **going to read** (read) the next episode today?

5 Work with a friend. Complete, then say the sentences.

- 1 I **'m going to be a/an** ...
when I grow up.
- 2 My friend _____
when he/she grows up.
- 3 We _____ after
school today.
- 4 I _____ next weekend.
- 5 My family _____
this summer.

Fun Zone

6 Look at the thought bubbles and say what they are planning to do. Use *going to* or *not going to*.



- 1 *He isn't going to get on the camel.*

25

Tip: Error correction techniques. In Exercise 5, instead of doing the correction yourself, encourage students to correct themselves (self-correction) or each other (peer correction). Point to the grammar box and/or the board for help. Students are more likely to remember their errors/corrections when they do it themselves.

Exercise 6

- ▶ Tell students to make up answers in pairs. They should write their answers on a piece of paper and pass it to the next pair of students, who correct any errors.
- ▶ Ask students what they think is going to happen in the next episode. Encourage them to use their imagination.

Possible answers

- 2 *She is going to find the amulet.*
- 3 *He is going to eat a sandwich.*
- 4 *It isn't going to take them to town.*

Grammar worksheet 2, page 138

use the correct stress pattern, e.g.
How are we going to find it? You're going to look for it.

- ▶ Ask students to make more examples about their own plans for next weekend, next summer, and next year.

Exercise 4

- ▶ Tell students to complete the sentences individually, then compare answers. Check answers.

Answers → student page

Exercise 5

- ▶ Students work in pairs to complete the sentences with true information. Go round helping and correcting.

Possible answers

- 2 *is going to be a teacher*
- 3 *are going to play football*
- 4 *am going to visit my aunt*
- 5 *is/are going to go to the UK*

Language revised

Vocabulary: transport verbs, word building: verb to noun

Grammar: present continuous for the future; *will/won't*: predictions; *going to*

Functions: inviting

Exercise 1

- Students choose the correct verbs individually. Check answers.

Answers → student page

Exercise 2

- Students work in pairs. Check answers.

Answers → student page

Exercise 3

- Students complete the sentences individually. Check answers.

Answers

- isn't going to the bike park. He's doing his homework!
- are meeting at the ice rink.
- is working on the Go Green show.
- are watching a football match at James' house.

Exercise 4

- Students complete the texts in pairs. Have individual students read out the texts to check answers.

Answers → student page

2^d Let's Revise!

Words

1 Circle the correct answer.

- Hurry up! We're going to miss / catch the bus!
- When we arrive at / depart from the train station we can find a hotel.
- I'm meeting Jenny at the airport. Her plane is taking off / landing at eleven o'clock.
- Get out of / Get into the car. It isn't working!
- This is the right bus. Let's get on it / get off it.
- I'll pick you up / drop you off after the party and drive you home.

2 Complete the sentences with a word from the box in the correct form.

discuss argue compete invite entertain pollute

- There's a discussion about future transport in class today.
- Oh no! I had an argument with my friend.
- Have you got an invitation to the sci-fi party?
- I think Bella will win the maths competition. She's really good at numbers.
- It's a good idea to cycle to school because there's no pollution.
- There's going to be entertainment at the party.

Grammar

3 Read Tom's diary, then write sentences. Use the present continuous for the future.

Monday	buy mum's birthday present (after school)
Tuesday	go to bike park do homework!
Wednesday	meet Mia at ice rink
Thursday	work on Go Green show at lunchtime
Friday	watch football match at James' house

26

- On Monday Tom is buying his mum's birthday present.
- On Tuesday evening he ...
- On Wednesday, Tom and Mia ...
- At lunchtime on Thursday he ...
- On Friday evening Tom and James ...

4 Complete the ideas. Use *will* and the verbs in the box. Which idea is the best?

build use not be not have
not travel use

I think people ¹ will build skyscraper cities. People ² won't travel in cars. They ³ will use sky trains and helicopters!
Tamsin, 11

I think future cities will be underground! People ⁴ will use giant mirrors to reflect the sunlight, so it ⁵ won't be dark. Electric trams will take people to work, so we ⁶ won't have any traffic jams or pollution!
Luca, 12

5 Write four sentences about what you are going to do this weekend.

go swimming? do your homework?
see your friends? ride your bike?
visit your grandparents? do a sport?

- I'm going to ride my BMX bike.

Pronunciation /Λ/ and /ɑ:/

6 Listen and repeat.

The funny mummy in the car won't get very far.



Exercise 5

- Students write about their plans individually. Ask students to swap work, correct and report to the class.

Exercise 6



- Demonstrate the sounds by saying the words *funny*, *mummy*, *car*, *far*. Students repeat in chorus and individually. Check that students drop their jaw further for the long /ɑ:/ sound.

- Play the recording. Ask students to listen and repeat.

Exercise 7



- Ask students to order the lines from memory. Play the recording. Students listen and check answers.

Answers → student page

Functions

7 1.34 Order the dialogues. Listen and check.

A
What are you doing tonight? 1
Yes, I'd love to, thanks. 4
Nothing special. 2
Would you like to come to the BMX bike park? 3
B
OK, maybe another time. 3
Sorry, I'm afraid I can't. I've got football practice! 2
Do you want to go shopping on Saturday? 1

Consolidation

8 1.35 Listen and complete the dialogue.

Tom Hi, you two. What ¹ are you doing?
Lily Hi, Tom. Sorry, we're in a ² rush.
Tom Why? Where are you going?
Mia To the cinema. We've got tickets for *Speed Racer*. Do you ³ want to come?
Tom *Speed Racer*?
Lily Yes, it's a story about a car race. It's in the future, so the cars are very fast and ⁴ competition are really exciting!
Tom Sounds great. How ⁵ much are the tickets?
Mia Five pounds.
Tom Hmm. That's expensive.
Mia What do you ⁶ mean? It isn't expensive, it's cheap.
Tom Well, I haven't got much ⁷ money at the moment. I spent it all on a microphone last week, remember?
Lily Don't worry, Tom, I'll give you some money. Come on, or we ⁸ 'll miss the bus!
Tom But I haven't got ⁹ any money for the bus.
Mia That's OK, you can ¹⁰ get on your bike and cycle there!
Lily She's joking, Tom. Let's go!



Song

9 1.36 Complete the song. Use these words. Then listen and check.

travel life free won't drive today
distance I'll world

Life is a Highway

by Rascal Flatts

Life's like a road that you ¹ travel on
When there's one day here and the next day gone
Sometimes you bend and sometimes you stand
Sometimes you turn your back to the wind
There's a ² world outside every darkened door
Where blues won't haunt you anymore
Where the brave are ³ free and lovers soar
Come ride with me to the distant shore
We ⁴ won't hesitate
To break down the garden gate
There's not much time left ⁵ today

Chorus

⁶ Life is a highway
I wanna ride it all night long
If you're going my way
I wanna ⁷ drive it all night long
There was a ⁸ distance between you and I
A misunderstanding once
But now we look it in the eye
There ain't no load that I can't hold
Road so rough this I know
⁹ I'll be there when the light comes in
Just tell them we're survivors

Chorus

10 1.37 Listen to the song again and check. Then sing.

Checklist

I can use transport verbs.
I can talk about future plans and intentions.
I can make predictions.
I can invite people.
I can word build.

27

Exercise 10

1.37

► Play the recording again. Students listen and check answers. Play the song again and invite students to join in.

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 8

1.35

- Ask students if they recognise the picture and know what *Speed Racer* is. (a film) Ask students to read the dialogue and say what Tom's problem is. (He hasn't got enough/any money.)
- Students complete the dialogue in pairs. Play the recording. Students check their answers.

Answers → student page

Exercise 9

1.36

- Ask if students know this song. Elicit or explain the meaning of *highway* (American English). Ask them why they think the song says 'life is a highway' (e.g. because life is like a journey).
- Play the recording. Tell students to listen and complete the song. Play it again if necessary.

Answers → student page

New language

Vocabulary: race, marathon, rowing, carnival, passenger

Functions: speaking about interesting events

Culture notes

The idea of this 'river marathon' race came from a 1987 charity event, in which the winners rowed a passenger boat along the River Thames. The aim is to find the UK 'Traditional Boat' champions. Each boat in the race must carry a passenger, and to make it more interesting, the slowest boats start first.

Exercise 1



- Focus on the picture. Ask students to describe it and suggest what the Great River Race might be. Ask them what kind of text they are going to read. (*an information leaflet*)
- Play the recording. Students listen and read, and answer the question.

Answers → student page

Exercise 2

- Ask students to read the text again for details. In pairs, students complete the summary. Check answers.

Answers → student page

Exercise 3

- Put students into small groups to discuss the questions, make notes, and do research if necessary.
- Students decide who will write which section of the project, and who will

Discover Culture

The Great River Race

What is it?
The Great River Race is a marathon, a rowing race and a river carnival all in one! The race is every September on the River Thames.

How did it start?
The first Great River Race was in 1988. The idea came from another race called the Doggett Race. This was a Thames Watermen race, and started a long time ago, in 1715. In those days the boats were like taxis, and picked up passengers along the river. Today all the boats in the Great River Race are rowing boats and they all have a passenger. Someone fires a cannon at the start of the race, just like they did in 1715!

Who can enter?
Anyone can enter the race and all types of rowing boats compete. This year there's going to be a Viking long boat, a Chinese dragon boat and even a bathtub!

This year's race
About 300 boats and 2,000 people will compete this year. The boats will depart from Richmond, race thirty-five kilometres, and arrive at Greenwich three or four hours later. Hard work ... but there's a big party at the end, and lots of prizes. There's even a prize for fancy dress!

Tickets for the race are on sale now. Hurry, they won't last long!

Fast Facts ... The River Thames
length: 346 km
width: up to eighteen km
number of bridges: 104
Most famous bridge: London Bridge

Reading
1 1.38 Read and listen. What type of event is the Great River Race?
It's a marathon, a rowing race and a carnival all in one.
2 Read the leaflet again and complete the summary.
The Great River Race is in London, on the River ¹ Thames. The race starts when someone fires a ² cannon.
Lots of different boats compete in the race. This year there are ³ 300 boats and 2,000 people altogether! The boats all leave from ⁴ Richmond and race for ⁵ 35 kilometres. There are lots of prizes and a big ⁶ party at the end of the day!

Project
A Great Race
3 Write a leaflet about a race in your country. Use these headings:
• **What is it?**
Say what type of race it is, where it is and when.
• **How did it start?**
Say when the race first started. Is it the same or different today?
• **Who can enter?**
Give information about who can compete.
• **This year's race**
How many people are competing? Where will it start / finish? Are there any prizes? Is there a party at the end?

find pictures/design the pages. Ask them to write their sections, then help each other to correct errors.

- Ask them to write a second draft and include the pictures. Encourage them to present their project neatly and tidily.

Tips: Project notes.

- This kind of project can be written on a computer, for a neater presentation.
- Encourage students to write where they found their information and

pictures (websites, books, etc.). Referencing skills are useful and an important academic skill to learn.

- Encourage students to give different roles (writing, proof reading, design, illustration) to the most suitable individuals in the group.
- Don't make corrections on the final copy. It should be a piece of work to be proud of. You can write any errors and corrections on a different piece of paper if you wish.

3

Be Careful!

Discover Words

injuries and illnesses

1 1.39 Match the words with the pictures. Then listen, check and repeat.

a broken leg 7 a bruise 14 a stomach ache 4
a bite 9 a cold 12 a cough 10 a headache 13
a sprained ankle 7 an earache 3 a cut 2
a sore throat 11 a toothache 5 a temperature 6
a burn 8

Hello! This week on *Discovery 101* we're all trying something new. New things are exciting, but be careful!



2 Complete the table. Which words describe illnesses and which describe injuries?

illnesses	injuries
a cold	

3 Work in groups. Choose an illness or injury. Don't tell your friends – mime it! Can they guess the illness or injury?

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- illnesses and injuries
- present perfect vs past simple
- at the doctor's
- make, do and have
- present perfect with *How long ... ?* and *for / since*
- just / already / yet

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are these people? What's the matter with them? Elicit any answers, e.g. *She's got a sore throat.* Then in pairs, students match the words with the pictures.

► Play the recording. Students listen and check their answers. Play it again and students repeat.

Answers → student page

Exercise 2

- Check that students understand the difference between *injury* (which comes from something *outside* the body hurting us) and *illness* (i.e. we have an illness when we are not feeling well or something is wrong *inside* our body). Give an example, e.g. *a cut* is an injury, *a cold* is an illness.
- Write the table on the board with the example in the correct column. Students complete in pairs. Check answers.

Answers

illnesses	injuries
a stomach ache; a cold; a cough; a headache; an earache; a sore throat; a toothache; a temperature	a bruise; a bite; a sprained ankle; a cut; a burn

New language

Vocabulary: injuries and illnesses

Pre-teach: throat, stomach, ankle

Unit introduction

- (*Books closed*) Play Hangman (see Introduction page 18) to revise parts of the body and face. Pre-teach *throat*, *stomach* and *ankle*.
- Ask: *Do you like doing new things? What kinds of things?* Elicit answers. (*extreme sport, acting, singing*) Ask: *What must you be*

careful about? Elicit if possible *injuries* and *illnesses* and write these on the board.

- Tell students this is the topic of the unit. Ask students if they have ever had an injury or illness. Use their answers to pre-teach any phrases from Exercise 1.

Discover Words

Exercise 1

- (*Books open*) Ask students to describe the picture. Ask: *Where*

1.39

Exercise 3

- In small groups, students play the game. Go round helping. Correct errors at the end of the activity.
- Use an idea from the Introduction to focus on *In this unit*.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Grammar: present perfect vs past simple

Functions: at the doctor's

Pre-teach: accident, ice rink, ice skates, skate, sneeze, fall over, hurt

Exercise 1

- (Books closed) Ask students if they have ever tried an unusual sport.

Ask: *Was it dangerous? Did you have any accidents?*

- (Books open) Focus on the photo and the *Discovery 101* advert. Ask students to describe where they are, and what is happening. (*at the ice rink, ice skating, Tom has got a sprained ankle*)

- Ask students to read the dialogue quickly and answer the question. Then ask why Tom fell over. (*Because he sneezed.*)

Answers → student page

Exercise 2



- Students read the questions. Play the recording. Tell students to listen, read and answer the questions.

Answers → student page

Exercise 3



- Students look for the phrases in the dialogue and suggest their meaning.
- Play the recording and students repeat. Students match the phrases with the pictures.

Answers → student page

3^a An Accident



Tom is at the ice rink with Mia and her mum.

Mum Hello, Tom. Did you get your ice skates?

Tom Yep, here they are. Atchoo!

Mia Are you feeling OK?

Tom I'm fine. It's only a cold.

Mia Come on then! Let's skate.

Tom Whaaaao!

Mum Be careful, Tom! Have you ever tried ice skating before?

Tom No, I haven't. I'm trying something new for Mia's show!

Mia Here, hold on to my arm.

Tom Hey, those boys are from school. I'm going to look really silly.

Mia Don't worry, Tom, they haven't seen you! It'll be fun ... just don't sneeze on me!

A few minutes later ...

Tom I think I can skate on my own now, Mia.

Mia OK, but be careful. You haven't been on the ice very long.

Tom Hey, look – it's easy.

Mia Watch out, Tom!

Tom Atchoo!

Mum Is he OK?

Mia No, he isn't. He's fallen over and hurt his ankle.

Tom It's no big deal. It's only a bruise. Ow!

Mia Oh no! You've broken it!

Mum Or maybe he's sprained it. Poor Tom! Sit down and I'll call your mum.

30



- Read the dialogue quickly. What is Tom trying to do? *He's trying to skate.*

- Listen and read. True or false?

- Tom feels very ill. *false*
- He's going to be on Mia's show. *true*
- Tom is worried about the boys from school. *true*
- Mia's mum is helping him skate. *false*
- Tom sneezes on Mia. *false*
- Tom isn't worried about his ankle. *true*

Talking Tips!

- Listen, repeat and match.

- It's no big deal. *B*
- Watch out! *A*



Suggestion: Ask pairs to choose two Talking Tips from units 1, 2 and 3, and try to make up a 2 or 3-line dialogue with them, e.g.

A: I'm in a rush!

B: Where are you going? Hang on! I want to talk to you.

Grammar

- Students read the grammar box.

- Elicit the forms of the past simple (regular verbs + *-ed/d*) and present perfect (*have/has* + past participle). Remind them that there is always a connection between the past and present with present perfect.
- Elicit the rule for using *ever* or *never* (use *ever* in questions).

Exercise 4

- Remind students that irregular verb forms don't usually follow a pattern.

Grammar present perfect vs past simple**present perfect**

We use the present perfect with *ever* and *never*.

He's **never tried** ice skating before.

I've **never fallen over**.

Have you **ever tried** ice skating?

past simple

We use the past simple with *yesterday*, *three days ago*, *last (week / month / year)*.

He **tried** ice skating **three days ago**.

I **fell over yesterday**.

When **did you fall over**?

- 4** Write the past participles of these verbs. Some of them are in the dialogue.

see <u>seen</u>	go <u>gone</u>	hurt <u>hurt</u>
fall <u>fallen</u>	break <u>broken</u>	be <u>been</u>
buy <u>bought</u>	write <u>written</u>	win <u>won</u>
find <u>found</u>	make <u>made</u>	learn <u>learned</u>
eat <u>eaten</u>	send <u>sent</u>	have <u>had</u>

- 5** Complete Mia's list for her radio show. Use the present perfect or past simple.

- Tom sprained his ankle this morning. He has ¹ never sprained (never / sprain) his ankle before.
- Zak ² ate (eat) frogs' legs yesterday. He's never eaten frogs' legs before.
- I had a Karate lesson last Tuesday. I ³ have never done (never / do) karate before.
- Lily ⁴ tidied (tidy) her room this Wednesday. She didn't tidy her room all year!
- My grandma ⁵ sent (send) a text message yesterday. She hasn't sent one before.
- Lily's dad went to a rock concert on Thursday. He ⁶ has never been (never / be) to a rock concert before.

Speaking

- 6** Work with a friend. Ask and answer. Use your own ideas or the ideas below.

- | | |
|--------------------------|---------------------|
| 1 try / ice skating | 4 climb / a tree |
| 2 break / your leg | 5 make / a pizza |
| 3 meet / a famous person | 6 eat / frogs' legs |

A *Have you ever tried ice skating?*

B *Yes, I have.*

A *When did you try it?*

Functions: at the doctor's

- 7** 1.42 Listen and repeat.

Doctor What's the matter?

Tom My ankle hurts.

Doctor Hmmm ... You've sprained it. Put ice on it and rest it.

Doctor What's wrong?

Lily I've got a bad cold.

Doctor Have lots of hot drinks.

Lily Thanks.

- 8** Work with a friend. Roleplay 'at the doctor's'.



A *What's the matter?*

B *I've got a stomach ache.*

A *Drink some ...*

Answers

2 *Have you ever broken your leg?*

3 *Have you ever met a famous person?*

4 *Have you ever climbed a tree?*

5 *Have you ever made a pizza?*

6 *Have you ever eaten frogs' legs?*

Suggestion: Students make up more questions, so that there are enough to give one question to each student. Then tell them to ask all the other students in the class and count the different answers they get. Each student should report their results, e.g. *Two students have never tried ice skating, but six students have tried it.* Students could vote on the most interesting experiences.

Exercise 7

- ▶ (*Books closed*) Ask students which injuries and illnesses from page 29 do not need a doctor.
- ▶ Play the recording. Students listen and say what the illness or injury was, and what the doctor advises.

- ▶ (*Books open*) Play the recording again and ask students to repeat with the correct intonation.

Exercise 8

- ▶ Elicit the illnesses or injuries (*stomach ache, headache, burn, broken arm*).
- ▶ Demonstrate the roleplay with a student. Students work in pairs, then change roles for further practice.

- ▶ Ask students to do the exercise in pairs. Check answers and write the past participles on the board.

Answers → student page

- ▶ Students write sentences like those in Exercise 5, about themselves or their friends and report.

Answers → student page

Exercise 5

- ▶ Remind students that Mia is doing a show called *Try Something New*. Students read her notes for the show, then complete them with the correct tense. Check answers.

Exercise 6

- ▶ Students to write the questions. Check answers. Then demonstrate the speaking activity with a student.
- ▶ In pairs, students ask and answer.

New language

Grammar: *How long?* and *for / since*

Vocabulary: make, do and have

Culture notes

The *X Games* started in 1995 and they focus on extreme sports for young people. Sports featuring in the games include aggressive in-line skating, bicycle stunts, Downhill BMX, Moto X, speed climbing, skateboarding and wakeboarding (like skateboarding on water).

Exercise 1

- ▶ *(Books closed)* Write *skateboarding* on the board. Ask if anyone does skateboarding and why they like it. See if anyone knows anything about the history of the sport. Ask them if they have ever seen the *X Games* on TV or heard of Danny Way.
- ▶ *(Books open)* Ask students to read the list of topics, then read the texts quickly and order the list.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording. Students listen, read and answer the questions.

Answers → student page

Fun facts

- ▶ Ask students how far a skateboarder can jump. Write students' names and guesses on the board. Then tell them to read the

3^b

Extreme Sports

Skateboarding

Skateboarding has been popular for a long time, but how did it all begin?

Let's go back to the 1950s. Surfing was the number one sport in California. Some surfers decided to surf the streets too ... on wooden boxes with roller skates. These 'street surfers' were crazy! They had a lot of accidents but they also had fun!

Fast forward to the 1970s. One very hot summer, many swimming pools were empty. These pools became the first skate parks! Thousands of skate parks have opened since then. Later, in the 1980s, kids started to use a new board with faster wheels. The sport became dangerous and extreme so some skate parks closed. Skateboarding went 'underground', but skate videos still influenced clothes and music.

Since then, skateboarding has become big news, thanks to the *X Games*, computer games and films. Skate parks have reopened and champions like Danny Way have made skateboarding cool again!

FUN FACTS

In 2008, Danny Way jumped over the Great Wall of China. The jump was eighteen metres wide and he was travelling at more than eighty kilometres per hour!

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X-Gamer Jez Dobson, 15

Jez, how long have you had a skateboard?

- For ten years – but not the same one!

How long have you competed in the *X Games*?

- Since I was twelve years old.

Have you ever won anything?

- Yes, I have. I won a gold medal last year!

Well done! But do you go to school?

- No, I have lessons at home because I travel a lot.

What's your favourite pastime?

- I love doing other extreme sports and making new friends.

Jez, what's your top tip?

- Do your best and never give up!



1 Read the texts quickly. Order a–e below.

- a surfing 1 d skate videos 4
- b skate parks 3 e street surfing 2
- c *X Games* 5

2 Listen and read. Circle the correct answer.

- Skateboarding began in the ...
a 1950s. b 1970s.
- Skateboarding became extreme because of ...
a new wheels. b new skate parks.
- Skate parks closed because skateboarding ...
a wasn't popular. b was very dangerous.
- In the 1980s, skateboarding influenced ...
a other sports. b clothes and music.
- Jez started skateboarding when he was ...
a ten years old. b five years old.
- He competed in his first *X Games* ...
a five years ago. b three years ago.
- Jez's favourite hobby is ...
a doing other sports. b studying at home.

Fun facts and see who was nearest.

Discover Words

Exercise 3

- ▶ Explain that in English certain words are normally used together, e.g. we say *have fun*, not *make fun*.
- ▶ Ask students to complete the exercise in pairs, then look in the text for the answers.

Answers → student page

Tip: Vocabulary learning. These combinations of words are called *collocations*. Encourage students to use a learners' dictionary to find other collocations.

Exercise 4



- ▶ Students do the exercise in pairs. Play the recording. Students listen and check their answers.

Discover Words

► make, do and have

3 Find these nouns in the text. Which go with *make, do or have*?

- 1 have fun 4 do a sport
2 make friends 5 have lessons
3 have accidents 6 do your best

4 ► 1.44 Match the words to make phrases. Then listen and check.

a mess your homework a mistake a problem
an argument an excuse a stomach ache
the shopping the dishes an idea

make	have	do
a mess		

Grammar How long? and for / since

How long has he had a skateboard?
Jez **has had** a skateboard **for** ten years.
Thousands of skate parks **have opened** **since** the 1970s.
for ... years, months, days, hours, a long time
since ... last year, month, week, Friday,
one o'clock, 2002

5 Complete the sentences. Use the present perfect, then circle *for* or *since*.

- 1 How long have they been (they / be) at the X Games?
For / Since Friday.
2 How long have you had (you / have) a mountain bike?
For / Since I was eight years old.
3 How long has he had (he / have) a skateboard?
For / Since Christmas.
4 How long has she enjoyed (she / enjoy) sky diving?
For / Since a long time.

Answers

make	have	do
a mistake an excuse	a problem an argument a stomach ache an idea	your homework the shopping the dishes

Suggestion: Students make two or three sentences using the phrases, but each sentence should use the wrong verb. Students give their sentences to a classmate to correct.

Listening

6 ► 1.45 Listen to the interview. Tick the activities Kirsty has done.

sky diving ✓ basketball ✓ tennis ✓ swimming ✓
hang-gliding ✓ football ✓ roller coaster riding ✓



7 ► 1.46 Listen again and complete the factfile.

Planet X-treme Factfile

Name: ¹ Kirsty Gadd
Age: ² 14
Favourite sport: ³ sky diving
How long has she done it? ⁴ for 2 years
Competitions: ⁵ European championships
Wins: ⁶ silver medal
Injuries: ⁷ sprained ankle on first jump

Speaking

8 Write these questions. Then work with a friend. Imagine you do an extreme sport. Ask and answer the questions.

- 1 How long / you / be interested in ...?
2 you / try / other sports?
3 you / ever win any competitions?
4 you / be / scared?

A How long have you been interested in ...?
B I've been interested in ... since I was ...

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Grammar

► Focus on the first two *How long ...?* questions in the interview with Jez, and his answers with *for* and *since*. Elicit that *for* is used with a period of time and *since* shows a point in time.

- Students read the grammar box.
► Write the verbs *know, live, study* on the board, and ask students to make up three examples about themselves using them.

Exercise 5

► Students do the exercise in pairs. Check answers.

Answers → student page

Exercise 6

► 1.45

- Ask students to read the sports, and say which ones are extreme. (*sky diving, hang-gliding*)
► Ask students what sport is shown in the picture. (*sky diving*) Play the recording. Students listen and tick.

Answers → student page

Tapescript → page 167

Exercise 7

► 1.46

- Ask students to read the factfile, then listen again and complete the information. Remind them to use notes only. Check answers.

Answers → student page

Tapescript → page 167

Exercise 8

- Ask students to write the questions individually.
► Demonstrate the activity with a student, then students work in pairs. Go round helping. Correct errors at the end of the activity.

Answers

- 2 *Have you tried other sports?*
3 *Have you ever won any competitions?*
4 *Were you scared?*

Photocopiable resource 3, page 158

New language

Grammar: *just, already, yet*

Pre-teach: disappeared, shining

Exercise 1

- (Books closed) Tell students they are going to read *The Magic Amulet*. Ask students to recall the previous episode, and to say what they think is going to happen this time.
- (Books open) Ask students to describe the pictures and say who they think the man is. Ask: *What's happening to the amulet? (It's shining.)* Ask students to speculate on why this is happening.
- Students read the story quickly and answer the question.

Answers → student page

Exercise 2



- Ask students to read the questions. Play the recording. Students listen, read and answer.

Answers → student page

Grammar

- Ask students to read the grammar box. Elicit the meaning of *just*, *already* and *yet* (ask for a translation if necessary).
- Focus on the *Watch Out!* box and ask why the sentence is crossed out/wrong. (*Yet* is only used in negative sentences or questions.)

The Magic Amulet

1

Max: We've already looked round here ... I'm bored!
Ra: Too bad! We haven't found the amulet yet!
Holly: It's taking a long time. I'm worried about Dad.
Max: Hey! What's that?
Ra: Shhhh! It's probably a crocodile.
Holly: No, it's a man. Over there ...
Max: That's strange. He's just disappeared.
Holly: Look! The amulet – it's shining.
Ra: Hmm ... that means danger.
Max: Maybe someone is following us.
Holly: I'm scared.
Ra: It's OK, Holly. Let's go to the pyramids ... but be careful.

2

Holly: We've looked by the river and round the pyramids ... I'm tired, Ra – my feet hurt.
Max: And I've got a stomach ache. I'm hungry!
Ra: OK, let's get some food from the market.
Holly: Come on, Max ...
Max: Wait a minute! I've just found an ancient skateboard!

3

Holly: Watch out, Max! Are you OK?
Max: I've hurt my leg – it's no big deal.
Holly: Well, you've made a big mess.
Nebi: Ah! The magic amulet!
Holly: Max, that man! I've seen him before. He was by the river.
And look! The amulet is shining. Let's get out of here!

Exercise 3



- Tell students to close their eyes. Demonstrate the activity, e.g. gasp, then make a ghostly sound *Wooooo!* Ask students to open their eyes and say what has just happened. (*You've just seen a ghost.*)
- Play the sounds one by one. Give students time to choose a prompt and write a sentence. Check answers.

Answers → student page

Exercise 4

- Ask students to study the list. Remind them to use *already* with positive sentences and *yet* with negative sentences.
- In pairs, students write the sentences. Check answers.

Answers

- 3 He's already visited the market.
- 4 He hasn't made his bed yet.
- 5 He's already written his diary.
- 6 He hasn't done the shopping yet.

1 Read the cartoon quickly. Where do the children look for the amulet?

by the river and round the pyramids

2 1.47 Listen and read. Answer the questions.

- 1 Have the children been to the river before? **yes**
- 2 What does Holly see? **a man**
- 3 Why is the amulet shining? **There is danger.**
- 4 Why has Max got stomach ache? **He's hungry**
- 5 What does he find? **an ancient skateboard**
- 6 Who has an accident? **Max**

Grammar just / already / yet

We use the present perfect with *just*, *already* and *yet* to talk about recent actions and events.

He's **just** disappeared. (a moment ago)
We've **already** looked round here.
We haven't found the amulet **yet**!
Have you found the amulet **yet**?

Watch out!

We only use *yet* in negative sentences and questions.

~~I have found the amulet yet.~~

3 1.48 Listen, choose and write. What has just happened?

she / find / treasure
they / see / a mummy
he / break the pot
he / hear a noise
she / hurt / her leg

- 1 **He's just broken the pot.**
- 2 **She has (just) hurt her leg.**
- 3 **She has (just) found treasure.**
- 4 **He has (just) heard a noise.**
- 5 **They have (just) seen a mummy.**

4 What has / hasn't Ra done today? Write sentences with *already* and *yet*.

- 1 **He hasn't found the amulet yet.**
- 2 **He's already climbed a pyramid.**

To do list

- | | |
|--------------------|---|
| 1 find the amulet | X |
| 2 climb pyramid | ✓ |
| 3 visit the market | ✓ |
| 4 make his bed | X |
| 5 write diary | ✓ |
| 6 do the shopping | X |

Fun Zone

5 Write a fun 'to do' list for today. Work with a friend. Say what you have already done and what you haven't done yet. Use your imagination!

- take pet crocodile for a walk X
- tell a funny joke ✓
- climb a pyramid
- find treasure

I've told a funny joke, but I haven't taken my pet crocodile for a walk!



6 Can you break Ra's code?



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Tip: Classroom management. Asking students to compare answers is a useful way to keep early finishers occupied for just a short time. Encourage them to talk about their answers and give reasons for them; it is not enough to just show each other what they have written. If they do this quickly, ask them to turn round to the students(s) behind or on the other side and compare answers in the same way.

Suggestion: Make a game out of Exercise 5. In pairs or small groups, students think of their own ideas and write sentences, but do not tell anyone else. Have a contest to see which pair or group comes up with the best/most imaginative ideas – the class can vote.

Exercise 5

- ▶ Focus on the picture. Ask: *What is the boy doing? (Taking the crocodile for a walk.) Why is he doing this?* Elicit that the crocodile is the boy's pet. Ask: *Do people usually keep crocodiles as pets?*
- ▶ Ask students to make up more funny ideas and write them on the board. Tell students to write either a cross or a tick beside each one (students can choose this time).
- ▶ In pairs, students make up

sentences. Go round helping. Check their answers. Correct errors at the end of the activity.

Exercise 6

- ▶ Ask students to break the code as quickly as they can. Do this as a class race. Check answers.

Answers

The children haven't found the amulet yet, but they've seen a strange man. Is he a friend?

Grammar worksheet 3, page 139

Skills: reading, listening, speaking, writing

Pre-teach: risk taker, knife thrower, bungee jump, swimming with sharks, safety equipment, circus, aquarium

Exercise 1



- Focus on the title and the photos. Elicit or explain *risk takers*. Ask questions about the photos to pre-teach vocabulary, e.g. *What are these people doing?* (*He's throwing knives./ He's a knife thrower./He's doing a bungee jump./ He's swimming with sharks.*) Elicit what some of the people are wearing (*safety equipment*), and where they are (*circus, aquarium*). Finally, ask the students in what way these people are taking risks. (*They are doing dangerous activities.*)
- Tell students to read the quiz questions only (tell them not to answer the questions yet) and insert the missing sections. Explain that they should look for clues. Read the example together and draw their attention to *camping* and *bear* and point out the context link.
- Play the recording. Check answers.

Exercise 2

- Tell students to read the quiz and write their own answers, then check their score with the key. Get their reactions to the result.

Try this!

- Have a student read the *Try this!* box aloud. Explain that understanding



Risk Takers

Are you a risk taker? or do you stay safe, or even stay at home?! Do our quiz and find out!

- 1** You're camping in a wood. ¹ C Do you:
 - a take a picture. You've never seen one before.
 - b stay inside. It will probably leave.
 - c put food outside and run the other way.
- 2** You're on an adventure holiday. ² D Do you:
 - a have a go. You've already been sky diving so this is easy!
 - b check the safety equipment. You don't want to have an accident.
 - c make an excuse. You don't want to try it.
- 3** You're visiting an aquarium. ³ A Do you:
 - a jump in. You've already put on your swimsuit.
 - b think about it. You don't want to be lunch.
 - c say 'no'. You haven't brought your towel.
- 4** You're on a skiing holiday. ⁴ E Do you:
 - a follow him. You've already tried this hill before.
 - b watch him ski down the hill again, then make a decision.
 - c say 'no'. You've just sprained your ankle!
- 5** You're at a circus. ⁵ B Do you:
 - a say 'yes'. It's no big deal.
 - b say you'll help, but you'll throw.
 - c say you've got a headache and leave.



How did you do?
a = 3 points, b = 2 points, c = 0 points. My score is points!
12-18: Risk taker: You're a real risk taker. You'll try anything once!
7-11: Stay safe: You'll try things, but they have to be safe. Smart!
0-6: Stay at home: You're careful and never try new things. Boring!

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the task can make the listening much easier.

- Ask students to look at the listening tasks in Exercise 3 and 4 and say what kind of answers are needed. (*Numbers – 1, 2 or 3.*)

Exercise 3



- Play the recording. Students listen and answer. Play again if necessary. Check answers, asking students to say which words gave them clues to the answers. (*circus, swim, teeth, down hill, weather*)

Answers → student page

Tapescript → end of notes

Exercise 4



- Ask students to read the statements, and try to predict the answers. Play the recording again. Students listen and answer. Check answers.

Answers → student page

Reading

1 1.49 Complete the quiz questions with these sentences. Then listen and check.

- A There is swimming with sharks today.
- B The knife thrower wants you in his act.
- C You've just heard a bear outside.
- D You haven't tried the bungee jump yet.
- E Your friend has just gone down a dangerous hill.

2 Now do the quiz and read the key. How did you do? Do you agree with your result?

Listening

3 1.50 Listen and match the speaker with the pastimes.

- a swimming with sharks 2
- b skiing 3
- c knife throwing 1

Try this!

- Before you listen, look at the task carefully. Do you have to answer with a letter, a number, a word or a short phrase?

4 1.51 Listen again. Match the speakers (1–3) with the statements.

Who ...

- a never works when he's ill? 1
- b has practised his pastime for five years? 2
- c never practises his pastime at dinnertime? 2
- d has broken his leg? 3
- e has never made a mistake? 1
- f started when he was nine years old? 3

Speaking

5 Imagine you do a dangerous activity. Choose from the list below and fill in the factfile.

deep sea diving knife throwing
rock climbing sky diving BMX racing

	you	a friend
Name:		
Activity:		
Why / like / activity?:		
How long / practise activity?:		
When / start?:		
How often / do it?:		
you ever / have an accident?:		
What / happen?:		

6 Now work with a friend. Ask and answer the questions, and complete the factfile.

Writing

7 Write 50–60 words about your partner. Use the factfile and the plan below to help you.

Paragraphing

We use a new paragraph for a new idea, e.g.

Introduce sport →

My best friend is Liam and he loves surfing. Why?

Because it's fast and exciting.

How long? How often? →

He's enjoyed surfing for ten years. He started when he was five! He practises every day.

Other interesting information →

Surfing is dangerous, and Liam has had accidents. A big wave broke his surfboard last year, but he wasn't hurt! He was lucky!

for different paragraphs in their own writing.

- Ask students to write short paragraphs about their friend. Go round helping and encouraging self-correction.

Fast finishers: Ask them to exchange papers with another student and proof read/correct any errors they see.

Exercises 3 and 4 – Tapescript

Speaker 1

Man: I've performed at the circus for ten years. I started when I was twenty years old. It's a dangerous pastime but I've never made a mistake – I haven't hurt any of my assistants.

I'm always very careful. I never work when I've got a cold or I'm ill. When you have a cold ... you sneeze ... and well, I don't want to have an accident!

Speaker 2

Man: It's a great experience. The first time I did it I was scared ... but I've swum with them for five years now and I haven't had a problem yet. They're interesting and clever, but I never take risks. I don't swim with them at dinnertime – they've got a lot of teeth!

Speaker 3

Man: I've practised this sport since 1990. I started when I was nine and now I teach other people too. Sometimes it's scary – I never go out when the weather is bad. But I've had a few accidents – I broke my leg three years ago, and I've broken my arm too. But I love it ... I love going fast down a hill.

Tapescript → end of notes

Exercise 5

- Demonstrate the activity by choosing an activity, then filling in a few facts on the board. Students choose and fill in their own facts in the first column of the factfile.

Exercise 6

- Elicit the factfile questions. Then in pairs, students ask and answer to

complete the other column of the factfile. Go round helping.

Suggestion: For further practice, students draw another table, ask other students and make notes.

Exercise 7

- Tell students that the ideas for this piece of writing come from the factfile in Exercise 5. Ask students to read the *Paragraphing* advice box. Tell them to use these ideas

Language revised

Vocabulary: injuries and illnesses; *make, do* and *have*

Grammar: present perfect or past simple; questions with *How long?*; present perfect with *for, since, just, already, yet*

Functions: at the doctor's

Exercise 1

- Ask students to do the word search individually. Then compare answers with a friend. Have students read out the words marked.

Answers → student page

Exercise 2

- Students draw a three-column table in their notebooks and fill in the expressions. Check answers.

Answers

make a mess	do your best	have an idea
make an excuse	do a sport	have an argument
	do the shopping	have a problem

Exercise 3

- Students complete the text in pairs. Check answers. Ask: *What is a snurfer?*

Answers → student page

Exercise 4

- Students work individually. Check answers.

Answers → student page

Exercise 5

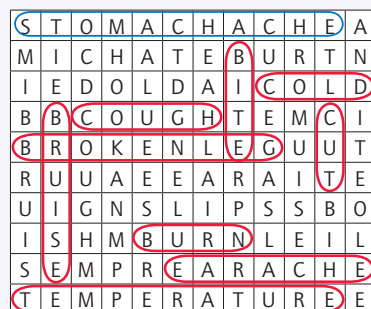
- Students work in pairs. Check answers.

Answers → student page

3^e Let's Revise!

Words

- Find five illnesses and five injuries in the wordsearch.



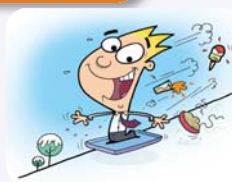
- Make expressions with *make, do* and *have*.

friends an idea your best a mess
an argument a sport an excuse
the shopping a problem

1 make friends

Grammar

- Read and complete. Use the present perfect or past simple.



History of Snowboarding

¹ Have you ever seen (ever / see) a snurfer? In 1965, Sherman Poppen ² made (make) a snurfer for his daughter. It was a great idea. In the 1970s, people ³ developed (develop) the snurfer into the snowboard. Some kids ⁴ used (use) school dinner trays before they got their own boards! Today, over eight million people have a snowboard, although a lot of people ⁵ have never tried (never / try) it. ⁶ Have you ever tried (ever / try) snowboarding?

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- Circle the correct answer.

- They've had classes for / since three weeks.
- We haven't been surfing for / since last month.
- She's enjoyed skiing for / since years.
- He's wanted a new skateboard for / since last year.
- We haven't been to school for / since July.

- Complete the sentences with *already, yet* or *just*.

- 'Ow! You've just stepped on my foot.'
- 'You look ill. Have you seen the doctor yet ?'
- 'I don't want to go cycling. I've already run three kilometres this morning.'
- 'Your hair is wet!' 'I've just been swimming.'

Pronunciation

- 1.52 Listen and repeat.

The hour is late and the ghost is white and ill. He hurt his ear and can't hear!



Functions

- Order the sentences.

- What's wrong? 1
- I'll put some ice on it. 3
- Now, what's the matter? 4
- Take a pill and drink some water. 6
- My leg hurts. 2
- Thanks. 7
- I've got a stomach ache. 5

Checklist

I can talk about illnesses and injuries.
I can use present perfect or past simple.
I can use *make, do* and *have*.
I can ask questions with *How long ... ?*.
I can use present perfect with *for, since, just, already* and *yet*.

Exercise 6

- Demonstrate the /h/ sound, e.g. mime running and panting. Then explain that the 'h' is silent in some words. Students guess which words in the sentence have a silent 'h'. (*hour, ghost, white*)
- Say each word individually, and have students repeat. Then play the recording. Students listen to the recording and repeat. Get them to say it repeatedly and quickly.



1.52

Exercise 7

- Students order the sentences. Students act out the dialogue aloud from memory. Encourage them to use their imagination.

Answers → student page

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Hi! Our new show on *Discovery 101* is all about things we can find from the past. What do you know about history?

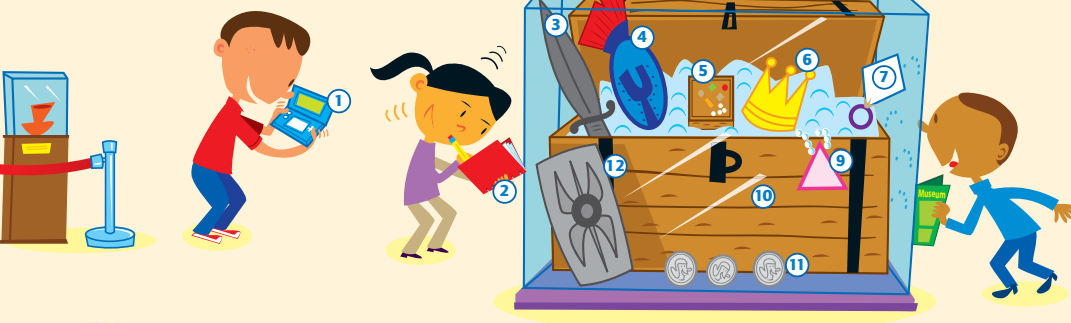


Discover Words

describing objects

1 2.1 Match the words with the pictures. Then listen, check and repeat.

plastic computer game 7
oblong shield 12 diamond ring 7
oval helmet 4 square jewellery box 5
round coins 11 paper notepad 2
glass box 8 wooden chest 10 metal sword 3
gold crown 6 triangular necklace 9



2 Complete the table with the words in bold.

shape	material
oblong	

3 Work with a friend. Describe an object from your school bag. Say what you can do with it. Can your friend guess what it is?

- A *It's plastic and oblong. You can draw lines with it.*
B *It's a ruler.*
A *That's right!*

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- describing objects
- past continuous
- complaining
- adverbs of manner
- past continuous vs past simple
- used to

objects in the classroom and in their bags, e.g. desks, chairs, window, pens, etc. Then introduce the adjectives for the materials.

- (*Books open*) Focus on the picture. Students do the activity in pairs. Play the recording. Students listen to check answers. Play the recording again and tell students to repeat.

Answers → student page

Exercise 2

- Students draw the table in their notebooks. Elicit the meaning of the word *shape* by drawing a square and a circle on the board.
- Elicit examples, e.g. *gold crown* and *oblong shield* – *gold* is a material, *oblong* is a shape.
- Students work in pairs and race to complete the table.

Answers

shape: oval; square; round; triangular
material: plastic; diamond; paper; glass; wooden; metal; gold

Exercise 3

- Ask students to write a list of things they have in their bag, and think of how to describe them.
- Demonstrate the guessing game with a student. In pairs, students play the game.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: describing objects

Functions: speaking about objects

Pre-teach: sword, helmet, shield, chest, crown

Preparation: Unit introduction and Exercise 1. Bring in pictures of historical objects which will help pre-teach the vocabulary and illustrate different materials, e.g. ancient vases, old tools or equipment, armour, old weapons.

Unit introduction

- Focus on the picture of Tom. Students read the speech bubble and answer the question.
- Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1



- (*Books closed*) Use the pictures and realia to pre-teach the objects and materials. Ask students to list

New language

Grammar: past continuous

Functions: complaining

Pre-teach: archaeological dig, float (verb)

Culture notes

Castles were first built in England after the Battle of Hastings in 1066, during the rule of William the Conqueror of Normandy.

Archaeological digs are normally organised by universities, museums or historical societies.

Exercise 1

- Focus on the photo and the advert. Students describe what the characters are doing. (*an archaeological dig*) Ask what kinds of things people can find on a dig.
- Ask students to read and answer the question.

Answers → student page

Exercise 2



- Students read the questions. Play the recording. Students listen, read and answer. Check answers.

Answers

- an old glass bottle*
- fed up*
- a girl*
- He was floating and he was wearing Roman clothes.*
- It ran away.*

Exercise 3

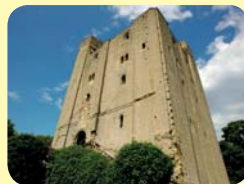


- Students find the phrases in the dialogue and work out their meaning.
- Play the recording and

A School Trip

Archaeological Dig

March 5th,
10 a.m. – 7 p.m.
Brent Castle



- Mia On the *Talk Back* show yesterday, we had a story about Roman treasure. Today, we're at Brent Castle and we're looking for gold! Tom has just found something. What is it, Tom?
- Tom Well, it's round and it's metal.
- James Perhaps it's a Roman coin.
- Mia Let's have a closer look. Hmm ... made in China. Sorry Tom, it's plastic rubbish.
- Tom But what about this?
- Mia Maybe this is the treasure! No, it's an old glass bottle. Never mind, Tom!
- Tom Humph, I'm fed up with doing all the work! We're tired of digging up rubbish, Mia.
- Mia Hey, what was that noise?
- Tom Maybe it's the castle ghost.
- James Don't wind me up, Tom.
- Mia It's true, James. A girl saw a ghost last year.
- James Oh, yeah? Was she visiting the castle?
- Mia No, she wasn't. It was eight o'clock in the evening and she was walking her dog nearby. She saw a strange man.
- James What was he doing?
- Mia He wasn't walking, he was floating, and he was wearing Roman clothes! The girl's dog ran away, then suddenly ...
- Tom Wooooooo!
- James Tom! That wasn't funny!
- Tom Ha, ha, James! What a chicken!

40



1 Read the dialogue quickly. What are the children doing? *They are looking for gold/they are on a dig.*

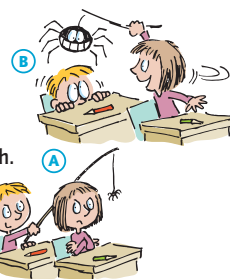
2 Listen and read. Answer the questions.

- Does Tom find something metal? *no*
- What other object does Tom find?
- How does he feel?
- Who saw the ghost?
- Why was the man strange?
- What did the dog do?

Talking Tips!

3 Listen, repeat and match.

- Don't wind me up. *A*
- What a chicken! *B*



ask students to repeat. Then ask students to match. Check answers.

Answers → student page

Grammar

- Students read the grammar box and the examples.

Exercise 4

- Students work in pairs and make sentences using the prompts. They should write their own answer for

number 6. Check answers.

Answers

- Tom and James weren't doing their homework. They were playing computer games.*
- Lily wasn't playing with DJ. She was playing the drums.*
- Mia wasn't writing a letter. She was reading a book.*
- Zak wasn't watching TV. He was listening to music.*
- I wasn't walking my dog. I was (student's own answer).*

Grammar past continuous

We use the past continuous to describe an action happening over a period of time in the past.

What was he doing?

He **wasn't walking**, he **was floating**.

Was she **visiting** the castle?

Yes, she **was**. / No, she **wasn't**.

- 4 What was happening at eight o'clock last night? Look at the pictures and correct the sentences.



- 1 The ghost was sleeping.
The ghost wasn't sleeping. It was floating near the castle.



- 2 Tom and James were doing their homework



- 3 Lily was playing with DJ.



- 4 Mia was writing a letter.



- 5 Zak was watching TV.



- 6 I was walking my dog.

- 5 Read and complete. Use the past continuous.

The dig at Brent Castle finished at seven o'clock. It ¹ **was getting** (get) dark and it ² **was raining** (rain), too, but the children ³ **were walking home** (not walk home), they ⁴ **were tidying up** (tidy up). James ⁵ **was complaining** (complain) about the rubbish. He was bored with the dig. Mia ⁶ **was helping** (help) James put the rubbish in a bag. Tom ⁷ **wasn't helping** (not help), he ⁸ **was sending** (send) a text message on his mobile phone.

A strange man was on the castle walls above them. He was watching the children, but he ⁹ **wasn't smiling** (not smile). He ¹⁰ **was wearing** (wear) Roman clothes.

- 6 Work with a friend. Write questions, then ask and answer.

- 1 / it / rain? **Was it raining? Yes, it was.**
- 2 / the children / walk home?
- 3 What / the children / do?
- 4 What / James / complain about?
- 5 / Tom / help?
- 6 Who / watch / the children?

Functions: complaining

- 7 2.4 Listen and repeat.

I'm **tired of** digging up rubbish.

I'm **sick of** the castle.

I'm **fed up with** doing all the work.

I'm **bored with** archaeology.

- 8 Put a tick next to things you like and a cross next to things you don't like.

- | | |
|---|---|
| <input type="checkbox"/> visiting castles | <input type="checkbox"/> tidying my room |
| <input type="checkbox"/> homework | <input type="checkbox"/> buying new clothes |
| <input type="checkbox"/> computer games | <input type="checkbox"/> You decide! _____ |

- 9 Work with a friend. Use your answers from Exercise 8. Say what you are **tired of** / **sick of** / **bored with** / **fed up with**.

A **I'm bored with visiting castles.**

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Exercise 7



- (**Books closed**) Sit down with your arms folded and act feeling fed up. Say: **I'm fed up with teaching!** Then pick up your book and say: **I'm sick of this book!** Elicit that you are complaining.

- (**Books open**) Ask students to look back at the dialogue and say who complains and what they say. (Tom: **I'm fed up with doing all the work**. James: **We're tired of digging up rubbish**.)

- Ask students to highlight the prepositions. Point out that the phrases can be used with either a noun e.g. **the castle**, or -ing, e.g. **digging**.

- Play the recording. Tell students to listen and repeat.

Tip: Pronunciation.

Encourage students to stress the words which carry meaning, e.g. **I'm sick of the castle**. Appropriate intonation is very important in communicating the meaning and how you feel when you are complaining.

Exercise 5

- Students read the text and say what was happening at the end of the day. (**A strange man in Roman clothes was watching them.**)
- Then ask students to complete the text. Check answers.

Answers → student page

Exercise 6

- Tell students to write the questions, then ask and answer in pairs, using

the text in Exercise 5 for answers.

Answers

- 2 **Were the children walking home? No, they weren't.**
- 3 **What were the children doing? They were tidying up.**
- 4 **What was James complaining about? He was complaining about the rubbish.**
- 5 **Was Tom helping? No, he wasn't. He was sending a text message.**
- 6 **Who was watching the children? A strange man was watching them.**

Exercise 8

- Students work individually.

Exercise 9

- Students take it in turns to complain. Go round checking.

New language

Vocabulary: adverbs of manner

Grammar: past continuous vs past simple

Pre-teach: treasure hunters

Culture notes

Peru, the home of the Inca Empire, lies in the west part of South America. The Spanish conquered Peru in the 16th century, but it became independent in 1821.

Treasure hunters have attempted many times to find 'cities of gold' in South America. The most famous story is about El Dorado ('the golden one'), a city which was the home of a legendary tribal chief who covered himself with gold dust.

Exercise 1

- Focus on the lesson title. Elicit what students think treasure hunters do. (*They look for treasure.*) Ask students if they know any famous treasure hunters. (*Indiana Jones*)
- Ask students to describe the picture and suggest what the objects are needed for.
- Tell students to read Panama Kate's letter and the Professor's diary and train ticket and answer the question.

Answers

Panama Kate is in Lima, Peru, and Professor Walker is in Santa Cruz.

Exercise 2



2.5

- Ask students to read the sentences. Play the recording and ask students to listen, read, and order

the sentences. Check answers.

Answers → student page

Suggestion: Ask students to retell the story from memory or using the sentences from Exercise 2. It is an opportunity to revise past simple, and also to teach the students to use *first*, *next*, *then*, *finally* (see *Ordering events* in Exercise 6).

The Treasure Hunters

4^b

Saturday 14th May
Dear Mr Smith,

I'm in Lima, Peru. Raul was waiting for me at the station, but not Professor Walker. Raul took me to the Professor's house. When we arrived, two men were noisily coming out of the house. They were looking for something and arguing angrily. We hid behind a tree and waited. When they left, we went inside.

What a mess! There were books everywhere, but we did our job quickly and well. First we found his diary, then a copy of a map.

While we were reading the diary, a car stopped outside. A man got out. He was wearing a white jacket. We quietly left and went to the train station. We're on the train now. We have to find the Professor fast, before they do.

Panama Kate

Professor Walker,
Av. La Mar 7,
Miraflores 18,
Lima,
Peru

1ST CLASS
SINGLE
LIMA →
SANTA CRUZ
11.30
FRIDAY 13TH

Friday 13th May

I bought an old book this morning. It said the City of Gold was in the jungle, but where? I was reading the book, when a square piece of paper fell out. I looked at it carefully. It was a map for the lost Inca treasure!

I saw a strange man while I was walking home. He was wearing a white jacket and he was watching me. I think I'm in danger. Panama Kate is arriving tomorrow, but I can't wait. I'm catching the train tonight!

FUN FACTS

In 1715 a Spanish sailor buried Inca treasure on an island near Peru. In 2005 treasure hunters found 600 barrels of gold coins and Inca jewels there!

Fun facts

- Tell students to read the *Fun facts*. Ask: *How long was the treasure on the island?* (290 years) Elicit or explain who the Incas were. (*They were a powerful group of people in South America.*)
- Ask what other treasure stories students know.

Discover Words

► adverbs of manner

3 Find the adverbs in the texts.

Regular		Irregular	
quick	<u>quickly</u>	good	<u>well</u>
quiet	<u>quietly</u>	fast	<u>fast</u>
angry	<u>angrily</u>		
careful	<u>carefully</u>		
noisy	<u>noisily</u>		

Grammar past continuous vs past simple

When we arrived, two men **were coming** out of the house.

I **was reading** the book **when** a square piece of paper **fell** out.

While we **were reading** the diary, a car **stopped** outside.

I **saw** a strange man **while** I **was walking** home.

4 Complete. Use the past simple or past continuous.



- Professor Walker met (meet) Kate while he was teaching (teach) at university.
- Kate was studying (study) archaeology when she heard (hear) about the Inca gold.
- The Professor was running away (run away) when Kate arrived (arrive) in Lima.
- Kate and Raul found (find) the Professor while they were camping (camp) in the jungle.
- They saw (see) some round gold coins while they were looking for (look for) the treasure.

Listening

5 2.6 Listen to the news bulletin and complete the article. Use the past simple, the past continuous or a noun.

Daily News

Detective White has caught ¹ Panama Kate and ² Professor Walker.

They ³ were taking the Inca treasure when the police stopped them.

Detective White and his police officers were watching them all the time.

They were working for a famous criminal, Mr Smith. They ⁶ sent Mr Smith messages while they were planning their escape. Yesterday evening, Detective White was questioning them.

The National Museum now has the

⁷ treasure.

Writing

Ordering events

We use linking words to order events:

First, he found an old book, **then**, a copy of a map. **Next**, he went to the train station. **After that**, he arrived in Santa Cruz. **Finally**, he found the treasure.

6 Complete Panama Kate's last letter to Mr Smith.

Dear Mr Smith

I hope you get this letter. I am in ...
How did I get here? Well, first ...

Then, ...

After that, we ...

Finally, we ...

Please help!

Panama Kate

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► Tell students that *while* is most often used with past continuous, and *when* is often used with the simple past action. Write the following on the board and ask students to choose the correct tense:

While we were having / had a lesson, the school bell rang / was ringing. (were having / rang)
We had / were having a lesson when the school bell was ringing / rang. (were having / rang)

Exercise 4

► Ask students to do the exercise in pairs. Check answers.

Answers → student page

Exercise 5

2.6

► Tell students to read the report and say what we discover about Panama Kate. (*She is a criminal.*)
► Tell students to listen and complete the text with words or phrases. Play the recording twice if necessary. Check answers.

Answers → student page

Tapescript → page 167

Discover Words

Exercise 3

- Explain that most adverbs of manner end in *-ly*, but there are a few irregular ones e.g. *fast*.
- Ask students to find the adverbs in the texts. Check answers, and make sure they are all spelled correctly. Draw attention to adjectives ending in *-l*, e.g. *careful*. We add *-ly* to the adjective – hence the double 'l'. A 'y' at the end changes to 'i', as in *angry* – *angrily*.

Answers → student page

Grammar

► Ask students to read the examples in the grammar box and identify the two tenses. Use a time line to explain how the two tenses are used together. Point out that either tense can come first.

Two men were coming out of the house.

we arrived
Past X Present

Exercise 6

► If you have not already done the activity in *Suggestion* (Exercise 2), do it here. Use the sentences in the *Ordering events* box to get students started.
► Tell students to write the story as part of Panama Kate's letter to Mr Smith.

Photocopiable resource 4, page 159

New language

Grammar: *used to*

Preparation: Exercises 6 and 7. Bring in pictures of famous cartoon or film characters, e.g. Batman, Harry Potter, Captain Jack Sparrow, Asterix and Obelix, etc.

Exercise 1

- ▶ *(Books closed)* Tell students they are going to read *The Magic Amulet*. Ask students to remember the previous episode. Ask them why the amulet was shining. *(There was danger.)* Ask where the danger came from. *(The strange man.)*
- ▶ *(Books open)* Ask students to describe the pictures and suggest what happens in the story.
- ▶ Tell students to read the cartoon quickly, answer the question and say who the strange man is. *(Nebi, a friend of Ra.)*

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording. Students listen, read and answer. Check answers.

Answers → student page

Grammar

- ▶ Focus on the last line of dialogue with picture 2: *He used to be my teacher.* Ask: *When was he Ra's teacher? (In the past.) Is he still Ra's teacher? (No)* Elicit that *used to* is used when talking about something that happened

The Magic Amulet



Holly: I'm bored with Egypt.
Max: And I'm hungry!
Ra: Here, try these.
Max: I'm sick of eating insects.
Ra: Well, what did you use to eat at home?
Holly: We used to eat pizza. We didn't use to eat insects! We want to go back, Ra.



Ra: Well, I've got some good news. I was walking to the temple this morning when I saw my old friend, Nebi.
Max: A friend – here?
Ra: Yes, I've been here before. You're not the first kids to touch the amulet!
Holly: So, can he help us?
Ra: Maybe. He used to be my teacher at Scribe school. He knows the story of the amulet. He can help us find it.



Max: Hey, what's that music?
Holly: Let's find out. Someone was playing that tune when we touched the amulet!



Holly: Hey, look. What's in that round basket?
Max: It's a snake.
Ra: Be careful. There's a red diamond on its head. It's dangerous!
Max: Wow! A snake charmer.
Ra: Hey, there's Nebi. Come on!
Holly: Oh no! We've seen him before. Remember?
Max: And the amulet is shining! Is he really a friend?

(regularly) in the past but no longer happens.

- ▶ Ask students to read the grammar box and work out the forms. Write them on the board:
affirmative: *used to* + infinitive;
negative: *didn't use to* + infinitive;
question: *Did ... use to* + infinitive?
Point out that the verb is *use* and not *used* in the negative and question form.

Exercise 3

- ▶ Tell students to write the sentences

individually. Then compare with a friend. Check answers.

Answers

- 2 *Pharaohs used to live in palaces.*
- 3 *Girls didn't use to study at school.*
- 4 *Boys used to write hieroglyphs.*
- 5 *Pharaohs used to wear jewellery.*
- 6 *People didn't use to have long hair.*
- 7 *People used to wear wigs.*

1 Read the cartoon quickly. Who can help Holly and Max? *Nebi*

2 2.7 Listen and read. Circle the correct answer.

- Max **feels sick** / **is tired** of Egyptian food.
- Ra was going to **the market** / **the temple** when he saw an old friend.
- Ra's friend was **a shop keeper** / **a teacher**.
- Ra's friend **knows** / **doesn't know** the story of the amulet.
- The music was playing when the children were in **the market** / **the museum**.
- Max thinks Nebi **will** / **won't** help them.

Grammar *used to*

He **used to be** my teacher.
We **used to eat** pizza.
We **didn't use to eat** insects!

Did he **use to be** your teacher?
Yes, he **did**. / No, he **didn't**.
What **did you use to eat**?

3 Write the sentences. What did people use to do in ancient Egypt?

- people / watch snake charmers
People used to watch snake charmers.
- pharaohs / live in palaces
- girls / not study at school
- boys / write hieroglyphs
- pharaohs / wear jewellery
- people / not have long hair
- people / wear wigs

4 Think about your life five years ago. Note down things which are different today.

	five years ago	now
school	<i>I used to go to ... school.</i>	<i>Now I go to ... school.</i>
pastimes		
clothes		
pets		

Speaking

5 Work with a friend. Ask and answer about school, pastimes, clothes and pets.

- A *Which school did you use to go to?*
B *I used to go to ... school, but I go to ... school now.*

Fun Zone

6 Imagine you are a time detective. Choose and describe a person from the list below.

an Egyptian a Roman a Viking

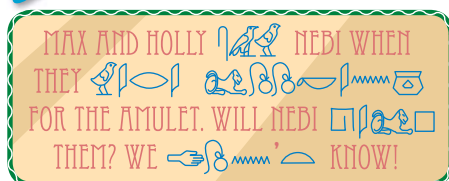


He used to wear an oval helmet ...

7 Read your description to a friend. Guess the person!

- A *He used to wear an oval helmet.*
B *A Viking?*
A *No. He used to carry an oblong shield.*

8 Can you break Ra's code?



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Give them time to write a short description. Go round helping.

Exercise 7

Demonstrate the activity with a student. Then students ask and answer in pairs. For more practice, students can do this in small groups.

Suggestion: Team Game. Put the characters/pictures you have brought in on the board. Teams take turns to nominate a student, who describes a character for the other team to guess. If they guess correctly, they win a point. If they are wrong, the point goes to the other team. Students can also use well-known characters they have thought of.

Exercise 8

Ask students to break the code and write the sentence as quickly as possible. You could do this as a class race.

Answers

Max and Holly saw Nebi when they were looking for the amulet. Will Nebi help them? We don't know!

Grammar worksheet 4, page 140

Exercise 4

Ask students to think about differences in their life and complete the table individually. Go round helping and correcting errors.

Exercise 5

- Demonstrate the activity with a student, using their notes from Exercise 4.
- In pairs, students ask and answer. Go round helping and correct any

further errors at the end of the activity.

Fast finishers: Change pairs, or do as a mingling activity. Encourage students to add more questions and answers.

Exercise 6

Ask students to choose and decide how to describe their chosen character. Remind students to use the vocabulary from page 39.

Language revised

Vocabulary: describing objects, adverbs of manner

Grammar: past continuous, past continuous vs past simple, *used to*

Functions: complaining

Exercise 1

- ▶ Tell students to find the words in the snake, and then use them to write descriptions of the three objects. Check answers.

Answers

It's a wooden sarcophagus.

It's a metal helmet.

It's a round shield.

Exercise 2

- ▶ Ask students to read and correct the sentences where necessary. Check answers.

Answers → student page

Exercise 3

- ▶ Ask students to read the text quickly and say if there is a ghost. (No) Then give students time to do the exercise individually. Check answers.

Answers → student page

Exercise 4

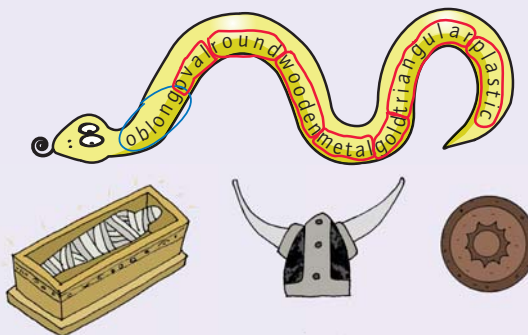
- ▶ Ask students to read and complete the dialogue. Check answers.
- ▶ Give students two minutes to memorise the dialogue and have some pairs perform it.

Answers → student page

Let's Revise!

Words

- 1 You are an archaeologist. Find eight words, then describe the objects below.



- 2 Find four mistakes. Correct them.

- James did his homework good. *well*
- Katie quick washed her face. *quickly*
- We quietly walked up the stairs. ✓
- He carefully read the message. *carefully*
- I noisy shut the door. *noisily*
- The dog ran down the road fast! ✓

Grammar

- 3 Complete the text. Use the past simple or past continuous.

Last weekend, I ¹ went (go) to Warwick castle with my cousin, Finn. On the way there, we ² talked (talk) about the Ghost Tower. 'It's a tower at the castle Joe, and it's very spooky!' said Dad. We ³ arrived (arrive) at the castle at eleven o'clock. It ⁴ was raining (rain) and a cold wind ⁵ was blowing (blow) so we went to the Ghost Tower first. We ⁶ walked (walk) up the tower stairs when we heard a spooky cry. 'What was that?' I asked, but nobody replied. Finn ⁷ wasn't (not be) behind me! He was running (run) back down the stairs! I carried on up the tower and ... there was Dad, laughing at his joke!

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- 4 Complete the dialogue. Use *used to* and the verbs in brackets.

- Beth What are you doing?
- Jamie A quiz. It's about the Romans. Can you help?
- Beth OK. I did a project on the Romans last year.
- Jamie Great! ¹ Did Roman children use to go (go) to school?
- Beth Girls didn't use to go (not go) to school – only boys. They ³ used to study (study) maths.
- Jamie Thanks. Next question. What ⁴ did rich Romans use to eat (eat)?
- Beth Very strange food, like mice! They ⁵ used to eat (eat) with their hands. When they were full, they ⁶ used to be (be) sick, so they could eat more!
- Jamie Yuk! What about baths?
- Beth ⁷ Did the Romans use to have (have) baths?
- Beth Yes, they did. But they ⁸ didn't use to have (not have) soap or toilet paper!

Pronunciation /ŋ/ and /ŋk/

- 5 2.8 Listen and repeat.

I think the Viking with the necklace and the diamond ring will sing!



Exercise 5



2.8

- ▶ Explain that these sounds are made in the same place in the mouth, but there is a (small) difference between the sounds: /ŋk/ is aspirated, i.e. has breath behind it, and /ŋ/ is unaspirated, i.e. no breath behind it.
- ▶ Tell students to put a piece of paper in front of their mouth. When they say /ŋk/, the paper should move slightly. (Or they can put their hand in front of

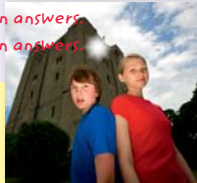
- their mouth and feel the air.) Then explain that the 'ing' in the sound /ŋ/ is quite soft (the paper shouldn't move).
- ▶ Say each word individually, and have students repeat. Then play the recording. Students listen and repeat. Ask students to say it quickly and repeat it, as a tongue twister.

Functions

6 Imagine you live in Roman times. Write sentences about the things you don't like.

eat / strange food maths at school be / sick
not have / toilet paper not use / soap baths

- 1 I'm tired *of eating strange food.*
- 2 I'm sick ... *Students' own answers.*
- 3 I'm fed up ... *Students' own answers.*
- 4 I'm bored ... *Students' own answers.*



Consolidation

7 2.9 Listen and complete the dialogue.

- Tom What are you doing, Mia?
- Mia I'm looking for the recording I made at the ¹ *castle*.
- Tom The interview with the archaeologist?
- Mia That's right. We can use it in a show. Ah, here it is. I haven't checked it ² *yet* That's strange.
- Tom What's the matter?
- Mia It hasn't recorded ³ *well* .
- Tom Are you sure you pressed the right button?
- Mia Of course I am ... I've ⁴ *never* had a problem before.
- James Hey, you two. Look at this! ⁵ *When* we were at the castle I *was taking* pictures with my phone ... but there's something strange ...
- Tom Let's see. That's Mia, there's me. I can't see anything strange.
- James Look at the castle ⁷ *carefully* .
- Tom Oh, yeah. There's a ball of light above the walls ... that's spooky.
- Mia It's just the camera. It's no ⁸ *big* deal.
- James I don't agree. The ghost ⁹ *used to* walk on the castle walls, remember?
- Tom Yes, and what ¹⁰ *about* your recording Mia ...
- Mia The ghost? That wasn't true – it was just a joke! Sorry, boys.
- James, Tom Oh, Mia!

Song

8 2.10 Listen and complete the song. Use these phrases

- | | |
|------------------------------|-----------------------------|
| a <i>when will I grow up</i> | d used to say |
| b Live your life | e how it used to be |
| c he couldn't understand | f Don't you rush to get old |

Mama Used to Say by Junior

A small boy once asked, ¹ *a*
When will I see what grown ups do see
In his fight to come of age, he
would have to know the age
To be recognized is when
I'm not unmasked

Chorus

And mama ² *d* ,
Take your time, young man
And mama used to say, ³ *f*
And mama used to say, Take it in your stride
And mama used to say, ⁴ *b*
As the years went rushing by he would cut down on his age
He would tell his girl about ⁵ *e*
How his mommy passed away, but these lines she would say
And at the time ⁶ *c*

Chorus

You're young, so young, don't hold on back
Do all you want to do
Now is the time for you to stride
For you to get better in what you are doing, oh

Chorus

9 2.11 Listen to the song again and check. Then sing.

Checklist

- I can describe objects. ☐
- I can use the past continuous and past simple. ☐
- I can complain. ☐
- I can use adverbs of manner. ☐
- I can talk about past habits with *used to*. ☐

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Play the recording again.
Tell students to listen and complete the song.

Answers → student page

Exercise 9

2.11

Play the recording once more for students to check answers. Then invite students to join in with the song.

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 6

Ask students to write sentences using their own ideas. Go round helping and correcting. Have students read out their sentences.

Answers → student page

Exercise 7

2.9

- Focus on the picture. Elicit where the picture was taken. (*Brent Castle*)
- Ask students to read and try to

complete the dialogue in pairs.
Play the recording. Students listen and check answers.

Answers → student page

Exercise 8

2.10

- Ask if students know this song. Play the recording and ask students what they think the song is about. (*Wanting to be older when you're young, and about growing older.*)

New language

Vocabulary: rock, desert, Aboriginal, tribe, explorer, sacred

Functions: speaking about famous places

Exercise 1



- Focus on the picture and map and ask if students have ever seen this place before. Ask them what kind of text they are going to read. (*an information sheet or brochure*) Then students listen and read the texts (including the Fast Facts), and answer the question. Play the recording.
- Check answers and teach the word *sacred* /seikrid/ (holy, important in their religion).

Answers

Because it's the biggest rock in the world./ It changes colour./ It's a sacred place for the Aboriginal people.

Exercise 2

- Students read the text again and in pairs, complete the true/false questions. Check answers.

Answers → student page

Exercise 3

- (Books closed) Draw a table on the board using the questions in Exercise 3:

	1	2	3	4
Name of place				
What is it?				
Why is it important?				
What did people used to do there?				
What can people see there today?				

4^e Discover Culture

WHAT IS ULURU?

Uluru (or 'Earth mother') is a giant triangular rock in Australia. It's the biggest rock in the world and it changes colour all the time. In the morning and in the evening the rock turns red!

WHERE IS ULURU?

Uluru is in the desert, in the middle of Australia. The nearest town is Alice Springs – that's 750 kilometres away! The desert is very hot, but lizards, snakes and dingoes (wild dogs) all live there. Aboriginal people live there too.



FAST FACTS ... Uluru

- Aboriginal people never climb Uluru because it's sacred.
- Aboriginal tribes still do cave paintings today.
- Dreamtime is the mythical past of Australian Aborigines.

Reading

- 2.12 Read and listen. Why is Uluru a special place?

- Read the text again. True or false?

- Uluru often changes colour. *true*
- The rock is near a town. *false*
- It's a special place for Aboriginal tribes. *true*
- European explorers gave Uluru another name. *true*
- Aboriginal people sometimes climb the rock. *false*
- People don't paint cave pictures today. *false*

WHY IS IT IMPORTANT?

Uluru is very important for Aboriginal tribes. In Aboriginal stories, Uluru appeared in Dreamtime. There was a great battle between two tribes and many people died. The Earth was sad and formed Uluru. Since then, Uluru has been a sacred place. Aboriginal people used to have important celebrations there. They also used to paint pictures in its caves.

ULURU TODAY

European explorers first discovered the rock in 1872. Ernest Giles was travelling round Australia when he saw Uluru. A year later, another explorer called William Gosse visited the rock. He named it Ayers Rock. Today Uluru is a World Heritage site. Over 300,000 tourists visit it every year!

Project

A Famous Place

- Choose a famous place in your country. Ask and answer with a friend.

- What is it? Is it a monument, a building, a rock?
- Where is it? Is it in a town, a city, in the countryside, near the sea?
- Why is it important? What did people use to do there?
- What can people see there today?

- Write about your famous place. Find pictures for your project. Include other interesting facts in a fast fact box.

- Ask students to think of famous places in their country. Write their ideas in columns 1, 2, 3, 4, etc. Make sure that students understand the words *monument*, *building*, *countryside*. Write key words in the appropriate cells, e.g. *building*, *home of the President*, etc.

- (Books open) In pairs, students choose a place from the table and ask and answer the questions using the notes to help them.

Exercise 4

- Students can use the questions in Exercise 3 as section/paragraph topics and start writing in class.
- Ask students to bring pictures of their chosen place, and in the next lesson design the layouts of their project page(s).

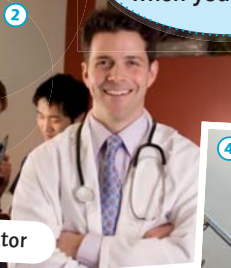
5

Everyday Life

1 Look at the different jobs people do. Which person:

- helps animals?
- works outside?
- wears a uniform?
- works long hours?
- helps people?
- works in the same place?

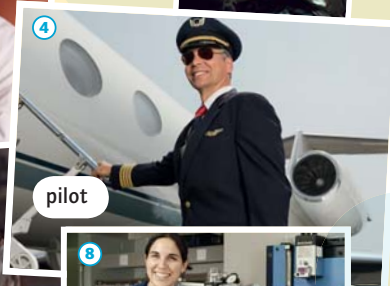
Hello! This week on *Discovery 101* we're talking about work. What do you want to do when you grow up?



doctor



actor



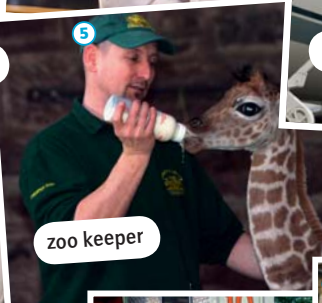
pilot



factory worker



chauffeur



zoo keeper



vet

Discover Words

describing jobs

2 2.13 Match the opposite adjectives. Then listen, check and repeat.

- | | |
|--------------|---------------|
| 1 easy | a dangerous |
| 2 repetitive | b exciting |
| 3 well-paid | c ordinary |
| 4 dull | d badly-paid |
| 5 glamorous | e varied |
| 6 safe | f challenging |

3 Use the adjectives to describe the jobs.

actor – *well-paid, varied, glamorous*

Discover **5** extra words. Go to page 109.

IN THIS UNIT:

- describing jobs
- *be allowed to / let / make*
- apologising
- *must / have to / should*
- negative prefixes: *un, im, dis*
- *can / could*

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New language

Vocabulary: describing jobs

Functions: speaking about jobs

Unit introduction

- ▶ Tell students that this unit is about everyday life. Brainstorm words for jobs, e.g. doctor, teacher.
- ▶ (*Books open*) Focus on the picture of Tom. Students read the speech bubble and answer the question.

- ▶ Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

- ▶ Students to describe each photo. Teach any unknown vocabulary.
- ▶ Students work in pairs to complete the exercise. Check answers.

Answers

vet, zoo keeper;
chauffeur, firefighter,
(actor), vet, zoo keeper;
factory worker, doctor,
pilot, vet, zookeeper,
chauffeur, firefighter,
(shop assistant); doctor,
vet, (actor), pilot,
chauffeur, zoo keeper;
doctor, chauffeur,
firefighter, shop
assistant, babysitter;
factory worker, (vet),
(babysitter), (actor),
(doctor), zoo keeper

Exercise 2

2.13

- ▶ Ask students to match in pairs. Play the recording for students to listen, check and repeat.

Answers → student page

Exercise 3

- ▶ Ask students to do the activity in pairs. Check answers. Where there is disagreement, encourage students to say why they have chosen the adjectives.

Possible answers

factory worker –
repetitive, dull; doctor –
varied, challenging; pilot –
glamorous, exciting;
zoo keeper – varied,
badly-paid; chauffeur –
repetitive, easy;
firefighter – challenging,
dangerous; vet – varied,
challenging, well-paid;
shop assistant – badly-
paid, ordinary, safe;
babysitter – easy, safe

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Grammar: *be allowed to / let / make*

Functions: apologising

Culture notes

Some zoos are interactive, i.e. people are able to touch and feed some of the animals (under the supervision of trained zoo keepers).

Exercise 1

- ▶ (Books closed) Ask students if they have ever been to a zoo and what kind of animals they saw. Revise words for animals.
- ▶ Ask: *Has anybody thought about becoming a zoo keeper?* Ask why or why not (revise adjectives to describe jobs). Elicit what a zoo keeper has to do every day.
- ▶ (Books open) Focus on the photo. Students describe it and say what they think Lily and James are doing there. Then ask them to read the dialogue quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Students read the questions. Play the recording. Students listen, read and answer. Check answers.

Answers → student page

Exercise 3



- ▶ Students find the phrases in the dialogue and work out their meaning.
- ▶ Play the recording. Students repeat. Ask students to match. Check answers.

5^a At The Zoo



1 Read the dialogue quickly. How many animals do Lily and James see? *three – monkeys, lions, elephants*

2 2.14 Listen and read. Circle the correct answer.

- 1 Lily went to the Zoo ...
 - a because she wants to be a zoo keeper.
 - b because she knows Matt.
 - ☒ c for a programme on *Discovery 101*.
- 2 Which animals do the children see first?
 - a the lions
 - ☒ b the monkeys
 - c the elephants
- 3 James is sneezing because ...
 - ☒ a of the animals.
 - b he's got a cold.
 - c he's feeding the animals.
- 4 The lions are dangerous because ...
 - a they're hungry.
 - ☒ b they're wild.
 - c they're very close.
- 5 Which adjectives describe a zoo keeper's job?
 - a easy and glamorous.
 - b ordinary and dull.
 - ☒ c interesting and exciting.

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This week on *Discovery 101* we're looking at jobs. Yesterday we met a zoo keeper.

Lily Hello, I'm Lily from *Discovery 101* ... and this is James.

Matt Hi, I'm Matt. I look after the animals here.

James What are we going to do today?

Matt Well, you're going to see a lot of different animals and how we take care of them.

That's Jimmy. He's hungry!

James Atchoo! Atchoo!

Matt Are you OK, James?

James I'm OK. The animals are making me sneeze.

Matt Next stop is the lions.

James Do you go inside the cage?

Matt No, they're wild animals and very dangerous. Pay attention, Lily – don't get too close.

Lily Sorry. I didn't mean to ...

Matt Don't worry, just be careful.

Lily Look at the baby elephant – he's so cute!

James Atchoo! Will Matt let us feed the elephants? ... Maybe he'll make us clean a cage.

Lily Shh, James. We're not allowed to go near the big animals ... Do you enjoy your job, Matt?

Matt Yes, I do. It's varied and challenging! Cleaning the elephant house is hard work. But it's fun working with animals.

James When they don't make you sneeze ... Atchoo!

Answers → student page

Grammar

- ▶ (Books closed) Prompt students to ask *Can I open the window?* (Yes.) *Can I make a phone call?* (No.)
- ▶ Write on the board: *You are allowed to open the window.* (✓) / *I let you open the window.* (✓) / *You aren't allowed to make a phone call.* (✗)
- ▶ Drop a piece of paper on the

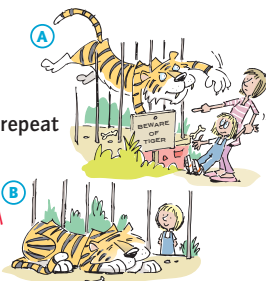
floor and say to a student: *Pick it up*. Prompt the student to say: *No*. Then say it again with more insistence, till he/she picks it up. Say: *I made him pick it up*. Write this on the board.

- ▶ Students read the grammar box and elicit the forms. *be allowed* + *to* + infinitive; *let* + someone + infinitive; *make* + someone + infinitive.

Talking Tips!

3 2.15 Listen, repeat and match.

- 1 He's so cute! **B**
- 2 Pay attention! **A**



Grammar be allowed to / let / make

We use **be allowed to** and **let** when we talk about permission to do something.

We're **not allowed to** go near the animals. Will Matt **let** us feed the elephants?

We use **make** when we force someone to do something.

Maybe he'll **make** us clean a cage.

4 Look at the rules. Say what Lily is / isn't allowed to do at the zoo.

- 1 eat food near the animals **X**
She isn't allowed to eat food near the animals.
- 2 go into the cages **X**
- 3 listen to her MP3 player **X**
- 4 ask questions **✓**
- 5 feed the lions **X**
- 6 pick up the smaller animals **✓**

5 What are you **allowed** / **not allowed** to do at school?

- A *I'm allowed to ask questions at school.*
- B *I'm not allowed to use my mobile phone.*

6 2.16 Listen to James' cousin, Alex. What does James **make** / **let** him do when he babysits? Write sentences.

- let / watch TV ☒
- let / go on the computer ☐
- let / eat a sandwich ☐
- let / eat sweets ☐
- make / go to bed early ☐
- make / clean his teeth ☐

- 1 *He lets him watch TV.*

Functions: apologising

7 2.17 Listen and repeat.

I'm sorry. It was an accident. I didn't mean to eat all the bananas.



Don't worry. It's no big deal. / That's OK. It doesn't matter.

8 Work with a friend. Take it in turns to apologise about these situations.

- 1 break / skateboard



- 2 spill / drink



- 3 wash / T-shirt



- 4 eat / cake



- A *I'm sorry. It was an accident. I didn't mean to break your skateboard.*
- B *That's OK. It doesn't matter.*

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to write the sentences. Check answers.

Tapescript → page 167

Answers

- 2 *He doesn't let him go on the computer.*
- 3 *He lets him eat a sandwich.*
- 4 *He doesn't let him eat sweets.*
- 5 *He makes him go to bed early.*
- 6 *He doesn't make him clean his teeth.*

Exercise 7

2.17

- ▶ Walk round the class and 'accidentally' knock something off a student's desk. Say: *Sorry!*
- ▶ Play the recording for students to listen and repeat. Make sure their intonation is correct.

Tip: Class management. Repetition exercises can be done as a class first, then ask individuals to repeat. The activity needs to be quick. Nominate students by simply looking or gesturing with an 'inviting hand' (don't point).

Exercise 4

- ▶ Ask students to do the exercise in pairs. Check answers.

Answers

- 2 *She isn't allowed to go into the cages.*
- 3 *She isn't allowed to listen to her MP3 player.*
- 4 *She is allowed to ask questions.*
- 5 *She isn't allowed to feed the lions.*
- 6 *She is allowed to pick up the smaller animals.*

Exercise 5

- ▶ Students do the exercise orally in pairs. Then write the sentences. Encourage students to correct themselves and each other.

Exercise 6

2.16

- ▶ Remind students of the forms with **let** and **make**.
- ▶ Play the recording. Tell students to listen and tick or cross the boxes first.
- ▶ In pairs, students help each other

Exercise 8

- ▶ Demonstrate the activity with a student. Then ask students to do the activity in pairs using the picture prompts.

New language

Grammar: modals: *must/ have to/should*

Vocabulary: negative prefixes: *un, im, dis*

Pre-teach: serve, deliver, paperboy, cleaner, waitress, writer, secretary, singer

Culture notes

Brad Pitt and **Tom Cruise** are Hollywood actor/producers.

Ben Stiller is a comedian, actor and film producer.

JK Rowling is the author of the *Harry Potter* stories.

Madonna is a successful singer/actress.

A paperboy is a young person (often a teenager) who delivers newspapers to people's homes in the morning and/or afternoon.

Exercise 1

- ▶ (*Books closed*) Write on the board: *paperboy, cleaner, waitress, writer, secretary, singer*. Ask students to guess what they mean and write definitions. Highlight the suffix *-er* for jobs.
- ▶ (*Books open*) Introduce the idea of *First jobs*. Students identify the people in the photos and say what they know about them. Ask: *What did they use to do?* Students work in pairs, then read and check.

Answers → student page

Fun facts

- ▶ Students suggest what other jobs Brad Pitt had before becoming famous. Tell students to read the *Fun facts* and check their ideas.

5^b First Jobs

What did they do before they were famous?

Brad Pitt's first job wasn't glamorous or well-paid. He sold chickens in a supermarket, dressed up as a giant chicken! Brad's costume was uncomfortable, but he had to wear it all day. Today he has to wear costumes, but he doesn't have to sell chickens!

JK Rowling had an ordinary job. She worked as a secretary. Secretaries have to write letters and make phone calls. They shouldn't be untidy, and they mustn't be disorganised. Today **JK** doesn't have to make phone calls, but she has to write letters ... to her fans!

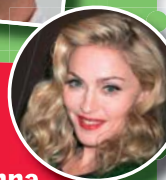


Tom Cruise had a job as a paperboy. Paperboys should work quickly and they must be very fit. Tom delivered hundreds of newspapers every week. He worked hard but he was badly-paid. He doesn't have to deliver newspapers now, he's in them!



Many famous people have worked in restaurants or hotels. **Madonna** worked as a waitress in a fast food restaurant.

Impossible? Not really – she had to wear a uniform, serve people food and be polite. **Ben Stiller** had to wash dishes and clean tables. He doesn't have to do that now. 'The jobs I've done weren't bad,' says Ben, 'I was just bad at them.'



- 1 Look at the pictures and the title. Tick the jobs you think are in the text. Then read the text quickly and check.

paperboy✓ shop assistant✓ cleaner✓ waitress✓ actor
writer vet chauffeur secretary✓ singer

- 2 2.18 Listen and read. Match the people (A–E) with the statements (1–7).

A Brad Pitt B JK Rowling C Tom Cruise
D Madonna E Ben Stiller
Who ...

- 1 had to work in a supermarket? A
- 2 had to wear a uniform? D
- 3 used to be very organised? B
- 4 wasn't good at his/her job? E
- 5 had to deliver things? C
- 6 had to make phone calls? B
- 7 used to wear a silly costume? A

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FUN FACTS

Before Brad Pitt became a famous film star, he delivered fridges and worked as a chauffeur too!



Exercise 2

2.18

- ▶ Ask students to read the statements. Play the recording for students to listen, read and answer.

Answers → student page

I mustn't be late.

- ▶ Say: *I don't have to be at school in the evening*. Elicit the fact that it is *not necessary*.
- ▶ Remind students of the word *advice* (recall the doctor's advice in Unit 3 (see Functions page 31)). Say: *We should be good at school*.
- ▶ (*Books open*) Students read the grammar box and look through the text to underline examples of the modals.

Grammar

- ▶ (*Books closed*) Say: *I'm a teacher, and I have some duties or rules in my job*. Write on the board: *I have to come to school at 8.30 every day. I must give you homework.*

Grammar must / have to / should

obligation

You **must** be very fit.

She **has / had to**

Must I wear a uniform?

Do I **have to**

not allowed

You **mustn't** be disorganised.

not necessary

He **doesn't have to** sell chickens!

advice

Paperboys **should** work quickly.

Secretaries **shouldn't** be untidy.

3 Rewrite the sentences. Use the words in brackets.

- It's a good idea to work quickly. (should)
You should work quickly.
- It's very important to wear your uniform. (must)
- It's a bad idea to take long breaks. (shouldn't)
- It's necessary to work hard. (have to)
- It's a good idea to be polite. (should)
- You're not allowed to phone friends. (mustn't)
- It isn't necessary to write letters. (don't have to)

Listening

4 2.19 Listen and choose a job for speakers 1–3.

teacher firefighter **1** vet **2** pilot **3**
postal worker shop assistant

5 2.20 Listen again. Write the jobs.

- It's a good idea to be prepared for bad weather.
vet
- It's necessary to wear a special hat. *firefighter*
- He/She has to help people in danger. *firefighter/pilot*
- He/She's not allowed to be late for work. *pilot*
- It's a good idea to follow his/her instructions. *pilot*
- It's not a good idea to feel scared. *vet/pilot*

6 Choose one job. Write a list of rules. Work with a friend. Can he/she guess the job?

You have to wear a uniform. ...

Discover Words

► Negative prefixes: un, im, dis

7 2.21 Write the adjectives in the correct column. Then listen and check.

comfortable possible organised tidy
friendly lucky honest patient

un	im	dis
uncomfortable		

8 Complete the sentences with adjectives from Exercise 7.

- Jen can't find her homework. She's so *disorganised*!
- John's room is very *untidy*. He should clean it.
- You mustn't touch the dog. He's very *unfriendly*.
- 'Come on! We have to go now!' 'Don't be *impatient*. I'm ready now!'
- You shouldn't lie to your friends. It's very *dishonest*.
- This bed is really *uncomfortable*. Do I have to sleep in it?
- You should believe in yourself. Nothing is *impossible*.
- Tom is so *unlucky*. He has broken his arm again.

Fun Zone

9 Read these adjectives out loud. Now write three more adjectives for a friend to read. Remember to turn the paper upside-down!

disorganised
unfriendly
unlucky

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Check answers

Answers → student page

Tapescript → page 167

Exercise 6

- Students work in pairs.
- Change pairs and ask students to take turns reading out their rules or guessing.

Discover Words

Exercise 7

2.21

- Check that students understand the words in the word pool. Explain that these prefixes (and others) can be used to make an adjective negative.
- Ask students to find examples in the text on page 52, then complete the table.
- Play the recording, for students to check their answers.

Answers

un: untidy, unfriendly, unlucky
im: impossible, impatient
dis: disorganised, dishonest

Exercise 3

- Students read the sentences and identify which part of the sentences corresponds to the modal verb in brackets. Then ask students to rewrite the sentences.

Answers

- You must wear your uniform.*
- You shouldn't take long breaks.*
- You have to work hard.*
- You should be polite.*
- You mustn't phone friends.*
- You don't have to write letters.*

Exercise 4

2.19

- Ask students to describe the jobs listed. Then play the recording. Check answers.

Answers → student page

Tapescript → page 167

Exercise 5

2.20

- Ask students to read the statements, then play the recording again.

Exercise 8

- Ask students to do the exercise in pairs. Check answers.

Answers → student page

Exercise 9

- Ask students to work in pairs. Go round checking spelling and pronunciation.

New language

Grammar: *can/could*

Preparation: Suggestion. Create *Noughts and Crosses* boards for students to play in groups of four.

Exercise 1

- (*Books closed*) Tell students they are going to read *The Magic Amulet*. Ask students to remember the previous episode and to predict what is going to happen in this episode.
- (*Books open*) Ask students to describe the pictures. Ask: *Is Nebi a friend now? Is he helping them? Or is he dangerous?*
- Tell students to read the cartoon and answer the question.

Answers → student page

Exercise 2



- Ask students to read the questions. Play the recording for students to listen, read and answer. Check answers.

Answers

- 2 in a secret tomb in the desert
- 3 the wise woman
- 4 because she can't see anything
- 5 into the future
- 6 the Sphinx and the clue

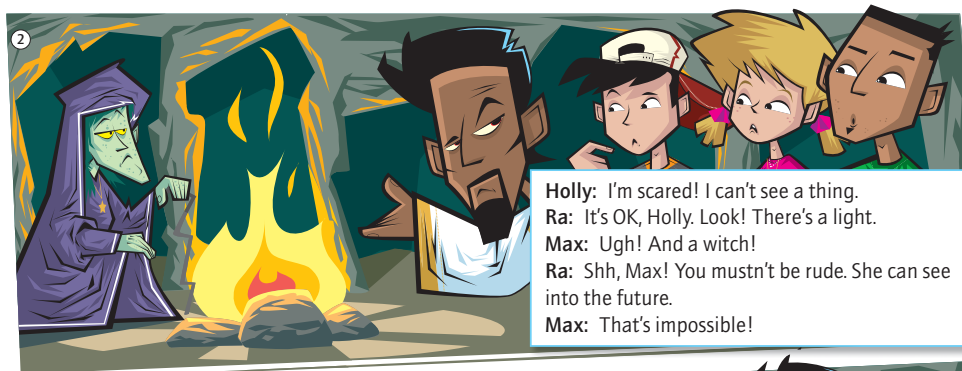
Grammar

- Ask students to read the examples in the grammar box and find them in the dialogue. Check understanding of ability and requests, e.g. tell the students: *I can speak English but I can't sing*

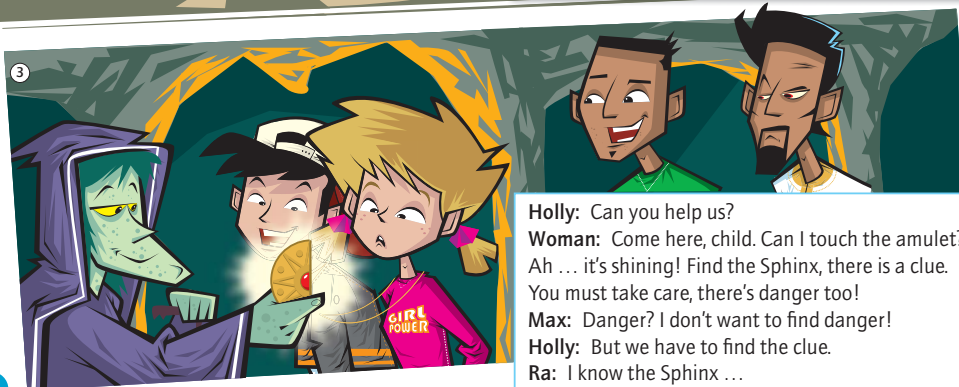
5^c The Magic Amulet



Ra: Nebi, this is Holly and this is Max.
Nebi: Ah, the magic amulet. You have to find the other half ... or stay in Egypt forever.
Holly: But where is it?
Ra: We couldn't find the other half last time. It took ages! We're lucky we found Nebi.
Nebi: The amulet moves from place to place. Perhaps it's in a secret tomb in the desert.
Max: Could you take us there?
Nebi: No, but there's a wise woman ... She can help. Let me take you to her.
Holly: The amulet – it's shining again!
Ra: There's something dangerous nearby.
Max: Or maybe someone.
Holly: We should go.



Holly: I'm scared! I can't see a thing.
Ra: It's OK, Holly. Look! There's a light.
Max: Ugh! And a witch!
Ra: Shh, Max! You mustn't be rude. She can see into the future.
Max: That's impossible!



Holly: Can you help us?
Woman: Come here, child. Can I touch the amulet?
Ah ... it's shining! Find the Sphinx, there is a clue. You must take care, there's danger too!
Max: Danger? I don't want to find danger!
Holly: But we have to find the clue.
Ra: I know the Sphinx ...
Nebi: But you don't know the danger, my friend.

(*act singing badly*); ask a student: *Can I use your pencil please?*

- Say the phrases and ask students to repeat the sentences in chorus and individually. Make sure they use a polite intonation for requests and permission.

Exercise 3

- Ask students to complete the sentences in pairs. Check answers.

Answers → student page

Exercise 4

- Demonstrate the activity using the examples. Elicit that the questions are about ability. Then in pairs, students ask and answer. Go round helping and correcting.

1 Read the cartoon quickly. Is Nebi dangerous?

Yes, he (probably) is.

2 Listen and read. Answer the questions.

- Why is the amulet difficult to find?
because it moves from place to place
- Where does Nebi think the amulet is?
- Who can help the children?
- Why is Holly frightened?
- What can the old woman see?
- What do the children have to find?

Grammar can / could

ability

She **can** see into the future.

I **can't** see a thing.

We **couldn't** find the other half last time.

requests

Can you help us?

Could you take us there?

permission

Can I touch the amulet?

Could I see the tomb?

3 Complete the sentences. Use **can** or **could** and the verbs in brackets.

- When they got to the cave, Holly and Max **couldn't see** (not see) in the dark.
- Holly **couldn't read** (not read) Egyptian hieroglyphs when she was a child.
- Holly **can understand** (understand) Egyptian hieroglyphs now.
- I **couldn't understand** (not understand) English four years ago.
- I **can speak** (speak) English now, but I **can't speak** (not speak) Egyptian.

4 Ask and answer with a friend. Use **can** or **could**.

- read hieroglyphs?
- skateboard?
- tell good jokes?
- speak English last year?
- ride a bike five years ago?

A **Can you read hieroglyphs?**

B **Yes, I can. / No, I can't.**

5 Write the sentences. Use the words in brackets.

- You want to have some cheese. (could)
Could I have some cheese?
- You want to have a birthday party. Ask your mum. (could)
- You ask a friend to help you with your homework. (can)
- You want to use a stranger's mobile phone. (could)
- You ask a friend to tell you the time. (can)
- You ask a teacher to help you carry some books. (could)



6 Can you break Ra's code?



The children have to find the Sphinx.

What is the Sphinx and where is it?

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Fast finishers: Ask them to work with other pairs and help them to complete the sentences.

Suggestions: Play Noughts and Crosses (see Introduction page 18). In each square write a language point from the unit. Students must make a correct sentence with the language in the square they choose. This can be played as a class or in groups of four, with students working as pairs, e.g.

Ability (can/can't) Not necessary (don't /doesn't have to) Apologising Advice (should) Requests (can/can't) Not allowed (mustn't) Obligation (must/have to/has to) Force someone (make someone do something) Permission (can could; let/allowed to)

Exercise 6

- Students read the code and write the message. You could do this as a race.
- Check answers. Then ask the students to suggest answers to the coded questions.

Answers → student page

Photocopiable resource 5, page 160

Grammar worksheet 5, page 141

Answers

Can you skateboard? Yes, I can. / No, I can't.

Can you tell good jokes? Yes, I can. / No, I can't.

Could you speak English last year? Yes, I could. / No, I couldn't.

Could you ride a bike five years ago? Yes, I could. / No, I couldn't.

Exercise 5

- Explain that this activity practises requests and permission. In pairs, students write the sentences. Check answers.

Answers

2 *Could I have a birthday party?*

3 *Can you help me with my homework?*

4 *Could I use your mobile phone?*

5 *Can you tell me the time?*

6 *Could you help me carry some books?*

Skills: reading, listening, speaking, writing

Culture notes

Many journalists and writers for magazines work from home. However, journalists for newspapers and TV programmes usually work in an office.

Exercise 1

- ▶ *(Books closed)* Ask students what their parents' jobs are and where they work. Tell them they will read about the parents of Phoenix and Faye.
- ▶ *(Books open)* Focus on the photos and ask students to guess what their jobs are. Revise the word *costume*, and ask where could you see someone swimming underwater like this? (*aquarium*)
- ▶ Tell the students to read the texts quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording, then ask students to listen, read the texts again for details, and match.

Answers → student page



My dad has got a really cool job. He's a journalist for a music magazine but he usually works at home!

Every week, he has to write about new music and bands – he often gets free CDs and concert tickets. He also has to interview famous pop stars. Sometimes people get upset, but he must always be honest.

My dad loves his job, but he has to work late. We don't always see him after school. Some of the concerts are in the evening, and he has to go to music awards too. Last year he went to Los Angeles for the MTV awards. Rihanna and Jay-Z were there!

Phoenix, 14

Reading

- 1 Read the texts quickly. Where do their parents work?

Phoenix's dad usually works at home.

Faye's mum works at the London Aquarium.

- 2 2.23 Listen and read. Match the jobs with the phrases. Write M (marine biologist), J (journalist) or both.

Who ...

- 1 has to work late? J
- 2 gives talks to people? M
- 3 must always be honest? J
- 4 gets free tickets? M, J
- 5 sometimes travels? J
- 6 was on TV? M
- 7 has to wear a costume? M



Top Jobs

My mum has got an unusual job. She's a marine biologist and she works at the London Aquarium.

There are lots of different fish at the aquarium and my mum looks after the bigger fish. In December, she does a special dive for children. She has to wear a Father Christmas costume! She also gives talks to schoolchildren at the aquarium. Last year, she was on a children's TV programme!

I often go to the aquarium with my friends because my mum gets free tickets. Last time she let me feed the sharks, but I'm not allowed to swim with them yet!

Faye, 15

Exercise 3



- ▶ Focus on the pictures and check students understand the job words. Ask students if they would like to do any of these jobs and say why or why not.
- ▶ Play the recording. Tell students to listen and answer the question. Check answers.

Answers → student page

Tapescript → end of notes

Exercise 4



- ▶ Ask students to read the questions, then play the recording again. Tell students to listen for details and answer. Check answers.

Answers → student page

Tapescript → end of notes

Listening

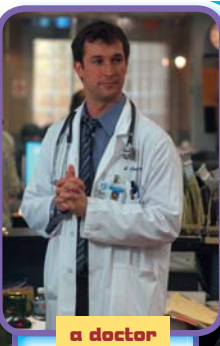
- 3 2.24 Listen to Katie and Jake. Which jobs would they like to do?



an archaeologist



a stuntman



a doctor



a pop star

- 4 2.25 Listen again. True or false?

- The children have to finish their project tomorrow. *false*
- Katie and Jake like watching *ER*. *true*
- Jake says that a doctor's job is repetitive. *false*
- Katie's sister has to work hard. *true*
- Jake says that an archaeologist's job is interesting. *false*
- Archaeologists should know about history. *true*
- Jake says that an archaeologist's job is glamorous. *false*

Speaking

Try this!

- When you work with a partner, take it in turns to speak. Think about the questions you want to ask, but remember to listen to the answers!

- 5 Work with a friend. Choose a job. Ask and answer questions. Guess the job.

- A *Do you have to work with people?*
 B *Yes, I do.*
 A *Are you a ...?*
 B *Yes, you're right! / No, you're wrong!*

Writing

Making your writing more interesting

Replace *nice* with these adjectives: *varied*, *challenging*, *friendly*.

My mum is a hairdresser.
 It's a nice job – she meets lots of different people! Some customers are a bit rude but she has to be nice and smile. It's nice work – my mum really enjoys it.

- 6 Write three short paragraphs about one of your parent's jobs. Use adjectives from this unit. Answer these questions.

Paragraph 1

- What does he / she do?
- Where does he / she work?

Paragraph 2

- Describe the job.
- Make a list of the things he / she *has to* / *must* / *mustn't* do.
 E.g. *He / She has to wear a uniform.*
He / She doesn't have to work long hours.

Paragraph 3

- Say what you / he / she like(s) about the job.

linking words. Then they write the paragraphs.

- Encourage students to exchange papers, and correct errors and suggest improvements. Then they write a second draft.

Exercises 3 and 4 – Tapescript

Jake: Hi, Katie.

Katie: Hi, Jake. Have you done your project yet?

Jake: Which one?

Katie: The one about ideal jobs. We have to give it in today.

Jake: Yeah, I finished it yesterday.

Katie: So which job did you choose?

Jake: Guess!

Katie: Er, a stuntman?

Jake: No, that's too dangerous!

I want to be a doctor, like Dr Carter in *ER*. It's my favourite TV programme.

Katie: Yeah, it's a great programme, but a doctor's job isn't glamorous, it's hard work.

Jake: But it's exciting and challenging.

Katie: Yes, but it's repetitive too.

My sister is studying medicine and she has to do lots of exams. Then, when you get a job you must work very hard. Hospitals make you work long hours ... and they don't let you have many breaks.

Jake: Mmm, well, which is your ideal job? Let me guess! A pop star?

Katie: No, I can't sing. I'd like to be an archaeologist.

Jake: But that's a really dull job! You'll have to dig holes all day.

Katie: True, but I'll find interesting things. And archaeologists have to know a lot about history – they have to find out about the past. It isn't a boring job.

Jake: Or a glamorous one – you'll be really dirty all the time!

Try this!

- Ask students to read the *Try this!* box. Elicit why it is important to listen to your partner's answers. (It's rude to talk over each other in a conversation.)

Exercise 5

- Demonstrate the activity with a student. In pairs, students play the guessing game. Go round helping. Change pairs for further practice. Correct errors at the end of the activity.

Exercise 6

- Read the notes about *Making your writing more interesting*. Ask students to suggest adjectives, e.g. *an/a interesting/varied* job; *be polite*; *challenging/interesting* work.
- Ask students to make notes about their parents' jobs using the questions. (If students don't know much about their parents' jobs, ask them to find out and write this in the next lesson.) Go round helping. Also remind them to use

Language revised

Vocabulary: describing jobs; negative adjective prefixes

Grammar: *allowed to/let/make, have to/don't have to/must/mustn't/should, can/could*

Functions: apologising

Exercise 1

- Students work individually. Check answers.

Answers → student page

Exercise 2

- Students work in pairs. Check answers.

Answers → student page

Exercise 3

- Students work individually. Check answers.

Answers → student page

Exercise 4

- Students work in pairs. Check answers.
- Ask students if any of these things are true for them.

Answers

- My mum makes me tidy my room.
- My teacher makes us check our homework.
- We are allowed to wear our own clothes at school.
- My parents never let me stay out late.

Exercise 5

- Students work individually. Check answers.

Answers → student page

5^e Let's Revise!

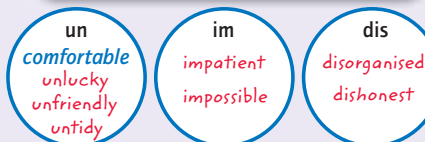
Words

- Circle the correct answer.

- I want an easy / challenging job. I don't want to work long hours.
- A shop assistant's day is very repetitive / varied. You meet lots of different people.
- Finn doesn't want to work at the factory because it's well-paid / badly-paid.
- Firefighting is very dull / exciting. It's also very dangerous / safe.

- Write the words in the correct circle.

comfortable tidy patient lucky
friendly organised honest possible



Grammar

- Read and complete with *has to, doesn't have to* or *had to* and the verbs in brackets.



Jennifer Aniston used to work in a restaurant. She ¹had to cycle (cycle) to work on her bike. At work, she ²had to make (make) sandwiches and sometimes she ³had to wash (wash) dishes. Today, Jennifer is rich and famous. She ⁴doesn't have to make (not make) sandwiches and she ⁵doesn't have to wash (not wash) dishes because she has a cook. She ⁶doesn't have to cycle (not cycle) to work because she has a chauffeur. What ⁷does Jennifer have to do (do)? She ⁸has to act (act) in films!

58

- Order the sentences.

- not allowed to We are in class eat .
We are not allowed to eat in class.
- tidy my room makes me My mum .
- makes check our homework My teacher us .
- our own clothes at school We are wear allowed to .
- stay out late My parents let me never .

- Circle the correct answer.

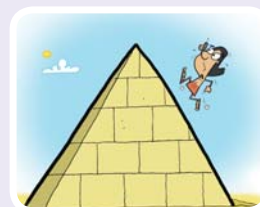
- Arrive on time. You mustn't / don't have to be late.
- You couldn't / shouldn't talk in class. Listen to the teacher.
- We have to / can be quiet when we have an exam.
- Must / Can you help me with my homework, please?
- I should / had to wear a uniform when I was at school.
- He can't / couldn't do sports last week. He wasn't well.

Pronunciation

- silent /I/

- 2.26 Listen and repeat.

He can climb but he shouldn't talk.
He shouldn't run, he should walk.



Functions

- 2.27 Complete the conversation. Then listen and check.

accident mean worry big doesn't

Girl I'm sorry. It was an accident.

Boy Don't worry. It's no big deal.

Girl I'm sorry. I didn't mean to.

Boy That's OK. It doesn't matter.

Checklist

- I can describe jobs.
- I can use *be allowed to, let and make*.
- I can apologise.
- I can use *have to, don't have to, must, mustn't and should*.
- I can use negative prefixes.
- I can use *can and could*.

Exercise 6



2.26

- Ask students to say which words have a silent 't' (*shouldn't, talk, walk*) (Note: 'b' is also silent in *climb*.) Model the words, and ask students to repeat.

- Play the recording. Students listen and repeat in chorus and individually.

Exercise 7



2.27

- Students work individually. Check answers.

Answers → student page

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

6

Fashion

Discover Words

describing clothes

1 2.28 Match the comments with the correct clothes. Then listen, check and repeat.

1 Look! A casual, stripy T-shirt. Interesting. C

2 A long, spotty skirt. What a mess! H

3 An unusual floral scarf. Fantastic! A

4 A smart, green jumper. That's nice. G

5 A pair of plain, white trousers. Boring! B

2 Read the comments again. Complete the table with style adjectives and pattern adjectives.

style adjectives	pattern adjectives
casual smart baggy	stripy floral
tight plain short	spotty checked
old-fashioned fashionable	

3 Work with a friend. Describe what you are wearing today.

I'm wearing a / some ...

Discover **5** extra words. Go to page 109.

Hi, this week *Discovery 101* is all about fashion. What type of clothes do you wear?



6 A pair of baggy jeans. How old-fashioned! D

7 A fashionable, short jacket. I like it! E

8 A pair of tight, checked trousers. How uncomfortable! F

IN THIS UNIT:

- describing clothes
- comparatives / superlatives
- (not) as ... as / less / the least
- fashion verbs
- look / look like
- shopping for clothes

Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

2.28

- Ask students what is happening (*a fashion show*), and who is on the catwalk (*models*).
- Ask students to work in pairs to identify the items of clothing and match.
- Play the recording. Students listen, check answers and repeat.

Answers → student page

Exercise 2

- Use realia to check that students understand the difference between *style* and *pattern*, e.g. point to a checked/stripy shirt and say: *This is a pattern*. Then compare, e.g. a tracksuit with a suit and say: *This is a casual style but this is a smart style*.
- Students complete the table in pairs. Check answers.

Answers → student page

Exercise 3

- Describe what you are wearing today, then ask students to do the activity in pairs. For further practice, ask students which clothes they would wear for different occasions.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: describing clothes

Pre-teach: smart, casual, style, pattern

Preparation: Unit introduction and Exercise 2. Bring in some fashion magazines to illustrate different styles of clothing. Also write a selection of clothes words on slips of paper for Pictionary.

Culture notes

The models in a fashion show walk along the *catwalk*.

Mia is wearing a *feather boa*.

Unit introduction

- (Books closed) Play Pictionary (see Introduction page 18) to revise clothes vocabulary.
- Show some pictures from fashion magazines and ask students if they like the new fashions, and why or why not. Tell them they are going to learn how to describe clothes.
- (Books open) Focus on the photo of Mia. Ask students to answer her question.

New language

Grammar: comparatives/superlatives

Skills: writing

Pre-teach: knit, film premiere, giant, silver mine, miner, second-hand

Culture notes

World records of human achievement or natural phenomena are recorded in *The Guinness Book of World Records*, which is updated annually. It was first published in 1955.

Samantha Mumba is an Irish singer and actress.

Exercise 1



- Ask students to describe the photos, and say what kind of records they think they will read about.
- Ask students to read the texts quickly and match the titles. Play the recording for students to listen and check answers.

Answers → student page

Exercise 2

- Ask students to read the texts again for details and answer the questions. Check answers.

Answers → student page

Fun facts

- Students can read the *Fun facts* from page 61 at this point. Ask them what other charity fund-raising events they have heard of.

Grammar

- Ask students to read the grammar box.
- Elicit the forms and

6^a Record Breakers

Fantastic Fashion!

Interested in fashion? Then check out these amazing fashion facts!



A The world's longest scarf is fifty-four kilometres long. It is more colourful than other scarves and has every type of pattern – stripy, checked and floral! 2,000 people knitted the scarf for the charity *Feed the Children*. You can still buy a piece of it at www.feedthechildren.org.uk



B Singer Samantha Mumba wore this unusual dress for a *Spider-Man* film premiere. It's heavier and more expensive than other dresses, because it has 3,000 diamonds. It also has a price tag of five million pounds! But the *Spider-Man* dress isn't the most expensive in the world. One famous, but very plain wedding dress costs a cool twelve million dollars! It's the best dress in the world ... or is it?



C Leonid Stadnyk hates shoe shopping because the shoes are always tight and uncomfortable. Leonid is the tallest man in the world with the biggest feet – they're forty-three centimetres long! But the largest shoes in the world are in the Philippines. They're five and a half metres long and two and a quarter metres wide – big enough for a thirty-seven-metre giant!



60

D Forget dinosaurs, the oldest thing in the desert is a pair of Levi jeans! The jeans were in an old silver mine in San Diego for years. A miner used to wear them in the 1880s! These second-hand jeans are baggy and dirty, but they look very fashionable. Are they better than new jeans? Maybe, because someone has bought them for more than €20,000!



1 **2.29** Read about the record breakers quickly. Match texts A–D with these titles. Then listen and check.

- Too Big to Wear** C
- Forever Fashionable** D
- Diamonds – A Girl's Best Friend?** B
- Buy A Small Piece** A

2 Answer the questions.

- How many people knitted the scarf? **2,000 people knitted the scarf.**
- Why did they knit it? **for charity**
- When did Samantha Mumba wear her unusual dress? **for a Spider-Man film premiere**
- Why is the dress heavy? **It has 3,000 diamonds on it.**
- Why doesn't Leonid like shopping for shoes? **They are always tight and uncomfortable.**
- Who could wear the shoes in the Philippines? **a thirty-seven-metre giant**
- Where were the record-breaking Levi jeans? **in a silver mine in San Diego**
- Who used to wear them? **a miner**

spelling rules for comparative and superlative: short adjectives take *-er (than)* and *the -est* respectively; longer adjectives take *more + adjective (than)* and *the most + adjective*; *-y* changes to *-i* in *-ier* and *-iest*, e.g. *heavy – heavier, heaviest*.

Exercise 3

- Ask students to write the forms in pairs. Check answers.

Answers

casual	more casual	the most casual
baggy	baggier	the baggiest
tight	tighter	the tightest
colourful	more colourful	the most colourful
long	longer	the longest
short	shorter	the shortest
good	better	the best
bad	worse	the worst
expensive	more expensive	the most expensive
cheap	cheaper	the cheapest
fashionable	more fashionable	the most fashionable
old-fashioned	more old-fashioned	the most old-fashioned

Grammar comparatives / superlatives

comparatives

heavy It's **heavier than** other dresses.
colourful It is **more colourful than** other scarves.
good Are they **better than** new jeans?

superlatives

tall Leonid is **the tallest** man in the world.
expensive It isn't **the most expensive** dress in the world.
good It's **the best** dress in the world.
What is **the best** dress in the world?

3 Write comparatives and superlatives for these adjectives.

smart casual baggy tight colourful
long short good bad expensive cheap
fashionable old-fashioned comfortable
uncomfortable

smart smarter the smartest

4 Now write five sentences comparing these clothes. Use the adjectives in Exercise 3.



1 The T-shirt is cheaper than the shirt, but the jumper is the cheapest.

FUN FACTS

Record breakers: In 2007, nearly 13,000 people dressed up as Father Christmas. They made a lot of money for charity!

Listening

5 Listen to Sam Davis. What's his job?

He's a fashion stylist.

6 Listen again. True or false?

- Sam works with famous people. **true**
- He likes clothes from expensive shops. **true**
- He never goes to second-hand shops. **false**
- He sometimes shops on eBay. **true**
- He always pays for his clothes. **false**
- Some famous people are very difficult. **true**
- He can't wear jeans and T-shirts at work. **true**

Writing

My T-shirt

My favourite piece of clothing is an old plain blue T-shirt. It's not my most fashionable T-shirt, but it's the most comfortable. I bought it when I was on holiday in Spain. I wear my T-shirt when I go out with friends. I don't wear it at school! When I put on my T-shirt, I think about my holidays. That's why I like it!



7 Read the composition. Then think about your favourite piece of clothing and answer the questions.

- What is it like? (Describe it.)
- Where did you buy it?
- When do you wear it?
- Why do you like it?

8 Now write 60–70 words about your favourite piece of clothing.

Checking: Word order

When you have finished writing, make sure the adjectives before the noun are in the correct order.

age style pattern colour + noun
an old fashionable plain blue T-shirt

61

Exercise 5

2.30

- Ask questions to elicit jobs in the fashion industry, e.g. designer, model, photographer, stylist. Ask: *Do famous people choose their clothes themselves? Who does this?*
- Play the recording. Check answer.

Answers → student page

Tapescript → page 167

Exercise 6

2.31

- Ask students to read the questions. Play the recording. Check answers.
- Ask students whether they would like to do this job.

Answers → student page

Tapescript → page 167

Exercise 7

- Use the questions to check students' understanding of the composition.
- Then tell them to decide on a piece of clothing and make notes using the questions.

Exercise 8

- Write the example sentence from the *Word order* box on the board with the adjectives in the wrong order.
- Tell students to read the box and correct the word order.
- Students write their compositions, then exchange papers to correct errors and suggest improvements.

comfortable	more comfortable	the most comfortable
uncomfortable	more uncomfortable	the most uncomfortable

Suggestion: Divide the class into two teams and give half the words to each. Allow a minute to write the forms. The winning team is the one which has more correct answers.

Exercise 4

- Students can first do this orally in pairs, then write their favourite

sentences. Go round helping and correcting.

Possible answers

The T-shirt is more fashionable than the shirt.

The shirt is tighter than the jumper.

The brown trousers are more casual than the grey trousers.

The brown trousers are the tightest.

The shirt is more expensive than the jumper.

New language

Grammar: *not as ... as / less / the least*

Vocabulary: fashion verbs

Pre-teach: mime, wig

Culture notes

Talent shows and singing competitions have been popular on TV for many years, but with the advent of reality TV, they are now even more so. Shows like *Pop Stars*, *Pop Idol* and *X Factor* have been copied all over the world.

Exercise 1

- Focus on the photo. Ask students to describe the place (*on stage*) and what the characters are doing. Ask them who Lily is supposed to look like (*Britney Spears*) and ask if Tom reminds them of someone famous (*Zac Efron in High School Musical*).
- Ask students to read the dialogue quickly, confirm their ideas, and answer the question.

Answers → student page

Exercise 2



- Ask students to read the questions. Play the recording for students to listen, read and answer.

Answers → student page

Exercise 3



- Ask students to find the phrases in the dialogue and work out their meaning.
- Play the recording and ask students to repeat. Then ask students to match.

6^b Talent Show

Mia Your mum's in the audience, Lily!
... Hey, are you ready for your interview?

Lily Not now! I'm looking for my wig.

Mia It's on the chair.

Lily Oh! Does it suit me?

Tom It isn't as nice as my wig.

Lily You're joking! Your wig isn't nice at all ...

Mia Calm down! Are you both ready?

Lily Almost. But this wig doesn't go with my school uniform!

Mia Never mind, we know you're Britney! Are you going to sing a song?

Lily Yes, but I'm going to mime it ... it's less difficult than singing!

Tom I'm going to sing – Zac Efron never mimes!

Mia That basketball shirt looks really baggy, Tom!

Tom Well, it was the least expensive shirt in the shop. And Zac is captain of the basketball team ... although he's less sporty than me.

Mia But you aren't as good-looking as he is! ... What's up now?

Tom It's the shorts. They don't fit!

Mia Did you try them on in the shop?

Tom Er ... no, I was in a rush.

Mia Don't panic. They'll be alright.

Tom But they're too tight.

Mia Don't sit down!

Tom Oh no!

Boy And finally let's welcome ... Zac Efron and Britney Spears!

62



- Read the dialogue quickly. What are Tom and Lily wearing for the show? *Tom: basketball clothes / T-shirt and shorts*
Lily: a wig and school uniform

- 2.32 Listen and read. Answer the questions.

- Who is watching the show? *Lily's mum*
- What is Lily looking for? *her wig*
- Is Lily happy with her clothes? *no*
- Is Lily going to sing a Britney Spears song? *She's going to mime a Britney Spears song.*
- Does Mia like Tom's shirt? *no*
- What's wrong with his shorts? *They don't fit! They're too tight.*

Talking Tips!

- 2.33 Listen, repeat and match.

- Are you ready? *B A*
- What's up? *A*



Check answers.

Answers → student page

Grammar

- Students read the grammar box. Elicit that *as ... as* come before and after the adjective. Check students understand the meaning using examples.
Your wig is as nice as my wig means they are the same.
Your wig isn't as nice as my wig

means *Your wig is less nice than my wig.*
(not) *as ... as* is probably used more in spoken language than *less*.

- Remind students that comparatives are usually comparing two things, and the superlative is comparing three or more things. *The least* + adjective is the superlative form.

Exercise 4

- Students say the sentences in pairs, then write them. Check answers.

Grammar (not) as ... as / less / the least

We use (not) as ... as and less to compare two things.

It's as nice as my wig.
You **aren't** as good-looking as he is.
Zac is less sporty **than** I am.

We use *the least* to compare three or more things.

It was **the least** expensive shirt in the shop.

4 Complete the sentences. Use (not) as ... as, less or the least.

- Tom / not / good-looking as Zac Efron.
Tom isn't as good-looking as Zac Efron.
- Lily / famous than Britney Spears.
- Mia's T-shirt / stripy than Lily's tie.
- Lily's shirt / not / baggy as Tom's T-shirt.
- Tom's T-shirt is / fashionable of them all.
- Tom's wig / not / long as Lily's wig.
- Lily / not / worried as Tom.
- Mia / worried of them all.

5 Read and complete the text. Use as ... as, less or the least and the words in brackets.

People often stop and look at Joe Smith. Why? Because they think he's David Beckham. Joe has got blonde hair and blue eyes, he

¹ *is as tall* (tall) as Beckham and he ² *fashionable* (fashionable) as Beckham. He ³ *isn't as famous* (not famous) as David Beckham, but people often ask him for his autograph.

'Of course David Beckham

⁴ *is less handsome* (handsome) than I am,' jokes Joe, 'but

I ⁵ *am not as fit* (not fit) as Beckham, and my job

⁶ *isn't as interesting* (not interesting) as Beckham's. But

it ⁷ *isn't the least interesting* (not interesting) job of them all.

I'm a shop assistant and I enjoy my work. My life

⁸ *is less glamorous* (glamorous) than Beckham's life, but I'm happy!

**Discover Words**

fashion verbs

6 Match the speech bubbles with the pictures.

1 I always **dress up** for parties. *f*

2 Does this skirt **suit** me? *f*

3 This doesn't **fit**! It's too big. *c*

4 Does this colour **go with** my eyes? *d*

5 Can I **try on** this glove? *e*

6 I'm looking for a sword. *a*

7 Complete the sentences with one of the words or phrases in bold from Exercise 6.

- This jacket doesn't **go with** my jumper.
- Can you help me? I **'m looking for** some jeans.
- The colour doesn't **suit** you. Try green.
- I **dress up** in smart clothes when I go out.
- These shoes are too tight. They don't **fit**.
- Where are the changing rooms? I'd like to **try on** this jumper.

Fun Zone

- 8** Work with a friend. Write as many clothes words as you can in two minutes.
hat, gloves, shirt ...

63

Tell students to complete the text. Check answers.

Answers → student page

Discover Words**Exercise 6**

- Elicit or explain the verbs, by asking questions.
Ask: *Do you wear special clothes for a party? So you dress up. When you go shopping for clothes do you see if they fit? What do you do? You try them on.*
- Students match in pairs and compare the speech bubbles with L1. Highlight any differences.

Answers → student page

Exercise 7

- Students complete the sentences in pairs. Check answers.
- Tell students to make up more sentences of their own using the verbs, and ask them to compare their habits with other students.

Answers → student page

Exercise 8

- In pairs, students race to write a list of clothes in two minutes. See who has the most correctly spelled items in the time limit.

Answers → student page

Photocopiable resource 6, page 161

Answers

- Lily is less famous than Britney Spears.*
- Mia's T-shirt is less stripy than Lily's tie.*
- Lily's shirt isn't as baggy as Tom's T-shirt.*
- Tom's shirt is the least fashionable of them all.*
- Tom's wig isn't as long as Lily's wig.*
- Lily isn't as worried as Tom.*
- Mia is the least worried of them all.*

Exercise 5

- Elicit who they think the person in the photo is and what he does. (*He looks like David Beckham, the footballer, but he is in fact Joe Smith, a Beckham lookalike.*)
- Ask students to read the text quickly and say what the differences are between Joe Smith and David Beckham.

New language

Grammar: look / look like

Functions: shopping for clothes

Pre-teach: souvenir

Preparation: Exercise 1.

Bring in a souvenir from a place you have visited.

Exercise 1

- ▶ (Books closed) Tell students they are going to read *The Magic Amulet*. Ask students to recall the previous episode and say what Holly, Max and Ra have to find. (*The Sphinx and the clue*.)
- ▶ Show the students the souvenir you have brought in and tell them where you bought it. Tell them it is to help you remember the place and the visit, and we call it a *souvenir*. Write it on the board. Tell them there is a souvenir shop in the story.
- ▶ (Books open) Ask individual students to describe the pictures. Then they read the story quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording for students to listen, read and answer.

Answers → student page

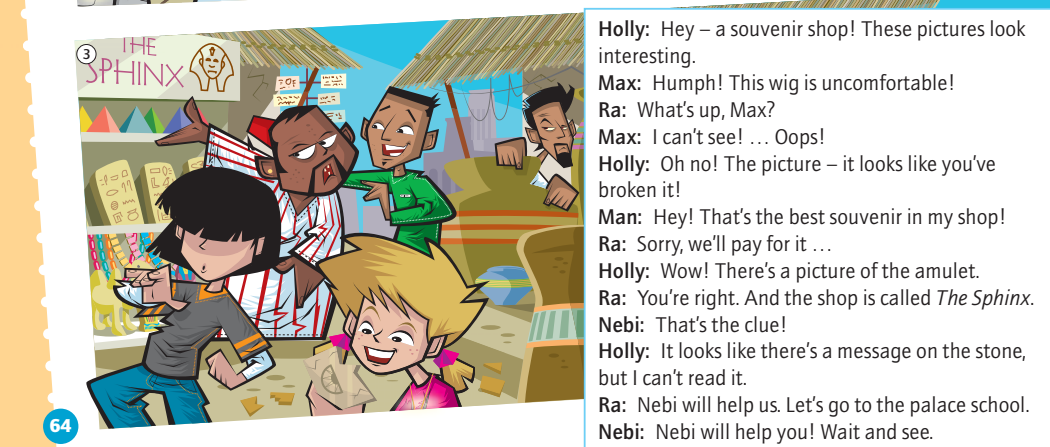
Exercise 3

- ▶ Students race to break the code and write the message.

Answers

Nebi isn't as nice as Ra. He wants to keep the amulet for himself.

6^c The Magic Amulet



Grammar

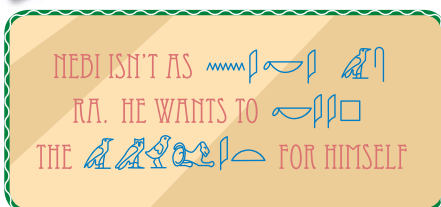
- ▶ Focus on picture 2 and Max's line *Does it look nice?* Give some other examples, e.g. point to your own hair/clothes or the students', and ask: *Does it look nice?* Write it on the board and highlight the form *look + adjective*.
- ▶ Focus on the picture of Max in a wig. Say: *He looks like an Egyptian. Is he really an Egyptian? (No)* Give other examples, e.g. from page 62: *Does Lily look like Britney Spears?*

1 Read the cartoon quickly. Where is the clue?

2 2.34 Listen and read. Choose the correct answer.

- 1 The Sphinx statue is ...
a in the market. b at the palace.
c in the desert.
- 2 Max's new wig ...
a doesn't suit him. b doesn't fit him.
c isn't comfortable.
- 3 Holly is interested in ...
a an amulet. b a postcard.
c a picture.
- 4 Ra ... the souvenir.
a breaks **b buys** c reads
- 5 The name of the shop is ...
a The Amulet. **b The Sphinx.**
c The Clue.
- 6 ... can help the children read the message.
a Nebi b Ra c The shopkeeper

3 Can you break Ra's code?



Grammar look / look like

look + adjective

Does it look nice?

These pictures look interesting.

look like + noun

You look like an Egyptian, Max!

look like + sentence

It looks like there's a message on the stone.

4 Match the sentence halves.

- | | | |
|------------------------------------|---|----------------------|
| 1 Be careful! That crocodile looks | a | it's very expensive. |
| 2 The message looks | b | hungry! |
| 3 That souvenir looks like | c | it's uncomfortable. |
| 4 Does Max's wig look | d | fashionable? |
| 5 The shopkeeper looks like | e | very important. |
| 6 Max's wig looks like | f | he's angry. |

Functions: shopping for clothes

5 2.35 Listen and complete. Use these words. Then listen, check and repeat.

size try on fit baggy **Excuse me**
jumper smaller

- A ¹ **Excuse me**, I'm looking for a
² **jumper**.
- B What size are you?
A I'm ³ **size** 12.
B I've got size 12 in red or yellow.
A I'll ⁴ **try on** the red jumper, please. Where are the changing rooms?
B They're over here.
A **a few minutes later**
B Does it ⁵ **fit** you?
A No, it's too ⁶ **baggy**. Have you got a
⁷ **smaller** size?
B Yes, we've got a size 10. Here you are.
A Thanks.

6 Work with a friend. Take it in turns to be the customer (A) and the shop assistant (B).

- A **Excuse me, I'm looking for a plain white T-shirt.**
B **What size are you?**



65

- ▶ Play the recording. Tell students to listen and complete the dialogue. Then play the recording again. Ask students to listen and check answers.
- ▶ Play it again line by line and ask students to repeat in chorus and individually.

Answers → student page

Exercise 6

- ▶ Demonstrate the activity with a student. In pairs, students roleplay the shop assistant and customer. Go round helping. Correct errors at the end of the activity.

Suggestion: For further practice, change pairs, and students can ask for different items.

Grammar worksheet 6, page 142

Does Tom look like Zac Efron?

Write them on the board and highlight the form *look like* + noun.

- ▶ Focus on Holly's last line. Ask: *Can Holly read it? Why not? (It isn't clear.)* Say: *She is guessing. It looks like there's a message on the stone.* Write it on the board and highlight *It looks like* + sentence.

- ▶ Students read the grammar box.

Exercise 4

- ▶ Ask students to match the sentence halves. Check answers and refer to the grammar box where necessary.

Answers → student page

Exercise 5

2.35

- ▶ Tell students to read the dialogue and think about which words go in the gaps (tell them not to write yet).

Language revised

Vocabulary: describing clothes, fashion verbs

Grammar: comparatives / superlatives, (not) as ... as / less/the least, look/look like

Functions: shopping for clothes

Exercise 1

- Ask students to find words in the snake and then categorise them. Check answers.

Answers → student page

Exercise 2

- Ask students to do the exercise individually and compare answers.

Answers → student page

Exercise 3

- Ask students to complete the sentences individually. Check answers.

Answers → student page

Exercise 4

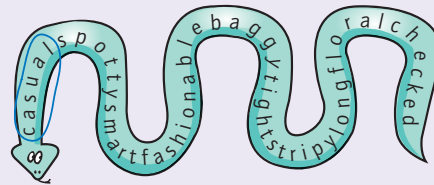
- In pairs, students correct the sentences. Check answers. Then ask students which sentences they agree with and why.

Answers

- T-shirts are not as smart as shirts.
- Most people aren't as tall as models.
- Sports magazines are less interesting than Fashion magazines.
- Fashion shows are the least exciting programmes on TV.
- Tight jeans are the least comfortable clothes.

6^d Let's Revise!

- Find ten words in the word snake, then write them in the correct circle.



style
casual
smart
fashionable
baggy
tight
long

pattern
spotty
stripy
floral
checked

- Read and complete the fashion verbs. Then circle the best T-shirt for Grace.



Grace wants to ¹ dress up for her friend's party. She is ² looking for a fashionable top to ³ go with her new jeans. She wants to ⁴ try on the green T-shirt, but it's too expensive. She likes the purple T-shirt too but it doesn't ⁵ fit her—it's too tight. There's a black T-shirt, but dark colours don't ⁶ suit her. Which T-shirt should she buy?

66

Grammar

- Complete the sentences with the words in brackets.

- Zac is taller (tall) than Britney.
- Britney has got longer hair (long hair) than Zac.
- Britney is older (old) than Zac.
- Is Britney more beautiful (beautiful) than Zac?
- Zac is a better actor (good actor) than Britney.
- Is Britney the most famous (famous pop star) in the USA?

- Correct the mistakes in bold. Which sentences do you agree with?

- Skirts are less fashionable **as** trousers.
Skirts are less fashionable than trousers.
- T-shirts are not as smart **than** shirts.
- Most people **are** tall as models.
- Sports magazines are **the least** interesting than Fashion Magazines.
- Fashion shows are **least** exciting programmes on TV.
- Tight jeans are the **less** comfortable clothes.

- Circle the correct answer.

- She looks / looks like a fashion model.
- This dress looks / looks like expensive.
- That shopping bag looks / looks like it's heavy!
- Those trousers look / look like baggy.
- His wig looks / looks like really silly.
- He looks / looks like he's very fashionable.

Pronunciation /s/ and /j/

- 2.36 Listen and repeat.

Sue saw some smart shoes and a short skirt at the fashion show.



Exercise 5

- Ask students to work in pairs. Check answers.

Answers → student page

Exercise 6

- Demonstrate the different sounds: /s/ is like a hissing (snake) sound with the front teeth together and the tongue behind the front teeth, whereas with /j/ the mouth is in more of a 'pout' shape and the

tongue is further back.

- Check students can hear the difference between the sounds with a minimal pair activity. List the following on the board:

1	2
Sue	shoe
sign	shine
so	show

Then say one of the two words from each line. Students say if it is 1 or 2.

Functions

7 Who says what? Write C (customer) or SA (shop assistant). Then match the questions and answers.

- | | | | |
|---------------------------------|----|---|----|
| 1 What size are you? | SA | a No, they're too tight. | C |
| 2 Where are the changing rooms? | C | b I'm size 10. | C |
| 3 Have you got a bigger size? | C | c They're over here. | SA |
| 4 Do they fit you? | SA | d Yes, we've got a size 12. Here you are. | SA |

Consolidation

8 Listen and complete the dialogue.

- Mia Hi, Tom, what are you doing here?
- Tom I'm returning my Zac Efron wig. What are you doing?
- Mia I'm ¹ looking for a fancy dress costume. I ² have to find one for my cousin's birthday party next week.
- Tom Have you ³ tried on anything yet?
- Mia Yes, the pirate costume, but the hat is too ⁴ tight.
- Tom You ⁵ should go as a clown! Look, the clown costume is ⁶ funnier than the pirate costume. Hey, it's cheaper too!
- Mia Hmm. I don't want to ⁷ look funny ...
- Tom What about scary? There's a vampire over there.
- Mia No, I don't want to ⁸ look like a monster!
- Tom Hey, here's a cat costume.
- Mia Hmm, it's ⁹ more fashionable than the pirate costume, but it looks a bit ¹⁰ uncomfortable. Hey, look – a supergirl costume.
- Tom But Mia, you ¹¹ can't fly.
- Mia It ¹² doesn't matter, Tom. You know I'm a superhero!



Song

9 Listen and complete the song. Use these phrases.

- | | |
|-----------------|---------------------|
| a where it's at | d blue jeans |
| b our gang | e The smartest boys |
| c High heels | f the rules |

Hip Teens

by The Frank Popp Ensemble

Everybody knows us
We're always ¹ a
Everyone needs us
Wants to join ² b
We know how 'cause without a thing
We know where the in-crowd is
We're the guys to see you right if you wanna
Set the night alive

Chorus

(Hey! Everybody 1-2, 1-2-3-4 ahh)

Hip Teens don't wear ³ d

'Cause we're cool cats

We got soul

Hip Teens don't wear blue jeans

'Cause we're the in-crowd on the scene

If you wanna join us there is a few simple rules

You need the right lovin'

'Cause we don't suffer ⁴ f

I turn on back

That's where it goes

⁵ c, sneakers, pointed toes

Many skirts and jazzy boots

⁶ e in the velvet suits

Chorus

10 Listen to the song again and check. Then sing.

Checklist

- I can describe clothes.
- I can compare things.
- I can use fashion verbs.
- I can say what things look like.
- I can talk about clothes and shopping.

67

Exercise 9

2.38

- Ask if students know this song. Teach the words in the word pool. Play the recording. Ask students to listen and complete the song. Play it again if necessary.
- Point out the non-standard words, spelled as they are spoken, e.g. *wanna* (= want to), *'cause* (= because), *lovin'* (= loving).
- Also mention that language is not always grammatical in songs like this. Ask students to find examples, e.g. *there is a few simple rules, we got*.
- Finally point out the words describing clothes: *sneakers, skirts, boots, and pointed toes* (on shoes), *jazzy* (bright, colourful).

Answers → student page

Exercise 10

2.39

- Play the recording again. Ask students to listen and check answers. Play the song again and invite students to join in.

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

- Say each word individually, and have students repeat. Then they listen to the recording and repeat. Get them to say it repeatedly and quickly, as a tongue twister.

Exercise 7

- Ask students to do the exercise in pairs. Check answers, then roleplay the dialogue.

Answers → student page

Exercise 8

2.37

- Ask students what Mia and Tom are doing (*looking at fancy dress costumes*), and where they are (*in a shop*).
- Tell students to read the dialogue and think of possible answers. Play the recording. Ask students to listen and complete.

Answers → student page

New language

Vocabulary: kilt, tie, cap, blazer, bully, slippers, tracksuit

Culture notes

A kilt is a knee-length skirt traditionally worn by men in Scotland. It originated in the 16th century and is made of a thick woollen material with a checked pattern called tartan. Today it is mainly worn only for formal occasions, e.g. weddings.

Preparation: Exercise 1.

Bring in pictures of different school uniforms, and Scottish kilts.

Exercise 1



- ▶ Ask students about their school uniform (if any) and what they have to wear. If they don't wear uniform, use pictures. Teach *tie, blazer, cap, kilt*. Tell them some students wear *tracksuits* (use the picture on page 68).
- ▶ Ask them if they like wearing or would like to wear a uniform and say why or why not.
- ▶ Ask students to read, and to listen and match the countries and uniforms. Play the recording. Check answers, and teach *kilt* and *slippers*.

Answers → student page

Exercise 2

- ▶ Ask students to read the questions, then read the text again for details and answer. Check answers.

Answers

- 2 in the nineteenth century
- 3 They are more

6^e Discover Culture

School Uniforms

In New Zealand, students wear slippers to school. In Japan, there are school uniform fashion shows, but where did it all begin?

The first school uniforms appeared in Britain in the sixteenth century. Poor children at Bluecoat charity schools had to wear blue uniforms. Then, in the nineteenth century, uniforms became more fashionable, and rich students in private schools started to wear them. Different schools chose different colours and styles – in Scotland, boys had to wear a kilt!

Since then, uniforms have become more and more popular, and British fashion has influenced schools around the world. In Asia and Africa, some students aren't allowed to wear their own clothes. Instead they wear school ties, caps and blazers.

Today, there are lots of different uniforms. In Australia, children must wear school hats and sunglasses because of the sun. In China, students wear tracksuit uniforms because they are more comfortable.

In Britain, sixty-five percent of students don't like uniforms. But teachers believe that they're a good idea. Children all look the same so poorer students don't get bullied, and uniforms are cheaper than fashionable clothes!

Comments

'Uniforms don't stop bullying. Kids bully other kids because they look different – they have the wrong hairstyle or weight for example.' Juan, Brazil

'My uniform isn't as cheap as my usual clothes. It's very boring too. I try to make it more interesting with jewellery!' Mandy, Sydney

A 19th century school uniform

Uniforms in China

Reading

- 1 ▶ 2.40 Read and listen. Match the country with the uniforms.

- | | |
|---------------|-----------------------|
| 1 Britain | a tracksuits |
| 2 Australia | b blue clothes |
| 3 China | c slippers |
| 4 New Zealand | d kilts |
| 5 Scotland | e hats and sunglasses |

- 2 Answer the questions.

- 1 Who first wore school uniforms?
Poor children at Bluecoat charity schools.
- 2 When did rich children start to wear uniforms?
- 3 Why do children wear tracksuits?
- 4 Why do teachers like school uniforms?
- 5 Do Juan and Mandy agree with teachers?

68

Project

My School Uniform

- 3 Imagine the best school uniform. Work with a friend and brainstorm.

- Describe it – style, pattern and colour
- The price – cheap or expensive?
- Why will students like it?

- 4 Now write a letter to your school, suggesting a new school uniform. Describe and draw a picture of your uniform. How is it better than other school uniforms?

Dear Head Teacher,
I am writing to you about a new school uniform. Most students want to wear They also like ... clothes.
I think my school uniform is better than other school clothes because
Yours sincerely,
... .

comfortable.

- 4 Because children don't get bullied as they all look the same, and uniforms are cheaper than fashionable clothes.

5 no

a picture. Go round helping with ideas and vocabulary.

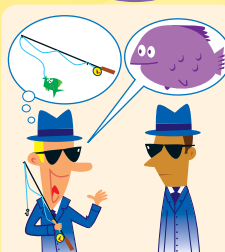
Exercise 4

- ▶ Ask students to use their notes and drawing to write the letter. Begin with the words given and end with *Yours sincerely*. Go round helping, and encourage students to self-correct.
- ▶ Ask students to read each other's letters, and say which is the best idea/letter.

Discover Words

communication

This week on
Discovery 101
we're looking at
communication –
crazy communication!

1 keep a secret2 make a phone call3 tell a joke4 make up a story5 make an excuse6 have an argument7 have a dream8 send a message9 tell the truth10 tell a lie

1 2.41 Look at the pictures. Complete the phrases with these words. Then listen, check and repeat.

a secret a message the truth a story
a phone call a joke a lie an argument
a dream an excuse

2 Work with a friend. How often do you do each activity?

A I often send messages.

B I sometimes have dreams.

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- communication
- relative pronouns and clauses
- body language
- may / might
- must / can't
- making deductions

69

New language

Vocabulary: communication

Functions: speaking about communication

Pre-teach: a message, a dream, a joke, an excuse, a lie, truth

Unit introduction

- (Books closed) Ask students how they communicate with friends. Elicit *send a message, make a phone call*. Tell students that this unit is all about communication.

Pre-teach the vocabulary in the list above and write it on the board. Mime sleeping to pre-teach *dream*, tell them a *joke* in their first language, and explain *excuse*, e.g. for not doing homework – *I didn't have enough time*. Highlight the fact that this is a (harmless) *lie*, the opposite of *truth*.

- (Books open) Read Tom's speech bubble and ask students what he is doing. (Talking on his mobile.)
- Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1



- Explain that we use particular verbs with the communication words on the board and that students must learn these. Ask them to complete the phrases in pairs.
- Play the recording for students to listen, check and repeat.

Answers → student page

Exercise 2

- Give students some examples of your own, e.g. *I never tell a lie. I sometimes have an argument*. Ask students to think of sentences of their own, and then work in pairs and share their ideas.
- Go round helping and encourage students to self-correct.

Suggestion: Students can ask questions with the phrases, e.g. *How often do you have a dream?* They do a class survey and report the results, e.g. *Ten students often have a dream.*

Students can play a Pelmanism game (see Introduction page 16). Write the verbs and the words/phrases on pieces of paper. Students try to find matches.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Grammar: relative pronouns and clauses

Skills: writing

Exercise 1

- Focus on the picture of Tom and Mia. Ask students where they are and what they think Mia is saying.
- Give the students a minute to read the dialogue quickly and answer the question.

Answers → student page

Exercise 2



- Ask students to read the questions and predict the true/false answers.
- Play the recording for students to read, listen and check.

Answers → student page

Exercise 3



- Ask students to find the two phrases in the dialogue and work out what they mean. Ask them to compare the expressions in their own language. Then ask them to match the pictures and the phrases.
- Play the recording, and ask students to repeat in chorus with the correct intonation. Then ask them to suggest situations where the phrases could be used. Ask students to work in pairs and make up a mini-dialogue using the phrases.

Answers → student page



Mia Hey, Zak. Can I use your computer?
 Zak Shhh, I'm on the phone ... OK, it's Josh Kaplan ... at the Mayfair, tonight at seven. See you later!
 Mia Who was that?
 Zak A friend who works at the TV studio.
 Mia Wow! Are you interviewing Josh Kaplan?
 Zak Don't be nosy!
A few hours later
 Tom Who is Josh Kaplan?
 Mia Josh Kaplan is the actor who's in that new film, *Spy Train*. Zak is meeting him. I think it's a TV interview.
 Tom Maybe the Mayfair is the place where he's staying. ... Hey, Zak is leaving.
 Mia Look! He's taking the bag that has the recording equipment. Let's follow him. We can get a good story!
Ten minutes later
 Tom There he is. Is that girl famous?
 Mia No, she's a girl who lives in our street.
 Tom Look, they're going into the cinema.
 Mia Hmm ... It's called the Mayfair ... and it's showing a Josh Kaplan film ...
 Tom Mia! There isn't a secret interview! Zak's watching a film with his new girlfriend!
 Mia ... And they've seen us. Quick, hide!
 Zak Hey, what are you doing here?
 Mia Er ... Hi, Zak.

70

1 Read the dialogue quickly. Has Zak got a secret interview? *No, he hasn't. He's meeting his new girlfriend.*

2 2.42 Listen and read. True or false?

- Mia can use Zak's computer. *false*
- Tom thinks Mayfair is the name of a cinema. *false*
- Mia and Tom are spying on Zak. *true*
- Mia doesn't know the girl. *false*
- Zak is surprised to see the children. *true*
- Tom and Mia feel embarrassed. *true*

Talking Tips!

3 2.43 Listen, repeat and match.

- Quick, hide! *A*
- Don't be nosy! *B*



Grammar

- Ask students to read the grammar box. Elicit or explain that the pronouns (in bold) join ideas in sentences, e.g. *She's a girl. She lives in our street.* → *She's a girl who lives in our street.* Highlight the fact that *who* replaces *she* in the second clause.
- Ask students to read the sentences and circle the word that the relative pronoun is referring to or replacing.

- Explain that a relative clause gives us more information about the first clause, e.g. *She's a girl (which girl?) who lives in our street* (now we know which girl).

Exercise 4

- Ask students to match the sentence halves in pairs. Check answers.

Answers → student page

Grammar relative pronouns and clauses

She's a girl **who** lives in our street. (people)

The Mayfair is the place **where** he's staying. (places)

He's taking the bag **that / which** has the recording equipment. (things)

4 Match the sentence halves.

- | | |
|----------------------------|--|
| 1 He's the boy | a who's good at keeping secrets. |
| 2 There's the cinema | b that Zak takes to work. |
| 3 Are they the people | c who work at the TV studio? |
| 4 Is that the text message | d where he'll meet Josh Kaplan? |
| 5 Here is the bag | e where you can see <i>Spy Train</i> . |
| 6 Is this the place | f which Tom sent? |

5 Circle the correct answer.

- Here's the library where / that I study.
- Is this the book that / who was in your bag?
- She's the girl which / who told the joke.
- Is that the café where / that you had an argument?
- He's the boy who / where made up the story.
- That's the film which / who is all about spies.

6 Complete the description of *Spy Train* with *who*, *which* / *that* or *where*.



Spy Train is an exciting new adventure film. It's about a scientist ¹ who is on a train to Moscow. He has a black bag ² which has secret documents inside. There are two spies ³ who want the secret documents. They're on the train too! On the journey, there's a small station ⁴ where the train stops. The scientist knows there are spies ⁵ who want the documents. He finds a hiding place ⁶ which is in the station. Will the spies find the black bag? Watch *Spy Train* and find out!

Writing

7 Look at these other films on at the Mayfair cinema. Match the descriptions with the pictures.



- It's a story about a girl who is looking for a boyfriend. **b**
- It's a film about a haunted house that no one can escape from! **a**
- It's a film about a ghost who doesn't want to scare people. **c**
- It's a story about a place where planes and boats disappear. **d**

8 Now write a mini-review about your favourite book or film. Answer these questions:

- What's the name of the book / film?
- What's it about?
- Why do you like it?

My favourite film / book is ...

It's about ...

I like it because ...

the descriptions with the pictures. Check answers.

Answers → student page

Suggestion: Using the posters, teach the words for the types of film: *horror* (film/story), *romance*, *comedy*, *thriller*.

Exercise 8

- Tell students they are going to write a mini-review and they can use Exercise 6 to help them. They decide on a favourite film or book, then ask and answer the questions with a partner.
- Tell them to make notes about their ideas, then write a review. Go round helping, and encourage students to self-correct while they are writing.
- Ask students to exchange papers and suggest corrections and improvements. Then ask them to write a second draft.

Suggestion: To help students with ideas for Exercise 8, do a brainstorming activity first. Write these headings on the board:

Films Books

Avatar

Ask students to think of names of films they have seen and write them in. Encourage students to say one or two things about the storyline and characters. Do the same for books. Students can choose a title from the list to write about.

Exercise 5

- Ask students to read the sentences and choose the correct pronoun. Check answers.

Answers → student page

Exercise 6

- Introduce the topic of film reviews. Ask if students have ever read one and where they've read it. Ask what kind of information they give. (*Part of the story, the writer's opinion.*)

- Ask students to read the review and say why the scientist hides in the station. (*To escape from the spies.*)
- Ask students to fill in the pronouns in pairs. Check answers.

Answers → student page

Exercise 7

- Ask students to look at the posters, and say what they think the films are about. Then ask them to match

New language

Grammar: *may, might*

Vocabulary: body language

Culture notes

Gestures have different meanings in different cultures, e.g. shaking your head in an English-speaking culture means 'no', but in some cultures, this could mean 'yes'. Similarly, direct eye contact is a positive gesture in English-speaking cultures, but some other cultures may avoid it.

Discover Words

Exercise 1



- ▶ *(Books closed)* Revise parts of the body by playing Battleships (see Introduction page 16). Students can create their word lists themselves.
- ▶ *(Books open)* Ask students to work in pairs to do the exercise.
- ▶ Play the recording for students to check answers and repeat.

Answers → student page

Exercise 2

- ▶ In pairs, students discuss their answers and compare cultural differences. Check answers.

Answers → student page

Suggestion: Play a game. Ask students to mime a gesture. The other students say how the person is feeling.

7^b

Body Language

Are you good at reading body language? Do our quiz and find out!



Body Language

Body language says a lot; how someone might feel or when they are telling a lie. Are you good at reading body language? Try our quiz and find out!

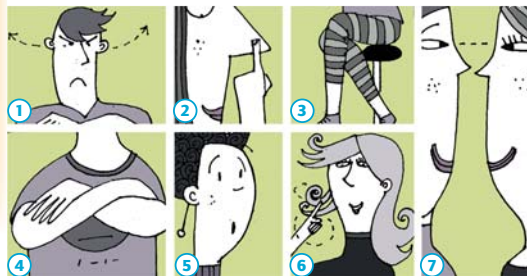
- 1 You're meeting your friend outside the cinema.
1 B She makes an excuse, then she touches her nose. She may have:
a something to hide. b a cold.
c a fly on her nose.
- 2 You're having trouble with your homework.
2 _____ He looks at you and folds his arms. He might:
a not want to help. b feel embarrassed.
c want to help.
- 3 You are having an argument with your brother or sister who is shouting. Your pet dog comes into the room. 3 _____ He might be:
a scared. b tired. c excited.
- 4 It's your first day at school. 4 _____ Your teacher is shaking her head. She may feel:
a disappointed. b surprised.
c embarrassed.

- 5 You are telling a friend about a horror film on TV. 5 _____ She's also playing with her hair. She might feel:
a scared. b sad. c happy.
- 6 You've written a poem for Valentine's Day. 6 _____ As they read, they raise their eyebrows. They might be:
a surprised. b angry. c sad.

Discover Words

▶ body language

- 1 2.44 Complete the actions with these words. Listen, check and repeat.



shake touch fold play look raise cross

- 1 shake your head
- 2 touch your nose
- 3 cross your legs
- 4 fold your arms
- 5 raise your eyebrows
- 6 play with your hair
- 7 look into someone's eyes

72

Exercise 3

- ▶ Focus on the picture of Mia (page 72) and read her question.
- ▶ Ask students to do the exercise individually. Check answers.

Answers → student page

Exercise 4



- ▶ Ask students to read the quiz carefully and complete it with the missing sentences. They don't do the quiz yet.

- ▶ Play the recording for students to listen, read and check.

Answers → student page

Exercise 5

- ▶ Ask students to do the quiz individually. Ask them if they agree with the comments.

2 Which actions do you do when you are:

- a disappointed? *shake my head*
- b nervous? *touch your nose/play with your hair*
- c surprised? *raise your eyebrows*
- d annoyed? *fold your arms/cross your legs/shake your head*
- e telling the truth? *look into someone's eyes*
- f telling a lie? *touch your nose/play with your hair*

3 Read the quiz quickly. Which questions are about:

- school? *2, 4*
- friends? *1, 5, 6*
- home? *3*

4 2.45 Read and complete the quiz questions with these sentences. Then listen and check.

- A Your friends are reading it. *6*
- B She arrives late. *1*
- C He puts his ears down. *3*
- D You've forgotten your school books. *4*
- E You ask your best friend for help. *2*
- F Your friend is listening carefully. *5*

5 Now do the quiz and read the key. How did you do?

Grammar *may / might*

We use *may* and *might* when we are not sure about something.

She **may** have a cold.
He **might** feel embarrassed.
He **might not** want to help.

6 Write sentences with *may* or *might* and these phrases.

~~not feel well~~ be James' cousin win a prize
be late for school be on holiday
be an MP3 player

- 1 Lily isn't at school today.
She might not feel well.
- 2 James missed the bus. *He may/might be late for school.*
- 3 What's that gadget? *It may/might be an MP3 player.*
- 4 Where's Mia? *She may/might be on holiday.*
- 5 Let's enter the competition. *We may/might win a prize.*
- 6 Who's that boy? *He may/might be James' cousin.*

Listening

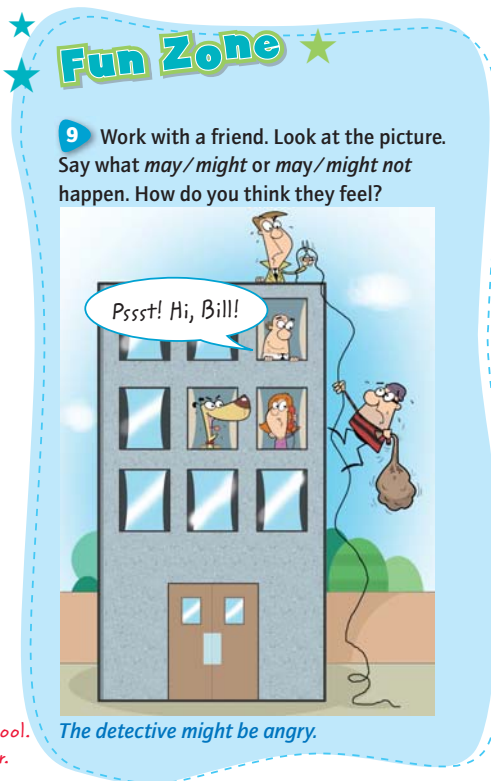
7 2.46 Listen and answer.

- 1 Who is speaking? *Mia and Dr Green*
- 2 Where are the speakers? *in the studio/on the show*
- 3 What are they talking about? *body language/ telling a lie*

8 2.47 Listen again. True or false?

People who tell lies might ...

- 1 look into your eyes. *false*
- 2 look at the door. *true*
- 3 touch their nose. *true*
- 4 talk slowly. *false*
- 5 fold their arms. *true*



The detective might be angry.

73

Exercise 7



- ▶ Tell students that Mia is going to interview someone. Ask students to read the questions.
- ▶ Play the recording. Check answers.

Answers → student page

Tapescript → page 167

Exercise 8



- ▶ Ask students to read the statements carefully.
- ▶ Play the recording again. Check answers.

Answers → student page

Tapescript → page 167

Exercise 9

- ▶ Ask students to read the instructions and the example. Ask students for another example, e.g. *The dog might make a noise.*
- ▶ Ask students to work in pairs. Go round helping. Correct errors at the end of the activity.

Possible answers

The thief might not get to the top. The woman may call the police. The thief might be scared/fall. The woman might ring the police.

Grammar

- ▶ Ask students to read the grammar box. Ask them how *may* and *might* would be expressed in their own language.
- ▶ Say: *(Name of student) loves football, but he can't play today. Why?* Elicit, e.g. *He may be ill/He might be ill.* Ask: *Do we know this for sure? (no)*

Exercise 6

- ▶ Ask students to read the situations and find the best match. Then ask them to write the sentences. Check answers.

Answers → student page

Fast finishers: Ask students to work in pairs and think of more situations and results. Then they can present them to the class as another exercise.

New language

Grammar: *must / can't* (deduction)

Functions: making deductions

Pre-teach: obelisk, chariot

Exercise 1

- ▶ (Books closed) Tell the students they're going to read *The Magic Amulet*. Ask students to say what they remember about the previous episode and what they think is going to happen this time.
- ▶ (Books open) Ask where the characters are and what they are trying to find out. Then ask them to read the story quickly and complete the sentences.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording. Tell students to listen, read and answer. Check answers.
- ▶ Put students into groups of four, give them roles and ask them to read the dialogue aloud. Go round correcting pronunciation. Ask a group to perform for the class.

Answers

- 2 a wig
- 3 number four
- 4 at four o'clock on the fourth day of the fourth month
- 5 by horse and chariot
- 6 Max, Holly and Ra

Grammar

- ▶ (Books closed) Write on the board: *I must do my homework./I can't*

The Magic Amulet



Ra: This must be the school where Nebi works. There are some boys from his class. Holly, you have to wait here. Girls don't go to school.
Max: That can't be right!
Holly: Wait, ... Max, give me that wig.
Ra: Good idea, and wear this too ...



Nebi: Ra, Max. What a surprise! Holly? It can't be you!
Holly: Yes, it is, and we've found the clue! Can you help us?
Nebi: Help you? Of course! Now, let me see. This picture must be a time, the circle is a month, the bird is a day ... and the snake is the number four. There's an obelisk too.
Max: But what does it mean?
Nebi: Patience, boy! Go to the obelisk, on the fourth day of the fourth month, at four o'clock. You'll find the amulet there!
Max: Hey, it's the fourth today.
Ra: It's the fourth month too.
Holly: And it's nearly four o'clock! It must be today!



Max: But what's an obelisk?
Nebi: It's a big stone. There's one at Ramses' temple.
Ra: Look! There's a horse and chariot. Come on!
Nebi: Let's see if you find it ... for me. Hey, soldier! Stop those thieves!

swim./Can I watch TV? Elicit the meanings of *must* and *can't* that students already know. (obligation/ability/permission)

- ▶ (Books open) Ask students to read the grammar box. Tell them that these are new meanings of *must* and *can't*.
- ▶ Use the first example to explain deductions. Say: *We can see some boys from Nebi's class. Therefore/So, this must be the school where Nebi works.*

- ▶ Tell students that *must* is used for positive meanings and *can't* for negative. Compare with L1 if necessary.

Exercise 3

- ▶ Ask the students why *must* is the best answer in the example. (*Because the camel has walked a long way, it is tired.*)
- ▶ Ask students to do the exercise in pairs. Check answers.

Answers → student page

1 Read the cartoon quickly and complete the sentences.

- 1 The children have to go ...to the obelisk.
- 2 Nebi wants to ...have/find the amulet.

2 2.48 Listen and read. Answer the questions.

- 1 Can girls go to school? **no**
- 2 What does Holly have to wear?
- 3 What does the picture with the snake mean?
- 4 When do they have to follow the clues?
- 5 How do they travel to the place where they have to go?
- 6 Who are the 'thieves'?

Grammar *must / can't*

We use **must** and **can't** to make deductions about the present.

This **must** be the school where Nebi works. There are some boys from his class.

Girls don't go to school. That **can't** be right!

3 Circle the correct answer.



- 1 The camel has walked a long way. It **must** / **can't** feel tired.
- 2 Holly loves reading books. She **must** / **can't** know a lot.
- 3 Max **must** / **can't** be good at hieroglyphs. He's not interested in them at all!
- 4 Ra **must** / **can't** be hungry. He's just had lunch.
- 5 The soldier **must** / **can't** feel angry. The children have taken his chariot.
- 6 The clue **must** / **can't** be easy. Holly doesn't understand it.

4 Complete the sentences. Use **must** or **can't** and the words in brackets.

- 1 Tom's running to school. (late)
He must be late.
- 2 Mia can speak English and French. (clever)
- 3 Lily didn't pass her exams. (happy)
- 4 The teacher is laughing. (angry)
- 5 $1+4=6$. (right)
- 6 James and Tom ordered three pizzas. (hungry)

Functions: making deductions

5 2.49 Listen and repeat.

- A Do you know what this is?
B Yes, I do. I'm **certain** it's a rock.
A It **can't** be. I'm **sure** it's a temple.
B That's impossible. It **must** be an obelisk!

6 Look at these pictures and make deductions. What are they?



7 Can you break Ra's code?



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can use them to talk about things we are sure about.

Tell students to listen and repeat.

Exercise 6

In pairs, students make mini-dialogues based on the dialogue in Exercise 5. Go round helping and correcting errors.

Suggestion: You may want to provide some prompts for the students, e.g.

1 man – woman – soldier;
2 an elephant – a lion – a camel;
3 hat – diamond – pyramid;
4 temple – house – school.

Possible answers

1

Girl: Do you know what this is?

Boy: Yes, I do. I'm **certain** it's a man.

Girl: It **can't** be. I'm **sure** it's a woman.

Boy: That's impossible. It **must** be a soldier!
(2 camel; 3 pyramid; 4 school)

Exercise 7

As a class race, ask students to decode the message and write it as quickly as possible. Check answers.

Answers

Nebi helps with the message, but he wants the amulet for himself.

Grammar worksheet 7, page 143

Exercise 4

Ask students to write the sentences individually, then compare with a partner. Check answers.

Answers

- 2 She **must** be clever.
- 3 She **can't** be happy.
- 4 She/He **can't** be angry.
- 5 That/It **can't** be right.
- 6 They **must** be hungry.

Suggestion: Ask students to make deductions about where the amulet **must/can't** be, e.g. *It can't be at Nebi's house because he is looking for the amulet too.*

Exercise 5

2.49

Ask students to look at the picture, read the mini-dialogue and notice the phrases in bold. Elicit or explain that these are similar in meaning to **must** and **can't** – we

New language

Skills: reading, listening, writing, speaking

Pre-teach: emergency, deaf, puff

Culture notes

The Scouting Movement was created in 1907 by Robert Baden-Powell, a Lieutenant in the British Army. The aim of the movement is to enable young people to develop physically and mentally, so that they will contribute positively to society. Typical Scouting activities include camping, hiking and sports.

Exercise 1

- ▶ (Books closed) Ask students how they might communicate without speaking. Elicit some ideas and play Hangman (see Introduction page 18) to introduce *smoke signals*, *Morse Code*, *sign language* and *heliographs*.
- ▶ (Books open) Focus on the pictures and ask students who they can see and what they are doing. (Ancient Greek sending a *heliograph* message; Native American sending *smoke signals*; secret agents using *sign language*.)
- ▶ Ask students to read the texts quickly and match the headings. Check answers.

Answers → student page

Fun facts

- ▶ Ask students if they have heard of any gorillas that can use sign language. Ask them to read the *Fun facts* and say what Koko could do.



Secret Messages

A Heliographs: How do they work?

A mirror makes long and short flashes of light. You can sometimes see a *heliograph* message from eighty kilometres away!

Who used them? Ancient Greek soldiers used to send *heliograph* messages. They used their shields as mirrors. *Heliographs* were popular with soldiers in the nineteenth century too. They used mirrors to send messages in Morse Code.

Heliographs today: Search and rescue helicopters might send Morse Code messages by *heliograph*.



C Sign language:

How does it work? It's a language that uses hands, arm and body movements to make words. To say 'thank you', you touch your chin, to say 'table', you fold your arms.

who uses sign language?

People who cannot hear use *sign language*. It helps them communicate. Spies also use *sign language* to send secret messages.

Sign language today: There are different *sign languages* in different countries, but not just people use it. Scientists have taught gorillas *sign language* too!



B Smoke signals:

How do they work? You make a fire, then use a blanket to make puffs of smoke. One puff means, 'Hi!'. Two puffs mean, 'I'm okay'. Three puffs mean, 'Help!'. On a sunny day, you may see *smoke signals* from far away, but you can't send them when it rains!

Who used them? Native American Indians used them to give warnings, and the Chinese sent signals from towers on the Great Wall of China.

Smoke signals today: You might use *smoke signals* in an emergency, when you're camping in the woods. Boy scouts do!

FUN FACTS

Koko the gorilla learnt over 1,000 signs, and understood 2,000 words of spoken English. Wow!

Reading

1 Read the leaflet about different types of communication quickly. Match the headings with the texts.

- 1 Use your hands. C
- 2 MIRROR, MIRROR ... A
- 3 'Hi!' in the sky. B

2 Listen and read. Match the different forms of communication (A–C) with 1–6.

- 1 People can send Morse Code messages. A
- 2 Spies sometimes use this. C
- 3 People use them when they're camping. B
- 4 You can use mirrors to send messages. A
- 5 People sent these from the Great Wall of China. B
- 6 Some animals can do this. C

- ▶ Ask the students if they think this is surprising.

Exercise 2



- ▶ Ask students to read the questions and predict the answers. Play the recording for students to listen, read and answer. Check answers.

Answers → student page

Exercise 3

- ▶ Ask students to look at the picture

and the title of the leaflet. Ask students for their experiences of (summer) camps, and what activities they did. Pre-teach or revise *biking*, *canoeing*, *mountain biking*.

- ▶ Elicit or explain *Scout*. And ask students what survival skills they think they would need when camping.
- ▶ Ask students to read the leaflet and answer the question.

Answers → student page

Listening

- 3 Read the leaflet. How many of the activities at Summer Scout Camp are about communication? *three*

Summer Scout Camp

Learn survival skills at our summer camp!


Choose from these activities:

- camp safety: making a fire
- sending smoke signals
- secret sign language
- mountain biking
- learning Morse Code
- cooking food
- canoeing
- hiking



Try this!

- Listen for the key words in the list of activities. Don't worry if you don't understand the whole conversation.

- 4  2.51 Listen to Adam talk to a friend about Summer Scout Camp. Write the activities in Adam's diary.

Monday	camp safety
Tuesday	smoke signals and Morse Code (using heliographs)
Wednesday	hiking
Thursday	mountain biking
Friday	canoeing

Speaking

- 5 You are going to go to Summer Scout Camp. Work with a friend and choose four activities that you both want to do.

- A *Secret sign language may be fun.*
 B *Hmm, that looks difficult. I might make mistakes!*
 A *What about mountain biking?*
 B *Yes, I love mountain biking. OK, let's choose that.*

Writing

Checking: Grammar

When you have finished writing, always check your grammar. Are you writing about the past, the present or the future? Make sure you have used the correct tense!

- 6 Read Adam's diary entry. Can you correct the six highlighted mistakes? Which paragraph is about:
- the future? *C*
 - the present? *B*
 - the past? *A*

A

We went hiking this morning but the weather wasn't great. We walked through the woods and up the hill. We made a camp fire at the top and ¹ try to send ² tried smoke signals to camp, but it started to rain! When we ³ are getting back to the camp we were all ⁴ got really wet.

B

It's raining now, and I'm in my tent with Jack and Alex. Jack ⁵ reads a book ⁶ who's all about sign ⁷ is reading language (there's a camp class on it tomorrow) ⁸ which is Alex is fixing his mountain bike outside.

C

Alex ⁹ has gone mountain biking tomorrow. ¹⁰ is going (to go) ¹¹ I might be go with him. ¹² I might go

- 7 Imagine you are at Summer Scout Camp. Write a diary entry about your day. Use Adam's diary entry for help and write three paragraphs. Don't forget to check your grammar!

helping and checking.

Exercise 6

- Have students read the *Checking:* box. Ask them to do the exercise individually.

Answers → student page

Exercise 7

- Ask students to decide which activities they did at summer camp in pairs, and some details, e.g. describe the weather, what they did, when they did it, how they felt, etc.
- Ask individuals to write their paragraphs. Go round helping.
- When they have finished, ask students to try to correct their grammar errors. Then ask students to exchange papers with a partner, read their work and suggest any other corrections. Ask students to write a second draft, and hand in both the first draft and the corrected second draft.
- When marking, give the students praise for correcting their own errors.

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Try this!

- Ask students what they find most difficult in listening (probably speed and vocabulary).
- Read the *Try this!* box, and stress that students don't need to understand every word. Point out that speakers often stress the key words. Give an example using the instructions: Write the activities in Adam's diary.

Exercise 4

 2.51

- Play the recording. Check answers. Ask students what Morse Code is.

Answers → student page

Tapescript → page 168

Exercise 5

- Demonstrate the activity with a student. Then students make up dialogues in pairs. Go round

Language revised

Vocabulary: communication, body language

Grammar: relative pronouns and clauses, *may/might, must/can't*

Functions: making deductions

Exercise 1

- Students work individually. Check answers.

Answers → student page

Exercise 2

- Students work in pairs. Check answers.

Answers → student page

Exercise 3

- Students work in pairs. Check answers.

Answers → student page

Exercise 4

- Tell students: *Laura isn't at school today. Why? What's wrong, do you think? Elicit: She may/might be ill.* Do the other sentences in a similar way.

Answers

- We may/might go canoeing.
- It may/might be dangerous.
- I may/might phone them tonight.
- He may/might send an email.

Exercise 5

- Students work in pairs. Check answers.

Answers → student page

7^e Let's Revise!

Words

1 Write the missing letters.

- I've sent him a message but he hasn't answered yet.
- She made up an exciting story about a spy.
- Tell the truth and we won't be angry with you.
- He told a joke about a man with three legs.
- Don't tell Ryan! He can't keep a secret!
- Last night I had a strange dream about you.

2 Match 1–7 with a–g.

- | | |
|---------|-----------------------|
| 1 touch | a with your hair |
| 2 fold | b your head |
| 3 shake | c your legs |
| 4 play | d your arms |
| 5 look | e your eyebrows |
| 6 raise | f into someone's eyes |
| 7 cross | g your nose |

Grammar

3 Complete. Use *who*, *which* / *that* or *where*.

- Koko is a gorilla who uses sign language.
- Koko lives in the Gorilla Foundation which is in California.
- California is a place in America where it rains a lot.
- Koko has a special computer which can speak.
- Koko is very popular with the people who look after her.



4 Complete the sentences. Use *may* or *might*.

- Lara isn't at school today. (be / ill)
She may be ill.
- We've got a choice of activities. (go / canoeing)
- I'm afraid of that dog. (be / dangerous)
- I haven't talked to them. (phone / tonight)
- Tom has lost his mobile. (send / email)

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5 Complete with *must* or *can't*.

- 'Jake likes Poppy.'
'That can't be true. Jake likes me!'
- I've got a text message. It can't be from Max, he's lost his phone.
- That girl hasn't got a coat on. She must feel cold!
- 'Is that Jody?'
'It can't be! Jody hasn't got red hair.'
- Holly must like Harry. She talks to him all the time.
- Paul had an argument with his best friend. He must feel sad.

Pronunciation

6 2.52 Listen and repeat.

Bond smiled and shook his head. 'Your friend is ill in bed,' he said.



Functions

7 Complete the dialogue.

Who is right? *Mia is right.*

$$7 \times 6 \div 2 = ?$$

- Lily Do you know the answer?
Mia Yes, I do. I'm ¹ certain it's twenty-one.
Tom It ² can't be. I'm ³ sure it's twenty-two.
James That's ⁴ impossible. It ⁵ must be twenty-three!

Checklist

- I can talk about communication.
- I can use relative pronouns and clauses.
- I can talk about body language.
- I can use *may, might, must* and *can't*.
- I can make deductions.

Exercise 6

- Demonstrate the different sounds: /nd/ is more nasal than /d/.
- Say each word in the sentences individually, and students repeat. Play the recording. Students listen and repeat.



Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 7

- Students do the exercise in pairs. Check answers.

Answers → student page



Hello! This week
Discovery 101 is on a
beach clean. Why don't
you come along?

Discover Words

things on the beach

1 3.1 Match the words with the picture.
Then listen, check and repeat.

jellyfish 1 fishing boat 11 sweet wrapper 14
crisp packet 2 rubbish bin 12 beach umbrella 5
rock 15 plastic bag 13 shell 4 sand 9 water bottle 8
seaweed 6 seagull 10 turtle 3 cardboard box 7
tin can 16



- 2 Which things shouldn't we leave on the beach?
*sweet wrappers, crisp packets, plastic bags, water bottles,
cardboard boxes, tin cans*
- 3 Work with a friend. Which things do you usually recycle?
I usually recycle paper and cardboard.

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- things on the beach
- the environment
- zero conditional
- first conditional
- second conditional
- giving advice

Discover Words

Exercise 1



- ▶ Use the realia to teach the words. Students match the words in pairs.
- ▶ Play the recording. Students check answers and repeat.
- ▶ Ask the students how many seagulls/pieces of seaweed/jellyfish/shells they can find. (5; 2; 1; 6)

Answers → student page

Exercise 2

- ▶ Draw a table on the board. Students write the objects in the correct column.

Things on the beach	
rubbish	nature
<i>tin can, etc.</i>	<i>jellyfish, etc.</i>

- ▶ Using the table, make sentences, e.g. *We shouldn't leave tin cans on the beach.* Remind them to use plurals where necessary. Students work in pairs. Then ask them to write the sentences.
- ▶ Ask students what we should do with the rubbish. (*Take it home or put it in the bin.*)

Answers → student page

New language

Vocabulary: things on a beach

Functions: giving advice

Preparation: Exercise 1. Bring in some realia: a crisp packet, a sweet wrapper, a plastic bag, a water bottle, a tin can – all empty. Also find pictures of clean and dirty beach scenes.

Unit introduction

- ▶ (*Books closed*) Use your pictures of clean and dirty beaches and ask

which students prefer and what is the problem with the 'dirty' beach. (*Rubbish*)

- ▶ (*Books open*) Focus on the picture of Tom. Ask students what they think a *beach clean* is. (*An organised cleaning of the beach.*) Ask if they would like to do, or have ever done, something like this. Ask why it is necessary to clean the beach. (*People leave rubbish.*)

- ▶ Use an idea from the Introduction to focus on *In this unit*.

Exercise 3

- ▶ Revise or teach the word *recycle*. Make sure students know the difference between *recycle* and *reuse*. Ask students to write three or four sentences about their recycling habits. Ask them to read their sentences to a friend.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

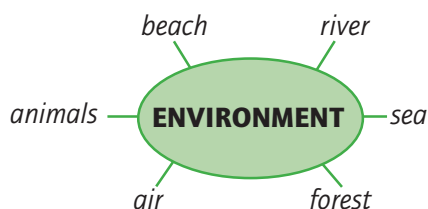
Grammar: zero conditional

Vocabulary: the environment

Skills: writing

Exercise 1

- Focus on the title and the pictures, and ask students what they think the title refers to. (*The environment.*) Ask them for words related to the environment, and write them on the board in a mind map, e.g.



- Ask students to read Tom's speech bubble and answer the question. Elicit ideas and pre-teach *don't drop rubbish, pick it up, switch off the lights*, etc.
- Then ask students to describe the photos and predict what Shona and Cody will talk about.
- Ask students to read the text and answer the question. Check answers.

Answers → student page

Exercise 2



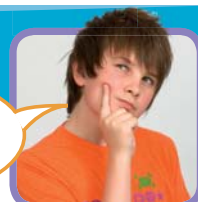
- Tell students to read the questions. Play the recording for students to listen, read, and answer.

Answers

- She doesn't have a bath/shower very often in hot summers.
- They hurt animals and people.
- It causes bush fires.
- They eat the plastic.
- boats

Do You Care?

How can we help the environment?
Read on and find out.



- Read about Shona and Cody quickly. Which problems do they talk about? Write *Shona* (S), *Cody* (C) or *both* (B).

rubbish **B** storms **C** no rain **S** fires **S**



Hi,
I'm Shona and I live in a small town in the Australian Outback. We don't have much rain here, so we have to save water. There isn't a bath in our house, just a shower. If it's a hot summer, we don't have showers very often. When it's very hot, we sometimes have bush fires. The fires are dangerous and hurt

animals and people.
At school, we have lessons about fire safety. We learn how to light a fire safely and how to put one out. In the Outback, there are fire danger signs – if the sign says 'High', you can't light a camp fire.
Rubbish is another problem, especially glass because glass causes bush fires. If we pick up our rubbish, we can help stop the fires!



Hi,
I'm Cody and I'm from Hawaii. My island is beautiful, but after a bad storm there is a lot of plastic rubbish on the beach. There are lots of animals in Hawaii, especially seagulls and turtles. If they eat the plastic, they get ill. Most of the rubbish on the beach comes from boats.
Remember, if you drop rubbish in the sea, animals die! We should all look after our planet. If we're careful with our rubbish, we can help the environment. At home and at school we recycle paper and reuse plastic bags. Why can't other people do the same?

- 3.2 Listen and read. Answer the questions.

- How does Shona save water?
- Why are bush fires dangerous?
- Why is glass a problem?
- Why do animals get ill on the beach?
- Where does the rubbish on the beach come from?
- What does Cody do at home and school?

Discover Words

the environment

- 3.3 Look at the pictures and complete the phrases. Listen, check and repeat.



rubbish plastic bags water fire lights
fire paper rubbish

- pick up rubbish
- light a fire
- save water
- drop rubbish
- recycle paper
- reuse plastic bags
- switch off the lights
- put out a fire

6 He recycles paper and reuses plastic bags.

Discover Words

Exercise 3



- Focus on the list in the box. Ask students to find the words in the texts and notice the words used with them, e.g. line 4, Shona's text, *save water*. Tell students to use the texts to help them complete the phrases where possible.

Exercise 4

- In pairs, students discuss the questions, using the new vocabulary, and giving reasons where possible. Go round helping. Ask students to report their ideas to the class. Correct any errors at the end of the activity.

Answers → student page

- 4 Which things help the environment? Which things cause problems?

Grammar zero conditional

if + present simple + present simple

situation	result
If it's a hot summer,	we don't have showers.
If they eat the plastic,	they get ill .
If you drop rubbish in the sea,	animals die .

Watch Out!

They get ill **+** if they eat the plastic.

- 5 Write zero conditional sentences.

situation	result
1 I / not have / bath	I / save / water. <i>If I don't have a bath, I save water.</i>
2 Dad / go / shopping	he / not use / a plastic bag. <i>If Dad goes shopping, he doesn't use a plastic bag.</i>
3 it / be / sunny	we / walk / to school. <i>If it is sunny, we walk to school.</i>
4 I / leave / a room	I / switch off / the light. <i>If I leave a room, I switch off the light.</i>
5 my brother / not tidy his room	my mum / get / angry. <i>If my brother doesn't tidy his room, my mum gets angry.</i>
6 I / use / a lot of paper	I / recycle / it. <i>If I use a lot of paper, I recycle it.</i>
7 my sister / have / lots of homework	she / not watch / TV. <i>If my sister has lots of homework, she doesn't watch TV.</i>

- 6 Complete this sentence in as many ways as possible.

We help the environment if ...
we pick up rubbish; we don't light a fire; we save water; we don't drop rubbish; we recycle paper; we reuse plastic bags; we switch off the lights; we put out a fire.

Writing

Checking: Capital letters and punctuation

Remember:

- names, cities, countries, days of the week, and months start with a capital letter.
- school subjects, apart from languages, do not start with a capital letter.
- only put a comma in conditional sentences that start with *if*.

- 7 Read the competition entry. Can you find six mistakes? Check the capital letters and punctuation!

Eco-land Fun!
 How do you save energy at home?
 Write in with your ideas and win a trip to Eco-land!

Hi Eco-land,
 My name's Anna and I'm from Glasgow in Scotland. I do lots of things to save energy at home. I switch off the light, if I leave a room and I never leave my computer on if I'm not using it. I use a lot of paper for my homework, but I always recycle it. And if I have some rubbish, I often reuse it. On Wednesday, I made a bookmark from an old piece of cardboard. I also made a rocket from a plastic bottle for my Science project. If we all do the same, we can really make a difference!

- 8 Write your own competition entry. Use the ideas in this lesson to help you.

Exercise 5

- Students write the sentences in pairs. Check answers.

Answers → student page

Exercise 6

- Ask students to think of as many sentences as possible, using the vocabulary from the lesson and any other ideas they have. Remind them not to use a comma. You could do this with a time limit, and as a race.

Answers → student page

Suggestion: Students can write the sentences and make a poster for the classroom entitled, e.g. How to help the environment.

Exercise 7

- Read the *Checking* box. Elicit or give some examples, e.g. *Peter, London, Tuesday*, etc. Compare the use of capital letters with L1.
- Give students some time to do the exercise, then compare with a friend. Check answers.

Answers → student page

Exercise 8

- Focus on the competition question in Exercise 7. Elicit ways in which the students save energy. Ask them to make notes. Help with ideas and vocabulary requests.
- Tell students to use Exercise 7 to help them. Encourage self-correction.

Grammar

- Ask students to underline sentences with *if* in the texts. Write this sentence on the board: *If it's a hot summer, we don't have showers*. Highlight the form (*If* + present simple + present simple). Ask students how this is expressed in L1.
- Ask students to read the grammar box. Explain *situation* (this is a fact) and *result* (because of the situation, this is what we do/don't do).

Watch Out!

Tell students that conditional clauses can be written the other way round. Read the *Watch Out!* box and point out that the comma is only used when the word *If* is at the beginning of the sentence. Ask students to write the examples from the grammar box the other way round to check understanding.

New language

Grammar: first conditional

Culture notes

It is becoming an increasingly popular community activity to organise a group of people to clean up a beach in coastal areas, particularly in the USA and the UK.

Exercise 1

- Focus on the photo. Ask students to describe what is happening and the things they have found.
- Tell students to read and answer the questions. Check answers.

Answers → student page

Exercise 2



3.4

- Ask students to read the questions. Play the recording for students to listen, read and answer. Check answers.

Answers → student page

Exercise 3



3.5

- Ask students to find the phrases in the dialogue, and work out the meanings.
- Play the recording. Tell students to repeat, then match. Check answers.

Answers → student page

Grammar

- Ask students to read the grammar box and compare the form with the sentences they saw in Lesson 8a (the result clause uses *will* instead of present simple).



Tom Today on *Go Green* we're at the beach. There's lots of rubbish here – sweet wrappers, plastic bags, crisp packets. And we're cleaning it up!

Mia It'll be lovely if we pick up all the rubbish.

Lily All of it? ... I'm exhausted! Let's have a rest first.

Mia Shhh, Lily, if we have a rest, we won't finish 'till the evening.

Tom Hey, look at this. There's a message in this bottle.

Lily What does it say?

Tom 'Help! I'm in trouble! I'm on a small island. I lost my boat, *Nemo* in a storm. Kylie Jones'.

Lily It must be a joke.

Mia But there was a storm yesterday, and there's an island not far from here. Maybe it's true.

Lily Don't be daft, Mia!

Mia Hey, look at this piece of wood. There are letters on it, an N and an E.

Tom It's the name of a boat – *Nemo* – Kylie's boat!

Lily There's a rucksack here ... and jellyfish and seaweed. Yuk!

Mia It might be Kylie's. If we look inside, we'll find out.

Lily There's a name on it. It says 'K Jones'. It is Kylie's.

Mia We must call the coastguard now!

Tom Wow! What a story!

82

1 Read the dialogue quickly. Where are the children? What are they doing?

They're at the beach, cleaning it up.

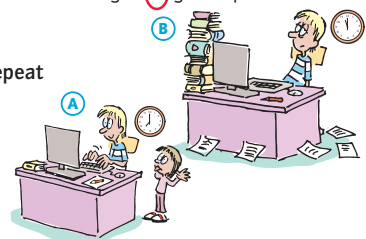
2 3.4 Listen and read. Circle the correct answer.

- How does Lily feel?
a excited b interested **c tired**
- What does Tom find on the beach?
a seaweed **b a bottle** c some wood
- What is *Nemo*?
a a girl b an island **c a boat**
- What is on the rucksack?
a a jellyfish **b a name tag** c a message
- What do the children have to do?
a go home b send a message **c get help**

Talking Tips!

3 3.5 Listen, repeat and match.

- I'm exhausted! **B**
- Don't be daft! **A**



- Ask students to identify the situation and result. Explain that the first conditional is used to talk about the future, and that the result is likely or probable, but not a fact.

Exercise 4

- Ask students to do the exercise in pairs. Check answers.

Answers → student page

Suggestion: Give each student one of the sentence halves and tell them to write them on a piece of paper. Students read out their sentences, and try to find the correct other half. It doesn't matter if the clauses are read out the other way round, e.g.

A: If she sees some rubbish,
B: you'll find a message inside.
A: No that's wrong! If she sees some rubbish,
C: she'll put it in the bin. Yes, that's right!

Grammar first conditional

if + present simple + will

If we **have** a rest, we **won't finish** 'till the evening.

If we **look** inside, we'll **find out**.

It'll **be** lovely if we **pick up** all the litter.

4 Match the sentence halves.

- 1 If she sees some rubbish, **a**
- 2 If he doesn't wear shoes, **e**
- 3 You won't feel hungry **c**
- 4 If we go to the beach, **d**
- 5 If you open the bottle, **b**
- 6 They won't find Kylie **f**

a she'll put it in the bin.

b you'll find a message inside.

c if you eat some crisps.

d we'll collect some shells.

e he'll hurt his feet on the rocks.

f if they don't get help.

5 Complete the sentences with the verbs in brackets. Use the first conditional.

- 1 If it **rains** (rain), we **won't go** (not go) swimming.
- 2 If you **step** (step) on a jellyfish, you **'ll hurt** (hurt) your foot.
- 3 He **'ll take** (take) the beach umbrella if it **is** (be) sunny.
- 4 If we **climb** (climb) the rock, we **'ll** (have) a good view.
- 5 He **'ll be** (be) disappointed if he **doesn't see** (not see) a turtle.
- 6 If we **hurry** (hurry), we **won't be** (not be) late.

Listening

6 3.6 Listen and complete.

Kylie Jones is
¹ **eighteen years old**.
 She went on a sailing trip
 on ² **Tuesday**.
 Her boat hit
³ **a rock**.
 Kylie swam to
⁴ **Seagull** Island.
 She was on the island for ⁵ **two** days.
 She sent a message in ⁶ **a bottle**.
 People called the coastguard.
 Kylie will take her ⁷ **mobile phone** if she goes sailing again.



7 Work with a friend. What will you do ... ?

- 1 If it's sunny at the weekend, ...
I'll play football.
- 2 If there's a party next Saturday, ... **I'll do my homework on Sunday.**
- 3 If I don't have any homework today, ... **I'll go to my friend's house.**
- 4 If I go on holiday this summer, ... **I'll go to Paris.**
- 5 If I send a text message after class, ... **I'll send it to Lucy.**

Fun Zone

- 8** Write each sentence half on a separate piece of paper. Put the pieces of paper face down on the desk. Take it in turns to choose two sentence halves. If the sentence is correct you can keep it. The student with the most sentences is the winner!

If it's sunny at the weekend

I'll play football

FUN FACTS

In 1780, a shipwrecked sailor sent a message in a bottle. Someone found the bottle on a beach ... 150 years later!



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Tip: Predicting the kinds of answers required to fill the gaps will help students to listen more effectively. They should look at the grammar of the sentences to decide whether a number, noun or verb is needed.

Exercise 7

- Give students time to think of endings and to say the sentences. Go round helping with ideas.

Answers → student page

Exercise 8

- Give students time to write their sentences from Exercise 7.
- In pairs, students play the game. Change pairs for more practice.

Fun facts

- Ask students to read the *Fun facts*. Ask if they know any other stories about messages in bottles.

Suggestion: In pairs, students write a message they could put in a bottle. Put them all in a bag. Students take turns to pull one out and read it for the class. Vote for the funniest/saddest/strangest message.

Exercise 5

- Ask students to do the exercise individually. Check answers.

Answers → student page

Exercise 6

- Explain that this is the end of the dialogue story. Ask students to describe the photo (*a rescue helicopter*) and ask them who the helicopter is for and why.
- Tell students to read the text

and try to predict what kinds of answers go in the gaps.

- Play the recording twice. Check answers, and focus on correct spelling and punctuation.

Answers → student page

Tapescript → page 168

New language

Grammar: second conditional

Functions: giving advice

Pre-teach: spade

Exercise 1

- ▶ (Books closed) Tell students they're going to read *The Magic Amulet*. Ask students to say what they remember about the previous episode. Ask: *Where were they?* (At Nebi's school.) *Where will they be in this episode?* (At the obelisk/Ramses Temple.)
- ▶ (Books open) Ask: *What's happening in picture 1?* (They're digging.) *Why?* Then ask: *Why do they look worried in picture 4?* Elicit suggestions.
- ▶ Ask students to quickly read and answer the question. Check answers.

Answers → student page

Exercise 2



3.7

- ▶ Ask students to read the questions. Play the recording for students to listen, read and answer. Check answers.
- ▶ Assign roles to students and ask them to read the dialogue aloud in groups, or give each group a picture and ask them to memorise the dialogue, then perform it for the class.

Answers → student page

Grammar

- ▶ Ask students to find second conditional sentences in the dialogue. Ask them to compare the



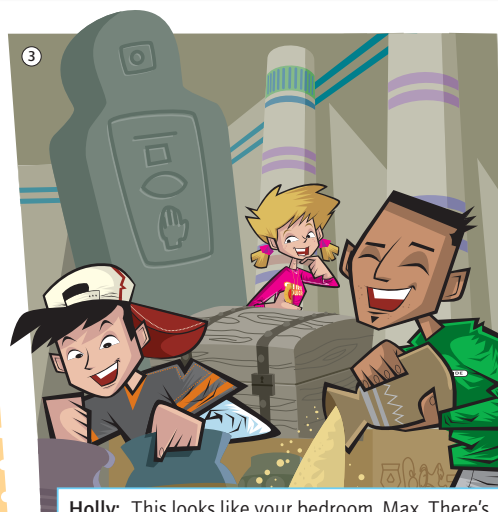
The Magic Amulet



Holly: There's the obelisk – its shadow is pointing to a place in the sand.
Ra: Let's dig there.
Holly: If I were you, I'd help, Max. We haven't got much time.
Max: I'd help if I had a spade.
Ra: Hey, I've found something.



Max: Wow! Some steps ... it must be the entrance to a tomb!
Ra: ... And look at the door. There's an amulet shape in the middle.
Holly: Let's see if my amulet will open it.



Holly: This looks like your bedroom, Max. There's so much rubbish!
Ra: It isn't rubbish, it's furniture.
Holly: What are these pots for?
Ra: They're for food and drink.
Max: I'm hungry!
Ra: If I were you, I wouldn't eat it. It's very old!



Holly: What's in here? It's really heavy.
Max: Wow! We're rich!
Holly: But where's the magic amulet?
Max: If we took some treasure, would anyone know?
Holly: Don't be daft, Max. We can't take that!
Max: Hey, what's that noise?
Ra: Soldiers from the palace.
Holly: They wouldn't be here if we didn't have their chariot!
Max: But they didn't see us.
Ra: So how did they find us?
Max: It's Nebi!!
Holly: We have to find the amulet, now!

form with those they saw in the previous two lessons.

- ▶ Read the examples in the grammar box and explain that the situation and result is not very likely (or is not really possible), e.g. *Max probably won't take the treasure.* Point out that this conditional is normally used to talk about the (near) future. Compare and contrast the form and use with L1.

Exercise 3

- ▶ Ask students to complete the sentences in pairs. Check answers.

Answers → student page

1 Read the cartoon quickly. What do the children find? *steps, the entrance to a tomb and treasure*

2 3.7 Listen and read. Write *Holly, Max, Ra* or *Nebi*.

Who ...

- 1 finds the secret door? *Ra*
- 2 isn't helping? *Max*
- 3 wants something to eat? *Max*
- 4 doesn't want to take the treasure? *Holly*
- 5 hears the soldiers? *Max*
- 6 told the soldiers about the chariot? *Nebi*

Grammar second conditional

if + past simple + would

If I **took** some treasure, **would** anyone **know**?
I'd **help** if I **had** a spade.
They **wouldn't be** here if we **didn't have** their chariot.

What **would** you **do** if you **found** some treasure?

3 Complete the sentences with the verbs in brackets. Use the second conditional.

- 1 If I found some treasure, I would give (give) some to my friends.
- 2 We'd go and see the pyramids if we lived (live) in Egypt.
- 3 If Max wasn't (not be) hungry, he'd look for the amulet.
- 4 If you saw a mummy, what would you do (do)? would
- 5 The children would escape (escape) if they had the amulet.
- 6 If the soldiers weren't there, Ra wouldn't feel (not feel) scared.

4 Complete the sentences. Use your imagination!

- 1 If I had a magic amulet, ...
If I had a magic amulet, I'd visit ancient Egypt.
- 2 If I met Max and Holly, ...*I'd go to Egypt with them.*
- 3 If I lived on the Moon, ...*I'd live on a spaceship.*
- 4 If I won a million euros, ...*I'd buy a big boat.*

Functions: giving advice

5 3.8 Listen and complete. Use these words.

were 'd wouldn't you

If I ¹ were you,
I ² 'd help.

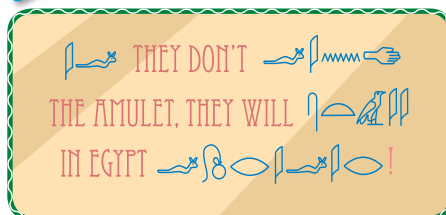
If I were ³ you,
I ⁴ wouldn't eat it.

6 Work with a friend. Choose a problem and give advice.

Problems	Advice
I'm hungry!	hurry up
I'm tired!	have a sandwich
I'm bored!	go to bed early
I'm late for school!	have a rest

- A *I'm hungry!*
B *If I were you, I'd have a sandwich.*

7 Can you break Ra's code?



85

Exercise 4

- ▶ Give students time to complete the sentences in any way they wish. Encourage them to be creative. Go round helping with ideas.
- ▶ Ask students to read out their sentences. Ask their classmates to correct any errors. Then they can vote for the most imaginative sentences.

Exercise 5

- ▶ Say that when you give advice you can use the phrase *If I were you*. Explain that it's similar to *should*. Ask students to look in the dialogue for advice (Holly in picture 1 and Ra in picture 3). Play the recording. Tell students to listen and complete the speech bubbles. Check answers.
- ▶ Play the recording again. Ask students to listen and repeat in chorus and individually.

Answers → student page

Exercise 6

- ▶ Demonstrate the activity with a student. In pairs, students give advice to each other. Go round helping and correcting.

Answers

I'm tired! / If I were you, I'd go to bed early/I'd have a rest.
I'm bored! / If I were you, I'd have a rest.
I'm late for school! / If I were you, I'd hurry up.

Fast finishers: Ask them to make up more problems and ask their partner for advice. Change pairs for more practice.

Exercise 7

- ▶ Ask students to break the code. You could do this as a class race.

Answers

If they don't find the amulet, they will stay in Egypt forever!

Suggestion: Ask students to write a second conditional sentence, then replace some words with hieroglyphs, as in Exercise 7. Students give their sentence to a friend to break the code. This could be done as a team game.

Photocopiable resource 8, page 163

Grammar worksheet 8, page 144

Language revised

Vocabulary: things on a beach, the environment

Grammar: zero conditional, first conditional, second conditional

Functions: giving advice

Exercise 1

- Ask students to do the crossword individually, then compare answers. Remind students that Anna is the girl who wrote the letter in Unit 8a. Check answers.

Answers → student page

Exercise 2

- Ask students to remember ways of helping the environment, then match the phrases. Check answers.

Answers → student page

Grammar

Exercise 3

- Ask students to describe the pictures, then write the sentences. Check answers.

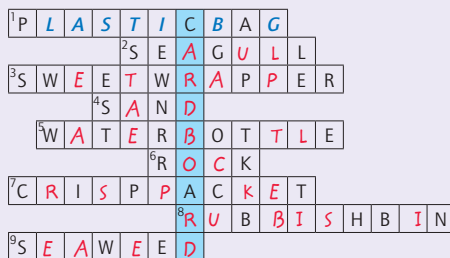
Answers

- I say sorry (to my teacher).
- I cry.
- I switch off the light.
- I pick it up.
- I talk to my friend.

Let's Revise!

Words

- 1 Complete the words and answer the question. What did Anna make her bookmark from? *Anna made her bookmark from cardboard.*



- 2 Match the sentence halves.

- | | |
|------------------------|--|
| 1 Don't drop | a the lights. |
| 2 Switch off | b fire in a forest. |
| 3 Pick | c water. |
| 4 Reuse your old | d rubbish in the street. |
| 5 Always recycle | e glass and paper. |
| 6 Don't try to put out | f plastic bags. |
| 7 Save | g up your rubbish. |
| 8 Never light a | h a big fire; wait for the firefighters. |

Grammar

- 3 Write zero conditional sentences.

- If I wake up early, ... *I go back to sleep.*
- If I'm late for school, ...
- If I hurt myself, ...
- If I leave a room, ...
- If I see rubbish in the street, ...
- If I'm worried, ...



- 4 Complete the dialogue. Use these first conditional sentences.

- if you switch off lights
- you won't pollute the environment
- You won't save water
- If you do these things
- if you reuse paper

- Boy How can I help the planet?
 Girl Well, ¹ a, you'll save a lot of energy.
 Boy But I'm scared of the dark!
 Girl OK ... Do you save water?
 Boy No, I have a bath every day.
 Girl Have a shower instead. ² c if you have a bath! Do you reuse paper?
 Boy No. I've got lots of it. I don't have to reuse it.
 Girl But ³ e, you'll help save trees. And how do you get to school?
 Boy I go in my dad's car.
 Girl If you walk to school, ⁴ b. Listen. ⁵ d, you'll help the planet.

- 5 Complete the text with the verbs in brackets. Use the second conditional.

If you ¹ had (have) lots of plastic bottles, what would you do with them? Juan Carlos built a house on a beach. Why did he build it? There was lots of litter on the beach, especially plastic. If animals ate the plastic, they ² would get (get) ill. 'If people ³ picked up (pick up) their rubbish, seagulls and turtles wouldn't die,' says Juan Carlos. The beach would be a lovely place if we ⁴ cared (care). Juan hopes the house will encourage people to recycle. 'If we all recycled our rubbish, the world ⁵ would be (be), a better place.'

Pronunciation /əʊ/

- 6 Listen and repeat.

Joan wanted to go home. She was on her own in a boat without a mobile phone or a coat!



Exercise 4

- Ask students to read the dialogue and say who cares about the environment. (*The girl.*) In pairs, students complete the dialogue. Check answers.

Answers → student page

Exercise 5

- Ask students to read the text and say where Juan Carlos built his house. (*On the beach.*) In pairs, students complete the text. Check answers.

Answers → student page

Functions

7 Write advice for these problems. Use *If I were you*.

- I want to go to the beach but there's a lot of rubbish on it.
If I were you, I'd pick it up.
- I'm not very fit because I go everywhere by car.
- My mum is often cross with me because I don't switch off the lights.
- I'm too tired to do my homework tonight.
- I'm embarrassed when I play football because I'm not very good at it.

Consolidation

8 Listen and complete the dialogue.

- Tom Hi, James.
James Hey, what's up?
Tom Wait a minute. I'm playing a game. If I ¹ pick up this rubbish, I'll get ten points. Oh no! I missed the rubbish ² bin !
James Can I have a go? It ³ can't be that difficult.
Tom OK, you can be Eve.
James Eve?
Tom Yes, she's the robot ⁴ who helps Wall-E clean up the planet.
James Right. Here goes!
Tom Hey, you're good. You ⁵ might get to level three. But if I were you, I wouldn't ⁶ touch that button.
James Why not? Oh no!
Tom If you listened to me, James, you ⁷ wouldn't make mistakes.
James But it's the first time I've played. And anyway, I'm ⁸ exhausted !
Tom Don't ⁹ make excuses.
James OK, OK. Let's go and play football.
Tom Why don't we play on the beach?
James Good idea! We may find another ¹⁰ message !



Song

9 Listen and complete the song. Use these words.

sea since someone (x3) message no one
life rescue looking

Message in a bottle by The Police

Just a castaway, an island lost at ¹ sea,
Another lonely day, with ² no one here but me,
More loneliness than any man could bear
³ Rescue me before I fall into despair

Chorus

I'll send an S.O.S. to the world
I'll send an S.O.S. to the world
I hope that ⁴ someone gets my
I hope that ⁵ someone gets my
I hope that ⁶ someone gets my
⁷ message in a bottle, yeah



A year has passed ⁸ since I wrote my note
But I should have known this right from the start
Only hope can keep me together
Love can mend your ⁹ life but love can break your heart

Chorus

Walked out this morning, don't believe what I saw
Hundred billion bottles washed up on the shore
Seems I'm not alone at being alone
Hundred billion castaways, ¹⁰ looking for a home

Chorus

10 Listen to the song again and check. Then sing.

Checklist

- ☐ I can talk about things on the beach.
- ☐ I can use zero, first and second conditional.
- ☐ I can talk about the environment.
- ☐ I can give advice.

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Exercise 8

3.10

- Ask students to describe the photo.
- Tell students to read the dialogue and try to complete it. Then play the recording. Ask students to listen and check or add answers. Check answers.

Answers → student page

Exercise 9

3.11

- Ask if students know this song. Students read the song and think about the kinds of words which might go in the gaps. Explain SOS = *Save Our Souls*, a distress signal traditionally sent in Morse Code (... - - - ...) or with flashing lights.
- Play the recording. Ask students to listen and complete the song. Play it again if necessary.

Exercise 10

3.12

- Play the recording once more, while students listen and check answers. Explain any vocabulary that students might want to know, e.g. *castaway*, *lonely*, *despair*, *billion*.
- Play the song one more time and invite students to join in.

Answers → student page

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 6

3.9

- Demonstrate the sound and make sure students can produce it. Compare it with the nearest sound in L1.
- Say each word individually, and ask students to repeat. Play the recording. Students listen and repeat the sentences.

Exercise 7

- Ask students to do the exercise in pairs, then ask different pairs for their answers.

Possible answers

- If I were you, I'd walk.*
- If I were you, I'd switch them off/save energy.*
- If I were you, I'd go to bed early.*
- If I were you, I'd practise.*

New language

Vocabulary: trash, township, craft workers

Preparation: Exercises 3 and 4. Bring in enough A3-sized paper for each pair to do the project. If students cannot access pictures of their own, bring in pictures of recyclable objects, e.g. CDs, tin cans and plastic bottles for them to use on their posters. Or you could ask students in advance to find pictures of recyclable objects and bring them to the class for the project.

Culture notes

British-born Melissa Hartzel founded Old Tin Can Ltd after spending two years in Cape Town. The idea came when she discovered an old man making beautiful things from old tin cans in Langa Township. 10% of the profits go to Out of the Box, an organisation which gives training in craft trades to young, unemployed and disadvantaged people.

Exercise 1



- ▶ Focus on the pictures. Ask students to describe the people and say what they think they are making. Ask what materials the people are using. Then ask students what they think the title means.
- ▶ Play the recording. Ask students to read, listen, then answer the question.

Answers → student page

Exercise 2

- ▶ Tell students to read the questions, then read the article again and complete the sentences.



Discover Culture

Making Trash Into Treasure!

Today, recycling is popular all over the world but, in South Africa, people have recycled rubbish for a long time. In the Langa township outside Cape Town, craft workers are making designer handbags. But these aren't ordinary handbags – they used to be tin cans!

Why do they do it? It's difficult to find work in places like Langa, so people make things out of rubbish. They go to local markets where they can sell their crafts and make money. Others sell their work on the Internet through websites that help people in townships. Everything on these websites comes from one hundred percent recycled materials. Check out www.oldtincan.co.uk!

Strange but true – craft workers can make anything from tin cans! They might make a baseball cap, a jewellery box, a pencil holder or a fruit bowl. Old records and car number plates become designer handbags too! 'If you have six tin cans, you can make a hat or a small bag,' says Niko. 'You should try it – it's good to make something out of nothing. If we all turned rubbish into beautiful art, the world would be a better place.'

Craft workers in South Africa follow the four Rs:

- Reduce: buy what you need, use what you buy.
- Reuse: reuse, repair or give things to others who can use them.
- Recycle: take reusable materials to a recycle point or make something beautiful!
- Respect: don't drop rubbish in the street. Pick it up!

Reading

- 1 3.13 Read and listen. What do people do with rubbish in Langa? *They make things (e.g. bags, caps, etc.).*
- 2 Read the article again and complete the sentences.
 - 1 Craft workers make handbags from ... *tin cans, records or number plates.*
 - 2 People make things out of rubbish because ...
 - 3 www.oldtincan.co.uk is a website that ...
 - 4 Niko is a boy who ...
 - 5 If we make something out of nothing, ...
 - 6 We shouldn't drop ...

Project

Recycling Day Poster

- 3 Imagine you are having a recycling day at school. Work with a friend and design a poster.
 - 1 Think of a title for your poster.
 - 2 Give information about things you can recycle.
 - 3 Give information about things you can make.
 - 4 Will there be craft classes on recycling day?
 - 5 Will people sell arts and crafts?
 - 6 If people support recycling day, what / who will it help?
- 4 Now make your poster. Decorate it with drawings and pictures.



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Answers

- 2 *it's difficult to find work in places like Langa.*
- 3 *sells the things that they make.*
- 4 *makes something out of nothing.*
- 5 *the world will be a better place.*
- 6 *rubbish in the street.*

Exercise 3

- ▶ Students work in pairs. Give some examples to get students started, e.g. *No-Throw Day* – bring in old

CDs, tin cans and plastic bottles, and use them to make bedroom decorations or toys, etc. Students discuss their ideas and write them down, using the questions.

- ▶ Ask students to decide what kind of drawings or pictures they want to use, and design the poster.

Exercise 4

- ▶ Students write the text(s) for the poster and check the grammar and punctuation. Then they redraft it and stick it or write it on the poster together with the pictures.

This week we're talking about parties on *Discovery 101*. It's my birthday soon, what about you?



Discover Words

party phrases

1 3.14 Look at the pictures and complete the phrases. Then listen, check and repeat.

light clear up get together prepare blow out put up
take down join in send off wrap up download dress up



1 light
the candles



2 put up
decorations



3 wrap up
a present



4 get together
with friends



5 clear up
the mess



6 blow out
the candles



7 join in the dancing



8 take down
decorations



9 send off
invitations



10 dress up
in new clothes



11 download
music



12 prepare food

2 Which things do you do on your birthday? Which things don't you do? Which is your favourite thing?

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- party phrases
- wish
- expressing surprise and disbelief
- adjective suffixes
- verb + -ing or infinitive
- verbs with two objects

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Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

3.14

- Tell students to look at the pictures, and say which of these things they do and which they don't do (if any) in their country.
- Ask students to work in pairs. Play the recording for students to check answers and repeat.

Answers → student page

Suggestions:

Students can write phrases in the order they happen before, during and after a party. Students can write a diary entry about a party they had last weekend, using the phrases. Students can mime the actions and ask classmates to guess the phrase.

Exercise 2

- In pairs, students ask and answer the questions. Go round helping with vocabulary and pronunciation if necessary. Then ask some students to tell the class their answers.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: party phrases

Functions: speaking about birthdays

Preparation: Unit introduction and Exercise 1. Bring in some props related to birthdays, e.g. a card, simple decorations.

Unit introduction

- (Books closed) Ask students what they like most about birthdays. Elicit, *parties*, *presents*, etc. Talk about parties. Ask students to say what they do before, during and after a party. Teach the vocabulary from Exercise 1 through the discussion questions.
- (Books open) Focus on the picture of Mia. Ask students to read the speech bubble and answer the question.

New language

Grammar: *wish*

Functions: expressing surprise and disbelief

Exercise 1

- Focus on the picture. Ask students to identify the characters and say what they think is happening. Ask them to read the dialogue quickly and answer the question.

Answers → student page

Exercise 2



- Students read the questions. Play the recording for students to listen, read and answer.

Answers → student page

Exercise 3



- Ask students to find the phrases in the dialogue and work out what they mean. Ask them to say how these phrases are expressed in their own language.
- Play the recording. Ask students to match the pictures and the phrases. Play the recording again and ask students to repeat in chorus and individually.

Answers → student page

Grammar

- Ask students to read the grammar box, then ask them to notice the form (*wish* + past simple). Check understanding of the meaning, e.g. *I wish I was older. Is Mia older? (No) Does she want to change her situation? (Yes)*

A Surprise!



At Mia's house

Mia I'm tired. I wish I didn't have to do this school project!
 Zak Hey, Mia. I've got two tickets for the Teen Music Awards this Friday. It's your birthday present. Sorry I didn't wrap it up!
 Mia Wow – that's amazing! I can invite Lily.
 Zak They're having a party after the show too.
 Mia Cool! I can dress up in my new clothes and interview people for *Discovery 101*.
 Mum You can't go to the party, Mia. You're too young.
 Mia You can't be serious, Mum! Zak will be there.
 Zak I have to clear up the mess after the show first.
 Mia Go on, Mum ... please!
 Mum Hmm ... alright, but I'm going to pick you up at ten o'clock.
 Mia Humph! I wish I was older.
 At the party
 Zak Did you have a good time?
 Lily Yes, it was incredible! I wish I could sing like Rihanna.
 Mia Look, everyone is arriving at the party. Wow, there's Rihanna now! Let's ask her for an interview.
 Lily OK, but I wish I wasn't so nervous!
 Mum Mia!
 Lily Hey, your mum's here.
 Mia I don't believe it!
 Mum It's nearly ten o'clock, Mia. Time to go home!

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1 Read the dialogue quickly. What has Zak got Mia for her birthday?

two tickets for the Teen Music Awards

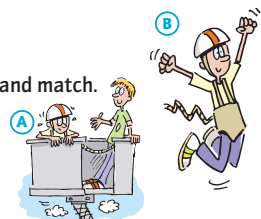
2 Listen and read. Circle the correct answer.

- What does Mia have to do tonight?
☐ a her homework ☐ b an interview
- What's happening on Friday?
☐ a Mia's birthday party ☐ b a TV show party
- Mia wants to go to the party because
☐ a she can talk to people.
☐ b she can buy new clothes.
- Mia's mum says she can go to the party because
☐ a it finishes early. ☐ b Zak is there.
- Why is Lily nervous?
☐ a Because she's going to sing.
☐ b Because she's going to interview Rihanna.
- How does Mia feel when she sees her mum?
☐ a happy ☐ b surprised

Talking Tips!

3 Listen, repeat and match.

- Go on! ☐ A
- It was incredible! ☐ B



- Highlight the negative form and the use of *could*.

Exercise 4

- Give students time to work in pairs and help each other to write the sentences. Check answers.

Answers

- Zak wishes he was a famous film director.
- They wish they weren't at school.
- Lily wishes she could sing on TV.
- We wish we had tickets to the Teen Music Awards.
- I wish I didn't have to tidy my room.

- Ask students what Mia said when her Mum arrived at the show (*I don't believe it!*), and elicit that this expresses surprise and disbelief. Ask students to read the dialogue and say what James did at the weekend. (*He saw Coldplay in concert.*)
- Play the recording. Ask students to listen and complete. Then they listen again and check answers.
- Ask them to listen once more and repeat the dialogue with the correct intonation.

Answers → student page

Exercise 8

- Give students a few minutes to write down their sentences. Go round checking and helping. Then demonstrate the dialogue with a student.
- Ask students to work in pairs and make up their dialogues. Ask certain pairs to perform their dialogues in front of the class.

Grammar wish

We can use *wish* to talk about present situations that we want to change.

wish + past tense

I wish	I didn't have this school project.
	I was older.
	I could sing like Rihanna.

4 Write the wishes in the correct form.

- Mia wishes / can interview Rihanna.
Mia wishes she could interview Rihanna.
- Zak wishes / be a famous film director.
- They wish / are not at school.
- Lily wishes / can sing on TV.
- We wish / have tickets to the *Teen Music Awards*.
- I wish / not have to tidy my room.

5 Look at the pictures and write the wishes.

- be older
- can drive
- not have spots
- not have school today
- not be bad at sport
- have fashionable clothes

1 *I wish I didn't have school today.*



Speaking

6 Work with a friend. What do you wish for when you blow out the candles on your birthday cake?

- presents
- homework
- better at basketball
- my friends
- lots of money
- fit and healthy

I wish I had more presents.

Functions: expressing surprise and disbelief

7 3.17 Listen and complete. Use these words. Then listen and check.


don't believe can't be amazing true

- Lily What did you do this weekend?
James I saw Coldplay. They were playing outside Music Megastore.
Lily I ¹ *don't believe* it!
James I joined in the dancing, then I started singing.
Lily You ² *can't be* serious! You can't sing.
James But I sang really well. Everyone was impressed.
Lily That can't be ³ *true*!
James And I got a free concert ticket too. Look.
Lily That's ⁴ *amazing*! I wish I had one.

Fun Zone

8 Write down three things you did last weekend. Add one thing you didn't do. Read out your sentences to a friend. Can he/she spot the false sentence? Use the words and phrases from Exercise 7.

A *I went to a pop concert.*
B *Cool!*
A *I saw Rihanna.*
B *That's amazing!*
A *I met her after the concert.*
B *You can't be serious!*
A *I'm not!*



Exercise 5

- Ask students to describe the pictures, and read the example. Then tell them to match the pictures with the captions and write sentences. Check answers.

Answers

- I wish I could drive.*
- I wish I wasn't bad at sport.*
- I wish I had fashionable clothes.*
- I wish I was older.*
- I wish I didn't have spots.*

Exercise 6

- Demonstrate the activity with a student. In pairs, students make wishes orally, then in writing. Go round helping and correcting.

Possible answers

- I wish I was better at basketball.*
I wish I had lots of money.
I wish I didn't have to do homework.
I wish I was with my friends.
I wish I was fit and healthy.

New language

Vocabulary: adjective suffixes

Grammar: verb + *-ing* or infinitive

Skills: writing

Pre-teach: tradition, parade, mess up

Culture notes

A *Crown birthday* (Holland) is when you are 5, 10, 15, 20, or 21. Children get bigger presents on these birthdays, and there are special decorations made at home and at school.

Exercise 1

- Focus on the picture of Lily. Ask students to read the speech bubble and answer her question.
- Ask students to describe the four people in the texts. Ask: *Do you think all these people are celebrating birthdays? How do you know?*
- Then ask students to read and answer the questions. Check answers.

Answers → student page

Exercise 2



3.18

- Ask students to read the questions. Play the recording for them to listen, read and answer. Check answers.

Answers → student page

Fun facts

- Have a student read the *Fun facts*. Ask how big the cake is in comparison with, e.g. the size of the classroom/a football pitch, etc. (*Approximately one-*

Birthdays

What do you do on your birthday? I go to the cinema with friends!



Party time!



I always have fun on my birthday! This year, I plan to have my party at Perfect Pizza – I love Italian food and it isn't expensive. I always have a cake but I never make a wish when I blow out the candles. It's a bit childish!

Zara, England

It's fun when I dress up in new clothes. I always get something fashionable for my birthday and it's usually purple, that's my favourite colour. I love opening presents too. We never wrap up presents in black or white paper because it's bad luck.

Anika, India



The fun bit is the cake. I blow out the candles really quickly because I can't wait to eat it! We give the first piece of cake to someone special – that's usually my girlfriend. After the party, everyone starts throwing eggs at you. It's not dangerous, but it's painful if one hits you in the face! Ouch!

Victor, Brazil

I enjoy having Crown birthdays. They're the most fun, but I can't stand wearing the 'crown' – it messes up my hair! We have Crown parties every five years, and I'm celebrating one this year. I'm having a big disco with a DJ and I expect to get a special present too! It's going to be so cool!

Anna, Holland



- Read the text quickly and answer the questions.

- How did the Egyptians and Romans celebrate birthdays? *Egyptians: circuses and special meals; Romans: parades and chariot races*
- Who will definitely have a cake? *Zara and Victor*

- Listen and read. Write the names.

Who ...

- gets big presents every few years? *Anna*
- never eats the first piece of cake? *Victor*
- thinks birthday wishes are silly? *Zara*
- can't use some wrapping paper because of its colour? *Anika*
- doesn't like anything on his/her hair? *Anna*
- might get hurt at a birthday party? *Victor*
- loves wearing nice clothes? *Anika*
- likes food from a different country? *Zara*

FUN FACTS

The world's largest birthday cake is thirty metres long and sixteen metres wide! Yummy!

third the size of a football pitch.)

Ask them how they think people made or carried such a big cake.

Discover Words

Exercise 3

- Write some adjectives on the board, e.g. *fashionable*, *helpful*. Highlight the suffix, and ask students to compare the adjective endings with their own language.
- Ask students to do the exercise in pairs, then check in the text.

Answers → student page

Exercise 4



3.19

- Ask students to do the exercise individually and then compare with a friend. Point out that *fame* and *believe* drop the final 'e' before the suffix to make the adjectives.
- Play the recording for students to check answers.

Answers → student page

Discover Words

adjective suffixes

3 Match the words with their suffixes. Find the words in the text and check your answers.

fashion danger pain child expense

-able	-ful / -less	-ive	-ous	-ish
fashionable	painful/ painless	expensive	dangerous	childish

4 3.19 Now add suffixes to these words. Listen and check.

- | | |
|---------------------------|---------------------------|
| 1 attract <u>ive</u> | 5 comfort <u>able</u> |
| 2 thought <u>ful/less</u> | 6 fame <u>ous</u> |
| 3 use <u>ful/less</u> | 7 (un)believe <u>able</u> |
| 4 glamour <u>ous</u> | 8 self <u>ish</u> |

5 Complete the sentences with the correct form of the words.

- Jack always wears fashionable clothes on his birthday. FASHION
- I like to buy thoughtful presents for my friends. THOUGHT
- It's useful to make a list of people to invite. USE
- Charlie had a famous DJ at her party! FAME
- It's selfish to expect to get a lot of presents. SELF
- Fifty people are coming to my party! It's unbelievable. UNBELIEVE

Grammar verb + -ing or infinitive

-ing (enjoy, can't stand, practise, miss)

I enjoy having Crown birthdays.

I can't stand wearing the crown.

infinitives (expect, can't wait, decide, learn, plan, prefer)

I can't wait to eat it!

I expect to get a special present too!

-ing or infinitive (like, love, hate, start)

Everyone starts throwing / to throw eggs at you.

6 Circle the correct answer. Which sentence can have -ing or infinitive forms?

- What do you enjoy doing / to do on your birthday?
- I plan going / (to go) ice skating on my birthday.
- I've decided inviting / (to invite) lots of friends.
- I can't wait trying / (to try) bowling with my friends.
- I usually practise blowing out / to blow out the candles.
- I love celebrating / to celebrate but I hate clearing up / to clear up!

Listening

7 3.20 Listen and match the speakers with the pictures.



1 Helen 2 Pete 3 Cara

8 3.21 Listen again. True or false?

- Helen enjoys having parties. false
- She's got something from a famous person. true
- Fang knows when it's his birthday. false
- He didn't like his present. true
- Cara celebrates her birthday in the morning. false
- She misses having a party with her friends. true

Writing

9 What do you like / not like about birthdays? Do you have any special traditions? Write two paragraphs.

Paragraph 1 – the good things

I like ... getting together with friends.

Paragraph 2 – the bad things

I don't like ... joining in the dancing.

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Answers → student page

Suggestion: Play Noughts and Crosses (see Introduction page 18). Ask students to make correct sentences about themselves to win the X or O, e.g.

expect	can't stand	love
hate	can't wait	plan
miss	enjoy	prefer

Exercise 7

3.20

- Ask students to describe the characters, then play the recording. Check answers.

Answers → student page

Tapescript → page 168

Exercise 8

3.21

- Ask students to read the questions, then listen again. Check answers.

Answers → student page

Tapescript → page 168

Exercise 9

- Discuss the questions with students and write some ideas on the board.
- Students decide which ideas they will use, and write down any more ideas they have.
- Give students time to write their paragraphs. Encourage them to correct their work.

Photocopiable resource 9, page 164

Exercise 5

- Ask students to do the exercise in pairs. Play the recording for students to check their answers.

Answers → student page

Fast finishers: Ask students to write two more items as in Exercise 5 to give to a friend to complete.

Grammar

- List these verbs on the board: *can't stand, expect, can't wait, plan, like, love, start*. Ask students to find them in the text and notice the form of the verb which follows: -ing or to + infinitive.
- Ask students to read the grammar box and compare their answers.

Exercise 6

- Tell students to use the grammar box to answer. Check answers.

New language

Grammar: verbs with two objects

Exercise 1

- ▶ Tell students they are going to read *The Magic Amulet*, but first they're going to retell the story so far. Give all the students a number from 1 to 8. Then ask them to look in their numbered unit at *The Magic Amulet* story and be ready to give the class a summary of the story so far. If more than one student has the same number, let one student tell a part of the story and then move on to other students.
- ▶ Ask students to predict what is going to happen in Episode 9.
- ▶ Ask students to describe the pictures. Ask why they think the amulet is shining. (*This time it is because the other half is nearby.*)
- ▶ Tell students to read the story quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Tell students to read the summary and try to fill in as many words as they can. Then play the recording for students to check and complete their answers.

Answers → student page

Grammar

- ▶ Ask students to read the grammar box and examples. Ask students to make more examples of their own. Check the word order is correct.

Exercise 3

- ▶ Ask students to do the exercise in pairs. Check answers.

Answers

- 2 You should tell your mum the truth.
- 3 Pass me the dictionary, please.
- 4 I sometimes write letters to my grandparents.
- 5 Can you give me some money?
- 6 Can you teach Egyptian to me?

9^c The Magic Amulet

Holly: I wish we could find it. It must be here somewhere!

Max: Hey, there's a stone amulet on this sarcophagus, and a message in hieroglyphs.

Ra: Show me the message, Max. I'll try and read some words.

Max: Hurry up, Ra! Tell us the words!

Ra: 'amulet ... Pharaoh's prize ... find ... inside.'

Holly: It's inside the sarcophagus!

Ra: Quick, let's open it.

Max: Ah! Spiders!

Holly: Oh Max, they're not dangerous!

Max: But I can't stand them!

Holly: Don't be so childish!

Ra: Let's go, you two! The soldiers are coming! There's a door here, and look, there's another room.

Holly: Hey, another sarcophagus. It's the same as the one in the museum. And there's a half amulet. Wow! It's beautiful.

Max: Nebi and the soldiers! They're here!

Ra: Go on, Holly, complete the amulet!

Nebi: Stop them!

Holly: I can't do it.

Max: Wait! It's the 'Pharaoh's prize' and I'm wearing the Pharaoh's crown ... Quick! Pass it to me.

Nebi: No! Give it to me! I want the power!

Max: No way, Nebi! Hold my hand, Holly.

Holly: Please send us home!

Ra: Wait for me!

Max, Holly: Ahhh!

1 Read the cartoon quickly. What is Max scared of? *spiders*

2 3.22 Listen and read. Then complete the story with these words.

tomb crown Max soldiers to stop room
amulet sarcophagus hieroglyphs

Max, Ra and Holly are in a ¹ tomb in the desert. Max finds an amulet on a ² sarcophagus. There is a message in ³ hieroglyphs, too. They look inside the sarcophagus and discover another ⁴ room. Then Ra hears ⁵ soldiers on the stairs. They quickly go into the room and find the amulet. Holly tries to complete the ⁶ amulet. She can't because she isn't wearing the Pharaoh's ⁷ crown. Nebi tries ⁸ to stop them, but ⁹ Max completes the amulet and they escape!

Grammar verbs with two objects

Some verbs can be followed by two objects, e.g. *give, send, show, pass, teach, tell, write*.

Show **me** the message.

Show the message **to me**.

Pass **Max** the amulet.

Pass the amulet **to Max**.

3 Order the sentences.

- 1 send to my friends I often text messages .
I often send text messages to my friends.
- 2 your mum You should the truth tell .
You should tell your mum the truth.
- 3 , please Pass the dictionary me .
Please pass me the dictionary.
- 4 to my grandparents write letters I sometimes .
I sometimes write letters to my grandparents.
- 5 some money Can you me give ?
Can you give me some money?
- 6 Egyptian Can you to me teach ?
Can you teach me Egyptian?

4 3.23 Look at the pictures and write captions. Listen and check.

1 Nebi: (give)



2 Ra: (show)



3 Holly: (pass)



4 max: (teach)



1 *Give me the amulet.
Give the amulet to me.*

Speaking

5 Work with a friend. Ask and answer.

- 1 Your friend has got a new MP3 player. You'd like to see it.
Can you show me your MP3 player?
- 2 You're playing football with a friend. You want the ball.
Give me the ball please/the ball to me please.
- 3 You're at a pizzeria. You'd like the tomato ketchup.
Could you pass me the tomato ketchup?/ the tomato ketchup to me?
- 4 You're bored. You want your friend to send you a text message.
Send me a text message/a text message to me.

6 Can you break Ra's code?



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Fast finishers: Ask them to make up more situations and more questions.

Exercise 6

As a class race, ask students to decode the message and write it as quickly as possible. Check answers.

Answer

The children can't wait to go back to the museum, but what about me?

Grammar worksheet 9, page 145

Exercise 4

Ask students to look carefully at the pictures, and then write captions. Play the recording. Students listen and check the answers.

Answers

- 2 *Show me the message. / Show the message to me.*
- 3 *Pass me your crown. / Pass your crown to me.*
- 4 *Teach me hieroglyphs. / Teach hieroglyphs to me.*



3.23

Speaking

Exercise 5

- 1 Demonstrate the activity with a student. Extend the prompts to complete dialogues, answering *Yes*, *OK*, or *No. Sorry. I can't*.
- 2 In pairs, students ask the questions. Go round helping. Correct errors at the end of the activity.

Answers → student page

Skills: reading, listening, speaking, writing

Pre-teach: spooky, take a shortcut, pale, move in (to a new house)

Exercise 1

- ▶ Remind students of different types of film/story. Teach *mystery* and *adventure*, and give examples of films/stories the students know that fit into these categories.
- ▶ Focus on the picture. Ask students to describe it and suggest what kind of invitation the story will be about.
- ▶ Tell students to read the story quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording for students to listen, read and answer. Check answers.

Answers

- 1 A cold wind was blowing and it was starting to rain.
- 2 It was big and old, and no one lived there.
- 3 Sometimes strange noises came from it.
- 4 They were having a party.
- 5 last week
- 6 Perhaps he liked the girl./Perhaps she stopped him.

Exercise 3



- ▶ Ask students how they think the story might continue. Elicit answers.
- ▶ Play the recording. Check



The Invitation

It was Friday night and Oscar was walking home from football practice. A cold wind was blowing and it started to rain. Oscar took a shortcut past the Hampton house. 'I wish it wasn't raining,' he said as he hurried along the dark road.

The Hampton house was straight ahead. It was big and old. No one lived there, but sometimes strange noises came from the house. Some people said it was ghosts, others said the old house was crying. It was spooky, but Oscar didn't feel afraid. Then, as he got nearer, he saw lights in the windows. He could hear music too. 'What's happening?' he thought. He decided to take a closer look.

Oscar looked through a window into a big room. Some people were putting up decorations, other people were talking, laughing and dancing. 'That's strange,' he thought. 'It's a party, but whose?' 'Do you like dancing?' asked someone behind him. Oscar jumped and quickly turned round. It was a pretty girl, with long black hair and pale white skin. Oscar didn't know her. 'Er yes,' he said, feeling embarrassed. 'Is this your house?' 'Yes, it is,' said the girl, 'and my name's Elena. My family moved here last week, and we're having a party. It's my dad's birthday. Why don't you come in?' She looked into his eyes and smiled sweetly, showing her perfect white teeth. Oscar tried to shake his head, but he suddenly felt strange – he couldn't say 'no'. 'Thanks,' he said. 'I'm Oscar.'



Reading

1 Look at the picture and quickly read the story. What type of story is it?

- ☐ romance ☒ horror ☐ adventure
☐ comedy ☐ mystery

2 Listen and read the story. Answer the questions.

- 1 Why did Oscar take the shortcut?
- 2 Why was the house spooky?
- 3 What was different about the Hampton house?
- 4 What were people doing inside the house?
- 5 When did Elena's family move in?
- 6 Why do you think Oscar couldn't say 'no'?

answers.

Answers → student page

Tapescript → page 168

Exercise 4



- ▶ Ask students to describe the pictures. Write key phrases on the board, i.e. *party, fashionable clothes, hundreds of candles, father and mother, strange eyes, big mirror*.

- ▶ Tell students to look carefully at the pictures, then listen again and choose the best pictures for the story. Play the recording. Check answers.

Answers → student page



Tapescript → page 168



Suggestion: Ask students to use the pictures they chose, and the key phrases, and retell the story.



Listening



3 3.25 Listen to the next part of the story.
How old is Elena's father? *five hundred*



4 3.26 Listen again and choose the best picture.

1  

2  

3  

4  

5  

Speaking

Try this!

These questions help you talk about a picture:

- Where is it?
- Who / What can you see in the picture?
- What are the people doing?
- How do the people feel?
- What might happen next?

5 Work with a friend. Look at this picture from another party, and answer the questions in the *Try this!* box.



6 Look at the girl in the corner. Imagine what she is thinking. Complete these sentences.

- 1 I wish ... *I could dance.*
- 2 I can't stand ... *being in the corner.*
- 3 I can't wait ... *to go home.*

Writing

Referencing: A story

- Use pronouns to refer to people and objects.
- Use *it* or *there* to refer to places you have talked about before.

She was a **pretty girl**. Oscar didn't know **her**.

Two people carried a **big cake** into the room. **It** looked amazing.

The **Hampton house** was straight ahead. Nobody lived **there**.

7 Write a story called *The Party*. Brainstorm ideas with a friend.

Paragraph 1

Give information about the party. Was it a birthday party? Whose? Where was it?

Paragraph 2

Who went to the party? What did people do? How did they feel? Did everybody have a good time?

Paragraph 3

What happened in the end?

Exercise 6

- Give students time to write a few ideas, then tell them to read out their ideas in pairs.

Answers → student page

Exercise 7

- Read the *Referencing: A story* notes and examples. Explain that using pronouns makes writing more interesting to read.
- In pairs or small groups, students discuss the topic and make notes, using the ideas given. Encourage students to use their imagination.
- Ask students to write their stories. Go round helping, and encourage them to correct their work.
- Display the stories for everyone to read. Students can vote for the best story.

Try this!

- Read the *Try this!* box. Ask students to ask and answer about the picture on page 97. Do this as a whole class activity.

Exercise 5

- Ask students to do this exercise in pairs. Go round helping. Check answers with the class.

Answers

It's at a party.

I can see six friends.

Five are dancing and one is standing in the corner.

The dancers feel happy but the other girl feels sad/angry.

Perhaps the girl's boyfriend is dancing with another girl. She might hit him, or she might go home.

Language revised

Vocabulary: party phrases, adjective suffixes

Grammar: *wish*, verbs with -ing and infinitive, verbs with two objects

Functions: expressing surprise and disbelief

Exercise 1

- Ask students to read the email and say what Jody wants. (*Help for the party.*) Then they complete the email individually. Check answers.

Answers → student page

Exercise 2

- Ask students to complete the sentences individually. Then compare answers.

Answers → student page

Exercise 3

- Ask students to write the wishes individually. Check answers.

Answers → student page

Exercise 4

- Ask students to choose the answers in pairs. Check answers.

Answers → student page

Exercise 5

- Ask students to tick the correct sentences in pairs. Check answers.
Then ask them to correct the sentences with mistakes. Check answers.

Answers → student page

9^e Let's Revise!

Words

- 1 Complete the email with these words.

send off prepare download wrap up
dressing up put up clear up take down



- 2 Complete the sentences with the correct form of the word in capitals.

- The present looked attractive. ATTRACT
- It was thoughtless of Jake to forget! THOUGHT
- I don't like playing childish games. CHILD
- It's useful to have a CD player so everyone can dance. USE
- Matches are dangerous! DANGER
- I never get expensive presents. EXPENSE

Grammar

- 3 Write wishes. Use the ideas below.

be a famous pop star
speak Chinese
play guitar
can sing

- 1 *I wish I was a famous pop star.*
2 *I wish I could speak Chinese.*
3 *I wish I could play the guitar.*
4 *I wish I could sing.*

- 4 Circle the correct answer.

- Mia has decided to have / having a party.
- James is planning to bring / bringing music.
- Tom will practise to dance / dancing.
- Lily can't wait to see / seeing Tom's moves.
- Zak can't stand to play / playing party games.

- 5 Tick the correct sentences. Correct the mistakes.

- Send to your mum a text message. ✗
Send your mum a text message.
- Give to her the present. ✗ *Give the present to her.*
- Can you teach Chinese me? ✗ *Can you teach me Chinese? / Can you teach Chinese to me?*
- Show your teacher the project. ✓
- Could you pass my book to me? ✓

Pronunciation

- 6 3.27 Listen and repeat.

Ruby is bored. She's only got four friends at her birthday party!



Functions

- 7 3.28 Complete the phrases. Then listen and check.

- You can't be serious!
- You must be joking!
- I don't believe it!
- That's amazing!
- That can't be true!

Checklist

I can talk about parties.
I can make wishes.
I can express surprise and disbelief.
I can use adjective suffixes.
I can use -ing and infinitive.
I can use verbs with two objects.

Exercise 6

- Explain that in British English some words have a silent 'r'. Say each word individually, and ask students to repeat in chorus and individually.
Play the recording. Ask students to listen to the recording and repeat. Ask them to say it repeatedly and quickly, as a tongue twister.



phrases in pairs. Play the recording while students listen and check answers.

Answers → student page

Exercise 7

- Ask students to complete the



Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Discover Words

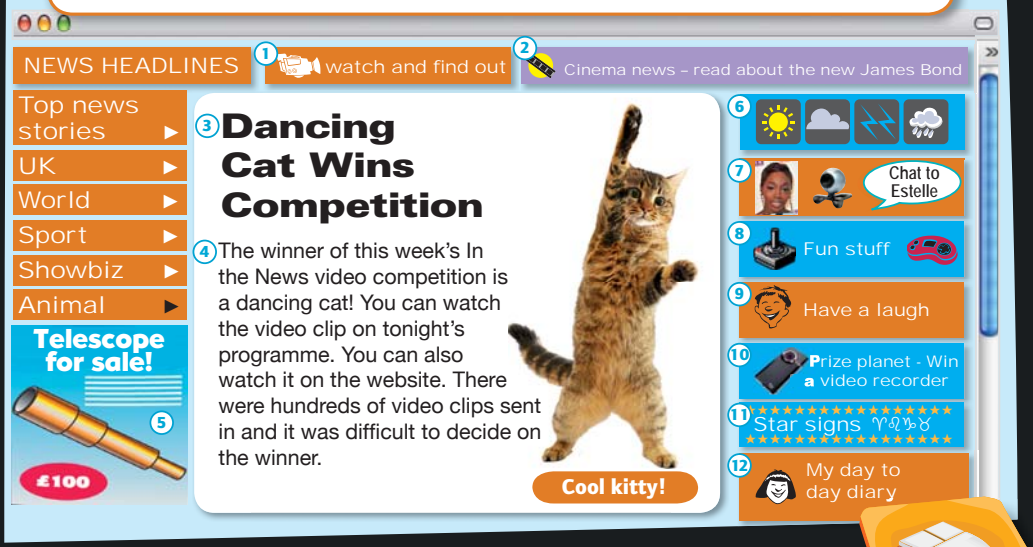
news webpage

1 3.29 Find these features on the news webpage. Then listen, check and repeat.

This week *Discovery 101* is all about the Media. What's in the news today?



video clips 7 competition 10 advertisement 5 live webchat 7 weather forecast 6 film review 2 cartoons and jokes 9 games and crossword puzzles 8 news headline 3 horoscopes 11 news story 4 blog 12



2 Look at the website. Which sections would you usually read? Which would you never read? Why?

3 Work with a friend. How do you find out about the news?

Do you use:

- newspapers?
- the Internet?
- TV?
- radio?

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- news webpage
- question tags
- functions review
- present simple passive
- people in the media
- tense review

99

of Lily. Ask students to read the speech bubble and answer the question.

- Use an idea from the Introduction to focus on *In this unit*.

Discover Words

Exercise 1

3.29

- Ask students to look at the webpage and say if they know any similar websites in their own language.
- In pairs, students match the words and features. Play the recording for students to listen, check answers and repeat in chorus and individually.

Answers → student page

Exercise 2

- Ask students the questions, and ask for their reasons.

Exercise 3

- In pairs, students discuss the questions. Ask some students to tell the class their ideas.

Discover extra words: Fast finishers or strong students can find the extra new words.

New language

Vocabulary: news webpage

Functions: speaking about different news media

Preparation: Unit introduction.

Bring in a newspaper and highlight or label the following (where possible): *headlines, news story, competition, cartoons/jokes, games, crossword puzzles, horoscopes.*

Unit introduction

- (Books closed) Ask students where they find out about news. Elicit words for different media: *TV, radio, newspaper, magazines, the Internet.*
- Show students the newspaper and ask if they ever read one. Ask them if they are interested in the news and say why or why not. Teach the words and phrases for the different sections of the newspaper.
- (Books open) Focus on the picture

New language

Grammar: question tags

Functions: review

Pre-teach: upload, broadcast

Preparation: Exercise 8.

Cut out pictures of different mobile phones to make a 'mobile phone shop'. Write cards for fast finishers with the following:

video camera, MP3 player, laptop computer, watch TV, computer game.

Exercise 1

- Ask students to say what they think is happening in the picture and how the characters are feeling. Then ask them to read the dialogue quickly and answer the question.

Answers → student page

Exercise 2



- Ask students to read the questions, then play the recording for students to listen, read and answer.
- Assign roles to the students. Ask them to read the dialogue aloud in groups, then ask certain pairs to perform for the class.

Answers → student page

Suggestion: Students can try to perform the dialogue from memory. It doesn't matter if they don't say exactly the same words, as long as the same meaning is conveyed.

Exercise 3



- Ask students to find the phrases in the dialogue and work out what they mean.

A Funny Story!



At Lily's house

Tom Hey, what are you up to?
 Mia We're playing with Lily's new video camera.
 Lily It's really easy to use. You can upload videos onto the Internet too.
 Mia We can start a new website – *Discovery TV*!
 Tom That's a great idea! Let's see your camera, Lily. I can have a go, can't I?
 Lily You've got a video camera on your mobile phone, haven't you?
 Tom Humph, OK. I'm bored. What's on TV?
 Mia It's *In the News*. Let's watch the headlines.
 Tom Boring! Let's watch *Football Today*.
 Mia Hold on! There are video clips at the end, aren't there? They choose the best clips every week.
 TV presenter And now for this week's video clip. Meet the dancing cat!
 Mia Hey, Lily, it isn't DJ, is it?
 Tom It can't be DJ. He can't dance!
 Lily It is DJ. I don't believe it!
 Mia You sent that video clip last week, didn't you?
 Lily Yes, but I forgot about it! Wow, I won! That's fantastic!
 TV presenter 'DJ loves Disco' and he loves dancing to *Discovery 101* ...
 Mia This is great! We'll get more listeners, won't we?
 Tom Wicked! It's our first broadcast for *Discovery TV*.



100

- Read the dialogue quickly. Who is on TV?

DJ the cat

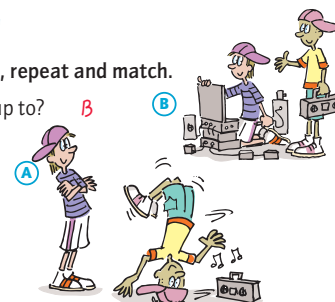
- 3.30 Listen and read. True or false?

- Mia has got a new gadget. *false*
- Tom has a great idea. *false*
- Tom can't try Lily's gadget. *true*
- Mia wants to watch a different programme. *false*
- Lily forgot to send off the video clip. *false*
- More people will listen to the radio station. *true*

Talking Tips!

- 3.31 Listen, repeat and match.

- What are you up to? *B*
- Wicked! *A*



- Play the recording. Ask students to listen and repeat in chorus and individually. Then ask students to match the pictures with the phrases.
- Ask students how they would say these expressions in their own language.

Answers → student page

Grammar

- Ask students to read the grammar box, and find the examples in the dialogue.
- Write several examples on the board with different tenses and auxiliary verbs, and highlight the question tag. Ask students to notice the forms: the auxiliary verb (or the modal verb, or verb *be*) is used in the question tag. If the sentence is affirmative, the question tag is negative, and vice versa.

Grammar question tags

You've got a video camera, **haven't you?**
 There are video clips, **aren't there?**
 It isn't DJ, **is it?**
 You sent that video clip last week, **didn't you?**
 We'll get more listeners, **won't we?**

4 Mia is organising the *Discovery TV* website.
 Match the question tags with the sentences.

- | | |
|--|-----------------|
| 1 You've brought the video camera, | a haven't you? |
| 2 We won't need advertisements, | b can't we? |
| 3 There are film reviews, | c aren't there? |
| 4 Tom hasn't prepared the sports news stories, | d didn't she? |
| 5 Mia wrote some crossword puzzles, | e is it? |
| 6 The video clip isn't on <i>In the News</i> , | f will we? |
| 7 We'll have games, | g won't we? |
| 8 We can have live webchats, | h has he? |

Speaking

5 What can you remember about the *Discovery 101* kids? Match the information with the kids, then check your answers with a friend.

Who ...

- | | |
|----------------------------------|-------|
| 1 broke a microphone? | Lily |
| 2 is interested in eco projects? | Tom |
| 3 can't ice skate very well? | Tom |
| 4 sneezed a lot at the zoo? | James |
| 5 followed Zak with Tom? | Mia |
| 6 doesn't like ghosts? | James |
| 7 dressed up as Britney Spears? | Lily |

- A *Lily broke a microphone, didn't she?*
 B *Yes, you're right. / No, you're wrong. It was ...*

Functions: review

6 Match 1–4 with a–d.

- | | |
|---------------------------------------|-------------------------------------|
| 1 I'm tired of <i>In the News</i> . | a making a suggestion |
| 2 Let's watch <i>Football Today</i> . | b complaining |
| 3 It can't be DJ. He can't dance. | c expressing surprise and disbelief |
| 4 Yes, it is. I don't believe it! | d making deductions |

7 **3.32** Complete the dialogues.
 Listen, check and repeat.

I didn't mean to Would you like
 I'd like What's the matter

- 1 You've broken my video camera!
 I'm sorry. *I didn't mean to.*
 2 *Would you like* to be on *Discovery TV*?
 Yes, I'd love to!
 3 Can I help you?
I'd like a video camera, please.
 4 *What's the matter*?
 I've got a headache.

8 You are shopping for a new mobile phone. Work with a friend and take turns to do the roleplay.

£75⁰⁰ £35⁰⁰ £10⁰⁰

Camera MP3 Player Games Internet
 Camera MP3 Player Free Text Messages
 MP3 Player Games

Shop assistant
 Offer the customer help.
 Describe the phones.
 Give some advice.

Customer
 Ask the shop assistant about the phones.
 Buy a phone.

A *Can I help you?*
 B *Yes, I'm looking for a mobile phone.*

101

Answers → student page

Exercise 6

- Give students a few minutes to match the phrases with the functions. Ask them to look back in the book for the answers. Check answers.

Answers → student page

Exercise 7

- In pairs, students complete the dialogues, and look back in the book if necessary to check answers.
- Play the recording for students to listen and check answers.

Answers → student page

Exercise 8

- Revise shopping dialogues with the students (Unit 6c page 65).
- Demonstrate the activity with a student, using the 'mobile phone shop' (see Preparation). Assign roles to students. Tell students to work in pairs and make up dialogues. Students can take turns to practise with the 'mobile phone shop'. Change pairs for further practice. Correct errors at the end of the activity.
- Ask some pairs to perform for the class using the mobile phone shop.

Fast finishers: Ask them to make up more dialogues with different objects (see Preparation).

- Explain that question tags are used to either ask questions (rising intonation) or confirm information (falling intonation). Model intonation and ask students to repeat.

Exercise 4

- Ask students to do the exercise in pairs. Check answers.

Answers → student page

Exercise 5

- Ask students to read the questions and find the answers. Give a time limit for this.
- Demonstrate the activity with a student. Then in pairs, students make mini-dialogues with question tags.
- Ask several students to say their mini-dialogues for the class. Resolve any disagreements by asking students to look back in the book.

New language

Grammar: present simple passive

Vocabulary: people in the media

Skills: writing

Exercise 1

- ▶ Ask students to describe the photo, and ask them to explain the title. (*It means broadcasting.*) Ask them if they watch TV programmes with interviews with pop stars, and which is their favourite.
- ▶ Ask students to read the introduction. Ask them to say how they think Ben prepares for the TV show. Avoid giving too much vocabulary at this point: key vocabulary, e.g. *music director, script writer*, etc. is explained in the text.
- ▶ Tell students to read the text quickly and answer the question. Ask for reasons for answers.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions, then play the recording. Tell students to listen, read, and answer the questions.

Answers → student page

Grammar

- ▶ (*Books closed*) Write on the board: *Sound and lighting are checked by the technicians.* Ask: *Who does this? (The technicians.)* Ask: *What does Ben want to talk about in this sentence – the technicians*

On The Air!

Ben Roth is a VJ (video jockey) on the Music Show. He plays the top videos, presents the music news and interviews famous pop stars. Sounds glamorous? Maybe, let's ask him.

• Ben, how does your day start?

Well, I get up really early. I arrive at the TV studio at five a.m., then I eat some chocolate – it wakes me up! After that, I look at the videos I have to play.

• Do you choose the videos?

No, the music director does – they aren't chosen by me. I read the video script carefully and check the names of new groups. Sometimes they're difficult to say! Then I read the headlines for *Music News*. It's usually gossip!

• What about interviews?

Interviews are scary, especially if they're live. Questions are prepared by our script writers. I have to remember them, and the jokes too! I try not to make mistakes, but in an interview with Estelle I asked the same question twice – that was embarrassing!

• What else happens before the show?

Well, my clothes are chosen by a stylist and make-up is applied.

• Make-up?

Yes, I have to wear it, but the studio lights are hot so sometimes it melts.

• Yuk! Then are you ready?

Almost – sound and lighting are checked by technicians, and a microphone is fitted to my T-shirt ... then we're on the air!

• Is it a glamorous job?

Yes, it is. I'm invited to celebrity parties and I get free concert tickets. If I'm not too tired, I go!



- 1 Read about Ben quickly. Is his job difficult? *Some things are difficult, e.g. wearing make-up and remembering questions.*
- 2 3.33 Listen and read the text. Circle the correct answer.

- 1 What does Ben do when he arrives at the studio?
a watches videos b reads the script
c eats something
- 2 Who decides on the videos?
a Ben b the music director
c a script writer
- 3 Why does Ben read the video script carefully?
a to find out the news headlines
b to practise the names of new groups
c to laugh at the jokes
- 4 Who helps Ben get dressed?
a a stylist b a make-up artist
c a script writer
- 5 What is the most difficult thing for Ben?
a giving interviews b remembering jokes
c wearing make-up
- 6 What do people do just before a show?
a check the script b fit microphones
c check the lights

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or the sound and lighting? (Sound and lighting.)

Ask: *Where do we put the most important/interesting information in a sentence? (At the beginning.)*

- ▶ (*Books open*) Ask students to read the grammar box. Explain that we don't use *by* ... (a person) when the person (agent) is obvious or unknown.
- ▶ Highlight the form: verb *be* (in present simple here) + past participle of the main verb, e.g. *are checked, is fitted*. Also give

some examples with irregular past participles, e.g. *are chosen*.

Exercise 3

- ▶ Ask students to read the text and then do the exercise in pairs. Check answers.

Answers → student page

Grammar present simple passive

be + past participle

A microphone	is fitted isn't fitted	to my clothes.
Videos	are chosen aren't chosen	by the music director. by me.

3 Complete the sentences. Use the present simple passive.

How to do a TV interview

First, a famous person ¹ is invited

(invite) by the programme

editor. Then the questions

² are prepared (prepare) by the

script writers. Your guest arrives

and the sound system and lights

³ are checked (check). A microphone ⁴ is fitted

(fit) to your clothes and the interview starts. The

questions ⁵ are asked (ask) by the presenter.

The programme ⁶ is recorded (record) by the

cameraman. Your guest leaves, but the interview

⁷ is not broadcast (not broadcast) yet, it's edited first.

Then it ⁸ is shown (show) on TV.

Discover Words

people in the media

4 3.34 Match the people with the descriptions. Then listen and check.

presenter script writer programme editor
make-up artist stylist cameraman
technician music director

- reads out the news **presenter**
- checks lights and sound **technician**
- chooses clothes **stylist**
- records TV programmes **cameraman**
- chooses music videos **music director**
- helps people look nice **make-up artist**
- writes stories for TV **script writer**
- decides what's in a TV show **programme editor**

Listening

5 3.35 Nadia and Rafa have made a short video for a *Kidstube* competition. Listen and circle the correct information.

The video is a ¹ romance / detective story.
It takes place at a ² skate park / train station.
It's ³ 13 minutes / 30 minutes long.
They used ⁴ friends / real actors in the film.
The film took ⁵ six months / two months to edit.

6 3.36 Listen again and order the events.

- Ideas are brainstormed. **1**
- The script is written. **2**
- The film is edited. **6**
- The story is filmed. **5**
- Locations are found. **3**
- Storyboards are made. **4**

Writing

7 Imagine you are Lily on *Discovery 101*. What do you do before a show? Order the activities, then write about your day.

- go to school
- sound / checked
- records / chosen
- I'm on the air!
- arrive at 101 studio
- script / read

My day is very busy! I go to school at ...
I finish school at three o'clock and ...
When I arrive, the script ...
Finally, I ... After the show, I go home!

Remember

- organise your ideas, and divide them into paragraphs.
- use linking words to order events, e.g. *first, then, next, finally*.

Exercise 6

3.36

Play the recording again. Tell students to listen for the order of events. Check answers.

Answers → student page

Tapescript → page 168

Exercise 7

- In pairs, students think about the task and the order of activities.
- Ask students to read the *Remember* box, then write their first draft. Go round helping. Encourage students to self-correct as they write.
- Students exchange their work with a partner, and correct any errors they see. They can then redraft their work.

Answers → student page

Discover Words

Exercise 4

3.34

Ask students to match the words, using the reading text and Exercise 3 to help them. Then play the recording for students to listen and check answers.

Answers → student page

Exercise 5

3.35

Ask students to read the questions and make predictions. Play the recording. Check answers.

Answers → student page

Tapescript → page 168

New language

Grammar: tense review

Exercise 1

- ▶ *(Books closed)* Play a team game. Teams take turns to summarise the story unit by unit. For a clear and complete summary, teams get two points; if incomplete, one point. The team with the most points at the end is the winner.
- ▶ *(Books open)* Ask students to describe the pictures and identify the characters. Then ask them what might happen in the story. Students read the story quickly and answer the question.

Answers → student page

Exercise 2



- ▶ Ask students to read the questions. Play the recording for students to listen, read and answer. Check answers.
- ▶ Ask the students where Ra could be, and what might happen if Max and Holly go back. Do they think their Dad will stop them? If they go will they get back easily?

Answers

- 2 old stones with hieroglyphs
- 3 An Egyptian is wearing trousers.
- 4 tell his Dad
- 5 He wouldn't believe them.
- 6 go back to save Ra

Grammar

- ▶ Ask students to read the grammar box. Go through the examples with the

10^c

The Magic Amulet



Holly: We did it, Max! We're back!
Max: But where's Ra?
Dad: Holly! Max! Where have you been?
Max: Dad! You'll never believe it but ...
Holly: We got lost. We were looking at the mummy, and we forgot about the time.
Dad: Max, what are you wearing?
Max: Oh ... er ... it's a crown.
Holly: Yes, he bought it in the shop.



Dad: Hey, kids, look at this stone. It's famous.
Reporter: Egyptologists discovered the stone in a tomb recently.
Professor: It's very exciting! Old stones with hieroglyphs aren't found very often. And this Egyptian is wearing very unusual clothes!
Max: Yes, he's wearing trousers. But they aren't worn by Egyptians, they're worn by museum guides! It's Ra, he's still there.
Holly: And that's Nebi and the soldiers!



Max: I'm going to tell Dad.
Holly: Why? If we told him, he wouldn't believe us. Look what I've got.
Max: You've still got the amulet!
Holly: And Ra's in danger. We can help him if we keep it a secret.
Max: You don't mean go back, do you?
Holly: It's the only way we can save Ra. You will help me, won't you?
Max: Of course I will.
Holly: OK then, let's go!

class. Divide the class into groups. Give one tense to each group, who look back in the book for information about the forms and use.

- ▶ Ask the students to give examples of their tense and say when it is used.

Exercise 3

- ▶ Students work in pairs and find the correct tenses. Check answers.

Answers → student page

Exercise 4

- ▶ Ask students to reorder the sentences individually, then to work in pairs and match them with Exercise 3 answers.

Answers

- When did they go to Egypt? (5)
- Have you ever bought an Egyptian souvenir? (4)
- Where will people travel in the future? (3)
- Is she reading a magazine at the moment? (6)

Language revised

Vocabulary: news webpages, people in the media

Grammar: question tags, present simple passive, tense review

Functions: review

Exercise 1

- Give students time to match the words individually. Check answers.

Answers → student page

Exercise 2

- Ask students to find the words in the snake individually, then compare answers.

Answers → student page

Exercise 3

- Ask students to read the dialogue and say what Tom did. (*He broke Lily's video camera.*) In pairs, students complete the dialogue. Check answers.

Answers → student page

Exercise 4

- Ask students to complete the sentences individually. Check answers.

Answers → student page

Exercise 5

- Ask students to read and say what Marie did yesterday and what she's going to do tomorrow. Then ask students to do the exercise individually. Check answers.

Answers → student page

10^a

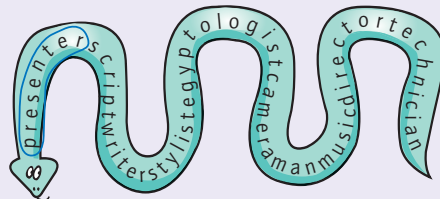
Let's Revise!

Words

- Match to make news webpage words.

- | | |
|-----------|-------------|
| 1 news | a headlines |
| 2 live | b forecast |
| 3 weather | c review |
| 4 film | d webchat |
| 5 news | e clips |
| 6 video | f story |

- How many people can you find in the word snake? Which is the odd one out?



Odd one out is Egyptologist.

Grammar

- Complete the dialogue. Use question tags.

- Lily You've finished your homework, ¹ haven't you?
- Tom Yes. Let's go and record a video clip.
- Lily A video clip?
- Tom You've brought the video camera, ² haven't you?
- Lily We can use your mobile phone, ³ can't we?
- Tom But it's not very good, Lily. You didn't remember the camera, ⁴ did you?
- Lily No, Tom. I couldn't bring it, ⁵ could I?
- Tom Why?
- Lily You broke it last week. Remember?
- Tom Oh yes. Sorry! We'll have to do something different, ⁶ won't we?
- Mum What about tidying your room, Tom?

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- Complete. Use the present simple passive.

How to make a video clip

- First, ideas are brainstormed (brainstorm).
- Then a location is chosen (choose), but the video is not filmed (not film) yet!
- The actors are found (find).
- Then the video is filmed (film).
- Next it downloaded (download) onto a computer.
- It is emailed (email) to In the News.
- Then it is watched (watch) by millions of kids!

- Circle the correct answer.

Hi Nikita,

It's the first week of the school holidays, and I ¹ have / am having a great time. Yesterday Kai and I ² were watching / watched the new Mummy 4 film. I ³ 've seen / see all the other Mummy films, but this is the first one Kai has watched. He loved it. Later, we ⁴ were walking / have walked out of the cinema when we ⁵ were seeing / saw Helen and Paulo. They told us about an Egyptian exhibition at the museum. It sounds cool! There are lots of mummies, so I ⁶ 'm going to go / go tomorrow. Kai is going to come too. I think it ⁷ will be / is being fun. I always ⁸ am having / have a good time with him!

Bye for now,
Marie

Pronunciation gh

- 3.38 Listen and repeat.

Lights! Camera! Don't laugh, do it right! Eight cats dancing in the night.



Exercise 6

3.38

- Ask students to read the phrases and underline the *gh* which is not silent. Then tell them to circle the *gh* combinations which are silent.
- Play the recording. Ask students to listen and check answers, then play it again. Tell students to listen and repeat in chorus and individually. Make sure that they copy the intonation from the recording.

Exercise 7

- Ask students to match the functions and sentences in pairs. Assign a function to pairs of students and ask them to create mini-dialogues. Ask certain pairs to perform their dialogues.

Answers → student page

Functions

7 Match the sentences 1–4 with the functions a–d.

- a suggesting c giving advice
b at the doctor's d complaining?

- 1 If I were you, I'd run away. c
2 It's late. Why don't we go home? a
3 'What's the matter?' 'I've hurt my head!' b
4 I'm tired of the beach. It's too hot today! d

Consolidation

8 3.39 Listen and complete the dialogue.

- Zak Hey, Mia, James.
What
1 are you up to?
- Mia We ² re watching the *Music Show*.
What about you?
- Zak I've got a new job.
- James That's great, Zak. What is it?
- Zak You have to guess.
- Mia Zak!
- Zak Come on you two, here are some clues.
News stories ³ aren't written and the sound
⁴ isn't checked by this person. But news stories
are part of my job, and sound is important
too. Who am I?
- James So you're not a ⁵ script writer or a technician.
Are you a presenter?
- Zak That's right.
- Mia No way! That's ⁶ unbelievable Zak! When are
you starting?
- Zak I ⁷ ve already started. I'm presenting the *Music Show*
tomorrow.
- Mia Cool!
- James Hey, you'll have to wear make-up, ⁸ won't you?
- Zak Well, a little bit.
- Mia And you ⁹ interview famous pop stars.
- Zak That's right. I'll also get free tickets to shows
and invitations to parties.
- Mia ¹⁰ Wicked! Maybe we'll be able to
interview someone famous after all!



Song

9 3.40 Listen and complete the song. Use these phrases.

- a I climb way up to the top of the stairs
b On the roof, it's peaceful as can be
c On the roof, the only place I know
d I get away from the hustling crowd

Up on the roof

by Gerry Goffin and Carole King

When this old world starts getting me down
And people are just too much for me to face

1 a
And all my cares just drift right into space

2 b
And there the world below can't bother me
Let me tell you now

When I come home feelin' tired and beat
I go up where the air is fresh and sweet

3 d
And all that rat-race noise down in the street

4 c
Where you just have to wish to make it so
Let's go up on the roof

At night the stars put on a show for free
And, darling, you can share it all with me
I keep a-tellin' you

Right smack dab in the middle of town
I've found a paradise that's trouble proof (up on the roof)
And if this world starts getting you down
There's room enough for two
Up on the roof (up on the roof)



10 3.41 Listen to the song again and check.
Then sing.

Checklist

- I can talk about news webpages.
I can use question tags.
I can use all the functions in this book.
I can use present simple passive.
I can talk about people in the media.
I can use all the tenses in this book.

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Exercise 10



- Play the song again. Ask students to listen and check answers. Ask them why these people go up on the roof.
- Play the song one more time and encourage students to join in.

Answers → student page

Checklist

Give students some time to tick the checklist. Ask students if there is anything they haven't ticked. Tell them to rate their progress as excellent, good, OK.

Exercise 8



- Ask students who is in the picture (*Zak*) and what he is doing. Ask them to predict what he is going to say.
- Tell students to read the dialogue and think about the missing words. If necessary they can look back at the unit for help.
- Play the recording. Tell students to listen and write their answers. Play the recording again for students to check.

Answers → student page

Exercise 9



- Ask students to look at the picture and ask: *Why would people want to go onto the roof of the building?*
- Ask if students have heard this song. Ask them to read the lyrics and think about which phrases might go in the gaps.
- Tell students to listen and complete the song with the phrases.

New language

Vocabulary: twenty-first century, the First World War, close down

Culture notes

First News is available in the UK and in many countries throughout the world.

Exercise 1



- ▶ Tell students that the newspapers here are especially for children. Ask if there are any similar papers in their own country.
- ▶ Focus on the pictures. Ask students to say how old they think the newspapers are. Ask them to compare the newspapers and describe the differences. Ask them what differences there could be in the contents.
- ▶ Play the recording. Tell students to read the text and listen. Then they answer the question.

Answers

The Children's Newspaper *had world and science stories*.
Today the First News *has entertainment and sports news; it's longer and it's in colour*.

Exercise 2

- ▶ Ask students to read the questions. Tell them to read the text again and answer true or false.

Answers → student page

Exercise 3

Note: This project could be a class project, i.e. each group designs one page,

Discover Culture

Newspapers: Past And Present

You're a twenty-first century kid. Bored? Not likely! There's lots of entertainment out there and lots of choices.

Imagine you live in 1919. The First World War has just finished and life is hard. There isn't much food, and there's not much to do after school – no television, no kids' magazines or radio programmes. It doesn't sound fun, does it? But parents give their kids *The Children's Newspaper* and it is read by 500,000 children every week!

It was black and white, only twelve pages long, and had one small picture on the front page – not very interesting to look at! Were kids interested in the same things then? Well, the paper didn't have pop culture, games or horoscopes. It reported world and science stories. It also had the weather forecast, information about zoos and a children's doctor!

In the 1950s, the paper changed. There were kids' TV programmes so the paper included cartoon strips and interviews with TV stars. In the 1960s, there was a record review page, and a 'Pop Spot' featuring stars like The Beatles. But after forty-four years, the paper closed down. There was too much competition!

Today, the newspaper *First News* is sent to schools all over the UK. It's in colour, twenty-four pages long with lots of pictures. It has more sections than *The Children's Newspaper* – entertainment and sports news, more information about the environment, and more puzzles and competitions. Life is very different today.

Check out the headlines from 1919:

- New airship takes off. It's as high as a church and as long as a street!
- Children can create a united world!
- War horse 'Major' returns home from France!

Reading

1 3.42 Read and listen.
How is *First News* different to *The Children's Newspaper*?

2 True or false?

- 1 There were children's magazines in 1919. false
- 2 *The Children's Newspaper* had horoscopes. false
- 3 A doctor in the newspaper gave children advice. true
- 4 A lot of children bought the newspaper. false
- 5 Kids' TV programmes started in the 1950s. true
- 6 The paper interviewed famous pop stars. true
- 7 *First News* is similar to *The Children's Newspaper*. false

Project

A Newspaper

3 Choose an important date in history, e.g. 21 April, 800 bc. Design the front page of your own paper. Decide on:

- the headlines and the main picture, e.g. *Romulus and Remus build Rome!*
- what other features to include on the front page, e.g. cartoon, horoscope, advertisements.

but the class must agree on a period of history to work on.

- ▶ Ask students which periods of history interest them most. Put students into groups according to their interests. Ask students to research this period if necessary and find out about the important events of this time and people's lifestyles. Ask them to find suitable pictures as well.
- ▶ The group decides on the headlines and which pictures (or drawings) they will use. They also

decide who will write the stories and who will check/edit them. In addition, they can decide on any puzzles or jokes, etc., they want to use.

- ▶ When the stories and pictures are ready, the group can design the pages and put them together. Display the pages for other students to read.

Word list

STARTER

radio words

download
radio show
record (v)
switch off
switch on
tune in to
turn down
turn up
volume
web radio

other

coin
eco project
exhibition
famous
hairbrush
heads or tails
library
museum
patient
pet
planet
rainy
shy
sing along
spider

UNIT 1

money

bank notes
cash
coins
get
give away
money box
pocket money
price tag
purse
save
spend
wallet

state verbs

be
believe
hate
know
like
love
mean
prefer
understand
want
wish

simple maths

a half
a quarter
divided by
equals
plus
sixty percent
take away
times

other

amulet
bank
borrow
fix
grades
guide
hair gel
hieroglyph
housework
I don't believe it!
in trouble
independent
make-up
microphone
mummy
mystery
No chance!
pay back
pharaoh
recording studio
sarcophagus
strange

wheels
work (v)

UNIT 2

transport verbs

arrive at
catch
depart from
drop off
get in
get off
get on
get out of
land
miss
pick up
take off

verb to noun

argue
argument
compete
competition
discuss
discussion
enjoy
enjoyment
entertain
entertainment
imagination
imagine
improve
improvement
invitation
invite
pollute
pollution
predict
prediction

other

be in a rush
belong
cheap
comfortable
ground

Hang on!
helicopter
interview (v)
kingdom
mistake
passenger
powerful
press conference
race
rowing
spaceship
suit
touch
traffic jam
wings

UNIT 3

injuries and illnesses

a bite
a broken leg
a bruise
a burn
a cold
a cough
a cut
a headache
a sore throat
a sprained ankle
a stomach ache
a temperature
a toothache
an earache

irregular past participles

been
bought
broken
eaten
fallen
found
gone
had
hurt

learnt
made
seen
sent
won
written

make, do and have

do a sport
do the dishes
do the shopping
do your best
do your homework
have a problem
have a stomach ache
have accidents
have an argument
have an idea
have fun
have lessons
make a mess
make a mistake
make an excuse
make friends

other

ancient
camping
disappear
hurt
ice
ice skates
It's no big deal!
lie down
market
popular
put it in plaster
risk
safety equipment
shine
skate (v)
sneeze
take a pill
underground
Watch out!

UNIT 4

describing objects

diamond ring
glass box
gold crown
metal sword
oblong shield
oval helmet
paper notepad
plastic computer game
round coins
square jewellery box
triangular necklace
wooden chest

adverbs

angrily
carefully
fast
noisily
quickly
quietly
well

other

a snake charmer
a World Heritage site
Aboriginal
an archaeological dig
basket
battle
bored with
bury
cave paintings
copy (n)
desert
dig (v)
Don't wind me up!
explorer
fall out
fed up
float
ghost
map
search (v)
tired of
tribe
What a chicken!

UNIT 5

describing jobs

badly-paid
challenging
dangerous
dull
exciting
glamorous
ordinary
repetitive
safe
varied
well-paid

negative prefixes: un, im, dis

dishonest
disorganised
impatient
impossible
uncomfortable
unfriendly
unlucky
untidy

other

a dive (n)
a wild animal
ages
allowed to
cage
close
costume
feed (v)
He's so cute!
journalist
let
light (n)
marine biologist
necessary
ordinary
paperboy
Pay attention!
secretary
take care of
tomb
uniform
wise
zoo keeper

UNIT 6

describing clothes

baggy
casual
checked
fashionable
floral
long
old-fashioned
plain
short
smart
spotty
stripy
tight

fashion verbs

dress up
fit
go with
look for
suit (v)
try on

other

Are you ready?
blazer
bully (v)
cap
charity
kilt
knit
message
mime
miner
record breaker
second-hand
silver mine
size
slippers
souvenir shop
statue
tracksuit
What's up?
wig

UNIT 7

communication

have a dream
have an argument
keep a secret
make a call
make an excuse
make up a story
send a message
tell a joke
tell a lie
tell the truth

body language

cross your legs
fold your arms
look into someone's eyes
play with your hair
raise your eyebrows
shake your head
touch your nose

other

chariot
disappointed
Don't be nosy!
embarrassed
emergency
flash
leave
mirror
obelisk
patience
poem
Quick, hide!
recording equipment
sign language
smoke signal
something to hide
thief
warning

UNIT 8

things on the beach

beach
cardboard box
crisp packet
fishing boat
jellyfish
plastic bag
rock
rubbish bin
sand
seagull
seaweed
shell
sweet wrapper
tin can
turtle
umbrella
water bottle

the environment

drop rubbish
light a fire
pick up rubbish
put out a fire
recycle paper
reuse plastic bags
save water
switch off the lights

other

bush fire
clean up
coastguard
designer handbag
Don't be daft!
entrance
I'm exhausted!
point
pot
rucksack
sailing trip
shadow
soldier
steps
storm
the Outback
township
trash

UNIT 9

party phrases

blow out the candles
clear up the mess
download music
dress up in new clothes
get together with friends
join in the dancing
light the candles
prepare food
put up decorations
send off invitations
take down decorations
wrap up a present

adjective suffixes

attractive
childish
comfortable

dangerous
expensive
famous
fashionable
glamorous
painful
painless
selfish
selfless
thoughtful
thoughtless
unbelievable
useful
useless

other

can't wait
expect
Go on!
hurry (v)
It was incredible!

mess up
music awards
nearly
nervous
plan (v)
power
shortcut
spooky

UNIT 10

news webpage

advertisement
blog
cartoons and jokes
competition
film review
games and crossword puzzles
horoscopes
live webchat

news headline
news story
video clips
weather forecast

people in the media

cameraman
make-up artist
music director
presenter
programme editor
script writer
stylist
technician

other

celebrity
Egyptologist
entertainment
front page
gadget

get lost
gossip
have a go
listeners
melt
unusual
video camera
video jockey
What are you up to!
Wicked!
win

Extra Words answer key

UNIT 1

- 1 busker
- 2 handbag
- 3 cheque book
- 4 safe
- 5 carrier bag

UNIT 2

- 1 platform
- 2 backpack
- 3 ticket office
- 4 bus stop
- 5 port

UNIT 3

- 1 crutch
- 2 bandage
- 3 tissue
- 4 thermometer

- 5 plastercast

UNIT 4

- 1 information leaflet
- 2 exhibit
- 3 guard
- 4 wig
- 5 statue

UNIT 5

- 1 costume
- 2 stethoscope
- 3 helmet
- 4 limousine
- 5 hose

UNIT 6

- 1 catwalk
- 2 suit

- 3 tie

- 4 shirt
- 5 leather

UNIT 7

- 1 text message
- 2 phone box
- 3 boss
- 4 lie detector
- 5 sweat

UNIT 8

- 1 net
- 2 fishing rod
- 3 cap
- 4 flip-flops
- 5 swimming trunks

UNIT 9

- 1 wrapping paper
- 2 sellotape
- 3 step ladder
- 4 matches
- 5 tablecloth

UNIT 10

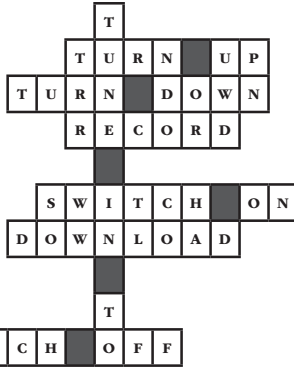
- 1 screen
- 2 mouse
- 3 mouse pad
- 4 text
- 5 icon

Workbook answer key

Starter unit A Welcome to Discovery 101!

- 1 1 computer 2 radio shows 3 web radio show
4 volume

2



- 3 2 computer 3 web radio show 4 in 5 radio show 6 up 7 volume 8 record
- 4 2 work 3 likes 4 is 5 has 6 ask 7 answers
- 5 (any order) Does Mia like quiz shows? Does Mia ask questions? Does Mia answer questions? Does Mia work at the radio station? Does Mia work after school? Does Mia like jokes?
- 6 (any order) Does Mia work on Sundays? No, she doesn't.
Does Mia like quiz shows? Yes, she does.
Does Mia ask questions? No, she doesn't.
Does Mia answer questions? Yes, she does.
Does Mia work at the radio station? Yes, she does.
Does Mia work after school? Yes, she does.
Does Mia like jokes? Yes, she does.
- 7 2 play football 3 ride a bike 4 brush your teeth 5 drum kit
- 8 guitar
- 9 2 usually 3 often 4 sometimes
- 10 2 Tom is usually busy. 3 Tom often rides a bike. 4 Tom sometimes complains. 5 Tom never misses a radio show!
- 11 *Students' own answers.*

Starter unit B Lost And Found

- 1 2 went (circled) 3 shouted 4 took (circled) 5 saw (circled)
- 2 2 saw 3 went 4 shouted 5 took
- 3 2 When did you last see it? 3 I don't know. I went to Tom's after school yesterday. 4 But I saw it in your bag this morning.
- 4 *Students' own answers.*
- 5 2 buy 3 found 4 find 5 saw 6 shouted 7 hear 8 follow 9 ran 10 disappeared 11 lost
- 6 2 true 3 true 4 false 5 false 6 true
- 7 *Students' own answers.*
- 8 *Students' own answers.*

Starter unit C The Magic Amulet

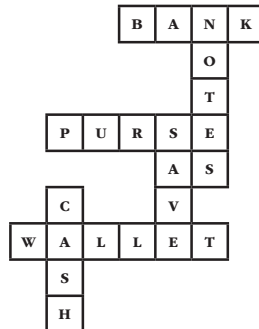
- 1 2 rainy 3 bored 4 skate park 5 museum 6 Ancient Egypt

- 2 1 Holly 2 Max 3 Max 4 Holly 5 Holly
- 3 2 to the museum 3 yes 4 Ancient Egypt 5 no
- 4 *Students' own answers.*
- 5 *Students' own answers.*

Unit 1 Money

My Picture Dictionary

1



- 2 2 price tag 3 pocket money 4 give away
- 3 1 cash 2 purse / wallet 3 money box 4 pocket money 5 price tag 6 give away
- 4 *Students' own answers.*

1a A New Show

- 1 2 takes 3 puts 4 know 5 counts 6 sitting 7 putting (pictures 1-D, 2-B, 3-C, 4-A)
- 2 2 true 3 false 4 true 5 false 6 false
- 3 (any order) 2 I meet my friends every Friday. 3 I meet my friends sometimes. 4 We're working on the radio show today. 5 We're working on the radio show now. 6 We're working on the radio show at the moment.
- 4 2 every Friday 3 today 4 every Saturday 5 at the moment 6 every day
- 5 1 I don't believe it! 2 No chance!
- 6 1 ✓ 2 I learn French at school. 3 I listen to pop music. 4 I hate spiders. ✓ 5 I am fourteen. ✓ 6 They save their pocket money.
- 7 1 I am learning French at school. 2 I am listening to pop music. 3 They are saving their pocket money.
- 8 2 a 3 b
- 9 2 wants 3 is saving 4 hates 5 prefers 6 is wearing 7 love
- 10 *Students' own answers.*

1b Pocket Money

- 1 2 birthday 3 CDs 4 presents 5 get any pocket money
- 2 Countable: key ring, magazine, hairbrush, crisps, sweets Uncountable: water, money, chocolate, hair gel
- 3 1 There is a little water. 2 There are a few coins.

- 6 sightseeing 7 driving 8 visiting 9 coming
- 3 2 Is he staying in a hotel in Milan? 3 Are the players seeing the doctor? 4 Are they sightseeing in Milan? 5 Is Gary driving to Venice? 6 Is he coming back to England after the match?
- 4 1 Yes, he is. 2 Yes, he is. 3 Yes, they are. 4 No, they aren't. 5 Yes, he is. 6 No, he isn't.
- 5 2 Tom is going to the airport by train. 3 Auntie Kay is feeding DJ. 4 Uncle Max is looking after the keys. 5 Tom is watching the football match at 5 p.m. 6 Lily's plane is taking off at 2.30 p.m.
- 6 2 Edinburgh 3 are you doing next weekend 4 going to a football match in Barcelona 5 believe it 6 you
- 7 She isn't doing anything!
- 8 *Students' own answers.*
- 9 2 Nothing special. 3 Would you like to go to a music festival on Sunday? 4 Sorry, I'm afraid I can't. I'm playing basketball. 5 OK. Maybe another time?
- 10 *Students' own answers.*

2b Transport Of The Future

- 1 2 a - Yes, we do. 3 d - No, we don't. 4 b - No, we don't.
- 2 2 It will be very cheap. 3 It won't fly. 4 It will go fast. 5 It will carry 100 people. 6 It won't make a noise.
- 3 2 Will it be (very) cheap? Yes, it will be very cheap. 3 Will it fly? No, it won't fly. 4 Will it go fast? Yes, it will go fast. 5 Will it carry many / a lot of people? Yes, it will carry 100 people. 6 Will it make a noise? / Will it be loud? No, it won't make a noise.
- 4 2 argue 3 entertain 4 compete 5 imagine
- 5 2 imagination 3 enjoyment 4 competition 5 entertainment
- 6 2 pollution 3 invite 4 discussion 5 imagine
- 7 (any order) We'll buy a quieter motorbike. We'll walk to the shops / school. We'll cycle to school / the shops.
- 8 *Students' own answers.*
- 9 Only rich people will use the SeaPhantom because it will cost about \$500,000. It will go as fast as a helicopter and it will fly too, above the sea! The SeaPhantom will travel fast but it won't pollute much.
- 10 *Students' own answers.*

2c The Magic Amulet

- 1 2 Holly is wearing half an amulet. 3 It belonged to a Pharaoh. 4 It was magic. 5 Where is the other half? 6 They are going to look in the pyramid.
- 2 2 They are going to explore pyramids. 3 Holly is going to wear jewellery. 4 She isn't going to look for treasure. 5 Max isn't going to wear jewellery. 6 He is going to look for treasure.
- 3 2 I am going to have a lot of camels. 3 I am going to build pyramids. 4 I am not going to kill people. 5 I am not going to hide my treasure. 6 I'm going to wear jewellery.
- 4 2 Are you going to have cats? 3 What are you going to build? 4 Are you going to kill people. 5 Are you going to hide (your) treasure? 6 Are you going to break jewellery?
- 5 2 No, I'm going to have camels. 3 I'm going to build pyramids. 4 No, I'm not going to kill people. 5 No, I'm not going to hide my treasure. 6 No, I'm going to wear jewellery.

- 6 2 Dr Anthony 3 pack it into boxes 4 to Paris 5 on a plane 6 he doesn't want to break him
- 7 *Students' own answers.*

2d Let's Revise!

- 1 1 c 2 a 3 b
- 2 1 pick up / drop off 2 depart from / arrive at 3 miss / catch

3

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

- 4 1 to a Beyoncé concert 2 Mount Royal Hall 3 7.30 p.m. 4 seat B15 5 no (they are not allowed!)
- 5 (any order) 1 Cars will be electric. They won't pollute. 2 Cars won't fly. They will be quieter.
- 6 1 and 2 but 3 because
- 7 1 Tom would you like to come for an ice cream this afternoon? 2 Sorry I'm afraid I can't Mia. I've got a music lesson. 3 OK Tom, maybe another time.

Unit 3 Be Careful!

My Picture Dictionary

- 1 2 stomach ache 3 broken leg 4 bite 5 cold 6 toothache 7 sore throat 8 earache 9 burn 10 temperature 11 sprained ankle 12 cough 13 headache 14 cut
- 2 2 cut 3 temperature 4 sprained ankle 5 cold 6 a stomach ache
- 3 Underlined: bruise, broken leg, bite, burn, sprained ankle, cut

3a An Accident

- 1 2 exciting / interesting / (*students' own synonymous adjective*) 3 insect bites and stomach aches 4 an earache 5 headache
- 2 1 Watch out! 2 I don't believe it! 3 It's no big deal.
- 3 2 false 3 false 4-7 (any of the following) true - Dave won a medal last week. false - Dave has never won a medal. true - Dave has never been on TV. false - Dave was on TV last week. true - Gina was on TV last week. false - Gina has never been on TV. true - Gina has never broken her leg. true - Dave has never had an earache. false - Dave had an earache last week. true - Gina had an earache last week. false - Gina has never had an earache. true - Gina has never broken her leg. true - Dave fell on the ice last week.
- 4 2 saw 3 had 4 was 5 found 6 walked 7 been 8 hurt 9 won 10 fell 11 broken 12 made
- 5 2 been 3 won 4 seen 5 found 6 hurt 7 walked 8 was 9 had
- 6 2 When did she go? 3 What did she wear? 4 Did she see tropical fish? 5 Has she ever had a sore throat? 6 Was it difficult to walk under water?
- 7 2 yesterday 3 a helmet and special shoes 4 yes 5 yes (everytime she goes on a trip) 6 yes, very

- 8 1 What's wrong? 2 My leg hurts. I've got a sore throat. My ear hurts. 3 You've broken it. Take this medicine. Have a hot drink.
- 9 *Students' own answers.*

3b Extreme Sports

- 1 2 Make 3 Do 4 Have 5 Do 6 have 7 Do 8 make 9 Do 10 make 11 have 12 have 13 do 14 make
- 2 1 f 2 d 3 a 4 e 5 b / c 6 b / c
- 3 for: ten minutes, an hour, a month, a long time, four years, a few days, an evening since: my birthday, Saturday, yesterday, 2020, half past three, she was nine
- 4 1 Since she was nine. 2 How long has Olivia had a surfboard? For four years.
- 5 Has Olivia ever won a medal? Yes, she has! / Yes, she's won two medals!
- 6 2 How long have you had your kite? I've had it for six months. 3 How long have you known Joe? I've known Joe for four months. 4 How long have you had your football? I've had it since July.
- 7 1 skydiving, bruises. 2 Molly is fifteen. Her favourite sport is skateboarding. She has been in a competition and she has won a (silver) medal. She has been practising for one year. Yesterday she dropped her skateboard, now she has a broken toe. 3 Chris is thirteen. His favourite sport is windsurfing. He has been in a competition but he hasn't won any medals. He has been practising for six months. On Saturday he fell into the water and now he has a sprained ankle.
- 8 Age: 14 Favourite sport: surfing and diving Practised for: nine years Competitions: Water Wings Final (two years running, but not this year) Wins: two gold medals Injury: sprained ankle
- 9 2 No, I haven't. 3 For nine years. / Since I was five years old. 4 Yes, I have.

3c The Magic Amulet

- 1 2 Max is bored and he's hungry too. 3 Holly's tired and her feet hurt. 4 The amulet's shining and Holly is scared.
- 2 2 true 3 true 4 false 5 true
- 3 2 Akana hasn't packed the picnic yet. 3 Ra has just / already put on the magic amulet. 4 Shenti hasn't closed the door yet.
- 4 2 yet 3 already 4 Have 5 yet 6 already 7 Have 8 found 9 yet
- 5 2 I've already found it. 3 I've already cleaned it. 4 I've already seen it. 5 I've already climbed it.
- 6 2 just 3 already 4 yet 5 just 6 already
- Students' own answers.*
- 7 *Students' own answers.*
- 8 *Students' own answers.*
- Pharaoh's Fun: 1 you 2 me

3d Risk Takers

- 1 2 K2 / Annapurna / Shisha Pangma 3 Edurne Pasaban 4 loss of two toes / sprained ankle 5 sore throat / headache
- 2 *Students' own answers.* Have you ever won a medal? / Have you ever had an injury? / How many mountains have you climbed? / How many medals have you won? / How high are the mountains you have climbed? etc.

Unit 4 Time Detectives

My Picture Dictionary

- 1 2 square 3 plastic 4 gold 5 wooden
6 oblong 7 triangular 8 diamond 9 glass
10 round 11 paper 12 oval
- 2 A metal sword B plastic computer game
C paper notepad D oblong shield E round
coins F oval helmet G diamond ring
H triangular necklace I gold crown J glass box
K wooden chest L square jewellery box
- 3 2 round 3 triangular 4 oval

4a A School Trip

- 1 B square wooden chests / big square chests made of wood C glass bottles D metal coins E shiny jewellery
- 2 2 tired 3 rubbish 4 objects 5 room 6 metal, plastic
- 3 1 chicken 2 wind 3 watch
- 4 2 were 3 was 4 were 5 was
- 5 *Students' own answers.* a were b were
- 6 diamond
- 7 2 Was the tall girl smiling? Yes, she was.
3 Was the small girl smiling? No, she wasn't.
4 Was one girl holding a metal box? Yes, she was.
5 Were the girls wearing the jewellery at a party?
Students' own answers. 6 Were the girls showing the box to the police? *Students' own answers.*
- 8 2 Tom wasn't watching the BMX Championship. 3 Mia was visiting the Egyptian Art Museum. 4 James wasn't playing in the Interscholls Tennis Match. 5 Class 5 weren't digging in Devon / digging at Dig in Devon. 6 The football team were having a picnic on the river.
- 9 2 bored 3 tired 4 fed up
- 10 2 a 3 d 4 b
- 11 *Students' own answers.*

4b The Treasure Hunters

- 1 1 d 3 e 4 c 5 f 6 b

2

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

- 3 1 The men were shouting angrily. 2 They left the dining room quickly. 3 The captain followed them quietly. 4 They all moved fast. 5 Suddenly, water came in noisily.
- 4 2 The captain followed them. 3 They all moved fast. 4 No, he wasn't. He was walking behind them quietly. 5 The water came in noisily.
- 5 2 saw 3 were getting in 4 ran 5 hid
6 was hiding 7 heard 8 ran 9 happened
10 dropped 11 were swimming 12 found
- 6 2 No, they were travelling by boat.
3 No, she wasn't. 4 The Titanic started to sink.
5 Her treasures were Carl's watch, some keys and his gold ring. 6 She died fifty-two years later on

15 April 1964.

- 7 *Students' own answers.*

4c The Magic Amulet

- 1 2 music 3 tune 4 basket 5 snake
6 dangerous
- 2 1 ✓ 2 It was raining. 3 A man was playing a tune. ✓ 4 A snake was dancing to music. ✓
5 It was moving noisily.
6 Max was bored with the snake.
- 3 2-5 (any of the following) Max and Holly used to eat pizza. / Max and Holly used to visit museums. / Max and Holly didn't use to write hieroglyphs. / Max and Holly didn't use to go to scribe school. / Max and Holly didn't use to have amulets. / The Egyptians used to go to scribe school. / The Egyptians used to have amulets. / The Egyptians didn't use to eat pizza. / The Egyptians didn't use to visit museums.
- 4 a I don't know where it is now. b I used to keep it in the bathroom in a basket. c It used to like rats.
- 5 It's on his head!
- 6 2 Where did the snake used to live? 3 Did the snake used to like rats? 4 Did it used to come out much? 5 What did it used to do when it was scared?
- 7 2 It used to live in a basket in the bathroom. 3 Yes, it used to like rats. 4 No, it didn't use to come out much. 5 It used to hide when it was scared.
- 8 *Students' own answers.*

4d Let's Revise!

- 1 Shapes: oblong, triangular, square, oval
Materials: plastic, metal, wooden, paper
- 2 1 quick 2 noisy 3 quiet 4 angrily
5 carefully 6 fast
- 3 1 was sitting 2 saw 3 looked 4 were
walking 5 shouted 6 hear 7 were listening
8 was wearing 9 cleaned 10 put
- 4 1 She used to climb pyramids. 2 She didn't use to have a pet crocodile. 3 She used to sail down the Nile. 4 She didn't use to swim with snakes. 5 She used to play the flute.
- 5 1 sick of 2 tired of 3 bored with

Unit 5 Everyday Life

My Picture Dictionary

- 1 2 actor 3 babysitter 4 firefighter
5 shop assistant 6 factory worker 7 doctor
8 pilot 9 chauffeur 10 vet

2

R	E	P	E	T	I	T	I	V	E
I	A	W	O	R	K	V	E	R	Y
L	S	O	N	S	A	F	E	G	H
O	V	D	U	R	S	A	N	D	I
W	E	U	A	R	A	U	N	I	F
O	G	L	A	M	O	R	O	U	S
W	E	L	L	P	A	I	D	R	M

- 3 I work very long hours and I wear a uniform.
- 4 *Students' own answers.*

5a At The Zoo

- 1 2 Mandy's dad 3 Mandy's mum 4 Mandy
2 doctor.

- 3 2 he's so cute 3 No way 4 pay attention
- 4 2 Will you let us listen to music? 3 Will you let us touch the animals? 4 Are we allowed to have a drink? 5 Are we allowed to feed the animals? 6 Will you let us stand up? 7 Are we allowed to leave the bus?
- 5 1 Yes, no problem. 2 No, sorry, it isn't allowed. 3 No, sorry, it isn't allowed. 4 Yes, no problem. 5 No, sorry, it isn't allowed. 6 No, sorry, it isn't allowed. 7 No, sorry, it isn't allowed.
- 6 2 tidy my room. 3 make me clean the car. 4 let me go out at weekends 5 go on school trips. 6 don't let me watch TV in my room 7 go to bed late 8 take my MP3 player to school.
- 7 *Students' own answers.*
- 8 1 I didn't mean to scare you. It's no big deal. 2 I'm sorry. It doesn't matter. 3 Sorry, it was an accident. Don't worry.
- 9 *Students' own answers.*

5b First Jobs

- 1 2 E 3 F 4 C 5 A 6 D 7 G
- 2 2 teacher 3 waitress 4 cleaner 5 singer
6 chauffeur 6 secretary
- 3 2-5 (any of the following) A paperboy has to deliver papers. A firefighter must wear a helmet. A waitress has to serve people / should be polite. A shop assistant should be polite. A secretary must / should be organised.
- 4 2 shouldn't 3 don't have to 4 mustn't 5 don't have to 6 mustn't
- 5 2 e 3 a 4 b 5 c
- 6 *Students' own answers.*
- 7 *Students' own answers.*
- 8 2 impossible 3 impatient 4 untidy
5 disorganised 6 dishonest 7 uncomfortable
8 unfriendly
- 9 *Students' own answers.*

5c The Magic Amulet

- 1 2 Max mustn't be rude to the wise woman. 3 The children have to find the sphinx. 4 They must take care. 5 They should go now. 6 They have to find the clue.
- 2 impossible
- 3 *Students' own answers.*
- 4 3 Can you read hieroglyphs? 4 Could you show me? 5 Can you use a computer? 6 Could you teach me? 7 Can you break the code? 8 Could you show me?
- 5 2 Can you read the hieroglyphs? 3 Can you explain them to me? 4 Can I touch the statue? 5 Can we / I go back? 6 Could / Can I have some food?
- 6 1 b 2 e 3 d 4 c
- 7 *Students' own answers.*
- Pharaoh's Fun: 1 learn 2 teach

5d Top Jobs

- 1 2 He wears a green uniform. 3 The public are allowed to visit in the mornings. 4 When they are ready, the elephants go back to the wild. 5 Benson's job is very challenging and varied / exciting.
- 2 *Students' own answers.*

Unit 6 Fashion

My Picture Dictionary

- 1 2 plain trousers 3 stripy T-shirt 4 baggy jeans 5 short jacket 6 checked trousers 7 smart jumper 8 spotty skirt
- 2 2 fashionable 3 trousers
- 3 *Students' own answers.*

6a Record Breakers

- 1 2 C 3 B 4 A 5 F 6 E
- 2 2 true 3 true 4 false 5 false 6 true
- 3 *Students' own answers.*
- 4 Americans spend fourteen billion dollars a year on jeans!
- 5 2 longer 3 heavy 4 the heaviest 5 tighter 6 the tightest 7 colourful 8 more colourful 9 more expensive 10 the most expensive 11 comfortable 12 the most comfortable 13 better 14 the best
- 6 2 tighter 3 more comfortable 4 baggiest 5 most expensive 6 more fashionable 7 best
- 7 2 c 3 b 4 a
- 8 2 No, Lily has another more expensive pair. 3 No, they're not. 4 Yes, she has. 5 Yes, they do. The older ones don't fit her anymore. 6 They can help to build houses.
- 9 2 An old, long, spotty, pink, scarf. 3 A baggy, checked, green T-shirt. 4 A casual, plain, black skirt. 5 A pair of new, fashionable, blue jeans. 6 An old, casual, floral jacket.

6b Talent Show

- 1 2 stripy 3 spotty 4 stripy 5 more casual 6 smart 7 fashionable
- 2 2 Tom is looking for something to wear to Mia's party. 3 He wants to wear a smart, stripy shirt. 4 No, she doesn't agree. She thinks he should wear something more casual. 5 A smart, fashionable, stripy shirt. 6 Because it's fashionable.
- 3 2 ready 3 Hang 4 on 5 what's 6 up 7 in 8 rush 9 don't 10 wind 11 up
- 4 2 My best friend is as tall as our teacher. 3 My clothes are less boring than a school uniform. 4 My best friend isn't as sporty as my brother/sister. / My brother/sister isn't as sporty as my best friend. 5 My friend's bag is as heavy as my bag. / My bag is as heavy as my friend's bag. 6 I'm less famous than David Beckham.
- 5 2 Lily's hat is the least smart / glamorous. 3 Mia's hat is not as glamorous as Tom's / tall as Lily's. 4-6 *Students' own answers.*
- 6 *Students' own answers.*
- 7 *Students' own answers.*
- 8 2 trying on 3 looking for 4 dress up 5 suit 6 go with
- 9 2 dress up 3 suit 4 looking for 5 go with 6 fit
- 10 *Students' own answers.*

6c The Magic Amulet

- 1 2 wig 3 fit 4 uncomfortable 5 picture 6 souvenir 7 amulet 8 message 9 read 10 help
- 2 1 tired 2 worried 3 interesting 4 old 5 hungry 7 a film star 8 they've lost their money 9 the shoes are too tight 10 there's a message on the wall.

- 3 2-6 (any of the following) He/she looks like a film star. It looks/They look like they've lost their money. It looks like there's a message on the wall. It looks like the shoes are too tight. You/he/she/it/they look tired/worried/interesting/old/hungry.
- 4 2 looks like 3 look like 4 looks 5 looks like 6 look
- 5 2 It looks expensive! 3 It looks like a sphinx. 4 It looks like a sarcophagus. 5 It looks interesting.
- 6 2 Where are the changing rooms please? 3 What size are you? 4 Does it fit you? 5 It's too tight. Have you got a bigger one? 6 I'm a size 10. 7 They're over here. 8 Here's a checked one.
- 7 2 What size are you? 3 I'm a size 10. 4 Here's a checked one. 5 Where are the changing rooms please? 6 They're over here. 7 Does it fit you? 8 It's too tight. Have you got a bigger one?
- 8 *Students' own answers.*

6d Let's Revise!

- 1
- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| F | A | S | H | I | O | N | A | B | L | E |
| B | C | P | C | D | E | S | M | A | R | T |
| G | A | O | H | M | L | T | P | G | S | I |
| Q | S | T | R | I | P | Y | W | G | Y | G |
| F | U | T | A | D | N | K | P | Y | Z | H |
| V | A | Y | C | H | E | C | K | E | D | T |
| F | L | O | R | A | L | O | U | X | P | E |
| C | O | L | O | U | R | F | U | L | J | R |
- 2 1 looking for 2 go with 3 trying on 4 don't suit
- 3 1 most famous 2 best paid 3 more glamorous 4 smarter
- 4 1 least 2 less 3 least 4 less
- 5 1 look like 2 looks 3 looks like 4 look
- 6 1 Lily can sing as well as Britney. 2 Her costume is as glamorous as Britney's costume. 3 She isn't as famous as Britney.
- 7 (any order) 1 What size are you? 2 Does it fit?
- 8 (any order) 1 I'm size 12. 2 No it doesn't.
- 9 (any order) 1 What size are you? I'm size 12. 2 Does it fit? No it doesn't.

Unit 7 Crazy Communication

My Picture Dictionary

- 1-2 2 have a dream E 3 send a message C 4 make up a story I 5 tell a joke D 6 make a phone call A 7 keep a secret B 8 make an excuse F 9 tell a lie H 10 have an argument J
- 3 1 I make a phone call every day. 2 My best friend can't keep a secret.

7a I Spy

- 1 2 d 3 a 4 b
- 2 2 visiting her aunt 3 make an excuse 4 usually 5 the story 6 the same
- 3 2 b 3 d 4 a
- 4 (any of the following) a beautiful girl who loves the spy. / a bad man who wants to kill the spy. / a car that/which goes too fast. / an unusual place that/which is far away/where there is secret information. / a machine that/which breaks codes. / a country which is far away.

- 5 2 that 3 which 4 who 5 who 6 that
- 6 2 I've got a white van that doesn't go very fast. 3 I'm in a lot of films which are famous. 4 My husband works in a garage that is next to my office. 5 I solve problems for people who are in trouble. 6 I have a lot of information that is top secret. 7 I live in Botswana, which is a country in Africa. 8 I go to different countries where I have adventures.
- 7 James Bond - 1, 3, 6, 8
Mma Ramotswa - 2, 4, 5, 7
- 8 2 b 3 f 4 e 5 c 6 a
- 9 2 can't keep a secret. 3 key 4 disappears. 5 the phone rings

7b Body Language

- 1 2 He pushes his bowl across the kitchen with his nose. 3 He puts his head on Lily's knees. 4 He closes his eyes and shakes. 5 It means he knows that Dad is coming home.
- 2
- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| E | Y | E | B | R | O | W | S | C |
| Y | A | P | L | A | Y | L | H | M |
| E | H | F | S | I | H | E | A | D |
| S | A | R | M | S | V | G | K | F |
| B | I | T | L | E | G | S | E | O |
| Z | R | N | O | S | E | G | U | L |
| Q | C | R | O | S | S | W | N | D |
| Y | R | D | K | T | O | U | C | H |
- 3 2 touch your nose 3 cross your legs 4 fold your arms 5 raise your eyebrows 6 play with your hair 7 look into my eyes
- 4 2 play, hair 3 fold, arms 4 raise, eyebrows 5 look, eyes 6 cross, legs 7 touch, nose
- 5 2 e 3 d 4 a 5 b 6 f
- 6 2 c 3 e 4 a 5 d
- 7 2 I think she might be feeling cross. 3 Why do you think that? 4 She's shaking her head, and now she's shouting too!
- 8 *Students' own answers.*
- 9 *Students' own answers.*

7c The Magic Amulet

- 1 2 boys 3 wait 4 a wig 5 surprised 6 clue 7 help 8 horse and chariot 9 obelisk
- 2 2 a wig 3 surprised 4 a clue 5 to the obelisk 6 by horse and chariot
- 3 a We can't be in Egypt! b This can't be the sphinx! c It must be a wig! d It must be the pyramid!
- 4 Ra: This must be Nebi's school! I'm right, it is! Nebi: It can't be Holly and Max! What a surprise!
- 5 2 can't 3 must 4 must 5 can't 6 can't
- 6 1 t 2 p 3 e 4 m 5 l 6 e TEMPLE
- 7 1 It can't be a cup, that's impossible! 2 I'm sure it's a drawing. 3 I'm certain that it isn't real. 4 It must be a cup!
- 8 1 certain 2 must 3 impossible
- Pharaoh's Fun: Tom 1 Mia 3 Lily 2

7d Secret Messages

- 1 2 c 3 d 4 a
- 2 2 N'kisi might tell you that he is feeling annoyed or nervous (or he may talk about what he is

doing). 3 eyebrows 4 be true

3 Students' own answers.

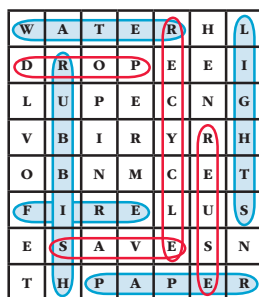
Unit 8 Our World

My Picture Dictionary

- 1 1 jellyfish 2 turtle 3 shell 4 fishing boat
5 rock 6 sand 7 sweet wrapper 8 rubbish
bin 9 beach umbrella 10 plastic bag
11 water bottle 12 crisp packet 13 seaweed
14 seagull 15 cardboard box 16 tin can
- 2 a crisp packet / cardboard box b turtle c shell /
seaweed d fishing boat set a should not be on
the beach

8a Do You Care?

- 1 Yes, please!
- 2 2 sandwiches 3 on the beach 4 help clean it
up 5 in a restaurant
- 3



Please help the environment!

- 4 2 recycle, paper 3 fire 4 save, water
5 rubbish 6 reuse 7 drop
- 5 2 save 3 reuse 4 switch off 5 rubbish 6 fire
- 6 2 a 3 b 4 e 5 d
- 7 2 If families come, they bring rubbish. 3 If they
leave rubbish, the beach isn't clean. 4 If the
beach isn't clean, families don't come.
1 A 2 B 3 C 4 D Students draw picture of
empty, dirty beach.
- 8 Please take your rubbish home with you.
- 9 2 fred - Fred 3 fisherman's - Fisherman's
4 boat - Boat 5 restaurant - Restaurant
6 bottles - bottles. 7 our - Our 8 july - July
9 august - August 10 die - die.

8b On the beach

- 1 2 paper, cardboard, glass and plastic rubbish
3 dangerous for the animals, the birds, the fish,
and you 4 10 o'clock
- 2 2 He's in a rush! 3 I'm exhausted
- 3 2 a 3 g 4 b 5 f 6 d 7 c
- 4 (any order) 2 I Mia phones, I'll take a
message 3 If you're hungry, I'll buy you a
sandwich. 4 If there isn't a good film, we won't
go to the cinema. 5 If he wears shoes, he won't
fall on the rocks. 6 If they pick up their rubbish,
the beach will be clean.
- 5 If we have time, I'll send you a card from Post
Office Bay. / If you like, I'll show you some
photos. / Tomorrow, if the weather is good, we'll
go diving. / If we're lucky, we'll see some sharks.
/ I must go, if I'm late for breakfast, there won't
be any fruit juice.
- 6 2 I'll send you a card from Post Office Bay if I
have time. 3 I'll show you some photos if you
like. 4 We'll go diving tomorrow if the weather is
good. 5 We'll see some sharks if we're lucky.
6 There won't be any fruit juice if I'm late for

breakfast.

- 7 2 If it's raining, he'll go shopping. 3 If he's tired,
he'll watch a film. 4 If he meets his friends, he'll
play basketball. 5 If he doesn't get up late, he
won't miss the boat.
- 8 Students' own answers.

8c The Magic Amulet

- 1 2 f 3 c 4 a 5 e 6 d 7 b
- 2 It must be the entrance to a tomb! / Let's see if my
amulet will open it!
- 3 2 ate 3 took 4 walked 5 was 6 didn't
speak 7 weren't
- 4 2 If we had no rain, I wouldn't have a bath.
3 I'd take my rubbish home if there were no bins.
4 If I didn't have a bike, I'd walk. 5 I wouldn't
buy a boat if I had a lot of money. 6 If we all
recycled, we'd save the planet. 7 We'd help the
environment if we didn't use plastic bags.
- 5 Students' own answers.
- 6 2 it wasn't raining 3 I lived in Hawaii
4 I understood hieroglyphs 5 I saw a jellyfish
- 7 2 a 3 f 4 b 5 d 6 c
- 8 2 If I were you, I'd use the key. 3 If I were you,
I'd go to the doctor's. 4 If I were you, I'd look in
your bag. 5 If I were you, I'd fix it! 6 If I were
you, I'd take it to the vet's.

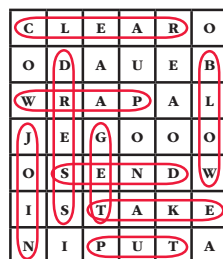
8d Let's Revise!

- 1 1 d 2 e 3 b 4 a 5 c
- 2 1 seagull 2 sand 3 shell 4 turtle 5 rock
6 seaweed
- 3 1 B 2 F 3 C 4 A 5 D 6 G 7 H 8 E
- 4 1 If you have a shower, you save water.
2 If my cat eats chocolate, she gets ill.
3 If I recycle rubbish, I help the environment.
- 5 1 we will go 2 you don't wear 3 we will buy ice
cream 4 we will take the dog.
- 6 1 lived, make 2 sold, buy 3 had, visit
- 7 1 b - If I were you, I'd pick it up. 2 a - If I were
you, I'd see the doctor.

Unit 9 Parties

My Picture Dictionary

1



- 2 send 3 join 4 take 5 get 6 clear 7 put
8 wrap 9 dress b invitations c the dancing
d the decorations e with friends f the mess
g the decorations h a present i in new clothes
- 2 2 prepare the food 3 light the candles

9a A Surprise!

- 1 2 card 3 food 4 cake 5 candles 6 sandwiches
7 decorations 8 music
- 2 2 I'm exhausted! 3 It was incredible! 4 Go on!
- 3 Students' own answers.
- 4 2 had 3 was 4 love 5 like 6 believe

- 5 the CD of a song called I wish I was James Bond.
- 6 2 I wish my family lived on a desert island.
3 Mum and Dad wish they had a boat.
4 Dad wishes the weather was always warm
and sunny. 5 My friends and I wish children
didn't have to go to school. 6 My sister wishes
she could play the guitar all day. 7 My brother
wishes he looked like a film star.
- 7 Students' own answers.

- 8 (any order) 2 That can't be true. 3 I don't believe
it. 4 You can't be serious.

- 9 2 a 3 e 4 c 5 b

9b Birthdays

- 1 Students' own answers.
- 2 2 It's on the longest day of the year. 3 People
dress up, have fireworks, dance, play drums, and
have lots to eat and drink. 4-5 Students' own
answers.

3



glamorous

- 4 1 expensive 2 unbelievable 3 uncomfortable
- 5 2 ous 3 able, ive 4 ful 5 ive 6 able
- 6 Students' own answers.
- 7 Verb + -ing I can't stand playing the piano. / I
miss swimming. Verb + infinitive I can't wait to
travel. / I expect to pass my exams. Verb + -ing
or infinitive I hate wrapping/to wrap presents. / I
love to dance / dancing.
- 8 Verb + -ing Ned enjoys having parties. / Tina and
Tom can't stand going to parties. / Every Saturday
he practises making cakes. Verb + infinitive
He always prefers to be outside. / Last year he
decided to invite his friends... / ...everybody
decided to have an ice cream in the café. / His
friends can't wait to eat them! Verb + -ing or
infinitive He likes to cook (cooking). / They love
watching (to watch) films.

- 9 Students' own answers.

9c The Magic Amulet

- 1 2 c I'm wearing the Pharaoh's crown! 3 a I want
the power! 4 b I can't do it! It's impossible!
- 2 2 I can't stand being here anymore! 3 I wish I
wasn't so nervous. 4 I can't wait to go home.
5 Max is being really childish.
- 3 Students' own answers.
- 4 2 Tell Ra the story. / Tell the story to Ra.
3 Pass Max the crown. / Pass the crown to Max.
4 Send Dad a message. / Send a message to Dad.
5 Teach Nebi English. / Teach English to Nebi.
- 5 2 Nebi 3 you 4 him
- 6 2 Could you give my brother a ticket/a ticket
to my brother? 3 Could you send my parents
a message/a message to my parents? Yes, of
course. 4 Could you show my sister the amulet/
the amulet to my sister? Yes, of course. 5 Could
you teach my friend English/English to my
friend? Yes, of course. 6 Could you tell me your
number/your number to me? No, sorry I can't.

- 7 2 Give 3 waiting 4 pass 5 tell
 8 jewels
 Pharaoh's Fun:
 They would see: a pyramid, a camel and a sarcophagus. They wouldn't see: a snake, some soldiers, an obelisk, a pot or a crown.

9d The Invitation

- 1 People: Rubina, Azhar Places: Hollywood, India, America Dates: 1929, February 2009
Students' own answers.
 2 1 How old are you? - I'm nine years old. 2 Where are you from? - I'm from India. 3 What was it like to work on the film? - It wasn't easy. We had to practise singing, dancing and our lines everyday, but I did enjoy it. 4 What are your plans for the future? - I am going to finish my book, and I want to/plan to/can't wait to study.
 3 1 us 2 Oscar 3 ten 4 amazing

Unit 10 The Media

My Picture Dictionary

- 1 2 news story 3 video clip 4 film review
 5 weather forecast 6 live webchat 7 games and crossword puzzles 8 cartoons and jokes
 9 competition 10 advertisement 11 horoscopes 12 blog
 2 2 the film review 3 the advertisements
 4 the horoscopes 5 the competitions
 3 *Students' own answers.*

10a A Funny Story

- 1 2 horoscope 3 competition 4 crosswords
 5 video clip 6 headlines 7 incredible 8 famous
 2 1 Lily likes being in competitions. 2 She can't stand doing crosswords.
 Yes, the sentences are true.
 3 *Students' own answers.*
 4 2 A Quick hide! 3 E Don't be nosey!
 4 D What are you up to? 5 B Wicked!
 5 2 didn't she 3 won't it 4 aren't they 5 hasn't she
 6 1 Yes, it is. 2 Yes, she did. 3 Yes, it will.
 4 No, they aren't. 5 No, she hasn't.
 7 1 Her prize was a trip to Miami with her family. 2 She filmed another video clip and won another prize!
 8 2 E 3 C 4 F 5 B 6 D
 9 2 E 3 D 4 A 5 F 6 B
 10 2 didn't you 3 won't you 4 weren't they
 5 aren't they 6 can't he 7 didn't he 8 aren't you
 11 b 4 It must be the sphinx. c 3 You can't be serious! d 1 Let's have a party!
 12 2 Sorry, I can't. 3 Why? What's wrong?
 4 I've got a bad headache and my throat hurts.
 5 If I were you, I'd see the doctor.

10b On The Air

- 1 2 It took a year to build the studio and prepare the team. 3 They need volunteers for two hours a week. 4 The volunteers organise games and activities. They also help plan and create the weekly radio programme. 5 Radio Popsicle volunteers make the children laugh. 6 Working as a volunteer is exciting.
 2 2 e 3 a 4 c 5 f 6 d

- 3 2 They are entertained by six clowns and three magicians. 3 Rabbits are produced out of hats. 4 Some children are chosen to check that the magicians don't have any secret hiding places. 5 The show is filmed by one of the doctors who comes to the show. 6 Yes, the show is enjoyed by everyone./A good time is had by all.

4

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

- 5 Ideas for the show are written by the volunteers.
 6 2 artist, stylist, cameraman 3 writer 4 director
 5 technician 6 editor
 7 2 Nick Robbins 3 She edited the programme.
 4 Fay Garwood 5 Julie Spears
 8 make-up, check lights and sound
 9 2 tricks 3 make-up 4 check 5 lights 6 sound

10c The Magic Amulet

- 1 2 The Egyptologists discovered a stone in a tomb. 3 Max was wearing a crown.
 4 The children have been to Egypt. 5 Max is going to tell Dad. 6 Ra is wearing trousers.
 7 They will go back soon.
 2 2 Who discovered a stone in a tomb? 3 What is Max wearing? 4 Where have the children been? 5 Who is Max going to tell? 6 What is Ra wearing? 7 When will they go back?
 3 2 Tom's chariot is hanging on the wall in his bedroom. 3 Last year they studied the Romans. 4 ...because the cat was playing with it. 5 They have been to the British Museum with their teacher. 6 They will see some Egyptian art and learn to make masks. 7 ...and next week they are going to see a special exhibition in the park.
 4 2 for an hour 3 every day 4 tomorrow
 5 already
 5 past 3, 4, 8 present 1, 6, 7 future 2, 5, 9
 6 1 Egypt 2-3 pyramid obelisk school 4-6 Max
 Holly Ra Nebi 7-10 camel snake horse crocodile
 11-15 amulet crown wig sarcophagus stone

Pharaoh's Fun: pyramid, Egypt, camel, magic

10d Let's Revise!

- 1 1 headline 2 news 3 webchat 4 puzzle
 5 weather 6 film 7 clip
 2 blog, cartoons and jokes, horoscope,
 advertisement, competition
 3 1 presenter 2 make-up artist 3 programme
 editor 4 music director 5 cameraman
 4 1 is it 2 wasn't it 3 didn't he 4 can't we
 5 won't they 6 haven't you
 5 1 are brainstormed 2 is written 3 is filmed
 4 is edited 5 are made 6 is sent 7 are invited
 6 1 d They're trying on some new jeans. 2 a They
 bought them yesterday. 3 f They don't fit!

- 4 b They are going to take them back to the shop.
 5 c They've found a cheaper pair. 6 e Dad was
 cooking last weekend.
 7 1 b bored 2 a were 3 d wrong 4 c doesn't



Grammar worksheets teaching notes and answer key

Teaching notes

The Consolidation grammar worksheets can be used to help weaker students consolidate the basic grammar covered in each unit. They offer simple, clear practice of key grammar points that students will have covered in the unit. The worksheets can be handed out during the class and completed either during the lesson or at home.

The Extension grammar worksheets will give further practice for the stronger students who have assimilated the grammar covered in the unit. Again, these can be completed during the lesson or at home.

A note with the answer key below indicates when is the best time to complete the worksheets, which is often towards the end of each unit.

Unit 1

Students can complete the grammar worksheets after they have completed Lesson 1c of the *Students' Book*.

Consolidation

- 1 2 usually works 3 isn't working 4 doesn't know 5 often goes 6 Does Mia believe
- 2 **Countable:** magazine, coin
Uncountable: water, make-up, money
- 3 2 anyone 3 everything 4 No one
5 something 6 somewhere

Extension

- 1 2 'm watching 3 'm going 4 go 5 love
6 don't want 7 'm saving
- 2 2 a 3 c 4 b 5 a 6 c
- 3 2 No one 3 somewhere 4 anywhere
5 Everyone 6 anything 7 something

Unit 2

Students can complete the grammar worksheets after they have completed Lesson 2c of the *Students' Book*.

Consolidation

- 1 2 We're meeting Tom this afternoon.
3 The bus is leaving in ten minutes.
4 I'm not going to the party tomorrow.
5 Are you going to the match on Saturday?
6 Tom isn't interviewing Pato this afternoon.
- 2 2 They will fly. 3 Will they be less expensive?
4 They will be small. 5 They won't be noisy.
6 Will they have wings?
- 3 2 Is it going to rain today?
3 What are you going to do tomorrow?
4 I'm not going to see Lily today.

Extension

- 1 2 On Tuesday, she and Tom are interviewing the sports teacher
3 On Wednesday, she isn't playing tennis. She's going to the studio.
4 On Friday, she's meeting Tom at the BMX bike park.
5 On Saturday, she isn't doing her homework. She and Lily are going shopping.
6 On Sunday, she's doing her homework.
- 2 2 won't pollute 3 will be 4 will they be
5 will fly 6 will be 7 won't buy
- 3 2 What are you going to do when you leave school?
3 We aren't going to have a maths lesson today. Great!
4 Our football team is going to win this week, I'm sure.
5 Is Max going to ride a camel?

Unit 3

Students can complete the grammar worksheets after they have completed Lesson 3c of the *Students' Book*.

Consolidation

- 1 2 has never sprained 3 Have you ever been
4 fell 5 has never written 6 did you start
- 2 2 for 3 since 4 since 5 for 6 since
- 3 2 yet 3 just 4 yet 5 already 6 just

Extension

- 1 2 Yesterday my dad made pizza for us. 3 I've never done karate. 4 Last summer I stayed in a hotel in London. 5 When did you go ice skating?
6 Has Tom ever played table tennis?
- 2 2 How long have you been at your school?
3 How long have you lived in your town?

- 4 How long have you studied English?
- 5 How long have you had your shoes?
- 6 How long have you done karate?
- 3 2 He has already sent an email to Mia.
- 3 He hasn't cleaned his bike yet.
- 4 He hasn't read about the pharaohs yet.
- 5 He has just watched his favourite TV programme.
- 6 He hasn't washed the dishes yet.

Unit 4

Students can complete the grammar worksheets after they have completed Lesson 4c of the *Students' Book*.

Consolidation

- 1 2 wasn't raining 3 were walking 4 was watching 5 was writing 6 was making
- 2 2 came 3 was buying 4 started 5 were having 6 saw
- 3 2 used to 3 didn't use to 4 did you use to 5 didn't use to 6 used to

Extension

- 1 2 Fat Dave wasn't sleeping. He was driving his car.
- 3 Lovely Iris wasn't cooking dinner. She was travelling on a bus.
- 4 Where were they going?
- 5 Were they meeting at the bank?
- 6 Were they planning to rob the bank?
- 2 2 found 3 was leaving 4 heard 5 looked 6 was sitting 7 was smiling
- 3 2 Dad didn't use to wash the car very often but now he washes it every week.
- 3 Mum didn't use to go to school by bus.
- 4 Mum used to walk everywhere but now she takes the car everywhere.
- 5 Mum and Dad used to go out once a week but now they never go out.
- 6 Mum and Dad didn't use to get up early but now they get up early every day.

Unit 5

Students can complete the grammar worksheets after they have completed Lesson 5c of the *Students' Book*.

Consolidation

- 1 2 let 3 not allowed to 4 let 5 not allowed to 6 make
- 2 2 should be careful with the newspapers.
- 3 They have to be polite to people.
- 4 They mustn't throw the papers at the door.
- 5 They have to work quickly.
- 6 They should be organised.
- 3 2 couldn't find 3 can/could you take
- 4 Can I play 5 could I go 6 can play

Extension

- 1 2 She makes her get up early. 3 Mia isn't allowed to go out alone. 4 Mia's allowed to play games. 5 She lets her watch DVDs.
- 6 She makes her phone her parents every day.
- 2 2 should 3 have to 4 mustn't 5 must 6 have to
- 3 2 I can speak English.
- 3 I can play the piano.
- 4 Dad, can I have some money (, please)?
- 5 Five years ago, I couldn't ride a bike.
- 6 Could you open a window (, please)?

Unit 6

Students can complete the grammar worksheets after they have completed Lesson 6c of the *Students' Book*.

Consolidation

- 1 2 most comfortable 3 better 4 longer 5 taller 6 most unfashionable
- 2 2 Lily's costume was less expensive than Tom's.
- 3 Tom's costume isn't as funny as Lily's.
- 4 Tom's shorts are the least fashionable of all!
- 5 Lily's song isn't as long as Tom's.
- 6 Mia's dress is the least glamorous of all.
- 3 2 looks 3 looks like 4 look 5 looks like 6 look like

Extension

- 1 3 The jacket is more expensive than the shirt.
- 4 The jeans are the cheapest of all.
- 5 The shirt is bigger than the jacket.
- 6 The jacket is smaller than the trousers.
- 7 The jacket is the most colourful of all.
- 2 2 as good-looking as 3 The least good-looking 4 isn't as young as 5 less sporty than 6 isn't as musical as
- 3 2 The souvenir looks cheap.
- 3 It looks like the weather is changing.
- 4 In those old jeans, you look like a miner!
- 5 Your new MP3 player looks expensive.
- 6 It looks like we can go home early today.

Unit 7

Students can complete the grammar worksheets after they have completed Lesson 7c of the *Students' Book*.

Consolidation

- 1 2 where 3 who 4 which 5 that 6 where
- 2 2 f 3 e 4 a 5 b 6 c
- 3 2 can't 3 must 4 must 5 can't 6 must

Extension

- 1 2 that/which 3 who 4 where 5 who
6 which/that
- 2 2 He may/might feel ill. 3 She may/might be surprised. 4 He may/might be a waiter.
5 He may/might be at work.
6 We may/might win a prize.
- 3 2 He can't be in a different country. 3 He must have a family. 4 He must like crisps. 5 He can't wear colourful clothes. 6 He must study history.

Unit 8

Students can complete the grammar worksheets after they have completed Lesson 8c of the *Students' Book*.

Consolidation

- 1 2 If we go to the beach, we take our rubbish home.
3 If we don't have a shower, we save water.
4 If the weather is hot, fires can start.
5 If I get a plastic bag, I reuse it.
6 If we don't drop plastic in the sea, we help the animals.
- 2 2 don't come 3 'll miss 4 stop 5 'll take 6 are
- 3 2 lived 3 was 4 would we do 5 asked
6 would give

Extension

- 1 2 If we switch off the lights, we save energy.
3 If you don't have baths, you save water.
4 If birds eat plastic, they die.
5 If we reuse plastic bags, we help the environment.
6 If we don't pick up rubbish, we pollute the environment.
- 2 2 will/'ll be 3 will/'ll be 4 don't do 5 see
6 will/'ll ask
- 3 2 If I saw the Pharaoh, I would say hello.
3 If I met Nebi, I wouldn't want to be friends.
4 If I found some treasure, I wouldn't tell anyone.
5 I wouldn't take Max with me if I went back to ancient Egypt!
6 He wouldn't be happy if he lived in the desert.

Unit 9

Students can complete the grammar worksheets after they have completed Lesson 9c of the *Students' Book*.

Consolidation

- 1 2 had 3 could 4 knew 5 had 6 could
- 2 2 to see seeing 3 try trying/to try 4 getting to get 5 be to be 6 to speak speaking
- 3 2 Can you show me the way to your house?
3 Are you going to write a letter to Grandma?
4 I sent you an email yesterday.
5 Please give some advice to Katie.
6 Can you pass me the bread?

Extension

- 1 2 Zak wishes he could play the piano.
3 I wish I was taller.
4 Mia wishes she had less homework.
5 Tom wishes he didn't have to wash the dishes.
6 Lily wishes she could buy a new computer.
- 2 2 to go 3 watching 4 seeing 5 to go 6 eating
- 3 2 Send me a text message tomorrow.
3 Could you pass me the sugar, please?
4 Give me some time.
5 Send the letter to me.
6 Could you send the email to my brother Peter?

Unit 10

Students can complete the grammar worksheets after they have completed Lesson 10c of the *Students' Book*.

Consolidation

- 1 2 a 3 b 4 b 5 b 6 b
- 2 2 written 3 prepared 4 checked 5 done
6 fitted
- 3 2 was holding 3 have you been 4 is talking
5 will help 6 are going to

Extension

- 1 2 didn't you 3 hasn't she 4 aren't we 5 won't he 6 must we
- 2 2 are discovered 3 are written 4 are taken
5 are sent 6 are edited 7 is printed 8 is bought
- 3 2 I wrote six emails yesterday.
3 We were walking the dog at eight o'clock last night.
4 How old will you be on your next birthday?
5 Where are you going/are you going to go for your holidays next summer?
6 Have you ever eaten frogs' legs?

Unit 1 Consolidation

1 Circle the correct answer.

- I **save** / **'m saving** money at the moment.
- Mr Devon **is usually working** / **usually works** at the studio.
- The microphone **works** / **isn't working** today.
- Tom **doesn't know** / **isn't knowing** how to fix it.
- Lily **is often going** / **often goes** to the studio after lessons.
- Does Mia believe** / **Is Mia believing** Zak's story?

2 Write the nouns in the correct column.

sweet water magazine make-up coin money

countable	uncountable
<u>sweet</u>	

3 Complete the sentences with these words.

anywhere somewhere everything No one something anyone

- I can't find my homework anywhere.
- Is there _____ in the classroom?
- I didn't buy a souvenir – _____ was very expensive.
- _____ knew the story of the Egyptian kings.
- I'm thirsty. I need _____ to drink.
- Where's my bag? I know it's here _____.



Unit 1 Extension



1 Complete the dialogue. Use the present simple or present continuous.

- Lily: What ¹ are you doing (you do) at the moment?
 Mia: I ² _____ (watch) TV.
 Lily: Come with me – I ³ _____ (go) shopping, now.
 Mia: Again? You ⁴ _____ (go) shopping every week!
 Lily: I know, but I ⁵ _____ (love) it.
 Mia: I ⁶ _____ (not want) to spend any money this week – I ⁷ _____ (save) for a new MP3 player at the moment.
 Lily: Maybe next week?
 Mia: OK.

2 Circle the correct answer.

- I haven't got _____ money in my pocket.
a many **b much** c a lot
- There aren't _____ people in the studio at the moment.
a many b some c much
- Are there _____ crisps in your bag?
a some b much c any
- I'd like _____ chocolate, please.
a much b a little c a few
- Zak uses _____ hair gel!
a a lot of b many c much
- I've got _____ CDs in my room at home.
a any b many c a few

3 Complete the email with words beginning with **some-, any-, every- or no-**.

Dear Jade

Thanks for your email. So, you're going to Egypt for your holiday – that's exciting! We never go ¹ anywhere exciting like that. ² _____ in my family likes travelling to other countries, so we always go ³ _____ in this country. That's boring!! At the moment I can't go ⁴ _____ because I've got an important history test next week. ⁵ _____ at school is worried about it. I don't know ⁶ _____ about history. Maybe I can come to Egypt with you and learn ⁷ _____ about it? Ha ha!

Write soon.

Lucy

Unit 2 Consolidation

1 Write sentences with present continuous for the future.

1 I / go / the cinema / this evening.

I'm going to the cinema this evening.

2 We / meet / Tom / this afternoon

3 The bus / leave / in ten minutes

4 I / not go / to the party / tomorrow

5 you / go / to the match / on Saturday?

6 Tom / not interview / Pato / this afternoon

2 Write sentences and questions about cars in the future with *will* and the words in brackets.

1 They will be comfortable. (✓ be comfortable)

2 _____ (✓ fly)

3 _____ (? less expensive)

4 _____ (✓ be small)

5 _____ (✗ be noisy)

6 _____ (? have wings)

3 Order the sentences.

1 going to to Egypt next summer travel We're .

We're going to travel to Egypt next summer.

2 rain going to Is today it ?

3 are do tomorrow you going to What ?

4 Lily I'm see not today going to .



Unit 2 Extension



1 Complete the sentences about Mia's plans.

Monday meet Tom meet Lily	Thursday
Tuesday (with Tom) interview the sports teacher	Friday meet Tom at the BMX bike park
Wednesday play tennis- go to studio	Saturday do homework (with Lily) go shopping
	Sunday do homework!

1 On Monday, she isn't meeting Tom. She's meeting Lily.

2 _____

3 _____ ?

4 _____

5 _____

6 _____ ?

2 Complete the text. Use *will* or *won't* and the verb in brackets.

What ¹ will cars be (cars be) like in the future?
We know they ² _____ (not pollute), and
we know they ³ _____ (be) small. But
⁴ _____ (they be) easy to drive? Perhaps
not, because they ⁵ _____ (fly) too. They
⁶ _____ (be) expensive, probably, so people
⁷ _____ (not buy) cars at all.

3 Write sentences. Use the correct form of *going to*.

1 It / be / nice day / today.

It's going to be a nice day today.

2 What / you / do when you / leave school?

3 We / not have / a maths lesson today. Great!

4 Our football team / win this week, I'm sure.

5 Max / ride a camel?

Unit 3 Consolidation

1 Circle the correct answer.

- Mia started / has started skating two years ago.
- Tom **has never sprained** / **never sprained** his ankle before.
- Did you ever go** / **Have you ever been** to a rock concert?
- Three days ago I **have fallen** / **fell** over.
- My grandma **has never written** / **never wrote** an email.
- When **did you start** / **have you started** guitar lessons?

2 Complete the sentences with *for* or *since*.

- We've had a dog for three years.
- My brother has had long hair _____ six months.
- Kylie has had a skateboard _____ she was eight.
- Our teacher has worked at this school _____ 2008.
- That family has lived there _____ five years.
- I've had a computer _____ I was five.

3 Complete the sentences with *just*, *already* or *yet*.

- 'Have you done your homework?' 'Yes, I've already done it.'
- Have you eaten your dinner _____?
- 'Where's Tom?' 'He has _____ gone into the studio.'
- I haven't found the answers _____.
- We have _____ had something to drink, thanks.
- Quick! Your cat has _____ jumped up that tree!



Unit 3 Extension



1 Write sentences with present perfect or past simple.

- you / ever / break your arm? Have you ever broken your arm?
- yesterday / my dad / make / pizza for us.

- I / never / do karate.

- last summer / I / stay / in a hotel in London.

- when / you go / ice skating?

- Tom / ever / play table tennis?

2 Complete the questions. Use the present perfect.

- How long has Sam had (Sam / have) a car?
- How long _____ (you / be) at your school?
- How long _____ (you / live) in your town?
- How long _____ (you / study) English?
- How long _____ (you / have) your shoes?
- How long _____ (you / do) karate?

3 Write sentences about Tom's jobs. Use present perfect and *yet*, *already* or *just*.

- 1 do maths homework ✓ 2 send an email to Mia ✓
3 clean bike ✗ 4 read about the pharaohs ✗
5 watch favourite TV programme ✓ a moment ago!
6 wash the dishes ✗

- He has already done his maths homework.
- _____
- _____
- _____
- _____
- _____

Unit 4 Consolidation

1 Complete the story using the past continuous.

It was six o'clock in the evening. It ¹ was getting (get) dark but it ² _____ (not rain). Joe and his dog ³ _____ (walk) along the street. Joe didn't know it, but someone ⁴ _____ (watch) him. It was a man, and he ⁵ _____ (write) something in a notebook. Suddenly Joe heard something – a voice? Someone ⁶ _____ (make) a strange noise ... what was it?

2 Circle the correct answer.

- 1 I was looking / looked for my wallet when I found this necklace.
- 2 I was listening to my MP3 player when Mum **was coming** / came home.
- 3 While I **was buying** / bought a magazine, the train left the station.
- 4 I was doing some shopping when the rain **was starting** / started.
- 5 We **were having** / had a lesson when the police arrived.
- 6 I **saw** / was seeing my friend Todd while I was walking to school.

3 Complete the sentences with the correct form of *used to*.

- 1 When I was very young I used to go to a small school. (✓)
- 2 I _____ write letters but now I send emails. (✓)
- 3 Many years ago, girls _____ go to school. (X)
- 4 When you were little, _____ go to bed early? (?)
- 5 I _____ have a computer in my bedroom. (X)
- 6 My brother _____ have an old bike. Now he's got a new one. (✓)



Unit 4 Extension

4

1 Read the notes and write sentences and questions.

1 Big Pete: watch TV X – meet Little Jim 2 Fat Dave: sleep X – drive his car 3 Lovely Iris: cook dinner X – travel on a bus 4 Where / they go? 5 they / meet / at the bank? 6 they / plan / to rob the bank?

- 1 Big Pete wasn't watching TV. He was meeting Little Jim.
- 2 _____?
- 3 _____?
- 4 _____?
- 5 _____?
- 6 _____?

2 Complete the story using the past continuous or past simple.

I ¹ was looking (look) for some old magazines when I ² _____ (find) an old diary. It was my grandma's diary from when she was a girl. She wrote, 'I ³ _____ (leave) the house when I ⁴ _____ (hear) a young man's voice. When I ⁵ _____ (look) up, he ⁶ _____ (sit) in a tree in our garden, and he ⁷ _____ (smile) at me.' That young man later married my grandma!

3 Tom asked his parents about changes in their life. Use his notes to write sentences with *used to*.

	past	now
Dad	1 eat / sweets for lunch 2 not wash / car very often	eat / fruit wash it / every week
Mum	3 walk everywhere 4 not go / to school by bus	take the car / everywhere
Mum and Dad	5 go out once a week 6 not get up early	never go out get up early every day

- 1 Dad used to eat sweets for lunch but now he eats fruit.
- 2 _____?
- 3 _____?
- 4 _____?
- 5 _____?
- 6 _____?

Unit 5 Consolidation

1 Complete the sentences with *(not) allowed to*, *let* or *make*.

- 1 You are allowed to take photos of the lions. (✓)
- 2 They _____ you ask questions. (✓)
- 3 You are _____ feed the monkeys. (✗)
- 4 They don't _____ you touch the tigers. (✗)
- 5 You are _____ go into the cages. (✗)
- 6 They _____ you pick up your rubbish. (✓)

2 Write sentences about paperboys. Use ✓ *should*, ✓✓ *have to*, ✓✓✓ *must* or ✗✗ *mustn't*.

- 1 be on time for work ✓✓✓
Paperboys must be on time for work.
- 2 be careful with the newspapers ✓
They _____
- 3 be polite to people ✓✓

- 4 throw the papers at the door ✗✗

- 5 work quickly ✓✓

- 6 be organised ✓

3 Complete the sentences. Use *can*, *can't*, *could* or *couldn't*.

- 1 'Are you good at art?' 'No, I can't draw (not draw).'
- 2 'Did you play tennis yesterday?' 'No, I _____ (not find) my tennis racket!'
- 3 Dad, _____ (you take) me to school now?
- 4 'I've done my homework. _____ (I / play) football?' 'OK, but don't be late.'
- 5 'Mrs Jones, _____ (I / go) home early, please? I've got a headache.' 'Yes, OK.'
- 6 Kylie _____ (play) the guitar.



Unit 5 Extension



1 Write about what Mia can do at her aunt's house. Use *not allowed to*, *let* or *make*.

- 1 She / let / go / bed late. She lets her go to bed late.
- 2 She / make / get up early. _____
- 3 Mia / not / allowed / go out alone.

- 4 Mia / allowed / play games. _____
- 5 She / let / watch DVDs. _____
- 6 She / make / phone / her parents every day.

2 Complete the sentences with *have to*, *should*, *must* or *mustn't*.

- 1 You must be on time for work. (it's necessary)
- 2 You _____ be polite. (it's a good thing)
- 3 You _____ wear a uniform. (it's necessary)
- 4 You _____ be disorganised. (not allowed)
- 5 You _____ stay awake. (it's important)
- 6 You _____ fly a plane. (it's necessary)

3 Write sentences. Use the word in brackets.

- 1 You want to go out tonight. Ask your mum. (can)
Mum, can I go out tonight?
- 2 You say you are good at speaking English. (can)

- 3 You say you are good at playing the piano. (can)

- 4 You want some money. Ask your dad. (can)

- 5 You say that five years ago you didn't know how to ride a bike. (couldn't)

- 6 You ask a person to open a window. (could)

Unit 6 Consolidation

1 Complete the sentences. Use the comparative or superlative.

- Tom's sunglasses are more expensive than Lily's. (expensive)
- My jeans are the _____ clothes I have got. (comfortable)
- Our school uniform is _____ than yours. (good)
- My blue scarf is _____ than the red one. (long)
- Is Mia _____ than Tom? (tall)
- Those trousers are the _____ things I have ever seen. (unfashionable)

2 Order the sentences.

- is Joe Smith less glamorous than Beckham
Joe Smith is less glamorous than Beckham.
- Tom's less expensive Lily's costume than was

- as funny as Lily's Tom's costume isn't

- are Tom's shorts of all! the least fashionable

- as long as Lily's song isn't Tom's

- is of all the least glamorous Mia's dress

3 Complete the sentences. Use *look(s)* or *look(s) like*.

- With her new haircut, Gemma looks like Katy Perry!
- Your new computer _____ amazing.
- It _____ there's someone at the door.
- These souvenirs _____ interesting.
- It _____ you've sprained your ankle.
- I think I _____ my sister.

Unit 6 Extension

1 Look at the adverts. Write sentences using the comparative and superlative.

UBAY	Jeans: blue, size medium, £5.00
	Jacket: green, blue and red, size small, £9.00
	Shirt: grey, size large, £6.00
	Trousers: black size large, £12.00

- trousers – jeans (large) The trousers are larger than the jeans.
- trousers – all (expensive) The trousers are the most expensive of all.
- jacket – shirt (expensive) _____
- jeans – all (cheap) _____
- shirt – jacket (big) _____
- jacket – trousers (small) _____
- jacket – all (colourful) _____

2 Complete the text with these phrases.

less sporty than The least good-looking ~~not as tall as~~ as good-looking as isn't as young as isn't as musical as

Everyone says my brother, Sam, and I look the same. But I don't think that's true. First, I am younger than Sam, and I am ¹ not as tall as he is. Next, I don't think he is ² _____ me, but he doesn't agree! ³ _____ man in our family is my dad, but that's because he ⁴ _____ us (OK Dad, it's just a joke)! I'm ⁵ _____ Sam, it's true. I don't play football, and he IS good. But Sam ⁶ _____ me. I can play the guitar and sing.

3 Write sentences. Use *look(s)* or *look(s) like*.

- This wig / great. This wig looks great.
- The souvenir / cheap. _____
- It / the weather is changing. _____
- In those old jeans, you / a miner! _____
- Your new MP3 player / expensive. _____
- It / we can go home early today. _____

Unit 7 Consolidation

1 Circle the correct answer.

- 1 He's the boy **which** / **who** lives next door to us.
- 2 That's the cinema **that** / **where** I saw *Star Voyager*.
- 3 She's the girl **who** / **which** came to Zak's party.
- 4 This is the project **which** / **where** we did last year.
- 5 That's the kind of music **who** / **that** Lily likes.
- 6 That's the shop **where** / **who** I bought my new jeans.

2 Match the situations and sentences.

- | | |
|--|---|
| 1 What's that noise? | a We might see some interesting things. |
| 2 Who's that man in the white coat? | b She might be embarrassed. |
| 3 Tom hasn't come to the studio today. | c It might be a mobile phone. |
| 4 Let's go to the museum. | d It might be a helicopter. |
| 5 Why is Lily playing with her hair? | e He may be ill. |
| 6 What's that gadget? | f He may be a doctor. |

3 Complete the sentences with **must** or **can't**.

- 1 I haven't heard this song before. It must be a new one.
- 2 No one is here – this _____ be the right place.
- 3 Mia doesn't understand the homework. It _____ be difficult.
- 4 The sun is going down. It _____ be late.
- 5 There are no football players here – the match _____ be on today.
- 6 You haven't had anything to eat today – you _____ be hungry.



Unit 7 Extension



1 Complete the sentences with **who**, **which**, **that**, or **where**.

- 1 I know a place where you can get good food.
- 2 Where's the book _____ John told us about?
- 3 Do you know _____ that girl is?
- 4 Is this the shop _____ we can get DVDs?
- 5 He's the boy _____ moved here last month.
- 6 Here's a website _____ gives you the news.

2 Write sentences. Use **may** or **might**.

- 1 What's that light? (be / car) It might/may be a car.
- 2 Why isn't Tom at school? (feel / ill)

- 3 Why is Mia raising her eyebrows? (be / surprised)

- 4 Who's that man in the uniform? (be / waiter)

- 5 Dad isn't at home yet. (be / at work)

- 6 Let's enter this competition? (win / a prize)

3 What do they tell us about a criminal? Use **must** or **can't**.

- 1 **Sky Air uniform** (be / pilot) He must be a pilot.
- 2 **passport**
(be / in a different country) _____
- 3 **photo of him with woman and children**
(have / family) _____
- 4 **six empty crisp packets**
(like / crisps) _____
- 5 **three black jumpers**
(wear / colourful clothes) _____
- 6 **a book – Studying Ancient Egypt**
(study / history) _____

Unit 8 Consolidation

1 Write sentences. Use zero conditional.

- I / wash my bike / I / use / rain water
If I wash my bike, I use rain water.
- we go to / beach / we / take / our rubbish home

- we not have / shower / we / save / water

- the weather / be / hot / fires / can start

- I get / a plastic bag / I / reuse / it

- we not drop / plastic / in the sea / we / help / animals

2 Circle the correct answer.

- If you **(do)** / **will do** your homework now, you'll finish early.
- I will be sad if you **don't come** / **won't come**.
- If you don't hurry, we'll **miss** / **miss** the bus.
- If you **will stop** / **stop** and talk, we won't finish.
- I'll **take** / **take** some food if we go to the beach.
- Mum will take us to school if we **are** / **will be** late.

3 Complete the sentences with these words.

was asked ~~would have~~ lived would give
would we do

- If I had a car, I would have a BMW.
- If I _____ in Egypt, I'd send you emails.
- Would you be my friend if I _____ famous?
- If we lived on the moon, what _____ there?
- Would you help me if I _____ you?
- If I found a wallet, I _____ it to the police.



Unit 8 Extension

8

1 Use the words and phrases to complete the zero conditional sentences.

~~recycle it~~ die pollute the environment
help the environment save energy save water

- I / use / lots of paper, ...
If I use lots of paper, I recycle it.
- we / switch off / the lights, ...
- you / not have / baths, ...
- birds / eat / plastic, ...
- we / reuse / plastic bags, ...
- we / not pick up / rubbish, ...

2 Complete the text with the verbs in brackets. Use the first conditional.

We're going to Disneyland Paris next week! If I ¹ plan (plan) the trip now, it ² _____ (be) easier to do everything. We must go on the Pirates of the Caribbean ride – I ³ _____ (be) really disappointed if we ⁴ _____ (not do) that. And if I ⁵ _____ (see) Mickey Mouse, I ⁶ _____ (ask) him for a photo!

3 Write sentences for Holly's homework on ancient Egypt. Use the second conditional.

- If / I live / in ancient Egypt / not go to school
If I lived in ancient Egypt, I wouldn't go to school.
- If / see the Pharaoh / say hello.

- If / I meet Nebi / not want / to be friends

- If / find / some treasure / I not tell / anyone

- I not take / Max with me / if / I go / back to ancient Egypt!

- He not be / happy / if / he live / in the desert

Unit 9 Consolidation

1 Complete the wishes with the correct form of the verb in brackets.

- I wish I was (be) older.
- I wish I _____ (have) more clothes.
- Mia wishes she _____ (can) sing.
- Tom and Lily wish they _____ (know) more famous people.
- Zak wishes he _____ (have) a girlfriend.
- Tom wishes he _____ (can) play football better.

2 Correct the mistakes.

- I always enjoy ~~to watch~~ a good film. watching
- I can't stand to see people argue. _____
- Do you like try new things? _____
- I expect getting lots of presents for my birthday. _____
- When will you learn be more careful? _____
- I must practise to speak English more. _____

3 Order the sentences.

- that book Please me pass .
Please pass me that book.
- the way show to your house Can you me ?

- to Grandma going to Are you ? write a letter

- yesterday you . I sent an email

- to Katie Please some advice . give

- Can you the bread ? pass me



Unit 9 Extension



1 Write wishes in the correct form.

- We / wish / we / be / on holiday.
We wish we were on holiday.
- Zak / wish / he / can play / the piano.

- I / wish / I / be / taller.

- Mia / wish / she / have less homework.

- Tom / wish / he / not have to / wash the dishes.

- Lily / wish / she / can buy / a new computer.

2 Complete the sentences using the correct forms of the verb in brackets.

- Do you enjoy going (go) to parties?
- I can't wait _____ (go) to high school.
- I prefer _____ (watch) a DVD.
- I miss _____ (see) my old friends.
- We plan _____ (go) to Spain next year.
- I really hate _____ (eat) vegetables.

3 Write sentences and requests.

- You want the answers to the exercise.
- Can you show me the answers to the exercise?
 - You want a text message tomorrow.
Send _____
 - Ask your friend for the sugar.
 - Could you pass _____?
 - You want some time to think about a suggestion.
Give _____
 - You want a letter sent to you (not to your mother).
Send _____
 - Your brother Peter wants to receive an email.
Could you send _____?

Unit 10 Consolidation

Unit 10 Extension



1 Circle the correct question tag.

- 1 You've got a cat,
a don't you? **b haven't you?**
- 2 Your sister is at school,
a isn't she? b aren't you?
- 3 You had your birthday last week,
a hadn't you? b didn't you?
- 4 You can't sing well,
a could you? b can you?
- 5 Your parents will take us home,
a won't you? b won't they?
- 6 You're meeting Lily at four o'clock,
a do you? b aren't you?

2 Complete the sentences with these verbs. Use the present simple passive.

invite fit check do prepare write

- 1 When a star is invited on the show, work starts!
- 2 Questions are _____ by the script writers.
- 3 A nice room is _____ for the pop star.
- 4 Before the interview, the lights are _____.
- 5 The star's make-up is _____.
- 6 A microphone is _____ to the star's clothes.

3 Complete the sentences with these phrases.

are going to have you been came
was holding will help is talking

- 1 Max and Holly came back with the amulet.
- 2 Holly _____ the amulet.
- 3 Dad asked, 'Where _____?'
- 4 Holly _____ to Max at the moment.
- 5 Max says he _____ Holly.
- 6 They _____ go back to Egypt.

1 Write question tags.

- 1 You're going to school today, aren't you?
- 2 You went to see Tom yesterday, _____?
- 3 Your mum has got a car, _____?
- 4 We're going to have a party, _____?
- 5 Zak will look after Mia, _____?
- 6 We mustn't be late, _____?

2 Complete the text with the correct form of the present simple passive.

Newspapers ¹ are produced (produce) every day, but there is a lot of work to do! The stories ² _____ (discover) and then they ³ _____ (write) by the journalists. The photos ⁴ _____ (take) and then they ⁵ _____ (send) with the stories to the editors. The stories ⁶ _____ (edit) and then the newspaper ⁷ _____ (print) and it ⁸ _____ (buy) by us!

3 Write sentences and questions. Use the correct tense.

- 1 What / you / do / next weekend?

What are you doing / are you going to do next weekend?

- 2 I / write / six emails / yesterday.

- 3 We / walk the dog / at eight o'clock last night.

- 4 How old / you / be / on your next birthday?

- 5 Where / you / go / for your holidays / next summer?

- 6 You / ever / eat / frogs' legs?



Teaching notes for photocopiable resources

Photocopiable resource – Beginning of Year 1

Objective: To revise vocabulary from *Discover English 2*.

Organisation: Students work in pairs, then in small groups.

- Carry out this activity at the beginning of the term. It would work well for the first lesson.
- Revise some of the key structures by asking students some questions, e.g. *What do you do at the weekends? Where did you go last Saturday? etc.*
- Give a set of cut-out numbered questions, and the sheet of answers to each pair. Ask them to match the questions and answers. When all the pairs have finished, go through checking answers.
- Then take away the answer sheet. Divide the students into small groups of three or four. They take turns to take a card, and answer the question. If the group agrees that the question has been answered correctly, the student can keep the card. If not, the student must put the card at the bottom of the pile again. The person with most cards at the end of the game is the winner.
- Go round helping and correcting during the game. Revise any particularly weak grammar areas with the class after the game.

Extension: Ask students to make up another question like these and write it on a piece of paper. Mix the papers up in a bag, invite students out one by one to pick a paper, read out the question, then answer it. Students could work in teams for this activity and score one point for each correct answer.

Answer key: 1 f 2 m 3 d 4 o 5 c 6 a 7 r
8 h 9 t 10 b 11 l 12 e 13 i 14 g 15 q
16 j 17 p 18 s 19 n 20 k

Photocopiable resource – Beginning of Year 2

Objective: To revise vocabulary from *Discover English 2* and to check spelling.

Organisation: Students work in pairs.

- Carry out this activity at the beginning of the term.
- Give each pair a copy of the resource sheet. Tell students to try to find the words from the clues and the anagrams first, then fill in the crossword. If they can't find all the words from the anagrams, they can start doing the crossword and find more letters as they go along.
- Set a time limit – who can finish first?
- When you check answers, ask students to spell out the words.

Extension: Give one of the following words from *Discover English 2* to each student and ask them to write a clue on a card/piece of paper: *model plane, rollerblading, sandwich, carrot, horror story, dirty, wet, shopping centre, airport, cave, glacier, space suit, aliens, drums, flute, firefighter, police officer, sand, cliff, hard-working, kind (adjective), soldier, king*. The clue should be simple, like the ones in the crossword. They take it in turns to read out their clue, and the class has to guess the word. This could be done as a team game. Award one point for each correct guess.

Answer key:

Across: 3 coastguard 7 jazz 8 silly 9 restaurant
13 onion 14 queen 16 volcano 17 thousand
18 cartoon 19 expensive 20 strawberries

Down: 1 romance 2 waves 4 yesterday
5 telescope 6 gladiator 10 astronaut 11 jewellery
12 violin 15 confident

Photocopiable resource – Beginning of Year 3

Objective: To revise the functions from *Discover English 2*.

Organisation: Students work in pairs, then in groups of four.

► Carry out this activity at the beginning of the term.

► Give a set of cut-out, lettered example phrases and a sheet of functions to each pair. Ask students to match the functions and the example phrases. When each pair has finished, check answers.

► Then put pairs together to make groups of four. Give each group a set of cards with example phrases.

► Both pairs, A and B, take turns to pick a card from the top of the pile, and they have half a minute to think of a dialogue using the example phrases given, e.g.

A Where's the restaurant, please?

Go towards the town and walk through the park.

Thank you.

Pair A say their dialogue. If pair B agree it is an appropriate dialogue, pair A keep the card. If they don't agree, the card goes to the bottom of the pile. Then pair B do their dialogue in the same way.

► Continue until all the cards have been used. The pair with more cards at the end is the winner.

Extension: Make further sets of cards with the functions.

1) Pelmanism. Using the cards with the functions and the example phrases, pairs put all the cards face down in random order on the desk. They take turns to turn any two cards over. If they find a match, they can keep the cards. If not, they must turn them over and try again.

2) Snap. In pairs, students shuffle and deal out all the functions and example phrases cards between them. They hold the cards face down, and then take turns to take a card from the top of their pile and put it on the desk. If two consecutive cards are a function/example phrase match, they can keep the cards. Play until all the cards are used. The player with more cards at the end is the winner.

Answer key: 1 d 2 f 3 b 4 h 5 a 6 e 7 j 8 c 9 g 10 i

Photocopiable resource 1 – Money

Objective: To practise countable and uncountable nouns and quantifiers.

Organisation: Students work in pairs,

► Carry out this activity after Lesson 1b of the *Students' Book*.

► Give each student the appropriate photocopy (two halves to each pair). Explain that they should not show their pictures, but they have to ask questions to find the differences in the pictures, e.g.

B Have you got any magazines?

A *Yes, I've got some/a few magazines. / No, I haven't got any.*

B How many magazines are there?

A *There are three.*

► Tell students to fill in the information in the appropriate column of the table.

Extension: Tell students to ask questions and work out the cost of the shopping, e.g.

How much is the water?

It's 55p. 55 times 2 is 110. That's £1.10.

Then they add up the prices to find the total cost of the shopping in each bag.

Answer key: Bag A £36.77, Bag B £35.28

Photocopiable resource 2 – Out And About

Objective: To practise inviting using present continuous for the future.

Organisation: Students work in pairs.

► Carry out this activity after Lesson 2a of the *Students' Book*.

► Give each student the appropriate photocopy (two halves to each pair). Explain that they should not show their diary, but they have to ask questions to find an evening to go to the cinema together, e.g.

B Let's go to the cinema one evening. What are you doing on Monday evening?

A I can't go on Monday. I'm visiting Grandma. What are you doing on ...?

► Mention that 4 p.m. activities do not exclude evenings!

Extension: Ask students to make a real diary for themselves and find a time to meet in a café/play football/have a party with their friend.

Answer key: Thursday evening is a possible time to go to the cinema.

Photocopiable resource 3 – Be Careful!

Objective: To roleplay at the doctor's; to practise illnesses and injuries, and present perfect + *for* and *since* or past simple.

Organisation: Students roleplay a doctor and patient in pairs.

► Carry out this activity after Lesson 3b of the *Students' Book*.

► Give a photocopy of the picture to each pair. Explain that these people are going to the doctor's and the students will roleplay the doctor and a character.

► Ask the students to give the characters names. Then tell them to remember what illnesses or injuries they have got and label the pictures.

► Ask students to think about the advice they could give each person.

► Demonstrate (part of) a roleplay with a student, e.g.

What's the matter?

I've got a cough.

Hmm ... How long have you had that? / What happened?

For a week. / Since last week.

Have lots of hot drinks and don't talk!

OK, thanks.

Extension:

Ask students to write one illness or injury on a piece of paper. Put the papers in a bag and mix them up. Invite two students to the front of the class, and ask them to take a paper. They have to make up a spontaneous doctor/patient roleplay for the class, based on the illness or injury.

Photocopiable resource 4 – Time Detectives

Objective: To practise past continuous and past simple.

Organisation: Students work in groups of four.

► Carry out this activity after Lesson 4b of the *Students' Book*.

► Divide students into groups of four and nominate students A, B, C and D.

► Explain that the students work for Ghostfinders. They check stories about ghosts and find out if there are any ghosts in a place. Tell the students that there is a report of a ghost in the Grand Castle Hotel. The Ghostfinders are now staying in the hotel. The cards tell the students what happened to them last night at 11 p.m.

► Give out a photocopy of the appropriate card to each student. Give an example of how to make full sentences, e.g. *At 11 o'clock last night I was sleeping, when I heard ...*

► Give them some time to read the information, and decide how to give the information in full sentences.

► Groups take turns to tell each other their stories, then decide if there was a ghost or not.

► Then give the other information and the discussion question to all the students. Explain that they should read the information and then decide if there was a ghost or not. (Most of the information can be explained in the Other information, except the cold air outside the room. This is the only evidence for the possible presence of a ghost.)

Extension: Ask students to write a short report for Ghostfinders about their night in the hotel. They can add more information if they wish. They should say if they think there was a ghost or not.

Photocopiable resource 5 – Everyday Life

Objective: To practise *(not) be allowed to, let, make, must(n't), (not) have to, should(n't), can('t)* for permission, obligation and advice; to practise vocabulary for (describing) jobs.

Organisation: Students work in pairs.

► Carry out this activity after Lesson 5b or 5c of the *Students' Book*.

► Divide students into pairs. Give each pair a photocopy of the poster page.

► Each pair must choose a job, and make a poster to show the rules and regulations of the job using the language particularly from Lessons 5a and 5b. They should not give the title of the job; the class must listen and decide which job it is.

► Give students time to make a list of things people can/can't do in this job. Go round helping and encourage them to use a variety of structures, as shown on the page and in the examples.

► Students should transfer their idea to the table using key words only, e.g. *wear your own clothes*. Then they should practise what they are going to say in pairs, e.g. *You are allowed to wear your own clothes*. Suggest that one student does the tick (✓) list and the other does the cross (✗) list.

► Pairs take turns to present their poster and sentences to the class. At the end the students should say which job it is. Discourage them from shouting out the answer before the end of the presentation: you could give points to pairs for the number of sentences they make, but take off points if they shout out before the end.

Extension: Ask students to use the key words as prompts, and write the rule in as many different ways as they can, e.g. *You can't make phone calls. You aren't allowed to make phone calls. They don't let you make phone calls. You mustn't make phone calls.*

Photocopiable resource 6 – Fashion

Objective: To practise comparisons and vocabulary for (describing) clothes.

Organisation: Students work in small groups of three or four.

► Carry out this activity after Lesson 6a or 6b of the *Students' Book*.

► Copy and cut out cards from the resource page for each group.

► Demonstrate the game with a few students first.

► Shuffle the cards and deal them out equally to the students in the group.

► Lay a card on the table to start and say something about the item using one of the adjectives from the unit, e.g. *This jumper is fashionable/is expensive/is uncomfortable*.

► The student to your left must then lay down one of his/her cards, domino-style, and make a comparison with the first card, e.g. (lays down a picture of a short skirt) *My skirt is more fashionable than your jumper*. The next student must lay down a card and make a comparison with the second card, and so on.

► If the student cannot think of anything to say, the next student has a turn. The first person to put all of their cards on the table is the winner.

Extension: Students place all the cards face up on the table and take turns to practise superlatives, e.g. student A picks up a card (e.g. the short skirt) and says *This is the most fashionable thing on the table because everyone wears short skirts today/no one wears long skirts*, etc. If the group thinks it is a good reason, student A can keep the card. If they don't, the card must go back on the table. The player with the most cards at the end of the game is the winner.

Photocopiable resource 7 – Crazy Communication

Objective: To practise relative pronouns and relative clauses.

Organisation: Students work in pairs, then in teams.

- ▶ Carry out this activity after Lesson 7a of the *Students' Book*.
- ▶ Give a copy of the resource sheet to each student.
- ▶ Questions 1–6: ask students to complete the sentences with the correct relative pronouns and answers, then check answers.
- ▶ Questions 7–14: students work in pairs. Ask them to make up and write similar questions about general knowledge, people and facts from the *Students' Book*, their country, their school, etc. Go round helping. Encourage the students to self-correct.
- ▶ Divide the class into two teams. Teams take turns to ask a question, which the other team must answer correctly to earn a point. If they cannot answer the question, the point goes to the team which asked the question. The team with more points at the end is the winner.

Answer key: 2 where / Egypt 3 who (name)

4 which/that / MP3 player/computer/CD player

5 where / school 6 who / Tom Cruise

Questions 7–14: Students' own questions and answers

Extension: Ask students to write a sentence or two about someone or something in the *Student's Book*, but they should not say who or what it is, e.g. *This is a place where lots of tourists go, and it's a place which is important for Aborigines.* (Uluru)

They take turns to read out their sentences to the class, who then work out the answer.

Photocopiable resource 8 – Our World

Objective: To practise second conditional.

Organisation: Students work in pairs and individually.

- ▶ Carry out this activity after Lesson 8c of the *Students' Book*.
- ▶ Give a copy of the resource page to each student.
- ▶ Ask students to work in pairs and decode the questions. Check answers.
- ▶ Tell students to choose one question, and write an answer to it on a piece of paper, with some words written in hieroglyphic code. They should not say which question they are answering. Encourage them to say something unusual or original. Remind them they should use second conditional, starting e.g. *I would ...*
- ▶ Give students time to think, write, and code the message. Go round helping.
- ▶ Put all the papers into a bag, and mix them up. Ask each student to choose a paper from the bag, and decode the message. They should then read out the message to the class and say which question they think is being answered.

Extension: Ask students to write a problem in code, e.g. *I've got a lot of homework. / I can't go to the party on Saturday. / I don't like maths*, etc. Students work in pairs, swapping messages for each other to decode. and then give advice. Student A gives Student B his/her message to decode. Student B then gives some advice, using *If I were you, I'd ...*

Answer key: What would you do if you ...:

1 were late for school? 2 had a magic amulet?

3 found a wallet? 4 had an argument with your friend? 5 lost your school bag? 6 saw a ghost?

7 met a famous person?

Photocopiable resource 9 – Parties

Objective: To practise party vocabulary, and verbs with *-ing* or infinitive; to revise making suggestions and talking about plans (going to).

Organisation: Students work in groups of four or five.

- Carry out this activity after Lesson 9b of the *Students' Book*.
- Give a copy of the resource page to each student.
- Explain that groups are going to plan a themed party. At the end of the activity the class can decide which party sounds best.
- Give students time to discuss and decide on their theme, e.g. ghost or horror, fashion, historical characters, characters from famous books or films, pirates, wizards, etc. Go round helping with language and ideas.
- Then ask students to use the resource sheet and decide what they need, and what they need to do before the party. They should also decide where and when to hold it, and who is going to do what. Finally, they should write a guest list, and design and write an invitation.
- Invite each group to tell the class about their party, e.g. *We are going to have a horror party. Jack is going to download the music from the Internet, and Jill's mum is going to cook the food. We are going to have spider sandwiches and vampire cake ...* etc.
- Ask the class to vote on the best party idea. If possible, have the party!

Extension: Ask students to write a leaflet telling people about the party and what they are going to do. They can write two or three paragraphs, and include pictures related to their theme.

Photocopiable resource 10 – The Media

Objective: To practise question tags and different tenses.

Organisation: Students work individually, in groups of four and as a whole class.

- Carry out this activity after Lesson 10c of the *Students' Book*.
- Give a copy of the resource page to each student.
- Ask students to work individually and write answers to the questions. They should not show their answers to anyone else.
- Then, in groups, students take turns to tell each other the answers to the questions. Tell the students that they should try to remember what each person says but they are not allowed to make any notes. They must rely on memory only.
- Then tell students to take turns to ask each other tag questions and remember each person's answers, e.g.

Your birthday is in January, isn't it?

You fell down when you were five, didn't you?

You were watching a 'Harry Potter' film at eight o'clock last Sunday evening, weren't you?

- Finally, work with the whole class, and ask students to tell the class about a member of their group from memory. They get one point for each piece of information that is correct. The score goes towards their group score. The group that scores the highest number of points is the winner.

Extension: This is a more challenging version of the activity. Ask students to make up more questions using different tenses, and write them on the board. Ask students to write their answers as before. Then ask them to stand up in front of the class and tell them their information. The others must try and remember everyone's answers. Students take turns asking and using questions tags across the class to try and remember what everyone said.

Photocopiable resource – Beginning of Year 1

1 Have you got any brothers and sisters?	2 What do you do after school?	3 How often do you watch TV?	4 Who's your favourite actor?
5 Which sport do you play?	6 What are we studying at the moment?	7 Are there many books in your school bag?	8 Where were you last night?
9 Where did you go for your holiday last summer?	10 Did you do any English homework yesterday?	11 Who is the youngest student in the class?	12 Who is the tallest student in the class?
13 Are you taller than your friend?	14 Are you good at maths?	15 How far is your house from school?	16 Do you have to tidy your room at home?
17 Will we travel in space in the future?	18 Have you ever been to England?	19 How long have you lived in this city/town?	20 What are you doing next weekend?

a We're studying English.	b No, I didn't.	c I play basketball. I'm in the school team.	d every night
e Maria is. She's 1 m 60 cm.	f Yes, I've got a sister.	g No, I'm very bad at it.	h I was at home.
i No, I'm not. I'm shorter.	j Yes, I do, every weekend.	k I'm visiting my grandmother.	l Peter is. He's ten.
m I do my homework after school, and I play computer games.	n I've lived here for five years.	o My favourite is Zac Efron.	p Yes, we will, I think.
q It's about a kilometre.	r No, there aren't many today.	s No, I haven't. But I've been to the USA.	t We went to the seaside.

Photocopiable resource – Beginning of Year 2

Across

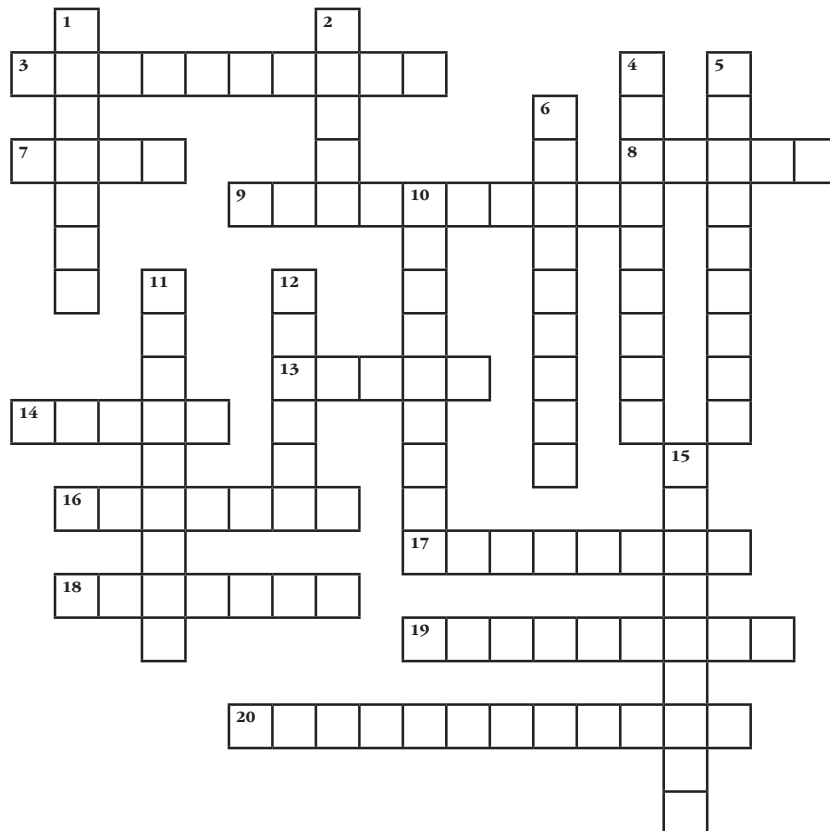
- 3 He works near the sea.
7 type of music
8 not clever
9 You can eat here.
13 a vegetable
14 not the king
16 It makes a lot of noise and smoke.
17 a big number
18 a picture story
19 not cheap
20 fruit

ASTRDCOGUA _____
ZZJA _____
LLSIY _____
STRANREAUT _____
NONOI _____
EEQUN _____
LCOVOAN _____
SATHNDOU _____
RTNCAOO _____
PESIEXNVE _____
RAWRIESSTBER _____

Down

- 1 a love story
2 on the sea
4 not today
5 You can see the stars with this.
6 a strong man
10 He flies in space.
11 You wear this.
12 You play music on this.
15 not shy

ROCENMA _____
AVWSE _____
STDAYYEER _____
TEOPESCLE _____
DIAGLATOR _____
ASROUTTNA _____
WERYELLJE _____
IONVLI _____
FINTCONDE _____





<p>a</p> <p>Go towards the town and walk through the park.</p>	<p>b</p> <p>Why did they leave the island? How did they find the map?</p>	<p>c</p> <p>How long have you lived here? — <i>I've lived here for four years / since March.</i></p>	<p>d</p> <p>When do you go to the park? — <i>I usually go on Fridays.</i></p>	<p>e</p> <p>Maybe she'll leave us here. I don't think she'll take us with her.</p>
<p>f</p> <p>Can you pass the salt, please? — <i>Thanks.</i></p> <p>Can I have a pencil, please? — <i>Yes of course.</i></p>	<p>g</p> <p>We should wait. — <i>You're right. I agree. / No way!</i></p>	<p>h</p> <p>How about going to the football match? — <i>No, let's go to the cinema.</i></p>	<p>i</p> <p>I'm going to miss my friends. I can't wait to see a new place.</p>	<p>j</p> <p>Have you ever tried skiing? — <i>Yes.</i> When did you try it? Did you like it?</p>

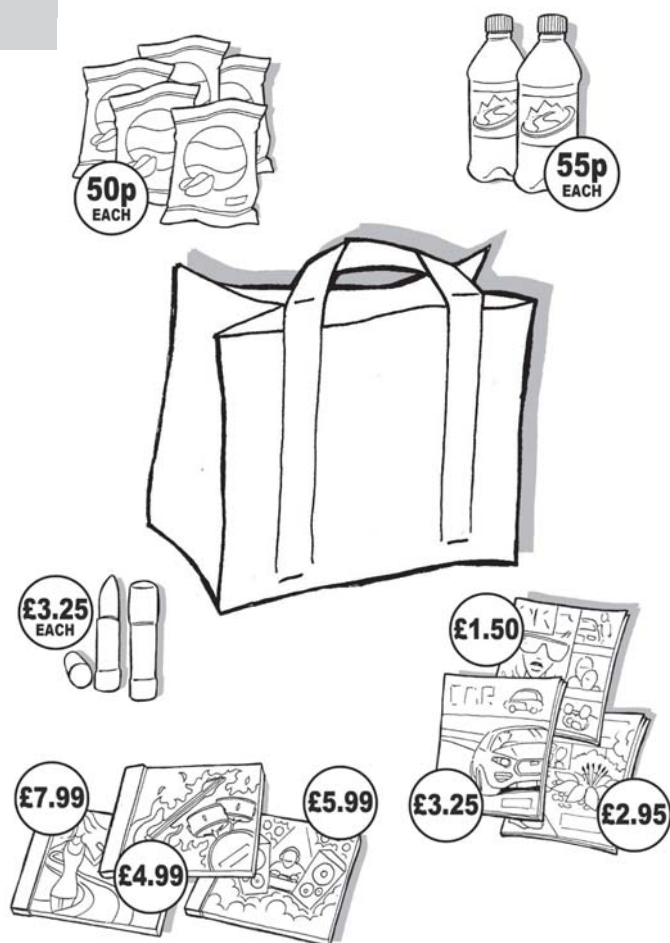


<p>1</p> <p>Talking about routines</p>	<p>2</p> <p>Offers and requests</p>	<p>3</p> <p>Asking for more information</p>	<p>4</p> <p>Making suggestions</p>	<p>5</p> <p>Following directions</p>
<p>6</p> <p>Guessing</p>	<p>7</p> <p>Talking about past experiences</p>	<p>8</p> <p>Asking with How long ... ?</p>	<p>9</p> <p>Agreeing and disagreeing</p>	<p>10</p> <p>Talking about your feelings</p>

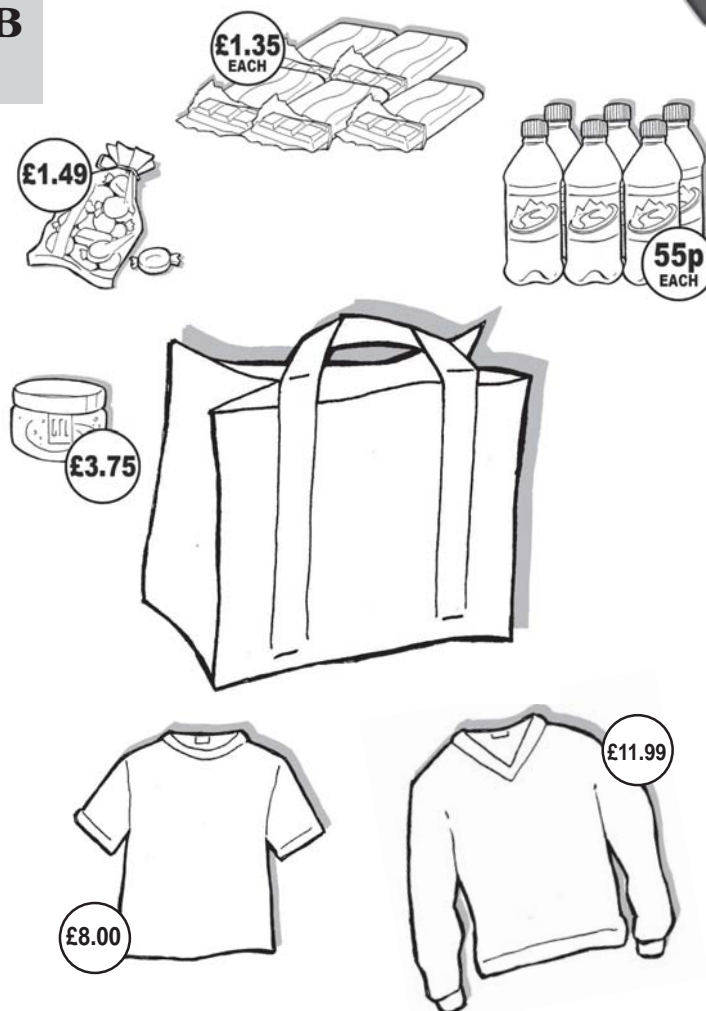
Photocopiable resource 1 – Money



A



B



	My friend	Me
CDs		
Chocolate		
Clothes		
Hair gel		
Magazines		
Make-up		
Packets of crisps		
Sweets		
Water		

	My friend	Me
CDs		
Chocolate		
Clothes		
Hair gel		
Magazines		
Make-up		
Packets of crisps		
Sweets		
Water		

Photocopiable resource 2 – Out And About



A

MONDAY evening visit <i>Grandma</i>	THURSDAY 4 p.m. play tennis
TUESDAY	FRIDAY 4 p.m. meet Mum in town
WEDNESDAY 7 p.m. go swimming	SATURDAY 7 p.m. go to my cousin's party
	SUNDAY evening – do my homework!



B

MONDAY	THURSDAY
TUESDAY evening go to the doctor's	FRIDAY 7 p.m. go to school concert
WEDNESDAY 4 p.m. have piano lesson	SATURDAY evening – do my homework!
	SUNDAY all day – visit <i>Grandma</i>

Photocopiable resource 3 – Be Careful!

Roleplay: At the doctor's. Choose one of these people.



Student A:

Tell the doctor what is wrong with you.

- *I've got a cough. / I've cut my hand, etc.*
- *for a week. / since last week.*
- *OK, thanks.*

Student B:

Give the person some advice.

- *What's the matter?*
- *Hmm ... How long have you had that? / What happened?*
- *Have lots of hot drinks and don't talk!*

GHOSTFINDERS

We can find your ghost and make it go away!



GHOSTFINDER A



At 11 p.m. ...

- sleeping
- heard strange noise (Ow!)
- see / something outside
- then / see / something white

GHOSTFINDER B



At 11 p.m. ...

- listening / music
- saw / blue light
- it / moving very quickly
- then I / see / face at / window

GHOSTFINDER C



At 11 p.m. ...

- watching TV
- hear / scream
- open / door
- it / feel / very cold / outside the room

GHOSTFINDER D



At 11 p.m. ...

- heard noise
- walking in / garden of / hotel
- I / see / a man behind me
- he / disappear

Other information

The film *Ghost* was on TV last night at 11 p.m.

There was a police car at the hotel last night.

There are many cats in the hotel garden in the evening.

Decide!

Was there a ghost at the hotel last night?

Poster presentation: An interesting job



e.g. *You are allowed to / You can / They let you wear your own clothes.*

Example:

Wear your own clothes.



e.g. *You mustn't / You aren't allowed to / You can't / They don't let you make phone calls.*

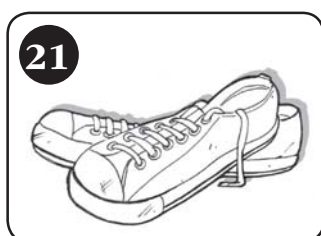
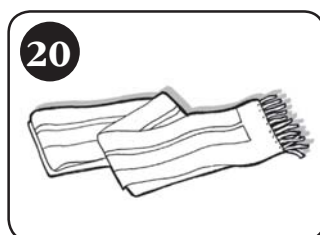
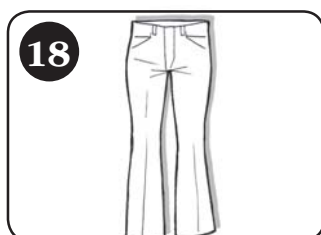
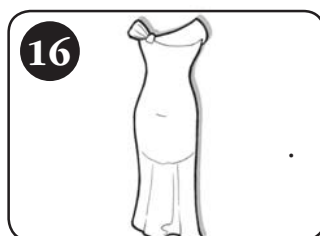
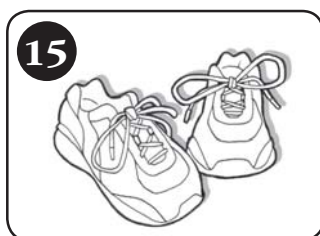
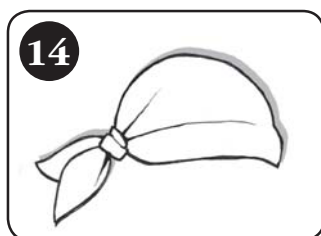
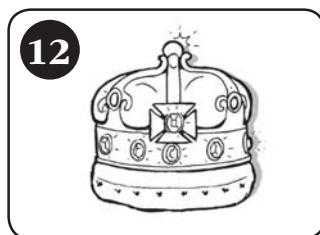
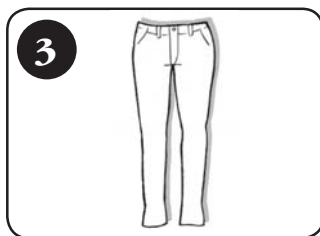
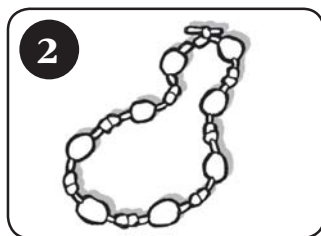
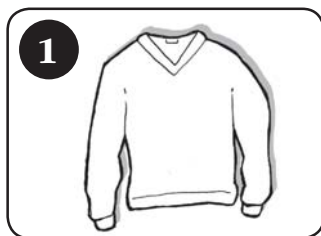
Example:

Make phone calls.



Photocopiable resource 6 – Fashion

6








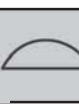





QUIZ













- 1 Name the person who played Zac Efron in the school talent show. Tom
- 2 Name the country _____ you can see the Pyramids. _____
- 3 Name the person _____ is the teacher of your class. _____
- 4 Name the thing _____ you use to listen to music. _____
- 5 Name the building _____ we have lessons. _____
- 6 Name the actor _____ used to be a newspaper delivery boy. _____
- 7 Name the actor _____
- 8 Name the country _____
- 9 Name the person _____
- 10 Name the thing _____
- 11 Name the building _____
- 12 Name the team _____
- 13 Name the singer _____
- 14 Name the animal _____





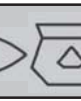






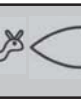




Photocopiable resource 8 – Our World

    WOULD    DO   YOU ...




1 were     for      ?

2 had a            ?

3 found a       ?








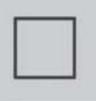



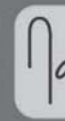


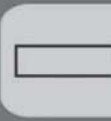
4 had an         with a       ?

5     your school    ?

6 saw a      ?

7    a       person?

HIEROGLYPHIC ALPHABET



	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		CH		KH		SH		






LET’S HAVE A PARTY!



Theme:

Things we need:			
Decorations	Music	Food	Costumes
			 

Things we need to do:	
What	Who
	

Guest list


Invitation


You said that, didn't you?

- 1 When is your birthday?

- 2 What is your mother doing at the moment?

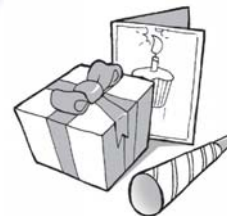
- 3 How long have you lived in this town/city?

- 4 What were you doing at eight o'clock last Sunday evening?

- 5 What is the first thing you remember in your life? What happened?

- 6 What job would you like to do in the future?

- 7 What are you going to do after school today?



More questions

- _____?
- _____?
- _____?
- _____?
- _____?
- _____?



Starter A

Exercise 4

Mia: Hi and welcome to the *Talk Back Show*. Today we're here to answer your questions ... and our first caller is ... Jake. Jake – are you there?

Jake: Yep, hi! This is a question for Lily. Which is your favourite band?

Lily: Er ... I really like Snow Patrol.

Jake: Cool! And do you play in a band?

Lily: No, I don't, but I've got my own drum kit. I usually practise drums every day.

Tom: Wow! I bet that's noisy. Do your mum and dad complain?

Lily: No, but my pet cat doesn't like it.

Mia: Thanks Jake. Here's Charlotte with a question for Tom ...

Charlotte: Hi Tom, what are your favourite sports?

Tom: BMX bike racing and football. I often ride my BMX bike to school, and my favourite football team is Chelsea FC.

Charlotte: That's my favourite team too!

Mia: Thanks Charlotte. Dan is our next caller. Who's your question for Dan?

Dan: It's for you, Mia. Which is your favourite computer game?

Mia: The World of Warcraft. I always play it after school. I use my brother's computer for an hour before he gets home. It's good fun!

Dan: Sounds great. Discovery 101 is great too, and I've got a rap for you all ...

Mia, Lily, Tom: OK, let's hear it.

Dan: I get up in the morning
Clean my teeth and brush my hair
Switch on my cool new radio
101 is on the air ... oh yeah ...

Unit 1b

Exercises 6 and 7

Tom: Today's show is all about money. Do you get pocket money? Do you want pocket money? This is what you said.

Charlotte: My name's Charlotte and I get a little pocket money every week. I save about half of it, then I usually buy a few magazines or go ice skating with my friends. I never give any money away!

Jake: Hi, I'm Jake. I don't get any pocket money and I don't want any. I never pay for sweets, magazines, or my mobile phone calls. My parents pay for all these things. I don't worry about money, but other kids do.

Oliver: Hi, I'm Oliver and I want more pocket money! I get a lot of pocket money, but I spend sixty percent on school books. There isn't much money left after I take away the price of the books! I sometimes buy a few things to eat, like crisps and chocolate, but I never buy magazines or clothes.

Unit 1d

Exercises 4 and 5

Presenter: Hi, today we're at Hill High School. A lot of children here are celebrating a special day. It's called Wrong Trousers Day. But what is Wrong Trousers Day?

Sam: It's a day when everyone at school wears strange or unusual trousers!

Presenter: But why have a Wrong Trousers Day?

Sam: Well, everyone gives one pound when they wear the wrong trousers.

Harry: And then we give away the money. The school gives the

money to a charity, a children's hospital.

Presenter: That's great. So what are you wearing today?

Harry: We're both wearing clown trousers. My trousers have got red spots, and they're really big!

Presenter: What do you usually wear?

Harry: Grey school trousers. They're a bit boring.

Presenter: So what do you usually do on Friday afternoons?

Sam: We study maths and English.

Presenter: And what are you doing at the moment?

Sam: We're having a school fun day with lots of sports – there are races, high jump and long jump ...

Presenter: ... all in the wrong trousers?

Sam: That's right!

Presenter: That's funny.

Sam: Yep – Wrong Trousers Day makes a lot of people very happy!

Unit 2a

Exercise 6

1

Zak: What's that?

Mia: It's the post ...

Zak: You're right. Look. You've got a letter. Here ...

Mia: It's an invitation for Discovery 101 to a film premiere!

Zak: Wow! Which film?

Mia: It's the new James Bond film.

Zak: Where are they having it?

Mia: In Leicester Square, in London ...

Zak: When is it?

Mia: It's on 1st March at nine p.m.

Zak: Well, you can't go on your own, Mia – it's too late ... maybe I can come with you!

Mia: Hey, give me that invitation!

2

Tom: Hi James, it's Tom.

James: Hi Tom.

Tom: What are you doing this weekend?

James: Nothing special.

Tom: Would you like to come to the new BMX bike park on Saturday?

James: Yes, I'd love to. What time?

Tom: Around three o'clock. We can meet at my house, then we can go together.

James: Great – see you then.

Tom: Remember to bring your bike.

James: OK.

Unit 2b

Exercises 6 and 7

Presenter: Hello, and today we're at the Red Bull Flugtag in London. Flugtag means 'flying day' and every summer teams of people enter the competition with their man-powered flying machines. This year there will be an amazing forty machines! They will all take off over the river. Some will fly a few metres, but most machines won't fly at all – it's great entertainment! Before each flight, teams perform a song and dance too!

Wait a minute ... I can see a team now. They're getting ready to perform. It's the 'Flying High' team. Let's ask people for their

predictions. Excuse me, what do you think of 'Flying High'. Will it fly?

Girl: Yes, I think it will.

Boy: No, it won't. The wings are too small and the pilot is too big.

Presenter: Well, you were right, and I hope he can swim ... What about the next machine 'Diving Dog'?

Boy: Well, the wings are bigger. Maybe it will fly a few metres.

Girl: No, it won't. It'll be too slow!

Presenter: Well, the lucky winners will have free flying lessons. But who will it be? 'Diving Dog'? 'Flying High'? Or will it be another team? Who knows?

Unit 3b

Exercises 6 and 7

Presenter: Hello and today on Planet X-treme we have fourteen-year-old Kirsty Gadd. Kirsty has an unusual hobby. She doesn't go swimming or play sports like tennis. What do you do, Kirsty?

Kirsty: Well, I go sky diving.

Presenter: Wow! And how long have you been interested in sky diving?

Kirsty: Since I was twelve – that's when I started. I was the youngest sky diver in the UK!

Presenter: But Kirsty, you're no stranger to extreme sports.

Kirsty: True! My dad is a professional sky diver, and I've tried hang-gliding with my mum.

Presenter: Hang-gliding too! But Kirsty, have you tried other sports? What's wrong with basketball or football?

Kirsty: Well, they're OK. I do these sports at school, but I wanted to try something different.

Presenter: And you did! Have you ever won any competitions?

Kirsty: Yes, I have. I won a silver medal in the European championships this year.

Presenter: Congratulations! But have you ever had an accident?

Kirsty: Yes, I have. I had a problem on my first jump. I landed too quickly and sprained my ankle.

Presenter: Were you scared?

Kirsty: Not really, but it hurt! I've done twenty jumps since then.

Presenter: So there's no stopping you!

Kirsty: No way! I love sky diving. It's dangerous but it's fun – like a giant roller coaster ride!

Unit 4b

Exercise 5

Detective White has caught treasure hunters Panama Kate and Professor Walker. Kate and Walker were taking Inca treasure out of the country when the police stopped them. Detective White and his police officers were watching them when they carried the gold onto a boat. Panama Kate and the Professor were working for the famous criminal, Mr Smith. They sent Smith messages while they were planning their escape. Yesterday evening, Detective White was questioning them about Mr Smith.

The National Museum now has the treasure, and the local prison has Panama Kate and Professor Walker!

Unit 5a

Exercise 6

Hi I'm Alex and I'm eight years old. When my parents go out, my cousin James 'babysits'. It's OK because he lets me watch TV, but he doesn't let me go on my dad's computer. He says I'm not allowed to! When I'm hungry, he lets me have a sandwich, but he doesn't let me eat sweets. I usually go to bed at nine o'clock but James makes me go to bed early so he can call his friends. But there is one good thing about James: he doesn't make me clean my teeth. I hate cleaning my teeth!

Unit 5b

Exercises 4 and 5

1

It's challenging work. I have to wear a special uniform and a special hat. It's uncomfortable, but I mustn't go to work without it. My job is often dangerous, so I have to be careful. I must be ready to help people. You should always call me when there's a fire!

2

It's a challenging job. I often work outside and I have to work in good and bad weather. I see a lot of different animals and I look after them when they are ill. Some of the animals are dangerous so you must always be careful, and you shouldn't feel scared!

3

It's a well-paid job. I have to wear a uniform and I must do my job well. I mustn't be late for work or disorganised. People have to listen to me – and in an emergency you should always follow my instructions. I have to know every part of the plane. When something goes wrong I mustn't panic.

Unit 6a

Exercises 5 and 6

Presenter: Today on Fashion World, we have fashion stylist Sam Davis. Sam works with famous singers like Kanye West, 50 Cent and Britney Spears. So Sam, what does a fashion stylist do?

Sam: Well, I help people choose their clothes – fashionable clothes for the MTV awards, cool clothes for a concert, smart clothes for a TV interview.

Presenter: Where do you get the clothes from?

Sam: I go to designer shops – the clothes there are better than clothes in the High Street shops, for example. They're more fashionable, but they're also more expensive.

Presenter: Do you usually buy expensive clothes?

Sam: Yes, I do, but I also go to cheaper, second-hand shops and I shop on eBay too. I often get the most unusual clothes there. Last week I bought a black leather jacket for Kanye West from a second-hand shop. It's his favourite piece of clothing now!

Presenter: Do you enjoy your job?

Sam: Yes, I do. It's glamorous and it's well-paid. I don't pay for a lot of my clothes – they're free! I also get free concert tickets and I meet famous people too. It's the best job in the world!

Presenter: What don't you like about your job?

Sam: Some famous people are more difficult than others. They try on hundreds of clothes before they choose something. And I always have to wear smart clothes at work – sometimes I'd like to wear baggy jeans, a plain T-shirt, and just relax!

Unit 7b

Exercises 7 and 8

Mia: How do you know when someone is telling a lie? Easy! Just watch their body language. Hi, I'm Mia and today on the Talk Back Show we have body language expert, Doctor Green. She's here to answer your questions. So how do you know when someone is telling a lie?

Dr Green: Well, when you ask someone a question, watch their eyes. People who are telling lies don't look into your eyes. That's because they're afraid. They may look at the door or window – anywhere, but not at you.

Mia: Hmmm ... are there any other clues?

Dr Green: Yes, there are. When people tell lies, they might touch their mouth or nose. That's because they're embarrassed, they want to hide the lie. People who are telling the truth don't touch their faces at all.

Mia: That's interesting.

Dr Green: Another clue is the way they talk. People might talk

quickly because they're nervous. That means they are lying!

Mia: That's funny! So when people speak slowly they are usually telling the truth?

Dr Green: That's right. People might also fold their arms. This is the easiest way to spot a liar. People who are telling the truth don't fold their arms.

Mia: That's a lot to remember.

Dr Green: Yes it is, but you can practise with your friends. Think of some questions, for example, what they did last night, then ask your friends to lie for some of the answers. Watch their body language carefully – you'll find lots of clues!

Unit 7d

Exercise 4

Adam: Hi, Toby. It's Adam.

Toby: Hi, Adam. How's Scout Camp?

Adam: It's cool! You have to come next year.

Toby: Yeah, I know. What are you doing then?

Adam: Well, we're pretty busy. On Monday there was a camp safety class.

Toby: Camp safety?

Adam: Yes, that's the class where you learn about making camp fires.

Toby: Are you doing smoke signals again this year?

Adam: Yeah, that was on Tuesday, yesterday ... Hey, we also learned Morse Code. It's a code that uses short and long signals to make words.

Toby: Interesting.

Adam: ... And it was really sunny so we used mirrors to flash sunlight – long flashes and short ones – and sent messages.

Toby: What message did you send?

Adam: My message was, 'Hi, Jack!'

Toby: Is Jack there too?

Adam: Yeah, we went hiking today in the rain. Not good!

Toby: Are you going mountain biking at all?

Adam: I might go mountain biking on Thursday with Jack and Ben. Then on Friday I may try canoeing.

Toby: Wow, you're busy!

Adam: Yep, but I'm back on Saturday ... Hey, is there football this Sunday?

Toby: Yes, there is.

Adam: OK, see you there!

Unit 8b

Exercise 6

If you look in today's papers, you'll be surprised. There's a story about an eighteen-year-old girl called Kylie Jones. Kylie left Newquay on Tuesday. She was on a sailing trip in her boat Nemo. Unfortunately there was a bad storm and her boat hit a rock. Kylie swam to Seagull Island. She stayed on the island for two days with no food or water. She didn't have a radio so she sent a message in a bottle, asking for help. Luckily, some people found her message on the beach. They also found her rucksack and part of her boat. They called the coastguard and a helicopter found Kylie six hours later. Kylie says that if she goes sailing again, she'll take her mobile phone. It's quicker to send a text message to a friend than send a message in a bottle!

Unit 9b

Exercises 7 and 8

1: My name is Helen and I've had a lot of birthdays. Big parties are glamorous but I don't like having them, but I enjoy seeing my family and friends. This year was special – I was 100 years old. I got lots of birthday cards and a letter from the Queen!

2: My name is Pete and this is my pet rat, Fang. I don't usually celebrate pets' birthdays, but Fang is a super smart rat, so last year I decided to give him a treat. He loved his birthday cheese cake but he hated his wrapped up rat toy. It was probably too childish for him! He didn't know it was his birthday, of course.

3: Hi, I'm Cara. I don't like having my birthday at Christmas. I'd like to have a big fashionable party with friends but I can't because my friends stay at home on Christmas Day. I usually open my presents in the morning and start celebrating my birthday in the afternoon. Then no more presents for another year! It's OK, but I miss seeing my friends.

Unit 9d

Exercises 3 and 4

There were lots of guests at the party, all dressed up in fashionable clothes. There was music and people were dancing. There were decorations and a beautiful big mirror on the wall. No one noticed Oscar. Then the music stopped. Two servants carried a big cake into the room, with hundreds of candles on top. It looked amazing, but everyone was looking at the handsome man and the beautiful woman in the middle of the room. 'That's my father and mother,' said the girl proudly. 'Happy Birthday, Daddy,' she cried and ran to the man. 'Five hundred today!' said the woman, smiling.

Everybody clapped as he blew out the candles, then they all turned round and looked at Oscar. Suddenly Oscar felt afraid. There was something strange about their eyes. 'I wish I wasn't here,' he thought, 'but maybe they're not looking at me.' He quickly looked behind him and saw the big mirror on the wall. There was a boy in the mirror and he was standing in a dark, empty house. 'I don't believe it!' Oscar cried. The boy was him and there was no one but him in the room. 'I hope you like your birthday present, Daddy,' said the girl's voice behind him.

Unit 10b

Exercises 5 and 6

Nadia: Our video is about a boy and a girl. It isn't a romance, it's a detective story called Lost and Found. It's about losing a bag at a train station!

Presenter: Sounds interesting. Did it take a long time to make?

Rafa: It's taken six months, but it's only thirty minutes long!

Presenter: Wow! What do you have to do?

Nadia: Everything – we're the directors, script writers, cameramen, make-up artists ...

Rafa: You start off brainstorming ideas. Then the script is written and you choose actors from your friends.

Nadia: You also find places ... locations to film – in the skate park, in a café.

Presenter: Then you film it?

Nadia: No, it isn't filmed yet. The storyboards are made.

Presenter: What are storyboards?

Nadia: They're like cartoon stories. You draw the people, places and events in the story – so you can 'see' it before you film it.

Rafa: Then you film ... and film. Next the film is edited. You take out the boring bits and make the story better.

Presenter: How long does that take?

Nadia: About two months!

Presenter: Wow! Would you do it again?

Nadia: Yes, definitely. You have to be patient, but it's great fun!