

# Upstream

ELEMENTARY A2



**Teacher's Book**

Virginia Evans-Jenny Dooley



**Express Publishing**

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American English-British English Guide (p. 140); Irregular Verbs (p. 141); Word List (pp. 142-152); Tapescripts (pp. T1-T7); Suggested Answers section (pp. SA1-SA3); Evaluations (pp. E1-E10); My Language Portfolio Guidelines (pp. L1-L2)



# Introduction to the teacher

*Upstream Elementary A2* is a complete course for learners studying English at Elementary level.

It aims at the balanced development of all four skills through a variety of communicative tasks, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability groups. The key language is regularly recycled, achieving **active**, **holistic** and **humanistic** learning.

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework under the category of A2, Basic User (Waystage).

## A2 Basic User

Ss in this category can understand and use familiar, everyday expressions and basic vocabulary and phrases related to the world around them (*e.g. personal information, shopping, employment, etc.*). They can interact in simple, routine exchanges about familiar topics and can describe aspects of topics that are personally or immediately relevant.

## Course Components

### Student's Book

The Student's Book has been designed to appeal to as well as involve the Ss in language learning. It consists of five modules of two units each. In each module, the Ss are thoroughly exposed to the new language, and thus achieve competency in the target language at a faster pace. Each module has its individual aims and at the end of the module, Ss can record their progress in English.

Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (see *Typical layout of a module*).

### Teacher's Book

The Teacher's Book provides interleaved step-by-step lesson plans and the answers to the exercises. It also contains extra ideas on how to present new words and language patterns, additional activities as well as tapescripts for the listening activities. At the beginning of the Teacher's Book, the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The Teacher's Book also includes:

- I Tapescripts for the listening tasks
- II Suggested Answers for activities from the Self-Assessment, Word Perfect and Grammar Check sections

### III Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *The Formative Evaluation Chart*: The teacher uses the chart to evaluate the Ss on an activity at any time during the course and writes the marks attained with the help of a code.
- *Progress Report Cards*: The teacher fills them, one per S, upon completion of **each module test**, taking into consideration the S's performance and progress throughout the module as well as the mark received in the corresponding Modular Test. The Ss file their Progress Report Cards in their Language Portfolio.

### IV My Language Portfolio Guidelines

These are guidelines on how to use the activities in My Language Portfolio (pp. L1-L2).

### V Test Booklet Key & Tapescripts

A complete key to all the exercises in the Test Booklet as well as the tapescripts for the listening tasks.

### Workbook

The Workbook is in full colour and consists of ten units which complement the theme and content of the corresponding units in the Student's Book and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. These are grouped in each unit as *Vocabulary Practice*, *Reading*, *Listening*, *Speaking*, *Everyday English* and *Writing*.

An additional feature of the Workbook is the *Grammar in Use* section in every unit. All the grammatical phenomena of the corresponding unit in the Student's Book are fully exploited in this section. Thus, the teacher can decide to work on it as a whole upon completion of the corresponding unit in the Student's Book or cover it progressively.

In addition, through the *Reader's Corner*, the Ss are exposed to interesting multicultural and cross-curricular texts with the aim of broadening their horizons and providing insight into other traditions and customs. At the end of each unit, there is the *Progress Check* section where the Ss can assess their progress.

The Teacher's version of the Workbook is the same as the Student's version, except that it has an overprinted answer key to all the exercises.



## Test Booklet

The Test Booklet consists of: five Modular Tests in two equivalent versions, an Exit Test and ten Unit Tests.

The Modular Tests are to be done upon the completion of the corresponding module. The Exit Test, which covers all the material learnt at this level, can either be used as an assessment test upon completion of the course or as a placement test for the next level.

The individual Unit Tests can be employed to assess Ss' progress upon completion of the relevant units so that the teacher can pinpoint weaknesses to be addressed, or as revision tests.

## My Language Portfolio

My Language Portfolio contains the material which the Ss will use, along with any extra material given by the teacher, throughout the course. My Language Portfolio has been designed to stimulate and support the learning of the English language. Its purpose is to help the Ss reflect on, realise their progress in and improve their language learning.

My Language Portfolio is the Ss' property. It is a tool to accompany the Ss' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, Language Portfolios may include projects or other examples of written work, computer diskettes (with work or drawings completed inside or outside the classroom), video cassettes/DVDs (with the Ss' performances of songs, role plays, etc.), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language. The main emphasis is on the process of learning. As a result, while compiling their Language Portfolios, the learners develop the skill to work independently.

## First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course once Ss have made some progress in the English language. At this level, a letter can be sent home to parents to inform them that the Ss will need a folder, plastic envelopes, etc. At the beginning of the first session, ask the Ss to turn to page three of their Language Portfolio. Go through the letter together, making sure that the Ss have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then, give the Ss some time to arrange their Language Portfolio. Go around, providing any necessary help.

Once the Ss have arranged their Language Portfolio, go through each page together, commenting on the layout and pictures, and giving a brief explanation of the content of each page. Spend some time going

through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the Ss to do the activities in the *Dossier* section.

## How to approach each section

### I) Language Passport

Read out the introductory paragraph as the Ss follow silently. Answer any questions they may have. Each time they are given something for this section, remind them to make a record and file it in the appropriate section of their Language Portfolio.

### II) Language Biography

Spend some time on each section, making sure the Ss know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me:* Ss fill in their personal information and record their exposure to the English language.
- *How I learn:* Go through the section along with Ss, providing any necessary help. The purpose of this section is for both Ss and teacher to be able to determine each S's individual learning style (*i.e. visual, auditory, tactile/kinaesthetic*) and needs.
- *My World of English:* By updating the record, Ss get a sense of achievement in the target language.
- *Now I can:* Ss have the opportunity to assess their own learning. If a S moves to a new school his/her teacher will also be able to gauge this S's level.
- *Future Plans:* Ss record their intentions and ambitions concerning their improvement in the target language.

### III) Dossier

The activities have been designed to reinforce the language covered in each module. They can be done upon completion of each module or at a time convenient to the teacher, provided that Ss have covered the corresponding module.

It is suggested that teachers participate in the activities by bringing in a completed version of an activity to be presented. Ss need to be motivated and inspired, and the following is a suggestion on how to approach each activity: Every time Ss present an activity, give them due praise and attention, reward them with stickers, etc. In general, make them feel that they have done something special; in this way, all the class will be encouraged to do likewise.



## Class Audio CDs

The Class Audio CDs contain all the recorded material in the Student's Book and the Workbook.

## Student's Audio CD

The S's Audio CD contains the dialogues, the Everyday English sections, the reading passages in the Culture Clips, the Curricular Cuts, Literature Corner, Across the Curriculum sections, as well as all the songs. The Ss can listen to it at home and improve their pronunciation and intonation.

## Typical layout of a module

Each module consists of two units, a *Self-Assessment*, an *Across the Curriculum* and a *Songsheet* section, in twenty pages altogether. Each module begins with the *Modular page* which gives teachers and Ss a clear understanding of the objectives and the competences to be achieved upon completion of the module. In addition, the modular pages aim at intriguing and motivating the Ss to become involved in the units. The Ss are introduced to the main themes of the units and given the opportunity to familiarise themselves with the content and to express their opinions.

### • Key features

#### I Vocabulary

The target vocabulary of each unit is presented in a meaningful context, using visual/auditory aids, and is activated and extended throughout the unit. In each lesson plan, the teacher will find detailed guidance on how to approach each exercise.

#### II Reading

Each unit contains appealing, informative texts and natural, everyday dialogues linked to the theme of the unit. There is a wide range of reading text types such as articles, poems, cartoon strips, postcards, emails, etc. Each text is exploited in four stages:

- ✓ a **warm-up** activity to help the Ss bring forth their previous academic and empirical knowledge and start thinking about the topic at hand
- ✓ **top-down** activities, such as scanning and skimming, for global understanding
- ✓ **bottom-up** activities to understand the texts fully
- ✓ **oral reproduction** where the Ss perform role plays, monologues, etc.

#### III Exploring Grammar

People need to discover things for themselves, experiment and construct their own world out of the experiences they have. Only then will the new information be anchored in their long-term memory. Following that premise, *Upstream 2* lets the Ss explore the new structures, find examples in the text and complete the rules. Each section also includes a variety of tasks to practise and consolidate the new

structures. At the back of the book, there is a *Grammar Reference* section that offers a clear and concise explanation of the structures in each unit.

#### IV Listening and Speaking

Ss develop their **listening skills** through a variety of realistic tasks which reinforce their mastery of the language taught in the unit. The listening texts all replicate authentic spoken English and feature a range of genuine native speaker accents.

Ss develop their **speaking skills** through a wide range of speaking tasks which necessitate asking for and giving information, exchanging ideas and opinions, suggesting and speculating, etc.

#### V Everyday English

Everyday English sections enable the Ss to practise real-life communication strategies. Functional language structures associated with realistic situations are practised in a wide range of communicative tasks. These sections also deal with features of everyday speech such as making requests/suggestions, giving/accepting/rejecting advice, etc.

#### VI Pronunciation

These are tasks which develop the Ss' ability to recognise, distinguish and reproduce the various sounds in spoken English.

#### VII Writing

The writing sections have been carefully designed to ensure that the Ss develop their writing skills in a systematic manner.

The Ss are always given a **model text**, which is then thoroughly analysed. The Ss also practise the language and the structural devices to be used. All activities lead the Ss to the final task, which follows a clear **plan** and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing such as letters, postcards, faxes, emails, etc.

#### VIII Culture Clips

In this section, the Ss have the opportunity to read short texts about aspects of life in English-speaking countries. These texts also act as a springboard to promote cultural individuality as the Ss are asked to find similarities and differences between English-speaking countries and their own.

#### IX Curricular Cuts/Across the Curriculum

In this section, the Ss use the English language as a tool for exploring interdisciplinary themes such as *Science, Art & Design* and *History*. In this way, the English





## Social Skills

Upon completion of each module, the Ss will:

- 1 experience being part of a group and obeying rules through the games.
- 2 become more responsible by keeping and updating their Language Portfolio.
- 3 have a good understanding of the culture and traditions of English-speaking countries.
- 4 have some understanding of the way of life in English-speaking countries.

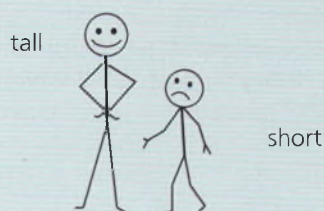
## Suggested Teaching Techniques

### A - Presenting new vocabulary

Much of the new vocabulary in *Upstream Elementary A2* is presented through pictures, and Ss are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association since memorising new words is easier when they are presented in lexical sets.

Further techniques that you may use to introduce new vocabulary include:

- *Miming*. Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask Ss to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
  - Present *store* by giving a synonym: *A store is a shop.*
  - Present *tall* by giving its opposite: *He isn't short; he's tall.*
  - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Friday and Saturday.*
  - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- *Context*. Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the Ss' own country: *Manama is a city, but Arad is a town.*
- *Visual prompts*. Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary*. Encourage Ss to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching*. Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- *Flashcards*. Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1*. In a monolingual class, vocabulary can be explained in the Ss' mother tongue, although this method should be used only in moderation. Ss also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

### B - Writing (Skills work)

All writing tasks in *Upstream Elementary A2* have been carefully designed to guide Ss closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. Ss will then have acquired the language necessary to cope with the final writing task.
- Make sure that Ss understand they are writing for a purpose. Go through the writing task in detail so that Ss are fully aware of why they are writing and who they are writing to.
- Make sure that Ss follow the structured outline they are provided with.
- It would be advisable to complete the task orally in class before assigning it as written homework. Ss will then feel more confident about producing a complete piece of writing on their own.

### C - Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and reap maximum benefit from the task.

Commonly assigned homework tasks include:

- *Vocabulary*. Ss memorise the meaning of words and phrases.
- *Spelling*. Ss learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud*. Assisted by the Student's Audio CD, Ss practise at home in preparation for reading aloud in class.
- *Writing*. After thorough preparation in class, Ss are asked to produce a complete piece of writing.



## D - Correcting Ss' work

All learners make errors; they are part of the learning process. The way errors are dealt with depends on the activity.

- *Oral accuracy.* In drill work, correct Ss on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to correct it.
- *Oral fluency.* In pairwork or free-speaking activities, allow Ss to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback, you may write the most common errors on the board and help the class to correct them.

Remember that praising Ss and rewarding good work is of great importance. Post written work on a notice board in the classroom or school, or give 'reward' stickers. Praise effort as well as success.

## E - Class organisation

- *Open pairs.* The class focuses its attention on two Ss doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.* Pairs of Ss work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.  
*Stages in pairwork:*
  - Put Ss into pairs.
  - Set the task and time limit.
  - Rehearse the task in open pairs.
  - Ask Ss to do the task in closed pairs.
  - Go around the class and help Ss.
  - Pairs report back to the class.
- *Groupwork.* Groups of three or more Ss work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure Ss clearly understand the task in advance.
- *Rolling questions.* A S answers a question, then proceeds to ask a question directed at the next S in turn. This continues around the class.

## F - Using the Student's Audio CD

Ss have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The S listens to the recording and follows the lines in the text or dialogue.
- The S listens to the recording with pauses after each sentence or exchange. The S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The S listens to the recording again, then reads aloud.

## Types of Learning Styles

Over the years, teachers have noticed that some of their Ss learn by listening to new information. Some other Ss prefer to read about it, whereas others need to do something with the new information. These are different learning styles as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning styles in order to help the Ss learn according to their personal learning styles.

### What are the types of learning styles?

- **Visual/Spatial Learners**  
These learners need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays including diagrams, illustrations, transparencies, videos/DVDs and handouts.
- **Auditory Learners**  
These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.
- **Tactile/Kinaesthetic Learners**  
Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and eye-hand coordination. They have to do things on their own to be able to learn the new language.



## Evaluation

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: *Initial Evaluation* at the beginning of the course, *Formative Evaluation*, which is done on a day-to-day basis and *Cumulative Evaluation* conducted upon finishing a module.

### Initial Evaluation

This evaluation centres mainly on the Ss' reports from the previous school year. The teacher can assess the Ss' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

### Formative Evaluation

Any exercise a S does can be used for this type of evaluation. The results are then recorded on the S's *Formative Evaluation Chart*.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (*e.g. dialogues, songs, pairwork, etc*) and write the marks obtained with the help of the following code, using colours if you wish.

- c* (*competence - green*): the S has a full understanding of the task and responds appropriately
- w* (*working on - yellow*): the S has an understanding of the task but the response is not fully accurate
- n* (*non-competence - red*): the S does not understand the task and is unable to respond appropriately

### Cumulative Evaluation

Cumulative Evaluation takes into account the work the Ss have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- *Student's Self-Assessment Forms*: After the Ss have completed the *Self-Assessment Form* section of each module, they fill out the photocopyable *Self-Assessment Form*, giving their subjective opinion of their own performance. This learning-to-learn technique enables the Ss to develop awareness of their progress. The *Self-Assessment Forms* should be kept in their Language Portfolio for future reference. The *Self-Assessment Forms* are printed at the back of the Teacher's Book.

- *Progress Report Cards*: After Ss complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each S. The Ss should keep these cards in their Language Portfolio for future reference.

## Abbreviations

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	et cetera
sb	somebody
sth	something



## Module 1 (Units 1-2): Moments in life

### In this module the Ss will ...

#### read ...

- about a shark scientist
- a quiz on different personality types
- notes of reminder
- an email about summer activities
- a joke
- a text about schooling over the radio
- a short biography
- a dialogue about the Battle of Hastings
- a text about homes of the past
- an article on Beamish Museum
- a song from Charlie & the Chocolate Factory
- a text about life in Tudor times

The above will be explored through activities such as:

- inferring
- reading for specific information (scanning)
- identifying correct/incorrect information
- identifying relevant/irrelevant information
- matching information to a text
- reading for gist
- comprehension questions

#### listen to ...

- information from an advert
- a dialogue between friends
- everyday sounds
- people making suggestions
- people and their weekend activities
- a text about schooling in Australia
- information from a poster about a concert
- a dialogue about a battle
- pieces of music by Beethoven
- a conversation about where people are in a house
- a song about the Oompa-Loompas

The above will be explored through activities such as:

- predicting
- gap-filling
- intensive listening for specific purposes
- matching

#### learn how to ...

- discuss types of jobs
- discuss daily routines
- arrange to meet someone
- make requests/suggestions
- ask for and give personal information
- talk about past habits & experiences

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- oral pairwork
- role play
- information gap activities
- teamwork (games)
- situational dialogues

#### write ...

- a poster to help students choose a career
- about family
- an email
- about an unusual school
- about a famous person
- a quiz about important dates & events in history
- an article about a visit to a museum
- about life in the past

#### do a project about ...

- Tudor kings and queens

#### LEXICAL AREAS

- jobs & personal qualities
- routines & free-time activities
- famous people & nationalities
- medieval battles
- house types & furniture

The above will be practised and consolidated through activities such as:

- picture recognition
- oral pairwork
- dictionary work
- categorisation
- matching

#### EXPLORING GRAMMAR

- present simple (present & future meanings)
- present continuous vs present simple
- adverbs of frequency
- going to
- past simple (regular & irregular)
- wh-questions (past simple)
- used to (vs past simple)

The above will be practised & consolidated through activities such as:

- exchanges
- picture description
- matching
- game (gap-filling)
- prompted sentence/question/answer formation



# Programme

## Module 2 (Units 3-4): In a world of our own

### In this module the Ss will ...

#### read ...

- about a Mexican Adventure Tour
- about booking a holiday
- a homepage about festivals
- a letter from a holiday destination
- about places to visit in Orlando, Florida
- about the weather in certain areas
- about geographical features
- about the pros and cons of pets
- a letter of advice
- about the Himalayas
- about protecting endangered species

The above will be explored through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- matching information to text
- reading for gist
- comprehension questions

#### listen to ...

- activities people have done
- some bad news
- information about Orlando, Florida
- information about typical activities
- people expressing surprise
- an advert about a missing cat

The above will be explored through activities such as:

- intensive listening for specific purposes
- identifying relevant/irrelevant information
- matching
- identifying correct/incorrect information
- gap-filling

#### learn how to ...

- describe a trip
- book a holiday
- react to bad news
- catch up on news
- request/give/refuse permission
- express surprise
- give/accept/reject advice
- choose a pet

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- class/pairwork (oral)
- situational dialogues
- information gap activities
- table completion

#### write ...

- a holiday advert
- a homepage about festivals
- a letter from a holiday resort
- about a place
- a weather report
- about geographical features
- a poster about a missing pet
- a letter of advice
- about a mountain range

#### do a project about ...

- endangered animals

#### LEXICAL AREAS

- holidays & transport
- festive activities
- weather & seasons
- geographical features
- animals

The above will be practised and consolidated through activities such as:

- picture recognition
- oral pairwork
- matching
- games

#### EXPLORING GRAMMAR

- present perfect
- present perfect vs past simple
- comparatives & superlatives
- comparative structures
- question words
- the definite article
- plurals

The above will be practised & consolidated through activities such as:

- prompted sentence/question/answer formation
- matching
- information gap activities
- table completion
- multiple choice



## Module 3 (Units 5-6): For dear life

### In this module the Ss will ...

#### read ...

- about natural disasters
- a dialogue about a number of accidents
- different headlines
- an article about a pilot
- a story about an unforgettable day
- about The Great Plague
- a cartoon strip
- two situational dialogues
- an advice page on health
- an article on avoiding stress
- information about the body
- about volcanoes

The above will be explored through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- matching information to text
- reading for gist
- comprehension questions

#### listen to ...

- a radio programme on safety
- an article about a pilot
- instructions about what to do in an emergency
- different sounds to identify main events in a story
- information about dental health
- four short conversations
- information about the body

The above will be explored through activities such as:

- gap-filling
- identifying relevant/irrelevant information
- intensive listening for specific purposes
- matching
- identifying correct/incorrect information

#### learn how to ...

- narrate past events
- give/react to news
- ask for medicine at the chemist's
- advise people on health matters

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- information gap activities
- narration
- role play
- teamwork (games)
- matching
- situational dialogues
- picture prompts

#### write ...

- diary entries
- a leaflet about safety in the home
- a news report
- a story
- about a past event (a natural disaster)
- a cartoon strip
- a set of health rules
- letters asking for/giving advice
- an article making suggestions

#### do a project about ...

- a volcano

#### LEXICAL AREAS

- disasters
- parts of the body
- accidents
- health problems
- medical professions

The above will be practised and consolidated through activities such as:

- picture identification
- matching
- oral pairwork

#### EXPLORING GRAMMAR

- past continuous/past simple
- past continuous/past simple, when – while
- reflexive pronouns
- mustn't – can
- past perfect
- linkers (when, as, and, while)
- conditionals 0 & 1
- must(n't) – need(n't)
- should/shouldn't

The above will be practised & consolidated through activities such as:

- information gap activities
- sentence completion
- prompted sentence formation
- matching



# Programme

## Module 4 (Units 7-8): Go for it!

### In this module the Ss will ...

#### read ...

- about food & drink
- notices in eating places/sports centres
- a dialogue in a clothes shop
- a note
- an article on shopping habits
- a restaurant review
- about two traditional dishes
- about applicants for a TV show
- about a sports centre
- three reviews
- an email about a performance
- an extract from a famous book

The above will be explored through activities such as:

- inferring
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- comprehension questions
- matching information to text
- reading for gist

#### listen to ...

- an advert for a restaurant
- a dialogue about the shops where different people are
- an article about shopping
- people discussing their hobbies
- a dialogue about a visit to a sports club
- a dialogue about buying cinema tickets
- an extract from a book

The above will be explored through activities such as:

- gap-filling
- intensive listening for specific purposes
- matching
- identifying relevant/irrelevant information
- identifying correct/incorrect information

#### learn how to ...

- order food from a takeaway
- make choices about clothing
- buy products
- recommend a restaurant
- express agreement/disagreement
- talk about entertainment
- discuss feelings/reactions to different leisure activities

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- pairwork
- role play
- situational dialogues
- teamwork (game)
- information gap activities

#### write ...

- an advert for a restaurant
- a note
- comments for a message board
- a restaurant review
- a text about a national dish
- a personal profile for a contest
- a poster advertising a sports centre
- reviews for different performances
- an email recommending a particular film
- a diary entry

#### do a project about ...

- your income & expenditure

#### LEXICAL AREAS

- food & drink
- shops & products
- shopping
- dining out
- hobbies
- sports & entertainment

The above will be practised and consolidated through activities such as:

- oral class/pairwork
- categorisation
- odd one out identification
- picture recognition
- gap-filling
- matching

#### EXPLORING GRAMMAR

- countable/uncountable nouns – quantifiers
- going to – will
- infinitive/-ing forms
- mustn't – don't have to
- -ing/-ed participles

The above will be practised & consolidated through activities such as:

- information gap activities
- prompted sentence formation
- multiple choice
- sentence completion
- matching



## Module 5 (Units 9-10): Incredible but true

### In this module the Ss will ...

#### read ...

- about a variety of gadgets
- about inventions and their uses
- a dialogue about computer problems
- a discursive text on computers
- about the Spy Museum in Washington, DC
- an article about space
- a dialogue about the supernatural
- a text on environmental issues
- a story about something scary
- about the stars
- Robert Louis Stevenson's poem *The Flowers*

The above will be explored through activities such as:

- inferring
- matching information to text
- reading for gist
- reading for specific information (scanning)
- identifying relevant/irrelevant information
- comprehension questions

#### listen to ...

- an advert for a gadget
- dialogues about an invention/computer problems
- comments showing certainty/uncertainty
- music to identify images/feelings
- information about a UFO exhibition
- a dialogue about a visit to a haunted house
- an advert to encourage care for the environment
- sounds to predict events
- a text about stars
- a poem

The above will be explored through activities such as:

- intensive listening for specific purposes
- gap-filling
- identifying correct/incorrect information
- matching
- identifying relevant/irrelevant information

#### learn how to ...

- describe objects
- offer help
- summarise a text
- exchange opinions
- start/finish a story

The above will be practised by employing the vocabulary and grammar taught, using guided and free speaking activities such as:

- monologues
- pairwork
- teamwork (games)
- situational dialogues

#### write ...

- an advert for a gadget for sale
- short fact files about inventions
- a short note on their whereabouts
- a for-and-against essay
- an article about a museum
- a short story about UFOs
- a cartoon strip
- a summary of a text on environmental issues
- a story
- about constellations of stars

#### do a project about ...

- a poem

#### LEXICAL AREAS

- gadgets
- inventions & uses
- space
- the supernatural
- environmental issues

The above will be practised and consolidated through activities such as:

- picture recognition
- matching
- oral class/pairwork
- gap-filling
- a quiz
- labelling

#### EXPLORING GRAMMAR

- order of adjectives
- passive
- question tags
- reported speech
- relative pronouns
- reported questions
- reported commands

The above will be practised & consolidated through activities such as:

- correct word order identification
- prompted sentence/question/answer formation
- information gap activities
- table completion
- multiple choice
- matching



## Objectives

Direct Ss' attention to the title of the module, *Moments in life*. Explain that it summarises the theme of everyday routine activities, achievements in our lives and our responses (e.g. *daily & free-time activities, famous people, homes & furniture, etc*) and that in the next two units they will learn to talk about personal qualities for certain jobs, famous people from the past and their achievements as well as different types of houses.

## Look at Module 1

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then, elicit other information (e.g. *what the picture shows, what else Ss can see on that page/spread and what they think the unit might be about*).

### Suggested Answer Key

pic. 1 (p. 21)

T: Which page is picture 1 from?

S1: It's from p. 21.

T: What can you see in pic. 1?

S2: A small worker from the chocolate factory.

T: What else can you see on page 21?

S3: Other workers and the Oompa-Loompa Song.

T: What do you think this section will be about?

S4: The author of *Charlie & the Chocolate Factory* and the song that the little factory workers sing.

pic. 2 (p. 14)

Which other famous people can you see in the spread? How do you think these people might be related? What is each one famous for?

pic. 3 (p. 8)

What information does the picture give us? Look at the title and say what you think the unit might be about.

pic. 4 (p. 18)

Describe the other house on p. 18. Which one would you prefer to live in and why? How are the pictures related to the title of the unit?

pic. 5 (p. 6)

What special features do sharks have and why? Who do you think the person in the second picture is? What do you think the unit might be about?

## Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

**a biography:** Unit 2, p. 14

*an account of someone's life*

**a job advertisement:** Unit 1, p. 7

*a short text in a newspaper giving details of a job vacancy*

**a song:** Unit 2, p. 21

*words and music together*

**diary notes:** Unit 1, p. 11

*short messages reminding us about different things*

**a history quiz:** Unit 2, p. 17

*a test of our knowledge*

**an email:** Unit 1, p. 12

*a written message sent from one computer to another*

Explain that the module has:

– a **Culture Clip**.

– a **Literature Corner**.

– an **Across the Curriculum** section.

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

### Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 13) is about schooling over the radio in Australia.

The **Literature Corner** looks at different authors and extracts from their books. This one (p. 21) looks at *Charlie & the Chocolate Factory* by Roald Dahl.

The **Across the Curriculum** section is a short informative piece from the National Curriculum. This one (p. 24) is about *Life in Tudor Times* and is taken from the History section.



# Moments in life

## Module 1 (Units 1 & 2)

### ► Look at Module 1

- Find the page numbers for pictures 1-5.

### ► Find the unit and page number(s) for

- a biography ☐
- a job advertisement ☐
- a song ☐
- diary entries ☐
- a history quiz ☐
- an email ☐

### In this Module you will ...

#### ► listen, read and talk about ...

- jobs & personal qualities
- daily & free-time activities
- famous people of the past & their achievements
- nationalities
- feelings
- houses & furniture

#### ► learn how to ...

- describe people's jobs
- talk about your daily routine
- make & respond to requests
- ask for/give personal information
- make/respond to suggestions
- talk about past experiences

#### ► practise ...

- present simple & adverbs of frequency
- present continuous
- present continuous (future meaning) & *going to*
- past simple
- *used to*

#### ► do a project about ...

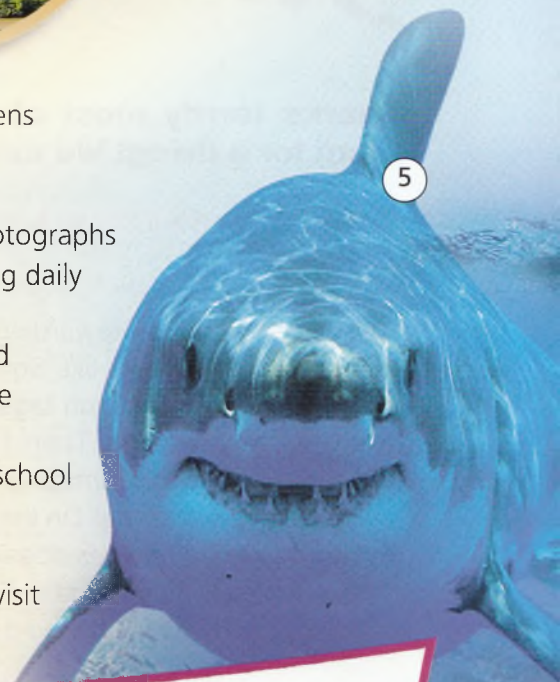
- jobs in your country
- a history quiz



- life in the past
- Tudor kings & queens

#### ► write ...

- descriptions of photographs of your family doing daily activities
- an email to a friend about what you are doing this summer
- an article about a school in your country
- a short biography
- an article about a visit to a museum




**Culture Clip:** School of the Air

**Literature Corner:** Charlie & the Chocolate Factory  
(The Oompa-Loompa Song)

**Across the Curriculum:** (History) Life in Tudor Times



## Reading

- 1  Read the title, the introduction and the questions in the text. What is the text about? Listen, read and check.
  - 2 a. Read the text. What do these numbers refer to? • 15 • 350 • 10 • 12
  - b. Mark the statements **R** (right), **W** (wrong) or **DS** (doesn't say). Then, explain the words in bold.
- 1 Daniel sometimes works indoors.
  - 2 Shark scientists usually get an excellent salary.
  - 3 Sharks eat other sea creatures.
  - 4 People often kill sharks for fun.
  - 5 Shark scientists can find a job easily.



Sink your teeth into this!

**Sharks terrify most of us, but Daniel Weaver, shark scientist, swims with them for a living! We asked him some questions about his curious career.**

**So Daniel, what's it like to be a shark scientist?**

Well, it's an extremely rewarding job. I often travel to faraway places like South Africa and Fiji to study sharks. We **attach tags** to them and follow them by **satellite**. Then, I analyse the **data** and discover new and amazing things about the sharks. It's very exciting! On the other hand, a shark scientist sometimes does boring desk work, such as writing reports. Also, shark scientists don't usually get paid a lot.

**What qualities do you need to become a shark scientist?**

Shark scientists need to be **intelligent** and **physically fit**. They enjoy working outdoors and they

have to be **calm** and **patient**. They also have to be quite **brave**!

**So do you think it's a dangerous job?**

Well, sharks have up to 15 **rows** of sharp teeth, extremely strong **jaws** and excellent **senses**. They also swim very fast! However, sharks rarely attack humans. There are over 350 species of sharks in the world and only about 10 are dangerous to us. In fact, dogs kill more people every year than sharks do! Humans kill over 12 million sharks a year for food and sport!

**How do you become a shark scientist?**

A shark scientist usually studies **Marine Science** or **Zoology** at university. It's also good to get some work experience in an **aquarium**. It's not an easy job, but sharks are beautiful, fascinating creatures. In my opinion, I have the best job in the world!



## Work day

**Objectives:** learning about a variety of jobs, job-related personal qualities & attributes of different kinds of work; reviewing the use of present simple for routines & permanent states

**Reading:** an interview with a shark scientist

*Skills – scanning*

*reading for detailed comprehension*

**Speaking:** presenting a summary of the text

**Vocabulary:** adjectives and qualities associated with different jobs

**Grammar:** review of the present simple

**Listening:** a job advertisement (gap-filling)

*Skill – listening for specific information*

**Writing:** a careers leaflet about various jobs

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses.

### Suggested Answer Key

**attach tags (phr):** put a special marker or label on sth

**satellite (n):** an object in space that collects information

**data (n):** information

**intelligent (adj):** clever

**physically fit (phr):** with a healthy, well exercised body

**calm (adj):** relaxed, not likely to panic

**patient (adj):** sympathetic & understanding

**brave (adj):** courageous

**rows (n):** lines

**jaws (n):** bones in the mouth that teeth are attached to

**senses (n):** sight/smell/hearing etc

**marine science (n):** the study of sea creatures

**aquarium (n):** building or tank where fish & underwater creatures are kept

### 1 **Focus ►** Predicting the content of a text

Direct Ss' attention to the picture and the title of the text. Elicit what Ss know about sharks (e.g. *they only attack when they are hungry, great white sharks are the most dangerous, etc*).

Allow Ss time to read the introduction and the questions in the text and elicit what they think the text is about. Then, play the recording while Ss read and listen to the text to check their answers.

#### Answer Key

*The text is an interview with someone called Daniel Weaver, about his job as a shark scientist.*

### 2 a. **Focus ►** Scanning for specific information

Instruct Ss to find the numbers by scanning the text, then to note down what they refer to. Check Ss' answers by eliciting answers from Ss around the class.

#### Answer Key

*15: the number of rows of teeth a shark has*

*350: the number of species of sharks in the world*

*10: the number of shark species that are dangerous to humans*

*12: the millions of sharks we kill per year for food and sport*

### b. **Focus ►** Reading for specific information

Read out the statements and elicit/explain any unknown words. Explain the task and remind Ss that for statements they think are 'right' or 'wrong' they must be able to justify their answers. Allow Ss time to complete the task and compare their answers with a partner. Elicit answers around the class. Check Ss' answers.

#### Answer Key

*1 R: ... does boring desk work*

*2 W: ... don't usually get paid a lot*

*3 DS: (mentions sharks killing humans but nothing about what they eat)*

*4 R: ... humans kill ... sharks ... for sport*

*5 DS: (information is about the job itself, not finding work)*



3 **Focus ►** Summarising a text

Remind Ss that a summary is a short version of a text, containing the important points. Tell Ss to underline key words/phrases in the text. Ss complete the task in pairs. Monitor the task, helping where necessary. Check Ss' answers. Select pairs to present their summaries to the class.

**Suggested Answer Key**

*Shark scientists have an exciting and rewarding job. They travel to faraway places to study sharks. However, they also have to do boring deskwork. A shark scientist has to be intelligent, physically fit and brave, because sharks can be dangerous. They need to study Marine Science or Zoology, and should also work in an aquarium to gain some experience.*

4 **Focus ►** Adjectives associated with different jobs

Read out the list of adjectives and explain any unknown words. Ss complete the task individually, then tell their partner their answers. Monitor the activity, then check Ss' answers. Select individual Ss to present their answers to the class. Remind them they must justify their opinions.

**Suggested Answer Key**

*shark scientist: interesting / exciting / dangerous / rewarding*  
*doctor: stressful / difficult / demanding / tiring / rewarding*  
*teacher: interesting / stressful / demanding / tiring / rewarding*  
*detective: exciting / dangerous / demanding / tiring*  
*porter: boring / tiring*

*I think a doctor's job is stressful because people's lives are in their hands.*

*I think a teacher's job is rewarding because they see their students improving.*

*I think a detective's job is exciting because they sometimes face danger.*

*I think a porter's job is boring because they just carry bags all day, etc*

5 **Focus ►** Pronunciation – word stress

Read the first two items aloud and elicit which syllables are stressed. Play the recording. Ss listen and complete the task. Check Ss' answers and explain any unknown words.

**Answer Key** (See overprinted answers)6 **Focus ►** Qualities associated with different jobs

Read out the list of qualities and elicit/explain any unknown words. Ss complete the task individually, then compare answers with a partner. Monitor the activity and check Ss' answers. Select individual Ss to present their answers to the class, giving reasons for their choices.

**Suggested Answer Key**

*A waiter needs to be physically fit and polite to customers.*  
*A lawyer needs to be intelligent, calm and skilful.*  
*A bus driver needs to be calm and polite to the passengers.*  
*A security guard needs to be brave, physically fit and reliable.*  
*A shop assistant needs to be friendly and polite to customers.*  
*A writer needs to be intelligent, creative and imaginative.*  
*A hairdresser needs to be imaginative, polite and friendly.*  
*A bodyguard needs to be brave, physically fit and skilful.*  
*A mechanic needs to be patient and skilful.*  
*A nurse needs to be friendly, patient and caring.*  
*A journalist needs to be intelligent and creative.*  
*A pilot needs to be intelligent, physically fit and skilful.*

*A secretary needs to be reliable, skilful and polite.*

*A receptionist needs to be friendly, patient and polite.*

*A firefighter needs to be brave and calm.*

*A graphic designer needs to be creative, imaginative and skilful.*

*A teacher needs to be intelligent and patient with students.*

7 **Focus ►** Phrases related to jobs

Read through the phrases and elicit/explain any unknown words. Elicit a job associated with each phrase.

e.g. T: *Who travels a lot?* S1: *a pilot* etc

Ss work in pairs. Monitor the activity, then select pairs to present their facts while the rest of the Ss guess the job.

**Suggested Answer Key**

A: *They usually work long hours. They don't get paid much. They wear a uniform.*

B: *Are they security guards?*

A: *Yes, they are.* etc

8 a. **Focus ►** Present simple for routines/habits and permanent states

Write on the board: 1) *I get up at 8:30 every morning.* 2) *I live in London.* Ask Ss what tense is used in each sentence (*present simple*), which sentence describes a routine/habit (1) and which describes a permanent state (2). Elicit examples to check that Ss comprehend the difference (e.g. *I tidy my room every day* – routine/habit; *I work in a bank* – permanent state; etc). Allow Ss time to read through the text and underline the examples of the present simple.

**Answer Key**

**routines/habits:** *swims / often travel / attach tags / follow them / analyse the data / discover new ... things / does boring desk work / don't usually get paid / rarely attack / humans kill sharks / usually studies*

**permanent states:** *terrify / they enjoy / sharks have / they ... swim / are dangerous / there are over 350*

b. Allow Ss time to complete the task in pairs. Monitor the activity. Check Ss' answers.

**Suggested Answer Key**

A: *Do they analyse information from satellites?*

B: *Yes, they do.*

A: *Do they get paid a lot?*

B: *No, they don't.* etc

9 **Focus ►** Listening for specific information

Allow Ss time to read the job advert. Elicit/Explain any unknown words, then ask Ss to predict what type of information is missing (e.g. *place names, numbers, etc*). Play the recording. Ss listen and fill in the gaps. Check Ss' answers.

**Answer Key** (See overprinted answers)10 **Focus ►** Writing a leaflet providing information

Ask Ss to read the rubric and underline the key words. Elicit/Explain what a leaflet is, and ask Ss to describe leaflets they have seen/read. Draw an outline on the board and elicit what their leaflet should include (e.g. *a heading or brief introduction, five jobs with pictures or drawings and a short explanation for each*). Remind Ss to include words and phrases from Exs. 4, 5 & 6. Assign the task for HW. Remind Ss they can get information from job advertisements, schools career counsellors, the Internet, etc. Ss present their leaflets in the next lesson. Display them on the classroom walls.



## Speaking

- 3 Make notes under the questions in the text. Use them to give a summary of the text.

## Vocabulary

### ► Jobs

- 4 Which of the adjectives below can describe the job of a *shark scientist, doctor, teacher, detective, porter*? Tell the class. Give reasons.

- interesting • exciting • dangerous
- stressful • boring • relaxing • difficult
- demanding • tiring • rewarding

*I think a shark scientist's job is interesting because they travel to faraway places.*

## Pronunciation (word stress)

- 5 Listen and underline the stressed syllables. Listen again and repeat.

- bank clerk • waiter • lawyer • bus driver
- security guard • shop assistant • writer
- hairdresser • bodyguard • mechanic • nurse
- journalist • pilot • secretary • receptionist
- firefighter • graphic designer • teacher

- 6 Which qualities are necessary for each job?

- intelligent • brave • physically fit • calm
- reliable • friendly • patient • polite
- creative • imaginative • skilful • caring

*A bank clerk needs to be reliable, polite and patient.*

- 7 Use the phrases below to tell your partner three facts about one of the jobs in Ex. 5. Your partner has to guess the job.

TRAVEL A LOT    work part-time  
GET GOOD SALARIES    WORK OUTDOORS  
work indoors    use a computer    work shifts  
work 9 to 5    work long hours  
start early in the morning    wear a uniform  
work with their hands

- A: They usually work 9 to 5. They use a computer.  
They don't work outdoors.  
B: Are they secretaries?  
A: Yes, they are.

## Exploring Grammar

### ► Present Simple

Grammar Reference

- 8 a. Which tense do we use to express **routines/habits – permanent states**? Find examples in the text.

- b. In pairs, ask and answer questions about the text.

A: Does a shark scientist travel a lot?

B: Yes, he/she does.

## Listening

- 9 Look at the job advert and predict what kind of answer you expect for each gap (1-5). Listen and fill in the gaps.

### Science teacher

Hollingsworth Secondary School,

Colchester, 0  Essex

Qualified teacher required to teach science to pupils from year 7 to 1  11/eleven

The school is well-known for its motivated pupils, highly-qualified staff and excellent 2  facilities

Permanent 3  full-time position.

Available from September or 4  January

For an application form and further details call

5  01621 129458.

## Writing (a leaflet)

- 10 Portfolio: Imagine you are producing a leaflet to help local students choose a career. Write a short description of five jobs. Add pictures and titles. Present your leaflet to the class.

*Firefighters work shifts. Their job is dangerous and difficult and they don't get good salaries. However, it is a rewarding job as they save people's lives. They have to be physically fit, calm and brave.*



# 1b

## Round the clock

### Vocabulary

#### ► Daily activities

### Routines

#### Do you ... ?

- get up early on weekdays
- have (a big) breakfast/lunch/dinner
- catch the bus to school/work
- go to bed late
- do homework
- work out in the gym



### Free time

#### Do you ... ?

- read newspapers/magazines/books
- go to the zoo
- listen to music
- play sports
- meet friends
- watch DVDs
- go jogging

### Chores

#### Do you ... ?

- vacuum the floor
- make the beds
- mow the lawn
- walk the dog
- take out the rubbish
- iron the clothes
- do the shopping
- do the washing-up
- dust the furniture

- 1 Which of the activities above do you *rarely/often/sometimes/usually/always* do? Which do you do *every day/morning/afternoon? once/twice a week? at weekends?*

*I always get up early on weekdays. I catch the bus to school every morning. I meet my friends once a week.*

- 3 What is a typical day for you? Use the time phrases to write down your daily routine. In pairs, compare your lists.

A: What time do you get up?  
B: At 7 o'clock. And you?  
A: Well, I get up at half past seven. etc



### Listening & Reading

- 2 Listen to the sound and say four things you normally do after you hear it. Compare your answers with your partner's.

- 4 Listen and repeat. The sentences are from a dialogue between two friends. What do you think the dialogue is about?

- Long time no see! • I'd love to catch up. • Never mind.
- Are you free tonight? • What about Friday evening?
- Friday's no good for me. • Oh, what a shame!
- What are you doing now? • Are you kidding?
- Let's meet now then!



## Round the clock

**Objectives:** learning about daily activities, routines, and chores; reviewing and contrasting the use of present simple & present continuous; practising invitations and requests

**Vocabulary:** describing daily activities; adverbs of frequency

**Listening:** a dialogue between two friends

*Skills – predicting context and checking comprehension*

**Reading:** dialogue between two friends (dialogue completion)

*Skill – reading for detailed comprehension/coherence & cohesion*

**Speaking:** arranging to meet a friend

**Grammar:** present simple vs present continuous

**Everyday English:** making and responding to requests

**Writing:** describing photographs

### 1 Focus ► Describing daily activities

Direct Ss' attention to the title and the pictures. Elicit what the lesson is about. Ask Ss which of these activities they do every day/once a week/etc. Tell them to read through the prompts in the *Routines*, *Free time* and *Chores* boxes. Elicit/Explain any unknown words, then ask Ss to think of other activities under each heading.

Briefly revise the adverbs of frequency: write *always* at the top of the board and *never* at the bottom. Elicit the correct position of the other adverbs in between. Then write these two sentences on the board: *I am late for school. I do my homework on Sundays.* Select a S to choose an adverb of frequency for the first sentence (e.g. *rarely*) and elicit where the adverb goes in the sentence (*after the verb 'to be'*). Select another S to choose an adverb for the second sentence (e.g. *sometimes*) and elicit where it goes in the sentence (*before the main verb 'do'*).

Explain the task and allow Ss time to go through the prompts and the lists of activities and to make up sentences about their routines and habits. Ss tell their partners about their regular activities. Monitor their discussions. As an optional extension activity, select Ss to tell the class about their partner's routines and habits.

#### Suggested Answer Key

*I rarely vacuum the floor.*

*I often listen to music when I do my homework.*

*I sometimes watch DVDs.*

*I usually make the beds every morning.*

*I get up early every day.*

*I walk the dog every afternoon.*

*Every Monday I do the shopping.*

*I work out at the gym twice a week.*

*I play sports at weekends.*

### 2 Focus ► Describing daily activities

Play the recording and ask Ss what the sound was (*an alarm clock*). Allow Ss time to discuss their answers with their partner. Monitor the activity, then elicit suitable answers from Ss around the class.

#### Suggested Answer Key

*get up immediately / make a cup of coffee / go back to sleep / turn on the radio / etc*

### 3 Focus ► Talking about one's daily routine

Direct Ss' attention to the clock. Draw a clock on the board with the hands at 4:15. Elicit/Explain that we say "It's a quarter past four." If some Ss say "It's four fifteen," remind them that that is the American way of telling time. Repeat this procedure with 4:30 and 4:45.

Allow Ss time to make a list of their daily routines and discuss them with their partner. Walk around the room monitoring the activity. Invite pairs to compare their lists in front of the class.

#### Suggested Answer Key

A: *What time do you have lunch?*

B: *I usually have lunch at half past one. And you?*

A: *I have lunch at school at half past twelve. etc*

### 4 Focus ► Listening to predict content

Play the recording, pausing after each utterance so Ss can repeat chorally. Check their pronunciation and intonation. Allow Ss time to read through the prompts. Elicit/Explain the meaning of any unknown words or expressions. Ask Ss to predict what the dialogue is about.

#### Suggested Answer Key

*The dialogue is probably about two people trying to arrange a day and time to meet.*



5 **Focus ►** Completing a dialogue

Tell Ss to read through the dialogue in pairs and predict what Sally is saying. Then, allow Ss time to read the missing sentences A-H and complete the task. Remind Ss that there are 3 extra sentences. Elicit answers around the class, then play the recording. Ss listen and check their own answers.

**Answer Key** (See overprinted answers)

6 **Focus ►** Arranging to meet a friend

In pairs, Ss prepare a dialogue using the dialogue in Ex. 5 as a model. Monitor the activity, then ask each pair to act out their dialogue in front of the class.

**Suggested Answer Key**

Claire: Hi, Helen – it's Claire!

Helen: Claire! I'm so sorry I forgot to ring you! I've been so busy.

Claire: Don't worry. Listen, let's meet – are you free tonight?

Helen: Well, the problem is that I get up early during the week. What about Friday evening?

Claire: I'm afraid Friday's no good for me. I always do the weekly shopping then.

Helen: What a shame! I'd love to see you.

Claire: Me too ... Hey, what are you doing now?

Helen: I'm just doing a bit of shopping in town.

Claire: Me too!

Helen: Well, let's meet now, then!

Claire: Great idea! See you in ten minutes in the Metro Café!

7 **Focus ►** Present simple vs present continuous

Read the first sentence aloud and ask Ss to identify the verb tense (*present simple*) and say what it expresses (*a habit/routine*). Ask Ss to justify their answer (*something she does every weekday*). Repeat this with the other two examples. Elicit personal examples from Ss (*e.g. What do you do on Mondays? I go to school. What are you doing now? I am having an English lesson. etc*). Tell Ss to reread the dialogue in Ex. 5 and underline examples of the present simple/continuous. Ss compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

2 Present Continuous - action happening now

3 Present Continuous - temporary situation

**Examples in dialogue:** (See overprinted answers)

8 **Focus ►** Listening to identify factual error

Read the example aloud and elicit the mistake (*they're having breakfast, not lunch*). Ss work in pairs. Monitor the activity, then select pairs to present descriptions to the class. The rest of the Ss correct the mistakes.

**Suggested Answer Key**

It's 7:00 am. There is a boy catching a bus to school. He's wearing a jacket, trousers and trainers. (7:30)

It's 2:00 pm. There is a couple doing the washing-up. They are at the supermarket. (shopping) etc

9 **Focus ►** Matching activities to sounds

Play the recording for the first item. Ask Ss what they heard (*a vacuum cleaner*). Ask: What's Bob doing? (*vacuuming the carpet*). Play the whole recording. Ss listen

and underline the correct answers. Check Ss' answers. Ss in pairs ask and answer questions, as in the example. Select pairs to present their exchanges in front of the class.

**Answer Key** (See overprinted answers)

A: Is Mary playing tennis?

B: No, she isn't. She's playing the guitar.

A: Is Susan cutting the grass?

B: No, she isn't. She's riding a motorbike.

A: Are Tim & Ann watching TV?

B: No, they aren't. They're listening to music.

10 **Focus ►** Using time expressions/adverbs of frequency

Allow Ss time to make up sentences for each of the prompts. Ss present their sentences in front of the class.

**Suggested Answer Key**

It's raining now.

I go to ballet class every Friday.

On Mondays, I go to my best friend's house after school.

At the moment, I'm baking a cake.

On Sunday evenings, I get my books ready for school.

I usually do my homework after dinner.

I never leave the house without my mobile phone!

**Game**

Divide the class into teams. Explain the game. Encourage Ss to be imaginative and creative. Tell Ss that the team with the craziest animal activities wins the game. As an optional extension, Ss draw pictures on the board or mime in front of the class while the other team guesses the animal and activity.

**Suggested Answer Key**

Team B S1: The lions are cooking pasta.

Team A S2: The monkeys are surfing the Net. etc

11 **Focus ►** Making and responding to requests

Read out the prompts in the box, and elicit endings from the Chores box in Ex. 1.

e.g. T: Can you please ... S1: ... vacuum the floor? etc

Ss work in pairs, making up short exchanges, as in the example. Walk around the room monitoring the activity. Select pairs to present their exchanges to the class.

**Suggested Answer Key**

A: Could you make the beds?

B: Sorry, I can't. I'm late for school.

A: Would you mind mowing the lawn?

B: No problem. etc

12 **Focus ►** Describing photographs

Direct Ss' attention to the first picture in Ex. 1. Ask Ss questions from the rubric.

e.g. T: Who are they?

S1: A family. / A boy and his parents.

T: Where are they?

S2: At home, in their kitchen/dining room.

T: What are they doing?

S3: They are eating breakfast.

T: How often do they do so?

S4: Every day. etc

Instruct Ss to find photographs of their family and follow the same procedure. Ss complete the task for HW and present their picture descriptions in the next lesson.



## 5 Complete the dialogue. For spaces 1-5, choose the correct sentences (A-H). Listen and check.

Laura: Hi, Sally – it's Laura!

Sally: 1) **G**

Laura: Well, things are really busy but I'm fine. Listen, I'd love to catch up. Are you free tonight?

Sally: 2) **A**

Laura: Erm ... no, Friday's no good for me. I always play tennis then.

Sally: 3) **H**

Laura: Me too ... Hey, what are you doing now?

Sally: 4) **D**

Laura: Are you kidding? Me too!

Sally: 5) **F**

Laura: Great! See you in ten minutes at the Circus Café!

A Erm ... Well, I don't want to go to bed late. I get up really early on weekdays. What about Friday evening?

B I don't think so. Are you free on Monday?

C Never mind. We can meet some other time.

D I'm just doing a bit of shopping in town.

E I'm doing my homework.

F Well, let's meet now then!

G Laura! Long time no see! How are you?

H Oh, what a shame! I'd love to see you.

## Speaking

- 6 Work in pairs. Call your friend to find out how he/she is and arrange to meet. Use the sentences in Ex. 4 to act out your dialogue.

## Exploring Grammar

### ► Present Simple vs Present Continuous

Grammar Reference

- 7 Which tense expresses: *a habit/routine?*  
*actions happening now/temporary situations?*  
Find examples in the dialogue.

- 1 She **goes** to work by car every weekday.
- 2 He's **cooking** pasta now.
- 3 He's **living** with Ann until he finds a flat.

- 8 Choose one picture from those on p. 8. Describe it to your partner. Make one mistake. Your partner corrects it.

*It's 7:00 in the morning. They are having ~~lunch~~. They look happy. etc*

- 9 Listen and underline the correct sound. Ask and answer.

- 1 Bob: water plants/vacuum carpet
- 2 Mary: play tennis/play the guitar
- 3 Susan: cut the grass/ride a motorbike
- 4 Tim & Ann: listen to music/watch TV

A: Is Bob watering the plants?

B: No, he isn't. He's vacuuming the carpet.

- 10 Use the following to make sentences: *now, every, on Mondays, at the moment, on Sunday evenings, usually, never.*



Imagine a crazy zoo. What are the animals doing? Play in teams.

Team A S1: The zebras are talking on the phone.

## Everyday English

### ► Requests

- 11 In pairs, use the table below to make exchanges. Use phrases from **Chores** p. 8.

Making Requests	Responding
• Can you please ...?	• Yes, of course.
• Could you ...?	• Sorry, I can't. I'm ...
• Would you mind (verb + -ing) ...?	• No problem. I'm ...
	• I'm afraid not. I'm ...

A: Can you please take out the rubbish?

B: Yes, of course.



- 12 Portfolio: Find pictures of you/your family doing some activities. Write a short description of each. Write: • who they are • where they are • what they are doing • how often they do the activity



## Vocabulary

## ► Weekend activities



going camping



relaxing at home



going swimming



cooking for friends



renting DVDs



going to the cinema



visiting relatives



eating out



having a barbecue



going dancing

## Study skills

## Categorising vocabulary

Sorting new words into different categories can help you remember them better.

- 1 In pairs, sort the activities into the categories below. Think of more free-time activities to add.

## Indoors

renting DVDs

## outdoors

## Reading

- 2 a. Look at the title of the quiz. What does it mean? Which of the following adjectives best describe a party animal/a home bird?
  - outgoing • sociable • quiet • popular
  - shy • friendly

- b. What type of person are you? Do the quiz to find out. Explain the words in bold.

Quiz

## Are You a Party Animal or a Home Bird?

- 1 A classmate is having a party on Saturday. What are you going to do?
  - A You're going to stay in. There's a great film on TV!
  - B You're going to go, but you're not crazy about the idea.
  - C You're **definitely** going to go. You can't wait!
- 2 You're going to a **wedding reception** and you don't know many people. How do you feel?
  - A Horrible. You really don't want to go.
  - B A bit nervous, but you're going to try to be sociable.
  - C Great! You love meeting new people!
- 3 Your parents are going away this weekend. What are you going to do?
  - A You're going to rent DVDs and relax at home.
  - B A few close friends are coming over and you're having a barbecue in the garden.
  - C You're going dancing with friends.
- 4 Your friend calls to invite you out for coffee but you're **comfortable** on the sofa and a little bit tired. What are you going to do?
  - A You're not moving. You really don't want to go out!
  - B You're going to invite your friend over. You can have a coffee at home!
  - C You're going! The night is young.

## Your Score

**Mostly As:** Just because you like staying in, it doesn't mean you can't have **company**. Share your sofa with friends some time or go out for a **cosy** meal!

**Mostly Bs:** You are friendly and popular, but sometimes you just want to stay at home. Good for you! You don't always have to go out to have a good time!

**Mostly Cs:** You're the **life and soul of the party** and everyone's best friend. Just be careful not to tire yourself out. Why not relax at home once in a while or invite friends over to your house?



## Chill out!

**Objectives:** learning about social/leisure weekend activities, plans & arrangements; practising and contrasting the use of present continuous & "going to"; practising colloquial language for making and responding to suggestions

**Vocabulary:** weekend activities

**Reading:** a personality quiz

*Skill – reading for detailed comprehension*

**Grammar:** present continuous and "going to"

**Everyday English:** suggestions

**Speaking:** making and responding to suggestions

**Listening:** a dialogue about people's plans for the weekend (multiple matching task)

*Skill – listening for specific information*

**Writing:** sentences about your fixed arrangements for next week

- b. Allow Ss time to read the quiz, answer the questions and check their scores. Tell them to compare their scores with their partners'. Walk around the room monitoring the activity. Ask Ss to report to the class what type of person their partner is. Elicit from Ss whether they feel that their quiz results accurately describe their personality.

Ask Ss to look at the text again and explain the meaning of the words in bold by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of each word from the context before using their dictionaries to check their guesses.

### Suggested Answer Key

**definitely (adv):** 100% sure about something

**wedding reception (n):** the party held after a wedding

**comfortable (adj):** feeling physically relaxed

**company (n):** guests or friends who spend time with you

**cosy (adj):** pleasant

**the life and soul of the party (exp):** someone who is outgoing, sociable and fun to be with

### 1 Focus ► Categorising free-time activities

Direct Ss' attention to the title of the unit and the illustrations. Elicit what "chill out" means (*relax*). Ask Ss what types of things they do to relax (*e.g. listen to music, go out with their friends, etc.*). Tell Ss to look at the illustrations. Read the captions aloud, then elicit which activities Ss do in their free time.

Refer Ss to the Study Skills box. Explain that putting words into categories can help us remember them more easily.

Write the heading *Weekend activities* on the board. Then make two columns underneath with the headings *indoors* and *outdoors*. Tell Ss to look at the illustrations and elicit which activities go in which column and write them on the board. Ask Ss to think of a few more and add them to the lists. Tell Ss to copy them into their notebooks. As an extension, Ss can repeat the exercise with the daily activities on p. 8.

### Suggested Answer Key

**indoors:** renting DVDs / relaxing at home / going swimming / cooking for friends / going to the cinema / eating out / visiting relatives / going dancing / (listening to music / going to the theatre / playing board games / reading / surfing the Net / etc)

**outdoors:** going camping / going swimming / eating out / having a barbecue / (going skiing / playing tennis / going for a walk / etc)

### 2 a. Focus ► Learning descriptive adjectives

Direct Ss' attention to the title of the quiz and ask them what they think it means. Read out the list of adjectives and elicit/explain any unknown words, then elicit which adjectives best describe each of the two personality types.

### Answer Key

The quiz title is asking whether you are someone who likes parties and going out (a "party animal"), or someone who prefers to stay at home (a "home bird").

**party animal:** outgoing / sociable / popular / friendly

**home bird:** quiet / shy



### 3 **Focus** ▶ Present continuous – “going to”

Direct Ss' attention to the first example sentence. Ask Ss comprehension questions:

- e.g. T: *When is the person going to buy a car?*  
 S1: *Next year.*  
 T: *When next year?*  
 S2: *We're not sure.*  
 T: *Does he know which car he's going to buy?*  
 S3: *No, because he says 'a car', not a specific car.*  
 T: *Are we sure that he's definitely going to buy a car?*  
 S4: *No – but we know he's planning to because he's already saving money.*  
 T: *So, would you say this is a fixed arrangement or a(n) intention/plan?*  
 S5: *A(n) intention/plan. etc*

Repeat this procedure with the other sentence and elicit from Ss that this is a fixed arrangement. Ss identify which tense is used in each case. Allow Ss time to reread the quiz and underline the examples of present continuous for a fixed arrangement and 'going to' for an intention/plan. (Note that two examples – “You're not moving” [4A] and “You're going” [4B] – use present continuous, but are not actually fixed arrangements; this use indicates determination/very firm intention.) Ss compare answers with a partner. Check Ss' answers around the class.

#### Answer Key

**fixed arrangements:** *is having a party / You're going to a wedding reception / are going away / are coming over / You're having a barbecue / You're going dancing*

**intentions/plans:** *What are you going to do? / You're going to stay in / You're going to go / You're definitely going to go / you're going to try to / you're going to rent DVDs / You're going to invite / You're going*

### 4 **Focus** ▶ Talking about plans/fixed arrangements

Tell Ss to read Fiona's notes, then select two Ss to read out the sample exchange. Ss complete the task in pairs. Monitor the activity. Check Ss' answers, then select pairs to act out their exchanges in front of the class.

#### Answer Key

- A: *Is Fiona getting a present for her mum's birthday on Tuesday?*  
 B: *No, she isn't. She's getting it on Wednesday.*  
 A: *Is Fiona eating out with her parents on Wednesday?*  
 B: *Yes, she is.*  
 A: *Is Fiona going with John & Susie to the cinema on Thursday?*  
 B: *No, she isn't. She's going with John & Sam.*  
 A: *Is Fiona buying food for the barbecue on Friday?*  
 B: *Yes, she is.*  
 A: *Is Fiona having the barbecue at 1 pm on Saturday?*  
 B: *No, she isn't. She's having it at 8 pm.*  
 A: *Is Fiona doing aerobics on Sunday?*  
 B: *No, she isn't. She's going swimming.*

### 5 **Focus** ▶ Talking about plans/fixed arrangements

Explain the task. Ss work in pairs. Monitor the activity, then elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

*I'm meeting a friend for coffee tonight.*  
*I'm going to join a gym next month. etc*

### 6 **Focus** ▶ Making and responding to suggestions

Read through the prompts in the table. Elicit endings to the suggestions (e.g. *Why don't we go to the cinema?*). Allow Ss time to complete the exchanges. Elicit answers, then play the recording. Ss listen and check their answers.

#### Answer Key

- 1 *love*                      2 *What about*

### 7 **Focus** ▶ Dialogue making/responding to suggestions

Explain the task. Remind Ss to use phrases from the box to create their dialogues. Monitor the activity. Have pairs act out their dialogues in front of the class.

#### Suggested Answer Key

- 1 A: *Would you like to watch a DVD?*  
 B: *Sure, I'd love to!*  
 2 A: *Why don't we go out to eat?*  
 B: *I'd love to, but I'm really tired. Let's cook something at home.*  
 A: *Why not?*

### 8 **Focus** ▶ Listening to match people with activities

Tell Ss to read through the rubric and the prompts. Explain the task, then play the recording while Ss match the people to the activities. Ss compare their answers with a partner. Check Ss' answers.

#### Answer Key (See overprinted answers)

As an extension, Ss ask and answer in pairs. Monitor the activity.

#### Suggested Answer Key

- A: *Is Andrew relaxing at home this weekend?*  
 B: *No, he isn't. He's going on a picnic.*  
 A: *Is Chloe going camping?*  
 B: *No, she isn't. She's cooking for friends.*  
 A: *Is Helen having a barbecue?*  
 B: *No, she isn't. She's visiting her grandma.*  
 A: *Is Danny going to the cinema?*  
 B: *No, he isn't. He's relaxing at home.*

### 9 **Focus** ▶ Writing about fixed arrangements

Tell Ss to make a list of their fixed arrangements for the following week. Elicit answers from around the class (e.g. *Monday – going out with friends*). Allow Ss time to write their sentences. Check Ss' answers. Elicit fixed arrangements from Ss around the class.

#### Suggested Answer Key

*On Monday, I'm playing football.*  
*On Tuesday, I'm visiting Grandma after school.*  
*On Wednesday, I'm going to the cinema with Helen and Beth.*  
*On Thursday, I'm meeting Dad at the train station at 7 pm.*  
*On Friday, I'm doing all my homework for Monday.*  
*On Saturday, I'm going shopping in town with Mum.*  
*On Sunday, I'm spending the day in London.*



## Exploring Grammar

### ► Present Continuous – going to

Grammar Reference

- 3 Look at the verb forms in the sentences below. Which one describes: **a fixed arrangement?** **an intention/plan?** Find examples of each use in the quiz.

I'm saving money because I'm going to buy a new car next year.

I've got the train tickets. We're leaving at 10 o'clock on Monday morning.

- 4 Fiona has made some notes about next week. In pairs, ask and answer questions, as in the example.

A: Is Fiona playing tennis with Paul on Monday at 6 pm?

B: No, she isn't. She's playing tennis with Paul at 7 pm.



- 5 Tell your partner your fixed arrangements and plans for **next weekend**, **in the summer**, **next month**.

*I'm visiting some relatives next weekend.*

*I'm going to spend the summer in England.*

## Everyday English

### ► Making suggestions

- 6 Use phrases from the box to complete the exchanges. Listen and check.

Making suggestions	Responding
• Why don't we ...?	• That's a good idea.
• What about ... +ing?	• Sure, I'd love to!
• Would you like to ...?	• Why not?
• Let's ...	• Sorry, I can't.
• Shall we ...?	• I'm afraid I can't.
	• I'd love to but ...

- 1 A: Why don't we go to the cinema?  
B: I'd ..... to.
- 2 A: ..... having a picnic?  
B: I'd rather not.

## Speaking

- 7 **Portfolio:** Use the prompts below to act out dialogues similar to the ones in Ex. 6. Record yourselves.

- suggest watching a DVD
- your brother suggests going out to eat/turn down his suggestion/explain you are tired/suggest cooking at home

## Listening

- 8 Listen and match the people to what they are doing this weekend.

People		Activities
1 Simon	G	A visiting relatives
2 Andrew	B	B going on a picnic
3 Chloe	C	C cooking for friends
4 Helen	A	D relaxing at home
5 Danny	D	E having a barbecue
		F going to the cinema
		G going camping

## Writing

- 9 **Portfolio:** What are your fixed arrangements for next week? Write sentences, then tell the class.

*On Monday, I'm going out with my friends.*



## Getting Started

- 1 How often do you send emails? To whom? Why?

## Let's look closer

- 2 Read the rubric.

This is part of an email from Samantha to her friend, Grace.

*Well, that's my news! How about you? Write and tell me what you're doing this summer! Are you just relaxing or have you got a job?*

What is Grace doing this summer? Read the first paragraph to find out.

- 3 Read the email and match the paragraphs (1-4) to the descriptions (A-D). Then, explain the words in bold.

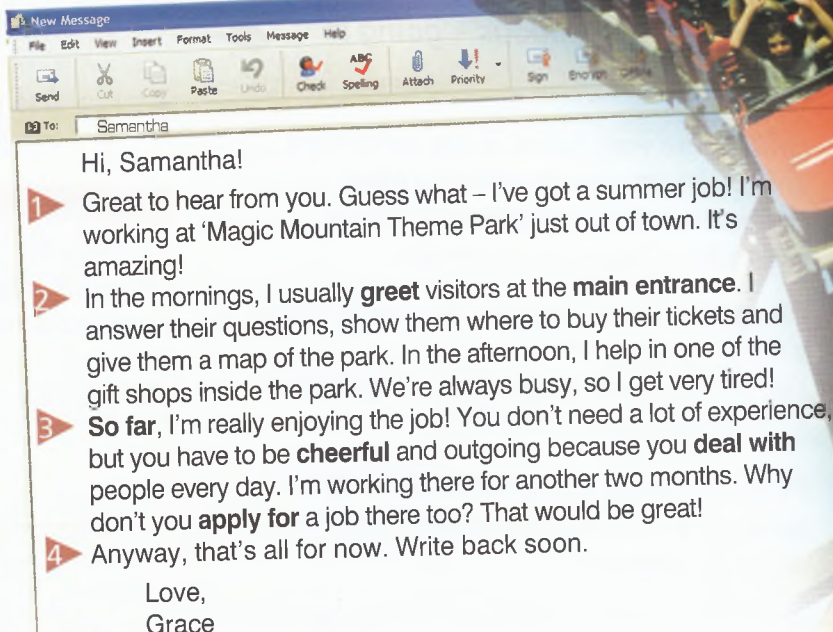
- A 4 closing remarks/ask friend to write back
- B 1 opening remarks/reason for writing
- C 2 job description
- D 3 job qualities/other comments

## Opening/Closing remarks

- 4 Mark the sentences O (opening remarks) or C (closing remarks).

- 1 How are things? O
- 2 See you soon. C
- 3 Have to go now. C
- 4 It's been ages, hasn't it? O

Which opening/closing remarks does Grace use?



New Message

To: Samantha

Hi, Samantha!

Great to hear from you. Guess what – I've got a summer job! I'm working at 'Magic Mountain Theme Park' just out of town. It's amazing!

In the mornings, I usually **greet** visitors at the **main entrance**. I answer their questions, show them where to buy their tickets and give them a map of the park. In the afternoon, I help in one of the gift shops inside the park. We're always busy, so I get very tired!

**So far**, I'm really enjoying the job! You don't need a lot of experience, but you have to be **cheerful** and outgoing because you **deal with** people every day. I'm working there for another two months. Why don't you **apply for** a job there too? That would be great!

Anyway, that's all for now. Write back soon.

Love,  
Grace

## Study skills

### Brainstorming

Before you start writing, brainstorm for ideas. Write down everything that comes to mind. This will help you decide what you are going to write about.

## Writing (an email to a friend)

- 5 a. Read the rubric.

*So what are you doing this summer? Are you on holiday or doing something else? Write back soon.*

- b. **Portfolio:** Use the plan below to organise your ideas into paragraphs. Write your email (50-100 words).

## Plan

### Paragraph 1

*greetings, where you are, what you are doing*

### Paragraph 2

*your daily routine*

### Paragraph 3

*your feelings, invite friend to join you*

### Paragraph 4

*ask friend to write back*



**COMEDY ZONE**

What are you doing?

I'm writing a letter to my sister.

But you can't write.

So what? She can't read!



## Guess what!

**Objectives:** learning about emails to friends

**Reading:** an email to a friend about a summer job

*Skill – reading for detailed comprehension*

**Writing:** an email to a friend

### 1 **Focus ►** Talking about emails

Elicit what the expression "Guess what!" means ("I've got news") and when we use it (to let friends know that we've got something interesting to tell them.) Ask Ss to look at the text and the title and predict what they think the unit is about (friends sending emails to tell each other their news). Elicit what an email is (an electronic letter sent over the Internet). Ask Ss how often they send emails, who they usually send them to and why they send them.

#### **Suggested Answer Key**

*I send emails quite often. I usually send them to friends to say "Hello" and give them my news.*

### 2 **Focus ►** Understanding a rubric

Allow Ss time to read the rubric and email. Check comprehension by asking Ss who the email is from (Samantha), who she is writing to (Grace), what their relationship is (they are friends) and what the email is about (Summer activities). Explain that the Ss are going to read Grace's reply to Samantha's email. Tell them to read the first paragraph to find out what Grace is doing this summer.

#### **Answer Key**

*She is working at a theme park near her town.*

### 3 **Focus ►** Identifying paragraph topics in an email

Read through the paragraph descriptions (A-D) and elicit/explain any unknown words. Explain the task. Allow Ss time to read through the email and match the descriptions to the paragraphs. Ss compare their answers with a partner, then check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.

#### **Suggested Answer Key**

*greet (v): to welcome someone*

*main entrance (n): the biggest gate or doorway to a place*

*so far (exp): until now*

*cheerful (adj): happy*

*deal with (phr v): take action to solve a problem*

*apply for (phr): make a formal written request for a job*

### 4 **Focus ►** Opening/Closing remarks in an email

Elicit/Explain what we mean by opening remarks (things we say after the greeting to begin a letter or an email). Elicit examples e.g. *How are you? Thanks for your letter ... etc.* Repeat the procedure for closing remarks, eliciting examples e.g. *Please write soon. That's all for now ... etc.* Ss complete the task in pairs. Check Ss' answers.

#### **Answer Key** (See overprinted answers)

*Great to hear from you. (opening)*

*Guess what – I've ... (opening)*

*Anyway, that's all for now. (closing)*

*Write back soon. (closing)*

### 5 **Focus ►** Writing an email to a friend

Read through the Study Skills box and elicit why it is important for Ss to brainstorm before they write (to help them plan and organise their writing). Explain that when Ss write their ideas in point form, they just have to rewrite them as full sentences, add opening and closing remarks, and their letter will be complete. Also, making a plan helps to keep their writing organised and coherent and to ensure that they keep to the topic and complete the task effectively.

- Ss read the rubric. Check comprehension of the task by asking Ss: What are you going to write? (an email) Who are you writing to? (a friend) What are you going to write about? (what I am doing this summer).
- Allow Ss time to brainstorm for ideas and organise them into paragraphs using the plan. Check their notes before they start writing. Remind them to use the email in Ex. 3 as a model. Select Ss to read out their emails to the class. Check Ss' answers.

#### **Suggested Answer Key**

*Dear Claire,*

*Great to hear from you. Guess what – I've got a summer job at Belvedere, outside Bournemouth. It's a summer camp for children.*

*In the mornings, I make sure they have a good breakfast. While they have their morning lessons, I tidy their cabins. In the afternoons, we organise games and activities. We're always really busy.*

*So far, I like the job. You don't need experience, but you need to be cheerful and outgoing because you deal with children all day. Why don't you apply for a job here?*

*Anyway, that's all for now. Write back soon.*

*Love,*

*Helen*



## School of the Air

**Objectives:** learning about alternative forms of schooling in other countries

**Listening:** a text about Australia's 'School of the Air'  
*Skill – listening for specific information*

**Reading:** a text about Australia's 'School of the Air'  
(sentence completion)

*Skill – reading for detailed comprehension*

**Writing:** a magazine article about an unusual school

- 1 a. **Focus ►** Predicting content and listening for specific information

Focus Ss' attention on the pictures. Elicit what they think the "School of the Air" is.

**Suggested Answer Key**

*It's probably a school where children do their lessons over the radio because they live far away from any school.*

- b. **Focus ►** Brainstorming

Explain the task and tell Ss you will be timing them. Stop them after one minute and select Ss to read out their lists. Invite the rest of the class to add any words that the Ss left out. Remind Ss that they must check off the words on their lists while they listen to the recording. Play the recording. Ss listen and tick. Elicit from Ss any relevant words which they heard but were not on their list.

**Answer Key**

*school / children / students / lessons / study / class / private lesson / teacher / books / resources / work / learn*

- 2 **Focus ►** Reading for detailed comprehension

Explain the task. Make sure Ss understand that they must use 1-3 words only to complete the sentences. Tell Ss to read the sentences first before reading the text. Allow Ss time to complete the task and compare their answers with a partner. Have each S report their answers to the rest of the class.

**Suggested Answer Key**

- |                      |                    |
|----------------------|--------------------|
| 1 from a school/town | 4 about 30 minutes |
| 2 the radio          | 5 to the teacher   |
| 3 at home            | 6 once a year      |

- 3 **Focus ►** Recalling information from the text

Explain the task. Tell Ss to close their books. Elicit answers from Ss around the class.

**Answer Key**

*they are found in Australia / they are for Ss who live far away from a school / Ss have lessons over the radio / they are for Ss between 4 and 12 years old / children study at home / children have radio lessons three times a week / each lesson is around 30 minutes long / Ss have a 10-minute private lesson once a week / the school provides the books and other resources / children send their homework to their teacher once a week / the teachers prepare the lessons and the parents help the children with their schoolwork / teachers and Ss communicate by phone, fax and email / the teacher visits the Ss at home at least once a year*

- 4 **Focus ►** Writing an article about an unusual school

Tell Ss to read the rubric and underline the key words. Elicit ideas about unusual schools in the Ss' country. If they don't know any, allow them time to do research (*e.g. their local Department of Education, the Internet, etc.*). Remind Ss that their article should follow the same style as the model in Ex. 2. Elicit/Explain that the first paragraph gives the name and location of the school and what is unusual about it. The second and third paragraphs explain the differences between this school and a regular school. The final paragraph is a short, general comment about the school. Remind Ss that their article should have an interesting title to attract the reader's attention.

**Suggested Answer Key**

**Summerhill – The school where lessons are optional!**

*In Sussex, England, there is one school that is very different from all the others. It is a boarding school with around 100 pupils from all over the world. At this school they believe that children should be free to play as much as they like because it is an important part of childhood.*

*Lessons begin at 9:30 am and pupils are free to choose which ones they go to. However, they cannot sleep or watch TV during lesson time. They have a choice of regular lessons, such as Maths or ICT, as well as unusual lessons like Japanese, woodwork and horse riding. Lunch is from 12:20 to 2:00 pm, after which there is a school meeting where pupils discuss and vote on different things.*

*After the meetings, they have afternoon lessons from 4:00 to 5:30pm. They are then free to play games until supper at 7:30 pm. Lights go out at 8 pm for younger pupils and 11 pm for older ones.*

*Some people think that children at Summerhill don't get a proper education, but just as many students go on to university from Summerhill as from regular schools.*

**Additional Material**

- Songsheet 1 (p. 110)
- Pairwork Activities, Set 1:  
1A (p. 115) – 1B (p. 117)
- Word Perfect 1 (p. 120)
- Grammar Check, Unit 1 (p. 124)



# Culture Clip

1

## Listening

- 1 a. Look at the pictures. What do you think the School of the Air is?
- b. In one minute, list as many words as possible related to school. Listen to the text and tick the words on your list that you hear.



## Reading

- 2 Read the text and complete the sentences. Use up to three words.
  - 1 Students in Australia attend the School of the Air because their families live far ...
  - 2 The children of this school have their lessons over ...
  - 3 The children belong to a class, but they study ...
  - 4 Each lesson lasts ...
  - 5 Students send their homework ...
  - 6 The teacher usually meets the students ...

## Speaking

- 3 Close your books and say six things you remember about the School of the Air.

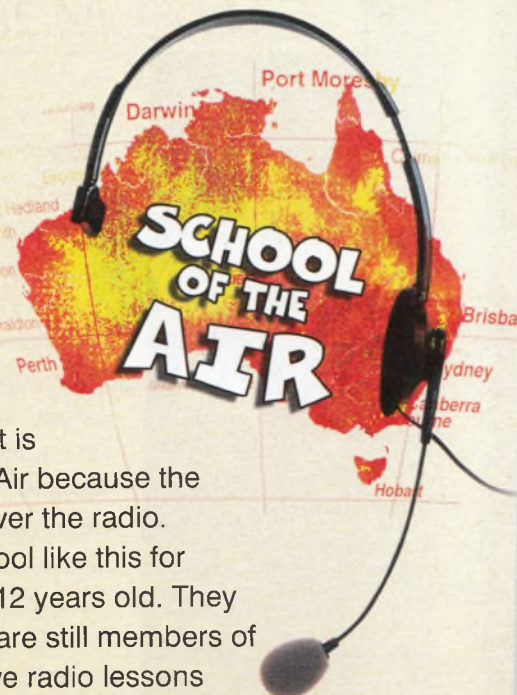
In Australia, many families live a long way from a town, so the nearest school is often very far away.

For this reason, many children attend a very different kind of school. It is called the School of the Air because the students have lessons over the radio.

Most areas have a school like this for children between 4 and 12 years old. They study at home, but they are still members of a class. The children have radio lessons with their class three times a week. Each lesson is about 30 minutes. Students also have a 10-minute private lesson with their teacher once a week.

The school provides the radio, books, videos and other resources. The children send their work to the teacher once a week. The teachers prepare the lessons and the children's parents help them to do their work at home. Teachers and students also communicate by phone, fax and email and the teacher visits children at home at least once a year.

The School of the Air may sound like a strange idea. For the isolated students of Australia it's the only way to learn.



## Writing (an article)

- 4 **Portfolio:** Find information about a school in your country that is different from typical schools and write a short description of it for your school magazine. Write:
  - how the school is different from other schools
  - how many days a week/hours a day students attend
  - what subjects they study



## The Master



**L**udwig van Beethoven was born in 1770 in Bonn, Germany. He was the eldest of three boys. His father and grandfather were musicians.

Ludwig started learning the violin and piano **at a very early age**. In 1783 he published his first composition. He was only 13. In 1787 he travelled to Vienna to study under Mozart, but returned to Bonn because his mother was dying. After her death he moved to Vienna. He never returned to his hometown. In 1795 he gave his first public performance as a pianist. It was a success. In the late 1790s, Beethoven began to **lose his hearing** and by 1819 he was **completely deaf**. It was during this period that he wrote some of his most famous

compositions like *Moonlight* (1801), *Eroica* (1804), *Pastoral* (1808) and *Emperor* (1809). After he became deaf, he continued to **compose** great music which was joyful and optimistic. In his later years, he was lonely and depressed and didn't write much.

Although he **fell in love** several times, he never married. Beethoven died on March 26, 1827 in Vienna after he caught pneumonia. More than 10,000 people came to his funeral.

Beethoven was the first composer who used music to express **deep feelings** and ideas, such as his belief in **freedom** and **heroism**. Even today he is, for many people, the greatest composer ever.

## Listening &amp; Reading

- 1 Listen to three pieces of music by Beethoven. What images come to mind? How do you think Beethoven felt when he wrote each of them? Choose from the following.
  - calm • lonely • pessimistic • cheerful
  - depressed • angry • sad • confused
  - joyful • optimistic • upset • excited
  - heroic
- 2 (a) Think of three questions you would like to ask about Beethoven. Listen and read. Can you answer them now?
  - b. Read again and complete the sentences. Then, explain the words in bold.
  - 1 Beethoven **had two** brothers.
  - 2 He could play **the violin and piano**.
  - 3 He was only 13 when **he published his first composition**.
  - 4 It wasn't until 1819 that he **became completely deaf**.

- 5 He never **married** or had children.
- 6 He strongly believed **in freedom and heroism**.

## Speaking

- 3 Say three things you remember about Beethoven.

## Vocabulary

## ► Famous people &amp; nationalities

- 4 a. Look at the pictures. Who was:
  - an astronaut? • a writer? • a scientist?
  - a politician? • a painter? • an actress?
  - a singer? • an explorer?

Can you think of other famous people in these categories?

- b. What nationality was each person?

*Christopher Columbus was Italian.*



## History's Hall of Fame

**Objectives:** learning about famous people of the past and their achievements; associating music and images/feelings; reviewing past simple

**Reading:** a factual text about the composer Beethoven  
*Skill – reading for specific information*

**Speaking:** talking about what you remember from a text

**Vocabulary:** occupations and nationalities

**Grammar:** past simple (regular and irregular verbs)

**Listening:** poster advertising a concert (gap-filling task)  
*Skill – listening for specific information*

**Writing:** a short biography about a famous person

1 **Focus** ➤ Associating music and images/feelings

Elicit how Ss feel when they listen to different kinds of music (e.g. *an upbeat pop song makes us feel happy, ballads can make us feel sad*). Elicit images that can come to mind when listening to music (e.g. *a brass band makes us think of a parade, slow piano music can make us think of a rainy day*). Read out the rubric and list of adjectives, then elicit/explain the meaning of any unknown words. Ask Ss to close their eyes and focus on images and feelings each piece of music brings to mind. Play the recording, pausing after each piece to elicit suitable responses from around the class.

**Suggested Answer Key**

**What images come to mind?**

*Symphony No. 5: an argument, someone hearing bad news*

*Moonlight Sonata: a walk in the countryside, a rainy evening*

*Ode to Joy: a celebration of a big event, a parade*

**How did Beethoven feel when he wrote each of them?**

*Symphony No. 5: angry, confused, upset, pessimistic*

*Moonlight Sonata: calm, lonely, pessimistic, depressed, sad*

*Ode to Joy: cheerful, optimistic, excited*

2 a. **Focus** ➤ Preparing to read a text

In pairs, Ss think of three questions they would like to ask about Beethoven. Elicit a variety of questions from around the class. Ss then read or listen to see if their questions are answered. Elicit feedback from around the class.

**Suggested Answer Key**

*When was he born?*

*When did he start learning music?*

*Where was he from?*

*When did he become famous?*

*Did he get married?*

*Did he have any brothers or sisters?*

b. **Focus** ➤ Reading for specific information

Explain the task and go through the prompts. Ss read the text again to find the specific information required. Tell the Ss they can do this by reading the text quickly and looking for key words (skimming and scanning). Ss complete the task individually. Elicit answers around the class.

**Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym, antonym or mime. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.

**Answer Key**

*at a very early age (phr): when someone is very young*

*lose his hearing (phr): to go deaf*

*completely (adv): totally*

*compose (v): to write music*

*fall in love (phr): to be strongly attracted to someone*

*deep feelings (phr): strong emotions*

*freedom (n): the state of being allowed to do what you want*

*heroism (n): great courage and bravery*

3 **Focus** ➤ Recalling information from the text

Explain the task, then ask Ss to close their books and talk in pairs about what they remember from the text. Monitor the activity, then elicit answers around the class.

**Suggested Answer Key**

*Beethoven was born (in 1770) in Bonn, Germany / started learning piano and violin at an early age / travelled to Vienna and studied under Mozart / returned to Bonn because his mother was dying / moved back to Vienna / began to lose his hearing but wrote his most famous compositions / became completely deaf / was lonely and depressed / fell in love several times but never married / died (in 1827) of pneumonia*

4 a. **Focus** ➤ Famous people and occupations

Ask Ss to look at the famous people on p. 15. Read out the list of occupations and elicit/explain the meaning of any unknown words, then help Ss to match the people to the occupations.

**Answer Key**

*an astronaut: Yuri Gagarin*

*a writer: Virginia Woolf*

*a scientist: Thomas Edison*

*a politician: Abraham Lincoln*

*a painter: Pablo Picasso*

*an actress: Audrey Hepburn*

*a singer: Ella Fitzgerald*

*an explorer: Christopher Columbus*

In pairs, Ss think of other famous people for each of the occupations. Check Ss' answers around the class.

**Suggested Answer Key**

*astronaut: Neil Armstrong; writer: Agatha Christie, Emily Dickinson, Charles Dickens; scientist: Albert Einstein, Marie Curie, Charles Darwin; politician: J F Kennedy, Margaret Thatcher, Winston Churchill; painter: Vincent van Gogh, Salvador Dali, Michelangelo; actress: Marilyn Monroe, Elizabeth Taylor; explorer: Vasco da Gama, Ferdinand Magellan*

b. **Focus** ➤ Famous people and nationalities

Elicit the nationality of each famous person on p. 15.

**Answer Key**

*Audrey Hepburn – Belgian*

*Yuri Gagarin – Russian*

*Abraham Lincoln – American*

*Virginia Woolf – British*

*Thomas Edison – American*

*Pablo Picasso – Spanish*

*Ella Fitzgerald – American*



5 **Focus** ▶ Asking for and giving personal information

Select a pair of Ss to read out the exchange. Ask Ss, in closed pairs, to write and act out similar dialogues about the other famous people on p. 15, using the information from Exs. 4a & b. Monitor the activity, then ask various pairs to read out their dialogues to the class.

**Answer Key**

- A: Who was Christopher Columbus? A: When was he born?  
 B: He was a famous explorer. B: He was born in 1451.  
 A: Where was he born? A: When did he die?  
 B: In Genoa, Italy. B: He died in 1506. etc

6 a. **Focus** ▶ Past simple (regular and irregular verbs)

Write the following sentences on the board:

1. In 1783, he published his first composition.
2. Beethoven began to lose his hearing.

Ask Ss: Are these sentences about now or the past? When did each event happen? Did it finish in the past?

Draw a timeline to demonstrate that we use the past simple to refer to events which happened at a specific time in the past.

PAST NOW  
 x ————— +

Elicit the present simple form of the underlined verbs from Ss and write them up on the board.

1. Publish – published (regular past simple tense)
2. Begin – began (irregular past simple tense)

Elicit/Explain that the regular past simple tense is formed by adding -ed to the main verb. Verbs ending in -e take -d. Verbs ending in a consonant + y take -ied. Irregular past simple verbs do not (e.g. go - went, see - saw, drink - drank).

Direct Ss' attention to the verbs 1-15. Tell Ss that the past form of the verbs can be found in the text on p. 14. Give Ss time to complete the task individually, then check their answers.

**Answer Key**

Regular	Irregular
2 started	6 gave
3 published	7 began
4 travelled	8 wrote
5 returned	9 became
10 continued	11 fell
12 married	14 caught
13 died	15 came

b. Present the theory and elicit examples from the text.

**Answer Key**

**actions at a specific time in the past:** was born in 1770 / In 1783 he published / In 1787 he travelled to / In 1795 he gave / in the late 1790s, Beethoven began / Beethoven died on March 26, 1827

**actions related to sb no longer alive:** he was the eldest / His father and grandfather were / never returned / he fell in love etc

**negative form:** he didn't write much

7 **Focus** ▶ Finding/discussing information from the text

Direct Ss' attention to the dates and the example that follows. Tell Ss they will skim and scan the text for the information they need. Elicit from the class: in 1783 he published his first composition. Then ask Ss to find the

information that relates to the remaining dates and to highlight or underline it. When they have the information required, put Ss into pairs to take it in turns exchanging information about the composer. Monitor Ss during activity. Check Ss' answers around the class.

**Answer Key**

- A: In 1787, he travelled to Vienna and studied under Mozart.  
 B: In 1795, he gave his first public performance as a pianist.  
 A: In 1801, he composed Moonlight.  
 B: In 1804, he composed Eroica.  
 A: In 1809, he composed Emperor.  
 B: In 1819, he became completely deaf.  
 A: In 1827, he died in Vienna.

8 **Focus** ▶ Pronunciation – silent “e”

Read the first two items aloud, slightly over-modelling the sounds to emphasise the difference. Elicit that the written “e” is silent in /laɪkt/ and pronounced in /wɒntɪd/. Play the recording, pausing after each item to elicit whether the “e” is silent or not.

**Answer Key** (See overprinted answers)9 **Focus** ▶ Listening for specific information

Allow Ss time to read through the concert poster. Elicit/Explain any unknown words. Ask Ss to predict what type of information is missing, e.g. months, times, names etc. Play the recording while Ss listen and fill in the gaps. Elicit answers around the class to check Ss' answers.

**Answer Key** (See overprinted answers)10 **Focus** ▶ Writing a short biography

Allow Ss time to read the rubric and underline the key words. Before setting the task, ask Ss to look back at the short biography of Beethoven on p. 14. Write up a plan on the board and elicit what a biography should contain, e.g. information about the person's date and place of birth, important events, personal life, famous works and beliefs. Tell Ss that they can use vocabulary and phrases from the Beethoven biography.

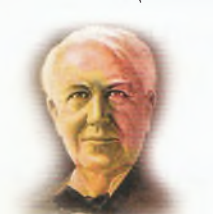
Assign the task as HW. Remind the Ss that they can get the information they need from encyclopaedias, the Internet and magazines. Ss make notes under the headings, then write the biography.

**Suggested Answer Key**

Charles Dickens was born in Portsmouth, England, on 7 February, 1812. He was one of eight children. His father was a clerk. Charles went to school when he was nine years old and his teachers thought he was very clever.

When he was only eleven, he had to stop school and go to work in a factory to support his family. Charles used some of his experiences from this job when he wrote his novels. At the age of sixteen, he started work for a newspaper called the Morning Chronicle and he soon became one of its best journalists. He also wrote a total of fourteen novels. In 1838, he published Oliver Twist and between 1849 and 1850 he published David Copperfield. In 1836, he married Catherine Hogarth and they had ten children. During his life he gave a number of talks and lectures about improving the conditions of poor people in England. He died on 9 June 1870, and is buried in Westminster Abbey, London.



**Christopher Columbus**Genoa, Italy  
(1451-1506)**Yuri Gagarin**Smolensk, Russia USSR  
(1934-1968)**Virginia Woolf**London, UK  
(1882-1941)**Pablo Picasso**Malaga, Spain  
(1881-1973)**Audrey Hepburn**Brussels, Belgium  
(1929-1993)**Abraham Lincoln**Hardin County,  
Kentucky, USA  
(1809-1865)**Thomas Edison**Milan, Ohio, USA  
(1847-1931)

1 be *was* 2 start 3 publish 4 travel 5 return  
6 give 7 begin 8 write 9 become 10 continue  
11 fall 12 marry 13 die 14 catch 15 come

- b. Read the theory. Find examples in the text. Which is in the negative form?

We use the past simple for:

- an action which happened at a specific time in the past
- actions which are related to people no longer alive.

- 7 Use the dates to tell your partner about Beethoven.

1770 1783 1787 1795 1801 1804

A: Beethoven was born in 1770.

B: In 1783 he ...

1809 1819

1827

**Pronunciation** ("e" pronounced or silent)

- 8 Listen and underline the words where the letter "e" is pronounced. Listen and repeat.

liked, wanted, hated, walked, looked, moved

## Listening

- 9 Listen and complete the poster.

### WINTER CONCERT

On 5th 1 December at 2 8 pm

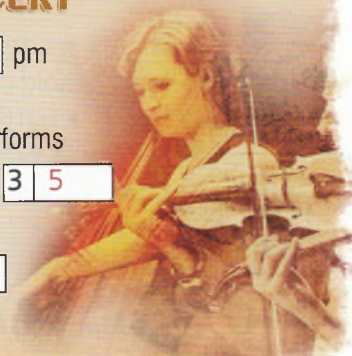
Forest Road, Loughborough

The Loughborough Orchestra performs

Beethoven's Piano Concerto No. 3 5  
and Sibelius's Symphony No. 3.

Conductor: Peter 4 Davis

Soloist: Tom 5 Rice



## Everyday English

### ▶ Asking for/Giving personal information

- 5 In pairs, ask and answer questions about these famous people, as in the example.

**Ella Fitzgerald**Newport News,  
Virginia, USA  
(1917-1996)

A: Who was Ella Fitzgerald?

B: She was a famous singer.

A: Where was she born?

B: In Newport News, USA.

A: When was she born?

B: She was born in 1917.

A: When did she die?

B: She died in 1996.

## Exploring Grammar

### ▶ Past simple (regular & irregular verbs)

Grammar Reference

- 6 a. Find the past simple form of verbs 1-15 from the text. Which are regular/irregular? How is the past simple formed?

## Writing (a biography)

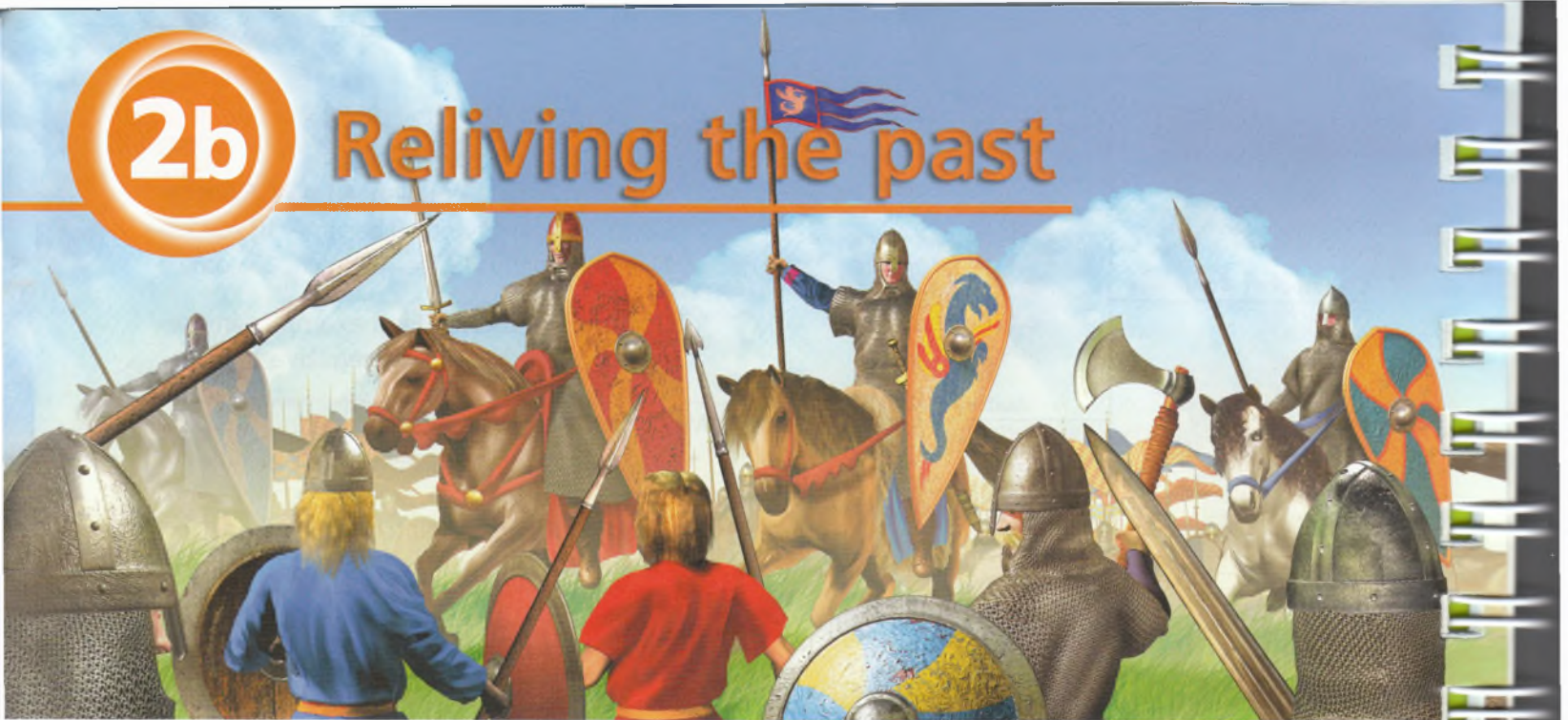
- 10 Portfolio: Write a short biography about a famous person in your country. Write:

- date and place of birth
- important events
- personal life
- famous works
- beliefs
- date and place of death



# 2b

## Reliving the past



### Vocabulary

#### ► Medieval battles

### Study skills

#### Using a dictionary

When you look up a word in a dictionary, you can see if it is a verb, a noun, an adjective etc by looking at the symbols next to the word (N, V, ADJ etc).

- 1 Look up the following words in a dictionary. Which are: *nouns*? *verbs*? *both*? Which are names of weapons? Use them to describe the picture.

- horses • ride • wear • flag
- army • soldier • knight • hold
- sword • battle • axe • shield
- armour • helmet • attack
- fight • spear

### Listening

- 2 a. Listen and repeat.

- How was your weekend?
- Well, nothing special.
- Oh, I had a great time!
- I watched a re-enactment of the battle!
- You're kidding!
- What was it like?
- Oh, you've got to see it!
- Didn't you know that?

- b. The sentences in Ex. 2a are from the dialogue in Ex. 3. What do you think the dialogue is about? How do you think it is related to the picture? Listen, read and check.

### Reading

- 3 a. Read and complete the facts about the Battle of Hastings.

**Danny:** Hi, John. How was your weekend?

**John:** Well, nothing special. I just relaxed at home. What about you?

**Danny:** Oh, I had a great time!

**John:** Really? Where did you go?

**Danny:** I went to Hastings – you know, where the famous Battle of Hastings took place in 1066.

**John:** Oh, yes – that's the only date I remember from my History class! So what did you do there?

**Danny:** I watched a re-enactment of the battle!

**John:** You're kidding! What was it like?

**Danny:** Oh, you've got to see it! It was amazing! The two armies put up a real fight! You know, knights in medieval armour, with swords, spears, axes ...

**John:** Wow! Did you take any photos of them?

**Danny:** Oh, I took loads of photos! We also spoke to some of the soldiers.

**John:** So, who won the battle?

**Danny:** The Normans, of course! Didn't you know that?

**John:** I told you. History wasn't my favourite subject!

## The Battle of Hastings

**Where:** Hastings, Sussex, southeast coast of England

**When:** 14th October, 1) 1066

**What happened:** The 2) **Normans** fought against the Saxons and took control of England.

**Special events:** An annual re-enactment of the 3) **battle**, and a festival including music, art, sports and exhibitions.



## Reliving the past

**Objectives:** learning about medieval battles; talking about past events; practising the use of past simple with wh-questions; learning/writing about historical events

**Reading:** a dialogue about the Battle of Hastings (gap-filling task)

*Skill – reading for specific information*

**Speaking:** talking about a celebration or an event

**Vocabulary:** nouns and verbs associated with battle

**Grammar:** past simple with wh-questions

**Listening:** phrases/expressions from a dialogue

*Skill – pronunciation and intonation in phrases*

**Writing:** a history quiz

### 1 **Focus ►** Vocabulary – medieval battles

Ask Ss to look at the picture and say what they can see (*a medieval battle*). Elicit/Explain the meaning of the title and elicit how the title and picture might be related (*a re-enactment of an historical event*).

Present the Study Skills tip and check that Ss understand what each part of speech is. Read out the list of words in Ex. 1 and ask Ss to use their dictionaries to identify which part of speech each one is. At the same time, Ss can look up the meaning of any unknown words. When they know the meaning of all the words, draw up two columns on the board and elicit which words are nouns and which are verbs. Elicit the words that are *both* nouns and verbs. Make a new column and elicit which words are weapons.

When you are sure the Ss understand the meaning of the new vocabulary, ask them to describe the picture to each other in pairs. Monitor the activity. At the end of the activity, ask one or two pairs to present their description of the picture to the class.

#### Answer Key

horses (noun)	axe (verb & noun)
ride (verb & noun)	shield (verb & noun)
wear (verb & noun)	armour (noun)
flag (noun)	helmet (noun)
army (noun)	attack (verb & noun)
soldier (noun)	fight (verb & noun)
knight (noun)	spear (verb & noun)
hold (verb & noun)	
sword (noun)	
battle (verb & noun)	

**Weapons:** sword, axe, shield, spear

#### Suggested Answer Key

##### Description of the picture

The picture shows an old-fashioned battle. Some soldiers are on horses. Most of them are wearing armour and helmets. They are holding axes, swords and spears to fight the enemy, and carrying shields to protect themselves. One knight is holding a flag to show which army he belongs to. The soldiers look ready to attack.

### 2 a. **Focus ►** Pronunciation/Intonation in phrases

Ask the Ss to read the phrases they are going to hear. Elicit/Explain the meaning of any unknown words. Play the recording, pausing after each item for Ss to repeat, chorally and individually. Check their pronunciation, rhythm, stress and intonation.

### b. **Focus ►** Predicting the content of a text

Ask the Ss to predict what they are going to read in the dialogue in Ex. 3 from which the phrases were taken. Elicit a variety of suggestions from around the class, reminding Ss to try to connect the phrases to the picture. Play the recording. Ss listen and read to check their predictions.

#### Suggested Answer Key

*Two people are talking about what they did at the weekend. One of them had a great weekend. He watched the re-enactment of a battle. The picture shows that re-enactment.*

### 3 a. **Focus ►** Reading for specific information

Ask Ss to look at the information box about the Battle of Hastings (below the dialogue). Elicit/Explain any unknown words in the dialogue and the information box. Ss read the text again and fill in the missing information. Check Ss' answers.

**Answer Key** (See overprinted answers)



- b. Elicit/Provide further information about the Battle of Hastings (*e.g. the Normans were led by William the Conqueror, Saxon King Harold was killed when an arrow hit him in the eye*). In pairs, Ss use the information to talk about the battle. Monitor the activity, then select a few Ss to speak to the class.

#### Suggested Answer Key

*The Battle of Hastings took place in Sussex on the southeast coast of England on 14th October 1066. The Normans, led by William the Conqueror, fought the Saxons and took control of England. King Harold was killed when someone shot him in the eye with an arrow.*

#### 4 Focus ► Past simple with *wh*-questions

Direct Ss' attention to the grammar box. Remind Ss that the subject of a sentence (which normally comes before the verb) is the person/thing doing the action, and the object of a sentence (which normally comes after the verb) is the person/thing the action is done to.

Read out the first sentence and elicit whether "Who" asks about the subject or the object of the verb (*it asks about the object, Mary*). Repeat this procedure with the second sentence (*it asks about the subject, John*). Elicit/Explain how each question is formed, and write the following on the board:

- "Who" = object (*e.g. Who did you call?*)  
question word + auxiliary + subject + infinitive
- "Who" = subject (*e.g. Who called Mary?*)  
question word + past simple + object

Elicit other "wh-" question words (*what, when, where, which* – as well as *how, how long, how many, etc.*). Explain that these words may also refer to the complement of the sentence (*e.g. The Battle of Hastings took place in 1066*), forming questions in the same way as for objects (*e.g. When did the Battle of Hastings take place?*). Ask Ss to look at the quiz questions in the game below and say whether each wh-question word/phrase refers to the subject or object/complement.

#### Answer Key

*subject: Questions 1, 3, 4 & 12*

*object/complement: Questions 2, 5, 6, 7, 8, 9, 10 & 11*

#### Game

Explain the game and divide the class into two teams. Select a pair from Team A and make sure that the remaining Ss cannot hear them. Toss a coin; if it is heads, they ask/answer Question 1, and if it is tails they ask/answer Question 2. Announce to the class whether the pair completed the question correctly, then repeat the procedure with a pair from Team B. The next pair from Team A begins from the square reached by their team-mates, and so on. The team which reaches "Finish" in the fewest turns wins. After the game, check all answers with the class.

*Answer Key (See overprinted answers)*

#### 5 Focus ► Talking about a past experience

Direct Ss' attention to the 'asking' and 'responding' boxes, read out each item and elicit/explain the meaning of any unknown words. Select an open pair of Ss to act out the exchange in the example.

In pairs, Ss make up short exchanges like the example. Walk around the room, monitoring the activity, then select pairs to act out their exchanges in front of the class.

#### Suggested Answer Key

A: *How did you spend your weekend?*

B: *I had a great time. I visited some friends. What about you?*

A: *I saw some friends too.*

#### 6 Focus ► Talking about a celebration or event

Explain the task and elicit suggestions of suitable events. Write the headings on the board, and allow Ss time to make brief notes under each heading. Remind Ss to use phrases from the boxes in Ex. 5 to create their dialogues. In pairs, Ss act out dialogues like the one on p. 16. Walk around the class monitoring the activity. Select pairs of Ss to act out their dialogues in front of the class. Ss can record their dialogues.

#### Suggested Answer Key

A: *How did you spend your weekend?*

B: *I had a great time. I visited some friends. What about you?*

A: *I went to a ceremony in memory of some local Resistance fighters.*

B: *Who were they?*

A: *They were men who fought against the Germans.*

B: *What happened to them?*

A: *The Germans caught them and shot them.*

B: *Where?*

A: *Here, in the main square.*

B: *When did this happen?*

A: *In 1943, during World War II.*

B: *Oh. What did they do at the ceremony?*

A: *They made some speeches and put flowers on the fighters' statue in the square.*

B: *Which is their statue?*

A: *The big one in the middle.*

B: *Is that what the statue is for? I didn't know that.*

#### 7 Focus ► Writing a history quiz

Explain the task. Brainstorm for ideas about historical events that the Ss could research. Assign the task as HW, and suggest that Ss collect information from the Internet, encyclopedias, etc in order to write their quiz. Ss bring their quizzes to the next lesson and exchange them.

*(Ss' own answers)*



- b. Use the information in the box to tell the class about the battle.

*The Battle of Hastings took place in Sussex.*

## Exploring Grammar

### ► Past simple/wh-questions Grammar Reference

- 4 Look at the examples. Which question asks about the subject/object of the sentence? How is each question formed? Find examples in the quiz below.

	subject	verb	object
Who did you call?	I	called	Mary.
Who called Mary?	John	called	Mary.

## GAME

Play in two teams. Toss a coin to move (heads: 1 square – tails: 2 squares). Pairs from each team take turns to ask and answer using the past simple, but only your teacher must hear you. If you make a mistake with the past simple or give a wrong answer, move one square back.

## Everyday English

### ► Talking about a past experience

- 5 Use the language below to make short exchanges, as in the example.

Asking	Responding
• How was your (weekend/summer/holiday etc)?	• It was great/fantastic/amazing/boring etc.
• How did you spend (your weekend etc)?	• I had a great time.
• What did you do (at the weekend/during summer etc)?	• Nothing special.
	• I went/visited/saw/met etc.

A: *How was your weekend?*

B: *Oh, it was fantastic! I went to the seaside with friends. What about you? What did you do?*

A: *Nothing special. I stayed at home.*

## Speaking

- 6 **Portfolio:** Imagine you attended a celebration of a historic event or any other event in your country. Use the phrases in Ex. 2a. Act out a dialogue similar to the one in Ex. 3. Think about: **where, when, what happened, events that took place.** Record your dialogues.

## Writing (a history quiz)

- 7 In pairs, do some research and make your own history quiz. Exchange your quiz with another pair.

START

1 Who **won** (win) the battle of Waterloo in 1815?

- a Napoleon Bonaparte  
b The Duke of Wellington

2 When **did** World War II **begin** (begin)?

- a 1939  
b 1914

3 Which English queen **ruled** (rule) from 1837 to 1901?

- a Elizabeth  
b Victoria

4 Who **was** (be) the first president of the United States (1789 – 1797)?

- a George Washington  
b Abraham Lincoln

8 In what year **did** America **gain** (gain) its independence?

- a 1492  
b 1776

7 How many years **did** the Vietnam War **last** (last)?

- a 21 years  
b 10 years

6 In which city **did** the Russians **build** (build) a wall in 1961?

- a Berlin  
b Munich

5 Where **did** the US forces **drop** (drop) the first atomic bomb on 6th August, 1945?

- a Hiroshima  
b Nagasaki

9 How **did** President JFKennedy **die** (die)?

- a He **had** (have) a car accident.  
b Somebody **shot** (shoot) him.

10 Which European country **did** Julius Caesar **invade** (invade) in 55 BC?

- a Switzerland  
b Britain

11 Which country **did** Adolf Hitler **come** (come) from?

- a Austria  
b Germany

12 Who **conquered** (conquer) most of the known world from 336 BC to 323 BC?

- a Attila the Hun  
b Alexander the Great

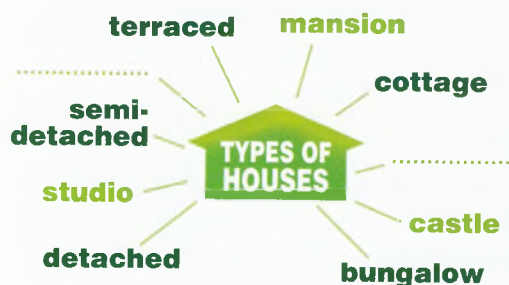
FINISH



## Vocabulary

### Houses

- 1 Add two more words to the spidergram. What type of house do you live in?



- 2 Match the opposites. Which adjectives best describe your house?

- |              |               |
|--------------|---------------|
| 1 modern     | a expensive   |
| 2 cheap      | b spacious    |
| 3 small      | c decorated   |
| 4 attractive | d traditional |
| 5 plain      | e ugly        |

- 3 List the words under the headings. Use them to talk about your house.

ROOMS	Features: Indoor/Outdoor	Furniture/ Appliances/Other
-------	-----------------------------	--------------------------------

- attic • living room • kitchen
- garden • rug • floor • fence
- pillows • windows • porch
- balcony • cushions • hall
- fireplace • brick walls • lamp
- bedroom • dining room
- four-poster beds • cupboard
- chest of drawers • carpet
- wardrobe • mirror • fridge
- cooker • towels • shower
- staircase • garage • chimney

## Reading

- 4 a. Look at the headings and the pictures. What are the texts about? Which country are these houses in?

- b. In pairs, make a list of ten words related to *houses* you expect to read in the texts. Read and check.

## Victorian houses

The early Victorians liked large houses with plenty of decoration. Later in the Victorian period, houses were simple 0) *and* plain. Wealthy people used to live 1) ..... large



detached houses with lots of rooms and expensive furniture. Servants used to live 2) ..... the top floor of the house

or the attic. The exterior of the house 3) ..... a work of art with a steep tiled roof, tall chimney pots and large bay windows 4) ..... stained glass. Sometimes, they had a front porch and steps up to the front door. Working people used to live in terraced brick houses with a simple exterior. Those houses were small, with two to four rooms. 5) ..... was no electricity, no water and no toilet.

## Elizabethan houses

Elizabethan manor houses often had an E-shape to show respect for 6) ..... queen. They had brick walls with strong wooden frames. The houses were



spacious and comfortable with a large hall, a dining room and 7) ..... bedrooms. The furniture

was big and elaborate and four-poster beds were very popular. Many people used to have servants. 8) ..... used to live in rooms in the attic.



## Homes of the past

**Objectives:** learning about features of homes, especially British homes in the past; practising "used to" for past habits

**Reading:** a text about Victorian and Elizabethan houses

*Skill – predicting factual and lexical content of a text*

**Speaking:** activating text vocabulary to talk about the interior, exterior and special features of houses

**Vocabulary:** types of houses, adjectives to describe houses, rooms, features, furniture and appliances

**Grammar:** "used to" vs past simple

**Listening:** conversation between five people about the different rooms they are in (matching activity)

*Skill – listening for specific information*

**Writing:** a poster showing how people used to live 100 years ago in Ss' country

### 1 **Focus ►** Types of houses

Read out the types of houses and elicit/explain the meaning of any unknown words. If possible, bring in pictures (*e.g. cut from magazines*) and ask Ss to match them to the new vocabulary to check understanding. Elicit suggestions of words to add to the spidergram.

**Suggested Answer Key**

*flat / villa / chalet / etc*

### 2 **Focus ►** Adjectives and opposites

Read out the adjectives and elicit pairs of opposites. Elicit/Explain the meaning of any words Ss still do not understand.

**Answer Key**

*modern – traditional*

*cheap – expensive*

*small – spacious*

*attractive – ugly*

*plain – decorated*

### 3 **Focus ►** Adjectives and nouns associated with houses

Read out the vocabulary and elicit/explain the meaning of any unknown words. Write the three headings on the board and elicit under which heading each word belongs. Ss copy the word lists into their notebooks.

Rooms	Furniture/ Appliances/Other	Features: Indoor/ Outdoor
attic	rug	garden
living room	pillows	floor
kitchen	cushions	fence
hall	lamp	windows
bedroom	four-poster beds	porch
dining room	cupboard	balcony
	chest of drawers	fireplace
	carpet	brick walls
	wardrobe	staircase
	mirror	garage
	fridge	chimney
	cooker	
	towels	
	shower	

In pairs, Ss use the new vocabulary to talk about the rooms, furniture, appliances and features in their own homes. Monitor the activity, then ask a few Ss to tell the class about their house.

### **Suggested Answer Key**

*My bedroom is my favourite room in the house. It has big windows and lovely curtains. I have a bed, a chest of drawers, a mirror and a wardrobe in the room.*

*Our living room is quite big. It has a fireplace ...*

*Our kitchen has a fridge ...*

*Our garden has a fence all around it ...*

### 4 a. **Focus ►** Predicting the content of a text

Direct Ss' attention to the text headings and photographs. Ask Ss what they think the texts will be about and which country the houses are in.

### **Suggested Answer Key**

*The texts probably describe different types of houses in Britain.*

### b. **Focus ►** Predicting vocabulary in a text

Put Ss in pairs and ask them to brainstorm ten words related to houses that they expect to see in the texts. Elicit a variety of answers from around the class and write the words on the board. Ss scan the texts to see if the vocabulary they predicted appears.

### **Suggested Answer Key**

- |             |              |
|-------------|--------------|
| 1 large     | 6 floors     |
| 2 garden    | 7 attic      |
| 3 rooms     | 8 carpets    |
| 4 roof      | 9 decoration |
| 5 furniture | 10 chimney   |



5 **Focus ►** Reading for coherence & cohesion

Ss read the text again and choose the correct answer for each gap. Play the recording for Ss to check their answers.

**Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.

**Answer Key**

**plenty of (phr):** lots of

**a work of art (phr):** very beautiful

**steep (adj):** rising sharply

**(chimney) pots (n):** brick/clay pipes fixed to the top of chimneys

**exterior (n):** outside part

**manor (house) (n):** very large house in the country

**respect (n):** politeness to an important person you admire

**brick (n):** a baked clay block used for building walls

**spacious (adj):** large, having lots of space

**comfortable (adj):** pleasant and easy to live in

**elaborate (adj):** with lots of detailed artistic design

6 **Focus ►** Categorising information & talking about the houses in the pictures

Ss underline words related to houses in the texts. Draw three columns on the board and elicit where to put each word/phrase. Ss copy the table into their notebooks.

**Answer Key**

**exterior:** steep tiled roof / tall chimney pots / bay windows / front porch / steps to the front door / brick walls / wooden frames / E-shape

**interior:** lots of rooms / expensive furniture / large hall / dining room / bedrooms / four-poster beds / attic

**special features:** simple / plain / large detached houses / stained glass / terraced brick houses / small / toilet / manor houses / spacious / comfortable

Direct Ss' attention to the Victorian house on p. 18. Elicit a description from the class. Write the description on the board for Ss to copy.

**Suggested Answer Key**

*Victorians had large, detached houses with many rooms and expensive furniture. On the outside, they had steep tiled roofs, tall chimney pots and large bay windows. Sometimes, they had front porches and steps up to the front door.*

In pairs, Ss prepare a description of the Elizabethan house in the same way. Monitor the activity, then choose one or two pairs to present their description to the class.

**Suggested Answer Key**

*Elizabethan houses had brick walls with wooden frames. They had many comfortable rooms. The rooms had big furniture, and bedrooms sometimes had four-poster beds.*

7 **Focus ►** "Used to" vs past simple

Present the examples and definitions. Elicit that the first two sentences refer to a past state or habit, and can use past simple or "used to". Elicit that the third sentence refers to an action/event at a specific time in the past ("last weekend") and cannot use "used to".

Ss re-read the texts to underline examples of past states and habits. Check Ss' answers around the class.

**Answer Key**

**Victorian houses:** liked large houses / houses were / used to live / servants used to live / was a work of art / had a front porch / used to live in / houses were small / there was no

**Elizabethan houses:** often had / had brick walls / houses were spacious / the furniture was big / four-poster beds were / many people used to have / used to live in rooms

8 **Focus ►** Practising "used to" vs past simple

Present the prompts and read out the example answer. Ss complete the task in writing. Check Ss' answers.

**Answer Key**

2 People used to write letters. They didn't use to send emails.

3 People used to travel by ship. They didn't use to travel by plane.

4 Poor people didn't use to do any sport. They used to work long hours.

5 People used to read a lot. They didn't use to go to the cinema.

9 **Focus ►** Talking about past habits

Explain the task to the Ss. Demonstrate the exchange with a student. Put Ss into pairs and ask them to ask and answer questions about what they used to do/didn't use to do when they were six. Ask Ss to add their own ideas to the prompts. Monitor the activity. When Ss have finished, have each pair present an exchange to the class.

(Ss' own answers)

10 **Focus ►** Personalising target vocabulary

Bring an old family photo to class. Stick it on board and write a used to/didn't use to sentence about it next to the photo.

e.g. *My grandmother didn't use to buy clothes. She used to make her own clothes. etc*

Ask Ss to bring old family photos to class, and write two or three sentences about their grandparents' etc past habits. In the next lesson, Ss will present their photographs and sentences to the rest of the class.

(Ss' own answers)

11 **Focus ►** Listening for specific information

Present the Study Skills tip and elicit words related to each place. Play the recording. Ss listen and match. Check Ss' answers.

**Answer Key** (See overprinted answers)

12 **Focus ►** A poster showing life in the past

Allow Ss some time to read the rubric and underline the key words. Ask the Ss to describe posters they have seen to determine their main features. Draw an outline on the board and elicit/explain what a poster should include/look like - e.g. *a heading, a photo, picture or drawing, some text giving information about the illustration(s)*. Discuss what to include in the poster (*illustrated short texts about the clothes, facilities, work, entertainment and transport in the Ss' own country 100 years ago*). Ss can find information on the Internet or in encyclopaedias. Ss present their posters to the class in the next lesson.

(Ss' own answers)



- 5 Choose the correct word to complete the gaps. Listen and check. Explain the words in bold.

- |   |               |                |                  |
|---|---------------|----------------|------------------|
| 0 | A but         | <b>B</b> and   | C too            |
| 1 | <b>A</b> in   | B at           | C into           |
| 2 | <b>A</b> on   | B in           | C at             |
| 3 | A were        | B had          | <b>C</b> was     |
| 4 | <b>A</b> with | B for          | C and            |
| 5 | A It          | <b>B</b> There | C This           |
| 6 | A some        | B a            | <b>C</b> the     |
| 7 | A each        | B the          | <b>C</b> several |
| 8 | <b>A</b> They | B The          | C These          |

## Speaking

- 6 Underline the words in the texts related to houses. Put them under the headings below, then use them to describe the houses in the pictures to the class.

- exterior • interior • special features

## Exploring Grammar

### ► Used to vs past simple

Grammar Reference

- 7 Look at the examples below. Which talk(s) about:
- a past state or habit that doesn't happen any more?
  - an action/event that happened at a specific time in the past?

People **used to travel/travelled** by coach then. (*but now they don't - they use cars*)  
They **didn't use to have/didn't have** running water or electricity. (*but now they do*)  
BUT  
John **went** to the 'Victorian Experience' museum last weekend. (*NOT: John used to go ...*)

Find examples of past states/habits in the texts.

- 8 Use the prompts to make sentences about life 100 years ago. Use **used to/didn't use to**.

- children play in the streets/not watch TV
- people write letters/not send emails
- people travel by ship/not travel by plane
- poor people not do any sport/work long hours

- 5 people read a lot/not go to cinema

*Children used to play in the streets. They didn't use to watch TV.*

- 9 Work in pairs. Use these ideas as well as your own to find out what your partner used to do when he/she was six.

- fight with other children
- do a lot of sport • watch a lot of TV
- play in the street • go to bed early
- help in the kitchen

A: *Did you use to fight with other children when you were six?*

B: *No, I didn't. Did you ...*

- 10 Bring some old family photos to class. Show them to your classmates and say how your grandparents were different.

## Study skills

### Listening to identify key information

Read the list. Think of words related to each item. While listening, focus on words related to those in the list. This will help you do the task.

## Listening

- 11 Listen to the conversation and match the people to where they are.

### People

- |   |          |        |
|---|----------|--------|
| 1 | <b>B</b> | Paul   |
| 2 | <b>F</b> | Erica  |
| 3 | <b>G</b> | Claire |
| 4 | <b>E</b> | Martin |
| 5 | <b>D</b> | Greg   |

### Rooms

- |   |             |
|---|-------------|
| A | bedroom     |
| B | living room |
| C | kitchen     |
| D | garden      |
| E | bathroom    |
| F | dining room |
| G | garage      |
| H | attic       |

## Writing

- 12 **Portfolio:** How did people use to live in your country 100 years ago? Find pictures and write a short description of each. Write about: **clothes, facilities, work, entertainment, transport**. Present your poster to the class.



## Getting Started

- When was the last time you went to a museum? Which of the following did you see?
  - bronze statues • steam engines • old buildings
  - silver plates • ancient coins/vases • historical costumes
  - antique furniture • models of buildings, ships or vehicles
  - gold rings • old-fashioned shops • oil paintings
  - silver jewellery • colourful tapestries

## Let's look closer

- Underline the key words in the rubric. Answer the questions.

You went on a school visit to a museum last week. Now, your teacher has asked you to write a short article for your school magazine describing the visit.

- What are you going to write?
- What tenses will you use?
- What phrases related to museums can you think of?



## BEAMISH OPEN AIR MUSEUM

by Steve Miller

- Last week's class visit took us to Durham, in the North of England. It also took us back two hundred years into the past.
- Beamish covers 125 hectares and has two amazing 'little worlds' from the past – a market town, railway station, farm and coal-mining village, all from 1913, and a manor house and railway from 1825. Visitors can explore each area, watching people acting out the typical daily life of the time. The people's clothes, vehicles, buildings and furniture are all from the period.
- First we walked around the town, with its old-fashioned shops, offices and houses. The friendly museum staff, wearing historical costumes, were happy to answer our questions. We had a quick lunch at the picnic site, then we went on a genuine 1910 tram to beautiful Pockerley Manor. The experience was fascinating, as we had the chance to see what it was like to live in those times.
- We had a wonderful time at Beamish. It's a great place for a day out and I'm not surprised it won the title of Britain's Best Museum in 2005.

- What is each paragraph about?

• when/where • what you did/saw • feelings • description

## Study skills

### Using descriptive language

When narrating an experience, use lots of adjectives. They make your writing more interesting to the reader.

- What adjectives does the writer use to describe what he saw at the museum?
  - Use the adjectives in the list to replace the words in bold.
    - spectacular • ancient
    - awful • friendly
- The view was **good**.
  - The staff were very **nice**.
  - There were a lot of old buildings **there**.
  - The weather was **bad**.

**Writing** (an article about a visit to a museum)

- Think of your last visit to a museum. Make notes under the headings in the plan. Use them to tell the class about your visit.

## Plan

**Introduction** (Para 1)  
when/where you went

**Main Body** (Paras 2-3)  
♦ what the place is like  
♦ what you did there

**Conclusion** (Para 4)  
your feelings/comments

- Use your answers in Ex. 6 to write an article for the school magazine.

## COMEDY ZONE

I want to know why your History mark is so bad.

It's not my fault. The teacher asks me about things which happened before I was born.





## Special days

**Objectives:** learning about museums; increasing awareness of text organisation and descriptive style; practising descriptive writing on a given topic

**Reading:** a short article about a museum visit

*Skill – identifying paragraph topics and topic sentences*

**Speaking:** talking about a visit to a museum

**Vocabulary:** adjectives, nouns and verbs associated with a museum visit

**Grammar:** past simple to describe a visit to a museum

**Writing:** an article about a visit to a museum

### 1 **Focus ►** Vocabulary associated with a museum visit

Ask Ss to talk briefly about the last time they visited a museum (e.g. *where, when, why, who with, etc.*). Read out the list of things that can be seen at a typical museum, and elicit/explain the meaning of any unknown words. Ss talk in closed pairs about what they saw the last time they visited a museum. Monitor the activity, then ask Ss to tell the class what their partners saw at a museum.

(Ss' own answers)

### 2 **Focus ►** Responding to the rubric

Allow Ss time to read the rubric, then elicit which key words should be underlined. Elicit answers for Questions 1 and 2, and brainstorm for phrases related to museums. Write their answers up on the board so that they can refer to them when they come to write their own article.

**Answer Key**

**Key words:** school visit, museum, last week, short article, school magazine, describing the visit

- 1 A description of a recent visit to a museum.
- 2 past simple (for describing the visit); present simple (for what the museum contains, etc)
- 3 historical exhibits, museum guide, attractive displays etc; very interesting, unforgettable experience, beautiful building, I had a great/terrific time, etc.

### 3 **Focus ►** Identifying topic of paragraphs

Tell Ss that they are going to look at the content of each paragraph and that they can usually do this by looking at the first sentence of each paragraph (*the topic sentence*). Read out the title and elicit that it names the place the writer visited. Read out the first sentence of the article and elicit that it tells the reader when and where the visit was. Give Ss time to identify the information in the other three paragraphs. Check Ss' answers, then elicit/explain the meaning of any unknown words in the text.

**Answer Key**

- |               |                    |
|---------------|--------------------|
| 1 when/where  | 3 what you did/saw |
| 2 description | 4 feelings         |

### 4 **Focus ►** Identifying adjectives

Present the Study Skills box and explain that Ss should use 'colourful' adjectives as well as factual description. Elicit the first 'colourful' adjective used in the text ("*amazing*" – Para 2, line 1). Ask Ss to re-read the text and to underline/highlight the adjectives the writer uses to

describe what he saw at the museum. Give Ss time to complete the task individually, then check Ss' answers.

**Answer Key**

**adjectives:** amazing, typical, old-fashioned, friendly, historical, happy, quick, genuine, beautiful, fascinating (wonderful, great)

### 5 **Focus ►** Using colourful adjectives

Explain that Ss should use more 'colourful' adjectives than the mundane "good", "bad", "nice" etc. Elicit/Explain the meaning of any unknown words. Ss complete the exercise individually. Check Ss' answers around the class.

**Answer Key**

- |                      |                 |
|----------------------|-----------------|
| 1 good – spectacular | 3 old – ancient |
| 2 nice – friendly    | 4 bad – awful   |

### 6 **Focus ►** Preparing a writing plan

Tell the class that they are going to write an article following the rubric in Ex. 2. Ss write the headings in their notebooks and make brief notes under each heading. When they have finished, put them into closed pairs to tell each other about their last visit to a museum. Monitor the activity. Ask two or three Ss to tell the class about their visit.

(Ss' own answers)

### 7 **Focus ►** Writing an article for a school magazine

Elicit that Ss will write their article in four paragraphs, following the plan in Ex. 6. Remind Ss that they will write their article in the past simple using the notes they made in Ex. 6. Remind Ss to use 'colourful' adjectives to make their narration more interesting. They can also use the vocabulary in Ex. 1 and the text in Ex. 2.

Assign the task as written HW. Ss hand in their articles in the next lesson. When they have been corrected, you can display them on the classroom walls.

**Suggested Answer Key**

#### *The British Museum*

*Last week our teacher took us to the British Museum in London. The museum is located in an amazing building and is one of the most important museums in the world.*

*The museum is huge and you can't see everything, even if you stay all day. Our teacher chose which exhibitions to visit because we only had a couple of hours.*

*We looked at the impressive Egyptian sections and some of the halls of the early Asian cultures. Our teacher gave us lots of information about the exhibits. When we finished our tour, we went to the museum shop where we bought some fabulous souvenirs. After that we took some great photos of the whole class outside the building.*

*We had a great time. Don't miss this museum if you visit London! It's a wonderful place.*



## Charlie &amp; the Chocolate Factory

**Objectives:** learning to respond to a literary text; increasing vocabulary; discussing the writer's intention

**Reading:** a short biography; The Oompa-Loompa Song

*Skills – reading for specific information*

*reading to predict the content of a song*

**Listening:** listening to a song

*Skill – listening to confirm information*

**Speaking:** acting out a dialogue based on the text

1 **Focus ▶** Reading a text to verify predictions

Direct the Ss' attention to the title and the picture. Ask Ss to describe what they see, eliciting where the scene takes place and what the people are doing.

**Suggested Answer Key**

*The people in the picture are quite short and are wearing animal skins. They are dancing and enjoying themselves. One of them is holding a television set. They seem to be inside a factory – perhaps the chocolate factory mentioned in the title.*

Next ask the Ss to read the text about Roald Dahl. Elicit/Explain any unknown words. Elicit from Ss how the people in the picture are connected to the text.

**Answer Key**

*They are the Oompa-Loompas, Mr Wonka's workers at the chocolate factory.*

2 **Focus ▶** Predicting/Checking the content of a text

Explain that the second text is a song sung by the Oompa-Loompas to parents. Elicit that the Oompa-Loompa on the right of the picture appears to be throwing a TV set out of the window. Read the first four lines aloud, and elicit answers to the first two questions. Elicit suggestions about what children could do instead of watching TV. Ss read the text quickly to confirm their guesses.

**Suggested Answer Key**

*I think "the set" is a TV set. If parents "take the set away" they won't know what to do to entertain their children. The Oompa-Loompas might suggest that parents entertain their children by telling them stories or giving them a book to read.*

3 a. **Focus ▶** Gap-filling activity

Explain the task and direct the Ss' attention to the example (0). Remind Ss that each pair of lines rhyme, which will help to complete gaps 2, 4 and 5. Ss read the text and choose the correct word for each gap. Elicit answers from around the class, then play the recording. Ss listen and check their answers.

**Answer Key** (See overprinted answers)

b. **Focus ▶** Synonyms

Ss complete the task in pairs. Check Ss' answers, then elicit/explain the meaning of any words in the text Ss still do not understand.

**Answer Key**

*contented – happy*

*cluttered – messed*

*proceed – continue*

*install – put in*

4 a. **Focus ▶** Identifying pronoun referents

Elicit who/what each pronoun refers to, and where the reference is.

**Answer Key**

*ones – "darling children" (line 4)*

*they – "Those children living long ago" (following line)*

*its – "your TV set" (previous line)*

b. **Focus ▶** Discussing the writer's intention

Discuss this question as a class. Try to encourage every S to express an opinion.

**Answer Key**

*To encourage children to read more and not watch TV.*

*To encourage parents to find better ways to entertain their children than leaving them in front of the TV.*

*To say he thinks life was better when children read more. etc*

5 **Focus ▶** Acting out a dialogue

Explain the task, then write the beginning of the dialogue on the board, eliciting suggestions from Ss.

**Suggested Answer Key**

*P: OK – we'll take the children's TV set away. But what can we do to entertain them?*

*OL: We'll answer your question by asking you one.*

*P: What's your question?*

*OL: Before there were televisions, what did people use to do?*

*P: I don't know. What?*

In pairs, Ss continue the dialogue using the words of the song for ideas, but adding remarks from the parent to make a realistic dialogue. Monitor the task. When Ss have finished, they can present their dialogues to the rest of the class. If possible, Ss record their presentation and save the recording in their Portfolio.

## Additional Material

- Self-Assessment Module 1 (pp. 22-23)
- Across the Curriculum 1 (p. 24)
- Pairwork Activities, Set 2:  
1A (p. 118) – 1B (p. 116)
- Word Perfect 2 (p. 120)
- Grammar Check, Unit 2 (p. 125)



## CHARLIE & THE CHOCOLATE FACTORY



### Reading & Listening

- Look at the picture. Describe the people. Who are they? Read the text below and find out.

**Roald Dahl (1916 - 1990)** was born in Wales in the UK. He started his writing career as an author of short stories for adults. Then, in 1961, he wrote a story called *James and the Giant Peach* for his own children. It became a best seller. Several other best sellers followed, including *Charlie and the Chocolate Factory*. The book is about a strange man, Mr Wonka, and his mysterious chocolate factory, where he makes amazing, magical sweets. His workers are Oompa-Loompas – doll-sized people with long hair, who love dancing and making up songs.

- Read the first four lines of the song and look at the picture. What is "the set" (line 2)? What problem might parents have if they "take the set away"? What do you think the Oompa-Loompas will suggest? Read quickly and check.
- Read the song and choose the correct word for each gap. Listen and check.
  - Match the highlighted words to their meanings: *put in, messed, happy, continue*.
- Look at the words in bold. Who or what is the writer referring to?
  - Why do you think Dahl wrote this song?

## The Oompa-Loompa SONG

"All right!" you'll cry. "All right!" you'll say,  
 "But if we take the set away,  
 What shall **0** *we* do to entertain  
 Our darling children? Please explain!"  
 We'll answer **1** ..... by asking you,  
 "What used the darling **ones** to **2** .....?  
 How used they keep themselves **contented**,  
**3** ..... this monster was invented?"  
 Have you forgotten? Don't you **4** .....?  
 We'll say it very loud and slow:  
 THEY USED TO READ! They'd **READ** and **READ**,  
 And **READ** and **READ**, and then **proceed**  
 To **READ** and **READ** and **READ** some more.  
 Books **cluttered** up the nursery floor!  
 And in the bedroom, by the bed,  
 More books were waiting to be read!  
 Oh, books, what books **they** used to know,  
 Those children living long **5** .....!  
 So please, oh please, we beg, we pray,  
 Go throw your TV set away,  
 And in **its** place you can **install**  
 A lovely bookshelf on the wall!

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 0 <b>A</b> we     | B us            | C our         |
| 1 <b>A</b> the    | B these         | <b>C</b> this |
| 2 <b>A</b> have   | <b>B</b> do     | C be          |
| 3 <b>A</b> After  | <b>B</b> Before | C While       |
| 4 <b>A</b> know   | B knew          | C knows       |
| 5 <b>A</b> before | B until         | <b>C</b> ago  |

### Speaking

- Portfolio:** Take the roles of an Oompa-Loompa and a parent. Use the song to act out your dialogue. Record yourselves.



# Self-Assessment

## MODULE 1

### Vocabulary

#### 1 Circle the correct answer.

- 1 A ..... travels a lot.  
A shop assistant **(B)** pilot C waiter
- 2 Firefighters need to be .....  
A patient B creative **(C)** brave
- 3 ..... always wear a uniform.  
**(A)** Nurses B Graphic designers  
C Gardeners
- 4 She enjoys her job although it is .....  
**(A)** stressful B exciting  
C rewarding
- 5 He ..... work early in the morning.  
A likes B uses **(C)** starts
- 6 He doesn't like his job; he finds it .....  
A rewarding B exciting **(C)** boring
- 7 Receptionists must be very .....  
A physically fit **(B)** polite  
C imaginative
- 8 Mechanics work with their .....  
**(A)** hands B feet C family
- 9 Nurses normally work .....  
A part time B hours **(C)** shifts
- 10 Writers must be .....  
**(A)** creative B polite C friendly

(10 marks)

#### 2 Underline the correct word.

- 1 Could you please iron/mow the lawn?
- 2 Paul, could you make/do your bed, please?
- 3 Mum dusts/vacuums the carpets every day.
- 4 John lives in a brand new flat in the city centre. It's really modern/traditional.
- 5 He can't afford to buy such a(n) expensive/cheap car.
- 6 They usually have/go barbecues on Sunday afternoons.
- 7 She often cooks/visits for friends.
- 8 How about having/eating out? There's a new restaurant down the street.
- 9 Do you often go/visit your relatives?
- 10 They often play/go camping in the summer.

(10 marks)

#### 3 Decide if the following are *R* (rooms), *FA* (furniture/appliances) or *F* (features indoor/outdoor).

- |               |           |             |           |
|---------------|-----------|-------------|-----------|
| 1 wardrobe    | <b>FA</b> | 6 fridge    | <b>FA</b> |
| 2 dining room | <b>R</b>  | 7 staircase | <b>F</b>  |
| 3 pillows     | <b>FA</b> | 8 fence     | <b>F</b>  |
| 4 kitchen     | <b>R</b>  | 9 lamp      | <b>FA</b> |
| 5 fireplace   | <b>F</b>  | 10 garden   | <b>F</b>  |

(10 marks)

### Reading

#### 4 Read the text and mark the sentences *R* (right), *W* (wrong) or *DS* (doesn't say).

## VISIT JORVIK THE VIKING CITY

- Discover what life was really like for the Vikings over 1000 years ago.
- Visit a real Viking street and see the shops and houses that once stood there.
- Learn about what the Vikings ate, how they worked and what made them ill.
- Find out how the Vikings made their clothes, shoes, jewellery and try them on for yourself at the 'Fearsome Craftsmen' exhibition.
- Buy souvenirs at the JORVIK shop.

Entrance: £7.20 Adults,  
£5.10 Children,  
£6.10 Seniors & Students

Open every day except 25th December  
Address: JORVIK, Coppergate, York



- 1 Vikings lived in Normandy. **DS**
- 2 You can learn all about the life of Vikings. **R**
- 3 You can dress up as a Viking. **R**
- 4 Children don't pay. **W**
- 5 The Jorvik Centre is open every day. **W**

(10 marks)



## Grammar

- 5 Put the verbs into the *present simple*, *present continuous* or *be going to*.

- 1 He **is cooking** (cook) dinner at the moment.
- 2 Pete **plays** (play) tennis every Friday.
- 3 Sally **is writing/is going to write** (write) a novel this year.
- 4 Now that John has the money he **is going to buy** (buy) a new car.
- 5 Mary **is moving** (move) into her new house this Tuesday.
- 6 Pauline **is having** (have) a birthday party this Saturday.
- 7 **Do they go** (they/go) to the park every Sunday?
- 8 We **are visiting** (visit) Ann this Sunday.
- 9 Jack **plays** (play) chess every afternoon.
- 10 **Is Ann working/going to work** (Ann/work) late tonight?

(20 marks)

## Communication

- 6 Complete the exchanges.


- a I'd love to
- b It was fantastic
- c Nothing special
- d Why don't we ...
- e ... I can't

- 1 A: **Why don't we** go swimming today?  
B: That's a good idea!
- 2 A: Would you mind coming to the doctor's with me?  
B: Sorry, **I can't**. I'm working late.
- 3 A: Let's go out for dinner.  
B: Sure. **I'd love to**.
- 4 A: How was the rock concert?  
B: **It was fantastic**. I had a great time.
- 5 A: What did you do at the weekend?  
B: **Nothing special**.

(15 marks)

## Listening

- 7  Listen and fill in the gaps.

**The BRIT School** 

**Name:** The Brit School for Performing 1) **Arts** and Technology

**Start age:** 2) **14**

**Leaving age:** 3) **19**

**Special features:** - Dancing, 4) **drama**, singing and music lessons.  
- Students don't wear 5) **a uniform**.

**Exams taken:** GCSEs & 'A' Levels

(15 marks)

## Writing (an email)

- 8 You went on a school trip last Friday. Write an email to your friend (50-80 words).  
Write:

- where you went • when you went
- what you did/saw there

(See Suggested Answers section)

(10 marks)

(Total = 100 marks)

## **NOW** I can...

- talk about jobs & job qualities
- talk/write about daily routine/free-time activities
- talk about famous people
- talk/write about life in the past & past experiences
- write an email about my summer plans
- write an article about a visit to a museum

## ... in English!





## Listening

- 1 Look at the street scene from Tudor times (1485-1603 in England). Describe the houses and the people. What do you think their lives were like? Listen and check.

## Reading

- 2 Read the text and put the headings (A-D) in the correct spaces (1-4). Then explain the words in bold.
- 3 Read again and find: **two jobs, six foods, six sports**.

- A Eating habits
- B Housing
- C Entertainment
- D Work

## Speaking

- 4 Make notes under the headings *the rich* and *the poor*. Use your notes to tell a partner the differences between the two.

**Project:** Who were the six Tudor kings and queens? Collect information under the headings, then present them to the class.

- name • born/died • ruled England (dates) • what famous for

## Life in Tudor Times

The six **powerful** Tudor kings and queens **ruled** England from 1485-1603. The most famous king was Henry VIII, who married six times and **beheaded** two of his wives! It was one of the most exciting times in British history, but whether you were rich or poor, life could be very difficult.

### 1) B

Rich Tudors lived in fine houses with many rooms and big windows. Poor country people lived in small wooden houses with **mud** floors. In the towns, the streets were **narrow, gloomy** and **crowded**, which made it easy for **criminals** to **steal** from shops and people.

### 2) D

**Wealthy** people and **noblemen** **owned** land or even helped the King or Queen to rule the country. Most people, however, were poor and worked in the countryside. **Slightly** richer people worked as **craftsmen** or **merchants** in the towns. Tudor shops had picture signs outside to show people what they sold, as many people could not read.

### 3) A

In Tudor times, rich people often held huge **banquets** where they ate far too much! They had quite an unhealthy diet as they ate lots of very **salty** meat from the animals they owned or **hunted**. They also ate very little fruit, vegetables, milk, butter and eggs as they thought these foods were only **suitable** for poor people to eat!

### 4) C

It was the **law** that every man had to practise **archery** every Sunday morning! Rich people liked to **fence** and play tennis while **ordinary** people played games like **bowls**, hockey and football or went to the theatre. William Shakespeare lived in Tudor times. His plays are still **performed** today all over the world!



## Life in Tudor Times

**Objectives:** learning about the Tudor period in English history

**Listening:** a description of life in Tudor England

*Skill – listening to confirm predictions*

**Reading:** a text about life in Tudor England (matching headings to paragraphs)

*Skills – reading for gist  
scanning*

**Speaking:** comparing rich and poor in Tudor England

**Writing:** historical data – the Tudor kings and queens

### 1 **Focus** ➤ Predicting/confirming the content of a text

Direct Ss' attention to the picture and elicit/explain that the Tudors were the family who ruled England from 1485 to 1603. Allow Ss time to study the picture. Elicit answers to the questions in the rubric, then play the recording so that Ss can listen and check their answers.

#### **Suggested Answer Key**

*The houses in Tudor times were two or three storeys high with glass windows and sloping roofs. There were no cars in the streets. People rode on horses and in carriages. The men had shoulder-length hair and wore hats and tights. The women wore scarves on their heads and long dresses. They were the ones that did the shopping and the cleaning. The poor people worked very hard and wore old and sometimes torn clothes. The rich were smartly dressed and gave money to the poor.*

### 2 **Focus** ➤ Reading – multiple matching (headings)

Tell Ss to read through the headings before they read the text. Ss complete the task and compare answers with a partner. Check Ss' answers.

#### **Answer Key** (See overprinted answers)

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the words from the context before using their dictionaries to check their guesses.

**powerful (adj):** having control or authority over lots of people

**rule (v):** to govern; to be the king/queen of a country

**behead (v):** to cut someone's head off

**mud (n):** soft, wet earth

**narrow (adj):** not wide

**gloomy (adj):** dark and depressing

**crowded (adj):** full of people

**criminal (n):** person who commits crimes

**steal (v):** to take something that doesn't belong to you

**wealthy (adj):** rich; having lots of money

**nobleman (n):** aristocrat; someone from an important family

**own (v):** to have/possess something

**slightly (adv):** a little; not much

**craftsman (n):** a skilled person who makes things by hand

**merchant (n):** shopkeeper; person who buys and sells things

**banquet (n):** feast / large meal with lots of people

**salty (adj):** having a lot of salt

**hunt (v):** to chase and kill animals

**suitable (adj):** right or appropriate

**law (n):** official rule enforced by police/judges/etc

**archery (n):** a sport involving shooting arrows at a target

**fence (v):** to fight with long, thin swords

**ordinary (adj):** normal, average

**bowls (n):** a game played on grass using a heavy wooden ball

**perform (v):** act a play / play music / etc for the public

### 3 **Focus** ➤ Scanning for specific items

Explain the task and remind Ss to simply scan the text rather than read every word. Ss complete the task in pairs. Check Ss' answers.

#### **Answer Key**

**jobs:** craftsmen, merchants

**foods:** (salty) meat, fruit, vegetables, milk, butter, eggs

**sports:** archery, fencing, tennis, bowls, hockey, football

### 4 **Focus** ➤ Speaking – summarising the text

Instruct Ss to write the two headings ("the rich" and "the poor") in their notebooks. Tell them to make notes comparing the houses people lived in, the jobs they did, the type of food they ate and what they did for fun. Remind Ss to use synonyms and paraphrase as much as possible. Monitor Ss' performance, then select Ss to report their answers to the rest of the class.

#### **Suggested Answer Key**

*In Tudor times, rich people lived in big expensive houses with lots of rooms and large windows. Poor people lived in small wooden houses with mud floors. Most of the poor people lived and worked in the countryside. People with a little money worked as shopkeepers or craftsmen and wealthy people owned land and didn't have to work. Rich people ate a lot but it was unhealthy food, like salty meat. Poor people ate healthy foods like fruit, vegetables and eggs. For fun, rich people played tennis and fenced. Poorer people played games like football and bowls and went to the theatre.*

### Project **Focus** ➤ Researching and presenting historical data

Explain the task and provide Ss with a model for Henry VII, without giving the dates. Assign the task as HW. Remind Ss that they can get the information they need from encyclopaedias, school text books, the Internet, etc. Check Ss' answers in the next lesson.

#### **Suggested Answer Key**

**Henry VII (1457-1509) – ruled 1485-1509**

*Defeated Richard III in battle to become first Tudor king*

**Henry VIII (1491-1547) – ruled 1509-1547**

*Had six wives and beheaded two of them; made himself the head of the Church of England*

**Edward VI (1537-1553) – ruled 1547-1553**

*Became king at age 9, and died at age 16*

**Lady Jane Grey (1537-1554) – ruled 1553**

*Was 'queen' for only 9 days, and later executed by Mary I*

**Mary I (1516-1558) – ruled 1553-1558**

*Tried to return England to Roman Catholicism – her nickname was "Bloody Mary" because she executed lots of Protestants*

**Elizabeth I (1533-1603) – ruled 1558-1603**

*Never married; defeated the Spanish Armada when Spain tried to invade England*



## Before you start...

Revise one or two points from the previous module (*jobs, free-time activities, famous people & their achievements, etc*) by asking Ss to volunteer to tell the class what their parents do for a living and what exactly their jobs involve.

Encourage three or four Ss to tell the class how they prefer to spend their leisure time. Take a class vote to find the most popular free-time activity and whether there are any great differences in choices between males and females. In comparison, elicit what Ss usually do on Mondays.

Then, ask Ss for four famous names from history in their country and to relate how they became famous.

## Objectives

Direct Ss' attention to the title of the module, *In a world of our own*. Explain that it is a play on words – the phrase means our own, inner world in contrast to the wide world outside. The second meaning summarises the theme and the idea of living in a world where there are so many wonderful things to do and see (*e.g. holidays, celebrations, weather, etc*). Explain that in the next two units they will learn to talk about holiday activities, means of transport, festivals, geographical features, etc.

## Look at Module 2

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then, elicit other information (*e.g. what the picture shows, what else Ss can see on that page/spread and what they think the unit might be about*).

### Suggested Answer Key

pic. 1 (p. 33)

T: Which page is picture 1 from?

S1: It's from p. 33.

T: What can you see in pic. 1?

S2: An enchanted castle in Florida.

T: What else can you see on p. 33?

S3: Pictures from the Kennedy Space Centre and SeaWorld.

T: What do you think this section will be about?

S4: Probably about different places of interest to visit.

pic. 2 (p. 26)

Do you know which country this monument is in? What activities can you see on p. 26? How do you think these activities might be related? What does each one involve?

pic. 3 (p. 35)

What information does the picture give us? Look at the title and say what you think the unit might be about.

pic. 4 (p. 30)

What are these men doing? Describe the other pictures on p. 30. How are the pictures related to the title of the unit?

pic. 5 (p. 38)

How many different creatures can you see on p. 38? Describe them. What other animals can you see on pp. 38 & 39? What do you think the unit might be about?

## Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

*a weather forecast: Unit 4, p. 35*

*a prediction of the weather in the near future*

*a homepage about festivals: Unit 3, p. 30*

*a personal page on the Internet about traditional festivals*

*a holiday advert: Unit 3, p. 29*

*a newspaper announcement for a holiday destination*

Explain that the module has:

– a **Culture Clip**.

– a **Curricular Cuts** section.

– an **Across the Curriculum** section.

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

### Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 33) is about the attractions you can visit in Orlando, Florida.

The **Curricular Cuts** section looks briefly at different subjects. This one (p. 41) looks at Geography and gives us information on The Himalayas.

The **Across the Curriculum** section is a short informative piece from the National Curriculum. This one (p. 44) is about the World Wildlife Fund and how we can help protect endangered species, and is taken from the Citizenship section.



# In a world of our own

## Module 2 (Units 3 & 4)

### ► Before you start

- What do your parents do for a living?
- What do you enjoy doing in your free time?
- What's a typical Monday like for you?
- Name some historical people from your country. What are they famous for?

### ► Look at Module 2

- Find the page numbers for pictures 1-5.

### ► Find the unit and page number(s) for

- a weather forecast ☐
- a homepage about festivals ☐
- a holiday advert ☐

### In this Module you will ...

#### ► read, listen and talk about ...

- holiday activities
- means of transport
- festivals & celebrations
- festive activities
- weather & feelings
- geographical features
- animals

#### ► learn how to ...

- describe a trip
- book a holiday
- react to bad news
- catch up on news
- request – give/refuse permission
- express surprise
- give/accept/refuse advice
- choose a pet

### ► practise ...

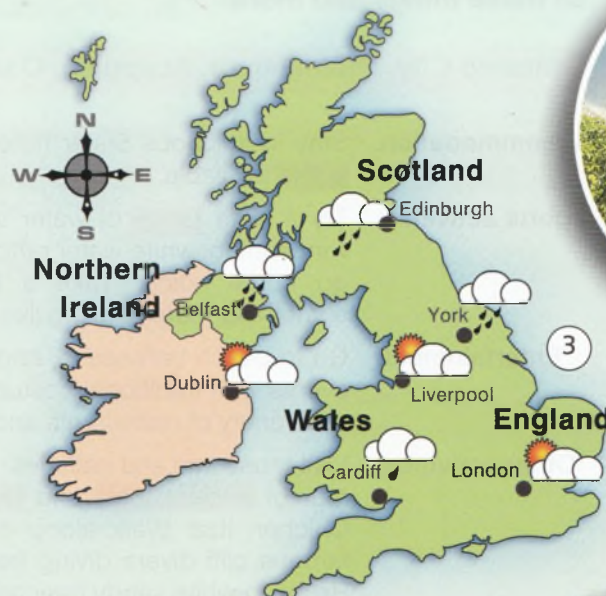
- the present perfect
- present perfect vs past simple
- comparatives/superlatives
- pronouncing homophones

### ► do a project about ...

- signs/notices related to means of transport
- the weather in your country
- geographical features in your country
- a poster about a missing pet
- a place in your country
- a mountain range in your country
- endangered animals in your country

### ► write

- holiday adverts
- a homepage about festivals you have attended
- a letter from a holiday resort
- a letter of advice




**Culture Clip:** What's on in Orlando, Florida?

**Curricular Cuts:** (Geography) The Himalayas

**Across the Curriculum:** (Citizenship) WWF for a living planet

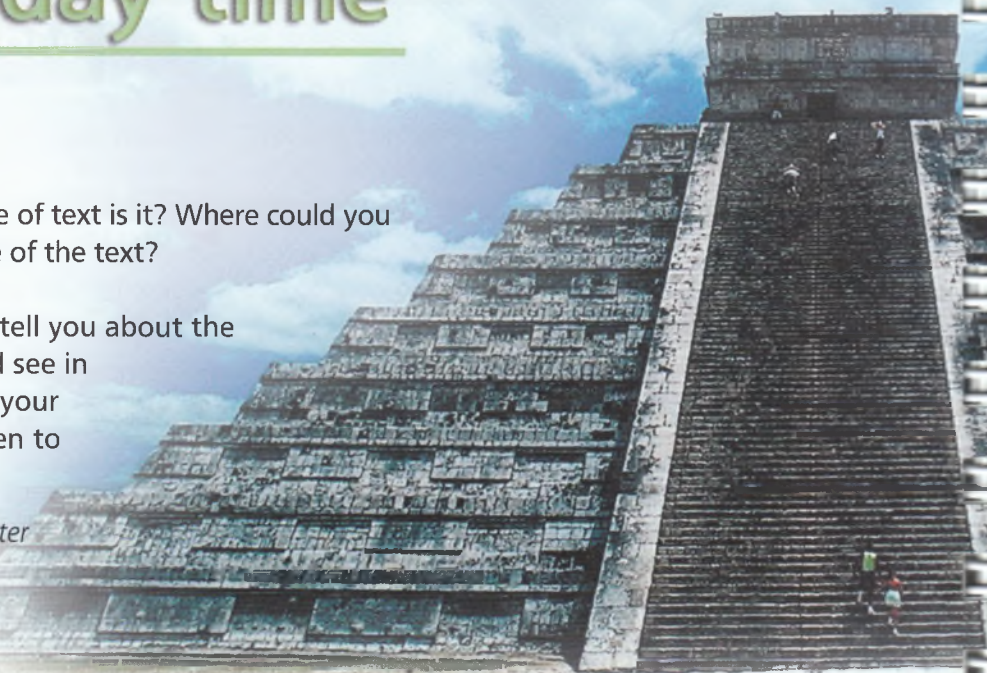



## Reading




- 1 Look at the text. What type of text is it? Where could you see it? What is the purpose of the text?
- 2  What do the pictures tell you about the things you can do and see in Mexico? Discuss with your partner. Read and listen to check.

A: It looks like you can do water sports in Mexico.

B: So it does. You can also ...



@ Mexico
Help/FAQs
Search 

## 13-DAY Mexican Adventure Tour

Have you ever wanted to hike through a **jungle**, go cliff diving or climb a pyramid? Have you always dreamed of swimming with dolphins and relaxing on white sandy beaches? If you haven't lived your dream holiday yet, here's your **chance** to do all these things and more!

**Mexico City, Guadalajara, Acapulco, Oaxaca, Cancun, Chichen Itza**

**Accommodation:** Stay in luxurious 5-star hotels – single or double rooms and **suites** available.

**Sports activities:** Try a wide **range** of water sports – water-skiing, snorkelling, windsurfing, white-water rafting or jet skiing. Play golf, tennis or go horse riding. Take a hike through the jungle or try something more relaxing like **deep-sea fishing**.

**Entertainment:** Go to beach barbecues, and night clubs. Take part in **cultural** events with traditional costumes and dances. Eat quality food at a variety of restaurants and try delicious local dishes.

**Other activities:** Visit museums and galleries. Buy **handmade** souvenirs. Take a tour of **ancient ruins** and **temples** and climb the pyramid at Chichen Itza. Walk along narrow, **cobbled** streets. See the famous cliff divers diving from 45m and even try it yourself! Relax on white sandy beaches and swim with the dolphins.

**Total cost:** Single room: £2,500  
Double room: £3,500  
Suite: £5,200

**Prices include:** Flight, hotels, meals and tour and transport costs.

**Contact:** Consort Travel,  
52, Hadley Street, Swansea  
email: [info@consorttravel.co.uk](mailto:info@consorttravel.co.uk)



## Holiday time

**Objectives:** learning about holidays and holiday activities; reviewing/practising the use of present perfect; writing an Internet advertisement for a holiday

**Vocabulary:** holidays and holiday activities

**Grammar:** present perfect

**Listening:** a dialogue about holiday activities (multiple matching)

*Skill – listening for specific information*

**Reading:** an Internet advertisement for a holiday (modified true/false task)

*Skills – reading for specific information  
reading for detailed comprehension*

**Speaking:** talking about a holiday

**Writing:** an Internet advertisement for a holiday

**Additional Materials:** Map of Mexico

### 1 **Focus ►** Identifying text type & predicting text content

Direct Ss' attention to the picture at the top of the page. Ask Ss which country they would have to visit to see the structure. Elicit/Explain that it is a pyramid in Mexico, and ask Ss what they know about the country (e.g. *where it is, its culture, historical monuments, climate, etc.*). Show Ss a map of Mexico and point out the places mentioned (*Mexico City, Acapulco, Cancun, etc.*).

Ask Ss to look at the text briefly – layout, title, headings, etc – and present the questions in the rubric. Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*The text is an advertisement for a holiday in Mexico. You could see it on an Internet website. Its purpose is probably to provide information about holidays in Mexico.*

### 2 **Focus ►** Predicting content from pictures & reading and listening for confirmation

Tell Ss to look at the pictures in the advertisement. Ask them what they can see in each picture. Elicit/Explain key vocabulary (e.g. *Picture 1 – a man and a dolphin, etc.*).

Explain the task. Ask two Ss to read out the example exchange to demonstrate the task. Monitor the activity. Select open pairs of Ss to present their exchanges. Play the recording. Ss read and listen to check if their predictions were correct.

#### **Suggested Answer Key**

A: *It looks like you can do water sports in Mexico.*

B: *So it does. You can also swim with dolphins.*

A: *I think you can also visit ancient ruins.*

B: *Yes, I think you're right.*



3 **Focus ▶** Reading for detailed comprehension

Explain the task. Demonstrate by asking Ss to find reference to the weather in the text. Explain that there is no direct reference to the weather, so the correct answer is C. Ss complete the task individually, then compare answers with a partner. Check answers around the class. Ask Ss to justify their answers by referring to the text. As an extension, Ss in pairs ask each other comprehension questions.

**Answer Key** (See overprinted answers)

4 **Focus ▶** Summarising the content of the text

Ss explain the highlighted words by giving a definition, synonym/antonym, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any other words Ss still do not understand.

Ss work individually to find three reasons for visiting Mexico. Check Ss' answers around the class.

**Answer Key**

**suites (n):** sets of rooms at a hotel

**range (n):** variety/selection

**deep-sea fishing (phr):** catching fish from a boat out at sea

**cultural (adj):** involving or concerning the arts

**handmade (adj):** made using hands or tools, but not machines

**ancient ruins (phr):** very old, damaged buildings

**temple (n):** a building used for religious worship

**cobbled (adj):** (surface) made out of stones

**Suggested Answer Key**

*You should visit Mexico because you can visit ancient sites, try water sports, swim with dolphins, take part in cultural events, etc.*

5 a. **Focus ▶** Describing a holiday using collocations

Explain the task and elicit/explain what "collocations" are (*words often used together*). Ss complete the matching task individually. Check Ss' answers, then elicit example sentences from Ss around the class.

**Answer Key**

1 c	3 f	5 g	7 b/i	9 b
2 e	4 a	6 d	8 j	10 h

**Suggested Answer Key**

*Most people like to visit museums and galleries.*

*We enjoy playing tennis or golf. etc*

- b. Present the Study Skills box and explain the task. Allow time for Ss to complete the task individually. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

- c. Explain the task. Allow time for Ss to complete the task in pairs, using the prompts. Monitor the activity, then select individual Ss to tell the class about their holidays.

**Suggested Answer Key**

*Last year I spent my holidays in a family hotel in Italy with my parents. We visited a lot of museums and bought souvenirs. I enjoyed walking along the old cobbled streets.*

6 **Focus ▶** Describing a holiday in Mexico

Explain the task. Direct Ss' attention back to the text and elicit possible activities for different places. Allow Ss time to complete the task in pairs. Select Ss to describe their holidays.

**Suggested Answer Key**

*We went to Acapulco by plane for two weeks. We spent a lot of time snorkelling and jet skiing and we went to see the pyramid at Chichen Itza.*

7 a. **Focus ▶** Introducing the present perfect

Direct Ss' attention to the grammar box. Explain the rule. Write the example sentences on the board and elicit the structure of the present perfect (*have + past participle*). Ask Ss to find examples in the text.

**Answer Key**

*Have you ever wanted to ... ?*

*Have you always dreamed of ... ?*

*If you haven't lived ...*

b. **Focus ▶** Practising the present perfect

Explain that the present perfect is often used to describe experiences. Ask Ss what time period the examples from the text refer to (*any time in someone's whole life, until now*). Direct Ss' attention to the example question and answer and pose the question to Ss around the class. Explain the task and elicit/explain the meaning of any unknown words. Allow Ss time to complete the task in pairs. Select Ss to act out their exchanges.

**Answer Key**

2 A: *Have your parents ever travelled abroad?*

B: *Yes, they have./No, they haven't.*

3 A: *Have you ever tried paella?*

B: *Yes, I have./No, I haven't.*

4 A: *Have your family ever gone camping?*

B: *Yes, we have./No, we haven't.*

5 A: *Have you ever gone bungee jumping?*

B: *Yes, I have./No, I haven't.*

8 **Focus ▶** Listening for specific information

Direct Ss' attention to the list of activities. Elicit/Explain the meaning of any unknown words. Explain the task. Point out that there are more activities than Ss will need to use. Play the recording, twice if necessary. Ss listen and complete the task. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

9 **Focus ▶** Writing an Internet holiday advertisement

Explain the task. Write the headings from the text in Ex. 2 on the board (*Accommodation, Sports activities, etc*). Ss brainstorm ideas under each heading. Remind Ss to use pictures to make their advertisement more interesting. Ss complete their adverts for HW and present them in the next lesson. Display them around the classroom.

(Ss' own answers)



### 3 Read the text and circle the correct answer.

- The weather is good in Mexico.  
A Right B Wrong **C** Doesn't say
- The tour lasts for almost two weeks.  
**A** Right B Wrong C Doesn't say
- They offer a lot of different water sports.  
**A** Right B Wrong C Doesn't say
- A room for two people costs £5,200.  
A Right **B** Wrong C Doesn't say
- The price includes breakfast only.  
A Right **B** Wrong C Doesn't say
- The tour leaves from Swansea.  
A Right B Wrong **C** Doesn't say

### 4 Explain the highlighted words. Then give three reasons why someone should visit Mexico.

#### Vocabulary

##### ► Holidays

### 5 a. Match the verbs to the nouns and make sentences.

- |         |                            |
|---------|----------------------------|
| 1 relax | a in a hotel/at a campsite |
| 2 visit | b water sports             |
| 3 play  | c on the beach/by the pool |
| 4 stay  | d a tour                   |
| 5 buy   | e museums/galleries        |
| 6 take  | f tennis/golf              |
| 7 try   | g souvenirs                |
| 8 swim  | h the sights               |
| 9 do    | i local dishes             |
| 10 see  | j in the sea/pool          |

*We enjoy relaxing on sandy beaches.*

## Study skills

#### Adjective-noun collocations

Learn nouns with the adjectives they go with.  
This helps you build up your vocabulary.

### b. Find one more adjective in the text for each noun.

- |   |          |
|---|----------|
| 1 expensive, family, <b>luxurious</b>   | hotels   |
| 2 delicious, spicy, <b>quality</b>      | food     |
| 3 white, clean, <b>sandy</b>            | beaches  |
| 4 bright, colourful, <b>traditional</b> | costumes |
| 5 busy, cobbled, <b>narrow</b>          | streets  |

### c. Use the phrases in Exs. 5a and b to tell your partner about your last holiday.

*Last year we spent our holiday in a luxurious hotel.*

## Speaking

### 6 You have just returned from Mexico. Use the text to tell your partner about your trip.

- where you went/how you got there
- how long you went for
- what you did and saw during your stay

## Exploring Grammar

### ► Present Perfect

Grammar Reference

### 7 a. Read the rule and the examples. Find examples in the text.

We use the present perfect to talk about a period of time which continues from the past until now.  
*She has visited Mexico City twice.*  
*She hasn't travelled abroad.*

### b. In pairs, use the prompts to ask and answer, as in the example.

- you/ride/a camel?  
A: *Have you ever ridden a camel?*  
B: *Yes, I have./No, I haven't.*
- your parents/travel/abroad?
- you/try/paella?
- your family/go/camping?
- you/go/bungee jumping?

## Listening

### 8 Listen to Tony talking to a friend. What has each person done?

#### People

- |            |      |
|------------|------|
| 1 <b>D</b> | Tony |
| 2 <b>C</b> | Lucy |
| 3 <b>B</b> | Jane |
| 4 <b>G</b> | Paul |
| 5 <b>A</b> | Pat  |

#### Activities

- |          |                     |
|----------|---------------------|
| <b>A</b> | white-water rafting |
| <b>B</b> | snorkelling         |
| <b>C</b> | windsurfing         |
| <b>D</b> | jet skiing          |
| <b>E</b> | horse riding        |
| <b>F</b> | fishing             |
| <b>G</b> | water-skiing        |
| <b>H</b> | cliff diving        |

## Writing (a holiday advert)

### 9 Portfolio: Imagine you work for a travel agent's. Write an Internet advert for a 13-day tour in your country. Use the advert on p. 26 as a model.



# 3b

## Let's book now



### Vocabulary

#### ► Transport

- 1 a. Look at the notices (1-5). Which means of transport do they match?
- b. Which means of transport do you enjoy/not enjoy using while on holiday? Tell your partner. Give reasons.
  - fast • cheap • expensive
  - comfortable • enjoyable
  - safe • convenient • slow
  - tiring • boring

*I enjoy travelling by plane. It's fast. I don't like travelling by coach. It's tiring.*

- 2 Which of the following have you done? Ask and answer, as in the example.
  - travel on a cruise ship • fly on a plane
  - take the wrong bus/train
  - ride a motorbike/bike • hire a car
  - use the underground

A: *Have you ever travelled on a cruise ship?*

B: *No, I haven't. Have you ...?*

### Listening & Reading

- 3 The sentences below are from the following dialogue. Where does the dialogue take place: **at a travel agent's? on a cruise ship?** What are the people talking about? Listen, read and check.
  - How may I help you?
  - Was that the Mediterranean or the Caribbean cruise?
  - Well ... when would you like to go?
  - Prices start from £450 per person if you share a twin cabin.

A: Good morning – Sunrise Travel. How may I help you?

B: Hi! I've just seen an advert for a cruise in the newspaper and I'd like to find out more about it.

A: Certainly. Was that the Mediterranean or the Caribbean cruise?

B: Actually, I can't remember now! Which one would you recommend?

A: Well ... when would you like to go?

B: Erm ... early summer if possible.

A: Right, well, there's a Mediterranean cruise departing on 11th June for eight nights.

B: OK. How much does that one cost?

A: Prices start from £450 per person if you share a twin cabin.

B: That sounds great. I'll discuss it with my wife and get back to you tomorrow morning.

A: Certainly, sir. Goodbye.



### Let's book now

**Objectives:** learning about transport; further practice of the present perfect; writing an advertisement for a cruise

**Vocabulary:** means of transport

**Reading:** a dialogue

*Skills – predicting the content of a dialogue  
reading for specific information*

**Grammar:** present perfect; time adverbs (for/since)

**Listening:** short dialogues (multiple choice questions)

*Skill – listening for specific information*

**Speaking:** acting out a dialogue about a holiday

**Intonation:** exclamations showing reactions to bad news

**Writing:** an advertisement for a cruise

### 3 Focus ► Predicting the content of a dialogue

Read out the four sentences from the dialogue, elicit/explain the meaning of any unknown words and elicit answers to the questions in the rubric. Play the recording. Ss listen and read to check their answers.

#### Answer Key

*The dialogue takes place at a travel agent's. The customer is asking about a cruise holiday and the travel agent is giving details about dates and prices.*

### 1 Focus ► Vocabulary – means of transport

- a. Draw Ss' attention to the title and the pictures. Ask Ss how the title is related to the pictures. (*We need to book tickets if we want to travel by coach, train, ship, plane*). Elicit/Present the different means of transport (*coach, train, car, ship, plane, bike*). Work through the notices with the class one by one, eliciting/explaining the meanings as necessary. Elicit the means of transport each notice matches.

#### Answer Key

- 1 ship                      3 train                      5 coach, train, plane  
2 train/coach            4 plane (car)

- b. Work through the list of adjectives with the class, asking Ss which of the forms of transport shown in the pictures each could apply to (*e.g. fast – plane, car; cheap – bicycle, coach; etc*). Ss work in pairs. Direct Ss' attention to the example and explain the task. Monitor the activity. Select individual Ss to report back to the class.

#### Suggested Answer Key

- A: *I enjoy travelling by ship. It's not very fast, but it's comfortable and enjoyable. I don't like travelling by coach because I find it boring. What about you?*  
B: *I enjoy travelling by car because it's convenient. You can go where you want, when you want.*

### 2 Focus ► Describing personal experience using various means of transport

Direct Ss' attention to the list of prompts. Elicit/Explain the meaning of any unknown words. Explain the task and direct Ss' attention to the example exchange. Ss act out similar exchanges in closed pairs. Monitor the activity. Select Ss to report their partner's experiences to the class.

#### Suggested Answer Key

*My partner says that she has flown on a plane several times, but she hasn't ever ridden a motorbike or hired a car.*



4 **Focus ►** Reading for specific information

Explain the task. Allow time for Ss to complete the task individually. Check Ss' answers around the class. Select Ss to suggest corrections for the false statements.

**Answer Key** (See overprinted answers)

- 1 The man read the advert in a newspaper.
- 2 The man isn't sure what he wants.

5 **Focus ►** Speaking – a dialogue related to holidays

Direct Ss' attention to the advertisement. Elicit/Explain the meaning of any unknown words. Explain the task. Elicit what information Ss might want to know about the cruise (e.g. *Meals included? Price of a twin cabin? etc.*). Allow Ss time to prepare their dialogues in pairs. Monitor the activity, then select pairs to act out their dialogues.

**Suggested Answer Key**

- A: Good morning – Sun Search Travel. Can I help you?  
 B: Yes. I've just seen your advertisement for the Virgin Islands Cruise and I'd like to find out more about it.  
 A: Certainly. What would you like to know?  
 B: Well ... the advert says the cruise departs from Miami. Does the price include transport to Miami?  
 A: I'm afraid not, but we can arrange cheap flights for you.  
 B: I see ... and what is the cost of a twin cabin?  
 A: A twin cabin costs £350 per person.  
 B: That sounds great. I'll discuss it with my wife and get back to you.  
 A: Certainly, sir. Goodbye.

6 **Focus ►** Indefinite time adverbs

Ask Ss to look back at the examples of the present perfect in the text on p. 26 (see *Teacher's note on Ex. 7a, p. 27*). Draw Ss' attention to the time adverbs (*ever, always, yet*) and elicit their meaning. Present the task and elicit answers from Ss around the class.

**Answer Key**

- 1 before now                      3 until now                      5 at any time
- 2 a short time ago              4 at no time

7 **Focus ►** Practising the use of indefinite time adverbs

Allow Ss time to complete the task and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

8 **Focus ►** Practising the use of "for" and "since"

Elicit/Explain the use of "for" (*how long an action has continued, until now*) and "since" (*when such a continuing action began*). Drill your Ss. Say phrases (e.g. *September, I was six, two hours, last summer, etc.*). Ss, in teams, add *since* or *for*.

T: September

Team A S1: since September

Allow Ss time to complete the phrases individually. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

Allow time for Ss to make sentences with the phrases. Remind Ss to use the present perfect tense. Select individual Ss to read out sentences. Confirm the correct answers.

**Suggested Answer Key**

- 1 I've lived here for years and years.
- 2 I haven't had a holiday since last summer.
- 3 I have worked here since 1998.
- 4 I haven't seen Jane for ages.
- 5 I haven't eaten sweets since I was four.
- 6 I haven't had a party since Christmas.
- 7 I have known him for three months.

9 **Focus ►** Practising the use of "yet" and "already"

Ask Ss what preparations they make before going on holiday. Refer Ss to the prompts and explain the meaning of any unknown words. Elicit that "yet" is used in negative/interrogative sentences, and "already" is used in affirmative sentences. Select an open pair of Ss to complete the first exchange. Allow time for Ss to complete the task in pairs. Select pairs to act out exchanges. Confirm the correct answers.

**Answer Key**

- A: Have they picked up the tickets yet?  
 B: Yes, they've already picked up the tickets.  
 A: Have they bought rolls of film yet?  
 B: No, they haven't bought rolls of film yet.  
 A: Have they packed their suitcases yet?  
 B: Yes, they've already packed their suitcases.  
 A: Have they cancelled the milk delivery yet?  
 B: No, they haven't cancelled the milk delivery yet.

10 **Focus ►** Listening for specific information

Tell Ss they will hear three short dialogues. Ask Ss what they can see in each picture, and elicit relevant vocabulary. Play the recording (twice if necessary), with a brief pause between items for Ss to enter/change their answers. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

11 **Focus ►** Intonation – reacting to bad news

Present the situations described in the rubric. Ask Ss how they would react to each situation. Play the recording. Ss listen and complete the task. Check Ss' answers.

**Answer Key**

- 2 She has just failed an exam.
- 3 She has just missed the bus.
- 4 She has just seen a spider in the bathroom.

12 **Focus ►** Writing an advertisement for a cruise

Explain the task. Direct Ss' attention to the advert in Ex. 5. Elicit the kind of information their advert should include (*Where? When? How long for? Cost? etc.*). Brainstorm possible answers for a variety of cruises/destinations. Allow time for Ss to make notes. Ss complete the task for HW. Display their corrected advertisements around the class, then return them for Ss to store in their Language Portfolio.

(Ss' own answers)



- 4 Read again and mark the sentences (1-4) *T* (true) or *F* (false). Correct the false statements.

- 1 The man saw the advert in a magazine. *F*
- 2 The man knows exactly what he wants. *F*
- 3 The man wants to go on holiday. *T*
- 4 The man is married. *T*

## Speaking

- 5 **Portfolio:** You've seen this advert in a newspaper. Call the travel agent's and act out a dialogue similar to the one in Ex. 3. Use sentences from Ex. 3. Record yourselves.



**Virgin Islands** **7 nights** (cruise only)  
**Cruise**  
 Departure: Miami, Florida  
 5<sup>th</sup>/15<sup>th</sup>/25<sup>th</sup> June/July/  
 August  
 Price: From £329 per person  
 For more details call Sun Search Travel: 222 222 22

## Exploring Grammar

### ► Present Perfect

Grammar Reference

- 6 Match the adverbs in bold to the meaning: **at no time, a short time ago, at any time, until now, before now.**

- 1 She has **already** booked the tickets.
- 2 He has **just** posted the letters.
- 3 They haven't been to Moscow **yet**.
- 4 She has **never** travelled by train.
- 5 Have you **ever** tried paella?

- 7 Complete the exchanges.

- 1 A: **Have you ever been** (you/ever/be) on a package holiday?  
 B: No, I've **never been** (never/be) on one.
- 2 A: Don't forget to book tickets.  
 B: I **have already done** (already/do) that.
- 3 A: Is the bus here?  
 B: Yes, it **has just arrived** (just/arrive).
- 4 A: Where's Tom?  
 B: He **has not come in yet** (not/come in/ yet).

- 8 Fill in **for** or **since**, then make sentences.

- 1 **for** years and years; 2 **since** last summer;
- 3 **since** 1998; 4 **for** ages; 5 **since** I was four;
- 6 **since** Christmas; 7 **for** three months

- 9 Liz and Bob are going on holiday. Look at their list. In pairs, ask and answer.

- pick up tickets ✓
- buy rolls of film ✗
- pack suitcases ✓
- cancel milk delivery ✗

A: *Have they ...?*

B: *Yes, they've already ... / No, they haven't ... yet.*

## Listening

- 10 Listen to the dialogues and tick (✓) the correct answer (A, B or C).

- 1 What time did the train leave?



A ☐

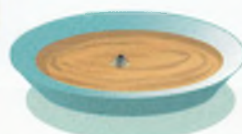


B ☒



C ☐

- 2 What has happened?



A ☒



B ☐



C ☐

- 3 What has the woman lost?



A ☐



B ☒



C ☐

## Intonation

### ► Reacting to bad news

- 11 Listen and repeat. What do you think has just happened to each person:  
**find/fly in soup, fail/exam, miss/bus, hear/friend's flight cancellation.**

- 1 Yuck!      2 No!      3 Tut!      4 Aaaah!

- 1 *She has just found a fly in her soup.*

## Writing (a cruise advert)

- 12 **Portfolio:** Write a short advert about a cruise. Use the one in Ex. 5 as a model.




## Reading

## Study skills

## Predicting content

The title, subheadings, pictures and layout of a text can help you predict what information to look for.

- 1 a. Look at the text, the title, the subheadings and the pictures. What type of text is it? What do you think it is about?
- b. How are the pictures related to the title of the unit? Which country is each from? Read through and check.

- 2  Read again and complete the gaps (1-8). Listen and check. Explain the words in bold.

- 3 a. Which adjectives does Philip use to describe the:
  - weather? • caber-tossing contest?
  - Scottish dish? • costumes?
  - street parade?
- b. Using your dictionaries, suggest opposites for each adjective.

## Speaking

- 4 What activities does Philip mention for each festival? Make a list. Use your list to talk about these festivals.

File Edit View Favorites Tools Help


Back Forward Stop Search Favorites

Address www.philip\_page.com

# Philip's Homepage


I've been to lots of countries and have had a great time. **Take a look.**

Want to know more about me? Click on **Philip.**




## Tulip Festival

I've never seen **0)** so many flowers in my life as I saw at the Tulip Festival in Ottawa, Canada in 2001. The weather was beautiful and sunny! The festival **lasted 1)** for three days and I got the chance to see many bands performing **live**. I **voted** for the best tulip garden and I even made a **flower arrangement** myself!




## Highland Games

I've just returned **2)** from beautiful Scotland, where I had an **incredible** time at the Highland Games, **3)** a traditional Scottish **contest** of athletics, dancing and music. I loved the sound of **bagpipes** and I enjoyed the exciting **tossing the caber** contest. I bought a **tartan kilt** and I even tasted haggis, a famous traditional Scottish dish! Despite the terrible things I've heard about **4)** it, I found it pretty tasty!



## Balloon Festival

The first time I went on a balloon ride in my life was **5)** in 2003, during the Balloon Festival in New York! Soon after the **launch**, the sky changed into a colourful **canvas** as hot-air balloons of all shapes **6)** and sizes **rose** into the air.



## Paekche Festival

I attended the Paekche Festival while I was in Korea in 2002. People wore the most **impressive** costumes I've **7)** ever seen and there was a **spectacular** street parade. I took many pictures and I even **performed** the Korean fan dance, a **tradition** people **8)** have kept **alive** for years!

start Internet EN Desktop 12:24 PM



## Let's celebrate!

**Objectives:** learning about festive activities; comparing the present perfect with the past simple

**Vocabulary:** festive activities

**Grammar:** present perfect vs past simple; time adverbs

**Listening:** information about celebrations/festivals

*Skill – listening for specific information*

**Reading:** an Internet homepage (gap-fill activity)

*Skills – scanning*

*reading for specific information*

**Speaking:** talking about festivals

**Writing:** an Internet homepage

### 1 **Focus** ► Predicting the type and the content of a text

- a. Read out the title and elicit the meaning. Present the Study Skills box, then direct Ss' attention to the title, subheadings, pictures and layout of the text. Elicit what kind of text it is and what it is probably about.

#### **Answer Key**

*The text is an Internet homepage about four different festivals, perhaps in different parts of the world.*

- b. Present the task and ask Ss to look at the pictures. Elicit answers. Ss scan the text to check their guesses.

#### **Suggested Answer Key**

*The title of the unit refers to celebrations and the pictures depict festivals. Festivals celebrate some special event on a specific day or at a specific time of the year.*

#### **Answer Key**

*Tulip Festival – Ottawa, Canada*

*Highland Games – Scotland*

*Balloon Festival – New York, USA*

*Paekche Festival – Korea*

### 2 **Focus** ► Gap-filling activity

Explain the task. Allow Ss time to complete the exercise individually and compare their answers with a partner. Play the recording. Ss listen and check their answers. Confirm the correct answers.

#### **Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym/antonym, example, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses. Elicit/ Explain the meaning of any other words in the text that Ss still do not understand.

#### **Answer Key**

**last** (v): to continue, from start to finish, for this much time

**live** (adv): in person, not recorded

**vote** (v): to say which you think should be the winner

**flower arrangement** (n): flowers put together in a special design

**incredible** (adj): amazing, unbelievable

**contest** (n): competition

**bagpipes** (n): Scottish musical instrument

**tossing the caber** (phr): Scottish athletic event, where people throw a long wooden pole

**tartan kilt** (n): type of skirt worn by Scotsmen, with a traditional pattern of colours

**launch** (n): start of a balloon flight

**canvas** (n): literally, the cloth on which an artist paints a picture

**rise** (rose - risen) (v): to go up

**impressive** (adj): memorable, something you really admire

**spectacular** (adj): very colourful/exciting/etc

**perform** (v): to do a dance / sing a song / etc in public

**tradition** (n): special action/event performed in the same way, usually at the same time every year, since long ago

**alive** (adj): still continuing, not forgotten

### 3 **Focus** ► Vocabulary – adjectives describing festivals

- a. Explain the task. Allow time for Ss to read through the first paragraph. Elicit the adjectives used to describe the weather (*beautiful, sunny*). Ss complete the task in pairs. Check answers around the class.

#### **Answer Key**

*caber-tossing contest – exciting*

*Scottish dish – famous, traditional, tasty*

*costumes – impressive*

*street parade – spectacular*

- b. Explain the task. Allow time for Ss to consult their dictionaries. Check Ss' answers around the class.

#### **Suggested Answer Key**

*exciting – unexciting, boring*

*famous – unknown*

*traditional – unusual*

*tasty – tasteless, flavourless*

*impressive – unimpressive*

*spectacular – unspectacular, ordinary*

### 4 **Focus** ► Talking about festival activities

Write the names of the festivals on the board as headings. Explain the task. Allow time for Ss to make notes about each festival in pairs. Elicit answers around the class and write them on the board below each heading.

#### **Answer Key**

##### **Tulip Festival**

*saw many flowers, saw many bands performing live, voted for best tulip garden, made a flower arrangement*

##### **Highland Games**

*watched athletics and dancing, listened to music, bought a tartan kilt, tasted haggis (a famous traditional dish)*

##### **Balloon Festival**

*rode in a balloon, watched launch of balloons*

##### **Paekche Festival**

*saw impressive costumes, watched a street parade, took many pictures, performed the (traditional) Korean fan dance*

Ss talk about each festival in pairs. Monitor the activity. Select pairs to describe each festival.

#### **Suggested Answer Key**

*At the Tulip Festival you can see many flowers. You can also see many bands performing live. You can vote for the best tulip garden and you can make a flower arrangement. etc*



5 **Focus ►** Describing festive activities

- a. Direct Ss' attention to the pictures. Elicit/Explain what the festivals/celebrations are about and how they are celebrated. Read out the lists of words and phrases. Elicit/Explain the meaning of any unknown words. Explain the task. Demonstrate by eliciting the first match ("let off" + "fireworks" → *Guy Fawkes' Night*). Remind Ss that a phrase can match more than one festival/celebration. Allow Ss time to complete the exercise in pairs. Check answers around the class.

**Answer Key**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 e – <i>Guy Fawkes' Night</i>      | 6 b – <i>May Day</i>                |
| 2 j – <i>Thanksgiving</i>           | 7 d – <i>May Day</i>                |
| 3 a – <i>Carnival</i>               | 8 i – <i>Carnival, Thanksgiving</i> |
| 4 f – <i>Thanksgiving, Carnival</i> | 9 g – <i>Thanksgiving</i>           |
| 5 h – <i>Halloween</i>              | 10 c – <i>Halloween</i>             |

Direct Ss' attention to the example sentence. Allow Ss time to make similar sentences in pairs. Check answers around the class.

**Answer Key**

*Guy Fawkes' Night is on November 5th. People let off fireworks and sing traditional songs.*

*Thanksgiving is on the fourth Thursday of November. People eat stuffed turkey, exchange gifts and watch parades.*

*Carnival is in February and March. People wear colourful costumes and watch parades.*

*May Day is on May 1st. People dance around a Maypole or in the streets.*

- b. Explain the task. Allow Ss time to consider other festivals in pairs. Elicit answers around the class.

(Ss' own answers)

6 **Focus ►** Present Perfect vs Past Simple

Present the definitions and elicit/explain the meaning of "(un)stated", "definite" and "implied". Read out the sentences. Explain the task and elicit that present perfect is used for an action at an indefinite time in the past, while past simple is used when the time is stated or implied.

**Answer Key**

*We've put up the decorations. (unstated) – present perfect*

*We finished an hour ago. (stated) – past simple*

*Was the weather good when you were on holiday? (stated) – past simple*

7 **Focus ►** Practising the present perfect vs the past simple

Complete the first item orally with the class as an example. Remind Ss that the present perfect is used with "yet", "already", "just", "(n)ever", etc. Allow time for Ss to complete the remainder of the task in pairs. Check Ss' answers around the class.

**Answer Key**

- |  |
|--|
| 1 B: <i>has already left</i>           |
| 2 A: <i>Has Tony arrived yet</i>       |
| B: <i>has not landed / didn't land</i> |
| 3 A: <i>Have you (ever) tried</i>      |
| B: <i>ate, was</i>                     |

- 4 A: *Have you ever travelled*

B: *went, was*

- 5 A: *has cut*

B: *did he do*

8 **Focus ►** Using adverbs of time to make sentences

Elicit which adverbs are used with the past simple and which are used with the present perfect. Elicit two or three sentences as examples, then Ss complete the task. Check answers around the class, correcting when necessary.

**Suggested Answer Key**

*She hasn't finished her homework yet.*

*He moved to London a year ago.*

*They've lived here since 2003.*

*We went to the beach yesterday.*

*I saw her last month. etc*

9 **Focus ►** Talking about a festival you have attended

Elicit/Explain the meaning of "catching up on news" (asking a friend about their news when you haven't seen them for some time). Read out the expressions in the language box and explain the meaning of any unknown words. Direct Ss' attention back to Philip's homepage on p. 30. Ask Ss to choose one of the celebrations/festivals and underline key words and phrases. Select two Ss to read out the example exchange. Allow time for Ss to create their own dialogues. Monitor the activity. Select Ss to act out their dialogues.

**Suggested Answer Key**

A: *Where have you been?*

B: *I've been to the Highland Games in Scotland.*

A: *What did you do there?*

B: *I saw the tossing the caber contest and tasted haggis. I had an incredible time.*

10 **Focus ►** Creating a homepage

Explain the task. Direct Ss' attention again to Philip's homepage on p. 30. Elicit the features of a homepage (name, interesting layout, pictures, etc). Brainstorm a list of local celebrations/festivals. Ss complete the task for HW and present their homepage in the next lesson. Display Ss' corrected work around the classroom.

(Ss' own answers)



## Vocabulary

### ► Festive activities

- 5 a. Match the words in the columns. Which of the five festivals do the phrases describe? Make sentences.
- |             |                                     |
|-------------|-------------------------------------|
| 1 let off   | a colourful costumes                |
| 2 eat       | b around the Maypole/in the streets |
| 3 wear      | c as witches/ghosts etc             |
| 4 put up    | d traditional songs                 |
| 5 make      | e fireworks                         |
| 6 dance     | f decorations                       |
| 7 sing      | g gifts                             |
| 8 watch     | h wreaths/pumpkin lanterns          |
| 9 exchange  | i parades                           |
| 10 dress up | j stuffed turkey                    |



Halloween is on October 31st. Children dress up as witches and ghosts and make pumpkin lanterns.

- b. In pairs, think of other festivals/celebrations that you know. What customs are related to them?

## Exploring Grammar

### ► Present Perfect vs Past Simple

Grammar Reference

- 6 Compare the sentences. Which tense is used for an action that happened:

- at an unstated time in the past?
- at a definite time in the past? (stated or implied)

*We've put up the decorations. (When? We don't know.)*

*She finished an hour ago. (When? An hour ago.)*

*Was the weather good when you were on holiday? (When? When you were on holiday. – time is stated)*

- 7 Put the verbs in brackets into the *present perfect* or the *past simple*.

- A: Is Ann here?  
B: No, she ..... (already/leave).
- A: ..... (Tony/arrive/yet)?  
B: I'm afraid not. His plane ..... (not/land) yet because of bad weather.
- A: ..... (you/ever/try) haggis?  
B: Yes, I ..... (eat) haggis when I ..... (be) in Scotland last month. It was delicious.
- A: ..... (you/ever/travel) abroad?  
B: Yes, I ..... (go) to Spain last year. It ..... (be) great.
- A: Oh! He ..... (cut) himself!  
B: Really? How ..... (he/do) that?

- 8 Use the adverbs of time to make sentences.

- yet • ago • since • yesterday • last month
- for • never • in 2004 • already • just
- last summer • ever

## Everyday English

### ► Catching up on news

- 9 Read the language box. Imagine you attended one of the festivals on Philip's homepage. You are back now. Use the language to tell your partner: **where you were, what you did, what you saw, if you liked it.**

A	B
<ul style="list-style-type: none"> <li>• Where have you been?</li> <li>• ... I haven't seen you for ages!</li> <li>• It's been a long time!</li> </ul>	<ul style="list-style-type: none"> <li>• I've been to/in ...</li> <li>• I've been really busy for (a few days/weeks etc).</li> <li>• I haven't been around for a while.</li> </ul>

A: *Where have you been?*

B: *I've been to the Balloon Festival in New York.*

## Writing (an Internet homepage)

- 10 **Portfolio:** Think of festivals you have attended in your country. Make your own homepage. Write:

- names of festivals • where each takes place
- when you were there • what you did/saw

Use Philip's homepage as a model.



## Getting started

- 1 Do you send letters while on holiday? Who to? What do you write about?

## Let's look closer

- 2 Underline the key words in the rubric. Answer the questions.

You are on holiday. Write a letter to a friend at home. Write about the place you are staying at and what you have seen and done.

- 1 Who are you writing the letter to?
- 2 How can you start/end your letter?
- 3 What should you write about?

- 3 Read the letter and correct the underlined mistakes.

Dear Mel,

- 1 hi – how are you? I'm on holiday in Hawaii and I thought I'd drop you a line to tell you al about it.
- 2 We're stay in a lovely little hotel by the sea. Right now, I'm on the beach with Matt. Mum and Dad has gone shopping, but we were too tired to go.
- 3 Hawaii is a wonderful place. Weve done all sorts of exciting things. Yesterday, we climbed to the top of Mount Haleakala. The view was spectacular, but Matt is a bit frightened! I've bought some great souvenirs, too!
- 4 Well, that's all for now. see you soon.  
Love,  
Jane

- 4 Which paragraph is about:

- what you have done so far – past activities?
- name of place – reason for writing?
- closing remarks?
- where you are staying – who with – what you are doing now?



Imagine you were on holiday. Mime what you did. Your partner tells the class.

## Study skills

### Brainstorming vocabulary

Spidergrams can help you brainstorm words related to the topic and to organise your ideas before writing.

- 5 Imagine you are on holiday. Think of words related to the topic and complete the spidergram.



- 6 Portfolio: Use your answers in the spidergram to write a letter to your friend (50-80 words). You can use the letter in Ex. 3 as a model.



All rooms which overlook the sea are €25 extra.



How much does it cost if I promise not to look?



## Greetings from ...

**Objectives:** learning about letters written on holiday

**Vocabulary:** words and phrases related to holidays

**Reading:** a letter written on holiday

*Skills – error correction*

*comprehending the structure of a letter*

**Writing:** a letter while on holiday

### 1 **Focus ►** Discussing writing letters while on holiday

Present the questions in the rubric and elicit answers from Ss around the class. Ss ask and answer in closed pairs.

*(Ss' own answers)*

### 2 **Focus ►** Identifying key words in a rubric and planning a letter

Read out the rubric and elicit the key words to be underlined.

**Answer Key** *(See overprinted answers)*

Present the questions and elicit answers from around the class.

**Answer Key**

- 1 A friend at home.
- 2 start: Dear + friend's name,  
end: Love, + your name
- 3 Where you are, what it's like, where you are staying, who you are with, what you have seen and done, what you are doing now.

### 3 **Focus ►** Identifying and correcting mistakes

Explain the task. Allow time for Ss to read the letter and complete the task in pairs. Check Ss' answers around the class.

**Answer Key**

- |                  |            |
|------------------|------------|
| 1 hi → Hi        | al → all   |
| 2 stay → staying | has → have |
| 3 Weve → We've   | is → was   |
| 4 see → See      |            |

### 4 **Focus ►** Identifying the structure of a letter

Explain the task. Allow time for Ss to choose the correct paragraphs in pairs. Check Ss' answers around the class, then elicit/explain the meaning of any unknown words.

**Answer Key**

- what you have done so far – past activities – para 3
- name of place – reason for writing – para 1
- closing remarks – para 4
- where you are staying – who with – what you are doing now – para 2

## Game

Explain the game and brainstorm possible activities (e.g. *went swimming, performed a traditional dance, etc*). Ss work in pairs – i.e. one mimes an activity and the other guesses what their partner did on holiday. Monitor the activity, then ask Ss around the class to repeat their mime. The class tries to guess the activity, and the mime's partner confirms their guesses.

### 5 **Focus ►** Brainstorming vocabulary – completing a spidergram

Present the Study Skills box. Tell Ss that brainstorming vocabulary in this way will help them to find, arrange and remember the words they need for their writing. Draw the spidergram on the board, elicit/explain the meaning of any unknown words and elicit words to complete the spidergram.

**Suggested Answer Key**

**Accommodation** – hotel, caravan, tent, bed and breakfast, etc

**Sights** – tour of the city, ancient sites, beauty spots, natural wonders, etc

**Feelings** – happy, relaxed, excited, etc

**Activities** – swimming, sightseeing, etc

**Entertainment** – live music, theme parks, organised games and quizzes, etc

### 6 **Focus ►** Writing a letter to a friend

Explain the task. Remind Ss to use the letter in Ex. 3 as a model and to use the vocabulary from the spidergram. Elicit a plan using the information in Ex. 4 and write this plan on the board.

para 1 – name of place + reason for writing

para 2 – where you are staying + who you are with + what you are doing now

para 3 – what you have done so far – past activities

para 4 – closing remarks

Set the task as HW and remind Ss to check their work for errors. Ss bring their letters to the next lesson. Ss store their corrected work in their Language Portfolio.

**Suggested Answer Key**

Dear Steve,

How are you? I'm on holiday in Malta and I thought I'd drop you a line to tell you all about it.

We're staying in a lovely hotel by the sea. Right now, I'm enjoying a glass of orange juice. Tony and Ann are swimming.

Malta is just great. We've done lots of things. Yesterday we visited the National Museum of Fine Arts. It's an 18th century palace with paintings, sculptures and other exhibits. It was great. We haven't done any shopping yet, but there's plenty of time.

Well, that's all for now. See you soon.

Yours,  
Bob



## What's on in Orlando, Florida?

**Objectives:** learning about tourist attractions in Orlando, Florida

**Vocabulary:** tourist attractions (museum, theme park, water park)

**Listening:** an informational brochure about tourist attractions in Orlando, Florida

**Reading:** a brochure about what's on in Orlando, Florida  
*Skills – reading for gist*  
*reading for specific information*

**Speaking:** oral summary of the text, using notes

**Writing:** a brochure about a place to visit

1 **Focus ►** Predicting the content of a text

Direct Ss' attention to the pictures and the title of the text. Read the introduction aloud and elicit/explain the meaning of any unknown words. Elicit what Ss think visitors can do in each of the places (e.g. *see spacecraft, go on exciting rides, watch dolphins/sharks, etc.*). Play the recording. Ss listen and read to check their answers. Ask Ss to skim the text again and underline what visitors can do in each place.

**Answer Key****Kennedy Space Centre**

*take a journey into space*

*touch a meteorite from Mars*

*meet an astronaut*

*watch a 3D space film and experience the thrill of a space flight*

*put your name on a list for a future space mission*

*go on a guided bus tour of the centre*

**Walt Disney World**

*enjoy exciting new rides, shows and attractions*

*go on an African safari*

*see a fireworks display*

**SeaWorld**

*watch an underwater circus*

*enjoy a meal in the underwater restaurant*

*feed dolphins in Dolphin Cove*

*meet Shamu, the famous killer whale*

*count the teeth of a shark*

2 **Focus ►** Reading for specific information

Explain the task. Allow Ss time to read through the text, complete the task and compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

1 *fireworks display at the Epcot Center (text 2)*

2 *dolphins in Dolphin Cove (text 3)*

3 *an astronaut (text 1)*

4 *a meteorite (text 1)*

5 *an underwater restaurant (text 3)*

3 **Focus ►** Summarising a text

Explain the task. Tell Ss that they can use the underlined words/phrases from Ex. 1 to make notes. Allow time for Ss to make notes and give an oral summary of the text to their partner in open pairs. Monitor the activity. Elicit answers around the class.

**Suggested Answer Key****Kennedy Space Center**

*At the Kennedy Space Center you can touch a meteorite from Mars, meet an astronaut, watch a 3D space film and put your name down for a future space mission!*

**Walt Disney World**

*In the Magic Kingdom you can enjoy exciting new rides, shows and attractions.*

*In the Animal Kingdom Park you can go on an African safari.*

*At the Epcot Center you can see an amazing fireworks display.*

**SeaWorld**

*At the SeaWorld Adventure Park you can watch an underwater circus at the Nautilus Theater, feed the dolphins in Dolphin Cove, meet Shamu the famous killer whale, and count the teeth of a shark!*

**(Ss' own answers)**

Ss explain the words in bold by giving a definition, synonym/antonym, example etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses. Elicit/Explain the meaning of any other words in the text that Ss still do not understand.

**Answer Key**

**journey (n):** travel from one place to another

**meteorite (n):** large piece of metal or rock from space that has landed on Earth

**giant (adj):** very big

**experience (v):** to do something very exciting/unusual/etc

**thrill (n):** excitement

**mission (n):** journey into space

**entrance (n):** place where you enter

**magical (adj):** like magic

**ride (n):** large machine that people ride on for fun

**attraction (n):** thing/place that people go to for interest/enjoyment

**safari (n):** a trip to observe animals

**fireworks display (n):** a show where lots of fireworks are let off to entertain people

4 **Focus ►** Creating a brochure

Explain the task to Ss. Elicit a place Ss all know and make a plan on the board using the headings given. Set task for HW. Ss can also draw or cut out pictures for their brochure. Correct in the next lesson and display brochures around the class.

**(Ss' own answers)****Additional Material**


- Songsheet 2 (p. 111)
- Pairwork Activities, Set 1:  
2A (p. 115) – 2B (p. 117)
- Word Perfect 3 (p. 121)
- Grammar Check, Unit 3 (p. 126)



# Culture Clip

3

## Reading & Listening

- 1  Read the introduction and look at the pictures. What do you think you can do in these three places? Read, listen and check.
- 2 Read again and find:
  - 1 something young children will enjoy seeing.
  - 2 something you can give food to.
  - 3 a person you can meet.
  - 4 something you can put your hands on.
  - 5 somewhere you can eat.

## What's on in Orlando, Florida?

The coolest place to visit this summer!

With its year-round sunshine and magnificent collection of exciting theme parks, restaurants, water parks and museums, Orlando, Florida, has something for everyone!

*Take a look at just a few of the wonderful attractions on offer!*

### Kennedy Space Center

**T**ake a **journey** into space at the Kennedy Space Center. Here you can touch a **meteorite** from Mars and meet an astronaut. Watch a 3D space film on a **giant** screen at the IMAX Theatre and **experience** the **thrill** of a space flight. Don't forget to put your name on the list for a future space **mission**!

Guided bus tours of the space center leave from the **entrance** every 15 minutes from 10 am to 3:45 pm.



Space Port

### Walt Disney World

**E**nter a **magical** world full of fun for the whole family at Walt Disney World.

Enjoy the exciting new **rides**, shows and **attractions** in the Magic Kingdom. Go on an African **safari** in Disney's Animal Kingdom Park. Don't miss the amazing **fireworks display** at the Epcot Center. The kids will love it!



Enchanted Castle

### SeaWorld

**C**ome and see what's happening at Orlando's SeaWorld Adventure Park! Watch the underwater circus at the Nautilus Theater. Enjoy a meal in the underwater restaurant, then feed the dolphins in Dolphin Cove. At SeaWorld, you can meet Shamu, the famous killer whale and even count the teeth of a shark!



Killer Whale

## Speaking

- 3 Make notes of what you can see and do in each place. Use your notes to give a short summary of the text to the class. Which of the attractions above would you like to visit the most? Why? Explain the words in bold.

## Writing (a brochure)

- 4 Portfolio: In groups, make a similar brochure for a place in your country and present it to the class. Write: **recommendation, where the place is, what the visitor can see/do there.**



# 4a

## Come rain or shine!

### Vocabulary

#### ► Weather & Seasons

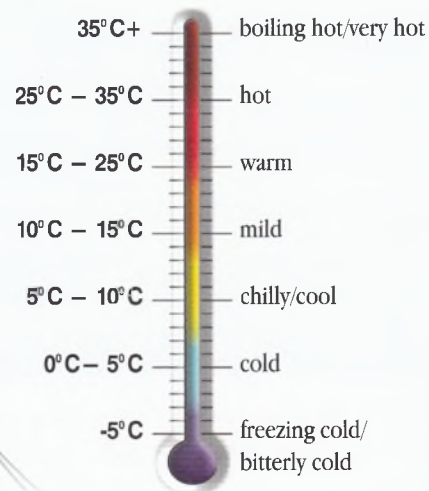
- 1 a. Match the words to the symbols in the pictures, then make sentences.
- snowy • sunny • rainy (wet) • foggy • cloudy
  - windy

*It's sunny in Prague today.*

- b. Which of the adjectives in Ex. 1a go with adjectives describing temperature?

*hot and sunny*

### TEMPERATURE



Prague



Salzburg



Hong Kong

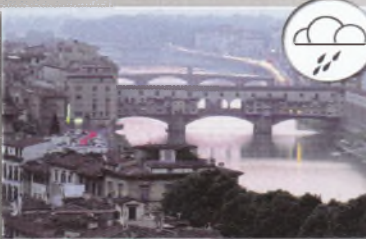


Dublin



London

Florence



- c. In pairs, ask and answer about weather conditions in your country. Talk about:

• today • yesterday • summer • spring  
• winter • autumn

A: *What's the weather like today?*

B: *It's warm and sunny. What was ...*

- 2 a. What kind of weather do you like/dislike? How does each kind of weather make you feel: **happy, sad, relaxed, stressed, scared, cheerful, depressed**? Discuss in pairs.

A: *I like rainy weather. It makes me feel relaxed. What about you?*

B: *I don't like rainy weather. It makes me feel sad.*

- b. Listen to the music extract. What images come to mind? What season is it? What is the weather like? How do you feel? Draw a picture and describe it to the class.

### Reading

- 3 Which countries/cities can you see on the map of Britain on p. 35? Which are in the **north, south, east, west**?

*Scotland is in the north of Britain.*

- 4 Which place(s) expect(s) ...? Listen, read and say.

a heavy rain      c strong winds  
b storms      d light winds

- 5 Explain the highlighted words in the text. What are **max, min** and **temp** short for?  
**maximum – minimum – temperature**

### Speaking

- 6 Look at the symbols on the map and the text on p. 35. What will the weather be like in each city today? Tell the class.

*In London it will be sunny at first, but cloudy later.*



## Come rain or shine!

**Objectives:** learning to talk about the weather; practising language used for permission

**Vocabulary:** adjectives describing weather conditions

**Reading:** a weather forecast

*Skills – scanning; reading for detailed comprehension*

**Speaking:** predicting weather conditions

**Listening:** a dialogue (multiple matching)

*Skill – listening for specific information*

**Everyday English:** requesting/giving/refusing permission

**Pronunciation:** homophones

**Writing:** a weather forecast

### 1 **Focus** ▶ Describing the weather

- a. Ask Ss to look at the title and the pictures and guess what the lesson is about. Elicit what the title means (*do sth whatever the weather conditions are*). Read out the adjectives listed, and check that Ss understand them. Ask Ss to look at the pictures on p. 34 and identify the symbols (*This symbol shows sun/snow/etc*). Ss make sentences about what the weather is like in each place. Check Ss' answers.

#### **Answer Key**

*It's snowy in Salzburg. It's windy in Hong Kong. It's foggy in London. It's cloudy in Dublin. It's rainy/wet in Florence.*

- b. Present the adjectives describing temperature and check that Ss understand them. Elicit combinations of adjectives from Ss around the class.

#### **Suggested Answer Key**

*warm / mild and sunny – cool / cold and cloudy – chilly and windy / wet – cold and rainy / wet / windy / snowy – freezing cold / bitterly cold and snowy etc*

- c. Present the task and elicit/explain the meaning of any unknown words. In pairs, Ss ask and answer questions. Monitor the activity, then ask pairs of Ss to act out their exchanges.

#### **Suggested Answer Key**

A: *What was the weather like yesterday?*

B: *It was hot and sunny.*

A: *What's the weather like in summer?*

B: *It's usually boiling hot and sunny.*

A: *What's the weather like in spring?*

B: *It's mild and sunny. etc*

### 2 a. **Focus** ▶ Associating weather and feelings

Present the task and elicit/explain the meaning of any unknown words. In pairs, Ss ask and answer questions. Monitor the activity, then ask pairs of Ss to act out their exchanges.

#### **Suggested Answer Key**

A: *I don't like foggy weather. It makes me feel sad.*

B: *Neither do I. It makes me feel depressed. etc*

### b. **Focus** ▶ Associating music and images/feelings

Explain the task. Ask Ss to close their eyes and focus on images and feelings each piece of music brings to mind. Play the recording. Elicit personal responses from Ss around the class.

As an optional extension, ask Ss to draw a picture of the scene they imagine, and then describe it to the class.

#### **Suggested Answer Key**

*The music makes me think of a scene in the countryside. It suggests a warm day in spring, and it makes me feel happy.*

### 3 **Focus** ▶ Scanning for information

Explain the task and refer Ss to the four points of the compass on the map on p. 35. Remind Ss to use the appropriate prepositions when giving locations (*e.g. in the north of England*). Elicit answers from Ss around the class.

#### **Answer Key**

*Scotland is in the north of Britain. / England is in the south of Britain. / Wales is in the west of Britain. / Northern Ireland is in the west of Britain.*

*Edinburgh is in the east of Scotland. / Belfast is in the east of Northern Ireland. / London is in the southeast of England. / Cardiff is in the south of Wales. / York is in the northeast of England. / Liverpool is in the west of England.*

### 4 **Focus** ▶ Reading/Listening for specific information

Elicit/Explain the meaning of the phrases listed. Play the recording, pausing after each section to elicit answers. Ss listen and read to find the answers. Elicit answers from Ss.

#### **Answer Key**

a **heavy rain:** Scotland – Northern Ireland

b **storms:** South West England and Wales – Scotland

c **strong winds:** South West England and Wales

d **light winds:** London and South East England

### 5 **Focus** ▶ Giving definitions and recognising abbreviations

Ss explain the highlighted words by giving a definition, synonym/antonym, example, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses.

#### **Answer Key**

**spell (n):** short period of time

**sunshine (n):** light/heat from the sun

**throughout (adv):** all the time/during

**dull (adj):** cloudy

Elicit what the abbreviations stand for, then elicit/explain the meaning of any words Ss still do not understand.

#### **Answer Key** (See overprinted answers)

### 6 **Focus** ▶ Talking about forecast weather conditions

Ask Ss to look at the cities on the map. Elicit the forecast for today's weather in these particular areas. Point out the use of "will" when forecasting the weather.

#### **Answer Key**

*In York it will be cloudy and wet.*

*In Liverpool it will be sunny at first, but cloudy later.*

*In Belfast it will be cloudy with heavy rain.*

*In Edinburgh it will be cloudy with heavy rain.*

*In Cardiff it will be cloudy with light rain.*

*In Dublin it will be sunny at first, but cloudy later.*



7 a. **Focus ►** Listening for specific information

Present the task and check Ss' understanding of the activities. Play the recording, twice if necessary. Ss listen and match the people to the activities. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

b. **Focus ►** Personalising learning

Refer the class to the example sentence and then ask individual Ss what they usually do in various weather conditions. Ss continue the task individually or in pairs. Monitor the activity, then ask Ss around the class to make sentences about their partner's activities.

**Suggested Answer Key**

*I usually go to the beach/park/etc when the weather is warm.  
I usually go fishing /go for a long walk when the weather is cool.  
I usually stay in/go skiing when the weather is cold.  
I usually play football/go fishing when the weather is good.  
I usually stay at home and watch a DVD/listen to music when the weather is bad.*

8 **Focus ►** Requesting, giving and refusing permission

Present the language in the table and elicit/explain the meaning of any unknown words. Ask a pair of Ss to act out the example exchange, and emphasise the importance of lively intonation. In pairs, Ss act out further exchanges using the list of activities in Ex. 7. Monitor the activity around the class.

**Suggested Answer Key**

A: Mum, it's freezing cold today! Can I stay in bed and watch a video?

B: Of course you can.

A: It's so warm today. Can I go to the park, please?

B: I'm afraid you can't; we're going to visit Grandma.

A: It's really cold and windy today. Can we wrap up warm and go for a long walk?

B: Certainly.

A: It's boiling hot today. Can Anna and I go to the beach?

B: I'm sorry, but I think it'll be too hot.

A: It's a lovely day today. Could my friends come over for a barbecue?

B: I'm afraid they can't. We've got visitors. etc.

9 **Focus ►** Pronunciation of homophones

Read out the first pair of words ("weather" – "whether") and elicit if the pronunciation is the same or different. Play the recording, pausing after each pair. Ss listen and say if the pronunciation is the same or different. Confirm the correct answers. Play the recording again. Ss listen and repeat, chorally and/or individually.

**Answer Key** (See overprinted answers)

10 **Focus ►** Writing a weather forecast

Draw Ss' attention to the model forecast in Ex. 4 and ask them to write their own forecasts for two cities in their country. As an optional extension, Ss can draw a map, with weather symbols, to accompany the short text. Assign the task as HW. Ss present their forecasts in the next lesson.

**Suggested Answer Key****Weather Forecast****Marseilles:**

*Sunny spells throughout the morning, becoming cloudy and windy later in the afternoon. Light rain during the late evening.*

*Max temp: 16-18°C.*

*Tonight, light rain.*

*Min temp: 10-12°C.*

**Paris:**

*Very cloudy with strong winds throughout the day and heavy rain by late evening.*

*Max temp: 13-15°C.*

*Tonight, heavy rain.*

*Min temp: 6-8°C.*

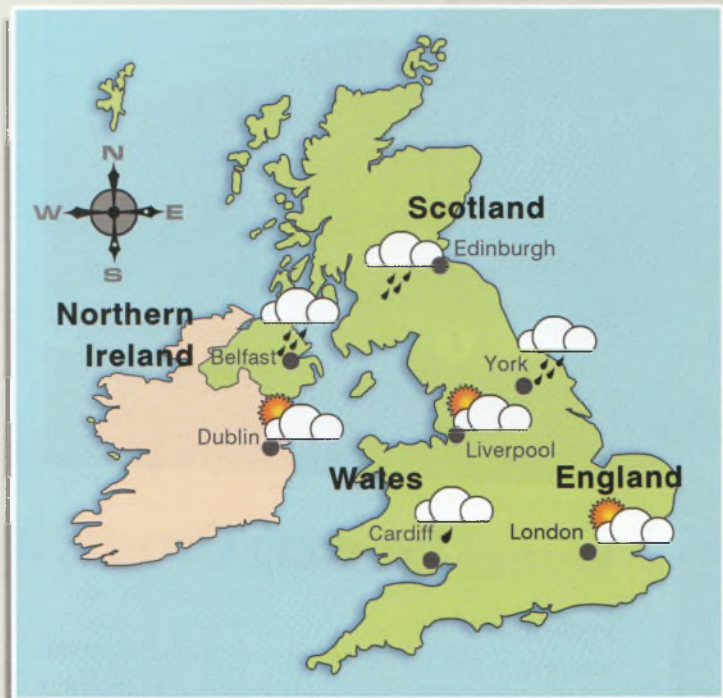
**Optional Reinforcement & Extension Activities**

- 1 Bring a small box of cards with weather symbols on them into class. Let individual Ss pick out a card and describe the day's weather to the rest of the class, and/or what kind of clothing they might need to wear that day.
- 2 Create a large circular weatherboard divided into two halves of six sections each. Write a temperature adjective in each top section (*hot, warm, mild, cool, chilly, cold*) and draw a weather symbol in each bottom section (*windy, foggy, snowy, rainy, sunny, cloudy*). Using a paper fastener, attach two 'hands' to the centre of the board. Each lesson, a different S can move the hands to indicate the weather that day (e.g. cool and cloudy).



# Weather Forecast

## Today's Outlook



**London and South East England:** Sunny **spells** in the morning, cool and cloudy later. A light south-westerly wind by late afternoon. *Max temp 10-13°C (50-55°F).* Tonight, light winds. *Min temp 7-9°C (45-48°F).*

**South West England and Wales:** A windy day with spells of light rain for most of the morning. Strong winds during the afternoon and possible storms by early evening. *Max temp 8-10°C (46-50°F).* Tonight, strong winds. *Min temp 6-8°C (43-46°F).*

**North East England:** Early **sunshine** will give way to clouds and rain for most of the day. *Max temp 9-11°C (48-52°F).* Tonight, heavy rain. *Min temp 5-7°C (41-45°F).*

**North West England:** A few sunny spells during the morning, but becoming cloudy by early afternoon with rain until late evening. *Max temp 7-9°C (45-48°F).* Tonight, rain. *Min temp 4-6°C (39-43°F).*

**Scotland:** Cloudy and wet. Heavy rain **throughout** the day. *Max temp 5-7°C (41-45°F).* Tonight, storms. *Min temp 4-6°C (39-43°F).*

**Northern Ireland:** A **dull**, wet day with heavy rain and thick cloud. *Max temp 9-11°C (48-52°F).* Tonight, showers. *Min temp 6-8°C (43-46°F).*

- |                  |                     |
|------------------|---------------------|
| 1 <b>e</b> David | a go to the beach   |
| 2 <b>d</b> Kathy | b watch video       |
| 3 <b>g</b> Steve | c go skiing         |
| 4 <b>f</b> Joe   | d listen to music   |
| 5 <b>c</b> Emily | e play table tennis |
|                  | f go fishing        |
|                  | g play football     |
|                  | h go on a bike ride |

b. What do you do in **hot/warm/cool/cold/good/bad** weather?

*I usually go to the beach when the weather is hot.*

## Everyday English

### ► Requesting Permission

8 Read the table. Then, use ideas from Ex. 7b and your own to act out exchanges.

Requesting Permission
• Can/Could I/we ...
Giving Permission
• Sure.; Certainly.; Of course you/we etc can!
Refusing permission
• I'm sorry, but ...; I'm afraid you can't.

A: *It's hot today. Can we go to the beach?*  
B: *Certainly.*

## Pronunciation (homophones)

9 Listen and mark if the words in each pair sound the same (✓) or slightly different (X). Listen again and repeat.

- |                                       |         |         |
|---------------------------------------|---------|---------|
| 1 <input checked="" type="checkbox"/> | weather | whether |
| 2 <input checked="" type="checkbox"/> | warm    | arm     |
| 3 <input checked="" type="checkbox"/> | see     | sea     |
| 4 <input checked="" type="checkbox"/> | wear    | where   |

## Writing (a weather forecast)

10 **Portfolio:** Write a weather forecast for two cities in your country. You can use the text in Ex. 4 as a model.

## Listening

7 Listen and match the people to the activities.





### Vocabulary

#### ► Geographical features

1 Find the places in the picture.

- desert • river • mountain • lake • forest
- valley • waterfall • sea • beach

### GAME

Imagine yourself in one of these places.  
Describe what you can see and/or hear.  
Your partner guesses the place.

A: *There are a lot of trees and plants here. I can hear birds singing.*

B: *Are you in a forest?*

### Reading

2 Look at the title and the headings in the text. Can you guess which places the text is about? Read and check.

3 a. Read and fill in the missing words.  
Listen and check. Explain the words in bold.

b. Underline all the names of places in the text. Which take **the**: **countries, continents, rivers, mountains, oceans, lakes**?

## Record-Breaking Geography

### Smallest continent

Australia is the smallest continent **0**) in the world, but one of the largest countries on Earth. It covers an **area** of 7,614,500 km<sup>2</sup> and **lies** between the Pacific **1**) **and** Indian Oceans.

### Largest island

Greenland **lies** in **2**) **the** North Atlantic Ocean and is the world's largest island. It has an **area** of around 2,175,600 km<sup>2</sup>.

### Highest mountain

Mount Everest, or "Goddess Mother of the World", is the highest mountain in the world. It **3**) **is** **actually** 8,850 m high and is in Tibet. It **was** named after Sir George Everest, **4**) **a/the** British surveyor.

### Largest ocean

The largest ocean in the world is the Pacific Ocean. **5**) **It** has a **total** **area** of 165,250,000 km<sup>2</sup> and an average **depth** of 4,280 m.

### Longest river

There is some **disagreement** about which river is **6**) **the** longest – the Amazon or the Nile – as it is hard to know where each river begins and where each ends. At **7**) **their** longest **points**, the Amazon is about 6,400 km and the Nile is 6,650 km.

### Deepest lake

Lake Baikal **8**) **in** Russia is the world's deepest lake. It is 1,741 m **deep** and **holds** about one-fifth of the world's fresh water supply.



## A world of wonders!

**Objectives:** learning about geographical features; practising factual description & comparison; practising intonation for expressing surprise

**Vocabulary:** geographical features; measurements

**Reading:** an article about record-breaking geographical features (cloze text)

*Skills – predicting/scanning  
reading for detailed comprehension*

**Speaking:** an oral summary of the text from memory

**Grammar:** comparatives and superlatives

**Listening:** repetition of set phrases to express surprise

*Skill: listening for intonation in responses*

**Writing:** a poster about geographical features

### 1 **Focus** ► Vocabulary – geographical features

Ask Ss to look at the picture on p. 36 which includes different geographical features. Point to the first one and elicit the feature through questions (*Is it a beach? No, it isn't. Is it a valley? No, it isn't. Is it a desert? Yes, it is.*). Repeat this procedure for the remaining features. Elicit how the title of the lesson is related to the picture. (*Our world is full of natural wonders.*)

#### Answer Key

- |             |          |          |         |
|-------------|----------|----------|---------|
| 2 mountain  | 4 valley | 6 lake   | 8 sea   |
| 3 waterfall | 5 river  | 7 forest | 9 beach |

### Game

Present the task and the example exchange. Elicit examples of what you might see/hear in each place, and elicit the appropriate prepositions (e.g. in the desert/a valley/etc, on (top of) a mountain, next to a river/lake/etc). Ss play the game in pairs. Monitor the activity, then ask open pairs of Ss to act out exchanges.

#### Suggested Answer Key

- A: *There is nothing but sand here and all I can hear is the wind.*  
B: *Are you in the desert?*  
A: *Yes, I am.*
- A: *I am very high up and can see everything below. I can see eagles flying.*  
B: *Are you on top of a mountain?*  
A: *Yes, I am.*
- A: *I can see white water hitting the rocks. It's making a loud noise.*  
B: *Are you next to a waterfall?*  
A: *Yes, I am.*
- A: *I am in a flat green part of the country with only a few trees.*  
B: *Are you in a valley?*  
A: *Yes, I am.*
- A: *There is water moving slowly down towards to the sea. I can hear fish splashing.*  
B: *Are you next to a river?*  
A: *Yes, I am.*
- A: *I can see a large area of water here with land all around it. I can also hear different birds singing.*  
B: *Are you next to a lake?*  
A: *Yes, I am.*

A: *There is water everywhere and I can hear seagulls.*

B: *Are you by the sea?*

A: *Yes, I am.*

A: *I can see children making sandcastles in the sand, and people are sunbathing. I can hear waves splashing.*

B: *Are you at the beach?*

A: *Yes, I am.*

### 2 **Focus** ► Predicting the content of a text

Ask Ss to predict which places the text is about by scanning the title and headings. Elicit guesses from around the class (e.g. *"I think Europe is the smallest continent."*). Ss read the text to check their guesses. Confirm the correct answers.

### 3 a. **Focus** ► Cloze text

Read out the instructions and explain the task. Remind Ss that a cloze text usually tests simple grammar points, prepositions, conjunctions etc. Allow Ss time to read the text and complete the task. Check Ss' answers.

#### Answer Key (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym/antonym, example, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses.

#### Answer Key

**area (n):** size (in the context of land)

**lie (v):** to be located

**actually (adv):** in fact

**be named after (phr):** be given the same name as sb, in honour of that person

**surveyor (n):** person who examines areas of land carefully (e.g. to measure height/width etc)

**total (adj):** the amount you get when you add everything together

**depth (n):** how deep a place is

**disagreement (n):** a difference of opinion

**point (n):** particular place

**deep (adj):** how far down something goes e.g. river

**hold (v):** to contain, to have inside

**water supply (n):** water available for us to use

### b. **Focus** ► Use of "the" with place names

Explain the task and remind Ss that names of countries, individual geographical features, etc begin with capital letters. Allow Ss time to complete the task. Check Ss' answers around the class and explain any queries. Refer Ss to the Grammar Reference Section for more details.

#### Answer Key

**names of places:** Australia, (the) Pacific Ocean, (the) Indian Ocean, Greenland, (the) North Atlantic Ocean, Mount Everest, Tibet, (the) Amazon, (the) Nile, Lake Baikal, Russia

**the:** rivers and oceans take 'the' – e.g. the Nile, the Pacific



4 a. **Focus ►** Vocabulary – measuring dimensions

Read out the adjectives (*long, deep, wide, high*) and nouns (*length, depth, width, height*). Read each adjective aloud again, and Ss respond chorally with the corresponding noun. Then Ss ask and answer, as in the example exchange, in closed pairs.

**Answer Key**

B: ... *deep* is the box?

A: It's 30 cm *deep*. How *wide* is the box? etc

- b. Ask Ss to find words from Ex. 4a in the text ("*high*", "*depth*", "*deep*"). Direct Ss' attention to the term "*area*" and elicit/explain the meaning (*length x width*). Elicit what the various measurements can be applied to.

**Suggested Answer Key**

We can measure the length of rivers, the height of mountains, the depth/area of lakes and oceans, the area of continents, etc.

5 **Focus ►** Speaking about the text from memory

Read out the instructions and reassure Ss they are not expected to remember precise details. Ss close their books and do the activity in closed pairs. Ask Ss around the class to say what they can remember.

**Suggested Answer Key**

Australia is the smallest continent in the world, the deepest lake is in Russia, the largest ocean is the Pacific, Greenland is the largest island and Mount Everest is the highest mountain.

6 **Focus ►** Comparatives & superlatives

Read out the example sentences. Elicit which compares two buildings and which compares three buildings.

**Answer Key**

"taller than" – to compare two people/places/things

"the tallest" – to compare more than two people/places/things

7 **Focus ►** Formation of comparative & superlative

Present the table. Elicit that "comparative" compares two things/etc, and "superlative" compares three or more. Ss complete the table. Check Ss' answers.

**Answer Key**

the smallest (of) – the biggest (of) – the longest (of) – the largest (of) – the best (of)

Elicit the comparative and superlative of "small" and how they are formed. Ask how many syllables "small" has. Repeat this procedure with "beautiful".

**Answer Key**

– one syllable: add -er/-est – e.g. small – smaller – smallest

– two or more syllables: add more/most – e.g. beautiful – more beautiful – most beautiful

Elicit the comparative and superlative of "big", "large" and "happy". Write these on the board, drawing attention to spelling, and elicit a rule for each case. Elicit which adjectives are irregular.

**Answer Key**

– one vowel + one consonant: double the consonant before adding -er/-est

e.g. big – bigger – biggest

– one-syllable adjectives ending in -e add -r/-st –

e.g. large – larger – largest

– two-syllable adjectives ending in -y add -ier/-iest –

e.g. happy – happier – happiest

– irregular adjectives: much/many, good, bad

8 **Focus ►** Practising comparisons

Explain the task. Allow Ss time to complete the task. Monitor the activity, then check answers around the class.

**Answer Key**

2 Asia is larger than Europe.

3 China has the largest population in the world.

4 The weather in Spain is better than the weather in England.

5 Paris is the most popular tourist destination in Europe.

6 Antarctica is colder and windier than the Arctic.

7 The Pacific Ocean is deeper than the Atlantic Ocean.

9 **Focus ►** Comparing family members

Explain the task and encourage Ss to use a variety of forms. Allow Ss time to complete the task. Monitor the activity, then check Ss' answers around the class.

**Suggested Answer Key**

My sister is *more beautiful* than me. My brother is *younger* than me. My sister is *the most intelligent* member of the family. etc

- 10 Present the task and elicit/explain the meaning of any unknown words. Elicit a few examples using a variety of forms. Ss complete the activity in pairs. Monitor the activity, then check Ss' answers around the class.

**Suggested Answer Key**

(London – York – Edinburgh)

London is noisier than York.

London has the most expensive shops.

I think London has cheaper hotels than York. etc

11 a. **Focus ►** Practising intonation when expressing surprise

Read out the first response and emphasise the intonation. Play the recording, pausing after each item. Ss listen and repeat, chorally and individually.

b. **Focus ►** Expressing surprise

Explain the task and remind Ss to use appropriate intonation. In pairs, Ss act out exchanges. Monitor the activity, then ask pairs of Ss to act out their exchanges for the class.

**Suggested Answer Key**

A: Did you know that Asia is larger than Europe?

B: I had no idea! etc

12 **Focus ►** Creating a poster about your country's geographical features

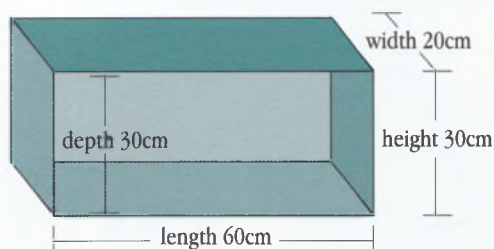
Draw Ss' attention to the text in Ex. 3 and ask them to create their own poster with facts about the biggest/longest/highest/etc geographical features in their country. Assign the task as HW. Ss present their posters to the class in the next lesson.

(Ss' own answers)



- 4 a. Look at the picture. Use the adjectives to ask and answer.

• long • deep • wide • high



A: How long is the box?

B: It's 60 cm long. How ...?

- b. Which of these words can you find in the text? What can we measure?

## Speaking

- 5 Close your books and say five facts you can remember from the text.

## Exploring Grammar

### ► Comparatives/Superlatives

Grammar Reference

- 6 Read the sentences below. Which form do we use to compare:

- two people, places, things?
- more than two people, places, things?

The Eiffel Tower is **taller than** the Leaning Tower of Pisa.

The Empire State Building is **the tallest of** the three.

- 7 Complete the table. How do we form the comparative and superlative of: *short adjectives (one syllable)? longer adjectives (two or more syllables)?* Are there any changes in spelling? Which adjectives are irregular?

Adjective	Comparative	Superlative
high	higher (than)	the highest (of)
small	smaller (than)	.....
big	bigger (than)	.....
far	farther	the farthest (of)
long	longer (than)	.....
large	larger (than)	.....
expensive	more expensive (than)	the most expensive (of)
much/many	more (than)	the most (of)
good	better (than)	.....
bad	worse (than)	the worst (of)

- 8 Make sentences. Use the comparative or superlative form.

- 1 Australia/small continent/in the world  
*Australia is the smallest continent in the world.*
- 2 Asia/large/Europe
- 3 China/large/population/world
- 4 weather in Spain/good/weather in England
- 5 Paris/popular/tourist destination/Europe
- 6 Antarctica/cold & windy/Arctic
- 7 Pacific Ocean/deep/Atlantic Ocean

- 9 Make four true sentences comparing yourself to members of your family.

*I'm the youngest in my family.*

- 10 Work in pairs. Think of three cities in your country. Make sentences comparing them. Think about: • noise • shops • hotels • people • cinemas • size • lifestyle

• stressful • boring • difficult  
• expensive • quiet • small • cheap  
• big • noisy • friendly • large

Adjectives

*It's noisier in ... than ... is the noisiest of all.*

### ► Intonation (Expressing surprise)

- 11 a. Listen and repeat.

- Is it really? • I had no idea!
- I didn't know that! • Really?
- Wow! That's amazing!

- b. Use the phrases and ideas from Ex. 8 & 11a to act out short exchanges.

A: Did you know that Australia is the smallest continent in the world?

B: Is it really?

**Writing** (a poster about geographical features in your country)

- 12 Portfolio: Find pictures and interesting facts about your country's geographical features. Think about: **longest river, highest mountain, etc.** Make a poster and present it to the class. Use the text in Ex. 3 as a model.





## Vocabulary

### ► Animals

- 1 a. Listen and circle the animals you hear. Say the plurals. Which are irregular?
  - goose • fox • tortoise • deer • peacock
  - elephant • snake • goat • sheep • owl
  - zebra • rhino • parrot • lizard • alligator
  - eagle • goldfish • stork • kangaroo
  - rabbit • dolphin • wolf • tiger • giraffe
  - camel • polar bear • hamster • pigeon
  - monkey • seal • gorilla • lion
- b. Which of these animals normally live: **in deserts? on mountains? in the sea? in rivers? in polar regions? in tropical forests? on farms?**
- 2 What animals can you see on the zoo map? Which has: **a mane? wings? a long tail? a horn? a short beak? a long neck? whiskers? short legs? claws? paws? fins? flippers?**
- 3 Choose an animal from Ex. 1a. Your partner asks you five yes-no questions to find out what it is.

A: *Has it got a long neck?* B: *No, it hasn't. etc*

## Listening & Reading

- 4 a. These sentences are from the dialogue on the right. What is the dialogue about? Where does it happen? Listen, read and check.

Looking for something in particular, sir?  
It's his birthday, you see.  
What about a rabbit?

I guess you've got a point there.  
Let's have a look.  
I think I'll have that one.  
Excellent choice, sir.

- b. Explain the words in bold.

A: Hello. Looking for something in particular, sir?  
C: Actually, yes. I want a pet for my son. It's his birthday, you see.  
A: How old is he?  
C: He's eight this **coming** Sunday. Maybe a dog is a good idea.  
A: Well, dogs are playful but they need a lot of care and this may be too much **responsibility** for an eight-year-old.  
C: I see.  
A: What about a rabbit?  
C: A rabbit? Don't they smell a lot?  
A: Well, you do need to **clean out** the cage **regularly**. But they don't need walks, and they aren't as noisy as dogs.  
C: That's true. I see you've got some tortoises over there. They're easy to take care of, aren't they?  
A: Tortoises are much easier than rabbits or dogs. They don't do very much.  
C: I guess you've got a point there.  
A: What you need is a pet that is friendly and playful but doesn't **take up** too much time.  
C: What about a kitten, then?  
A: Kittens are sweet and easy to **look after**. We have some over there. Let's have a look.  
C: That one's cute. I think I'll have that one.  
A: Excellent choice, sir, and perfect for a young boy.



## The Animal Kingdom

**Objectives:** learning about animals; analysing pros & cons; practising language for giving/accepting/rejecting advice

**Vocabulary:** animals, their anatomy and habitats

**Listening:** a text about a missing pet (gap-filling task)

*Skill – listening for specific information*

**Reading:** a dialogue about pros & cons of pets

*Skills – scanning; reading for detailed comprehension*

**Grammar:** comparative structures; question words

**Speaking:** a dialogue giving/accepting/rejecting advice

**Writing:** a poster about a missing pet

### 1 Focus ► Matching sounds to animals

- a. Ask Ss to look at the title and the pictures. Elicit what the lesson is about (*animals*). Explain that Ss will hear sounds made by seven animals in the list. Play the recording, pausing after each sound. Ss listen and identify the animal by describing it, naming it in their own language, etc. Elicit the name of the animal in English.

Divide the class into six groups and give each group a line from the list of animals (*e.g. goose, fox, tortoise, deer, peacock*). Ask them to find the plurals of their animals in their dictionaries. Each group then reports back to the class so that all plurals are given.

Remind Ss that we usually form the plural by adding -s or -es to the singular noun. Elicit which five animal names have an irregular plural form.

#### Answer Key

**animal sounds:** goose, elephant, sheep, parrot, wolf, tiger, monkey

**plural forms:** geese, foxes, tortoises, deer, peacocks, elephants, snakes, goats, sheep, owls, zebras, rhinos, parrots, lizards, alligators, eagles, goldfish, storks, kangaroos, rabbits, dolphins, wolves, tigers, giraffes, camels, polar bears, hamsters, pigeons, monkeys, seals, gorillas, lions

**irregular plurals:** goose – geese, deer – deer, sheep – sheep, goldfish – goldfish

- b. Read out the list of habitats and elicit/explain the meaning of any unknown words. Elicit which animals from the list live in each habitat.

#### Answer Key

**in deserts:** tortoises, snakes, lizards, camels, lions

**on mountains:** snakes, foxes, goats, sheep, eagles, rabbits, wolves, gorillas

**in the sea:** dolphins, seals

**in rivers:** snakes, alligators

**in polar regions:** wolves, polar bears, seals

**in tropical forests:** snakes, parrots, lizards, alligators, tigers, monkeys, gorillas, lions

**on farms:** geese, goats, sheep

### 2 Focus ► Identifying parts of animals' bodies

Ask Ss to name the creatures they can see in the picture.

#### Answer Key (See overprinted answers)

Elicit/Explain the meaning of any unknown words in the list. In groups, Ss find as many animals as possible to match each item. Groups then report back to the class.

Write Ss' answers on the board. Ss copy the completed table into their notebooks.

#### Answer Key

**mane:** lion

**wings:** eagle, parrot, stork, goose, owl

**long tail:** alligator, camel, lizard, parrot, lion, monkey, zebra, tiger, giraffe, (elephant, eagle – debatable)

**horn:** rhino

**short beak:** parrot, eagle, owl, goose

**long neck:** camel, stork, giraffe, goose

**whiskers:** lion, rabbits, tiger, seal

**short legs:** alligator, lizard, parrot, owl, rabbits

**claws:** alligator, eagle, lizard, parrot, lion, rabbits, tiger, owl, polar bear

**paws:** lion, tiger, polar bear, rabbits

**fins:** dolphins

**flippers:** seal, dolphins

### 3 Focus ► Yes/No questions

Ss choose an animal from the list in Ex. 1a and, in pairs, ask each other five Yes/No questions to find which animal their partner has in mind.

#### Suggested Answer Key

A: *Has it got a long body?*

B: *No, it hasn't.*

A: *Has it got two legs?*

B: *Yes, it has.*

A: *Is it one colour?*

B: *No, it isn't.*

A: *Does it talk?*

B: *Yes, it does.*

A: *Is it a parrot?*

B: *Yes, it is.*

### 4 a. Focus ► Predicting the content & situation of a dialogue

Read out the sentences taken from the dialogue and elicit/explain the meaning of any unknown words. Prompt Ss' guesses about the topic of the conversation and where it takes place. Play the recording. Ss listen and read to check their guesses.

#### Answer Key

*The dialogue takes place in a pet shop and is about a man who wants to buy a pet – probably a dog – for someone's birthday.*

- b. Ss explain the words in bold by giving a definition, synonym/antonym, example, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses.

#### Answer Key

**coming (adj):** next

**care (n):** feeding/exercise/etc

**responsibility (n):** duty, sth sb has to do

**clean out (phr v):** to take everything out and clean the inside

**regularly (adv):** often, once a day/week/etc

**take up (phr v):** need/require

**look after (phr v):** take care of



- c. Ss scan the text to identify the four pets mentioned in the dialogue (*dog, rabbit, tortoise, kitten*). As an example, elicit the good/bad points of having a dog (*✓ is playful / ✗ needs a lot of care*). Ss then tell their partners about other pets mentioned, using the points in the text as well as their own ideas. Monitor the activity, then ask Ss around the class to share their ideas.

#### Suggested Answer Key

rabbit: ✓ doesn't need walks; not noisy  
✗ smelly; cage needs cleaning regularly  
tortoise: ✓ easy to care for; not noisy  
✗ they don't do very much  
kitten: ✓ sweet, clever and cute; easy to look after  
✗ hair gets everywhere

#### 5 Focus ► Comparative structures

Read out the theory, eliciting that "much" + comparative expresses a great difference, while "as" + adj + "as" shows two animals/objects/etc are equal. Read out the adjectives and elicit/explain the meaning of any unknown words. Ask individual Ss to compare different animals from the zoo map, using the target structures and the adjectives given. Ss do the task individually or in pairs. Monitor the activity, then check Ss' answers around the class.

#### Suggested Answer Key

Rabbits are **much friendlier** than rhinos.  
Monkeys are **as playful as** dolphins.  
Geese are **as noisy as** parrots.  
Parrots are **much smarter** than storks.  
Dolphins are **as cute as** seals.  
A zebra is **much shorter** than a giraffe.  
Eagles are **as beautiful as** storks.  
Parrots are **much funnier** than geese.  
Snakes are **as clean as** lizards.  
The stork's beak is **much longer** than the eagle's beak.  
A giraffe is **much taller** than a zebra. etc

#### 6 Focus ► Question words

Allow Ss time to circle the correct question word in each sentence. Check Ss' answers, then elicit answers to the questions.

**Answer Key** (See overprinted answers)

#### Suggested Answer Key

Kangaroos live in Australia, and I think they eat grass and leaves. I don't know how long they live. They have two very long back legs and two short front legs like arms. They don't really run, but they jump a long way and can reach speeds of about 50 km/h.

#### 7 Focus ► Asking about favourite animals

In pairs, Ss find out about their partner's favourite animal by using question words from the previous exercise. Invite some pairs to act out their exchange in front of the class.

#### Suggested Answer Key

A: What is your favourite animal?  
B: The polar bear.  
A: Where does it live?  
B: In the Arctic.

A: What does it eat?

B: Fish and seals, etc

#### 8 Focus ► Giving, accepting & rejecting advice

Read out the instructions and the expressions in the table and elicit/explain the meaning of any unknown words. Ss complete the task in pairs. Monitor the activity, then ask pairs of Ss to act out their dialogues.

#### Suggested Answer Key

A: I want to get a pet. Do you think I should get a dog?

B: I don't think it's such a good idea. Dogs are a bit dirty and they need a lot of care. Why don't you get a cat? They're cleaner than dogs and they don't need a walk twice a day!

A: Great idea! I think I'm going to take your advice.

#### 9 Focus ► Listening for specific information

Ask Ss to look at the poster of the missing cat and try to predict what kind of information is missing (*colour, noun, date, phone number, etc*). Play the recording, twice if necessary. Ss listen and complete the gaps. Check Ss' answers.

**Answer Key** (See overprinted answers)

#### 10 Focus ► Writing a poster providing information

Refer Ss to the poster about the missing cat. Point out the layout and specific information given. Ask Ss to create a similar poster about a pet of theirs that is missing. Assign as HW. Ss present their posters to the class in the next lesson.

#### Suggested Answer Key

MISSING	
	
Lost: our dog Jakey	
Age: seven months old	
Description: White body with pink ears and nose	
Went missing on: Wednesday 7th April, near the park in Tynedale Road	
Reward: £50	
Please phone: 213 7649982	

#### Optional Reinforcement & Extension Activities

- Ss can keep a few pages at the back of their notebooks divided into two sections to create lists of singular/plural animals/objects etc.
- Each S brings a picture of their favourite animal to class. Prepare a suitable background on one wall of the classroom for a long frieze with trees, lakes, hills, etc. Ss add their favourite animal to the most suitable part of the frieze and label it with a short description.





- c. Read again and find four pets. What are the pros and cons of having each as a pet? List them, then tell your partner.

## Exploring Grammar

### ► Comparative structures

Grammar Reference

- 5 Read the theory. Use the adjectives to compare animals from the zoo map.

- much + comparative form of the adjective  
*Dogs are **much friendlier** than cats.*
- as + adjective + as  
*This dog is **as friendly as** that one.*

- heavy • friendly • playful • noisy • smart • cute
- short • beautiful • funny • clean • long • tall

*Elephants are **much heavier** than rhinos.*

### ► Question Words

Grammar Reference

- 6 Circle the correct question words. Can you answer the questions?

- 1 What / Where do kangaroos live?
- 2 What / Which do they eat?
- 3 How long / How much do they usually live?
- 4 How many / How much legs have they got?
- 5 What / How fast do they run?

- 7 Ask your partner questions about his/her favourite animal.

## Everyday English

### ► Giving advice

- 8 Your friend wants to buy a pet. He has asked for help. Use the table to:
- reject your friend's suggestion
  - advise your friend to get a different pet instead
  - explain why your suggestion is better

Giving advice	Accepting
<ul style="list-style-type: none"> <li>• How about (verb + ing) ...?</li> <li>• Why don't you (bare inf) ...?</li> <li>• Have you thought of (verb + ing) ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Great idea!</li> <li>• I think you're right.</li> </ul>
	Rejecting
	<ul style="list-style-type: none"> <li>• I'm not sure ...</li> <li>• I don't think it's such a good idea ...</li> </ul>

## Listening

- 9 Listen and complete.

### MISSING

Lost: Mitzi the cat

Age: 0) 3 years old

Description: Grey and 1) white, with a long 2) white tail, one black paw and green 3) eyes

Went missing on: 4) 1st December, near Church St.

Please call: 5) 957333

£ 50 REWARD



## Writing (a poster)

- 10 Portfolio: Imagine your pet is missing. Design a poster to let people know about it.



## Getting Started

- 1 Think of the last time you gave someone a piece of advice. What was it about? What did you say?

## Let's look closer

- 2 Read the rubric. What's Carol's problem? What kind of things does Lisa have to think about before giving advice? Think about: • **type of animal** • **cost** • **space** • **care**. Read and check.

Carol has written to her friend Lisa. This is part of the letter:

*Our new flat is great – not big, but enough for the three of us. Now, I'm thinking of buying a pet. Any idea what I should choose?*

- 3 Read Lisa's letter and fill in the gaps with the phrases giving advice below.

• You should • Why don't you • How about

Dear Carol,

1 Hi! How are you? I think it's a really good idea to get a pet. Here's what I suggest.

2 1) **You should** get a small pet **because** you live in a flat and you don't have a lot of space. 2) **How about** getting a cat? They're great pets to have in flats, **as** they don't need to go out for walks. 3) **Why don't you** get a cat from a rescue centre? **That way** you can help an animal and get a cheap pet at the same time.

3 Well, I must go now. I hope I have helped. Let me know what you decide.

Best wishes,  
Lisa

- 4 a. Which paragraph contains Lisa's advice? What are the reasons for each piece of advice?  
b. Does Lisa use the words in bold to give advice or reasons for her advice?

## Writing (a letter of advice)

- 5 This is part of a letter you received from a friend. Underline the key words. What information do they give us about:
  - reason(s) for writing?
  - who you are writing to?
  - what you need to write?

*... I'm writing to ask for your advice. My Aunt Sophie gave me a puppy for my birthday. The problem is I don't know how to take care of him ... Since you have got one, can you tell me what to do?*

- 6 Match each piece of advice to a suitable reason. Make full sentences using phrases for giving advice.

ADVICE		REASONS
1 take him to the vet	as	a dogs love to chew things
2 take him for regular walks	since	b needs different injections/regular check-ups
3 buy toys	because	c exercise is really important for dogs

*You should take him to the vet, as he needs different injections and regular check-ups.*

- 7 **Portfolio:** Use your answers from Ex. 6 and the plan below to write your letter of advice (80-100 words).

## Plan

### Paragraph 1

*greet friend & explain reason for writing*

### Paragraph 2

*your advice & reasons*

### Paragraph 3

*ask friend to write back and tell you if your advice helped*





## Help me!

**Objectives:** learning how to give written advice; practising analysis and understanding of the rubric in a writing task; increasing awareness of text organisation and written style; practising functional writing

**Reading:** a short letter of advice (gap-filling task)

*Skill – identifying paragraph content*

**Speaking:** recommending certain courses of action

**Vocabulary:** phrases giving advice

**Writing:** a letter of advice to a friend

### 1 **Focus** ► Discussion – giving advice

Elicit examples of when we give advice and why. Present the task and elicit brief answers to the questions from Ss around the class.

#### **Suggested Answer Key**

*The last time I gave someone a piece of advice was last week. I told my sister that if she was not happy in her job, she should find another one.*

### 2 **Focus** ► Understanding the rubric for a writing task

Read out the rubric for the writing task and elicit the key points. Elicit the problems Carol might have with various pets. Present the prompts and elicit relevant answers. Ss read the letter in Ex. 3 quickly to see if Lisa's advice matches the points mentioned.

#### **Suggested Answer Key**

*Carol is not sure which pet to choose. Before giving advice, Lisa needs to think about the size of the animal because Carol's flat is not very big and there isn't a lot of space. Also, Carol might not have a lot of money or time to spend on her pet, so Lisa should suggest a pet that isn't expensive and doesn't need a lot of care.*

### 3 **Focus** ► Gap-filling activity – phrases giving advice

Present the phrases and elicit what form and punctuation follows each phrase (*bare infinitive, full stop; bare infinitive, question mark; -ing, question mark*). Advise Ss to read to the end of each gapped sentence to check which option fits. Ss complete the task. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

### 4 **Focus** ► Clauses of reason

- a. Ask Ss to identify the content of each paragraph (1 = greetings, comment on friend's letter; 2 = advice, with reasons; 3 = closing remarks). Elicit what reason is given to support each piece of advice.

#### **Answer Key**

*The reasons include: small pet → not lots of space in the flat; cat → easy to care for; rescue centre → give an animal a home and get a cheap pet.*

- b. Read out the first sentence in paragraph 2 and elicit that "because" introduces the reason supporting the advice. Repeat the procedure with "as" and "That way" and identify/elicite these are 'linkers'.

### 5 **Focus** ► Identifying key words in a rubric

Present the task and remind Ss that underlining key words in a rubric will help them to focus on the main points and do the task correctly. Ss complete the exercise. Check Ss' answers.

#### **Answer Key** (See overprinted answers)

### 6 **Focus** ► Matching advice/reasons

Explain the task. Allow Ss time to match the items, then select individual Ss to make full sentences.

#### **Suggested Answer Key**

*You should take him to the vet because he needs different injections and regular check-ups.*

*You should also take him for regular walks as exercise is really important for dogs.*

*Why don't you buy him some toys since dogs love to chew things?*

### 7 **Focus** ► Writing a letter of advice

Confirm that Ss are going to write a letter based on the rubric in Ex. 5. Remind Ss to use the points in Ex. 6 and the phrases giving advice in Ex. 3 and to follow the plan provided. Assign the task as HW. Correct Ss' answers in the next lesson.

#### **Suggested Answer Key**

*Dear Claire,*

*Hi! How are you? I think it's great that your aunt Sophie gave you a puppy for your birthday. Don't worry – they're not very difficult to take care of. Here's what I suggest you do.*

*You should certainly take him to the vet, because he needs different injections and regular check-ups. You should also remember to take him for walks, as exercise is really important for dogs. Why don't you buy him some toys as well since puppies love to chew things?*

*Well, I must go now. I hope this helps. Let me know what happens.*

*Best wishes,  
Katrina*

### Optional Reinforcement & Extension Activities

If Ss have access to the Internet, ask Ss, in pairs, to send each other brief information on two different holidays. In return, they send each other advice on which destination to choose and why.



## The Himalayas

**Objectives:** learning about the geography and ecology of the Himalayas; practising writing informational texts

**Vocabulary:** mountains and their formation

**Reading:** a text about the Himalayas

*Skills – scanning; reading for detailed comprehension*

**Speaking:** an oral summary of the text from memory

**Writing:** a short text about a mountain range

1 **Focus ►** Reading for detailed comprehension

Read the text aloud, elicit/explain the meaning of any unknown words, then help Ss to explain, in their own words if possible, how mountains are formed.

**Suggested Answer Key**

*There is a push under the crust of the Earth, which makes tectonic plates hit each other and move upwards.*

2 a. **Focus ►** Speculating about the content of the text

Ask Ss to look at the picture and title and check that they know what "the Himalayas" are. Individually or in pairs, Ss think of questions about the Himalayas. Elicit questions from around the class.

**Suggested Answer Key**

*Where are the Himalayas?*

*What's the weather like there?*

*What kinds of plants and animals can you find there?*

Play the recording. Ss listen and read to see if any of their questions are answered in the text.

b. **Focus ►** Scanning the text

Explain the task. Ask Ss to scan the text for the figures, then read carefully to see what these refer to. Check Ss' answers around the class.

**Answer Key**

14	world's highest mountains
200 (km)	width of the Himalayas
27,000	number of hikers who visited Nepal in 2000
2,400 (km)	length of the Himalayas
20	number of hikers who visited Nepal in 1964
8,000 (m)	minimum height of the Himalayas' 10 highest mountains

3 **Focus ►** Scanning for specific information

Read the instructions and go through the first one together as an example (*This mountain range is in Asia*). Allow Ss time to complete the task. Check Ss' answers.

**Answer Key**

- 2 Pakistan, India, China, Nepal, Bhutan
- 3 mountain goat, red panda, snow leopard, yak
- 4 Kathmandu

4 **Focus ►** Vocabulary – deducing meaning from context

Explain the task. Refer Ss to the Study Skills box and encourage them to guess the words from the context before using a dictionary. Allow Ss time to complete the task, then check Ss' answers around the class and

elicit/explain the meaning of any words Ss still do not understand.

**Answer Key**

**mountain range (n):** a long line of mountains

**cross (areas) (v):** to pass through/over

**extreme (weather) (adj):** very cold/hot/wet/etc

**altitudes (n):** height above sea level

**rocky ground (phr):** area with lots of large stones

**survive (v):** to manage to live

**adapt (v):** to change and become better suited to something

**harsh (environment) (adj):** very difficult

**attract (v):** to make people want to go to that place

**path (n):** walkway from one place to another

**tons of rubbish (phr):** lots of junk

5 **Focus ►** Oral summary of the text from memory

In pairs, Ss tell each other what they can remember. Monitor the activity, then check Ss' answers around the class.

**Suggested Answer Key**

A: *I can't remember everything, but I can remember that the Himalayas is the highest mountain range in the world.*

B: *Yes, it crosses five different countries and ten of the world's fourteen highest mountains are part of it.*

A: *I can also remember that life for the people who live there is very difficult because of the height and the weather.*

B: *That's right. And there aren't many animals that can survive there.* etc

6 **Focus ►** Writing a short text about a mountain range

Elicit the names of any mountain ranges in the continent where Ss live and have them choose one to write about.

**Suggested Answer Key****The Alps**

*The greatest mountain range in south-central Europe is the Alps. It is about 750 miles long. It crosses France, Switzerland, Italy and part of Germany to Austria and Slovenia in the east and covers 207,000 km<sup>2</sup>. The highest mountain in the Alps is Mont Blanc, which is on the border between France and Italy and is 4,807 metres high.*

*In the higher parts of the Alps you can see only rocks and snow. The middle areas have different grasses and flowers and the lower parts are full of pine trees.*

*There are a number of different national parks in the Alps. In these parks the ibex, the mountain hare and the golden eagle are safe from hunters.*

*Like other mountain areas, this range attracts a lot of tourists. This provides income for locals but it also causes a number of problems because there are too many hotels and too much traffic and pollution. As a result, there are more and more avalanches and floods every year.*

**Additional Material**

- Self-Assessment Module 2 (pp. 42-43)
- Across the Curriculum 2 (p. 44)
- Pairwork Activities, Set 2:  
2A (p. 118) – 2B (p. 116)
- Word Perfect 4 (p. 121)
- Grammar Check, Unit 4 (p. 127)



## Reading &amp; Listening

- 1 How are mountains formed?  
Read the text below to find out.

## How Are Mountains Formed?

The ground we stand on is called the Earth's crust. When there is a strong push under that crust, tectonic plates hit each other, fold upwards and form mountains.

- 2 a. Think of three questions you want to ask about the Himalayas. Read, listen and see if you can answer them.
- b. What do the following numbers refer to? • 14 • 200 • 27,000 • 2,400 • 20 • 8,000
- 3 Read again and find the:
- 1 continent the Himalayas are on.
  - 2 five countries the Himalayas cross.
  - 3 names of four animals.
  - 4 capital city of Nepal.

## Study skills

## Understanding new words

To understand the meaning of words you don't know, check if the rest of the sentence can help you.

- 4 Explain the words in bold.

## Speaking

- 5 Close your books. What can you remember from the text?

## Writing (a short text)

- 6 Portfolio: Find out about a mountain range on your continent. Write a short text about it. Write: **where it is, length/height, people/wildlife.**

## The Himalayas

The Himalayas (or 'Land of Snow') in Asia is the highest **mountain range** in the world! It is <sup>1</sup>2,400 km long and 200 km wide. It **crosses** Northeastern Pakistan, Northern India, Southern China (Tibet), Nepal and Bhutan. Ten of the world's 14 highest mountains, including Mount Everest, are part of the Himalayas and are all over <sup>2</sup>8,000 metres high.

**Extreme** weather conditions, high **altitudes** and **rocky ground** make life very difficult for people who live in the Himalayas. These people use simple hand tools and oxen to grow just enough food to live. Many animals and plants cannot **survive** there. Some, however, have **adapted** to the **harsh** environment. Among them are the mountain goat, with its thick warm coat and strong hooves, the red panda, the snow leopard and the yak.

Like other mountain areas, the Himalayas **attract** many tourists. In 1964, only 20 hikers visited Kathmandu, the capital of Nepal. In 2000, there were 27,000! This tourism provides income for locals, but it also causes many problems as tourists destroy mountain **paths** and leave **tons of rubbish** behind.

<sup>1</sup>2,400 = two thousand four hundred

<sup>2</sup>8,000 = eight thousand



# Self-Assessment

## MODULE 2

### Vocabulary

#### 1 Complete the sentences.

- 1 It's b o i l i n g hot today. It's 35°C.
- 2 They stayed in a five-star h o t e l.
- 3 Do you like white-water r a f t i n g?
- 4 I love sunbathing on clean s a n d y beaches.
- 5 Camels live in d e s e r t s.
- 6 Cats have got long w h i s k e r s on their face.
- 7 Children d r e s s up as witches during Halloween.
- 8 Dolphins have got f l i p p e r s and fins.
- 9 There's a wide r a n g e of water sports to choose from.
- 10 It's f r e e z i n g cold outside. Turn on the central heating, please.

(10 marks)

#### 2 Circle the odd word out.

- 1 expensive, family, cobbled hotels
- 2 busy, crowded, spicy streets
- 3 comfortable, fast, credit train
- 4 foggy, strong, windy weather
- 5 colourful, cultural, bright costumes

(10 marks)

#### 3 Underline the correct word.

- 1 Have you ever flown/ridden in a plane?
- 2 We enjoy trying twin/local dishes.
- 3 The festival took/lasted for three days.
- 4 People let/put off fireworks on that day.
- 5 There are heavy/strong winds today.

(10 marks)

### Grammar

#### 4 Circle the correct item.

- 1 The Amazon is one of the longest rivers ..... the world.  
A at B on C in
- 2 George is ..... than Nick.  
A tallest B tall C taller

- 3 Have you ever ..... to Portugal?

A been B went C going

- 4 Have you booked the tickets .....?

A yet B still C just

- 5 You don't need to wash up. I've ..... done it.

A still B already C yet

- 6 ..... you tried any local dishes?

A Are B Have C Did

- 7 We've lived in Spain ..... May.

A since B yet C for

- 8 Paul ..... dinner last night.

A cooked B cooking C cooks

- 9 John is the ..... in his class at school.

A older B old C oldest

- 10 He isn't as ..... as his brother.

A thinnest B thinner C thin

- 11 Tortoises are ..... smaller than giraffes.

A much B many C more

- 12 Greenland is the largest island ..... the world.

A of B on C in

(12 marks)

#### 5 Put the verbs in brackets into the correct tense.

- 1 John has not arrived (not/arrive) yet.
- 2 Ann did not come (not/come) yesterday.
- 3 Have you ever travelled (you/ever/travel) on a ship?
- 4 They have not left yet (not/leave/yet).
- 5 John is upset because he has lost (lose) his passport.

(10 marks)

### Communication

#### 6 Complete the exchanges.


- a I've been away on holiday.
- b What's the weather like today?
- c Mum, can I go to Sarah's after school?
- d I had no idea.
- e Oh, no!



- 1 A: Mark. It's been ages.  
Where have you been?  
B: I've been away on holiday.
- 2 A: Simon lost his credit card.  
B: Oh, no! That's terrible.
- 3 A: Did you know Mark left yesterday?  
B: I had no idea. He didn't tell me.
- 4 A: Mum, can I go to Sarah's after school?  
B: Yes, of course you can.
- 5 A: What's the weather like today?  
B: It's hot and sunny.

(10 marks)

## Listening

- 7  Listen to a conversation at a travel agency and complete the gaps (1-5).

## Reading

- 8 Read and choose the correct word for each space.

Dear Julie,

Greetings 1) ..... Ibiza. It's very hot and I'm getting a nice suntan. There's lots more to do here 2) ..... just sunbathing though. I've tried windsurfing, water-skiing and snorkelling, 3) ..... I haven't been on a jet ski yet.

The nightlife here 4) ..... fantastic, too. I've 5) ..... been to a beach barbecue and quite a few nightclubs. I've also 6) ..... at some great restaurants and tasted some delicious local dishes. I haven't bought any souvenirs 7) ..... , but I've seen some nice things I want to buy.

Well that's all for now. See 8) ..... when I get back.

Love,  
Emma



Miss Julie Carlton  
22 Bradshaw Lane  
Brindley-on-Sea  
EX1 5PM  
Essex  
UK

- |             |         |         |
|-------------|---------|---------|
| 1 A in      | B on    | C from  |
| 2 A of      | B than  | C but   |
| 3 A but     | B and   | C after |
| 4 A has     | B is    | C can   |
| 5 A already | B yet   | C just  |
| 6 A ate     | B eaten | C eat   |
| 7 A still   | B just  | C yet   |
| 8 A you     | B your  | C yours |

(16 marks)

## Writing (a postcard)

- 9 Imagine you are on holiday. Send your friend a postcard. Write: where you are, where you are staying, what you've done so far (40-50 words).

(12 marks)

(See Suggested Answers section)

(Total = 100 marks)

# NOW

## I can...

- talk and write about holidays, transport and festivals
- describe weather conditions
- talk about geographical features
- talk and write about animals and their habitats
- catch up on news
- ask/give/refuse permission

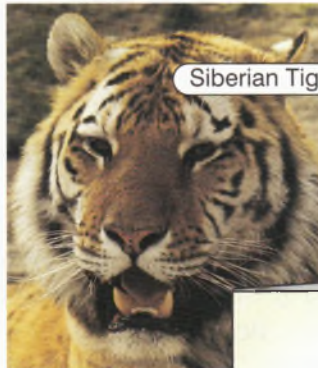
## ... in English!

43(T)





White Rhino



Siberian Tiger



Giant Panda

## Reading & Listening

- 1 Look at the pictures of wild animals. Can you guess what they have in common? What kind of problems might they face? Think about: **habitats, pollution, people, food.**
- 2 a. Read the introduction. What is the leaflet about? What do you expect to read under each heading? Listen, read and check.
- b. What does the text say about: **giant pandas, black rhinos, wildlife products, illegal wildlife trade, whaling?** Explain the words in bold.

## Speaking

- 3 Use the headings in the text to make a short speech to the class about ways you can help to protect wildlife.

**Project:** Use books and/or websites to find information and pictures about an endangered animal of your choice. Make information leaflets and display them in class.



Loggerhead Turtle



for a **living planet**®

The **WWF** was **founded** in 1961 as the **World Wildlife Fund** and operates in over 100 countries.

Today, many **species** of turtle **face extinction**, Giant Pandas have lost half their **habitat**, 90% of tigers disappeared in the 20th Century and black rhinos are one of the most **endangered** mammals on earth.

Our Global Species Programme **aims** to protect endangered and **threatened** species around the world, but we can't do it without your help!

## So What Can You Do?

### Think before you buy

Don't buy products made from plants or **wildlife** before you know if they are endangered or even **illegal** e.g. tortoise **shell** or **ivory** souvenirs, animal furs or exotic flowers and plants.

### Report wildlife crimes

Let the police or an animal protection organisation in your country know if you **spot** any illegal wildlife **trade** or any other **suspicious** activities related to wildlife.

### Go whale watching

Whaling, fishing, pollution and climate change all endanger whales. Take a trip with whale watchers and encourage whale and dolphin **conservation!**

### Make a donation

Make a **financial donation** to the WWF or to another respected conservation organisation.



## WWF for a living planet

**Objectives:** learning about protecting wildlife; researching and preparing an information leaflet

**Reading:** a leaflet about WWF

*Skills – reading for gist*

*reading for detailed comprehension*

**Speaking:** a speech about protecting wildlife

**Project:** a leaflet about an endangered species

### 1 **Focus ►** Discussion – problems threatening wildlife

Direct Ss' attention to the pictures and elicit what they have in common. Present the prompts and check that Ss understand "habitat" and "pollution". Elicit answers around the class.

#### **Suggested Answer Key**

*These animals are all in danger of becoming extinct. People are destroying their natural habitats so the animals have nowhere to live safely or find food. Air and water pollution damage animals' health. People hunt them for their fur, skin, etc.*

### 2 a. **Focus ►** Predicting the content of the text

Read out the introduction and the headings. Elicit the main points in the introduction and the probable content of the four final paragraphs. Play the recording. Ss read and listen to the text. Elicit feedback and confirm the correct answers.

#### **Answer Key**

*The leaflet is about how the WWF tries to protect endangered species.*

*Think before you buy is about not buying products made from endangered species of plants and animals.*

*Report wildlife crimes is about what to do if you see anyone doing anything that harms wildlife.*

*Go whale watching is about helping to save whales.*

*Make a donation is about giving money to help WWF or a similar respected conservation organisation.*

### b. **Focus ►** Reading for detailed comprehension

Elicit/Explain the meaning of any unknown words in the rubric. Ss reread the text to find the relevant information. Elicit answers around the class.

#### **Answer Key**

*Giant pandas have lost half their habitat.*

*Black rhinos are one of the most endangered mammals on Earth.*

*We should not buy any wildlife products made from endangered plants or animals.*

*We should report any illegal wildlife trade to the police or an animal protection organisation.*

*Whaling is endangering whales.*

Ss explain the words in bold by giving a definition, synonym/antonym, etc. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any other words Ss still do not understand.

#### **Answer Key**

*found (v): to start, set up*

*species (n): a particular group of animals or plants*

*face extinction (phr): to be in danger of dying out completely as a species*

*habitat (n): the natural home of a plant or animal*

*endangered (adj): something that may soon no longer exist*

*aim (v): to try to do something*

*threatened (adj): in a dangerous situation*

*wildlife (n): animals and plants growing in natural conditions*

*illegal (adj): not allowed by law*

*shell (n): the hard protective covering of an animal*

*ivory (n): the hard white substance of elephant tusks*

*spot (v): to notice something*

*trade (n): buying and selling of goods*

*suspicious (adj): something you think might be bad or illegal*

*conservation (n): the protection of natural things*

*financial donation (phr): money given to help a charity*

*respected (adj): admired by people for doing good work*

### 3 **Focus ►** Making a short speech on protecting wildlife

Explain the task and instruct Ss to make brief notes under each heading. Encourage them to use their own words as far as possible. Allow Ss time to prepare. Ss rehearse their speeches in closed pairs. Monitor the activity, then ask individual Ss to give their speeches to the class.

#### **Suggested Answer Key**

*What can you do to help protect endangered species? First, don't buy anything that might be made from endangered species. And, if you see anyone selling endangered species or illegal wildlife products, report them to the police. You can also take a trip with whale watchers and find out about whale conservation. Another way to help is to make a donation to an organisation like the WWF.*

### Project **Focus ►** Creating an information leaflet

Ask Ss to choose an endangered species that they are particularly interested in and to search on the Internet, in encyclopaedias, etc for information/pictures. Elicit what information might be included (e.g. numbers, location, natural habitat, main threats to survival, what is being/can be done to help, etc). Brainstorm features of layout and organisation (e.g. eye-catching title, introduction, subheadings, pictures, etc).

Ss complete the project for HW. Display their corrected leaflets around the classroom.

#### **Suggested Answer Key**

##### **White Rhino**

##### **Habitat**

*The white rhino is the largest species of land mammal after the elephant. They live in Northeastern and Southern Africa. There are currently about 11,330 white rhinos surviving.*

##### **Physical characteristics**

*The white rhino has two horns on its snout. Its horns are made of keratin fibres. It lives for about 45 years.*

##### **Food**

*The white rhino is a herbivore. It eats grass and drinks water from watering holes. In dry conditions, white rhinos can survive 4-5 days without water. etc*



### Before you start...

Revise one or two points from the previous module (*holidays, weather, festivals, etc*) by asking Ss where they went for their last holiday and which sites they visited or activities they did while there.

Encourage three or four Ss to describe any festivals they have been to at home or abroad and explain the significance of the festivals.

Then, ask Ss to describe weather conditions in their local area today and perhaps their predictions for tomorrow based on what they have read or seen.

Ask for a show of hands as to which Ss have pets at home. Ask these particular Ss to describe their pets and what they enjoy about them. Elicit from the remaining Ss the reasons why they do not have pets.

### Objectives

Direct Ss' attention to the title of the module, *For dear life*. Explain that it summarises the theme of the more negative aspects of life and the things that can go wrong (*e.g. accidents, illnesses, etc*) and that in the next two units they will learn to talk about natural disasters, types of accidents, emergencies, etc.

### Look at Module 3

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (*e.g. what the picture shows, what else Ss can see on that page and what they think the unit might be about*).

#### Suggested Answer Key

pic. 1 (p. 56)

T: Which page is picture 1 from?

S1: It's from page 56.

T: What can you see in picture 1?

S2: A surgeon ready to perform an operation.

T: What else can you see on page 56?

S3: Five other qualified people at work.

T: What do you think this section will be about?

S4: Probably about different professions and their responsibilities.

pic. 2 (p. 50)

What other accidents can you see on p. 50? How do you think these accidents might be related? What happened in each case?

pic. 3 (p. 47)

What information does the picture give us? Look at the title and say what you think the unit might be about.

pic. 4 (p. 54)

What health problems do they seem to have? What kind of text is it? How are the pictures related to the title of the unit?

pic. 5 (p. 48)

How many different accidents can you see on p. 48? What happened in each case? What other dangers can you see on p. 49? What do you think the unit might be about?

### Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

*diary entries*: Unit 5, p. 46

*short written pieces (personal) on things that happen to us*

*a news report*: Unit 5, p. 51

*a newspaper story about an event/person*

*a weekly advice column*: Unit 6, p. 58

*a part of a weekly magazine where a professional gives help/advice*

*newspaper headlines*: Unit 5, p. 50

*brief titles relating to most important aspects of articles*

*a joke*: Unit 5, p. 53, Unit 6, p. 60

*something said/written that makes you laugh*

Explain that the module has:

– a **Culture Clip**.

– a **Curricular Cuts** section.

– an **Across the Curriculum** section.

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

#### Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 53) is about The Great Plague of London.

The **Curricular Cuts** section looks briefly at different subjects. This one (p. 61) looks at Science and gives us information on the micro-organisms on our bodies.

The **Across the Curriculum** section is a short informative piece from the National Curriculum. This one (p. 64) is about how volcanoes erupt, and is taken from the Geography section.



### ► Before you start

- Where did you go on holiday last year? What did you do?
- What's the weather like in your country today?
- Which is your favourite animal? Why? Describe it.
- Which was the last festival you attended? Talk about it.

### ► Look at Module 3

- Find the page numbers for pictures 1-5.

### ► Find the unit and page number(s) for

- diary entries ☐
- a news report ☐
- a weekly advice column ☐
- newspaper headlines ☐
- a joke ☐

### In this Module you will ...

#### ► read, listen and talk about ...

- disasters
- accidents
- bad days
- illnesses
- medical professions & workplaces
- healthy/unhealthy lifestyles
- micro-organisms on your body

#### ► learn how to ...

- narrate past experiences
- give news & react
- ask for medicine at the chemist's
- advise on health matters

#### ► practise ...

- past continuous vs past simple
- reflexive pronouns
- past perfect
- linkers (*when, while, as, and*)
- modals (*mustn't, should, can, need*)
- pronunciation of /ʌ/

#### ► do a project about ...

- safety at home
- an event which happened in your country
- health rules

#### ► write ...

- diary entries
- a news report
- a story
- a cartoon strip
- letters asking for and giving medical advice
- an article making suggestions



1



2



3



4



5

**Culture Clip:** The Great Plague

**Curricular Cuts:** (Science) Micro-organisms on your Body!

**Across the Curriculum:** (Geography) Volcanoes



# 5a

## Nature's attack!

### Vocabulary

#### ► Disasters

- 1 Which picture shows: **an earthquake, a fire, a hurricane, a flood, a volcanic eruption?**  
Which are: **natural disasters? caused by man?**

- 2 Use the words to describe the pictures.

- road/flood • lava/erupt • flames/spread
- building/collapse • strong winds/blow

In picture A flames are spreading.

In picture B a building has collapsed.



### Reading

- 3 a. Look at the texts. What type are they?  
Read the first sentence in each entry.  
What natural disaster are they about?  
Read through and check.

### Study skills

#### Multiple Choice Cloze

Read the text quickly to get the general idea.  
Read again, one sentence at a time. Look at the choices for each gap. Focus on the words before and after each gap. They will help you decide on the correct word. Read the completed text to make sure it makes sense.

- b. Read again and choose the best word (A, B or C) for each gap (1-8). Listen and check.

- |   |  |   |  |
|---|--|---|--|
| 1 | <input checked="" type="radio"/> A heard | B hear                                  | C hears                                  |
| 2 | A many                                   | <input checked="" type="radio"/> B lots | C some                                   |
| 3 | <input checked="" type="radio"/> A onto  | B from                                  | C to                                     |
| 4 | A finding                                | <input checked="" type="radio"/> B find | C finds                                  |
| 5 | A spend                                  | B spending                              | <input checked="" type="radio"/> C spent |
| 6 | A many                                   | B much                                  | <input checked="" type="radio"/> C more  |
| 7 | A after                                  | B but                                   | <input checked="" type="radio"/> C so    |
| 8 | <input checked="" type="radio"/> A still | B yet                                   | C already                                |

- c. Which words describe Chloe and Clare's feelings? Why were they feeling that way? Explain the words in bold.

#### 4th March

What a nightmare of a day! I was walking home from work at 6 o'clock. Suddenly, I 1) ..... a terrible noise. It sounded like 2) ..... of people were jumping up and down on a wooden floor. Then, I realised that the pavement was wobbling. Trees were swaying and windows were smashing 3) ..... the street. People were running. It was terrifying!

I got home and found Clare, my roommate, outside the building. She looked very shocked and she was shaking. She was too scared to go into our flat in case the shaking started again, so we went to the park to 4) ..... a safe place to sit.

#### 5th March

There were more tremors last night so we 5) ..... the night in the park! People were walking around and talking all night, so I didn't really sleep. The Red Cross were giving out hot soup and blankets as it was cold. We are going to wait a few 6) ..... hours and then go home and check the flat.

#### 6th March

The tremors finally stopped, 7) ..... we went home. There isn't too much damage. Our bathroom window is broken and some of our ornaments have smashed. The earthquake damaged quite a few houses in our area very badly. We were quite lucky, I suppose. Clare is 8) ..... worried, though. She wants to stay awake tonight, just in case, but I'm so tired! I could sleep for a week!



## Nature's attack!

**Objectives:** learning about natural disasters, people's reactions to them, and safety measures; reviewing uses of the present continuous

**Vocabulary:** disasters

**Reading:** diary entries (multiple choice cloze)

*Skills – reading for gist*

*reading for detailed understanding*

**Grammar:** past continuous vs past simple

**Speaking:** narrating events

**Listening:** a radio programme (gap-filling task)

*Skill – listening for specific information*

**Pronunciation:** /ʌ/

**Writing:** diary entries about a natural disaster

### 1 **Focus ►** Vocabulary associated with disasters

Draw Ss' attention to the title of the unit and the pictures. Ask Ss to say how the pictures are related to the title (*they are all natural disasters*). Go through the words with Ss and elicit/explain the meaning of any unknown words. Ss match the words to the pictures. Elicit/Explain the meaning of "natural disaster" and ask Ss which of the disasters can also be caused by man (*fires and floods*).

#### Answer Key

*an earthquake – B, a fire – A, a hurricane – E, a flood – D, a volcanic eruption – C*

### 2 **Focus ►** Talking about disasters

Go through the vocabulary. Elicit/Explain the meaning of any unknown words. Explain the task. Allow Ss time to look at the pictures again and make sentences using the words in the list. Ask individual Ss to say their sentences. Write Ss' sentences on the board and correct any mistakes.

#### Suggested Answer Key

*In picture C lava is erupting from a volcano.*

*In picture D the road is flooded*

*In picture E strong winds are blowing.*

### 3 a. **Focus ►** Identifying text type & predicting text content

Direct Ss' attention to the texts and elicit what type of texts they are. Ask Ss to read the first sentence in each diary entry and say what type of disaster they are about. Elicit answers from around the class. Allow Ss time to read the diary entries and check their guesses.

#### Answer Key

*The texts are diary entries. The diary entries describe what happened during an earthquake.*

Present the Study Skills box. Explain that it is a good idea to read a text quickly to get the gist (*general idea*), and that looking at the words before and after a gap helps Ss find the missing word.

### b. **Focus ►** Completing a cloze exercise

Explain the task. Ss read the texts quickly and look at the choices for each gap. Ss read the texts again and fill the gaps. Check Ss' answers around the class.

#### Answer Key (See overprinted answers)

### c. **Focus ►** Reading for specific information

Explain the task, then elicit the first word describing feelings (*"terrifying"*) and why the person feels this way. Allow Ss time to complete the task in pairs. Check Ss' answers around the class.

#### Suggested Answer Key

**terrifying** *because of the terrible noise and because the pavement was wobbling, trees were swaying, windows were smashing and people were running*

**shocked** *because she had also experienced the earthquake*

**scared** *because she thought the shaking might start again*

**lucky** *because the earthquake hadn't damaged their flat as badly as it damaged other houses in the neighbourhood*

**worried** *because she thinks there might be another earthquake*

**tired** *because she has had very little sleep*

Ss explain the words in bold by giving a definition, synonym, antonym or mime. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses.

**terrible (adj):** very unpleasant, very bad

**sound like (phr):** make a noise that is similar to

**pavement (n):** a path on the side of the road

**wobble (v):** to make small movements from side to side

**sway (v):** to lean slowly from one side to another

**smash (v):** to break into many small pieces

**terrifying (adj):** very frightening

**roommate (n):** a person you share a room, flat or house with

**shocked (adj):** unpleasantly surprised

**shake (v):** to make quick, small movements that are not easily controlled

**scared (adj):** frightened

**tremor (n):** small earthquake

**blanket (n):** a large piece of thick cloth used for warmth

**damage (n):** physical harm caused to an object

**ornament (n):** attractive object that you display in your home

**smashed (adj):** broken into pieces



4 **Focus** ► Past Continuous vs Past Simple

Ss' books closed. Write the following statements on the board.

*At 8 o'clock this morning I was cooking.*

*My friend was reading the newspaper while I was cooking.*

*We were talking about our holiday when the lights went off.*

Focus Ss' attention on the verb forms. Explain that this is the past continuous and elicit the form of the affirmative. Elicit the different uses of past continuous in the three sentences.

- an action in progress at a certain time in the past
- two actions which were happening at the same time in the past
- an action happening in the past when another action interrupted it

Elicit the uses of *while/when* (*while* + past continuous shows duration, *when* + past simple shows a point in time).

Use the examples to elicit the question form. Ask Ss: *Was I sleeping at 8 o'clock? Was my friend reading a newspaper? Were we arguing?* Write the questions on the board and elicit short answers. Elicit how we form the interrogative, negative and short answers in the past continuous.

Ss' books closed. Ask Ss to look at a poster or a flashcard on the board, e.g. a scene showing bad weather that could be the background to a story. Ask Ss: *What was the weather like that day?* (Elicit: *Windy*.)

Write on the board: *That day the wind was howling.*

Elicit further descriptions from Ss about the picture to set the scene for the story.

*e.g. The trees were moving from side to side.*

Elicit the use of the past continuous in these sentences (actions giving background information).

If there are any people in the picture, ask Ss to give suggestions as to what they were doing that day and write them on the board.

*e.g. The three men were trying to walk against the wind.*

Write on the board:

*e.g. The wind was getting stronger and stronger.*

Elicit the use of past continuous in this particular sentence (gradual development of an action in the past).

**Extension:** Ss can develop a description around information they can see in the poster or describe what they were doing the day of the storm.

Ss' books open. Read out the rules in the box. Ask Ss to read through the diary entries again and find examples of the past simple and past continuous.

**Answer Key**

**Past simple** – heard, sounded, realised, was, got, found, looked, etc

**Past continuous** – was walking, were jumping, was wobbling, were swaying, were smashing, were running, was shaking, etc

5 **Focus** ► Practising past continuous/past simple

Explain the task and do the first exercise as an example. (You may tell Ss that there is more than one correct answer to some of the questions.) Elicit/Explain the meaning of any unknown words, then allow Ss time to complete the exercise in pairs. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

6 **Focus** ► Narrating events

Ask Ss to read through the diary entries again and to imagine that they are Clare. Explain the task and allow time for Ss to prepare their answers. Ss narrate the events in the order they happened as if they were Clare. Ask individual Ss to present their work.

**Suggested Answer Key**

*It was early in the evening and I was having dinner, when suddenly I heard a terrible noise and felt the floor moving! I got up from the table straight away and left the house quickly. I was so frightened that I started shaking. At that moment I saw Chloe. I told her I was too scared to go back into our flat in case it started shaking again. We decided to go straight to the park to find a safe place to sit. In fact, we spent the whole night there. It was cold, but luckily for us the Red Cross gave us hot soup and blankets. We stayed in the park for much of the next day because there were still tremors from time to time. When we were sure it was safe we went back to the flat. We were worried because quite a few of the houses in our area were badly damaged. When we entered our flat we saw that our bathroom window was broken along with some ornaments, but nothing more serious than that. I was really tired, but I wanted to stay awake because I thought there might be another earthquake. Chloe, on the other hand, said she wanted to sleep for a week!*

7 **Focus** ► Listening for specific information

Explain the task and discuss what Ss would do during a flood. Tell Ss to read the leaflet and try to predict what type of information is missing. Play the recording, twice if necessary. Ss listen and complete the task. Check Ss' answers.

**Answer Key** (See overprinted answers)

8 **Focus** ► Pronunciation of /ʌ/

Point out that, although the words in the list are spelt in various ways, they all contain the same sound. Read aloud the words in the list, 'over-modelling' slightly for emphasis, and ask Ss to repeat, chorally and/or individually. Play the recording. Ss listen and repeat again.

9 **Focus** ► Writing diary entries

Explain the task. Brainstorm and write relevant ideas on the board. Ss make notes in class and write their diary entries for HW.

**Suggested Answer Key**

*Thursday evening, 9th January, 8:30 pm*

*What a terrible day! It started raining very heavily this morning and the weather forecast said it will continue all night. The roads are filling with water and they look like rivers. All the plants in our garden are covered with water. I hope the rain stops soon! We all feel trapped in the house.*

*Friday morning, 10th January, 10 am*

*We couldn't sleep properly because the heavy rain made so much noise. I went downstairs to prepare breakfast and saw that rain had come in under the door and covered the downstairs of our house with mud and water. I tried to stay calm and called the Flood helpline. They told me to keep the children upstairs and to take all our valuable items to a safe place. I did this and we waited for the emergency services to rescue us. They came very quickly and took us to a friend's house. It was a horrible experience for me, but the children found it very exciting!*





## Exploring Grammar

### ► Past Continuous vs Past Simple

Grammar Reference

- 4 Read the rules. Find examples in the diary entries.

We use the **past continuous** for:

- an action happening in the past when another past action interrupted it. *He was sleeping when the fire started.*
- the setting or background information to a story. *It was raining and the wind was blowing.*
- two actions happening at the same time in the past. *She was sleeping while he was watching TV.*

- 5 Put the verbs in brackets into the **past continuous** or the **past simple**.

- 1 It **was raining** (rain) heavily as Lisa **was driving/drove** (drive) to the station.
- 2 I **was coming/came** (come) back from work late that afternoon. It **was snowing** (snow) and the streets **were** (be) empty.
- 3 It was terrifying. The forest fire **was burning/burned/burnt** (burn) all night. Firefighters **were trying/ tried** (try) to put it out while farmers **were moving/moved** (move) their sheep to a safer place.
- 4 The hurricane **was getting/got** (get) stronger so people **were leaving/left** (leave) their homes.
- 5 We **were watching/watched** (watch) TV last night. Suddenly, the lights **went out** (go out).

## Speaking

- 6 List all the events in the order they happened in the diary. Imagine you are Clare. Narrate the event from her point of view.

*It was early evening and I was having dinner, when suddenly...*

## Listening

- 7 You will hear a radio programme about safety during floods. Read the leaflet and guess the missing words. Listen and complete it.

### Flood Can you face it?

Follow these simple rules and be safe

#### Do

- Turn off (0) **gas** and electricity.
- Move (1) **pets** and valuables to safety.
- Leave the building and get to a higher (2) **place**.

#### Don't

- Return to a building before you are certain it is (3) **safe**.
- Walk around in (4) **water** that is higher than your ankles.
- Drive through closed roads and (5) **flooded** areas.

#### Remember

- STAY CALM! Call the Flood helpline 0844 223 6698 for assistance during a flood.

## Pronunciation (/ʌ /)

- 8 Listen and repeat.

blood, flood, love, brother, mother, other, enough, rough, tough, money, some

## Writing (diary entries)

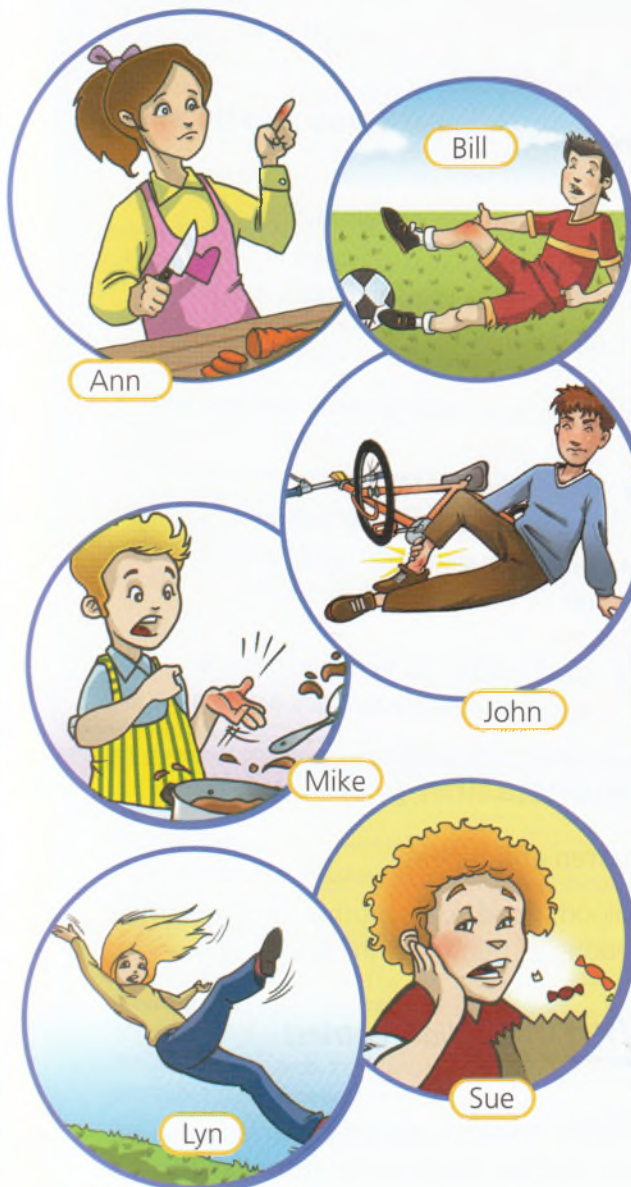
- 9 **Portfolio:** Imagine you've experienced a flood. Use the information from Ex. 7 to write two short diary entries. Write:
- when it happened • what happened
  - what you did • how you felt



## Vocabulary

## ► Parts of the body &amp; accidents

- 1 a. Name as many parts of the body as you can remember.
- b. What happened to each person? Use the prompts to make sentences.
- cut finger • twist ankle
  - scald hand • hurt back
  - graze knee • break tooth



Ann cut her finger while she was chopping a carrot.

- 2 Have you ever had a similar accident? How did it happen? Tell your partner.

## Listening &amp; Reading

- 3 The sentences are from the following dialogue between two friends. What is the dialogue about? Listen, read and check.

- You look awful! • Are you alright? • What happened?
- That must have really hurt! • You can say that again!
- Oh, you poor thing. • And, as if that wasn't enough, ...

Amy: Mike! You look awful! Are you alright?

Mike: No, I'm not. I've had the worst day of my life. I was trying to do some work around the house and everything went wrong.

Amy: Why? What happened?

Mike: Well, first of all, I was cleaning the upstairs windows when the **ladder slipped** and I fell and **hurt** my back.

Amy: Oh no! That must have really hurt!

Mike: You can say that again! Then, I **was hanging** a picture on the living room wall when I **hit** my finger with the **hammer**.

Amy: Oh no!

Mike: Exactly. And as if that wasn't enough, I was making myself a cup of tea when I **spilt** boiling water over my hand and scalded myself.

Amy: Oh, you poor thing. You have been **in the wars**. Tell you what – why don't you come round to my house for dinner. It might make you feel better.

Mike: That's a great idea. I don't think I should risk cooking with the day I'm having.

- 4 Read and answer the questions. In pairs, think of a title for the dialogue. Then explain the words/phrases in bold.

- 1 Why is Mike miserable?
- 2 Where did the accidents happen?
- 3 How did Mike scald his hand?
- 4 What does Amy offer to do?

- 5 What do you think happened to Mike when he went to Amy's? Listen and mark the sentences **T** (True) or **F** (False).

- 1 Mike fell down a step at Amy's house. **T**
- 2 Mike hurt his hand on the door. **F**
- 3 Mike spilt a drink over Amy. **F**



## Bad days

**Objectives:** learning about parts of the body, accidents and injuries, dangers in the home and safety measures; reviewing the use of "when" and "while" with past simple and past continuous

**Vocabulary:** parts of the body

**Reading:** a dialogue about an accident-filled day

*Skill – reading for gist*

*reading for detailed understanding*

**Listening:** a dialogue about a series of accidents (true/false task)

*Skill – listening for specific information*

**Speaking:** acting out a dialogue about a bad day

**Grammar:** past simple/continuous with "when" & "while"; reflexive pronouns; "mustn't" and "can"

**Writing:** a leaflet on safety in the home

### 1 a. **Focus ►** Vocabulary related to parts of the body

Ask Ss to name as many parts of the body as they know. You may bring a diagram of the human body to class and ask Ss to label it, or point to parts of your own body and ask Ss to name them.

*(Ss' own answers)*

### b. **Focus ►** Vocabulary related to injuries

Read through the prompts and elicit/explain the meaning of any unknown words. Draw Ss' attention to the pictures and ask them to say what they think is happening in each picture. Ss use the prompts to make sentences about the pictures.

#### **Answer Key**

*Bill grazed his knee while he was playing football.*

*John twisted his ankle when he fell off his bicycle.*

*Mike scalded his hand while he was cooking.*

*Sue broke a tooth while she was eating sweets.*

*Lyn hurt her back when she slipped on the grass and fell over.*

### 2 **Focus ►** Relating a personal experience

Explain the task and provide/elicite any necessary vocabulary. Ss work in pairs. Monitor the task, then ask individual Ss to tell the class about their experience.

#### **Suggested Answer Key**

*I hurt my back when I slipped on an icy pavement. etc*

### 3 **Focus ►** Making predictions about a text

Read out the sentences and provide/explain the meaning of any unknown words. Elicit a variety of guesses as to what the dialogue is about. Play the recording. Ss listen and read to check if they guessed correctly.

#### **Suggested Answer Key**

*The dialogue is probably about something bad and painful – perhaps an accident – that happened to one of the speakers.*

### 4 **Focus ►** Reading for detailed understanding

Explain the task. Ss read the dialogue and answer the questions.

#### **Answer Key**

- 1 *Mike is miserable because he has had a bad day. She has had several accidents while doing work around the house.*
- 2 *The accident with the ladder happened upstairs, the one with the hammer happened in the living room and the accident with the boiling water happened in the kitchen.*
- 3 *Mike scalded his hand by spilling boiling water over it.*
- 4 *Amy offers to cook dinner for Mike.*

Ss then come up with an appropriate title for the dialogue in pairs.

#### **Suggested Answer Key**

*A good title for the dialogue would be 'A miserable day for Mike'.*

Ss explain the words in bold by giving a definition, synonym, antonym or mime. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.

#### **Answer Key**

***ladder (n):** set of wooden/metal steps for climbing*

***slip (v):** to suddenly move sideways/etc and fall*

***hurt (v):** to cause injury to sb/sth*

***hang (v):** to suspend sth from somewhere*

***hit (v):** to touch with a lot of force*

***hammer (n):** a tool used to hit nails*

***spill (v):** to let liquid fall accidentally*

***(be) in the wars (phr):** to go through a rough time*

### 5 **Focus ►** Listening for specific information

Read out the rubric and sentences 1-3, and ask Ss to guess what happened. Play the recording. Ss listen and complete the task. Check Ss' answers.

#### **Answer Key (See overprinted answers)**

As an extension, ask Ss to correct the sentences that have false information.

#### **Answer Key**

2 *Mike hurt his head on the door.*

3 *Amy spilt a drink over Mike.*



6 **Focus ►** Talking about a bad day

Explain the task. Ss work in pairs. Allow Ss time to prepare their dialogue. Monitor the activity, then ask each pair to act out their dialogue. Ss record themselves.

**Suggested Answer Key**

**Kate:** You look awful! Are you alright?

**Tom:** No, I'm not. I had a terrible morning. I was trying to do some work in the garden and everything went wrong!

**Kate:** What happened?

**Tom:** I was chopping some wood for the fire and I cut my finger.

**Kate:** Oh no! That must have really hurt.

**Tom:** Then, I was mending the fence when I hit my finger with the hammer.

**Kate:** You poor thing. Why don't you come round to my house for lunch? It might make you feel better.

**Tom:** That's a great idea. I don't think I should risk cooking with the day I'm having.

7 **Focus ►** Reviewing Past Continuous/Past Simple with "when" / "while"

Ss' books closed. Write these two sentences on the board and ask Ss to try to identify the actions and the tenses used (past continuous and past simple).

*I was having breakfast while my sister was getting ready for school.*

*I was having lunch when my sister arrived home from school.*

Elicit the use of the two tenses in the examples:

- past continuous + past continuous to describe actions in progress at the same time in the past
- past continuous + past simple to describe an action in progress in the past that was interrupted by another past action

Draw the following time lines to demonstrate the difference between the two tenses:

I was having breakfast. NOW  
|

My sister was getting ready for school.

I was having lunch. NOW  
|

My sister arrived home from school.

Explain the task. Allow time for Ss to complete the task in pairs. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

8 **Focus ►** Practising uses of *when* and *while*

Elicit 1 or 2 answers as examples, then Ss complete the task in pairs. Check Ss' answers around the class.

**Suggested Answer Key**

- 1 He was walking down the street when he heard a loud noise.
- 2 He was waiting for the bus when he saw his friend.
- 3 She was cleaning the kitchen while he was washing the car.
- 4 They were driving to the beach when the car broke down.

**Game**

Choose a S to be the leader and divide the class into teams. Explain the game. Tell Ss that the first team to guess the correct answer wins the game. As an optional extension, individual Ss from each team can be given a scenario by the opposite team. The S's own team then tries to guess what happened. The team that finds the correct answer in the fewest guesses wins the game.

9 **Focus ►** Reflexive pronouns

Present the grammar box. Elicit further examples to check understanding of each rule (e.g. *He hurt himself. She went to the hospital by herself. I fixed the car myself.*). Elicit/Explain that reflexive pronouns are used when the subject and the object of the verb are the same person, when we want to show that something is done without help/company and in certain expressions such as *enjoy yourself*. Allow time for Ss to find examples in the dialogue, then check Ss' answers.

**Answer Key**

*was making myself a cup of tea – scalded myself*

10 **Focus ►** Practising reflexive pronouns – gap-filling

Explain the task. Allow time for Ss to complete the task in pairs. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

11 a. **Focus ►** "mustn't" – "can"

Present the grammar rules in the box. Elicit/Explain the meaning of any unknown words. Refer Ss to the Grammar Reference section if necessary.

b. **Focus ►** Practising "mustn't" – "can"

Direct Ss' attention to the prompts and pictures, and elicit/explain the meaning of any unknown words. Ask a pair of Ss to read out the example exchange. Ss form similar exchanges in pairs. Select several open pairs to act out their exchanges.

**Suggested Answers Key**

A: Children *mustn't* touch sockets. They *can* electrocute themselves.

B: That's true. They *can* also start a fire.

A: Children *mustn't* play with chlorine. They *can* poison themselves.

B: That's true. They *can* also damage their clothes.

A: Children *mustn't* play with matches. They *can* start a fire.

B: That's true. They *can* also burn themselves.

A: Children *mustn't* touch a hot iron. They *can* burn themselves.

B: That's true. They *can* also start a fire.

12 **Focus ►** Writing a leaflet about child safety at home

Ask Ss to read the rubric and underline the key words. Elicit/Explain what a leaflet is. Draw an outline on the board and elicit what their leaflet should include (e.g. a heading or brief introduction, dangers with pictures or drawings). Remind Ss to include words and phrases from Ex. 11b. Assign the task for HW. Ss present their leaflets in the next lesson. Display some/all of them on the classroom walls, then Ss store them in their Language Portfolio.

(Ss' own answers)



## Speaking

- 6 **Portfolio:** Imagine you had a bad day like Mike. Take roles and act out a similar dialogue. Use the phrases in Ex. 3. Record yourselves.

## Exploring Grammar

### ► Past Continuous/Past Simple when – while

Grammar Reference

- 7 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 Tim **was playing** (play) football when he **fell** (fall) and hurt his leg.
- 2 Simon was working on his computer while James **was talking** (talk) on the phone.
- 3 Frank **was writing** (write) a report when his boss **called** (call) him.
- 4 Sandra **was watching** (watch) TV when her mum **got** (get) home.
- 5 It **was raining** (rain) and lightning **was flashing** (flash) in the sky as Lisa was driving to the station.
- 6 The children **were doing** (do) their homework when the lights **went** (go) out.

- 8 Complete the sentences. Use **when** or **while**.

- 1 He was walking down the street .....
- 2 He was waiting for the bus .....
- 3 She was cleaning .....
- 4 They were driving .....

## GAME

Choose a leader. He/She says what happened to him/her yesterday evening. In teams, ask four questions each to guess the reason.

Leader: *I cut my finger yesterday.*

Team A S1: *Were you cutting bread?*

Leader: *No, I wasn't. etc*

### ► Reflexive pronouns

Grammar Reference

- 9 Read the rules. How do we use reflexive pronouns? Find examples in the dialogue.

We use reflexive pronouns:

- when the subject and the object are the same.  
*She cut **herself**.*
- with a preposition meaning 'without help'.  
*He painted the room by **himself**. (= on his own)*
- to emphasise the subject.  
*I made the cake **myself**.*

- 10 Complete the sentences. Use reflexive pronouns.

- 1 Jill has hurt **herself**.
- 2 They cleaned the house by **themselves**.
- 3 She scalded **herself** while frying fish.
- 4 Have some cake. I made it **myself**.
- 5 He fixed the roof **himself**.

### ► mustn't – can

Grammar Reference

- 11 a. Read the rules.

We use **mustn't** to express prohibition.

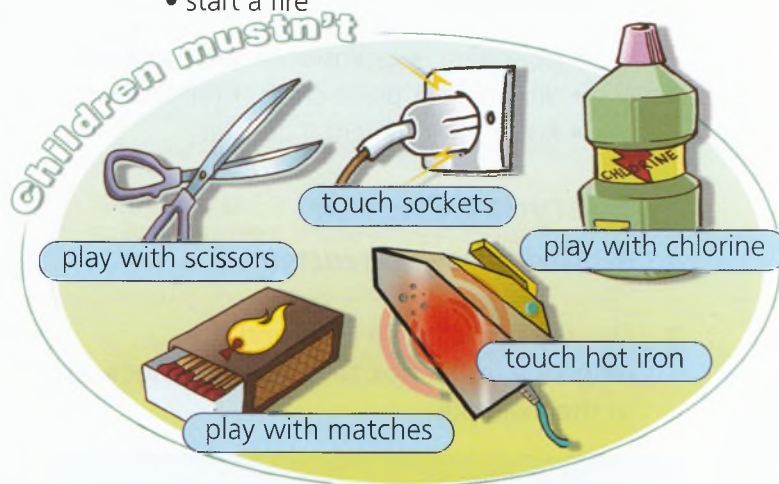
*You **mustn't** touch these wires. (it's forbidden)*

We use **can** to express possibility.

*They **can** electrocute themselves. (it's possible)*

- b. Look at the pictures. Use the phrases to say how these are dangerous for children.

- cut • burn • poison • electrocute
- start a fire



A: *Children mustn't play with scissors. They can cut themselves.*

B: *That's true. They can also hurt others.*

## Writing (a leaflet)

- 12 **Portfolio:** Prepare a leaflet on how to make a house safe for children. Use ideas from Ex. 11b as well as your own.



## Vocabulary

### ► Accidents & disasters

- 1 a. Which newspaper headlines match the pictures?



- 1 **FIVE DEAD IN FACTORY BLAST**
- 2 **MULTI-CAR CRASH HORROR**
- 3 **GIRL MISTAKES WEEDKILLER FOR COLA**
- 4 **PENSIONER PERISHES IN FIRE**
- 5 **OIL SLICK DISASTER**
- 6 **50 KILLED as trains collide**
- 7 **BOY (10) MISSING IN LAKE**
- 8 **100s FEARED DEAD AFTER PLANE HITS APARTMENT BLOCK**

- b. Which type of accident does each headline match? Which words helped you decide?
- poisoning • explosion • road accident
  - drowning • plane crash • rail accident
  - fire • environmental disaster

## Everyday English

### ► Giving news & reacting

- 2 Use the headlines in Ex. 1 and the language in the box to make exchanges, as in the example.

Giving Bad News	Reacting to bad news
• You won't believe what happened!	Oh no! / Oh dear! / Really? / That's terrible!
• Did you hear? / Have you heard?	/ How sad! / How awful!
• Look at this!	

- A: *Did you hear? Five people died in a factory blast yesterday.*  
 B: *That's terrible!*

## Reading

- 3 Look at the title of the article. In what context do you expect to find the words/phrases below? Now, use the key words and guess what happened. Tell the class. Listen, read and check.

- emergency landing • crew members
- freak storm • bolt of lightning
- hit plane • make contact with
- air traffic control • pour with rain
- crash • landed • passengers

- 4 a. Read again and put the events in the order they happened.

- |   |   |   |
|---|---|---|
| A | 1 | The plane flew into a freak storm.              |
| B | 2 | The onboard computer crashed.                   |
| C | 5 | The pilot landed the plane in a field.          |
| D | 3 | The pilot couldn't contact air traffic control. |
| E | 4 | A bolt of lightning hit the plane.              |

- b. Explain the words in bold, then suggest opposites for the highlighted words.



## News flash!

**Objectives:** learning about accidents, disasters and emergencies; practising colloquial language for giving and reacting to bad news; practising the use of the past perfect

**Vocabulary:** accidents and disasters

**Everyday English:** giving and reacting to bad news

**Reading:** a newspaper article about an emergency

*Skill – reading for specific information*

**Speaking:** summarising an article

**Grammar:** past perfect

**Listening:** instructions about calling emergency services (gap-filling task)

*Skill – listening for specific information*

**Writing:** a news report

1 **Focus ►** Accidents and disasters

- a. Direct Ss' attention to the title of the unit and the pictures. Ask Ss how they may be related. Read through the newspaper headlines. Elicit/Explain the meaning of any unknown words. Allow Ss time to match the headlines to the pictures. Check Ss' answers around the class.

**Answer Key**

A – 2      B – 6      C – 8      D – 5

- b. Read out the list of accident types and elicit/explain the meaning of any unknown words. Ask Ss to match the headlines to the accident types. Elicit answers and justifications around the class.

**Suggested Answer Key**

- 1 explosion ("blast")
- 2 road accident ("car crash")
- 3 poisoning ("weedkiller")
- 4 fire ("fire")
- 5 environmental disaster ("oil slick")
- 6 rail accident ("trains collide")
- 7 drowning ("lake")
- 8 plane crash ("plane hits apartment block")

2 **Focus ►** Giving and reacting to bad news

Present the language in the box and elicit/explain the meaning of any unknown words. Ask a pair of Ss to read out the example exchange. In pairs, Ss use the headlines and the language in the box to create similar exchanges. Monitor the activity, then ask pairs to act out exchanges for the class. Elicit S-S correction of any mistakes.

**Suggested Answer Key**

A: You won't believe what happened! There was an explosion in the paint factory and five people were killed!

B: How awful!

A: Did you hear? There was a multi-car crash near the motorway last night!

B: That's terrible!

A: You won't believe what happened! A ten-year-old boy drowned in the lake last night.

B: How sad!

A: Did you hear? A girl drank weedkiller! She thought it was cola!

B: Oh no!

3 **Focus ►** Predicting the content of an article

Ask Ss to look at the title of the article, then read out the prompts and elicit/explain the meaning of any unknown words. Ask Ss to suggest in what context the words/phrases might occur. Play the recording. Ss listen, read and check their guesses. Elicit feedback concerning the accuracy of Ss' guesses and confirm the actual content of the article.

**Suggested Answer Key**

The title suggests that a pilot did something brave – perhaps he avoided a plane crash. He probably made an emergency landing after the plane was caught in a freak storm and a bolt of lightning hit the plane, so he couldn't make contact with air traffic control. Maybe he landed safely although it was pouring with rain, and none of the passengers or crew members were hurt.

4 a. **Focus ►** Reading for specific information

Direct Ss' attention to the list of events. Elicit/Explain any unknown words. Explain the task. Allow time for Ss to complete the task in pairs. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)b. **Focus ►** Enhancing vocabulary

Ask Ss to explain the words in bold in the text. Do the task as a class. Allow Ss time to prepare their explanations. Encourage Ss to try to guess the meaning from the context before using their dictionaries.

**Answer Key**

**insist (v):** to say sth very firmly

**experience (v):** to have, to suffer from

**onboard computer (n):** a computer on an aircraft

**air traffic control (phr):** people/system in charge of directing aeroplanes flying from/to an airport

**lightning (n):** electrical charge from storm clouds

**terrified (adj):** very frightened

**eventually (adv):** in the end

**safety (n):** the state of being safe from danger

**praise (n):** words of approval for what sb has done

**care (v):** to be concerned about

Elicit suitable opposites for the highlighted words in the text. Elicit/Explain the meaning of any other words Ss still do not understand.

**Answer Key**

dark – light, bright

huge – tiny, small

glad – sad, upset

different – similar, same



5 **Focus ►** Summarising an article

Ask Ss to look back at Ex. 4a and use the list of events to make a short summary of the article. Ask individual Ss to present their summary. In pairs, Ss think of another title for the article. Check Ss' answers around the class.

**Suggested Answer Key**

*The article is about a plane that flew into a freak storm. The onboard computer crashed, so the pilot couldn't contact air traffic control, and a bolt of lightning hit the plane. Eventually the pilot made an emergency landing in a field.*

*Title: Plane makes safe emergency landing etc*

6 a. **Focus ►** Past perfect

Present the rule for the past perfect. Write on the board, *Tony had left before Ann came.*

Elicit that the sentence refers to the past. Underline the two tenses. Ask Ss: *Did Ann meet Tony?* (No, Tony *had left*.)

Which action happened first? (*had left*) Explain that this verb form is in the past perfect. Elicit how this tense is formed.

Ask Ss to read the text again to find more examples.

**Answer Key**

*had flown, had crashed*

b. **Focus ►** Past simple vs past perfect

Present sentence A and elicit the sequence of events (*the people arrived, then John left – i.e. they met him*). Do the same for sentence B (*John left, then the people arrived – i.e. they didn't meet him*).

**Answer Key** (See overprinted answer)

7 **Focus ►** Practising past perfect

Explain the task and present the example sentence. Remind Ss that they should understand the sequence of events before choosing the verb tense. Allow Ss time to complete the exercise in pairs. Check Ss' answers around the class.

**Answer Key**

- 2 *She was late for work because she had missed the bus.*
- 3 *They overslept because they had not set the alarm.*
- 4 *He felt sad because his friends had forgotten his birthday.*
- 5 *I couldn't open the door because I had lost the keys.*
- 6 *She failed her exam because she had not studied enough.*
- 7 *They couldn't afford to go out because they had spent all their money.*

8 **Focus ►** Pre-listening

Direct Ss' attention to the list of emergency services. Elicit/Explain the meaning of any unknown words and elicit what Ss know about each service (*e.g. what sort of emergency each service deals with, whether it is voluntary or professional, etc*). Ask the class to match the symbols to the emergency services.

**Answer Key**

- 1st symbol – c (fire service - puts out fires)  
 2nd symbol – e (police - makes sure people obey the law)  
 3rd symbol – d (ambulance - takes people to hospital)  
 4th symbol – b (coastguard - protects the coast)  
 5th symbol – a (mountain rescue - saves sb from a mountain)  
 6th symbol – f (cave rescue - saves sb from a cave)

Ss then say which emergency services exist in their country and what number(s) they dial for each one.

(Ss' own answers)

9 **Focus ►** Listening for specific information

Allow Ss time to read the leaflet. Elicit/Explain the meaning of any unknown words. Ask Ss to predict what type of information is missing (*e.g. a number, a noun, etc*). Play the recording (twice if necessary). Ss listen and fill in the gaps. Check answers around the class.

**Answer Key** (See overprinted answers)

10 **Focus ►** Writing a news report

Explain the task. Brainstorm the topic and write relevant ideas/vocabulary on the board. Elicit what points must be included and how these should be organised, and remind Ss they can use the text in Ex. 3 as a model. Ss make notes in class, asking for further help with vocabulary/facts/etc if necessary. Assign the task as written HW.

**Suggested Answer Key****50 KILLED AS TRAINS COLLIDE**

*A passenger train crashed into a freight train near Ammanford in Wales yesterday, killing 48 passengers, a driver and a fireman. The cause of the accident is not yet known.*

*The Welsh railway company, Fast Rail, said the express train, which was full of tourists, hit the freight train just before 9 am on Wednesday morning. In addition to those killed, another 30 passengers were injured in the crash. Ambulance crews arrived quickly to take the injured to a local hospital.*

*A Fast Rail spokeswoman said: "We are deeply saddened by the accident and we will investigate the incident fully."*



## "I'M NOT A HERO," says pilot

The pilot of the Midland Airways 747 who made an emergency landing outside Frankfurt yesterday afternoon **insists** that he's not a hero. However, he saved the lives of 4 crew members and 194 passengers.

"I just did what I had to do," says pilot Russell Armstrong. "The plane was **experiencing** problems because we had flown into a freak storm. The **onboard computer** had crashed and we couldn't make contact with **air traffic control**. It was pouring with rain and it was very **dark**. Suddenly, a **huge** bolt of **lightning** hit the plane. I was **terrified** that the plane would crash." Armstrong decided to make an emergency landing. He **eventually** landed the plane in a field outside Frankfurt.

"It was the first time I've had to make an emergency landing, and I'm just **glad** I got everyone to **safety**," Russell says. "I don't want **praise**, though. I was just doing my job." The passengers of Midland Airways flight MA 234 took a **different** view, however. "I don't **care** what anyone says," said passenger Irene Kent. "Russell Armstrong is a hero."

### Speaking

- 5 Use the notes in Ex. 4a to give a short summary of the article. In pairs, think of another title.

### Exploring Grammar

#### ► Past Perfect

Grammar Reference

- 6 a. Read the rules. Find examples in the article.

We use the past perfect for an action which happened before another action in the past. He **had left** when Ann **came**. (First he left, then Ann came.)

- b. In which sentence did the people NOT meet John?
- A When we arrived, John left.  
 B When we arrived, John had left.
- 7 Arrange the words to form full sentences using the *past perfect*.
- 1 he/get wet/leave umbrella at home  
*He got wet because he had left his umbrella at home.*
- 2 she/be late for work/miss bus

- 3 they/oversleep/not set alarm  
 4 he/feel sad/his friends/forget his birthday  
 5 I/can't open door/lose keys  
 6 she/fail exam/not study enough  
 7 they/can't afford/go out/spend all money

### Listening

- 8 Explain the emergency services (a-f). Match them to the symbols at the bottom of the leaflet. Which emergency services operate in your country? What number(s) do you dial?
- a mountain rescue      d ambulance  
 b coastguard      e police  
 c fire service      f cave rescue
- 9 You will hear some instructions about what to do in an emergency. Listen and fill in the gaps.

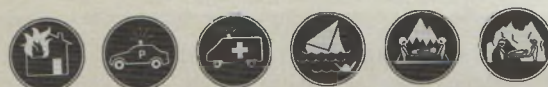
*In an emergency, call*

# 999.

- ① Lift the  *telephone* handset and dial 999.  
 You may also use  *112* as an alternative to 999.
- ② Tell the operator which of the following emergency services you want.  
 • fire • coastguard •  *police*  
 • mountain rescue • ambulance • cave rescue
- ③ Wait for the operator to  *connect* you to the emergency service.
- ④ Tell the emergency service:  
 • where the trouble is;  
 • what the trouble is;  
 • where you are; and  
 • the  *number* of the phone you are using.

Never make a  *false* call.

You risk the lives of others who really need help.



### Writing (a news report)

- 10 Portfolio: Choose a newspaper headline from Ex. 1a and write a short news report about it. Write: • when/where it happened • details • what happened in the end • feelings



## Getting Started

- 1 What could make a day unforgettable? Think about: **an unexpected visit, an accident**, etc. How could someone feel in each situation: **surprised, embarrassed, relieved, happy, shocked**?

## Let's look closer

- 2 Look at the underlined phrases in the rubric and answer the questions.

A teen magazine has asked its readers to send in stories entitled "What a day!" Write your story for the competition (100-120 words).

- 1 What are you going to write?
- 2 What could your story be about?
- 3 Who could the main character be?
- 4 Which tense(s) will you use?

- 3 a. Read the story and put the paragraphs in the correct order. Then explain the words in bold.

**A 3** The two girls were very frightened. They jumped out of bed and ran onto the **landing**. **Flames** were slowly climbing up the stairs. The air was hot and thick with smoke. "You wake Mum and Dad," said Kate. "I have to call the fire brigade."

**B 5** As soon as the fire was finally out, one of the firefighters came over to Kate and Lucy. "You were very **brave**," he said. "You acted very quickly. Well done!" Everybody smiled. They were relieved that the **nightmare was over**.

**C 1** It was a cool night and Kate was lying awake in bed. Her sister, Lucy, was sleeping **peacefully** on the other side of the room. She had come home late and was tired. Kate didn't know what had woken her up, but she felt that something was wrong.

**D 4** When the fire brigade arrived, the whole family were standing by an upstairs window. The firefighters climbed up a ladder and carried them down to safety. Then, they put out the fire with long **hoses**.

**E 2** Suddenly, she smelt a strange burning smell. She sat up in bed. "Lucy!" she said. "What is it?" Lucy asked, as she opened her eyes. "Can you smell smoke?" asked Kate. Lucy **sniffed** the air. "Yes," she said. "Oh no! The house is on fire!"

- b. Read again and underline:

- words/phrases which describe the weather
- adjectives which describe feelings
- words which link actions/events
- words/phrases which describe the atmosphere

- 4 Which paragraph tells us: **when and where the story happened? what the weather was like? what happened before the climax event? what the climax event was? what happened in the end? who the main characters were?**



- 5 Look at the pictures and listen to the sounds. Can you guess what the story is about? Think about: **main characters, time/place, events in order, climax event, feelings**.

- 6 Join the sentences. Use **when, as, and, while**.

- 1 It was dark and stormy. Toby arrived home from work.
- 2 He was taking his coat off. He heard a strange noise.
- 3 He picked up his umbrella. He slowly opened the kitchen door.
- 4 Toby laughed with relief. He saw his neighbour's cat on the kitchen table.
- 5 He took the cat. He returned it to his neighbour.

## Study skills

### Sequence of events

Before you start writing, decide on the main character(s), setting & time and what events you will include. Write the events in the order they happened. This helps the reader understand the story more easily.

- 7 **Portfolio:** Use your answers in Exs. 5 & 6 to write your story for the magazine (100-120 words). Follow the plan.

## Plan

### Introduction (Para 1)

*set the scene (who, when, where, what)*

### Main Body (Paras 2-4)

*events in the order they happened*

### Conclusion (Para 5)

*what happened in the end, your feelings*



## What a day!

**Objectives:** understanding the rubric of a writing task; increasing awareness of text organisation and descriptive style; practising imaginative narrative writing

**Reading:** a story about a dramatic event (sequencing task)

*Skill – reading for detailed understanding*

**Writing:** a story for a magazine

### 1 **Focus** ➤ Adjectives of feeling

Read out the title of the unit and elicit what Ss think it means (*a day that was so bad/good/etc it is unforgettable*). Elicit/Explain the meaning of any unknown words in the rubric, and elicit answers to the questions posed.

(Ss' own answers)

### 2 **Focus** ➤ Understanding a rubric

Direct Ss' attention to the underlined words/phrases in the rubric, and explain that these are the key words. Elicit answers to questions 1-4 from the class.

**Answer Key**

- 1 A story entitled "What a day!"
- 2 Something special/unusual that would make a day unforgettable.
- 3 Yourself, someone you know or a made-up character.
- 4 Past simple, past continuous, past perfect.

### 3 a. **Focus** ➤ Sequencing events

Explain the task and allow Ss some time to complete it. Check Ss' answers.

**Answer Key** (See overprinted answers)

Ask Ss to explain the words in bold in the text. Allow Ss time to prepare their explanations. Encourage Ss to try to guess the meaning from the context before using a dictionary. Check Ss' answers, then elicit/explain the meaning of any words Ss still do not understand.

**Answer Key**

**landing (n):** flat area at the top of the staircase  
**flame (n):** long, pointed 'tongue' of fire  
**brave (adj):** not afraid to do dangerous things  
**nightmare (n):** frightening experience (literally, a bad dream)  
**be over (phr):** to finish, to come to an end  
**peacefully (adv):** in a quiet and calm manner  
**hose (n):** long flexible rubber pipe used to spray water  
**sniff (v):** to breathe in quickly or strongly to smell sth

### b. **Focus** ➤ Vocabulary – descriptive language and linking words

Present the prompts and elicit Ss' own examples to illustrate each category. Ss read the story again and underline the relevant words/phrases. Check Ss' answers around the class.

**Answer Key**

**the weather:** a cool night  
**feelings:** frightened – relieved – tired  
**linking actions/events:** as soon as – when – then – and – suddenly – as  
**the atmosphere:** sleeping peacefully – a strange burning smell – Flames were slowly climbing up the stairs – The air was hot and thick with smoke

### 4 **Focus** ➤ Reading for specific information

Explain the task and check that Ss understand what a "climax event" is (*the most dramatic moment in a story*). Ss reread the story to find the relevant information. Elicit answers from around the class.

**Answer Key**

- when and where the story happened – para 1 (C)
- what the weather was like – para 1 (C)
- what happened before the climax event – paras 2 (E) & 3 (A)
- what the climax event was – para 4 (D)
- what happened in the end – para 5 (B)
- who the main characters were – para 1 (C)

### 5 **Focus** ➤ Narrative based on pictures and sounds

Ask Ss to look at pictures A-D. Tell Ss they are going to listen to some sounds related to the pictures. Ask Ss to try to guess what the story is about. Read out the prompts and play the recording. Elicit answers from around the class.

**Suggested Answer Key**

A young man comes home on a stormy night. He unlocks his front door and goes inside. He hangs up his coat, then he hears a noise. He takes his umbrella and opens the door of the room where the noise is coming from. He sees a cat on the table, and he laughs because he's happy it wasn't a burglar.

### 6 **Focus** ➤ Connecting sentences with linkers

Direct Ss' attention to the rubric. Write two sentences on the board and use a linker as an example. Explain the task and read through sentences 1-4 with Ss. Allow time for Ss to complete the task. Monitor the activity. Check Ss' answers.

**Answer Key**

- 1 It was dark and stormy **when** Toby arrived home from work.
- 2 **As/While** he was taking his coat off, he heard a strange noise.
- 3 He picked up his umbrella **and** slowly opened the kitchen door.
- 4 Toby laughed with relief **when** he saw his neighbour's cat on the kitchen table.
- 5 He took the cat **and** returned it to his neighbour.

### 7 **Focus** ➤ Writing a story

Read through the Study Skills box. Explain that Ss should decide on the character(s), the setting and the events before they start a story. Refer Ss to Ex. 3. Tell Ss that they will write a story following the rubric in Ex. 2. Go through the rubric and tell Ss to use their answers from Exs. 5 and 6 to write their story. Assign the task as HW.

**Suggested Answer Key**

It was a dark and stormy evening when Toby arrived home from work. He felt tired and was glad to be home. As he was taking off his coat in the hall, he heard a strange noise coming from the kitchen. He felt afraid because he thought there was a burglar in there. He stood there silently trying to decide what to do. He then decided to go into the kitchen to investigate. He took a deep breath, picked up his umbrella and slowly opened the kitchen door. Toby laughed with relief when he saw his neighbour's cat on the kitchen table. It had come in through an open window to get out of the rain. He took the cat and returned it to his neighbour. "Oh there you are!" said the neighbour. "You scared me to death," she said to the cat. "It scared me to death too" said Toby laughing.



### The Great Plague

**Objectives:** learning about two 17th century disasters in London; researching/writing about a local disaster in the past

**Reading:** a text about the Great Plague of London

*Skills – scanning for specific information  
reading for detailed understanding*

**Speaking:** a short oral summary of a text

**Writing:** a short text about a historic event

#### 1 **Focus ►** Reading for gist

Read out the title and elicit/explain what "plague" means. Read the song lyrics aloud and explain that it is sung as part of a children's game. Elicit suggestions as to how the song could be related to the title and the pictures (*the children in the picture may be singing the song, "all fall down" may be about people dying*). Play the recording. Ss listen and read to see if their guesses were correct. Elicit feedback concerning the accuracy of Ss' guesses and confirm the actual content of the article.

#### 2 **Focus ►** Scanning for specific information

Ask Ss to scan the text and find out what the numbers refer to. Check Ss' answers around the class.

##### **Suggested Answer Key**

1665 – when the Great Plague started in London  
100,000 – the number of people who died from the plague  
12 – the first recorded case of the plague was on 12th April  
7,000 – the number of people who died per week  
1666 – the year when the Great Fire of London occurred

#### 3 **Focus ►** Identifying pronouns

Explain the task and complete the first item with the class. Allow Ss time to read the text again and find who/what each pronoun refers to. Check Ss' answers.

##### **Answer Key**

- 1 it = the game of Ring a ring o' roses
- 2 It = The song Ring a ring o' roses
- 3 them = posies
- 4 it = the Great Plague
- 5 They = Rats
- 6 He = Sir Christopher Wren

#### 4 **Focus ►** Vocabulary – guessing meaning from context

Ss explain the words in bold by giving a definition/synonym/antonym, by miming, etc. Allow Ss time to prepare their explanations. Encourage Ss to try to guess the meaning from the context before using their dictionaries. Elicit/Explain the meaning of any words Ss still do not understand. Ask Ss to decide in pairs on a suitable heading for each paragraph.

##### **Answer Key**

**skip** (v): jump lightly from one foot to another  
**disease** (n): illness  
**rosy rash** (n): red marks on the skin  
**sign** (n): sth you can see, which shows you sth else  
**plague** (n): a serious illness that quickly kills a lot of people  
**sufferer** (n): person who has a particular disease/illness  
**cough** (v): to blow air out of your throat with a sudden noise

**sneeze** (v): to blow air from your nose and mouth with a sudden noise

**recorded** (adj): known because it is written down

**fight** (v): to try to beat or stop sth

**rat** (n): animal that looks like a large mouse

**design** (v): to make an exact plan for sth new

**survive** (v): to live through great danger that kills others

**remind** (v): to help/make you remember sth

**deadly** (adj): something that kills

##### **Suggested Answer Key**

Para 1: Play time

Para 2: The disease

Para 3: Spreading through London

Para 4: The end of the disease

#### 5 **Focus ►** Speaking about the text from memory

Ask Ss to close their books and say three things they remember. Elicit answers from around the class.

##### **Suggested Answer Key**

The Great Plague started in London in 1665.

About 100,000 people died from the plague.

In 1666 there was a great fire in London. etc

#### 6 **Focus ►** A short text about a historic event

Explain the task and elicit ideas from Ss about past events in their country. Write examples on the board. Tell Ss to get information from the Internet, school books or encyclopaedias. Remind Ss that they can use the text about the Great Plague to help them. Go through the structure with Ss. Assign the task as HW. Collect Ss' work in the next lesson and check Ss' answers.

##### **Suggested Answer Key**

##### **The San Francisco Earthquake**

In 1906, there was a great earthquake in San Francisco, California. The earthquake measured 7.9 on the Richter scale and destroyed 28,000 buildings in the city.

Over 3,000 people died, and the earthquake was one of the largest in history. It lasted almost a minute, which is much longer than normal earthquakes, even major ones. It also started many fires that spread through the city and caused even more destruction.

The earthquake destroyed nearly all of San Francisco, but the people there worked quickly to rebuild the city. San Francisco is today one of the largest cities in the United States.

### Additional Material

- Songsheet 3 (p. 112)
- Pairwork Activities, Set 1:  
3A (p. 115) – 3B (p. 117)
- Word Perfect 5 (p. 122)
- Grammar Check, Unit 5 (p. 128)



Ring a ring o' roses  
A pocket full of posies\*  
Ah-tishoo, ah-tishoo  
We all fall down.

\*small bunches of flowers



## Reading

- 1 Read the song. How could it be related to the title and the pictures? Listen and read to find out.
- 2 Read the article. What do these numbers refer to? • 1665  
• 100,000 • 12 • 7,000 • 1666
- 3 Read the text and replace the words in bold in sentences 1-6 with words from the text.
  - 1 British children enjoy playing it.
  - 2 **It** is about the Great Plague in London.
  - 3 People put **them** in their pockets.
  - 4 Many left London because of **it**.
  - 5 **They** were the reason for the disease.
  - 6 **He** designed streets in London.
- 4 Read again and explain the words in bold. In pairs, give each paragraph a heading.

## Speaking

- 5 Say three things you remember from the text.

## Writing (a short text)

- 6 **Portfolio:** Think of an event which happened in your country in the distant past *e.g. fire, earthquake, flood* etc. Collect information and write a short text about it. Write: **where, what happened, when it happened, what happened in detail, what happened in the end.** Present your article to the class.

## The Great Plague



In England, many children enjoy playing the game of Ring a ring o' roses. They stand in a circle and then **skip** around, singing the song until the last line, when they all fall down. Where does this song come from?

Many people believe that the song is about the Great Plague of London, in 1665, when about 100,000 people died from a mysterious **disease**. The roses refer to the **rosy rash** which was the first **sign** that someone had the disease. To hide the smell of the **plague**, people filled their pockets with flowers and this is the meaning behind the second line. Later, **sufferers** of the disease would **cough** and **sneeze**, making an "Ah-tishoo!" sound, before the end finally came and they fell down dead.

The first **recorded** case of the plague was on April 12, 1665, but by July of that year it had spread through London. By September, 7,000 people were dying every week and many chose to leave London. A small number of doctors stayed to **fight** the plague, but nobody knew that **rats** were carrying the disease around the city's dirty streets.

The plague continued in London until September, 1666, when the Great Fire of London burned down many of the streets where the rats lived. Afterwards, Sir Christopher Wren **designed** clean streets for London and the plague didn't return. London **survived** both disasters and today only the words of a children's song **remind** us of the **deadly** disease.

## COMEDY ZONE

Television causes violence.

Because every time I switch it on, my Dad starts shouting at me.

Why do you say that?





# Mystic Jane & Genius Joe

1

No, I feel awful! I've got a splitting headache.

What's the matter, Jane? You don't look very well.

2

Oh dear. I'm sorry, Jane. But wait! We can try out my new invention.

It's a machine that cures headaches. If you put your head in here for 1 minute, the headache goes!

And what's that?

3

Oh, no! Now I've got measles! Enough of your silly inventions!

What are you doing?

4

I'm preparing a magic potion. It works great for measles!

5

Wow! The spots have disappeared!

Yes, but now I've got a terrible stomach ache! I'll use my magic wand. Stomach ache, go away!

6

Are you all right?

I think I've got a temperature!

7

What's this? Another invention?

Here, take this.

8

Try it! If it doesn't work, I'll call a doctor.

How are you feeling, Jane?

Great! Thanks, Joe. That invention works wonders! What is it?

9

It's called ... an aspirin! Sometimes simple cures work best!



## What's the matter?

**Objectives:** describing and giving advice on common health problems and their treatment; reviewing conditionals types 0 & 1

**Vocabulary:** health – problems and treatments

**Reading:** a cartoon strip

*Skills – reading for gist*

*reading for specific information*

**Speaking:** talking about health problems, giving advice

**Grammar:** conditionals types 0 & 1

**Writing:** a cartoon strip

### 1 **Focus ►** Describing health problems

Direct Ss' attention to the cartoon strip and the title. Elicit/Explain the meaning of "Mystic" (*having magical powers*) and "Genius" (*being very clever*). Elicit the names of any famous or fictional people who have these qualities and what they do with their powers.

Read out the list of health problems on p. 55 and elicit/explain the meaning of any unknown words. Explain the task and allow Ss time to read through the cartoon strip quickly. Check Ss' answers.

#### **Answer Key**

*Jane and Joe are special because Jane has mystical powers and Joe is a genius.*

*Jane mentions a splitting headache, measles, a stomach ache, a temperature.*

### 2 **Focus ►** Talking about solutions to health problems

Direct Ss' attention to the list of possible solutions to health problems (p. 55). Elicit/Explain the meaning of any unknown words. Present the example answer. Allow Ss time to refer back to Ex. 1 and consider their answers. Ss then compare answers in pairs. Check answers around the class by asking individual Ss: *What do you do when you have ...?* and inviting other Ss to comment.

#### **Suggested Answer Key**

*When I have toothache, I see a dentist.*

*When I have a splitting headache, I take an aspirin.*

*When I have stomach ache, I take medicine.*

*When I have a sore throat, I have a cough sweet.*

*When I have earache, I take painkillers.*

*When I have a cold, I take some vitamin C.*

*When I have measles, I call/see a doctor.*

*When I have a cough, I take medicine.*

*When I have a temperature, I stay in bed/take an aspirin.*

### 3 **Focus ►** Listening & reading for specific information

Explain the task. Play the recording. Ss listen and read to find the answer.

#### **Answer Key**

*The cure that works best for Jane is taking an aspirin.*

Direct Ss' attention to the list of synonyms on p. 55. Explain any unknown words. Allow Ss time to re-read the cartoon strip and complete the task. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

#### **Answer Key**

*really bad – awful, splitting, terrible*

*stupid – silly*

*vanish – goes, disappeared, go away*

*is excellent – works great, works wonders*

As an extension, ask Ss to look at the pictures and narrate the story to their partner. Ss can make mistakes in their narrations which their partners need to spot and correct.

Alternatively, Ss can take roles and read out the story.

**Optional:** Ss can work in groups of four. Two Ss take roles those of Jane and Joe and read out the episode. The other two mime the story.



4 **Focus ►** Talking about health problems

Read out the prompts in the table. Elicit the responses to both the questions and suggestions (e.g. *What's wrong? – I'm not feeling well. Why don't you see a doctor? – That's a good idea.*). Explain the task. Allow pairs time to complete the exchanges. Monitor the activity. Ask pairs to act out their dialogues in front of the class to check Ss' answers.

**Suggested Answer Key**

A: *What's the matter?*

B: *I've got really bad toothache.*

A: *Oh dear! Why don't you go to the dentist?*

B: *I think I will. etc*

5 **Focus ►** Introducing conditionals types 0 & 1

Read out the first sentence. Ask Ss to identify the sentence structure (*if + subject + present simple, subject + present simple*). Repeat this procedure with the second sentence (*if + subject + present simple, subject + future simple*). Ask Ss which word introduces the hypothesis (*if*). You may point out that "when" can also be used in conditional type 0, as in the example in Ex. 2.

Ask Ss which sentence describes a general truth (1) and which describes a future possibility (2). Ask Ss to justify their answers (1 – *water always boils when it reaches 100°C*; 2 – *Alex won't get stomach ache if he doesn't eat too many sweets; he may eat too many, he may not*).

Tell Ss to read the comic strip again and underline examples of conditionals types 0 and 1. Allow Ss time to complete the task and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key**

**Conditional Type 0** – *If you put your head in here for 1 minute, the headache goes!* (pic. 2)

**Conditional Type 1** – *If it doesn't work, I'll call a doctor.* (pic. 8)

6 **Focus ►** Practising conditionals types 0 & 1

Direct Ss' attention to the first sentence and ask whether it describes a general truth or a future possibility to elicit the type of conditional. Elicit/Explain the meaning of any unknown words. Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)7 **Focus ►** Practising conditionals type 1

Explain the task and elicit/explain the meaning of any unknown words. Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class.

**Suggested Answer Key**

1 *will call a doctor*

4 *will do it*

2 *will tell you*

5 *melts*

3 *will open*

**Game**

Divide the class into two teams. Explain the game to the Ss. Encourage them to be as imaginative and creative as they can. Tell Ss that their team will win a point if the other team cannot continue the story. You may choose to set a time limit for each team to continue the story.

**Suggested Answer Key****Conditional Type 1**

Team A S1: *If John wakes up early, he will have a good breakfast.*

Team B S1: *If he has a good breakfast, he will work hard at school.*

Team A S2: *If he works hard at school, he will get good marks.*

Team B S2: *If he gets good marks, his parents will be pleased.*

Team A S3: *If his parents are pleased, ... etc*

8 **Focus ►** Creating a dialogue

Ss work in pairs, using the phrases from Ex. 4 and the comic strip as a model. Monitor the activity and then invite pairs to act out their dialogues for the class.

**Suggested Answer Key**

A: *What's the matter, Joe?*

B: *I'm not feeling well. I have terrible toothache.*

A: *You poor thing. Don't worry, though – you can try my magic potion!*

B: *And what's that?*

A: *It's a potion that cures toothaches. If you drink it, the toothache goes.*

B: *Oh, no! Now I've got stomach ache! etc*

9 **Focus ►** Writing a dialogue as a cartoon strip

Explain the task. Tell Ss that they can use the cartoon strip on p. 54 as a model. Assign the task for HW. Ss present their cartoon strips in the next lesson. Display them around the classroom.

**Suggested Answer Key**

See Suggested Answer Key for Ex. 8, above.



## Vocabulary

### ► Health problems

- 1 Look at the cartoon strip. What is special about Jane and Joe? Which of the following health problems does Jane mention?


- toothache • a splitting headache
- stomach ache • a sore throat • earache
- a cold • measles • a cough
- a temperature

- 2 What do you do when you have any of the problems in Ex. 1?

- take medicine/antibiotics/painkillers
- see a dentist • have a cough sweet
- take an aspirin • take some vitamin C
- call/see a doctor • stay in bed

*When I have toothache, I see a dentist.*

## Reading

- 3  Which cure works the best for Jane? Listen and read to find out. Read again and find words/phrases which mean:

- really bad (x3) • stupid • vanish (x3)
- is excellent (x2)

## Everyday English

### ► Talking about health problems

- 4 Imagine you have some of the problems in Ex. 1. Use the table to act out dialogues as in the example.

Asking about health	Complaining
<ul style="list-style-type: none"> <li>• What's wrong?</li> <li>• What's the matter?</li> <li>• Are you all right?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not feeling well.</li> <li>• I've got (a) (terrible/ really bad) ...</li> </ul>
Sympathising & giving advice	Responding
<ul style="list-style-type: none"> <li>• You poor thing./ Oh no!/Oh dear!</li> <li>• Why don't you ...?</li> </ul>	<ul style="list-style-type: none"> <li>• That's a good idea.</li> <li>• I think I will.</li> <li>• Maybe I should.</li> </ul>

A: *What's the matter?*

B: *I'm not feeling well. I've got a splitting headache.*

A: *Oh dear! Why don't you take a painkiller?*

B: *I think I will.*

## Exploring Grammar

### ► Conditionals Types 0 & 1

Grammar Reference

- 5 Read the sentences below. How are **conditionals types 0 & 1** formed? Which word introduces the hypothesis? Find examples in the cartoon strip.

- 1 If the temperature of water reaches 100°C, it boils. (*type 0 – law of nature/general truth*)
- 2 If Alex eats too many sweets, he will get stomach ache. (*type 1 – future possibility*)

- 6 Put the verbs in brackets into the correct tense. What type of conditional is each sentence?

- 1 If you **don't stay** (not/stay) at home, you **will get** (get) worse. (1)
- 2 If I **have** (have) a headache, I **take** (take) an aspirin. (0)
- 3 Water **turns** (turn) to ice if the temperature **drops** (drop) below 0°C. (0)
- 4 You **will catch** (catch) a cold if you **don't wear** (not/wear) your jacket. (1)
- 5 If you **boil** (boil) water, it **evaporates** (evaporate). (0)
- 6 All metals **expand** (expand) if you **heat** (heat) them. (0)

- 7 Complete the sentences. Use: **open, call, melt, tell, do**.

- 1 If his temperature doesn't drop, we ..... .
- 2 If I need anything, I ..... .
- 3 If you turn the switch, the door ..... .
- 4 If I have time, I ..... .
- 5 If you leave butter in the sun, it ..... .



Play in teams. Take turns to continue the story.  
Team A S1: *If John wakes up early, ...*

## Speaking

- 8 **Portfolio:** Work in pairs. This time it's Joe who isn't feeling well. Use phrases from Ex. 4 to act out a dialogue similar to the one on p. 54. Record yourselves.



- 9 **Portfolio:** Write your dialogue as a cartoon strip.





chemist



ophthalmologist



dentist



doctor



surgeon



optician

## Vocabulary

### ► Medical professions

- 1 Who do you need to see if you:
- have toothache? • need an operation?
  - need glasses? • have an eye infection?
  - have a bad tooth? • have tired eyes?
  - have pneumonia? • have a cough?

*If you have toothache, you need to see a dentist.*

- 2 Where do the people in the pictures work?  
Who can write **prescriptions**?

- surgery • hospital • chemist's • lab
- clinic • optician's

*A chemist works in a chemist's or a lab.*

## Listening & Reading

- 3 The following sentences are taken from dialogues a and b. Where do they take place?
- A Thank you. Oh, and something else.  
B How often can I use them?  
C Could I have something for sunburn, please? My back is really sore.  
D What do you have for tired eyes?  
.....  
E Oh no. I hate the drill!  
F What's that?  
G Well, I've got toothache.  
H Oh, OK. As long as it's not a needle. I hate needles.

- 4 a. Use the sentences A-H to complete the dialogues. Listen and check.

## Study skills

### Completing a dialogue

Read the sentences. Read through the dialogue once. Read the words before and after each gap carefully before you choose an answer. Some answers may fit with what comes before the gap, but not with what follows. When you complete the dialogue, read it through to see if it makes sense.

- a A: Good morning. How can I help you?  
B: 1) **C**  
A: I suggest you use this skin cream. You apply it twice a day.  
B: 2) **A**  
A: Yes, madam?  
B: 3) **D**  
A: Try some of these eye drops. They're excellent!  
B: 4) **B**  
A: Whenever your eyes are sore. But you mustn't use them more than three times a day.  
B: OK, thank you.  
.....  
b A: Hello, Judy. Come and sit down. What's the problem?  
B: 5) **G**  
A: OK, let me have a look. Open wide.  
B: 6) **F**  
A: It's just a mirror. See? You needn't be afraid.  
B: 7) **H**  
A: Hmm ... I'm afraid you need to have a filling. We must do it now before it gets worse.  
B: 8) **E**  
A: Don't worry. You won't feel a thing!

- b. What is each person's problem? What do the chemist and dentist advise?



## Doctor, Doctor

**Objectives:** learning about medical professions, discussing health problems and seeking advice from the medical professionals; expressing strong advice, necessity, absence of necessity and prohibition

**Vocabulary:** medical professions

**Reading:** short dialogues about health problems (gap-filling)

*Skill – reading for text cohesion*

**Speaking:** asking for advice, making suggestions

**Grammar:** "must(n't)" – "need(n't)"

**Listening:** a talk on dental health care (gap-filling)

*Skill – listening for specific information*

**Writing:** a list of rules

### 1 **Focus ►** Vocabulary related to medical professions

Ask Ss to look at the pictures. Read out the professions, then read out the list of medical problems and elicit/explain the meaning of any unknown words. Ss complete the task individually, then compare answers with a partner. Walk around the room monitoring the activity. Check Ss' answers around the class.

#### **Answer Key**

*If you have toothache, you need to see a dentist.*

*If you need an operation, you need to see a surgeon.*

*If you need glasses, you need to see an optician.*

*If you have an eye infection, you need to see an ophthalmologist.*

*If you have a bad tooth, you need to see a dentist.*

*If you have tired eyes, you need to see a chemist/an ophthalmologist.*

*If you have pneumonia, you need to see a doctor.*

*If you have a cough, you need to see a doctor/chemist.*

### 2 **Focus ►** Places related to medical professions

Read through the place names and elicit/explain the meaning of any unknown words. Elicit the place(s) associated with each medical profession, and who can write prescriptions.

#### **Suggested Answer Key**

*A doctor works in a surgery/hospital.*

*A surgeon works in a hospital.*

*An ophthalmologist works in a clinic.*

*A dentist works in a clinic or a surgery.*

*An optician works in an optician's.*

*A doctor, a surgeon, a dentist and an ophthalmologist can write prescriptions.*

### 3 **Focus ►** Listening to predict content

Select Ss to read the sentences aloud. Elicit/Explain the meaning of any unknown words or expressions. Elicit deductions as to where each dialogue takes place.

#### **Suggested Answer Key**

*The first dialogue takes place in a chemist's. The second dialogue takes place in a dentist's clinic.*

### 4 **Focus ►** Completing a dialogue & reading for cohesion

- Read out the information in the Study Skills box. Ask questions to check Ss have understood the key points (e.g. *What is the first thing you do? Why should you read the whole dialogue before you try to fill in the gaps?* etc). Ss complete the task individually, then compare answers with a partner. Play the recording. Ss listen and check their answers. Confirm the correct answers, then elicit/explain the meaning of any unknown words in the dialogues.

#### **Answer Key** (See overprinted answers)

- Direct Ss' attention to the questions. Allow Ss time to reread the dialogue and discuss their answers with a partner. Check Ss' answers around the class.

#### **Suggested Answer Key**

*In dialogue a, Speaker B has sunburn and tired eyes. In dialogue b, Speaker B has toothache. The chemist advises using a skin cream for the sunburn and eye drops for the tired eyes. The dentist advises getting a filling for the toothache.*



5 **Focus ►** Asking for and suggesting medicine

Read out the list of problems and elicit/explain the meaning of any unknown words. Read out the expressions in the table and elicit suitable endings (e.g. *What do you have for sunburn? Try some skin cream. etc.*). Explain the task. Ss work in pairs, making up short exchanges, as in the example. Walk around the room monitoring the activity. Select pairs to present their exchanges to the class.

**Suggested Answer Key**

Customer: What do you suggest for sunburn?

Chemist: Try some skin cream.

Customer: Could I have something for insect bites?

Chemist: I suggest you use this ointment. etc

6 **Focus ►** Reviewing the uses of "must(n't)" and "need(n't)"

Ss' books closed. Write on the board the sentences below without the sentences in brackets. Elicit the situation these sentences apply to (*when renting a house/ room*).

You **must** respect the rules. (I advise you)

You **mustn't** play music late at night. (it's forbidden)

You **mustn't** disturb your neighbours. (I advise you not to)

You **need** to tidy your room. (it's necessary)

You **needn't** wash the bed sheets. (it isn't necessary)

Write on board: *strong advice, necessity, prohibition, lack of necessity*. Ask Ss to match the sentences to the headings. Help Ss if necessary, using the sentences in brackets.

Ss' books open. Present the rules in the grammar box and elicit/explain the meaning of any unknown words. Ss work individually to find examples in the dialogues. Check Ss' answers.

**Answer Key**

But you **mustn't** use them more than three times a day. (*strong advice/prohibition*)

You **needn't** be afraid. (*lack of necessity*)

We **must** do it now before it gets worse. (*strong advice/necessity*)

7 **Focus ►** Practising "must" / "mustn't"

Elicit/Explain the meaning of "pneumonia" and ask Ss if they, or anyone they know, have ever suffered from the disease. Initiate a short discussion about what people suffering from pneumonia must/must not do. Draw Ss' attention to the rubric and explain the task. Read out the list of prompts and complete the first item with the class to check understanding. Allow time for Ss to complete the task individually and compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

You **must** drink a lot of fluids when you've got pneumonia.

You **mustn't** forget your medicine when you've got pneumonia.

You **must** get plenty of rest when you've got pneumonia.

You **mustn't** go to work when you've got pneumonia.

You **must** eat well when you've got pneumonia.

You **mustn't** go out when you've got pneumonia.

8 **Focus ►** Matching notices to their meanings

Explain the task and elicit/explain the meaning of any unknown words. Ss complete the matching activity in pairs. Check Ss' answers around the class, then elicit what the remaining notices mean and where they might appear.

**Answer Key** (See overprinted answers)

"Doctor on Call" is a sign doctors put on their car windscreens to show they are visiting a patient.

"Flu Vaccinations Now Available" is a sign in a chemist's window telling you that the chemist now has flu vaccinations for you to buy.

9 **Focus ►** Practising "need to" and "needn't"

Explain the task to Ss. Allow them time to complete the gaps individually then check Ss' answers.

**Answer Key** (See overprinted answers)10 **Focus ►** Listening for specific information

Read out the rubric, set the situation and initiate a short discussion about what to do to keep teeth and gums healthy. Read through the text, elicit/explain the meaning of any unknown words and ask Ss to predict what type of information is required for each gap. Play the recording once and allow Ss time to compare their answers with a partner. Play the recording again if necessary. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)11 **Focus ►** Writing rules about pneumonia

Ask Ss to look back at the prompts in Ex. 7 and suggest additional ideas of their own. Ss choose five points to write "must/mustn't" rules. Give them time to complete the task, then check Ss' answers around the class.

**Suggested Answer Key**

You **must** drink lots of fluids.

You **mustn't** forget to take your medicine.

You **must** eat well.

You **must** stay in bed.

You **must** get plenty of rest.



## Everyday English

### ► At the chemist's

- 5 **Portfolio:** Imagine you have some of the problems below. In pairs, take the roles of the customer and the chemist. Use the language and the phrases to act out a dialogue.

- sunburn/skin cream • insect bites/ointment
- cough/cough syrup • cold/vitamin C tablets

Asking for medicine	Suggesting
<ul style="list-style-type: none"> <li>• What do you suggest/have for ...?</li> <li>• Could/Can I have something for ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Try some ...</li> <li>• I suggest ...</li> <li>• You should ...</li> <li>• You can try ...</li> </ul>

## Exploring Grammar

### ► must(n't) – need(n't)

Grammar Reference

- 6 Read the rules. Find examples in the dialogues.

We use **must** to express:

- strong advice. *You **must** brush your teeth after meals. (I strongly advise you to do so.)*
- necessity. *You **must** take one tablet three times a day for five days. (It's necessary that you do it.)*

We use **mustn't** to express:

- strong advice. *You've got a temperature. You **mustn't** go out. (I strongly advise you not to do it.)*
- prohibition. *You **mustn't** enter this area. (It's forbidden.)*

We use **need/needn't** to express:

- necessity/lack of necessity. *We **need** to be there on time. (It's necessary.) You **needn't** worry. Everything will be fine. (It isn't necessary.)*

- 7 Ann has pneumonia. Imagine you are a doctor. Use the prompts to tell her what she **must/mustn't** do.

- drink lots of fluids
- forget your medicine
- get plenty of rest
- go to work
- eat well • go out



- 8 Match the notices to their meanings. What do the other two notices mean?


- |                                  |   |                                   |
|----------------------------------|---|-----------------------------------|
| A DOCTOR ON CALL                 | 1 | You must not drive fast here.     |
| B SLOW! CHILDREN CROSSING        | 2 | You must come back later or wait. |
| C Back in 10 minutes             | 3 | You must not park your car here.  |
| D Flu Vaccinations Now Available | 4 | You must not smoke here.          |
| E AMBULANCES ONLY                |   |                                   |
| F NO SMOKING                     |   |                                   |

- 9 Fill in with **need to** or **needn't**.

- 1 You **needn't** worry about me. I'm fine.
- 2 Let's go! We **need to** be at the airport before 10:00.
- 3 I **need to** make a phone call. It's an emergency.
- 4 You **needn't** go to the doctor. It's just a cold.

## Listening

- 10 You will hear some information about dental health. Listen and fill in the gaps.



### HOW TO KEEP YOUR TEETH & GUMS HEALTHY

- Brush your teeth after every 0 meal or at least 1 twice a day.
- Brush for at least 2 3 (three) minutes.
- Avoid 3 sweets and sugary drinks.
- Eat lots of fresh 4 fruit and vegetables.
- Visit your dentist every 5 6 (six) months for a check-up.

## Writing (rules)

- 11 Use your answers in Ex. 7 to write a set of five rules about what you **must/mustn't** do when you have pneumonia.

*You must drink lots of fluids.*



# Healthy Lifestyles

## Do you?

- eat a balanced diet • sit around/sit at a desk all day • get enough sleep
- take plenty of exercise • skip meals
- eat lots of fatty foods/fast food • get stressed out
- drink plenty of water • stay up late • walk
- drink a lot of caffeine • eat lots of fruit/vegetables
- exercise regularly

### You asked Andrew...

Weekly advice column  
for all your health concerns



### Andrew's Advice

Dear Andrew,  
I'm really overweight! I've **cut out** breakfast and all fatty foods, but I just can't seem to lose weight. I'm desperate – please help!  
*Hungry & Miserable, Coventry*

Dear Andrew,  
I'm always stressed out! I work long hours and find it hard to relax when I get home. What can I do?  
*Stressed, Brighton*

Dear Andrew,  
I sit at a desk all day, but I always seem to feel tired! Any suggestions?  
*Sleepy, Cardiff*

- A Don't despair! First of all, you should always eat breakfast! Imagine you're a car. If your 'fuel tank' is empty, it doesn't go anywhere! Also, if you skip meals, you often eat more later and **put on weight**. You should eat a balanced diet and take plenty of exercise. That's the best way to lose weight!
- B Try going for a quick swim in the morning or walking to work. When you exercise, your heart beats faster and your blood carries more oxygen to your brain. This gives you more energy and helps you to think more clearly! Also, do you get enough sleep? Remember, most people need 7-8 hours of sleep to **function** well the next day!
- C Take it easy! There's more to life **than** work you know! Why not **take up** a new sport or hobby to get out of the house? You could join a gym! If you exercise regularly, your body **cop**es with stress much better. Also, try not to drink too much coffee and tea. If you drink a lot of caffeine, it increases anxiety.

## Reading

- 1 Have you got a healthy lifestyle? In pairs, ask and answer questions from the magazine extract to find out.

- 2 a. Read the letters Andrew received. What is each person's problem? What advice might he give?

- b. Match Andrew's answers (A, B or C) to the correct letter. Listen and check. What advice does he give?

- c. Match the words/phrases in bold with a synonym below.

• manages • start • work • stopped eating • gain



## Healthy lifestyles

**Objectives:** learning about healthy lifestyles and people's concerns about them; giving advice; reviewing type 0 & 1 conditionals

**Vocabulary:** healthy lifestyles

**Reading:** an advice column

*Skills – reading for main ideas*

*reading for specific information*

**Speaking:** stating problems and giving advice;

intonation in 1st conditional statements

**Grammar:** "should" / "shouldn't" for giving advice

**Listening:** short conversations (multiple choice)

*Skill – listening for specific information*

**Writing:** letters asking for and giving advice

### 1 **Focus ►** Vocabulary associated with healthy lifestyles

Direct Ss' attention to the title, "Healthy lifestyles", and elicit/explain the meaning. Ask Ss if they think they have a healthy lifestyle and why. Work through the "Do you?" prompts and elicit/explain the meaning of any unknown words. Explain the task and ask a pair of Ss to act out an exchange for the class. Allow time for pairs to complete the task, monitoring them as they do so. Conduct feedback by inviting pairs to act out exchanges for the class. As an extension, invite individual Ss to comment on their partner's answers.

#### **Suggested Answer Key**

A: Do you eat a balanced diet?

B: Yes, I do. I eat a lot of fresh fruit and vegetables. What about you?

A: I like fruit but I don't eat many vegetables.

A: Do you sit around a lot?

B: Only at school. In my free time, I play a lot of sports. You?

A: Me, too. I like playing football. etc

### 2 a. **Focus ►** Reading for main ideas

Direct Ss' attention to the layout of the text and elicit what type it is (*an advice column on health, where people send letters about their problems and an expert gives advice*). Ask Ss to read the three letters and identify the problems. Check answers with the class.

#### **Answer Key**

The first person is overweight. The second person is stressed out. The third person always feels tired.

Elicit possible advice, listing Ss' suggestions on the board.

#### **Suggested Answer Key**

Andrew might advise them to eat less fast food / to start a hobby / to get more sleep / etc.

### b. **Focus ►** Reading for specific information

Explain the task. Ss read the text and complete the task individually, then compare answers with a partner. Play the recording. Ss listen and check their answers. Ask Ss to skim the replies to find what advice is given. Check Ss' answers and elicit whether Andrew's advice matches Ss' predictions made in Ex. 2a.

#### **Answer Key**

1st person – A *always eat breakfast, don't skip meals, eat a balanced diet, take plenty of exercise*

2nd person – C *take up a new sport/hobby, exercise regularly, don't drink too many drinks with caffeine in them*

3rd person – B *exercise, get 7-8 hours of sleep*

### c. **Focus ►** Identifying synonyms

Explain the task and elicit the answer to the first item to demonstrate the activity. Give Ss time to complete the task individually. Check Ss' answers around the class, then elicit/explain the meaning of any words in the text that Ss still do not understand.

#### **Answer Key**

*manages – copes with*

*start – take up*

*work – function*

*stopped eating – cut out*

*gain – put on*



### 3 **Focus** ▶ Reading for specific information

Explain the task and allow time for Ss to complete it individually. Check Ss' answers around the class.

#### Answer Key

*When you skip breakfast, you often eat more later in the day.*

*If you exercise regularly, your body copes with stress much better.*

*If you drink a lot of caffeine, it increases anxiety.*

### 4 **Focus** ▶ Giving advice with "should" / "shouldn't"

Ss' books closed. Elicit common problems Ss have and put some of them on the board.

#### Examples:

*I have spots on my face.*

*I have put on weight.*

*My parents complain about my school grades.*

Ask Ss what they advise their classmates to do and put some ideas on the board using the imperative.

#### Examples:

*Use a special cream for spots.*

*Don't eat sweets and fast food.*

*Try to study harder.*

Tell Ss that we can use *should/shouldn't* to give advice and elicit the following sentences:

*You should use a special cream for spots.*

*You shouldn't eat sweets and fast food.*

*You should try to study harder.*

Elicit more sentences giving advice about these problems and write them on the board.

#### Examples:

*You shouldn't wear make up.*

*You should go on a diet. etc*

Ss' books open. Read out the rule and examples in the box. Elicit further examples from Ss and write them on the board. Ss work individually to complete the task. Check Ss' answers.

#### Answer Key

*First of all, you should always eat breakfast!*

*You should eat a balanced diet and take plenty of exercise.*

### 5 **Focus** ▶ Practising giving advice with "should" / "shouldn't"

Explain the task and allow time for Ss to complete it individually. Check Ss' answers around the class.

#### Suggested Answer Key

2 *You should take medicine and stay in bed.*

3 *You should take it easy.*

4 *You shouldn't eat so much.*

5 *You should take up exercise.*

6 *You should take an aspirin.*

### 6 **Focus** ▶ Asking for and offering advice

Explain the task and help an open pair of Ss to provide an example exchange. Ss complete the task in closed pairs. Monitor the activity, then ask pairs to present their exchanges to the rest of the class.

#### Suggested Answer Key

A: *I'm really overweight! I've cut out fatty foods, but I just can't seem to lose weight.*

B: *Don't worry! You should take plenty of exercise. That's the best way to lose weight.*

### 7 **Focus** ▶ Intonation patterns in 1st conditionals

Explain the task and play the recording, pausing after each item for Ss to repeat, chorally and individually. Check Ss' pronunciation and intonation.

### 8 **Focus** ▶ Using conditional type 0 to talk about habitual actions

Read out the questions and elicit/explain the meaning of any unknown words. Allow time for Ss to think of their answers. Explain the task and invite a pair of Ss to act out the example exchange. Monitor the activity and then conduct feedback by asking pairs to act out their exchanges.

#### Suggested Answer Key

2 A: *If I feel hungry and there's no food at home, I pick up fast food.*

B: *Really? I go to the supermarket.*

3 A: *If I'm tired but I have to study, I drink lots of coffee.*

B: *Really? Me too. etc*

### 9 **Focus** ▶ Listening for specific information

Ask Ss to look at the pictures and say what they can see in each picture. Help Ss with vocabulary if necessary. Play the recording once and allow time for Ss to mark their answers and compare them with a partner. Play the recording again if necessary, then check Ss' answers around the class.

#### Answer Key (See overprinted answers)

### 10 **Focus** ▶ Writing letters asking for and giving advice

Explain the task to Ss. Brainstorm possible problems and advice, and elicit/provide any necessary vocabulary. Ss write the first letter (i.e. asking for advice) in the lesson, using the Ask Andrew column as a model. Ss exchange letters and write a reply for HW. Check Ss' letters in the next lesson. Display them in the classroom.

#### Suggested Answer Key

*Dear Andrew,*

*I'm really underweight. I try to eat proper, regular meals, but I still can't gain any weight. I'm desperate – please help!*

*Skinny, London*

*Dear Skinny,*

*Don't worry! If you worry, you'll only lose more weight. Try to stay calm and take it easy. Get lots of rest, and try not to drink too much coffee or tea. That's the best way to gain weight!*



### 3 Look at the text again. What happens if/when ...

- you skip breakfast?
- you exercise regularly?
- you drink a lot of caffeine?

## Exploring Grammar

### ► **should/shouldn't**

Grammar Reference

### 4 Read the rule and the examples. Find examples in the text.

We use **should/shouldn't** to give advice.  
*You **should** avoid fatty foods. (it's the right thing to do)*  
*You **shouldn't** eat too many sweets. (it's not the right thing to do)*

### 5 Make sentences using **should** and **shouldn't**.

What would you say to a friend who ...

- 1 eats too many sweets?
- 2 has got a bad cold?
- 3 gets stressed too easily?
- 4 is overweight?
- 5 doesn't exercise at all?
- 6 has a headache?

*You **shouldn't** eat so many sweets.*

## Speaking

### 6 Imagine you are one of the three people in the text. Work in pairs. State your problem. Your partner advises you what to do.

## Intonation (conditional sentences)

### 7 Listen and repeat.

- 1 If you eat less, you'll lose weight.
- 2 If I see Ann, I'll tell her.
- 3 If you exercise, you'll feel better.

### 8 Answer the following questions about yourself. Then, tell your partner.

What do you do if you ...

- 1 can't get to sleep?
- 2 feel hungry and there's no food at home?
- 3 are tired, but have to study/work?
- 4 put on weight?
- 5 have a headache?

A: *If I can't get to sleep, I watch TV.*

B: *Really? I read a book./Me too.*

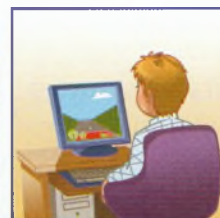
## Listening

### 9 You will hear four short conversations. For questions 1-4, put a tick (✓) in the box under the right answer.

#### 1 What is John doing now?



A ☒



B ☐



C ☐

#### 2 What is Kate having?



A ☐

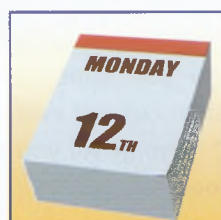


B ☐



C ☒

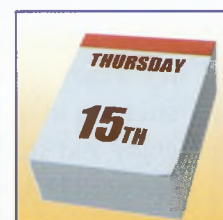
#### 3 When is the exam?



A ☐



B ☒



C ☐

#### 4 What's wrong with Ann?



A ☐



B ☒



C ☐

## Writing (letters asking for & giving advice)

### 10 Portfolio: Write a letter to the 'Ask Andrew' advice column. Exchange letters with a partner and write a suitable reply.



## Getting Started

- 1 Read the opinions about studying for exams. Which ones do you agree with?

You'll definitely avoid stress if you just leave all your studying until the last minute.

You should cut out all fun activities when studying for exams.

Relaxation and a healthy diet are important at exam time.

Studying in a library is better than studying at home.

Planning your studying well is the best way to avoid exam stress.

## Let's look closer

- 2 a. Look at the title of the article. Which of the suggestions in Ex. 1 do you think the writer will include? Read and check.
- b. Fill in the gaps (1-8) with an appropriate word. Think of another title for the article.

## So you want to avoid exam stress ?

It's exam time again, but how do you cope? Leave your studying until the last minute and then cut out everything you enjoy and study all the time, right? Wrong! All you need is to be sensible **1) and** organise your time.

**First of all**, you need **2) to** begin studying early. If you just revise **3) the** night before, you'll definitely get stressed! Just draw up a study plan and stick to it. **In this way**, you'll make sure you complete everything on time. You will also be much calmer and a lot more relaxed.

**Secondly**, you should eat well and get enough sleep. **4) If** you have plenty of energy and your mind is rested, you will be able to think more clearly. **Also**, don't forget you need to find time to relax and **5) have** fun! Take the dog for a walk, **for example**, or have a quick snack with friends. This **6) will** help you to clear your mind.

All in all, what you **7) need** is to plan your time carefully. **If you do this**, exam stress **8) should/will** be no problem.

- 3 a. Which paragraph(s): *make suggestions and give reasons/examples? gets the reader's attention and presents the main idea? summarises the writer's ideas?*

- b. Look at the highlighted linking words/phrases. Which: *list points? adds a point? introduces reasons/results? introduces an example?*

## Writing (an article making suggestions)

- 4 Underline the key words in the rubric below. Then match the suggestions (1-3) to the reasons (a-c). Make complete sentences.

Your teacher has asked you to write an article for your school magazine making suggestions about how to lose weight. Write your article (100-120 words).

1	c	eat a variety of foods
2	a	not miss meals
3	b	take up a sport you like

- a body/burn/calories more slowly/  
can put on weight
- b if/exercise regularly/lose weight
- c if/only eat salads/not have  
enough energy/get through  
the day

*You should eat a variety of foods.  
If you only eat salads, ...*

- 5 **Portfolio:** Use your answers in Ex. 4 to write your article (100-120 words). Follow the plan.

## Plan

**Introduction (Para 1)**  
*present the topic*

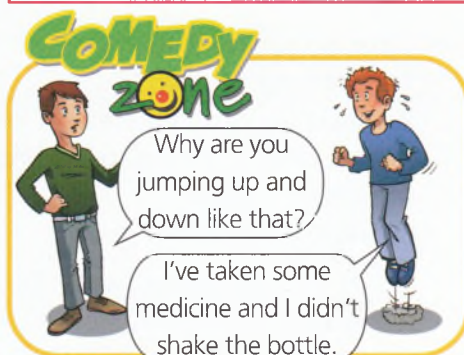
**Main Body (Paras 2-3)**

◆ *first suggestion and reasons/examples*

◆ *second suggestion and reasons/examples*

**Conclusion (Para 4)**

*summarise your suggestions*





## All in all

**Objectives:** learning about exam stress; identifying the structure of a text; identifying paragraph topics

**Reading:** an article giving advice about exam stress

*Skills – reading for general comprehension  
reading for cohesion & gist*

**Writing:** an article making suggestions

1 **Focus ►** Lead-in – studying for exams

Ask Ss how they prepare for examinations and if they get stressed before exams. Read out each opinion and elicit/explain the meaning of any unknown words/expressions. Have a class discussion and elicit which opinions Ss agree with and why.

**Suggested Answer Key**

*I agree that relaxation and a healthy diet are important at exam time, and that planning your studying well is the best way to avoid stress. I also agree that studying at the library is better than studying at home.*

2 a. **Focus ►** Predicting text content

Direct Ss' attention to the title of the article and discuss as a class which points the writer might include and why. Then allow Ss time to read the article and check their predictions.

**Suggested Answer Key**

*I think the writer will include relaxation and a healthy diet as being important at exam time and planning your studying well as the best way to avoid stress. I also think the writer will propose studying at the library instead of studying at home.*

b. **Focus ►** Reading for cohesion & gist

Explain the task. Allow time for Ss to read the article, fill in the gaps and then compare answers with a partner. Check Ss' answers around the class. Elicit/Explain the meaning of any unknown words.

**Answer Key** (See overprinted answers)

Then elicit alternate titles for the article from various Ss around the class.

**Suggested Answer Key**

*The Key for Stress-free Exams*

3 a. **Focus ►** Text organisation – paragraph topics

Ask Ss to look at the article again and identify the content of each paragraph. Elicit the topic of paragraph 1 to demonstrate the task. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

*Paragraph 1 gets the reader's attention and presents the main idea.*

*Paragraphs 2 & 3 make suggestions and give reasons and examples.*

*Paragraph 4 summarises the writer's ideas.*

b. **Focus ►** Identifying the purpose of linking words and phrases

Explain the task, identifying the purpose of the first linking phrase with the class to demonstrate the activity. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

*List points: First of all, Secondly*

*Adds a point: Also*

*Introduces reasons/results: In this way, If you do this*

*Introduces an example: for example*

4 **Focus ►** Preparation for writing task

Direct Ss' attention to the rubric for the writing task. Allow time for Ss to identify the key words individually and then compare answers with a partner. Ask questions to check Ss' understanding of the task (e.g. *What are you going to write? What is the article about? Who is it for?*). Ss complete the matching task individually. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

Then allow time for Ss to make complete sentences. Elicit answers from the class.

**Suggested Answer Key**

*You should eat a variety of foods. If you only eat salads, you will not have enough energy to get through the day.*

*You shouldn't miss meals. Your body will burn calories more slowly, and you can put on weight.*

*You should take up a sport you like. If you exercise regularly, you will lose weight.*

5 **Focus ►** Writing an article making suggestions

Explain the task. Elicit a paragraph plan from the class and write it on the board. Use the article in Ex. 2 as a model. Remind Ss to use their answers from Ex. 4 in their articles and to follow the plan provided. Assign the task for HW.

**Suggested Answer Key****So you want to lose weight?**

*Your clothes are too tight, and you're definitely overweight, but how do you lose those extra kilos? You stop eating, and just have a small salad once a day, right? Wrong! All you need to do is be sensible when it comes to your eating and exercise habits.*

*First of all, you need to eat a variety of foods. If you only eat salads, you will not have enough energy to get through the day.*

*Secondly, you shouldn't miss meals. If you miss meals, your body will burn calories more slowly, and you can put on weight. Also, don't forget to take up a sport you like. If you exercise regularly, you will lose weight.*

*All in all, what you need to do is watch your diet and take some exercise. If you do this, you will feel better and lose weight.*



## Micro-organisms on your Body!

**Objectives:** learning about human parasites and their effects on the body; matching texts of different types; giving an oral presentation from notes

**Vocabulary:** words associated with micro-organisms on the body

**Reading:** an article about micro-organisms (cloze text)

*Skills – reading for general comprehension*

*reading for detailed comprehension*

**Speaking:** giving an oral summary of the text

**Listening:** an article about micro-organisms

*Skill – listening for confirmation*

1 **Focus ►** Predicting text content

Direct Ss' attention to the title, "Micro-organisms on Your Body", and elicit/explain what it means. Tell Ss to look at the pictures and work through the questions in the rubric with the class, writing Ss' suggested answers on the board. Ss then read the text to see whether their suggestions were correct. Check answers with the class.

**Suggested Answer Key**

*The pictures show micro-organisms. They live on the human body and sometimes cause problems.*

2 **Focus ►** Reading – cloze text

Explain the task, reminding Ss of the types of words commonly required to complete such texts (e.g. *prepositions, relative pronouns, pronouns, articles, etc.*). Allow time for Ss to complete the task individually and then compare answers with a partner. Play the recording. Ss listen and check their answers. Elicit the correct answers.

**Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try to identify the meaning from the context before using their dictionaries to check.

**Answer Key**

**worldwide (adv):** throughout the world

**matter (v):** to be important, to make a difference

**lice (sing – louse) (n):** small insects that live in human hair

**share (v):** to use something that another person also uses

**survive (v):** to continue to live

**bacteria, fungi, viruses (n):** very small organisms that can cause disease

**entire (adj):** whole

**harmless (adj):** does not have bad effects

**feed on (v):** to eat something

**plaque (n):** substance on your teeth produced by bacteria

**destroy (n):** to cause so much damage as to ruin

**dine on (v):** to eat something

**pore (n):** tiny opening in the surface of the skin

**itchy (adj):** unpleasant feeling that makes a person scratch

**skin cell (n):** tiny part of the skin, too small to be seen

**sweaty (adj):** soaked with sweat

**smelly (adj):** having an unpleasant smell

3 **Focus ►** Matching texts

Explain the task. Ss complete the task individually. Check answers with the class.

**Answer Key**

*1st quote – This person has Athlete's Foot.*

*2nd quote – This person has lice.*

*3rd quote – This person has plaque.*

4 **Focus ►** Giving an oral presentation

Ask Ss to look back at the text and underline important facts about all of the micro-organisms. They should then write two or three sentences about each in their notebooks. Monitor the activity as Ss are working. Invite Ss to talk about the micro-organisms. Ss then record themselves, if possible, and store the recording in their Language Portfolio.

**Suggested Answer Key**

*Lice live in hair. You get them by touching heads with someone or sharing a brush. They lay eggs on your head.*

*The follicle mite eats dirt and fat in the pores of your skin and on your eyelashes.*

*Bacteria, fungi, and viruses live in your mouth. Streptococcus bacteria cause plaque that destroys your teeth.*

*Athlete's Foot is caused by a fungus. It grows in hot, sweaty places like socks and shoes and causes itchy feet.*

## Additional Material

- Self-Assessment Module 3 (pp. 62-63)
- Across the Curriculum 3 (p. 64)
- Pairwork Activities, Set 2:  
3A (p. 118) – 3B (p. 116)
- Word Perfect 6 (p. 122)
- Grammar Check, Unit 6 (p. 129)



## Micro-organisms on Your Body!



### Head & Hair

Between 6 0) and 12 million people worldwide get them every year and it doesn't **matter** if their hair is dirty 1) or clean! **Lice** can't jump or fly, so you can only get them by touching heads or **sharing** a brush with someone who has lice. They can **survive** for 30 days 2) on your head and lay up to 8 eggs a day! Yuck!



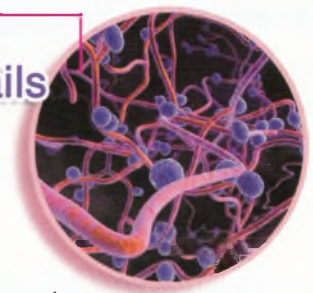
### Mouth & Teeth

There are more **bacteria, fungi** and **viruses** in your mouth 3) than the **entire** world's population! Most of them are **harmless**, apart from streptococcus bacteria. These **feed on** the sugar on your teeth and produce **plaque** that **destroys** 4) them.



### Pores & Eyelashes

What's for dinner? You are! This little guy, the 'follicle mite', **dines on** dirt and fat in the **pores** on your face, and on 5) **your** eyelashes! Gross!



### Skin & Nails

The **itchy** condition called 'Athlete's Foot' doesn't just affect athletes. Anyone can get this microscopic fungus 6) **that/which** eats old **skin cells** and grows in hot, **sweaty** places like **smelly** socks and shoes! Ugh!

## Listening & Speaking

- 1 Look at the pictures. What do you think they show? How are they related to human bodies? Read through to find out.
- 2 Read and complete the missing words. Listen and check. Explain the words/phrases in bold.
- 3 Match the quotes to the problems in the text.
 

A "Last night when I was taking my socks off, I noticed that my toenails were a strange colour."

- B "When I brushed my hair this morning, I noticed that there were little black bugs on my hairbrush."
- C "After I brushed my teeth this morning, one of them started to really hurt!"

## Speaking

- 4 **Portfolio:** Make notes about each micro-organism. Use your notes to tell the class about them. Record yourselves.



# Self-Assessment

## MODULE 3

### Vocabulary

#### 1 Fill in the correct word.

- flames • eruption • twisted • scalded
  - temperature • earthquake • ambulance
  - burnt • antibiotics • flooded
- 1 They knew it was a(n) **earthquake** when the ground began to shake.
  - 2 Mark fell off the ladder and **twisted** his ankle.
  - 3 She **burnt** her finger while she was ironing.
  - 4 Did you hear about the volcanic **eruption** in Tahiti? A whole village was destroyed.
  - 5 I feel so hot. I must have a very high **temperature**.
  - 6 The doctor gave me **antibiotics** to clear up the infection.
  - 7 The **flames** spread so quickly that the whole forest burned down in minutes.
  - 8 Quick! Call a(n) **ambulance**! Mike's hurt his back.
  - 9 He spilt boiling water over himself and **scalded** his leg.
  - 10 It rained so hard, the whole village **flooded**.

(10 marks)

#### 2 Who do you visit if you ...

- doctor • dentist • ophthalmologist
  - surgeon • optician • chemist
- 1 ... break a tooth? **dentist**
  - 2 ... need glasses? **optician**
  - 3 ... need to pick up some pills? **chemist**
  - 4 ... need an operation? **surgeon**
  - 5 ... have a fever? **doctor**
  - 6 ... have an eye infection? **ophthalmologist**

(6 marks)

### Grammar

#### 3 Underline the correct item.

- 1 You needn't/mustn't wash the dishes. I'll do it later.
- 2 You mustn't/needn't make any noise after 11pm.

- 3 I didn't see Jamie. He had left/left before we arrived.
- 4 They went/had gone to Disneyland last week.
- 5 The sun was shining/shine all week.
- 6 He was washing the car when it started/had started to rain.
- 7 If you heat water, it will boil/boils.
- 8 You need/must take short breaks every hour when you work on a computer.
- 9 Gerry was working in the garden while Jane and Penny had cooked/were cooking lunch.
- 10 Laura couldn't get into the house as she lost/had lost her keys.
- 11 He decorated the flat himself/herself.
- 12 If you study hard, you pass/will pass your exams this time.
- 13 I made/was making dinner when the phone rang.
- 14 If he will win/wins the lottery, he'll go on a round-the-world trip.
- 15 If he eats lots of junk food, he puts on/will put on weight.

(30 marks)

### Communication

#### 4 Complete the exchanges.

- a What's wrong?
  - b Oh, you poor thing.
  - c That's terrible!
  - d What do you suggest I take for a cold?
  - e I think I will.
- 1 A: Did you hear? There was a train crash yesterday.  
B: **That's terrible!**
  - 2 A: **What's wrong?**  
B: I've got a really bad headache.
  - 3 A: I'm not feeling very well.  
B: **Oh, you poor thing.**
  - 4 A: If you have a temperature, take an aspirin.  
B: **I think I will.**
  - 5 A: **What do you suggest I take for a cold?**  
B: Try some of these vitamin C tablets.

(10 marks)



## Reading

- 5 Read the text and choose the best word (A, B or C) for each gap.

### Antibiotics

#### What are antibiotics?

Antibiotics are important medicines as 1) ..... help fight infections caused by bacteria. However, bacteria 2) ..... ways to resist antibiotics, so that they no longer work. The more we use antibiotics, the less effective they become, so we 3) ..... use them carefully.

#### How to use antibiotics carefully

Basically, don't take them 4) ..... you don't need them. If you have a virus, antibiotics won't work. Since viruses cause all colds and most sore throats and coughs, you should ask 5) ..... chemist for advice rather than take antibiotics.

#### When are antibiotics the answer?

Your doctor 6) ..... prescribe antibiotics when you need them, for example, for pneumonia. Remember, if you only 7) ..... antibiotics when necessary, they are more likely to work when you really need 8) .....

- |   |   |   |  |
|---|---|---|--|
| 1 | <input checked="" type="radio"/> A they   | B their                                 | C them                                   |
| 2 | A found                                   | B find                                  | <input checked="" type="radio"/> C finds |
| 3 | <input checked="" type="radio"/> A should | B need                                  | C can                                    |
| 4 | A while                                   | B but                                   | <input checked="" type="radio"/> C if    |
| 5 | A you                                     | <input checked="" type="radio"/> B your | C yours                                  |
| 6 | A need                                    | <input checked="" type="radio"/> B will | C must                                   |
| 7 | A used                                    | B using                                 | <input checked="" type="radio"/> C use   |
| 8 | A they                                    | B it                                    | <input checked="" type="radio"/> C them  |

(16 marks)

## Listening

- 6 You will hear four short conversations. For questions 1-4, put a tick (✓) under the right answer.

- 1 What time is the man's appointment?



☐ A



☐ B



☒ C

- 2 How many people were injured?

8

17

20

☐ A

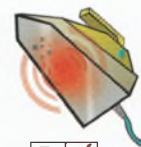
☒ B

☐ C

- 3 What happened to Pete?



☐ A



☒ B



☐ C

- 4 How was John travelling?



☒ A



☐ B



☐ C

(8 marks)

## Writing (a short story)

- 7 Write a short story for the school magazine entitled 'A bad day' (100-120 words).

(See Suggested Answers section)

(20 marks)

(Total = 100 marks)

**NOW**

I can...

- talk and write about disasters & accidents
- narrate past experiences
- give news & react
- ask for medicine at the chemist's
- describe healthy/unhealthy lifestyles
- write a story

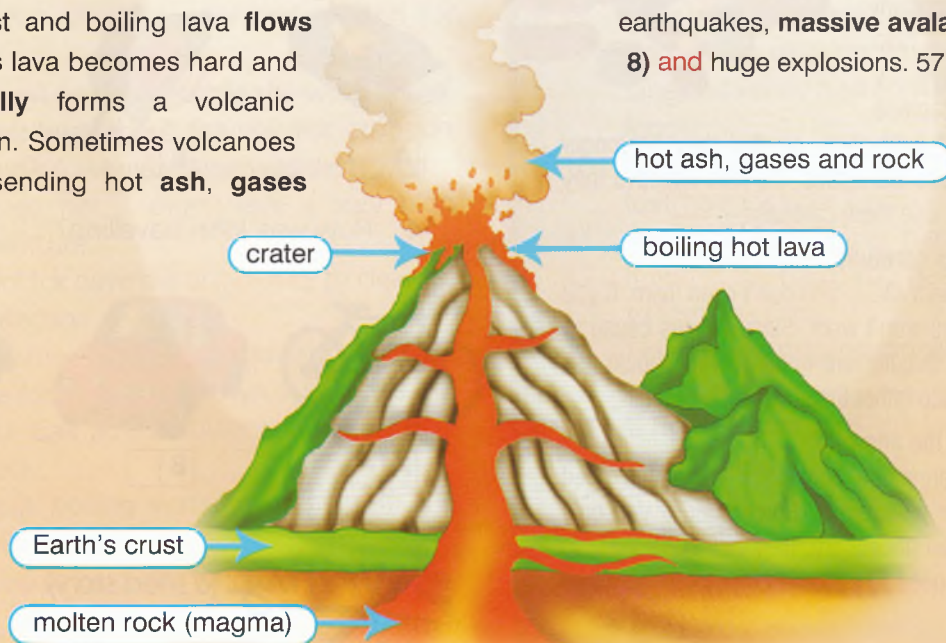
... in English!



# Volcanoes

There are more **1) than** 500 **active** volcanoes in the world, but what exactly is a volcano? Well, under the Earth's crust there **2) is** a deep **layer** of **molten** rock called magma. As this magma boils, like water in a pot, **3) it** sometimes pushes up through a **weak** spot in the crust and boiling lava **flows** out. This lava becomes hard and **eventually** forms a volcanic mountain. Sometimes volcanoes **erupt**, sending hot **ash**, **gases**

and rocks flying into **4) the** air. When the rocks and ash fall back down, **5) they** often form a circle and create a large hole in the middle called a crater. An erupting volcano **6) can** cause great problems. When Mount St Helens in Washington, USA, erupted **7) in** 1980, for example, it caused large earthquakes, **massive avalanches**, **mudslides** **8) and** huge explosions. 57 people were killed.



## Listening & Reading

- 1 What is a volcano? How do you think it erupts? Look at the diagram and discuss with a partner. Read and check.
- 2 Read again and complete the gaps (1-8). Listen and check. Then, explain the words in bold.

## Speaking

- 3 Use the diagram to talk to the class about volcanoes.

**Project:** Put the instructions in the correct order and make your own volcano.

## Make Your Own Volcano!

You will need: a large tray, some old newspaper, some sand or clay, a glass jar, 3 tablespoons of baking soda, red food colouring, half a glass of water, a glass of vinegar.

### Instructions:

- ▷ 3 Add the vinegar and stand back!
- ▷ 4 The chemical reaction makes the red liquid bubble up and flow down the sides of your volcano, just like a real one!
- ▷ 2 Put the baking soda in the jar and add the food colouring and water.
- ▷ 1 Put the newspaper on the tray. Put the jar in the centre and build sand/clay around it to make a volcano shape.



## Volcanoes

**Objectives:** learning about volcanoes; interpreting/talking about a diagram; following instructions to make a model volcano

**Reading:** a factual text about volcanoes (cloze text)

*Skills – reading for gist*

*reading for detailed comprehension*

**Listening:** a factual text about volcanoes

*Skills – listening for specific information*

**Speaking:** talking about volcanoes

**Project:** making a model of a volcano

### 1 **Focus** ▶ Interpreting a diagram of a volcano

Present the title and the diagram. Elicit what the diagram shows (*a cross-section of a volcano erupting*). Ask Ss to study the captions in the diagram. Ss can use their dictionaries to check the meaning of any unknown words. Allow Ss time to discuss their answers in pairs. Monitor the activity, then ask Ss around the class to present their answers. Ss read the text and check their answers.

#### **Answer Key**

*A volcano is a mountain with a hole on top called a crater. Sometimes it erupts and lava comes out. When the boiling hot lava comes out of the crater, hot ashes, gases and rocks fly into the air.*

### 2 **Focus** ▶ Reading – cloze text

Assure Ss that they do not need to understand every word in order to complete the task. Allow Ss time to reread the text, complete the gaps and compare their answers with a partner. Play the recording. Ss listen and check their answers. Confirm the correct answers.

#### **Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any other words that Ss still do not understand.

#### **Answer Key**

**active (adj):** still likely to erupt at some time

**layer (n):** something that covers a surface or is between two other things

**molten (adj):** so hot it has turned from a solid into a liquid

**weak (adj):** not strong

**flow (v):** to move slowly and steadily

**eventually (adv):** in the end, after a long time

**erupt (v):** to explode suddenly, sending rocks/etc into the air

**ash (n):** the powder left after something has been burnt

**gas (n):** something that isn't solid or liquid (e.g. air)

**massive (adj):** very, very big

**avalanche (n):** a large mass of snow that fall down the side of a mountain

**mudslide (n):** a lot of wet earth falling down the side of a hill or mountain

### 3 **Focus** ▶ Speaking – a presentation about volcanoes

Instruct Ss to reread the text, study the diagram and make notes about volcanoes. Remind them to point to the appropriate place on the diagram while they make their presentations. Allow Ss time to prepare their presentations in pairs. Monitor the activity. Select pairs to make their presentations in front of the class.

#### **Suggested Answer Key**

*A volcanic eruption is caused when magma starts to boil under the Earth's crust. It goes up through the volcano and comes out of the crater as lava. Hot ash, gases and rocks fly into the air and boiling lava flows down the side of the mountain. When a volcano erupts it can be very dangerous because it can cause avalanches, mudslides and earthquakes.*

### Project **Focus** ▶ Following instructions to make a model volcano

Read the instructions and elicit/explain the meaning of any unknown words. Allow Ss time to put the instructions into the correct order and compare their answers with a partner. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

Explain the task and assign it for HW. Ask Ss to bring their volcanoes to the next lesson and display them in the classroom.



## Before you start...

Revise one or two points from the previous module (*disasters, accidents, illnesses, etc*) by asking Ss if they have ever experienced a natural disaster. If so, have them describe what happened. Then, encourage one or two of them to tell the class about a bad day they had at some point in the past (e.g. *at school/home, on holiday, etc*).

Elicit whether Ss think they have a healthy/unhealthy lifestyle and why. Ask those with an unhealthy way of life what kind of health problems they might face and what they might do to take care of such problems.

## Objectives

Direct Ss' attention to the title of the module, *Go for it!* Explain that it summarises the theme and the idea of trying all forms of leisure activities (e.g. *food & drink, shopping, entertainment & hobbies*) and that in the next two units they will learn to talk about shopping habits, sports & equipment, different types of entertainment, etc.

## Look at Module 4

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then, elicit other information (e.g. *what the picture shows, what else Ss can see on that page/spread and what they think the unit might be about*).

### Answer Key

pic. 1 (p. 78)

T: Which page is picture 1 from?

S1: It's from p. 78.

T: What can you see in pic. 1?

S2: A poster for a film.

T: What else can you see on page 78?

S3: Two other posters and two lists of types of films and entertainment.

T: What do you think the unit will be about?

S4: Probably about different kinds of entertainment.

pic. 2 (p. 67)

What other signs can you see on p. 67? How are the signs related?

pic. 3 (p. 76)

What is happening in the picture? Look at the title of the lesson and say what you think it might be about.

pic. 4 (p. 72)

What is the man's job? Describe the sketch on the bottom on p. 72. How are the two images related to the title of the unit?

pic. 5 (p. 74)

What is he doing? What special clothing is he wearing and why? What other activities can you see on p. 74? What do you think the unit might be about?

## Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

**a takeaway menu:** Unit 7, p. 66

*a menu used at home from which we order takeaway meals*

**a restaurant advert:** Unit 7, p. 67

*an advert you put in a newspaper/magazine when you want to let people know about your restaurant*

**a restaurant review:** Unit 7, p. 72

*a small text on the good/bad points of a particular restaurant*

**a gym advert:** Unit 8, p. 76

*an advertisement to let people know what facilities are available at this particular gym*

**reviews:** Unit 8, p. 79

*brief information and recommendations for different performances*

Explain that the module has:

– a **Culture Clip**.

– a **Literature Corner**.

– an **Across the Curriculum** section.

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

### Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 73) is about traditional dishes from Scotland and Ireland.

The **Literature Corner** looks at different authors and extracts from their books. This one (p. 81) looks at *The Prisoner of Zenda* by Anthony Hope.

The **Across the Curriculum** section is a short informative piece from the National Curriculum. This one (p. 84) is about budgeting and is taken from the Personal, Social & Health Education section.



### Before you start

- Have you ever experienced a natural disaster? Talk about it.
- Think of a bad day you had. Tell the class what happened.
- Have you got a healthy/unhealthy lifestyle? Talk about it.
- Name some everyday health problems. What do you usually do for each?

### Look at Module 4

- Find the page numbers for pictures 1-5.

### Find the unit and page number(s) for

- a takeaway menu ☐
- a restaurant advert ☐
- a restaurant review ☐
- a gym advert ☐
- reviews ☐

### In this Module you will ...

#### read, listen and talk about ...

- food & drink
- shops & products
- shopping habits
- shopping & money
- hobbies & personalities
- sports & equipment
- types of entertainment

#### learn how to ...

- order food from a takeaway
- decide on clothes
- buy things
- recommend a restaurant
- express agreement – disagreement
- talk about entertainment & feelings

#### practise ...

- countable – uncountable nouns

- quantifiers & containers
- mustn't – don't have to
- going to – will
- infinitive, -ing form
- -ing/-ed participles
- pronunciation of /i/ – /i:/, /tʃ/ – /s/; stressed syllables

#### do a project about ...

- a restaurant advert
- a poster for a sports centre

#### write/make ...

- a restaurant advert
- a note
- comments for a message board
- a restaurant review
- a text about a national dish
- your profile for a contest
- reviews
- an email recommending a film
- a diary entry



**Culture Clip:** Great National Dishes

**Literature Corner:** The Prisoner of Zenda

**Across the Curriculum:** (PSHE) Budgeting





## STARTERS

Spring Rolls £3.50  
 Chicken Wings £4.25  
 Mussels in Black Bean Sauce £4.25  
 Tuna Salad £4.25  
 Chicken Salad £3.20

## SOUPS

Chicken & Sweet Corn Soup £2.50  
 Hot & Sour Soup £2.50  
 Vegetable Bean Soup £2.20

## MAIN COURSES

Sweet & Sour Chicken £4.80  
 Sliced Beef & French Fries £6.60  
 Roast Duck £8.50  
 Fresh Lobster with Ginger £7.00  
 Egg Fried Rice £2.00  
 Steak and Onions £5.00  
 Steak & Baked Potato £5.20

## SNACKS

Cheeseburger & French Fries £2.10  
 Tuna Sandwich £1.50  
 Grilled Sandwich & French Fries £2.60

## DESSERTS

Chocolate Cake £4.00  
 Cherry Pie £3.75  
 Fresh Fruit Salad £3.50  
 Ice Cream £2.90  
 Pancakes £3.70  
 Toffee Apple £2.50

## DRINKS

Mineral Water £1.50  
 Cans (Coke, Diet Coke, Fanta) £0.60

All prices include VAT at 17.5%

## TAKEAWAY MENU

RESTAURANT QUALITY  
 TAKEAWAY PRICES

Laura's



0173 3033 3333  
 40, BROADWAY, BEDFORD

DELIVERY TIMES:  
 7 DAYS A WEEK  
 4:30 PM – MIDNIGHT

## Vocabulary

## ► Food &amp; drink

- 1 Look at the menu. What are these dishes/desserts in your language? Have you tried any? Which do you eat with a **knife & fork, spoon, your fingers**?

- 2 How can you cook: • potatoes • chicken • fish • rice • steak • eggs • beef • beans • pie

1 roasted; 2 grilled; 3 baked;  
 4 boiled; 5 fried

Potatoes can be roasted, grilled,  
 baked, boiled or fried.

How do you usually eat them  
 in your country?

## Everyday English

## ► Ordering food from a takeaway

- 3 Work in pairs. Imagine you have got guests at home. Order a takeaway. Use the menu above and the language below.

A

Hello! Laura's takeaway!  
 Can I help you?

What would you like?

Would you like  
 anything else?

(address and telephone  
 number?)

(name?)

Thank you.

B

I'd like to order ...

Can I have/I'd like to have ...

Yes, please. I'd also like ...  
 No, that's all, thanks.

(give address/telephone  
 number)

(give name)



## Dinner time

**Objectives:** learning about food and drink, places to eat and placing orders; reviewing countable/uncountable nouns

**Vocabulary:** food and drink; places to eat

**Speaking:** ordering a takeaway

**Reading:** notices in eating places (multiple matching)

*Skill – reading for detailed comprehension*

**Grammar:** countable/uncountable nouns; quantifiers

**Listening:** an advert for a restaurant (gap-filling)

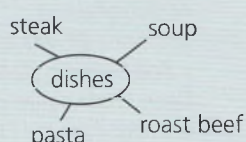
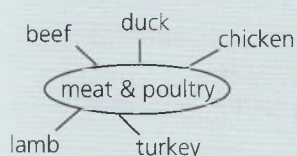
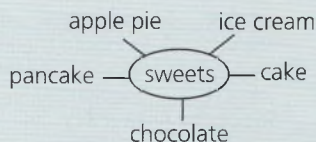
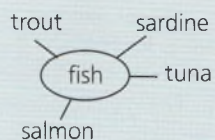
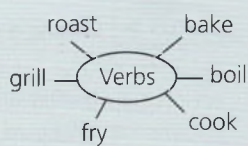
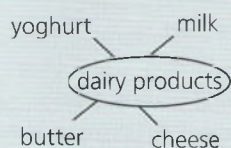
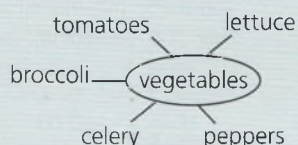
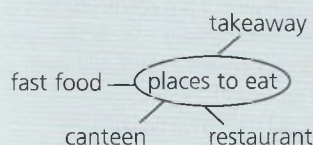
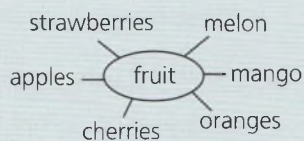
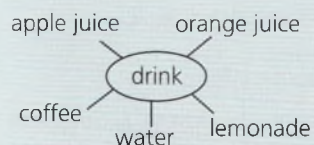
*Skill – listening for specific information*

**Writing:** an advert for a restaurant

### 1 Focus ► Discussing food & drink

Ask Ss to look at the title of the lesson and the pictures. Elicit what the unit is about. (food & drink) Write the following headings on the board. Ss complete the spidergrams orally. Write Ss' answers on the board. Ask Ss to copy the completed spidergrams in their notebooks.

#### Suggested spidergrams



Ask Ss to look at the menu. Read out each heading and the items below it. Elicit/Explain the meaning of any unknown words. In pairs, Ss say what each item is in their own language and identify those that are similar in both languages (e.g. *potato, sauce, salad, soup, rice, cheeseburger, etc*). Elicit examples of dishes which are eaten using each of the utensils listed.

### Answer Key

**fingers:** spring rolls, chicken wings, tuna sandwich, etc

**knife & fork:** roast duck, steak and onions, etc

**fork:** salad, cake, etc

**spoon:** soup, ice cream, etc

### 2 Focus ► Ways of preparing food

Read out both lists of items and elicit/explain the meaning of any unknown words. Elicit what each method of cooking involves (e.g. *roasted in the oven, boiled in hot water, fried in hot oil, etc*). In pairs or small groups, Ss say how many different ways there are of cooking each food item and which are the traditional ways in their country. Monitor the activity, then conduct feedback with the class.

### Answer Key

**chicken** – roasted/grilled/boiled/fried

**fish** – fried/boiled/baked/grilled

**rice** – fried/boiled

**steak** – grilled/fried

**eggs** – boiled/fried

**beef** – roasted/grilled/fried

**beans** – boiled/baked in sauce in the oven

**pie** – baked/deep fried individual pies

### 3 Focus ► Ordering a takeaway

Explain the task and ask an open pair of Ss to act out the first two exchanges as an example. Remind Ss that they have guests and so are ordering for a few people. Ss complete the task in closed pairs. Monitor the activity, then ask pairs to act out parts of their dialogues for the class.

### Suggested Answer Key

A: Hello! Laura's takeaway! Can I help you?

B: Hello. I'd like to order for four people, please.

A: What exactly would you like, madam?

B: I'd like to have one roast duck, one steak and baked potato and two cheeseburgers and French fries.

A: Would you like anything else?

B: Yes, I'd also like two cherry pies and two fresh fruit salads.

A: Your address and phone number?

B: 7, Dean Road, and the number is 5159448.

A: And the name?

B: Brown, Helen Brown.

A: Thank you.



4 **Focus** ► Notices in eating places

Read out the notices, elicit/explain the meaning of any unknown words and elicit where each notice might appear.

**Answer Key** (See overprinted answers)

5 **Focus** ► Reading – multiple matching

Explain the task, pointing out that there is one sign that is not described. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

6 **Focus** ► Countable/Uncountable nouns – quantifiers

Write some countable and uncountable nouns (food items) on the board: *banana, orange juice, bread, cheese, apple, egg, water, coffee, lemon, tomato*

Ask Ss which of these things they can count (e.g. *one banana, two bananas* etc). Elicit that the nouns that describe something we can count (1, 2, 3, 4...) are *countable nouns* and have a plural form. The nouns that describe things we cannot count are *uncountable nouns* and do not have a plural form.

Describe the following situation to the Ss.

We are going shopping and we want to make a list of the things we need to buy. This is what we have in the fridge: 1 chicken, 12 eggs, 6 tomatoes, 3 apples, 2 bottles of milk, a small piece of cheese, 1 carton of orange juice.

Ask Ss questions and elicit answers.

T: *Is there a chicken in the fridge?*

S1: *Yes, there is.*

T: *Is there a melon?*

S2: *No, there isn't.* etc

Write the following sentences on the board:

*Is there a chicken? There is a chicken. There isn't a melon.*

Repeat the same procedure for the other items in the list in order to elicit sentences with all the quantifiers in the affirmative, negative and interrogative and write an example of each one on the board.

**Examples:**

*Are there any eggs in the fridge? Yes, there many eggs.*

*Is there any cheese? Yes, there is a little.* etc

Use the examples on the board to elicit the rules for using quantifiers with countable and uncountable nouns and complete the grids below. Ask Ss to use the grids to make sentences using quantifiers.

## COUNTABLE NOUNS

	a	some	any	a lot (of)	(a) little	(a) few	much	many
affirmative	✓	✓		✓		✓		
interrogative			✓					✓
negative			✓					✓

## UNCOUNTABLE NOUNS

	a	some	any	a lot (of)	(a) little	(a) few	much	many
affirmative		✓		✓	✓			
interrogative			✓				✓	
negative			✓				✓	

Ss do the exercise, justifying each answer (e.g. *water: uncountable – we cannot say one water, two waters*). Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

7 **Focus** ► Collective nouns

Using the first item as an example, remind Ss that "sugar" is uncountable, but we can say "two bags of sugar". Read out the items in the list and elicit/explain the meaning of any unknown words. Ss complete the task individually, then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

8 **Focus** ► Quantifiers

Read out the rules in the box, asking Ss to give an example for each (e.g. *some milk/books – got any milk? – a few books – a little milk*).

Ss complete the exercise individually. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

9 **Focus** ► Practise using quantifiers

In pairs, Ss complete the dialogue. Monitor the activity, then check Ss' answers around the class.

**Answer Key** (See overprinted answers)

10 **Focus** ► Listening for specific information

Allow Ss time to read through the advert. Elicit/Explain the meaning of any unknown words and elicit deductions about the missing information (e.g. *3 is a day of the week*). Play the recording, twice if necessary. Ss listen and complete the task, then compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

11 **Focus** ► Writing a restaurant advert

Refer Ss to the advert in Ex. 10. Elicit what kind of information the advert includes and how it is presented (*information presented on separate lines, different dishes available, times/days open for service, special arrangements for Sundays, special menu available, phone number for reservations*). Ss create their own adverts for HW and then present them to the class.

**Suggested Answer Key**

**Ann's Restaurant**

44 Springfield Rd

Telephone: 69978888

• Beef Dishes • Steak Dishes • Snacks

Open Wednesdays, Thursdays, Fridays, Saturdays & Sunday evenings 7 pm to 11 pm

Bookings Only

Private parties by special arrangement

## Optional Reinforcement &amp; Extension Activities

Bring in a packet of plastic money and ask Ss to bring clean empty boxes, tubs, etc from different supermarket items. In a corner of the classroom, Ss can set up a small shop. They can take turns to be customers/shop assistants and practise buying and selling countable/uncountable products.



A All-you-can-eat lunchtime buffet £7.50

B Self-Service

C CHILDREN UNDER 11 EAT HALF PRICE!

D SERVICE NOT INCLUDED

E Closed Sunday evenings

F All-day breakfast

G Free tea & coffee refills

## Reading

- 4 Look at the notices. Where can you see them? At a: **restaurant**? **A, C, D, E** **hamburger bar**? **B** **takeaway**? **E** **canteen**? **B, F** **hotel dining room**? **A, C, D** **coffee shop**? **B, D, G**
- 5 Which notice (A-G) means this (1-5)?
- 12-year-olds pay full price for their meal. **C**
  - This offer is not valid in the evening. **A**
  - The price doesn't include a tip. **D**
  - You can order this any time you like. **F**
  - Have another hot drink without extra charge. **G**

## Exploring Grammar

### ► Countable/Uncountable nouns – Quantifiers

Grammar Reference

- 6 Read the rules. Mark the nouns **C** (countable) or **U** (uncountable).

Countable nouns are those nouns we can count: *an/one egg, two eggs*. Uncountable nouns are those we cannot count: *some salt* NOT: *one salt, two salts*

- 1 biscuit **C**; 2 milk **U**; 3 rice **U**;  
 4 tomato **C**; 5 shrimp **C**; 6 tea **U**;  
 7 chicken **U**; 8 sandwich **C**; 9 melon **C**;  
 10 water **U**; 11 onion **C**; 12 flour **U**
- 7 Some uncountable nouns can be made countable if we use these words. • bag • bunch • tub • box • loaf • tin • jar • carton Use them to fill in the phrases (1-8).
- 1 a **bag** of sugar; 2 a **loaf** of bread;
  - 3 a **bunch** of flowers; 4 a **tub** of butter;
  - 5 a **tin** of sardines; 6 a **jar** of honey;
  - 7 a **box** of chocolates; 8 a **carton** of milk

- 8 Match the examples to the rules.

- We use **some** in the affirmative with uncountable and countable nouns in the plural and in requests.
- A We use **any** in the negative and interrogative.
- C We use **a few** with countable nouns.
- D We use **a little** with uncountable nouns.

- 1 Can I have some strawberries, please? **A**
- 2 There isn't any sugar left. **B**
- 3 Have you got any tomatoes? **B**
- 4 Would you like some ice cream? **A**
- 5 I need a few peppers. (= a small number) **C**
- 6 I'd like a little cheese. (= a small amount) **D**

- 9 Fill in **some**, **any**, **a few** or **a little**. In pairs, write your shopping list.

- A: We need to do 1) **some** shopping.  
 B: Yes, we haven't got 2) **any** potatoes and we need 3) **some** peppers, too.  
 A: We've got milk, but we haven't got 4) **any** biscuits left. Can you buy 5) **some**?  
 B: OK. How much bread have we got?  
 A: Just 6) **a little**. You'd better buy 7) **some**.  
 B: I think I'll get 8) **some** tomatoes, too.  
 A: Good idea and we need 9) **some** olive oil. There's only 10) **a little** left.  
 B: Do we need 11) **any** eggs?  
 A: No, we've got 12) **some**.  
 B: OK. I think that's everything.

## Listening

- 10 Listen and complete the gaps (1-5).

**The Roebuck Inn**  
 54 GARSTANG ROAD INGLE  
**A la carte restaurant**

❖ Veal Dishes ❖ Steak Dishes  
 ❖ Chicken Dishes ❖ Fresh 1) **Fish** Specials

Dinner served 2) **7pm** to 11pm.  
 Mon - 3) **Saturday**  
 Traditional Roast lunch served Sundays 4) **12** to 2 pm. Vegetarian 5) **dishes** available.

For reservations please call: 0995-659200

## Writing (a restaurant advert)

- 11 Portfolio: Imagine you own a restaurant. Prepare an advert for it.



## Vocabulary

### ► Shops & products

- 1 a. Which of the shops can you see in the pictures?
- chemist's • bookshop
  - greengrocer's • boutique
  - baker's • butcher's
  - toy shop • florist's • grocer's
  - stationer's • delicatessen
  - fishmonger's • newsagent's
  - jeweller's • electrical shop

- b. Circle the odd one out, then make sentences.

- 1 envelopes, pencils, notebooks, T-shirts
- 2 dictionaries, books, pens, encyclopaedias
- 3 steak, carrots, minced meat, chops
- 4 bananas, pears, bread, oranges
- 5 aspirin, CDs, toothbrushes, plasters
- 6 cheese, cauliflowers, cucumbers, celery
- 7 skirts, T-shirts, bananas, jeans
- 8 dolls, teddy bears, model cars, beef

*We can buy envelopes, pencils and notebooks at the stationer's.*

- 2 List the nouns under the headings. Which of them do you wear: **at school/work/parties**? What are you wearing now?

### clothes

### accessories

- dress • sunglasses • hat • trousers • coat
- skirt • dungarees • jacket • cap • tie
- gloves • anorak • T-shirt • shorts • top
- jeans • jumper • ring • bracelet • earrings
- raincoat • handbag • suit • uniform

## Listening & Reading

- 3 a. Read the first two exchanges in the dialogue and try to answer the questions.

- 1 Where are Liz and Ann?
- 2 What are they going to do?



Listen and read to check.



**Liz:** Hi, Ann! What are you doing?

**Ann:** Oh, hi, Liz! It's my sister's birthday this Friday and I want to buy her a present.

**Liz:** So, what are you going to get her?

**Ann:** I think I'll buy her a skirt.

**Liz:** A skirt! That's a nice idea. What about this one? I'm sure it'll look good on her.

**Ann:** It's nice, but she won't like the colour. She prefers blue.

**Liz:** I'll ask the **assistant**. Excuse me, have you got this skirt in blue?

**Assistant:** Yes, we have. What size would you like?

**Ann:** Medium, please.

**Assistant:** Here you are.

**Ann:** Thanks. It's nice and not very expensive, but what if it doesn't fit her?

**Liz:** I'm sure she can **exchange** it. Anyway, I'm the same size. I'll **try it on**.

**Ann:** OK. The **fitting room** is over there.

.....

**Liz:** I was right about this skirt. It's just perfect.

**Ann:** I'll buy it, then.

**Liz:** We'd better hurry up. The shop is going to close soon.

**Ann:** You're right. It's almost 8:00. Let's buy it and then we can go for a snack.

**Liz:** Great idea. Treat's on me!

- b. Read again and complete the sentences. Use up to four words. Explain the words/phrases in bold.

- 1 Liz and Ann are at a **boutique/clothes shop**.
- 2 Ann wants to buy a present for **her sister**.



## Shopping time

**Objectives:** learning about various shops and products; reviewing future forms

**Vocabulary:** shops, products, clothes & accessories

**Reading:** a dialogue about buying a present

*Skills – scanning; reading for detailed comprehension*

**Speaking:** acting out a dialogue; talking about clothes & accessories

**Grammar:** review of "going to" / "will"

**Listening:** a dialogue about shopping (multiple matching)

*Skill – listening for specific information*

**Writing:** a note of explanation

### 1 **Focus ►** Identifying shops and products

- a. Ss read through the list of shops, underline any that they are unsure of and check meanings with each other. Elicit/Explain the meaning of any words that Ss still do not understand. Ask Ss to look at the pictures and identify the five different shops. Ss may do the task individually, in pairs or in groups. Check Ss' answers around the class.

#### Answer Key

- |                 |              |
|-----------------|--------------|
| 1 boutique      | 4 jeweller's |
| 2 greengrocer's | 5 toy shop   |
| 3 chemist's     |              |

- b. Explain the task and elicit/explain the meaning of any unknown words. Complete the first item with the class to check understanding. Ss complete the task individually and then compare answers with a partner. Check Ss' answers, then ask Ss around the class to make sentences as in the example.

#### Answer Key (See overprinted answers)

#### Answer Key

- 2 We can buy dictionaries, books and encyclopaedias at a bookshop.
- 3 We can buy steak, minced meat and chops at a butcher's.
- 4 We can buy bananas, pears and oranges at a greengrocer's.
- 5 We can buy aspirin, toothbrushes and plasters at a chemist's.
- 6 We can buy cauliflowers, cucumbers and celery at a greengrocer's.
- 7 We can buy skirts, T-shirts and jeans at a boutique.
- 8 We can buy dolls, teddy bears and model cars at a toy shop.

### 2 **Focus ►** Clothes and accessories

Read out the list of nouns and elicit/explain the meaning of any unknown words. Ss work in pairs. One S makes a list of clothes while the other makes a list of accessories. Ss then compare lists to see if they agree. Check answers around the class. Pairs discuss which items they generally wear at school/work/parties and then describe what their partner is wearing. Choose 2-3 pairs to report back to the class.

#### Answer Key

**clothes:** dress, trousers, coat, skirt, dungarees, jacket, anorak, T-shirt, shorts, top, jeans, jumper, raincoat, suit, uniform

**accessories:** sunglasses, hat, cap, tie, gloves, ring, bracelet, earrings, handbag

#### Suggested Answer Key

*I usually wear a uniform at school. I usually wear a top and a skirt at parties. I am wearing my uniform now.*

### 3 **Focus ►** Reading for detailed comprehension

- a. Choose one S for the role of Liz and another for the role of Ann and ask them to read out the first two exchanges only. Other Ss guess where the girls are and what they are probably planning to do. Play the recording. Ss listen and read to check their guesses.

#### Answer Key

- 1 They are in a boutique/clothes shop.
  - 2 They are probably going to look for a skirt for Ann's sister.
- b. Read out the instructions and explain the task. Allow Ss time to complete the task, then check Ss' answers around the class.

#### Answer Key (See overprinted answers)

Ss explain the words/phrases in bold by giving a definition, synonym or antonym. Encourage Ss to try to guess the meaning of the words/phrases from the context before using their dictionaries to check the meanings.

**assistant (n):** person who works in a shop serving customers

**size (n):** how large or small something is

**fit (v):** if something fits then it is the right size

**exchange (v):** to replace with something different

**try it on (phr v):** to wear sth briefly to see whether it suits and is the right size

**fitting room (n):** place where you can try on clothes in a clothes shop



4 **Focus** ▶ Acting out a dialogue about clothes

Draw attention to the clothing & accessory items in Ex. 2 and the format of the dialogue in Ex. 3. In pairs, Ss prepare and act out their own dialogues. Monitor the activity, providing help where necessary. Finally, ask pairs of Ss to present their dialogues to the class.

**Suggested Answer Key**

- A: Hi, Tom! Where are you going?  
 B: Oh, hello, Peter! I'm off to the new clothes shop in the High Street. I need a suit for my sister's wedding.  
 A: I'll come with you, if you like. I might be able to help you choose.  
 B: OK!  
 A: So what do you think?  
 B: I can't make up my mind. I like this blue one but I also like this grey one.  
 A: Why don't you try them both on and let me have a look?  
 B: Right. Let me find the fitting room.  
 A: It's over there.  
 B: Right, I've decided! I'll take the grey one!

5 **Focus** ▶ "Going to" / "will" for predictions/plans, etc

Say and write on the board: *There will be flying cars in the future. People will go on holidays to space.* Elicit the name of the tense and the use (*future simple, prediction based on what we think or imagine*). Ask Ss to make similar predictions about life in the future and write them on the board.

Say and write on the board: *I'm saving money because I'm going to buy a new car next year.* Elicit the form, *be + going to + main verb* and write it on the board. Elicit the use of *be going to*. Ask: *Is this an on-the-spot decision?* (No) *Am I guessing?* (No) *Is this a plan?* (Yes) Write the use on the board next to the example (*future plan/intention*). Ask Ss to talk about their plans for next summer and write some examples on the board.

Read out the list, elicit/explain the meaning of any unknown words. Elicit which form is used for each function (A, C, E – *will*; B, D – *going to*). Refer Ss to the Grammar Reference section at the back of the book if they have difficulty. Ss read through the note and underline examples of *going to/will* and match them to the functions. Check Ss' answers.

**Answer Key**

- I'm going to go shopping for an hour.* B  
*Jack thinks he'll be late ...* C  
*It's going to be cold later.* D  
*I'll put the coffee on for you now* A  
*I promise I won't be long!* E

Ss then find more examples in the dialogue in Ex. 3.

**Answer Key**

- So, what are you going to get her?* B  
*I think I'll buy her a skirt.* C  
*I'm sure it'll look good on her.* C  
*It's nice, but she won't like the colour.* C  
*I'll ask the assistant.* A  
*I'll try it on.* A  
*I'll buy it, then.* A  
*The shop is going to close soon.* D

6 **Focus** ▶ Practising "going to" / "will"

Ss complete the exercise individually, then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)7 **Focus** ▶ Further practice – "going to"

Direct Ss' attention to the pictures and ask them to describe what they can see. In pairs, Ss tell each other what each person is planning to do. Check Ss' answers.

**Answer Key**

- She is going to buy a car.*  
*She is going to try on a blouse.*  
*He is going to make a photocopy.*  
*She is going to eat some pizza.*

8 **Focus** ▶ Listening for specific information

Allow Ss time to read through the list of shops. Play the recording, twice if necessary. Ss listen and match. Check Ss' answers.

**Answer Key**

- Ann – supermarket*  
*Mark – butcher's*  
*Pat – delicatessen*  
*Laura – toy shop*  
*Steve – florist's*

**Game**

Divide the class into teams and explain the game.

**Suggested Answer Key**

- toy shop – model trains, puzzle*  
*butcher's – chicken, sausages*  
*supermarket – frozen food, drinks*  
*bookshop – magazines, books*  
*chemist's – medicine, shampoo*  
*florist's – flowers, plants*  
*delicatessen – cheese, salmon*

9 **Focus** ▶ Writing a note of explanation

Elicit from Ss when they might leave a note for someone (e.g. *when going out for a while/might be late/something urgent comes up*). Read through the rubric and draw Ss' attention to the main parts of the note (*where/when/brief explanation/request and explanation*). Remind Ss to use "will" and "going to". Assign the task for HW. Ss present their notes in class during the next lesson.

**Suggested Answer Key**

- Ken,*  
*I'm going to go into town, but I'll be back in an hour or so. I'm going to get a present for my sister – it's her birthday on Saturday and she's going to have a party. Could you lay the table? Jane promised she'll come and have dinner with us. Thanks!*  
*Helen*



- 3 Ann's sister and Liz are the same **size**.
- 4 Ann decides to buy **a blue skirt**.
- 5 Liz and Ann are going for **a snack**.

## Speaking

- 4 Work in pairs. You are in a department store shopping for clothes. Use words from Ex. 2 to act out a similar dialogue to the one in Ex. 3.

## Exploring Grammar

### ▶ going to – will

Grammar Reference

- 5 Read the note. Which form expresses:
- A an on-the-spot decision?
  - B a future plan/intention?
  - C a prediction of a future event based on what we think or believe will happen?
  - D a prediction based on what we see or know?
  - E a threat or a promise?

Find examples in the dialogue in Ex. 3.

Tony,  
I'm going to go shopping for an hour. Jack thinks he'll be late so don't worry. Please turn on the heating. It's going to be cold later. I'll put the coffee on for you now so just help yourself. I promise I won't be long!  
Jane

- 6 Fill in **will** or **going to**.

- 1 A: What would you like for dessert?  
B: I'll have the fruit salad, please.
- 2 A: How are you celebrating Jim's birthday?  
B: We **are going to** have dinner at Tony's.
- 3 A: We haven't got any eggs.  
B: I'll go and get some.
- 4 A: Did you book a table for Tuesday?  
B: Sorry, I didn't. I'll do it now.
- 5 A: Have you decided to have a party?  
B: Yes, we **are going to** invite lots of people.
- 6 A: Why have you bought all these things?  
B: I **am going to** make a cake.



7b



- 7 Look at the pictures. What are the people going to do? • eat pizza • try on blouse • buy car • make a photocopy

## Listening

- 8 Listen and match the people to the shops.

Ann  
Mark  
Pat  
Laura  
Steve

toy shop  
butcher's  
supermarket  
bookshop  
chemist's  
florist's  
delicatessen  
newsagent's

## GAME

Play in teams. Say the name of a shop. The other team say two things they can buy there.

Team A S1: newsagent's

Team B S1: magazines, newspapers etc

## Writing (a note)

- 9 Portfolio: Write a note to a family member. In your note:

- say where you are going – when you'll be back
- explain that you want to buy a present – sister has got birthday party
- ask him/her to lay table – explain a friend is visiting you tonight



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## Vocabulary

### ► Shopping & money

- 1 Match the Internet pictures of goods to the categories. Can you think of other goods for each category? Discuss in pairs.

*If you want a scarf, you need to click on jewellery and accessories.*

- 2 What do you spend your money on? Choose from the pictures and discuss.

A: *I usually spend my money on ... How about you?*

B: *Well, I only get £5 a week pocket money, so ...*

- 3 Fill in the correct form of: **win, borrow, lend, earn, spend, save, cash** and **change**. Use your dictionaries to help you.


- John **won** £250 on the lottery.
- You can **cash** traveller's cheques at a bank.
- Jim **borrowed** £20 from Steve and he hasn't paid him back yet.
- You must never **lend** your credit card to anyone.

- He **earns** £800 a month.
- You can **change** money into different currencies at an exchange bureau.
- I've already **spent** this week's pocket money. Can you lend me £10?
- Tom is **saving** up to buy a new bike.

- 4 Underline the correct item.

- Kevin earns a good pay/salary.
- He always pays by credit card/cash.
- Mark's dad gives him an allowance/ money of £3.50 a week.
- Tom gets paid his cash/wages every Friday.
- Can you put/credit this to my account, please?

## Reading

- 5  Look at the title of the text. What does it mean? What do you think the text is about? Listen, read and check.
- b. For questions 1-4, choose the best answer (A, B or C). Explain the words in bold.



## Spend, spend, spend!

**Objectives:** learning about shopping, making financial exchanges

**Vocabulary:** shopping and money

**Reading:** an article on shopping/message board with comments

*Skills – scanning; reading for detailed comprehension*

**Speaking:** dialogue; views on shopping

**Everyday English:** buying things

**Writing:** a comment for a message board

### 1 Focus ► Categorising products

Ask Ss to look at the title and the pictures and predict what the lesson is about.

Introduce the topic by asking Ss if they (or anyone they know) have ever bought things on the Internet. Direct Ss' attention to the products and list of categories. Check understanding and explain the task. Allow Ss time to complete the task in pairs. Check Ss' answers around the class, and elicit additional examples for each category.

#### **Suggested Answer Key**

health & beauty – cosmetics / toiletries / (vitamins / brushes)  
clothing & footwear – shoes / anorak / (trainers / coat)  
jewellery & accessories – scarf / designer bag / ring / sunglasses (necklace / belt)  
home & garden – plants & flowers / (garden furniture)  
toys & games – chess set / toy soldier / (doll / teddy bear)  
electrical goods – Discman / (washing machine / fridge)

### 2 Focus ► Discussing what you spend money on

Give Ss a few examples of how you usually spend your money (e.g. *I have a family of four, so I spend most of my money on clothing, footwear, toys and games for the children.*) In pairs, Ss tell each other how they usually spend their money and then report back to the class.

#### **Suggested Answer Key**

A: *I usually spend my pocket money on clothes and accessories. How about you?*  
B: *Well, I'm trying to save some money for the summer so I only spend money on footwear.*

### 3 Focus ► Verbs describing financial exchanges

Explain that these verbs are to do with money and what we do with it. Allow Ss time to find the meaning of each verb in their dictionaries, then elicit examples of how the verbs are used (e.g. *win – a game/bet/competition*). Ss complete the task individually. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

### 4 Focus ► Vocabulary – words commonly confused

Ask Ss to explain the difference between each pair of words in bold (e.g. *“salary” is countable, “pay” is uncountable and so we can say “a good salary” but we cannot say “a good pay”*). Ss complete the task individually. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

### 5 a. Focus ► Predicting text content

Draw Ss' attention to the title of the text on p. 71. Elicit the meaning and the theme of the text. Play the recording. Ss listen and read to check their answers.

#### **Suggested Answer Key**

*The title means ‘do as much shopping as you can until you’re absolutely exhausted.’*

*The text is probably about people who can't stop shopping and are shopaholics!*

### b. Focus ► Reading for detailed comprehension

Present the Study Skills box on p. 71 and emphasise that these tips will also help Ss to find answers more quickly (e.g. *Ss read the first question and look quickly through the text to find the word “shopaholic” – end of para 2*). By reading around the word, Ss can often find the answer immediately. Read out the questions and elicit/explain the meaning of any unknown words. Ss complete the task individually, then compare answers with a partner. Check Ss' answers and elicit/explain why the two distractors in each item are incorrect.

#### **Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try to identify the meaning from the context before using their dictionaries to check. Check Ss' answers, then elicit/explain the meaning of any other words that Ss still do not understand.

#### **Answer Key**

**waste (v):** to spend money on unnecessary things  
**society (n):** the people who live in a country or region; their organisations and way of life  
**regret (v):** to feel sorry about something you have done  
**purchase (n):** thing that you buy  
**shopaholic (n):** person who cannot stop buying things  
**reach for (phr):** try to pick up  
**blow (v):** to spend a lot of money very quickly (informal)  
**feeling a bit down (phr):** depressed, sad  
**get into debt (phr):** to owe money to somebody that you cannot pay back  
**receipt (n):** piece of paper proving you have paid for something  
**finances (n):** the money you have and the way you organise it  
**slightly (adv):** a bit, not much  
**in control (phr):** having the power to make sensible decisions



6 **Focus ►** Acting out an interview about shopping

Explain the task and brainstorm possible questions for the journalist to ask. List Ss' suggestions on the board. In pairs, Ss prepare their interviews and act them out. Monitor the activity and provide assistance as necessary. Ask several pairs to act out their interviews for the class. If possible, Ss record themselves and store the recording in their Language Portfolio.

**Suggested Answer Key**

- A: *Have you always wanted to buy lots of things, Claudia?*  
 B: *No. When I was young I was quite happy with the things I had. It started when I got my first job.*  
 A: *Why do you think you do it?*  
 B: *I don't know, really. I just enjoy the excitement of having new things.*  
 A: *Do you ever feel you want to stop?*  
 B: *Sometimes, when I know my bank account is empty. But when I get my next salary I know I'll go shopping again!*

7 **Focus ►** Dialogue – buying things

Ask an open pair of Ss to read out the example dialogue. In closed pairs, Ss act out dialogues using the visual prompts. Monitor the activity, then ask pairs to act out their dialogues for the class.

**Suggested Answer Key**

- A: *How much are these mugs, please?*  
 B: *They're £1.99 each. How many would you like?*  
 A: *I'll take two, please.*  
 B: *How would you like to pay?*  
 A: *In cash. Here you are.*  
 B: *Thank you. Here's your receipt and your change.*

- A: *How much are these notebooks, please?*  
 B: *They're £1.50 each. How many would you like?*  
 A: *I'll take three, please.*  
 B: *How would you like to pay?*  
 A: *In cash. Here you are.*  
 B: *Thank you. Here's your change.*

8 **Focus ►** Writing a comment for a message board

Read out the rubric and refer Ss to the comments made in the text in Ex. 5. Allow time for Ss to write their message. Alternatively, you can set the task for HW. Ask volunteers to read out some of the messages and invite Ss to comment.

**Suggested Answer Key**

*I can't understand people who spend money like this. I think they are very silly and selfish. In my family we are just pleased to have enough to eat and clean clothes to wear. I save the little money I have because I want to have my own family one day.*



## Study skills

### Choosing the best answer

Read the text once to get the general idea. Read each question, then scan the text to find the part that refers to that question. Look for synonyms or rephrasing. This will help you choose the right answer.

- 3 When Susan goes shopping
  - A she always buys clothes and sweets.
  - B she never throws her receipts away.
  - C she rarely leaves a shop without something new.
- 4 Samuel thinks that
  - A you should be sensible when you go shopping.
  - B it's OK to buy lots of the same thing at one time.
  - C people who go shopping are out of control.

### Speaking

- 6 **Portfolio:** In pairs, act out an interview between a journalist and either Claudia, Susan or Samuel. Use information from the text. Record your interview.

### Everyday English

#### ► Buying things

- 7 Use the pictures to act out dialogues, as in the example.

- A: How much are these pens, please?  
 B: They're 50p each. How many would you like?  
 A: I'll take six, please.  
 B: How would you like to pay?  
 A: In cash. Here you are.  
 B: Thank you. Here's your receipt and your change.



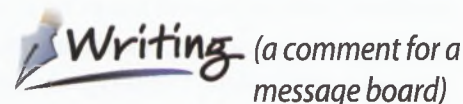
pens  
50p each



mugs  
£1.99 each



notebooks  
£1.50 each



- 8 **Portfolio:** Write your own comment for the message board in Ex. 5. Use the other comments as models.

- 1 According to the writer, shopaholics
  - A have got lots of money.
  - B spend a lot on shopping.
  - C like jewellery and shoes.
- 2 Why does Claudia sometimes borrow money?
  - A Because she wants to put it in her bank account.
  - B Because she needs it to pay for her shopping.
  - C Because she hasn't got enough clothes.

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## Getting Started

- 1 a. Look at the picture of the restaurant. What do you think it is like?

atmosphere: cosy, friendly, relaxed  
 prices: high, reasonable, low, expensive  
 dishes: delicious, tasty, spicy, wonderful  
 service: excellent, fast, good  
 staff: polite, friendly, fast

- b. Describe a restaurant that you really like. Why do you like it?

- 2 Where might you read a restaurant review? What kind of information might you find in it? Read the review below and check.


## Let's look closer

- 3 Read the restaurant review again and replace the adjectives in bold with alternate ones from Ex. 1a.

## Pierre's knows best

- 1) I never get tired of visiting *Pierre's* restaurant in Preston Street. It is a family-run French restaurant with a **cosy** atmosphere and a great choice of food.
- 2) At first, you might think the prices at *Pierre's* are a bit **high**, but all the food is home-made from traditional French recipes with **fresh**, quality ingredients. I chose a **delicious** fish dish, but *Pierre's* also serves some **excellent** meat dishes and **tempting** desserts!
- 3) As well as serving **excellent** food, *Pierre's* has extremely polite staff. The service is **excellent**, too.
- 4) *Pierre's* has a **great** atmosphere and top-class cuisine. A visit to *Pierre's* is a dining experience to remember and perfect for a relaxed evening with family and friends.

- 4 Which paragraph(s) mention(s): *location, type of restaurant, atmosphere, food, service, price, staff, recommendation*?

 **Writing** (an article reviewing a restaurant)

## Study skills

## Organising your writing

Before you start writing, think about what aspects/topics you want to mention. Make notes under each topic and organise your notes into paragraphs.

- 5 Underline the key words in the rubric below. Think about a restaurant that you've been to recently. What did/didn't you like about it? Why? Make notes under the headings in Ex. 4.

You work for a local newspaper and your editor has asked you to write an article reviewing a new restaurant that has just opened. Write your article, describing your experience at the restaurant and saying whether you recommend it or not and why.

- 6 **Portfolio:** Now use your answers from Ex. 5 to write your review. You can use the review in Ex. 3 as a model (100-120 words). Follow the plan.

## Plan

## Introduction (Para 1)

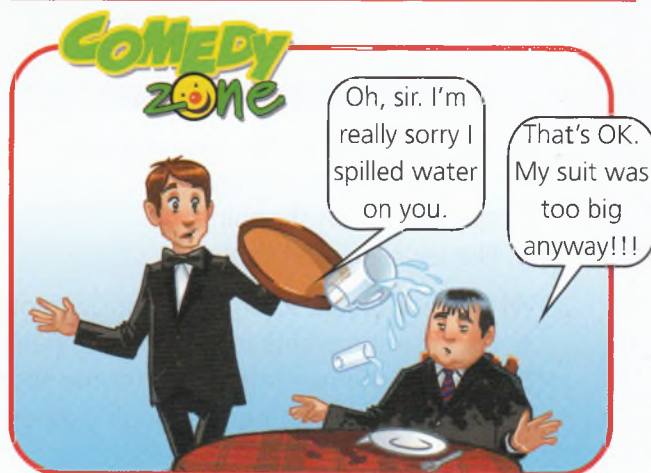
*name of restaurant, type, location*

## Main Body (Paras 2-3)

*atmosphere, prices, food, service, staff*

## Conclusion (Para 4)

*your recommendation*





## Dining in style

**Objectives:** learning about restaurants; reading and writing restaurant reviews

**Vocabulary:** adjectives describing restaurants

**Reading:** a restaurant review

*Skills – reading for gist*

**Writing:** a review of a new restaurant

### 1 **Focus** ▶ Describing a restaurant

- a. Read out the headings and adjectives and elicit/explain the meaning of any unknown words. Ask Ss to look at the picture. Using the five sets of adjectives, individual Ss tell the class what they think the restaurant is like using both positive and negative ideas.

**Suggested Answer Key**

*I think the prices might be high but they probably have tasty dishes and good service. It seems to have a very relaxed atmosphere and polite staff.*

- b. Ask individual Ss to describe their favourite restaurant to the class.

**Suggested Answer Key**

*My favourite restaurant is The Shore. I live near the sea and it's not far from my house. The food is absolutely delicious! The service is quick and the waiters are all very polite. They serve fresh fish with wonderful fresh salads and the prices are reasonable.*

### 2 **Focus** ▶ Talking about restaurant reviews

Elicit from Ss what a restaurant review is, where they might see one and what kind of information it might contain. Ss read the review in Ex. 3 quickly, to check whether the content of the text matches the information they expected.

**Suggested Answer Key**

*in a magazine, newspaper, city guide, etc  
location, type, atmosphere, food, service, prices, staff, etc*

### 3 **Focus** ▶ Vocabulary – adjectives

Direct Ss' attention to the first adjective, "cosy", and elicit an alternative adjective from Ex. 1a. Explain that more than one adjective may be possible in most cases. Ss complete the task individually and then compare answers with a partner. Check Ss' answers around the class, then elicit/explain the meaning of any unknown words.

**Suggested Answer Key**

*cosy – friendly/relaxed  
high – expensive  
fresh – tasty/delicious  
delicious – wonderful/tasty/spicy  
excellent – wonderful/delicious  
tempting – delicious/wonderful  
excellent – wonderful/delicious/tasty  
excellent – good  
great – cosy/friendly/relaxed*

### 4 **Focus** ▶ Analysing organisation of the text

Refer Ss back to the review in Ex. 3 and ask them to note down the content of each of the four paragraphs. Inform them that they may find one aspect (e.g. food) used in more than one paragraph. Check Ss' answers around the class.

**Answer Key**

*para 1 location, type of restaurant, atmosphere, food  
para 2 prices, food  
para 3 food, staff, service  
para 4 atmosphere, food, recommendation*

### 5 **Focus** ▶ Writing a restaurant review

Read out the rubric for the writing task, elicit/explain the meaning of any unknown words, and elicit the key words/phrases to be underlined. Elicit comments from Ss around the class about a recent visit to a restaurant. Present the Study Skills box and explain that organising notes into paragraphs makes it easier for the reader to follow the ideas and gives a better impression. Ss make notes under the headings in Ex. 4.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

*location: Calliopi Square ✓  
type of restaurant: traditional ✓  
atmosphere: cosy/relaxed out in square by candlelight ✓  
food: home-made /delicious fresh fish ✓  
service: a little slow ✗  
prices: reasonable ✓  
staff: not very helpful ✗  
recommendation: ✓ location/atmosphere/quality of food  
better than service/staff*

- 6 Tell Ss to use the plan provided as a guide. Remind Ss to use the review in Ex. 3 as a model, and their notes in Ex. 5, when writing their reviews. Set the task for HW.

**Suggested Answer Key**

*"The Globe" is a new restaurant in Calliopi Square. It is a traditional restaurant with a cosy, relaxed atmosphere where you can enjoy eating by candlelight in the square. The food is all home-made from traditional recipes, and the fresh fish is delicious. The prices are very reasonable, but the service is a little slow and the staff were not very helpful when we were choosing our food. I can recommend this restaurant for its location, atmosphere and the quality of the food, but they need to improve the quality of their service.*



## Great National Dishes

**Objectives:** learning about traditional food from Scotland and Ireland; describing traditional dishes

**Vocabulary:** traditional dishes and ingredients

**Reading:** a short text about two traditional dishes

*Skills – scanning; reading for detailed comprehension*

**Speaking:** oral summary of the text

**Writing:** a short text about a favourite dish

**Listening:** pronunciation practice – /t/ – /i:/, /tj/ – /s/

1 **Focus ►** Ingredients for two traditional dishes

Ask Ss to look at the title of the article, the pictures and the headings and guess what the text is about.

Read out the list of ingredients and elicit/explain the meaning of any unknown words. Direct Ss' attention to the two pictures and ask them to guess the ingredients used for each dish. Play the recording. Ss listen and read to check. Confirm the correct answers.

**Answer Key**

*haggis* – sheep's heart, lungs and liver – oatmeal – sheep's stomach

*Irish stew* – meat (lamb, beef or rabbit) – potatoes – vegetables (carrots – leeks)

2 **Focus ►** Reading for detailed comprehension (true/false questions)

Explain the task. Ss answer the questions individually and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

1 F    2 T    3 F    4 T    5 T

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try to identify the meaning from the context before using their dictionaries to check. Check Ss' answers, then elicit/explain the meaning of any other words that Ss still do not understand.

**Answer Key**

**ingredient (n):** one of the different things used in a dish

**boil (v):** to cook in very hot water

**(Scottish) culture (n):** society/customs/traditions

**serve (v):** to give/offer to customer

**recipe (n):** list of ingredients and instructions on how to cook something

**typically (adv):** usually

**beef (n):** meat from a cow

**rabbit (n):** small furry animal with long ears

**pot (n):** a deep round container used for cooking stews

3 **Focus ►** Oral summary of the text

In pairs, Ss use the list of ingredients in Ex. 1 to talk about haggis and Irish stew. Monitor the activity, then ask individual Ss to present an oral summary to the class.

**Suggested Answer Key**

*Haggis is a traditional dish in Scotland. It contains sheep's heart, lungs and liver which is mixed together with oatmeal, stuffed into a sheep's stomach and boiled for three hours.*

*Irish stew is a traditional Irish dish which is made with meat (typically lamb, but you can use beef or rabbit instead), potatoes and vegetables, such as carrots and leeks.*

4 **Focus ►** Talking about popular dishes

Elicit the names of three popular dishes in the Ss' country and write them on the board. As Ss give the ingredients for each, write them next to the appropriate dish. Find Ss who know how to make these dishes and ask them to tell the class. Ss can agree/disagree about the method.

(Ss' own answers)

5 **Focus ►** Writing a short text about a traditional dish

Refer Ss to the model text and the ingredients in Ex. 1. Ss write their own short text for HW. Take a vote to see which traditional dish most Ss wrote about.

**Suggested Answer Key**

*A popular traditional dish in my country is Chicken with Sage and Onion Stuffing. The chicken is filled with a mixture of breadcrumbs, sage, chopped onions, salt and pepper, all soaked in a little milk.*

*The chicken is cooked in the oven and served with roast potatoes, green vegetables and a brown sauce.*

*Traditionally, we eat this dish at Easter, but nowadays a lot of people eat it at other times of the year as well.*

6 **Focus ►** Practising pronunciation

Explain the task and model the individual sounds clearly. Read out the first line of words and elicit whether each word has /t/ or /t:/ and /tj/ or /s/. Play the recording, twice if necessary. Ss listen and complete the task. Play the recording again. Ss listen and repeat, chorally and individually.

**Answer Key** (See overprinted answers)

## Additional Material


- Pairwork Activities, Set 1:  
4A (p. 115) – 4B (p. 117)
- Word Perfect 7 (p. 122)
- Grammar Check, Unit 7 (p. 130)



# Culture Clip

7

## Listening & Reading

- 1  Look at the pictures of two traditional dishes. Which of the following ingredients do people use for each? Listen and read to check.

• potatoes • sheep's heart • sheep's stomach  
• oatmeal • lamb • liver • carrots • leeks • lungs  
• meat • vegetables

- 2 Read the text and mark the statements **T** (true) or **F** (false). Then explain the words in bold.

- 1 Most people like haggis.
- 2 Scottish people usually eat haggis at special celebrations.
- 3 You can cook haggis in different ways.
- 4 You can use various kinds of meat to make Irish stew.
- 5 Irish stew takes quite a long time to make.


## Speaking

- 3 Use the ingredients in Ex. 1 to talk about the dishes.
- 4 What are the most popular foods/dishes in your country/region? How do you make them? Tell the class.

## Writing

- 5 **Portfolio:** Write a short text about a traditional dish in your country. Write: • name  
• ingredients • how to cook it  
• when you eat it

## Pronunciation (/V-/ /i:/, /A/ - /s/)

- 6  Listen and number the words in the order you hear them. Listen again and repeat.

- |  |   |  |
|--|---|--|
| <span style="border: 1px solid black; padding: 2px;">2</span> eats   | <span style="border: 1px solid black; padding: 2px;">1</span> each    | <span style="border: 1px solid black; padding: 2px;">3</span> it's   |
| <span style="border: 1px solid black; padding: 2px;">6</span> peach  | <span style="border: 1px solid black; padding: 2px;">4</span> peas    | <span style="border: 1px solid black; padding: 2px;">5</span> piece  |
| <span style="border: 1px solid black; padding: 2px;">8</span> cheese | <span style="border: 1px solid black; padding: 2px;">7</span> she's   | <span style="border: 1px solid black; padding: 2px;">9</span> sees   |
| <span style="border: 1px solid black; padding: 2px;">11</span> juice | <span style="border: 1px solid black; padding: 2px;">12</span> choose | <span style="border: 1px solid black; padding: 2px;">10</span> shoes |

## GREAT NATIONAL DISHES



### Haggis

is a delicious dish that you can only find in Scotland. Many people don't even want to try it when they hear what

**ingredients** it has in it! It

contains sheep's heart, lungs and liver, which you mix with oatmeal, then put into a sheep's stomach and **boil** for about three hours! The Scots traditionally eat it on special occasions and it is an important part of Scottish **culture**. The Scottish poet Robert Burns even wrote a poem about it called *Address to the Haggis*.

### Irish stew

is the most famous Irish dish. Wherever you are in Ireland, you are sure to find a restaurant that **serves** its own Irish stew **recipe**. Irish stew always has meat, potatoes and vegetables in it and usually includes carrots and leeks. The meat is **typically** lamb, but you could use **beef** or **rabbit** instead. The ingredients cook together slowly in a large **pot**. Irish stew is a delicious meal.





mountaineering

playing music

fishing

skydiving

cycling

gardening

kick boxing

## Vocabulary

### ► Hobbies & personalities

- 1 Look at the pictures. What kind of people usually enjoy these hobbies? Tell your partner.

- adventurous • daring
- imaginative • active
- quiet • artistic • creative

*I think that daring people usually do sports like skydiving and mountaineering.*

## Listening

- 2 a. Listen to some people talking about their hobbies and circle the adjective they think best describes their hobby. What are their hobbies?

- 1 boring, stressful, relaxing
- 2 weird, dangerous, exciting
- 3 cheap, easy, tiring

- b. Which of the activities in the pictures have you tried/would you like to try? Use the adjectives in Ex. 2a to discuss.

- A: *Have you ever tried skydiving?*  
B: *No, I haven't. It looks dangerous.*

## Reading

- 3 Read the title of the article. What do you think the article is about? Listen and read to find out.

## Study skills

### Reading for specific information

Underline the key words in the questions. Read the text and try to find sentences and phrases that match the underlined key words. The matching sentences are usually paraphrased.

- 4 a. Which of the contestants, **G** (Greg), **S** (Sonia) or **R** (Richard):
- 1 likes trying things they've never done before? G, R
  - 2 is a little bit anxious about taking part in the show? S
  - 3 doesn't find it difficult to live without luxuries? R
  - 4 enjoys being in the countryside? S, R
  - 5 is a very sociable person? G
- b. Explain the words/phrases in bold. How does each person feel?



## Survival UK!

**Objectives:** learning about hobbies and personalities; a TV reality show; infinitive/-ing forms; stating preferences

**Vocabulary:** hobbies and personalities

**Listening:** people describing their hobbies

*Skill – listening for specific information*

**Reading:** article about contestants in a reality TV show (matching)

*Skill – reading for specific information*

**Grammar:** infinitive/-ing forms

**Speaking:** interview with a contestant

*Skills – role-play*

**Writing:** your personal profile for a contest

### 1 **Focus ►** Describing hobbies and personalities

Direct Ss' attention to the pictures. Elicit why they think the people are doing these activities and how the activities make them feel (*excited, relaxed, etc*). Read out the prompts and the example and elicit/explain any unknown words. Allow Ss time to complete the task. Monitor the activity. Select Ss to present their answers.

#### **Suggested Answer Key**

*I think that active, adventurous and daring people usually do sports like cycling, kick boxing, mountaineering and skydiving. I think that imaginative, artistic, creative and quiet people usually have hobbies such as playing music, gardening and fishing. etc*

### 2 a. **Focus ►** Listening for specific information

Explain the task and then read through the prompts and elicit/explain any unknown words. Play the recording while Ss listen and circle the correct adjective and note down the speaker's hobbies. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

- 1 hobby – gardening
- 2 hobby – skydiving
- 3 hobby – rock climbing

### b. **Focus ►** Talking about hobbies

Ss work in pairs. Allow them time to discuss which activities they have tried or would like to try. Walk around monitoring the activity. Select pairs to act out their dialogues.

#### **Suggested Answer Key**

- A: Have you ever tried gardening?  
 B: Yes, I have. I find it relaxing. Have you ever tried kick boxing?  
 A: No I haven't, but I'd like to. Have you ever tried fishing?  
 B: No, I haven't. It looks boring. Have you ever tried cycling?  
 A: Yes, I have. I find it exciting. etc

### 3 **Focus ►** Predicting the content of a text

Focus Ss' attention on the title of the text. Elicit what Ss think the article is about. Play the recording. Ss listen and read to check their guesses. Check Ss' answers.

#### **Suggested Answer Key**

The article is about a TV reality show called 'Survival UK'. 16 people stay on a desert island for 39 days. The one who manages to survive is the winner and gets £1,000,000.

### 4 **Focus ►** Reading for specific information

- a. Refer Ss to the Study Skills box. Elicit/Explain the meaning of any unknown words. Explain the task, then tell Ss to read through the questions before reading the text. Instruct them to follow the steps in the Study Skills box to help them find the answers. Ss complete the task and compare answers with a partner. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

- b. Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

#### **Answer Key**

**spare time (n):** time when you are not at work/school/etc and you can choose what you want to do

**martial arts (n):** sports where you fight without weapons, using your hands and feet, such as Judo or Karate

**opportunity (n):** situation which offers you the chance to do something that you want to do

**watercolour (n):** picture where the artist uses a type of paint that is mixed with water

**comforts (n):** things which make your life easier and more pleasant

**challenge (n):** event/situation that tests your abilities, strength or courage

**ahead (adv):** in the future

Elicit how each person feels from various Ss around the class.

#### **Answer Key**

**Greg:** looking forward to meeting the other survivors

**Sonia:** a bit nervous, but also excited at the same time

**Richard:** can't wait to get out to the island and see what challenges are ahead



5 **Focus ►** Infinitive/-ing forms

- a. Say some of the things you like/don't like doing. Write some examples on the board.  
*I don't like staying at home. I prefer going out.*  
 Ask Ss to make similar sentences about themselves. Focus Ss' attention on what these verbs have in common (they describe likes/dislikes/preferences and they are followed by verb + -ing.)

Write on the board:

*I'd like to go to the theatre tonight. I'd love to see a comedy.*

Ask Ss if these sentences are about a general preference or a specific occasion (*they refer to a specific occasion*). Elicit the form and write it on the board: would like/love/prefer + to-infinitive. Ask Ss to make similar sentences about themselves.

Write the following examples on the board:

*I am tired of walking. Thank you for coming.*

Elicit the rule. Write on the board: prep + -ing form.

Ask Ss to complete the following:

*I can ... I will ... We must ...*

Elicit what these verbs are (*modal verbs*) and what verb form follows (*infinitive without to*).

Write the following list of verbs on the board and elicit example sentences including these verbs: want, decide, expect, promise, agree, refuse. Ask Ss what verb form we use after these verbs (*to-infinitive*).

Give example sentences with the following expressions:

*I can't stand listening to loud music.*

*I can't help eating chocolate.*

*It's no use trying to persuade him to come.*

*It's worth seeing this film.*

*There's no point in telling a lie.*

*I look forward to seeing you.*

Elicit the verb form we use after these expressions.

Refer Ss to the Grammar Reference section for more details. Ss read the three sentences and identify the verb forms. Check Ss' answers.

**Answer Key** 1 a 2 c 3 b

- b. Allow Ss time to identify the verb forms that follow the highlighted words in the text. Elicit answers around the class. Check Ss' answers. Remind Ss that the verbs *love*, *like* and *prefer* can also be followed by the full infinitive.

**Answer Key**

*enjoy, love, can't stand, prefer, look forward to, like, can't help, don't mind: followed by -ing*

*will: followed by bare infinitive*

*want, can't wait: followed by to-infinitive*

6 **Focus ►** Using infinitive/-ing forms

Allow Ss time to complete the task and compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

7 **Focus ►** Talking about likes/dislikes/etc using infinitive/-ing forms

Ss complete the sentences about themselves and tell their partners. Monitor the activity. Ask several Ss to report their partner's answers to the rest of the class.

**Suggested Answer Key**

- 1 *I enjoy riding my bicycle.*
- 2 *I'm looking forward to going on holiday.*
- 3 *I'd love to buy a car.*
- 4 *I can't stand going to the dentist.*
- 5 *I can play the guitar.*
- 6 *I prefer doing my weekend homework on Sundays.*
- 7 *I'll get an A on my English test.*

8 **Focus ►** Expressing agreement/disagreement

Present the expressions in the table. Ask one or two open pairs of Ss to act out exchanges using the expressions, but substituting their own (dis)likes. Ss discuss their hobbies in closed pairs. Monitor the activity. Select some pairs to act out their dialogues.

**Suggested Answer Key**

A: *I love going to the cinema.*

B: *So do I. It's relaxing.*

B: *I don't like gardening.*

A: *Nor do I. It's boring. etc*

9 **Focus ►** Role playing an interview

Explain the task and elicit one or two example exchanges. Allow Ss time to make up questions based on the information in the text. Ss work in pairs. Monitor the activity, then select pairs to act out their interview.

**Suggested Answer Key**

A: *Welcome to the show, Greg. Can you tell us a little bit about yourself?*

B: *Yes, I'm 24 years old and I'm a lawyer.*

A: *What do you like to do in your free time, Greg?*

B: *Well, I love doing extreme sports like bungee jumping and skydiving. I also enjoy doing any kind of martial arts.*

A: *So, Greg, what made you decide to compete in Survival UK?*

B: *Well, obviously, I'd love to win a million pounds. I'm adventurous and daring, so I think I'll do really well. I'm also very sociable, so I'm looking forward to meeting the other contestants.*

A: *Which luxury item did you choose to bring with you, Greg?*

B: *I chose a pair of trainers. I can't survive without my trainers.*

A: *Thanks, Greg. We wish you luck.*

10 **Focus ►** Writing your personal profile

Read through the rubric and the prompts and explain the task. Tell Ss to use the profiles in Ex. 3 as a model. Allow Ss time to complete the task and present their profiles to their partner. Monitor the activity. Ss present their profiles in front of the class.

Alternatively, assign the task for HW and ask Ss to present their profiles in the next lesson.

**Suggested Answer Key**

NANCY, AGED 17, STUDENT, KENT SECONDARY SCHOOL

**SURVIVOR QUOTE:** *I believe that taking part in the game will be an exciting experience. I am adventurous, daring and active. In my free time I do extreme sports such as skydiving and rock climbing. I also enjoy meeting new people, so I can't wait to meet the other survivors.*

**LUXURY ITEM:** A PENKNIFE



16 survivors

desert island

39 days

GREG, AGED 24, LAWYER

**SURVIVOR QUOTE:** I really enjoy experiencing new things. In my spare time I love doing extreme sports, especially bungee jumping and skydiving. I also love any kind of martial arts! Generally, I can't stand spending time alone – I prefer being with others, so I'm really looking forward to meeting the other survivors!

LUXURY ITEM: A PAIR OF TRAINERS



SONIA, AGED 33, MUSICIAN

**SURVIVOR QUOTE:** I think this will be one of the greatest opportunities of my life! I love being away from the city! I also enjoy playing jazz music, ballet dancing and painting watercolours. I can't help feeling a bit nervous, but I'm also excited at the same time!

LUXURY ITEM: SKETCH BOOK



RICHARD, AGED 65, RETIRED TEACHER

**SURVIVOR QUOTE:** I've done a lot in my life, but now I want to try something completely different! I enjoy doing outdoor activities like gardening, hiking and fishing. I don't mind living without home comforts, so I can't wait to get out to the island and see what challenges are ahead!

LUXURY ITEM: FISHING ROD



## Exploring Grammar

### ► Infinitive/ -ing forms

Grammar Reference

- 5 a. Which sentence contains:  
a) an -ing form, b) a bare infinitive, c) a to-infinitive?
- 1 Frank loves collecting shells.
  - 2 He'd love to get a real one.
  - 3 She can't decide what to do.
- b. Look at the highlighted words in the text. Which verb form follows them?
- 6 Put the verbs in brackets into the correct form.
- 1 He wants to buy (buy) a car.
  - 2 I'll call (call) you soon.
  - 3 I can't stand walking (walk) in the rain.
  - 4 We can't wait to see (see) Ann again.
  - 5 Tom likes making (make) models in his spare time.

## 7 Complete the sentences about yourself.

- 1 I enjoy ...; 2 I'm looking forward to ...; 3 I'd love ...;  
4 I can't stand ...; 5 I can ...; 6 I prefer ...; 7 I'll ...

## Everyday English

### ► Expressing agreement-disagreement

## 8 Read the table. In pairs, discuss your hobbies.

Stating preferences	Agreeing/Disagreeing
• I love cycling.	• So do I. It's relaxing. • I don't. It's tiring.
• I don't like fishing.	• Nor do I. It's boring. • I do. I find it relaxing.

## Speaking

## 9 Work in pairs. You are a TV presenter. Use the information in the text to interview one of the contestants in the text.



## Writing (your own profile for a contest)

## 10 Portfolio: Imagine you want to take part in "Survival UK". Write a short text about yourself. Include: name, age, job, hobbies/likes, feelings towards game and a luxury item.

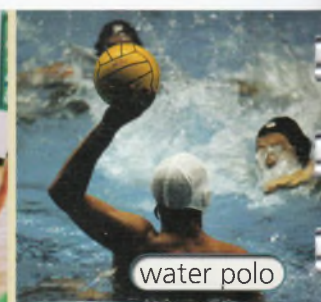


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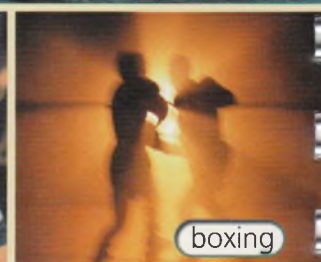
water polo



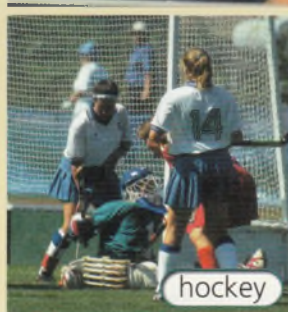
swimming



table tennis



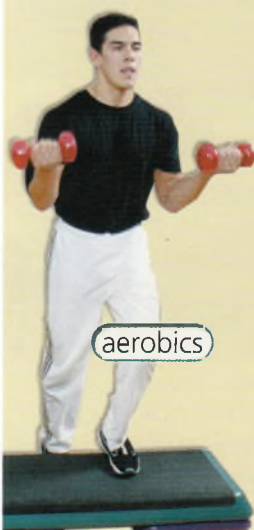
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hockey



badminton



aerobics

Are you interested in taking up a sport?  
Do you want to make friends and keep fit?

- ✓ fully equipped weight room
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- ✓ badminton court ✓ two football pitches
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- ✓ tennis court ✓ fitness programmes
- ✓ swimming pool ✓ skating rink

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## Vocabulary

### ► Sports & Sports places

- 1 a. Which of the sports in the poster are: **team sports?** **dangerous sports?** **outdoor sports?** **indoor sports?** What are these sports in your language? What sports do you do?
- b. Write the correct word.
  - 1 You can play golf there. c o u r s e
  - 2 You can play basketball there. c o u r t
  - 3 You can swim there. p o o l
  - 4 You can play football and cricket on this. p i t c h
  - 5 You can box there. r i n g

### ► Sports equipment

- 2 In pairs, ask and answer.



- A: What are the goggles for?  
B: They are for swimming.



## New members welcome!

**Objectives:** learning about sports, where they are played and with what equipment; practising "mustn't" and "don't have to"; creating a poster for a sports centre

**Vocabulary:** sports, places and equipment

**Reading:** notices in a sports centre (multiple matching)

*Skill – reading for detailed comprehension*

**Grammar:** "mustn't" / "don't have to"

**Speaking:** role play – explaining the rules at a swimming pool

**Listening:** a dialogue about a visit to a sports club (multiple matching)

*Skill – listening for specific information*

**Writing:** a poster advertising a sports centre

### 1 Focus ► Sports and the places where they are played

- a. Direct Ss' attention to the title of the unit and the poster. Elicit what they think the unit might be about (*sports and activities you can do at a sports centre or a gym*). Elicit/Explain the meaning of any unknown words in the poster and rubric. Elicit answers to the questions in the rubric. In pairs, Ss identify what the sports are called in their own language and talk about what sports they like doing.

#### Suggested Answer Key

**team sports:** water polo, hockey, football, basketball

**dangerous sports:** boxing

**outdoor sports:** hockey, football

**indoor sports:** aerobics, weight training, table tennis, boxing, badminton

**both indoor and outdoor:** water polo, swimming, basketball, tennis, skating

(Ss' own answers)

- b. Explain the task and complete the first question with the class as an example. Remind Ss that the missing letters are as many as the dashes. Allow Ss time to complete the task and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

### 2 Focus ► Sports equipment

Explain the task. Select two Ss to read out the sample exchange, and elicit what the baseball bat and ball are for (*playing baseball, which is not shown in the pictures*). Allow Ss time to complete the task in pairs. Monitor the activity. Check Ss' answers. Select pairs to act out their exchanges in front of the class.

#### Answer Key

A: What is the shuttlecock for?

B: It is for playing badminton.

A: What is the racket for?

B: It is for playing tennis/badminton.

A: What are the bats and a ball for?

B: They are for playing table tennis.

A: What are the ice-skates for?

B: They are for ice-skating.

A: What are the gloves for?

B: They are for boxing.

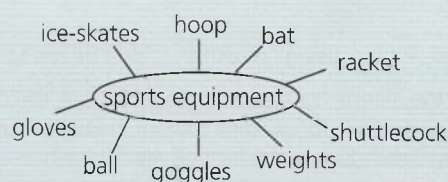
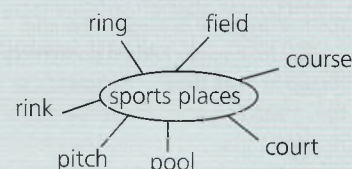
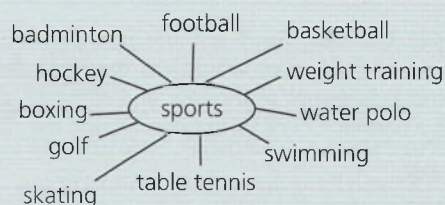
A: What are the weights for?

B: They are for weight training.

A: What is the hoop for?

B: It is for playing basketball.

As an extension write the following headings on the board and ask Ss to complete the spidergrams with words from p. 76. Check Ss' answers.





3 **Focus** ▶ Reading for detailed comprehension

Direct Ss' attention to the notices. Ask where Ss would expect to find them (*at a sports centre*). Read the sentences. Explain the task and do the first item as an example. Ss complete the task. Check Ss' answers and elicit/explain any words Ss still do not understand.

**Answer Key** (See overprinted answers)

4 **Focus** ▶ "Mustn't" / "don't have to"

a. Choose a sport that Ss are familiar with (e.g. *basketball*). Elicit what players *mustn't* or *don't have to* do (e.g. *bounce the ball, kick the ball, etc*). Elicit which actions are against the rules (*kick the ball*) and which you can do if you want, but aren't necessary (*bounce the ball*). Ask Ss to make sentences (e.g. *You mustn't kick the ball. You don't have to bounce the ball, you can throw it.*). Elicit rules for another sport. Direct Ss' attention to the theory box. Read through the box. Elicit/Explain any unknown words. Elicit example sentences to ensure comprehension.

b. Explain the task. Read out the prompts and elicit/explain any unknown words. Do the first rule as an example. Ss complete the task and compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

*You mustn't run near the pool.*  
*You mustn't dive in the shallow end.*  
*You mustn't leave children unattended.*  
*You don't have to wear goggles.*  
*You mustn't swim after a meal.*  
*You don't have to bring your own hairdryer.*  
*You don't have to join a swimming class.*  
*You don't have to use all the facilities.*

5 **Focus** ▶ Practising "mustn't" / "don't have to"

Read the sample sentences. Allow Ss time to come up with sentences about their school rules. Monitor the activity. Select Ss to present their answers to the class.

**Suggested Answer Key**

*We mustn't talk during a test or an exam.*  
*We don't have to borrow books from the school library, etc*

6 **Focus** ▶ Role playing – explaining rules

Refer Ss to the pool rules in Ex. 4b. Ask them to think of other things you *mustn't/don't have to* do and list them on the board. Explain the task. Elicit how they would begin (e.g. *Hello, everyone. My name is ... , etc*). Ss complete the task. Select Ss to present their rules to the rest of the class.

**Suggested Answer Key**

*Hello, everyone. My name's John and I'm your swimming instructor. I'd like to tell you about the pool rules. You mustn't run near the pool, or dive in the shallow end. In addition, you mustn't swim after a meal or leave children unattended. You don't have to wear goggles or swimming caps, but you can if you want to. Lockers are available, but you can leave your things in the changing room. We provide hairdryers, so you don't have to bring your own. If you have any questions, please ask me. etc*

## Game

Explain the game. Select two Ss to read the sample exchange, then Ss play the game in pairs. Monitor the activity. Select pairs to act out their exchanges.

**Suggested Answer Key**

A: *I am holding a ball.*  
 B: *You are going to play football.*  
 A: *No, I'm holding a bat as well.*  
 B: *You are going to play baseball.*  
 A: *Yes, I am. etc*

7 **Focus** ▶ Listening for specific information

Read the instructions and ask Ss to read the lists of people and sports. Explain the task. Play the recording, twice if necessary. Ss listen and complete the task, then compare answers with a partner. Check Ss' answers.

**Answer Key** (See overprinted answers)

8 **Focus** ▶ Making an advertising poster for a sports club

Explain the task. Allow Ss time to brainstorm for ideas about names and facilities. Remind Ss that their posters should be eye-catching and informative and should include drawings and phrases that will make people want to join their club. Allow Ss time to complete their posters in class, or assign the task for HW. Display the completed posters around the classroom.

**Suggested Answer Key**

## Sprinters Sports Centre

## JUST DO IT!

- \* Do you want to get fit and healthy?
- \* Are you interested in playing sports and exercising after school?
- \* Our school sports centre opens in two weeks' time. We offer something for everyone.
- \* Check out our facilities, which include:
  - a weight room
  - a hockey field
  - an indoor badminton court
  - a football pitch
  - an indoor basketball court
  - morning and evening aerobics classes
  - personalised fitness programmes
  - an outdoor swimming pool
  - a boxing ring

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## Reading

- 3 Match the notices (A-H) to the sentences (1-5).



- 1 **F** You mustn't eat or drink in the sports areas.  
 2 **B** Children below the age of 8 mustn't swim there.  
 3 **D** You don't have to rent a locker.  
 4 **E** Only members can use the facilities.  
 5 **C** You must leave your card at the front desk.

## Exploring Grammar

► **mustn't – don't have to**

Grammar Reference

- 4 a. Read the theory.

We use **mustn't** to express prohibition.  
*You **mustn't** wear boots inside the clubhouse. (You aren't allowed to. It's forbidden.)*

We use **don't have to** to say that it isn't necessary to do something.  
*You **don't have to** use the lockers. (It's not necessary.)*

- b. Use the phrases to say what you **mustn't/don't have to** do at a swimming pool.

- run near the pool • dive in the shallow end
- leave children unattended • wear goggles
- swim after a meal • bring your own hairdryer
- join a swimming class • use all the facilities

- 5 What **mustn't you/don't you have to** do at school? Tell the class.

*We mustn't use our mobile phones during lessons.  
 We don't have to wear our school uniform on school trips.*

## Speaking

- 6 You are a swimming instructor. Use the phrases in Ex. 4b as well as your own ideas to tell newcomers what the rules are at the pool.



Play in pairs. Think of a sport and its equipment. Tell your partner one piece of equipment you are using or wearing. Add more information until your partner guesses the sport.

- A: *I'm wearing a helmet.*  
 B: *You're going to play cricket.*  
 A: *No. I'm wearing skates, too. etc*

## Listening

- 7 Listen to Sam talking to his friend Jake about a visit to a sports club. Match the people (1-5) with the sports (A-G).

- |                   |                   |
|-------------------|-------------------|
| 1 <b>F</b> Paul   | A weight training |
| 2 <b>A</b> Greg   | B table tennis    |
| 3 <b>C</b> Hannah | C water aerobics  |
| 4 <b>B</b> Susan  | D tennis          |
| 5 <b>E</b> Mike   | E boxing          |
|                   | F badminton       |
|                   | G hockey          |



- 8 **Portfolio:** Your school has decided to start a sports centre. Prepare a poster to advertise it. Include: **name of centre, sports activities it offers, telephone number.** Use the poster on p. 76 as a model.





Comedy

Classic

Western

Horror

Cartoon

Science Fiction

Action/Adventure

Thriller

Romance

Musical

Drama

## Vocabulary

## ► Entertainment

- 1 a. Listen to three musical extracts. Which type of film does each go with? What types of films are the posters advertising?
- b. What's your favourite type of film? Discuss in pairs.
- dramatic • exciting • fun
  - boring • frightening
  - scary • depressing
  - thrilling • relaxing
- A: What type of film do you like?  
 B: I really enjoy science fiction.  
 A: Really? Why's that?  
 B: I think they're exciting. How about you?  
 A: I think science fiction films are boring. I prefer comedies.

- 2 Circle the odd one out. In pairs, think of two more words for each type of entertainment.

TV:	news, chat show, sitcom, stage, documentary
Radio:	DJ, station, camera, programme
Cinema:	cast, plot, quiz show, director
Theatre:	play, film, stage, box office
Opera:	orchestra, conductor, performance, series
Ballet:	dancer, musician, script, costumes
Concert:	singer, spotlights, sound effects, plot

## Listening &amp; Reading

- 3 The sentences below are from the following dialogue between two friends. What is the dialogue about? Read through and check.
- A No, I'm not in the mood for comedy.
  - B I'm not sure. Have you anything in mind?
  - C Isn't the concert sold out?
  - D Come off it! Isn't there anything else on?
  - E Ballet? That sounds a bit boring.
  - F What's that?
  - G You bet! When does it start?

Jim: Hi, Bill. Fancy doing something tonight?

Bill: 1) .....

Jim: What about the Comedy Night at Murphy's?

Bill: 2) .....

Jim: OK, then. Do you like ballet? There's Swan Lake on. It should be quite good.

Bill: 3) .....

Jim: Let's go to the cinema, then. There's a good thriller on.

Bill: 4) .....

Jim: What about the U2 concert? It's going to be the best gig of the year.

Bill: 5) .....

Jim: Yes, but I've got a surprise for you.

Bill: 6) .....

Jim: My brother gave me two tickets for tonight's show. Interested in coming?

Bill: 7) .....

Jim: At 8 pm. It's 5:30 now, so we'd better hurry.

- 4 Read and complete the dialogue. Listen and check.



## What's on?

**Objectives:** learning about types of films and other forms of entertainment; reading/writing short reviews; -ing / -ed participles

**Vocabulary:** forms of entertainment

**Reading:** a dialogue about where to go for the evening (gap-filling: sentences)

*Skill – reading for detailed comprehension*

**Speaking:** discussing choices of entertainment

**Grammar:** -ing / -ed participles

**Everyday English:** talking about an evening out

**Listening:** buying tickets at a box office (multiple choice)

*Skill – listening for specific information*

**Writing:** 3 short reviews

### 1 Focus ► Describing types of films

- a. Direct Ss' attention to the title of the unit and the posters. Elicit what they think the unit is about (*different forms of entertainment*). Ask Ss if they have seen any of the films on the posters. If they haven't, ask them to give a brief explanation of the last film or show they saw and explain what they liked/didn't like about it.

Read out the list of film genres and elicit/explain the meaning of any unknown words. Elicit an example of each type of film (e.g. *comedy – Home Alone; Classic – Gone with the Wind etc*).

Tell Ss they are going to hear three music extracts. Ask them to choose the film genre from the list that they think each music extract comes from. Play the recording, pausing after each extract. Elicit answers around the class.

#### Answer Key

1 Western      2 Science Fiction      3 Thriller

Direct Ss' attention to the posters and ask them to identify the genre of each film.

#### Answer Key

*Star Wars – Science Fiction*

*The Phantom of the Opera – Musical*

*Madagascar – Cartoon*

- b. Read out the list of adjectives and elicit/explain the meaning of any unknown words. Explain the task. Select two Ss to read the example dialogue. In closed pairs, Ss talk about their favourite films. Monitor the activity. Select pairs to act out their dialogues.

#### Suggested Answer Key

A: What type of film do you like?

B: I really enjoy romances.

A: Really? Why's that?

B: I think they're relaxing. How about you?

A: I think romance films are depressing. I prefer action films, etc

### 2 Focus ► Vocabulary – various forms of entertainment

Read out the vocabulary and elicit/explain the meaning of any unknown words. Complete the first item as an example. Allow Ss time to complete the task in pairs. Monitor the activity. Check answers around the class and ask Ss to justify their answers. Elicit additional words for each form of entertainment.

#### Answer Key

TV: stage

Opera: series

Radio: camera

Ballet: script

Cinema: quiz show

Concert: plot

Theatre: film

#### Suggested Answer Key

TV: series, commercials

Radio: microphone, broadcaster

Cinema: special effects, script

Theatre: costumes, props

Opera: instruments, singer

Ballet: ballerina, ballet shoes

Concert: band, instruments

### 3 Focus ► Reading for gist

Select Ss to read out sentences A-G, using appropriate intonation. Elicit what Ss think the dialogue is about. Allow them time to read the rest of the dialogue and check their answers.

#### Answer Key

*It's a dialogue between two friends who are trying to decide where to go for the evening.*

### 4 Focus ► Reading for detailed comprehension

Select a different S to read each of Jim's lines in the dialogue. Elicit/Explain any unknown words. Ss complete the dialogue and compare answers with a partner. Play the recording. Ss listen and check their answers. Confirm the correct answers, then select Ss to act out the dialogue in front of the class.

#### Answer Key

1 B

3 E

5 C

7 G

2 A

4 D

6 F



5 **Focus ►** Discussing where to go for the evening

Direct Ss' attention to the reviews. Elicit/Explain what a review is (*a brief description of a film/play/etc, including the writer's opinion of it*). Ask Ss where they think these reviews were taken from (*newspapers*). Elicit where else you might find reviews like these (*Internet, magazines, etc*). Ask Ss what they think the stars represent (*a rating system: 6 stars mean excellent and 1 star means awful*). Select Ss to read out the text. Elicit/Explain any unknown words. Explain the task. Ss act out dialogues in closed pairs. Monitor the activity, then select pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: *Do you fancy going to see Star Wars tonight?*  
 B: *No, I'm not in the mood for a film.*  
 A: *What about going to see The Phantom of the Opera? It's a great musical!*  
 B: *I'm not sure. Isn't there anything else on?*  
 A: *Well, Swan Lake is still on. We should be able to get tickets.*  
 B: *OK. When does it start?* etc

6 **Focus ►** Presenting -ing / -ed participles

- a. Write on the board: *Sam is boring*. Ask questions to check Ss understand the meaning of the -ing participle.

- T: *How does Sam feel?*  
 S1: *We don't know.*  
 T: *What is Sam like?*  
 S2: *He's a boring person.*

Write on the board: *Jim is bored*. Ask the same concept questions to help Ss understand the meaning and usage of the -ed participle.

- T: *How does Jim feel?*  
 S1: *He feels bored.*  
 T: *What is Jim like?*  
 S2: *We don't know.*

Allow Ss time to look at the adjectives in bold in the reviews and explain what they describe. Do the first two adjectives with the class as an example. Elicit answers around the class.

**Answer Key** (See overprinted answers)

*thrilling* – describes the film  
*disappointed* – describes how the people who go to see the film won't feel  
*dazzling* – describes the costumes in *The Phantom of the Opera*  
*thrilled* – describes how the people who go to see the musical will feel  
*amazing* – describes the dancers' performance

b. **Focus ►** Practising -ing / -ed participles

Ss complete the task and compare answers with a partner. Check answers around the class, then elicit/explain the meaning of any unknown words.

**Answer Key** (See overprinted answers)7 **Focus ►** Talking about evenings out

Ask Ss to think of the last performance/film/concert they went to. Read through the prompts in the box then select two Ss to act out the sample exchange. Explain the task and remind Ss to use vocabulary from Exs. 1 and 2. Monitor the activity. Ss act out their exchanges.

**Suggested Answer Key**

- A: *What did you think of the film 'The War of the Worlds'?*  
 B: *I loved it! The special effects and the plot are brilliant. Don't miss it. etc*

8 **Focus ►** Listening for specific information

Tell Ss to read through the rubric and the questions. Allow them time to try to guess the answers before they listen to the recording. Play the recording while Ss listen and choose the correct answers. Ss compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)9 **Focus ►** Stressed syllables – shifting stress

Write the word *imagine* on the board. Ask Ss to identify the syllables and say which is stressed: *i-ma-gine*. Write *imagination* on the board. Elicit the syllables and where we place the stress: *i-ma-gi-na-tion*. Tell Ss to read through the list of words and guess which syllable is stressed. Play the recording. Ss listen and underline the stressed syllable. Check Ss' answers. Play the recording again, pausing after each word. Ss listen and repeat, chorally and individually.

**Answer Key** (See overprinted answers)10 **Focus ►** Writing a review

Ask Ss to think of three performances they have seen recently and of anything they particularly liked/didn't like about them. Brainstorm the topic (*actors, costumes, music, plot, special effects, etc*). Then ask Ss to think of adjectives to describe how it made them feel. Remind Ss that their reviews must include a recommendation (e.g. *You'll love it. / You'll be disappointed. etc*). Tell Ss they can use the reviews in Ex. 5 as models. Allow Ss time to complete the task. Monitor the activity, offering help where necessary. Tell Ss to read their reviews to their partners. Check Ss' work. Select Ss to present their reviews.

**Suggested Answer Key**

*Harry Potter and the Prisoner of Azkaban* is an excellent film with amazing special effects. You will be thrilled. Don't miss it.

*Les Misérables* is an exceptional musical. The performances and the stage production are stunning. You won't be disappointed. It's a wonderful show.

*The Nutcracker* was fantastic. A superb ballet with imaginative costumes and settings. The music was fabulous. Simply perfect.



## Speaking

- 5 Work in pairs. Look at the reviews. Use sentences from Ex. 3 to decide where to go.

## Chicago Observer

★★★★☆

*Star Wars* is just thrilling. Full of action and great special effects. You won't be **disappointed**. Science fiction at its best.

## The Times

★★★★☆

*The Phantom of the Opera* is just amazing. A great musical with excellent acting and dazzling costumes. You'll be **thrilled**. Don't miss it.

## London Herald

★★★★★

*Swan Lake* was superb. The lead dancers were **amazing** and the orchestra was wonderful. Simply perfect.

## Exploring Grammar

## ► -ing/-ed participles

Grammar Reference

- 6 a. Read the theory box. Look at the adjectives in bold in the reviews in Ex. 5. What does each describe?

-ing participles describe what something/ someone is like. *The film was **exciting**.* (How was it? *Exciting*.)

-ed participles describe a person's feelings. *They were **excited** by the performance.* (How did they feel? *Excited*.)

- b. Underline the correct adjectives.

- I was surprised/surprising to see you at the concert last night, Sam! I didn't know you were interesting/interested in jazz music.
- I didn't like the play at all. It was so bored/boring!
- That museum we went to at the weekend was fascinated/fascinating. You have to go!
- We were a bit disappointed/disappointing with that new musical.
- Ann wanted to go out dancing last night, but she felt tiring/tired.
- I don't think you'll like that new movie. It's really frightening/frightened!

## Everyday English

## ► Talking about evenings out

- 7 Work in pairs. Think of the last performance/film/concert you went to. Use words from Exs. 1 & 2 and the phrases in the box to act out exchanges.

Asking	Responding
• What was (name of performance/the film, musical, play etc?) ... like?	• It was amazing/fantastic/wonderful/magical etc.
• What did you think of ...?	• I loved it!/I really liked it. You really have to go!
• Did you like/enjoy ...?	• I didn't really enjoy it. It was boring/awful/terrible etc.

A: What was the film like last night?

B: Oh, it was wonderful! You really have to go!

## Listening

- 8 You will hear Joey buying tickets at the cinema box office. Listen and choose the correct answer A, B or C.
- The name of the movie is *Space ...*.  
A 3100      **B** 3001      C 3010
  - What time does the film start?  
A 7 o'clock    B 9 o'clock    **C** 11 o'clock
  - How old is Joey?  
A 18      **B** 19      C 20
  - How much do the tickets cost?  
A £3      **B** £6      C £12

## Pronunciation (stressed syllables)

- 9 Listen and underline the stressed syllable. Listen again and repeat.

- dra-ma → dra-ma-tic
- co-me-dy → co-me-dian
- his-to-ry → his-tor-i-cal
- ar-tist → ar-tis-tic

## Writing (reviews)

- 10 Portfolio: Think of three performances (ballet, concert, theatrical, etc) you have seen and write short reviews of them.



## Getting Started

- 1 What's your favourite type of entertainment? Why? What's the last performance you attended? Did you like it?

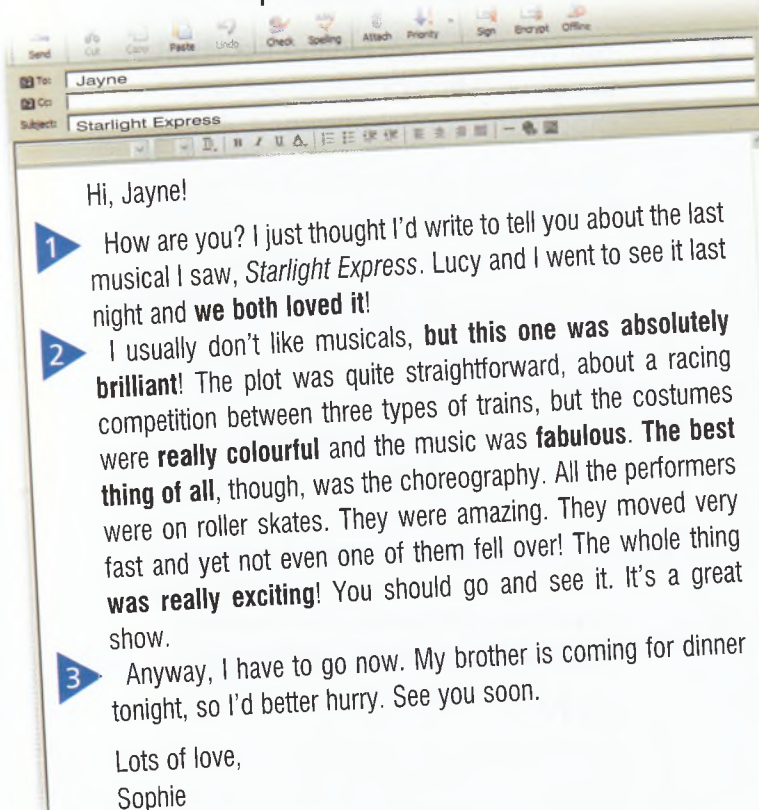
## Let's look closer

- 2 a. Underline the key words in the rubric.

You went to the theatre/cinema last Saturday evening. Send an email to your friend. In your email:

- describe what you saw/short plot
- comment on performance/film (acting, costumes, music, special effects etc)
- recommend it to your friend

Read the email. Has Sophie covered all the points in the rubric?



- b. Which paragraph contains:

- closing remarks?
- opening remarks – name – type of performance – when she saw it?
- plot – comments on performance – recommendation (acting/music/costumes)?

- 3 a. Read the email again. What adjectives does Sophie use to describe the: **performance, plot, costumes, music, performers.**

- b. Use the adjectives below to replace the ones in bold in sentences 1-4.

• amazing • wonderful • terrific • fabulous

- 1 The show was **nice**.
- 2 Jennifer Lopez was **good** in her role as a waitress.
- 3 The special effects were **good**.
- 4 The costumes were **nice**.

- 4 Imagine Sophie didn't like the performance. Use the words/phrases below to replace the parts of the email in bold.

- and this one was no exception • extremely dull
- we both hated it • the worst thing of all
- was really disappointing • terrible

## Writing (an email recommending a film)

- 5 a. Think of the last film you saw. Make notes under the headings.
  - name/type of film • plot • actors
  - music • special effects • recommendation
- b. **Portfolio:** Use your notes to write an email to your friend about it (60-80 words). Follow the plan.

## Plan

### Paragraph 1

*greet friend, write name & type of film/when you saw it/who with*

### Paragraph 2

*write about plot, costumes, music, actors etc*

### Paragraph 3

*end email – ask friend to write back*





## Don't miss it

**Objectives:** recommending/criticising a film/play/etc

**Reading:** an email about a musical

*Skill – reading for detailed comprehension*

**Writing:** an email recommending the last film you saw

1 **Focus ►** Discussing favourite types of entertainment

Present the rubric and elicit answers around the class. Ss continue the discussion in closed pairs. Monitor the activity, then ask Ss around the class to present their answers.

**Suggested Answer Key**

*I love going to pop concerts because they're fun and exciting and the music is always really loud. etc*  
*I went to see the film 'Batman Begins'. It has great actors and brilliant special effects, and the costumes and plot are fantastic.*

2 a. **Focus ►** Identifying key points in a rubric

Elicit from Ss what information is in the key words in the rubric (*what you have to write, who you are writing to, what you're writing for and what information to include*). Allow Ss time to read the rubric and underline the key words. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

Allow Ss time to read the email. Elicit/Explain any unknown words. Tell Ss to find the parts of the email that cover the points in the rubric. Ss compare their answers with a partner. Confirm that Sophie has covered all the points in the rubric.

**Answer Key**

*Yes, she has.*

b. **Focus ►** Identifying paragraph topics

Read through the prompts and elicit examples from Ss of opening and closing remarks (e.g. *Thanks for your email/Sorry I haven't written for a while/Looking forward to seeing you/Please write soon, etc*). Allow Ss time to complete the task and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key**

- closing remarks – 3<sup>rd</sup> paragraph
- opening remarks/name/type of performance/when she saw it – 1<sup>st</sup> paragraph
- plot/comments on performance/recommendation (acting/music/costumes) – 2<sup>nd</sup> paragraph

3 **Focus ►** Adjectives – positive comments

- a. Ss reread the text and underline the adjectives used to describe the performance/plot/costumes/performers. Ss complete the task individually and compare answers with a partner. Check Ss' answers.

**Answer Key**

*performance: brilliant, exciting*  
*plot: straightforward*  
*costumes: colourful*  
*music: fabulous*  
*performers: amazing*

- b. Tell Ss to read through the sentences. Elicit why Ss should avoid using "good" and "nice" (*because they are not very interesting or descriptive and they make our writing boring*). Ss complete the task. Check Ss' answers.

**Suggested Answer Key**

- |             |            |
|-------------|------------|
| 1 fabulous  | 3 amazing  |
| 2 wonderful | 4 terrific |

4 **Focus ►** Making negative comments

Explain the task. Read out the phrases and elicit/explain the meaning of any unknown words/expressions. Ss complete the task and compare answers with a partner. Check answers around the class.

**Answer Key**

*we both loved it → we both hated it*  
*but this one was absolutely brilliant → and this one was no exception*  
*really colourful → extremely dull*  
*fabulous → terrible*  
*The best thing of all → The worst thing of all*  
*was really exciting → was really disappointing*

5 **Focus ►** Writing an email recommending a film

- a. Ask Ss to think of the last film they saw. Tell them to write the headings in their notebooks. Allow Ss time to brainstorm and make notes under each heading. Select Ss to read out their notes.

**Suggested Answer Key**

*name /type of film: Harry Potter and the Prisoner of Azkaban/ adventure*  
*plot: about the adventures of a young magician and his friends*  
*actors: wonderful*  
*music: fantastic*  
*special effects: amazing*  
*recommendation: you have to see it*

- b. Tell Ss to read the rubric. Elicit what they have to do (*write an email to a friend about the film they have seen*). Tell Ss to use their notes and the plan provided to write their email. Allow them time to complete the task. Remind Ss that they can use the email in Ex. 2 as a model. Check Ss' work, then ask Ss to present their emails.

**Suggested Answer Key**

*Dear Amanda,*  
*I hope everything is OK! I'm writing to tell you about a great adventure film I saw called 'Harry Potter and the Prisoner of Azkaban'. I went to see it on Saturday with my cousin. We both thought it was brilliant.*  
*The plot is really exciting. It's about the adventures of a young wizard and his friends. The actors are wonderful, the special effects are amazing and the music is fantastic. I loved it. You really have to see it!*  
*Anyway, I have to go now. Please write soon and tell me all your news.*  
*Love,*  
*Mary*



### The Prisoner of Zenda

**Objectives:** responding to a literary text

**Reading:** author's biography and an extract from 'The Prisoner of Zenda'

*Skill – reading for detailed comprehension*

**Writing:** a diary entry

#### 1 **Focus ►** Preparing to read a text

Focus Ss' attention on the picture. Elicit answers to the questions in the rubric. Allow Ss time to read the biographical note and check their guesses. Check Ss' answers, then elicit/explain the meaning of any unknown words.

##### **Suggested Answer Key**

*They look identical. The castle is where King Rudolf V lives. When his identical cousin, Rudolf Rassendyll, pretends to be King, he lives there too.*

#### 2 **Focus ►** Predicting the content of a text

Present the rubric. Allow Ss time to complete the task in pairs. Elicit answers around the class. Play the recording. Ss listen and read to check their answers.

##### **Answer Key**

*There are four people – Fritz, the King, Colonel Sapt and the person telling the story. This is probably Rudolf Rassendyll. The extract is about the first meeting between King Rudolf and his identical cousin, Rudolf Rassendyll.*

#### 3 **Focus ►** Reading – identifying pronoun referents

Ss reread the extract and replace the pronouns in bold with the names of the characters, then compare answers with a partner. Check Ss' answers around the class.

##### **Answer Key**

- 1 King Rudolf V
- 2 Rudolf Rassendyll (the King's cousin)
- 3 King Rudolf V and his cousin Rudolf Rassendyll
- 4 Colonel Sapt
- 5 King Rudolf V and Rudolf Rassendyll

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

##### **Answer Key**

*nervously (adv): in an uncomfortable or frightened way*  
*appear (v): to suddenly arrive/be seen*  
*astonished (adj): very surprised*  
*step back (phr): to move backwards*  
*apart from (prep): except for*  
*instant (n): a moment*  
*stare (v): to look carefully at someone for a long time*  
*bow (v): to bend forward from the waist to greet or show respect for someone*  
*puzzled (adj): confused*  
*despite (prep): in spite of*  
*likeness (n): similar appearance to someone else*

*frown (v): to look puzzled or uncertain by moving the eyebrows down and together*

*twinkle (v): to shine like a star*

*slap (v): to hit someone with the flat part of the hand*

*see double (phr): to see two things where there is only one*

#### 4 **Focus ►** Oral summary of the text

Tell Ss to reread the extract and make a list of the main points. Remind Ss that they should include where the story takes place, who the characters are and what happens. Elicit the main points of the extract. Allow Ss time to write their summaries and present them to a partner. Check Ss' work, then ask a few Ss to present their summaries.

##### **Suggested Answer Key**

*Rudolf Rassendyll was in a wood with Fritz and Colonel Sapt. Suddenly, King Rudolf appeared. The King asked who Rassendyll was and Colonel Sapt explained he was the King's cousin. The two men stared at each other in amazement. They realised they looked almost identical. The king laughed and slapped his cousin on the back. He was happy to meet him.*

#### 5 **Focus ►** Writing a diary entry

Tell Ss to read the rubric. Ask concept questions to ensure Ss understand the task.

*T: What are you going to write?*

*S1: A diary entry.*

*T: Whose diary is it?*

*S2: Rudolf Rassendyll's.*

*T: What are you going to write about?*

*S3: The day Rudolf met the King.*

Elicit/Explain that a diary entry is written in the form of a letter to a friend. Allow Ss time to write their diary entries. Monitor the activity, offering help where necessary. Ss read their diary entries to a partner. Select Ss to present their entries. Check Ss' work.

##### **Suggested Answer Key**

*Dear Diary,*

*Today, something amazing happened. I met my cousin, King Rudolf. We had never met before and we were both surprised because we look almost identical. He's a bit shorter than me, his face is a little fatter and his mouth is softer, but apart from that it was like looking into a mirror! At first he seemed puzzled, but then he laughed and slapped me on the back. I think we are going to be great friends.*

### Additional Material

- Songsheet 4 (p. 113)
- Self-Assessment Module 4 (pp. 82-83)
- Across the Curriculum 4 (p. 84)
- Pairwork Activities, Set 2:  
4A (p. 118) – 4B (p. 116)
- Word Perfect 8 (p. 123)
- Grammar Check, Unit 8 (p. 131)




## Reading & Listening

- 1 Look at the picture. What is strange about the two men? What do you think is the connection between them and the castle? Read the author's notes to find out.

### Anthony Hope (1863-1933)

Anthony Hope Hawkins was born in London, England. He became a lawyer in 1887 and wrote stories in his spare time. After the success of his most famous novel, *The Prisoner of Zenda* (1894), he became a full-time writer. He became Sir Anthony Hope Hawkins in 1918.

*The Prisoner of Zenda* is a romantic adventure set in Ruritania – an imaginary kingdom somewhere in Central Europe – about 150 years ago. Rudolf Rassendyll, a rich young Englishman, has travelled to Ruritania to see the coronation of his distant relative, King Rudolf V. When the 'cousins' meet, they see they are almost identical. Then, the King is kidnapped, and Rudolf Rassendyll risks his life by pretending to be his cousin.

- 2  Read the first sentence in each paragraph. How many people are there? Who are they? Who is telling the story? What is the extract about? Listen, read and say.

- 3 Replace the pronouns below with the correct name. Then explain the words in bold in the passage.

- 1 He was behind a tree.
- 2 He bowed to the King.
- 3 They looked almost the same.
- 4 He explained who Rudolf was.
- 5 They were cousins.

## Speaking

- 4 List the main points in the extract. Use your list to give a summary of the extract.

## Writing (a diary entry)

- 5 **Project:** Write Rudolf's diary entry for the day he met the King.

# Literature Corner

8



## The Prisoner of Zenda



At that moment, a loud voice called from the wood: "Fritz, Fritz!

Where are you, man?"

"It's the King!" Fritz said **nervously**, and Colonel Sapt laughed softly again.

Then a young man **appeared** from behind a tree and stood next to us. As I looked at him, I cried out, **astonished**, and he too saw me and **stepped back** in surprise. **Apart from** the fact that he was a little shorter than me, the King of Ruritania might have been Rudolf Rassendyll, and I might have been Rudolf, the King.

For an **instant** we stood without moving, **staring** at each other. Then I took my hat off and **bowed**. The King asked in a **puzzled** voice: "Colonel ... Fritz ... who is this gentleman?"

I was about to answer, but Colonel Sapt began to talk to his Majesty quietly. As he listened, the King looked at me a few times. I looked at him, too, long and carefully, and I noticed some differences between us. The King's face was slightly fatter than mine, and his mouth was softer. But, **despite** these things, the **likeness** was amazing.

Sapt stopped speaking, and the King still **frowned**. Then the corners of his mouth began to move, his nose came down (as mine does when I laugh), his eyes **twinkled** and suddenly he burst into loud laughter, which rang through the woods and showed what a happy person he was.

"Well met, cousin!" he cried. He **slapped** me on the back, still laughing. "You must forgive me if I was surprised. It's like **seeing double**, eh, Fritz?"



# Self-Assessment

## MODULE 4

### Vocabulary

#### 1 Fill in the correct word.

- 1 How much do you get as **pocket** money?
- 2 Never lend your **credit** card to anyone.
- 3 He **earns** €1000 a month.
- 4 I want to try this skirt on. Where's the **fitting** room?
- 5 What **size** are you? Medium.
- 6 What would you like as a **main** course?
- 7 Can I please have a **loaf** of bread?
- 8 Basketball is a **team** sport.
- 9 I'm not in the **mood** for comedy.
- 10 I really enjoy **science** fiction films.

(10 marks)

#### 2 Fill in: **packet, carton, tin, tub, box.**

- 1 a **tin** of tuna
- 2 a **carton** of orange juice
- 3 a **tub** of butter
- 4 a **box** of tea bags
- 5 a **packet** of spaghetti

(5 marks)

#### 3 Where would you buy the following?

- |              |                      |
|--------------|----------------------|
| 1 newspapers | <b>newsagent's</b>   |
| 2 tomatoes   | <b>greengrocer's</b> |
| 3 sausages   | <b>butcher's</b>     |
| 4 plasters   | <b>chemist's</b>     |
| 5 earrings   | <b>jeweller's</b>    |

(5 marks)

#### 4 Circle the odd one out.

- 1 shuttlecock, helmet, racket, **shrimp**
- 2 **thrilled**, roasted, grilled, fried
- 3 comedy, action, **boxing**, drama
- 4 ice cream, apple pie, **starter**, cake
- 5 salary, wages, pay, **bargain**

(5 marks)

### Grammar

#### 5 Fill in: **some, any, a few, a little, much, many.**

- 1 A: Are there **any** eggs in the fridge?  
B: Yes, there are just **a few** left.
- 2 A: How **much** sugar have we got?  
B: There's only **a little** left in the cupboard.
- 3 A: Jim, I need **some** peppers.  
B: How **many** do you need?
- 4 A: Would you like **some** more milk?  
B: Yes, please. Just **a little**.

(8 marks)

#### 6 Fill in the gaps with either **will**/'m going to.

- 1 **I'm going to** be a scientist when I'm older.
- 2 It's freezing in here. I **will** shut the window.
- 3 **I'm going to** travel to France next month. Here's my ticket.
- 4 I **will** be back as soon as the meeting is over.
- 5 I've already decided. **I'm going to** buy a new car.

(10 marks)

#### 7 Put the verbs in brackets into the correct form (**to**)-**inf** or **-ing** form.

- 1 You need **to exercise** (**exercise**) more if you want to lose weight.
- 2 My brother really enjoys **watching** (**watch**) horror films.
- 3 Tim decided **to spend** (**spend**) all his savings on a new computer.
- 4 You must **return** (**return**) the video by Tuesday, or you will have to pay a fine.
- 5 I can't stand people **telling** (**tell**) me lies.
- 6 Let's **eat** (**eat**) at the Italian restaurant near my house.

(12 marks)



## Communication

### 8 Complete the exchanges.

- a It was amazing. I loved it.  
 b How much are these apples, please?  
 c Nor do I. It's really boring.  
 d In cash.  
 e Bonzo's takeaway. How can I help you?
- 1 A: I really don't like ballet dancing.  
 B: **Nor do I. It's really boring.**
- 2 A: What did you think of that new comedy show last night?  
 B: **It was amazing. I loved it.**
- 3 A: **Bonzo's takeaway. How can I help you?**  
 B: I'd like two cheeseburgers, French fries and two cans of cola, please.
- 4 A: **How much are these apples, please?**  
 B: They are 20p each.
- 5 A: How would you like to pay?  
 B: **In cash.**

(10 marks)

## Reading

### 9 Read and match the notices (A-H) to the sentences (1-6).

**A** **SHOP ASSISTANT WANTED**  
APPLY WITHIN

**C** **ALL T-SHIRTS 50% OFF**

**F** **OPENING HOURS**  
Mon – Fri:  
9 am – 6 pm

**B** **BUY 2 GET 1 FREE!**

**D** **CASH ONLY**

**G** **LAST DAY OF SALE**

**E** **STAFF ONLY**

**H** **3-Course Lunch**  
£7.99

- 1 We don't accept credit cards. **D**  
 2 We are closed on Saturdays and Sundays. **F**  
 3 Things will cost more tomorrow. **G**  
 4 You can buy something half price. **C**

- 5 We need someone to work for us. **A**  
 6 Get more than you paid for. **B**

(12 marks)

## Listening

### 10 Listen to Tony talking to a friend about an activity week. What did each person do?

- |                             |                          |
|-----------------------------|--------------------------|
| <b>0</b> <b>H</b> Tony      | <b>A</b> ball games      |
| <b>1</b> <b>C</b> Lucy      | <b>B</b> water polo      |
| <b>2</b> <b>E</b> Will      | <b>C</b> ice-skating     |
| <b>3</b> <b>A</b> Catherine | <b>D</b> tennis          |
| <b>4</b> <b>G</b> Paul      | <b>E</b> mountain biking |
| <b>5</b> <b>D</b> Helen     | <b>F</b> kick boxing     |
|                             | <b>G</b> climbing        |
|                             | <b>H</b> boxing          |

(10 marks)

## Writing (a fast food review)

### 11 You work for a magazine. You have been asked to write a review about a new fast food restaurant which opened in your area. Write your review (80-100 words).

(See Suggested Answers section) (13 marks)

(Total = 100 marks)

**NOW** I can...

- talk and write about food, drinks, shops & products
- order food at a takeaway
- talk and write about hobbies, sports & equipment
- buy things at a shop
- express agreement/disagreement
- talk and write about types of entertainment
- recommend a restaurant/a film

... in English!



## Reading

- 1 Read the dictionary entry. Do you ever budget or keep a record of how much you spend? How do you do this? Discuss in pairs.

**budget** (v) – to plan the money you spend (expenditure) according to how much money you have (income)

- 2 Read the case study. In pairs, discuss how you are the same/different to Ian, then explain the highlighted words.

## BUDGETING

### Case Study

– Ian, age 16, student

Ian is a **generous** person who likes to buy gifts and **treat** his friends and family. He is a bit **disorganised** and usually **throws away** or loses **receipts**. He has a Saturday job, but he only works a few hours and it doesn't pay very well. He sometimes **borrow**s money from his parents or friends and forgets to pay them back. He wants to buy a laptop computer, but he never seems to be able to save enough money.



- 3 a. Read Ian's record of his income and expenditure last week. Which of the items in his expenditure column are **wants** and which are **needs**?

Sun June 1st – Sat June 7th

### Income

allowance	20.00
Saturday job	16.00
birthday money from Grandma	20.00

### Expenditure

takeaway lunches (x5)	10.00
gift for sister designer T-shirt	8.50
CDs (x2)	20.00
shampoo & toothpaste	16.00
bus pass	3.75
	6.00

- b. Subtract Ian's total expenditure from his total income. Has he spent more money than he's got? Where do you think the extra money came from?

## Speaking

- 4 In pairs, look at Ian's income and expenditure record and the information in the case study. Then suggest how he could budget better (e.g. cut back on his spending, work more hours, etc).

A: I think Ian should cut back on his spending.

B: I agree. He doesn't need to buy takeaway lunches so often. He could eat at home or take sandwiches.

**Project:** Write a record of your income and expenditure for the last week. How does yours compare to Ian's?



## Budgeting

**Objectives:** learning about personal finances & budgeting

**Reading:** a case study; a record of income/expenditure

*Skill – reading for detailed comprehension*

**Speaking:** giving advice/making suggestions

**Writing:** a personal record of income and expenditure

### 1 **Focus ►** Talking about budgeting

Allow Ss time to read the dictionary entry and discuss their answers to the questions in pairs. Monitor the activity. Select Ss to present their answers in front of the class.

#### **Suggested Answer Key**

*I try to budget my money but it is very difficult. I don't keep a record of how much I spend, but I do try to save a little bit every month.*

### 2 **Focus ►** Reading a case study

Allow Ss time to read the case study and discuss how they are similar/different to Ian. Ss complete the task in pairs. Monitor their discussions, then select Ss to tell the class about their partner's spending habits.

#### **Suggested Answer Key**

*Mary is like Ian because she loves buying presents for her friends and family. However, she is different to Ian in that she is very organised and she never throws away her receipts. She always pays people back when she borrows money and she sometimes manages to save money.*

Ss explain the highlighted words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

**generous (adj):** not mean with money, open-handed

**treat (v):** to pay for someone when you go out (e.g. to dinner)

**disorganised (adj):** not organised, not good at planning or arranging things

**throw away (phr v):** to get rid of something, put something in the rubbish bin

**receipt (n):** a piece of paper you are given in a shop to show you have paid for something

**borrow (v):** to use something that belongs to someone else, then return it

### 3 **Focus ►** Financial calculations

- a. Allow Ss time to read Ian's income and expenditure record. Elicit/Explain the meaning of any unknown words. Ss complete the task. Elicit answers around the class.

#### **Answer Key**

*wants: 5 takeaway lunches, gift for his sister, designer T-shirt, 2 CDs*

*needs: shampoo and toothpaste, bus pass*

- b. Explain the task. Allow Ss time to complete the calculations. Elicit answers around the class.

#### **Answer Key**

*Total income = £56*

*Total expenditure = £64.25*

*Yes, he has spent £8.25 more money than he has.*

*He probably borrowed it from his parents or friends.*

### 4 **Focus ►** Making suggestions/giving advice

Explain the task and select two Ss to read the sample dialogue. Monitor Ss' performance around the class, then select pairs to act out their dialogues in front of the class.

#### **Answer Key**

*A: I think he should work more hours.*

*B: Maybe, but his job doesn't pay very well. I think he should find another job.*

*A: I agree. Then his income would go up. I also think he should buy fewer CDs.*

*B: That's true. He also doesn't need to buy a designer T-shirt. He could buy a cheaper one. etc*

### Project **Focus ►** Writing a record of income/expenditure

Explain the task. Tell Ss to use Ian's income and expenditure record as a model. Allow Ss time to complete their record and show it to their partner. Check Ss' answers, then do a survey around the class and find out how many Ss are like Ian.

*(Ss' own answers)*



## Before you start...

Revise one or two points from the previous module (*hobbies, sports, cinema, dining out, shopping, etc*) by asking Ss to discuss their favourite hobbies and justify their choices.

Ask for a show of hands as to Ss' preferred form of entertainment and then elicit the advantages of the most popular choice.

Then, find out how often Ss eat out and which is their preferred eating place and why.

Write the word "shopaholic" on the board. Elicit the meaning and whether Ss consider themselves to be one or not. Select two or three Ss to tell the rest of the class about their shopping habits and where they tend to shop and why.

## Objectives

Direct Ss' attention to the title of the module, *Incredible but true*. Explain that it summarises the theme of amazing facts, inventions and the supernatural (*e.g. computers, unexplained mysteries, etc*) and that in the next two units they will learn to talk about space, extraterrestrials, gadgets, etc.

## Look at Module 5

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then, elicit other information (*e.g. what the picture shows, what else Ss can see on that page/spread and what they think the unit might be about*).

### Suggested Answer Key

pic. 1 (p. 98)

T: Which page is picture 1 from?

S1: It's from p. 98.

T: What can you see in pic. 1?

S2: A symbol showing how the world is getting warmer and warmer.

T: What else can you see on page 98?

S3: Seven other symbols that show more of the damage we are causing.

T: What do you think this section will be about?

S4: Probably about environmental issues and possible solutions.

pic. 2 (p. 86)

What other gadgets can you see on p. 86? How do you think these gadgets might be related? How do you think each one works?

pic. 3 (p. 91)

What information does the picture give us? What other technical equipment can you see on p. 90? Look at the title and say what you think the unit might be about.

pic. 4 (p. 96)

Who is she and what is she doing? Describe the other pictures on p. 96. How are the pictures related to the title of the unit?

pic. 5 (p. 94)

What other objects can you see on p. 94? What can they do? What do you think the unit might be about?

## Find the unit and page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then, ask them to explain what each one is.

**magazine advertisements:** Unit 9, pp. 86 & 87

*boxed texts on magazine pages that tell us about different products*

**a museum advertisement:** Unit 9, p. 93

*an announcement to inform us about a museum and what is on display*

**a shuttle:** Unit 10, p. 94

*a vehicle that travels between two places very often*

**a fairy:** Unit 10, p. 96

*a little imaginary person with wings*

**a constellation:** Unit 10, p. 101

*a group of stars*

Explain that the module has:

– a **Culture Clip**.

– a **Curricular Cuts** section.

– an **Across the Curriculum** section.

Elicit definitions/explanations of these sections by referring Ss to the relevant pages and texts.

### Suggested Answer Key

The **Culture Clip** seems to be about customs, places and events in different countries. This one (p. 93) is about the International Spy Museum in Washington, DC.

The **Curricular Cuts** section looks briefly at different subjects. This one (p. 101) looks at Science and gives us information about the stars.

The **Across the Curriculum** section is a short informative piece from the National Curriculum. This one (p. 104) is taken from the Literature section and looks at 'The Flowers' by Robert Louis Stevenson.



# Incredible but true

## Module 5 (Units 9 & 10)

### ► Before you start

- What's your favourite hobby/sport? Why?
- What's your favourite type of entertainment?
- Which was the last film you watched? Talk about it.
- How often do you eat out? Where?
- How often do you go shopping? Where?

### ► Look at Module 5

- Find the page numbers for pictures 1-5.

### ► Find the unit and page number(s) for

- magazine advertisements ☐
- a museum advertisement ☐
- a shuttle ☐
- a fairy ☐
- a constellation ☐

### In this Module you will ...

#### ► read, listen and talk about ...

- gadgets
- inventors & inventions
- computers & their uses
- space
- extraterrestrials
- unexplained mysteries
- the supernatural
- environmental issues

#### ► learn how to ...

- describe objects
- offer help
- exchange opinions
- summarise a text
- start/end a story

#### ► practise ...

- order of adjectives
- the passive
- question tags

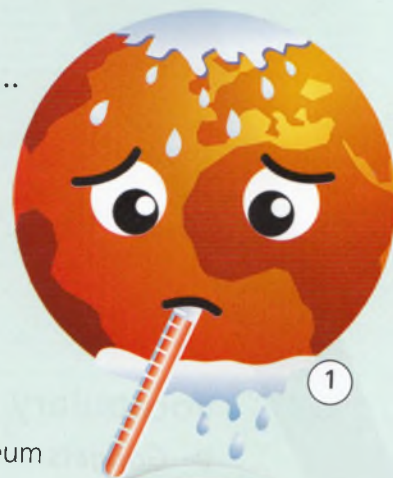
- reported speech (statements, questions, commands)
- relative pronouns
- intonation of question tags
- pronunciation of /h/

### ► do a project about ...

- a gadget you want to sell
- inventions
- constellations

### ► write ...

- a short note
- a for-and-against essay
- an article about a museum in your country
- a short story about UFOs
- a cartoon strip
- a summary
- a story
- a poem



**Culture Clip:** International Spy Museum Washington, DC

**Curricular Cuts:** (Science) Stars

**Across the Curriculum:** (Literature) The Flowers



Magic Singalong Microphone

1

Inflatable Portable Speakers

2

Voice-Activated Remote Control

3

Walkie-Talkie Watches

4

## Vocabulary


### ► Gadgets

- 1 Match the words to the gadgets, then make sentences, as in the example.
  - green • transparent • lightweight grey stand
  - long • slim • plastic • buttons • black straps
  - display screen • black/grey face covers

*The Magic Singalong Microphone is long and slim with buttons.*
- 2 Which of the following can each gadget do? In pairs, match the uses (a-d) to the gadgets (1-4). Then make sentences, as in the example.
  - a store songs and help you to sing along
  - b help you operate your TV, DVD player and video
  - c let you enjoy music wherever you are
  - d allow you to keep in touch without others hearing your conversation

*The Magic Singalong Microphone stores songs and helps you to sing along.*

## Listening & Reading

- 3  Read the title and the subheadings in the text. Where could you read it? How is it related to pictures 1-4? Listen, read and check.

## Objects of Desire

### A Sing Along

If you think you've got what it takes to be a pop singer, but need a little more practice, then the Magic Singalong Microphone is perfect for you! There are around 500 classic songs **stored** inside this long, slim microphone, which **plugs into** your TV or stereo. Simply use the buttons to type in the number of the song you want and then sing along. You can **adjust** volume, tempo and key and **view** the lyrics on your TV screen.

Cost: £320  
Call: 0195 322 2299

### B Music Everywhere

You can take these fabulous plastic speakers anywhere you go. **They** fit neatly into a backpack, beach bag or briefcase. Want to share a song with friends on a picnic or at the beach? Just **blow them up** and plug **them** into your Walkman, laptop or MP3 player. You can enjoy great music wherever you are. Transparent green with lightweight grey stand. **Require** six AA batteries (not included).

Cost: £35  
Call: 0870 066 6333



## Great gadgets!

**Objectives:** learning about high-tech gadgets; using adjectives to describe objects

**Vocabulary:** describing gadgets

**Reading:** advertisements for gadgets (identifying text type)

*Skills – reading for gist*

*reading for specific information*

**Speaking:** presenting product information

**Grammar:** order of adjectives

**Listening:** a dialogue about a faulty product (gap-filling task)

*Skill – reading for specific information*

**Writing:** an advertisement

1 **Focus ►** Describing gadgets

Refer Ss to the title of the unit and the pictures. Elicit/ Explain the meaning of the title (*e.g. clever ideas for useful machines*). Read out the words and phrases and ask the class to match each item to the appropriate picture. Elicit/Explain the meaning of any words Ss have difficulty with. Ss make sentences about the objects in the pictures. Check Ss' answers around the class.

**Answer Key**

green – 2

transparent – 2

lightweight grey stand – 3

long – 1/(3)

slim – 1/(3)

plastic – 2/3/4

buttons – 1/2/3/4

black straps – 4

display screen – 3/4

black / grey face covers – 3/4

**Suggested Answer Key**

*The Inflatable Portable Speakers are made of transparent green plastic with a lightweight grey stand.*

*The Voice-Activated Remote Control is grey with a display screen.*

*The Walkie-Talkie Watches are grey or black with black straps.*

2 **Focus ►** Matching function to object

Ss complete the matching task in pairs. Check answers and then ask Ss to make sentences individually. Check Ss' answers around the class.

**Answer Key**

a – 1

b – 3

c – 2

d – 4

**Suggested Answer Key**

*The Voice-Activated Remote Control helps you operate your TV, DVD player and video.*

*The Inflatable Portable Speakers let you enjoy music wherever you are.*

*The Walkie-Talkie Watches allow you to keep in touch without others hearing your conversation.*

3 **Focus ►** Identifying text type; predicting content

Read out the title and subheadings. Ask leading questions (*Is this an email to a friend? a poster? a page in a magazine? etc*) to elicit the text type (*advertisements or product reviews in a magazine*). Ask Ss to match the subheadings to the pictures. Play the recording. Ss listen and read to check their answers.

**Suggested Answer Key**

*The text describes the gadgets in advertisements, probably in a magazine dealing with new consumer goods.*

**Answer Key**

A – 1

B – 2

C – 4

D – 3



4 a. **Focus ►** Reading for specific information

Explain the task. Ss answer the questions individually and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym/antonym or example, by miming, etc. Encourage Ss to try to identify the meaning from the context before using their dictionaries to check.

**Suggested Answer Key**

**stored (adj):** kept, saved

**plug into (v):** to connect to sth by pushing a part into it

**adjust (v):** to change sth slightly to make it the way you want it

**view (v):** to watch/see/read/etc

**blow them up (phr v):** to fill with air

**require (v):** to need

**reception (n):** clear, strong sound on a radio

**range (n):** distance over which a radio will work

**voice-activated (adj):** started/stopped by the sound of a voice

**operate (v):** to make something work

b. **Focus ►** Identifying pronouns

Explain the task and complete the first item with the class. Allow Ss time to read the text again and find who/what each pronoun refers to. Check Ss' answers.

**Answer Key**

B they, them – the speakers

C they – the watches

D this, it, its – the remote control

5 **Focus ►** Making a presentation

Explain the task and ask each S to choose one gadget to present. Allow Ss time to prepare their presentations, providing assistance where necessary. Ss act out their presentation in front of the class. Encourage Ss to use lively 'salesperson' intonation. If possible, Ss should record their presentation and store the recording in their Language Portfolio.

**Suggested Answer Key**

*With these fabulous watches you can imagine you are James Bond! They are real watches, but they are also walkie-talkie radios! They have hidden microphones and earpieces which allow you to have a private conversation with a partner at a range of up to 250 feet. The watches come with a choice of black or grey covers and are great value at £320 for two.*

6 **Focus ►** Order of adjectives

Present the information in the theory box. Explain that opinion adjectives describe what we think or believe about something or someone. Elicit examples from the class (e.g. beautiful, clever, silly, etc). Ss find the adjectives in the texts and then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

**opinion:** perfect (x2), fabulous, great

**fact:** long, slim, plastic, transparent, green, lightweight, grey (x2), first, real, hidden, clear, black (x2), voice-activated

7 **Focus ►** Practising order of adjectives

Tell Ss to refer to the theory box in Ex. 6 as they complete the task individually. Check Ss' answers around the class.

**Answer Key**

1 a square grey metallic object

2 a round yellow plastic ball

3 an old rectangular Italian box

4 a small modern green vase

**Game**

Divide the class into teams and refer Ss to the example exchange to demonstrate the task. Explain that the S who guesses the object described then has to describe another object for the opposing team to guess.

**Suggested Answer Key**

Team A S1: It's a black rectangular object with a lot of buttons on it.

Team B S2: Is it a remote control? etc

8 **Focus ►** Listening for specific information

Explain the task and elicit/explain the meaning of any unknown words. Elicit the type of information required for each item (e.g. 1 – short phrase, 2 – a number, 3 – a surname, 4 – street name 5 – telephone number). Play the recording (twice if necessary). Ss listen and complete the task, then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

9 **Focus ►** Writing

Read out the rubric and elicit the key words (advertisement, gadget, you want to sell). Write the suggested answer on the board for Ss to use as a model and ask them to identify the information referred to in the prompts. Remind Ss to use appropriate adjectives. Assign the task as HW. Check Ss' work in the next lesson.

**Suggested Answer Key**

*For sale: Sony Discman*

*Portable CD player, to play your favourite tracks wherever you go. Complete with headphones and built-in battery charger. As new. £15. Call 0147 34232.*



- 4 a. Answer questions 1-5, then explain the words in bold.

Which gadget(s):

- can be used anywhere?
- work with your TV?
- does not need batteries?
- comes with batteries?
- is operated with buttons?

1	B	
2	A	D
3	A	
4	D	
5	A	

- b. What do the highlighted words refer to?

## Speaking

- 5 Portfolio: Imagine you advertise gadgets 1-4 on the TV. Use the information from the text and the pictures to present them to the viewers. Record yourself.

## C Spy Time

Do you dream of starring in a James Bond movie? Now you can really look the part with the **first** ever Walkie-Talkie Watch. These are **real** watches which have **hidden** microphones and earpieces so that no one else can listen to your conversation! With **clear** reception and a **range** of up to 250 feet, **they** are a **great** way to keep in touch. The watches have **black** straps and come with a choice of **black** or **grey** face covers. Batteries not included.

Cost: £320  
Call: 01299 444 9883

## D Machine Master

Now you can change the channel or volume on your TV without touching the remote! **This** new **voice-activated** remote control uses your voice to **operate** your video, DVD player or TV. **It** recognises up to 50 commands from four or five different people, so it's **perfect** for families. The remote has a **liquid crystal** display screen and comes with **its** own stand. Takes four AA batteries (included).

Cost: £30  
Call: 0872 244 0282

## Exploring Grammar

### ► Order of Adjectives

Grammar Reference

- 6 Read the theory. Find all the adjectives in the text. What type is each?

- Adjectives describe nouns (*a black watch*).
- Opinion adjectives go before fact adjectives.
- We rarely use more than three adjectives to describe a noun. We put them in this order.

Opinion	Fact						
	size	age	shape	colour	origin	material	noun
nice	big	old	square	black	French	wooden	table

- 7 Put the adjectives in the correct order.

- 1 a grey/square/metallic object
- 2 a plastic/round/yellow ball
- 3 a(n) rectangular/old/Italian box
- 4 a small/green/modern vase



Play in teams. Bring gadgets or objects from home. Use adjectives to describe them.

Team A S1: It's a round plastic object with numbers on it.  
Team B S1: Is it a clock?

## Listening

- 8 Listen and complete gaps 1-5.

FAULTY ITEM:	CD PLAYER
DESCRIPTION OF FAULT:	1) BROKEN SCREEN
MODEL NO:	ST 2) 700
CUSTOMER NAME:	PETER 3) BAXTER
ADDRESS:	9, 4) GREEN ROAD, ORPINGTON
CONTACT PHONE NO:	5) 07816 458 354



- 9 Portfolio: Write an advertisement for a gadget you want to sell. Write about:

- name • use • description • price
- phone number





Zeppelin



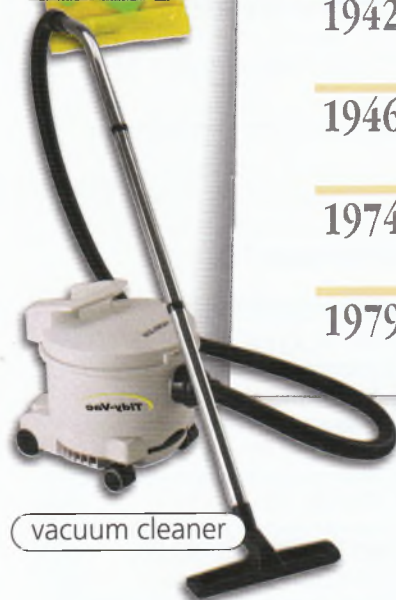
cornflakes



quartz clock



Post-it notes



vacuum cleaner



Scotch tape



pop-up toaster



safety razor



microwave



Walkman



computer

## Quiz

## How much do you know about them?

- 1900 The Zeppelin was invented by  
☐ A Count Ferdinand von Zeppelin. ☐ B The Wright brothers.
- 1901 The safety razor was invented by  
☐ A Tom Wilkinson. ☐ B King Camp Gillette.
- In the same year, the vacuum cleaner was patented by  
☐ A Arthur Bosch. ☐ B Hubert Booth.
- 1906 Cornflakes were invented by  
☐ A William Kellogg. ☐ B Mr John Bread.
- 1919 The pop-up toaster was invented by  
☐ A Charles Strite. ☐ B Tom Pepper.
- 1927 The first quartz clock was developed by  
☐ A Jim Quartz. ☐ B Warren Marrison.
- 1930 Scotch tape was patented by  
☐ A Paul Scotch. ☐ B Richard G Drew.
- 1942 The first electronic computer was built by  
☐ A John Atanasoff & Clifford Berry. ☐ B John Baird.
- 1946 The microwave oven was invented by  
☐ A Samuel Koff. ☐ B Percy Spencer.
- 1974 The post-it note was invented by  
☐ A Arthur Fry. ☐ B Juliet Blanco.
- 1979 The first Walkman was launched by  
☐ A Philips. ☐ B Sony.

## Vocabulary

## ► Inventions &amp; uses

- 1 Look at the pictures. Use the words below to make sentences.

- fly in • shave • eat • listen • clean
- write • toast • cook • store information
- stick • wake up

## Reading

- 2 Look at the text. What information do you expect to read? Read through and check.

## Listening

- 3 Take the quiz. Listen and check if your answers were correct.

## Speaking

- 4 Close your books and try to remember three facts from the text.



### Smart brains

**Objectives:** learning about inventions and discoveries; reviewing uses and form of the passive

**Vocabulary:** inventions and their uses

**Reading:** a quiz about inventions

**Listening:** an interview (multiple choice)

*Skill – listening for specific information*

**Speaking:** recalling factual information

**Grammar:** the passive (present simple, past simple) with "with" and "by"

**Writing:** short fact files describing inventions

#### 1 **Focus ►** Describing the uses of inventions

Read out the prompts and elicit/explain the meaning of any unknown words. Ask Ss to look at the pictures. Read out the captions and check Ss' understanding. Explain the task, referring Ss to the example sentence. Elicit suitable answers from Ss around the class.

##### **Suggested Answer Key**

*We (can) use a quartz clock to wake up.*

*We (can) write short notes on Post-it notes.*

*We (can) clean the house with a vacuum cleaner.*

*We (can) stick things with Scotch tape.*

*We (can) fly in a Zeppelin.*

*We (can) toast bread with a pop-up toaster.*

*We (can) shave with a safety razor.*

*We (can) cook food in a microwave.*

*We (can) listen to music on a Walkman.*

*We (can) store information on a computer.*

#### 2 **Focus ►** Predicting the content of the text

Direct Ss' attention to the title of the quiz and ask them how they think it is related to the photographs. Elicit what information Ss expect to read and then ask them to read the text to check their predictions.

##### **Suggested Answer Key**

*The text is a quiz about who invented the things in the pictures. It also gives the years in which the inventions were made.*

#### 3 **Focus ►** Listening for specific information

Reassure Ss that they are not expected to know the information in the quiz, but can simply take guesses. Allow Ss time to complete the task individually. Play the recording, twice if necessary. Ss listen and check their guesses. Confirm the correct answers, then elicit/explain the meaning of any words Ss still do not understand.

**Answer Key** (See overprinted answers)

#### 4 **Focus ►** Recalling information

Ss work in pairs. S1 works with book closed to recall 3 facts and S2 uses the book to check. Ss then change roles and repeat the task. Finally, tell all Ss to close their books and ask them questions about the facts in the text using the passive voice. Accept short answers for this exercise.

##### **Suggested Answer Key**

*T: Who was the Zeppelin invented by?*

*S1: Count Ferdinand von Zeppelin.*

*T: When was the safety razor invented?*

*S2: In 1901. etc*



## 5 Focus ► The passive (present simple, past simple)

Ss' books closed. Ask Ss if they have seen the film Alexander and what they know about it (what kind of film it is, who played in it, who directed it, etc). Then write the following sentences on the board:

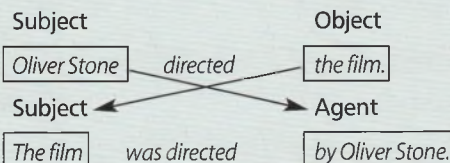
- A) Alexander is based on the story of Alexander the Great.  
 B) Alexander the Great is played by Colin Farrell.  
 C) The film was directed by Oliver Stone.

Draw Ss' attention to the verb forms and elicit the form of the passive: to be + past participle

Draw Ss' attention to the person who does the action in each sentence (the agent). Tell them that we usually use *by* to introduce the agent (as in examples B and C). Focus Ss' attention on the fact that sometimes we don't have an agent (as in example A). This happens when the person / thing that did the action is obvious, unknown or unimportant. Point out that the passive is more common in written or formal language. Write the following active sentences next to examples B and C. Colin Farrell plays Alexander the Great. Oliver Stone directed the film. Ask Ss to notice how verb forms and the word order change from active to passive. Elicit the rules.

Active		Passive
present simple	→	am/is/are + past participle
past simple	→	was/were + past participle
subject	→	agent
object	→	subject

You can also demonstrate the changes as follows.



Ss' books open. Direct Ss' attention to the first example sentence in the theory box and ask if we know who makes cars in Japan. Explain the use of "they" (e.g. *the makers of cars are understood to be Japanese workers*). Read out the passive voice sentence and ask Ss if there is any reference to "they" in this sentence (*no*). Ask Ss to read the next pair of sentences, asking them if the subject of the active sentence is referred to in the passive sentence (*yes*). Explain that no agent is used in the passive voice when the person or thing carrying out the action is understood or unimportant.

**Answer Key** (See overprinted answers)

## 6 Focus ► Practising the passive

Tell Ss to refer to the theory box as they complete the task individually. Check Ss' answers around the class.

**Answer Key**

- Dynamite was invented by Alfred Nobel.
- The CD was invented by James T Russell.
- Cameras are used to take pictures.
- X-rays are used by doctors to look at broken bones.

## 7 a. Focus ► Passive using "with" or "by"

Remind Ss that the agent in a passive sentence is introduced with 'by' and this represents the person or thing that carries out the action. Explain that 'with' is used to introduce the instrument or ingredient used to carry out the action.

Allow Ss time to make sentences individually and then check answers around the class.

**Answer Key**

- Bolognese sauce is made with fresh tomatoes.
- A lot of tea is drunk by English people.
- His bedroom wall is covered with pictures.
- Wood is cut with a saw.
- Adventure stories are enjoyed by millions of people.

## b. Focus ► Passive question forms

Direct Ss' attention to the example exchange and explain the task. Elicit/Explain the question words and forms required (*Who is / are ... by, What is ... with*). Monitor pairs as they work on the activity. Check Ss' answers by asking a few pairs to act out exchanges for the class.

**Suggested Answer Key**

- A: Who is a lot of tea drunk by?  
 B: It is drunk by English people. etc

## 8 Focus ► Passive – further practice

Direct Ss' attention to the example exchange and explain the task. Monitor pairs as they work on the activity. Check Ss' answers by asking a few pairs to act out exchanges for the class.

**Suggested Answer Key**

- A: Who was the safety razor invented by?  
 B: It was invented by King Camp Gillette. Who was the vacuum cleaner patented by? etc

## 9 a. Focus ► Predicting content of the listening text

Explain the task, read out the statements and answer choices, and check understanding. Elicit suggestions as to what the conversation will be about.

**Suggested Answer Key**

The interview is about a new book someone called Stephanie has written. The book mentions some new food, and I think this was an invention by George Crum.

## b. Focus ► Listening – multiple choice

Play the recording (twice if necessary). Ss listen and complete the task, then compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

## 10 Focus ► Writing short fact files

Read out the rubric and elicit the key words (*invention, when invented, what made of, what used for, pictures*). Check that Ss understand the difference between an 'invention' and a 'discovery' (e.g. *an invention is when something that did not exist before is created*). Remind Ss of some sources of information (*encyclopaedias, school textbooks, the Internet*) and assign the task for HW.

**Suggested Answer Key**

The stethoscope was invented in 1819 by R T H Laënnec. Early stethoscopes were made of wood, but today they are made of metal, plastic and rubber. They are used by doctors to listen to patients' chests and hearts.



## Exploring Grammar

## ► The passive

Grammar Reference

## 5 Read the theory. Find examples in the quiz.

Active Voice	Passive Voice
<ul style="list-style-type: none"> <li>They <b>make</b> cars in Japan.</li> <li>Alexander Fleming <b>discovered</b> penicillin in 1928.</li> </ul>	<ul style="list-style-type: none"> <li>Cars <b>are made</b> in Japan.</li> <li>Penicillin <b>was discovered</b> in 1928 by Alexander Fleming.</li> </ul>

We use the passive

- when the action is more important than the person who did it.

To change an active sentence into the passive

- the object of the active sentence becomes the subject of the passive sentence
- the active verb changes into a passive form (be + past participle)
- the subject of the active sentence becomes the agent of the passive sentence.

## 6 Write passive sentences, as in the example.

- The first aeroplane/build/the Wright brothers  
*The first aeroplane was built by the Wright brothers.*
- Dynamite/invent/Alfred Nobel
- The CD/invent/James T Russell
- Cameras/use/take pictures
- X-rays/use/doctors to look at broken bones

## 7 a. Read the table and then make sentences.

by + agent (person)  
with + instrument/ingredient

1 Bolognese sauce	cover	fresh tomatoes.
2 A lot of tea	enjoy	millions of people.
3 His bedroom wall	drink	a saw.
4 Wood	make	pictures.
5 Adventure stories	cut	English people.

## b. Ask and answer, as in the example.

A: *What is Bolognese sauce made with?*B: *It is made with fresh tomatoes.*

## Speaking

## 8 Work in pairs. Use the information in the quiz to ask and answer.

A: *Who was the Zeppelin invented by?*B: *It was invented by Count Ferdinand von Zeppelin.*

## Listening

## 9 a. You are going to listen to a conversation between two people. Look at the statements (1-4). What are the people talking about?

## b. Listen and for questions 1-4, choose A, B, or C.

- Stephanie's new book is about  
A travel.  
☒ B inventions.  
C cooking.
- George Crum was  
A a customer in a restaurant.  
B a waiter in a restaurant.  
☒ C a chef in a restaurant.
- What new food is Stephanie talking about?  
☒ A crisps  
B French fries  
C potatoes
- The invention took place in  
☒ A 1853.  
B 1850.  
C 1835.

## Writing (short fact files)

## 10 Portfolio: Write about three inventions. Describe when they were invented, what they are made of and what they are used for. Use pictures to decorate your project.



## Vocabulary

### ► Computers

1 a. Label the computer parts and accessories.

- monitor • speakers • keyboard • mouse • tower
- scanner • modem • printer



b. Now use the words to complete the text.

The most important parts of a computer are the  
 1) **tower**, which powers your computer, the  
 2) **keyboard**, which you use to type, and the  
 3) **monitor**, which lets you see what you are doing.  
 You will also need a 4) **printer** to print documents, a  
 5) **mouse** to click on icons and a 6) **modem** to  
 connect to the Internet. If you want sound, you  
 need to buy some 7) **speakers**, too. A 8) **scanner**  
 can be useful to scan documents and photos into your  
 computer.

2 Tick the ways you use computers. Compare with your partner.

- |                      |       |                       |       |
|----------------------|-------|-----------------------|-------|
| • play games         | ..... | • do homework         | ..... |
| • do online shopping | ..... | • surf the Net        | ..... |
| • send emails        | ..... | • collect information | ..... |
| • type/print letters | ..... | • chat online         | ..... |
| • store pictures     | ..... | • play music          | ..... |

A: I usually use my computer to surf the Net and do shopping.  
What about you?

B: I prefer to use my computer to send emails and chat with my friends.

## Listening & Reading

3 a. Listen and repeat.

What's wrong, Steve?  
 What seems to be the problem?  
 Of course I did!  
 OK, OK, I was only asking.  
 Right then, let's see.  
 What?  
 Don't tell me it's crashed!  
 Don't worry.  
 Actually, I don't think I did.  
 There's no point saying that  
 now, is there?

b. The above sentences are related to the dialogue and the picture on p. 91. What do you think the problem is? Listen and read to find out.

## Study skills

### Using interjections

To sound more natural when speaking use interjections, i.e. short exclamations to express your feelings. *Ouch!* (pain), *-Ah! -Eh? - Hey! - Dear me!*

4 a. Read the dialogue. What interjections can you find in it?

b. Write the correct word from the dialogue.

- You do this when you switch off the computer and switch it back on again.  
r e s t a r t
- A group of files stored together on a computer.  
f o l d e r
- Keep a file or document on the hard disc until the next time you need it. s a v e

c. Read out the dialogue in pairs.



## Click on it!

**Objectives:** learning about computers; practising question tags; practising colloquial language for offering help

**Vocabulary:** computer components & peripherals

**Reading:** a short text about computers (gap-filling)  
a dialogue about a problem with a computer

*Skills – reading for detailed comprehension  
scanning*

**Listening:** stress and intonation

*Skill – listening for intonation*

**Grammar:** question tags – formation, intonation and meaning

**Everyday English:** offering help

**Writing:** a short note to a friend

1 a. **Focus ►** Vocabulary – computer components

Draw Ss' attention to the title and the pictures and ask them what they think the title means (using a mouse to activate a computer program). Ask Ss if they can identify any of the parts of the computer or the accessories before referring them to the prompts. Ss then use the prompts to label all the parts individually. Allow Ss time to compare their answers with a partner before checking answers around the class.

*Answer Key (See overprinted answers)*

b. **Focus ►** Text completion

Read the text to the class to check understanding and then allow Ss time to complete the gaps individually. Check Ss' answers around the class.

*Answer Key (See overprinted answers)*

2 **Focus ►** Talking about how you use computers

Ask Ss where they use computers (e.g. home, school) and when. Read out the list of prompts and elicit/explain the meaning of any unknown words. Ss tick the uses according to their personal circumstances.

Ask a pair of Ss to read out the example exchange to demonstrate the activity. Draw Ss' attention to the adverb of frequency in the first line (usually) and elicit other adverbs Ss might use (e.g. often, sometimes).

Monitor pairs as they complete the task, providing help where necessary. Conduct feedback by inviting some pairs to act out their exchanges for the class.

*(Ss' own answers)*

3 a. **Focus ►** New vocabulary

Ask Ss to read the utterances silently and mark the words in each that they think are stressed. Play the recording, pausing after each utterance for Ss to repeat chorally and individually. Insist on correct stress and intonation.

b. **Focus ►** Predicting the content of a text

Explain the task and elicit predictions from around the class. Play the recording. Ss listen and read to check their predictions.

**Suggested Answer Key**

*The dialogue is about somebody whose computer has stopped working. It might be because of something he forgot to do.*

4 a. **Focus ►** Using interjections

Present the Study Skills box and read out the information. Invite Ss to suggest when they might use each of the interjections (e.g. Ah – expressing surprise/disappointment; Eh – asking for explanation/repetition; Hey – attracting attention, expressing surprise/annoyance; Dear me – expressing sadness/surprise/disappointment).

Ask Ss to find examples in the dialogue by scanning the text quickly. Check Ss' answers around the class.

**Answer Key**

*Ah, oops, Erm*

b. **Focus ►** Vocabulary – computing terminology

Explain the task and read out each definition. Ss read the dialogue again and complete the task. Check Ss' answers around the class, then elicit/explain the meaning of any unknown words.

*Answer Key (See overprinted answers)*

c. **Focus ►** Reading aloud

Allow Ss time to practise the dialogue in closed pairs, then invite some pairs to read out parts of the dialogue for the class. Remind Ss to pay attention to correct stress and intonation.



5 a. **Focus ►** Question tag formation

Direct Ss' attention to the first example. Ask questions to elicit the structure (e.g. *Which part of the sentence is the question tag? What tense is used in the sentence? Is the main verb affirmative or negative? What about the question tag? Is the subject the same in both parts of the sentence?*).

Repeat this procedure with the second example to elicit the basic structure. Write this on the board: *auxiliary verb (+ not) + subject*. Use prompts to elicit other question tags to check understanding (e.g. *T: She is French ... Ss: isn't she? T: He doesn't live here ... Ss: does he? etc.*).

Allow Ss time to locate the examples in the dialogue individually. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

b. **Focus ►** Question tags – intonation and meaning

Draw the two basic intonation patterns on the board: (1) ↘ (2) ↗. Demonstrate the rising and falling intonation patterns, using the question tag 'didn't you', and ask Ss which pattern they think sounds the more certain (*falling pattern*). Ss repeat, chorally and individually.

Explain the task, directing Ss' attention to questions a and b, and play the recording. Conduct feedback with the class and elicit/explain that (1) question tags with a falling tone usually indicate that the speaker is almost certain the statement is true and (2) question tags said with a rising intonation indicate the speaker is not sure the statement is true.

**Answer Key**

*Almost sure: You switched on ...*

*Not sure: You haven't finished ...*

6 **Focus ►** Intonation

Ss first complete the question tags individually. Check Ss' answers around the class.

Explain the listening task, reminding Ss of the intonation patterns to listen for. Play the recording once and check answers. Play the recording again for Ss to repeat (choral and individual repetition).

**Answer Key** (See overprinted answers)

7 **Focus ►** Offering help

Ask Ss to find an example of offering help in the dialogue ("*maybe I can help you*"). Read out the prompts, and the alternative phrases for offering help in the language box, and elicit/explain the meaning of any unknown words. Ask individual Ss to complete an offer with a phrase from the prompts, to check understanding of the structures required (e.g. *Can I help you wash the dishes?*).

Refer Ss to the ways of accepting and refusing. Offer Ss help to do things to elicit appropriate responses (e.g. *T: Would you like me to make the dinner? S1: Thanks, that's really kind of you. S2: It's OK – I think I can manage. etc.*).

Ask a pair of Ss to read out the example exchange, then Ss complete the task in closed pairs. Monitor the activity, and conduct feedback by inviting a few pairs to act out exchanges for the class.

**Suggested Answer Key**

A: *Do you need a hand with typing your essay?*

B: *Yes, please! etc*

8 **Focus ►** Writing a short note

Ask Ss to read the rubric and ask a few questions to check understanding (e.g. *What are you going to write? Who is the note for? What has happened? etc.*). Remind Ss that notes are usually short and that they do not always contain full sentences. Demonstrate this by writing the following on the board and ask Ss which would be more likely to appear in a note:

(1) *Gone to shop – back soon.*

(2) *I've gone to the shops but I'll be back soon.*

Allow Ss time to write their notes, monitoring and giving assistance as necessary. Alternatively, assign the task as HW.

**Suggested Answer Key**

Peter,

Gone to the computer shop – my computer crashed again!

Back in an hour.

Ian





# To sum up



## Getting Started

- 1 Do you use a computer at school/work/home? How important do you think computers are in our lives? Discuss in groups.

## Let's look closer

- 2 a. Underline the key words in the rubric below. What are you going to write? Who is going to read it?  
 A computer magazine has asked readers to write an essay discussing the advantages and disadvantages of using computers at work. Write your essay.  
 b. Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the essay.

1 Isaac Asimov, a science fiction writer, once said, "I do not fear computers. I fear the lack of them." These days, most people cannot work without a computer. However, is it true that the use of computers is always beneficial?

2 Without doubt, there are several advantages to using computers at work. First of all, they help people to work faster. For example, word-processing is much faster than writing by hand and can help you avoid spelling and grammar mistakes. Moreover, employees can organise their work better with a computer. They can save their work and organise their files into folders so that they can find what they need easily.

3 However, using computers at work also has some disadvantages. One disadvantage is that it is not safe to store all your work on a computer. Documents can get lost if the computer crashes or breaks down. Also, people are losing their jobs as computers replace people at work.

4 To sum up, using computers can be both advantageous and disadvantageous. Despite the problems, however, I believe that they are an important tool at work and we should try to make the best of them.

- 3 Which paragraph presents: **the disadvantages with reasons/examples?** **the writer's opinion?** **the advantages with reasons/examples?** **the topic?**

## Study skills

### Starting paragraphs

When writing an essay, start the main body paragraphs with a topic sentence i.e. a sentence which gives the main idea or summarises the paragraph. This helps the reader to follow your essay better.

- 4 a. Find the topic sentences. Replace them with other appropriate ones.

- b. Which sentences give reasons and examples for each topic?

- 5 Replace the underlined linking words/phrases in the text with the following: **to begin with, in addition, furthermore, on the other hand, in spite of, for instance, in conclusion, because.**

## Writing (a for-and-against essay)

- 6 Underline the key words in the rubric, then match the arguments (1-4) to the reasons (A-D). Which are pros/cons?

Your teacher has asked you to write a short essay for the school magazine discussing the pros and cons of schoolchildren using computers. Write your essay for the magazine (100-120 words).

- 1 can learn more D (pro)
- 2 can be unhealthy C (con)
- 3 waste their time B (con)
- 4 develop skills which they will use later in life A (pro)

- A most jobs involve using a computer
- B play games or surf on the Net instead of studying
- C damage children's eyes, cause headaches
- D use the Net to obtain information

- 7 Portfolio: Use your answers to Ex. 6 to write your essay. Use topic sentences. Follow the plan.

## Plan

### Introduction (Para 1)

state the topic

### Main Body (Paras 2-3)

♦ advantages with reasons/examples

♦ disadvantages with reasons/examples

### Conclusion (Para 4)

summarise your opinion



## To sum up

**Objectives:** discussing the advantages/disadvantages of using computers; learning to organise a balanced discussion of an issue; practising argumentative writing

**Reading:** a for-and-against essay about computers at work

*Skill – identifying paragraph topics and topic sentences*

**Vocabulary:** linking words

**Writing:** a for-and-against essay

### 1 **Focus ►** Discussing the role of computers in our lives

Divide the class into groups of 3-4 Ss and direct Ss' attention to the rubric. Suggest/Elicit further points for discussion (e.g. *Would your life be better/worse/the same without computers? etc.*). Allow groups time to discuss the points, then elicit feedback from Ss around the class.

#### **Suggested Answer Key**

*I use a computer at school and at home, for learning and for playing games. People use computers everywhere these days. We need them for most of the daily things we do – today's world couldn't go on without them. I would miss my computer if I didn't have one, but I could probably live without it.*

### 2 a. **Focus ►** Responding to the rubric

Direct Ss' attention to the rubric for the written activity. Ss underline the key words and then compare their answers with a partner. Check Ss' answers around the class.

#### **Suggested Answer Key**

*An essay discussing the advantages/disadvantages of using computers at work.  
It will be read by readers of the magazine.*

### b. **Focus ►** Brainstorming ideas

Draw two columns, labelled *For* and *Against*, on the board. In pairs, Ss think of reasons for and against using computers at work. List Ss' ideas in the appropriate columns. Allow Ss time to read the essay and compare the reasons given with their own. Elicit/Explain the meaning of any unknown words in the essay.

#### **Suggested Answer Key**

*(From the text)*

**Arguments for:** people work faster, work is better organised

**Arguments against:** documents can be lost, people lose jobs

### 3 **Focus ►** Text organisation

Direct Ss' attention to the rubric. Work through the questions with the class to check understanding. Allow Ss time to complete the task. Check Ss' answers.

#### **Answer Key**

**Disadvantages:** paragraph 3

**Writer's opinion:** paragraph 4

**Advantages:** paragraph 2

**Presenting the topic:** paragraph 1

### 4 a. **Focus ►** Topic sentences

Direct Ss' attention to the Study Skills box. Read out the information in the box to the class and then ask Ss to locate the topic sentences in the main body text. Check answers and then allow Ss time to think of alternative topic sentences. Conduct feedback with the class.

#### **Suggested Answer Key**

2 *Using computers at work has a number of advantages.*

3 *Using computers at work can cause problems, though.*

### b. **Focus ►** Paragraph structure

Read out the question in the rubric and allow Ss time to consider their answers. Conduct feedback with the class.

#### **Suggested Answer Key**

*The sentences following the topic sentence give supporting arguments and examples.*

### 5 **Focus ►** Linkers

Allow Ss time to complete the task individually. Check Ss' answers around the class.

#### **Answer Key**

*First of all – to begin with; For example – for instance; Moreover – in addition/furthermore; However – on the other hand; Also – in addition/furthermore; as – because; To sum up – in conclusion; Despite – in spite of*

### 6 **Focus ►** Supporting arguments with reasons

Direct Ss' attention to the rubric for the written activity, and elicit/explain the meaning of any unknown words. Allow Ss time to underline the key words. Check Ss' answers around the class, and then ask them to match the arguments with the reasons.

#### **Answer Key (See overprinted answers)**

### 7 **Focus ►** Writing a for-and-against essay

Check that Ss understand the nature of the writing task and remind them to follow the plan and use appropriate linkers. Assign the task for HW.

#### **Suggested Answer Key**

*Most schoolchildren use computers and they are often very useful. However, using a computer can cause problems, too.*

*Without doubt, computers are important in education. First of all, we can learn more with computers. For instance, we can use the Net to find information. Furthermore, we develop skills which we can use later in life, because most jobs involve using a computer.*

*However, using computers also has some disadvantages. One of these is that it can be unhealthy. For example, computer screens can damage children's eyes and cause headaches. In addition, children can waste their time playing games or surfing the Net instead of studying.*

*To sum up, there is a good and a bad side to children using computers. In spite of the problems, I think children should learn to use computers because we need them in our everyday lives.*



### International Spy Museum, Washington, DC

**Objectives:** learning about a Spy Museum in Washington, DC; practising informative writing  
**Reading:** an article about an unusual museum (cloze test)  
*Skill – reading for detailed understanding*  
**Speaking:** oral summary of a text  
**Writing:** an informative magazine article about a museum

#### 1 **Focus ►** Lead-in; stimulating interest

Tell Ss that they will hear a short piece of music. Ask Ss to close their eyes and think of what images the music brings to mind as they listen. Play the recording and elicit feedback from the class.

##### **Suggested Answer Key**

*The music is exciting and reminds me of spy stories.*

#### 2 **Focus ►** Predicting the content of a text

Direct Ss' attention to the pictures and elicit what the pictures show (*umbrella, lipstick, pigeon*). Elicit the meaning of the word 'gadget' and then ask Ss to read the title and introduction to the text. Allow Ss time to discuss in pairs how the pictures may be related to the text. Elicit suggestions from Ss around the class. Ss then read the article to check their ideas, ignoring the numbered gaps in the text. Conduct feedback with the class.

##### **Suggested Answer Key**

*The article is about a spy museum so the pictures must show some of the things spies use. Perhaps the lipstick and umbrella have spy cameras hidden inside, and spies might use pigeons to send messages.*

#### 3 **Focus ►** Cloze practice

Explain the task, reminding Ss that only one word is required to complete each gap and that the words required are normally simple words such as articles and prepositions. Allow Ss time to complete the task individually and then play the recording. Ss listen and check their answers. Confirm the correct answers.

##### **Answer Key** (See overprinted answers)

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try to identify the meaning from the context before using their dictionaries to check.

**poison (n):** substance that harms or kills people who touch or swallow it

**on display (phr):** put in a place where people can see them easily

**tree stump (n):** part of a tree that remains in the ground when the tree is cut down

**enemy (n):** a country's opponents in a war

**attached (adj):** connected, joined

**battlefield (n):** places where armies fight each other

**ancient times (phr):** a long time in the past

**mission (n):** a task that an organisation wants to complete

**educate (v):** to teach people

**espionage (n):** spying

**appreciate (v):** to understand the importance of something

**intelligence (n):** getting information about an enemy's secrets

#### 4 **Focus ►** Oral summary

Explain the task, directing Ss' attention to the headings. Work through these with the class to check understanding. Explain that a summary should not include detailed examples and allow Ss time to make their notes. Monitor Ss and provide assistance where necessary as they do this.

Divide the class into groups of 3-4 Ss. Each S presents his/her summary to the other Ss in the group. Finally, invite a few Ss to present their summaries to the class.

##### **Suggested Answer Key**

*The International Spy Museum is in Washington, DC. In the museum you can see a lot of the gadgets that spies use in their work. The museum's mission is to educate people in an interesting way about espionage throughout history. Tickets are \$11 for adults and \$8 for children. The museum is open daily from 10am to 8pm. The telephone number is (202) 393-7798.*

#### 5 **Focus ►** Writing an informative article for a magazine

Present the task and ask questions to check understanding (e.g. *What are you going to write about? Are you going to write a story? What are you going to write? etc.*). Brainstorm ideas for museums Ss can write about and discuss possible sources of further information (*local information centres, museums, the Internet, etc.*). Remind Ss that their articles should be based on the headings given in Ex. 4. Assign the task for HW.

##### **Suggested Answer Key**

##### **The Steam Museum, Swindale**

*Have you ever seen an old-fashioned steam engine? Perhaps in a movie set a century or more in the past? Wouldn't you like to see a real one?*

*Well, you can see a lot of lovely old steam engines in the Steam Museum. There are beautifully restored engines from different times in the 19th and early 20th centuries.*

*The mission of the museum is to show, in an interesting way, how steam engines changed people's lives and how important they were in the past.*

*Tickets cost £5 for adults and £3 for children. The museum is open every day from 9 am to 6 pm. The telephone number is 0188 29432.*


### Additional Material

- Pairwork Activities, Set 1:  
5A (p. 115) – 5B (p. 117)
- Word Perfect 9 (p. 123)
- Grammar Check, Unit 9 (p. 132)




# Culture Clip

## Listening & Reading

- 1  Listen to the music. What images come to mind?
- 2 Read the title and the introduction to the article. How are the pictures related to it? Read the article to find out.



- 3  Fill in the gaps (1-8) with a suitable word. Listen and check. Then, explain the words in bold.

## Speaking

- 4 Make notes under the headings. Use your notes to give a summary of the text.
  - name • location • what to see • its mission
  - tickets • opening hours • phone number

## Writing (an article)

- 5 **Portfolio:** Think of a special museum in your country. Make notes under the headings from Ex. 4. Use your notes to write an article about it for the school magazine.

## COMEDY ZONE



What are you laughing at, son?

Look, Mum – no hands.



INTERNATIONAL

**SPY**

MUSEUM  
WASHINGTON, DC

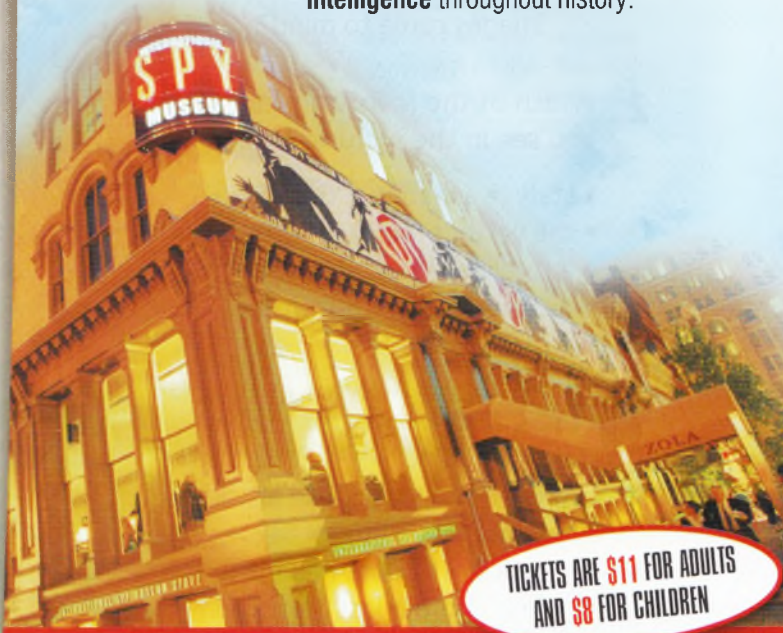
Have you ever watched a James Bond movie and wondered what gadgets spies really use?

Well, a lipstick gun, **1) an** umbrella with **poison** in its tip and a pipe pistol are just some of the gadgets **on display** at the world's first International Spy Museum.

The museum has the largest collection of gadgets used by men and women in **2) the** most secret espionage missions in world history.

There's a solar powered **tree stump** listening device **3) which/that** spies left in the woods to listen to the **enemy**. You will also learn how pigeons had cameras **attached** to **4) them** to take photos of **battlefields** during World War I.

As well **5) as** looking at the gadgets, you will find out about **6) the** history of spying from **ancient times** **7) to** the present day. The **mission** of the museum is to **educate** the public about **espionage** in an interesting way and make people **appreciate** the role **8) of** **intelligence** throughout history.



TICKETS ARE \$11 FOR ADULTS  
AND \$8 FOR CHILDREN

The Washington International Spy Museum  
is open daily from 10am to 8pm

For more information, please call: (202) 393-7798.





## We are not alone ... or are we?

*UFOs, alien **abductions**, lost time ... It might sound like the latest series of the X-Files, but many people believe that these things really exist!*

We asked Jack Smith, a top UFO **researcher**, what makes him believe that we're not alone. 'Well,' he told us, 'just **picture** the scene ... I am riding my bike home one evening with my sister when suddenly a strange bright light appears in the sky in front of us. I think it's a star until it starts to change colour and move up and down and from side to side. I'm afraid, but then I feel **strangely** calm. After a few minutes, it **disappears** behind the **hills** and my sister and I ride home as fast as we can.'

### Vocabulary

#### ► Space & sightings

- 1 Read the title and listen to the music. How does it make you feel? What images come to mind?

- 2 Which of the following can you see in the pictures?

- stars • a comet • the moon
- the Earth • the Sun • planets
- a satellite • our solar system
- an alien • a space shuttle
- a UFO

### Reading

- 3 a. Read the title of the article. What do you think the article is about? Read the first and the last paragraph to check.

- b. Listen and read. For questions 1-7 choose, the best answer (A, B or C).

- 1 The X-files TV series deals with unexplained mysteries.  
☐ A Right      ☐ B Wrong      ☐ C Doesn't say
- 2 Jack Smith believes in UFOs.  
☐ A Right      ☐ B Wrong      ☐ C Doesn't say
- 3 Jack Smith has talked to aliens.  
☐ A Right      ☐ B Wrong      ☒ C Doesn't say
- 4 Not many people have made contact with aliens.  
☐ A Right      ☒ B Wrong      ☐ C Doesn't say
- 5 UFOs never leave traces behind them.  
☐ A Right      ☒ B Wrong      ☐ C Doesn't say
- 6 The Sun is the only star in our solar system.  
☐ A Right      ☐ B Wrong      ☒ C Doesn't say
- 7 People have seen aliens among us.  
☐ A Right      ☒ B Wrong      ☐ C Doesn't say

- 4 Explain the words in bold. What does Mr Smith believe about UFOs? Do you agree with his opinion?

### Speaking

- 5 Work in pairs. Imagine you are a TV presenter. Use the information from the article to act out an interview between you and Jack Smith.



## The truth is out there!

**Objectives:** learning about space and Unidentified Flying Objects (UFOs); reported speech

**Vocabulary:** words related to space and sightings

**Reading:** an article about UFOs (multiple choice)

*Skill – reading for detailed comprehension*

**Speaking:** interview with a UFO researcher

*Skill – role play*

**Grammar:** reported speech with "say"/"tell"

**Listening:** description of a UFO exhibition (gap-filling)

*Skill – listening for specific information*

**Writing:** a short story

### 1 **Focus** ➤ Associating music to images/feelings

Direct Ss' attention to the title of the unit. Elicit what the sentence means and where Ss have seen or heard it. (e.g. *It's from the TV series called 'X-Files', which was about proving that aliens exist and they are somewhere in space*). Play the recording, then elicit how it made Ss feel and what it made them think of.

#### **Suggested Answer Key**

*The music reminds me of science fiction films like Star Wars. It makes me feel excited because I imagine strange planets and spaceships.*

### 2 **Focus** ➤ Vocabulary – space and alien sightings

Read out the prompts. Elicit/Explain the meaning of any unknown words. Allow Ss time to complete the task and compare their answers with a partner. Check Ss' answers around the class.

#### **Answer Key**

- |                   |           |               |
|-------------------|-----------|---------------|
| 1 a space shuttle | 3 a UFO   | 5 a comet     |
| 2 an alien        | 4 planets | 6 a satellite |

### 3 a. **Focus** ➤ Predicting text content

Focus Ss' attention on the title of the text. Elicit what they think it means (e.g. *are there other forms of life in the universe?*). Ask Ss what they think the article is about, then allow them time to read the first and last paragraphs and check their answers.

#### **Answer Key**

*The text is about whether UFOs and aliens really exist.*

### b. **Focus** ➤ Listening and reading for detailed comprehension

Instruct Ss to read through the questions and try to predict the correct answers before they read the text. Play the recording while Ss read and listen. Ss complete the task individually and then compare their answers with a partner. Check Ss' answers around the class.

#### **Answer Key** (See overprinted answers)

**Note:** Question 6. Although Ss may know that the Sun is the only star in our solar system, the text does not state this.

### 4 **Focus** ➤ Talking about the text

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try to guess the meaning of the words from the context before using their dictionaries to check their guesses.

#### **Answer Key**

**abduction** (n): when someone is taken away by force

**researcher** (n): somebody who finds information about a particular subject

**picture** (v): to imagine

**strangely** (adv): in an unusual or surprising way

**disappear** (v): to become invisible / impossible to see

**hill** (n): very small mountain

**experience** (n): something that happens to you

**witness** (n): somebody who sees something happen

**debris** (n): the pieces of something that are left behind after an explosion or accident

**burn mark** (n): a small area that has been damaged by fire

**ground** (n): the surface of the earth

**crash** (n): accident in which something, usually a vehicle, hits something else and is damaged/destroyed

**society** (n): an organisation or club

**sighting** (n): when something unusual is seen

**comet** (n): bright object with a tail that travels around the sun

**meteor** (n): a piece of rock or metal that travels through space

**bright** (adj): having/giving off a lot of light

**solar system** (n): a system with a sun and the planets surrounding it

**conditions** (n): all the things affecting the way something happens

**convinced** (adj): certain that something is true

**among** (prep): in the middle of a group of people or things

Ask Ss to reread the text and underline the parts that mention Mr. Smith's opinion about UFOs. In pairs, Ss discuss whether they agree or disagree with his opinion. Remind them to justify their answers. Monitor the activity. Elicit answers around the class.

#### **Answer Key**

*Mr. Smith believes that UFOs exist and that there is life on other planets. He also thinks that there are aliens living on Earth.*

#### **Suggested Answer Key**

*I disagree with Mr Smith. I think that UFO sightings are usually just meteors or aircrafts. I also disagree with his idea that there are aliens living on Earth. If there were, we would know about it because I'm sure that aliens look very different to human beings.*

### 5 **Focus** ➤ Role playing an interview

Explain the task. Allow pairs time to prepare their questions and answers and role play their interviews. Monitor the activity. Select pairs to act out their interviews in front of the class.

#### **Suggested Answer Key**

A: *So, Mr. Smith, what makes you think that we're not alone?*

B: *Well, one day I was riding home with my sister and I saw a strange bright light in the sky. It started changing colour and moving up and down and from side to side and then it disappeared.*

A: *Yes, but does that prove that UFOs exist?*

B: *Many people have had similar experiences. One UFO Society has collected a list of over 70,000 sightings. They were able to explain 80% of the sightings. What about the remaining 20%? etc*



6 **Focus ►** Reported speech using "say" and "tell"

Write these two sentences on the board: 1) *"I want an ice cream" she said.* 2) *She said that she wanted an ice cream.* Elicit/Explain that sentence 1 is the speaker's exact words (direct speech) and sentence 2 is someone reporting what the speaker said (reported speech). Focus Ss' attention on the changes that we make when we report someone else's words. Ask concept questions: *When do we use inverted commas? (direct speech) What happens to the verb tense? (it goes one tense back) What happens to the pronouns? ('I' becomes 'he'/'she').*

Allow Ss time to read through the theory box. Check Ss' understanding of the rules associated with "say" and "tell". Write the following sentences on the board: 1) *She ... me to go home.* 2) *He ... to his mother that he was going out.* 3) *They ... that they were hungry.* Ask Ss to complete the sentences using "said" or "told" (1 *told*, 2 *said*, 3 *said*). As a follow-up exercise, ask Ss to change these sentences into direct speech (1 *"Go home," she said.*, 2 *"I'm going out," he said to his mother.*, 3 *"We're hungry," they said.*).

**Answer Key**

*Tense forms go one tense back.*

*Pronouns change according to the meaning of the sentence e.g.: I - he/she, you - him/her, we - they, us - them etc*

7 **Focus ►** Practising reported speech

- a. Explain the task. Allow Ss time to complete the sentences. Ss compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

- b. Tell Ss to read the rubric and the example. Instruct Ss to read through the paragraph and underline the main verbs and the pronouns. Remind them that the present tenses become past tenses and that the pronouns have to change according to what is being reported. Allow them time to work in pairs and rewrite the paragraph. Select pairs to present their answers in front of the class to check answers.

**Answer Key**

*... with his sister when suddenly a strange bright light appeared in the sky in front of them. He thought it was a star until it started to change colour and move up and down and from side to side. Jack/He was afraid, but then he felt strangely calm. After a few minutes, it disappeared behind the hills and Jack/he and his sister rode home as fast as they could.*

8 **Focus ►** Listening for specific information

Allow Ss time to read through the exhibition notes. Elicit/Explain the meaning of any unknown words. Ask Ss to predict what type of information is missing (e.g. *nouns, price, time, etc*). Play the recording. Ss listen and fill in the gaps. Allow time for Ss to compare answers with a partner and play the recording again if necessary. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

9 **Focus ►** Writing a short story

Play the recording and help Ss to identify the sounds that they hear, and make a list on the board. Ss copy the list into their notebooks. Elicit what images these sounds bring to mind.

**Answer Key**

*owl hooting (quiet night)*

*sound of spaceship landing*

*quick footsteps on dry leaves*

*whispering sounds (two boys talking quietly)*

*sound of bicycles riding away*

Read through the prompts and elicit/explain the meaning of any unknown words. Explain to Ss that they are going to use the description of the sounds they heard, and the prompts, to help them write a story about a UFO. Elicit the tenses we usually use to write a story (*past tenses*). Remind them to use adjectives and adverbs to make their story more exciting. Allow Ss time to write their story or assign it as HW. Have Ss read out their stories in front of the class.

**Suggested Answer Key****Visitors from outer space**

*It was a quiet autumn night. Billy and Johnny were resting under an old tree overlooking a large open field. They were returning home after a long bike ride around the countryside near their campsite.*

*They were both listening to the sound of an owl hooting in the quiet night, when suddenly Billy sat up and said, "Johnny, look at the sky. What's that bright light?" Johnny looked up and couldn't believe his eyes. The two boys were shocked to see a giant spaceship land in the field right in front of them.*

*They both jumped up and hid behind the tree. They were too scared to move. They waited for what seemed like ages but nothing happened. No doors opened, no little green men came out. "I think we should get out of here" whispered Bob. Johnny agreed and they rode their bikes as quickly as they could towards their campsite.*

*As they were riding away, they heard a noise and they turned around and watched as the spaceship took off and disappeared into the dark night sky. The boys decided not to tell anyone what they had seen and they never talked about it again.*





5

Astronauts, pilots, scientists, even presidents have had similar experiences. Some **witnesses** have even found **debris** and **burn marks** on the **ground** from UFO **crashes**. One UFO **society**, however, collected a list of 70,000 **sightings** from all over the world and found explanations for 80% of them: **comets**, **meteors**, **bright** planets like Venus, aircraft lights or even birds – anything but UFOs! But what about the other 20%? 'Well, there are thousands of **solar systems**, or planets that go around a central star like our sun,' Jack told us. 'If the right **conditions** exist on just one of these planets, it is possible that life exists there. Personally, I'm **convinced** that aliens are here and that they walk **among** us!'

There is just one problem with this. So far no one has ever found any real aliens. So, is there a logical explanation for UFO and alien sightings, or is the truth still out there? You decide!



6

7 a. Fill in **said** or **told** and then put the verbs in the correct tense.

- 1 She **said** that she **worked** (**work**) in a UFO research centre.
- 2 They **told** us the spaceship **was** (**be**) from a planet millions of miles away from Earth.
- 3 He **said** that he **was** (**be**) interested in astronomy.
- 4 I **told** him that I **didn't believe** (**not/believe**) Martin's story about seeing a UFO.

b. Rewrite the second paragraph of the article in reported speech. Start like this:

*He told us that he was riding his bike home one evening...*

## Exploring Grammar

### ► Reported speech

Grammar Reference

6 Read the theory then look at the sentences in the table. How do the tense forms and pronouns change in reported speech?

- Direct speech is the exact words someone said.  
*"I am afraid of UFOs," he said.*
- Reported speech is the exact meaning of what someone said, but not the exact words.  
*He said (that) he was afraid of UFOs.*
- We use "told" + personal pronoun, noun or name.  
*He told us it was moving.*
- We use "said to" + personal pronoun, noun or name.  
*She said to Steve (that) she was tired.*
- We use "said" without a personal pronoun, noun or name.  
*He said (that) he liked the story.*

## Listening

8 Listen and fill in gaps 1-5.



### Ground floor:

- 0) **photographs** of UFOs
- stories & 1) **videos** of sightings

### First floor:

- collection of objects found near sightings
- Dr Charles Marshall, 2) **UFO** investigator
- 3) **gift** shop and cafeteria

Price of guidebooks: 4) **\$3.50**

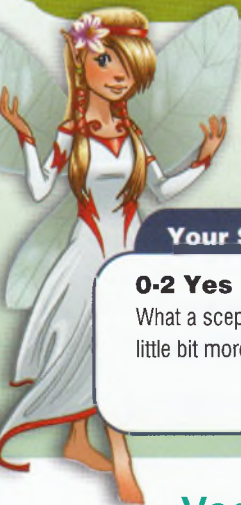
Exhibition center closes at: 5) **4 pm**

## Writing (a short story)

9 Listen to the sounds. Then use the words/phrases to write a short story entitled **Visitors from outer space**.

- quiet night • scared • talked • shocked
- spaceship land • ride bike • took off





## Do you believe that ...

- 1 houses can really be haunted?
- 2 dreams sometimes have meanings?
- 3 horoscopes can predict our future?
- 4 crop circles are made by UFOs?
- 5 ghosts exist?
- 6 monsters really exist?
- 7 witches can cast real spells?
- 8 fairies exist?

YES NO

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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### Your Score:

#### 0-2 Yes

What a sceptic! Try being a little bit more open-minded!

#### 3-5 Yes

You're pretty wise! You know there's some strange stuff out there, but you don't believe everything you hear.

#### 6-8 Yes

Wow, you're a true believer! Aren't you taking things a bit far?

## Vocabulary

### ► The supernatural

- 1 a. Listen to the music and look at the pictures. What images come to mind?
- b. Which picture shows: **a monster, a haunted house, a crop circle, a ghost, a fairy, a witch**? Do you believe in these things? Do the quiz to find out.

- 1 I don't think coming here was such a good idea.
- 2 This place gives me the creeps.
- 3 You know there are no such things as ghosts!
- 4 What do you mean they disappeared?
- 5 I don't believe it!
- 6 I wonder what's behind this door.
- 7 What on earth was that?
- 8 Let's get out of here!

## Listening & Reading

- 2 Sentences 1-8 are from a dialogue between two friends. Read them and try to answer the questions (A-C). Then, listen to check.
  - A Where do you think they were?
  - B What was strange about the place?
  - C Why did they decide to leave?

- 3 a. Read the dialogue and replace the words in bold in sentences 1-5 with words from the dialogue.
  - 1 People believe it is haunted.
  - 2 He was kidnapped.
  - 3 They disappeared suddenly.
  - 4 She feels scared.
  - 5 He wants to open it.



## Are you a believer?

**Objectives:** learning about the supernatural and people's beliefs

**Vocabulary:** describing supernatural phenomena

**Listening:** items from a dialogue

*Skill – predicting content*

**Reading:** a dialogue between two people in a haunted house

*Skill – reading for detailed comprehension*

**Speaking:** continuing a dialogue

**Grammar:** relative pronouns

**Writing:** a cartoon strip

### 1 **Focus ►** Describing supernatural phenomena

- a. Direct Ss' attention to the title of the unit and the pictures. Elicit what they think the unit might be about (*strange creatures and unusual happenings such as monsters, fairies and ghosts that haunt houses, etc.*).

Play the recording and ask Ss what images come to mind and how the music makes them feel. Elicit answers around the class.

#### **Suggested Answer Key**

*The music is spooky and frightening. It makes me think of ghosts, haunted houses and witches, etc*

- b. Read out the prompts and elicit/explain the meaning of any unknown words. Ask Ss what they know about each creature/object and ask them if they can think of any examples (*e.g. monsters are giant creatures that are usually dangerous to man; yeti, the Loch Ness monster. Crop circles are strange designs in fields said to be made by aliens, etc*). Allow Ss time to identify the objects in the pictures. Ss compare their answers with a partner. Check Ss' answers around the class.

#### **Answer Key**

- |                 |           |                   |
|-----------------|-----------|-------------------|
| 1 a monster     | 3 a fairy | 5 a haunted house |
| 2 a crop circle | 4 a witch | 6 a ghost         |

Read through the questions in the quiz. Elicit/ Explain the meaning of any unknown words. Allow Ss time to do the quiz. Elicit from Ss whether they agree with their results. Conduct a class survey and find out how many 'believers' there are in the class.

### 2 **Focus ►** Predicting text content; focus on key elements of a text

Direct Ss' attention to sentences 1-8. Read through these with the class, eliciting/explaining the meaning of any unknown words. Explain the task, making the point that there are no exact answers to the questions. Ss work in pairs to complete the task. Elicit answers, then play the recording. Ss listen and check their answers.

#### **Suggested Answer Key**

- 1 *They were in an old/haunted house.*
- 2 *It was creepy. Perhaps there were ghosts.*
- 3 *Because they heard something.*

### 3 a. **Focus ►** Reading to identify pronoun referents

Read out the sentences, eliciting/explaining the meaning of any unknown words. Ss read the dialogue to find who/what the pronouns refer to, then compare answers with a partner. Check Ss' answers around the class.

#### **Answer Key**

- |                        |            |
|------------------------|------------|
| 1 the house            | 4 James    |
| 2 the Fairbanks' son   | 5 the door |
| 3 Mr and Mrs Fairbanks |            |

- b. Ss explain the words/phrases by giving a definition, synonym or antonym. Encourage Ss to try to guess the meaning of the words/phrases from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand. Finally, Ss read the dialogue aloud in closed pairs.

#### **Answer Key**

*gives me the creeps (exp): scares me*  
*howling (v): making a long, loud sound*  
*kidnapped (v): to take someone away by force*  
*belongings (n): possessions / things that you own*  
*wonder (v): to think about and try to guess what something is or what will happen*  
*what on earth (exp): expression used to ask a question when you are surprised or angry*



4 **Focus ►** Continuing a dialogue

Explain the task. Remind Ss that they should make their dialogues as interesting, exciting and creative as they can. Ss work in pairs. Tell them to think up an ending to the story before they write their dialogues. Allow Ss time to complete the task. Walk around monitoring the activity. Invite pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

Angie: James, wait a minute. Maybe they need our help.  
 James: I don't think so! Quick, let's go!  
 Angie: I think we should talk to them.  
 James: You can if you want, but I'm getting out of here.  
 Angie: Mr and Mrs Fairbanks! Can you hear me? My name's Angie and I...  
 Voices: GET OUT NOW!  
 James: Angie, don't be silly! The whole house is starting to shake...  
 Angie: OK, I'm coming.  
 (Sound of large crash as building collapses)  
 James: Phew. We just made it in time.  
 (Sound of siren, ambulance and fire brigade arrive)  
 Fireman: What are you kids doing here?  
 Angie: We thought we heard someone inside. Maybe the Fairbanks are still in there.  
 Fireman: That's impossible, Miss. The Fairbanks were killed in a car accident about forty years ago.

5 **Focus ►** Presenting relative pronouns

Write these sentences on the board.

The person who invented the safety razor was called King Camp Gillette.

The computer is a machine which consists of many different parts.

Levi Strauss, whose name became a brand name, invented jeans.

Elicit the meaning of the relative pronouns. Ask Ss which of the underlined words refers a) to a person, b) to a thing or c) to a possession (sth belonging to sb/sth). Explain that these words are called relative pronouns and they refer to other words in the sentence and describe them or give extra information about them. Draw arrows to show the words they refer to:

e.g. The person who invented the safety razor was called King Camp Gillette.

Present sentences 1-3. Ss underline the correct pronouns. Elicit which relative pronoun in bold is correct in each case, then elicit answers to the questions in the rubric.

**Answer Key** (See overprinted answers)

Tell Ss to reread the dialogue and underline examples of relative pronouns.

**Answer Key**

for people – who  
 for things/animals – which  
 to show possession – whose

6 **Focus ►** Practising “who”, “whose” and “which”

a. Explain the task. Allow Ss time to complete the sentences and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

b. Read out the example sentence. Elicit the answer to the second sentence to ensure that Ss understand the task. Allow Ss time to complete the exercise. Check Ss' answers.

**Answer Key**

- 2 A spaceship is something which astronauts travel in.
- 3 A flying saucer is something which aliens use to travel in.
- 4 Bats are animals which only come out at night.
- 5 A ufologist is someone who studies UFOs.

7 **Focus ►** Further practice with relative pronouns

Explain the task. Read through the prompts and do the first sentence as an example. Allow Ss time to complete the task. Check Ss' answers.

**Answer Key**

- 1 d John is the boy whose sister I know well.
- 2 e That's the cat which always follows me home.
- 3 a The woman who is sitting in front of you is my aunt.
- 4 b/c That's the present which I just bought for my dad's birthday/John gave me.

**Game**

Divide the class into two teams. Read through the instructions and the example and make sure Ss understand the game. Allow teams time to think of people/objects and make up their questions. Collect each team's list of people/objects so you can check their questions. Both teams start off with 20 points. They lose one point for each incorrect guess. The team with the most points at the end of the game is the winner.

**Suggested Answer Key**

Team A S2: It's something which we can see in the sky at night.

Team B S2: A star.

Team A S2: Wrong. The moon. etc

8 **Focus ►** Writing a cartoon strip

Draw large empty squares on the board. Elicit from Ss what a cartoon strip should look like (drawings/sketches of people in different situations). Ask Ss what should go into the first frame of the cartoon strip (2 people, James and Angie, inside an old house). Draw speech bubbles and ask Ss what should go inside them (characters' dialogues). Select a S to come up to the front and complete the first frame of the cartoon. Explain that Ss should shorten the dialogue so that only key sentences are included and give the cartoon strip a different ending. Allow Ss time to complete their cartoons, or assign the task as HW. Display the corrected cartoon strips around the classroom.

**Suggested Answer Key**

- A: This place gives me the creeps!  
 J: Come on! You know there are no such things as ghosts!  
 A: But it's so cold and dark in here!  
 J: Whose house is this?  
 A: The Fairbanks'. The family who disappeared.  
 J: Disappeared?  
 A: Yes. After their son Bob was kidnapped 50 years ago.  
 J: And nobody has lived here since?  
 A: Right... WHAT WAS THAT NOISE???  
 J: There's something over there... let's get out of here!  
 B: NOT SO FAST, CHILDREN!  
 A: Who are you???  
 B: I'm Bob Fairbanks, and this is my house!!!



**Angie:** James, I really don't think coming here was such a good idea. This place gives me the creeps.

**James:** Oh come on! Surely you don't believe those people who say this house is haunted, do you? You know there are no such things as ghosts!

**Angie:** I know, but it's so cold and dark in here. And just listen to that wind **howling** outside.

**James:** Who lived here anyway?

**Angie:** This is the house which belonged to that rich old couple, you know, Mr and Mrs Fairbanks.

**James:** Aren't they the couple whose baby was kidnapped?

**Angie:** That's right. But the strange thing is that a week after the Fairbanks lost their son, they disappeared and no one has seen them since.

**James:** What do you mean they disappeared? They probably just moved away.

**Angie:** Well, no one saw them leaving and all their **belongings** are still here. No one else has lived here for over fifty years! There are people who say that sometimes they can hear the sound of a baby crying coming from inside the house.

**James:** I don't believe it! Hey look! I **wonder** what's behind this door.

**Voice:** LEAVE US ALONE. GET OUT OF OUR HOUSE.

**James:** Ahhhh!!!! **What on earth** was that? Come on Angie, let's get out of here!

- b. Explain the words/phrases in bold. In pairs, read out the dialogue.

## Speaking

- 4 What happened to James and Angie? In pairs, continue their dialogue.

## Exploring Grammar

### ► Relative pronouns

Grammar Reference

- 5 Read the examples and underline the correct item. Which relative pronoun do we use: **for people only?** **for things or animals?** **to show possession?**

- 1 Ann is the woman who/which believes in witches.

- 2 That's the man whose/which father studies unexplained mysteries.  
3 This is the house which/who people believe is haunted.

Find examples in the dialogue.

### 6 a. Fill in **who** or **whose**.

- That's the man **whose** dog bit me.
- He is the one **who** wrote the note.
- Sally is the girl **whose** brother saw a ghost.
- The girl **who** is singing is Lyn.
- Bill is the one **whose** father is a ufologist.

### b. Use **who** or **which** to make sentences, as in the example.

- fortune teller/predict our future  
*A fortune teller is someone who predicts our future.*
- spaceship/astronauts travel in
- flying saucer/aliens use to travel in
- bats/animals/only come out at night
- ufologist/study UFOs

### 7 Match the parts to make complete sentences.

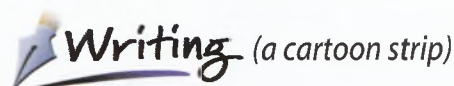
1 John is the boy	which who whose	a is sitting in front of you is my aunt.
2 That's the cat		b I just bought for my dad's birthday.
3 The woman		c John gave me.
4 That's the present		d sister I know well.
		e always follows me home.



Think of a person, object, etc. In teams, make sentences using relative pronouns. The other team guesses **who/what** you are talking about.

Team A S1: *It's someone who works in a school.*

Team B S1: *Teacher. etc*



- 8 **Portfolio:** Write the dialogue in Ex. 3 as a cartoon strip. Give your cartoon strip a different ending.





depletion of oil, gas, water, coal, metals, minerals



climate change



genetic engineering



deforestation

## Where there's a will, there's a way ...

Our planet is in big trouble – creatures are **dying out**, the sea and the air are **filthy**, more and more airports, cities and roads **1) are** covering our land and we only **have ourselves to blame** – So what are you going to do? You can add to the problem or start being part of the solution. Got some questions? We've got some answers ... the rest is up to you!

### How can we cut down on rubbish?

Recycle, recycle, recycle! Don't throw away plastic bottles, glass jars, newspapers, cardboard boxes and cans. They can all **2) be** used again. Take a few moments to **separate** your rubbish and take it **3) to** your nearest recycling centre. No recycling centre **nearby**? Don't **hesitate**. Start a campaign!

### How can we solve the problem of pollution?

**Pick up** people who work at the same place **4) as** you and fill up those empty seats in your car! **Better still**, use public transport instead. Or why not walk or cycle to school or work? It's free, good exercise and doesn't **harm** the environment **5) at all**!

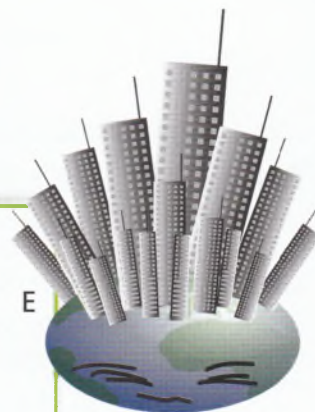
### How can we stop harmful genetic engineering?

We all know what genetic engineering **6) is** doing to our food and to wildlife! Always buy **organic** products! Want to go a step further? Join a local group that **campaigns** to stop genetic engineering. You'll be surprised what a difference you can make!

### How can we save the Earth's natural resources?

Water means life! Take showers instead of baths and use less water **7) when** you wash dishes or wash the car or water the plants. Don't waste electricity either. Switch lights off when you leave a room and use **low-energy bulbs**!

Got the message? Then let's work together to make a difference! Our planet is full of beauty and life, but only **WE** have **8) the** power to save it.



overpopulation



wars



pollution



animals dying out

## Vocabulary

### ► Environmental issues

**1** Look at the pictures. What problem does each sentence (1-8) match?

- 1 We are cutting down too many trees.
- 2 We are poisoning the water, air and land.
- 3 Some say there are too many people on Earth.
- 4 Changing the genes of plants, animals, or people is dangerous.

- 5 It is getting hotter and hotter and it's all our fault.
- 6 Countries spend billions on weapons.
- 7 Animals are losing their habitats.
- 8 We are using up our natural resources.

## Reading

**2** Look at the title of the article and the questions. What's the text about? Read and check.



## Is there a future?

**Objectives:** learning about the environment; environmental problems and possible solutions

**Vocabulary:** environmental issues

**Reading:** an article about the environment (gap-filling)

*Skill – reading for detailed comprehension/cohesion*

**Everyday English:** giving and replying to opinions

**Grammar:** reported questions and reported commands

**Listening:** an advertisement about the environment (gap-filling)

*Skill – listening for specific information*

**Pronunciation:** /h/

**Writing:** a summary of a text

### 1 Focus ► Describing environmental issues

Direct Ss' attention to the title of the unit and the drawings. Elicit what they think the unit is about (*environmental concerns/issues*). Ask Ss what the question *Is there a future?* refers to (*the future of the planet*). Ask them what they are doing in their schools/neighbourhoods to help the environment (e.g. *recycling, using public transport, etc.*). Tell Ss to look at the illustrations (A-H) and the sentences (1-8). Elicit/Explain the meaning of any unknown words. Allow Ss time to match the sentences to the illustrations. Check Ss' answers around the class.

#### Answer Key

- |                       |  |
|-----------------------|--|
| 1 deforestation       | 5 climate change                                       |
| 2 pollution           | 6 wars   |
| 3 overpopulation      | 7 animals dying out                                    |
| 4 genetic engineering | 8 depletion of oil, gas, water, coal, metals, minerals |

### 2 Focus ► Reading for gist

Direct Ss' attention to the title of the article. Elicit/Explain that it is an idiom meaning: *nothing is impossible if you are determined to do it*. Ask Ss if they have a similar idiom in their own language. Direct Ss' attention to the questions which function as headings for the main body paragraphs. Elicit what Ss think the article is about. Ss read the article quickly and check their own answers.

#### Answer Key

*The article is about environmental problems and what we can do to solve them.*

### 3 Focus ► Reading – cloze text

Tell Ss to reread the text and guess the missing words. Remind Ss that they should first decide what kind of word is missing (e.g. *verb, noun, adjective, etc.*) and then choose a word that fits the context of the sentence and the passage as a whole. Allow Ss time to fill in the gaps and compare answers with a partner. Play the recording. Ss listen and check their answers. Confirm the correct answers.

#### Answer Key (See overprinted answers)

Ss explain the words/phrases in bold by giving a definition, synonym or antonym. Encourage Ss to try and guess the meaning of the words/phrases from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

#### Answer Key

- die out (phr v):** disappear or stop existing  
**filthy (adj):** very dirty  
**have ourselves to blame (phr):** to place the responsibility on ourselves  
**separate (v):** to divide a group of things into smaller groups  
**nearby (adv):** close/near/not far away  
**hesitate (v):** to wait before doing something  
**pick up (phr v):** to take somebody from their house and drive them somewhere in your car  
**better still (phr):** even better/more effective, useful  
**harm (v):** to do something bad to somebody/something  
**organic (adj):** grown or produced without using chemicals  
**campaign (n):** organised actions to achieve a particular goal  
**low-energy bulb (n):** light bulb that needs less electricity to work

As an extension, ask Ss to ask each other comprehension questions based on the text.

A: *Why is our planet in big trouble?*

B: *Because creatures are dying out, the sea and the air is filthy, etc.*



4 **Focus ►** Exchanging opinions

Read out the prompts in the table. Elicit endings to the suggestions – e.g. *In my opinion, we should all work together to save our planet.*

Ss work on the task in pairs. Monitor the activity. Pairs present their exchanges in front of the class.

**Suggested Answer Key**

A: *We should stop genetic engineering. I strongly believe that it could be very harmful to man and animals.*

B: *I see what you mean, but it could solve the problem of world hunger. We should know more about it before we stop it completely. etc*

5 **Focus ►** Listening for specific information

Tell Ss to read through the advertisement and elicit what they think it is for (*raising money for charity, and helping the environment, by donating old computer equipment*). Direct Ss' attention to the title of the advertisement. Explain that it is a play on words. Elicit the double meaning (*the expression is "pause for thought", which means 'stop and think', and "paws" suggests the advertisement has something to do with animals*). Play the recording once and allow time for Ss to fill in the gaps and compare answers with a partner. Play the recording again if necessary, then check Ss' answers around the class.

**Answer Key** (See overprinted answers)

6 **Focus ►** Pronunciation of /h/

Explain that the letter 'h' is often silent in English and refer Ss to the list of words. Explain the task and play the recording. Ss listen and complete the task. Check Ss' answers around the class. Play the recording again. Ask Ss to repeat chorally and individually.

**Answer Key** (See overprinted answers)

7 a. **Focus ►** Reported questions

Direct Ss' attention to the first example. Ask what verb introduces the reported question (e.g. *asked*). Identify the structural changes in reporting *wh*-questions. Direct Ss' attention to the second example. Elicit/Explain how we transform this type of direct question into a reported question. Point out that this question starts with an auxiliary verb, not a question word and that, in this case, we use "if"/"whether" in the place of the question word. Ask Ss to name the changes that occur when reporting questions.

**Suggested Answer Key**

*The verb shifts a tense back, and the prepositions change. If the direct question starts with a question word, the question word is retained in the reported question. If the direct question starts with an auxiliary verb, the auxiliary verb is replaced with 'if/whether' in the reported question.*

Read out the rules in the box then select two Ss. Tell S1 you are going to ask him/her a question. Tell S2 to pretend he/she didn't hear the question and to ask S1 what you said. S1 then reports your question to S2.

T to S1: *What is your name?*

S2: *What did he/she say?*

S1: *He/She asked me what my name was. etc*

Repeat this procedure with both types of questions.

- b. Allow Ss time to complete the task individually. Check Ss' answers around the class.

**Answer Key**

1 *He/She asked me if I could give him/her a lift home.*

2 *He/She asked me why I was throwing that away.*

3 *He/She asked me what was wrong.*

4 *He/She asked me if I liked it.*

8 **Focus ►** Reported commands

- a. Direct Ss' attention to the examples. Elicit that reported commands are usually followed by the full infinitive. Elicit the difference between reporting positive and negative commands (e.g. *He told me to do something. He told me not to do something.*).

**Answer Key**

*We report positive commands with **told + pronoun/noun + full infinitive** and we report negative commands with **told + pronoun/noun + not + full infinitive**.*

- b. Ss reread the text on p. 98 and find the commands. Ss change the commands into reported commands and compare their answers with a partner. Check Ss' answers around the class.

**Answer Key**

*They told us: to recycle/not to throw away plastic bottles, glass jars, newspapers, cardboard boxes and cans/to take a few moments to separate our rubbish/to take it to the nearest recycling centre/not to hesitate/to start a campaign/to pick up people who work at the same place as we do and fill up the empty seats in our car/to use public transport/to always buy organic products/to join a local group that campaigns to stop genetic engineering/to take showers instead of baths/to use less water when we wash dishes or wash the car or water the plants/not to waste electricity/to switch lights off when we leave a room/to use low-energy bulbs*


9 **Focus ►** Writing a summary

Refer Ss to the Study Skills box. Allow them time to read the steps involved in writing a summary. Check understanding of the task by asking questions (e.g. *What is the main topic of the text? What are the main ideas? etc*). Remind Ss to use linkers to organise and connect their ideas. Ss complete the task in class or you can assign it for HW.

**Suggested Answer Key**

*Our planet is in danger. It is up to us to protect it. Firstly, we should all recycle rubbish to cut down the amount we throw away. To help solve the problem of pollution we should use public transport, walk or cycle to school or work. Secondly, we should campaign to stop harmful genetic engineering. Finally, we must stop wasting the Earth's natural resources. We can save water by taking showers instead of baths and by using less water to wash dishes, cars and when watering the plants. We can also save electricity by switching off lights and using low-energy bulbs.*



- 3  Fill in the missing words (1-8). Listen and check. Then explain the words/phrases in bold.

## Everyday English

### ► Exchanging Opinions


- 4 Read the table. Use the text in Ex. 2 to discuss what we can do to protect the environment.

Giving Opinions	Replying to opinions
<ul style="list-style-type: none"> <li>In my opinion, ...</li> <li>I (strongly) believe/think (that) ...</li> <li>The idea that ... is totally right/simply wrong.</li> <li>There's this idea that ...</li> <li>As I see it ...</li> </ul>	<ul style="list-style-type: none"> <li>That's true./That's right.</li> <li>I agree./Definitely.</li> <li>You're (dead) right.</li> <li>You've got a point there.</li> <li>I see what you mean, but ...</li> <li>I suppose you are right, but ...</li> </ul>

A: I strongly believe that we can cut down on rubbish. We can all recycle.

B: That's true. Everything can be recycled.

## Listening

- 5  Look at the advert. What is it about? Listen and fill in gaps 1-5.



**Paws for Thought!**


### Help us to help the environment!

Donate: old 0) **computer** equipment  
mobile 1) **phones**

We 2) **recycle** them to raise funds for homeless  
3) **animals**

Drop-off point: 705, Milner 4) **Drive**, Greensboro  
Phone number: 336 – 574 – 5) **9600**

## Pronunciation (/h/)

- 6  Listen and circle the words where *h* is pronounced. Listen again and repeat.

(hurt, heart), hour, honest, ghost, exhaust,  
(whole, perhaps), exhibition

## Exploring Grammar

### ► Reported Questions

Grammar Reference

- 7 a. Read the examples and the rules. What changes occur when we report questions?

Where is Josh? She asked **where** Josh was.

Are you OK? She asked if/whether I was OK.

When we report a yes/no question, we use *if/whether*. When we report a *wh*-question, we use the same question word.

### b. Report the sentences.

- Can you give me a lift home?
- Why are you throwing this away?
- What's wrong?
- Do you like it?

### ► Reported Commands

Grammar Reference

- 8 a. Read the examples. How do we report positive/negative commands?

Stand up! He told me **to stand up**.

Don't sit down! He told me **not to sit down**.

### b. Find commands in the text on p. 98. Report them to the class.

## Study skills

### Summarising a text

To write a summary:

- read the text to understand the main topic
- underline or highlight the main ideas.
- list the important points under headings.
- write short sentences which include the main ideas of the text. Use your own words.

## Writing (a summary)

- 9 **Portfolio:** Write a short summary of the text on p. 98.



## Getting Started

- 1 Think of something scary or unexpected that has happened to you or someone you know. What happened? How did you/that person feel?

## Let's look closer

- 2 a. Read the first paragraph of the story. Who are the main characters? When and where did the story take place?  
b. What do you think might happen next? Listen to the sounds and say. Read through to check your answers.

## Afraid not!

It was a **bitterly** cold, **wintry** evening and Katie and Lucy were driving home over the hills. (1) **C** Suddenly, they drove into **dense fog**. 'Let's try to carry on a bit. Remember that spooky story our friends told us about the ghost of the man who died in a car accident out here?'

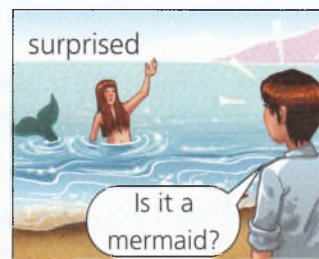
Before long, they could hardly see where they were going. (2) **A** They had driven **headlong** into a tree! 'Oh no!' cried Lucy. As the girls were thinking about what to do, Lucy **spotted** something **in the distance**. 'Katie!' she cried. 'Look at that strange light over there in the fog! It's getting closer! What if it's the ghost!' Both girls screamed and **covered** their eyes with their hands.

Suddenly, there was a gentle **knock** on the window. (3) **B** When they looked up, they saw a tall, kind-looking man carrying a **torch**. 'Don't be afraid!' he called through the window. 'I was just out walking my dog. I saw that you had stopped and **wondered** what had happened.'

The man took out his mobile phone and called the garage for help. (4) **D** The man was perfectly **human**! They would be home in no time!

- 3 Complete the gaps (1-4) with the sentences (A-D). Listen and check. Explain the words/phrases in bold.  
A Suddenly, the car hit something hard and stopped.  
B The girls screamed again!  
C They had just spent a lovely weekend in the country with their friends and were chatting together happily.  
D Katie and Lucy looked at each other and breathed a huge sigh of relief.

- 4 List the events in the order they happened to give a summary of the story.



## Beginnings – Endings

- 5 Look at the pictures. In pairs, write a beginning/ending to the story.

## Study skills

### Starting/Ending stories

To start a story use your senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery. To end a story describe people's feelings.

## Writing (a story)

- 6 **Portfolio:** Read the rubric and underline the key words. Think of a plot line for the story. Write your story.

A magazine has asked its readers to write a story for the magazine's annual short story competition. The story should end with: "Who would believe me?" (120-180 words).

## Plan

### Paragraph 1

*set the scene (who, when, where, what, weather)*

### Paragraphs 2-3

*events in the order they happened*

### Paragraph 4

*what happened in the end/feelings*





## Believe it or not

**Objectives:** learning about short story organisation;  
writing a short story

**Reading:** a short story (gap-filling)

*Skill – reading for coherence & cohesion*

**Writing:** a short story

### 1 **Focus ►** Describing scary or unexpected events

Elicit the meaning of 'Believe it or not' (*I'm about to tell you something that will surprise you*). In pairs, Ss talk about a scary or unexpected incident. Monitor the activity. Select Ss to tell the class about their partner's experience.

(Ss' own answers)

### 2 **Focus ►** Predicting the content of a text

- a. Allow Ss time to read through the first paragraph and complete the task. Elicit answers around the class.

**Answer Key**

*Katie and Lucy/a winter evening/driving through the hills.*

- b. Ss close their books. Play the recording, pausing so Ss can identify the different sounds. Play the recording again and ask Ss to guess the rest of the story. Elicit answers around the class. Ss read the rest of the story to check if their predictions were correct.

**Suggested Answer Key**

*The girls' car crashed and they got scared. Somebody knocked on their car window. He used his mobile phone to call a garage and the girls were happy.*

### 3 **Focus ►** Reading for coherence & cohesion

Explain the task. Remind Ss to pay special attention to the sentences before and after the gaps to help them choose the best answer. Allow Ss time to complete the task and compare answers with a partner. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

Ss explain the words/phrases in bold by giving a definition, synonym or antonym. Encourage Ss to guess the meaning from the context before using their dictionaries to check. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

**Answer Key**

**bitterly (adj):** very/terribly

**wintry (adj):** feeling like winter

**dense (adj):** very thick/heavy

**fog (n):** cloudy air near the ground which is difficult to see through

**headlong (adv):** moving forward very quickly

**spot (v):** to see/notice

**in the distance (phr):** far away

**cover (v):** to put something over something else to hide or protect it

**knock (n):** tap on a door or window in order to attract someone's attention

**torch (n):** a small electric lamp powered by batteries that you carry in your hand

**wonder (v):** to be curious to know more about something

**human (adj):** having the qualities of a person, not an animal or machine

### 4 **Focus ►** Sequencing and summarising

Ss reread the story and list the events to make a short summary of the story. Monitor the activity. Select Ss to present their summaries in front of the class.

**Suggested Answer Key**

*Kate and Lucy were on their way home when they drove into dense fog. Their car crashed into a tree. They saw a strange light coming towards them. They screamed and covered their eyes. Someone knocked on their window. It was a kind man walking his dog. He called the garage and they would soon be home safely.*

### 5 **Focus ►** Beginning and ending a short story

Read through the Study Skills box and check understanding. Instruct Ss to look at the pictures. Ask Ss what they think the story is about. Ss work in pairs to write the beginning and ending of the story. Monitor the activity. Select pairs to present their answers in front of the class.

**Suggested Answer Key**

*One hot sunny day last summer Bill went sailing in his boat. He was enjoying the sea and the sunshine when suddenly he saw a big fish swimming towards him. The fish swam headlong into the boat and Bill fell into the sea.*

*Bill was safe on the shore. He turned to thank the girl who saved him and got a big surprise. She had the tail of a fish! "Are you a real mermaid?" he asked. But she just smiled, waved and disappeared into the sea.*

### 6 **Focus ►** Writing a story

Tell Ss to read the rubric and underline the key words.

**Answer Key** (See overprinted answers)

Remind Ss that before they start writing they must plan their work thoroughly using the plan provided. Write these questions on the board. *Who are the main characters? When and where does the action take place? What happens to the characters?* Allow Ss time to brainstorm for ideas. Remind Ss to use the tips in the Study Skills box to help them write the beginning and ending of their story. Elicit/Explain that we usually use past tenses when we are telling a story. Allow Ss time to write their stories. Alternatively, this can be assigned for HW and the stories can be presented in the next lesson.

**Suggested Answer Key**

*One hot sunny day last summer Bill went sailing in his boat. He was enjoying the sea and the sunshine when suddenly he saw a big fish swimming towards him. The fish swam headlong into the boat and Bill fell into the sea.*

*Bill was a good swimmer but he was far away from the shore. After a few hours, he began to get tired. He felt that he was slowly sinking into the sea.*

*Just when he thought he was going to drown, someone put their arms under his shoulders and started pulling him towards the shore. He looked up and he saw a beautiful girl with long brown hair smiling down at him. "Don't worry," she said. "I won't let you drown." Finally they got back to the beach and the girl pushed him onto the sand.*

*Bill was exhausted, but he was happy to be alive. He turned to thank the girl who saved him and got a big surprise. She had the tail of a fish! "Are you a real mermaid?" he asked. But she just smiled, waved and disappeared into the sea. "I can't even tell anyone about this," he thought. "Who would believe me?"*



## Stars

**Objectives:** learning about stars and constellations

**Listening & Reading:** a text about stars

*Skills – listening for confirmation; reading for gist & specific information*

**Speaking:** presenting a summary of a text

**Project:** a presentation about various constellations

1 **Focus ►** Activating prior knowledge & listening for confirmation

Focus Ss' attention on the pictures. Elicit what they can see, and any general information they know about stars. Read through the questions and elicit answers around the class. Play the recording while Ss listen and check their answers. Check Ss' answers.

**Answer Key**

- A Groups of stars.
- B Because they give off light instead of just reflecting it.
- C Because Earth is rotating on its axis and orbiting the Sun.
- D The Sun.
- E Blazing balls of gas.

2 **Focus ►** Reading for gist

Allow Ss time to read the text and match the questions to the paragraphs. Check Ss' answers around the class. Elicit if Ss' answers to Ex. 1 were correct.

**Answer Key**

A 4      B 2      C 5      D 3      E 1

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to guess the meaning of the words from the context before using their dictionaries to check. Check Ss' answers, then elicit/ explain the meaning of any words that Ss still do not understand.

**Answer Key**

**blazing (adj):** burning strongly

**run out of (phr v):** to use all of something so there is none left

**fuel (n):** something that is burned to produce heat or energy

**source (n):** a thing or place where you get something from

**give out (phr v):** to produce something

**reflect (v):** to send back light or heat that reaches it

**galaxy (n):** large group of thousands of stars

**band (n):** a narrow area that is different from its surroundings

**stretch (v):** to reach a long way

**orbit (v):** to travel in a curved path around a much larger object

**hunter (n):** a person who chases animals or birds to kill them

**sword (n):** a weapon with a long pointed blade and a handle

**attached (v):** when two objects are joined together

**belt (n):** a band of leather you wear around your waist

**rotate (v):** to turn in a circle around a fixed point

**axis (n):** the imaginary line that runs through the Earth between the North and South Poles

3 **Focus ►** Identifying pronoun referents

Allow Ss time to reread the text and replace the pronouns in bold with the appropriate nouns from the text. Ss compare answers with a partner. Check Ss' answers around the class.

**Answer Key**

- |                    |                           |
|--------------------|---------------------------|
| 1 Nebulae          | 5 Planets                 |
| 2 Stars            | 6 Constellations          |
| 3 The Sun          | 7 The Orion constellation |
| 4 in the Milky Way | 8 The sky                 |

4 **Focus ►** Presenting a summary

Explain the task. Remind Ss that a summary is a short version of the original text that includes all the main points. Instruct Ss to read through the paragraphs and underline the topic sentences. Remind Ss to use linkers to make their summary more organised and coherent. Monitor the activity, offering help where necessary. Invite Ss to present their summaries in front of the class.

**Suggested Answer Key**

Stars are blazing balls of fire formed by exploding clouds of gas. They shine brightly because they give out light instead of just reflecting it. Stars are very far away and even our own star, the Sun, is about 150 million kilometres away from Earth. The Milky Way has over 100 billion stars and many of them have planets orbiting them. Groups of stars, called constellations, often look like animals or people. At different times of the year the constellations and the sky appear to be moving. This is because Earth orbits the Sun and rotates on its own axis.

5 **Focus ►** Making a presentation about constellations

Explain the task. Instruct Ss to use their science textbooks, encyclopaedias and the Internet to find information on the different constellations. Tell them to include drawings or pictures in their presentations. Ss complete the task for HW and give their presentations in the next lesson.

**Answer Key**

**Hercules** is in the Northern Hemisphere. It is the fifth largest constellation in the sky. It is named after the Greek hero, Hercules. Its brightest star is called Ras Algethi (alpha Her).

**Perseus** is a constellation in the Northern Hemisphere. In Greek mythology Perseus killed the monstrous Medusa. Every year, in August, there is a meteor shower from the northern part of Perseus.

**Draco**, meaning "dragon", is a constellation in the Northern Hemisphere. The tail of Draco is between the Big Dipper, which is part of the constellation Ursa Major, and the Little Dipper, which belongs to the constellation Ursa Minor. The brightest star in the Draco is Thuban, which is in the dragon's tail.


**Aquarius** (the water bearer) is one of the twelve constellations of the zodiac. The Sun passes through Aquarius from mid-February until mid-March. The brightest star in Aquarius is called Sadalmelik, which means "The Lucky One of the King".

**Additional Material**

- Songsheet 5 (p. 114)
- Self-Assessment Module 5 (pp. 102-103)
- Across the Curriculum 5 (p. 104)
- Special Days (pp. 105-109)
- Pairwork Activities, Set 2:  
5A (p. 118) – 5B (p. 116)
- Word Perfect 10 (p. 123)
- Grammar Check, Unit 10 (p. 133)



### Listening & Reading

- 1  How much do you know about stars? Try to answer the questions. Listen and check.
  - A What are constellations?
  - B Why do stars shine so brightly?
  - C Why do constellations appear to change position?
  - D Which star is closest to the Earth?
  - E What are stars made up of?
- 2 Read the text and match the questions (A-E) above to the paragraphs (1-5). Were your answers in Ex. 1 correct? Explain the words in bold.
- 3 Replace the words in bold with words from the text.
  - 1 They are hot clouds of gas.
  - 2 They give out their own light.
  - 3 It is the nearest star to Earth.
  - 4 There are billions of stars there.
  - 5 They orbit around stars.
  - 6 They are groups of stars.
  - 7 It looks like a hunter.
  - 8 It seems to move towards the west.

### Speaking

- 4 Use the questions in Ex. 1 to give the class a short summary of the text.

### Writing

- 5 **Project:** Collect information about various constellations. Write their names and a few sentences about them. Present your project to the class.

# Stars

the Milky Way

nebula – the birth of a star



Orion

- 1 Over millions of years, hot clouds of gas called nebulae grow until they explode and form huge, **blazing** balls of fire. This is how stars are born. Our own sun is a star. Eventually, like all stars, it will **run out of fuel** and die. Don't worry though – this won't happen for another 4 billion years!
- 2 Stars are **sources** of light. This is the reason they shine so brightly in the sky. The moon, planets and comets also shine, but they don't **give out** their own light. They just **reflect** it from the sun.
- 3 Stars are very, very far away. In fact, when their light reaches our eyes, we sometimes see them as they were thousands of years ago! Our sun is the nearest star to Earth, but it is still about 150 million km away! It is part of the Milky Way **galaxy**, a white **band** of stars that **stretches** across the night sky. There are more than 100 billion stars in the Milky Way and many of them, like our sun, have planets that **orbit** around them.
- 4 Constellations are groups of stars. If you draw lines between them (and use lots of imagination!) they sometimes look like objects, animals or people. The ancient Greeks thought that Orion looked like a giant **hunter** with a **sword attached** to his belt!
- 5 As the Earth moves around the Sun, we see the constellations in different positions in the sky at different times of the year. In the same way, the whole sky seems to move towards the west as the Earth **rotates** on its **axis** throughout the night.



# Self-Assessment

## MODULE 5

### Vocabulary

#### 1 Circle the correct item.

- An icon should appear on the ..... screen when you press 'play' on the iPod.  
☒ A display    B stand    C face
- ..... your rubbish before you take it to the recycling centre.  
A Throw    ☒ B Separate    C Move
- Use your ..... to click on the icons.  
A tower    B keyboard    ☒ C mouse
- Pollution ..... the environment.  
A blames    ☒ B harms    C stops
- The ghost smiled at us, then it .....  
☒ A disappeared    B burnt    C lost
- She often shops .....  
A display    B remote    ☒ C online
- Fish are ..... out.  
☒ A dying    B separating    C helping
- The vacuum cleaner was ..... by H Booth.  
A developed    B launched    ☒ C invented
- This house ..... me the creeps.  
☒ A gives    B makes    C does
- It was ..... cold for a spring evening.  
A wintry    B pleasantly    ☒ C bitterly

(10 marks)

#### 2 Underline the correct word.

- You can store/attach 500 songs on this iPod.
- You can use your voice to operate/turn your video with this new remote control.
- The speakers require/play six AA batteries.
- Do you watch/surf the Net?
- If you are using a computer, you should save/send your work every few minutes.
- Do you believe witches can predict/cast real spells?
- I'm convinced/sceptic he was lying.
- In order to understand, you must picture/draw the scene.
- Animals are losing their climate/habitat.
- Can horoscopes predict/tell the future?

(10 marks)

#### 3 Write the missing word.

- She often visits f o r t u n e tellers to find out what the future holds.
- I'm too scared to go in this house. It's h a u n t e d.
- We must save Earth's n a t u r a l resources.
- G e n e t i c engineering is harmful to wildlife.
- Why don't you j o i n a local group?
- If we work together, we can m a k e a difference.

(6 marks)

### Reading

#### 4 Read the article about a young inventor and fill in the missing words (1-8).

#### **"Hands off my lunch!"** says young inventor

It's no fun when people keep stealing your lunch, but what can (0) you do? Most kids have faced (1) this problem, at least once, but Nic James decided to go one step further. The 12-year-old school boy (2) from New Zealand invented a special lunchbox alarm to catch the thieves red-handed!

Nic put a small siren and a radio transmitter into his drink carton (3) and placed the carton inside his lunchbox. (4) If anyone opens the lunchbox, the siren goes off and gives the thief a nasty

shock. Nic also carries a small radio (5) with him, so he can hear the alarm wherever he is!

Nic (6) was awarded a prize in the "Bright Sparks" competition for inventors last year. He has been on TV and radio shows in his home country as well as (7) in Britain and the US.

Nic hasn't let fame go to his head, and he is keen to keep on inventing. He is already working on (8) an invention for next year's competition. What will he think of next?

(16 marks)

### Grammar

#### 5 Choose the correct answer.

- Computers are ..... in factories.  
A make    ☒ B made    C making
- This sauce is made ..... mushrooms.  
A for    ☒ B with    C by



- 3 You turned off the lights, .....?  
A did you    **B** didn't you  
C won't you
- 4 You have been to Spain, .....?  
**A** haven't you    B have you  
C you have
- 5 He ..... he was convinced that there were aliens here.  
A says    B told    **C** said
- 6 Mary ..... us that John was ill.  
A tell    **B** told    C said
- 7 Jim is the man ..... saw the UFO.  
A which    B whose    **C** who
- 8 That's the cake ..... Ann made by herself.  
**A** which    B who    C whose
- 9 John asked Claire where their children .....  
A was    B are    **C** were
- 10 Bill told me ..... wait for him.  
A to not    **B** not to    C to don't

(20 marks)

## Communication

### 6 Complete the exchanges.

- a You're dead right!  
b Sure – why not?  
c I don't agree.  
d That's really kind of you.  
e It's OK. I'm fine, thanks.
- 1 A: I strongly believe that aliens don't exist!  
B: **I don't agree.** I believe they do.
- 2 A: We should stop cutting down trees.  
B: **You're dead right!**
- 3 A: Can I help you with those bags?  
B: Thanks. **That's really kind of you.**
- 4 A: Do you need a hand with the shopping?  
B: **It's OK. I'm fine, thanks.**
- 5 A: Would you like me to pick you up tomorrow?  
B: **Sure – why not?**

(10 marks)

## Listening

### 7 Listen to a radio interview with a NASA scientist. For questions 1-5, choose the correct answer (A, B or C).

- 1 The first NASA space flight took place in  
A 1958.    **B** 1961.    C 1972.
- 2 Which planet did NASA make a map of using radar?  
**A** Venus    B Saturn    C Jupiter
- 3 The Voyager crafts are now in  
A the Sun's orbit.    B our solar system.  
**C** outer space.
- 4 What will we see on Mars by 2019?  
**A** a human being    B footprints  
C a spacecraft
- 5 James likes to study space from  
A a rocket.    B other planets.  
**C** Earth.

(10 marks)

## Writing (a short story)

### 8 Write a short story for the school magazine. End your story with: "It was the happiest day of my life."

(See Suggested Answers section)

(18 marks)

(Total = 100 marks)

**NOW** I can...

- describe objects
- talk and write about inventions & inventors
- talk and write about unexplained mysteries
- talk and write about computers & their uses
- talk about environmental issues
- exchange opinions
- offer help
- write a for-and-against essay
- write a story

... in English!



## Reading & Listening

- 1 Look at the pictures. What do you think Robert Louis Stevenson usually wrote about? Read the biography below and check.

Robert Louis Stevenson  
(1850-1894)

Robert Louis Stevenson was born in Edinburgh, Scotland, in 1850. He loved to travel all over the world and often used the places he visited as settings for his novels.

Some of his best-known books are *Treasure Island* (1883), the adventure tale *Kidnapped* (1886) and *The Strange Case of Dr Jekyll and Mr Hyde* (1886). He was also famous for *A Child's Garden of Verses* (1885), a beautiful collection of poems. The poems are about pirates and sailing ships, distant stars, the seaside, imaginary friends, fairies and many other things that delight the imagination of little boys and girls.



- 2 Listen and read the poem. Which picture illustrates it?
- 3 Read again and answer the questions (1-3).
  - 1 What are the fairies in the poem like?
  - 2 Where do they live?
  - 3 What do we learn about the speaker in the poem?
- 4 Find the words in the poem that rhyme e.g. *nurse*, *purse*. Which have similar spellings and which don't?

**Project:** Use these words to write a short poem. Choose appropriate music and recite it to the class.

trees – bees  
fairies – cherries

sun – fun  
boys – toys

## The Flowers

All the names I know from nurse<sup>1</sup>:  
Gardener's garters, Shepherd's purse,  
Bachelor's buttons, Lady's smock,  
And the Lady Hollyhock.

Fairy places, fairy things,  
Fairy woods where the wild bee wings<sup>2</sup>,  
Tiny trees for tiny dames<sup>3</sup> –  
These must all be fairy names!

Tiny woods below whose boughs<sup>4</sup>  
Shady fairies weave a house;  
Tiny tree-tops, rose or thyme<sup>5</sup>,  
Where the braver fairies climb!

Fair<sup>6</sup> are grown-up people's trees,  
But the fairest woods are these;  
Where, if I were not so tall,  
I should live for good and all.

- 1 my nanny
- 2 flies
- 3 women
- 4 tree branches
- 5 herbs
- 6 beautiful



## The Flowers

**Objectives:** learning about the literary works of Robert Louis Stevenson; understanding/analysing a poem

**Reading:** a short biography and a poem by Robert Louis Stevenson

*Skills – reading for gist and detailed comprehension*

**Listening:** a poem by Robert Louis Stevenson

**Writing:** a short poem

### 1 **Focus ►** Identifying genre

Explain that Ss are going to read a poem by Robert Louis Stevenson. Read out the first paragraph of the biography and elicit when/where Stevenson was born and when he died. Allow Ss time to look at the pictures. Elicit descriptions of each picture, then ask Ss to predict what Robert Louis Stevenson usually wrote about. Instruct Ss to read the rest of the biography and check their answers. Check Ss' answers, then elicit/explain the meaning of any unknown words

#### **Answer Key**

*He wrote about pirates, distant stars, the seaside, fairies and other things that children enjoy reading about.*

### 2 **Focus ►** Reading/Listening for gist

Play the recording. Ss read and listen to the text. Elicit from Ss which picture best illustrates the poem. Ask them to justify their answers.

#### **Answer Key**

*The picture with the child kneeling beside the river illustrates the poem best because there are flowers and fairies and other objects that Stevenson mentions in the poem.*

### 3 **Focus ►** Reading for detailed comprehension

Tell Ss to read the questions, then underline the parts of the text that provide the answers. Allow Ss time to complete the task and compare answers with a partner. Check Ss' answers.

#### **Answer Key**

- 1 *They are tiny creatures, perhaps with wings.*
- 2 *They live among the flowers and plants.*
- 3 *He had a nanny who taught him the names of plants and flowers, and he wishes he were smaller so he could live with the fairies.*

### 4 **Focus ►** Understanding rhyme

Explain the task, and point out that poetry also uses 'pararhyme', where words sound similar but do not rhyme completely (e.g. "boughs" and "house" in stanza 3). Ss work in pairs. Check Ss' answers. Select pairs to present their answers to the class.

#### **Answer Key**

<i>smock – Hollyhock</i>	<i>boughs – house</i>	<i>trees – these</i>
<i>things – wings</i>	<i>thyme – climb</i>	<i>tall – all</i>
<i>dames – names</i>		

*All have similar spellings except:*

*boughs – house, thyme – climb, trees – these*

### Project **Focus ►** Writing a short poem

Explain the task. Remind Ss that their poem should follow the structure and rhythm of Stevenson's poem and that the rhyming words should go at the end of each line. Allow Ss time to complete the task in pairs. Monitor the activity, offering help where necessary. Ask each pair to find suitable music for the poem and bring it to the next lesson. Ss then present their poem to the class.

#### **Suggested Answer Key**

*I like to sit beneath the trees,  
And listen to the birds and bees.  
And sometimes I can spot the fairies,  
Playing games and eating cherries.*

*I like to lie out in the sun,  
Counting clouds is so much fun.  
And just like other girls and boys,  
I love to play with all my toys.*



# Special Days





# Earth Day



We ♥ Earth  
because ...

## Reading & Listening

- 1 Why is the Earth important to us? Think of some reasons and complete the spidergram.
- 2 How much do you know about Earth Day? Take the quiz! Listen and check your answers.

- 1 Earth Day is on ..... of April.  
☒ A 22<sup>nd</sup>      B 23<sup>rd</sup>      C 24<sup>th</sup>
- 2 Gaylord ..... created Earth Day.  
A Pearson      ☒ B Nelson      C Johnson
- 3 The first Earth Day was held in .....  
A 1950      B 1960      ☒ C 1970
- 4 Earth Day is celebrated .....  
A in the USA      B in the UK  
☒ C all over the world

- 3 Read the text and complete the sentences in your own words. Then, explain the words in bold.

- 1 The Senator got the idea about Earth Day because .....
- 2 The first thing Senator Nelson did was .....
- 3 Some of the problems that the Earth faces are .....
- 4 On Earth Day people .....

- 4 Think of appropriate headings for each paragraph.

## Speaking

- 5 Give a short speech about Earth Day to the class. Explain: **how and when it started, what people do on that day and why it is important to celebrate such a day.**



# Special Days

## Earth Day

**Objectives:** learning about Earth Day

**Reading & Listening:** a quiz (multiple choice); a text about Earth Day (sentence completion/creating headings)

*Skills – reading & listening for specific information*

**Vocabulary:** Earth Day facts and activities

**Speaking:** giving a speech about Earth Day

**Project:** making a milk carton bird feeder

### 1 **Focus ►** Introducing the topic of the Earth's importance

Present the question and allow Ss time to brainstorm for answers. Elicit answers around the class and add them to the spidergram. Encourage Ss to come up with as many different answers as they can.

#### **Suggested Answer Key**

... it's our home / it gives us food, water and air to breathe / it has beautiful landscapes / it has amazing wildlife

### 2 **Focus ►** Completing a quiz

Direct Ss' attention to the quiz questions. Allow Ss time to complete the quiz and compare their answers with a partner. Then, play the recording while they listen and check their answers. Check answers around the class.

#### **Answer Key** (See overprinted answers)

### 3 **Focus ►** Sentence completion

Explain the task. Allow Ss time to read the text quickly. Direct Ss' attention to the questions. Ask Ss to find and underline the parts of the text that contain relevant information. Allow Ss time to answer the questions by rephrasing the underlined information. Elicit answers around the class.

#### **Suggested Answer Key**

- 1 ... he wanted us to stop destroying our planet.
- 2 ... write letters to colleges to tell teachers and students about his idea.
- 3 ... pollution of rivers and seas and the extinction of plants and animals.
- 4 ... organise events to raise money, clean up polluted areas and plant trees.

Ss explain the words in bold by giving a definition, synonym or antonym. Encourage Ss to try and guess the meanings of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

#### **Answer Key**

**remind (v):** to help someone remember something

**look after (phr v):** take care of something / someone

**bear (v):** to accept something you find very painful or difficult

**suffer (v):** to experience bad treatment

**extinct (adj):** no longer existing

**take action (phr):** to do something to deal with a problem

**campaign (n):** a series of actions done for a cause

**react (v):** to respond/to say something or show an emotion after something has been said or done

**positively (adv):** opp of negatively/ showing that you agree with something or think that something is true

**as a result (phr):** because of something that happened before

**make promises (phr):** to say that you will definitely do something

**respect (v):** to treat with care

**fund-raising event (phr):** a performance, sports event or party which is held to collect money for a good cause

**wreaths (n):** arrangements made of leaves and flowers, usually made in a circular shape

### 4 **Focus ►** Creating paragraph headings

Explain the task. Allow Ss time to summarise the topic of each paragraph in pairs, and to think of suitable headings. Elicit answers around the class and write them on the board. Ask Ss to choose the best headings and to justify their choices.

#### **Suggested Answer Key**

- 1 What is Earth Day?
- 2 A great idea.
- 3 Schools get involved.
- 4 A worldwide celebration.
- 5 Working for the future.

### 5 **Focus ►** Giving a speech about Earth Day

Explain the task. Allow Ss time to make notes and practise their speeches in pairs. Monitor the activity. Select Ss to present their speeches.

#### **Suggested Answer Key**

The first Earth Day celebration was on April 22, 1970. The idea was introduced by Gaylord Nelson, an American senator, who wanted to do something to help the environment. He contacted schools and colleges and got support from young people. On the first Earth Day, 20 million people across America took part in activities to help save the planet. Today, Earth Day is celebrated all around the world. There are concerts, festivals, parades and campaigns, all of which remind us of our promise to save our planet.



6 **Focus ►** Following a set of instructions

Read through the instructions and the list of materials for making a bird feeder. Elicit/Explain any unknown words. Ss make their bird feeders and bring them into class for the next lesson. Display them around the classroom, then allow Ss to take their bird feeders home and hang them up outside their houses.



1 Did you know that our planet has a special day? Every year, on the 22<sup>nd</sup> of April, we celebrate Earth Day. On this day, we **remind** ourselves and others how precious the Earth is and how important it is to **look after** it.

2 Earth Day was the idea of American Senator Gaylord Nelson. The Senator was a sensitive man who couldn't **bear** watching our planet **suffer**. Rivers and seas were getting dirty, many of our plants and animals were becoming **extinct** and not many people knew. Therefore, he decided to **take action** and create a special day to remind everyone that we need to take care Earth.

3 The Senator started by writing letters to colleges, to inform students and teachers about his **campaign**. He also wrote an article for Scholastic Magazines presenting his idea about the special day he was planning. He hoped that young people around the country would **react positively**. Fortunately, they did!

4 **As a result**, on April 22, 1970, 20 million people across America celebrated the first Earth Day. People all over the country **made promises** to **respect** and look after the environment. Since then, Earth Day has been celebrated all over the planet.

5 Today, on Earth Day people organise **fund-raising events**, such as concerts, contests, parades, festivals, tree-planting excursions and clean-up campaigns. Children design and make objects at school, such as bird feeders and Earth Day **wreaths** and all of us promise to try to turn every day into Earth Day!

## Project: Milk Carton Bird Feeder

6 Now it's your turn to make something special for Earth Day! Follow the instructions and make a bird feeder to hang outside.

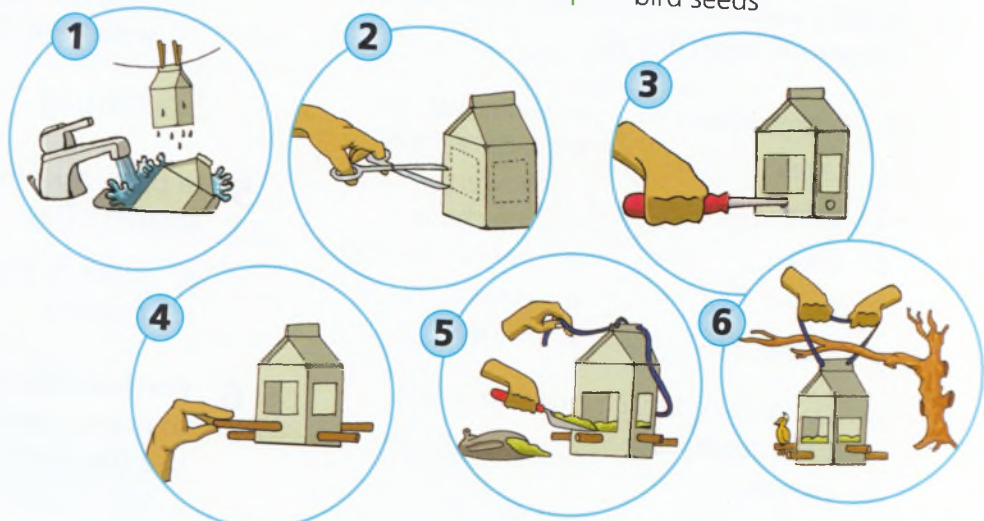


### You will need:

- an empty milk or juice carton
- strong string
- scissors
- 2 sticks or wooden rods
- bird seeds

### What to do:

- 1 Wash and dry the carton.
- 2 Cut a square hole in each side.
- 3 Make smaller holes below each square.
- 4 Push your sticks or rods through the small holes.
- 5 Fill the bottom of the carton with bird seeds.
- 6 Tie your feeder to a tree branch with string.





# Mother's Day



## Reading & Listening

1 Look at the card and the poem. Who are they for? Why? When do you celebrate this day in your country?

2 Listen to the music. What images of your mother come to mind?

3 What do you do on Mother's Day? Match the words, then discuss.

- |                 |                         |
|-----------------|-------------------------|
| 1 buy/give/send | a time with her         |
| 2 take          | b a card/a gift/flowers |
| 3 bake          | c the chores            |
| 4 cook          | d her out to lunch      |
| 5 do            | e a cake                |
| 6 spend         | f a meal                |

A: On Mother's Day, I give my mum a card.  
What about you?

B: I usually ...

**M** ... is for the **million** things she gave me  
**O** ... means **only** that she's growing old  
**T** ... is for the **tears** she shed to save me  
**H** ... is for her **heart** of purest gold  
**E** ... is for her **eyes**, with love light shining  
**R** ... means **right** and right she'll always be.

4 a. Where do you think Mother's Day started? Skim through the text and check.

b. Read the text and choose the correct answers. Justify your answers. Listen and check. Explain the words in bold.

## Speaking

5 In pairs, ask and answer questions about Mother's Day.

A: When did Mother's Day start?

B: It started ...

6 **Portfolio:** Use the letters in the word *Mother* to make a poem about your own mother. Use the one in Ex. 1 as an example.



# Special Days

## Mother's Day

**Objectives:** learning about Mother's Day

**Reading & Listening:** a text about Mother's Day (multiple choice cloze)

*Skills –reading & listening for gist*

*reading & listening for specific information*

**Vocabulary:** Mother's Day facts and activities

**Speaking:** asking and answering questions about Mother's Day

**Project:** making a photo frame out of a CD case

### 1 **Focus ►** Introducing the topic of Mother's Day

Direct Ss' attention to the poem and the card. Elicit answers to the questions around the class.

**Answer Key**

*Mothers.*

*To celebrate Mother's Day.*

*(Ss' own answers)*

### 2 **Focus ►** Responding to music

Tell Ss they are going to listen to some music. Explain that they should think about their mothers. Ask Ss to close their eyes and play the recording. Elicit what images the music provoked.

*(Ss' own answers)*

### 3 **Focus ►** Matching vocabulary related to Mother's Day

Explain the task. Allow Ss time to read through the lists and complete the matching exercise. Check Ss' answers.

**Answer Key** *(See overprinted answers)*

Ask Ss to discuss with their partner what they do on Mother's Day. Monitor the activity. Select pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *On Mother's Day, I usually buy my mum some flowers and bake her a cake. What about you?*

B: *I usually take her out to lunch and spend time with her.*

### 4 **Focus ►** Comprehending and completing a text about Mother's Day

a. Ask Ss where/when they think Mother's Day started. Elicit answers around the class. Allow Ss time to skim through the text and check their answers.

**Answer Key**

*It probably started in Ancient Greece.*

b. Explain the task. Remind Ss to read the entire text before filling in the gaps. Allow Ss time to complete the task in pairs. Check Ss' answers around the class.

**Answer Key** *(See overprinted answers)*

Ss explain the unknown words by giving a definition, synonym or antonym. Encourage Ss to try and guess the meanings of the words from the context before using their dictionaries to check their guesses. Check Ss' answers, then elicit/explain the meaning of any words that Ss still do not understand.

**Answer Key**

*unlimited (adj): an endless amount of something*

*support (n): approval, encouragement, help*

*honour (v): to show that you admire and respect someone*

*throughout (prep): all through/in every part of*

*custom (n): tradition/something that is done by all people in a particular society*

*pay tribute to (phr): to praise and admire a person and/or their actions in public*

*servant (n): a person who is paid to take care of a house and the people who live in it*

*please (v): to make someone happy*

### 5 **Focus ►** Asking and responding to questions about Mother's Day

Tell Ss to re-read the text and write a short list of facts about Mother's Day. In pairs, Ss ask and answer questions about Mother's Day. Monitor the activity, then select pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

B: *... in Ancient Greece. Why do we celebrate Mother's Day?*

A: *To thank our mothers for everything they do for us. When do most countries celebrate Mother's Day?*

B: *It's usually celebrated on the second Sunday in May, but some countries celebrate it on different days.*

### 6 **Focus ►** Writing a poem

Explain the task. Direct Ss' attention to the poem on p. 108. Write the word MOTHER on the board and ask Ss to think of words beginning with these letters to describe their own mothers. Brainstorm for ideas and write them on the board. Allow time for Ss to complete their poems. Select Ss to recite their poems.

**Suggested Answer Key**

*M... is for the many ways she helps me*

*O... means she's the one who's always there*

*T... is for the way she takes care of me*

*H... is for her help and loving care*

*E... is for her endless love and patience*

*R... means that her love for me is real*



7 **Focus ►** Following a set of instructions

Read through the instructions and the list of materials needed for Ss to make their CD case photo frame. Elicit/Explain the meaning of any unknown words. Make sure Ss understand how to complete the task and remind them that they should put a picture of themselves for their mother in the frame. Ss make their photo frames at home and bring them to class for the next lesson. Ss then give them to their mothers for Mother's Day.



'Eat your food!', 'Be careful!', 'Don't be late!' are some phrases mothers are famous 1) .....! But it's not only advice and orders that they give. Mothers offer us **unlimited** love and **support** throughout our lives. To thank them for what they do for us every day, we **honour** them 2) ..... Mother's Day, every year! Most countries celebrate Mother's Day on the second Sunday of May, while others have their Mother's Day at different 3) ..... throughout the year.

The **custom** of honouring mothers 4) ..... a special day probably started in Ancient Greece. Back then, the people **paid tribute to** Rhea, the Mother of the Gods, each spring. In the 1600s, another type of Mother's Day appeared. It was celebrated in England on the fourth Sunday during Lent and it 5) ..... called 'Mothering Sunday'. On Mothering Sunday, the **servants** 6) ..... used to live with their employers were encouraged to return home and honour their mothers. It was traditional for them to bring 7) ..... special cake along to celebrate the occasion.

Today, people 8) ..... over the world do special things to **please** their mothers on this day. They send them cards, give them flowers and chocolates and take them out to lunch. Little children make special gifts for 9) ..... mothers and sometimes they even do the chores around the house to let their mothers 10) ..... a relaxing day!

- |  |  |                                      |  |
|--|--|--------------------------------------|--|
| 1 <input checked="" type="radio"/> A for | B about                                  | C to                                 | D at                                     |
| 2 <input type="radio"/> A in             | <input checked="" type="radio"/> B on    | C at                                 | D during                                 |
| 3 <input type="radio"/> A hours          | B moments                                | C days                               | <input checked="" type="radio"/> D times |
| 4 <input checked="" type="radio"/> A on  | B in                                     | C of                                 | D at                                     |
| 5 <input checked="" type="radio"/> A was | B does                                   | C has                                | D are                                    |
| 6 <input type="radio"/> A which          | B where                                  | C when                               | <input checked="" type="radio"/> D who   |
| 7 <input type="radio"/> A some           | B an                                     | <input checked="" type="radio"/> C a | D any                                    |
| 8 <input type="radio"/> A from           | <input checked="" type="radio"/> B all   | C around                             | D of                                     |
| 9 <input type="radio"/> A they           | <input checked="" type="radio"/> B their | C the                                | D them                                   |
| 10 <input type="radio"/> A make          | <input checked="" type="radio"/> B have  | C do                                 | D see                                    |



- 7 Make a photo frame from a CD case as a gift for your mother!



### Instructions

- Open your CD case and take out the piece of plastic which holds the CD.
- Cut your photo a bit smaller than the case and stick it into the back of the case with sticky-tape.
- Cut a piece of cardboard or gift wrap to fit the frame and stick it behind the photo.
- Decorate your frame using: ribbon, glitter, colourful buttons, shells, stickers, painted pasta pieces or anything else you can think of!
- Open the case to stand it up. Your photo frame is ready!

### You will need:


- an empty CD case
- scissors, glue & sticky-tape
- a piece of cardboard or gift wrap
- bits and pieces to decorate the frame (see suggestions below)
- a photo for framing

## Project: Make a photo frame





# Songsheet 1

- 1 Look at the pictures and the title. What is the song about? Read and check.
- 2  In pairs, fill in the missing words. Listen and check.
- 3 How important is it to relax? Discuss in pairs.
- 4 Do you have a busy lifestyle with lots of stress? What do you do to relax?
- 5 Would you rather have more time or more money?
- 6 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

*Make hay while the sun shines.  
There's no time like the present.*



## Chill Out

In this busy world, there's so much  
1) **to** do  
But you need time to have fun, too.  
Take a break and just chill out  
That's what life is 2) **all** about

*Chill out, relax, make time for you  
Think of things 3) **you** want to do  
Do something that makes you smile  
Forget your troubles for 4) **a** while*

We're all so busy, we work all day  
We 5) **don't** have much time to play  
But don't forget, you need to rest  
And do 6) **the** things that you like best



1 **Focus ►** Describing pictures and predicting the topic of a song

Direct Ss' attention to the pictures. Ask Ss how they think the people in the pictures are feeling (*relaxed/stressed*). Elicit/Explain any words necessary to describe the pictures (*businessman, cyclist, pier, yacht, etc*). Ask Ss why the people in the pictures may be feeling this way. Direct Ss' attention to the title of the song and elicit/explain the meaning (*relax*). Ask Ss to predict what they think the song may be about. Ss read the song quickly to check their predictions. Elicit feedback from the class.

**Suggested Answer Key**

*In two of the pictures the people are very stressed and there is also a picture of a clock. Perhaps the people are stressed because they are late for something or because they have a lot of work to do in very little time. In the other pictures there are people relaxing. The cyclist and the woman on the sofa might be feeling relaxed because they are sitting by the sea and at home respectively. The last picture shows a yacht on the sea. I think that looks very relaxing.*

2 **Focus ►** Listening for specific information

Allow Ss time to read through the song. Elicit/Explain any unknown words. Ask Ss what the song is about (*finding time to relax*). Remind Ss to read both before and after the gaps before filling them in. Allow time for Ss to complete the exercise in pairs. Play the recording (twice if necessary). Ss listen and check their answers. Check answers around the class.

**Answer Key** (See overprinted answers)

3 **Focus ►** Speaking about the importance of relaxation

Allow Ss, in pairs, a short time to think of as many reasons as possible to relax (*health, relationships, work, etc*). Elicit answers around the class and write them on the board. With each answer ask Ss what can happen if people don't relax (*mental/physical health problems, breakdown of relationships, failure at work/school, etc*).

(Ss' own answers)

4 **Focus ►** Speaking about busy lifestyles and relaxation

Ask Ss about their lifestyles and the things that make them stressed. Elicit answers around the class and write a list on the board. Prompt a whole class discussion. Ask Ss about the things they do to relax. Elicit answers around the class and write a list on the board.

(Ss' own answers)

**Extension:** Conduct a class vote on the most common causes of stress and discuss ways of dealing with both the causes and the symptoms. Conduct a class vote on the most popular ways to relax and discuss the advantages and disadvantages of the most popular choices.

5 **Focus ►** Speaking about priorities

Remind younger Ss that they may well be faced with this choice one day. Ask Ss what they would like to do if they had more time (*e.g. travel, meditate, paint a picture, etc*) or more money (*buy a big house/car, have lots of children, etc*). Allow Ss time to discuss their choices in pairs. Elicit answers around the class.

(Ss' own answers)

6 **Focus ►** Discussing English sayings

Direct Ss' attention to the sayings. Elicit/Explain any unknown words. Ask Ss questions such as, *What is the advantage of collecting hay from the fields in sunny weather? (it's easier) and What might happen if you wait some time before doing something? (circumstances may change)*. Ask Ss to try to guess the meaning of the sayings. Elicit answers around the class, correcting when necessary. Allow time for Ss to discuss the sayings in pairs and to decide whether they agree with them. Elicit answers around the class and ask Ss for similar sayings in their language.

**Answer Key**

*Make hay while the sun shines* - Take advantage of a good situation that is not likely to last.

*There's no time like the present* - It is better to do something now rather than wait.

(Ss' own answers)



- 1 **Focus ►** Describing pictures and predicting the topic of a song

Direct Ss' attention to the pictures. Ask Ss if they can guess where the pictures were taken (*Venice, Greek island, Istanbul, etc.*). Elicit/Explain any words necessary to describe the pictures (*gondola, gondolier, windmill, etc.*). Ask Ss which places they would like to visit. Direct Ss' attention to the title of the song. Ask Ss to predict what they think the song may be about (*travelling around the world and seeing different places*). Ss read the song quickly to check their predictions.

**Suggested Answer Key**

*The pictures show different places around the world. I would like to visit Venice. I would like to see a gondolier on a gondola going down a canal. I think the song will be about travelling to different places around the world.*

- 2 **Focus ►** Listening for specific information

Allow Ss time to read through the song. Elicit/Explain any unknown words. Remind Ss to read both before and after the gaps before filling them in. Allow time for Ss to complete the exercise. Play the recording, twice if necessary. Ss listen and check their answers. Check Ss' answers around the class.

**Answer Key** (See overprinted answers)

- 3 **Focus ►** Comprehending the feelings of the singer

Explain the task. Allow Ss time to reread the song carefully. Tell Ss to underline the key words and phrases that help them to detect the singer's feelings. Check Ss' answers around the class.

**Suggested Answer Key**

*The singer feels strongly about travelling. He hasn't travelled around the world, but he would like to (I want to go to exciting places. / Let's book now, let's go today).*

- 4 **Focus ►** Speaking about travelling

Allow Ss time to discuss, in pairs, various reasons for travelling. Elicit answers around the class.

**Suggested Answer Key**

*explore/see more of the world, visit friends and family, meet new people, learn about different cultures, relax*

- 5 **Focus ►** Speaking about visiting specific places

Ask Ss which places they would like to visit and what they expect to find in those places. Elicit answers around the class and write a list on the board. Ask Ss about what they would expect to gain from visiting those places. Elicit answers around the class and write a list on the board. Initiate a class discussion.

**Suggested Answer Key**

*I would love to visit Athens in Greece. I am very interested in ancient cultures and I would like to see the Acropolis. I think I would also learn a lot about the way Greek people live today. I could also visit ... etc*

- 6 **Focus ►** English sayings related to travel

Direct Ss' attention to the sayings. Elicit/Explain any unknown words. Ask Ss to match the beginnings (A) to the endings (B). Check Ss' answers. Ask Ss to try to guess the meaning of the sayings. Elicit answers around the class, correcting when necessary. Allow time for Ss to discuss the sayings in pairs and to decide whether they agree with them. Elicit answers around the class and ask Ss for similar sayings in their language.

**Answer Key**

*Travel broadens the mind - Experiencing different places and cultures allows people to think about things in a more open way.*

**A rolling stone gathers no moss**

**(Negative)** *When someone moves from one place to another, they will not have many friends or possessions.*


**(Positive)** *It is a good thing to keep moving because people can avoid unwanted responsibilities.*

(Ss' own answers)





# Songsheet 2

- 1 Look at the pictures. How are they related to the title of the song? What do you expect to hear? Read and check.
- 2  Read the song and fill in the gaps with words from the list. Listen and check.
  - far • land • new • see
  - faces • things
- 3 How does the singer feel about travelling?
- 4 Why do people travel? What can we learn by travelling? Discuss in pairs.
- 5 What place(s) do you hope to visit some day? Why?
- 6 Match the beginnings (A) to the endings (B) to form English sayings, then explain what they mean. Are there similar sayings in your language?

(A)

Travel ...

A rolling stone ...

(B)

... gathers no moss.

... broadens the mind.

## See the World

I want to go to exciting places  
To try new things and see new 1) **faces**  
To travel over 2) **land** and sea  
Come and see the world with me

*Let's book now, let's go today*  
*Let's travel to countries 3) **far** away*  
*The world is out there, so bright and 4) **new***  
*I want to see the world with you*

So many places we've never been  
So many 5) **things** we've never seen  
The world is waiting, can't you 6) **see**  
Come and see the world with me





# Songsheet 3

1 Look at the pictures. Which picture (1-7) best matches the phrases/words (A-D)?

A strong wind    B hot lava    C huge earthquake    D thunderstorm

## Nature's Power



1

Have you heard a strong wind blow?

Have you seen hot lava flow?

When we see these things we know

We're seeing nature's power



2

*Every day, and every hour*

*Nature shows us all its power*

*We can't fight it, we're too small*

*Nature's power controls us all*



3

Have you felt a huge earthquake?

Have you felt a building shake?

Has a thunderstorm kept you awake?

Then you've felt nature's power



4




5



6



7

2  Read and listen. Which disasters in the pictures does the song mention?

3 How does the singer feel about nature? Why does she believe that "we can't fight it"?

4 What do you think you would do in a disaster (e.g. panic, help other people, etc.)?

5 How do you feel about nature? Does its power scare you?

6 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

*Nature goes her own way.*

*All's well that ends well.*

*Every cloud has a silver lining.*



## 1 Focus ► Matching pictures and disasters

Direct Ss' attention to the pictures. Elicit/Explain any words necessary to describe the pictures (*typhoon, rainstorm, flood, etc*). Ask Ss to describe what is happening/what has happened in each picture. Explain the task. Allow time for Ss to complete the matching exercise. Check Ss' answers around the class.

### Answer Key

- A strong wind – picture 1
- B hot lava – picture 4
- C huge earthquake – picture 3
- D thunderstorm – picture 7

## 2 Focus ► Listening for specific information

Allow Ss time to read through the song. Elicit/Explain any unknown words. Play the recording. Ss read and listen, then complete the exercise. Check Ss' answers around the class.

### Answer Key

*hurricane (strong wind), volcanic eruption (hot lava), huge earthquake, thunderstorm*

## 3 Focus ► Comprehending the feelings of the singer

Explain the task. Allow Ss time to reread the song carefully. Tell Ss to underline the key words and phrases that help them to detect the singer's feelings. Check Ss' answers around the class.

### Suggested Answer Key

*The singer feels nature is always more powerful than people; that we cannot control nature as it controls us.*

## 4 Focus ► Speaking about natural disasters

Ask Ss to think about specific disasters and the situations they might find themselves in (*e.g. trapped in a house, caught in a storm, etc*). Elicit answers around the class and write a list on the board. Allow Ss time to discuss various responses to these situations in open pairs. Elicit answers around the class.

### Suggested Answer Key

*If I were caught in a storm, I would try to find some shelter. I would try to help other people if I saw they were in trouble. etc*

## 5 Focus ► Speaking about personal feelings about the power of nature

Ask Ss to think about specific experiences of nature's power that have scared or excited them. Elicit answers around the class. Ask other Ss how they would feel in the same situations. Allow time for Ss to further discuss their feelings about nature in closed pairs. Elicit answers around the class.

### Suggested Answer Key

*I was once in a terrible thunderstorm. I was in the car with my parents. My sister was scared, but I was really excited. I love thunderstorms ... etc*

## 6 Focus ► English sayings related to nature

Direct Ss' attention to the sayings. Elicit/Explain any unknown words. Ask Ss to try to guess the meaning of the sayings. Elicit answers around the class, correcting when necessary. Allow time for Ss to discuss the sayings in pairs and to decide whether they agree with them. Elicit answers around the class and ask Ss for similar sayings in their language.

### Answer Key

*Nature goes her own way – There is nothing anyone can do to change or alter the behaviour of nature.*

*All's well that ends well – If the final result or outcome of a situation is good, whatever happened before doesn't really matter.*

*Every cloud has a silver lining – There is something good even in the most unpleasant situation.*

*(Ss' own answers)*



1 **Focus ►** Relating pictures to the title of a song

Direct Ss' attention to the pictures. Ask Ss what the people in the pictures are doing. Elicit/Explain any words necessary to describe the pictures (*treadmill, rowing, etc.*). Direct Ss' attention to the title of the song. Ask Ss how they think it is related to the pictures. Allow Ss time to read the chorus to check their answers.

**Suggested Answer Key**

*The pictures show different pastimes that have a lot of action. The title of the song and the chorus are about enjoying action every day.*

2 **Focus ►** Reading and listening for specific information

Explain the task. Allow Ss time to read through the song. Elicit/Explain any unknown words. Tell Ss to find the singer's favourite sports. Play the recording, twice if necessary. Ss read and listen to check their answers. Check Ss' answers around the class.

**Answer Key**

*The singer likes to skate, swim, work out at the gym and play tennis.*

3 **Focus ►** Discussing the character of the singer

Explain the task. Elicit/Explain any unknown words from the list of adjectives. Tell Ss to underline the words and phrases that help them to understand the singer's character. Allow Ss time to reread the song carefully and choose the adjective that best describes the singer. Check Ss' answers around the class.

**Suggested Answer Key**

*'Active' best describes the singer. "I need action every day. / I love action, I can't stop."*

4 **Focus ►** Expressing personal opinions

Allow Ss time to reread the song and discuss, in pairs, whether they agree with the singer. Elicit answers around the class. Initiate a class discussion.

**Suggested Answer Key**

*I agree with the singer, but I also believe that it's a good idea to take some time to relax. Exercise is very important, but it's also important to rest, too. I love to sit and watch TV.*

5 **Focus ►** Speaking personally about sports

Ask Ss to think about the sports they take part in. Elicit answers around the class. Allow time for Ss to discuss how sports make them feel in pairs. Remind Ss to use adjectives to describe how sports make them feel. Elicit answers around the class.

**Suggested Answer Key**

*I'm not a very active person. I can't stand physical exercise and I hate going to the gym. I feel sweaty and tired afterwards.*

6 **Focus ►** English sayings related to health/action

Direct Ss' attention to the sayings. Elicit/Explain any unknown words. Ask Ss to try to guess the meaning of the sayings. Elicit answers around the class, correcting when necessary. Allow time for Ss to discuss the sayings in pairs and to decide whether they agree with them. Elicit answers around the class and ask Ss for similar sayings in their language.

**Answer Key**


*A healthy mind in a healthy body – A healthy body allows the mind to function better.*

*Action is the enemy of thought – It is better to think about things rather than take actions without thinking.*

*(Ss' own answers)*



# Songsheet 4

- 1 Look at the pictures. How are they related to the title of the song? Read the chorus and check.
- 2  Read and listen. What sports does the singer like doing?
- 3 Which adjective best describes the singer?  
Discuss in pairs.  
• active • bored • joyful • stressed
- 4 Do you agree with the singer? How do you feel about watching TV/reading/etc?  
Discuss in pairs.
- 5 What sports do you do? How do they make you feel?
- 6 In pairs, discuss the following sayings.  
What do they mean? Do you agree with them? Are there similar sayings in your language?

*A healthy mind in a healthy body.  
Action is the enemy of thought.*



## Action

Some people like to stay at home

They sit and watch TV

But I can't stand to sit around

That's not the life for me

*I need action every day*

*There's no sport that I can't play*

*I love action, I can't stop*

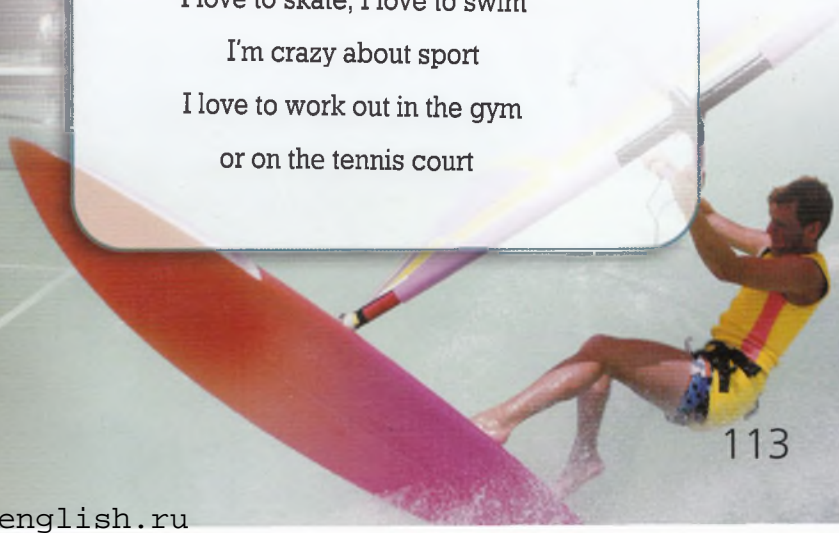
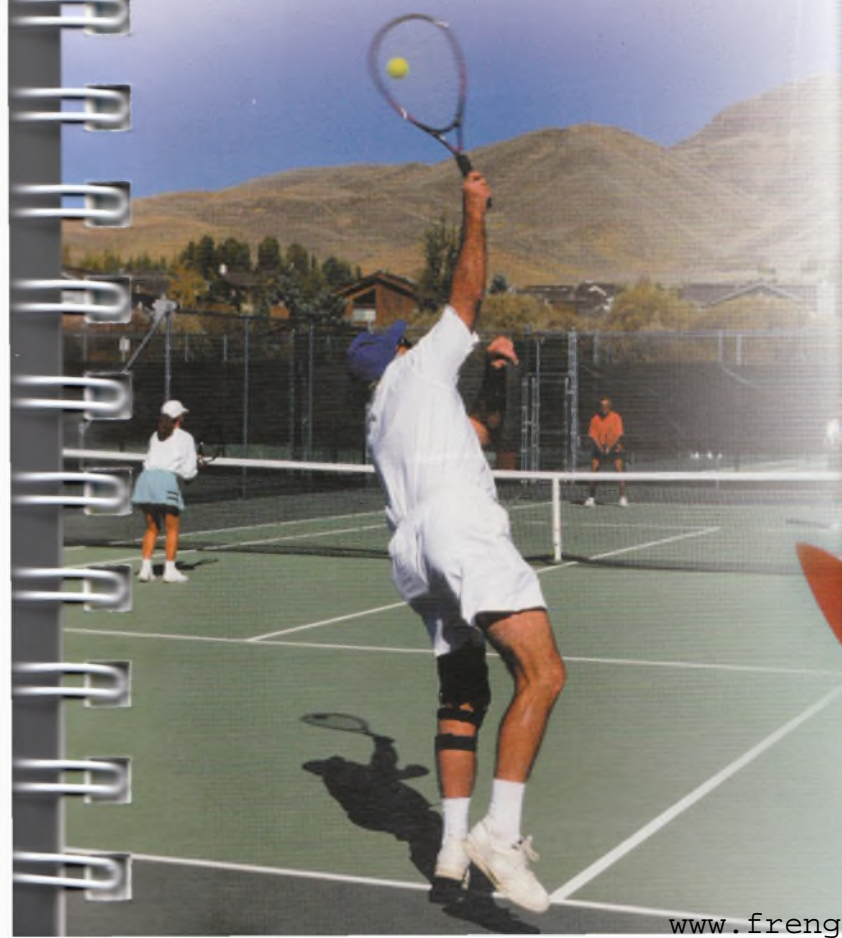
*Action takes me to the top*

I love to skate, I love to swim

I'm crazy about sport


I love to work out in the gym

or on the tennis court





# Songsheet 5

- 1 Look at the pictures. How do they make you feel?
- 2  These phrases are from the song. What do you think they refer to in the song? Listen, read and check.
  - believe in magic
  - it's all around
  - hear the magic call
  - something out there
  - we don't know
  - a great mystery
- 3 Which of these is the best title for the song? Decide in pairs. Give reasons.

## STRONGER THAN US What's Out There

### SCARY CREATURES

- 4 How does the singer feel about the supernatural? How do you feel about it? Why?
- 5 Why do many people feel afraid of the unknown?
- 6 Do you believe there are lots of things in the universe that we can't explain? Give examples.

Do you believe in magic?  
I'm sure it's all around  
The world is full of magic  
Just waiting to be found

*And if you close your eyes  
You can hear the magic call  
'Cause there's something out there  
Something greater than us all*

There's so much that we don't know  
So much that we can't see  
So many things that happen  
Are still a great mystery





## 1 **Focus ►** Describing pictures

Direct Ss' attention to the pictures. Ask Ss what they can see in each picture. Elicit/Explain any words necessary to describe the pictures (*eclipse, star, galaxy, UFO, etc*). Ask Ss how each picture makes them feel (*curious, interested, excited, scared, etc*).

(Ss' own answers)

## 2 **Focus ►** Predicting the content of a song

Explain the task. Direct Ss' attention to the list. Elicit/Explain any unknown words. Elicit answers around the class. Play the recording, twice if necessary. Ss listen and read to check their answers. Check Ss' answers around the class.

### Answer Key

*believe in magic* – the song asks whether the listener believes in magic

*it's all around* – magic is all round

*hear the magic call* – you can hear it if you close your eyes

*something out there* – there is 'something' (i.e. other, strange 'people') out there (i.e. in space)

*we don't know* – there's so much that we don't know (i.e. about the universe/aliens/etc)

*a great mystery* – so many things that happen are still a great mystery

## 3 **Focus ►** Choosing which title best suits the song

Explain the task. Elicit/Explain any unknown words from the titles. Allow Ss time to reread the song carefully and choose the title that best suits the song in pairs. Remind Ss that they must justify their answers. Elicit answers around the class.

### Suggested Answer Key

*We think that the title 'What's Out There' best suits the song. It doesn't mention anything scary or anything stronger than us – it just says "greater than us all". The song refers to things we don't know about – "There's so much we don't know".*

## 4 **Focus ►** Expressing personal opinions

Allow Ss time to reread the song and discuss, in pairs, whether they agree with the singer. Elicit answers around the class. Initiate a class discussion.

### Suggested Answer Key

*The singer seems very sure that there is something out there even though she has no idea what it is. I think that there might be more out there than we know, but I won't believe in anything until I see it myself.*

## 5 **Focus ►** Speaking about fear of the unknown

Brainstorm ideas with Ss. Allow Ss to express themselves freely.

### Suggested Answer Key

*Because the unknown is usually perceived as a threat/something dangerous, because of popular stories that scare children, because of reports of people being abducted by aliens, etc.*

## 6 **Focus ►** Speaking about personal opinions

Ask Ss to think about specific examples of things in the universe that we cannot explain (*UFO sightings, crop circles, ghosts, etc*). Allow Ss time to discuss examples in pairs. Elicit answers around the class. Write Ss' answers on the board. Prompt a class discussion.

### Suggested Answer Key

*I believe that there are lots of things in the universe that cannot be explained. Thousands of people have reported seeing strange objects flying in the sky. I don't believe that they can all be wrong or that they are all telling lies. There are billions of stars and planets in the universe, so there must be life on other planets and some of it must be more intelligent than us ... etc*



# Pairwork Activities

Divide Ss into pairs. Ss become either Student A or Student B. Please note that Ss retain their 'A' or 'B' identity throughout the course. Direct Ss to the appropriate page and item. Allow time for Ss with visual material to familiarise themselves with it and consider questions they may be asked, while Ss with written material consider the topic and formulate questions from the prompts. Elicit/Explain any unknown words individually. Remind Ss to form full sentences. Allow time for Ss to ask and answer questions. Monitor the activity. Correct when necessary. Select pairs of Ss to act out their dialogues.

## Set 1

- 1 B: What is his name?  
A: Mr E Ross.  
B: What is his job?  
A: He is a (geography) teacher.  
B: Where does he work?  
A: He works at Belgrave High School.  
B: When does he work (there)?  
A: He works there from Monday to Friday.  
B: What is his staff code?  
A: His staff code is 864065.
- 2 B: Where is the holiday?  
A: The holiday is in Kenya.  
B: How much does it cost?  
A: It costs (from) £650.  
B: How many days are there in the Masai Mara?  
A: There are three days in the Masai Mara.  
B: How many nights camping are there?  
A: There are two nights camping.  
B: Who do I contact?  
A: Contact [www.safarikenya.com](http://www.safarikenya.com).
- 3 B: What is the title of the book?  
A: The title of the book is *Firefighters*.  
B: What is it about?  
A: It's about firefighters.  
B: Who is it (supposed to be) for?  
A: It's for ages 6 and up.  
B: How many pages does it have?  
A: It has 32 pages.  
B: How much does it cost?  
A: It costs \$7.00.
- 4 B: What is the name of the boutique?  
A: The name of the boutique is Lynn's Boutique.  
B: What's special about it?  
A: Large sizes are available.  
B: When does new stock arrive?  
A: New stock arrives daily.  
B: What is the address?  
A: The address is Malvern House, 24, Church Street, Sheringham.  
B: What is the telephone number?  
A: The telephone number is 01263-822080.
- 5 B: What is it?  
A: It's an i-Pen (an optical graphics digital pen mouse).  
B: Why is it different?  
A: It's different because it's wireless.  
B: Does it have any extras?  
A: Yes, there's RF and Bluetooth.  
B: How much does it cost?  
A: It costs \$69.95.  
B: Is (the) software included?  
A: Yes, the software is free/included.

## Set 2

- 1 A: What kind of meal is there?  
B: A medieval banquet.  
A: What is the name of the restaurant?  
B: The name of the restaurant is The Old Castle Tavern.  
A: When is it open?  
B: It's open from 7:45 pm to 11:30 pm.  
A: How much does a meal cost?  
B: Meals cost (from) £39.50 (per person).  
A: What is the telephone number?  
B: The telephone number is 01484-638 274.
- 2 A: Which TV channel is the programme on?  
B: It's on BBC 1.  
A: When is it on?  
B: It's on on Monday, 14<sup>th</sup> June, at 7:30 pm.  
A: Who is the presenter?  
B: The presenter is David Atkins.  
A: Who directs/directed the programme?  
B: It is/was directed by Michael Pallid.  
A: What animals will we see?  
B: We will see a puma, a few llamas and thousands of exotic birds.
- 3 A: What is the doctor's name?  
B: The doctor's name is John Miller (GP).  
A: Where does he work?  
B: He works at Memorial Hospital.  
A: What is the patient's name?  
B: The patient's name is Steve Webster.  
A: What is the patient's age?  
B: He is 18 (years old).  
A: How often should he take the medicine?  
B: He should take one pill a day.
- 4 A: What is the name of the club?  
B: The name of the club is Moorland Tennis Club.  
A: Who can join?  
B: All ages and abilities are welcome.  
A: Why would/do people join?  
B: To make friends and keep fit.  
A: Who should/do I contact?  
B: You (should) contact Bob Greene.  
A: What is his telephone number?  
B: His telephone number is 01253-891 742.
- 5 A: What is it about?  
B: It's about recycling.  
A: What day is it on?  
B: It's on Sunday, 21<sup>st</sup> November.  
A: What time does it begin and end?  
B: It begins at 10 am and it ends at 3 pm.  
A: What is there/will there be to do?  
B: There is/will be games, lucky draws and an exchange of used or second-hand items.  
A: Where is the meeting place?  
B: 12, Preston Street.




# Pairwork Activities

## Visual Materials



1A

**Belgrave High School Staff**



<b>Name:</b>	Mr E Ross
<b>Department:</b>	Geography
<b>Title:</b>	Teacher
<b>Hours:</b>	8:30 am - 4:30 pm
<b>Days:</b>	Mon - Fri
<b>Staff Code:</b>	864065

2A

**Holiday in Kenya**

**Prices from £650!**



**Includes**

- flight
- hotel accommodation
- 3-day-visit to the Masai Mara
- guide and 2 nights camping

**Contact**  
[www.safarikenya.com](http://www.safarikenya.com)

3A

**FIREFIGHTERS**



Learn all about **firefighters** and their equipment and how they fight fires.

**Ages:** 6 and up  
**Pages:** 32  
**Price:** \$7.00

4A



**Lynn's Boutique**

**New Stock Arriving Daily**

Large sizes available

Malvem House  
24, CHURCH ST  
SHERINGHAM  
Tel: 01263 - 822080



5A

**i-Pen**

**Optical Graphics Digital Pen Mouse**

**New Wireless!**

Plus RF & Bluetooth!

Free Software  
ritePen, riteMail,  
webMemo, etc.

**\$69.95**





# Pairwork Activities

## Visual Materials

1B

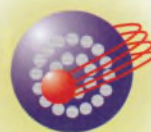
### Step back in time and enjoy a Medieval Banquet

The Old Castle Tavern  
offers an evening  
to remember.



**Opening hours:** 7:45 pm - 11:30 pm  
**Meals from only:** £39.50 per person  
**Telephone:** 01484-638 274

2B



# BBC1

### The World Around Us

Mon 14<sup>th</sup> June 7:30 pm

Presented by David Atkins

Directed and produced by Michael Pallid.

This week David Atkins explores Peru. His journey takes us from the mountains, through the jungle and to the coast. Along the way we meet a puma, a few llamas and thousands of exotic birds.

3B

John Miller, GP  
Memorial Hospital  
Ohio, USA

**NAME:** Steve Webster **AGE:** 18  
**ADDRESS:** 12 Manson St **DATE:** 25/08

R<sub>x</sub>

Augmentin 250 ml  
1 pill a day

Refills: 0

*[Signature]*

4B



interested in taking up a sport?

Do you want to make friends  
and keep fit?

Moorland Tennis Club is looking  
for new members. All ages and abilities welcome.

**Contact: Bob Greene on 01253-891742**

5B



## Recycling Day

Don't throw away our future.  
Learn to respect the environment.

**Date:** 21 Nov. (Sun)  
**Time:** 10 am - 3 pm  
**Activities:** games, lucky draws,  
exchange of used or  
second-hand items  
**Meeting place:** 12, Preston St



# Pairwork Activities

## Prompt Cards

set 1

STUDENT B

1B

### Staff

- name?
- what/job?
- where/work?
- when/work?
- what/staff code?

2B

### Holidays

- where/holiday?
- how much/cost?
- how many days/Masai Mara?
- how many nights/camping?
- who/contact?

3B

### Book

- title?
- what about?
- who for?
- pages/how many?
- how much?

4B

### Advertisement

- name of boutique?
- what special?
- when new stock/arrive?
- address?
- telephone number?

5B

### Advertisement

- what?
- why different?
- extras?
- how much?
- software included?





# Pairwork Activities

## Prompt Cards

1A

### Restaurant

- what kind of meal?
- what/name/restaurant?
- when/open?
- how much/meal/cost?
- what/telephone number?

2A

### TV Programme

- which/TV channel?
- when/on?
- who/presenter?
- who/direct?
- what animals/see?

3A

### Prescription

- doctor's name?
- where/work?
- patient's name?
- patient's age?
- how often/take medicine?

4A

### Club


- name of club?
- who/join?
- why/join?
- who/contact?
- telephone number?

5A

### Recycling Day

- what about?
- day?
- what time?
- what/do?
- where/meeting place?





# Word Perfect & Grammar Check



## 1 Activities

1 Use the phrases to complete the spidergrams. Add one more phrase to each category.

- do the shopping • have a barbecue • watch DVDs • take the rubbish out • go dancing
- catch the bus • read newspapers • go jogging • mow the lawn • iron the clothes
- dust the furniture • do homework • meet friends • play sports • visit relatives • have breakfast



## 2 Houses

1 Play the game in pairs or teams. Place a counter on START. Take turns to throw a dice and say the word shown or described in the circle. If you can't find the word, go back two steps. The one who gets to FINISH first is the winner.





### 3 Holiday Time

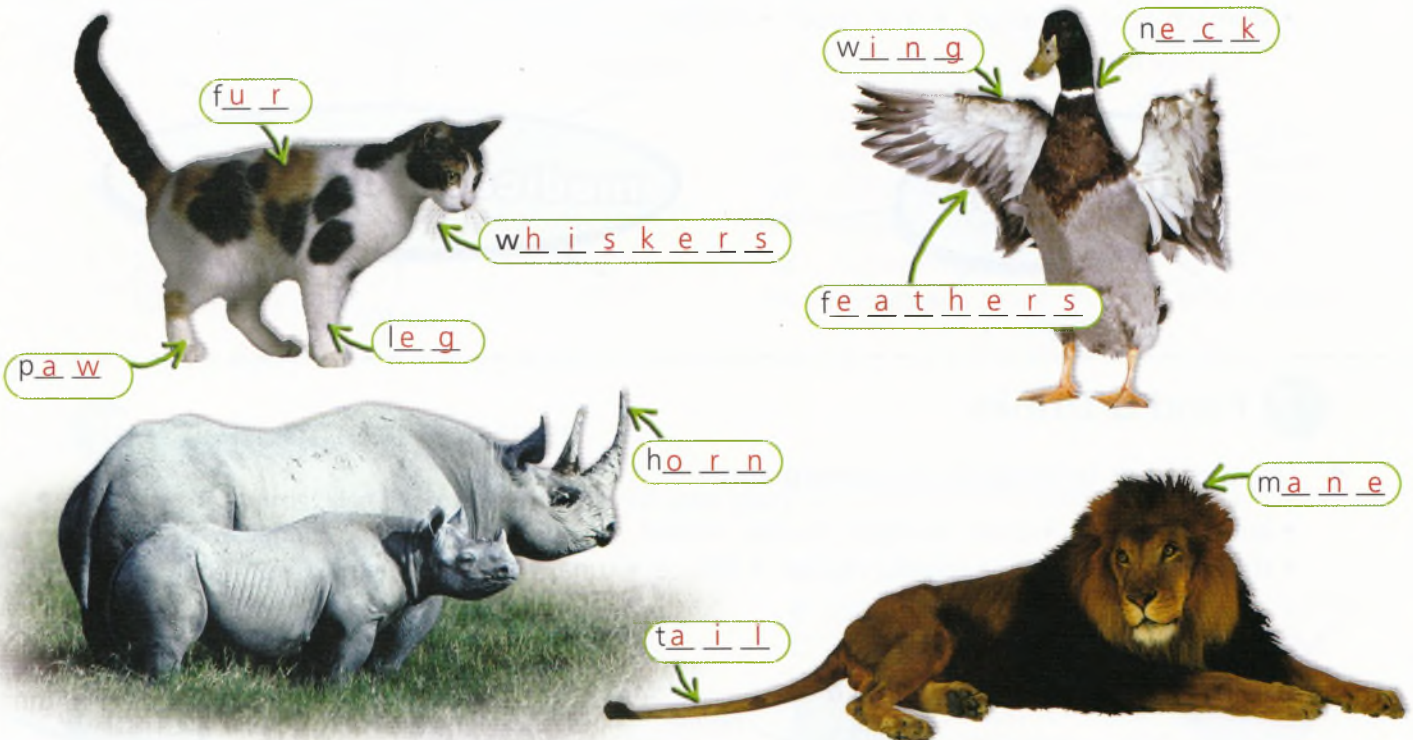
1 Cross the odd word out. Match the adjectives to the nouns.

- |   |            |
|---|------------|
| 1 sandy, clean, <del>expensive</del>            | a streets  |
| 2 spicy, <del>colourful</del> , delicious       | b hotels   |
| 3 <del>5-star</del> , single, double            | c beaches  |
| 4 cobbled, narrow, <del>bright</del>            | d view     |
| 5 <del>famous</del> , traditional, impressive   | e food     |
| 6 luxurious, family, <del>handmade</del>        | f rooms    |
| 7 <del>twin</del> , enjoyable, expensive        | g costumes |
| 8 incredible, spectacular, <del>colourful</del> | h cruise   |

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

### 4 Animals

1 a. Label the parts of the body.



b. Write two animals that live:

- |                              |                              |
|------------------------------|------------------------------|
| 1 in deserts camels, lizards | 3 in the sea dolphins, fish  |
| 2 on farms geese, sheep      | 4 on mountains lions, snakes |



## 5 Accidents & Disasters

### 1 Complete the phrases.

- emergency • air-traffic • deadly • survive • spill • scald • twist • environmental • plane
- rail • freak • crew

- |                          |                     |                        |
|--------------------------|---------------------|------------------------|
| 1 spill boiling water    | 5 twist an ankle    | 9 crew members         |
| 2 scald your hand        | 6 plane crash       | 10 air-traffic control |
| 3 environmental disaster | 7 emergency landing | 11 deadly disease      |
| 4 rail accident          | 8 freak storm       | 12 survive a disaster  |

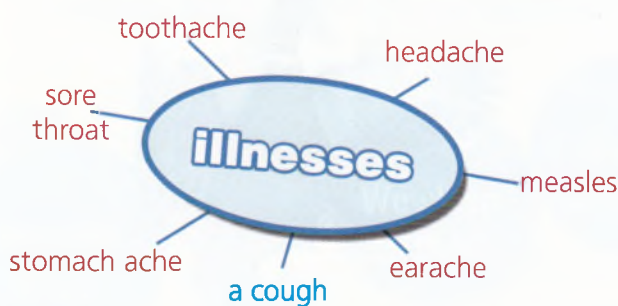
### 2 Underline the correct word. Make sentences using the phrases. (See Suggested Answers section)

- |             |                       |             |                     |
|-------------|-----------------------|-------------|---------------------|
| 1 flames    | <u>spread</u> /blow   | 4 trees     | <u>sway</u> /smash  |
| 2 buildings | land/ <u>collapse</u> | 5 lightning | <u>flash</u> /graze |
| 3 streets   | erupt/ <u>flood</u>   |             |                     |

## 5 Illnesses

### 1 Use the words to complete the spidergrams. Add one more word to each.

- toothache • surgeon • ophthalmologist • headache • optician • measles • earache
- stomach ache • chemist • sore throat • dentist



## 7 Food & Drinks

### 1 Use the words to complete the spidergrams.

- butter • potato • onion • cream • water • beef • orange juice • apple • cheese • salmon
- strawberry • chicken • tomato • cake • lettuce • tuna • apple pie • melon

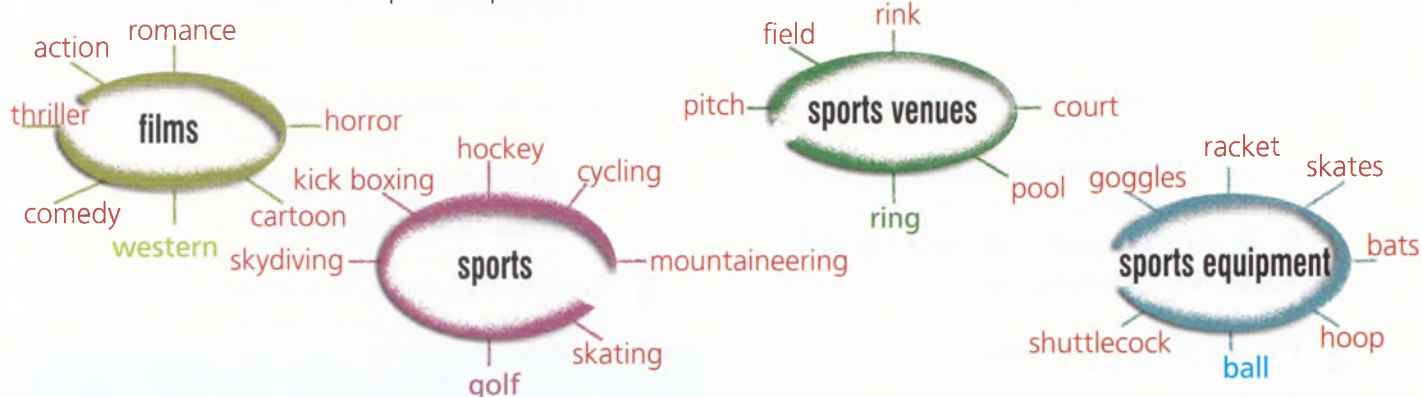




## 8 Time out

1 Complete the spidergrams. Add one more word to each category.

- romance • hockey • horror • rink • cartoon • cycling • action • mountaineering • thriller
- comedy • skating • court • skydiving • racket • goggles • bats • kick boxing • hoop • skates
- field • shuttlecock • pitch • pool



## 9 Technology

1 Use the words to complete the phrases.

- keep • remote • display • restart • switch • save • click on • organise • chat • surf • crashes
- adjust • batteries • require

- |                         |                                |
|-------------------------|--------------------------------|
| 1 switch the printer on | 8 save a document              |
| 2 click on an icon      | 9 surf the Net                 |
| 3 restart the computer  | 10 remote control              |
| 4 adjust the volume     | 11 display screen              |
| 5 chat online           | 12 require batteries           |
| 6 keep in touch         | 13 organise files into folders |
| 7 batteries included    | 14 computer crashes            |

## 10 Environmental Issues

1 Match the words. Use them in sentences of your own. (See Suggested Answers section)

- |                  |                   |
|------------------|-------------------|
| 1 b depletion of | a a campaign      |
| 2 c climate      | b oil             |
| 3 d genetic      | c change          |
| 4 f organic      | d engineering     |
| 5 h separate     | e bulbs           |
| 6 i recycling    | f products        |
| 7 a start        | g a difference    |
| 8 j harm         | h rubbish         |
| 9 e low-energy   | i centre          |
| 10 g make        | j the environment |



# Grammar Check

## Unit 1

### ► Present Simple - Present Continuous

#### 1 Fill in: *do, does, don't, doesn't*.

- 1 A: *Does* Peter go to university?  
B: Yes, he *does*.
- 2 A: *Does* Ann play the violin?  
B: No, she *doesn't*.
- 3 A: *Do* they live in Cracow?  
B: Yes, they *do*.
- 4 A: *Do* you like football?  
B: No, I *don't*.
- 5 A: *Do* Nancy and Sue speak French?  
B: No, they *don't*.

#### 2 Put the words in the correct order.

- 1 Tom/staying/is/these/with/some/days/  
friends.  
*Tom is staying with some friends these days.*
- 2 are/now/you/cooking?  
*Are you cooking now?*
- 3 Sandy/is/not/out/coming/with/tonight/us.  
*Sandy is not coming out with us tonight.*
- 4 he/what/is/now/eating?  
*What is he eating now?*
- 5 Tina/getting/next/week/is/married.  
*Tina is getting married next week.*

#### 3 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: Where's Sally?  
B: In the living room. She *is watching* (watch) TV.
- 2 A: What time *do you take* (you/take) the bus in the morning?  
B: 8 o'clock.
- 3 A: What *are you doing* (you/do) now?  
B: I *am cleaning* (clean) my room.
- 4 A: How often *do you do* (you/do) the laundry?  
B: Once a week.
- 5 A: Tom and Pat *are* (be) very busy.  
B: Yes. They *are working* (work) hard these days.
- 6 A: Wow! Karen *looks* (look) great!  
B: Yes. That dress really *suits* (suit) her.

### ► Adverbs of frequency

#### 4 Ask your partner questions to find out how often he/she does things.

- play tennis • go shopping • eat out
- watch DVDs • cook • meet friends
- tidy your room • wash the dishes

A: *How often do you play tennis?*

B: *I never play tennis.*

(Ss' own answers)

### ► Present Continuous (future meaning) - *going to*

#### 5 Read Betty's diary. In pairs, ask and answer questions, as in the example.

	TUESDAY	FRIDAY
10:00 am	Spanish class	
1:00 pm	dentist	piano lesson
4:00 pm		tennis with Cathy
6:00 pm	rock concert	
8:00 pm		dinner with John

#### 1 attend/Spanish/class/Friday?

A: *Is Betty attending Spanish class on Friday?*

B: *No, she isn't. She's attending Spanish class on Tuesday at 10:00 am.*

#### 2 have/piano/lesson/Tuesday?

#### 3 see/dentist/Friday?

#### 4 play/tennis/Cathy/Tuesday?

#### 5 go to/rock concert/Friday?

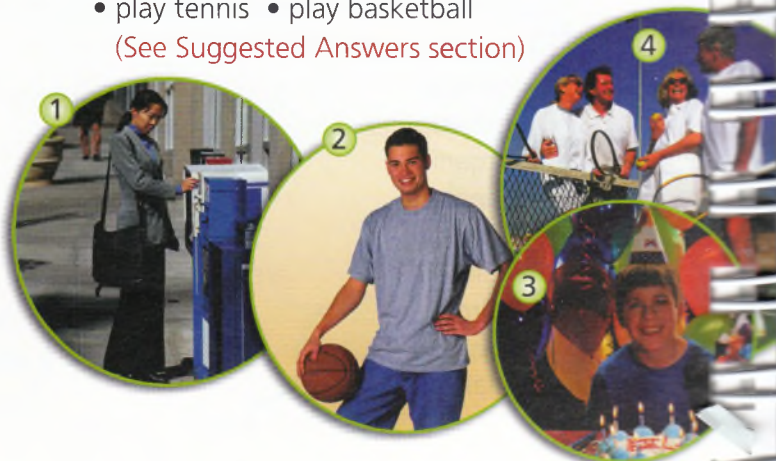
#### 6 have dinner/John/Tuesday?

(See Suggested Answers section)

#### 6 What is going to happen? Make sentences.

- buy a newspaper • blow out the candles
- play tennis • play basketball

(See Suggested Answers section)

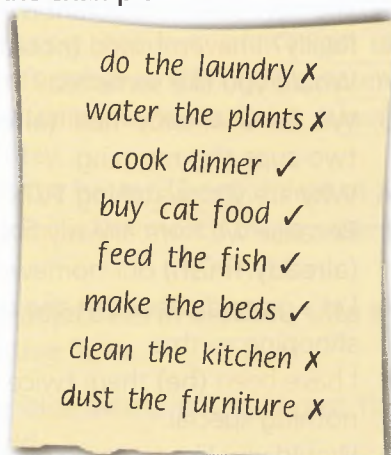




## Unit 2

### ► Past Simple

- 1 a. Look at the list of chores Tracey had to do yesterday. In pairs, ask and answer, as in the example.



A: Did Tracey do the laundry?

B: No, she didn't.

(See Suggested Answers section)

- b. Now write what Tracey did/didn't do.

- Tracey cooked dinner, bought cat food, fed the fish and made the beds.
- Tracey didn't do the laundry, water the plants, clean the kitchen or dust the furniture.

- 2 Put the verbs in brackets in the past simple.

- A: What did you do (you/do) last weekend?  
B: Not much. I spent (spend) most of the weekend sleeping.
- A: Where did you go (you/go) on holiday last summer?  
B: We travelled (travel) through Europe.
- A: Did you make (you/make) the biscuits yourself?  
B: No, my aunt brought (bring) them.
- A: What a lovely shirt! Did it cost (it/cost) a lot?  
B: No! I got (get) it during the sales.
- A: Did you go (you/go) to the match yesterday?  
B: Yes. We had (have) a great time.
- A: Where were you (you/be) last night?  
B: I went (go) out with Larry.

- 7 A: Ann didn't come (not/come) to the party yesterday.

B: I know. She was (be) in Madrid on a business trip.

- 8 A: When did you learn (you/learn) to swim?

B: My father taught (teach) me when I was four.

### ► Used to

- 3 What did you use to do/didn't you use to do during your summer holidays when you were ten years old? Make sentences, as in the example. You can use your own ideas.

- go to the beach
- get up early
- watch videos
- go water-skiing
- go bowling
- go swimming
- sleep late
- play video games
- go shopping
- play tennis

I used to go to the beach every day.

(See Suggested Answers section)

### ► Question words

- 4 Fill in the correct question word.

- A: Who is she?  
B: She's my sister.
- A: Where are you going?  
B: To the shopping centre.
- A: What can I get you?  
B: A glass of water, please.
- A: Which dress do you like, the white one or the black one?  
B: The white one.
- A: Whose hat is this?  
B: It's Jack's.
- A: Why did she leave work early?  
B: Because she had to go to the dentist.
- A: Where is my wallet?  
B: On your desk.
- A: Who is your favourite actor?  
B: Tom Cruise.
- A: What do you need?  
B: A pencil and some paper.
- A: When did Mark go to Germany?  
B: In 1999.



# Grammar Check

## Unit 3

### ► Present Perfect

- 1 Work in pairs. Complete the questions using the verbs from the list, then answer them.

• be • sing • meet • ride • travel • sprain  
• plant • fall

- 1 A: *Have you ever been to* Rome?  
B: *Yes, I have./No, I haven't.*
- 2 A: *Have you ever ridden* a motorcycle?  
B: *Yes, I have./No, I haven't.*
- 3 A: *Have you ever planted* a tree?  
B: *Yes, I have./No, I haven't.*
- 4 A: *Have you ever travelled* by plane?  
B: *Yes, I have./No, I haven't.*
- 5 A: *Have you ever met* a politician?  
B: *Yes, I have./No, I haven't.*
- 6 A: *Have you ever fallen off* a bicycle?  
B: *Yes, I have./No, I haven't.*
- 7 A: *Have you ever sung* in a choir?  
B: *Yes, I have./No, I haven't.*
- 8 A: *Have you ever sprained* your ankle?  
B: *Yes, I have./No, I haven't.*

- 2 Underline the correct item.

- 1 Why hasn't she arrived just/yet?
- 2 Lisa has lived in the United States for/since she was three.
- 3 He has lived in Brussels for/since 2000.
- 4 Has she finished doing the washing up just/yet?
- 5 They have known each other for/since they were children.
- 6 The pilot has just/yet landed the helicopter.
- 7 He hasn't been to the gym for/since a whole month.
- 8 Come on, the film has just/yet started.
- 9 We have already/yet had lunch.
- 10 She hasn't bought the theatre tickets already/yet.

- 3 Put the verbs in brackets into the correct form of the *present perfect*.

- 1 A: Hello. Can I speak to Mr Philips?  
B: I'm afraid he *has just left* (*just/leave*) the office.
- 2 A: The new Italian restaurant is wonderful.  
B: Really? I *haven't tried* (*not/try*) it yet.
- 3 A: Would you like some tea?  
B: We *have already had* (*already/have*) two cups this morning.
- 4 A: Why are you watching TV?  
B: Because we *have already finished* (*already/finish*) our homework.
- 5 A: Let's go and check out the new shopping centre.  
B: I *have been* (*be*) there twice. It's nothing special.
- 6 A: Would you like to come over?  
B: I am still waiting for the electrician. He *hasn't come* (*not/come*) yet.

- 4 Put the verbs in brackets into the *past simple* or the *present perfect*.

- 1 A: *Did you enjoy* (*you/enjoy*) the film yesterday?  
B: Yes, it was very interesting.
- 2 A: Does John still work at National Bank?  
B: Yes, he *has worked* (*work*) there for ten years.
- 3 A: When *did Columbus discover* (*Columbus/discover*) America?  
B: In 1492.
- 4 A: *Did you invite/Have you invited* (*you/invite*) your friends?  
B: Yes, I *sent* (*send*) them invitations last week.
- 5 A: *Have you typed* (*you/type*) the report yet?  
B: Yes, I *finished* (*finish*) it half an hour ago.
- 6 A: What *did you have* (*you/have*) for dinner yesterday?  
B: Beans on toast. It *tasted* (*taste*) great.
- 7 A: How long *has she lived* (*she/live*) here?  
B: She *moved* (*move*) here two years ago.



## Unit 4

### ► Comparatives

#### 1 Circle the correct item.

- Bill works longer hours **from** / **(than)** Ann.
- She's the **more** / **(most)** intelligent student in the class.
- Camping holidays aren't **(as comfortable)** / more comfortable as staying in a hotel.
- The train journey is **least** / **(less)** tiring than the bus journey.
- He's the **better** / **(best)** athlete of all.
- London is the **(most)** / more expensive city in England.

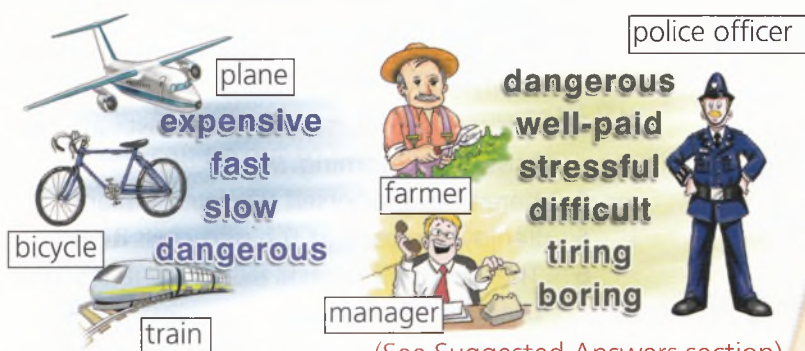
#### 2 Put the adjectives in brackets into the *comparative* or *superlative* form.

- The blue whale is the **largest** (large) mammal in the world.
- Sally's hair is **longer** (long) than Beatrice's.
- There are **more** (many) lakes in Canada than in the UK.
- That's the **worst** (bad) film I've ever seen!
- I think Chemistry is **more interesting** (interesting) than biology.
- This car is **more expensive** (expensive) than that one.

#### 3 Complete the questions and then answer them.

- Who is **the best** (good) student in your class?
  - Who is **the funniest** (funny) person in your family?
  - What is **the most difficult** (difficult) subject at school?
  - When is **the coldest** (cold) time of the year in your country?
  - What is **the most exciting** (exciting) sport you play?
- (Ss' own answers)

#### 4 Work in teams. Make true sentences comparing each set of pictures. Each correct sentence gets 1 point. The team with the most points is the winner.



(See Suggested Answers section)

A bicycle is slower than a train.

#### 5 Make four true sentences comparing yourself to members of your family.

*I'm the youngest in my family.*

(See Suggested Answers section)

### ► Plurals

#### 6 Write the plurals.

- |                         |                           |
|-------------------------|---------------------------|
| 1 desk <b>desks</b>     | 7 woman <b>women</b>      |
| 2 mouse <b>mice</b>     | 8 sheep <b>sheep</b>      |
| 3 party <b>parties</b>  | 9 knife <b>knives</b>     |
| 4 carrot <b>carrots</b> | 10 baby <b>babies</b>     |
| 5 bush <b>bushes</b>    | 11 torch <b>torches</b>   |
| 6 fox <b>foxes</b>      | 12 tomato <b>tomatoes</b> |

### ► The

#### 7 Fill in *the* where necessary.

1) – France is 2) **the** largest country in 3) – Western Europe. 4) – Paris is the capital of 5) – France. In 6) – **the** winter people go skiing at 7) – Mont Blanc. In 8) – **the** summer people go camping in 9) **the** Pyrenees and swimming at the beautiful beaches on 10) **the** Mediterranean and 11) – Atlantic coasts. 12) **The** most famous landmark in France is 13) **the** Eiffel Tower. 14) **The** Loire is the country's longest river.



## Unit 5

### ► Past Continuous

#### 1 Fill in the *past continuous*, as in the example.

- 1 My brother **was studying** (study) in his room all day yesterday.
- 2 He **was getting** (get) ready to go out when the doorbell rang.
- 3 We saw a bad accident as we **were driving** (drive) to the airport.
- 4 Sally **was dancing** (dance) when she fell and hurt her leg.
- 5 Why **were you talking** (you/talk) all through your Spanish lesson yesterday?
- 6 Tom **was walking** (walk) through the woods when he heard a dog barking.
- 7 Karen **was cooking** (cook) dinner when her husband came home.
- 8 **Were you watching** (you/watch) TV at 7:00 yesterday evening?
- 9 Helen **was surfing** (surf) the Net while Tom **was watching** (watch) TV.
- 10 He **was painting** (paint) the garage door when it started shaking.

#### 2 Use the *past continuous* to say what you were doing...

- 1 at 9 o'clock last night.
- 2 at 10 o'clock yesterday morning.
- 3 two hours ago.
- 4 at 8:00 yesterday evening.
- 5 last Sunday evening.
- 6 this time last year.

(See Suggested Answers section)

#### 3 What happened to the people? Make sentences.

- 1 Helen/walk/park/dog/attack  
*Helen was walking in the park when a dog attacked her.*
- 2 John/make/tea/drop/kettle
- 3 Samantha/look/out/window/see/Tom
- 4 Derek/play/football/hurt/leg
- 5 Arthur/watch/match/electricity/go off
- 6 Mary/have/bath/doorbell/ring

(See Suggested Answers section)

#### 4 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 I **was watching** (watch) a film when the telephone **rang** (ring).
- 2 Jane **was driving** (drive) to school when she **got** (get) a flat tyre.
- 3 Sue **was baking** (bake) a cake while the children **were playing** (play) football.
- 4 Rachel **broke** (break) a glass while she **was washing** (wash) the dishes.
- 5 William **was helping** (help) his brother with his homework while his mum **was dusting** (dust) the furniture.

### ► Reflexive pronouns

#### 5 Complete the dialogues using the correct *reflexive pronoun*.

- 1 A: Do you need any help?  
B: No, thanks. I can do it by **myself**.
- 2 A: Did you paint Alex's room?  
B: No, he painted it by **himself**.
- 3 A: The kids are having fun.  
B: Yes, I think they are enjoying **themselves**.
- 4 A: Who painted your house for you?  
B: No one. We painted it **ourselves**.
- 5 A: Did Mum iron this shirt for you?  
B: No, I did it **myself**.

#### 6 Use the verbs in the list and the correct reflexive pronouns to complete the sentences.

- behave • enjoy • poured • teach • hurt
- switch • serve

- 1 James **hurt himself** when he fell off the ladder.
- 2 The students in my class always **behave themselves**.
- 3 We **served ourselves** breakfast at the hostel this morning.
- 4 Karen **taught herself** to play the piano.
- 5 I **enjoyed myself** at the party last night.
- 6 The iron will **switch itself** off if it's not used for 15 minutes.
- 7 They were very thirsty after the game, so they **poured themselves** a cold drink.



## Unit 6

### ► Modals

- 1 Mark is going hiking. Look at the notes and make sentences using *must/mustn't*, as in the example.

- take a sleeping bag ✓
- bring a water bottle ✓
- wear hiking boots ✓
- climb rocks near waterfalls ✗
- carry a compass ✓

*You must take a sleeping bag.*

(See Suggested Answers section)

- 2 Use the prompts below to say what you *should/shouldn't* do in case of fire.

#### In Case Of Fire — If You Are Home Alone

If you are sleeping and wake to find smoke in the room:

- don't panic
- get out of bed
- stay low and close to the floor
- put your hand near the door to see if it's hot
- go to the nearest exit
- use the stairs, don't use the lift
- don't go back into your house/flat
- use a neighbour's phone to call for help

*If you wake to find smoke in the room, you shouldn't panic. You should get out of bed.*

(See Suggested Answers section)

- 3 Underline the correct item.

- A: Must/Can I feed the animals at the zoo?  
B: No, you needn't/mustn't. It's not allowed.
- A: I have a cold.  
B: I think you can/should stay in bed.
- A: Shall I cook dinner tonight?  
B: No, you don't have to/mustn't. We can go out to eat.
- A: Excuse me, I'm looking for the post office.  
B: I'm afraid I can't/mustn't help you. I don't live around here.
- A: My back hurts.  
B: Then you need to/mustn't lift those heavy boxes.

- A: You must/can pay the bills today!  
B: I know. I promise I won't forget.
- A: Can/Must I go to the party tonight, Mum?  
B: No. I'm afraid you can't/shouldn't.
- A: You needn't/mustn't buy anything for the party. I got everything we need.  
B: Really?

- 4 Make sentences using *must/mustn't*.



- 1 *You must turn left.*

(See Suggested Answers section)

### ► Conditionals Types 0/1

- 5 Put the verbs in brackets into the right tense, as in the example.

- If you know the answer, raise your hand. (know/raise)
- If he goes to Paris, he will visit the Eiffel Tower. (go/visit)
- If you put water in the freezer, it becomes ice. (put/become)
- If you get up early, you won't be late for school. (get/not be)
- The children won't go to the cinema unless they behave themselves. (not go/behave)
- If I don't find my keys, I will be very upset. (not find/be)
- Tom will tear his shirt if he climbs that tree. (tear/climb)
- If I work hard, I will finish the project on time. (work/finish)
- If you leave food out, it goes bad. (leave/go)
- Sam won't go to London unless I pay for his ticket. (not go/pay)



# Grammar Check

## Unit 7

### ► Countable – Uncountable nouns

- 1 Put the nouns in the correct box. Then, add two more nouns to each category.

- milk • honey • lemon • pear • flour
- butter • sugar • strawberry • egg
- onion • bread • water • melon • orange

Countable	Uncountable
lemon, pear, strawberry, egg, onion, melon, orange, (apple, cucumber)	milk, honey, flour, butter, sugar, bread, water, (coffee, juice)

### ► Quantifiers

- 2 Underline the correct item.

- 1 Are you thirsty? There is some/any juice in the fridge.
- 2 We've got a lot of/a little onions, so you don't have to bring any.
- 3 I've got a little/a few time so I can go shopping.
- 4 There are a few/a little biscuits in the box.
- 5 I can't make an apple pie. I haven't got any/some apples.
- 6 If you're hungry, there's some/a few soup left.
- 7 We haven't got much/any potatoes, so we can't make a shepherd's pie.
- 8 There's a lot of/a few coffee in the cupboard, but no tea at all.
- 9 Would you like some/many salt on your chips?
- 10 If you want to make a cake, you'll need much/a few more eggs.
- 11 Don't buy any apples or oranges as we've got a lot of/a little fruit in the fridge.
- 12 We haven't got many/much milk left. Can you get some from the shop?
- 13 There are a little/a few pasta dishes on the menu, but not many.

### ► be going to – will

- 3 Fill in the correct form (*be going to* or *will*) of the verbs in brackets.

- 1 A: Why have you bought flour?  
B: I am going to make (make) some bread rolls.
- 2 A: Did you invite Tommy to your party?  
B: I forgot. I'll call (call) him now.
- 3 A: Don't forget to write.  
B: I'll keep (keep) in touch. I promise.
- 4 A: It's too warm in here.  
B: Is it? I'll turn (turn) on the air-conditioning.
- 5 A: Are these your golf clubs?  
B: Yes. I am going to play (play) golf this weekend.
- 6 A: I'm thirsty.  
B: Me too. I'll get (get) us something to drink.
- 7 A: Watch out! That car is going to hit (hit) us.  
B: Oh! I didn't even see it coming.
- 8 A: The phone is ringing.  
B: I'll answer (answer) it.
- 9 A: I'm feeling quite hungry now.  
B: OK. I'll order (order) a pizza.
- 10 A: What are your plans for this summer?  
B: I am going to travel (travel) abroad.

- 4 Make spontaneous decisions. Use *I'll* or *I won't*, as in the example.

(Suggested Answers)

- 1 It's really hot today.  
I'll go to the beach.
- 2 It's Saturday night.  
I won't stay at home.
- 3 You see someone trying to steal a car.  
I'll call the police.
- 4 You're very hungry.  
I'll make myself a sandwich.
- 5 Your parents are away for the weekend.  
I'll invite some friends round.



## Unit 8

### ► -ing form – (to-)infinitive

#### 1 Complete the sentences, as in the example.

- 1 Anna hates doing sports.  
Anna can't stand *doing sports*.
- 2 Janet would rather go to the theatre.  
Janet would prefer *to go to the theatre*.
- 3 Kim hates doing chores.  
Kim can't stand *doing chores*.
- 4 Riding his new motorbike makes John happy.  
John loves *riding his new motorbike*.
- 5 It's not his fault that he's bad at Maths.  
He can't help *being bad at Maths*.
- 6 Clare is happy to help her brother.  
Clare doesn't mind *helping her brother*.
- 7 They can't wait to see the new baby.  
They are looking forward to *seeing the new baby*.

#### 2 Put the verbs in brackets into the correct form, as in the example.

- 1 She couldn't help *laughing* (laugh) when the clown fell into the water. It was so funny!
- 2 They can't stand *working* (work) together!
- 3 He agreed *to drive* (drive) his sister to the supermarket.
- 4 My father never lets me *borrow* (borrow) the car!
- 5 We decided *to move* (move) to a different town.
- 6 I'd like *to go* (go) to the bank early in the morning.
- 7 It will *rain* (rain) this afternoon.
- 8 I'm looking forward to *seeing* (see) them again after so many years.
- 9 Louise doesn't mind *taking* (take) the bus to work every day.
- 10 My grandma wants me *to help* (help) her in the garden.
- 11 Tom would love *to visit* (visit) Venice.
- 12 It's not Sally's fault. Tony made her *do* (do) it.

#### 3 Write about yourself. (Suggested Answers)

- 1 I like *reading*.
- 2 I don't mind *walking the dog*.
- 3 I'm good at *solving puzzles*.
- 4 I enjoy *watching football*.
- 5 I'm interested in *meeting people*.
- 6 I can't stand *loud music*.

#### 4 Circle the correct item.

- 1 We decided ..... our money on a new sports car.  
A spending    **B to spend**    C spend
- 2 She often ..... to music when she does the housework.  
A to listen    **B listens**    C listening
- 3 I would like ..... here for the rest of the afternoon.  
A staying    **B to stay**    C stay
- 4 They can't stand ..... football.  
**A playing**    B play    C to play
- 5 My grandmother advised me ..... eight hours' sleep a night.  
A getting    **B to get**    C get
- 6 Young people should ..... and see the world.  
A travelling    B to travel    **C travel**
- 7 I'm too old ..... about those things any more!  
**A to worry**    B worrying    C worry
- 8 My mother was happy ..... my bags for me.  
**A to pack**    B packing    C pack
- 9 It is dangerous ..... those trees. They are very old and might break.  
**A to climb**    B climbing    C climb
- 10 Is she looking forward ..... the party?  
A having    **B to having**    C to have



# Grammar Check

## Unit 9

### ► Order of adjectives

- 1 It's your birthday and your friends have bought you gifts. Describe them by putting the adjectives in the right order, as in the example.

- 1 a(n) crystal/expensive/small vase  
*an expensive small crystal vase*
- 2 a(n) Indian/expensive/silver bracelet
- 3 a woollen/warm/brown jumper
- 4 a white/cute/small cat
- 5 a black/silk/long dress
- 6 a colourful/square/leather handbag
- 7 a(n) antique/porcelain/lovely lamp
- 8 a(n) beautiful/Impressionist/large painting

(See Suggested Answers section)

### ► The passive

- 2 Write sentences, as in the example.

- 1 maple syrup/make/Canada  
*Maple syrup is made in Canada.*
- 2 the yen/use/Japan
- 3 lunch/serve/1 o'clock
- 4 the ring/make/silver
- 5 the Parthenon/visit/millions of tourists every year
- 6 the Crown Jewels/keep/Tower of London

(See Suggested Answers section)

- 3 Put the verbs in brackets in the passive.

- 1 The first mobile phone **was made** (make) in the 1960s.
- 2 Penicillin **was discovered** (discover) by Sir Alexander Fleming.
- 3 The thermometer **was invented** (invent) by Galileo Galilei.
- 4 The World Wide Web **was developed** (develop) by Tim Berners-Lee.
- 5 Hitchcock's film *Vertigo* **was released** (release) in 1958.
- 6 The first aeroplane **was flown** (fly) in 1903.
- 7 The Eiffel Tower **was designed** (design) by Gustave Eiffel.
- 8 The Alhambra **was founded** (found) by Mohammed II.

- 4 Ask and answer, as in the example.

- 1 The 'Scream'/paint/Edvard Munch  
A: *Who was 'The Scream' painted by?*  
B: *It was painted by Edvard Munch.*
- 2 the telephone/invent/Alexander Graham Bell
- 3 "1984"/write/George Orwell
- 4 the earliest motorcycle/develop/Sylvester Howard Roper
- 5 Big Ben/design/Edmund Beckett
- 6 Colosseum/build/Emperor Vespasian
- 7 hot-air balloon/develop/Montgolfier brothers
- 8 'Ode to Joy'/compose/Ludwig van Beethoven
- 9 'ET'/direct/Steven Spielberg
- 10 the Statue of Liberty/design/Frederic-Auguste Bartholdi

(See Suggested Answers section)

### ► Question tags

- 5 Underline the correct question tag.

- 1 Marianne never eats meat, does she/ doesn't she?
- 2 They had a nice house by the beach, didn't they/did they?
- 3 Terence works at the university, doesn't he/does he?
- 4 You play basketball, don't you/do you?
- 5 You called her, didn't you/did you?
- 6 Patrick always watches television, doesn't he/does he?
- 7 Diana doesn't like Chinese food, doesn't she/does she?

- 6 Fill in the correct question tag.

- 1 Will is very ambitious, isn't he?
- 2 Clara speaks French, doesn't she?
- 3 You are coming, aren't you?
- 4 Your parents will be there, won't they?
- 5 It isn't too early, is it?
- 6 She is very sensitive, isn't she?
- 7 Mark lives in Oslo, doesn't he?
- 8 You are coming back, aren't you?
- 9 Jane broke the window, didn't she?
- 10 Peter can't go to the concert, can he?



## Unit 10

### ► Relatives

#### 1 Fill in **who**, **which** or **whose**.

- 1 This is the guitar player **who** played for that famous rock band.
- 2 Isn't this the jumper **which** Christine gave you for your birthday?
- 3 This is the teacher **who** helps me with my Maths homework after school.
- 4 Isn't this the film **which** we saw last month?
- 5 That's the flat **which** they sold last year.
- 6 That's the woman **whose** daughter is my dance teacher.
- 7 That's the car **which** I used to own.
- 8 This is the man **whose** car was stolen yesterday.

#### 2 Circle the correct pronouns.

- 1 Salvador Dali was a famous painter (**who**) / **which** lived in Spain.
- 2 Levi Strauss was the man (**who**) / **which** invented blue jeans.
- 3 This is the dress **who** / (**which**) I wore at my friend's wedding.
- 4 Do you know anything about the man (**who**) / **which** he was speaking to yesterday?
- 5 Johnny Depp is the actor (**who**) / **which** starred in the *Pirates of the Caribbean*.
- 6 This is the new Indian restaurant **who** / (**which**) opened last week.
- 7 My friend (**who**) / **which** lives in Austria is a nurse.

### ► Reported speech

#### 3 Underline the correct answer.

- 1 Linda said me/to me she was going to the hospital.
- 2 Chris told me/to me that he was volunteering in Sudan this summer.
- 3 I can't say/tell you Sandra's secret.
- 4 "I've got a terrible headache," she said/told.
- 5 Our teacher said/told good morning when she walked into the classroom.

#### 4 Report what Lyn said.



I don't like garlic.

I'll have steak for dinner.

My grandma has three cats.

We're going to Barcelona on Friday.

I want to buy a new car.

I love chocolate.

I've never been to Moscow.

We went skiing last weekend.

(See Suggested Answers section)

#### 5 Report John's questions.

- 1 Have you travelled abroad?  
John asked if/whether I had travelled abroad.
- 2 Who is your favourite actor?  
John asked who my favourite actor was.
- 3 Have you got any pets?  
John asked if/whether I had got any pets.
- 4 Can you drive?  
John asked if/whether I could drive.
- 5 Where do you live?  
John asked where I lived.
- 6 When did you move here?  
John asked when I had moved here.

#### 6 Mr and Mrs Anderson are going away for a week. Read the list of instructions they gave their daughter, and turn them into reported speech.

- pay the telephone bill ✓
- water the plants ✓
- cut the grass ✗
- call your grandmother to wish her a happy birthday ✓
- iron clothes ✗
- buy groceries ✓

(See Suggested Answers section)

They told her to pay the telephone bill.



# Grammar Reference

## Unit 1

### Present Simple vs Present Continuous

We use the present simple for:

- facts and permanent states. *John **works** as a dentist.*
- general truths and laws of nature. *Water **freezes** at 0°C.*
- habits and routines (with **always**, **usually**, etc). *He **usually walks** to work.*
- timetables and programmes (in the future). *The performance **starts** at 6:30 pm.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

We use the present continuous (to be + verb -ing) for:

- actions taking place at or around the moment of speaking. *Ann **is having** a shower now.*
- temporary situations. *They **are painting** the fence.*
- fixed arrangements in the near future. *He's **eating** out tonight.*
- currently changing and developing situations. *The Earth **is getting** hotter and hotter.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

### Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so they do not usually have a continuous tense. These verbs are:

- verbs of the senses (**appear**, **feel**, **hear**, **look**, **see**, **seem**, **smell**, **sound**, **taste**, etc). *She **looks** tired.*
- verbs of perception (**believe**, **forget**, **know**, **realise**, **remember**, **understand**, etc). *I **don't know** where Pat is.*
- verbs which express feelings and emotions (**desire**, **detest**, **enjoy**, **hate**, **like**, **love**, **prefer**, **want**, etc). *Ann **enjoys** eating out.*
- and some other verbs (**be**, **belong**, **contain**, **cost**, **fit**, **have**, **include**, **keep**, **matter**, **need**, **owe**, **own**, **want**, **weigh**, **wish**, etc). *What **do** you **want**?*

### Adverbs of Frequency

These include: **always**, **frequently**, **often**, **once**, **twice**, **sometimes**, **never**, **usually**, **ever**, **hardly ever**, **rarely**, **occasionally**, etc.

- Adverbs of frequency are normally placed before the main verb. *He **always walks** to work.*  
*She **sometimes goes** jogging.*
- However, adverbs of frequency are placed after the verb **to be** and after auxiliary verbs. *Susan **is always** on time for work.*  
*They **have always** wanted to go on a cruise.*

### Present Continuous vs Be Going To

We use the present continuous for:

- definite arrangements for the future. *We're **flying** to Moscow tomorrow.*  
*(We've bought our tickets.)*

We use be going to for:

- plans, intentions or ambitions for the future. *She's **going to be** a teacher when she finishes university.*
- actions we have already decided to do in the near future. *He **is going to spend** his holiday in Spain this year.*
- predictions based on what we can see or what we know, especially when there is evidence now that something will happen later. *It's cloudy; it's **going to rain** tonight.*

The time expressions we use with future forms (be going to, present continuous) are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc.*

## Unit 2

### Past Simple

We use the past simple for:

- an action that occurred at a definite time (stated or implied) in the past. *They **left** an hour ago.*

- actions that happened in the past, one immediately after the other. *He **took** his briefcase and **left**.*
- habits or states which are now finished. *She **worked** as a secretary when she was younger.*

**ago** (= back in time from now) is used with the past simple  
*He **called** an hour ago.*

The time expressions we use with the past simple are: *yesterday, then, when, ... days/hours/minutes etc ago, last night/week/month/year/Sunday/June etc, in 1980, etc.*

### Wh-questions

Wh-questions begin with a question word, such as: **who**, **what**, **where**, **when**, etc. We always put the auxiliary or modal verb before the subject.

question word + auxiliary/modal + subject

For:

- people:** who/whose  
*"Who **did** you see?" "Tony."*  
*"Whose **is** that car?" "It's Ann's."*
- things:** what/which  
*"What **do** you need?" "A pencil."*  
*"Which **dress** does Mary like?" "The blue one."*
- place:** where  
*"Where **did** Lynn go?" "To the post office."*
- time:** when/how long/how often  
*"When **did** he leave?" "An hour ago."*  
*"How long **have** they known each other?" "Two years."*  
*"How often **does** she go to the cinema?" "Twice a month."*
- quantity/number:** how much/how many  
*"How much **sugar** do you need?" "A bag."*  
*"How many **notebooks** did you buy?" "Five."*
- manner:** how  
*"How **did** you go to Rome?" "By car."*
- reason:** why  
*"Why **was** he upset?" "Because he failed his exam."*
- age:** how old  
*"How **old** is your mum?" "Fifty."*
- distance:** how far  
*"How far **is** it to the bank?" "About ten minutes' walk."*

### Used to vs Past Simple

We use **used to** + bare infinitive to refer to past habits or states. *He **used to swim** a lot when he was younger.*

In such cases **used to** can be replaced by the past simple with no change in meaning. *When Ann was young she **spent/used to spend** her summer holidays with her parents.*

However, for an action that happened at a definite time in the past we use the past simple, not **used to**. *He **walked** to work yesterday.* (NOT: *He **used to walk** to work yesterday.*)

We also use **used to** to talk about past facts or generalisations, which are no longer true. *He **used to live** in Lisbon. Now he lives in Munich.*

## Unit 3

### Present Perfect

We use the present perfect (have + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action; when it occurred is unimportant or unknown.  
*I **have tidied** the room. She **has been** to Poland twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see Unit 1 above), such as: **be**, **have**, **like**, **know**, etc. *We **have known** her for two years.*
- a recently completed action. *I **have (just/already)** sent all the emails.*
- personal experiences or changes. *She **has lost** five kilos.*

The time adverbs we use with the present perfect include:

**already** is used in statements and questions (to suggest surprise).  
*I **have already** met her. Have you **done** the shopping **already**?*

**yet** is used with the present perfect in questions and negatives. *Have you **bought** the tickets **yet**? Bill **hasn't come yet**.*

Other time expressions we use with the present perfect are: *always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negatives), etc.*



## Present Perfect vs Past Simple

- We use the **present perfect** for an action which **started in the past and continues to the present**. *He has been in Lisbon for ten years.* (He went to Lisbon ten years ago and he is still there.)
- We use the **past simple** for an action which **started and finished in the past**. *She was in Lisbon for ten years.* (She went to Lisbon ten years ago but she left. She isn't in Lisbon any more.)

## Unit 4

### Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. After superlatives we use **in** with places.

*She is older than me. She's the tallest person in the room.*

**BUT:** *This is the happiest day of my life.*

#### Formation of comparatives and superlatives from adjectives and adverbs

- With one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative. *tall – taller – tallest*  
**Note:** For one-syllable adjectives ending in a vowel + a consonant, we double the consonant. *big – bigger – biggest*
- With two-syllable adjectives ending in a vowel + **y**, we replace the **-y** with an **-i** and add **-er/-est**. *tasty – tastier – tastiest*
- With other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.  
*careful – more careful – most careful*  
*interesting – more interesting – most interesting*  
**Note:** *Clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet* can form their comparatives and superlatives either with **-er/-est** or with **more/most**. *clever – cleverer/more clever – cleverest/most clever*
- With adverbs that have the same form as their adjectives (**hard, fast, free, early, late, high, low, deep, long, near, right, wrong, straight**) we add **-er/-est**. *hard – harder – hardest*
- Two-syllable or compound adverbs take **more/most**.  
*quickly – more quickly – most quickly*
- Irregular forms:**  
*good – better – best, bad – worse – worst,*  
*much – more – most, many/lots – more – most, little – less – least,*  
*far – farther/further – farthest/furthest*

#### Comparative structures:

- as + adjective + as** to show that two people or things are similar in some way. In negative sentences we use **not as/so ... as**. *The black skirt is as beautiful as the blue one. The yellow car is not as fast as the red one.*
- less + adjective + than** expresses the difference between two people or things. The opposite is **more ... than**. *Cats are less friendly than dogs. Peter is more pleasant than Paul.*
- much + comparative** expresses the degree of difference between two people or things. *Ann is much taller than Sue.*

## Question words

(See wh-questions in Unit 2.)

## The definite article (the)

We use **the** with:

- nouns when talking about something specific. *Bill owns a car and a motorbike. The car is blue and the motorbike is red.*
- nouns that are unique (**the sun, the Earth, etc.**)
- the names of newspapers (**the Guardian**), cinemas (**the Rex**), theatres (**the Empire**), museums/art galleries (**the Louvre**), ships (**the Titanic**), organisations (**the United Nations**).
- the names of rivers (**the Thames**), groups of islands (**the Bahamas**), mountain ranges (**the Alps**), deserts (**the Sahara**), oceans (**the Atlantic**), canals (**the Panama canal**), countries when they include words such as **States, Kingdom, Republic** (**the United States of America**), names or nouns with **of** (**the Houses of Parliament**), and in geographical terms such as **the Antarctic/Arctic/ equator, the North of Germany, the North/East/South/West**.
- the names of musical instruments and dances (**the guitar, the salsa**).
- the names of families (**the Jones**) and nationalities ending in **-sh, -ch** or **-ese** (**the Chinese**). Other nationalities can be used with or without **the** (**the Egyptians/Egyptians**).

- titles (**the Ambassador, the President**) **but** not with titles including a proper name (*Prince Charles*).
- adjectives/adverbs in the superlative form (**the best film I have ever seen**) **but** when **most** is followed by a noun instead of an adjective it doesn't take **the**. *Most people enjoy going to the theatre.*
- the words **day, morning, afternoon** and **evening**. *It was early in the morning and the sun was starting to rise.*  
**BUT:** *at night, at noon, at midnight, by day/night*
- historical periods/events (**the last Ice Age, the Vietnam War**).  
**BUT:** *World War II*
- station, cinema, theatre, library, shop, coast, sea(side), beach, city, country(side), jungle, world, ground, weather. *They went to the cinema.*

We do NOT use **the** with:

- uncountable and plural nouns when talking about something in general. *Coffee is a very popular drink.*
- proper nouns. *Bob is my cousin.*
- the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *They are leaving on Sunday.*
- languages unless they are followed by the word **language**. *Mary speaks Italian, French and English fluently.* **BUT:** *The French language is spoken in Belgium.*
- the names of countries which don't include the word **State, Kingdom** or **Republic** (*Germany, India, China*) **but** there are some exceptions (*the Netherlands, the Gambia, the Vatican*).
- the names of streets (*Bond Street, Penny Lane* **BUT:** *the M7, the A43*), squares (*Trafalgar Square*), bridges (*London Bridge* **BUT:** *the Golden Gate Bridge*), parks (*Hyde Park*), railway stations (*Euston, King's Cross*), mountains (*Mount Everest*), individual islands (*Sicily*), lakes (*Lake Baikal*) and continents (*Europe*).
- possessive adjectives or the possessive case. *That is her car.*
- the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (*Harrods, Tony's Restaurant*).
- the word **work** (= place/act of work). *I start work at 9 o'clock.*
- the words **home, mother, father**, etc when we talk about our own home/parents. *We'll meet at home.*
- by + means of transport** (*by bus/ferry/train/car etc*). *We travelled to Athens by train.*
- the names of illnesses. *She's got pneumonia.*  
**BUT:** *flu/the flu, measles/the measles, mumps/the mumps.*

## Unit 5

### Past Continuous

We use the **past continuous** (**was/were + verb -ing**):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action) and the past simple for the action which interrupted it (shorter action). *We were having dinner when the bell rang.*
- for two or more simultaneous actions in the past. *They were watching TV while Steve was preparing lunch.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 7 o'clock last night he was having a piano lesson.*
- to describe the atmosphere, setting, etc and to give background information to a story. *It was raining and the wind was howling.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week etc.*

### Reflexive Pronouns

I - myself  
you - yourself  
he - himself  
she - herself  
it - itself  
we - ourselves  
you - yourselves  
they - themselves

We use reflexive pronouns:

- with verbs such as **burn, cut, enjoy, hurt**, etc or with **propositions** when the subject and the object of the verb are the same person. *(subject) cut myself (object) accidentally when I was cooking.*
- with the preposition **by** when we mean alone/without company or without help. *She went shopping by herself. He cooked the meat by himself.*
- in the following expressions: **enjoy yourself, help yourself, behave yourself**. *We enjoyed ourselves very much at our country house. Help yourself to some cake. They promised to behave themselves.*



## Grammar Reference

- with the verbs **dress**, **wash** and **shave** when we want to show that someone did something with a lot of effort. *Although he is only four years old, he managed to **dress himself**.*

### Past Perfect

We use the past perfect (had + past participle) for:

- an action which happened before another past action or before a stated time in the past. *Bill **had finished** cooking by 6 o'clock.*
- an action which finished in the past and whose result was visible at a later point in the past. *He **had sprained** his ankle a few days earlier and it was still hurting.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

## Units 5-6

### Modals

Modals (*can/could, must, should, need to*):

- don't take *-s, -ing* or *-ed* suffixes.
- are followed by the bare infinitive.
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a normal bare infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

#### Obligation/Duty/Necessity

**Must** expresses duty/strong obligation to do sth, shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *I **must** remember to send him a card.*

**Need to** expresses necessity. *You **need to** be here by 10:00 am. You **needn't** worry about her. She's fine.*

**Had to** is the past form of both **must** and **have to**.

#### Permission/Prohibition

**Can** is used to ask for/give permission.

*Can I borrow your bicycle, please? Yes, of course you **can**.*

**Mustn't/Can't** is used to express that: it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** eat in here.*

#### Possibility

**Can + present infinitive** is used to express general/theoretical possibility. It isn't usually used for a specific situation. *For starters, we **can have** chicken wings.*

#### Ability/Inability

**Can** expresses ability in the present/future. *I **can** speak Italian.*

**Could** expresses general, repeated ability in the past. *I **could** write when I was five.*

**Couldn't** may be used to express any kind of inability in the past, repeated or specific. *I **couldn't** speak Polish when I was two.*

#### Advice

**Should/Shouldn't** is used to give advice. *You **should** be more patient. You **shouldn't** be that hard on him.*

## Unit 6

### Conditionals types 0 & 1

Type 0 conditionals are used to express a **general truth** or a **scientific fact**. In this type of conditionals we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple	→ present simple
<i>If/When you <b>heat</b> water,</i>	<i>it <b>boils</b>.</i>

Type 1 conditionals are used to express a real or very probable situation in the **present or future**.

If-clause	Main Clause
If + present simple	→ future simple, imperative, can/must/may etc + bare infinitive
<i>If he <b>comes</b> late,</i>	<i>he <b>will be</b> in trouble.</i>

When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

**Note:** With type 1 conditionals we can use **unless** + affirmative verb (= if + negative verb). *He **won't** be able to do it **unless** we help him.* (= *If we do not help him, he won't be able to do it.*)

## Unit 7

### Countable – Uncountable Nouns

- Countable** nouns are those that can be counted (*one egg, two eggs, etc.*).
- Uncountable** nouns are those that cannot be counted (*milk, sugar, etc.*). Uncountable nouns take a singular verb and are not used with *a/an*.

Groups of uncountable nouns include:

- mass nouns (*water, bread, wine, etc.*).
- sports (*football, basketball, etc.*).
- natural phenomena (*rain, snow, etc.*).
- collective nouns (*money, furniture, luggage, etc.*).
- certain other nouns (*accommodation, luck, etc.*).

### Quantifiers

#### Some/Any

**Some** and **any** are used with uncountable nouns and plural countable nouns. *some milk, some tomatoes*

- Some** is normally used in affirmative sentences. *There is **some** honey in the jar.*
- Some** is also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Would you like **some** coffee?*
- Any** is usually used in interrogative sentences. *Have we got **any** sugar?*  
**Not any** is used in negative sentences. *There **isn't any** milk left.*

#### A few – A little

**A few** is used with plural countable nouns. **A little** is used with uncountable nouns.

- A few** means 'not many, but enough'. *We have **a few** eggs. We can make an omelette.*
- A little** means 'not much, but enough'. *There is **a little** tea left. Would you like another cup?*

#### A lot of/Lots of – Much – Many

- A lot of/Lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** is not followed by a noun. *There are **a lot/lots of** apples in the fridge. I can make an apple pie. "Have we got any oranges?" "Yes, we've got **lots**."*
- Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There **aren't many** strawberries left. We **haven't got much** coffee.*
- How much** and **how many** are used in questions and negations.  
How much + uncountable noun → amount  
How many + countable noun → number  
*How **much** sugar do you take?*  
*How **many** biscuits do you want?*

### Be going to

We use **be going to** for:

- future plans and intentions. *He's **going to** study at Cambridge University. (He's planning to...)*
- predictions based on what we see or know. *The boy is **going to** fall off his bike. (He can't ride straight.)*
- things that we are sure about or we have already decided to do in the near future. *They **are going to** paint the house this weekend. (It has been decided.)*



## Will

We use the future simple (will + bare infinitive) for:

- decisions made at the moment of speaking. *It's hot in here. I'll open a window.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect**, etc, the expressions **be sure**, **be afraid**, etc, and the adverbs **probably**, **certainly**, **perhaps**, etc. *I think he'll succeed.*
- promises, threats, warnings, requests, hopes and offers. *Will you help me tidy the room?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Laura will be six years old in March.*

## Time Clauses about the future

When we use words and expressions such as **while**, **before**, **after**, **until/till**, **as**, **when**, **whenever**, **once**, **as soon as**, **as long as**, **by the time**, etc to introduce time clauses about the future, they are followed by the **present simple** or **present perfect**, but NOT future forms.

*By the time we reach the station the bus will have left.*

(NOT: *By the time we will reach the station ...*)

We DO use future forms with:

- when** - when it is used as a question word. *When will you see Ann?*  
BUT: *I don't know when he finishes.* (NOT: *will finish*)
- if/whether** - after expressions which show uncertainty/ignorance, etc, such as **I don't know**, **I doubt**, **I wonder**, **I'm not sure**, etc. *I'm not sure if he will come.*

## Unit 8

### Infinitive

The to-infinitive is used:

- to express purpose. *She went to the supermarket to buy milk and eggs.*
- after certain verbs that refer to the future (**agree**, **appear**, **decide**, **expect**, **hope**, **plan**, **promise**, **refuse**, etc). *They plan to move house.*
- after **would like**, **would prefer**, **would love**, etc to express a specific preference. *I would prefer to stay in tonight.*
- after adjectives which describe feelings/emotions (**happy**, **glad**, **sad**, etc), express willingness/unwillingness (**eager**, **reluctant**, **willing**, etc) or refer to a person's character (**clever**, **kind**, etc) and the adjectives **lucky** and **fortunate**. *I was very glad to hear that he got promoted.*
- after **too/enough**. *It isn't warm enough to sit in the garden.*
- in the expressions to tell you the truth, to be honest, to sum up, to begin with, etc. *To be honest, I don't believe what he said.*

The infinitive without to (also called bare infinitive) is used:

- after modal verbs. *She can sing well.*
- after the verbs **let**, **make**, **see**, **hear** and **feel**. *They made her tell them the truth.* BUT: We use the to-infinitive after **be made**, **be heard**, **be seen**, etc (passive form). *She was made to tell them the truth.*
- after **had better** and **would rather**. *We had better hurry or we'll miss the bus.*
- Help can be followed by either the to-infinitive or the infinitive without to. *She helped me (to) finish my essay.*

### -ing form

The -ing form is used:

- as a noun. *Swimming is very good for your health.*
- after certain verbs: **admit**, **appreciate**, **avoid**, **consider**, **continue**, **deny**, **fancy**, **go** (for activities), **imagine**, **mind**, **miss**, **quit**, **save**, **suggest**, **practise**, **prevent**. *Do you mind closing the window?*
- after **love**, **like**, **enjoy**, **prefer**, **dislike**, **hate** to express general preference. *She enjoys going out.* BUT: For a specific preference (would like/would prefer/would love) we use to-infinitive. *I would love to see you.*
- after expressions such as: **be busy**, **it's no use**, **it's no good**, **it's (not) worth**, **what's the use of**, **can't help**, **there's no point (in)**, **can't stand**, **have difficulty (in)**, **have trouble**, etc. *I can't stand people telling lies.*
- after **spend**, **waste** or **lose** (time, money, etc). *They spent their money buying souvenirs.*
- after the preposition to with verbs and expressions such as: **look forward to**, **be used to**, **in addition to**, **object to**, **prefer** (doing sth) to (sth else). *She prefers walking to driving to work.*
- after other prepositions. *He was thinking of buying a new car.*

## Mustn't – Don't Have To

- We use **mustn't** to express prohibition. *You mustn't park here.* (You aren't allowed to; it's against the law.)
- We use **don't have to** to express lack of necessity. *You don't have to dust the furniture; I have already done it.* (It's not necessary.)

## -ing/-ed participles

We use -ing participles to describe what something/someone was like. *The costumes were amazing.* (What were the costumes like? Amazing.)

We use -ed participles to describe how someone feels/felt. *We were amazed at the costumes.* (How did we feel? Amazed.)

## Preference

To express general preference we use:

- prefer + noun/-ing + to + noun/-ing**  
*I prefer meat to chicken. I prefer swimming to jogging.*
- prefer + to-infinitive + rather than + bare infinitive**  
*I prefer to cook rather than eat out.*

To express specific preference we use:

- would prefer + to-infinitive (rather than + bare infinitive)**  
*I'd prefer to watch TV (rather than go out).*
- would prefer + noun (rather than + noun)**  
*- Would you like a cup of tea? - I'd prefer coffee, thanks.*
- would rather + bare infinitive (than + bare infinitive)**  
*I'd rather go shopping than stay at home.*

## Too/Enough

We use **too + adjective/adverb (for sb/sth) + to-infinitive** to show that something is more than is wanted/permitted etc.

*She is too young to drive.* (She isn't allowed to drive.)

We use **(not) + adjective/adverb + enough (for sb/sth) + to-infinitive** to show that something is (not) as much as is wanted/necessary etc.

*She isn't old enough to drive.* (She isn't allowed to drive.)

**Enough** follows an adjective/adverb, but it is placed before a noun.

*They didn't have enough money to buy all they wanted.*

## Unit 9

### Adjectives

- Adjectives** describe nouns (*a big house*). They have the same form in the singular and plural. *a small car – small cars*
- Adjectives go before nouns. *a beautiful village*. They can also be used alone after the verb **to be** and after verbs such as: **look**, **smell**, **sound**, **feel**, **taste**, etc. *Mary is young. You look tired.*
- There are two kinds of adjectives: **opinion adjectives** (*beautiful*, *good*, etc.), which show what a person thinks of somebody or something, and **fact adjectives** (*long*, *strong*, *young*, etc.), which give us factual information about age, size, colour, etc.

### Order of adjectives

- Opinion adjectives go before fact adjectives. *a beautiful summer dress*
- When there are two or more fact adjectives in a sentence, they usually go in the following order:

	Size	Age	Shape	Colour	Origin	Material	
a	small	old	square	blue	Thai	silk	scarf

- We do not usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.  
*a large Chinese porcelain vase*

## The Passive

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form)

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *Her bag was stolen.* (We don't

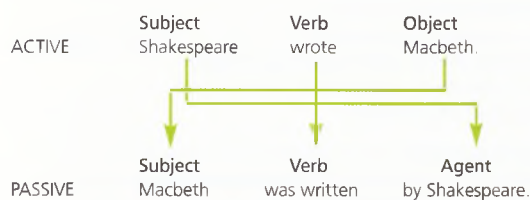


know who stole it.) *The bike is being repaired.* (It's unimportant who is repairing it.) *The robbers were arrested.* (It's obvious that the police arrested them.)

- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, adverts, instructions, processes, etc. *The conference was held on April 12th.*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Four people were killed in the car crash.*

#### Changing from the active to the passive

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Jack lives on the second floor* (intransitive verb). **No passive form:** *The second floor is lived on by Jack.*  
**Note:** Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Mike has a red bicycle.* NOT: *A red bicycle is had by Mike.*
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The sauce was made by Ann. It was made with tomatoes and garlic.*
- The agent can be omitted when the subject is: **they, he, someone/somebody, people, one, etc.** *Somebody has broken the window.* → *The window has been broken.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *This novel was written by Oscar Wilde.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc*, we can form two different passive sentences.  
*Bill gave the letter to Sam.* (active)  
*Sam was given the letter by Bill.* (passive, more common)  
*The letter was given to Sam by Bill.* (passive, less common)
- The verbs *hear, help, see* and *make* are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She made her clean her room.* *She was made to clean her room.*
- **Let** becomes **be allowed to** in the passive. *The teacher let the children play in the playground.* *The children were allowed to play in the playground.*
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they opened the new gym yet? Has the new gym been opened (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the play directed by?*

### Question Tags

#### Use

Question tags are short questions at the end of statements. We use them, mainly in speech, to invite the listener to agree with us (when we are sure about what we are saying) or to correct us (when we are not sure).

#### Form

- We form a question tag with the auxiliary verb or modal of the main clause and the appropriate subject pronoun.  
*He's kind, isn't he?*  
*You've got a car, haven't you?*  
*He can speak German, can't he?*
- When the auxiliary verb in the main clause is affirmative, the question tag is negative.  
*She has told everyone, hasn't she?*
- When the sentence is negative, the question tag is affirmative.  
*He didn't open the car, did he?*
- When the sentence contains a word with a negative meaning, like *never, hardly, seldom or rarely*, the question tag is affirmative.  
*You never watch TV, do you?*

- When the verb of the sentence is in the **present simple**, we form the **question tag** with the auxiliary verb **do/does** and the **subject pronoun**. When the verb is in the **past simple**, we form the question tag with the auxiliary verb **did** and the **subject pronoun**.  
*Cats don't like water, do they? They won the trophy, didn't they?*

## Unit 10

### Reported Speech

**Reported speech** is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word that can either be used or omitted after the introductory verb (*say, tell, etc*).  
*He said (that) he didn't know what to do.*

#### Say – Tell

- **say + no personal object** – *She said she was very tired.*
- **say + to + personal object** – *She said to us she was very tired.*
- **tell + personal object** – *She told us she was very tired.*

Expressions used with **say** and **tell**.

<b>Say</b>	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc.
<b>Tell</b>	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.

### Reported Statements

- In reported statements, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.  
*Peter said, "I'm exhausted."* (direct statement)  
*Peter said (that) he was exhausted.* (reported statement)

The tenses can either change or remain the same in reported speech.

**Direct speech:** *Bill said, "I still work there."*

**Reported speech:** *Bill said (that) he still works/worked there.*

#### Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
<b>Present Simple → Past Simple</b>	
<i>"My bus leaves at 5 o'clock."</i>	<i>She said (that) her bus left at 5 o'clock.</i>
<b>Present Continuous → Past Continuous</b>	
<i>"I am playing squash this afternoon."</i>	<i>She said (that) she was playing squash that afternoon.</i>
<b>Present Perfect → Past Perfect</b>	
<i>"I have made the beds."</i>	<i>She said (that) she had made the beds.</i>
<b>Past Simple → Past Simple or Past Perfect</b>	
<i>"I left early."</i>	<i>She said (that) she left/had left early.</i>

- Certain words and time expressions change according to the meaning as follows:
 

now	→	then, immediately
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next/following day
this week	→	that week
last week	→	the week before, the previous week
next week	→	the week after, the following week
ago	→	before
here	→	there
come	→	go
bring	→	take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.  
*Dad has said, "Tea is ready."* *Dad has said (that) tea is ready.*
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.  
*The teacher said, "The Eiffel Tower is in France."*  
*The teacher said (that) the Eiffel Tower is/was in France.*



## Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

### Relative Pronouns

We use:

- i. **who/that** to refer to people.
  - ii. **which/that** to refer to things.
  - iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).
- **Who, which** and **that** can be omitted when they are the object of the relative clause. *He's the man (who is) buying my car.*
  - **Who, which** or **that** cannot be omitted when they are the subject of the relative clause. *The man **who** owns that car is Spanish.*
  - **Whose** is never omitted. *That's the woman **whose** son is a pianist.*

## Defining and Non-Defining Relative Clauses

A defining relative clause gives necessary information essential to the meaning of the main clause. It is not put between commas and is introduced with **who, which, that, whose, where, when** or **the reason (why)**.

*The coat **which** she bought last month doesn't fit her.*

A non-defining relative clause gives extra information and is not essential to the meaning of the main clause. It is put between commas and is introduced with **who, whom, which, whose, where** or **when**.

*Orlando Bloom, **who** has starred in many films, is her favourite actor.*

## Reported Questions

- Reported questions are usually introduced with the verb **ask**.
- When the direct question begins with a question word (**who, where, how, when, what, etc.**), the reported question is introduced with the same question word.  
*Where's the post office, please? (direct question)*  
*He asked me **where** the post office was. (reported question)*
- When the direct question begins with an auxiliary (**be, do, have**), or a modal verb (**can, may, etc.**), then the reported question is introduced with **if** or **whether**.  
*He asked, "Is John here?" (direct question)*  
*He asked me **if/whether** John was there. (reported question)*

## Reported Commands

To report commands, we use the introductory verbs **ask** or **tell + sb + (not) to-infinitive**.

*Be quiet! (direct order)*

*He asked us **to be quiet**. (reported order)*

*Don't talk! (direct order)*

*He told us **not to talk**. (reported order)*

## Rules for Punctuation

### Capital Letters

A capital letter is used:

- to begin a sentence. *This is a digital pen.*
  - for days of the week, months and public holidays.  
*Monday, August, Carnival*
  - for names of people and places. *My friend's name is Steve and he's from York, England.*
  - for people's titles. *Mr and Mrs Smith; Dr Baker; Professor Jones; etc.*
  - for nationalities and languages. *They are French. She's fluent in German and Russian.*
- Note:** The personal pronoun **I** is always a capital letter. *Bill and I are going out tonight.*

### Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation. *We're having a great time. I wish you were here.*

### Comma (,)

A comma is used:

- to separate words in a list. *We need butter, milk, sugar and flour.*
  - to separate a non-defining relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.  
*Anya, who is a doctor, lives in Moscow.*
  - after certain linking words/phrases (e.g. *in addition to this, moreover, for example, however, in conclusion, etc.*). *Moreover, Mrs Smith is a very reliable person.*
  - when if-clauses begin sentences. *If you need help, call me.*
- Note:** No comma is used, however, when the if-clause follows the main clause. *Call me if you need me.*
- to separate question tags from the rest of the sentence.  
*Mrs Stevens is your neighbour, isn't she?*

### Question Mark (?)

A question mark is used:

- to end a direct question. *Where are you going?*

### Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *What great news!*

### Quotation Marks (' ' or " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *"What's your telephone number?" he asked him.*

### Colon (:

A colon is used:

- to introduce a list. *There were three of them in the meeting: John, Steve and Peter.*

### Brackets ( )

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular magazines (i.e. Newsweek, Focus, etc) can be found almost anywhere in this country.*

### Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been omitted. *I'm (= I am) fine. These were fashionable in the '80s.*
- before or after the possessive -s to show ownership or the relationship between people.  
*Nick's bag, my brother's car (singular noun + 's)*  
*my parents' house (plural noun + ')*  
*women's dresses (irregular plural + 's)*



# American English–British English Guide

American English	British English	American English	British English
<b>A</b> account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	<b>P</b> pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
<b>B</b> bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	<b>R</b> railroad restroom	railway toilet/cloakroom
<b>C</b> cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	<b>S</b> salesclerk/salesperson schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
<b>D</b> desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	<b>T</b> truck two weeks	lorry, van fortnight/two weeks
<b>E</b> eggplant elevator	aubergine lift	<b>V</b> vacation vacuum (v) vacuum cleaner vest	holiday(s) hoover (v) hoover (n) waistcoat
<b>F</b> fall/autumn faucet first floor, second floor, etc. flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc. torch chips reception	<b>W</b> with or without (milk/cream in coffee)	black or white
<b>G</b> garbage/trash garbage can gas gas station grade	autumn tap ground floor, first floor, etc. torch chips reception	<b>Y</b> yard	garden
<b>I</b> intermission intersection	autumn tap ground floor, first floor, etc. torch chips reception	<b>Z</b> (pronounced, 'zee') zero zip code	(pronounced, 'zed') nought postcode
<b>J</b> janitor	autumn tap ground floor, first floor, etc. torch chips reception	<b>Grammar</b>	
<b>K</b> kerosene	autumn tap ground floor, first floor, etc. torch chips reception	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
<b>L</b> lawyer/attorney line lost and found	autumn tap ground floor, first floor, etc. torch chips reception	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
<b>M</b> mail make a reservation motorcycle movie movie theater	autumn tap ground floor, first floor, etc. torch chips reception	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
<b>N</b> newsstand	autumn tap ground floor, first floor, etc. torch chips reception	<b>Spelling</b>	
<b>O</b> office (doctor's/dentist's) one-way (ticket) overalls	autumn tap ground floor, first floor, etc. torch chips reception	aluminum analyze center check (n) color honor jewelry practice (n, v)  program realize tire trave(l)ler	aluminium analyse centre cheque (n) colour honour jewellery practice (n) practise (v) programme realise tyre traveller
		<b>Expressions with prepositions and particles</b>	
		different <u>from/than</u> live <u>on</u> X Street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X Street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday



# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			



## UNIT 1a

analyse (v) /æˈnəlaɪz/  
 application form (n) /æplɪkeɪʃən fɔːm/  
 aquarium (n) /ækweəriəm/  
 attach (v) /əˈtætʃ/  
 attack (v) /əˈtæk/  
 bank clerk (n) /bæŋk klɜːk/  
 bodyguard (n) /bɒdɪɡɑːd/  
 brave (adj) /breɪv/  
 caring (adj) /keərɪŋ/  
 creative (adj) /kriˈeɪtɪv/  
 creature (n) /kriːtʃə/  
 curious (adj) /kjʊəriəs/  
 data (n) /deɪtə/  
 demanding (adj) /dɪməndɪŋ/  
 graphic designer (n) /græfɪk dɪzajner/  
 highly-qualified (adj) /haɪli kwɒlɪfaɪd/  
 human (n) /hjuːmən/  
 imaginative (adj) /ɪmædʒɪnətɪv/  
 intelligent (adj) /ɪntelɪdʒənt/  
 jaw (n) /dʒɔː/  
 journalist (n) /dʒɜːnəlɪst/  
 marine science (n) /məriːn saɪəns/  
 mechanic (n) /mɪkænik/  
 patient (adj) /peɪʃənt/  
 physically fit (adj) /fɪzɪkəli fɪt/  
 receptionist (n) /rɪsepʃənɪst/  
 reliable (adj) /rɪləɪəbəl/  
 rewarding (adj) /rɪwɔːdɪŋ/  
 row (n) /rəʊ/  
 satellite (n) /sætəlaɪt/  
 security guard (n) /sɪkjʊəntɪ gɑːd/  
 sense (n) /sens/  
 skilful (adj) /skɪlfʊl/  
 tag (n) /tæg/  
 terrify (v) /terɪfaɪ/  
 tiring (adj) /taɪərɪŋ/  
 uniform (n) /juːnɪfɔːm/  
 waiter (n) /weɪtə/  
 work shift (n) /wɜːk ʃɪft/

## UNIT 1b

Are you kidding? (phr) /kɪdɪŋ/  
 catch up (phr v) /kætʃ ʌp/  
 dust (v) /dʌst/  
 iron (v) /aɪə/  
 lawn (n) /lɔːn/  
 long time no see (phr) /lɒŋ taɪm noʊ siː/  
 make the bed (phr) /meɪk ðə bed/  
 mow (v) /moʊ/  
 never mind (phr) /nevə maɪnd/

rubbish (n) /rʌbɪʃ/  
 take out (phr v) /teɪk aʊt/  
 vacuum (v) /vækjuːm/  
 washing-up (n) /wɒʃɪŋ ʌp/  
 what a shame (phr) /wʌt ə ʃaɪm/  
 work out (phr v) /wɜːk aʊt/

## UNIT 1c

close (adj) /kloʊs/  
 company (n) /kʌmpəni/  
 cosy (adj) /kəʊzi/  
 definitely (adv) /defɪnɪtli/  
 life and soul of (phr) /laɪf ənd saʊl ɒf/  
 nervous (adj) /nɜːvəs/  
 share (v) /ʃeə/  
 sociable (adj) /səʊsɪəbəl/  
 tire myself out (phr v) /taɪə maɪself aʊt/  
 wedding reception (n) /wedɪŋ rɪsepʃən/

## UNIT 1d

apply for (v) /əplai fɔː/  
 cheerful (adj) /tʃiːfʊl/  
 deal with (phr v) /diːl wɪð/  
 entrance (n) /entrəns/  
 greet (v) /griːt/  
 main (adj) /meɪn/

## Culture Clip 1

attend (v) /ətend/  
 communicate (v) /kəmjʊˈnɪkeɪt/  
 isolated (adj) /aɪsəleɪtɪd/  
 private (adj) /praɪvɪt/  
 provide (v) /prəvaɪd/  
 resource (n) /rɪzɔːs/

## UNIT 2a

astronaut (n) /æstrənɔːt/  
 biography (n) /baɪɒɡrəfi/  
 completely (adv) /kəmplɪtli/  
 compose (v) /kəmˈpəʊz/  
 confused (adj) /kənˈfjuːzd/  
 deep feelings (n) /diːp fiːlɪŋz/  
 depressed (adj) /dɪprest/  
 early age (n) /ɜːli eɪdʒ/  
 excited (adj) /ɪksaɪtɪd/  
 explorer (n) /ɪksplɔːrə/  
 fall in (phr v) /fɔːl ɪn/  
 heroic (adj) /hɪrəʊɪk/  
 heroism (n) /hɪrəʊɪzəm/  
 lose my hearing (phr) /ləʊz maɪ hiːrɪŋ/  
 musician (n) /mjuːzɪʃən/  
 optimistic (adj) /ɒptɪmɪstɪk/  
 pessimistic (adj) /pesɪmɪstɪk/  
 politician (n) /pɒlɪtɪʃən/

scientist (n) /saɪəntɪst/  
 upset (adj) /ʌpset/

## UNIT 2b

annual (adj) /ænjuəl/  
 armour (n) /ɑːmə/  
 army (n) /ɑːmi/  
 attack (v) /əˈtæk/  
 axe (n) /æks/  
 battle (n) /bætl/  
 fight (v) /faɪt/  
 flag (n) /flæg/  
 have a great time (phr) /həv ə greɪt taɪm/  
 helmet (n) /helmt/  
 knight (n) /naɪt/  
 medieval (adj) /medɪəvəl/  
 re-enactment (n) /riːɪnæktmənt/  
 ride (v) /raɪd/  
 shield (n) /ʃɪld/  
 soldier (n) /səʊldɪə/  
 sword (n) /sɔːd/  
 weapon (n) /wepən/  
 wear (v) /weə/

## UNIT 2c

a work of art (phr) /ə wɜːk ɒf ɑːt/  
 attic (n) /ætɪk/  
 attractive (adj) /əˈtræktɪv/  
 brick wall (n) /brɪk wɔːl/  
 bungalow (n) /ˈbʌŋɡələʊ/  
 castle (n) /kɑːsl/  
 cheap (adj) /tʃiːp/  
 chimney (n) /tʃɪmni/  
 chest of drawers (phr) /tʃest ɒf draʊəz/  
 comfortable (adj) /kəmftəbəl/  
 cottage (n) /kɒtɪdʒ/  
 cushion (n) /kʊʃən/  
 decorated (adj) /deˈkɒreɪtɪd/  
 detached (adj) /dɪˈtætʃt/  
 expensive (adj) /ɪkspensɪv/  
 exterior (n) /ɪkstiəriə/  
 fence (n) /fens/  
 fireplace (n) /faɪəpleɪs/  
 four-poster bed (n) /fɔːr poʊstə bed/  
 interior (n) /ɪntəriə/  
 lamp (n) /læmp/  
 manor (n) /mænə/  
 mansion (n) /mænʃən/  
 modern (adj) /mɒdən/  
 pillow (n) /pɪləʊ/  
 plain (adj) /pleɪn/  
 plenty (adj) /plenti/  
 porch (n) /pɔːtʃ/  
 respect (n) /rɪspekt/  
 rug (n) /rʌɡ/

semi-detached (adj) /semi dɪˈtætʃt/  
 servant (n) /sɜːvənt/  
 spacious (adj) /speɪʃəs/  
 special feature (n) /speʃəl fiːtʃə/  
 staircase (n) /steəˈkeɪs/  
 steep (adj) /stiːp/  
 studio (n) /stjuːdiəʊ/  
 terraced (adj) /terɪst/  
 tiled (adj) /taɪld/  
 towel (n) /taʊəl/  
 town house (n) /taʊn haʊs/  
 traditional (adj) /trədiʃənəl/  
 wealthy (adj) /welθi/

## UNIT 2d

ancient coin (n) /eɪnfənt kɔɪn/  
 antique furniture (n) /æntɪk fɜːnɪtʃə/  
 awful (adj) /ɔːfʊl/  
 bronze statue (n) /brɒnz stætʃuː/  
 coal-mining village (n) /kəʊl maɪnɪŋ vlɪdʒ/  
 colourful tapestry (n) /kʌləfʊl tæpɪstri/  
 genuine (adj) /dʒenjuɪn/  
 gold ring (n) /ɡəʊld rɪŋ/  
 hectare (n) /hekteə/  
 historical costume (n) /hɪstɒrɪkəl kɒstjʊm/  
 interior (n) /ɪntəriə/  
 jewellery (n) /dʒuːəlri/  
 models of buildings (phr) /mɒdəls ɒf bɪldɪŋz/  
 museum (n) /mjuːziəm/  
 oil painting (n) /ɔɪl peɪntɪŋ/  
 old-fashioned shop (n) /əʊld fæʃənd ʃɒp/  
 railway station (n) /reɪlweɪ steɪʃən/  
 silver plate (n) /sɪlvə plæt/  
 special feature (n) /speʃəl fiːtʃə/  
 spectacular (adj) /spektækjələ/  
 steam engine (n) /stiːm endʒɪn/  
 terrible (adj) /terɪbəl/  
 vehicle (n) /vɪɪkəl/

## Literature Corner 2

beg (v) /beg/  
 best seller (n) /best seɪlə/  
 clutter up (phr v) /klʌtər ʌp/  
 contented (adj) /kəntentɪd/  
 doll-sized (adj) /dɒl saɪzd/  
 install (v) /ɪnstɔːl/



invent (v) /ɪnvent/  
messed (adj) /mest/  
nursery (n) /nɜːsəri/  
proceed (v) /prəˈsiːd/  
put in (phr v) /pʊt ɪn/

### Across the Curriculum 1

archery (n) /ɑːtʃəri/  
banquet (n) /bæŋkwɪt/  
behead (v) /biˈhed/  
bowls (n) /boʊlz/  
countryside (n) /kʌntrɪsaɪd/  
craftsman (n) /krɑːftsmən/  
criminal (n) /krɪmɪnəl/  
crowded (adj) /kraʊdɪd/  
famous (adj) /feɪməs/  
fence (v) /fens/  
gloomy (adj) /ɡluːmi/  
huge (adj) /hjuːdʒ/  
hunt (v) /hʌnt/  
king (n) /kɪŋ/  
law (n) /lɔː/  
merchant (n) /mɜːtʃənt/  
mud (n) /mʌd/  
narrow (adj) /næroʊ/  
nobleman (n) /nɒbəlˈmæn/  
ordinary (adj) /ɔːdɪnri/  
own (v) /oʊn/  
perform (v) /pəˈfɔːm/  
powerful (adj) /paʊəfʊl/  
queen (n) /kwiːn/  
rule (v) /ruːl/  
salty (adj) /sɔːlti/  
steal (v) /stiːl/  
suitable (adj) /suɪtəbəl/  
unhealthy (adj) /ʌnhelθi/  
wealthy (adj) /welθi/  
wooden house (n) /wʊdən haʊs/

### Unit 3a

accommodation (n) /əkəmədeɪʃən/  
adventure (n) /ədventʃə/  
ancient ruins (n) /eɪnʃənt ruːnz/  
available (adj) /əveɪləbəl/  
bungee jumping (n) /bʌndʒɪ dʒʌmpɪŋ/  
campsite (n) /kæmpsait/  
chance (n) /tʃɑːns/  
cliff diving (n) /klɪf daɪvɪŋ/  
climb (v) /klaɪm/  
cobbled (adj) /kɒpəld/  
cultural (adj) /kʌltʃərəl/  
deep-sea fishing (n) /diːp siː fiʃɪŋ/

delicious (adj) /dɪlɪʃəs/  
handmade (adj) /hændmeɪd/  
hike (v) /haɪk/  
jet skiing (n) /dʒet skiɪŋ/  
jungle (n) /dʒʌŋɡl/  
luxurious (adj) /lʌɡʒʊəriəs/  
pyramid (n) /pɪrəˈmɪd/  
relax (v) /rɪlæks/  
sandy (adj) /sændi/  
sight (n) /saɪt/  
snorkelling (n) /snɔːkəlɪŋ/  
souvenir (n) /suːvənɪə/  
spicy (adj) /speɪsi/  
suite (n) /swiːt/  
take a hike (phr)  
temple (n) /tempəl/  
water-skiing (n) /wɔːtə skiɪŋ/  
white-water rafting (n) /ˈwaɪt wɔːtə rɑːftɪŋ/  
wide range (n) /waɪd reɪndʒ/  
windsurfing (n) /wɪndzɜːfɪŋ/

### Unit 3b

advert (n) /ædvɜːt/  
arrival (n) /əraɪvəl/  
cabin (n) /kæbɪn/  
cancel (v) /kænsəl/  
comfortable (adj) /kʌmfətəbəl/  
convenient (adj) /kənviːniənt/  
credit card (n) /kredit kɑːd/  
cruise ship (n) /kruːz ʃɪp/  
deck (n) /dek/  
delivery (n) /dɪlɪvəri/  
departure (n) /dɪpɑːtʃə/  
enjoyable (adj) /ɪnˈdʒɔɪəbəl/  
fasten your seat belt (phr)  
film roll (n) /fɪlm rɒl/  
hire (v) /haɪə/  
intonation (n) /ɪntəneɪʃən/  
luggage (n) /lʌɡɪdʒ/  
mind the gap (phr)  
miss (v) /mɪs/  
pack (v) /pæk/  
package holiday (n) /pækɪdʒ hɒlɪdeɪ/  
paella (n) /paɪəleɪ/  
pick up (phr v) /pɪk ʌp/  
recommend (v) /rekəˈmend/  
safe (adj) /seɪf/  
stand clear of the doors (phr)  
the underground (n) /ði ʌndəˈgraʊnd/  
tiring (adj) /taɪərɪŋ/  
transport (n) /trænsˈpɔːt/  
travel agent (n) /trævəl eɪdʒənt/

### Unit 3c

arrangement (n) /əˈreɪndʒmənt/  
attend (v) /ətend/  
bagpipes (n) /bæɡpaɪps/  
band (n) /bænd/  
cabers-throwing contest (n) /kæbəθ ˈθroʊɪŋ kɒntest/  
canvas (n) /kænvəs/  
celebrate (v) /selɪbreɪt/  
contest (n) /kɒntest/  
decoration (n) /dekəˈreɪʃən/  
dress up (phr v) /dres ʌp/  
exchange (v) /ɪksˈtʃeɪndʒ/  
exciting (adj) /ɪksaɪtɪŋ/  
festival (n) /festɪvəl/  
firework (n) /faɪəˈwɜːk/  
ghost (n) /ɡəʊst/  
impressive (adj) /ɪmpresɪv/  
incredible (adj) /ɪnkrədɪbəl/  
keep alive (phr)  
land (v) /lənd/  
last (v) /lɑːst/  
launch (v) /lɔːntʃ/  
let off (phr v) /let ɒf/  
live (adv) /laɪv/  
maypole (n) /meɪpəʊl/  
parade (n) /pəˈreɪd/  
perform (v) /pəˈfɔːm/  
pumpkin lantern (n) /pʌmpkɪn læntəˈn/  
put up (phr v) /pʊt ʌp/  
rise (v) /raɪz/  
spectacular (adj) /spektækjʊlə/  
stuffed turkey (n) /stʌft tɜːki/  
tartan kilt (n) /tɑːtən kɪlt/  
tasty (adj) /teɪsti/  
tradition (n) /trəˈdɪʃən/  
tulip (n) /tjuːlɪp/  
vote (v) /voʊt/  
witch (n) /wɪtʃ/  
wreath (n) /rɪθ/

### Unit 3d

activity (n) /æktɪvɪti/  
beach (n) /biːtʃ/  
drop a line (phr)  
entertainment (n) /entəˈteɪnmənt/  
frightened (adj) /fraɪtənd/  
go shopping (phr)  
hotel (n) /hoʊtel/  
mime (v) /maɪm/  
postcard (n) /pəʊstkɑːd/  
self-catering apartment (n) /self keɪtərɪŋ əpɑːtmənt/  
view (n) /vjuː/

### Culture Clip 3

astronaut (n) /æstrənɔːt/  
attraction (n) /əˈtrækʃən/  
collection (n) /kəleɪʃən/  
cool (adj) /kuːl/  
count (v) /kaʊnt/  
cove (n) /kəʊv/  
display (v) /dɪspleɪ/  
feed (v) /fiːd/  
giant (adj) /dʒaɪənt/  
guided bus tour (n) /gaɪdɪd bʌs tuə/  
journey (n) /dʒɜːni/  
killer whale (n) /kɪlə ˈhweɪl/  
kingdom (n) /kɪŋdəm/  
magical (adj) /mædʒɪkəl/  
magnificent (adj) /mæɡnɪfɪsənt/  
meteorite (n) /miˈtiəriːt/  
safari (n) /səˈfɑːri/  
screen (n) /skriːn/  
shark (n) /ʃɑːk/  
space mission (n) /speɪs mɪʃən/  
space port (n) /speɪs pɔːt/  
space flight (n) /speɪs flaɪt/  
sunshine (n) /sʌnˈʃaɪn/  
theme park (n) /θiːm pɑːk/  
thrill (n) /θrɪl/  
underwater circus (n) /ʌndəˈwɔːtə sɜːkəs/  
water park (n) /wɔːtə pɑːk/  
year-round (adj) /jiə rəʊnd/

### UNIT 4a

bitterly cold (phr)  
boiling hot (phr)  
cheerful (adj) /tʃɪəfʊl/  
chilly (adj) /tʃɪli/  
cloudy (adj) /klaʊdi/  
come rain or shine (phr)  
depressed (adj) /dɪprest/  
dull (adj) /dʌl/  
east (n) /iːst/  
foggy (adj) /fɒɡi/  
freezing cold (phr)  
give away to (phr)  
light wind (n) /laɪt wɪnd/  
max (abbreviation for maximum)  
mild (adj) /maɪld/  
min (abbreviation for minimum)  
north (n) /nɔːθ/  
permission (n) /pəˈmɪʃən/  
rainy (adj) /reɪni/  
scared (adj) /skeəd/  
shower (v) /ʃaʊə/



snowy (adj) /snoʊi/  
 south (n) /saʊθ/  
 south-westerly (adj) /saʊθ  
 westə'li/  
 spell (n) /spel/  
 storm (n) /stɔ:'m/  
 stressed (adj) /strest/  
 strong wind (n) /strɒŋ wind/  
 sunny (adj) /sʌni/  
 temp (abbreviation for  
 temperature)  
 temperature (n) /temprətʃə/  
 thick cloud (n) /θɪk klaʊd/  
 weather forecast (n) /weðə'  
 fɔ:'kɑ:st/  
 weather report (n) /weðə'  
 rɪpɔ:'t/  
 west (n) /west/  
 wet (adj) /wet/  
 windy (adj) /wɪndi/

## UNIT 4b

area (n) /eəriə/  
 average (n) /ævərɪdʒ/  
 beach (n) /bi:tʃ/  
 boring (adj) /bɔ:riŋ/  
 continent (n) /kɒntɪnənt/  
 deep (adj) /di:p/  
 depth (n) /depθ/  
 desert (n) /dezə't/  
 disagreement (n)  
 /dɪsəgrɪ'ment/  
 forest (n) /fɒrɪst/  
 friendly (adj) /frendli/  
 height (n) /haɪt/  
 high (adj) /haɪ/  
 hold (v) /həʊld/  
 lake (n) /leɪk/  
 length (n) /lenθ/  
 lie (v) /laɪ/  
 long (adj) /lɒŋ/  
 measure (v) /meʒə/  
 mountain (n) /maʊntɪn/  
 name after (phr v) /neɪm  
 ɑ:ftə/  
 noise (n) /nɔɪz/  
 ocean (n) /oʊʃən/  
 point (n) /pɔɪnt/  
 quiet (adj) /kwaɪət/  
 river (n) /rɪvə/  
 sea (n) /si:/  
 size (n) /saɪz/  
 surveyor (n) /sə'veɪə/  
 total (adj) /toʊtəl/  
 valley (n) /væli/  
 water supply (n) /wɔ:tə'  
 səplai/

waterfall (n) /wɔ:tə'fɔ:l/  
 wide (adj) /waɪd/  
 width (n) /wɪð/  
 wonder (n) /wʌndə/

## UNIT 4c

argument (n) /ɑ:'gɪjəmənt/  
 assure (v) /ə'ʃʊə/  
 beak (n) /bi:k/  
 claw (n) /klɔ:/  
 deer (n) /diə/  
 eagle (n) /i:gəl/  
 entrance (n) /entrəns/  
 fin (n) /fɪn/  
 flipper (n) /flɪpə/  
 fox (n) /fɒks/  
 funny (adj) /fʌni/  
 giraffe (n) /dʒɪ'rɑ:f/  
 goat (n) /ɡəʊt/  
 goldfish (n) /ɡəʊldfɪʃ/  
 goose (n) /ɡʊs/  
 hamster (n) /hæmstə/  
 heavy (adj) /hevi/  
 horn (n) /hɔ:n/  
 kangaroo (n) /kæŋɡəru:/  
 kitten (n) /kɪt'n/  
 lizard (n) /lɪzəd/  
 mane (n) /meɪn/  
 missing (adj) /mɪsɪŋ/  
 monkey (n) /mʌŋki/  
 neck (n) /nek/  
 owl (n) /aʊl/  
 parrot (n) /pærət/  
 paw (n) /pɔ:/  
 peacock (n) /pi:kɒk/  
 pigeon (n) /pɪdʒɪn/  
 playful (adj) /pleɪfʊl/  
 polar region (n) /pəʊlə'  
 rɪ:dʒən/  
 propose (v) /prəpəʊz/  
 rabbit (n) /ræbɪt/  
 regret (v) /rɪɡret/  
 sheep (n) /ʃi:p/  
 smart (adj) /smɑ:t/  
 smell (n) /smel/  
 snake (n) /sneɪk/  
 stork (n) /stɔ:k/  
 tail (n) /teɪl/  
 take care of (phr)  
 tiger (n) /taɪɡə/  
 tortoise (n) /tɔ:təs/  
 whisker (n) /'hɪʃkə/  
 wing (n) /wɪŋ/  
 wolf (n) /wʊlf/

## UNIT 4d

adapt (v) /ədæpt/  
 attract (v) /ə'trækt/  
 capital (n) /kæpɪtəl/  
 care (n) /keə/  
 cause (v) /kɔ:z/  
 cross (n) /krɒs/  
 form (n) /fɔ:m/  
 grow (v) /ɡrəʊ/  
 harsh environment (n) /hɑ:f  
 ɪnvaɪərən'ment/  
 hiker (n) /haɪkə/  
 ox (n) /ɒks/  
 range (n) /reɪndʒ/  
 rocky ground (n) /rɒki  
 ɡraʊnd/  
 rubbish (n) /rʌbɪʃ/  
 space (n) /speɪs/  
 ton (n) /tʌn/

## Curricular Cuts 4

adapt (v) /ədæpt/  
 altitude (n) /æltɪtju:d/  
 coat (n) /kəʊt/  
 continent (n) /kɒntɪnənt/  
 crust (n) /krʌst/  
 harsh (adj) /hɑ:f/  
 hoof (n) /hu:f/  
 income (n) /ɪŋkʌm/  
 leopard (n) /lepəd/  
 mountain range (n) /maʊntɪn  
 reɪndʒ/  
 ox (n) /ɒks/  
 panda (n) /pændə/  
 path (n) /pɑ:θ/  
 tectonic plate (n) /tektonɪk  
 pleɪt/  
 yak (n) /jæk/

## Across the Curriculum 2

aim (v) /eɪm/  
 animal fur (n) /æniməl fɜ:/  
 climate (n) /klaɪmət/  
 conservation (n) /kɒnsə'veɪʃən/  
 crime (n) /kraɪm/  
 disappear (v) /dɪsəpiə/  
 donation (n) /dəʊneɪʃən/  
 encourage (v) /ɪŋkʌrɪdʒ/  
 endangered (adj) /ɪndəndʒəd/  
 extinction (n) /ɪkstɪŋkʃən/  
 face (v) /feɪs/  
 found (v) /faʊnd/  
 fund (n) /fʌnd/  
 global (adj) /ɡləʊbəl/  
 habitat (n) /hæbɪtæt/  
 illegal (adj) /ɪlɪɡəl/  
 ivory (n) /aɪvəri/

leaflet (n) /li:flet/  
 mammal (n) /mæməl/  
 pollution (n) /pəlu:ʃən/  
 protect (v) /prətekt/  
 relate (v) /rɪleɪt/  
 respected (adj) /rɪspektɪd/  
 rhino (n) /raɪnoʊ/  
 shell (n) /ʃel/  
 species (n) /spi:ʃɪz/  
 spot (v) /spɒt/  
 suspicious (adj) /səspɪʃəs/  
 threatened (adj) /θretənd/  
 tortoise (n) /tɔ:təs/  
 trade (n) /treɪd/  
 turtle (n) /tɜ:'tʌl/  
 whale watcher (n) /'hweɪl  
 wɒtʃə/  
 whaling (n) /'hweɪlɪŋ/  
 wildlife (n) /waɪldlaɪf/

## UNIT 5a

a few more hours (phr)  
 all night (phr)  
 ankle (n) /æŋkəl/  
 apartment (n) /əpɑ:'tmənt/  
 area (n) /eəriə/  
 assistance (n) /əsɪstəns/  
 attack (n) /ətæk/  
 background (n) /bækɡraʊnd/  
 badly (adv) /bædli/  
 bathroom window (n)  
 /'bɑ:θru:m wɪndəʊ/  
 be certain (phr)  
 be safe (phr)  
 blanket (n) /blæŋkɪt/  
 blow (v) /bləʊ/  
 broken (adj) /brəʊkən/  
 building (n) /bɪldɪŋ/  
 burn (v) /bɜ:n/  
 call (v) /kɔ:l/  
 cause (v) /kɔ:z/  
 check (v) /tʃek/  
 closed road (n) /kloʊzd roʊd/  
 cold (adj) /kəʊld/  
 collapse (v) /kəlæps/  
 come back (phr v) /kʌm bæk/  
 damage (n) /dæmɪdʒ/  
 diary (n) /daɪəri/  
 disaster (n) /dɪzɑ:stə/  
 drive (v) /draɪv/  
 drive through (phr v) /draɪv  
 θru:/  
 during (prep) /dɪʊərɪŋ/  
 earthquake (n) /ɜ:'θkweɪk/  
 electricity (n) /ɪlektrɪsɪti/  
 empty (adj) /empti/  
 erupt (v) /ɪrʌpt/  
 face (v) /feɪs/



farmer (n) /fɑːmə/

find (v) /faɪnd/

fire (n) /faɪə/

firefighter (n) /faɪəˈfaɪtə/

flame (n) /fleɪm/

flood (n) /flʌd/

follow the rules (phr)

forest fire (n) /fɒrɪst faɪə/

gas (n) /ɡæs/

give out (phr v) /ɡɪv aʊt/

go home (phr)

go out (phr v) /ɡoʊ aʊt/

guess (v) /ɡes/

have dinner (phr)

hear (v) /hɪə/

helpline (n) /helpleɪn/

hot soup (n) /hɒt suːp/

hurricane (n) /ˈhʌrɪkən/

in case (phr)

interrupt (v) /ɪntəˈrʌpt/

jumping up and down (phr)

lava (n) /lɑːvə/

leaflet (n) /ˈliːflət/

leave (v) /liːv/

lucky (adj) /ˈlʌki/

move (v) /muːv/

move to safety (phr)

narrate (v) /nəˈreɪt/

natural disaster (n) /ˈnætʃərəl dɪzɑːstə/

nature (n) /neɪtʃə/

nightmare (n) /ˈnaɪtmɛə/

ornament (n) /ɔːnəmənt/

park (n) /pɑːk/

pavement (n) /peɪvmənt/

point of view (phr)

put out (phr v) /pʊt aʊt/

rain (v) /reɪn/

realise (v) /rɪˈleɪz/

return (v) /rɪˈtʃn/

roommate (n) /ruːmmeɪt/

safe place (n) /seɪf pleɪs/

safety (n) /seɪfti/

scared (adj) /skeəd/

setting (n) /setɪŋ/

shake (v) /ʃeɪk/

shaking (adj) /ʃeɪkɪŋ/

sheep (n) /ʃiːp/

shocked (adj) /ʃɒkt/

smash (v) /smæʃ/

snow (v) /snəʊ/

sound (v) /saʊnd/

spend the night (phr)

spread (v) /spred/

start (v) /stɑːt/

stay awake (phr)

stay calm (phr)

strong wind (n) /strɒŋ wɪnd/

suddenly (adv) /sʌdˈnli/

suppose (v) /səˈpəʊz/

sway (v) /sweɪ/

talk (v) /tɔːk/

terrible noise (n) /ˈterɪbəl nɔɪz/

terrifying (adj) /təˈrɪfaɪɪŋ/

The Red Cross (n) /ðə red kros/

though (adv) /ðəʊ/

tree (n) /triː/

tremor (n) /tremə/

try (v) /traɪ/

turn off (phr v) /tɜːn ɒf/

valuables (n) /ˈvæljuəbəlz/

volcanic eruption (n) /ˈvɒlkænɪk ɪrəˈpʃən/

wait (v) /weɪt/

walk around (phr v) /wɔːk əraʊnd/

watch (v) /wɒtʃ/

window (n) /ˈwɪndəʊ/

wobble (v) /ˈwɒbəl/

wooden floor (n) /ˈwʊdən flɔː/

worry (v) /ˈwʌri/

## UNIT 5b

accident (n) /ˈæksɪdənt/

alright (adj) /ɔːlraɪt/

awful (adj) /ɔːfʊl/

be in the wars (phr)

boiling water (n) /ˈbɔɪlɪŋ wɔːtə/

boss (n) /bɒs/

break a tooth (phr)

burn (v) /bɜːn/

chlorine (n) /ˈklɔːrɪn/

chop (v) /tʃɒp/

clean (v) /kliːn/

come round (phr v) /kʌm raʊnd/

computer (n) /kəmˈpjʊtə/

cooker (n) /ˈkʊkə/

cut a finger (phr)

do homework (phr)

drive (v) /draɪv/

electrocute (v) /ɪlektrekjuːt/

exactly (adv) /ɪɡzæktli/

fall (v) /fɔːl/

fall down (phr v) /fɔːl daʊn/

fish (n) /fɪʃ/

fix (v) /fiks/

flash (v) /flæʃ/

fry (v) /fraɪ/

go out (phr v) /ɡoʊ aʊt/

go wrong (phr)

graze a knee (phr)

hammer (n) /ˈhæmə/

hang a picture (phr)

hit (v) /hɪt/

hurt (v) /hɜːt/

hurt my back (phr)

iron (n) /aɪə/

knife (n) /naɪf/

ladder (n) /ˈlædə/

leader (n) /liːdə/

leg (n) /leg/

light (n) /laɪt/

lightning (n) /ˈlaɪtnɪŋ/

living room (n) /ˈlɪvɪŋ ruːm/

make myself a cup of tea (phr)

matches (n) /ˈmætʃɪz/

medicine (n) /ˈmedsɪn/

miserable (adj) /ˈmɪzərəbəl/

mum (n) /mʌm/

offer (v) /ɒfə/

part of the body (phr)

phone (n) /fəʊn/

play (v) /pleɪ/

poison (v) /ˈpɔɪzən/

poor thing (phr)

risk (v) /rɪsk/

scald a hand (phr)

scissors (n) /ˈsɪzəz/

similar (adj) /ˈsɪmələ/

slip (v) /slɪp/

socket (n) /ˈspɒkɪt/

spill (v) /spɪl/

spill a drink (phr)

start (v) /stɑːt/

station (n) /ˈsteɪʃən/

step (n) /step/

talk (v) /tɔːk/

tell you what (phr)

twist an ankle (phr)

upstairs window (n) /ˈʌpsteez wɪndəʊ/

wait for the bus (phr)

walk down the street (phr)

wall (n) /wɔːl/

wire (n) /waɪə/

work (v) /wɜːk/

## UNIT 5c

accident (n) /ˈæksɪdənt/

afford (v) /əˈfɔːd/

air traffic control (n) /eə træfɪk kəntroʊl/

apartment block (n) /əˈpɑːtmənt blɒk/

arrive (v) /əˈraɪv/

blast (n) /blɑːst/

bolt of lightning (phr)

care (v) /keə/

collide (v) /kəlaɪd/

crash (v) /kræʃ/

crew member (n) /kruː membə/

dark (adj) /dɑːk/

dead (adj) /ded/

decide (v) /daɪsaɪd/

depth (n) /depθ/

different (adj) /ˈdɪfrənt/

emergency landing (n) /ɪmɜːdʒənsi lændɪŋ/

experience (v) /ɪkspɪəriəns/

factory (n) /ˈfæktəri/

fail an exam (phr)

field (n) /fiːld/

fly (v) /flaɪ/

forget (v) /fəˈɡet/

freak storm (n) /frik stɔːm/

glad (adj) /ɡlæd/

headline (n) /ˈhedlaɪn/

hero (n) /ˈhɪərəʊ/

hit (v) /hɪt/

horror (n) /ˈhɒrə/

however (adv) /haʊəvə/

huge (adj) /hjuːdʒ/

insist (v) /ɪnsɪst/

kill (v) /kɪl/

lake (n) /leɪk/

land (v) /lənd/

lose (v) /luːz/

make contact with (phr)

miss the bus (phr)

missing (adj) /ˈmɪsɪŋ/

mistake (v) /ˈmɪstə/

news flash (n) /njuːz flæʃ/

oil slick (n) /ɔɪ slɪk/

onboard computer (n) /ɒnbɔːd kəmˈpjʊtə/

oversleep (v) /ˈoʊvəˈslɪp/

passenger (n) /ˈpæsɪndʒə/

pensioner (n) /ˈpenʃənə/

perish (v) /ˈperɪʃ/

pilot (n) /ˈpaɪlət/

plane (n) /pleɪn/

pour with rain (phr)

praise (v) /preɪz/

relieved (adj) /rɪˈliːvd/

route (n) /ruːt/

sad (adj) /sæd/

safety (n) /seɪfti/

set the alarm (phr)

spend money (phr)

terrible (adj) /ˈterɪbəl/

terrify (v) /təˈrɪfaɪ/

train (n) /treɪn/

view (n) /vjuː/

weedkiller (n) /ˈwiːdkɪlə/

wet (adj) /wet/

witness (v) /ˈwɪtnəs/

wreck (n) /rek/



## UNIT 5d

act (v) /ækt/  
 atmosphere (n) /ætmosfəʳ/  
 awake (adj) /əweɪk/  
 be on fire (phr)  
 brave (adj) /breɪv/  
 breezy (adj) /bri:zi/  
 burning (adj) /bɜ:ʳnɪŋ/  
 carry (v) /kæri/  
 climax event (n) /klaɪmæks  
 ɪvent/  
 climb up (phr v) /klaɪm ʌp/  
 coat (n) /koʊt/  
 come over (phr v) /kʌm  
 ʊvəʳ/  
 cool (adj) /ku:l/  
 dark (adj) /dɑ:ʳk/  
 embarrassed (adj) /ɪmbærest/  
 entitle (v) /ɪntaɪtəl/  
 finally (adv) /faɪnəli/  
 fire brigade (n) /faɪə ˈbrɪɡeɪd/  
 flame (n) /fleɪm/  
 frightened (adj) /fraɪtənd/  
 hall (n) /hɔ:l/  
 hose (n) /hoʊz/  
 jump out (phr v) /dʒʌmp aʊt/  
 kitchen door (n) /kɪtʃɪn dɔ:ʳ/  
 ladder (n) /lædəʳ/  
 landing (n) /lændɪŋ/  
 lie in bed (phr)  
 link (v) /lɪŋk/  
 main character (n) /meɪn  
 kærɪktəʳ/  
 neighbour (n) /neɪbəʳ/  
 nightmare (n) /naɪtmeəʳ/  
 peacefully (adv) /pi:sfəli/  
 pick up (phr v) /pɪk ʌp/  
 put out (phr v) /pʊt aʊt/  
 quickly (adv) /kwɪkli/  
 reader (n) /ri:dəʳ/  
 relieved (adj) /rɪlivd/  
 remember (v) /rɪmembəʳ/  
 shocked (adj) /ʃɒkt/  
 side (n) /saɪd/  
 sit up (phr v) /sɪt ʌp/  
 slowly (adv) /sləʊli/  
 smell (v) /smel/  
 smoke (n) /smʊk/  
 sniff (v) /snɪf/  
 stairs (n) /steəz/  
 stand by (phr v) /stænd baɪ/  
 stormy (adj) /stɔ:ʳmi/  
 surprised (adj) /səˈpraɪzd/  
 take off (phr v) /teɪk ɒf/  
 teen magazine (n) /ti:n  
 mæɡəzi:n/  
 thick (adj) /θɪk/

tired (adj) /taɪəʳd/  
 unexpected visit (n)  
 /ʌnɪkspektɪd vɪzɪt/  
 upstairs (adj) /ʌpsteeʳz/  
 wake (v) /weɪk/  
 weather (n) /weðəʳ/  
 well done (phr)

## Culture Clip 5

afterwards (adv) /ɑ:ftəˈwɜ:ʳdz/  
 blame (v) /bleɪm/  
 burn down (phr v) /bɜ:ʳn  
 daʊn/  
 choose (v) /tʃu:z/  
 circle (n) /sɜ:ʳkəl/  
 clean (adj) /kli:n/  
 continue (v) /kənˈtɪnju: /  
 cough (v) /kɒf/  
 deadly disease (n) /dedli  
 dɪzi:z/  
 design (v) /dɪzəɪn/  
 dirty (adj) /dɜ:ʳti/  
 disease (n) /dɪzi:z/  
 doctor (n) /dɒktəʳ/  
 enjoy (v) /ɪndʒɔɪ/  
 fall down (phr v) /fɔ:l daʊn/  
 fight (v) /faɪt/  
 fill (v) /fɪl/  
 flower (n) /flaʊəʳ/  
 hide (v) /haɪd/  
 later (adv) /leɪtəʳ/  
 meaning (n) /mi:nɪŋ/  
 mysterious (adj) /mɪstɪəriəs/  
 plague (n) /pleɪɡ/  
 play a game (phr)  
 pocket (n) /pɒkɪt/  
 poem (n) /poʊɪm/  
 posy (n) /poʊzi/  
 rat (n) /ræt/  
 recorded case (n) /rɪkɔ:ʳdɪd  
 keɪs/  
 refer (v) /rɪfə:ʳ/  
 remind (v) /rɪmaɪnd/  
 return (v) /rɪtɜ:ʳn/  
 ring (v) /rɪŋ/  
 rose (n) /roʊz/  
 rosy rash (n) /roʊzi ræʃ/  
 sign (n) /saɪn/  
 skip around (phr v) /skɪp  
 əraʊnd/  
 smell (n) /smel/  
 sneeze (v) /sni:z/  
 song line (n) /sɒŋ laɪn/  
 spread (v) /spred/  
 stand (v) /stænd/  
 sufferer (n) /sʌfəʳəʳ/  
 survive (v) /səˈvaɪv/

## UNIT 6a

act out (phr v) /ækt aʊt/  
 alright (adj) /ɔ:lraɪt/  
 antibiotic (n) /æntɪbaɪɒtɪk/  
 aspirin (n) /æspɪrɪn/  
 awful (adj) /ɔ:fʊl/  
 boil (v) /bɔɪl/  
 cartoon strip (n) /kɑ:tu:n strɪp/  
 catch a cold (phr)  
 cold (n) /kəʊld/  
 cough (n) /kɒf/  
 cure (v) /kjʊəʳ/  
 dentist (n) /dentɪst/  
 disappear (v) /dɪsəpeəʳ/  
 drop (v) /drɒp/  
 earache (n) /ɪəreɪk/  
 evaporate (v) /ɪvəˈpeəreɪt/  
 expand (v) /ɪkspænd/  
 feel well (phr)  
 fever (n) /fi:vəʳ/  
 future possibility (n) /fju:tʃə  
 pɒsɪbɪlɪti/  
 general truth (n) /dʒenrəl  
 tru:θ/  
 genius (n) /dʒɪniəs/  
 health problem (n) /helθ  
 prɒbləm/  
 heat (v) /hi:t/  
 hypothesis (n) /haɪpəθəsɪs/  
 introduce (v) /ɪntrədju:s/  
 invention (n) /ɪvenʃən/  
 law of nature (phr)  
 magic potion (n) /mædʒɪk  
 pɒʊʃən/  
 magic wand (n) /mædʒɪk  
 wɒnd/  
 measles (n) /mi:zəlɪz/  
 medicine (n) /medsən/  
 melt (v) /melt/  
 mystic (n) /mɪstɪk/  
 painkiller (n) /peɪnkɪləʳ/  
 poor thing (phr)  
 prepare (v) /prɪpeəʳ/  
 reach (v) /ri:tʃ/  
 really bad (phr)  
 silly (adj) /sɪli/  
 sore throat (n) /sɔ:ʳ θroʊt/  
 splitting headache (n) /splɪtɪŋ  
 hedek/  
 spot (n) /spɒt/  
 stay in bed (phr)  
 stomach ache (n) /stəmæk eɪk/  
 suck a lozenge (phr)  
 switch (n) /swɪtʃ/  
 temperature (n) /temprətʃəʳ/  
 terrible (adj) /terɪbəl/  
 toothache (n) /tu:θeɪk/  
 try out (phr v) /traɪ aʊt/

vitamin (n) /vɪtəmin/  
 What's the matter? (phr)  
 What's wrong? (phr)  
 work wonders (phr)

## UNIT 6b

airport (n) /eəˈpɔ:ʳt/  
 ambulance (n) /æmbjʊləns/  
 apply (v) /əpleɪ/  
 area (n) /eəriə/  
 available (adj) /əveɪləbəl/  
 avoid (v) /əvɔɪd/  
 bad tooth (n) /bæd tu:θ/  
 brush (v) /brʌʃ/  
 check-up (n) /tʃek ʌp/  
 chemist (n) /kemɪst/  
 clinic (n) /kλɪnɪk/  
 come back (phr v) /kʌm bæk/  
 cough syrup (n) /kɒf sɪrəp/  
 crossing (n) /krɒsɪŋ/  
 customer (n) /kʌstəməʳ/  
 dental health (n) /dentəl helθ/  
 dentist (n) /dentɪst/  
 doctor (n) /dɒktəʳ/  
 don't worry (phr)  
 drill (n) /drɪl/  
 emergency (n) /ɪmɜ:ʳdʒənsi/  
 enter (v) /entəʳ/  
 express (v) /ɪkspres/  
 eye drops (n) /aɪ drɒps/  
 eye infection (n) /aɪ ɪnfekʃən/  
 filling (n) /fɪlɪŋ/  
 flu vaccination (n) /flu:  
 væksɪneɪʃən/  
 forbidden (adj) /fəˈbɪdən/  
 fresh (adj) /freʃ/  
 get worse (phr)  
 gum (n) /ɡʌm/  
 healthy (adj) /helθi/  
 hospital (n) /hɒspɪtəl/  
 information (n) /ɪnfəˈmeɪʃən/  
 insect bite (n) /ɪnsekt baɪt/  
 lab (n) /læb/  
 lack (n) /læk/  
 lens shop (n) /lenz ʃɒp/  
 meal (n) /mi:l/  
 meaning (n) /mi:nɪŋ/  
 medical profession (n)  
 /medɪkəl prəfeʃən/  
 mirror (n) /mɪrəʳ/  
 necessary (adj) /nesəsəri/  
 necessity (n) /nɪsesɪti/  
 needle (n) /ni:dəl/  
 ointment (n) /ɔɪntmənt/  
 open wide (phr)  
 operation (n) /ɒpəreɪʃən/  
 ophthalmologist (n)  
 /ɒfθəlmɒlədʒɪst/



optician (n) /ɒptɪjən/  
 park (v) /pɑːk/  
 pharmacy (n) /fɑːməsi/  
 phone call (n) /fəʊn kɔːl/  
 pneumonia (n) /njuːmɒniə/  
 prescription (n) /prɪskrɪpʃən/  
 problem (n) /prɒbləm/  
 prohibition (n) /prəʊɪbɪʃən/  
 retail (n) /reɪtəl/  
 rule (n) /ruːl/  
 sign (n) /saɪn/  
 skin cream (n) /skɪn kriːm/  
 smoke (v) /sməʊk/  
 sore (adj) /sɔːr/  
 strong advice (n) /strɒŋ  
 ædvaɪs/  
 sugary drink (n) /ʃʊɡəri drɪŋk/  
 suggest (v) /sədʒest/  
 sunburn (n) /sʌnbɜːn/  
 surgeon (n) /sɜːdʒən/  
 surgery (n) /sɜːdʒəri/  
 tablet (n) /tæblət/  
 tired (adj) /taɪəd/  
 use (v) /juːz/  
 vegetable (n) /vedʒtəbəl/  
 visit (v) /vɪzɪt/

### UNIT 6c

advice column (n) /ædvaɪs  
 kɒləm/  
 alternative (n) /ɔːltɜːnətɪv/  
 ambulance (n) /æmbjʊləns/  
 anxiety (n) /æŋzaɪti/  
 avoid (v) /əvɔɪd/  
 balanced diet (n) /bælənst  
 daɪət/  
 beat (v) /biːt/  
 blood (n) /blʌd/  
 brain (n) /breɪn/  
 breakfast (n) /brekfəst/  
 caffeine (n) /kæfiːn/  
 carry (v) /kæri/  
 cave rescue (n) /keɪv reskjʊː/  
 clearly (adv) /klɪəli/  
 coast guard (n) /kəʊst gɑːd/  
 cope (v) /kəʊp/  
 cut out (phr v) /kʌt aʊt/  
 despair (v) /dɪspeə/  
 desperate (adj) /desperət/  
 dial (v) /daɪəl/  
 easily (adv) /iːzɪli/  
 emergency service (n)  
 /ɪmɜːdʒənsi sɜːvɪs/  
 empty (adj) /empti/  
 energy (n) /enəˈdʒi/  
 exam (n) /ɪgzæm/  
 exercise (v) /eksəˈsaɪz/  
 extract (n) /ekstrækt/

fast food (n) /fɑːst fʊd/  
 fatty food (n) /fæti fʊd/  
 feel sick (phr)  
 feel tired (phr)  
 fire service (n) /faɪə sɜːvɪs/  
 fruit (n) /fruːt/  
 fuel tank (n) /fjuːl tæŋk/  
 function (v) /fʌŋkʃən/  
 gain (v) /geɪn/  
 get stressed out (phr)  
 gym (n) /dʒɪm/  
 handset (n) /hændset/  
 health concern (n) /helθ  
 kənsɜːn/  
 heart (n) /hɑːt/  
 hobby (n) /hɒbi/  
 hungry (adj) /hʌŋɡri/  
 important (adj) /ɪmˈpɔːtənt/  
 increase (v) /ɪnkriːs/  
 instruction (n) /ɪnstrʌkʃən/  
 join (v) /dʒɔɪn/  
 leaflet (n) /liːflət/  
 lifestyle (n) /laɪfstɑɪl/  
 lose weight (phr)  
 manage (v) /mænɪdʒ/  
 meeting (n) /miːtɪŋ/  
 miserable (adj) /mɪzərəbəl/  
 mountain rescue (n) /maʊntɪn  
 reskjʊː/  
 new (adj) /njuː/  
 operate (v) /ɒperət/  
 operator (n) /ɒperətɔːr/  
 overweight (adj) /oʊvəˈweɪt/  
 oxygen (n) /ɒksɪdʒən/  
 police (n) /pəliːs/  
 put on weight (phr)  
 regularly (adv) /regjʊləli/  
 relax (v) /rɪləks/  
 risk (v) /rɪsk/  
 sit around (phr v) /sɪt əraʊnd/  
 skip (v) /skɪp/  
 sleepy (adj) /sliːpi/  
 sport (n) /spɔːt/  
 state (v) /steɪt/  
 stay up (phr v) /steɪ ʌp/  
 stress (n) /stres/  
 suggestion (n) /sədʒestʃən/  
 take exercise (phr)  
 take up (phr v) /teɪk ʌp/  
 trouble (n) /trʌbəl/  
 wait (v) /weɪt/

### UNIT 6d

agree (v) /əɡriː/  
 appropriate (adj) /əprəʊpriət/  
 article (n) /ɑːtɪkəl/  
 attention (n) /ətənʃən/  
 begin (v) /bɪɡɪn/

bottle (n) /bɒtəl/  
 burn (v) /bɜːn/  
 calm (adj) /kɑːm/  
 calorie (n) /kæləri/  
 carefully (adv) /keəˈfʊli/  
 clear (v) /klɪə/  
 clearly (adv) /klɪəli/  
 complete (v) /kəmplit/  
 definitely (adv) /defɪnɪtli/  
 draw up (phr v) /drɔː ʌp/  
 enjoy (v) /ɪndʒɔɪ/  
 exam stress (n) /ɪgzæm stres/  
 exam time (n) /ɪgzæm taɪm/  
 fun activity (n) /fʌn æktɪvɪti/  
 get through (phr v) /get θruː/  
 have fun (phr)  
 include (v) /ɪnklʊd/  
 jump up and down (phr)  
 look closer (phr)  
 main idea (n) /meɪn aɪdɪə/  
 make sure (phr)  
 mind (n) /maɪnd/  
 organise (v) /ɔːɡənaɪz/  
 plan (v) /plæn/  
 relaxation (n) /rɪləkseɪʃən/  
 relaxed (adj) /rɪləkst/  
 rested (adj) /restɪd/  
 revise (v) /rɪvaɪz/  
 salad (n) /sæləd/  
 sensible (adj) /sensɪbəl/  
 shake (v) /ʃeɪk/  
 slowly (adv) /sləʊli/  
 stick (v) /stɪk/  
 study plan (n) /stʌdi plæn/  
 variety (n) /vəraɪti/  
 wrong (adj) /rɒŋ/

### Curricular Cuts 6

affect (v) /əfekt/  
 athlete (n) /æθliːt/  
 bacteria (n) /bæktɪəriə/  
 black spot (n) /blæk spɒt/  
 clean (adj) /kliːn/  
 destroy (v) /dɪstrɔɪ/  
 dine (v) /daɪn/  
 dirt (n) /dɜːt/  
 dirty (adj) /dɜːti/  
 entire (adj) /ɪntaɪə/  
 eyelash (n) /aɪləʃ/  
 fat (n) /fæt/  
 feed (v) /fiːd/  
 follicle mite (n) /fɒlɪkəl maɪt/  
 fungus (n) /fʌŋɡəs/  
 gross (adj) /ɡrɒs/  
 grow (v) /ɡrəʊ/  
 hairbrush (n) /heəˈbrʌʃ/  
 harmless (adj) /hɑːmləs/  
 human body (n) /hjuːmən bɒdi/

hurt (v) /hɜːt/  
 itchy condition (n) /ɪtʃi  
 kənɪʃən/  
 lay (v) /leɪ/  
 louse (n) /laʊs/  
 matter (v) /mætə/  
 micro-organism (n) /maɪkrəʊ  
 ɔːɡənɪzəm/  
 microscopic (adj)  
 /maɪkrəskɒpɪk/  
 nail (n) /neɪl/  
 notice (v) /nəʊtɪs/  
 plaque (n) /plæk/  
 pore (n) /pɔːr/  
 produce (v) /prədʒʊs/  
 science (n) /saɪəns/  
 share (v) /ʃeə/  
 skin (n) /skɪn/  
 skin cell (n) /skɪn sel/  
 smelly (adj) /smeli/  
 strange (adj) /streɪndʒ/  
 streptococcus (n)  
 /streptəkɒkəs/  
 survive (v) /səˈvaɪv/  
 sweaty (adj) /sweti/  
 take off (phr v) /teɪk ɒf/  
 toenail (n) /toʊneɪl/  
 touch (v) /tʌtʃ/  
 virus (n) /vaɪərəs/  
 world population (n) /wɜːld  
 pɒpjələʃən/  
 worldwide (adv) /wɜːldwaɪd/

### Across the Curriculum 3

active (adj) /æktɪv/  
 ash (n) /æʃ/  
 avalanche (n) /ævələntʃ/  
 boil (v) /bɔɪl/  
 bubble up (phr v) /bʌbəl ʌp/  
 chemical reaction (n) /kemɪkəl  
 rɪækʃən/  
 clay (n) /kleɪ/  
 cone (n) /kəʊn/  
 crust (n) /krʌst/  
 earthquake (n) /ɜːθkweɪk/  
 erupt (v) /ɪrʌpt/  
 explosion (n) /ɪkspləʊʒən/  
 flow (v) /floʊ/  
 gas (n) /ɡæs/  
 layer (n) /leɪə/  
 liquid (n) /lɪkwɪd/  
 massive (adj) /mæsɪv/  
 molten rock (n) /mɒltən rɒk/  
 mudslide (n) /mʌdslaɪd/  
 pot (n) /pɒt/  
 push up (phr v) /pʊʃ ʌp/  
 sand (n) /sænd/



shape (n) /ʃeɪp/  
tray (n) /treɪ/  
volcanic mountain (n)  
/vɒlkænik maʊntɪn/  
volcano (n) /vɒlkeɪnoʊ/

## UNIT 7a

advert (n) /ædvɜːt/  
baked (adj) /beɪkt/  
bean (n) /biːn/  
beef (n) /biːf/  
biscuit (n) /bɪskɪt/  
boiled (adj) /bɔɪld/  
buffet (n) /bʌfeɪ/  
bunch (n) /bʌntʃ/  
can (n) /kæn/  
canteen (n) /kæntiːn/  
carton (n) /kɑːtɒn/  
charge (n) /tʃɑːdʒ/  
cheeseburger (n) /tʃiːzbɜːɡə/  
client (n) /klaɪənt/  
coffee shop (n) /kɒfi ʃɒp/  
cooked (adj) /kʊkt/  
delivery (n) /dɪlɪvəri/  
dessert (n) /dɪzɜːt/  
dish (n) /dɪʃ/  
duck (n) /dʌk/  
fast food (n) /fɑːst fuːd/  
flour (n) /flaʊə/  
fork (n) /fɔːk/  
french fries (n) /frentʃ fraɪz/  
fried (adj) /fraɪd/  
ginger (n) /dʒɪndʒə/  
grilled (adj) /grɪld/  
honey (n) /hʌni/  
hotel dining room (n) /hoʊtel daɪnɪŋ ruːm/  
ice cream (n) /aɪs kriːm/  
jar (n) /dʒɑː/  
knife (n) /naɪf/  
loaf (n) /ləʊf/  
lobster (n) /lɒbstə/  
lunch (n) /lʌntʃ/  
lunchtime (n) /lʌntʃtaɪm/  
main course (n) /meɪn kɔːs/  
meal (n) /miːl/  
melon (n) /melən/  
menu (n) /menjuː/  
mineral water (n) /mɪnərəl wɔːtə/  
mussel (n) /mʌsəl/  
onion (n) /ʌnjən/  
order (v) /ɔːdə/  
pancake (n) /pæŋkeɪk/  
pepper (n) /pepə/  
pie (n) /paɪ/  
price (n) /praɪs/  
quality (n) /kwɒlɪti/

refill (n) /rɪfɪl/  
roast (adj) /rəʊst/  
sandwich (n) /sænwɪdʒ/  
sardine (n) /sɑːdɪn/  
sauce (n) /sɔːs/  
self-service (n) /self sɜːvɪs/  
serve (v) /sɜːv/  
shrimp (n) /ʃrɪmp/  
snack (n) /snæk/  
soup (n) /suːp/  
sour (adj) /saʊə/  
spoon (n) /spuːn/  
spring roll (n) /sprɪŋ rɒl/  
starter (n) /stɑːtə/  
steak (n) /steɪk/  
sweet corn (n) /swiːt kɔːn/  
takeaway (n) /teɪkəweɪ/  
tin (n) /tɪn/  
tip (n) /tɪp/  
toffee (n) /tɒfi/  
toothpaste (n) /tuːθpeɪst/  
tub (n) /tʌb/  
tuna (n) /tjuːnə/  
valid (adj) /vælɪd/  
veal (n) /viːl/  
vegetable (n) /vedʒtəbəl/  
wing (n) /wɪŋ/

## UNIT 7b

accessory (n) /æksesəri/  
an on-the-spot decision (phr)  
anorak (n) /ænəræk/  
assistant (n) /əsɪstənt/  
baker's (n) /beɪkəz/  
boutique (n) /butɪk/  
bracelet (n) /breɪslɪt/  
butcher's (n) /bʊtʃəz/  
cap (n) /kæp/  
cauliflower (n) /kɒlɪflaʊə/  
celery (n) /seləri/  
central heating (n) /sentrəl hiːtɪŋ/  
chemist's (n) /kemɪsts/  
chop (n) /tʃɒp/  
cloth (n) /klɒθ/  
cucumber (n) /kjuːkʌmbə/  
delicatessen (n) /delɪkətəsən/  
dictionary (n) /dɪkʃənri/  
dungarees (n) /dʌŋgəriːz/  
earring (n) /ɛərɪŋ/  
electronic shop (n) /ɪlektɹɒnɪk ʃɒp/  
encyclopaedia (n) /ɪnsaɪkləpiːdiə/  
envelope (n) /envəloʊp/  
exchange (v) /ɪksʃeɪndʒ/  
fishmonger's (n) /fɪʃmʌŋgəz/  
fitting room (n) /fɪtɪŋ ruːm/

florist's (n) /flɒrɪsts/  
future plan (n) /fjuːtʃə plæn/  
glove (n) /ɡlʌv/  
grocer's (n) /ɡrəʊsəz/  
intention (n) /ɪntenʃən/  
jeweller's (n) /dʒuːələz/  
jumper (n) /dʒʌmpə/  
minced meat (n) /mɪnst mɪt/  
newsagent's (n) /njuːzeɪdʒənts/  
newspaper (n) /njuːspeɪpə/  
notebook (n) /noʊtbʊk/  
novel (n) /nɒvəl/  
pear (n) /peə/  
photocopy (n) /fəʊtəʊkɒpi/  
plaster (n) /plɑːstə/  
point out (phr v) /pɔɪnt aʊt/  
prediction (n) /prɪdɪkʃən/  
product (n) /prɒdʌkt/  
raincoat (n) /reɪnkəʊt/  
ring (n) /rɪŋ/  
sandal (n) /sændəl/  
stationer's (n) /steɪʃənəz/  
suit (n) /suɪt/  
sunglasses (n) /sʌŋglæsɪz/  
toothbrush (n) /tuːθbrʌʃ/  
top (n) /tɒp/  
toy shop (n) /tɔɪ ʃɒp/  
trousers (n) /traʊzəz/  
T-shirt (n) /tiː ʃɜːt/  
turn on (phr v) /tɜːn ɒn/  
uniform (n) /juːnɪfɔːm/

## UNIT 7c

beauty (n) /bjʊti/  
blow (v) /bləʊ/  
borrow (v) /bɒrəʊ/  
cash (n) /kæʃ/  
cash (v) /kæʃ/  
change (v) /tʃeɪndʒ/  
clothing (n) /kloʊðɪŋ/  
cosmetics (n) /kɒzmetɪks/  
credit (n) /kredɪt/  
currency (n) /kʌrənsi/  
earn (v) /ɜːn/  
electrical goods (n) /ɪlektɹɪkəl ɡʊdz/  
exchange bureau (n) /ɪksʃeɪndʒ bjʊəroʊ/  
famous (adj) /feɪməs/  
feel a bit down (phr)  
finance (n) /faɪnæns/  
footwear (n) /fʊtweə/  
get into debt (phr)  
health (n) /helθ/  
jewellery (n) /dʒuːəlri/  
lend (v) /lend/  
lottery (n) /lɒtəri/

mug (n) /mʌɡ/  
purchase (n) /pɜːtʃɪs/  
reach (v) /riːtʃ/  
receipt (n) /rɪsɪt/  
regret (v) /rɪɡret/  
salary (n) /sæləri/  
save (v) /seɪv/  
shop till you drop (phr)  
shopaholic (adj) /ʃɒpəhɒlɪk/  
slightly (adv) /slaɪtli/  
spend (v) /spend/  
spend happy society (phr)  
stay in control (phr)  
throw (v) /θrəʊ/  
toiletries (n) /tɔɪlətriːz/  
wage (n) /weɪdʒ/  
waste (v) /weɪst/  
win (v) /wɪn/

## UNIT 7d

atmosphere (n) /ætməsfɪə/  
cosy (adj) /kəʊzi/  
delicious (adj) /dɪlɪʃəs/  
fast (adj) /fɑːst/  
ingredient (n) /ɪŋɡrɪdɪənt/  
location (n) /ləʊkeɪʃən/  
polite (adj) /pəlaɪt/  
price (n) /praɪs/  
reasonable (adj) /riːzənəbəl/  
recommendation (n) /rekəməndeɪʃən/  
service (n) /sɜːvɪs/  
spicy (adj) /speɪsi/  
staff (n) /stɑːf/  
tasty (adj) /teɪsti/  
tempting (adj) /temptɪŋ/

## Culture Clip 7

culture (n) /kʌltʃə/  
haggis (n) /hæɡɪs/  
lamb (n) /læm/  
leek (n) /liːk/  
liver (n) /lɪvə/  
lung (n) /lʌŋ/  
oatmeal (n) /əʊtmil/  
occasion (n) /əkeɪʒən/  
pot (n) /pɒt/  
stew (n) /stjuː/

## UNIT 8a

active (adj) /æktɪv/  
adventurous (adj) /ədventʃərəs/  
ahead (adv) /əhed/  
anxious (adj) /æŋkʃəs/  
artistic (adj) /ɑːtɪstɪk/  
boring (adj) /bɔːrɪŋ/



challenge (n) /tʃælɪndʒ/  
 comfort (n) /kʌmfərt/  
 contestant (n) /kɒntestənt/  
 creative (adj) /kriːetɪv/  
 exciting (adj) /ɪksaɪtɪŋ/  
 extreme sport (n) /ɪkstriːm  
 spɔːt/  
 fascinating (adj) /fæsɪneɪtɪŋ/  
 fishing (n) /fɪʃɪŋ/  
 gardening (n) /ɡɑːdɪnɪŋ/  
 get out (phr v) /get aʊt/  
 hobby (n) /hɒbi/  
 imaginative (adj)  
 /ɪmædʒɪnətɪv/  
 island (n) /aɪlənd/  
 item (n) /aɪtəm/  
 kick boxing (n) /kɪk bɒksɪŋ/  
 lawyer (n) /lɔːr/  
 looking forward (phr)  
 luxury (n) /lʌkʃəri/  
 martial arts (n) /mɑːtʃɪəl ɑːts/  
 mountain biking (n) /maʊntɪn  
 baɪkɪŋ/  
 opportunity (n) /ɒpəˈtjuːnɪti/  
 outdoor activity (n) /aʊtdɔː  
 æktɪvɪti/  
 paraphrase (v) /pərəfreɪz/  
 personality (n) /pɜːsənælɪti/  
 quote (n) /kwəʊt/  
 retired (adj) /rɪtaɪəd/  
 risk-taking (adj) /rɪsk teɪkɪŋ/  
 rock climbing (n) /rɒk klaɪmɪŋ/  
 sketchbook (n) /sketʃbʊk/  
 skydiving (n) /skaɪdaɪvɪŋ/  
 sociable (adj) /səʊsɪəbəl/  
 spare time (n) /speə taɪm/  
 survival (n) /səˈvaɪvəl/  
 survivor (n) /səˈvaɪvə/  
 take part (phr)  
 tiring (adj) /taɪərɪŋ/  
 unusual (adj) /ʌnjuːʒuəl/  
 watercolour (n) /wɔːtəˈkɒlə/

## UNIT 8b

aerobics (n) /eəəʊbɪks/  
 badminton court (n)  
 /bædmɪntən kɔːt/  
 bat (n) /bæt/  
 boxing ring (n) /bɒksɪŋ rɪŋ/  
 clubhouse (n) /klʌbhaʊs/  
 deposit (n) /dɪpɒzɪt/  
 dive in the shallow end (phr)  
 equipment (n) /ɪkwɪpmənt/  
 equipped (adj) /ɪkwɪpt/  
 fitness programme (n) /fɪtnəs  
 prɒɡræm/  
 goggles (n) /ɡɒɡlɪz/

helmet (n) /helmit/  
 hoop (n) /huːp/  
 indoor sport (n) /ɪndɔːr spɔːt/  
 keep fit (phr)  
 locker (n) /lɒkə/  
 member (n) /membə/  
 membership (n) /membəʃɪp/  
 mobile (n) /moʊbaɪl/  
 obligation (n) /ɒblɪɡeɪʃən/  
 optional (adj) /ɒpʃənəl/  
 outdoor sport (n) /aʊtdɔːr  
 spɔːt/  
 paddle (n) /pædəl/  
 permission (n) /pəˈmɪʃən/  
 prohibit (v) /prəhɪbɪt/  
 prohibition (n) /prəvɪbɪʃən/  
 racket (n) /rækɪt/  
 shuttlecock (n) /ʃʌtəlˈkɒk/  
 skates (n) /skeɪts/  
 skating ring (n) /skeɪtɪŋ rɪŋ/  
 swimming cap (n) /swɪmɪŋ  
 kæp/  
 swimming pool (n) /swɪmɪŋ  
 pul/  
 take up (phr v) /teɪk ʌp/  
 team (n) /tiːm/  
 unattended (adj) /ʌnətendɪd/  
 weight (n) /weɪt/  
 workout (n) /wɜːkəʊt/

## UNIT 8c

action (n) /ækʃən/  
 adventure (n) /ədventʃə/  
 audience (n) /ɔːdiəns/  
 box office (n) /bɒks ɒfɪs/  
 cartoon (n) /kɑːtuːn/  
 cast (n) /kɑːst/  
 channel (n) /tʃæniəl/  
 chat show (n) /tʃæt ʃəʊ/  
 classic (n) /klæsɪk/  
 come off (phr v) /kʌm ɒf/  
 comedy (n) /kɒmɪdi/  
 conductor (n) /kɒndʌktə/  
 dazzling (adj) /dæzəlɪŋ/  
 depressing (adj) /dɪpresɪŋ/  
 director (n) /daɪrektə/  
 dj (n) /abbreviation for disc  
 jockey/  
 documentary (n) /dɒkjəmentri/  
 drama (n) /drɑːmə/  
 entertainment (n)  
 /entəteɪnmənt/  
 frightening (adj) /fraɪtənɪŋ/  
 horror (n) /hɒrə/  
 musical (n) /mjuːzɪkəl/  
 musician (n) /mjuːzɪjən/  
 orchestra (n) /ɔːkɪstrə/

performance (n) /pəˈfɔːməns/  
 plot (n) /plɒt/  
 quiz show (n) /kwɪz ʃəʊ/  
 romance (n) /rəməns/  
 scary (adj) /skeəri/  
 science fiction (n) /saɪəns  
 fɪkʃən/  
 script (n) /skɪpt/  
 sell out (phr v) /sel aʊt/  
 sitcom (n) /sɪtkɒm/  
 sound effect (n) /saʊnd ɪfekt/  
 spotlight (n) /spɒtlaɪt/  
 stage (n) /steɪdʒ/  
 station (n) /steɪʃən/  
 stunning (adj) /stʌnɪŋ/  
 superb (adj) /suːpəːb/  
 thriller (n) /θrɪlə/  
 thrilling (adj) /θrɪlɪŋ/  
 western (n) /westən/  
 What's on? (phr)

## UNIT 8d

absolutely (adv) /æbsəluːtli/  
 brilliant (adj) /brɪljənt/  
 choreography (n) /kɒrɪɒɡrəfi/  
 disgusting (adj) /dɪsgəstɪŋ/  
 dull (adj) /dʌl/  
 exception (n) /ɪksepʃən/  
 fabulous (adj) /fæbjʊləs/  
 performance (n) /pəˈfɔːməns/  
 roller skates (n) /rɒlər skeɪts/  
 straightforward (adj)  
 /streɪtforˈwɜːd/  
 terrific (adj) /təˈrɪfɪk/

## Literature Corner 8

adventure (n) /ədventʃə/  
 astonished (adj) /əstəʊnɪʃt/  
 barrister (n) /bærɪstə/  
 bow (v) /baʊ/  
 clap (v) /klæp/  
 coronation (n) /kɒrəneɪʃən/  
 cry out (phr v) /kraɪ aʊt/  
 despite (prep) /dɪspart/  
 fictitious (adj) /fɪktɪʃəs/  
 firm (adj) /fɜːm/  
 fits of laughter (phr)  
 frowned (adj) /fraʊnd/  
 full-time (adj) /fʊl taɪm/  
 government (n) /ɡʌvənmənt/  
 gradually (adv) /ɡrædʒuəli/  
 growl (n) /ɡrəʊl/  
 identical (adj) /aɪdentɪkəl/  
 inch (n) /ɪntʃ/  
 instant (n) /ɪnstənt/  
 joyful soul (n) /dʒɔɪfʊl səʊl/  
 jump out (phr v) /dʒʌmp aʊt/

kidnap (v) /kɪdnæp/  
 likeness (n) /laɪknəs/  
 narrate (v) /nəreɪt/  
 pretend (v) /prɪtend/  
 prisoner (n) /prɪzənə/  
 respectfully (adv) /rɪspektfʊli/  
 see double (phr)  
 step back (phr v) /step bæk/  
 step up (phr v) /step ʌp/  
 striking (adj) /straɪkɪŋ/  
 stubborn (adj) /stʌbən/  
 take aback (phr v) /teɪk əbæk/  
 trunk (n) /trʌŋk/  
 twinkled (adj) /twɪŋkld/

## Across the Curriculum 4

a bit (phr)  
 allowance (n) /əlaʊəns/  
 borrow (v) /bɒrəʊ/  
 budget (n) /bʌdʒɪt/  
 calculate (v) /kælkjuleɪt/  
 designer (n) /dɪzəɪnə/  
 disorganised (adj)  
 /dɪsɔːrɡənəɪzd/  
 exceed (v) /ɪkseɪd/  
 expenditure (n) /ɪkspendɪtʃə/  
 generous (adj) /dʒenərəs/  
 income (n) /ɪnkʌm/  
 laptop computer (n) /læptɒp  
 kəmputə/  
 pay back (phr v) /peɪ bæk/  
 receipt (n) /rɪsɪt/  
 spending (n) /spendɪŋ/  
 treat (v) /triːt/

## UNIT 9a

adjust (v) /ədʒʌst/  
 advertise (v) /ədveɪtaɪz/  
 allow (v) /əlaʊ/  
 anywhere (adv) /eniˈweə/  
 backpack (n) /bækpræk/  
 battery (n) /bæteri/  
 beach (n) /biːtʃ/  
 beach bag (n) /biːtʃ bæɡ/  
 blow sth up (phr v) /bləʊ ʌp/  
 briefcase (n) /brɪfkeɪs/  
 button (n) /bʌtən/  
 change (v) /tʃeɪndʒ/  
 channel (n) /tʃæniəl/  
 choice (n) /tʃɔɪs/  
 classic song (n) /klæsɪk sɒŋ/  
 clear reception (n) /klɪə  
 rɪsepʃən/  
 command (n) /kəmənd/  
 contact (n) /kɒntækt/  
 conversation (n) /kɒnvəˈseɪʃən/  
 cost (n) /kɒst/



## Word List

customer (n) /kʌstəməʃ/  
 description (n) /dɪskrɪpʃən/  
 desire (n) /dɪzəɪəʃ/  
 display screen (n) /dɪspleɪ  
 skriːn/  
 dream (v) /driːm/  
 DVD player (n) /diː viː diː  
 pleɪəʃ/  
 ear piece (n) /ɪəʃ piːs/  
 everywhere (adv) /evriˈweəʃ/  
 fabulous (adj) /fæbjʊləs/  
 face cover (n) /feɪs kʌvəʃ/  
 fault (n) /fɔːlt/  
 faulty (adj) /fɔːlti/  
 feet (n) /fiːt/  
 fit (v) /fiːt/  
 gadget (n) /ɡædʒɪt/  
 have got what it takes (phr)  
 hear (v) /hɪəʃ/  
 help (v) /help/  
 hidden (adj) /hɪdən/  
 include (v) /ɪnklʊd/  
 inflatable (adj) /ɪnflətəbəl/  
 keep in touch (phr)  
 key (n) /kiː/  
 laptop (n) /læptɒp/  
 lightweight (adj) /laɪtweɪt/  
 liquid crystal (n) /lɪkwɪd krɪstəl/  
 long (adj) /lɒŋ/  
 look the part (phr)  
 lyrics (n) /lɪrɪks/  
 magic (adj) /mædʒɪk/  
 metallic (adj) /mətælɪk/  
 model (n) /mɒdəl/  
 modern (adj) /mɒdəʃn/  
 motion-activated (adj)  
 /məʊʃən æktɪveɪtɪd/  
 movie (n) /muːvi/  
 MP3 player (n) /em piː θriː  
 pleɪəʃ/  
 neatly (adv) /niːtli/  
 object (n) /ɒbdʒɪkt/  
 operate (v) /ɒpəreɪt/  
 perfect (adj) /pɜːfɪkt/  
 phone number (n) /fəʊn  
 nʌmbəʃ/  
 picnic (n) /pɪknɪk/  
 plastic (adj) /plæstɪk/  
 plug in (phr v) /plʌg ɪn/  
 pop singer (n) /pɒp sɪŋəʃ/  
 portable (adj) /pɔːtəbəl/  
 practice (n) /præktɪs/  
 price (n) /praɪs/  
 range (n) /reɪndʒ/  
 recognise (v) /rekəɡnaɪz/  
 rectangular (adj)  
 /rektæŋɡjələʃ/

remote control (n) /rɪməʊt  
 kəntroʊl/  
 require (v) /rɪkwaɪəʃ/  
 share (v) /ʃeəʃ/  
 sing along (phr v) /sɪŋ əlɒŋ/  
 singalong mic (n) /sɪŋəlɒŋ  
 maɪk/  
 slim (adj) /slɪm/  
 speakers (n) /spiːkəʃz/  
 spy (n) /spaɪ/  
 stand (n) /stænd/  
 star (v) /stɑːʃ/  
 stereo (n) /steriəʊ/  
 store (v) /stɔːʃ/  
 strap (n) /streɪp/  
 tempo (n) /tempoʊ/  
 touch (v) /tʌtʃ/  
 transparent (adj)  
 /trænsˈpærənt/  
 TV (n) /tiː viː/  
 TV screen (n) /tiː viː skriːn/  
 type in (phr v) /taɪp ɪn/  
 vase (n) /vɑːz/  
 video (n) /vɪdɪoʊ/  
 view (v) /vjuː/  
 voice message (n) /vɔɪs  
 mesɪdʒ/  
 volume (n) /vɒljʊm/  
 walkie-talkie (n) /wɔːki tɔːki/  
 watch (n) /wɒtʃ/  
 wherever (conj) /ˈweəwevəʃ/  
 wooden (adj) /wɒdən/

### UNIT 9b

aeroplane (n) /eəˈrəpleɪn/  
 agent (n) /eɪdʒənt/  
 Bolognese sauce (n) /bɒləneɪz  
 sɔːs/  
 bone (n) /bəʊn/  
 brain (n) /breɪn/  
 breakfast (n) /brekfəst/  
 build (v) /bɪld/  
 camera (n) /kæmrə/  
 chef (n) /ʃef/  
 cook (v) /kʊk/  
 cooking (n) /kʊkɪŋ/  
 cornflakes (n) /kɔːnfleɪks/  
 Count (n) /kaʊnt/  
 cover (v) /kʌvəʃ/  
 crisps (n) /krɪspz/  
 customer (n) /kʌstəməʃ/  
 design (v) /dɪzəɪn/  
 develop (v) /dɪveləp/  
 direct (v) /daɪrekt/  
 discover (v) /dɪskʌvəʃ/  
 dynamite (n) /daɪnəmaɪt/  
 eat (v) /iːt/

electronic computer (n)  
 /ɪlektrɒnɪk kəmˈpjʊtəʃ/  
 French fries (n) /frentʃ fraɪz/  
 fresh (adj) /freʃ/  
 ingredient (n) /ɪŋɡrɪdiənt/  
 instrument (n) /ɪnstəmənt/  
 invent (v) /ɪnvent/  
 invention (n) /ɪnvenʃən/  
 inventor (n) /ɪnvenʃən/  
 launch (v) /lɔːntʃ/  
 listen (v) /lɪsən/  
 material (n) /mətɪəriəl/  
 microwave oven (n)  
 /maɪkroʊweɪv ʌvən/  
 mobile phone (n) /məʊbaɪl  
 fəʊn/  
 pair of jeans (phr)  
 patent (v) /peɪtənt/  
 penicillin (n) /penɪsɪlɪn/  
 picture (n) /pɪktʃəʃ/  
 pop-up toaster (n) /pɒp ʌp  
 təʊstəʃ/  
 post-it note (n) /pəʊst ɪt  
 nɒt/  
 potato (n) /pəteɪtoʊ/  
 quartz clock (n) /kwɔːtʃ klɒk/  
 restaurant (n) /restərɒnt/  
 safety razor (n) /seɪftɪ reɪzəʃ/  
 scotch tape (n) /skɒtʃ teɪp/  
 shave (v) /ʃeɪv/  
 smart (adj) /smɑːt/  
 stick (v) /stɪk/  
 store (v) /stɔːʃ/  
 take pictures (phr)  
 toast (v) /təʊst/  
 tomato (n) /təməˈtəʊ/  
 use (v) /juːz/  
 vacuum (v) /vækjuːm/  
 vacuum cleaner (n) /vækjuːm  
 klɪnəʃ/  
 waiter (n) /weɪtəʃ/  
 wake up (phr v) /weɪk ʌp/  
 Walkman (n) /wɔːkmən/  
 write (v) /raɪt/  
 X-ray (n) /eks reɪ/  
 Zeppelin (n) /zepəlɪn/

### UNIT 9c

actually (adv) /æktʃʊəli/  
 cable (n) /keɪbəl/  
 chat online (phr)  
 clever clogs (phr)  
 click on (phr v) /klik ɒn/  
 connect (v) /kənekt/  
 crash (v) /kræʃ/  
 do online shopping (phr)  
 document (n) /dɒkjʊmənt/  
 drive sb crazy (phr)

email (n) /ɪˈmeɪl/  
 essay (n) /eseɪ/  
 file (n) /faɪl/  
 folder (n) /fəʊldəʃ/  
 go funny (phr)  
 group (n) /ɡruːp/  
 hard disk (n) /hɑːd disk/  
 icon (n) /aɪkɒn/  
 keyboard (n) /kiːbɔːrd/  
 letter (n) /letəʃ/  
 make the dinner (phr)  
 modem (n) /məʊdəm/  
 monitor (n) /mɒnɪtəʃ/  
 mouse (n) /maʊs/  
 need a hand (phr)  
 part (n) /pɑːt/  
 photo (n) /fəʊtoʊ/  
 power (v) /paʊəʃ/  
 print (n) /prɪnt/  
 print (v) /prɪnt/  
 printer (n) /prɪntəʃ/  
 report (n) /rɪpɔːrt/  
 restart (v) /rɪˈstɑːt/  
 save (v) /seɪv/  
 scan (v) /skæn/  
 scanner (n) /skænəʃ/  
 screen (n) /skriːn/  
 seem (v) /siːm/  
 settings (n) /setɪŋz/  
 sound (n) /saʊnd/  
 speakers (n) /spiːkəʃz/  
 store (v) /stɔːʃ/  
 store a picture (phr)  
 stupid (adj) /stjuːpɪd/  
 surf the Net (phr)  
 switch off (phr v) /swɪtʃ ɒf/  
 switch on (phr v) /swɪtʃ ɒn/  
 take a seat (phr)  
 the Internet (n) /ði ɪntəˈnet/  
 there is no use (phr)  
 tower (n) /taʊəʃ/  
 type (v) /taɪp/  
 useful (adj) /juːsfəl/  
 walk the dog (phr)

### UNIT 9d

advantage (n) /ædvɑːntɪdʒ/  
 against (prep) /əɡenst/  
 all in all (phr)  
 article (n) /ɑːtɪkəl/  
 as (conj) /əz/  
 avoid (v) /əvɔɪd/  
 because (conj) /bɪkəʊz/  
 break down (phr v) /breɪk  
 daʊn/  
 cause (v) /kɔːz/  
 damage (v) /dæmɪdʒ/



despite (prep) /dɪspaɪt/  
develop (v) /dɪveləp/  
disadvantage (n) /dɪsədʌvɑːntɪdʒ/  
doubt (n) /daʊt/  
employee (n) /ɪmˈplɔɪi/  
fear (v) /feə/  
first of all (phr)  
for (prep) /fɔː/  
for example (phr)  
for instance (phr)  
furthermore (adv) /fɜːðəˈmɔː/  
grammar mistake (n) /græməˈmɪsteɪk/  
headache (n) /ˈhedetʃ/  
however (adv) /haʊəvə/  
important (adj) /ɪmˈpɔːtənt/  
in addition (phr)  
in conclusion (phr)  
in spite of (prep) /ɪn spaɪt əv/  
instead of (prep) /ɪnstəd əv/  
involve (v) /ɪnvɒlv/  
lack (n) /læk/  
make the most of sth (phr)  
moreover (adv) /mɔːrəʊvə/  
on the other hand (phr)  
opinion (n) /əˈpɪnjən/  
organise (v) /ɔːrgənaɪz/  
positive effects (n) /pɒzɪtɪv ɪˈfekts/  
replace (v) /rɪpleɪs/  
school magazine (n) /skuːl mæɡəziːn/  
several (adj) /sevrəl/  
skill (n) /skɪl/  
spelling mistake (n) /speliŋ mɪsteɪk/  
to begin with (phr)  
to sum up (phr)  
tool (n) /tuːl/  
topic sentence (n) /tɒpɪk sentəns/  
unhealthy (adj) /ʌnhelθi/  
waste (v) /weɪst/  
word-processing (n) /wɜːd prəʊsesɪŋ/  
working people (n) /wɜːkɪŋ piːpl/  
write by hand (phr)

### Culture Clip 9

adult (n) /ædʌlt/  
ancient times (n) /eɪnʃənt taɪmz/  
appreciate (v) /əˈpriːʃiət/  
attach (v) /əˈtætʃ/  
battlefield (n) /ˈbætlfɪld/  
collection (n) /kəleɪʃən/

daily (adv) /deɪli/  
educate (v) /edʒʊkeɪt/  
enemy (n) /enəmi/  
espionage (n) /espiəˈnɑːʒ/  
espionage mission (n) /espiəˈnɑːʒ mɪʃən/  
find out (phr v) /faɪnd aʊt/  
intelligence (n) /ɪntelɪdʒəns/  
international (adj) /ɪntəˈnæʃənəl/  
lipstick gun (n) /lɪpstɪk ɡʌn/  
listening device (n) /lɪsənɪŋ dɪvaɪs/  
location (n) /ləʊkeɪʃən/  
mission (n) /mɪʃən/  
on display (phr)  
opening hours (n) /oʊpənɪŋ aʊəz/  
phone number (n) /fəʊn nʌmbə/  
pigeon (n) /pɪdʒən/  
pipe pistol (n) /paɪp pɪstəl/  
present (adj) /prezənt/  
public (n) /pʌblɪk/  
role (n) /rəʊl/  
secret (adj) /sɪkɪt/  
solar powered (adj) /səʊləˈpaʊəd/  
spy museum (n) /spaɪ mjuːziəm/  
ticket (n) /tɪkɪt/  
tip (n) /tɪp/  
tree stump (n) /triː stʌmp/  
wonder (v) /wʌndə/  
woods (n) /wʊdz/

### UNIT 10a

abduction (n) /æbdʌkʃən/  
aircraft light (n) /eəˈkraːft laɪt/  
alien (adj) /eɪliən/  
alone (adj) /ələʊn/  
appear (v) /əˈpiə/  
astronaut (n) /æstrənɔːt/  
astronomy (n) /æstrənəmi/  
burn mark (n) /bɜːn mɑːk/  
calm (adj) /kɑːm/  
central (adj) /səntrəl/  
collection (n) /kəleɪʃən/  
comet (n) /kɒmɪt/  
condition (n) /kəndɪʃən/  
convinced (adj) /kənˈvɪnst/  
crash (n) /kræʃ/  
deal (v) /diːl/  
debris (n) /deɪbri/  
disappear (v) /dɪsəˈpiə/  
earth (n) /ɜːθ/  
exhibition (n) /eksɪbɪʃən/  
exist (v) /ɪɡzɪst/

explanation (n) /ekspləˈneɪʃən/  
from side to side (phr)  
go around (phr v) /ɡəʊ əraʊnd/  
ground (n) /ɡraʊnd/  
guidebook (n) /ɡaɪdbʊk/  
hill (n) /hɪl/  
interested (adj) /ɪntrestɪd/  
investigator (n) /ɪnvestɪɡeɪtə/  
land (v) /lænd/  
latest series (n) /leɪtɪst sɪəriːz/  
logical (adj) /ləˈdʒɪkəl/  
make contact with (phr)  
meteor (n) /miˈtiə/  
moon (n) /muːn/  
move down (phr v) /muːv daʊn/  
move up (phr v) /muːv ʌp/  
object (n) /ɒbdʒɪkt/  
outer space (n) /aʊtə speɪs/  
picture (v) /pɪktʃə/  
pilot (n) /paɪlət/  
planet (n) /plænɪt/  
president (n) /prezɪdənt/  
quiet night (n) /kwaɪət naɪt/  
real (adj) /riːl/  
research centre (n) /rɪsɜːtʃ sentə/  
researcher (n) /rɪsɜːtʃə/  
satellite (n) /sætələɪt/  
scared (adj) /skeəd/  
scene (n) /siːn/  
scientist (n) /saɪəntɪst/  
shocked (adj) /ʃɒkt/  
sighting (n) /saɪtɪŋ/  
similar experience (n) /sɪmɪlə ɪkspiəriəns/

sky (n) /skaɪ/  
society (n) /səˈsaɪti/  
solar system (n) /səʊləˈsɪstəm/  
space (n) /speɪs/  
space shuttle (n) /speɪs ʃʌtəl/  
spaceship (n) /speɪsʃɪp/  
star (n) /stɑː/  
strangely (adv) /streɪndʒli/  
sun (n) /sʌn/  
take off (phr v) /teɪk ɒf/  
trace (n) /treɪs/  
truth (n) /truːθ/  
UFO (n) /juː ef ʊ/  
unexplained mystery (n) /ʌnɪkspləɪnd mɪstəri/  
visitor (n) /vɪzɪtə/  
witness (n) /wɪtnəs/

### UNIT 10b

bad feeling (n) /bæd fiːlɪŋ/  
bat (n) /bæt/  
believer (n) /bɪliːvə/  
bite (v) /baɪt/  
cast a spell (phr)  
claim (v) /kleɪm/  
come to mind (phr)  
crop circle (n) /krɒp sɜːkəl/  
dark (adj) /dɑːk/  
disbelief (n) /dɪsbɪliːf/  
dream (n) /driːm/  
empty (adj) /empti/  
fairy (n) /feəri/  
flying saucer (n) /flaɪɪŋ sɔːsə/  
fortune teller (n) /fɔːtʃuːn telə/  
future (n) /fjuːtʃə/  
get out of (phr v) /get aʊt əv/  
ghost (n) /ɡəʊst/  
give sb the creeps (phr)  
good idea (n) /ɡʊd aɪdɪə/  
haunted (adj) /haʊntɪd/  
horoscope (n) /hɒrəskəʊp/  
howl (v) /haʊl/  
jammed (adj) /dʒæmɪd/  
kick in (phr v) /kɪk ɪn/  
meaning (n) /miːnɪŋ/  
monster (n) /mɒnstə/  
open-minded (adj) /oʊpən maɪndɪd/  
owner (n) /əʊnə/  
possession (n) /pəˈzeʃən/  
predict (v) /prɪdɪkt/  
rubbish (n) /rʌbɪʃ/  
sceptic (n) /skeptɪk/  
strange stuff (n) /streɪndʒ stʌf/

supernatural (n) /suːpəˈnætʃrəl/  
surely (adv) /ʃʊəli/  
ufologist (n) /juːfələdʒɪst/  
vanish into thin air (phr)  
what on earth (phr)  
wind (n) /wɪnd/  
wise (adj) /waɪz/  
witch (n) /wɪtʃ/

### UNIT 10c

beauty (n) /bjuti/  
blame (v) /bleɪm/  
campaign (n) /kæmpeɪn/  
can (n) /kæn/  
cardboard box (n) /kɑːdbɔːd bɒks/  
climate (n) /klaɪmət/  
coal (n) /kəʊl/



command (n) /kəmənd/  
 cover (v) /kʌvə/  
 creature (n) /kri:tʃə/  
 cut down (phr v) /kʌt daʊn/  
 deforestation (n) /di:fɒrɪsteɪʃən/  
 depletion (n) /dipli:ʃən/  
 destroyed (adj) /distrɔɪd/  
 die out (phr v) /daɪ aʊt/  
 donate (v) /dəʊneɪt/  
 drop-off point (n) /drɒp ɒf pɔɪnt/  
 electricity (n) /ɪlektrɪsɪti/  
 empty seat (n) /empti si:t/  
 environment (n) /ɪnvaɪərənmənt/  
 environmental issue (n) /ɪnvaɪərənmentɪsɪʃu:  
 equipment (n) /ɪkwɪpmənt/  
 fault (n) /fɔ:lt/  
 fill up (phr v) /fɪl ʌp/  
 filthy (adj) /fɪlθi/  
 fishing net (n) /fɪʃɪŋ net/  
 gas (n) /ɡæs/  
 gene (n) /dʒi:n/  
 genetic engineering (n) /dʒɪnetɪk endʒɪnɪərɪŋ/  
 get rid of (phr)  
 get the message (phr)  
 give sb a lift (phr)  
 glass jar (n) /ɡlɑ:s dʒɑ:ʃ/  
 habitat (n) /hæbɪtæt/  
 harm (v) /hɑ:m/  
 harmful (adj) /hɑ:mfʊl/  
 hesitate (v) /hezɪtət/  
 homeless (adj) /həʊmləs/  
 hunter (n) /hʌntə/  
 local group (n) /ləʊkəl grʊ:p/  
 low-energy bulb (n) /ləʊ enərʒi bʌlb/  
 make a difference (phr)  
 metal (n) /metəl/  
 mineral water (n) /mɪnərəl wɔ:tə/  
 natural resources (n) /nætʃərəl rɪzɔ:sɪz/  
 nearby (adv) /nɪəˈbaɪ/  
 oil (n) /ɔɪl/  
 organic product (n) /ɔ:ˈɡænɪk prɒdʌkt/  
 overpopulation (n) /ˌoʊvəˈpɒpjʊleɪʃən/

paw (n) /pɔ:/  
 pick up (phr v) /pɪk ʌp/  
 poison (v) /pɔɪzən/  
 pollution (n) /pəlu:ʃən/  
 power (n) /paʊə/  
 public transport (n) /pʌblɪk trænspɔ:t/  
 raise funds (phr)  
 recycle (v) /rɪˈsaɪkəl/  
 recycling centre (n) /rɪˈsaɪklɪŋ sentə/  
 save (v) /seɪv/  
 separate (v) /seperet/  
 sit down (phr v) /sɪt daʊn/  
 stand up (phr v) /stænd ʌp/  
 summarise (v) /sʌməraɪz/  
 surprised (adj) /səˈpraɪzd/  
 switch off (phr v) /swɪtʃ ɒf/  
 take a shower (phr)  
 thought (n) /θɔ:t/  
 threat (n) /θret/  
 throw away (phr v) /θrəʊ əweɪ/  
 trouble (n) /trʌbəl/  
 war (n) /wɔ:ʃ/  
 weapon (n) /wepən/  
 where there's a will there's a way (phr)  
 wildlife (n) /waɪldlaɪf/

## UNIT 10d

action (n) /ækʃən/  
 annual (adj) /ænjʊəl/  
 atmosphere (n) /ætməsfɪə/  
 believe (v) /bɪli:v/  
 bitterly cold (phr)  
 breathe a sigh of relief (phr)  
 car accident (n) /kɑ: æksɪdɪnt/  
 carry on (phr v) /kæri ɒn/  
 chat (v) /tʃæt/  
 competition (n) /kɒmpɪtɪʃən/  
 country (n) /kʌntri/  
 cover (v) /kʌvə/  
 dense fog (n) /dens fɒg/  
 distance (n) /dɪstəns/  
 garage (n) /ɡærɑ:ʒ/  
 happily (adv) /hæpɪli/  
 headlong (adv) /hedlɒŋ/  
 huge (adj) /hju:dʒ/

human (adj) /hju:mən/  
 immediately (adv) /ɪmɪdiətli/  
 kind-looking (adj) /kaɪndlʊkɪŋ/  
 loud knock (n) /ləʊd nɒk/  
 lovely weekend (n) /lʌvli wɪkənd/  
 main character (n) /meɪn kærɪktə/  
 mermaid (n) /mɜ:meɪd/  
 mobile phone (n) /məʊəbail fəʊn/  
 mystery (n) /mɪstəri/  
 perfectly (adv) /pɜ:fɪktli/  
 scream (v) /skri:m/  
 short story (n) /ʃɔ:t stɔ:ri/  
 spend (v) /spend/  
 spooky story (n) /spu:ki stɔ:ri/  
 spot (v) /spɒt/  
 surprised (adj) /səˈpraɪzd/  
 surroundings (n) /səraʊndɪŋz/  
 take place (phr)  
 torch (n) /tɔ:tʃ/  
 weather (n) /weðə/  
 wintry evening (n) /wɪntri i:vɪnɪŋ/  
 wonder (v) /wʌndə/

## Curricular Cuts 10

ancient (adj) /eɪnʃənt/  
 astronomy (n) /æstrɒnəmi/  
 attached (adj) /ətætʃt/  
 axis (n) /æksɪs/  
 band (n) /bənd/  
 belt (n) /belt/  
 blazing (adj) /bleɪzɪŋ/  
 constellation (n) /kɒnstəleɪʃən/  
 die (v) /daɪ/  
 different (adj) /dɪfrənt/  
 eventually (adv) /ɪventʃuəli/  
 explode (v) /ɪkspləʊd/  
 form (v) /fɔ:m/  
 fuel (n) /fju:əl/  
 galaxy (n) /ɡæləksi/  
 give out (phr v) /ɡɪv aʊt/  
 group (n) /grʊp/  
 happen (v) /hæpən/  
 hot cloud (n) /hɒt klaʊd/  
 imagination (n) /ɪmædʒɪneɪʃən/  
 look like (phr)  
 nebula (n) /nebjələ/

reach (v) /ri:tʃ/  
 reason (n) /ri:zən/  
 reflect (v) /rɪflekt/  
 rotate (v) /rəʊteɪt/  
 run out (phr v) /rʌn aʊt/  
 same (adj) /seɪm/  
 shine (v) /ʃaɪn/  
 source (n) /sɔ:s/  
 star (n) /stɑ:ʃ/  
 stretch (v) /stretʃ/  
 sword (n) /sɔ:rd/  
 whole (adj) /hoʊl/

## Across the Curriculum 5

bachelor (n) /bəˈtʃələ/  
 bee (n) /bi:/  
 best known (adj) /best nəʊn/  
 button (n) /bʌtən/  
 cherry (n) /tʃeri/  
 delight (v) /dɪlaɪt/  
 distant (adj) /dɪstənt/  
 fairy (adj) /feəri/  
 fly (n) /flaɪ/  
 garter (n) /ɡɑ:ʃtə/  
 grown-up (n) /grəʊn ʌp/  
 herb (n) /hɜ:b/  
 imaginary (adj) /ɪmædʒɪnəri/  
 imagination (n) /ɪmædʒɪneɪʃən/  
 pirate (n) /paɪrət/  
 purse (n) /pɜ:s/  
 rhyme (v) /raɪm/  
 sailing ship (n) /seɪlɪŋ ʃɪp/  
 seaside (n) /si:saɪd/  
 shady (adj) /ʃeɪdi/  
 shepherd (n) /ʃepərd/  
 smock (n) /smpk/  
 tiny (adj) /taɪni/  
 tree branch (n) /tri: brɑ:ntʃ/  
 weave (v) /wi:v/



# Tapescripts

## Unit 1a

### ◆ Tapescript for Exercise 9 (p. 7)

- Sam:** Oh look, Jo! What about this one? It's an advert for a qualified science teacher in Colchester, Essex.
- Jo:** Really? That's not too far from here. What else does it say?
- Sam:** It says it's to teach pupils from year seven to eleven.
- Jo:** Hmm, I wonder if it's a good school ...
- Sam:** It says here that the pupils are motivated, the staff are highly-qualified and there are excellent facilities.
- Jo:** Well, that sounds OK, doesn't it? Does it say if it's a part-time or a full-time position? I don't want part-time.
- Sam:** Erm ... just a second ... oh yes, here it is. It's a permanent full-time position.
- Jo:** That's good. Does the job start in September?
- Sam:** Actually, it says the position is available from September or January.
- Jo:** January would be good. Maybe I should apply.
- Sam:** Go for it! There's a number to call for an application form and further details.
- Jo:** Great. Can you read out the number for me? I'll call now.
- Sam:** Sure. It's 01621 129458.
- Jo:** OK, 01621 129458. Right? Thanks, Sam!
- Sam:** You're welcome!

## Unit 1c

### ◆ Tapescript for Exercise 8 (p. 11)

- A:** Hi, Simon!
- B:** Oh, hi Kerry. How are you?
- A:** Great, thanks. Listen, Simon – I'm thinking of having a barbecue on Saturday. Would you like to come?
- B:** Oh, I'd love to, but I'm afraid I can't. I'm going camping with my family this weekend.
- A:** Oh. What about the others? Do you know what Andrew's doing this weekend?
- B:** Um ... Oh, I think he's going on a picnic with his cousin David.
- A:** Ok. What about Chloe? She's going on the picnic with Andrew, right?
- B:** No, actually, she's cooking for some friends from college.
- A:** That sounds nice. And Helen and Danny? Are they visiting relatives again?
- B:** Well, I think Helen is going to her grandma's but Danny's really tired so he's just relaxing at home.
- A:** Oh, OK ...
- B:** Look, Kerry, don't worry ... why don't we have the barbecue next week instead?
- A:** Yes, why not? See you next Saturday then. I can't wait!

## Unit 2a

### ◆ Tapescript for Exercise 9 (p. 15)

Well, anyone who was at the classical music concert last weekend on 5th December, certainly had a marvellous time. It started at 8 pm and was held at the concert hall on Forest Road, Loughborough. It was a great venue and hundreds of classical music lovers arrived to enjoy the performance by the

Loughborough Symphony Orchestra of Beethoven's Piano Concerto No. 5. There was also an extra treat with a performance of Symphony No. 3 by the Finnish composer Sibelius.

Mr Peter Davis, a conductor of many years' experience, lead the orchestra and the main solo pianist was Tom Rice, who regularly plays with the Loughborough Symphony Orchestra. There are going to be other classical concerts during the winter, so look out for the posters and radio announcements over the next few weeks.

## Unit 2c

### ◆ Tapescript for Exercise 11 (p. 19)

**Erica:** Paul! PAUL! (*louder*)

**Paul (*shouting*):** Yeah? Is that you, Erica?

**Erica (*shouting*):** Yes! Where are you Paul, in the kitchen?

**Paul (*shouting*):** No, I'm in the living room, putting up balloons. Where are you?

**Erica (*shouting*):** I'm in the dining room, setting the table. Can you come here a minute?

**Paul:** Sure, just a sec... Here I am. What's the problem?

**Erica:** Well, the party starts in an hour. Where is everyone?

**Paul:** Well, Claire's in the garage, washing the plastic chairs and Martin's cleaning the bathroom.

**Erica:** Oh, right. What about Greg? Is he with Claire?

**Paul:** No, no, Greg's in the garden getting the barbecue ready. Calm down, everything's going to be fine!

## Self-Assessment Module 1

### ◆ Tapescript for Exercise 7 (p. 23)

The Brit School, in Croydon, is the only free performing arts and technology school in Britain.

At the Brit School the pupils all have the same dream ... they want to become famous.

Students can go to the Brit School when they are 14 and they stay there until they are 19. They study the usual school subjects, like maths and English, but they also have dance, drama, singing and music lessons.

Students don't have to pay to go to the school, but they do have to pass an audition to win a place. Only children who really want to have a career in the arts and entertainment industry are allowed to join the school.

Students at the Brit School don't have to wear a uniform, so it's not like normal secondary schools in Britain. One thing is the same though – the pupils still work hard and take exams just like any other child in Britain – their GCSE and 'A' level exams. The teachers know that it is important for all the pupils to get a complete education whether they become famous or not!



## Unit 3a

## ◆ Tapescript for Exercise 8 (p. 27)

- Tony:** Hi James, it's Tony!
- James:** Tony! So how's the adventure holiday going?
- Tony:** Well, we've only been here for a day, but it's been fantastic! The activities are amazing!
- James:** Really, what have you done so far then?
- Tony:** Well, let's see...I've done jet skiing! I've always wanted to try that!
- James:** Ooh, I'm so jealous! What about Lucy? Has she tried jet skiing too?
- Tony:** No, actually she hasn't. She's done windsurfing though. She's really good at it!
- James:** Yeah, I can imagine. She's always been quite good at sports. What about the others? What have they done?
- Tony:** Well, so far Jane has tried snorkelling and Paul has done water-skiing.
- James:** Wow! And what about Pat?
- Tony:** Well, she wanted to try fishing but we convinced her to try something more exciting. She did white-water rafting in the end.
- James:** Well, it certainly sounds as if you're all having fun! Enjoy the rest of your holiday!
- Tony:** Thanks, James! I'll show you the photos when we get back!

## Unit 3b

## ◆ Tapescript for Exercise 10 (p. 29)

- 1 **Woman:** Where are you, Steve? Is everything OK? I thought your train left at 6.
- Man:** Don't worry! There was a delay and we left at 6:25.
- Woman:** When do you think you'll get here then?
- Man:** At about 7:30. See you then.
- 2 **Woman:** Oh, no! Yuck!
- Man:** What is it? A hair in your soup?
- Woman:** No, worse! There's a fly!
- Man:** Ugh! That's disgusting. Let's call the waiter!
- 3 **Man:** Have you got your passport?
- Woman:** Yes, here it is. Oh no!
- Man:** What is it?
- Woman:** I've lost my credit card. It was in my purse.

## Unit 4a

## ◆ Tapescript for Exercise 7a (p. 35)

- Kathy:** It was nice to have a day off yesterday, wasn't it, David? What did you do?
- David:** Well, I wanted to go to the beach but when I saw how cloudy and rainy it was I just played table tennis with my brother.
- Kathy:** I know, the weather wasn't very good, was it?
- David:** So what did you do, Kathy?
- Kathy:** I just stayed in and listened to music.
- David:** Oh, I thought you wanted to watch a video with Steve?
- Kathy:** I did, but he had a football match.

**David:** In the rain?! Did Joe play, too?

**Kathy:** Erm...I don't think so. I think he went fishing actually...and his sister Emily went skiing in the mountains. It was snowing up there!

**David:** Wow, they're all crazy! I like to stay at home when the weather's so bad!

## Unit 4c

## ◆ Tapescript for Exercise 9 (p. 39)

- A:** Come and help me make a poster about Mitzi.
- B:** Oh, that's a good idea. Maybe someone knows where she is.
- A:** Exactly. Right, how do we start? I'll put her name ... Shall I say how old she is?
- B:** Yes, why not? She's three years old. But you also need to say what she looks like.
- A:** Right. She is grey and white, and she's got a long white tail.
- B:** And don't forget that she's got one black paw...
- A:** ... one black paw and green eyes. OK. What else? Shall I say when we lost her?
- B:** Yes, sure. Was it the first or the second of December?
- A:** It was the first of December.
- B:** Write the name of our street, too.
- A:** Right. I'll also put our telephone number so that people can call us... 954333...
- B:** No, it's 957333.
- A:** Yes, I still can't remember our new number... Is that all?
- B:** Don't forget the reward!
- A:** How much shall I put? Is £50 OK?
- B:** Yes, I think that's fine.
- A:** So that's it then. Do you think we'll find her?
- B:** Let's hope someone will call. Do you want me to help you put them up?
- A:** Yes, please. We'll put them all around the neighbourhood.

## Self-Assessment Module 2

## ◆ Tapescript for Exercise 7 (p. 43)

- Travel Agent:** Good morning. Can I help you?
- Michelle:** Yes, please. I'd like to book the 5-day trip to Prague I saw in your brochure.
- Travel Agent:** Right. Prague is a lovely city. Very romantic!
- Michelle:** I'm glad you think so because it's a surprise for my husband for our wedding anniversary.
- Travel Agent:** Oh! How lovely. When would you like to go?
- Michelle:** Friday 20<sup>th</sup> September returning on the 24<sup>th</sup>.
- Travel Agent:** OK, let me just check. ... Yes, there are still places available, flying with British Airways. Now, which hotel would you like to stay at?
- Michelle:** The Prague Palace looks nice. How much does the trip cost?
- Travel Agent:** Hmm ... let me see ... The whole trip costs £320 per person including accommodation and flights.
- Michelle:** £320! That's great. I'll take it.
- Travel Agent:** Excellent choice. So may I take your names please?
- Michelle:** It's Mr and Mrs Stokes. That's S-T-O-K-E-S.
- Travel Agent:** Thank you. And can I have your.... (fade out)



## Unit 5a

### ◆ Tapescript for Exercise 7 (p. 47)

(fades in) ... but of course in this country earthquakes are quite rare and they are never very strong. On the other hand, floods can be a major problem in some areas of Britain, especially in low-lying towns and villages near major rivers.

So what can you do to protect yourself when water levels seem dangerous? Well, first of all, turn off your gas and electricity and get pets and valuables to a safe place. Then quickly leave your home or office and go to a higher place.

Remember, you must never try to go back to a building until you are sure that it is safe for you to do so. Some flood water has dangerous or poisonous substances in it which could make you very ill. So avoid contact with the water completely if you can and never go in water that is higher than your ankles.

If you are driving, don't drive down a road that is closed. Never try to drive through a flooded area and always listen to any instructions from the police. Remember, they are only trying to protect you!

Above all, just remember to stay calm. There's also a free Flood helpline on 0844 223 6698 that you can call for extra help in any emergency ... (fades out)

## Unit 5b

### ◆ Tapescript for Exercise 5 (p. 48)

**Amy:** (doorbell) Come in Mike, and mind the...

**Mike:** Aaargh!

**Amy:** ...step! Sorry! Everyone falls down that step. It's a silly place to have one really. Now, come into the kitchen and I'll make dinner. Don't knock your head on the...

**Mike:** Ooooh!

**Amy:** ...door. It's very low. That's the trouble with these old houses. Oh Mike, are you OK?

**Mike:** Mmmmmm...

**Amy:** Here, sit down. Let me pour you a drink.

**Mike:** Aaargh!

**Amy:** Oh, I'm so sorry Mike. Did that go all over you?

**Mike:** Yes, it did!

**Amy:** Oh, dear. Let me run and get you a towel.

## Unit 5c

### ◆ Tapescript for Exercise 9 (p. 51)

You have reached the B.T. emergency helpline. Please press 1 for information on how to make an emergency call. ... (beep...)

- When making an emergency call, lift the handset from your telephone and dial either 999 or 112.
- Speak slowly and clearly and tell the operator which of the emergency services you want. The services include: fire, ambulance, coastguard, police, as well as mountain and cave rescue.
- The operator will then connect you to the emergency service you require.

Tell the emergency service:

- where the trouble is;
- what the trouble is;
- where you are; and most important of all, the number of the phone you are calling from.

Remember never to make a false call. It is against the law and you risk the lives of others who really need help. Thank you for calling ... (fading)

## Unit 6b

### ◆ Tapescript for Exercise 10 (p. 57)

**Woman 1:** ... And now, kids, Ann Rogers from the American Dental Association is here to give us a very important message! Ann, what can you tell us about how to keep our sparkling white smiles?

**Woman 2:** Well, the bacteria that cause cavities love the sugar on our teeth, so it's very, very important to brush your teeth often, if possible after every meal. If you can't manage this, then brush them at least twice a day, after breakfast and before bedtime.

It's also very important to brush in the right way. You only need to use a small amount of fluoride toothpaste. Take your time and brush all of your teeth. Spend at least 3 minutes brushing.

The food you eat is also important. Don't eat too many sweets or drink sugary drinks and, when you do, make sure you brush your teeth straight after. It's better to eat lots of fresh fruit and vegetables, which make your teeth healthy and strong!

Last but not least, don't forget that dentists can help! Visit your dentist every six months for a check-up.

## Unit 6c

### ◆ Tapescript for Exercise 9 (p. 59)

- A:** John, would you like to go jogging with me?  
**B:** Well, I'm a bit tired.  
**A:** Come on. Turn off that TV. You need to get some exercise!  
**B:** Another time. There's a programme about computers that I want to watch.
- A:** That looks good. So no more chips and hamburgers, hey?  
**B:** That's right. Just salad and some chicken. I'm trying to lose weight.  
**A:** But you're having cola, too.  
**B:** Don't worry. It's only diet cola.
- A:** Oh, I'm so stressed out. The Maths exam is on Friday and I'm not ready.  
**B:** That's OK. It's only Monday. You have 5 more days.  
**A:** Yes, I know, but my best friend's arriving from Madrid on Thursday. We're spending the day together.  
**B:** Well, just relax and do your best. I'm sure you'll be fine.



- 4 A: Why didn't Ann go to school today?  
 B: Well, this morning she had a temperature, so I called the doctor.  
 A: Did she have a cold?  
 B: No, she came out in spots. The doctor said it was measles.

### Self-Assessment Module 3

#### ◆ Tapescript for Exercise 6 (p. 63)

- 1 A: Hello, I am thinking about getting some contact lenses.  
 B: OK. You will need to have an eye test before that. Can you come in at 10 o'clock tomorrow morning?  
 A: Erm ... could you make it half an hour later?  
 B: Let me see ... Ah! Not at ten thirty, but I have another appointment available at eleven thirty.  
 A: Thanks, that's fine by me.
- 2 A: Did you hear about the factory fire?  
 B: Oh yes! It was horrible. I heard eight people died and seventeen were injured.  
 A: Yes, I know. Fortunately, the fire brigade managed to save around twenty people that were trapped inside.  
 B: Well at least that's something.
- 3 A: You're late. What happened?  
 B: Pete burnt himself.  
 A: Oh, no! Was he cooking?  
 B: He was trying to iron his school uniform and burnt his hand on the iron.  
 A: Goodness me! I hope it wasn't too painful.
- 4 A: I heard you had a car accident, John! Are you OK?  
 B: Actually, I was riding my bike. A bus pulled out in front of me.  
 A: Oh my goodness! It's a good thing he stopped in time.  
 B: Yes, fortunately he did, but I fell off my bike in shock and twisted my ankle!

### Unit 7a

#### ◆ Tapescript for Exercise 10 (p. 67)

- Katy: John, look at this ad for the new restaurant in Garstang Road. Why don't we go?  
 John: Oh, you mean The Roebuck Inn? Oh yes, that would be nice. I've heard they do delicious steak and chicken dishes there.  
 Katy: And they also have fresh fish specials.  
 John: Hey, maybe we can invite your sister, too!  
 Katy: Great idea! Right, I'll call the restaurant now then. What time shall I book the table for?  
 John: Well, it says here that they serve from 7 until 11pm.  
 Katy: Sounds good. Why don't you book the table for 8?  
 John: Oh, wait a minute! That's Monday to Saturday. Sundays they're only open 12 until 2 for traditional Sunday lunch. Yummy! I love roast dinners!  
 Katy: Yeah, me too! That's no good for my sister though. She's a vegetarian!

John: Oh yes, I forgot. I wonder if they serve some vegetarian dishes, too.

Katy: They do! Look, it says 'vegetarian dishes available'.

John: Great! I'll call Jill and see if she can come!

### Unit 7b

#### ◆ Tapescript for Exercise 8 (p. 69)

- Ann: Ready for the party then, Mark?  
 Mark: Are you kidding? I've still got so much to do!  
 Ann: Don't panic, I can give you a hand. I'll go to the supermarket for you if you like.  
 Mark: Really? Oh, Ann, that's a great help! Here's my shopping list. There are only a few things.  
 Ann: OK, no problem, Mark.  
 Mark: Right, I'm going to the butcher's now to get the meat for the barbecue.  
 Ann: OK. Is there anything else I can do?  
 Mark: Errm ... let me think ... Pat's going to get me some cheese and cold meats from the delicatessen and I can ask Laura to pick up some balloons and streamers from the toy shop.  
 Ann: OK ... and maybe Steve can bring some soft drinks from the newsagent's he works in.  
 Mark: Oh, no. He doesn't work there any more. He works in a florist's.  
 Ann: Oh, right. Well, get him to bring some, err....flowers!  
 Mark: (laughs) Well, why not! Right, I'd better go.  
 Ann: OK, I'll drop the shopping off at your house later.  
 Mark: Thanks again, Ann. You're a star!

### Unit 8a

#### ◆ Tapescript for Exercise 2a (p. 74)

- My hobby is gardening. Some people say that gardening is boring, but I have a stressful job, so in my spare time I like to do something relaxing.
- I love skydiving. It's so exciting. My friends think I'm weird and that I must be crazy. Actually though, it's not as dangerous as it looks. You just need the right training.
- In my free time I go rock climbing. It's an expensive sport and it's not easy either. It can be quite tiring, as well, but it's worth it. It's my favourite thing in the world!

### Unit 8b

#### ◆ Tapescript for Exercise 7 (p. 77)

- A: So, how was the new sports club then Sam? Did you have fun?  
 B: Yes, we had a great time! There are so many activities to choose from!  
 A: Really, like what?  
 B: Well, I had a game of badminton with Paul. Paul's much better than me, but we had fun anyway.  
 A: Greg really likes badminton. Didn't he want to play, too?



- B:** No, actually, he wanted to do some weight training in the gym. Apparently, they've got brand new equipment.
- A:** What about Hannah and Susan? They went with you as well, didn't they?
- B:** Yes, Hannah wanted to have a tennis lesson, but there weren't any free courts – so she went to a water aerobics class instead. And Susan played table tennis with a new friend she met. They both really enjoyed it, too.
- A:** It sounds great! Maybe I'll call Mike and see if he wants to go tomorrow.
- B:** Oh, he came with us yesterday, too. He took a boxing class!
- A:** Boxing! Wow! I'd love to try that!
- B:** Well, I think we're all going again next weekend. Why don't you join us?
- A:** That sounds great! Thanks, Sam!

### Unit 8c

#### Tapescript for Exercise 8 (p. 79)

- A:** Hi, what time is that new science fiction movie, Space 3001, on?
- B:** The 7 o'clock showing has just started and the next showing, at 9, is fully booked. But we still have seats for the 11 o'clock showing though.
- A:** Erm ... OK then, 2 tickets for the 11 o'clock showing, please.
- B:** Are you both over 18? The film has an 18 certificate.
- A:** Yes, I'm 19 and Pete's 20.
- B:** OK, fine. That's £12, please.
- A:** Is there any reduction for students?
- B:** Yes, it's half price for students. So that's 2 tickets at £3 each - £6 please.
- A:** Thanks.
- B:** You're welcome.

### Self-Assessment Module 4

#### Tapescript for Exercise 10 (p. 83)

Did you have a good time during activity week, Tony?

Oh, yes. It was fantastic. It's such a shame you couldn't come.

Well hopefully we can all go again some time.

I'd love to. There are so many things to do. I tried boxing this time but maybe I could try kick boxing if we went again.

What did everybody else do?

Well Lucy did ice-skating. She's really good, you know. She was skating backwards and doing all sorts of fancy turns.

What about Will?

He wanted to play water polo but there were too many people doing that so he did mountain biking instead. Catherine couldn't decide what she wanted to do so she tried out all the different ball games. You know football, hockey, she even played basketball for a bit, I think.

I really want to try climbing if I go. Did anyone do that?

Yeah, Paul did. He said he really enjoyed it as well. He wanted Helen to go with him but she was scared. She ended up playing tennis instead.

### Unit 9a

#### ◆ Tapescript for Exercise 8 (p. 87)

- Shop assistant:** Hello, can I help you?
- Customer:** Yes, I bought this CD player a few months ago, but there's a problem with it.
- Shop assistant:** Really? What is the problem exactly?
- Customer:** Well, the screen is broken and I can't read it properly.
- Shop assistant:** Right ... Oh yes, I see what you mean. It's the ST700 model isn't it?
- Customer:** Erm ... just a second ... yes, that's right, the ST700.
- Shop assistant:** Do you have your receipt?
- Customer:** Yes, of course. Here you are.
- Shop assistant:** OK. What name is it please?
- Customer:** Peter Baxter. That's B-A-X-T-E-R.
- Shop assistant:** And your address?
- Customer:** 9, Green Road, Orpington.
- Shop assistant:** OK. And can you give me a contact number please?
- Customer:** Sure. It's 07816 458 354.
- Shop assistant:** Ok, let me just check that...07816 458 354.
- Customer:** That's right.
- Shop assistant:** OK, our technician will have a look at it and we'll call you in the next few days.
- Customer:** Thanks a lot.
- Shop assistant:** You're welcome.

### Unit 9b

#### ◆ Tapescript for Exercise 3 (p. 88)

- Quizmaster:** Good evening, and welcome to this week's quiz on 20th century inventors. Now students, you know the rules. The first player to press the buzzer gets the chance to win a point for their team. So, fingers on the buzzers. The first question is who invented the Zeppelin in 1900? Was it the Wright brothers or Count Ferdinand von Zeppelin? (buzzer) Yes, Paul?
- Paul:** Count Ferdinand von Zeppelin.
- Quizmaster:** Correct. The first point goes to you, Paul. Moving on. Was it King Camp Gillette or Tom Wilkinson who invented the safety razor in 1901? (buzzer) Sarah?
- Sarah:** It was Tom Wilkinson.
- Quizmaster:** Wrong. It wasn't Tom Wilkinson. It was King Camp Gillette. Now, in the same year, who invented the vacuum cleaner? Was it Hubert Booth or Arthur Bosch? (buzzer) You again, Paul?
- Paul:** Was it ... Hubert Booth?
- Quizmaster:** Indeed it was. That's another point for you. Who can tell me who invented cornflakes in 1906? Was it John Bread or William Kellogg? (buzzer) Yes, Simon?
- Simon:** William Kellogg.
- Quizmaster:** That's right and your team gets its first point. Next question. Was it Tom Pepper or Charles Strite who invented the pop-up toaster in 1919? (buzzer) Mandy?
- Mandy:** I'm sure it was Charles Strite.



**Quizmaster:** And you're absolutely right. It was Charles Strite. Now both teams are neck and neck with two points each. Moving on. Who can tell me whether it was Jim Quartz or Warren Marrison who developed the first quartz clock in 1927? (buzzer) Paul?

**Paul:** Jim Quartz.

**Quizmaster:** I'm afraid you're wrong this time, Paul. The answer is Warren Marrison. Now in 1930 who was Scotch tape patented by? Was it Paul Scotch or Richard G Drew? (buzzer) Sarah?

**Sarah:** Oh... Err.. Richard Drew?

**Quizmaster:** Well done, Sarah. That's correct. Now I'm sure you'll all know the answer to this next question. In 1942 who built the first electronic computer? Was it John Atanasoff and Clifford Berry or John Baird? (1st buzzer) (2nd buzzer) Simon, you buzzed first. Go ahead!

**Simon:** It was John Atanasoff and Clifford Berry.

**Quizmaster:** Yes, it was. Both teams now have three points each. Next question. In 1946 was it Percy Spencer or Samuel Koff who invented the microwave oven? (buzzer) OK, Simon, give us your answer.

**Simon:** I think it was Percy Spencer.

**Quizmaster:** That's correct. Who can tell me who the post-it note was invented by in 1974? Was it Juliet Blanco or Arthur Fry? (buzzer) Mandy?

**Mandy:** Juliet Blanco.

**Quizmaster:** Unfortunately not, Mandy. The correct answer is Arthur Fry. Now, fingers on the buzzers for the final question in tonight's quiz. Who in 1979 launched the first Walkman? Was it Sony or Philips? (buzzer) Simon?

**Simon:** It was Sony.

**Quizmaster:** Yes! Correct. Congratulations to Simon and Mandy who are the winners of this edition of Smart Brains of the Week. (applause) Thanks to the two teams for taking part and let's hope you join me again ... (fading out)

#### ◆ Tapescript for Exercise 9b (p. 89)

**Karen:** Hello and welcome to Book of the Week. With me today is Stephanie Harrison, a writer who has already written several books about travel and cooking. Today she is here to tell us a few things about her new book called Tasty Inventions. Stephanie, hello and welcome to the show.

**Stephanie:** Hello.

**Karen:** So Stephanie, tell me something about your book. How did you come up with the idea?

**Stephanie:** Well, I am very interested in food and cooking, so I thought that a book on food-related inventions would be something really original.

**Karen:** It sure is. So what inventions can you tell us about today?

**Stephanie:** Well, I'd like to tell you about a man called George Crum.

**Karen:** Oh yes? So what did he invent?

**Stephanie:** Well, he was working in the kitchen of a New York restaurant as a chef. One day, a customer complained to the waiter that his French fries were too thick. So George cut thinner fries for

him, but the customer complained again. In the end, George cut the fries so thin that the customer had to use his hands to eat them. He had invented crisps, or potato chips as they are known in the USA.

**Karen:** Amazing! Who would have thought that there was a story like that behind the invention of the simple crisp! So when did this happen?

**Stephanie:** Oh, over 150 years ago, in 1853.

**Karen:** Wow, so quite a long time ago then... (fade out)

## Unit 10a

### ◆ Tapescript for Exercise 8 (p. 95)

Hello everyone. My name's Robert Baker and I'd like to welcome you all to our fascinating exhibition, 'Alien Earth', here at the Colorado Springs Exhibition Center. Now before you start your tour of the exhibition, I'd like to give you some important information to make your visit more enjoyable.

The exhibition is on two floors. On the ground floor, you'll find our wonderful collection of photographs of UFOs from 1900 to the present day. You can also read stories and watch videos of alien and UFO sightings.

On the first floor you can see a collection of objects collected from areas near sightings. You can also speak to Dr. Charles Marshall who is a UFO investigator for the government, just like Fox Mulder from the X-Files!

Also on the first floor is a gift shop selling books and other souvenirs and a small cafeteria where you can purchase drinks and snacks.

Let me remind you, ladies and gentlemen, that guidebooks are available at the reception desk for \$3.50. And finally, remember that the exhibition center is open until 4pm today and every day, and the Alien Earth exhibition will be on display until the 20th of May. Take your time to look around. I'll be here in the entrance hall all afternoon, so please feel free to ask me any questions you might have.

Thank you and enjoy your visit!

## Unit 10c

### ◆ Tapescript for Exercise 5 (p. 99)

Are you an animal lover? Are you worried about the environment? Well here's how you can help! Don't throw away old computer equipment or mobile phones that are hanging around your house or office. Give them to us and let us recycle them for you! We'll then use the money to raise funds to help homeless animals here at 'Paws for Thought'. Ask your friends, neighbours and co-workers and drop off your stuff at 705, Milner Drive, Greensboro. If you have any questions, just drop in or call us any time on 336-574-960 9600.

'Paws For Thought', for a more humane, environmentally-friendly world!



**Self-Assessment Module 5**

## ◆ Tapescript for Exercise 7 (p. 103)

**Interviewer:** Hello, and welcome to Space Watch, the programme about our universe. With me in the studio today is James Freeman from NASA. He is here to tell us what NASA knows about our galaxy. Mr Freeman, thank you for joining us.

**James:** Oh, call me James, please.

**Interviewer:** Alright then, James. So tell me, when did NASA begin to explore the galaxy?

**James:** Well, as you know, NASA was formed in 1958 and the first space flight took place in 1961. Since then, we've been trying to find out as much as we can about the other planets in our galaxy.

**Interviewer:** Right. And what have you found out so far?

**James:** Well, not that much, I'm afraid. We first sent spacecraft to Jupiter in 1972, to Saturn in 1973 and to Uranus and Neptune in 1977. We have made maps of these four planets, but we still haven't landed on them. We have also made maps of Venus, using radar, but no one has ever walked on the surface of that planet, either.

**Interviewer:** So, were there any humans on board these spacecraft, James?

**James:** Oh, no! The journeys these spacecraft made are far too long for a human being. In fact, the Voyager crafts, launched in 1977, are still travelling today! They have gone outside the Sun's orbit, have left our solar system and are still in outer space collecting information for us. No human being could survive in space for that long!

**Interviewer:** Of course not! So, we have still only seen these planets in pictures.

**James:** That's right. However, NASA says that by 2019, we will see a human being walk on the surface of Mars.

**Interviewer:** Mars? That will be exciting.

**James:** Indeed. Spacecraft have already landed there, but so far no one has set foot on it. That will all change in the next few years.

**Interviewer:** I can't wait, and I bet our listeners can't either. Tell me, James, have you ever wanted to go into space yourself?

**James:** No, you won't catch me going up in a rocket! I am fascinated by space, but I think I prefer finding out about other planets from the safety of Earth.

**Interviewer:** Me too! James Freeman, thank you so much for coming here today.

**James:** It was my pleasure.

**Interviewer:** And now, stay tuned, because we have a live news report from... (fade)



# Suggested Answers section

## Self-Assessment – Module 1

### Writing (an email) for Exercise 8 (p. 23)

Hi Claire,

Thanks for the email. Well, last week we had the best school trip ever! On Friday, we went to the Alton Towers theme park in Staffordshire. There were so many different rides. We had an amazing time. The part called **X-sector** was my favourite. On the **Oblivion**, we dived down vertically 100ft. It's like skydiving. My heart was in my mouth! You must go.

That's all for now. Write back soon.

Love,  
Terry

## Self-Assessment – Module 2

### Writing (a postcard) for Exercise 9 (p. 43)

Dear Claire,

The weather in Venice is perfect! The hotel is like something from an old painting!

So far, we have been to two famous galleries and St Mark's Square. I haven't bought any souvenirs yet, but I've seen what I want to buy before we leave.

Well, that's all for now. See you when I get back.

Love,  
Helen

## Self-Assessment – Module 3

### Writing (a short story) for Exercise 7 (p. 63)

#### A Bad Day

Yesterday was a bad day for me because so many things went wrong.

First of all, I got up very late because I forgot to set my alarm clock and so I was late for school. My teacher was very angry with me and made me stay in during the break.

Then, when I got home, I turned on the television to watch my favourite programme. There was a big bang and a lot of smoke started coming out from the back!

I couldn't watch television so I decided to play a game on my computer, but that didn't work either! My mum said there was something wrong with the electricity and that I should just go to bed. I hope today will be a better day.

## Self-Assessment – Module 4

### Writing (a fast-food review) for Exercise 11 (p. 83)

Harvey's Hamburgers opened in the centre of town last week. Located opposite the Old Abattoir Pub on Wisteria Street, Harvey's is easy to find whenever you're in town. Harvey's had a delightful 80's retro appearance that will please young and old alike. The dedicated staff are polite and service comes with a certain style. Harvey's offers a wide range of different hamburgers to suite every taste, from Harvey's Hawaiian Hula Hamburger, with pineapple and mango, to Harvey's Mediterranean Mystery Hamburger, with a surprise sauce. All the family are sure to find their favourites there.

## Self-Assessment – Module 5

### Writing (a short story) for Exercise 8 (p. 103)

I woke up early on Saturday. It was a bright, sunny day in April. The birds were singing in the trees outside my bedroom window and there was not a cloud in the sky.

I washed up quickly and ran downstairs. "That's strange!" I thought. "Where is everybody?" Usually my mother would be making breakfast in the kitchen, but there was nobody there!

I went into the living room, but I couldn't see anything. The curtains were still closed and it was very dark. Then my foot touched something soft. I started to scream, but then I heard someone laughing quietly. Suddenly, the lights went on and my family cried out, "Happy Birthday, Susan!"

When we went to bed that night I could look back and say to myself, "It was the happiest day of my life."

## Word Perfect

### 5 Accidents & Disasters (p. 122)

- 2 1 The flames spread quickly because of the strong winds.
- 2 A lot of buildings collapsed during the earthquake.
- 3 Some streets were flooded after the heavy rain.
- 4 The trees swayed during the gale.
- 5 There were a lot of lightning flashes but it didn't rain at all.

### 10 Environmental Issues (p. 123)

- 1 1 The depletion of oil reserves means that we must find new sources of energy.
- 2 Climate change means that sea levels will rise.
- 3 Some people think that genetic engineering may help us to grow more food.
- 4 If you eat organic products, you will be healthier.
- 5 If you separate rubbish into different types, it is easier to recycle it.
- 6 Recycling centres will accept all sorts of old household rubbish.
- 7 We are going to start a campaign to ban cars from the city centre.
- 8 We often harm the environment without realising it.
- 9 If you use low-energy bulbs, you can save a lot of money.
- 10 If we all save a little energy every day, it can really make a difference to the environment.

## Grammar Check

### Unit 1 (p. 124)

- 4 A: How often do you go shopping?  
B: I never/rarely/sometimes/often/always go shopping.
- A: How often do you eat out?  
B: I never/rarely/sometimes/often/always eat out.
- A: How often do you watch videos?  
B: I never/rarely/sometimes/often/always watch videos.
- A: How often do you cook?  
B: I never/rarely/sometimes/often/always cook.
- A: How often do you meet friends?  
B: I never/rarely/sometimes/often/always meet friends.
- A: How often do you tidy your room?  
B: I never/rarely/sometimes/often/always tidy my room.
- A: How often do you wash the dishes?  
B: I never/rarely/sometimes/often/always wash the dishes.



- 5 2 A: Is Betty having a piano lesson on Tuesday?  
B: No, she isn't. She's having a piano lesson on Friday at 1:00 pm.
- 3 A: Is Betty seeing a dentist on Friday?  
B: No, she isn't. She's seeing a dentist on Tuesday at 1:00 pm.
- 4 A: Is Betty playing tennis with Cathy on Tuesday?  
B: No, she isn't. She's playing tennis with Cathy on Friday at 4:00 pm.
- 5 A: Is Betty going to a rock concert on Friday?  
B: No, she isn't. She's going to a rock concert on Tuesday at 6:00 pm.
- 6 A: Is Betty having dinner with John on Tuesday?  
B: No, she isn't. She's having dinner with John on Friday at 8:00 pm.
- 6 1 She is going to buy a newspaper.  
2 He is going to play basketball.  
3 He is going to blow out the candles.  
4 They are going to play tennis.

## Unit 2 (p. 125)

- 1 a. A: Did Tracey water the plants?  
B: No, she didn't.  
A: Did Tracey cook dinner?  
B: Yes, she did.  
A: Did Tracey buy cat food?  
B: Yes, she did.  
A: Did Tracey feed the fish?  
B: Yes, she did.  
A: Did Tracey make the beds?  
B: Yes, she did.  
A: Did Tracey clean the kitchen?  
B: No, she didn't.  
A: Did Tracey dust the furniture?  
B: No, she didn't.
- 3 2 I used to/didn't use to get up early.  
3 I used to/didn't use to watch videos.  
4 I used to/didn't use to go water-skiing.  
5 I used to/didn't use to go bowling.  
6 I used to/didn't use to go swimming.  
7 I used to/didn't use to sleep late.  
8 I used to/didn't use to play video games.  
9 I used to/didn't use to go shopping.  
10 I used to/didn't use to play tennis.

## Unit 4 (p. 127)

- 4 • A plane is more expensive than a train.  
• A train is faster than a bicycle.  
• A bicycle is more dangerous than a train. etc
- A policeman has a more dangerous job than a manager.  
• A manager has a more stressful job than a police officer.  
• A farmer has a more difficult job than a manager.  
• A farmer has a more boring/tiring job than a police officer.  
• A manager has a more well-paid job than a farmer. etc
- 5 My mother is older than me.  
My little brother is a better student than me.  
I am funnier than my sister.  
I am older than my brother and my sister.  
My father is more patient than me. etc

## Unit 5 (p. 128)

- 2 1 I was having supper.  
2 I was having a Physics lesson.  
3 I was playing tennis.  
4 I was watching my favourite TV show.  
5 I was finishing off my homework.  
6 I was studying for my exams.
- 3 2 John was making tea when he dropped the kettle.  
3 Samantha was looking out of the window when she saw Tom.  
4 Derek was playing football when he hurt his leg.  
5 Arthur was watching a match when the electricity went off.  
6 Mary was having a bath when the doorbell rang.

## Unit 6 (p. 129)

- 1 • You must bring a water bottle.  
• You must wear hiking boots.  
• You mustn't climb rocks near waterfalls.  
• You must carry a compass.
- 2 • You should stay low and close to the floor.  
• You should put your hand near the door to see if it's hot.  
• You should go to the nearest exit.  
• You should use the stairs. You shouldn't use the lift.  
• You shouldn't go back into your house or flat.  
• You should use a neighbour's phone to call for help.
- 4 2 You mustn't enter.  
3 You mustn't smoke.  
4 You mustn't cross here./You must use the crosswalk.  
5 You must keep right.

## Unit 9 (p. 132)

- 1 2 an expensive, Indian, silver bracelet  
3 a warm, brown, woollen jumper  
4 a cute, small, white cat  
5 a long, black, silk dress  
6 a square, colourful, leather handbag  
7 a lovely, antique, porcelain lamp  
8 a beautiful, large, Impressionist painting
- 2 2 The yen is used in Japan.  
3 Lunch is served at 1 o'clock.  
4 The ring is made of silver.  
5 The Parthenon is visited by millions of tourists every year.  
6 The Crown Jewels are kept in the Tower of London.
- 4 2 A: Who was the telephone invented by?  
B: It was invented by Alexander Graham Bell.  
3 A: Who was '1984' written by?  
B: It was written by George Orwell.  
4 A: Who was the earliest motorbike developed by?  
B: It was developed by Sylvester Howard Roper.  
5 A: Who was Big Ben designed by?  
B: It was designed by Edmund Beckett.  
6 A: Who was the Colosseum built by?  
B: It was built by Emperor Vespasian.  
7 A: Who was the hot-air balloon developed by?  
B: It was developed by the Montgolfier brothers.



- 8 A: Who was "Ode to Joy" composed by?  
B: It was composed by Ludwig van Beethoven.
- 9 A: Who was 'ET' directed by?  
B: It was directed by Steven Spielberg.
- 10 A: Who was the Statue of Liberty designed by?  
B: It was designed by Frederic-Auguste Bartholdi.

Unit 10 (p. 133)

- 4
- She said she didn't like garlic.
  - She said she would have steak for dinner.
  - She said her grandma had three cats.
  - She said they were going to Barcelona on Friday.
  - She said she loved chocolate.
  - She said she had never been to Moscow.
  - She said they had gone skiing last weekend.
  - She said she wanted to buy a new car.
- 6
- They told her to water the plants.
  - They told her not to cut the grass.
  - They told her to call her grandmother to wish her a happy birthday.
  - They told her not to iron the clothes.
  - They told her to buy the groceries.



# ***Evaluations***



## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

**Evaluation criteria:**      c (green)                      w (yellow)                      n (red)



# Cumulative Evaluation

## Student's Self-Assessment Forms

### CODE

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

### Student's Self-Assessment Form

#### Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about jobs & personal qualities	
• talk about daily & free-time activities	
• talk about famous people of the past & their achievements	
• talk about nationalities	
• talk about feelings	
• talk about houses and furniture	
• make & respond to requests	
• ask for and give permission	
• talk about past experiences	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write your own web page about your daily routine	
• write notes	
• write an email to a friend about what you are doing this summer	
• write an article about a school in your country	
• write a short biography	
• write an article about a visit to a museum	



**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self-Assessment Form****Module 2**

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about holiday activities	
• talk about means of transport	
• talk about festivals & celebrations	
• talk about weather & feelings	
• talk about geographical features & animals	
• describe a trip	
• book a holiday	
• react to bad news	
• catch up on news	
• request, give & refuse permission	
• express surprise	
• give, accept & refuse advice	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a holiday advert	
• write a homepage about festivals you attended	
• write a letter about a holiday resort	
• write a letter of advice	



# CODE

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

## Student's Self-Assessment Form

## Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about accidents, disasters & bad days	
• talk about illnesses, medical professions & workplaces	
• talk about healthy/unhealthy lifestyles	
• talk about micro-organisms on your body	
• narrate past experiences	
• give news & react	
• ask for medicine at the chemist's	
• give advice on health matters	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write diary entries	
• write a news report	
• write a story	
• make a cartoon strip	
• write letters asking for & giving medical advice	
• write an article making suggestions	



**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self-Assessment Form****Module 4**

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about food and drinks .....	
• talk about shops and products .....	
• talk about shopping habits & money .....	
• talk about hobbies & personalities .....	
• talk about sports & equipment .....	
• talk about types of entertainment .....	
• order food at a takeaway .....	
• decide on clothes & buy things .....	
• express agreement & disagreement .....	
• talk about entertainment & your feelings .....	
• make a restaurant advert .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a note	
• write comments for a message board	
• write a restaurant review	
• write a text about a national dish	
• make your profile for a contest	
• write an email recommending a film	
• write a diary entry	



**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self-Assessment Form****Module 5**

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

- talk about gadgets, inventors & inventions

- talk about computers & their uses

- talk about space & extra terrestrials

- talk about unexplained mysteries & the supernatural

- talk about environmental issues

- describe objects

- offer help

- exchange opinions

- summarise a text

- start/end a story

Go through the corrected writing tasks. Use the code to evaluate yourself.

- write a short note

- write a for-and-against essay

- write an article about a museum in your country

- write a short story about UFOs



## Progress Report Cards

### Progress Report Card

..... (name) can:

**Module 1**

	very well	OK	not very well
talk about jobs & personal qualities			
talk about daily & free-time activities			
make and respond to requests			
make suggestions			
talk about feelings			
talk about famous people of the past & their achievements			
talk about medieval battles			
talk about past experiences			
talk about houses and furniture/appliances etc			
write about daily activities			
write an email to a friend about what he/she is doing this summer			
write an article about an unusual school in his/her country			
write a short biography			
write an article about a visit to a museum			

### Progress Report Card

..... (name) can:

**Module 2**

	very well	OK	not very well
talk about holiday activities and describe a trip			
talk about means of transport			
book a holiday			
react to bad news			
talk about festivals & celebrations			
catch up on news			
talk about weather, seasons and feelings			
request, give and refuse permission			
talk about geographical features			
express surprise			
describe and compare animals			
give, accept and reject advice			
write a holiday advert			
write a homepage about festivals he/she attended			
write a letter from a holiday resort			
write a letter of advice			



## Progress Report Card

..... (name) can:

**Module 3**

	very well	OK	not very well
talk about disasters, accidents/injuries & bad days			
narrate past experiences			
give and react to bad news			
talk about health problems, medical professions & workplaces			
ask for medicine at the chemist's			
talk about healthy/unhealthy lifestyles			
advise others on health matters			
talk about micro-organisms on his/her body			
write dairy entries			
write a news report			
write a story			
write a cartoon strip			
write letters asking for and giving medical advice			
write an article making suggestions			

## Progress Report Card

..... (name) can:

**Module 4**

	very well	OK	not very well
talk about food & drink			
order food from a takeaway			
talk about shops & products			
talk about shopping & money			
decide on clothes & buy things			
talk about hobbies & personalities			
express agreement and disagreement			
talk about sports, venues and sports equipment			
talk about types of entertainment			
talk about evenings out			
write a restaurant advert			
write a note			
write comments for a message board			
write a restaurant review			
write a text about a national dish			
write his/her profile for a contest			
write an email recommending a film			
write a diary entry			



## Progress Report Card

..... (name) can:

**Module 5**

	very well	OK	not very well
talk about gadgets, inventors & inventions			
talk about computers and their uses			
offer, accept and refuse help			
summarise a text			
talk about space and extraterrestrial sightings			
talk about the supernatural			
talk about environmental issues			
exchange opinions			
start/end a story			
write an advert for a gadget he/she wants to sell			
write short fact files about inventions			
write a short note			
write a for-and-against essay			
write an article about a museum in his/her country			
write a short story about UFOs			
write a cartoon strip			
write a summary			
write a story			
write a poem			



# My Language Portfolio Guidelines

You can find useful information regarding the *Language Portfolio* in the Introduction (pp. I-II).

The aim of the *Language Portfolio* is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Once a routine has been established and the learners are beginning to develop their autonomy, you can start giving them more responsibility and freedom. The learners will still appreciate your feedback and appraisal though, so it is important that you monitor and facilitate their efforts.

## First Steps

After a couple of months and once the Ss have made some progress in the English language, we suggest that you start working on the Language Portfolio. At the beginning of your first session, ask the Ss to turn to page three of their Language Portfolio. Go through the letter together, making sure that the Ss have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they don't understand. Then, give the Ss some time to arrange their portfolios. Go around, providing any necessary help.

Once the Ss have arranged their Portfolios, go through each page together, commenting on the layout and pictures, and giving a brief explanation of what's on each page. During the next few sessions, spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the Ss to do the activities in the *Dossier* section.

## How to approach each section

### I Language Passport

Read the introductory paragraph as the Ss read silently. Answer any questions they may have. Each time you give them something for this section, remind them to make a record and file it in the appropriate section of their Portfolios.

### II Language Biography

Spend some time on each section, making sure the Ss know what is required of them.

Here is a brief explanation of the rationale of each section:

- *My Personal Details*: The Ss fill in their personal information.
- *How I Learn!*: Go through the section along with your Ss, providing any necessary help. The purpose of this section is for both you and your Ss to be able to determine each S's individual learning style (i.e. visual/spatial, auditory, tactile/kinaesthetic) and needs.
- *Now I Can...!*: The Ss have the opportunity to assess their own learning. If the Ss move to a new school or another country, their teachers will also be able to gauge their level.
- *Future Plans!*: The Ss record their intentions and ambitions concerning their improvement in the target language.

## III Dossier

The activities have been designed to reinforce the language covered in each module. You can choose to do them upon completion of each module or at a time convenient to you, provided that the Ss have covered the corresponding module. It is suggested that you participate in the activities by bringing in a completed version of an activity you wish to present. The Ss need to be motivated and inspired. Below are some suggestions on how to approach each activity. Every time a S presents you with an activity, give them due praise and attention. In general, make him/her feel that they have done something special; in this way, all of your Ss will be encouraged to do likewise.

### Summer Time

Read the instructions and explain the activity. Ask the Ss to imagine they are at a summer camp. Ask them what there is to do there, and which activities they like best. Tell them to use this information to complete their summer camp leaflet.

### Careers for Kids

Read the instructions and explain the activity. Ask Ss to read the careers on the web page and initiate a class discussion about what each job involves. Then, ask Ss what qualities people need to do each job. Ask them to first complete the information and then tell the class why they chose this job.

### Life in the past

Read the instructions and explain the activity. Have a class discussion about life in the past. Ask Ss how their grandparents' lives were different to theirs. Discuss the things they used to do in their free time and the things they had/didn't have in those days. Encourage Ss to decorate their work with old photographs or pictures before reading their texts to the class.

### Who lived where

Read the instructions and explain the activity. Ask the Ss if there are any famous old houses in their town or city. Ask them what they know about the houses and who lived in them in the past. If the Ss don't know of any such places, encourage them to access information by using an encyclopaedia or the Internet. They can decorate their work with pictures or drawings.

### Holiday Time

Read the instructions and explain the activity. Ask the Ss how many different types of holidays they can think of. Have a discussion about the things people can see and do in these places and to imagine how much each holiday might cost. Having completed the task, the Ss can use their advertisements to give a short talk on the radio.



### Unforgettable festivals

Read the instructions and explain the activity. Ask individual Ss to think of a festival they have attended. Ask them to tell the class the name and date of the festival and the reason for it. Encourage them to discuss the things they saw and did there and how it made them feel. After completing their work they can narrate their experience to the class.

### Favourite Seasons

Read the instructions and explain the activity. Ask the Ss which is their favourite season and why. Encourage them to use a variety of adjectives describing the weather conditions during these seasons. Discuss some of the things they can/can't do in particular seasons. Students can decorate their work with a picture or a drawing to make it more attractive.

### Wild facts

Read the instructions and explain the activity. Have a class discussion about wild animals. Ask Ss if they have ever seen any wild animals and if so, where. Think of an animal and tell the Ss to try and guess which animal it is by asking questions about its appearance, where it lives, etc. To complete their task, Ss can use an encyclopaedia to find the relevant facts.

### Safety first

Read the instructions and explain the activity. Go around the class inviting Ss to talk about various natural disasters. Ask them if they have ever experienced any of these disasters themselves and what it was like. Before Ss complete their safety leaflet you can have a short discussion on the things people should and shouldn't do during an earthquake or Ss can find information from encyclopedias or the Internet. Students can then compile a safety leaflet and read it to the class.

### Danger in the house!

Read the instructions and explain the activity. Ask for volunteers to talk about possible household dangers. Ask them which things they must/mustn't do in order to be safe in their homes. Go through the list of adjectives on the form and ask the Ss to match them to various kitchen appliances. Find out how many Ss would know what to do in case of an emergency before they complete the safety form.

### Health problems and solutions

Read the instructions and explain the activity. Ask Ss to list various health problems. Ask Ss to look at the symptoms in the four speech bubbles to and brainstorm in pairs about possible solutions/remedies. Students complete the suggestions in the boxes provided. Having completed the task, Ss can use the information to create a health leaflet with advice for people who exhibit various symptoms.

### Healthy eating

Read the instructions and explain the activity. Ask Ss to list various healthy and unhealthy foods. Ask Ss what kinds of foods they would eat for breakfast, lunch and dinner in order to stay at a healthy weight or lose weight. Tell Ss to use their answers to complete their weekly healthy eating plan.

### What should I wear today?

Read the instructions and explain the activity. Take a variety of fashion magazines or pictures into class and ask the Ss to describe them. Alternatively, ask the Ss to describe what they or their partner is wearing. Tell the Ss to cut out fashion items from magazines and write a short description of each one.

### Shopping Time

Read the instructions and explain the activity. Have a class discussion about shopping. Ask individual Ss to name a type of shop and ask their partner to say at least one thing they can buy there. Ask them to draw a map of their neighbourhood shops or a shopping centre and to write a short newspaper advertisement about a new shop there.

### What shall we see tonight?

Read the instructions and explain the activity. Go around the class asking Ss to talk about a film they have seen recently. Ask them what type of film it was and who were the main actors. Elicit suitable adjectives to describe certain films such as, scary, funny, etc. Using this information, Ss can create their film week programme and present it to the class.

### Sports are fun!

Read the instructions and explain the activity. Encourage Ss to talk about their favourite sports. Mention a particular sport and ask the Ss to name the equipment needed to play it. Have a class discussion about the type of sports usually played at sports centres before Ss write their advertisement.

### Glorious gadgets

Read the instructions and explain the activity. Take into class some pictures of gadgets and ask Ss to describe them. Ask them what each gadget does, any special features it may have, and why they like it. Students can research a particular gadget on the Internet and stick or draw a picture of it on their work.



### **Time for a new computer!**

Read the instructions and explain the activity. Ask Ss if they have ever sold anything before. Ask them what it was they sold and how much they sold it for. Discuss various ways of selling unwanted items such as, in newspapers, on the Internet, etc. Ask Ss what information they would give to someone who wanted to buy something from them. Tell them to imagine they are selling their old computer and to write an advertisement using the prompts given.

### **Save the environment!**

Read the instructions and explain the activity. Ask Ss to list various environment problems that our planet suffers from. Elicit possible solutions to each of the problems from various Ss around the class. Students then choose one of the problems and write a paragraph suggesting solution for it.

### **Our solar system**

Read the instructions and explain the activity. Elicit the names of the nine planets in our solar system from various Ss around the class. Ask Ss what they know about each one. Tell Ss to use the Internet and/or the encyclopaedia to find information about each planet's size, colour and temperature and whether it has any moons. After completing the task, Ss present our solar system to the class.



# Upstream

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