

CAMBRIDGE



Herbert Puchta & Jeff Stranks

MORE!

2nd Edition

2

Teacher's Book

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Introduction

***MORE!* 2nd Edition**

The students using *MORE!* 2nd Edition are very likely to be going through a period of significant change in their lives. They are not children any more, and yet they sometimes behave childishly. They are not true adolescents yet, either – but they can, at least sometimes, demonstrate behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than to be as ‘cool’ as students who are one or two classes above them. *MORE!* 2nd Edition introduces students to the principles of grammar, vocabulary, reading, writing and listening in a clear and motivating way using topics and stories that students of this age can relate to so they are inspired to learn English and progress to a sufficient level of competence.

The need to support the students’ self-esteem

In this phase of their lives, students are faced with the difficult challenge of developing their own identity. It is the teacher’s task to support students in exploring their capabilities, strengthening their self-esteem and developing positive beliefs about themselves. The English teacher should make them aware of their learning progress and their language competencies. If the classroom culture allows this, the students are less likely to develop self-doubt and negative beliefs about their language-learning capabilities.

In *MORE!* 2nd Edition, this is done in a principled way through the following means:

- **a CAN DO learning culture**

MORE! 2nd Edition offers students plenty of opportunity to show what they can do in a foreign language and what they already know in that language. There are many texts and tasks that stimulate real communication in the classroom,

help develop critical thinking and involve the students personally. *MORE!* 2nd Edition offers a systematic and carefully guided programme to encourage students’ creativity and develop their text-writing skills. Students can also assess their own learning progress through regular tests.

Students can access a wide range of online activities on www.cambridge.org/elt/more – an interactive web-based learning platform. They get immediate feedback on their learning and can practise and deepen their knowledge and skills in a highly enjoyable way.

- **a teaching programme based on human values**

The teacher of the target-age students is not only a language teacher but also an educator. Students at this age need respectful guidance. The content dealt with in the foreign language classroom can offer an important foundation for the development of the students’ system of values and for their interaction with other people in the class and the world around them. The content in *MORE!* 2nd Edition has been carefully chosen to stimulate the students’ thinking and help them develop important human values such as eco-friendly behaviour, tolerance of other cultures and people, understanding of and empathy for others, critical thinking and meta-cognition, to name but a few.

- **a balance of classroom interaction and individual language training**

MORE! 2nd Edition offers a wide range of tasks that can be completed individually and in pair and group work in class. The Workbook and online activities offer the students plenty of individual opportunity to improve their linguistic competencies by developing the four skills, practising vocabulary, picking up chunks of language and grammar, and improving their

Introduction

pronunciation. This is done through a motivating and varied range of texts and tasks which take into consideration different learning styles, multiple intelligences and students' mixed abilities. The level of difficulty varies from very simple texts and tasks (for example, the task of understanding the meaning of lexis by matching words and pictures) to quite demanding ones (another task when students listen to authentic interviews with British teens and complete multiple-choice tasks while they are listening).

- **a mixture of fun and more 'serious' topics and texts**

MORE! 2nd Edition takes young people seriously by progressively offering thought-provoking, stimulating and serious real-world content via the Culture pages, reading texts and DVD encounters with young people in English-speaking countries.

Each level of *MORE! 2nd Edition* course contains the following components:

- Student's Book
- Workbook
- Teacher's Book
- Testbuilder CD-ROM
- Audio Set (3 CDs)
- *The Story of the Stones* DVD for levels 1 and 2
- *The School Magazine* DVD for level 3 and *School Reporters* DVD for level 4
- Interactive Classroom DVD-ROM
- Online Resources at www.cambridge.org/elt/more

Student's Book

The Student's Book is divided into twelve units with level 1 having an additional starter unit for students who are new to English. Each unit is structured in the following way:

- an introductory photo dialogue with key language introduced
- **Dialogue work** in levels 1 and 2 and alternating **Dialogue work** and **Text work** section in levels 3 and 4
- a **Vocabulary** section
- a **Communication** section
- a **Grammar** section
- a **Skills** section which practises the four skills

At the end of each unit there are alternating **CLIL** or **Culture** pages and **Extra Reading** pages. Additionally there is a regular **Check your progress** review test every two units.

The **CLIL** pages cover subject areas such as History, Music, Biology, Science, Technology or Geography. They include facts which students may not already know and give students a real reason to use English to find out something new. They also teach students vocabulary which they are likely to encounter during their school curriculum in their first language. By extending students' exposure to different types of cross-curricular texts, they will see that English can be used beyond normal social situations.

The **Culture** pages are designed to encourage students to consider different cultures beyond their existing experience and feature young people so that they can relate to the subject matter more easily.

Introduction

At the bottom of each **Culture** page is a **MORE! Online Action Box**. Students can do an online listening and quiz related to the topic they have studied and are invited to write a relevant text which can then be put online for other students to read.

The **Extra Reading** cartoon story in level 1 aims to consolidate and stimulate students' imagination and linguistic ability by using relevant and interesting content and by presenting grammar and vocabulary in an imaginative context.

In levels 3 and 4, the **Extra Reading** alternates between texts of general interest aimed at teenagers and fictional excerpts from the Helbling Readers' series.

At the back of the book there is a useful **Word List** with phonemic transcriptions to aid pronunciation.

Workbook

The Workbook contains lots of extra practice of the grammar and vocabulary presented in the Student's Book. It is ideal for homework or for use with students who want to reinforce their learning through extra self-study practice.

Teacher's Book

The Teacher's Book contains:

- simple, clear step-by-step teaching notes on each unit and how to use the course material as effectively as possible
- complete audioscripts for those tracks which are not presented in the Student's Book
- complete answer keys for all exercises
- complete answer key for the Workbook

Testbuilder CD-ROM

The Testbuilder CD-ROM enables teachers to select material and create different tests for classes. The CD-ROM includes all the audio material required for the tests.

Audio Set (3 CDs)

The Audio Set contains the audio CDs for the Student Book and the Workbook. These include listening exercises and dialogues.

The Story of the Stones DVD-ROM (levels 1 and 2) / *The School Magazine* / *School Reporters* (levels 3 and 4)

The DVDs for levels 1 and 2 contain six short dramas of an animated cartoon story featuring English-speaking teenagers- *The Story of the Stones*. The DVDs for levels 3 and 4 feature English-speaking students who work on their school magazine and are involved in various activities and adventures. The DVD is intended to be used alongside the Student's Book at the end of every two units where there is an exercise on the Student's Book page. There are also online downloadable photocopiable worksheets to support viewing and listening work. These can be found at: www.cambridge.org/elt/more

Presentation Plus DVD-ROM

This allows teachers to project the Student's Book onto a whiteboard and to use the material interactively with the class. Exercises can be completed and checked on the whiteboard so the teacher can work alongside students as they progress through the exercises in the book. The DVD-ROM contains all the SB audio and video material.

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Online Resources

MORE! 2nd Edition has its own online site with a wide variety of additional material for both teachers and students. Log onto: www.cambridge.org/elt/more and you will find:

- **MORE! training** - exercises to practise vocabulary, dictation, grammar, listening, reading and videos plus additional interactive **CLIL** exercises to reinforce and develop the **CLIL** themes from the Student's Book
- **Cyber Homework** - two tests per unit covering grammar, vocab and skills to complete and mark online plus an interactive section of **Culture** activities linked to the **MORE! Online Action Box** on the Student's Book pages with listening activities, quizzes and a journal- writing feature for students
- **Teachers' Resources** - a downloadable pdf of the Teacher's Book plus MP3 audio files of the Student's Book and online worksheets and transcripts for the DVD stories.

Aims and objectives

SB pp. 4-13

In this unit, students will learn:

past simple of *be*

past simple regular verbs

disagreeing and correcting

words for clubs and groups

to ask about favourite things

to talk about clubs

WARM UP

Look at the photo with the class to establish the context. You may use L1 if necessary: *Where are the characters?* (in the school playground) *Is it a school day?* (yes, it's likely) *Why?* (they're wearing school uniforms) *Look at the title of the unit. Who is a new student?* (Tom)

02
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What is the new boy's name? (Tom)

Where is he from? (Australia)

How long has he been in England? (a month)

What was school like in Australia? (it was big and there were lots of clubs)

What was his favourite club? (the music club)

Is there a music club at school? (yes, on Wednesdays)

Can he play football? (yes)

Audioscript

See SB2, page 4

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

Do the first sentence with the class as an example (e.g. 1 F - He's British). Ask students to do the task in pairs. Check answers.

Key

2 T 3 F 4 T 5 T 6 F 7 T 8 F 9 T

3 Now correct the false sentences.

Read the example. Ask students to rewrite the false sentences. Students can check their answers in pairs before checking with the class.

Key

3 No, he lived in England until he was ten.

6 No, he played the piano, flute and drums.

8 No, the music club meets on Thursdays.

Asking about favourite things

03
CD1

4 Listen and repeat.

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the dialogues in pairs. Check by asking some pairs to do the dialogue for the whole class.

Audioscript

See SB2, page 5

5 Work with a partner. Ask and answer about your favourite things. Use the dialogues above.

Ask students to do the dialogues in exercise 4 substituting the topics in the questions with the ideas in the pictures and to give answers that are true for them. Ask several pairs to demonstrate their dialogues to the class.

- Remind students to use *What* for objects, e.g. food, colour, place, activity, and *Who* for people, e.g. singer, band.

6 Read Pete's description of his favourite place. What is it? What does he do there?

Read the text with the whole class. Ask individual students to answer the questions.

7 Now tell your friend about your favourite place.

Read the speech bubble. Students work in pairs talking about their favourite places using the text in the speech bubble as a guide and exercise 6 as a model. Ask individual students to tell the class about their favourite places to check.

Vocabulary

Clubs and groups

1 Write the words under the correct pictures.

Say the words and ask students to repeat. Ask them to try to match the words and the pictures. Students then to write down the words under the matching picture. Check answers with the class. To get students to use the vocabulary, ask *What's 1?* etc.

Key

- 1 cookery club
- 2 pottery club
- 3 karate
- 4 school band
- 5 riding club
- 6 chess club
- 7 painting club
- 8 football club
- 9 school orchestra
- 10 photography club
- 11 tennis club
- 12 running club
- 13 drama club
- 14 volleyball club

2 Write the clubs in the correct category below.

Explain the meaning of each category. Students work individually, classifying the clubs. Then they check in pairs before checking with the whole class.

Key

Sports: karate, riding club, tennis club, football club, chess club, running club, volleyball club
Crafts: cookery club, pottery club, photography club, painting club
Performance / Music: school band, drama club, school orchestra

Follow up

Students work in pairs making true dialogues about the clubs they belong to at school or elsewhere.

Communication

Talking about clubs

04
CD1

3 Listen and tick (✓) when Ricky and Susie go to the clubs below.

Play the recording. Ask students to listen and tick the days and the clubs according to what they hear. Play the recording a second time for them to check their answers. Allow students to work in pairs to check their answers before checking with the whole class. Check answers with the whole class.

Audioscript

- Paola** What are your favourite activities?
Ricky I like sports and games I can play outside. I play football in the winter and tennis in the summer. I also go cross-country running and horse-riding.
Paola Are you a member of any clubs?
Ricky Yes, I play football for the school team and I'm in the orchestra and a member of the running club.
Paola When do they meet?

Ricky The school football team meets after school on Mondays and Wednesdays. The orchestra meets on Thursday. The running club meets on Saturdays.

Paola What are your favourite activities?

Susie Music and drama. But I also like cooking and sewing.

Paola Are you a member of any clubs?

Susie Yes, the school choir, the tennis club and the drama club.

Paola When do they meet?

Susie The choir meets on Tuesdays and Thursdays after school and drama club is on Wednesdays.

Paola What about the tennis club?

Susie It's on Saturday mornings.

Paola Wow! You have a very busy week.

Key

Ricky football: Mondays and Wednesdays
orchestra: Thursdays
running: Saturdays

Susie choir: Tuesdays and Thursdays
tennis: Saturdays
drama: Wednesdays

4 Find out about the clubs students in your class go to and complete the chart.

Read the questions in the speech bubbles. Role-play the dialogue with one of your students. Ask students to walk about the classroom asking and answering the questions and filling in the chart. Ask some students to report their results to the class.

5 Do a class survey. Ask six students: What's your favourite activity? Complete the chart below. What is your class's favourite activity?

Students work in groups of seven, asking one another the question and completing the survey. Ask a member of each group to report back their results. Collate the results for the class. e.g. *Five*

people in our class like playing football. Only one student likes cooking. Six people like going to the drama club.

Grammar

Past simple *be* and regular verbs

1 Read the example and complete the rules.

Read through the examples in the grammar box. Ask students to work out the rules in pairs, and to complete the rules. Check answers.

Key

1 were 2 -ed 3 liked 4 carried

2 Circle the correct verb to complete the text.

Do the first sentence with the whole class as an example. Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

Key

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

3 Write the Past simple form of these verbs in the correct column.

Read through the verbs in the box. Ask students the meanings of the verbs (they are all recycled from Level 1). Ask students to classify them according to their endings. Students compare their answers in pairs before a whole class check.

Key

+ed	washed	wanted	looked	stayed
+d	lived	saved	loved	moved
-y +ied	studied	married	worried	tidied

Sounds right

Past simple endings /t/ /d/ /ɪd/

05
CD1

4 Listen and repeat.

Play the recording. Students listen and repeat the sentences. Ask them to think carefully about the endings. Make sure they use the correct pronunciation for the verb endings when they repeat.

Audioscript

See SB2, page 8

06
CD1

5 Listen again and write the verbs in the correct column.

Read only the verbs of each sentence aloud, with students repeating. Ask them to write the verbs in the corresponding column. Allow students to compare answers in groups and discuss any differences. Do a whole class check by drawing the table on the board and asking individual students to write the verbs in the corresponding columns.

Key

/t/	kicked	walked	knocked	watched	
/d/	studied	stayed	opened	moved	tried
/ɪd/	wanted				

6 Complete the sentences with the correct form of the verb. Then add the verbs to the chart in exercise 5.

Ask students to write the correct form of the verb and compare their answers in pairs. As a way of checking, ask students to read sentences one by one for the rest of the class to check. Then they add the verbs to the table on the board for the whole class to check.

Key

- | | | |
|-----------|----------|-----------|
| 1 jumped | 3 chased | 5 decided |
| 2 carried | 4 heated | 6 phoned |

/t/	jumped	chased
/d/	carried	phoned
/ɪd/	heated	decided

Follow up

Play 'Grammar tennis'. Divide the class into two teams, or several groups. Give Team A a regular verb from this unit, e.g. *practise*, or a form of the verb *be*, such as *is* or *am*. Team B has to make the past tense (*practised*). If it is correct, they get a point. Give Team B a verb, and so on. The game continues in this way. If a team gets the past tense wrong, the other team has a chance to suggest the correct one. The winner is the team or group with the most points when you call an end to the game. Other verbs in the unit before this page: *am, are, is, miss, ask, like, answer, use, listen, play, act, open, rescue*.

Disagreeing and correcting

Read through the dialogues in the grammar box. Ask students to work in pairs and repeat them. Elicit with gestures that A and B are contradicting each other in the dialogues: if A says something positive, B says the negative, and vice versa. Make sure students have noticed the rule for making the negative: adding the correct form of *do/be* and *not* (contraction = *n't*).

7 Match the sentences and the answers.

Ask students to work in pairs to complete the exercise. If they are having difficulty, ask them to look carefully at two things:

- Is the sentence positive? Then look for a negative answer. If the sentence is negative, look for a positive answer.
- Look at the subject. If it is *Peter*, look for an answer with *he*. If it is *Eva*, look for *she* in the answer. If it is *I*, look for an answer with *you*.

Ask different pairs to take turns to read out the sentences and matching answers. Ask the rest of the class to say whether they think the answers are correct or not.

Key

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

8 Complete the beginning of each answer.

Go through the first example with the class. Make sure they understand that they only have to fill in the contradiction to the first sentence. (The continuation proves that the contradiction is true.) Check answers by asking one student to read out the first sentence, and someone else to read out the second.

Key

- 2 Yes, they are.
- 3 Yes, it does.
- 4 Yes, they do.
- 5 Yes, it was.
- 6 Yes, they were.

9 Disagree with the sentences below. Use the words in brackets.

Do the first sentence with the class. Make sure they understand that they have to use the word in brackets in their new negative sentence. Check answers by asking one student to read out the first sentence, and someone else to read the second.

Key

- 1 No, it isn't. It's noisy.
- 2 No, he doesn't. He plays volleyball.
- 3 No, it wasn't. It was lucky.
- 4 No, they aren't. They are bad.

Follow up

Ask students to write sentences about themselves, their family and their town, which they know are false. Students work in pairs, taking turns to read out one of their false sentences. If their partner doesn't know how to correct it, they disagree with it, e.g.

A I speak French and German.

B No, you don't! (You only speak English.)

Eventually, you can tell them to include some true sentences and some false sentences. Ask them to

work in pairs and take turns to read out one of their sentences to each other. Their partner has to guess whether the sentence is true or not.



Now do CYBER HOMEWORK 1a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students about school clubs – if there are any at their school if there are extra-curricular activities: what do they do after school? Do they take courses in arts and crafts, foreign languages, drama, music? Ask who likes to do arts and crafts. What activities do they do? Can they describe any of the activities e.g. working with wood, soap, paper?



1 Read the text then answer the questions.

Ask students to read the information in the text and answer the questions. Check with the whole class.

Key

- 1 She is in the Art Club.
- 2 It was about making candles.
- 3 It was brown.
- 4 It wasn't perfect: it was brown, square and there were some holes in it.

Listening



2 William started a new school last week. Listen and complete his diary.

Tell students that they are going to listen to William talk about his timetable and complete his diary accordingly. Play the recording and pause it after each sentence, for students to complete the diary. Play the whole recording through once more, and then check answers.

Audioscript

Margaret Hi William. How was the first week at your new school?

William Hi Margaret! It was great. There were so many different things to do! We have regular lessons in the mornings and special classes in the afternoons and after school there are more clubs and groups. I tried everything!

Margaret Like what?

William Well, on Monday and Wednesday afternoon there was volleyball class.

Margaret But you don't play volleyball!

William I know, but I want to learn.

Margaret What else?

William On Tuesday after school, I decided to try the music club. But it was boring so on Thursday I wanted to do something different. There was a computer club and that was great!

Margaret What about after school on Wednesday?

William Well, I was tired after volleyball, so I played chess with some other boys. They were really good but I managed to win one game.

Margaret Wow! That sounds like a great school!

Key

	Monday	Tuesday	Wednesday	Thursday
Morning				
Afternoon	Volleyball		Volleyball	
After school		Music club	Chess	Computer club

08
CD1

3 Listen again and correct the sentences below.

Read the example with the whole class. Play the recording again and give students time to rewrite the sentences. Check with the whole class.

Key

- 2 No, volleyball was on Monday and Wednesday.
- 3 No, William doesn't play volleyball.
- 4 No, he thinks it is boring.

Speaking

09
CD1

4 Circle the correct words and complete the dialogues. Listen and check, then practise with a partner.

Play the recording. Ask students to check their answers in pairs before checking with the whole class. The same pairs practise the dialogues. Ask some of them to say their dialogues aloud to check the activity.

Audioscript Key

- 1 A What are your favourite sports, Nathan?
B Tennis and running.
- 2 A What clubs do you go to?
B I go to drama club and art club.
- 3 A When do you do karate?
B After school on Mondays.
- 4 A Where do you have art classes?
B At the Arts Centre in town.
- 5 A What's your favourite football team?
B I like Manchester City!

Follow up

Ask pairs to do the dialogues again, but this time answering the questions truly about themselves. Ask some pairs to perform their dialogues to the class.

Writing

5 Write a short text about what you do after school.

This exercise can be completed for homework. Ask students to use the words for clubs they know from the unit to write about what they do after school, following the model sentences given. Ask students to exchange their work in pairs or small groups and read each other's writing.

Culture

Unusual schools

WARM UP

Ask students to look at the pictures and say where they think these schools are. Then ask them to work in pairs reading the texts and using a dictionary to check the meanings of any words that they don't know.

Read the texts and write the correct title for each.

Students read the texts in pairs and decide which the correct title for each is. Check with the whole class. Have a class discussion if there are doubts or differences.

Key

- 1 The School of the Air
- 2 The Circus School
- 3 Floating Schools
- 4 The Green School

Complete the sentences.

Students complete the sentences individually. Check the answers.

1 solar 2 opened 3 fit 4 used

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time



The story has also been recorded so you and your students can listen and read it at the same time if you prefer.

Remind students of the previous stories they read in MORE! 2nd Edition 1. Ask *What are the detectives' names?* (Nick Diamond and Lucy Pond). *What's the name of their agency?* (International Crime Busters.) *What's their job?* (They travel around the world solving mysteries). Ask students to read the text. Ask them questions about it to test comprehension. Example questions:

Where are Nick and Lucy? (Indonesia)

How does Lucy know they're in Indonesia? (She can see a temple that is 1000 years old.)

What does HQ mean? (Head Quarters)

Who is Tech? (an inventor)

Who is Drago? (the head of a criminal organisation)

Have a discussion with students: What do they think the new series of story will be about?

UNIT 2 Time travel!

Aims and objectives

SB pp. 14–23

In this unit, students will learn:

- past simple irregular verbs
- words for TV programmes and films
- to talk about films and events
- to talk about past actions

WARM UP

Ask students to name their favourite film. Ask how many students like science fiction, mystery or horror films, or scary TV programmes. Find out how many think science fiction is their favourite type of film.

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CD1

1 Listen and read.

Play the recording. Ask students to follow in their books. Ask some general questions to check comprehension:

What kind of film did Emma watch? (science fiction)

What was it about? (dinosaurs / time travel)

What were the people who travelled in time supposed NOT to do? (not to touch anything)

What happened? (a boy picked a flower)

What happened when they got back? (the world was different)

Audioscript

See SB2, page 14

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Match the sentence halves.

Do the first one with the class as the example. Ask students to do the task in pairs. Check answers.

Key

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

Talking about films / events

12
CD1

3 Listen and repeat.

Play the recording. Ask students to repeat after each line. Try to get them to copy the intonation and expression in the sentences.

Audioscript

See SB2, page 15

4 Read the adjectives below and write them in the correct column.

Read the adjectives in the box and make sure students understand their meaning. Ask students to write them in the correct column. Allow them to check in pairs before checking with the whole class.

Key

Positive: funny, interesting, exciting, brilliant, great

Negative: awful, boring

5 a Work in pairs. Ask and answer about films and concerts. Use words from exercise 4 and one of these phrases.

Read the speech bubbles with the class. Choose two students (or role play the dialogue with a student yourself) to demonstrate how to make another answer by choosing two connected ideas from the box, e.g. *It was boring. I turned it off.* Ask students to work in pairs to do the task. Monitor them as they work, making sure they are using two sentences that connect to each other logically. Ask students to demonstrate different answers to the class, as a way of checking answers.

b Ask and answer about other events in your lives.

Ask students to read the dialogue aloud in pairs. Then put them in pairs to ask and answer similar questions. Ask several pairs to demonstrate their dialogues to the class.

Vocabulary

TV programmes and films

- 1** Read the TV listings. Write the letter of each type of programme next to the correct description below.

Draw students' attention to the types of TV programmes on the left. Say each one, and ask them to repeat. Look at the listing of TV programmes and their definitions and match the first programme to its type with the whole class. Ask students to work in pairs to complete the task. Check with the whole class.

Key

1 g 2 b 3 f 4 h 5 d 6 k 7 m 8 a 9 c
10 i 11 l 12 j 13 e

- 2** Work in pairs. Name a programme or film for each of the categories above.

Students work in pairs doing the exercise. Ask different pairs to perform their exchanges to the whole class to check.

Follow up

Divide the class in two teams: A and B. Team A gives a type of TV programme, e.g. *Cartoon*. Team B has to provide as many examples of this type of programme or show as they can in three minutes. Award a point for each correct response. Then Team B gives a type of programme and Team A answers. Make sure you time the answers to three minutes. The team with most points wins.

Communication

Talking about TV and films

13
CD1

- 3** Look at exercise 1 on page 16. Listen and write the channel and time of each of the programmes.

Play the recording. Ask students to listen and complete the task. Then get them to compare answers in pairs before a whole class check.

Audioscript

Key

Quiz Presenter

Hi Everyone! It's 7 pm and time for *Jackpot* here on Channel 1!! where you can win millions. Last week Mike won £40,000. Let's see what happens this evening!!

Big Brother type voice

And welcome back to *Living with you!* It's 8.30 and we're on Channel 1. Now, let's see what's happening in the house...

Journalist type voice

Life Today at 11 pm this evening investigates the lives of modern families in the UK. How much do they earn? What do they spend it on? Tune into Channel 1 and see what they found out.

Presenter

And at 6 pm this evening on Channel 2, we have *Kalu The Talking Cat and Friends*. What's he getting up to this evening?

Sports Presenter

And *Match Update* is at 8.30 this evening on Channel 2 with all the results and football news of the day!

Female Animal Programme Presenter

Talking Animals is a new nature programme we are filming live from the jungle. This evening we discuss how animals communicate. Tune in at 10 pm to Channel 2. See you then!

- 4** Work in pairs. Talk about your favourite TV programmes and films.

Go through the texts in the speech bubbles with the whole class. If you think it is necessary, role play the situation with a student. Then ask students to carry out the task. Monitor the pairs. Ask different pairs to tell the class about their favourite TV programmes and films.

Follow up

With a good class, you can ask students to react to each other's opinions, agreeing or disagreeing and giving reasons.

Talking about past actions

5 Play the chain game. Work in groups of four. Repeat and add one more thing.

Read the example with the class. Divide the class in groups of four. Monitor the activity.

Grammar

Past simple

Irregular verbs

1 Look at the dialogue on page 14 and complete the table.

Read through the rules in bold with the class. Remind students that they have already seen an irregular past tense verb: *be*. Tell them that *be* is the only verb which has different forms for *I / he / she / it* and *you / we / they* in the past tense. Ask students to complete the table, finding the past tense forms they need in the dialogue on page 14. Check the answers.

Key

go-went tell-told can-could know-knew
see-saw put-put think-thought

2 Complete the table with the verbs on the left.

Ask students to do the task in pairs if you feel they need help. Check answers.

Key

2 had 3 said 4 made 5 got 6 did 7 told

3 Match the irregular Past simple form of these verbs to their infinitives.

Ask students to do the matching exercise, following the example given. Check answers by calling out the infinitive, and asking students to say the correct past tense. Make sure students pronounce the past tense of *read* /red/, even though the spelling is the same.

Key

run: ran leave: left take: took
sit: sat find: found read: read
come: came hold: held meet: met
ride: rode

4 Complete the two texts with the Past simple form of the verbs below.

Draw students' attention to the verbs on the left. Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

Key

A: 1 went 2 took 3 put 4 ran
B: 1 was 2 rode 3 sat 4 read

5 Complete the text with the Past simple form of the verb in brackets.

Ask students to do the task individually, comparing their answers with a partner before a whole class check.

Key

1 had 6 put 11 tried
2 finished 7 opened 12 looked
3 got 8 stopped 13 saw
4 was 9 put 14 opened
5 was 10 stopped 15 got

14
CD1

6 Make sentences to finish the story, then listen and check.

Ask students to make their own predictions about the story. Listen to their ideas. Ask students to work in groups of three and write the end of the story, using the elements from the columns. Ask different groups to read their endings and discuss whether they are logical. Play the recording. Ask students to listen and check their work.

Audioscript Key

The creatures were friendly and gentle.
One of the creatures touched Mr Holmes on the arm.

When he woke up, he was back in the car.
The spaceship wasn't there any more.
Mr Holmes drove home.
He thought it was a dream.
In the morning, he looked in the mirror.
There was a strange red mark on his arm.

Follow up

Play 'Grammar tennis'. Divide the class into two teams, or several groups. Team A gives a verb from this unit (regular or irregular, e.g. *make*), to Team B. Team B has to provide the past tense (*made*). If it is correct, they get a point. Then Team B gives Team A a verb, and so on. If a team gets a past tense wrong, the other team has to provide the correct form. The winner is the team or group with the most points when you call an end to the game.

 **Now do CYBER HOMEWORK 2a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the picture and predict what the story might be about.

1 Read the story, then answer the questions below.

Ask students to work in pairs reading the text and answering the questions. Ask them to read their answers aloud to check their answers.

Key

- 1 Because Mr Pax was a visitor from Mars.
- 2 No, they didn't.
- 3 It is a large round room with a domed roof.

- 4 The planet Mars.
- 5 He climbed through it using it as a ladder.
- 6 From Mars.

Listening



2 Now listen to a time-travel story and circle T (True) or F (False) for the sentences below.

Play the recording. Ask students to work with a partner and decide which sentences are T or F. Ask them to read their answers aloud to check.

Audioscript

Near our house, there is an old airfield. It is deserted now and sometimes we play football there. Last Saturday, I went there with some friends to play football. It was a sunny afternoon and there were no clouds in the sky. I was the goalkeeper. I was at one end of the field alone. Suddenly, I heard a low humming sound. I looked up and I saw an old fighter plane. It flew over my head and then it disappeared. I ran across the pitch. 'Did you see that plane?' I asked my friends.

'No,' they said. 'We didn't see anything.' They didn't hear anything either. I was scared.

Last night I went to see my grandad and I told him about the plane. He told me that during World War II, there was a factory there. During the war, they hid the factory. They painted the roof green and they put model cows on the roof. Every morning a man moved the cows. It looked like a field. They built 4,500 aeroplanes there. The planes were tested there and they made their first flights there. He showed me some pictures of the old planes. I recognized one of them. It was the aeroplane I saw on Saturday. It was a Lancaster.

'You had a time travel adventure,' my grandad said. 'You travelled back in time to the 1940s!'

Key

- 1 T 2 F 3 F 4 T 5 F 6 T

Speaking

- 3** Imagine you travelled in time to your favourite period in history. In pairs, ask and answer the questions below and talk about your trip.

Ask two students to read and answer the questions. Students work in pairs, taking turns to ask and answer new questions about the time and place they travelled to. Monitor pairs as they work. Ask some pairs to perform their exchanges to the whole class.

Writing

A story

- 4** Plan a time-travel story. Answer the questions, then write your story.

This exercise can be completed for homework. Ask students to use the past simple tense and write about the place they travelled to and the things they did. Ask students to exchange their work in pairs or small groups and read each other's writing. Check the answers as a class by reading some of the texts.

DVD

The Story of the Stones 1

It's only a dream

Ask some questions to remind students of the story. Ask *What is the story about?* (three magic stones) *Who has the stones?* (Sunborn) *Who wants the stones?* (Evil / Darkman) *Who find the stones?* (Sarah, Emma and Daniel) *How long ago did the stones disappear?* (one thousand years ago) *Why does Darkman want the stones?* (they have the power of the Universe) Play the DVD. Ask some questions to check comprehension: *Who wants the stones?* (The Lord of Fire) *Who works for the Lord of Fire?* (Darkman) *Do Sarah, Emma and Daniel know that Darkman is alive?* (no) *What did Daniel dream?* (that he was in a cage) *What did Sarah dream?* (that she was tied to a rope) *Who do they want to get in touch with?* (Sunborn). Students complete the sentences. Check with the whole class.

Watch Episode 1 and complete the sentences.

Key

1 Oh, come on 2 I promise 3 I mean



Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 2b

CLIL Media Studies

Film production

- 1** Look at the flowchart. Complete it with the missing words.

Read the words in the box with the whole class and clarify their meaning. Ask students to repeat after you. Then, in pairs, ask them to complete the flowchart.

Key

- 2 Planning
- 4 Casting
- 6 Shooting
- 8 Release

2 There are many films of the book *Oliver Twist* by the Victorian writer Charles Dickens. Read a scene from *Oliver Twist*. Complete the script below, then act it out.

Give students time to read the paragraph from *Oliver Twist*. Explain that the Workhouse was a place where poor people were sent and were given food and a roof in exchange for work. Ask some general comprehension questions *Why are the children starving?* (they don't eat enough food) *What does Oliver say?* ('Please, sir, I want some more') *How does Mr Bumble feel about it?* (surprised / angry) *What does Mr Bumble do?* (He chases Oliver around the room.)

Explain that a script is a different way of telling a story. In a script, you include the actors, the props, you write what each actor has to say and you explain what each actor has to do. Students work in groups to complete the script. Discuss their scripts with each group. Give students time to practise their scenes. Ask them to act them out for the whole class.

Key

Students' own answers.

WEBQUEST

This exercise can be completed for homework. Ask students to perform their scenes for the whole class.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 1

Units 1 and 2

Key**1**

- | | |
|---------------|------------|
| 1 volleyball | 4 painting |
| 2 photography | 5 drama |
| 3 riding | 6 cookery |

2

- 1 documentary
- 2 reality show
- 3 nature programme
- 4 crime series
- 5 sports show
- 6 the news

3

- 1 decided
- 2 were
- 3 studied
- 4 watched
- 5 played

4

- 1 We did our homework after school.
- 2 They met their friends at the park.
- 3 She made a cake last night.
- 4 He had breakfast at 7 am.
- 5 Her dad went to work by car this morning.

5

- 1 No, she isn't. She's Italian.
- 2 Yes, they do.
- 3 No, he doesn't. He lives in Rome.
- 4 No, you don't. You play football.
- 5 No, they don't. They watch nature programmes.
- 6 Yes, it is.

6

put, thought, found, sat, ran, took, read

7

- | | |
|--------|--------|
| 1 went | 4 got |
| 2 told | 5 had |
| 3 saw | 6 left |

8

Phrases translated into L1.

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 24–33

In this unit, students will learn:

past simple negative, questions and short answers
question words
words for transport
to talk about past actions
to talk about transport
to talk about holidays

WARM UP

Look at the photo with the class and get them to suggest the type of transport that one of the speakers is going to talk about in the dialogue (train).

16
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Where did Sam go? (to Edinburgh)

Who did he go with? (his parents)

How did they travel? (by train)

What's a sleeper? (a compartment in which you can sleep)

What did he visit in Edinburgh? (Arthur's Seat / Holyrood Palace / the castle)

Why did he go back to the hotel? (he was tired)

Audioscript

See SB2, page 24

Ask students to work in pairs practising the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Circle the correct answer.

Do the first question with the class as an example. Ask students to read the dialogue again and circle the correct answer. They should do the task individually and compare their answers with a partner before a whole class check. Check answers by asking a question, and getting students to call out the correct answer.

Key

1 B 2 A 3 A 4 B 5 C 6 C

Talking about past actions

17
CD1

3 a Listen and repeat the dialogue.

Play the recording. Ask students to listen and repeat the dialogues in pairs

Audioscript

See SB2, page 25

b Now work in pairs and invent your own dialogues.

Ask two students to demonstrate the dialogue from exercise 3. Then put students in pairs to invent new dialogues. Draw their attention to the words in *italics*. Explain they should find substitutes for them. Role play with a student if you feel students need more help.

Monitor the pairs as they work, making sure they are using the past tense correctly. Ask students to demonstrate different dialogues to the class.

Key

Student's answers.

4 Complete the class holiday survey.

Read the questions and answers with the class. Then put students in groups of five to ask and answer the questions and complete the survey. Monitor students as they work, making sure they are using the past tense correctly. Ask a student in each group to read the results of their surveys

to the class, e.g. *Laura went to London with her parents. They stayed four days at a hotel. She thought London was brilliant.*

Key

Students' own answers.

Vocabulary

Transport

1 Write the number of the correct photo in the list below.

Focus on the words in the box. Say the words and ask students to repeat. Explain the meaning of any words they are not familiar with. Ask students to match the words to the pictures. Check answers with the class.

Key

bike: 8 coach: 2 bus: 1
tram: 4 taxi: 10 ferry: 6
tube: 7 car: 12 train: 3
plane: 5 scooter: 11 motorbike: 9

Sounds right

The final /i/

2 Listen and repeat the words. In which ones can you hear the final /i/ sound?

Play the recording. Ask students to repeat the words, paying particular attention to the endings. Then ask them to say the words with the /i/ ending.

Audioscript

See SB2, page 26

Key

taxi, ferry

Feelings

3 a Write the nouns and adjectives below in the correct column.

Draw students' attention to the words in the box.

Remind them of the difference between nouns (they name things) and adjectives (they describe things). Say the words and ask students to repeat. Ask students to write the words in the corresponding columns. Check answers with the class.

Key

feel	have a
tired	drink
excited	meal
hungry	rest
happy	walk
bored	snack

b Describe how you are feeling.

Ask a student to read the text in the speech bubble. Ask different students to say how they are feeling.

Communication

Talking about holidays

4 Complete the dialogue with the phrases below, then listen and check.

Draw students' attention to the expressions in the box. If necessary explain that they are the questions to which the affirmative sentences are the answers. Ask students to provide the missing questions. Allow students to check their choices in pairs. Play the recording. Ask students to listen and check their guesses.

Audioscript **Key**

- Hi Lisa. Where did you go on holiday?
I went to New York.
- Did you have a good time?
Yes, I did. It was fantastic!
- How long did you stay?
Just for a week.
- Did you buy a lot of things?
No, I didn't. I didn't have much money!
- What did you see?
We saw everything!

5 a Listen, then complete the sentences with suitable phrases or words.

Play the recording. Ask students to complete the text.

Audioscript

- Mark** Where were you on Saturday, Sally? You didn't come to basketball practice!
- Sally** I went shopping with mum. We went to that new shopping centre, Blue Springs. We were there all day!!
- Mark** Really? All day?
- Sally** Yes, I bought a lot of things – new clothes for school and a birthday present for my dad. His birthday's on Sunday. What about you?
- Mark** Well, in the morning, I went to basketball practice then I did my homework all afternoon.
- Sally** You're a good student!
- Mark** Well, we went to see my grandma in London on Sunday so I wasn't at home then. It took us 4 hours to get there in the car!! It was terrible!!
- Sally** That's a long journey!
- Mark** Yes, it was. I felt really tired when I got there!
- Sally** I went to an Indian restaurant with my parents and brother on Sunday. It was great. We both love Indian food!
- Mark** Me too! Next time, I'm coming too!!

b Now check your answers with a partner and listen again.

Students check their answers with a partner before listening to the recording again. Do a whole class check.

Key

- | | |
|--------------------|-------------------------|
| 1 went shopping | 5 grandma |
| 2 didn't go | 6 four |
| 3 bought / dad | 7 restaurant / birthday |
| 4 did his homework | |

6 a Listen and repeat the dialogue.

Play the recording and ask students to repeat. Monitor their pronunciation and intonation.

b Now work in pairs and invent your own dialogues.

Students practise the dialogue in pairs. Then, they create a new dialogue substituting the words in *italics*. Monitor them as they work with a partner, and ask pairs to say their dialogues to the class as a way to check answers.

Grammar

Past simple

Negative

1 Look at the dialogue on page 24 and complete the examples and the rule.

Ask students to do the exercise after looking back at the dialogue on page 24. Elicit the rule by asking them for the contracted form. Get them to explain what the apostrophe stands for (the *-o* of *not* which is left out in the contracted form). Students fill the blanks individually. Then they can compare answers in pairs before a whole class check.

Key

1 didn't see 2 didn't sleep 3 didn't walk 4 didn't

2 Re-write these sentences about Sam's trip. Use the negative form.

Students can do the exercise in pairs if you think they need help. Check answers. Make sure they use the contraction.

Key

- Sam didn't go to the disco on Saturday.
- Sam didn't fly to Scotland.
- They didn't take the morning train.
- He didn't sleep well on the train.
- They didn't get there on Sunday.
- Sam didn't enjoy the walk up the hill.

3 Complete the sentences. Use the positive or negative form of the Past simple.

In this exercise students will have to use both forms – the positive, and the negative — when they see the prompt with *not*. Go through the first one or two with them to make sure they know what to do. Allow them to compare answers in pairs before a whole class check.

Key

- 1 didn't go / was
- 2 didn't see / had
- 3 didn't spend / thought
- 4 didn't like / didn't buy
- 5 didn't eat / didn't have

Past simple

Questions and short answers

4 Look at the dialogue on page 24 and complete the question.

Ask students to look back at the dialogue on page 24. Help them to come up with the rule and get them to fill in the example question. They can compare answers in pairs before a whole class check.

Key

- 1 Did you

5 Circle the correct answer.

Students work in pairs finding the correct answers. Draw their attention to the grammatical markers (pronoun number, tense of the auxiliary, etc.) Allow students to compare their answers with a partner before a whole class check.

Key

- 1 B 2 A 3 B 4 B 5 A 6 A

Follow up

Ask students to work in pairs or small groups. Ask them to make notes about a real or imaginary holiday. They should write about six things they did on their holiday using the past tense. They should

include how they travelled and what they did there. The others in the group have to guess the mystery holiday destination, by asking Yes/No questions. The student who is answering should use only short answers. The rest of the group should see how quickly they can guess the holiday. Demonstrate yourself first with the whole class:

You I went on holiday last year. Ask me *Yes/No* questions to find out where I went.
Ask me how I travelled there.

Student 1 Did you go by car?

You No, I didn't.

Student 2 Did you go by plane?

You Yes, I did.

Student 3 Did the people speak English in that country? etc.

Past simple

Question words

6 Look at the dialogue on page 24 and complete the questions.

Ask students to do the exercise after looking back at the dialogue on page 24. Help them to come up with the rule and get them to fill in the example questions. They can compare answers in pairs before a whole class check.

Key

- 1 Where 2 How 3 What

7 a Reorder the words to make questions.

Remind students to start with the *Wh* question word. Get them to do the exercise individually then read their questions to each other to compare answers.

Key

- 1 Where did you go on holiday last year?
- 2 When did you go?
- 3 How did you get there?
- 4 How long did you stay?
- 5 What did you do there?

b Now ask and answer the questions with a partner.

Students work with a partner taking turns asking and answering the questions. Ask some pairs to say their questions and answers to the whole class to check.

8 Complete this interview with question words.

Students do the exercise individually. Check with the whole class.

Key

- | | | |
|---------|------------|-------------|
| 1 Where | 4 What | 7 What time |
| 2 How | 5 How long | 8 Why |
| 3 Why | 6 What | |

9 Circle the correct words.

Students work individually completing the exercise. Check with the whole class.

Key

- | | | |
|----------|----------|----------|
| 1 Did | 4 didn't | 7 broke |
| 2 didn't | 5 Did | 8 stole |
| 3 buy | 6 did | 9 didn't |

Now do CYBER HOMEWORK 3a
www.cambridge.org/elt/more

Skills

Reading

WARM UP

Ask students to look at the pictures and guess which places they are going to read about.

1 Read the texts and answer the questions.

Ask students to read the text. Make sure they understand all the vocabulary and language. Students answer the questions.

Key

- 1 Kurt spent a week in each place.
- 2 He stayed in a friend's flat.
- 3 No, she stayed at home.
- 4 He went to the Louvre and up the Eiffel Tower.
- 5 Kurt's dad walked a lot in the Lake District.
- 6 They went to the beach, to the countryside and to the cinema.
- 7 He walked every day and ate French food.

Speaking

2 Listen and repeat the dialogue, then practise it in pairs. Invent new dialogues.

Play the recording. Students listen and repeat. Students work with a partner substituting the words in italics to make new dialogues. Ask some pairs to demonstrate their dialogues to the class.

Audioscript

See SB, page 30

Listening

WARM UP

Ask students to look at the picture. Ask: *What are these people doing?* Read the explanation and ask *Have you ever been Geocaching?*

3 Listen and circle T (True) or F (False).

Play the whole recording through. Students work with a partner circling the answers. Check the answers with the whole class.

Audioscript

Hi, I'm Gemma. I had a really great time last weekend with my friend, Kelly. We went geocaching! I didn't know what that was but Kelly explained it to me. You have a map and coordinates and you look for hidden objects called a 'cache' in a particular place. When you find the 'cache', you take some of the objects out and put some in. We took things with us for the cache – an old coin, a small toy dog and a wooden car. We wore walking shoes and I brought some snacks and bottles of water. I'm glad I did because we looked for the cache for a long time! Nearly 4 hours!!

In the end, it was Kelly who found it. It was in a hole in the ground under a tree in a field. We found coins in the cache, so we took one each and we left the coin, the dog and the car.

Key

1 F 2 T 3 F 4 F 5 F 6 F

Writing

Describing a photo

4 Read the description and label the photo with the words below.

Read the description with the whole class. Ask students to label the four places in the photo. Allow them to check in pairs before checking with the whole class.

Key

1 mountain 2 slopes 3 river 4 hotel

5 How do you say these phrases in your language?

Students translate the phrases into their own language.

Key

Students' own translations.

6 Find a holiday photo and write a description of it to read to the class.

You can ask students to do this exercise or complete it for homework. Ask students to find a photo of their holidays and write a similar text describing it. Ask students to exchange their work with a partner and read each other's writing. Then ask students to read their descriptions to the whole class.

Culture

Unusual ways to get to school

Look at the photos with the class and elicit the things they can see in them. Ask students if they

can guess in which country the children are. Ask them to read in pairs and explain the meanings of the words they don't know to each other, using a dictionary to check the meanings.

Read the texts and complete the sentences below.

Tell students to work with a partner. They should read each text carefully, and then complete the sentences. Check answers.

Key

1 Floods / bridge 3 walk / unicycle
2 showed / ladders 4 zipline / river

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time



Play the CD. Ask students to read the text while they listen to the story. Ask them questions about it, or get stronger students to make up questions to test comprehension. Ask them questions about it to test comprehension. Example questions:

Why are Nick and Lucy going to Egypt? (because there is a mystery in one of the pyramids)

What's the problem? (They discovered a new tomb and the curses started.)

Who's the only person that's been inside the tomb? (Brian Taker)

What do Nick and Lucy want to do? (visit the tomb)

What did they find inside the tomb? (hieroglyphics)

What did Brian confess? (that he took the sacred stone from the statue)

What are they going to do? (close the tomb and keep it secret)

Aims and objectives

SB pp. 34–43

In this unit, students will learn:

- comparisons
- words for physical appearance
- more adjectives
- to talk about opinions
- to describe people

WARM UP

Look at the photo with the class and ask: *Where are the characters?* (in the street) *Who are the girls looking at?* (we don't know / somebody they know / somebody famous) *Does Zach look happy?* (no)

26
CD1

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

- Who did Emma see?* (she thinks it's a famous person / she thinks he's a pop singer)
- Where is he?* (outside the music shop)
- Does Zach know who he is?* (Yes, he is Brett Brady.)
- Does Zach like his music?* (no)
- Do the girls think Brett is good-looking?* (yes, but not as good-looking as other singers)
- Is Zach as good-looking as Brett Brady?* (no)

Audioscript

See SB2, page 34

Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the sentences and circle T (True) or F (False).

Do the first one with the class as the example. Ask students to do the task in pairs. Check answers.

Key

1 F 2 T 3 F 4 T 5 T 6 F

27
CD1

3 Listen and repeat.

Play the recording. Ask students to repeat after each line. Then put them in pairs to repeat the dialogues.

Audioscript

See SB, page 35

4 Work in pairs. Discuss the things below.

Read through the phrases in the speech bubbles with the whole class. Ask a pair of students to role play. Monitor students as they work, making sure they are using the language correctly. Ask students to demonstrate different dialogues to the class as a way of checking answers.

Vocabulary

Physical appearance

1 Read and write the names of the boys under each picture.

Students read the descriptions and match them to the boys. Check their answers with the whole class.

Key

1 Tom 2 Paul 3 Ben 4 Kevin

More adjectives

2 Complete the table with the opposites of the adjectives below.

Read the adjectives in the box and the example with the whole class. Ask students to work with a partner finding the opposite of the given adjectives and classifying them. Divide the board in two: personality and appearance, and ask students to say / write the corresponding adjectives to check with the whole class.

Key

Personality: 2 nice 3 friendly 4 interesting
5 intelligent
Appearance: 6 attractive
7 beautiful

Follow up

Ask students to write descriptions of themselves, their hair and eyes, using the words in exercise 1. They can do this on pieces of paper. Collect the papers and read them out randomly. Ask the class to try and guess who the writer is.

3 Work in pairs. Describe some of your family members and friends to them.

Read the descriptions with the whole class or ask two students to read them. Ask students to take turns, in pairs, to describe a member of their family or their friends. Monitor them while they work. Ask some students to say their descriptions to the class to check.

Follow up

If students are all equally knowledgeable about a band, a team, a soap opera or other TV show, ask them to take turns to describe one of the members or characters and see if the rest of the class can guess. Example (*The Simpsons*): *He hasn't got any hair. He's short and fat. He isn't intelligent.* (Homer).

Communication

Comparing people and films

28
CD1

4 Listen and complete the dialogue below.

Play the recording through. Play the recording again giving students time to complete the dialogue. Students check their answers with a partner before checking with the whole class.

Audioscript

Sarah What are you doing, Ben?

Ben I'm watching that new science-fiction film with Tom Cruise.

Sarah Ah, OK. I think Ryan Gosling is better than Tom Cruise. He's a more talented actor and he's better-looking too!!

Ben No, Tom Cruise is great!

Key

1 doing 2 watching 3 better 4 more 5 better

5 Complete the table below. Use as many adjectives as you can.

Look at the pictures in exercise 5 and discuss who the people are with your students.

Key

Emma Watson - actress

Will Smith - actor

Jessica Ennis - athlete

Beyoncé - singer

Cristiano Ronaldo - footballer

Tom Cruise - actor

Go through the example with the class. Ask students to work with a partner, writing their assessments of actresses, films, etc. using the example as a model. Ask several pairs to read their texts to the class as a way of checking answers.

Ask students to read the text in the speech bubbles. Students work in pairs taking turns to compare actors, bands, films, etc. Ask several pairs to demonstrate their exchanges to the class as a way of checking the activity.

Grammar

Comparisons (1 and 2)

- 1** Look at the dialogue on page 34 and write the comparative form of these adjectives.

Ask students to do the exercise after looking back at the dialogue on page 34. Read the rule about comparisons. Make sure students realise that they should always use *than* when comparing two things.

Key

1 cooler 2 more interesting 3 better-looking

- 2** Write the comparative form of these adjectives.

Ask students to do the task in pairs if you feel they need help. Check answers.

Key

1 prettier than	5 luckier than
2 better than	6 funnier than
3 worse than	7 hotter than
4 taller than	8 younger than

- 3** Write comparative sentences.

Ask students to do the exercise. Allow them to check their answers in pairs before checking with the whole class.

Key

1 July is hotter than October.
2 My hair is shorter than her hair (hers).
3 Meg is prettier than Sarah.
4 Rob is older than Tom.
5 My new smartphone is better than my old phone.
6 He's taller than his father now!

- 4** Write the comparative form of these adjectives.

Ask students to do the task in pairs if you feel they still need help. Check answers.

Key

1 more difficult than
2 more dangerous than
3 smaller than
4 more exciting than
5 younger than

- 5** Reorder the words to make sentences.

Do the first one with the whole class as an example. Ask students to reorder the sentences individually. Allow them to check their answers in pairs before checking with the class.

Key

1 Sam is more intelligent than me.
2 His car is more expensive than my car.
3 Paris is more romantic than Moscow.
4 Bob is more interesting than his brother.
5 This question is more difficult than the last one.
6 This film is more exciting than his last one.

Comparisons (3)

- 6** Look at the dialogue on page 34 and complete the example.

Read through the dialogue on page 34 again with the class and complete the Grammar box. Read the rule about comparisons.

Key

1 as / as

- 7** Read the sentences then match them to the correct pictures.

Students do the exercise individually and check in pairs before checking with the whole class.

Key

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

8 Write sentences using *not as ... as*.

Read the example. Ask students to use the (*not as ... as*) construction to make sentences from the prompts. Check answers.

Key

- 2 Your dad isn't as strong as my dad.
- 3 You aren't as intelligent as I am.
- 4 Your sister is not as pretty as my sister.
- 5 Your football team is not as good as my football team.

9 Circle the correct answer.

Students do the exercise individually. Check by asking students to read out their sentences.

Key

- 1 a 2 b 3 a 4 b

Follow up

Students create a similar dialogue about other possessions. Tell them to use the vocabulary they in exercise 5 on page 37.



Now do CYBER HOMEWORK 4a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to cover up the text and ask *Who are they? How old are they? Where are they from?* and encourage them to say what they know about Messi and Bale.



1 Read the text, then answer the questions below. Write Bale or Messi.

Ask students to work in pairs and complete the answers. Check with the class.

Key

- 1 Bale 2 Messi 3 Messi 4 Messi 5 Bale
6 Bale 7 Bale

Listening



2 Listen and circle the correct letter.

Play the recording through. Give students time to complete the questionnaire. Play it again for students to check before checking with the whole class.

Audioscript

I'm here to tell you about the fantastic new computer game *What a Team!* It's a brilliant football game you can play on your computer – better than any of the others around today. You can choose your players from real teams all over the world, so you can have great players like Rooney, Lampard, Ronaldinho and Totti, all playing together. And with "What a Team!" you can either play against the computer or with a friend, or you can go on-line and play against the world! The graphics are amazing. They're better than other computer football games. When you play, it looks like a real football match ... but YOU are controlling the game and telling the players what to do. You can play as many matches as you want. It's a lot of fun creating your team!

Key

- 1 A 2 A 3 B 4 B 5 A

Speaking



3 Talk with five different students in the class about sports you enjoy.

Have students interview other students in the class about sports and give reasons for liking or disliking them, and complete the table of results. Discuss the answers with the class.

Writing

4 a Read this description of Elisa's best friends and circle the comparisons.

Ask students to do the task with a partner or individually. Check by asking students to read the circled words.

Key

- 1 friendlier than
- 2 not as clever as
- 3 cleverer than

b Now write a text about two of your best friends.

This exercise can be completed for homework. Ask students to describe two of their best friends using comparisons as in the model text. Ask students to exchange their work in pairs or small groups and read each other's writing. Eventually you can have some students read their descriptions to the whole class.

DVD

The Story of the Stones 2

We're all in danger!

Ask some questions to recapitulate the story: *Who wants the stones?* (The Lord of Fire) *Who works for the Lord of Fire?* (Darkman) *Do Sarah, Emma and Daniel know that Darkman is alive?* (no) *What did Daniel dream?* (that he was in a cage) *What did Sarah dream?* (that she was tied to a rope) *Who do they want to get in touch with?* (Sunborn).

Play the DVD. Ask *Who's Darkman's master?* (the Lord of fire) *Why didn't Sunborn tell the children that Darkman was alive?* (because she didn't want to worry them) *Who ruled the Universe many years ago?* (three lords: Earth, Winds and Fire) *What did each lord have?* (a stone) *What did the Lord of Fire want?* (the three stones) *Who saved the stones?* (Sunborn) *What did Sunborn give the children?* (she gave them back their stones) *What do the children do?* (they morph into their animals).

Once you are satisfied students have got the gist of the story, ask them to do the exercise in pairs. Check with the class. Discuss the reasons for their choices (you may have to do this in L1).

Watch Episode 2. Complete the phrases and match them to the correct person.

Key

- 1 a Something's wrong
- 2 b Here you are
- 3 c get it

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 4b

CLIL 2 Social Science

A Visit to the museum

1 Read the texts about famous museums around the world and match them to the correct photo.

Ask students to read the texts. Explain any unknown vocabulary, after asking them to use the context to guess the meanings of new words. Ask students to match the texts to the photos. Check answers.

Key

a 2 b 4 c 3 d 1

2 Answer the questions.

Students work with a partner. Check their answers with the class.

Key

- 1 Alfred Russell Wallace
- 2 It is modern.
- 3 Catherine the Great of Russia
- 4 It was a railway station.

3 Listen and complete the information about 'Dippy', the dinosaur from the Natural History Museum in London.

Play the recording. Students complete the sentences and then check them in pairs before a whole class check.

Audioscript

He is very big, but he isn't bad! The Diplodocus dinosaur only ate plants!

He lived 150 million years ago. He is 26 metres long and is one of the longest animals to walk the Earth. The skeleton came to the museum in 1905.

Key

1 big 2 plants 3 150 4 26 5 Earth 6 1905

WEBQUEST

Divide the class into groups. Each group can do this exercise for homework or they can do it in their computer hour. Encourage students to write down the answers to the questions and to provide photos of the dinosaurs they studied. Ask the groups to present their answers to the class. Have a class discussion about the reason why they disappeared.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 2

Units 3 and 4

Key

1

- | | |
|-----------|-------------|
| 1 tube | 4 motorbike |
| 2 plane | 5 coach |
| 3 scooter | 6 ferry |

2

- | | |
|----------|-----------------|
| 1 boring | 4 friendly |
| 2 nice | 5 unattractive |
| 3 ugly | 6 unintelligent |

3

- 1 What
- 2 How
- 3 Where
- 4 When
- 5 Who

4

- 1 What did you do yesterday evening?
- 2 Are motorbikes more dangerous than bicycles?
- 3 Did you see the film on TV last night?
- 4 Where did you go on holiday?
- 5 When did you phone your friends?

5

- 1 Did they go to the cinema at the weekend?
Yes, they did.
- 2 Did you buy the CD? No, I didn't.
- 3 Did she have breakfast this morning?
Yes, she did.
- 4 Did Luke meet Daniel? Yes, he did.
- 5 Did you eat Indian food last night? No, I didn't.
- 6 Did she go by plane to London? Yes, she did.

6

- 1 They didn't fly to Ireland last year.
- 2 She didn't buy lots of new books.
- 3 I didn't enjoy the party at the weekend.
- 4 He didn't leave his bag on the bus.
- 5 We didn't do our homework after dinner.
- 6 You didn't go to school by bus last week.

7

- | | |
|------------|-------------|
| 1 Where | 5 What |
| 2 went | 6 didn't do |
| 3 How long | 7 broke |
| 4 stayed | |

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 44–53

In this unit, students will learn:

be going to

have to / don't have to

words for jobs in the house

to talk about future plans

WARM UP

Ask students to talk about the picture. Ask: *Where are the characters?* (in the living room) *What are they doing?* (talking) *Is Emma and Zach's dad happy?* (no) *Why do you think he's not happy?* Look at the room: *is the living room tidy?* (no)

31
CD1

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What do Zach and Emma want to do? (have a party)

Does Mr Wells agree? (yes)

What do Zach and Emma have to do before and after the party? (they have to clean the house)

Why isn't the living room tidy? (because Zach's books and Emma's CDs are everywhere)

What's Zach going to do after the party? (he's going to put the rubbish out)

What's Emma going to do? (she's going to wash the dishes)

Why does Zach want to put big black bags in the living room? (because then people can throw the rubbish in there)

Why does Emma want to have paper plates and cups for the party? (because then she isn't going to wash up.)

Audioscript

See SB2, page 44

Ask students to work in groups of three and practise the conversation.

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

Dialogue work

2 Tick the correct answer.

Do the first sentence with the class as an example. Ask students to do the task with a partner. Check answers.

Key

1 b 2 c 3 b 4 b

Talking about future plans

3 Listen and repeat.

Play the recording. Ask students to listen and repeat each line. Then put them in pairs to practise the dialogues.

Audioscript

See SB2, page 45

4 Work in groups of three. You are in London. Discuss three things to do.

Read the exchanges with the class. Ask a group to role play the dialogue, modelling it on the text they have just read. Monitor the groups while they work to make sure they are using the structures correctly.

5 Now tell the rest of the class what you are going to do in London.

Ask each group to report what they are going to do.

Vocabulary Jobs in the house

1 Look at the picture and complete the sentences with the correct name.

Ask students to use the picture to complete the sentences. Read the example with the whole class. If they don't know some of the vocabulary for jobs,

ask someone who does to mime the action. Check answers by asking students to read out a sentence each.

Key

2 Steve	6 Sally
3 Abi	7 Tom
4 Mike	8 Sue
5 Mum	9 Dad

Follow up

Ask students to work in pairs and say who does different jobs in their own homes, e.g. *My dad does the shopping. My sister and I tidy our rooms. My mum cooks dinner...*

2 Read the sentences and match them with the correct picture below.

Draw students' attention to the words and phrases in the sentences. Tell them that *love* and *hate* are exact opposites. *Love* is a lot stronger than *quite like*, which is stronger than *don't mind* (*don't mind* = a neutral emotion). Ask students to match each sentence to a picture according to the words the speakers use to describe their feelings about the housework. Students work individually. They check their answers in pairs before checking with the whole class.

Key

a4 b3 c1 d2

3 Talk about things you *don't mind*, *quite like*, *hate* and *love* doing.

Students work in pairs. Read the speech bubbles with the class and ask them to use these as models for the pairwork exercise. They can use ideas from exercise 1 as well as from the dialogue on page 44. Ask different pairs to perform their dialogues to the class.

Follow up

Do a survey. Which jobs are most and least popular in the class? Draw a table on the board with the

different jobs and the categories *love* / *quite like* / *don't mind* / *hate*. Have a show of hands to see how students feel about each job.

Communication
Sounds right Have to



4 Listen and repeat.

Play the recording. Ask students to listen and repeat each word, paying attention to the / æ / in "have" and to intonation.

Audioscript

See SB2, page 47

5 Work in pairs. Discuss what you have to do at home. Write lists. Which jobs do you both have to do? Tell the class.

Ask two students to read the parts of A and B. Students work in pairs doing a similar dialogue using the vocabulary they have learnt in the lesson. Monitor the pairs at work to make sure they use the verb *have to* correctly. Each pair writes down a list of the jobs they have to do at home. Have a class discussion with students saying what they have to do at home.

Talking about intentions

6 Look at the photos about what these people are going to do this afternoon and discuss them with a partner.

Draw students' attention to the activities in the box. Demonstrate the example dialogue with the class, pointing to picture 1. Ask students to make similar dialogues for the other pictures, using the phrases in the box in their answers. Ask several pairs to demonstrate their dialogues to the class as a way of checking answers.



7 Listen and tick (✓) what these people are going to do. Check your answers with a partner.

Play the recording. Students complete the exercise individually and check their answers in pairs. Check with the whole class.

Audioscript

- Girl** What are your plans for the weekend, Sharon?
- Sharon** Nothing special.
- Girl** Are you going to a party?
- Sharon** No, I'm too tired. I'm going to do nothing.
- Girl** What are your plans for the weekend, Nick?
- Nick** I'm going to Cambridge. I'm going to stay at Joe's place.
- Girl** Joe is your friend, right? Can I come?
- Nick** Yes, of course you can.
- Girl** What are your plans for the weekend, Chloe?
- Chloe** It's my birthday on Sunday. So I'm going to have a party on Saturday.
- Girl** Happy birthday, Chloe!
- Chloe** Thanks.
- Girl** What are your plans for the weekend, Bill?
- Bill** I'm going to do homework.
- Girl** All weekend?
- Bill** Yes, I'm going to work on this project.
- Girl** Project?
- Bill** It's a project on aeroplanes. I'm going to do a presentation on Monday.

Key

have a party: Chloe
do nothing: Sharon
do homework: Bill
stay at a friend's house: Nick

Grammar

Be going to

1 Complete the sentences below, then check with the dialogue on page 44.

Ask students to do the exercise, then look back at the dialogue on page 44 to check. Read through the rules in the grammar box with them. Stress that *going to* has only one form, whether it is used in affirmative sentences, negative sentences or questions. Explain that when the verb is *to go*, we

often omit it in a *going to* construction: *I am going to go on a trip around the world.* = *I am going on a trip around the world.* Make sure they understand that *going to* is used to talk about future plans.

Key

1 are going to put 2 isn't going

2 Complete the text with the correct form of *be going to*.

Ask students to complete the text, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

- | | |
|----------------|----------------|
| 1 'm going to | 5 'm going to |
| 2 are going to | 6 are going to |
| 3 are going to | 7 's going to |
| 4 are going to | |

3 Reorder the words and write sentences.

Do the first one with the whole class as an example. Ask students to reorder the sentences, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary.

Key

- I'm not going to tidy my room.
- She isn't going to cook dinner.
- They aren't going to put the rubbish out.
- Are you going to help me?
- Are we going to be late?
- What are you going to do at the weekend?

Follow up

Ask students to work in pairs to make more questions with *Wh-* and *going to*, to ask their partners about future plans. They can ask about after-school activities for this day or the rest of the week, plans for holidays or the weekend, or future plans in general. Ask a few questions yourself to show them what to do. Write or elicit question words on the board: *Who / What / Why / When / How / Where*. Then make up questions to ask students, e.g. *Where are you going on holiday this summer? What are*

you going to do this evening at six o'clock? Who are you going to visit this weekend? What are you going to have for dinner tonight? etc. Get students to ask each other their questions in pairs or small groups.

Have to

4 Complete the sentences below, then check with the dialogue on page 44.

Ask students to look at the dialogue again and find the answers to complete the examples. Read through the rules in the grammar box with them. Stress that the negative form of *have to* is made with *don't* or *doesn't*, not *haven't* / *hasn't to*. Make sure they understand that *have to* implies a certain obligation to do something, and *not have to* implies a lack of obligation to do something.



Read the Tip! Explain to students that the past of **have to** is **had to**.

Key

1 have to 2 have to 3 have to

5 Look at the signs. Complete the sentences using *have to* and the words in brackets.

Do the first one with the class as an example. Ask students to do the task in pairs if you feel they need help. Remind them that: X = *don't* / *doesn't have to*. Check answers.

Key

- 1 have to turn off your MP3 players
- 2 don't have to pay for water
- 3 don't have to bring food for the picnic
- 4 have to wear a life jacket
- 5 have to go to bed at ten
- 6 don't have to be over 18 to play this game

6 Complete the dialogue with the correct form of *have to*.

Do the first sentence with the whole class as an example. Ask students to do the task with a partner if you feel they need help. Check answers by asking

a pair to read their dialogue aloud.

Key

- | | |
|----------------|----------------|
| 1 have to | 3 have to |
| 2 do I have to | 4 Do I have to |

Follow up

Ask students to work in pairs to write a list of school rules or classroom rules, as if to give to a new student at the school. Encourage them to make some sentences using *have to* as well as *not have to*, e.g. *You have to come to school every day. / You don't have to wear a uniform.*



Now do CYBER HOMEWORK 5a
www.cambridge.org/elt/more

Skills Listening

WARM UP

Ask students to guess, from looking at the pictures and the instructions in exercise 1 what the story is going to be about.



1 Kim is doing a History project about servants' lives in 19th century England. She is talking to her friend, Sandy. Listen and answer the questions below.

Play the recording. Students listen to the recording and answer the questions. Play the recording again for students to check their answers in pairs.

Audioscript

Sandy Hi Kim. How is your project going?
Kim Great, Sandy! It's very interesting. I'm reading the story of this young girl, Hannah, who has to go to a special school to learn to be a maid in a big house. Her family are poor so she has to go out to work like a lot of girls during that time. She has to learn how to cook, to clean, to make beds and to tidy rooms.

Sandy Well that's not too bad. I have to make my bed and tidy my room now!

Kim Yes, but she goes to work for a family in London and she has to do everything before breakfast on her own! And wash the floor and prepare the food for dinner and do the washing-up!! It was a very hard life.

Sandy Why does she have to do so much?

Kim Because she's the only servant in the house. She's called a maid-of-all-work and she really is! She does everything! And guess how old she is!

Sandy I don't know.

Kim She's fourteen. Some girls started to work in big houses when they were only eight!!

Sandy Wow! Now what I have to do at home doesn't seem so bad!

Key

- 1 Hannah
- 2 Because her family are poor.
- 3 She learns how to cook, to clean, to make beds and to tidy rooms.
- 4 Because she is the only servant in the house.
- 5 She's fourteen.
- 6 Some girls started working at eight during this period in history.

Reading

2 Read the letter from Hannah to her parents and complete the sentences below.

Ask students to read the letter. Ask some general questions to make sure they understand all the vocabulary:

Are there other servants in the house? (no)

When does Hannah have to get up? (when it is still dark)

What does she have to do before the family wake up? (she has to open the windows, light the kitchen fire, clean and tidy the rooms downstairs, prepare breakfast, set the table in the dining room,)

What does Hannah have to do while the family are having breakfast? (she has to make the beds and clean the bedroom upstairs.)

What does she have to do before cooking lunch? (she has to clean and tidy the children's bedrooms)

Does she have to sew? (no)

What is Hannah going to have next month? (two days off)

Key

- 1 get up
- 2 the window and lights the kitchen fire and cleans and tidies the rooms downstairs.
- 3 breakfast
- 4 the family are having breakfast.
- 5 she can have her lunch.
- 6 she can't do it very well.
- 7 next month.

Speaking

3 a Think of three household jobs and ask other students if they have to do them.

Students make a list individually. Then, working in groups of four they take turns asking and answering questions modelled on the dialogue in the speech bubbles.

b Write a table like this, then compare your results with the rest of the class. Which task do most students have to do? Are there any differences between the tasks done by boys and girls?

Ask students to draw the table in exercise 3 b in their notebooks and to write down the answers to their questions in it.

Draw the table on the board. Complete it with the tasks students have written in their tables. Have a show of hands to see how many students do each task. Compare the tasks girls and boys do. Have a class discussion on this: Is there a task boys / girls don't do? Why?

Writing
An invitation

4 a Read the invitation and circle the phrase Pete uses to invite Tina to the party, then complete the notes below.

Ask students to read the invitation and find and circle the phrase. Then, ask students to complete the notes. Check the answers with the whole class.

Key

Would you like to come?
on Sunday
at Tom's house
some food and something to drink
8 pm
midnight

b Now write a similar invitation to a friend.

This exercise can be completed for homework. They should imagine they are giving a party and write about the things they are going to do, or not going to do at it. They should also try to use at least one *have to* structure, and one *don't have to* structure. Before they start, encourage them to read the invitation on page 51 again and to use it as a model. Ask students to exchange their work in pairs or small groups and read each other's writing.

Culture

Endurance events from around the World

Look at the photos with the class and elicit the things they can see in them. Ask students whether they know of other endurance events. *Is there this type of event in their country?*

Ask students to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any that they don't know. Ask students some questions to check comprehension:

How many people form a team in the Beast of Ballyhoura? What activities do they have to do? What do people have to do in the Off-road in Australia? How long is the Badwater Ultramarathon? What is a triathlon?

Answer the questions.

Tell students to work with a partner reading the text carefully, and answering the questions. Check answers.

Key

- 1 There are four people in a team.
- 2 They cycle through the forest.

- 3 They have to run on the white lines on the road otherwise their shoes will melt.
- 4 They have to complete the race in seventeen hours.

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time

Ask students to read the text while they listen to the story. Explain some of the key words: *forest fires*, *tornado*, etc.

Ask them questions about it, or get stronger students to make up questions to test comprehension. Example questions:

Why are they going to Los Angeles? (to stop Hollywood from burning)

What's a fire tornado? (it's a tornado made of fire)

How many fire tornadoes were there last month? (ten)

What is Glipso? (a company)

What has the manager from Glipso got in his hand? (the ring from SMASH)

How did Glipso make the fire tornadoes? (they used a giant mirror)

Put students into pairs, and ask them to act out the whole story.

Follow up

Put students in pairs and ask them to write a continuation to the story: one of them is the chief of LAPD, the other is the manager of Glipso. They have to imagine the interrogation. What does the manager of Glipso say? What is his excuse? What does the LAPD chief of police ask him? Have different pairs act out the interrogation to the class.



Aims and objectives

SB pp. 54–63

In this unit, students will learn:

must / mustn't

adverbs of manner

words for school subjects and careers

to greet people

to say how they do things

to talk about school subjects

to talk about rules

WARM UP

Ask students to talk about the picture and what they think the characters – Emma, Tom and Zach – are doing (homework). Ask what kind of homework Zach has to do (French homework) and how students know this (Zach has got his French book in his hands). Ask them if they are good at French themselves, or if they ever need someone to help them.

37
CD1

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Why is Tom in a hurry? (because the concert is about to start)

What part of the Maths homework doesn't Emma understand? (circles and triangles)

What does Tom tell her to do? (to multiply two numbers)

Who comes in? (Zach)

What must Zach do before he can go out? (finish his French homework)

Does he have to do his French homework? (no)

Why not? (their French lesson is on Friday)

When is Tom going to help Zach do his French homework? (on Thursday)

Audioscript

See SB2, page 54

Ask students to work in groups of four and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Read the sentences and circle T (True) or F (False).

Do the first one with the class as the example. Then ask students to do the task in pairs. Check answers.

Key

1 T 2 T 3 F 4 T

Greeting people

3 Work in pairs and greet some of your friends. Act out the dialogue below.

Read the expression in the box. Ask a pair of students to read the example dialogue to the class, then demonstrate with other words. Students then work in pairs and ask and answer, following the model dialogue. Ask several pairs to do their dialogues to the whole class.

Saying how you do things

4 Read the questionnaire and describe how you do things. Add new adverbs if necessary.

Ask students to complete the questionnaire on their own, giving answers about themselves.

5 Work with your partner and discuss your answers.

Read the example dialogues with a student so that the class has a model to follow in their own pairwork. After students have discussed their answers in pairs, find out by a show of hands how many students have the same answers and do things the same way.

Vocabulary

School subjects

38
CD1

1 Listen and number the school subjects. What is your favourite subject?

Say each school subject, and ask students to repeat. Play the recording. Ask students to number the school subjects in the order in which they are mentioned.

Audioscript **Key**

Speaker 1 Number 1 – Design and Technology

Speaker 2 Number 2 – English

Speaker 1 Number 3 – French

Speaker 2 Number 4 – Maths

Speaker 1 Number 5 – Art

Speaker 2 Number 6 – Music

Speaker 1 Number 7 – Science

Speaker 2 Number 8 – IT

Speaker 1 Number 9 – Geography

Speaker 2 Number 10 – History

Speaker 1 Number 11 – PE

Careers

2 Write the numbers in the correct photos.

Say each career, and ask students to repeat. Ask students to match the careers to the pictures. Check their answers with the whole class.

Key

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

3 Work in pairs. Which subjects do you have to study for the careers above?

Model the example dialogues with a student. Ask students to work with a partner doing a dialogue following the model. Ask several pairs to present their dialogues to the class as a way of checking answers.

Communication

Talking about school subjects

4 Here is Joshua's timetable. Complete the first row with the days of the week.

This exercise revises the days of the week. Ask students to complete numbers 1 – 3 first. Check answers.

Key

1 Tuesday 2 Wednesday 3 Thursday

39
CD1

5 Listen and write in the missing subjects. Then work in pairs and test each other.

Play the recording. Ask students to fill in the timetable with the school subjects. As a way of checking, get them to work in pairs and ask and answer questions, using the speech bubbles as a model. Do a whole class check.

Audioscript

On Mondays, I've got English and French in the morning and then Design and Technology after the break. Then in the afternoon, I've got Maths, Art and Music. It's not a bad day.

Tuesday morning is really boring, Maths, then English, then Geography! After lunch I've got Science, French and Music. It's not so bad.

I love Wednesdays. Science and History before break and then Maths after break. After lunch it's PE all afternoon. Great.

Thursday is OK. I've got French and Science and Design and Technology in the morning. In the afternoon, it's English, Art and Music.

Friday's the best day, of course – because it's the beginning of the weekend. I start with Science and French and then we have History after the break. In the afternoon, it's Maths, English and Geography and then the weekend.

Key

4 French 5 Music 6 Geography 7 Music
8 History 9 PE 10 Design and Technology
11 Art 12 Science 13 Maths

6 Ask and answer about your own timetables.

Ask students to write down their own timetables. Then ask them to take turns asking and answering questions on it. Ask some pairs to do their dialogues to the whole class to check.

Follow up

Ask students to draw up their own 'ideal' timetable. Ask them to read it to each other in small groups: *On Monday, I've got PE all day. On Tuesday, I've got Geography in the morning, and after break, it's*

Sounds right! *must / mustn't*

40
CD1

7 Listen and repeat.

Read the chant with the students, then listen to it. Listen to it again and get the students to sing along. Make sure students pronounce *mustn't* correctly: /mʌsnt/ (the -t is not pronounced).

Audioscript

See SB2, page 57

Talking about rules

41
CD1

8 Complete the dialogue with the words below, then listen and check.

Read the words in the box. Ask students to do the exercise in pairs. Play the recording and ask students to check. Have a show of hands to see how many students got the correct answers.

Audioscript

- A** Mum, can I go to the party tonight?
B OK, but you must be home by nine.
A But Mum, that's not fair! All my friends stay out until ten!
B I don't care about all your friends. You *mustn't* be late home.

- A** But, Mum, I don't want to come home before my friends.
B Well, OK. But you must tidy your room before you go.

Key

1 must 2 fair 3 until 4 *mustn't* 5 must

9 Work in pairs. Act out the dialogue.

Students practise the dialogue. Monitor the pairs while they practise. Ask two or three pairs to act out their dialogues to the class.

Follow up

Ask students to use the dialogue in exercise 8 as a model for writing a new dialogue. In pairs, they change the missing words to make a new dialogue with Dad, about going somewhere later.

Grammar

Must / mustn't

1 Look at the dialogue on page 54 and complete the examples.

Read through the examples in the grammar box with the class. Ask students to complete them, finding the answers they need in the dialogue on page 54. Check the answers. Read the rules: We use *must* and *mustn't* to talk about rules – what we are expected to do (or not to do).

Key

1 must finish 2 *mustn't*

2 Match the sentences and pictures.

Ask students to do the task in pairs if you feel they need help. Check answers.

Key

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

3 Reorder the words and write sentences.

Students write sentences individually and compare their answers with a partner before a whole class check. Remind students they have to begin the sentences using a capital letter.

Key

- 1 You mustn't eat chocolate before lunch.
- 2 We mustn't be late for school.
- 3 I mustn't forget Mum's birthday.
- 4 They mustn't play football in the living room.
- 5 The dog mustn't sleep on my bed.
- 6 I must do my homework.

4 Circle the correct word.

Ask students to do the exercise in pairs, circling the correct words. Ask different pairs to read the dialogues to the class to check.

Key

- 1 must 2 mustn't 3 mustn't 4 must 5 must
6 mustn't

Follow up

In groups of three, students invent their own rules for their ideal school, e.g. *You must listen to MP3 players in class. You mustn't bring your books to class...*

Adverbs of manner

5 Complete the table with the adverbs below.

Read through the adverbs in the box with the class. Ask students to complete the examples with them. Check the answers. Read the rules. Make sure students understand the difference between an adjective and an adverb. Elicit the rule: we add *-ly* to an adjective to make an adverb.

Key

- 1 quickly 2 carefully 3 fast

6 Circle the correct word to complete the Class Report below.

Allow students to work with a partner if they need help. Check by asking students to read out the sentences.

Key

- 1 well 2 lazy 3 carefully 4 badly 5 good
6 neatly 7 polite

7 Circle the correct word.

Students do the exercise individually. Allow them to check in pairs before checking with the whole class.

Key

- 1 dangerously 2 perfect 3 happily 4 easy
5 dangerous 6 angrily 7 happy 8 perfectly
9 happy 10 bad 11 careful 12 quietly
13 badly 14 well

8 Complete the sentences with the correct adverb of manner.

Read the adverbs in the box with the whole class. Students work individually completing the sentences. Allow them to check their answers with a partner, before a whole class check. Check by asking students to read out their answers.

Key

- 1 well 2 angrily 3 quietly 4 carefully 5 slowly
6 fast

➤ **Now do CYBER HOMEWORK 6a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the pictures without reading any of the text. Ask them what kind of information they think they might read in the text. Students can then check their predictions during the reading.

1 Read the text about Jacob Barnett and complete the sentences below.

Ask students to read the text. Explain any unfamiliar vocabulary: *IQ* (Intelligence Quotient), *autistic* (autism is a neural disorder. Autistic people have problems relating socially, some cannot speak), *college* (in the USA this means university). Then ask them to complete the task.

Key

1 3 2 one 3 Maths 4 students at college
5 Astrophysics / must

Speaking

2 Work in pairs and write a list of the subjects you study at school. Give each subject a star rating – 1 star = not very good, 5 stars = fantastic! Now tell the class. What is the most popular subject in your class?

Read the text in the speech bubble with the whole class. Ask students to work with a partner doing their lists and rating each subject. Ask pairs to read their lists aloud to the class. Draw a table on the board and have a quick show of hands to see who agrees and who disagrees with the different ratings.

Listening

42
CD1

3 Listen to a description about an unusual school. Circle the correct words or phrases to complete the sentences below.

Ask students to look at the picture. Ask them *What sort of school do you think it is?*

Play the recording through. Give students time to complete the task. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript

Narrator The Mountain School of Milton Academy is a private school in Vermont in America that

gives students the opportunity to study on an organic farm. All students must study English and Environmental Science with a choice of other subjects like History, Chemistry, Physics etc. Students must also work together in small groups to look after the animals and land around the farm. The farm provides all the food for the school. There is a garden with organic fruit and vegetables, plus a variety of animals such as turkeys, chicken, sheep and pigs. Students look after the animals (morning and night) as well as study for three hours, six days a week.

Brad is a student at The Mountain School. Brad, tell us about your day.

Brad Well, I get up at 7.45 every morning and have breakfast. Then I feed some of the animals and go to classes for 3 hours. You must always make sure the animals are ok before you start your schoolwork. They are dependent on us for their food. We have lunch at 12 pm, then in the afternoon, we go out to work on the land or in the forest. Then, we have dinner. We must do our homework before we go to bed otherwise it becomes a problem. I love the school- the only problem is that my mobile phone doesn't work here so I can't talk to my family or friends very much!

Key

- 1 America
- 2 on an organic farm
- 3 English and Environmental Science
- 4 three/six
- 5 work on the land
- 6 do their homework

Writing

A summary

4 Look at this survey and answer the questions below. Then write a summary of the table.

Ask students to complete the task with a partner or individually. Check by asking students to read their answers aloud.

Key

- 1 4
- 2 Subjects studied in the 4th year
- 3 Design and Technology
- 4 Geography

(Suggested text) *The table shows the results for four students. The survey was about subjects studied in the 4th year. The most popular subject is Design and Technology and the least popular subject is Geography.*

Follow up

This exercise can be completed for homework. Ask students to do a similar summary of the results of exercise 2 on page 60, following the model given. Ask students to exchange their work in pairs or small groups and read each other's writing.



The Story of the Stones 3 The new girl!

Ask some questions to recapitulate the story. Ask *Who's Darkman's master?* (the Lord of fire) *Why didn't Sunborn tell the children that Darkman was alive?* (because she didn't want to worry them) *What's the story of the stones?* (three lords: Earth, Winds and Fire ruled the universe) *What did each lord have?* (a stone) *What did the Lord of Fire want?* (the three stones) *Who saved the stones?* (Sunborn) *What did Sunborn give the children?* (she gave them back their stones) *What do the children do?* (they morph into their animals). Play the DVD. *What's the new girl's name?* (Gillian) *Is she a friend of Darkman's?* (we don't know) *Who saves Gillian?* (Emma) *When did Gillian move?* (yesterday). *What did Guillian bring to the children?* (a box of chocolates) *Why?* (to thank them for having saved her) *What did Darkman give her?* (a grey box) *What does Gillian forget at the children's house?* (her bag) *What happened when the children opened the bag?* (black smoke came out and the girls were unconscious).

Once you are satisfied students have got the gist of the story, ask them to do the exercise in pairs. Check with the class. Discuss the reasons for their choices.

Watch Episode 3. Write the sentences in the correct picture.

Key

- 1 Hang on 2 Poor you 3 Too late! 4 I'm off now.



Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 6b

CLIL History The Victorian Age

WARM UP

Draw students' attention to the Key facts! Ask students to work in pairs and explain the meanings of the words to each other and use a dictionary to check the meanings. Ask questions to check that they understand the gist of the facts: *How long was Queen Victoria queen of the United Kingdom? What did her husband encourage? What happened in 1851? What did they build with the profits?*



1 Look at these inventions from the Victorian Age and complete the table.

Ask students to look at the information and complete the table. Allow students to work with a partner or in small groups. Check the answers by having the different groups read their answers to the class.

Key

- 1839: a way to take photographs on paper – W.H. Fox Talbot
1843: Christmas cards
1850: the first home sewing machine – Singer
1852: the first public flushing toilet
1863: the first underground railway
1873: the typewriter – Christopher Sholes

1875: the first chocolate Easter eggs
 1876: the telephone – Alexander Graham Bell
 1879: the electric bulb – Joseph Swan and Thomas Edison

2 Which three of these inventions do you think were the most useful? Discuss with the class.

Students work in groups discussing the three most useful inventions. Then, they compare their choices with the whole class. Ask them to give reasons for their choices.

WEBQUEST

Find out about another invention from the Victorian Age and present it to the class.

You may set the exercise for homework. Encourage students to look up information on the Internet and magazines and to make posters to illustrate their presentations. Ask individual students to present their results to the class. Set up their posters on a wall in the classroom.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 3

Units 5 and 6

Key

1

- 1 computer programmer
- 2 architect
- 3 translator
- 4 vet
- 5 accountant
- 6 journalist

2

- | | |
|-----------|--------|
| 1 do | 4 make |
| 2 tidy up | 5 do |
| 3 cook | 6 put |

3

- 1 'm going to tidy up
- 2 is going to have
- 3 aren't going to do
- 4 isn't going to play
- 5 are going to make

4

- 1 You mustn't be late for school.
- 2 You must be quiet.
- 3 You must remember Dad's birthday.
- 4 You mustn't eat all the cake.
- 5 You mustn't feed the animals.

5

- 1 He doesn't have to help in the house tomorrow.
- 2 They have to go to London at the weekend.
- 3 We have to go to dinner tomorrow.
- 4 She has to take the dog out now.
- 5 You don't have to talk to him this evening.
- 6 I don't have to work this evening.

6

- 1 badly
- 2 loudly
- 3 easily
- 4 carefully
- 5 quickly
- 6 angrily
- 7 well
- 8 fast
- 9 lazily
- 10 perfectly
- 11 differently
- 12 accurately

7

- 1 Are / going to
- 2 Do
- 3 do
- 4 don't do
- 5 Is / going to
- 6 's going to
- 7 'm going to

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 64–73

In this unit, students will learn:

present continuous for future

time prepositions: *on, at, in*

words for sports

to invite someone

to make suggestions

to talk about future plans

WARM UP

Look at the photo with the class and ask questions on it. Remember that for the time being, some of these questions will have to be asked and answered in L1: *Where are Sophie and Sam?* (in the street) *What about the second picture?* (in a living room) *What's Sam showing Sophie?* *What do you think they are talking about?*

02
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What is Sophie doing on Saturday? (going cycling with Emma and Celine)

What's Sam doing on Saturday? (is playing at a concert with his band)

What does Sophie think of heavy metal? (she doesn't like it)

What is she doing on Sunday? (nothing)

What does Sam want to do on Sunday? (listen to CDs at home with Sophie)

Audioscript

See SB2, page 64

Ask students to work in pairs and practise the conversation.

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

Dialogue work

2 Match the sentence halves.

Do the first one with the class as the example. Ask students to do the task in pairs. Check answers.

Key

1 e 2 d 3 a 4 c 5 b

Inviting someone

3 Work in pairs and invent dialogues using the phrases below.

Ask students to create a new dialogue using the time words in the box. Role play with a student. Students work in pairs and make up their own dialogues. Ask some pairs to do their dialogues for the class to check.

Making suggestions

4 Work in pairs and discuss doing the following things.

Ask students to look at the pictures and think about what suggestions people might be making. Then draw their attention to the speech bubbles with formulae for inviting people to do things and answers to accept and to refuse the invitation. Role play a dialogue with a student. Ask them to make up similar conversations in pairs. Ask several pairs to demonstrate their dialogues to the class. Find out which suggestions were accepted or rejected by their partners.

Vocabulary Sports

03
CD2

1 a Write the correct number in the box, then listen and check.

Ask students to work in pairs to match the sports with the pictures. Point out that the verbs *play*, *do* or *go* are used with different activities. Play the recording for them to listen and check their answers.

Audioscript **Key**

a 6 b 8 c 11 d 9 e 3 f 13 g 1 h 10 i 12
j 15 k 5 l 14 m 7 n 2 o 16 p 4

b Work in pairs. Point to a picture and ask your partner to say the name of the sport.

Read the speech bubbles with the class, and ask them to use these as models for the pairwork exercise. Find out afterwards which sports are most and least popular in the class.

Follow up

Ask students to do a categorising activity using the words for sports in Exercise 1a: ask them to divide the sports into those you can do indoors / on water / alone / on wheels, etc.

Communication **Talking about future plans**

2 Tick the things you are doing in the future. Then complete the table for your partner and compare your answers.

Draw students' attention to the example speech bubbles. Ask students to complete the table for themselves, thinking about their plans for the weekend. Then put them in pairs to ask each other about the things they are doing, following the model dialogue. When they hear their partner's answer, they tick or cross the box in that column. Find out how many pairs are doing the same things at the weekend, and what those activities are by asking individual students to tell the class about their partner *I'm visiting my grandparents on Saturday, but Aldo's going to the sports centre.*

Follow up

Ask students to write down five sentences about their weekend plans using the present continuous. They have to write at least one sentence that isn't true. Working in pairs, get them to read their sentences to each other. They then have to say which sentence

they think isn't true, by asking, e.g., *You aren't going to the theme park on Sunday.* Their partner has to tell them if they have guessed correctly.

Making suggestions



3 Listen and complete the dialogue.

Play the recording. Ask students to work individually completing the dialogue. Then ask them to check with a partner before checking with the whole class. Ask a pair of students to read the dialogue to the class to check.

Audioscript

- A** Let's go canoeing on Monday.
B Canoeing? I'm not sure.
A Well, you don't have to come.
B No, I'll come.
A Great. But bring some food. And you have to wear a life jacket.
B OK!

Key

1 go canoeing 2 food 3 wear

4 Work in pairs. Read the signs above and discuss them using the dialogue below.

Role play the dialogue with a student if you feel they need more help. Students work in pairs doing their dialogues. Ask a several pairs of students to do their dialogues to the class to check.

Follow up

Ask students to work in pairs to make new dialogues inviting each other to something or somewhere. Ask them to tell you the language they have already learnt for making suggestions and write it on the board as a list:

Making suggestions or inviting: *Why don't we ...? / Let's ... / Shall we ...? / We could ... / Would you like to ...? / Do you want to ...?*

Responses: *I'd love to. / That's a good idea. / Yes, why not? / Sorry, I can't. I'm ... / I'm not too keen on ...*

Ask several pairs to demonstrate their dialogues to the class.

Grammar

Time prepositions

on, at, in

1 Complete the sentences with the correct prepositions of time.

Ask students to read through the examples and complete the rules. Read through the rules in the grammar box with them. Check answers.

Key

1 on 2 at 3 in

2 Complete the sentences with the correct prepositions of time.

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

Key

1 at 2 on 3 in 4 at 5 on 6 in 7 at 8 in
9 on 10 in

Present continuous for future

3 Look at the dialogue on page 74 and complete the sentences.

Ask students to look at the dialogue on page 74 again and find the answers to complete the examples. Read the grammar rule with them.

Key

1 is playing 2 are / doing 3 not doing

4 Complete the sentences with the correct form of the verbs in brackets.

Ask students to complete the sentences using the verbs in brackets. Remind them to use contractions, and check their spelling. Check answers.

Key

1 'm watching 6 're having
2 's starting 7 're leaving
3 's running 8 's meeting

4 's going 9 'm buying
5 're moving 10 's training

5 Complete the sentences with the negative form of the verbs in brackets.

Go through the first example with the class and make sure they know how to form the negative. (Remind them they have already done this in previous lessons with the present continuous.)

Key

1 aren't playing 4 aren't coming
2 aren't skating 5 isn't taking
3 'm not meeting 6 isn't leaving

6 Write questions and short answers. Use the verbs in brackets.

Go through the first example with the class. Allow them to work in pairs to do the rest of the exercise. Check answers.

Key

1 Are / having – I am. 4 Are / going – I'm not.
2 Is / cooking – she isn't. 5 Is / doing – he is.
3 Are / making – I am. 6 Are / finishing – I am.

7 Circle the correct verb forms.

Go through the first sentence with the whole class as an example. Ask students to do the task individually, comparing answers with a partner before a whole class check.

Key

1 I'm going 4 I'm having
2 go 5 I'm learning
3 Why

8 Read the sentences below and correct them. Write the correct version on the line below.

Read through the example with the whole class. Ask students to do the task individually, comparing answers with a partner before a whole class check.

Key

- 2 She is not going to England next summer.
- 3 We are playing football next Thursday.
- 4 Are you taking the Maths exam next week, Liz?
- 5 I'm riding my bike to school next week.
- 6 Paul is buying a birthday present for his dad this afternoon.



Now do CYBER HOMEWORK 7a
www.cambridge.org/elt/more

Skills

Reading

WARM UP

Ask students to guess, from looking at the photos of Esther and Emil in the text, what each of them is doing at the weekend and next year.



1 Read the texts, then match the sentence halves below.

Ask two students to take the roles of Esther and Emil and read the text aloud while the rest of the class follows in their books. Then ask students to try to match the sentence halves. Check answers.

Key

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

Speaking



2 Look at the questions, then interview your classmates about what they are doing this weekend. When someone answers 'Yes', write their name in the space.

Read through the speech bubbles with the class. Students work in groups of six taking turns to ask and answer questions in order to fill in the five spaces. Make sure they are using the present continuous to talk about future plans. Check by asking students to report their results to the class.

Listening



a Listen and match the people to the correct photos.

Ask students to read the names of the speakers and to look carefully at the photos. Play the recording and ask them to do the matching. Students check their answers with a partner.

Audioscript

Vladimir I'm Vladimir. I do a lot of sports and I like sports you do in water the best. I learned how to swim when I was four and I can windsurf now, too. But my favourite sport is surfing. I'm going surfing this weekend. In fact I'm practising a lot because I want to take part in competitions in the future.

Ralph My name's Ralph. I don't have a lot of time to play sports and I don't have the money for things like skiing. I like running more than any other sport. And you don't need lots of expensive equipment like skis or a bike ... just the right shoes ... so it's cheap! In fact, I'm running in a mini-marathon next month. My ambition is to run a full marathon before I leave school!

Ingrid Hi, I'm Ingrid. I love the water, so even though I play tennis, go cycling and running sometimes, my favourite sports are things you do in the water. I swim ... every day ... and I love it. It makes me feel great! I'm swimming for my school team at a national competition next month, so we're training every day after school.

Olga I'm Olga. I have lots of favourite sports ... I really enjoy things like cycling and swimming. But the sport I like most of all is skiing. I can't do it very often because we don't have snow where I live. But my family are having a holiday in Austria after Christmas so I'm taking my ski suit with me.

Brandon Hello, I'm Brandon. I like cycling ... but tomorrow I'm having a windsurfing lesson. I'm really excited! We have a windsurf school near our house on the beach which is great. I live by the sea so I can go every day after school.

Key

1 Vladimir, a 2 Ralph, e 3 Ingrid, b 4 Olga, c
5 Brandon, d

b Listen again and complete the sentences.

Play the recording again. Students work in pairs completing the sentences. Check with the whole class.

Key

- 1 Vlad / weekend
- 2 Ralph / next month
- 3 Ingrid / swimming
- 4 Olga / go
- 5 Brandon / windsurfing

Writing

4 a Read the text and circle the time prepositions.

Students work individually finding and circling the time prepositions. Allow them to check in pairs before checking their answers with the class.

Key

in (May), at (10 am), on (Sunday)

b Now write a paragraph about a hobby and your future plans.

This exercise can be completed for homework. Ask students to read the text again and then to write a similar one about their favourite hobby and their plans. Remind them to use the present continuous to talk about their future plans. Ask students to exchange their work in pairs or small groups and read each other's writing.

Culture

Unusual holidays

Look at the photos with the class and elicit the things they can see in them. Ask students *Where do you think these places are?*

Read the texts and circle T (True) or F (False).

Ask students to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words that

they don't know. Ask some general questions to check comprehension:

Who went to Marrakesh? (Kim)

Who learnt to play the electric guitar? (Jamie)

What is the loggerhead turtle? (an endangered species)

Who lived in a tree house during her holidays? (Tracey)

In pairs, students complete the exercise. Check with the whole class.

Key

1 T 2 T 3 F 4 T 5 T 6 T 7 F 8 T

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time

Ask students to read the text while they listen to the story. Ask them questions about it to test comprehension. Example questions:

Why are they going to Beijing? (giant pandas are disappearing)

How many Giant pandas are left? (about 2,000)

How many Giant pandas have disappeared? (10)

Where do pandas live? (in mountain forests in the south of China)

Who do Nick and Lucy talk with? (Tech)

What happens when the men shoot the panda? (they are caught inside a cage)

Why did the men shoot the pandas? (to sell them to rich men around the world)

What did Tech invent to catch them? (a robot panda)

Have a discussion with students: What endangered species do they know? Why do people chase those animals even if they know they will disappear? What should be done to protect them?



UNIT 8 I don't feel well

Aims and objectives

SB pp. 74–83

In this unit, students will learn:

past continuous

superlatives

words for aches and pains

to say what someone was doing

to talk about the best and the worst

to talk about illness

WARM UP

Look at the photo with the class and ask some questions: *Who can you see in the picture?* (Sam, Zach and Tom) *Where are they?* (at the changing rooms) *What do you think is wrong with Zach?* (he's not feeling well / he has a headache)

08
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What's wrong with Zach? (he doesn't feel well / he's got a headache)

What are they going to do at P.E.? (they are going to run around the football field)

How bad is Zach feeling? (he's got a sore throat and his stomach hurts)

What is he going to do? (stay in the changing rooms until he feels better)

Were the boys running? (no, they were playing basketball with the girls)

Does Zach feel better? (no, it's the worst headache in the world)

Audioscript

See SB2, page 74

Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Complete the sentences.

Ask students to reread the dialogue and complete the sentences with the speakers' exact words. Check answers.

Key

- 1 feel well.
- 2 terrible headache.
- 3 stomach hurts / a sore throat
- 4 an aspirin
- 5 playing basketball with the girls.
- 6 sitting in the changing rooms with a headache.
- 7 the worst headache

Saying what someone was doing

09
CD2

3 Listen and repeat.

Play the recording. Ask students to repeat. Draw their attention to the times mentioned and elicit what action was in progress at that time.

4 Look at the photos. Ask and answer in pairs about what these people were doing yesterday.

Draw students' attention to the speech bubbles and to the clocks in the pictures and elicit what action was in progress at that time. Use picture 1 to demonstrate with a student, or ask two students to demonstrate as a pair. Then put students in pairs to ask and answer. Ask several pairs to demonstrate their dialogues to the class for checking.

Key

- 2 What was she doing at 9 o'clock? She was watching TV.
- 3 What was he doing at 7 o'clock? He was running.
- 4 What was she doing at 5 o'clock? She was taking the dogs for a walk.
- 5 What was he doing at half past 4? He was doing his homework.
- 6 What was she doing at half past 7? She was washing up.

5 Work in pairs and invent other dialogues.

Draw students' attention to the speech bubbles. Ask them to work in pairs to ask and answer about what they were doing yesterday at certain times. Ask several pairs to do their dialogues to the class to check.

Talking about the best and the worst

6 Complete the sentences below then discuss them with a partner.

Ask a student to read the first sentence and complete it for himself or herself. Then students work with a partner asking and answering questions about what lesson or sport they are best or worse at. Ask several students to say those sentences for themselves and/or for their partners.

Vocabulary Aches and pains

10
CD2

1 Match the pictures to the descriptions, then listen and check.

Say each phrase, and ask students to repeat. Play the recording. Ask students to match the phrases with a number 1 – 12, according to the picture that illustrates each one.

Audioscript

Key

- | | |
|---------------------------------|---------------------|
| a 6 a cold | b 4 back ache |
| c 7 a sore throat | d 2 ear ache |
| e 3 toothache | |
| f 10 I broke my ankle yesterday | |
| g 1 stomach ache | h 9 I feel dizzy |
| i 8 My knee hurts | j 5 a headache |
| k 11 I sprained my wrist | l 12 I hurt my back |

2 Complete the dialogues with the words below, then match them to the correct picture.

Draw students' attention to the words in the box. They should work in pairs to complete the dialogues with the words then match them to the

correct picture. Check answers by asking pairs to demonstrate their dialogues to the class. Then ask all students to practise the dialogues. Ask several pairs to perform them to the class.

Key

- | | | | | |
|----------|---------|-------|--------|-----------|
| 1 walked | 2 broke | 3 cut | 4 hurt | 5 dropped |
| 1 c | 2 a | 3 e | 4 b | 5 d |

Communication Sounds right A chant

11
CD2

3 Listen and repeat.

Play the recording. Ask students to focus on the difference in pronunciation between the pairs /p/ and /b/ and /æ/ and /e/. Play the recording again. Students listen and repeat.

Audioscript

See SB2, page 77

Tip

Read the tip with students. Draw their attention to the examples. Elicit the rule: Only "headache" is preceded by "a".

Talking about illness

12
CD2

4 a Listen and match the sentence halves.

Play the recording. Students to work in pairs matching the two sentence halves. Check with the whole class.

Audioscript

There are six people in the hospital waiting room at the moment, all with different stories.

Sophie was playing basketball and hurt her head. She jumped and hit another girl.

Gail broke her arm. She was climbing a tree and she fell out and hit the ground hard!

Anton cut his foot. He was walking in the river and he didn't see the sharp stones. There was a lot of blood!

Sam walked into a door and hit his nose. There's

blood on his shirt and his nose is turning black and blue.

Joanne is here with her brother, Mark— she dropped a book on his toe. He wasn't very pleased! His toe is turning black.

And finally there's Ruby. She fell off a chair and hurt her back. It hurts a lot!

Key

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

b Now describe how each person had their accident.

You may play the recording again if you feel students need help. Draw students' attention to the text in the speech bubble. Students work with a partner describing each accident. Monitor their exchanges. Ask several pairs to say their exchanges to the class to check.

Follow up

Ask students to work in groups of three. They have to choose a pain or an ache from exercise 1 and to act it out. Their partners have to ask each other what the matter is, and try to answer it. Ask several groups to demonstrate their role play to the class.

Talking about what you were doing

13
CD2

5 Complete the dialogue with the phrases below, then listen and check. Act out the dialogues in pairs.

Draw students' attention to the phrases in the box. They should work in pairs to complete the dialogues with them. Play the recording for students to check their answers. Then ask all students to practise the dialogues. Ask some pairs to do their dialogues to the class.

Audioscript

Boy Where were you yesterday afternoon?

Girl I was at home.

Boy No, you weren't. I phoned.

Girl Well, the phone wasn't working.

Boy Yes, it was. I spoke to your mum.

Girl Oh, yesterday afternoon. I was working at Kate's house.

Boy No, you weren't. I phoned her too.

Girl OK, OK. I was shopping.

Boy Why?

Girl I was buying a present!

Boy Who for?

Girl You!

Key

- 1 Where were you yesterday afternoon?
- 2 the phone wasn't working
- 3 No, you weren't.
- 4 I was buying a present!
- 5 You!

Grammar

Past continuous

Positive and negative

1 Complete the dialogue below then check with the one on page 74.

Ask students to complete the examples, finding the answers they need in the dialogue on page 74. Check the answers. Read the rule. Read through the examples in the grammar box with the class.

Key

- | | |
|-------------------|----------------|
| 1 were running | 4 were playing |
| 2 weren't running | 5 were/doing |
| 3 were talking | 6 was sitting |

2 Circle the correct word.

Ask students to do the task in pairs if you feel they need help. Check answers.

Key

- | | |
|-----------|-------------|
| 1 were | 5 working |
| 2 was | 6 listening |
| 3 playing | 7 was |
| 4 was | 8 talking |

3 Complete the sentences with the Past continuous form of the verbs in brackets.

Ask students to complete the sentences, comparing their answers with a partner before a whole class check.

Key

- | | |
|------------------|------------------|
| 1 was talking | 5 were drinking |
| 2 was having | 6 wasn't waiting |
| 3 wasn't shining | 7 was playing |
| 4 was playing | 8 weren't having |

Past continuous Questions and short answers

Read through the examples in the grammar box.

4 Match the questions and answers.

Ask students to do the exercise in pairs. Ask different pairs to read out each question and answer to check.

Key

- 1 c 2 e 3 a 4 b 5 d

Superlatives

5 Complete the sentence below with the superlative form, then check on page 74.

Ask students to complete the sentence, comparing their answers with a partner before a whole class check.

Key

- 1 the worst
Then read through the rules with them, and get them to complete them.

Key

- 1 –est 2 –iest 3 the most 4 the best 5 the worst

6 Write the superlative form of these adjectives.

Ask students to do the task individually, checking in pairs before a whole class check.

Key

- | | |
|------------------|-------------------|
| 1 worst | 6 hungriest |
| 2 best | 7 most dangerous |
| 3 most beautiful | 8 biggest |
| 4 coldest | 9 saddest |
| 5 luckiest | 10 most important |

7 Circle the correct form.

Ask students to do the exercise, comparing answers in pairs. Remind them to look for the number of things being compared: they should use the comparative if there are two things being compared, and the superlative for comparisons between more than two things. Check answers.

Key

- | | |
|------------------|-----------|
| 1 most expensive | 4 biggest |
| 2 warmer | 5 older |
| 3 most beautiful | |

8 Complete the text with the correct superlative form.

Students read the text and complete it. Check by asking students to read the text aloud. If necessary, write the words on the board.

Key

- 1 best 2 funniest 3 most intelligent 4 tallest

 **Now do CYBER HOMEWORK 8a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the title and the pictures without reading any of the text. Ask them who they think the texts are about. *What is the girl doing in the second picture? What's the man doing in the first picture?* Students can then check their predictions during the reading.

1 Read about these accidents and answer the questions below.

Ask students to read the text and check their answers to the warm-up exercise above. Then ask them to answer the questions.

Key

- 1 He was playing with his friends in the garden.
- 2 He was painting a bedroom window.
- 3 The paint fell first.
- 4 No, he landed on the grass.
- 5 She was staying with her mother's friends.
- 6 They wanted to go for a ride along the beach.
- 7 No, she wasn't.
- 8 She leaned forward and the horse put its head down so she slid over his head and landed on the sand.

Listening

14
CD2

2 Listen to this interview about an accident in a shopping centre and answer the questions below.

Ask students to listen to the recording and complete the text. Play the recording through. Play it again. Give students time to complete the task. Ask students to check their answers with a partner. Check the answers.

Audioscript

Reporter James, you're the security guard who saved Miss Michaels, aren't you? What were you doing when the accident happened?

James I was walking round the third floor, just watching people, when I heard the shouting.

Reporter What did you do?

James I shouted to people to hit the button, but nobody understood.

Reporter What button?

James The emergency stop button – all escalators have one at the top and one at the bottom. They're in a red box.

Reporter Did somebody push the button?

James No, I think everybody was shouting and trying to help. They didn't hear me, but I managed to get through the crowd and stop the escalator.

Reporter Thank you for talking to us, and well done!

(PAUSE)

Reporter I'm with Miss Michaels now. How are you after your experience?

Miss M Not too bad, really. It was the most frightening few minutes of my life, but, thanks to the security guard, I'm safe.

Reporter Do you know what happened?

Miss M I'm not quite sure, but I think I tripped over something, and fell.

Reporter How do you feel?

Miss M Well, my back hurts and I have a horrible headache, but the doctor says there's nothing serious. The worst thing is my hair! It wasn't the best way to have a hair cut!

Reporter But I have good news about that.

Vanessa's hair salon are offering you a completely free hair cut. They're on the third floor of the shopping centre.

Miss M That's wonderful, but I'm not going up the escalator, I'm taking the lift up to the salon.

Reporter Good idea!

Key

- 1 He was walking around.
- 2 He was on the third floor.
- 3 No, they didn't. They didn't hear the guard shouting.
- 4 Yes, he did.
- 5 Her back hurts and she has a headache.
- 6 She wanted to have a hair cut.
- 7 They are offering her a completely free hair cut.

Writing

3 a Read the email. Circle the phrases that express sympathy.

Explain that “sympathy” means feeling sorry for someone and showing that you understand and care for their problem. Ask students to complete the task with a partner or individually. Check by asking students to read their answers aloud.

Key

Sorry to hear you broke your foot! That was bad luck! It must hurt! Can I do anything to help you? Get well soon.

b Write your own email to a friend who’s just had an accident.

This exercise can be completed for homework. Ask students to use the email to Emma as a model. Ask students to exchange their work in pairs or small groups and read each other’s writing.

DVD

The Story of the Stones 4

You can run, but you can’t hide

Ask some questions to recapitulate the story. *What’s the new girl’s name?* (Gillian) *Is she a friend of Darkman’s?* (we don’t know) *Who saves Gillian?* (Emma) *When did Gillian move?* (yesterday). *What did Guillian bring to the children?* (a box of chocolates) *Why?* (to thank them for having saved her) *What did Darkman give her for the children?* (a grey box) *What happened when the children opened the bag?* (black smoke came out and the girls were unconscious).

Play the DVD. Ask *What did Emma tell Gillian?* (she told Gillian about the morphing). *Do the children trust Gillian?* (yes) *What does Sunborn think?* (that Gillian can be part of the team) *Does Gillian want to be part of the team?* (no) *Why not?* (because she’s afraid) *Who is knocking at their door?* (Darkman) *Can they beat Darkman?* (no, he’s too strong).

Watch Episode 4 and complete the sentences.

Once you are satisfied students have got the gist of the story, ask them to look at the dialogue on page 81. Read the words in the box and give students time to complete the dialogue in pairs. Check with the class.

Key

- | | |
|-------------|-----------------------|
| 1 Calm down | 3 In that case |
| 2 Look | 4 One thing at a time |

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 8b

CLIL Sports Science

The human body

Draw students’ attention to the Key facts! Ask students to read the text and find the key words to make sure they understand the meanings in context. Ask questions to check that they understand the text: *What’s Sports Science?* *How many groups of muscles are there in the human body?* *What are they?* Check with the whole class.

15
CD2

1 Listen and circle the muscles you use in football, golf and tennis.

Have students listen to the recording and circle the correct muscles on the diagrams.

Audioscript

When you play football, you run and kick so you use your glutes and soleus muscles in your thighs and calves. Footballers sometimes tear their hamstrings when they kick the ball very hard. Golfers use their leg muscles a bit but when they swing the golf club, the most important muscles they use are their pectorals, abs and hamstrings. When you play tennis, you run and jump so you use the gluts and soleus muscles in your thighs and calves. You also need strong shoulder muscles – pectorals – to serve and return the ball. You also use the biceps and triceps in your upper arms a lot.

Key

Football: glutes and soleus muscles

Golf: pectorals, abs and hamstrings

Tennis: the glutes and soleus muscles and the pectorals, and the biceps and triceps.

2 Read the descriptions of three workout exercises and match them to the correct name.

Have students read the texts and match them to the correct name.

B The Crunch

C The Calf Stretch

A Push-Ups

3 Plan an exercise routine for the week.

Have students plan an exercise routine for a week in their notebooks then tell the class.

WEBQUEST

Find out more information about the muscles in the body and how to exercise them.

Have students research various muscles in the body and present their findings to the class.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 4 Units 7 and 8

Key

1

1 aerobics

2 kickboxing

3 gymnastics

4 skateboarding

5 mountain biking

6 basketball

2

1 backache

2 sore throat

3 headache

4 earache

5 toothache

6 stomach ache

7 a cold

3

1 on 2 in 3 at 4 in 5 on

4

1 They are having a picnic this weekend.

2 He is not playing in the tournament.

3 We are flying to Paris in July.

4 I am not cooking dinner tonight.

5 I'm meeting my friends at the cinema on Saturday.

5

1 Were/studying – Yes, they were.

2 Was/dancing – No, he wasn't.

3 Was/working – No, she wasn't.

4 Was/talking – Yes, he was.

5 Were/coming – No, they weren't.

6 Were/waiting – Yes, I was.

6

1 the best

2 the most dangerous

3 the happiest

4 the worst

5 the saddest

6 the most expensive

7 the hottest

7

Students' translations.

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 84–93

In this unit, students will learn:

past continuous vs. past simple

one/ones

quantity *a lot of, much, many*

words for emotions

to give reasons

to say who people are

to talk about emotions

WARM UP

Ask students to talk about the picture. Ask: *Where are the characters?* (in the living room). *How does Emma look?* (scared) *Are the boys scared?* (No, they aren't. They are laughing.).

16
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What's Emma doing? (writing a story about a ghost)

What did they hear while Sam was reading the story? (a knock)

Do you think that there's someone outside the window? (Students' own answers)

Who's frightening Emma? (Sam)

Audioscript

See SB2, page 84

Ask students to work in groups of three and practise the conversation.

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

Dialogue work

2 Tick (✓) the correct answer.

Do the first question with the class as the example. Encourage students to try and remember the facts. Ask students to compare their answers in pairs. Check answers.

Key

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

Giving reasons

3 a Listen and repeat the dialogue.

Ask students to look read the dialogue while you play the recording. Ask them to repeat each line. Then put them in pairs to practise the dialogue. Ask one or two pairs to demonstrate their dialogues to the class to check.

Audioscript

See SB2, page 85

b Work in pairs and invent new dialogues using the words and phrases below.

Draw students' attention to the parts of the dialogue in italics. Ask students to work in pairs to invent new dialogues using the phrases in the table. Ask some of them to demonstrate their new dialogues to the class.

Saying who people are

4 Work in pairs. Read the dialogue, then invent new ones using people in your class.

Ask students to look at the photos. Read the dialogue with a student or ask two students to read parts A and B. Students work with a partner inventing new descriptions. They may use students from their own or other classes. Check by asking different pairs to demonstrate their dialogues to the class.

17
CD2

Vocabulary

Emotions (revision)

1 Write the correct word under the picture.

Draw students' attention to the words in the box. Read them aloud and ask students to repeat after you. Ask students to match the words with the pictures. Check answers.

Audioscript

See SB2, page 86

Key

- | | |
|-----------|-------------|
| 1 angry | 5 sad |
| 2 bored | 6 scared |
| 3 excited | 7 surprised |
| 4 happy | 8 nervous |

More emotions

2 Read the definition and write the correct word.

Read the words in the box. Explain that they are extreme emotions. Students work in pairs looking up the meaning of the words in the dictionary and completing the exercise. Check with the whole class.

Key

- | | |
|-------------|-------------|
| 1 miserable | 4 thrilled |
| 2 furious | 5 exhausted |
| 3 terrified | 6 stunned |

Communication

Talking about emotions

3 Work in pairs and discuss how you feel in these situations.

Ask several students to say how they feel in the first situation, for the whole class to hear. Find out how many students feel the same in certain situations. Ask students to continue working with a partner for the other situations.

Finding coincidences

4 Talk to the other students in the class and find coincidences. Write their names in the table below.

Ask pairs of students to read the speech bubbles corresponding to the two dialogues. Ask students to add three more coincidences. Explain they will have to interview other students until they find those who coincide with them in the activities in the table. Ask individual students to tell the whole class the coincidences they have found to check the activity.

Grammar

Past continuous vs. Past simple

1 Complete the sentence with the verbs in the correct tense, then check with the dialogue on page 84.

Ask students to read through the example and complete the sentence. They should then turn to the dialogue on page 84 again to check. Read through the rules with them. Elicit from them which one was the first action (the one that was in progress at the time the second one happened): *was watching*, and which one was the action that interrupted the earlier action: *heard*. Refer to the picture to explain: ask what the characters were 'in the middle of doing' when the roof began to crack. Elicit that they started having tea before the roof began to crack.

Key

- 1 was watching 2 heard

2 Complete the sentences. Use the Past simple or Past continuous tense.

Ask students to do the exercise in pairs, referring to the rules in the grammar box. Remind them to work out which action happened (past simple) during the course of another action (past continuous). Check answers.

Key

- 1 was sitting/heard
- 2 were walking/saw
- 3 was working/was
- 4 got/were having
- 5 was writing/called
- 6 was reading/rang

3 Complete the dialogue with the correct form of the verbs in brackets. Use the Past simple or Past continuous tense.

Ask students to complete the dialogue, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary. Check by asking a pair of students to read the dialogue aloud.

Key

- 1 Were/watching
- 2 was swimming
- 3 were/doing
- 4 was watching
- 5 Did/see
- 6 went
- 7 missed

4 Work in pairs. Ask and answer about what you were doing at certain times.

Read the dialogue with a student to demonstrate to the class. Then put them in pairs to ask and answer questions as in the model dialogue. Ask several pairs to demonstrate their dialogues to the class.

One / ones

5 Look at the examples. Which words do *one* and *ones* replace?

Read through the examples in the grammar box with the class and elicit the answers. Elicit that *one* refers to the singular subject just mentioned (story, girl), while *ones* refers to the plural subject just mentioned (trainers).

Key

story, girl, trainers

6 Circle the correct word.

Do the first sentence with the class as an example. Students work individually and check with a partner before checking with the whole class.

Key

1 one 2 one 3 ones 4 one 5 ones 6 one

7 Complete the sentences with *one* or *ones*.

Ask students to complete the sentences then check with a partner. Check with the whole class.

Key

1 ones 2 ones 3 one 4 one 5 one 6 ones

Follow up

Ask students some questions to get them to ask follow-up questions, using *one* or *ones*. Examples: *Can you pass me that pencil, please?* (pointing to a desk in general) Elicit the follow-up question: *Which one?* Answer saying, *The yellow one* etc.

Other questions: *Can you give me that book / those books, please?* (Which one? / Which ones?) *Can you open the window?* (Which one?) *Please pass me a schoolbag.* (Which one?) *Please move these chairs.* (Which ones?)

Quantity

a lot of / much / many

8 Look at the examples and complete the rules below.

Read the examples. Ask students to complete the rules in the grammar box by looking back at the examples. Ask what kind of nouns the quantifiers refer to in the sentences – men, people = countable nouns; time, rain = uncountable nouns. Explain that we can use *a lot* (without *of*) instead of *much* or *many*, if there is no noun afterwards, e.g. *I haven't*

got a lot of money. = I haven't got much (money). = I haven't got a lot (of money). (The words in brackets are implied, but not included in the sentence.)

Check answers.

Key

1 a lot of 2 much 3 many

9 Circle the correct word or phrase.

Ask students to do the task in pairs if you feel they need help. Remind them to check whether the quantified nouns are countable or uncountable. Check answers.

Key

1 lot of 2 a lot of 3 many 4 a lot of 5 many
6 much

10 Complete the text with *a lot of*, *much* or *many*.

Ask students to do the exercise, comparing answers in pairs before a whole class check.

Key

1 a lot of 2 much 3 many 4 much 5 many

Follow up

Ask students to write sentences using *a lot of*, *much* and *many* (positive or negative) to show that they understand how these quantifiers are used. Ask them to think about the number of items they have in their school bags or in their lunch boxes or on their desks, to help them get ideas.

Now do CYBER HOMEWORK 9a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the picture without reading any of the text and to say what they think the text is about. Ask them to bear in mind their answers to check them against the story.

1 Read the text and answer the questions.

Ask students to read the story. Explain, or ask them to explain to each other, any difficult or unknown vocabulary. Ask a few general questions to check comprehension after they have read the text:

Why did Zoe start a new school? (because her family moved to a different town)

What colour did she want to dye her hair? (red)

Why didn't the hairdresser want to dye her hair brown? (because it was too soon)

What were people doing while she was walking along the street? (they kept looking at her)

Students answer the questions individually and check with a partner before checking with the whole class.

Key

- 1 She's interested in music and fashion.
- 2 She was chatting with her friend on the phone.
- 3 She was furious.
- 4 She went to the hairdresser's.
- 5 Because it was summer and it was too hot.
- 6 Some students loved her hair and wanted to make friends with her.
- 7 No, she didn't.

Listening

2 Listen and circle T (True) or F (False) for the sentences below.

Draw students' attention to the picture. Ask some questions to place them in the story: *Where are they? What is he doing? What are the girls doing?* Play the recording. Students work in pairs. Check with the whole class.

Audioscript

- Emma** Hi Joe! Did you have a good time at the beach yesterday?
- Joe** No, I didn't!
- Emma** Why's that?
- Joe** Because I had an accident. It was really embarrassing!
- Emma** What happened?
- Joe** Well, it was really hot so there were a lot of people on the beach. I was walking along the beach when I saw Sarah Granger playing volleyball with her friends. You know Sarah – that girl from 5C who is so cool!
- Emma** Yes, I do! Everybody likes her!
- Joe** Anyway, I waved at her and started to run towards the group. I was running along, shouting 'Hello, Sarah!' when a Frisbee flew through the air and hit me in the face, and I fell straight onto the sand. I was so surprised I just sat there with my mouth wide open, making strange noises like a frog. Sarah and her friends all laughed. It was horrible! She must think I'm stupid!
- Emma** Hmmm. I'm not so sure about that!
- Joe** Why?
- Emma** Because she's walking over to us right now!

Key

1 F 2 F 3 T 4 T 5 T 6 T 7 F 8 T

Follow up

Stronger students or fast finishers can rewrite the story from the point of view of the Sarah. Imagine she's telling the story to a friend.

Speaking

- 3 Work with a partner. Read the list below and tick the things you find embarrassing. Add two of your own, then discuss your answers. Which thing(s) do you both find embarrassing?**

Students tick the situations they find embarrassing and add two which are not included. Then, in pairs they discuss with a partner and find the situation they both consider embarrassing. Ask some pairs to perform their exchanges to the class to check. Have a show of hands to see how many students coincide.

Writing

A short story

- 4 Write notes about an embarrassing incident that happened to you. Now write your story using paragraphs and linking words. Read your story to the class. Whose story is the most embarrassing?**

This exercise can be completed for homework. Ask students to write about an embarrassing situation. As a guide, tell them that each answer to each question should be one paragraph. Ask students to read their stories to the class. Have the class vote on the most embarrassing story.

Culture

Building team spirit

Look at the photos with the class and elicit what they can see in them. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words that they don't know.

Read and complete the sentences below.

Ask students to read the texts, in pairs, or as a whole class activity. Alternatively, you could set different texts for different groups to read, and then ask the groups to report back to the class

what they have read. Encourage the class to ask questions about the texts. Students complete the sentences. Check with the whole class.

Key

- 1 New Zealand / ten
- 2 14 to 24, bronze / gold
- 3 Canada / outdoor life
- 4 first aid / organisations

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE



Extra Reading

Story time

Play the CD. Ask students to read the story while they listen. Ask them questions about it, or get stronger students to make up questions to test comprehension. Example questions:

Why are Nick and Lucy going to Easter Island?
(because Moai statues are sinking)

Which is the nearest country from Easter Island?
(Chile)

Why are the statues sinking? (an automatic drilling machine is making a tunnel)

What do the detectives find? (a gold mine)

Who owns the mine? (SMASH)

Where do they take the gold? (to a secret harbour)

Did Nick and Lucy find Drago? (no)

Ask students to suggest how the story goes on.

Put students into groups, and ask them to write a continuation to the story. Tell them to imagine they are Lucy and Nick and they have to interrogate the people working in the mine: What do the people tell the detectives about SMASH? Do they know where Drago is? Where was the gold going? Ask different groups to read their stories to the class.

Aims and objectives

SB pp. 94–103

In this unit, students will learn:

should/shouldn't

conjunctions: *and/so/but/because*

words for places and shops

to talk about what you want to buy

to give advice

to ask for and give directions

WARM UP

Ask students to talk about the picture. *Where are the characters?* (in the street). *What are they looking at?* (a map). *Do they know where to go?* (no, they are lost).

20
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Where does Celine want to go? (to the museum)

Can Zach find the way to the museum? (no)

Why doesn't he want to ask for directions?

(because he hates asking people the way)

What does Emma do? (she asks the way)

Where's the museum? (near the church)

Audioscript

See SB2, page 94

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

Ask students to reread the dialogue and answer the questions. Check answers.

Key

1 T 2 T 3 F 4 T 5 F 6 T

Asking for directions

21
CD2

3 Listen and repeat.

Say each phrase, and ask students to repeat. Play the recording. Get students to repeat again.

22
CD2

4 a Listen and repeat the dialogue.

Play the recording and ask students to repeat. Then ask students to work in pairs rehearsing the dialogue. Ask some pairs to perform the dialogue to the whole class.

Audioscript

See SB2, page 95

b Work in pairs and invent new dialogues using the map below.

Ask two students (or role play with a student yourself) to demonstrate how to make a new dialogue by replacing the word in italics for a different place. Students work with a partner. Monitor them as they work, making sure they are using the language for giving directions correctly. Then get students to demonstrate their different dialogues to the class.

Follow up

Students can do similar pairwork exercises using local street maps, hand-drawn or from printed material.

Vocabulary

Places

23
CD2

- 1** Match the places to the correct numbers, then listen and check.

Ask students to match the places on the right with a number 1 – 11, according to its symbol on the picture. Play the recording for them to listen to and check.

Audioscript **Key**

a 2 b 4 c 3 d 1 e 5 f 6 g 8 h 7 i 9
j 10 k 11

Shops

- 2** Look at the photos of shops. Write the correct number from the list below.

Have students write the correct number in the photos then check their answers.

Key

a 2 b 7 c 9 d 5 e 3 f 4 g 8 h 1 i 10 j 6

Communication

Asking for and giving directions

24
CD2

- 3 a** Listen and repeat.

Play the recording and ask students to repeat. Then ask students to work in pairs and repeat each dialogue.

Audioscript

See SB2, page 97

- b** Work in pairs and invent similar dialogues to the ones above.

Role play a new dialogue with a student. Ask them to imagine they have to give directions to people who want to go from their home, their school, the post office of their town to other places. Ask several pairs to demonstrate their dialogues to the class.

Talking about what you want to buy

25
CD2

- 4 a** Look at the shopping list on the right. Listen and repeat the dialogues below.

Draw students' attention to the shopping list. Play the recording. Ask students to repeat. Then, they work with a partner rehearsing the dialogue.

- b** Invent other dialogues using the list.

Draw students' attention to the words in italics. Ask them to create new dialogues substituting them for other items on the list. Monitor students as they work, making sure they are using the correct tenses. Students demonstrate their dialogues to the class, as a way of checking language usage.

Giving advice

- 5** Look at the pictures. What *should* and *shouldn't* these people do? Work in pairs and give advice.

Read the words in the box with the whole class. Ask a pair of students to read the dialogue in the speech bubbles to provide a model. Students work in pairs making suggestions with *should* or *shouldn't* to talk about each picture, e.g. *He should tidy his room (1), She should go out (3)*. Monitor students as they work making sure they are using *should/shouldn't* correctly. Ask several pairs to demonstrate their dialogues to the class as a way of checking language usage.

Follow up

Ask students to think of imaginary (or real!) problems or complaints, and then with a partner make suggestions using *should* or *shouldn't* for each other's problem.

Grammar

Should / shouldn't

- 1** Look at the dialogue on page 94 and complete the examples.

Read through the examples in the grammar box with the class. Ask students to complete the examples, finding the answers they need in the dialogue on page 94. Check the answers. Read the rule.

Key

1 Shouldn't

- 2** Circle the correct word to complete the dialogues.

Ask students to do the task. Check answers by asking one student to read the sentences 1 – 6, and someone else to offer the 'advice'.

Key

- 1 shouldn't
- 2 should
- 3 shouldn't
- 4 should
- 5 should
- 6 should

- 3** Complete the sentences with *should / shouldn't* and an appropriate verb.

Ask students to do the exercise in pairs. Check answers by asking pairs to read their completed dialogues.

Key

- 1 should go
- 2 shouldn't be
- 3 should take
- 4 shouldn't eat
- 5 should leave
- 6 shouldn't throw
- 7 shouldn't talk
- 8 should eat

- 4** Circle the correct answer.

Ask students to do the exercise individually and to check their answers in pairs before checking with the class.

Key

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

- 5** Circle the correct word.

Ask students to do the task. Check answers by asking students to read the sentences.

Key

1 should 2 should 3 should 4 shouldn't

Conjunctions

and / so / but / because

- 6** Match the sentence halves, then check with the dialogue on page 94.

Ask students to do the exercise, checking their answers in the dialogue on page 94.

Key

1 c 2 d 3 b 4 a

- 7** Circle the correct answer.

Students do the exercise individually. Allow them to check in pairs before checking with the whole class.

Key

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

- 8** Circle the correct conjunction.

Ask students to look at the picture and tell you what they think the situation is about. Students work individually. Allow them to check their answers with a partner, before a whole class check.

Key

- | | |
|-----------|-------|
| 1 because | 6 and |
| 2 but | 7 and |
| 3 but | 8 so |
| 4 because | 9 and |
| 5 but | |

 **Now do CYBER HOMEWORK 10a**
www.cambridge.org/elt/more

Skills

Listening and speaking

26
CD2

1 Listen to the dialogues and answer the questions.

Play the recording through. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript

- A** Hello, I'd like some information about the sightseeing tour of London.
B Certainly, how can I help you?
A Well, can you tell me the places you visit on the tour?
B The tour starts in Piccadilly Circus and the main attractions are Buckingham Palace, Downing Street, London Bridge, Big Ben, the Tower of London and Trafalgar Square.
A And how long does the tour take?
B It takes about two hours in total.
A Do I have to book?
B No, you don't have to book, but it's best to book in advance if you want to be sure of a seat.
A How much does it cost?
B It's £15 per adult and £9 per child.
A Thanks. I'd like three tickets, two adults and one child.

Key

- 1 The tour starts in Piccadilly Circus and the main attractions are Buckingham Palace, Downing Street, London Bridge, Big Ben, the Tower of London and Trafalgar Square.
- 2 £39

2

2 Choose a point on the map and give your partner instructions on how to get to another place. Don't tell them where it is and see if they get there!

Students work in pairs. Tell them that they have to direct their partners to a 'mystery' place, starting at the London Eye. A member of the pair gives directions and gets their partner to find the way to the mystery place. The other person has to say what it is, e.g. *It's Trafalgar Square, isn't it?* Have different pairs demonstrate their dialogues to the class.

Reading

3

3 Read the text and answer the questions.

Ask students to read the text and complete the task. Check answers with the class.

Key

- 1 Your A-Z.
- 2 Because the map she had wasn't very good.
- 3 She got her information by walking.
- 4 WH Smith.

Writing

Directions

4

4 Write an SMS message to your friend describing how to get to your house from your school.

This exercise can be completed for homework. Students write their SMS, then they exchange their work in pairs or small groups and read each other's writing. Eventually, you may ask them to introduce a false direction to see whether the other students realise and correct it.

DVD

The Story of the Stones 5

It's you!

Ask some questions to recapitulate the story. Ask *What did Emma tell Gillian?* (she told Gillian about the morphing). *Do the children trust Gillian?* (yes) *What does Sunborn think?* (that Gillian can be part of the team) *Why doesn't Gillian want to be part of the team?* (because she's afraid) *Can the children beat Darkman?* (no, he's too strong).

Play the DVD. Ask *Why does Gillian want to be a part of the team?* (because Darkman wants to kill her too). *Where do the children take Gillian?* (to meet Sunborn) *What animal does Gillian want to be?* (a wolf) *What does she morph into?* (Darkman) *Can the children beat Darkman?* (yes) *Is Darkman dead now?* (yes).

Watch Episode 5 and complete the sentences.

Once you are satisfied students have got the gist of the story, ask them to look at the dialogue on page 101. Read the words in the box and give students time to complete the dialogue in pairs. Check with the class.

Key

- 1 that's for sure
- 2 Not exactly
- 3 it wasn't your fault
- 4 hopefully

Go to www.cambridge.org/elt/more for DVD exercises and CYBER HOMEWORK 10b

CLIL Ecology

Habitat and urban spaces

1 Read the key facts and answer the questions.

Draw students' attention to the Key facts! Students answer the questions. Check with the whole class.

Key

- 1 It's the study of plants and animals in their natural habitat.
- 2 It's the home of a plant or animal.
- 3 It provides food, water, shelter, a home and a place to breed.
- 4 It means saving habitats for plants and animals.

2 Discuss which of the animals and insects below live in which habitats. Some can live in more than one habitat.

Ask students to look at the list of animals and match them to their habitat. Give the names of the animals students do not know. Allow students to work with a partner. Check the answers.

Key

Suggested answers

ant: 3, 4, 6
 frog: 2, 3, 4
 whale: 1
 bee: 2, 4, 6
 monkey: 3
 goose: 2, 6
 cow: 6
 owl: 4
 snake: 2, 3, 4, 5, 6
 fish: 1, 2
 bird: 2, 3, 4, 6
 sheep: 6
 camel: 5
 fox: 4, 6
 spider: 3, 4, 5, 6
 tiger: 3
 parrot: 3

Developing an urban space

3 Listen and complete the text below.

Play the recording. Students complete the text and then work with a partner checking their answers. Check with the whole class.

Audioscript

High Line Park is an amazing park high above the ground in the centre of New York.

Originally, it was an old railway line.

A group called Friends of The High Line decided to protect it and change it into a natural garden. They had a design competition and turned it into a beautiful green park in the air for the people of Manhattan.

Key

1 park 2 centre 3 railway line 4 garden
5 park

WEBQUEST

Find out about any urban conservation projects in your country and about the animals and plants that live there. Answer these questions.

Start a discussion with the whole class as to the species that may be in danger in their country. Do they know of any urban conservation project? Set the exercise for homework. Encourage them to look up information on the Internet and magazines and to organise it by answering the three questions. Ask them to make posters to illustrate their information. Get individual students to present their results to the class. Set up their posters on a wall in the classroom.

Go to www.cambridge.org/elt/more for extra CLIL

Check your progress 5

Units 9 and 10

Key

1

- | | |
|-------------|------------|
| 1 terrified | 4 excited |
| 2 stunned | 5 thrilled |
| 3 miserable | 6 furious |

2

- 1 chemist's
- 2 tourist office
- 3 railway station
- 4 shopping centre
- 5 police station
- 6 hospital
- 7 bank

3

- 1 was having/rang
- 2 was cycling/had
- 3 arrived/was watching
- 4 were sleeping/started
- 5 were studying/phoned

4

- 1 e 2 c 3 a 4 b 5 d

5

- | | |
|-----------------|-----------------|
| 1 were doing | 7 rang |
| 2 phoned | 8 didn't answer |
| 3 was listening | 9 was sitting |
| 4 didn't hear | 10 went |
| 5 wanted | 11 had |
| 6 was playing | 12 is going |

6

- 1 but 2 and 3 because 4 so 5 so 6 but

7

- 1 one
- 2 ones
- 3 ones

8

- 1 a lot of
- 2 many
- 3 much

Go to www.cambridge.org/elt/more for MORE! training

Aims and objectives

SB pp. 104–113

In this unit, students will learn:

will / won't

might / might (not)

words for the weather

geographical words

to make offers and excuses

to talk about where places are

to talk about the weather

WARM UP

Look at the photo with the class and ask questions about it: *Where are Zach, Emma and Tom?* (in a living room) *Who is with them?* (an older woman) *Who do you think she is?* *Where do you think Emma and the boys are going?*

28
CD2

1 Listen and read.

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

Where are Emma, Zach and Tom going? (camping next to the river)

Who are they going with? (Celine's parents)

Does Auntie Sue think camping is a good idea? (no, it might rain this evening)

What does Emma think the weather will be like? (good, the sky is blue, there are no clouds and no breeze)

What's Tom wearing? (a raincoat)

What does Tom think is going to happen? (there might be a thunderstorm)

Why did Tom bring his sunglasses? (because tomorrow it will be hot and sunny)

Audioscript

See SB2, page 104

Ask students to work in groups of four and practise the conversation. Ask one or two groups to perform their conversations for the class.

Dialogue work

2 Circle T (True) or F (False) for the sentences below.

Do the first one with the class as the example. Ask students to compare their answers in pairs. Check answers.

Key

1 T 2 T 3 F 4 T 5 T 6 T

Making offers and excuses

29
CD2

3 Listen and repeat.

Play the recording. Ask students to follow in their books and repeat the dialogues.

Audioscript

See SB2, page 105

4 Work in pairs. Invent new dialogues similar to those in exercise 3. Look at the phrases below. Say one of the sentences on the left, then choose the correct phrase on the right.

Ask two students to read the dialogue in the speech bubbles. If necessary, role-play another dialogue with a student. Ask students to work with a partner matching the sentences before they do the dialogues. Monitor them as they work, making sure they are using the correct phrase on the right. Students demonstrate the different dialogues to the class to check.

Key

(1f) Susan's sad. She doesn't want to come out.
I'll phone her.

(2d) Mike's worried about his exams.
I'll talk to him.

- (3a) I'm going to be late!
I'll wait for you then.
- (4e) My scooter won't start.
I'll come and help you fix it.
- (5c) Are you coming to the cinema tomorrow evening?
No, I can't. My aunt will be here tomorrow evening.
- (6b) Do you want to come to the gym?
No thanks. I don't like the gym. I'll be at home this evening.
- (7g) Can you help me with my French homework this evening?
No, I'm sorry. I can't. I'll be at Pete's house. I'm helping him!

5 Work in pairs. Read the situations below and write an offer or an excuse, then discuss your answers with a partner.

Students work in pairs doing the exercise. Ask different pairs to demonstrate their dialogues to check.

Follow up

Ask students to work in pairs to invent new excuses for the suggestions in Exercise 4. Ask some of them to demonstrate their new dialogues to the class.

Vocabulary

Weather

30
CD2

1 Write the numbers of the words in the correct picture, then listen and check.

Read the words aloud with students repeating. Then ask them to match the words and the pictures. Play the recording for students to check their answers. As a way to check with the whole class ask individual students to provide their answers modelled on the text in the speech bubble.

Audioscript **Key**

- | | |
|------------------|-----------|
| a 9 windy | f 8 sunny |
| b 7 rain | g 2 cold |
| c 4 thunderstorm | h 6 foggy |
| d 3 cloudy | i 5 snowy |
| e 1 hot | |

31
CD2

2 Listen and point to the phrases and words on the map.

Read the phrases aloud with students repeating. Play the recording. Ask students to point to the phrases they hear on the map.

Audioscript

on the north coast
in the north
mountains
sea
lakes
on the east coast
hills
in the centre
in the west
town
in the east
city
in the south
on the west coast
on the south coast

Communication

Talking about where places are

3 Work in pairs. Use the map in exercise 2 and talk about these places.

Ask two students to read the dialogue in the speech bubbles. If necessary, roleplay the dialogue with a student. Students do the activity in pairs. Monitor the exchanges. Ask different pairs to demonstrate their dialogues aloud.

Talking about the weather

4 Listen and repeat.

Play the recording. Ask students to listen and repeat. Then put them in pairs to practise the dialogues.

Audioscript

See SB2, page 107

5 Work in pairs. Describe the weather in the places below. Your partner guesses the place.

Do the first one as an example, using the speech bubbles. Ask students to guess which place you are describing. Then put students in pairs to continue the exercise.

Follow up

If possible, get hold of a similar weather map of the world, or cities in Europe, from a daily or weekend newspaper. Copy it for students to use for a similar question and answer activity as in exercise 5 above.

Grammar

Will / won't

1 Look at the dialogue on page 104 and complete the examples.

Ask students to read through the dialogue on page 104 again and fill in the missing words in the examples. Read through the rules with them. Elicit from them when we use *will* or *won't* (for predictions and plans made at the time or speaking) instead of *going to* (when predictions are made, based on present evidence (*It's going to rain* = there are black clouds in the sky so it's clear what is going to happen next) or for intentions.

Key

1 will 2 won't

2 Circle the correct verb form.

Ask students to study the grammar box again and then do the exercise. They can compare answers with a partner before a whole class check.

Key

- | | |
|---------|---------|
| 1 will | 5 won't |
| 2 won't | 6 will |
| 3 will | 7 will |
| 4 won't | 8 won't |

Will

Questions and answers

Read through the examples in the grammar box with the class.

3 Write the answers to these questions. Use the short form.

Read the example with the whole class. Ask students to do the exercise, comparing their answers with a partner before a whole class check. Refer them to the grammar box if necessary. Make sure they use the short forms.

Key

- | | |
|-------------------|-------------------|
| 2 Yes, she will. | 6 Yes, she will. |
| 3 No, he won't. | 7 Yes, he will. |
| 4 Yes, they will. | 8 No, they won't. |
| 5 No, I won't. | |

Might / might not

4 Look at the dialogue on page 104 and complete the examples.

Ask students to fill in the missing words, then read through the dialogue on page 104 again to check. Read through the rules in the grammar box with them.

Key

1 might 2 might not

5 Match the sentence halves.

Do the first one with the whole class. Students work individually matching the sentences. Allow them to check their answers in pairs before a whole class check.

Key

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

6 Complete the sentences with *might* or *might not*.

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

Key

- | | |
|-------------|-------------|
| 1 might | 5 might not |
| 2 might | 6 might |
| 3 might not | 7 might |
| 4 might not | 8 might not |

7 Complete the dialogue with the words below.

Draw students' attention to the words in the box. Students complete the dialogue. Then ask them to practise it with a partner. Ask several pairs to read out their completed dialogues as a way of checking answers.

Key

- | | |
|---------|---------|
| 1 don't | 4 going |
| 2 might | 5 to |
| 3 might | 6 come |

Follow up

Ask students to write down some sentences about their plans for the future. When they have finished, ask them to work in pairs and ask each other questions, e.g. *Will you go to university? (Yes, I will. / No, I won't. / I might.)* Ask several pairs to tell the class about something they have found out about their partner, e.g. *[Name] won't go to college, but he will travel and he might live in another country.*

Ask students to work in pairs and make up more questions about the future to ask other students in the class.



Now do CYBER HOMEWORK 11a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students to look at the pictures and make predictions about what they are going to read. Draw their attention to the fossils, and ask them what significance they think this will have in the theme of the text (ecology/pre-history/environment).



1 Read the text and answer the questions.

Ask students to read the text. Then ask general questions to check comprehension: *What can you see in the photos? Why are there no houses on the cliffs?* Students answer the questions in pairs. Check the answers with the class.

Key

- 1 It's in the south of England.
- 2 Because the cliffs are disappearing.
- 3 They cut into it and the top part of the cliff falls.
- 4 Among the rocks that fall from the cliffs.
- 5 They want to build sea walls.

Listening and speaking



2 a Listen to the weather forecast. Circle the correct weather symbols for each area.

Go through the weather symbols and elicit their meaning from students. Play the recording. Ask students to listen and circle the correct weather symbols. Allow students to check with a partner before checking with the whole class.

Audioscript

And here is the weather forecast for the United Kingdom today.

There is mixed weather over the United Kingdom today. There is some rain in Scotland on the east coast. It is cold and there might be thunderstorms later on. The west coast is cloudy with some rain in certain areas and heavy showers around Glasgow. The north of England looks a bit better. There will be some sun today but also a few showers. Further down, in the centre of England, there might be some fog in places. There will also be some rain but with sunny spells. Cardiff in Wales was the hottest place yesterday – but that's not the way it looks today. Today there's a lot of rain – it might be gone by the afternoon, but right now it is quite heavy. The best place to be today is London! It will be sunny and hot all day. The south of England is also quite hot and will have some sun although there might be some rain this evening which will continue until tomorrow. Enjoy your weekend!!

Key

- 1 Scotland – east coast: B, C, D
- 2 Scotland – west coast: B, D
- 3 North of England: C, D
- 4 Centre of England: B, C, D
- 5 Wales: B
- 6 London: A, C
- 7 South of England: A, B, C

b Look at the map and say what the weather will be like in each of these cities.

Say the names of these cities and ask students to find them on the map: Edinburgh, Glasgow, Manchester, Birmingham, Cardiff, London. Read the speech bubble. Ask students to go over their answers to the previous exercise and, using the speech bubble as a model, say what the weather will be like in these cities.

Key

- 1 In Glasgow it will be foggy and there will be rain.
- 2 In Manchester, it will be cloudy and cold.
- 3 In Birmingham, it will be windy and foggy.
- 4 In Cardiff, it will be windy and cloudy.
- 5 In London, it will be sunny and windy.

Follow up

Students work with a partner and discuss today's weather. What do you think it will be like tomorrow? Elicit some ideas from the class and write them on the board. Then ask students to ask and answer in pairs. Get some pairs to demonstrate their dialogues to the class.

Writing

A message

3 a Read the message and circle all the weather words.

Students work individually finding and circling the weather words. Allow them to check in pairs before checking their answers with the class.

Key

hot, sunny, cold, it rains

b Now write a similar email to a friend who is coming to stay with you for the summer.

This exercise can be completed for homework. Ask students to use the text as a model to write their own emails. Encourage students to use the vocabulary from this unit. They can invent information, too. Ask students to exchange their work in pairs or small groups and read each other's writing.

Culture

Spectacular landscapes

Look at the photos with the class and elicit what they can see in them. Do they know any of these places? Where do they think they are? Ask students to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any words that they don't know.

Read the texts and complete the sentences below.

Students read the texts. Ask general comprehension questions, e.g.: *What does Wave Rock look like? Where's the Skeleton Coast? Why do sailors call it "The Gates of Hell"? What does "Tsingy" mean? What do scientists call this area? Why? In what way is the Chinese landscape different from the others? What do these fields produce?*

Students work in pairs to complete the sentences. Check with the whole class.

Key

- 1 fogs
- 2 blows
- 3 rain
- 4 colour
- 5 "Where you must wear shoes" / rocks
- 6 man / 500 / rice

MORE! Online Action Box

Now ask your students to do the online listening and quiz and to write their text for the journal.



Go to www.cambridge.org/elt/more for extra CULTURE

Extra Reading

Story time



Play the CD and ask students to read the text while they listen. Ask them questions about it, or get stronger students to make up questions to test comprehension. Remember that you may ask them questions in L1 to test comprehension. Example questions:

Why are Nick and Lucy going to Antarctica?

(because the ice is melting and it will flood nearly all the world.)

What's Tech built? (a special submarine)

What do they find under the ice? (Drago's submarine)

What has his submarine got? (a nuclear powered heater)

What did Tech invent? (a special water cannon that turns freezing sea water into liquid ice.)

Who did the detectives finally catch? (Drago)

Ask students to suggest how the story goes on. Put them into groups, and ask them to write a continuation to the story. Imagine that Drago escapes. How did he do it? Ask different groups to read their stories to the class.

Aims and objectives

SB pp. 114–123

In this unit, students will learn:

- if* clauses
- possessive pronouns
- questions with *Whose?*
- words for the beach
- to make suggestions
- to talk about consequences and preferences

WARM UP

Set the context by looking at the photo with the class and asking: *What can you see in the big picture? Who can you see in the small picture?* (Emma, Zach, Sophie and Tom)

35
CD2

1 Listen and read.

Play the recording. Get students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What does the leaflet say? (There is a prize for the best film about your hometown.)

Who has a videocam? (Sophie's brother)

What places are they going to film? (The Brighton Wheel, the beach sports centre, The Pier and the Pavilion, The Basement.)

What is The Basement? (an alternative theatre)

Audioscript

See SB2, page 114

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

Dialogue work

2 Complete the sentences.

Ask students to use the dialogue if necessary, to complete the sentences. Check answers.

Key

- £1,000
- videocam
- The Brighton Wheel
- the beach sports centre
- The Pier and the Pavilion
- The Basement
- Sophie's brothers

Sounds right

36
CD2

3 a Listen. Circle the /ɪ/ sounds and underline the /i:/ sounds.

Say the sounds /i:/ and /ɪ/ and make sure students notice the difference. Then play the recording and get them to do the task. Check answers by asking them to use the words: *What words have the long sound /i:/ and the short sound /ɪ/?*

Audioscript

See SB2, page 115

Key

- /ɪ/: win, it, different, think, things
- /i:/: TV, need, we

37
CD2

b Now listen and repeat.

Play the recording. Ask students to listen and repeat, paying attention to the long and short vowel sounds.

Audioscript

See SB2, page 115

Follow up

Ask students to work in pairs and find more examples of the two sounds in the dialogue.

Making suggestions

38
CD2

4 Listen and repeat.

Play the recording. Ask students to repeat the dialogues. Then put them in pairs to practise the dialogues.

Audioscript

See SB2, page 115

5 Work in pairs. Match the phrases from columns A, B and C and invent dialogues similar to exercise 4.

Choose one of the dialogues and demonstrate it with a strong student. Put students in pairs to make their own dialogues. Ask several pairs to perform their dialogues to the class.

Suggested answers

- A** Let's go to the beach.
B But what if the sun is too hot?
A Then we'll bring an umbrella.
- A** Let's go and visit grandad.
B But what if isn't there?
A Then we'll ring him of course!
- A** Let's go skating.
B But what if the rink is closed?
A The we'll go to the cinema.
- A** Let's use the school computer.
B But what if it doesn't work?
A Then we'll use my brother's.
- A** Let's go camping.
B But what if the weather is bad?
A Then we'll stay in a hotel.
- A** Let's buy this T-shirt for Sue.
B But what if she doesn't like it?
A Then we'll change it.

Vocabulary On the beach

1 Match the photos and the words.

Say each word and ask students to repeat. Then get them to match the words with the photos. Check answers by getting them to use the new vocabulary: *What's the first photo?*

Key

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

Talking about preferences

39
CD2

2 Listen and repeat.

Play the recording and ask students to repeat. Then ask students to work in pairs and repeat each dialogue.

Audioscript

See SB2, page 116

3 Work in pairs. Make conversations like the ones in exercise 2. Use the ideas below.

Draw students' attention to the pairs of words for the conversations. Demonstrate the first item with a student. Then ask students to work in pairs to continue the role play dialogues. Ask several pairs to demonstrate their dialogues to the class.

Follow up

Students can do similar pairwork exercises using their own ideas. Write suggested topics on the board, e.g. *listen to [type of music], play [sport], watch [name of film], go to [somewhere to go out to], etc.*

Communication

Talking about consequences

- 4** Work in groups of four. Use the sentences below and see how many others you can add. Repeat your longest string of sentences to the rest of the class.

Read the example with the whole class. Draw students' attention to the new sentence which will be in the future simple. Ask different groups to do their sentences to the whole class to check.

Talking about preferences

- 5** Work in groups of six. Read the statements on the right, then interview each other. See if the statements are true for your group, then compare your results with the class.

Divide the class into groups of six. Read the statements with the whole class. Each member of the group takes one of the statements and interviews the other members of their group. For example, *Which would you rather do, walk or ride a bike?* They write down the answer and the student's name then assess if the statement is true for their group.

At the end, get each group to read their results to the class and make a note of them on the board to see if the statements are true or not.

Survey

- 6** Read the survey below and write a question for each answer.
How many hours of TV did you watch yesterday?
How many people have mobile phones?
Work in groups of four and ask each other the questions. Complete the survey then compare your answers with the rest of the class.

Read the examples with the whole class. Ask students to write the questions. Have students work in groups of four and ask each other the questions, then complete the survey in the

Student's Book and tell their answers to the rest of the class.

Key

- 1 How many cities did you visit last year?
- 2 How many sports do you play?
- 3 How many text messages did you write yesterday?

Grammar

If clauses (First conditional)

- 1** Put the words in order to make the examples. Check with the dialogue on page 114.

Ask students to put the words in order to make sentences, checking with the dialogue on page 114. Check the answers. Read the rule.

Key

- 1 If you win, we will send it to your local tourist office.
- 2 If we make a video of Brighton, we'll have to include them.

- 2** Match the sentence halves.

Do the first one as an example. Ask students to do the task in pairs. Check with the whole class by asking students to read the complete sentences.

Key

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

- 3** Complete the sentences with the correct form of the verb in brackets.

Ask students to do the task. Check answers.

Key

- | | |
|--------------|-------------|
| 1 will watch | 4 won't win |
| 2 will use | 5 will help |
| 3 need | 6 will be |

4 Circle the correct form to complete the sentences.

Ask students to do the exercise. Check answers.

Key

- 1 don't win / will be
- 2 start / will finish
- 3 can't film / we'll film
- 4 won't lend / we'll use
- 5 won't help / don't ask

Follow up

Stronger students can try to make the positive sentences negative, and vice versa, in exercises 3 and 4.

Possessive pronouns / Questions with *Whose?* (revision)

5 Look at the dialogue on page 114 and complete the sentences.

Ask students to complete the sentences, checking with the dialogue on page 114. Check the answers. Read the rule.

Key

- 1 his 2 mine 3 yours 4 ours

Follow up

Do a quick review of the grammar. Hold up an item from the class, e.g. someone's pen, and using hand gestures, elicit the response, *It's hers.* / *It's his.* / *It's mine.* etc.

6 Circle the correct word.

Ask students to do the task. Allow students to check in pairs before checking with the whole class.

Key

- | | | |
|--------|---------|--------|
| 1 mine | 4 hers | 7 your |
| 2 her | 5 yours | 8 ours |
| 3 my | 6 ours | |

7 Write questions with *Whose?* and answers using possessive pronouns.

Read the example with the class. Ask students to complete the dialogues. Ask them to read out the question and answer as a way of checking.

Key

- 2 Whose are these souvenirs? They are hers.
- 3 Whose are those black and white T-shirts? They're theirs.
- 4 Whose is that camera? It's mine.
- 5 Whose are these green sunhats? They're hers.
- 6 Whose are those photos? They're ours.

➤ Now do CYBER HOMEWORK 12a
www.cambridge.org/elt/more

Skills Reading

WARM UP

Before they read, ask students to look at the pictures and say whether they know anything about these cities. Ask students to open their books at pages 106 or 111 and try to place the cities on the maps. Students can then check their predictions during the reading.

1 Read these extracts from the commentaries of two other videos in the competition, then answer the questions below.

Make sure they understand all the vocabulary and language. Ask students to read the texts. Ask general questions to check comprehension: *What do Bradford and York have in common?* (They are both very old.)

What two tourist resorts are near Bradford?

(Cheddar Gorge caves and Bath)

What are the "City Tours" in York about? (they take place at night and the guide tells you stories about murders and ghosts)

Students answer the questions. Check with the class.

Key

- 1 Bradford on Avon
- 2 York
- 3 Bradford on Avon
- 4 The National Centre for Early Instruments in York
- 5 Bradford on Avon
- 6 Students' own answers

Listening

40
CD2

- 2 Look at the photos and listen to part of a video commentary made by some other friends. Tick (✓) the places they mention.**

Play the recording through. Ask students to check their answers with a partner. Ask them to read their answers aloud to check.

Audioscript

Kate Hi, I'm Kate. Welcome to our town! I want to show you some of the things and places I like here. First of all, my school... It's quite modern and has a good playing field. There are classrooms, science labs and there's a great library with lots of computers. It's one of my favourite places to be!

Now for the places I like in town. The first one is the park with its kids' playground. If you come here in the morning, you will see young children on the swings and slide and the crazy castle. Unfortunately, we're too old to go inside and jump around – it's not ours, it's theirs!

Paul Hi, I'm Paul. I'm going to show you the places that my friend Jack and I like. The first one is the go-kart track where you can drive around very fast. We come here three times a week. We also love the skateboarding park

in West Street. We skateboard a lot too! At the weekends, we sometimes go to the wildlife park just outside town. The animals are incredible! Next we'll show you..... *(fade out)*

Key

- 1 school
- 3 kid's playground
- 5 go-cart track
- 6 skateboarding park
- 8 wildlife park

- 3 Work in small groups of four. Plan a video about where you live and make notes.**

Students work in groups discussing what places in their city they want to talk about. They should think of the reasons for including them and make notes about them. Get the different groups to give the class an outline of what they are planning to do using the language in the speech bubbles.

Writing

A commentary

- 4 Write a short extract for a video commentary about where you live.**

This exercise can be completed for homework. Each group assigns a place they want to include in the video to each member. Students write a short commentary modelled on the example. Each group compiles the commentaries and presents it to the class.

DVD

The Story of the Stones & Farewell!

Ask some questions to recapitulate the story: *Why did Gillian say she wanted to be a part of the team?* (because she said Darkman wanted to kill her too). *Where do the children take Gillian?* (to meet Sunborn) *What animal does Gillian want to be?* (a wolf) *What does she morph into?* (Darkman) *Can the children beat Darkman?* (yes) *Is Darkman dead now?* (yes).

Play the DVD. Ask some general comprehension questions: *What must Sunborn do?* (destroy the stones) *What will happen to the children if she destroys the stones?* (they will no longer morph) *Will they see Sunborn again?* (no) *Is the Lord of Fire dead?* (no) *Will the children forget Sunborn?* (no).

41
CD2

2 Work with a partner and discuss the symbols on the map below. Complete the table, then listen and check.

Students work with a partner discussing the symbols and completing the table. Play the recording for students to check. Check the answers with the whole class.

Watch Episode 6. Complete the sentences with the expressions below, then match the questions and answers.

Students do the task in pairs. Check with the class.

Key

- | | |
|-----------------------|---------------------|
| 1 c believe me | 3 b I'm afraid not. |
| 2 a it doesn't matter | 4 d I'm afraid so |

CLIL Science

Meteorology

WARM UP

Draw students' attention to the Key facts! Ask questions to check that students understand the text: *What is meteorology? What do meteorologists use to provide more accurate weather forecasts?*

1 Match the words to the symbols below, then complete the sentences.

Draw students' attention to the symbols and the words in the box. Explain the meaning of the words if students don't know them. Students match the words to the symbols. Then, they complete the sentences with the help of a partner. Check with the whole class.

Key

- 1 Temperature
- 2 Wind direction
- 3 Air pressure
- 4 Warm Fronts and Cold Fronts
- 5 Humidity

Audioscript

Narrator And the forecast for today, the 20th of July, looks promising. This summer is a bit wet but the weather tomorrow will be hot with a warm front arriving from the south west. There is a lot of wind blowing from the south west today and the north of the country is cloudy and rainy. The temperature is warm but not hot between 15-20 degrees centigrade, rising tomorrow. It is also quite humid- we have a reading of 65%. Have a nice day!!

Key

- 1 summer
- 2 Yes, it is.
- 3 It will be warm and humid.

WEBQUEST

Find out the weather for today and tomorrow in your country or somewhere else in the world by looking at a weather map on the web. Report back to the class.

Encourage students to look up information about the weather in a city either in their country or in a different country on the Internet. Ask individual students to present their results to the class.

➔ **Go to www.cambridge.org/elt/more for extra CLIL**

Check your progress 6

Units 11 and 12

Key

1

- | | |
|----------|----------------|
| 1 cloudy | 4 thunderstorm |
| 2 windy | 5 rain |
| 3 snowy | 6 foggy |

2

- 1 sunglasses
- 2 swimming costume
- 3 bucket and spade
- 4 deckchair
- 5 beach umbrella
- 6 suncream
- 7 sun lounger

3

- 1 might 2 might 3 might not 4 might
5 might not

4

- 1 If it doesn't rain tomorrow, we'll go to the beach.
- 2 If I pass the exams, my parents will be pleased.
- 3 If I break the laptop, my brother will be angry.
- 4 If I come first in the race, I will win the prize.
- 5 If we go to the beach, we will take some suncream.

5

- 1 It's his.
- 2 They're ours.
- 3 It's hers.
- 4 They're theirs.
- 5 It's mine.
- 6 It's theirs.

6

- 1 Will it be
- 2 it won't.
- 3 It will be
- 4 will they do
- 5 They will go
- 6 they will have
- 7 Will you be

7

Students' translations.



Go to www.cambridge.org/elt/more
for **MORE!** training

Workbook 2 Answer KEY

UNIT 1

WB pp. 04–09

Are you new?

Dialogue work

02
CD1

1 Audioscript

- Emma** I met a really nice new boy today – Tom – do you know him?
Jake Tall, with dark hair and glasses?
Emma Yes, that's him.
Jake Well, he was in science class, but he wasn't sitting near me.
Emma He's finding it difficult to meet people.
Jake Is he Australian? He has a bit of an accent.
Emma No, he isn't, but he lived in Brisbane for some years.
Jake What does he like doing?
Emma He played football for his school in Australia and he likes music.
Jake Does he know about the music club on Thursdays?
Emma No, but I explained about it – and the choir.
Jake What about football?
Emma Yes, I asked him to talk to the games teacher about it.
Jake If he joins the clubs and the football team, he's going to meet a lot of people.
Emma Shall I invite him to have lunch in the canteen with us?
Jake Yes, we can introduce him to some of our friends.

Key

1, 5, 11, 7, 13, 9, 15, 3, 4, 10, 6, 8, 14, 16, 2, 12

- 2** 1 What's your favourite colour?
2 What's your favourite day?
3 Where's your favourite place?
4 What's your favourite sport?
5 Who's your favourite musician?

- 3** Students' own answers.

03
CD1

4 Audioscript

- Maria** Mum, what's your favourite place in the house?
Mum I don't know. Not the kitchen, anyway. The garden, I think.
Maria What's your favourite place, Dad?

- Dad** At home? My office, that's where I can be quiet. The living room is always full of people.
Maria Sam, what's your favourite place in the house?
Sam The living room is nice, that's where the TV is, but I think my bedroom is my favourite – my computer's there.
Maria What's your favourite place in the house, Liz?
Liz I can ride my bike in the garden and I can play in my bedroom but, I like the living room best – I love TV.
Maria And you, Pete, what's your favourite place in the house?
Pete The kitchen – that's where the food is!

Key

1 Sam 2 Liz 3 Pete 4 Mum 5 Dad

Vocabulary and Communication

- 1** 2 Mary is a member of the photography club. She takes photos on Mondays.
3 Stuart is a member of the cooking club. He cooks on Tuesdays.
4 Ian is a member of the pottery club. He does pottery on Thursdays.
5 Alan is a member of the football club. He plays football on Fridays.
6 Kelly is a member of the riding club. She rides on Saturdays.
- 2** 1 football
2 seven
3 Yes, you can.
4 Yes, you can.
5 Drama and choir
6 Music and choir

Grammar

- 1** 1 The weather was really good.
2 There were a lot of people in the park.
3 Children played in the pool.
4 Families walked along the paths by the flowers.
5 A group of teenagers kicked a ball around.
6 Everything was calm because it was hot.
7 People enjoyed the sun in the park.
8 Then, it suddenly started to rain!

2 1 A 2 C 3 C 4 B 5 C 6 C 7 B 8 A 9 B

- 3**
- 1 joined
 - 2 visited
 - 3 talked
 - 4 remembered
 - 5 played
 - 6 lived
 - 7 asked
 - 8 loved
 - 9 explained
 - 10 invited



4 Audioscript

Speaker Jenny studied French on Friday evening.
 Then she decided to go out with Tom.
 They watched a DVD.
 They danced until 11 o'clock.
 Tom called a taxi.
 They waited a long time.
 She phoned her parents.
 Tom walked home with her.
 She arrived home late.

5

/t/	/d/	/ɪd/
watched	studied	decided
danced	called	waited
walked	phoned	
	arrived	

6

(1) The children were asleep.	No, it isn't (4)	She was at home, in bed. (5)
(2) Paul likes meat.	No, they aren't (3)	They want pizza. (6)
(3) The DVD's are on the shelf.	No, he doesn't (2)	I think it's interesting. (4)
(4) That book is really boring.	No, they don't (6)	They were watching TV. (1)
(5) Sarah was at school.	No, she wasn't (5)	They're in the cupboard. (3)
(6) The girls want salads.	No, they weren't (1)	He only eats vegetables. (2)
(7) The boys aren't at home.	Yes, he is (10)	There's an email from her now. (12)
(8) The children don't eat fruit.	Yes, they are (7)	He was sitting behind you. (9)
(9) Steve wasn't in class.	Yes, she does (12)	He's in the garden. (10)
(10) Dad isn't here!	Yes, they do (8)	They were sitting in the front row. (11)
(11) My parents weren't at the show.	Yes, he was (9)	They're in John's bedroom. (7)
(12) Mary never writes to us.	Yes, they were (11)	They have bananas every day. (8)

- 7**
- 1 No, they aren't. They are funny.
 - 2 No, he doesn't. He collects old records.
 - 3 Yes, she was. She was asleep in bed.
 - 4 No, they don't. They play basketball.

Skills

05
CD1

1 Audioscript

Mike Hi, I'm Mike. I'm a member of the school cookery club. I joined because I want to be a famous chef. I want to go to cookery college after school and then work in a restaurant. I want to have my own restaurant and write books about cooking. Then, I can be famous – and rich! There are a lot of girls in the cookery club, but also some boys. We boys are really serious about learning to cook. We want to learn about other food in the world so we can start our own restaurants with international cuisine. Last month, the teacher suggested inviting people to talk to us about food in their countries. The first speaker was French. She showed us a sweet French bread called 'brioche'. It's similar to bread but has eggs, buttermilk and sometimes fruit in it. Brioche is a very old type of bread – you can find it in very old cookery books. When she finished her talk, we asked her a lot of questions and then we tried some brioche. It was delicious!

Key

- 1 He's a member of the cookery club.
- 2 He wants to be a famous chef.
- 3 He wants to write books about cooking.
- 4 Because they want to start their own international restaurants.
- 5 She was French.
- 6 It's a special French bread.
- 7 No, it isn't.
- 8 Yes, he does.

2 1 F 2 F 3 T 4 T 5 T 6 F

06
CD1

3 Audioscript

Lucy My favourite activity is quite unusual. I'm a member of the local History club. It meets every Monday at the local library. We choose a different building in the town each week and we research its history. Last week, we were at the local shopping centre. We wanted to discover the year it opened and what was there before it. I asked my grandad because his father's shop was in the road where the shopping centre is now. He talked to me about all the different shops that were there 40 years ago. My friend visited the local newspaper and read old newspapers

to get information about when it opened. Other members talked to people at the council offices. Yesterday, we all reported back. It was really interesting. We want to put up an exhibition in the shopping centre with all the information and maybe some old photos.

Key

- 1 Mondays
 - 2 local shopping centre
 - 3 grandfather
 - 4 shop / road
 - 5 40
 - 6 newspaper
 - 7 old newspapers
 - 8 the shopping centre
- 4 1 a – Martial Arts club
2 c – Environmental club
3 e – Drum club
- 5 Students' own answers.

UNIT 2

WB pp. 10–17

Time travel!

Dialogue work

07
CD1

1 Audioscript

- Tom** Where were you last night?
Peter I was at the cinema with Joe.
Tom What was the film?
Peter It was about time travel.
Tom Was it good?
Peter Yes, it was really funny. I laughed a lot.
Tom Funny? Time travel? I thought it was a science-fiction film.
Peter Yes, it was, but funny! It was about a boy who went to sleep 200 years ago and woke up in the 21st century.
Tom Why was that funny?
Peter Well, he had to discover how to do the simplest things – like using a telephone. It was very funny when he tried to ride a bicycle. He had no idea what to do!
Tom It doesn't sound very funny to me. It sounds a bit sad.

Peter Well, I suppose some of it was – he talked about his life and his family, and that was sad because he missed them and there was no way for him to return to his time. But he made some good friends and they helped him a lot. In the end, he understood our way of life and then he was happy. Would you like to see the film?

Tom I don't know, maybe.

Peter Well, it's on until Saturday.

Key

1 F 2 F 3 T 4 T 5 F 6 F 7 T 8 T

2 (Possible answers)

- 1 funny
- 2 interesting
- 3 exciting
- 4 awful
- 5 boring
- 6 great/brilliant

08
CD1

3 Audioscript

Jo What was the concert like?

Anna Mmm. Some of it was good.

Jo Were there a lot of people there?

Anna Yes, there was a huge crowd. It was impossible to dance.

Jo Was the band good?

Anna There were two bands – the first one was awful, but the second one was great.

Jo What were the singers like?

Anna The second one was brilliant.

Jo Did you stay until the end?

Anna No, we left early because Dad came to take us home.

3, 5, 1, 9, 7, 2, 8, 6, 10, 4

Vocabulary and Communication

- 1 1 horror films
- 2 nature programmes
- 3 the news
- 4 crime series
- 5 cartoons
- 6 quiz shows / game shows
- 7 music show
- 8 sports show
- 9 documentaries
- 10 romantic comedies

- 2 1 programme
- 2 series
- 3 drama
- 4 fashion
- 5 hair
- 6 film
- 7 serious
- 8 comedies

Grammar

1 1 went 2 was 3 sat 4 wrote 5 made 6 told

2 1 do 2 get 3 have 4 run 5 think 6 meet
7 leave 8 go 9 find 10 come

3 1 came 2 had 3 did 4 left / went 5 met
6 thought / found 7 ran / got

4 1 lived 2 lives 3 went 4 weren't 5 did
6 wrote 7 loves 8 uses

5 2 had 3 rode 4 met 5 bought 6 wore
7 listened 8 went

6 1 read 2 said 3 had 4 told 5 saw 6 came
7 stopped 8 went 9 was 10 sat 11 looked
12 saw 13 was 14 was 15 lived

7 1 Another man said he went in a spaceship.
2 The aliens were tall and thin and had big eyes.
3 The aliens took him to visit their planet.
4 They showed him their houses.
5 The houses flew through the air.

Skills

1 1 F 2 T 3 T 4 T 5 F 6 T 7 F 8 T

09
CD1

2 Audioscript

Gran Jack, what are you watching? Is it *Doctor Who*?

Jack Yes, Gran. It's a DVD. How did you know it was *Doctor Who*?

Gran I remember the music. It was on TV when I was a child. Is it the same doctor? No, of course it can't be. Are there any Daleks?

Jack No, this is a new series. What are Daleks?

Gran They were the first of the Doctor's alien enemies.

Jack Really? There were no aliens before them?

- Gran** No, I remember the first story. It was about two teachers.
- Jack** What happened?
- Gran** They went to visit a student. Her name was Susan, I think. And she lived in a police box. When they went into the box, they met her grandad, a very strange man.
- Jack** And?
- Gran** Well, he was scared that the teachers were going to tell the police about his secret police box so he switched on The Tardis – the time machine. And they found themselves going back thousands of years to The Stone Age.
- Jack** Was it dangerous?
- Gran** Yes, they had lots of different adventures but they managed to get back to The Tardis and escape.
- Jack** Where to?
- Gran** Ah, you'll have to watch the first series to find out.

Key

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

10
CD1

3 Audioscript

- Speaker** The Daleks were the most famous enemies of The Doctor. The writers of the show wanted aliens but they didn't want the usual little green men. So the designers invented The Daleks. They looked like rubbish bins, upside down. They had strange thin arms and moved around on wheels. The Daleks appeared in the second series in 1963 and they became children's toys. They had strange, metallic voices and their phrase 'Exterminate, exterminate' was part of television history.

Key

1 were 2 didn't 3 invented 4 had 5 became 6 was

- 4** 1 spaceship
2 a space station
3 green
4 planet
5 white
6 the drink
7 their

- 5** Students' own answers.

Learning to learn (Units 1 and 2)

- 1 Vowel change** began, broke, bought, came, dug, did, drove, fell, found, forgot, got, got up, gave, held, knew, met, rang, ran, saw, sang, sat, woke, won, wrote

Different form went

Change of consonant left, lost, spoke, stood, stole, took, took off, told, built, flew, had, made, said, slept, heard

No change cut, hit, put, read,

Ending in -ought/-aught fought, taught, thought

- 2** 1 bought
2 forgot
3 fell
4 made / came
5 left / slept

Exam skills 1

1 B 2 C 3 B 4 C 5 B 6 A

UNIT 3

WB pp. 18–23

I didn't see you at the disco

Dialogue work

11
CD1

1 Audioscript

- Kate** Hi, Tom! What are you doing for the holiday weekend?
- Tom** Hi, Kate. Mum wants to go to Paris on Eurostar.
- Kate** Great! We went to Paris last year.
- Tom** Who did you go with?
- Kate** Just me and my Mum.
- Tom** How did you go? Did you fly?
- Kate** Yes, we flew direct to Paris.
- Tom** How long were you there?
- Kate** A week – well five days in Paris and then we went to Marseilles.
- Tom** What did you do?
- Kate** We did all the tourist things – you know – we climbed up to the top of The Eiffel Tower, we saw the Mona Lisa painting in The Louvre museum, we went shopping.
- Tom** What did you buy?
- Kate** Nothing, everything was very expensive.
- Tom** Did you stay in a hotel?

Kate Yes, it was very small, but very good. The food was fantastic!

Tom Can you give me the address? We don't know where to stay.

Kate Yes, of course. I'll text it to you.

Key

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

- 2** 1 Susan / Wales
2 Jan / Len / Paris / London
3 Susan
4 Jan / Len
5 Jan / Len

Vocabulary and Communication

- 1** 1 bike
2 plane
3 scooter
4 ferry
5 bus
6 tram
7 train
8 taxi
9 coach
10 tube

12
CD1

2a Audioscript

Speaker Seeing you smile makes me so happy,
Staying up late makes me so sleepy,
Missing my breakfast makes me so hungry,
Waiting for hours makes me so angry.

Key

1 happy 2 sleepy 3 hungry 4 angry

2b 1 hungry 2 excited 3 tired 4 bored 5 happy

- 3a** 1 Where did Fiona go last year?
2 Who did she stay with?
3 How did she get there?
4 Did she have a good time?
5 What did she do?

13
CD1

3b Audioscript

Fiona My parents went to the USA on business last year. I stayed with my Aunt Betty on her farm in the country. It took three hours to get there by

coach. I had a great time with my cousins. We rode horses and we went swimming in the river near the farm. The water was cold but it was fun. Aunt Betty is a fantastic cook and I ate a lot.

Key

- 1 She went to her aunt's farm.
2 She stayed with her aunt Betty. / She went to the USA.
3 She got there by coach.
4 Yes, she did.
5 She rode horses, went swimming in the river and ate a lot.

Grammar

- 1** 2 She didn't go with her sister. She went with her mother.
3 She wasn't there for a month. She was there for five days.
4 She didn't climb to the top of The Empire State Building. She climbed the Eiffel Tower.
5 She didn't see a show. She saw a film.
6 She didn't buy a dress. She bought a T-shirt.
7 She didn't stay with a friend. She stayed in a hotel.

- 2** 1 Tom didn't do his French homework.
2 Tom didn't tidy his bedroom.
3 Tom didn't visit his grandmother.
4 Tom didn't help his dad.
5 Tom didn't take the dog for a walk.
6 Tom didn't go to bed early.

3 Students' own answers.

- 4** 1 Did – they did
2 Did – she didn't
3 Did – she did
4 Did – she didn't
5 Did – he did

- 5** 1 Why 6 What
2 Where 7 What
3 How 8 How old
4 How long 9 When
5 Who

- 6 1 Can I ask you – did you enjoy your time in England?
 2 When did you get there?
 3 Where did you stay?
 4 Did you have any problems?
 5 Why did you have to get up early?
 6 How long did your make-up take?

Skills

- 1 1 In three days, two nights
 2 Cusco
 3 No, there's a small extra charge.
 4 Three
 5 No, they don't.
 6 Yes, you do.

14

CD1

2 Audioscript

- Rachel** Harry, did you go to Machu Picchu a couple of years ago?
Harry Yes, three years ago. My Dad was in Peru near Machu Picchu and we went to visit him.
Rachel Did you go on a tour?
Harry Yes, it's the best way. It's almost impossible to go there alone and, anyway, we didn't speak Spanish, so we needed a guide who spoke English.
Rachel What was Machu Picchu like?
Harry It was amazing – lots of stone buildings and the guides tell you about the Incas who lived there in the 15th century. The temple is at the top of a mountain.
Rachel Is it very high?
Harry Yes, about two and a half thousand metres above sea level. It's so high that some people have problems breathing and they get headaches.
Rachel Did you have any problems?
Harry No, because we rested in Cusco, a city nearby, for the first day and got used to the thin air. We also drank some of their special tea.
Rachel What was your favourite thing about the trip?
Harry I think it was the surprise I got when we left the train and we couldn't see Machu Picchu - just the sides of the mountain. We took a little bus up the side of the mountain and suddenly the city was there!
Rachel It sounds wonderful. Would you like to go again?
Harry Yes, but next time I don't want to take the train, I want to do the four-day hike along the Inca path!

Key

- 1 Three years ago.
 2 In Peru.
 3 Yes, he did.
 4 No, he doesn't.
 5 In the 15th century.
 6 Yes, two and a half thousand metres above sea level.
 7 No, he didn't.
 8 By bus.
 9 Yes, he does.

- 3 1 T 2 F 3 F 4 T 5 F 6 T

15

CD1

4 Audioscript

- Leo** Hi Jesse, you're back! How did your holiday go?
Jesse Hi there, Leo. It was awful.
Leo What? Why? Where did you go?
Jesse We went to that place you went to last year. Boy, what a disaster!
Leo Really? We liked it. I thought it was a great place. I had a great time there.
Jesse But what about all those things the brochure promised?
Leo Well, the beach was beautiful, and that waterfall ...
Jesse I'm sure the waterfall's beautiful but we didn't get there. The path was terrible. And the beach, well, it was full of rubbish.
Leo Oh dear! But what about the dolphins? They're amazing!
Jesse Hmm, I'm sure they are but we never saw one. We swam out to see them three times but there weren't any dolphins, not a single one.
Leo Well, did you like the food?
Jesse Umm, yes, I suppose the food was OK. But it was the same fish every meal, never anything different. I didn't eat much.
Leo Did you like the beach hut?
Jesse Oh that! No way! Mum and Julie liked it. But I thought it was cold.
Leo So, was it a total disaster then?
Jesse Well, no, not completely. The surfing was fun one day, and I loved the diving.
Leo Well, I'm glad there was something you liked!
Jesse Yes, but I don't want to go again.

Key

- 1 didn't have
- 2 went
- 3 didn't visit
- 4 didn't swim
- 5 didn't eat
- 6 didn't sleep
- 7 enjoyed
- 8 doesn't want

5 Students' own answers.

UNIT 4

WB pp. 24–31

He's cooler than you

Dialogue work

1 Audioscript

- James** Hey, Tina. Did you see that documentary on TV last night?
- Tina** Which one? What was it about?
- James** Queen.
- Tina** Which queen? Queen Elizabeth?
- James** No, the English rock group from the 1970's.
- Tina** I don't really like rock music. I prefer pop music like Justin Bieber or One Direction.
- James** Oh no! I think they're terrible. Rock is better than pop. Queen's music is brilliant. They made eighteen very successful albums and eighteen singles which went to number one.
- Tina** Wow! That's a lot!
- James** And their singer, Freddy Mercury, was fantastic. He had an amazing voice.
- Tina** I prefer more modern music.

Key

1 T 2 T 3 F 4 F 5 F

2 1 like 2 think 3 more 4 prefer 5 love
6 prefer 7 don't

- 3 2 **A** Do you like basketball, Theo?
B No, I don't. I prefer football.
- 3 **A** Do you like History, Theo?
B No, I don't. I prefer Maths.
- 4 **A** Do you like Science, Theo?
B No, I don't. I prefer Art.

Vocabulary and Communication

- 1 1 funny
2 attractive
3 nice
4 friendly
5 intelligent
6 interesting
7 beautiful
- 2 2 deeper
3 darker
4 more exciting
5 more dangerous
6 worse
7 more terrible
8 faster

Grammar

1

+ er	y + ier	Double letter + er	irregular
darker	happier	sadder	better
colder	sleepier		worse
older	noisier		
longer	sunnier		

- 2 1 Yesterday was sunnier than today.
2 Today is windier than yesterday.
3 Yesterday was hotter than today.
4 My sister is prettier than me.
5 Her hair is darker than my hair.
6 My brother is taller than me.
7 She is bigger than me.
8 He is better than me at Maths.

- 3 1 more beautiful
2 more expensive
3 more difficult
4 more interesting
5 more exciting

- 4 1 Was Susan happier today or yesterday?
2 Mary's smartphone is more expensive than my mobile.
3 The cartoon today was funnier than yesterday.
4 Is your spelling worse than my spelling?
5 February is often more rainy than July.
6 Are girls with glasses more intelligent?

- 5** 1 Fred isn't as tall as Andy.
2 Andy isn't as athletic as Fred.
3 Fred isn't as big as Andy.
4 Andy's car is as fast as Fred's car.
5 Andy's car isn't as expensive as Fred's car.
6 Andy's car isn't as new as Fred's car.

- 6** 1 old
2 curlier
3 good
4 more athletic
5 better
6 faster

Skills

- 1** 1 On the last day of his trip.
2 It had three.
3 No, they aren't.
4 They can run up to 120 kilometres an hour.
5 They saw a lot of giraffes.
6 It can be five or six metres tall.
7 Yes, they do.
8 On his phone.

- 2** Students' own answers.

- 3** 1 Superman
2 Superman
3 Batman
4 Batman
5 Superman
6 Superman

17
CD1

4 Audioscript

- Ted** I like the first one. He looks more intelligent than the others and friendlier. I like his blond hair and smile.
- Carol** Hmm, maybe ... I don't think he's as interesting as the second one. He's handsome and taller than the first one ...
- Ted** You can't have a hero with curly hair! No way! I think the first one looks stronger and our superhero needs lots of strength!!!
- Carol** Well, OK! What about the third one?
- Ted** Actually, he's not bad. He's looks stronger than the others.

- Carol** OK, let's choose him! What about the super heroine, Moira?
- Ted** Well, I think she should be tall with long, curly hair. Here are the sketches.
- Carol** Hmm, the middle one is good but she's more serious than the others. And she's so tall ...
- Ted** Yes, I agree, I don't like that one. The third girl isn't as tall as her but she hasn't got curly hair.
- Carol** Actually, I think Moira should be a bit shorter with curly hair. The first one is nice.
- Ted** Yes, actually, she looks interesting. Let's choose her.
- Carol** OK!

Key

Super Hero: 3
Super Heroine: 1

- 5** Students' own answers.

Learning to learn (Units 3 and 4)

- 1** Letter A – the person is excited because they went to Prague and it was amazing.
Letter B – the person is exhausted because they went to London and caught a cold.

2

	Text A	Text B
Names	Simon	Ellen
Places visited	Prague - Charles Bridge, Prague Castle, the National Museum	London – Leicester Square, Big Ben
Positive things	lots of interesting places to visit	an exciting city
Negative things	a bit cold and rainy	cold, rainy, dark



Exam skills 2

2 Audioscript

A

David Hello, Blue Lagoon Travel agency? How can I help you?

Sue Hello. Is that David?

David Yes, it is.

Sue Hi, this is Sue Radcliffe. I came in yesterday to ask about holidays. I spoke to my friend last night and we decided we want to book two weeks in America – to go to New York.

David Oh, hello Sue. OK. You want to go to New York. That's fine. Let me get the booking form and we can complete it over the phone ... here we are. Your name is Radcliffe – that's R A D C L I F F E?

Sue Yes, that's correct. R A D C L I F F E.

David And how many people are going?

Sue Me and a friend.

David What's your friend's name?

Sue Sarah White.

David OK ... two people, so you want two flights from London to New York. When do you want to go?

Sue For two weeks in August – the 14th to the 28th if possible.

David OK. Let me see – there's quite a lot of flights around that time. It's probably better if you come into the agency and we can look at them together.

Sue That's fine. Can you give me an approximate price for the flights and accommodation?

David Well, with the special offer we have on at the moment for New York – there's a discount of 10% if you book this week – two people would be about £800. How does that sound?

Sue It sounds great! I'll come in to see you tomorrow morning.

David OK! See you then. Bye!

Sue Bye!

B

Gran 278 9943?

Boy Hi Gran. It's Jamie.

Gran Hello, Jamie.

Boy Gran, do you remember that hotel you stayed in in Oxford two or three weeks ago?

Gran Yes.

Boy Well, I'm going there next weekend. Can you tell me the name?

Gran Hmm. Let me see. I think I've got the brochure here somewhere. Yes. Here it is. It's The Griffith.

Boy Can you spell that please?

Gran Yes – G R I F F I T H.

Boy OK, The Griffith.

And the address is 124, London Road.

Boy 124, London Road. OK.

Gran And the telephone number is 01865 763 double 205.

Boy 01865 763 double 205. Great. Thanks, Gran – how much did you pay?

Gran It was £40 per night, including breakfast.

Boy Not bad. OK, Gran – thanks a lot.

Gran That's OK, Jamie – bye!

- A**
- 1 Radcliffe
 - 2 two
 - 3 New York
 - 4 14th
 - 5 28th August
 - 6 £ 800

- B**
- 1 Griffith
 - 2 124
 - 3 01865 7632205
 - 4 £40
 - 5 breakfast



3 Audioscript

A

Speaker Please will Mike Botting go to Departure Gate 12 immediately where Flight 203 to Washington is ready to leave. That's Mike Botting to Departure Gate 12 immediately where Flight 203 to Washington is about to leave.

B

Boy Excuse me?

Man Yes, hello. Can I help you?

Boy Yes. Erm, my friend and I want to eat at an Indian restaurant tonight. Are there any good ones here in Oxford? And not too far from the hotel?

Man Just a minute. I've got some information here. Well, there are two good ones I know. One is the Rajah – that's R A J A H.

Boy R A J A H. Uh huh.

Man And it's in Bridge Street, next to the Plaza cinema.

Boy Bridge Street, next to the cinema. Great.

Man And the other one is the Taj Mahal – it's nice, it's near the bus station. Oh – but it closes at a quarter to eleven.

Boy That's OK – we want to eat now.

Man OK. Well, I hope you have a nice meal.

Boy Thanks a lot.

Man You're welcome.

- A** 1 203
2 12

- B** 1 Rajah
2 cinema
3 bus station
4 10.45 pm

UNIT 5

WB pp. 32–37

You have to tidy up the house!

Dialogue work

1 Audioscript

- Leah** What are you going to do when you leave school, Nate?
Nate I'm going to be a journalist.
Leah So what do you have to study?
Nate I'm not sure. I'm going to start by keeping a diary and reading the newspaper every day.
Leah Why don't you help with the school magazine?
Nate Yes, that's a good idea. And I'm going to start my own blog.
Leah What are you going to blog about?
Nate Oh, my life, what's happening at school. That sort of thing. And sports, of course.
Leah And when you leave school – are you going to do a special course?
Nate Well, first I have to study hard to get good results in my exams. Then I can think about what I'm going to do at college or university.
Leah What kind of journalism do you want to do?
Nate I think I'd like to be a sports journalist and maybe work on TV. I could get to watch the World Cup there and not on television!!
Leah Do you have to be good at sports to be a sports journalist?
Nate I don't think so. I hope not, because I'm not good at sports.

Key

- 1 He wants to be a journalist.
- 2 He's going to start a blog.
- 3 He's going to help with the school magazine.
- 4 Sports journalism.
- 5 No, he isn't.

- 2** The Smiths are going to visit New York. They are going to see the Statue of Liberty.
 Frank is going to visit Rome. He's going to see the Colosseum.
 Susan is going to visit Berlin. She's going to see the Brandenburg Gate.
 Mandy is going to visit London. She's going to see Big Ben.

Vocabulary and Communication

- 1**
- 1 tidy your room
 - 2 go shopping
 - 3 do the ironing
 - 4 take the rubbish out
 - 5 do the dusting
 - 6 do the hoovering
 - 7 do the washing-up
 - 8 cook dinner
 - 9 make the bed

- 2** Students' own answers.

Grammar

- 1**
- a) 1 No, she isn't. She's going shopping for party food on Saturday.
2 Yes, she is.
3 Yes, she is.
4 No, she isn't.
 - b) 1 She's going to buy new jeans and a T-shirt.
2 She's going to have a party at home on Saturday.
3 She's going to help her mum.
4 She's going to meet the girls at the shopping centre.
 - c) 1 is going to meet Joe at the youth club.
2 she's going to visit her grandad with her mum.
3 she's going to tidy her room and help her mum.
4 she's going to sleep.
 - d) 1 is going to
2 isn't going to
3 is she going to / She is going to buy new jeans and a T-shirt.
4 is she going / She is going to meet Joe on Monday evening.
5 isn't going to

- 2** 1 They have to clean the floor.
 2 They have to collect the rubbish.
 3 They have to put out the rubbish.
 4 They have to tidy the desks.
 5 They have to clean the board.
 6 They have to put the books on the shelves.
 7 They have to close the windows.
 8 They have to dust the shelves.

- 3** 1 She has to tidy her room.
 2 She has to put her clothes away.
 3 She doesn't have to do the ironing.
 4 She has to do the washing-up.
 5 She doesn't have to make tea.

- 4** 1 have to
 2 doesn't have to
 3 Does/have
 4 have to
 5 don't have to

Skills

- 1** 1 He's in Edinburgh.
 2 He's making a horror film.
 3 Because Tom doesn't believe anything he says.
 4 He is going to give the photograph to Lisa.

21
CD1

2 Audioscript

- Roland** Hi, Tom! Did you get my text about the party?
Tom Yes, I did.
Roland But you're going to Scotland next weekend. Is that correct?
Tom Yes, we're going to visit my aunt and uncle. I have to go.
Roland Why do you have to go?
Tom There's a big family party.
Roland Who's going to be there?
Tom All my relatives. It's not going to be much fun but never mind!
Roland I'm sure it's going to be fine. It's a shame you can't come to the party though. We're going to have fun!!

Key

5, 7, 1, 3, 9, 6, 4, 8, 2

22
CD1

4 Audioscript

- Receptionist** Thameside Hostel, how can I help you?
Soninha Oh, hello. I'm going to be in London from August the 15th to the 20th and I want some information about the hostel. Do I have to be a member to stay with you?

Receptionist No, you don't, but if you are a member, it is cheaper.

Soninha What kind of rooms do you have?

Receptionist There are different types of rooms. There are dormitories where you share with other girls. But, there are also single rooms if you want - some have en suite bathrooms - they're more expensive, of course.

Soninha What do I have to bring? A towel? Sheets?

Receptionist Only a towel. We give you sheets and pillows.

Soninha Do I have to help around the hostel?

Receptionist No, not any more - that was in the past. It was one of the ways to keep the price down. We have staff who do all the cleaning and washing-up so you can just enjoy yourself. There are no time rules either. You can stay out as late as you like!

Key

1 No 2 Yes 3 Yes 4 No 5 No 6 No

5 Students' own answers.

UNIT 6

WB pp. 38–45

You must finish your homework

Dialogue work

23
CD1

1 Audioscript

- Sean** Va-a-a!
- Valerie** What's the matter, Sean?
- Sean** I can't do this Maths problem. It's impossible. I'm trying different ways, but I always get stuck. You're good at Maths. Can you help?
- Valerie** Let me see. Mm. Did you read the question carefully? You know you sometimes read things very quickly and then you don't understand correctly.
- Sean** Yes, I read the question slowly and carefully – three times!
- Valerie** OK. Did you add all these numbers together?
- Sean** Yes, and then I divided the total by six.
- Valerie** Yes, that's right. What about this part of the question?
- Sean** What part of the question?
- Valerie** Here on the next page.
- Sean** What? I didn't see that!
- Valerie** You really must learn to read all the questions before you start.
- Sean** Ah! Now I get it – I can do it easily now.
- Valerie** Good! And I can get on with my French homework – I must finish it tonight, I've got French first class tomorrow.
- Sean** Thanks for helping me.
- Valerie** Any time – but please read the questions carefully before you ask for help again!

Key

1 T 2 T 3 F 4 T 5 F

24
CD1

2 Audioscript

Repeat Track 23

Key

- | | |
|-------------|--------------|
| 1 can't | 7 numbers |
| 2 good | 8 must |
| 3 carefully | 9 easily |
| 4 quickly | 10 must |
| 5 slowly | 11 carefully |
| 6 carefully | |

3 Students' own answers.

Vocabulary and Communication

- 1**
- 1 French/English
 - 2 Science
 - 3 Geography
 - 4 Music
 - 5 Art
 - 6 Physical Education (PE)
 - 7 History
 - 8 Maths
 - 9 Information Technology (IT)
 - 10 Design and Technology
- 2**
- 1 translator
 - 2 accountant
 - 3 architect
 - 4 journalist
 - 5 computer programmer
 - 6 vet

/ʌ/ /u:/

25
CD1

3 Audioscript

Speaker must do much
through Monday Sunday

Key

do, through

Grammar

1 (Possible answers)

- 1 To be healthy you must eat a lot of fruit / vegetables / white meat and fish.
- 2 To be healthy you mustn't eat a lot of fried food (chips, etc.) / sweets.
- 3 To be healthy you must get a lot of exercise / sleep.

- 2**
- 1 You mustn't play loud music.
 - 2 You must report any problems to the manager.
 - 3 You mustn't play games in the corridor.
 - 4 You must lock the front door.

- 3**
- 1 happily
 - 2 well
 - 3 easy
 - 4 polite
 - 5 rudely

- 4 1 well
2 perfectly
3 quickly
4 slowly
5 badly
6 easily
7 carefully

- 5 1 loudly 11 quiet
2 quickly 12 Quick
3 sad 13 carefully
4 fast 14 quietly
5 angry 15 angrily
6 well 16 slow
7 fast 17 sadly
8 careful 18 loud
9 slowly 19 easy
10 fast / easily

Skills

- 1 1 Because he knew a lot of children who didn't get any education because of the floods.
2 To make a school that stays above the water, on a boat.
3 The first school boat started in 2002.
4 There are almost a hundred boats.
5 They function six days a week.
6 They have about thirty children each.
7 Yes, they can.

26

CD1

2 Audioscript

Interviewer Do you like school, Rupa?
Rupa Yes, I go to school every day now – every week – every month. I like school.

Interviewer What happened before?
Rupa Well it rains here all the time between June to October. So before we had the school boats, it was difficult. I often didn't go to school. Now, the school boat comes to get me every day and I have lessons on the river. Classes are three hours long so I must study hard during that time then the boat brings me back and I help my family at home.

Interviewer What's your favourite subject?
Rupa I love Music and I like Information Technology. I haven't got a computer at home but the boat comes to my house first so while we are going along the

river, I surf the web. One day, I want to work with computers.

Interviewer That sounds a good idea! Good luck with your studies.

Key

1 F 2 T 3 T 4 F 5 T 6 T

27

CD1

3 Audioscript

Mike Hi, Sam, how's your history project going?

Sam It's almost finished. I talked to a lot of people and now I must decide which to include in my report.

Mike What did you do?

Sam Well, I just asked people to talk about their best memories of primary school and recorded their answers on my mobile. Now I have to write out what they said.

Mike Who gave you the best answers?

Sam My grandad, my mother and my big brother, I think. They all went to very different primary schools.

Mike Oh?

Sam My grandad went to a small primary school in a country village. Mum's school was artistic with a lot of lessons of Art and Music. My brother went to the same school as I did, here in London.

Mike So their memories are different. What did they say?

Sam Yes, they were different but you must wait to see my final report if you want to know what they said.

Key

- 1 He talked to people about their memories of primary school.
- 2 He recorded the answers on his mobile.
- 3 His grandmother, his mother and his big brother.
- 4 His grandfather went to primary school in a small country village.
- 5 He must wait to see the final report.

- 4 1 Sam's grandad
2 Queen Elizabeth and her husband
3 Sam's mother
4 Queen Elizabeth
5 Sam's mother
6 Sam's brother

- 5 Students' own answers.

Learning to learn (Units 5 and 6)

- 1 A is formal;
B is informal.
- 2 Formal: *Dear Sir/Madam, Please could you send me information..., Yours faithfully...*
Informal: Dear Simon, Hi! How are you?, – that's great, – I love it!, See you soon, Love
- 3 Students' own answers.

Exam skills 3

Completing a dialogue

- 1 1 B 2 A 3 B 4 A
- 2 Students' own answers.

UNIT 7

WB pp. 46–51

I'm going cycling on Saturday

Dialogue work

28
CD1

1 Audioscript

- Alan** What are you doing on Saturday, Joe?
Joe Not much. I'm going to a school party in the evening, that's all. Why? Are you doing something interesting?
Alan The sports centre is having a *Give it a Go* Day.
Joe A what day?
Alan Give it a go! It means you can try out sports you don't usually do.
Joe That sounds fun! What kind of thing?
Alan They're having kickboxing classes and indoor climbing. I'm going to do karate in the morning. Would you like to come?
Joe Yeah, but I'm not doing karate.
Alan Then how about skating?
Joe Is it on ice?
Alan No, there isn't an ice rink but they're giving roller-skating classes.
Joe Do I have to have skates?
Alan No, you can borrow mine.
Joe How do I book the lesson?
Alan Just phone, give your name and say what you want to do.
Joe OK.

- Alan** I think the skating and karate classes are at the same time so we can go together. My dad's taking me in the car.
Joe Shall I come round to your house, then? What time?
Alan The activities start at half past ten, so come round about ten.
Joe OK. Great! See you on Saturday.

Key

- | | |
|-----------------|----------------------|
| 1 are you doing | 7 they're giving |
| 2 I'm going | 8 have to |
| 3 sports | 9 you want |
| 4 fun | 10 at the same time. |
| 5 to do | 11 Shall I |
| 6 how about | 12 at half past ten |
- 2 1 He's going to the school party in the evening.
 - 2 It means you can try out sports you don't usually do.
 - 3 He's trying out karate.
 - 4 In the morning.
 - 5 No, he doesn't.
 - 6 Alan's dad is taking them in his car.
 - 7 At half past ten.
 - 8 At ten.

Vocabulary and Communication

- 1 1 volleyball
- 2 aerobics
- 3 karate/kickboxing
- 4 tennis
- 5 mountain biking
- 6 surfing
- 7 football
- 8 cycling

29
CD1

2 Audioscript

- 1
Martin What are you doing on Saturday, Tom?
Tom Nothing much. I'm watching some old DVDs.
Martin Aren't you going to the cinema?
Tom No, there's nothing new. What are you doing?
Martin I'm going into the city centre with some friends.
Tom Sounds good. Can I come?
Martin Sure! Good idea!

- 2
- Sue** What are you doing this evening?
- Laura** I'm finishing my essay for English.
- Sue** Really?
- Laura** Why don't you do yours too? We could help each other.
- Sue** I'm sorry, I can't. I'm helping my dad with his new computer.

Key

- 1 1 going
- 2 1 doing 2 finishing 3 helping
- 3 1 Let's go to the beach this afternoon.
2 Shall we play tennis on Sunday?
3 Would you like to come to the club on Saturday evening?
4 Why don't we go for a walk in the park this morning?

Grammar

- 1 Students' own answers.

- 2 2 Harry is staying at home on Sunday.
3 Mary is playing volleyball tomorrow.
4 Mary is doing her homework on Saturday.
5 Harry is going to the sports centre on Saturday.
6 Harry is going to a party at the weekend.
- 3 1 I'm watching a volleyball match on Saturday.
2 Bill's birthday is on 16th June. He's having a party.
3 Fred's birthday is in April. He's going to the USA.
4 My grandfather is coming at eight-thirty.
5 We are playing tennis tomorrow.
- 4 1 's playing
2 isn't playing
3 's playing
4 are wearing
5 aren't wearing
6 are wearing
7 's organising
8 isn't organising
9 's organising
10 are/inviting
11 aren't/inviting
12 are inviting

- 5 1 Are/going
2 Are/playing
3 Is/going
4 Are/visiting
5 Are/having
6 Are/watching

Students' own answers.

- 6 2 I'm going to Jean's party in the evening on Friday.
3 The programme is starting at nine o'clock.
4 We arrived in the USA in 2012.
5 She is visiting her grandmother on Saturday.
6 They are having lunch at one o'clock.

Skills

- 1 1 4,7.30, film, world
2 1,6.30, talking, playing Premier league football
3 sports medicine, assistants
4 7.30, 1, factory, film



2 Audioscript

- 1
- Barry** So, what do you think, Melanie?
- Melanie** Well, it was interesting, but I don't think I want to work there.
- Barry** Why's that?
- Melanie** It was too noisy, all those machines and people shouting. To be honest, I'm not really interested in computers, either!
- 2
- Kate** Wow, she was fantastic, Tom! What a life! I'd love to travel the world, like her!
- Tom** Yes, but don't forget, Kate, it's a job, not a holiday!
- Kate** I know, I know, but I still think it would be exciting!
- 3
- Darryl** At last! I know what I want to do when I leave school!
- Chiara** Look, Darryl, I know he earns a lot of money but don't forget he's really talented, too!
- Darryl** Chiara, he went to our school - if he can do it, so can I!

- 4
- Holly** That was really interesting. I want a sports job, but there's only one problem ...
- Colin** Yeah, I know - you're no good at any of them! I've seen you play football ... oh dear!
- Holly** Exactly! But a job like hers means I can still work with sportspeople even if I can't play the sport!

Key

Melanie: *Sykes and Co*
 Kate: PE instructor
 Darryl: Footballer
 Holly: Sports medicine

31
CD1

3 Audioscript

Repeat track 30

Key

- 1 in computers
- 2 fantastic
- 3 wanted to do when he left school
- 4 sports

4 1 F 2 T 3 T 4 F 5 T

5 Students' own answers.

UNIT 8

WB pp. 52–59

I don't feel well

Dialogue work

32
CD1

1 Audioscript

- Tina** Hi, Jen! Where were you last weekend? I went to Jack's party on Saturday, but you weren't there.
- Jen** Hey, Tina. Well, I wasn't here on Saturday.
- Tina** Where were you?
- Jen** Well, I was flying to Spain on a plane! We went to see my aunt and uncle. They live there.
- Tina** Wow! Great! Did you have a good time?
- Jen** Yes, it was amazing ... until the last day which was a disaster!
- Tina** What happened?

- Jen** I was walking along the street and looking into the shop windows. I wasn't looking where I was going and I walked into a lamp post!
- Tina** Oh no! Were you hurt?
- Jen** Yes, I cut my lip and I had a very bad headache afterwards. But the worst thing was my lip bled and now there's a horrible brown mark on my new, white T-shirt!
- Tina** Oh no! But now I know what to get you for a birthday present.

Key

- 1 She went to Jack's party.
- 2 She was flying to Spain.
- 3 She was staying with her aunt and uncle.
- 4 She walked into a lamp post.
- 5 It's got a horrible brown mark on it because her lip bled.
- 6 She is going to get her a new T-shirt.

33
CD1

2 Audioscript

- Arthur** Hi Brian! I phoned you last night and you didn't pick up.
- Brian** Sorry, I left my phone at home.
- Arthur** Where were you?
- Brian** I was at Sally's house.
- Arthur** What were you doing?
- Brian** I was helping her with her design project.
- Cathy** Di, can I ask you some questions for my survey?
- Diana** Yes, of course you can.
- Cathy** What's your best friend's name?
- Diana** You know that – it's you – Cathy!
- Cathy** What's the most expensive thing you've got?
- Diana** My computer, I think.
- Cathy** What's your worst subject at school?
- Diana** Probably Geography – I'm not very good at it.

Key

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

3 Students' own answers.

Vocabulary and Communication

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

34
CD1

2 Audioscript

- A** What's the matter, Louis?
B My knee hurts.
A Oh dear. Does your foot hurt, too?
B Yes, it does. And I've got a headache – my head really hurts.
A Have you got a stomach ache?
B Yes, I have, but I didn't eat anything bad last night.
A And are you dizzy?
B Yes. Everything is moving and I can't see properly. My eyes hurt.
A OK, last question: Have you got a Maths test today?
B Yes, I have!

Key

- | | |
|----------------------|----------------|
| 1 What's the matter? | 6 hurts |
| 2 hurts | 7 stomach ache |
| 3 hurt | 8 dizzy |
| 4 Yes, it does. | 9 hurt |
| 5 headache | 10 Yes, I have |
| | 11 was |

Grammar

- 1** 1 were 2 were 3 was 4 checking 5 trying 6 was 7 practising 8 were 9 was 10 organising
- 2** 1 was blowing 2 wasn't helping 3 was sitting 4 was moving 5 was giving 6 were playing 7 was putting 8 was cleaning 9 was carrying 10 wasn't having
- 3** 1 d 2 a 3 e 4 c 5 b
- 4** Students' own answers.
- 5** Students' own answers.
- 6** Students' own answers.

- 7** 1 best 2 worst 3 slimmest 4 fattest 5 most comfortable 6 silliest

- 8** 1 worst 2 most beautiful 3 coldest 4 most important 5 luckiest 6 oldest

Skills

- 1** Animals: 1 A 2 C 3 B 4 C
 Sport: 1 B 2 C
 Trees: 1 C 2 C 3 C 4 A

35
CD1

2 Audioscript

Question Master Welcome to another round of *The Best!* Let's meet the captains of this week's teams.

Anne Hi! I'm Anne and my team is from Brighton.

Phil Hello! My name's Phil and this team is from London.

QM Now, you know the rules, you can discuss the question quickly, but only the captain can answer. So let's begin. Question 1 is for Anne's team. What is the fastest land animal?

Anne A cheetah.

QM Correct! Do you know how fast a cheetah can run?

Anne Ooh! I'm not sure. ... We think maybe 100 kilometres an hour?

QM I'm sorry. Phil, would you like to have a guess?

Phil Up to 120 kph?

QM That's correct! Well done, Phil!

QM Now it's your question, Phil. What is the heaviest land animal?

Phil Is that an elephant?

QM Yes, it is. And how heavy can an elephant be?

Phil Oh dear, 10 tons?

QM No. Anne?

Anne 8 tons?

QM No, I'm sorry it was 12 tons. Back to you now, Anne. A question on sport. What's the highest number of goals scored by one team in a FIFA World Cup match?

Anne Oh, dear. We have no idea.
QM Well, do you think it was 21, 31 or 41?
Anne 31????
QM Well done! Yes, Australia scored 31 goals in a match against American Samoa in the 2002 World Cup. OK, sport for you now, Phil. How many games were there in the last set of the longest tennis match ever? Was it 30 to 28, 50 to 48 or 70 to 68?
Phil Well, we know it was at Wimbledon, but how many games... 70 to 68?
QM Yes, you're right! And it was at Wimbledon in 2010. So now Anne, how much do you know about trees? Where is the tallest tree in the world?
Anne We don't know, but our guess is America.
QM And you are correct – it's in California. And how tall do you think it is? Over 95 metres, 105 metres or 115 metres?
Anne Oh, probably over 100 metres – let's say 115.
QM And that's right! Next question for your team, Phil. Where is the oldest tree in the world?
Phil We think that's in America, too.
QM Yes, indeed it is. And how old is it, do you think? Over 4 and a half thousand years, over 3 and a half thousand years or over 2 and a half thousand years?
Phil Wow! Over 2 and a half thousand years?
QM Sorry, no. Anne?
Anne 3 and a half?
QM No, it's over 4 and a half thousand years old. That's half way through the quiz. Let's look at the scores...

3 1 F 2 T 3 T 4 T 5 F 6 T 7 T 8 T 9 F

4 Students' own answers.

Learning to learn (Units 7 and 8)

1 Answer 3 is the best because it covers all the points.

2 Students' own answers.

Exam skills 4

1 1 A 2 B 3 C 4 C 5 C

UNIT 9

WB pp. 60–65

She was watching TV when...

Dialogue work

1 Audioscript

Mark I heard a really amazing story yesterday.
James What about?
Mark Well, a film maker was uploading a video clip from an old silent movie when he noticed something strange. A woman was walking past the camera, holding something to her ear. It was thin and black. In fact, it looked like a mobile phone - but the clip was from 1928! The film maker, George Clarke (yes, he really exists!) said that the woman was a time traveller! Of course, after that everyone wanted to see the film, and Clarke's website had a lot of hits.
James Wow! A time traveller! I must take a look at that! Do you think it's true?
Mark Well, some people think that the thing she was holding when the camera filmed her was just something to help her hear. That's the best explanation, I think... but who knows!

Key

1 T 2 F 3 F 4 F 5 T 6 T 7 T

- 2** 2 **A** Don't drink that water. / Because it's dirty.
 3 **A** Don't eat that fish. / Because it's for the cat.
 4 **A** Don't cross the road here. / Because there's a lot of traffic.
 5 **A** Don't take that book. / Because it's Dad's.

3 a Cathy b Brenda c Denise d Elaine e Angela

Vocabulary and Communication

- 1** 1 thrilled
 2 exhausted
 3 terrified
 4 miserable
 5 furious

2 1 smile 2 cry 3 laugh 4 jump 5 bite

- 3**
- 1 What were you doing at 7 last night?
 - 2 What were you wearing yesterday?
 - 3 Who were you talking to last night?
 - 4 Were you meeting friends last night at 8?
 - 5 Were you talking on the phone at 9 last night?
 - 6 Were you watching TV at 10 last night?

Students' own answers.

Grammar

- 1**
- 2 talking
 - 3 reading a newspaper.
 - 4 Margaret was listening to music.
 - 5 were having a picnic
- 2**
- 2 rode away on their bikes.
 - 3 covered his head with a newspaper.
 - 4 stood under a tree
 - 5 picked up their picnic things and put them in their bags

- 3**
- | | |
|----------------|-------------------|
| 1 was reading | 11 were making |
| 2 cut | 12 was breaking |
| 3 went | 13 dropped |
| 4 stopped | 14 was trying |
| 5 was watching | 15 slipped |
| 6 shouted | 16 fell |
| 7 were talking | 17 came |
| 8 was cooking | 18 went |
| 9 was helping | 19 was sitting |
| 10 went | 20 were laughing. |

- 4**
- | | |
|--------|---------|
| 1 one | 6 ones |
| 2 ones | 7 one |
| 3 ones | 8 one |
| 4 one | 9 one |
| 5 one | 10 ones |

- 5**
- | | |
|------------|------------|
| 1 a lot of | 5 a lot of |
| 2 a lot of | 6 many |
| 3 many | 7 a lot of |
| 4 much | 8 much |

- 6**
- | | |
|--------|---------|
| 1 many | 7 many |
| 2 much | 8 many |
| 3 many | 9 many |
| 4 much | 10 many |
| 5 many | 11 many |
| 6 many | |

Skills

- 1**
- 1 Four
 - 2 What makes you angry?
 - 3 Birthdays and holidays.
 - 4 Going for a pizza or a hamburger.
 - 5 Yes, sad music.
 - 6 A lot.
 - 7 A few.
 - 8 Scary films.



2 Audioscript

Tom What makes me happy? Oh lots of things. Riding my bike in the sun, skateboarding with my friends, going for a pizza on Saturday after the cinema. I love birthday parties, especially when it's my birthday. Sad, mmm that's more difficult. I was really sad when my friend moved to Australia and I'm sad if my team loses at football, but, in general, I'm happy.

Sara What makes me angry? I get really angry when I see bigger boys – or girls – being horrible to smaller ones. And I don't like people who hurt animals, especially dogs and cats – there's no reason to hurt them, they're beautiful. What scares me? Horror films! Sometimes I can't get to sleep after watching one. I'm also scared of spiders. I know there's no good reason, but I hate them!

Key

1 F 2 T 3 T 4 T 5 T 6 F



3 Audioscript

Narrator Janet left her things in her room and then she went out for a walk. The village was small but it was full of people. There was a market in the square and the farmers were buying and selling their sheep. Janet went for a coffee. When she was leaving the café, it was raining. A man offered to share his umbrella with her. But when she said she was going to Donald McKinnon's house, he excused himself and hurried away. Janet walked home in the rain. 'What's wrong with Donald's house?' she wondered. Back at Donald's house, she had a shower and changed her clothes. It was nearly time for dinner and she was looking forward to seeing Donald again.

When she went downstairs, he was waiting for her. He gave her a big hug and thanked her for coming.

Janet looked at Donald. There was something different about him, but she couldn't work out what it was. Janet suddenly thought: 'I know - Donald is very sad.'

Key

1 B 2 A 3 A 4 C 5 A 6 B

- 4 1 In her dream Janet saw an African mask that looked like Donald. The mask could speak, but Janet didn't understand what it was saying. Then somebody threw the mask into a fire. Janet wanted to save it, but it was too late.
- 2 Students' own answers.

39

CD1

5 Audioscript

Narrator Janet was completely confused. 'Was I dreaming yesterday?' she thought. Then she remembered the man with the umbrella and how he hurried away when she said Donald's name. She didn't tell the solicitor about her dinner with Donald the night before. She signed the papers and then she looked through the house. She found the African mask hanging on the wall in Donald's study. Suddenly Janet felt very scared. She left the room and locked the door. Then she packed her things, locked the house, drove to the airport and flew home. The next day, she went to see her best friend, Anna. She told Anna about her dinner with Donald and that Donald was dead and she was now the owner of the house. Janet also told her about the African mask. 'It's a beautiful house,' she said, but I am scared of the mask and I don't want to go there on my own. Can you come to Scotland with me next weekend?' she asked her friend. 'Of course, I can,' said Anna. When Janet unlocked the door of her house in Scotland the following weekend, everything seemed to be fine. The two friends went for a walk, had coffee, bought some food and then went back to the house to make dinner.

After dinner, Janet decided to show her friend the mask in Donald's study. But when she opened the door, the mask was not on the wall but on the chair in front of Donald's desk.

'Maybe you took it off the wall and put it on the chair?' Anna said.

Janet was scared. That night both Janet and Anna heard somebody crying. They switched on the lights but there was nobody there. And when they went into the study the next morning, the mask was on the floor.

Anna said: 'I think there's a ghost in the house. And I think you must give the mask back to its owner. Let's check Donald's desk and see if we can find an address for his friend in Africa.'

They went into the study and after a while they found a letter from Jobe Musowe to Donald. They also found an envelope with Janet's name on it and a large sum of money inside.

Janet and Anna carefully put the mask in a box and went back to London. Janet asked for time off work. She also wrote to Jobe Musowe saying that she had something to give him from Donald. Two weeks later she flew to Botswana and went straight from the airport to Donald's friend's house.

Jobe Musowe was very surprised when Janet told him her story.

He and his wife invited Janet for dinner and when she took the mask out of the box they were both very happy. They put it back in its old place. Janet felt that the mask was at peace now.

The next day she flew back to London. And the following weekend she went with Anna to the house in Scotland once more.

When they arrived, the window of Donald's study was open. And that night there was no ghost and no crying. 'Donald is at peace, too,' thought Janet, and she smiled.

Students' own answers.

UNIT 10

WB pp. 66–73

You should cross here

Dialogue work

40
CD1

1 Audioscript

- Assistant** Good afternoon, can I help you?
James Hi, yes, I'm looking for the new sports shop. There was an advertisement in the paper on Sunday about it.
Assistant Ah, Dixies. Yes it opened last night. If you walk straight past the clothes shop, and down to the end there, there's a lift. Take that to the third floor, turn right and walk to the end and Dixies is opposite the shoe shop there. They've got lots of offers on at the moment so you should hurry. A lot of people are there at the moment!
James And I need a camping shop. Is there one here?
Assistant Yes, on the second floor. Take the lift or go up the stairs at the end here and the camping shop is on your right, next to the computer store.
James OK! Thanks a lot.
Assistant Good luck!

Key

- 1 He's looking for the new sports shop.
- 2 The shoe shop is opposite 'Dixies'.
- 3 Because there are lots of offers, and a lot of people.
- 4 They are on the second floor.

41
CD1

2 Audioscript

- 1
Tourist Excuse me, where's the railway station?
Policeman Go straight ahead and take the second right.
- 2
Bank robber Excuse me, where's the nearest bank?
Policeman Cross the street and go as far as the cinema.
- 3
Man Excuse me, where's the nearest post office?
Policeman Turn left, go to the cinema and turn right.
- 4
Tourist Excuse me, where's the Chelsea Hotel?
Policeman Go straight ahead. Go past the shopping centre and take the first right.

Key

- 2 second 3 Cross 4 far 5 Turn 6 right
7 ahead 8 take

3 Students' own answers.

Vocabulary and Communication

- 1 a a mobile phone shop
b a bookshop
c a camping shop
d a clothes shop
e a department store
f a computer shop
g a newsagent's

42
CD1

2 Audioscript

- Man** Excuse me, can you tell me the way to the post office?
Woman The post office? Hmm. There's one in Maple Road.
Man Maple Road? How do I get there?
Woman Do you see the traffic lights up there?
Man Yes ...
Woman Go to the traffic lights, turn right, go straight ahead and then turn left.
Man Right, straight ahead, and then left.
Woman That's Maple Road. The post office is right in front of you.
Man Thank you.

Key

- 1 Do you see the traffic lights up there?
- 2 Right, straight ahead, and then left.

3 Students' own answers.

Grammar

- 1 1 e 2 h 3 a 4 f 5 c 6 b 7 d 8 g
- 2 1 read 5 work
2 should 6 think
3 shouldn't 7 leave
4 should 8 shouldn't

- 3** 1 The boys shouldn't play football in the road.
 2 Drivers should slow down in front of a school.
 3 Everybody should look out before a crossing.
 4 Before a test you should go to bed early.
 5 You shouldn't watch TV when you have a headache.
 6 You should always have breakfast.
 7 You shouldn't text your friends when you are in class.

4 Students' own answers.

- 5** 1 because
 2 so
 3 and
 4 but
 5 because
 6 so
 7 but
 8 because / and

6 1 c 2 a 3 b 4 b 5 a

7 1 so 2 but 3 so 4 but 5 so 6 but 7 so
 8 because 9 but 10 so 11 so

Skills

1 1 T 2 T 3 F 4 F 5 T 6 F



2 Audioscript

Raven- master Around 1675, when Charles the second was king, the royal astronomer wanted to observe the sky from the Tower, but there were a lot of ravens there and they disturbed his work. He was angry and asked the king to kill them. The King agreed, but before he did anything, somebody (and we don't know who) told him about an old legend. The legend said that if the ravens left the Tower, Britain would fall and so would the Tower. The king believed this and ordered that there should always be ravens at the Tower. And so, here they are. We look after them very carefully. We don't want Britain to collapse!

Key

- | | |
|----------|--------------|
| 1 second | 7 did |
| 2 Tower | 8 don't |
| 3 ravens | 9 legend |
| 4 work | 10 Tower |
| 5 angry | 11 always |
| 6 kill | 12 carefully |

Reading and listening

- 3** A post office
 B cinema



4 Audioscript

Woman Excuse me, where's Gino's restaurant?

Man Go straight ahead and take the second turn on the left. Walk through the park and Gino's restaurant is opposite the church at the bottom of the hill.

Woman Thank you.

Man You're welcome.

Boy Excuse me, where's the tourist information office?

Man Go straight ahead and take the second turning on the right. The tourist information office is on the corner of the street.

Boy Thank you.

Man You're welcome.

5 Students' own answers.

Learning to learn (Units 9 and 10)

1 Students' own answers.

2 Students' own answers.

3 Students' own answers.

Exam skills 5

- 1** 1 At seven.
 2 There was a large box under the table in the living room.
 3 The box wasn't there any more.
 4 To look for his dirty socks.
 5 A brand new computer.

UNIT 11

WB pp. 74–79

It might rain!

Dialogue work

45
CD1

1 Audioscript

- Liz** Jen, Tom and I are going to the beach this afternoon on our bikes. Would you like to come?
- Jen** I don't know, Liz, it might rain.
- Liz** Oh, come on! It won't rain – look! The sun is shining, the sky's blue, there aren't any clouds. I'm sure it will be lovely and warm.
- Jen** Are you sure you want to go on your bikes?
- Liz** Yes, we want to go on our bikes.
- Jen** Well..., OK then, I'll come. How will we carry the food and drink?
- Liz** We can put the food in my rucksack.
- Jen** And I can put the drink in the basket of my bicycle if you want.
- Liz** Great! We'll wait at Tom's house for you. Can you get there in about 20 minutes?
- Jenny** Yes, that's fine. I'll bring my raincoat, though. There might be a thunderstorm later.
- Kate** Bring your sunglasses, too! You'll need them!

Key

1 f 2 a 3 e 4 i 5 b 6 c 7 d 8 h 9 j 10 g

2 1 f 2 g 3 j 4 h 5 d 6 c 7 i 8 a 9 e 10 b

3 (Possible answers)

- 1 No, sorry, I can't.
- 2 Let me try.
- 3 I'll think about it.
- 4 Shall I help you?
- 5 Shall I give you a hand?

Vocabulary and Communication

- 1 1 mild
2 warm
3 very hot
4 freezing
5 cold
6 hot
- 2 Students' own answers.
- 3 Students' own answers.
- 4 Students' own answers.

Grammar

- 1 1 I'll see you tomorrow.
2 It'll be sunny next week.
3 They'll arrive on Sunday.
4 We won't be at school on Monday.
5 I won't tell anyone.
6 He'll be famous one day.
- 2 1 O 2 P 3 D 4 P 5 D 6 O 7 P 8 O
- 3 1 I think we will take the train to London.
2 What time will you arrive?
3 We won't stay in a hotel.
4 How long will you be in London?
5 You won't have time to see everything in London.
6 Nick won't enjoy the trip because he doesn't like cities.
- 4 1 will/will
2 won't
3 won't
4 will
5 will
6 will
7 will
8 will
- 5 1 I won't.
2 I will.
3 he won't.
4 she won't.
5 she will.
- 6 1 It's raining, we might not go for a walk.
2 Sarah is only 12, she might not like that scary film.
3 Pamela has some new CDs, she might bring them to the party.
4 John's little brother loves horror, he might come to the cinema.
5 Fred hates crowds, he might not come to watch the football.
6 Harry likes sports, he might come to watch the football.
7 The sun is shining, they might go for a walk.
8 Joe's cousins are staying with him, he might not come to the cinema.
9 I'm bored, I might go for a walk.

- 7**
- 1 might
 - 2 might not
 - 3 might
 - 4 might
 - 5 might
 - 6 might not
 - 7 might not
 - 8 might

- 8**
- 1 might
 - 2 might
 - 3 might not
 - 4 might
 - 5 might not
 - 6 might
 - 7 might
 - 8 might not
 - 9 might
 - 10 might / might not

Skills

- 1**
- 1 They will stay for five days.
 - 2 They will get there on a hovercraft.
 - 3 They can watch the yachts racing there.
 - 4 Queen Victoria.
 - 5 They will come back on Saturday.
 - 6 There is a music festival on Saturday.

46
CD1

2 Audioscript

Captain Ladies and gentlemen, this is your captain speaking. We hope you are enjoying your flight. I can point out a few things to you en route on this flight from London to Manchester. The weather is good and clear so if you look out of the windows on the right, you will see the Pennine hills in the centre of England and, if you look out of the windows on your left, you will see the mountains of Wales in the distance. The weather in Manchester is good - sunny with temperatures of 21- 22 degrees but there might be some rain this afternoon. We will land in Manchester in approximately fifteen minutes. The cabin crew can help you with any questions about transport from the airport to the city centre so just sit back, relax and enjoy the rest of your flight with Midland Airways.

Key

1 B 2 B 3 D 4 B 5 A

- 3**
- 1 Empire State Building
 - 2 very hot
 - 3 wrong
 - 4 thunderstorm
 - 5 above
 - 6 lightning
 - 7 rain

47
CD1

4 Audioscript

David Good morning, Pete!
Pete Hi, David! What do you mean, good morning? It's 2 o'clock in the afternoon here!
David Well, it's morning here!
Pete Where are you?
David I'm in Brazil! I'm in Rio!
Pete What are you doing there?
David My dad's here on business and he brought me along.
Pete Nice! Where are you at the moment? I can see people behind you.
David I'm sitting by the pool in the hotel. It's so hot, I keep jumping into the water but I'll go inside soon. If not, I'll get burned. I don't want to come back bright red! What's the weather like there?
Pete It's cold and it's raining. The forecast on the TV said it might snow tonight!!
David Oh no! I'm glad I'm not there, but I'll be back in a few days. I'm going to my room now, then to the beach after lunch. Keep warm – I might see you next week, if I come back!
Pete OK! See you!

Key

- 1 It's morning.
- 2 It's 2 o'clock in the afternoon.
- 3 He's in Rio, in Brazil.
- 4 Because his dad is there on business and brought him along.
- 5 By the pool at the hotel.
- 6 It's very hot.
- 7 Because the sun is very strong./Because he doesn't want to get sun-burnt.
- 8 It's cold and it's raining.
- 9 It might snow.
- 10 He's going to the beach.

5 Students' own answers.

UNIT 12

WB pp. 66–87

A fantastic video!

Dialogue work

48
CD1

1 Audioscript

- Anna** Rachel, look, there's a beach party on Saturday evening. Let's go!
- Rachel** But what if it rains? The weather isn't good at the weekend.
- Anna** Then we'll go home!
- Rachel** I'm not sure. I don't want to stay out late on Saturday and get tired. My parents and I are going to my grandad's early on Sunday morning.
- Anna** Well, if you get tired, we'll come home.
- Rachel** I'd rather go to the cinema, actually, and see a film. If we go there, we won't get cold or wet.
- Anna** Yes, but we always do that. If we go to the beach, we'll be outside... after all it is summer!
- Rachel** Yes, summer in England- that means rain all the time!!

Key

- 1 Let's go
- 2 what if it rains?
- 3 we'll go
- 4 Sunday morning
- 5 we'll come home
- 6 I'd rather go
- 7 we won't get
- 8 If we go to

49
CD1

2a Audioscript

Speaker sit hill sing three trees with bin been

Key

/ i: /: three, trees, been
/ ɪ /: sit, hill, sing, with, bin

50
CD1

2b Audioscript

Will we be sitting in the cheap seats?

51
CD1

3 Audioscript

- A** Let's ask John to play.
B But what if he can't?
A We'll ask Pete instead.
- C** Let's play tennis tomorrow.
D But what if it rains?
C We'll play in the gym.
- 4** 1 **A** Let's go swimming.
B But what if the pool is closed?
A Then we'll play tennis.
2 **A** Let's go by bike.
B But what if it's raining?
A We'll go by bus.

Vocabulary and Communication

- 1** 1 deckchair
2 sun lounger
3 towel
4 swimming costume
5 bucket and spade
6 sun cream
7 sunglasses / beach umbrella

52
CD1

2 Audioscript

- A** Let's have a hamburger.
B No, I'd rather have a pizza.
- C** Shall we listen to some music?
D No, I'd rather watch a DVD.
- 3** 1 **A** Let's go to Wales.
B No, I'd rather go to Scotland.
2 **A** Let's go by train.
B No, I'd rather go by coach.
3 **A** Let's go to a camp.
B No, I'd rather stay in a hostel.
4 **A** Let's walk in the mountains.
B No, I'd rather go to the beach.
5 **A** Let's go on Saturday.
B No, I'd rather go on Sunday.

- 4** Students' own answers.

Grammar

1 1 d 2 c 3 a 4 e 5 b

- 2 1 ask/will be
2 will lend/ask
3 will play/is
4 will make/ have

3 1 b 2 a 3 j 4 h 5 c 6 g 7 d 8 e 9 f 10 i

- 4 1 will play / is
2 doesn't come / won't be
3 will make / ask
4 don't tell / won't know
5 arrive / will show

5 Students' own answers.

- 6 1 hers
2 yours/mine
3 your/Mine
4 theirs
5 your/yours

- 7 2 Whose skates are those? They're his.
3 Whose baby is that? It's theirs.
4 Whose tennis racquet is that? It's his.
5 Whose cat is that? It's hers.
6 Whose car is that? It's theirs.
7 Whose dog is that? It's his.
8 Whose football is that? It's hers.
9 Whose shoes are those? They're hers.

Skills

- 1 1 Wednesday/afternoon
2 Alison's / 8 o'clock / Friday 14th August
3 get one free
4 Lots to Read! / one / free
5 Saturday

53

CD1

2 Audioscript

- 1
A Whose party is it on Friday?
B It's Alison's.
A Are you sure it's hers? Isn't it George's birthday?
B No, it isn't.

2

- A** Let's go to The Smiths barbeque.
B I'd rather go to the beach.
A The barbeque should be fun!
B But what happens if it rains?
A If it rains, it will be inside.

3

A *Lots to Read!* is opening a new shop in the shopping centre. Let's go and have a look!

B Oh, yes, there's an invitation on the table. I'll take that.

A Hey, that's mine!

4

A Come on, let's go to the pizza place! I've got an invitation.

B What's so good about that?

A If I show the invitation, they'll let me buy two pizzas for the price of one!

B One for you and one for me - great!

Key

- 1 ¹Whose / ²hers
2 ¹I'd rather / ²rains / ³will
3 ¹Let's go / ²mine
4 ¹go / ²show

54

CD1

3 Audioscript

Jemma Look at that, Daniel, it keeps stopping. Everything seems really slow.

Daniel We should put more memory in. I'll do it if mum or dad will buy it for us.

Jemma No, I'd rather take it back to the shop.

Daniel If we do that, we'll have to leave it there for ages. And it will cost a lot of money.

Jemma Yes, you're right. Let's try and do it together, it will be interesting!

Daniel We must be careful, though, and switch it off first.

Jemma Shall we start now? Wait a minute, what's this? Erh, it's one of those awful horror films!

Daniel That's a DVD I left in there ... it's not mine!

Jemma Well, if it's not yours, whose is it?

Daniel It belongs to Andy, he lent it to me last week.

Jemma If it's his, you should give it back to him. Now, what if I take the back off ...

Daniel No, if you do that you'll break it ...

Jemma Oh dear. Now we will have to take it to the shop!

Key

1 T 2 T 3 T 4 F 5 F 6 T 7 F

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

5 Students' own answers.

Learning to learn (Units 11 and 12)

1 Students' own answers.

2 Students' own answers.

3 Students' own answers.

Exam skills 6

1 1 T 2 F 3 T 4 F 5 T

2 A 1 take 2 play
B 1 programmes 2 watch
C 1 matter 2 cold

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