

Herbert Puchta & Jeff Stranks

MORE!

Teacher's Book

2nd Edition
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CAMBRIDGE

MORE!

2nd Edition

3

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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 the *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** sections 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.

Introduction

Online Resources

MORE! 2nd Edition has its own online site with a wide variety of additional material for both teachers and students. Log on to: 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, vocabulary 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:

present perfect

irregular past participles

How long? + *for* / *since*

words for objects

words for holidays

to ask about where people have been

to talk about suggestions / preferences

to ask about how long

WARM UP

Look at the photo with the class to establish the context. Ask: *Where are the characters? Is everything all right? How do you know? What's the matter with the boy in the small photo?*

Encourage as many suggestions as possible for the last question, but don't confirm whether or not they are correct.

2
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:

Who's late? (Rob)

Why is he late? (He was in Windsor with his dad)

How long has Alison been waiting? (half an hour)

Has she had dinner? (no)

Has the film started? (yes, at 7.40)

Who'll buy the tickets? (Rob)

Can he buy the tickets? (no)

Why not? (he's lost his wallet)

Audioscript

See SB3, 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

Write Alison or Rob in each sentence.

Do the first sentence with the class as the example. Ask students to work individually and check the answers in pairs. Check answers with the whole class.

Key

1 Alison 2 Rob 3 Alison 4 Alison 5 Rob
6 Rob

3
CD1

3

Listen and repeat.

Play the recording, pausing after each line for students to repeat as a class. Play the recording a second time for students to repeat again, if necessary.

Ask students to work in pairs and practise the two dialogues. Ask some of the students to perform their dialogues for the class.

Audioscript

See SB3, page 5

Asking about where people have been

4

Ask and answer questions. Use the words on the right.

Choose two students. Ask one to be A and the other to be B. Ask them to read the dialogue aloud, while the class listens. Then ask another pair to do a second dialogue. (A must choose one of the options given.)

Ask students to work in pairs to make similar dialogues, using the words on the right. Monitor and help where necessary. Ask some of the pairs to act out their dialogues for the class.

4
CD1

5

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 dialogue in pairs. Check by asking some pairs to do the dialogue for the whole class.

Audioscript

See SB3, page 5

- 6** Work in pairs. Use the pictures below to invent new dialogues like those in exercise 5.

Ask students to do new dialogues following the example in exercise 5. Tell them to look at the pictures and invent new excuses according to the pictures. Ask several pairs to demonstrate their dialogues to the class.

Vocabulary Objects

5
CD1

- 1** Write the number of the correct word in the picture. Then listen and check.

Focus attention on the list of words. Read each word for students to repeat. Ask students to write the number of each word (for example, 'sunglasses' is number 1) in the correct picture. Play the recording for students to check their answers. To get students to use the vocabulary, ask: *What's 1?* etc.

Audioscript

Key

- Speaker 1** 1 F sunglasses
Speaker 2 2 B mobile phone
Speaker 1 3 C laptop
Speaker 2 4 A MP3 player
Speaker 1 5 G digital camera
Speaker 2 6 D tablet
Speaker 1 7 H headphones
Speaker 2 8 E wallet

Holidays

- 2** Match the phrases to the pictures.

Students work individually, matching the phrases to the pictures. Then, they check in pairs before checking with the whole class.

Key

1 J 2 I 3 F 4 B 5 D 6 A 7 H 8 E 9 C 10 G

Communication

Talking about suggestions/preferences

6
CD1

- 3** Listen and repeat.

Play the recording. Ask students to listen and repeat the dialogues. Ask: *What expressions do the people use to make a suggestion?* (Let's...) *What expressions do the people use to respond when they prefer to do something else?* (I'd rather...)

Audioscript

See SB3, page 7

- 4** Work in pairs. Make conversations like the ones in exercise 3. Use the ideas below.

Role-play a dialogue with one of your students, modelling it on those of exercise 3. Ask students to work in pairs to make their own dialogues using the expressions in the box. Ask some of the pairs to act out their dialogues for the class.

Asking about how long

7
CD1

- 5** Listen and complete the dialogues.

Ask students to read the dialogue. Play the recording. Students complete the dialogue. Play it again for the class to check their answers. Ask pairs of students to read the dialogue for the class to check.

Audioscript

- Mark** I like your mobile phone. How long have you had it?
Jenny My phone? I've had it for two months.

- Mark** Have you got a tablet?
Jenny No, I haven't. But I have got a laptop.
Mark How long have you had it?
Jenny I've had it since December.

Key

mobile phone, phone, two, laptop, December



6 Listen again and repeat the dialogues.

Play the recording again while students follow it in their books. Play line by line asking students to repeat. Then, ask pairs of students to perform the dialogues for the class.

7 Work in pairs. Ask and answer questions about things you have.

Ask students to work in pairs. They take turns to ask each other the following questions:

Have you got a mobile phone / CD player / MP3 player, etc? When did you get it?

Who gave it to you?

Sounds right Questions



8 When we ask questions, our voice can go up or down at the end. When we ask 'yes/no' questions, our voice usually goes up. When we ask open questions, our voice usually goes down. Listen and repeat.

Read the rubric with the whole class. Play the recording asking students to focus on the intonation of the two questions. Ask students to repeat first in a chorus and then individually. Stress the importance of correct intonation.

Grammar Present perfect

1 Complete the sentences with the verbs in the box. Check with the dialogue on page 4.

Ask students to read the sentences and complete them with the correct verbs from the box. Tell them to check their answers with the dialogue on page 4. Read through the explanation of the Present perfect with the class and answer any questions that the students have.

Key

1 been 2 been 3 had 4 started



2 Complete the tables with *has / hasn't / have or haven't*.

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 has 2 haven't 3 Have 4 Has 5 have
6 haven't 7 has 8 hasn't



3 Write the correct form of the Present perfect.

Do the first sentence as an example with the class. Ask students how the present perfect is formed (with *has/have* + the Past participle). Ask students to work in pairs to complete the sentences. Check answers with the class.

Key

1 has worked
2 Has, finished
3 haven't visited
4 have, lived
5 Have, played

Irregular past participles



4 Complete with the verbs in the box.

Remind students of the difference between regular verbs (those in the previous exercise) and irregular verbs. Ask students to look at the box and complete the exercise with the correct verb forms in it. Allow students to compare with a partner before you check the answers with the class.

Key

1 been 2 buy 3 had 4 make 5 run 6 said
7 seen 8 take

Follow up

Check how well students know their past participles. Ask them to close their books. Read verbs from the table aloud for students to give you the past participles. For example:

Teacher	buy
Student	bought
Teacher	go
Student	gone

5 Complete the sentences.

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.

Key

- 1 have, been
- 2 has gone
- 3 have, seen
- 4 have bought
- 5 have, known

Follow up

For further practice, write the following sentence starters on the board for students to complete:

I've always ...

I've never ...

Have you ever ...

How long? + for / since

6 Complete the sentences below. Check with the dialogues on page 7.

Ask students to complete each sentence with a different word. Tell them to check their answers with the dialogue on page 7. When they have finished, read the explanation of *for* and *since* with the class and answer any questions that students have.

Key

- 1 long 2 for 3 since

7 Circle the correct word.

Ask students to work in pairs to circle *for* or *since*. Check the answers with the class by asking different students to read out the sentences. Ask the rest of the class to say whether they think the answers are correct or not.

Key

- 1 for 2 for 3 since 4 since 5 for 6 since

Follow up

For further practice of *for* and *since*, put students in pairs and ask them to take turns to answer the following questions:

How long have you been at this school?

How long have you known your best friend?

How long have you lived in your house?

8 Write sentences with *for* or *since*. Use the Present perfect.

Go through the first sentences as an example with the class. Students may check their answers with a partner before checking with the whole class.

Key

- 1 We've known each other for ages.
- 2 She's lived in Paris since 2010.
- 3 I've been in bed since the football match last Saturday.
- 4 They haven't spoken to each other for two weeks.

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

Skills Reading

WARM UP

Ask students: *Where did you go for your last summer/winter holidays? What did you see? What did you do?*

Tell them to look at the postcards on page 10 and ask: *Have you ever been to London? Who's been to London?*

1 Read the postcards Julie wrote while she was in London. Match them to the photos.

Ask students to read the postcards and then, in pairs, match the photos to the postcards. Check with the whole class.

Key

A 5 B 4 C 3
D 2 E 6 F 1

Listening

9
CD1

2 Listen to three people talking about holidays they have had. Match the people to the experiences.

Tell students that they are going to listen to three young people talk about their holiday experiences. Then, ask them to match each person to their experience. Play the recording through, pausing it after each person has spoken for students to do the matching. Play the whole recording through once more, and then check answers.

Audioscript

Shona Hello, my name's Shona. I've just been to the south of England for a holiday. I went by train, and it was a very relaxing journey. When I arrived, I walked to the hotel from the station. I went up to my room because I wanted to rest for a while. It was small, the bed looked dirty and there was a strange smell in the room. I didn't want to stay there, but I couldn't pay for another hotel, so I slept on the floor. It was the worst night I have ever had! I woke up early in the morning and went to a small hotel near the sea. It was clean and there was a nice view of the town. I enjoyed my holiday there very much, but that first hotel was really terrible!

Amy Lee Hi, I'm Amy Lee. My friend Jordan and I are on holiday in America. We have driven across the country, and we've seen some very unusual places. One evening we were hungry, so we decided to stop for dinner at a small restaurant next to the road. It was dark, and we couldn't read the menu outside. But we didn't need to order anything, because they just gave us some food when we sat down. It was very good! We ate it all, and after our meal we made friends with some other people there and asked them about the food. Did they know what it was? That wasn't a good idea! They said, "They cook anything the cars kill on the road outside!" I'm not sure I believe it - do you think it's true?

Harry Hi, I'm Harry and I want to tell you about the holiday I had with my big brother, William. Will usually goes climbing in the summer. He climbs a lot. He's not afraid of anything! He's a good climber, and he takes all the right gear. He's had lots of interesting experiences, but last summer, when he took me climbing in Scotland something dangerous happened. One morning we set off to climb together. While we were going up the mountain, William fell and broke his leg. I didn't know what to do. It was a really bad experience. But fortunately I had my mobile with me and there was a signal, so we could call for help. The rescue helicopter had to come and get us. It was so cool!

Key

1 Shona c
2 Amy Lee a
3 Harry b

9
CD1

3 Listen again and choose the correct answers.

Play the recording again and give students time to answer the questions. Check with the whole class.

Key

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

Writing

A postcard

4 Complete the postcard with these words.

Ask students to complete the postcard with the words in the box. Ask different students to read the completed postcard for the class to check.

Key

1 been 2 time 3 since
4 seen 5 taken 6 eaten

5 Write a postcard to a friend. Write about a place you have visited or the place you are in now. Follow the instructions below.

This exercise can be completed for homework. Ask students to follow the model suggested by the instructions and to use the words they know for holidays.

6 Show your postcard to another student in the class.

Ask students to exchange their work and read each other's writing.

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

Culture

Two-wheeling around the city

Ask students to look at the pictures and say whether they think biking around a city is a good idea. 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.

Ask some general comprehension questions: *What is Velib? How long has Paris had this system? What*

must you buy to use one of these bikes? Which other cities have a similar system? How long has London had a similar system?

Over to you!

Work in groups. What small thing that we can all do will make a huge difference to our environment? Design a poster and a plan, and present your idea to the class.

Students work in groups discussing the possible changes we can introduce in our daily life to protect our environment. You can also set this activity for homework. Students should design a postcard and write a plan to introduce this change. Ask each group to make a class presentation with their proposal.

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. Ask them questions about it to test comprehension. Example questions:
What's Black Beauty?
Who's telling the story?
What was the weather like?
Why didn't Black Beauty want to cross the bridge?
What did his owner do that night?

Have a discussion with students: Do they think that people or animals can have a sixth sense? Can animals feel danger? Do they know of a similar experience to the one described in the text?

Go to www.cambridge.org/elt/more for exercises

Aims and objectives

SB pp. 14–23

In this unit, students will learn:

present perfect + *yet/already*

present perfect + *just*

present perfect vs. past simple

words for types of film

to say what you have done

to say what films you like/don't like

to talk about films

In which of his films did he feature racing car driving? (American Graffiti)

How often does he make a film for the Star Wars series? (every three years)

Follow up

Direct students' attention to the **Did you know?** box and read it with the class. Ask students if they can think of any other jobs related to the film industry. (Answers may include actors, actresses, makeup people, costume designers.) Allow students to use L1 if necessary. Translate any new words into English for them.

WARM UP

Ask students to look at the photo in the magazine article. Ask: *Who is the man?* (George Lucas) *What's his job?* (He's a film director, producer and writer.) *Which Lucas films have you seen?* (There are many Lucas films to list, but answers may include the *Star Wars* series, the *Indiana Jones* films, *American Graffiti*). Ask students to tell you what the films are about.

Put students into pairs. Ask them to discuss films (they don't have to be Lucas films) with their partners. They ask each other: *What is the best film you have ever seen?* *What happened in the film?* *Why do you like it?*

1 Read the magazine article about George Lucas.

Tell students that they are going to read an article about George Lucas. Teach any new words before they read if necessary.

Then ask the following questions to check comprehension (allowing students to look back at the article if they need to):

What are the films that the writer mentions in the first paragraph? (The *Star Wars* series)

Has he produced any films in collaboration with other directors? (He has created the *Indiana Jones* series together with Spielberg.)

What did Lucas want to be when he was a teenager? (a racing car driver)

Dictionary work

Students work individually, answering the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 a 2 b 3 b 4 b

Text work

2 Circle T (true) or F (false). Correct the false sentences.

Ask students to read the sentences and decide whether they are true or false. Ask students to check their answers in the text on page 14 before you go through them together.

Key

1 T 2 F 3 F 4 T

Saying what you have done

3 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary. Ask students to work in pairs. Allow two minutes for students to practise the dialogues with their partner. Ask some of the pairs to perform the dialogues for the class.



Audioscript

See SB3, page 15

Follow up

For further practice, ask questions about different students for the class to answer. For example: *Has Mario finished doing his homework yet? Has Anna eaten her lunch yet?*

4 Look at the table and ask and answer questions about Tom and Alice.

Focus attention on the table. Ask a student to explain how it works. (Student A asks a question using the prompts on the left-hand side and one of the names. Student B replies, using the information in the first column on the right (all answers are about Tom) or the second column on the left (all answers are about Alice).

Ask students to work in pairs. One student is A, the other is B. Ask one pair to read the example question and answer for the class. If necessary, do a second example as a class and write the question and answer on the board.

Give students one minute to study the table without talking or writing. Student A then asks four questions for Student B to answer about Alice or Tom. Then they swap roles. Monitor the activity and help where necessary. Check the answers with the class.

Key

Has Tom seen the new *Star Wars*? Yes, he has.
Has Tom read today's newspaper? No, he hasn't.
Has Tom seen a 3D film? No, he hasn't.
Has Tom seen the new *Twilight* film? Yes, he has.
Has Tom eaten lunch? No, he hasn't.
Has Tom listened to the new *One Direction* CD? No, he hasn't.
Have Tom and Alice done their homework? Yes, they have.
Has Alice seen the new *Star Wars*? No, she hasn't.
Has Alice read today's newspaper? Yes, she has.

Has Alice seen a 3D film? Yes, she has.

Has Alice seen the new *Twilight* film? No, she hasn't.

Has Alice eaten lunch? Yes, she has.

Has Alice listened to the new *One Direction* CD? No, she hasn't.

5 Work in pairs. Ask and answer the questions in exercise 4.

Ask students to work in pairs. Ask one of the pairs to read the question and answer it as an example for the class. Ask students to take turns to ask and answer questions with their partner. Monitor and help where necessary. Ask each pair to ask and answer a question, while the class listens.

6 Think of some recent popular films, books, games or music. Ask your partner if he/she has seen, read, played or listened to them.

Students work in pairs. Give them a few moments to think of films, books, computer games, CDs or magazines to ask their partner about. They can note them down if they wish.

Ask students to take turns to ask and answer questions with their partner. Monitor and help where necessary. Ask each pair to ask and answer a question, while the class listens.

Vocabulary Films

1 Match the types of film to the pictures.

Draw students' attention to the words and explain any that students are unfamiliar with. Ask students to match the correct type of film to each picture. Allow them to compare answers with a partner before you play the recording for them to check.

Key

1 F 2 E 3 A 4 D 5 C 6 B

Follow up

As an extension to exercise 1, ask the class to brainstorm films they have seen recently. Write the names of the films on the board. Ask students to write the film genres from exercise 1 as headings in their notebooks. They work in pairs to categorise the films on the board.

2 Complete sentences 1–6 with words a–f.

Students work in pairs doing the exercise. Ask individual students to read the complete sentences to the whole class to check.

Key

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

3 Complete the text with the words in the box.

Students read and complete the text with the words on the left. Allow them to check their answers in pairs before checking with the whole class.

Key

1 boring 2 scary 3 creative 4 violent 5 funny

Communication

Saying what films you like / don't like

11
CD1

4 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB3, page 17

5 Ask and answer questions about films with a partner.

Role play with a student or ask a pair of students to do the first dialogue for the whole class as an example. Students practise similar questions and answers in pairs. Ask different pairs to do their dialogues for the whole class to check.

Talking about films

6 Make a list of good films you have seen recently.

Students write down their lists.

7 Work in pairs. Talk about these films. Use the words below to help you.

Focus students' attention on the word box. Go through the words and phrases, explaining any that students are unsure about.

Role play the question and answer with a student as an example. Ask students to work in pairs. They take turns to ask questions about the different films they have seen and answer using the words and phrases in the boxes.

Monitor and help where necessary. Ask some of the pairs to ask and answer a question for the class.

Sounds right have

12
CD1

8 When we use the Present perfect, we usually pronounce *have* as a weak form. When we give short answers, we usually say *have* in a full form. Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. If necessary, play the recording a second time for students to repeat again.

Ask students to practise saying the sentences with a partner. Ask some of the students to say the sentences aloud for the class.

Audioscript

See SB3, page 17

Grammar

Present perfect + *yet* / *already*

1 Look back at the article on page 14 and complete the examples.

Focus attention on the three gapped sentences. Ask students to look back at the article about George Lucas on page 14 and find the sentences in the text. Explain that they should complete the sentences by filling in the missing words. They then complete the rules below with *yet* or *already*. Allow students to compare with a partner before you check the answers with the whole class.

Key

1 yet 2 already 3 yet 4 yet 5 already

2 Match the sentences to the correct pictures.

Ask students to look at the pictures and read the sentences below. They write the number of the correct sentence in each picture. Check the answers with the class.

Key

1 B 2 A 3 D 4 C

3 Complete the sentences with *yet* or *already*.

Ask students to work in pairs to read the sentences and complete them with *yet* or *already*. Check the answers with the class.

Key

1 yet 2 already 3 yet 4 already 5 already
6 yet

4 Use these words to write sentences. Use *yet* or *already*.

Do the first item with the whole class as an example. Ask students to use the prompts to write sentences with *yet* or *already*. Have students compare answers with a partner before checking with the whole class.

Key

- 1 Lauren's already got the new Rihanna album.
- 2 Jack's already downloaded the film.
- 3 I haven't finished my homework yet.
- 4 John has already seen the new *Star Trek* film.
- 5 Olivia hasn't been to the new cinema yet.
- 6 We haven't met our new teacher yet.

Present perfect + *just*

5 Complete the sentence and the rule with one word.

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

Key

1 just 2 just

6 Write sentences in the Present perfect.

Focus attention on the sentence prompts. Ask students to use these to write complete sentences.

Key

- 1 The film has just finished.
- 2 I have just heard some fantastic news.
- 3 She has just started a new school.
- 4 I have just seen a great film at the cinema.

Present perfect vs. Past simple

7 Complete the sentences with the Present perfect or Past simple. Check with the article on page 14.

Ask students to read the sentences and decide whether to complete them with the present perfect or past simple form of the verb. Ask them to check their answers with the text on page 14. Read through the explanation of the present perfect and past simple with the class. Answer any questions that the students have.

Key

- 1 has worked
- 2 came out
- 3 went
- 4 studied
- 5 has been

8 Write the Present perfect or Past simple form of the verb in brackets.

Students work in pairs completing the sentences. Check with the whole class. Clarify doubts if students still have them.

Key

- | | |
|--------------|-----------------|
| 1 went | 4 have finished |
| 2 heard | 5 has, been |
| 3 Have, seen | 6 met |

9 Complete the dialogue.

Students complete the dialogue in pairs. Check with the whole class by asking different pairs to read the dialogue.

Key

- | | |
|-------------|---------------------|
| 1 been | 5 has just come |
| 2 went | 6 got |
| 3 enjoyed | 7 spent |
| 4 have/been | 8 has always wanted |

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

Skills

Reading

WARM UP

1 Look quickly at the article and the photos. What is the article about?

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

Key

b: popular actors

2 Read the article. Circle T (true) or F (false).

Ask students to work in pairs reading the text and deciding which sentences are T or F. Ask them to read their answers aloud to check their answers. With a fast class you can ask them to provide the reasons for their choices.

Key

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

Follow up

Ask students to think of their favourite actor or actress. Ask them to write a short biography, similar to the ones in exercise 1. Monitor and help where necessary. Collect in students' work. Read some of the descriptions out for the class to guess who the actor is.

Listening

13
CD1

3 Listen to Sophie and circle the correct answers.

Tell students they are going to listen to a girl talk about her first experience as a film actress. Play the recording. Ask students to work with a partner circling the correct answers. Ask them to read their answers aloud to check.

Audioscript

I've always wanted to be in a film, and now I've done it! Last week I was the star in a film that my brother Sam made. He's not a famous director, of course. He started at film school a year ago, and he's learning all about how to make special effects. He wants to be one of those people who do things like making the dinosaurs in *Jurassic Park* or who make things explode with lots of noise in action films. Well, he decided to make a film at home. It was a horror film of course – my brother loves

that kind of thing! Don't get me wrong, I like scary films too, but they're not my favourite – in fact, I don't go to see them very often. Sam wrote the film script before we started, with a little help from me. It was a lot of fun. In the film story, we were trapped in the house because a couple of horrible monsters were waiting outside. In the end we tried to escape, but the monsters caught us! We didn't have time to work on it, but I think the film is good. It was really interesting afterwards when Sam created all the special effects – they looked so real! My friend Mandy and I were the only people in the film, but Sam managed to generate a crowd of virtual people on his computer. He wants to make a longer film soon, with more people and more exciting special effects. I think it's worth a try, and I want to be an actress again. If he asks me to be the star, I'll say, 'Yes, of course!'

Key

- 1 her brother's home movie
- 2 a horror film
- 3 only two

13
CD1

4 Listen again. Choose the correct answers.

Play the recording again. Students answer the questions individually. Allow them to check their answers in pairs before checking with the whole class.

Key

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

Writing

A film review

5 Read the film review and complete the information below.

Ask students to read the review silently. Monitor and help with any unfamiliar words. Ask: *Did the writer like the film?* (Yes, he did.) Students complete the information individually. If necessary, allow students to check their answers in pairs before reading them to the class.

Key

The name of the film is Dr No.
It was made in 1962.
It stars Sean Connery.
It is set in Jamaica.
I like this film because the actors are very good.
I recommend this film because this is the first James Bond film.

6

Think about a film you have seen. Write a review of the film. Write about the topics below.

Ask students to write a review of a film they have seen recently, using the text in exercise 5 as a model. They should read and follow each of the writing tips. This task can be done in class or set as homework.

Ask students to exchange their reviews in groups and comment about them.

Key

Students' own answers.

Now watch *The School Magazine* Episode 1 and do the DVD exercises www.cambridge.org/elt/more

The School Magazine

Episode 1: The Mystery Boy

Before you watch

1

Follow the lines and find the names.

Explain to students they are going to watch a story in episodes, and that these are the main characters. Students do the exercise individually. Check the answers with the whole class.

Key

- 1 Jessica 2 Lucy 3 Nick 4 Stern

2

What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they

think is the correct order. Explain that they will wait until they have seen the episode to check their answers.

Key

Students' own answers.

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

A 3 B 2 C 1 D 4

4 Circle the correct sentences.

Students answer the questions individually and check their answers in pairs before checking with the whole class.

Key

1 b 2 a 3 a 4 b

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|------------|------------|
| 1 new | 5 thought |
| 2 magazine | 6 teachers |
| 3 could | 7 students |
| 4 idea | 8 change |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 He missed the bus
- 2 She wants to stop football in the playground.
- 3 No, the camera was OK.

7 Complete the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class.

Key

- 1 Watch out!
- 2 Serves you right.
- 3 I know what you mean.

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue changing the words in bold. Students work in pairs practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.

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

CLIL 1 Technology Bicycles

14
CD1

1 Look at the photos of the two bicycles and circle the correct answers. Then listen and check.

Ask students to look at the photos and read the questions. Have a quick discussion with the whole class to find answers to the questions. Then, write students' answers on the board. Play the recording for students to check their answers.

Audioscript

Interviewer And on today's programme we're talking to Jody Hall, curator of the new Museum of Cycling and a former team GB cyclist. Good morning Jody.

Interviewee Good morning.

Interviewer I understand you were always interested in the history of cycling?

Interviewee Yes, my grandfather was a keen cyclist and collector of bikes and I remember as a child riding some of his old bikes.

Interviewer So, how did you get the idea of opening a museum?

Interviewee Well after the Olympics in London and Bradley Wiggins' success in the Tour de France, I realised that a lot of people shared my interest in cycling and bikes. When my grandfather died I inherited his bike collection and the idea of a museum came to me.

Interviewer My favourite part of the museum is about the development of bicycle design and manufacture.

Interviewee Yes! I think this is fascinating. If you look at some of my grandfather's bikes, they were built of wood and bits of iron. The bike I rode in my last race is made of titanium and carbon fibre. It's such a big difference.

Interviewer What's the biggest difference between the two types of bike?

Interviewee Gosh! Well, titanium bikes are much lighter of course and much much faster.

Interviewer What is the difference in weight?

Interviewee Well a new bike would weigh about eight kilos and a bike built in the early twentieth century would probably weigh around 20 kilos.

Interviewer Wow, what about the cost?

Interviewee My grandfather paid £5 for one of his bikes and my last bike cost about £4000!

Interviewer That's a lot! And how many bikes have you got in the museum?

Key

- | | |
|-----------------------------|--------|
| 1 titanium and carbon fibre | 3 8kg |
| 2 iron and wood | 4 20kg |

2 Complete the article with the words below.

Read the words in the box with the whole class and clarify their meanings. Give students time to read and complete the article. Check with the whole class.

Key

- 1 pedals
- 2 processes
- 3 titanium
- 4 stronger
- 5 gears
- 6 mountain
- 7 electronic
- 8 cameras

3 Read the article again and answer the questions.

Students work individually, answering the questions. Check with the whole class.

Key

- 1 They were made of wood and iron.
- 2 Cycling has become hi-tech.
- 3 They allow cyclists to go faster and to climb steeper hills.
- 4 They can now reach speeds of 110 km/h (68 mph).

WEBQUEST

This exercise can be completed for homework or at the IT lesson. Ask students to present the result of their research to the whole class.

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

Check your progress 1

Units 1 and 2

Key

1

- 1 laptop
- 2 digital camera
- 3 headphones
- 4 wallet
- 5 sunglasses
- 6 tablet

2

- 1 horror
- 2 comedy
- 3 science fiction
- 4 war
- 5 western
- 6 cartoon

3

- 1 Have, worked
- 2 haven't
- 3 has, been
- 4 has been
- 5 since
- 6 Have, seen
- 7 have, moved
- 8 went

4

- 1 hasn't eaten
- 2 have known
- 3 has bought
- 4 has taken
- 5 haven't found

5

- 1 yet
- 2 since
- 3 already
- 4 for
- 5 just

6

- 1 Have you ever seen a horror film?
- 2 Have you finished your homework yet?
- 3 How long have you lived in London?
- 4 Have you already been to the beach?
- 5 How long have you been here?

7

- 1 Have, had
- 2 went
- 3 didn't have
- 4 decided
- 5 arrived
- 6 was
- 7 started
- 8 couldn't
- 9 were
- 10 have, been



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

Aims and objectives

SB pp. 24–33

In this unit, students will learn:

will

would

going to (revision)

words for geographical features

words for outdoor activities

to say what you are going to do

to talk about preferences

to make offers/promises/predictions

How will James let people know where he is during his trip? (by posting his messages on the charity website. That's why he needs his mobile phone.)

Audioscript

See SB3, page 24

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

Follow up

Discuss with the class and arrive at a list of charities they would like to help. Ask students to work in pairs discussing the activities that they could do to raise money for them and who they could ask for sponsorship. Ask students to share their ideas with the class. Have a class vote to decide which plan is the best.

WARM UP

Ask students to cover the text and look at the picture of Holly and James. Ask the class: *What has James got? Why do you think he's got a phone? Can you think of a way in which that relates to the title of the lesson?* Invite as many different suggestions as possible, but tell students not to read the dialogue to find the correct answer.

15
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 are James and his brother going? (to Morocco)

Why are they travelling to Morocco? (to raise money for a charity)

How are they going to travel? (they're going to travel rough. They aren't staying at hotels.)

What's "to sponsor"? (Explain that the usual meaning is to pay for the costs of an event or a programme, generally as a means of advertising, but in this case it means to agree to give somebody money for a charity if they complete a particular task.)

Dialogue work

2 Match the sentence halves.

Ask students to work in pairs to match the sentence halves on the left with those on the right. Check the answers with the class.

Key

1 b 2 e 3 d 4 c 5 a

Saying what you are going to do

16
CD1

3 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary. Ask some pairs to do the dialogue for the whole class.

Audioscript

See SB3, page 25

4 Work in pairs. Ask and answer. Use the ideas in the photos below.

Model the activity with a student. Ask students to work in pairs. They take turns to ask and answer questions using the phrases and ideas in their book. Monitor and help where necessary. Ask pairs of students to perform one of their dialogues for the class.

Vocabulary

Geographical features

17
CD1

1 Listen and complete the words under the pictures.

Before you play the recording, ask students to look at the pictures, read through the descriptions and predict the missing words. They can discuss the needed words with a partner, but ask them not to use their dictionaries at this stage. Then play the recording, pausing at appropriate places for students to write the words in the gaps. Play the recording a second time for students to check their answers. Play it a third time for students to say the words. Ask some of the students to read the descriptions for the class.

Audioscript

- 1 In this picture there is a mountain, a valley and a river. You can see a busy road with lots of cars.
- 2 In this picture there is a village, a motorway and a forest. You can the moon in the sky.
- 3 In this picture there is a lake, a hill and some fields. You can see some stars in the sky.
- 4 In this picture there is a town, a beach and the sea. The sun is in the sky.

Key

- 1 mountain, valley, river, road
- 2 village, motorway, forest, moon
- 3 lake, hill, fields, stars
- 4 town, beach, sea, sky

Outdoor activities

2 Here are six activities you can do at an adventure camp. Number them 1–6: 1 = the activity you think is best, 6 = the activity you think is worst.

Draw students' attention to the words in the pictures. Provide the meaning of the activities they don't know. Have a whole class discussion. Ask students where each one of these activities can be done. Divide the class in groups of four and ask them to rate the activities and explain the reasons for their answer. Ask each group to present their ratings for the whole class.

Communication

Talking about preferences

18
CD1

3 Listen and repeat.

Play the recording and ask students to follow it in their books. Play it a second time for to repeat. Monitor correct pronunciation and intonation. If necessary, make it explicit to students that we use "*Let's*" to suggest an activity and "*I'd prefer to*" or "*I'd rather*" to express a preference. Ask students to work in pairs to practise the dialogue. Ask some of the students to perform the dialogue for the class.

Audioscript

See SB3, page 26

19
CD1

4 Complete the dialogue with *prefer* or *rather*. Listen and check.

Ask students to read through the dialogue and predict the missing words. Then play the dialogue, pausing at appropriate places for students to write the words in the gaps. Play the recording a second time for students to check. Ask students to work in pairs to practise the dialogue. Ask some of the students to perform the dialogue for the class.

Audioscript

Helen Are we going to canoeing on Saturday?
It's going to be warm.

Archie I'd rather go on Sunday. I'm going to visit my grandmother on Saturday. She lives a long way away. How about going on Sunday afternoon?

Helen Well, I'd prefer to go on Saturday. There's going to be an exam on Monday, and I want to study all day on Sunday.

Key

1 rather 2 prefer

5 Work in groups of three. Discuss activities for the group to do.

Put students into groups of three. If the class doesn't divide exactly, include one or two groups of four. One student suggests an activity that the group could do. The other students give their responses. The next student then suggests an activity, and so on. Students use the activities from exercise 2 on page 26 as prompts and the phrases in the speech bubbles for their suggestions and responses. Ask some of the groups to perform their exchanges while the class listens.

Follow up

Ask students to stay in their groups. Tell them that they are going to plan a week's timetable for an adventure camp. They must have a different activity for every morning and afternoon. They can use the words from exercise 2 on page 26 and any other ones from the unit, or from previous units. Ask students to think of a name for their adventure camp. Give each group a piece of paper to write up their timetable.

Ask one student from each group to present their adventure timetable to the rest of the class. Have a class discussion and vote on the best plan.

Sounds right going to

20
CD1

6 When we say going to, it often sounds like 'gonna'. Listen and repeat.

Explain to students that when talking at normal speed the pronunciation of going to often changes to *gonna*/gɒnə/. Play the recording, pausing after each sentence for students to repeat. Play the recording a second time for students to repeat again.

Audioscript

See SB3, page 27

Making offers / promises / predictions

7 Complete the pictures with the number of the correct sentence below. Act the dialogues out with a friend.

Students work individually, matching the pictures with the sentences. Then, in pairs, they practise the dialogues. Ask some pairs to perform their dialogues for the class to check.

Key

A 2 B 1 C 3

Grammar will

1 Match the examples with the rules.

Ask students to look at the sentences at the top of the page. For each sentence, ask: *Is it an offer, a promise, a prediction or is someone making a decision?* (Sentence 1: an offer; Sentence 2: a prediction; Sentence 3: a promise; Sentence 4: a decision.)

Students work in pairs to write the number of the sentences next to the rules. Go through the answers. Ask students: *How do we know that someone is making a decision in Number 4?* (The phrase *I think* shows that the person has considered what to do and then has decided.)

Key

1 a 2 d 3 b 4 c

2 Complete the sentences. Use *will* and the verb in brackets. Then match the sentences.

Students can do the exercise in pairs if you think they need help. Check answers with the class.

Key

- | | |
|---------------|------------------|
| 1 b I'll help | 4 a I'll explain |
| 2 f I'll buy | 5 c I'll phone |
| 3 e I'll get | 6 d I'll open |

would**3 Match the examples with the meanings.**

Ask students to read the sentences. For each sentence, ask: *Is the speaker saying what he/she wants, asking a person what he/she wants or stating a preference?* (Sentence 1: saying what he/she wants; Sentence 2: asking what a person wants; Sentences 3 and 4: stating a preference.) Students work in pairs to write the number of the sentences next to the rules. Go through the answers.

Key

1 b 2 a 3 c 4 c

4 Circle the correct answer.

Students work individually, circling the correct answer. They can compare answers in pairs before a whole class check.

Key

1 like 2 rather 3 prefer 4 like

be going to**5 Put the words in the correct order then check in the dialogue on page 24.**

Ask students to work in pairs to put the words in the correct order. Tell them to check their answers

in the dialogue on page 24. Read the rule about when to use *going to* with the class. Answer any questions that the students have.

Key

- 1 My brother and I are going to travel to Morocco.
- 2 How are you going to raise the money?

6 Write sentences with *be going to*.

Ask students to write the sentences with the correct form of *going to*. Allow them to compare answers with a partner before you check with the class.

Key

- 1 My dad is going to buy plane tickets for our holiday in Africa.
- 2 We are going to stay in big tents next to a river.
- 3 My aunt is going to come with us.
- 4 We are going to see lots of wild animals.
- 5 My mum is going to take photos of the animals.
- 6 I am going to see lions.

7 What is going to happen? Write a sentence for each picture using *be going to*.

Students work individually and then check their answers in pairs. Ask students to read their sentences for the whole class to check.

Key

Possible answers:

- 1 The lion's going to eat the zebra.
- 2 The woman's going to take a picture of the giraffe.
- 3 The family are going to fly in the balloon.
- 4 It's going to rain.
- 5 They're going to see the elephants.
- 6 The rhino is going to catch the ranger.

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

Skills Reading

WARM UP

Tell students that they are going to read an article about different ways in which to support a charity. Remind them of the discussion they had at the beginning of the lesson.

1 Look quickly at the photos and the article. Answer the questions.

Ask students to look at the pictures and answer the questions. Allow them to check their predictions in pairs before checking with the whole class.

Key

1 Sara 2 Jonathan 3 Rachel

2 Read the article and tick the correct parts of the table.

Students read the text. Make sure they understand all the vocabulary and language. Ask general questions to check:

What's Rachel going to do? (cycle from London to Paris)

Why is she going to do it? (to raise money for a charity that helps people with the same health problem as her mother)

Where will Sara stay? (she'll stay on Skomer)

What is she going to do? (she's going to count puffins, talk to visitors and make sure the paths are clean)

What are Jonathan and his friend going to drive? (a tuk tuk)

Where are they going to go? (to India)

Why are they going to do it? (to raise money for a school in their town)

Students work in pairs. Check answers with the whole class.

Key

	Rachel	Sara	Jonathan
likes wildlife		✓	
is going to raise money for sick people	✓		
is going to raise money for children			✓
doesn't think it'll be easy	✓		
will travel very slowly			✓
is going to look after things and people		✓	

Listening

3 Listen and answer the questions.

Play the recording. Students listen and answer the questions individually. Check the answers with the whole class.

Audioscript

Greg Hey! Mia!

Mia Hi Greg.

Greg Good to see you again. How are things?

Mia Good, thanks. Only two more weeks till the holidays begin!

Greg What are you going to do?

Mia You'll never guess. Mum, Dad and I are going on holiday to – AFRICA!

Greg Wow! Let's go have a cola and you can tell me everything.

Mia Well, where do I start? We're going to fly to Nairobi, that's in Kenya. Then we have to get to the coast, so we're going to catch a plane to Mombasa. Mum booked the tickets on the Internet.

Greg How long is it going to take to get there?

Mia It's a long way. I think it's going to take about 12 hours.

- Greg** So, where are you going to stay?
- Mia** First, we're going to stay at a camp in Tsavo National Park called Lion Cabin for five nights. Everyone sleeps in tents and we're going to eat outside under the stars. There aren't any fences, so the animals are going to walk right through our camp!
- Greg** What! Lions, too?
- Mia** I don't know, but I think it will be really exciting.
- Greg** Have you planned anything else?
- Mia** Yes, after Lion Cabin, we're going to stay in Mombasa and hire a car for a few days and explore some of the area. Mum and Dad say that we're going to find some famous caves where people lived years ago.
- Greg** Cool! Then what?
- Mia** We're going to walk for three days and see the wild animals.
- Greg** Can't you hire a Land Rover?
- Mia** Yes, but Dad says we'll see more animals on a walking safari. We're going to hire a really great guide to look for animals tracks. I looked on the web and guess what you have to do if you see a rhino?
- Greg** What?
- Mia** You have to hide behind a tree because they can't see very well! And we have to wear camouflage, you know, natural colours so they can't see you.
- Greg** You're so lucky, it sounds great. Have you planned anything else?
- Mia** Not really. We're going to stay in Nairobi for two days before we come home. Mum and Dad want to visit some friends and we're going to buy some souvenirs. I think I'm going to lie by the pool and rest!

Key

- 1 The flight will take about 12 hours.
- 2 Mia's family are going to stay at a camp in Tsavo National Park called 'Lion Cabin'.
- 3 Next they are going to visit some famous caves.
- 4 Then they're going on a walking safari.
- 5 On the safari, they are going to wear camouflage/clothes with natural colours so animals can't see them.
- 6 Mia's mum and dad want to visit some friends in Nairobi.

Writing An email

5 Read the email. What is the writer going to do at the weekend?

Students read the email and answer the question. Check with the whole class.

Key

She's going to cycle by the river.

6 Write a short email to another student in the class. Follow the instructions.

This exercise can be done in class or set for homework. Tell students that it is important that they follow the instructions in the correct order.

7 Work in pairs and read each other's emails. Discuss the plans you suggested and decide what you are going to do together at the weekend.

If students are doing this work in class, they can swap emails with a partner when then have finished, check each other's work and decide what they are going to do at the weekend. Ask different pairs to read their emails and present their decisions to the class.

21
CD1

4 Listen again and correct the wrong information in the sentences below.

Play the recording again. Students work with a partner correcting the wrong answers. Check the answers with the whole class.



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

Culture

Voluntary work

Look at the photos with the class and elicit what they can see in them.

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.

Ask some general comprehension questions: *In which country does the rainforest protection programme take place? Where will you live? What will you do? Do you need to have any experience to take part in the project? What do you need? What is the project in Ghana about? What do they need? What do you need? In which of the two jobs will you work longer hours?*

Over to you!

What do you think about doing voluntary work (working for no money)? What voluntary work can you do where you live? Is it common where you live for young people to do voluntary work?

Students work in groups discussing and making a list of the sort of voluntary work they can do in their country/region. Ask each group to present their lists to the class. Have a whole class discussion about the different lists.

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

TRAVEL: The future

Ask students to read the text. Ask them questions about it to test comprehension. Example questions:

Why was travelling different 25 years ago?

What can you do nowadays that you couldn't do then?

What will happen with travel books?

What will travelling be like?

Will we be able to travel into space?

Will people still want to visit places like the pyramids in Egypt or the Colosseum?

Have a discussion with students: Do they agree or disagree with the article? What do they do when they organise their vacations? Do they buy their tickets on the Internet or at a travel agency? Would they like to go to the Moon on a holiday? Do they think that Mars can become a holiday resort?



Go to www.cambridge.org/elt/more for exercises

UNIT 4 Superstitions

Aims and objectives

SB pp. 34–43

In this unit, students will learn:

first conditional

prepositions

common verbs + prepositions

words for star signs

to talk about superstitions/star signs

to talk about personality

to talk about consequences

WARM UP

Introduce the word *superstition*. Ask students:

What superstitions do you know? Are you superstitious? Do you know any superstitions from other countries?

Ask students to look at the photographs on page 34. Ask them to make predictions about what the superstitions might be, without reading the text.

1 Are you superstitious? Read about amazing superstitions.

Ask students to read the text silently to themselves.

Did students predict any of the superstitions correctly? Explain any unfamiliar words and phrases and answer any questions that students have. Ask them to read the text a second time. Ask the following questions to check comprehension:

Why do people in China clean their houses after New Year's Day? (Because it brings good luck.)

Why do Brazilians eat lentils on the first of January? (So that they will have money all year.)

What should you not do when you are eating rice in Thailand? (You should not eat hot rice mixed with cold rice.)

What shouldn't you do in Argentina after you make three wishes and drop a coin in a fountain? (You should not pick up the coins in the fountain.) *Why?* (Because you'll have back luck.)

In Japan, what happens if you kill a snake? (You'll lose your money.)

Discuss the superstitions with the class. Ask: *Do you believe in any of these superstitions? What superstitions do you believe in?*

Follow up

Ask students if they can think of any superstitions. Allow students to use L1 if necessary. Translate any new words into English for them.

Dictionary work

Students work individually, answering the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 a 2 b 3 a 4 b

Text work

2 Complete the statements about superstitions with the correct information from the text.

Ask students to complete the superstitions with the correct information. They can re-read the text as necessary. Check the answers with the class.

Key

- 1 you will lose your way the next time you go out.
- 2 they drop a coin in a fountain.
- 3 on the floor, your money will disappear and you won't know where it went.
- 4 he should eat the corners of a piece of bread.
- 5 you will be lucky in life.

Talking about superstitions

3 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB, page 35

22
CD1

4 Work in pairs. Take turns to invent different superstitions. Use the pictures and the ideas below.

Ask two students to read the text in the speech bubbles. Students work in pairs. One is Student A and the other is Student B. Tell them that they are going to invent their own superstitions. Student A must choose three pictures to ask Student B about. Student B chooses three responses and uses them to answer A's questions. When they have finished, they change roles. Monitor and help where necessary. Ask some of the pairs to ask and answer a question while the rest of the class listens.

Follow up

For further practice, ask students to work in pairs to write a new superstition, without using any of the pictures or phrases from exercise 4. Ask students to read their superstitions to the class.

5 What about in your country? Complete the sentence.

Ask students to complete the sentence with some of the superstitions in their country.

Vocabulary

Star signs

1 Work in small groups. Look at the star signs below. Which star sign are you?

Focus attention on the illustrations of the different star signs. Say the words for students to repeat. Students work in groups of three asking *When were you born? Which star sign are you?* and answering. Ask each group to provide the birth dates and the star signs for each of its members.

23
CD1

2 Work in pairs. Try and complete the sentences with the correct signs. Then listen and check.

Ask students to read through the sentences

and discuss them with a partner. Then play the recording, pausing after each speaker for students to check the name of the star sign. Check the answers with the class.

Audioscript

- Speaker 1** A **Leo** is very friendly and gets on very well with other people.
- Speaker 2** **Pisces** are happy people. They always smile and laugh a lot.
- Speaker 1** **Scorpios** are very determined and always get what they want.
- Speaker 2** A **Capricorn** is very energetic, works hard and is busy all the time.
- Speaker 1** **Aries** are very helpful. They have lots of friends.
- Speaker 2** **Geminis** are very intelligent. They love solving all kinds of problems.
- Speaker 1** **Cancers** are very romantic. They like love stories.
- Speaker 2** **Virgos** are very dynamic. They love to keep fit and do all kinds of sports.
- Speaker 1** **Libras** are very passionate. They feel very positive about what they do.
- Speaker 2** A **Sagittarius** is very flexible and can do more than one thing at the same time.
- Speaker 1** An **Aquarius** is very positive and always sees the good side of life.
- Speaker 2** A **Taurus** is a very generous person and likes giving presents.

Key

- | | |
|-------------|----------------|
| 1 Leo | 7 Cancers |
| 2 Pisces | 8 Virgos |
| 3 Scorpios | 9 Libras |
| 4 Capricorn | 10 Sagittarius |
| 5 Aries | 11 Aquarius |
| 6 Geminis | 12 Taurus |

24
CD1

3 Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB3, page 36

4 Work in pairs. Talk about your star sign and your personality.

Ask students to work in pairs. They take turns to ask each other about their star signs, using the dialogue from exercise 3 as a model. Monitor and help where necessary. Ask some of the students to say their dialogues for the class.

Follow up

For further practice, ask students to stand up and find a new partner. They ask and answer questions about each other's star signs. When they have finished talking, they find a new partner. Continue until students have spoken to five other students.

Communication

Talking about personality

25
CD1

5 Listen to the dialogue between a careers counsellor and a student. Tick the activities Sam likes doing. What jobs could he choose?

Play the recording through. Play the recording again giving students time to complete the exercise. Students check their answers with a partner before checking with the whole class. Have a class discussion about the jobs Sam could choose.

Audioscript

Careers counsellor So what are your interests, Sam?

Sam Well, I like fixing things and I'm good at maths at school – I like technical things.

Careers counsellor Oh, that's good. And what about travelling and foreign languages? Do you like them?

Sam Not really. I don't really like going abroad much.

Careers Officer OK, well, I think I know the job I would recommend...

Key

✓ fixing things ✓ doing sums

6 Tick the two things above that you like most.

Students do the task individually.

7 Role play. Student A is a careers counsellor. Student B is the student. A interviews B and suggests possible jobs.

Ask a pair of students to read the dialogue for the whole class. Role play with a student if you feel they need help. Students work in pairs taking turns to be the careers counsellor and the student and using the answers given in the previous exercise. Ask several pairs to demonstrate their exchanges to the class as a way of checking the activity.

Talking about consequences

8 Work in pairs. Complete the sentences below.

Ask students to complete the sentences in pairs. Check answers with the whole class.

Key

Students' own answers.

Possible answers:

- 1 take an umbrella.
- 2 buy a new smartphone.
- 3 go on holiday.
- 4 play football with my friends.
- 5 study hard for my exams.

Sounds right

Do you...?

26
CD1

9 When we say *Do you* in a question, we often say it as one sound. We don't pronounce *Do* strongly. Listen and repeat.

Focus on the pronunciation of *Do you...?* Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB, page 37

27
CD1

10 When we say *do* or *don't* in an answer, we usually say it strongly. Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB, page 37

Grammar

First conditional

1 Look at the examples and circle the correct word to complete the rules.

Students read the sentences and circle the correct word to complete the rules about the first conditional. Make sure students realise that they should always use:

If + subject + present simple, subject + *will/won't* + verb

Key

- 1 possible
- 2 Present simple

2 Write the correct form of the verbs in brackets to make first conditional sentences.

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

Key

- 1 won't have, go
- 2 dream, will have
- 3 will happen, see
- 4 will have, cut
- 5 say, will be

3 Put the questions in order.

Ask students to put the words in order to make questions. Remind them that sentences start with capital letters. Check the answers.

Key

- 1 Will you go out at the weekend if it rains?
- 2 Will we win the match if we train hard?
- 3 If Tim phones, will you tell me?
- 4 If you find my wallet, will you call me?
- 5 If you have a party, will you invite me?
- 6 Will you be angry if I don't eat dinner?

Follow up

Students work in pairs asking and answering the questions in exercise 3. Ask them to give reasons for their answers.

Prepositions

4 Complete the sentences with prepositions.

Ask students to complete the sentences with the correct preposition. Tell students to check their answers in pairs if you feel they need help. Check answers.

Key

- 1 on 2 at 3 in 4 on 5 into 6 from

5 Look at the prepositions in exercise 4. Which refer to:

Ask students to read the sentences again and do the exercise in pairs. Check the answers with the class.

Key

- a) Place: *in, on*
- b) Movement: *into, from*
- c) Time: *on, at*

Follow up

To revise and build on what students have previously learned about prepositions, set the following task: ask students to work in pairs or small groups. Ask them to think of any rules that can help them decide which preposition to use. Discuss students' thoughts with the class. Put any useful rules on the board for students to copy. For example:

Time: We use on when we are talking about a date. We use in when we are talking about a particular part of the day, e.g. in the morning, afternoon, evening.

6 Complete the sentences with the correct preposition.

Ask students to read the sentences and complete them with an appropriate preposition. Allow students to compare with a partner before you check the answers with the class.

Key

1 on 2 at, on 3 in front of 4 next to
5 in, on 6 in

Common verbs + prepositions

7 Circle the correct preposition.

Read the preceding information about verbs and prepositions with the class. Ask students to read the sentences and choose the correct prepositions. Allow students to compare with a partner before you check the answers with the class.

Key

1 for 2 for 3 out of 4 for
5 about 6 about 7 for 8 in

8 Complete the sentences with the correct preposition.

Ask students to read the sentences and complete them with the correct prepositions from the box. Allow students to compare before you check the answers with the class.

Key

1 on 2 at 3 about 4 at 5 with 6 for



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

Skills Reading

WARM UP

1 Decide if these things are good or bad luck. Then read the article and check.

Ask students to work in pairs to complete the table about things that are good or bad luck. Ask some of the pairs to read their predictions to the class. Write some of them on the board as a way to keep them in mind.

Students read the text. Discuss the warm-up activity. Were students' predictions about the things which are good/bad luck correct?

Check students' understanding of the text by asking:

In which country is seeing a black cat considered good luck? (in the UK)

What happens if you put butter on a cat's feet? (it'll never go away)

What do Scottish people think will happen when a strange dog comes to your house? (you'll make new friends)

What will happen if a dog eats grass, according to Scottish people? (it will rain)

Do birds bring good or bad luck? (it depends)

What should you remember to say when you see a magpie? ("Hello, Mr Magpie")

What should you do when you see a cuckoo? (shake your money)

What will happen if a bee gets into your house? (you'll have a visitor)

Discuss the warm-up activity. Did anyone guess what things are good or bad luck?

Key

1 seeing a black cat: good luck in Asia and the UK, bad luck everywhere else

- 2 a strange dog coming to your house: good luck
 3 shaking your money if you hear a cuckoo: good luck

2 Read the article again. Choose the correct answers.

Students read the article and answer the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

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

Listening

28
CD1

3 Listen to three people (Sue, Adam and Anna) answering the question 'Are you superstitious?' Tick 'yes' or 'no'.

Play the recording through. Give students time to tick the correct answer. Check with the whole class.

Audioscript

Interviewer Hello, what's your name please?

Sue I'm Sue.

Interviewer Thanks Sue. And are you superstitious?

Sue No, I'm not. I don't believe in superstitions. For example, some people think that Friday the 13th is an unlucky day, but I don't. But I never had anything bad happen to me on that day. Also, I'm not afraid of breaking mirrors or anything like that. I think you should just be careful and act in a sensible way. Then, nothing bad will happen to you.

Interviewer Hello, what's your name please?

Adam Hi. It's Adam.

Interviewer OK Adam, so do you think you are superstitious?

Adam No, no. Superstitions are really stupid, aren't they? I mean ... For example, when I have an exam, I always take in my special pen. It's a pen my mother gave me. Oh, and I wear my special red socks

when I have an exam. My grandmother gave them to me. Hmm... Oh, and also, I always take my teddy into the exam. It's just a little bear. Hmm ... But I always pass my exams ... Maybe these things do bring me luck. Hmm. Maybe I am superstitious...

Interviewer I see. Thanks Adam.

Interviewer Hello, what's your name?

Anna My name's Anna.

Interviewer Are you superstitious, Anna?

Anna Yes, a little bit. There are lots of superstitions that I don't believe in. But there are some little things... For example, if I see a black cat in the street, I try and walk around it, so it doesn't run in front of me. And if I see a ladder, I never walk underneath it. And if I want something good to happen, I always cross my fingers and make a wish.

Interviewer Thank you very much.

Key

1 no 2 yes 3 yes

28
CD1

4 Listen again and complete the sentences below with one word.

Play the recording again. Give students time to complete the sentences. Play it again and allow students to check their answers in pairs. Check with the whole class.

Key

- | | |
|---------------------|-----------|
| 1 unlucky | 4 bring |
| 2 careful, sensible | 5 believe |
| 3 special | 6 wish |

Writing

A description of a person

5 Read Tom's description of a person he knows. Who do you think it is?

Ask students to do the task with a partner or individually. Check with the whole class.

Key

1 his mother

6 Underline the adjectives in the text which describe someone's personality.

Students do the task with a partner. Check by asking students to read the underlined adjectives.

Key

friendly, happy, hard-working, busy, determined, generous

7 Work in pairs. Write a description of your partner. Use adjectives to describe their personality.

Ask students to describe their partners using adjectives as in the model text.

8 Read your partner's description. Do you agree with it?

Ask students to exchange their work in pairs and read each other's writing. You may wish to have some students read their descriptions to the whole class without saying who they are describing and have the class guess.

Now watch *The School Magazine* Episode 2 and do the DVD exercises
www.cambridge.org/elt/more

The School Magazine
Episode 2: Bad Hair Day
Before you watch

1 Match the sentences to the pictures.

Students do the exercise individually. Ask some students to say their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

2 What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they think is the correct order. Ask some students to give their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

Exercise 1: A2 B4 C1 D3

Exercise 2: A1 B4 C3 D2

4 Circle the correct sentences.

Students answer the questions individually and check their answers in pairs before checking with the whole class.

Key

- 1 Nick was up late because he was *uploading his photos*.
- 2 Nick has hurt his *ankle*.
- 3 Mr Andrews wants to see Nick's *book report*.
- 4 Nick took too many photos of *his girlfriend*.
- 5 The *TV* is broken.
- 6 The date is *Friday 13th*.

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|-----------|-----------|
| 1 ready | 5 doing |
| 2 Either | 6 telling |
| 3 haven't | 7 have |
| 4 busy | 8 parents |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 Six things: mirror breaks, he misses his lift, battery runs out on camera, gets told off for late book report, photos are not accepted for the newspaper, TV is broken.
- 2 Nick hasn't finished the book report.
- 3 Today is Friday 13th. Lots of people believe this is an unlucky day.

7 Say the missing words. Practise the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class. Then students practise the dialogue. Ask some pairs to do their exchanges for the whole class.

Key

- 1 Leave it out!
- 2 more or less.
- 3 the sooner the better!

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue changing the words in bold. Students work in pairs practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.

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

CLIL Geography

Natural wonders

1 Look at the photos. Where do you think these places are?

Students look at the photos without reading the text and guess where these places are. Write some of their guesses on the board to check after they have read the article.

2 Read the article and answer the questions.

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 check their answers to exercise 1. How many got the answers right? Have a show of hands. Students work with a partner. Check their answers with the class.

Key

- 1 The Colorado River has cut a channel through the layers of rock.
- 2 They are over 30m (100ft) high.
- 3 Because it sits on two tectonic plates which are constantly moving and grinding into each other.
- 4 You can see mud pools, geysers, and hot springs.

29
CD1

3 Listen and complete the factfile.

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

Audioscript

Interviewer So Kirsty, you chose to answer the geography questions. This week we're talking about deserts and your questions are all about the Atacama desert. Ready?

Kirsty Erm... OK.

Interviewer First question...Where exactly is the Atacama desert?

Kirsty Well, I'm pretty sure it's in South America.

Interviewer You're right, but which country is it in?

Kirsty Peru? No, wait. I think it's Chile...

Interviewer Well done. The Atacama Desert, or *Desierto de Atacama* in Spanish is in Chile, South America. It's a strip of land on the Pacific coast, west of the Andes mountains. Some people say a small part of it is in Peru though. So Chile and Peru is also correct. Next question – how big is it?

Kirsty I have no idea, so I'm going to guess. 100,000 square kilometres.

Interviewer Not a bad guess! It's actually 105,000 square kilometres. Do you know what type of desert it is?

Kirsty Yes, it's technically a cold desert. And it's very very dry.

Interviewer Correct! Any idea how dry exactly?

Kirsty Does it have no rain at all?

Interviewer They say that there are some places in the Atacama that never have any rain, but the average rainfall for all the desert is 5 millimetres a year.

So, at the end of that round you have 2 points. Thank you Kirsty and now please can we have our next contestant.

Key

- 1 Chile (and Peru), South America
- 2 105,000 km²
- 3 cold and very dry
- 4 5mm a year

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 places they researched. Ask the groups to present their answers to the class.

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

Check your progress 2

Units 3 and 4

Key

1

- | | |
|------------|---------|
| 1 lake | 4 hill |
| 2 motorway | 5 stars |
| 3 moon | 6 field |

2

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

3

- 1 What is he going to do tomorrow?
- 2 I think it's going to rain tonight.
- 3 We are going to travel to America.
- 4 Will you be at home at the weekend?
- 5 I think I will email Mike tonight.
- 6 Don't worry, I won't be late!

4

- | | |
|------------|---------|
| 1 to visit | 4 to do |
| 2 to come | 5 to be |
| 3 go | 6 stay |

5

- 1 on 2 at 3 in 4 in 5 in 6 from

6

- 1 rains, will take
- 2 walk, will bring
- 3 pass, will be
- 4 will swim, go
- 5 will go, is

7

- | | |
|--------|---------|
| 1 for | 6 for |
| 2 in | 7 about |
| 3 for | 8 about |
| 4 at | 9 to |
| 5 with | 10 for |

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

Aims and objectives

SB pp. 44–53

In this unit, students will learn:

- relative pronouns *who/which/that*
- question tags
- words for places
- to talk about tourist attractions
- to ask for information at the cinema

WARM UP

Ask students to talk about the picture. Ask: *Where are the characters?* (in the street) *What are they doing?* (talking) *Who do you think they are talking to?* *Do you know what the building behind them is?* (the Pavilion)

30
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:

Who's asking about the Pavilion? (a tourist)

When does it date back to? (around 1800)

Where's the woman from? (the USA)

What do Rob and Holly advise her to visit? (the Brighton Museum and Art Gallery)

Which is the place that most people enjoy when they go to Brighton? (The Sea Life Centre, near the beach)

What can people see there? (they can see different fish and sea creatures)

Audioscript

See SB3, 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 Circle T (true) or F (false). Correct the false sentences.

Ask students to read the sentences and circle T or F for each one. Check the answers with the class. Ask students to correct the false sentences.

Key

1 T 2 T 3 F 4 T 5 F

Talking about tourist attractions

31
CD1

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 SB3, page 45

4 Now work in pairs. Ask and answer questions about Brighton. Use the phrases and photos below.

Read the exchanges with the class. Role play the dialogue with a student, modelling it on the text they have just read. Monitor the pairs while they work to make sure they are using the structures correctly. Check by asking different pairs to do their dialogues for the class.

Vocabulary Places

32
CD1

1 Write the words under the pictures. Then listen and check.

Ask students to write the words for places under the correct pictures. Play the recording for students to check their answers. Check the answers with the class. If further pronunciation practice is needed, play the recording again, pausing after each word for students to repeat. Then ask individual students to say the words.

Audioscript Key

- Speaker 1** One – aquarium
Speaker 2 Two – museum
Speaker 1 Three – cinema
Speaker 2 Four – theatre
Speaker 1 Five – exhibition
Speaker 2 Six – park
Speaker 1 Seven – castle
Speaker 2 Eight – market
Speaker 1 Nine – concert hall
Speaker 2 Ten – megastore
Speaker 1 Eleven – fountain
Speaker 2 Twelve – statue
Speaker 1 Thirteen – tower
Speaker 2 Fourteen – skyscraper
Speaker 1 Fifteen – bridge

- 2 Work in pairs – A and B. Make up some appropriate times and write them in the table below. Then try and guess the times in your partner's table.**

Ask a pair of students to read the dialogue for the whole class. Students work individually, writing down the appropriate times for each visit or activity. Make sure they don't show them to their partners. In pairs students try to guess the times in their partner's table using the dialogue in the speech bubbles as a model. Check with the whole class by asking different pairs to do their dialogues aloud.

Communication

Asking for information at the cinema

33
CD1

- 3 Listen and repeat.**

Play the recording. Ask students to read the dialogues while they listen. Play the dialogues again, stopping after each line for students to repeat. Ask students to work in pairs to practise the dialogues. Ask some of the pairs to perform the dialogues for the class.

Audioscript

See SB3, page 47

34
CD1

- 4 Match questions 1–5 to answers a–e. Then listen and check.**

Students work individually, matching questions to answers. Allow them to check their answers in pairs. Play the recording. Give students time to check their answers. Ask pairs of students to read the questions and their corresponding answers for the class to check.

Audioscript

- Speaker 1** How long does the film last?
Speaker 2 It finishes at 8:00, so that's about 90 minutes.
Speaker 1 Have you still got tickets for the 9:30 show?
Speaker 2 I'm sorry, they have all sold out.
Speaker 1 Do you accept student cards?
Speaker 2 Yes of course, that will give you a 25% discount.
Speaker 1 Is the film subtitled?
Speaker 2 No, it's dubbed.
Speaker 1 How much are the tickets for the 3D version?
Speaker 2 They're £12. But the normal version is only £8.

Key

1 e 2 d 3 b 4 c 5 a

- 5 Work in pairs. Practise the dialogues from exercise 4.**

Ask students to practise the dialogues from exercise 4 in pairs. Ask some pairs to do their dialogues for the whole class.

Sounds right

Intonation in question tags

35
CD1

- 6 When we are sure about something, our intonation goes down at the end. When we are unsure, our intonation goes up at**

the end. Listen and repeat the sentences then circle (U) for unsure and (S) for sure.

Look at the task together. Explain that when we are sure about something, our intonation goes down at the end and when we are unsure, it goes up. Play the recording for students to listen and circle (U) for unsure and (S) for sure. Play the recording a second time for students to complete or check their answers. Play the recording again, pausing after each question for students to repeat. Ask students to practise saying the questions with their partners.

Audioscript

See SB3, page 47

Key

1 S 2 S 3 S 4 U 5 U 6 S

Grammar

Relative pronouns *who* / *which* / *that*

1 Complete the examples. Then check with the dialogue on page 44.

Ask students to complete the examples with the relative pronouns *who*, *which* or *that*. Tell them to check their answers in the dialogue on page 44. Read the rules about relative pronouns with the class. Answer any questions that students have.

Key

1 that 2 who 3 which

2 Complete the sentences using the prompts.

Ask students to complete the sentences using the prompts. Allow them to compare their answers with a partner before a whole class check. Refer them to the grammar box if necessary. It is possible to use *that* in all the sentences.

Key

- 1 Christopher Wren was the architect who/that rebuilt London after the Great Fire of 1666.
- 2 The River Thames is the river that/which goes past the Houses of Parliament
- 3 A skyscraper is a tall building which/that has lots of floors.
- 4 Tower Bridge is a bridge that/which opens so ships can go through.
- 5 A pilot is a person who/that flies planes.
- 6 The Tate Modern is a modern art gallery which/that is in London.

3 Complete the text with *which*, *that* or *who*.

Ask students to read the sentences and complete them with the correct pronoun for each one. Check the answers with the class.

Key

1 which 2 who 3 who 4 that/which 5 who 6 who

Follow up

For further practice, ask students to work in pairs to write definitions for the following: a computer, a teacher, a telephone, a museum, an actor, a fish.

Question tags

4 Complete the examples. Then check with the dialogue on page 44.

Remind students of exercise 6 on page 47. Students complete the examples. Then, they look at the dialogue on page 44 to check their answers. Read the rules with the whole class. Answer any questions.

Key

- 1 doesn't it?
- 2 isn't it?
- 3 aren't you?
- 4 have you?

5 Complete the sentences with the question tags in the box.

Ask students to complete the sentences with the correct question tags. Allow students to compare with a partner before you check the answers with the class.

Key

- 1 are you
- 2 wasn't it
- 3 won't you
- 4 doesn't she
- 5 aren't you
- 6 didn't we
- 7 does she
- 8 was it

6 Circle the correct question tag.

Ask students to circle the correct question tags. Ask them to compare with a partner. Then check the answers with the class.

Key

- | | |
|---------------|--------------|
| 1 has he | 4 didn't you |
| 2 does she | 5 will it |
| 3 aren't they | 6 isn't it |

7 Write the question tags.

Ask students to complete the sentences with appropriate question tags. Ask them to compare with a partner. Then check the answers with the class.

Key

- | | |
|---------------|--------------|
| 1 aren't you | 4 have we |
| 2 isn't it | 5 didn't she |
| 3 didn't they | 6 won't I |

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

Skills Reading

WARM UP

Tell students that they are going to read a text about Brighton. Ask students to tell you what they remember about Brighton from the first lesson. Tell them to use the pictures to help them remember and make sentences.

1 Read the text and answer the questions.

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

Which is one of the most exotic buildings in Britain?
(the Pavilion)

Whose palace was it? (George IV's)

Where's the Brighton Museum? (in the Pavilion Gardens)

Is it an old building? (it has been recently redesigned)

What can you see in the Brighton Museum? (fashion and style, 20th century art and design)

What does Preston Park offer? (a beautiful garden with paths and streams)

What can you find at the Victorian pier? (places to eat and drink, a fairground and arcade games)

What species can you find at the Sea Life Centre?
(giant turtles, sharks and rays)

Students answer the questions individually. Check the answers.

Key

- 1 At the Sea Life Centre.
- 2 At St Ann's Well Gardens.
- 3 At the Victorian pier.
- 4 At the Brighton Museum.
- 5 At the Pavilion.

Listening

36
CD1

2 Listen to Julie telling her class about her visit to London. Tick the things she talks about.

Play the recording. Students listen to the recording and tick the correct box. Play the recording again for students to check their answers in pairs.

Audioscript

The best day I had in London? Well, I think that was the last Friday of our holiday. We were walking by the river when we saw one of the boats which take visitors on a ride along the Thames. There was a sign next to it. "Take a trip through London's history on the River Thames", it said. We only paid £24 for all of us together. We bought a family ticket which you can use for two adults and three children – just right for us!

There's so much you can look at on the river, and you often see things much better from the boat – the Houses of Parliament, for example, probably the most famous place in the city! And the London Eye, the big wheel on the other side of the river. We went on the Eye the day before, and it was really interesting. I took some great photos! The ride is only 25 minutes long, so it's much shorter than the river trip.

But back to the boat journey! On the left we saw the Savoy, one of London's most famous hotels. It's much bigger than the place we stayed in! On the right was the South Bank. One of the buildings which you can see here is Tate Modern. I'm not sure I like modern art, but it's one of my parents' favourite places in London. There are some lovely places to eat there, too. Entry to the gallery is free so you don't need to spend a lot of money.

We had a guide on the boat who told us lots of really cool facts about the places we sailed past. For example, he said one of the bridges over the Thames is quite new. And when they first opened it and people started walking across, it moved from side to side! They thought it might fall down, so everyone was very worried. But they say it's OK now. We also went past the Tower of London. When it was a prison, people went into the building from the river, but we didn't go in! We saw lots of other places, and you can look at the photos on my computer. It was a great day. My brother preferred the bus tour, but I think every visitor to London should take a Thames boat trip!

Key

1 a boat trip 3 a famous hotel 5 a new bridge

36
CD1

3 Listen again and answer the questions below

Play the recording again. Students listen and then answer the questions individually. Then, they check their answers in pairs. If necessary, play the recording again for them to check their answers. Check answers with the whole class.

Key

- 1 They paid £24 for a family ticket.
- 2 It's 25 minutes long.
- 3 The Tate Modern
- 4 She preferred the boat trip.

Writing My home town

4 Work in pairs. Discuss the questions below.

Ask students to answer the questions in pairs. They have to agree on the answers. Monitor the discussions. Ask pairs to give their answers to the different questions. Write some of the answers on the board. Do the rest of the students agree or disagree with the choices?

5 Read about Budapest. Match paragraphs 1–5 to questions a–e in exercise 4.

Students read the text and match the questions to the paragraphs individually. Allow them to check their answers in pairs before checking with the whole class.

Key

a 1 b 5 c 3 d 4 e 2

6 Write a paragraph about your home town and what you can see and do there. Use the questions in exercise 4 to help you.

This exercise can be completed for homework. Encourage students to read the questions and the passage on page 51 again before they start, and to use it as a model.

7 Show your paragraph to other students in the class. Which text sounds most interesting?

Ask students to exchange their work in pairs or small groups and read each other's writing. Read some of the texts to the whole class and discuss which text they like best.

➤ Now do **CYBER HOMEWORK 5b**
www.cambridge.org/elt/more

Culture Megacities

Look at the photos with the class and elicit what they can see in them.

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.

Ask some general comprehension questions: *Why are big cities a problem? Where will we perhaps be living in the future? Is the Mecca Royal Hotel Clock Tower the tallest building in the world? What is special about it? Where is the Ziggurat? How many people will be able to live inside it? What will it be like for a million people to live inside the same building?*

Over to you!

Work in pairs. Would you like to live inside a mega-building? What do you think are the advantages and disadvantages of living in a city-building?

Students work in groups discussing and making a list of the advantages and disadvantages of living in a city-building. Ask each group to present their lists to the class. Have a whole class discussion about the different lists.

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

The Hound of the Baskervilles

WARM UP

Have a brainstorming about Holmes and Sir Conan Doyle. Ask students if they know who Sherlock Holmes is. Have they read any of his stories or seen the films/series in which he's the main character? Why is Sherlock Holmes famous? Who's Dr Watson? Where do Holmes and Watson live? What's the name of the policeman who Sherlock Holmes always trusts? Do they know who the author of the stories is?

Students read the text. Ask them questions about it to test comprehension. Example questions:

Who do people think has killed Lord Baskerville?

Why do they think so?

Where are Sherlock Holmes, Dr Watson and

Lestrade waiting for Sir Henry Baskerville?

What does Watson see Stapleton do?

Who do the three men see walking towards them?

What is following them?

Do Holmes and Watson manage to kill the hound?

Who tried to kill Sir Henry Baskerville?

Have a discussion with students: Do they like detective stories? Why do they like them or dislike them? Why do they think people like detective stories? Can they name any series/films/novels about famous detectives?

➤ Go to www.cambridge.org/elt/more for exercises

Aims and objectives

SB pp. 54–63

In this unit, students will learn:

present simple passive

make and *let*

words for music

to say where things are done

to say what people let you do

WARM UP

Ask students to look at the photographs on page 54. Ask *What can you see in photo A? What about photos B and C? What is photo D about? In what country did people take these photos?* Ask students to make predictions about what the text might be about, without reading the text.

1 Read the text and match the captions to the photos.

Ask students to read the text silently to themselves. Were their predictions correct? Explain any unfamiliar words and phrases and answer any questions that students have. Ask them to read the text a second time. Ask the following questions to check comprehension:

Who's Danilo? (A 13-year-old Philippine boy who lives in Manila.)

Why is swimming the best thing you can do in the Philippines? (Because it has lots of beaches.)

What's the temperature in winter in the Philippines? (There's no winter. It never gets cold.)

What's the weather like? (It sometimes rains non-stop, there are hurricanes and the temperature can get up to 40°C.)

What's Manila like? (It's a very busy and overcrowded city.)

What do teenagers in Manila like to do? (They like listening to music, hanging out with friends, playing football in the street.)

Why does Danilo want to get good marks in his exams? (To go to college and get a good job.)

Discuss the text with the class. Ask: *Does Danilo have a good life? Why? Why not?*

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

Key

1 C 2 A 3 D 4 B

Dictionary work

Students work individually, answering the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 b 2 a 3 a 4 b

Text work

2 Answer the questions.

Ask students to read the questions about Danilo and write their answers, re-reading the text as necessary. Check the answers with the class.

Key

- 1 He works in a shop.
- 2 Because he's too young.
- 3 They hang out in the street.
- 4 He has to help his dad in the shop.
- 5 Because he wants to go to college and get a good job one day.

Saying where things are done

3 Work in pairs and do the quiz.

Ask students to look at the pictures. Ask students to identify the things in the pictures and decide which country or region in the world they are from. (Picture 1 is a rupee banknote, Picture 2 is a Ferrari, Picture 3 shows two sumo wrestlers, Picture 4 is a Portuguese dictionary, Picture 5 shows a giant panda, Picture 6 is a yurt.) Students do the exercise in pairs.

4 Listen and check.

Play the recording, pausing after each sentence for students to check their answers. Play the recording a second time if necessary. Check the answers with the class.

Audioscript

- 1 The rupee is the currency of India.
- 2 Ferrari cars are made in Italy.
- 3 Sumo wrestling is done in Japan.
- 4 Portuguese is spoken in Portugal and Brazil.
- 5 Giant pandas are found only in China.
- 6 Yurts are the tents that people live in in Central Asia.

5 Work in pairs and answer the questions. In your country, what ...

Ask students to work in pairs. They take turns to ask and answer questions using the given cues.

Follow up

Ask students to work in pairs. Tell them to cover up exercise 3 and take turns to ask and answer questions about where the things are from.

Vocabulary

Music

1 Tick the musical styles you like.

Students tick the musical styles they like.

2 Work in pairs. Listen and write the five styles of music you hear.

Ask students to listen to the recording. Play the recording, pausing after each music style for students to write its name. Play the recording a second time for students to check their work. Check the answers with the class.

Audioscript**Key**

- 1 rap excerpt
- 2 reggae excerpt

- 3 classical excerpt
- 4 country excerpt
- 5 heavy metal excerpt

3 Match the words below with the instruments.

Students work in pairs matching the instruments to the words in the box. Check with the whole class.

Key

- | | |
|-------------------|---------------|
| 1 piano | 5 synthesiser |
| 2 guitar | 6 saxophone |
| 3 electric guitar | 7 drums |
| 4 violin | 8 double bass |

4 Work in small groups. Say which types of music and what instruments you like.

Divide the class into groups of three or four. Ask three students to read the dialogue in the speech bubbles. Explain they will take turns to ask one another about the musical instruments and music they like, using the dialogue a model. Monitor and help where necessary. Ask some of the groups to say their dialogues for the class as a way to check.

Follow up

Ask students to rank the music styles they listened to in exercise 2 in the order that they like them best. Discuss students' answers as a class. Do most students like the same or different styles? Which music style does the class as a whole like best?

Communication

Saying what people let you do

5 Listen and tick the things that Gillie's parents let her do.

Play the recording through. Play the recording again giving students time to complete the

exercise. Play the recording again if you feel students need it. Allow them to check their answers with a partner before checking with the whole class.

Audioscript

My parents are crazy. They let me listen to loud music at home, but they don't let me go to rock concerts.

They let me download music, and they let me use the internet for hours, but they don't let me watch TV after nine!

They let me meet friends, but they don't let me have parties at home. And they never let me go clubbing!

Key

- ✓ 1 listen to loud music at home
- ✓ 3 download music
- ✓ 4 use the internet for hours
- ✓ 6 meet friends

6 Work in pairs. Ask what your parents let you do.

Ask two students to read the dialogue in the speech bubbles. Students talk in pairs about the things their parents let them do, using the dialogue as a model. Monitor the activity. Ask different pairs to do their dialogues for the whole class.

Sounds right The letter *t*

40
CD1

7 When a *t* is followed by another consonant, we don't always say the *t* sound. Listen and repeat.

Focus on the pronunciation of *t* before a consonant. Play the recording, pausing after each line for students to repeat. Play the recording a second time for students to repeat again if necessary.

Audioscript

See SB, page 57

Grammar

Present simple passive

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

Ask students to look back at the text on page 54 and find the two sentences. They then complete the sentences with the missing words. Read the grammar explanation at the bottom of the box with the class and answer any questions that students have.

Key

1 is 2 organised 3 are 4 invited

2 Complete the table.

Ask students to complete the sentences in the table with *is* or *are* (or their negative forms). Allow students to compare with a partner before you check the answers with the class.

Key

1 is 2 are 3 isn't 4 aren't 5 Is 6 Are

3 Read the sentences. Are they active (A) or passive (P) sentences?

Remind students that in active sentences, we know who or what has done the action, but in passive sentences, we do not usually know this (unless a *by* clause is added). Ask students to look at the sentences and decide which ones are active and which are passive, writing the appropriate letter.

Key

1 P 2 A 3 A 4 P

Follow up

When checking the answers to exercise 3 with the class, ask students to explain why each sentence is active or passive. (1 is passive because we don't know who specifically speaks English; 2 is active because we know 'people' do the speaking; 3 is active because we know that 'they' sell tickets; 4 is passive because we don't know who sells the tickets.)

4 Complete the sentences with the passive form of the verbs on the left.

Ask students how the passive is formed in the Present simple (with *am/are/is* followed by the past participle). If necessary, look at the list of verbs with the class and establish what the past participle is for each one. Ask students to complete the sentences with the Present simple passive of the correct verbs. Allow students to compare answers with a partner before you check with the class.

Key

- 1 sold
- 2 is downloaded
- 3 are spoken
- 4 is used
- 5 are made

5 Complete the questions with the passive. Then write short answers.

Ask students to complete the questions in the passive. Do the first as an example. Then students write answers to the questions. Allow students to compare with a partner before you check the answers with the class.

Key

- 1 **A** Is cricket played in India? **B** Yes, it is.
- 2 **A** Is the euro used in England? **B** No, it isn't.
- 3 **A** Are watches produced in Switzerland? **B** Yes, they are.
- 4 **A** Are elephants found in Australia? **B** No, they aren't.

Make and let

6 Circle the correct word. Then check with the text on page 54.

Ask students to read the sentences and circle *make* or *let*. They then check their answers in the text on page 54.

Key

- 1 let 2 let 3 makes

7 Complete the rules with *make* or *let*.

Ask students to complete the rules with *make* or *let*. Read the rules with the class and answer any questions that students have.

Key

- 1 let 2 make

8 Complete the sentences with *make/makes/made* or *let/lets*.

Ask students to complete the sentences with the correct form of *make* or *let*. Allow students to compare answers with a partner before you check the answers with the class.

Key

- 1 make 2 lets 3 let 4 makes 5 let 6 made

9 Work in pairs. Discuss what Adam's parents make or let him do.

Ask students to look at the pictures and to tell you what Adam is doing in each of them and how he feels about it. *Is he happy or unhappy?* Role play the activity with a student asking the question: *Do Adam's parent make him practise the piano every day?* for the student to answer. Ask students to work with their partners to ask and answer questions about Adam using the pictures and phrases from the exercise. Monitor the activity, helping where necessary. Ask some pairs to do their questions and answers for the whole class to check.

Key

- 1 Does Adam's dad make him practise the piano every day? Yes, he does.
- 2 Do Adam's parents let him go to pop concerts? Yes, they do.
- 3 Does Adam's mum make him clean his room? Yes, she does.
- 4 Do Adam's parents let him come home late on Saturdays? Yes, they do.



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

Skills Reading

WARM UP

- 1 Look quickly at the adverts (A–C) for summer camps. Answer the questions.**

Explain to students that the purpose of the activity is to predict what the texts are about on the basis of their titles or pictures, and not to answer comprehension questions on them. Students answer the questions. Write their predictions on the board as a way to keep them in mind.

Key

1 C 2 B 3 A

- 2 Read the adverts again and choose the correct answers.**

Students read the adverts. Discuss the previous activity. Were students' predictions about the ads correct?

Check students' understanding of the text by asking:

What can you learn at Guitar Academy? (how to be a rock star)

Are there any rules at Guitar Academy? (no, you can do what you want)

What are some of the things you can do at Guitar Academy? (try lots of different instruments, play in a band, record a CD, make a music video, meet real bands)

Who will be happy at the Computer Camp? (young people who love computers and technology)

What will kids who go to Computer Camp learn? (how to use programs and write new ones, how to use a camcorder and make digital films, how to make computer games)

Where's Adventure World Camp? (In Tampa, Florida)

What can you do at Adventure World Camp? (you can prepare the food for gorillas, help the baby animals with their feeding, say "Hi" to a grizzly bear or watch the zoo vet and dentist at work.)

Key

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

Listening



- 3 Listen to Susan and Christina. Tick the things they talk about.**

Play the recording through. Give students time to tick the correct answers. Check with the whole class.

Audioscript

Christina Being young is so difficult sometimes!

Susan Why's that?

Christina Because everyone tells you what you can and can't do! I want to wear earrings and a nose stud, but my teachers at school say I'm not allowed to. I want to stay out late at parties, but I'm not allowed to come home after eleven at weekends. And I think my hair is really boring - I want to dye it red, like Sally's, but I'm not allowed to. It's not fair!

Susan I know what you mean, but sometimes it's so we don't do dangerous or stupid things.

Christina Like what?

Susan Well, we're not allowed to ride our bike without a helmet. That's a good thing, because if we have an accident on a bike, the helmet will protect us.

Christina Yes, that's OK.

Susan And you like roller skating, don't you?

Christina Yes, I do. Why?

Susan You're not allowed to go roller skating without pads. That's because if you fall down, you'll be hurt.

Christina Yes, you're right, but why aren't I allowed to play video games all day if I don't have any homework to do? Why is it a problem?

Susan Well...

Christina And why aren't we allowed to hang out in shopping centres?

Susan Oh, I agree, I like spending all day looking around the shops...

Christina Look at my brother and sister - they're allowed to have parties at home, just because they're older than me! And I

want to turn my music up really loud, but...

Both We're not allowed to!

Susan When you think about it there aren't many things we are allowed to do!

Christina You're right...

Both It's not fair!

Key

- 1 ✓ going to parties
- 3 ✓ riding bikes
- 4 ✓ roller skating

41
CD1

4 Listen again and complete the sentences.

Play the recording again. Give students time to complete the sentences. Play it again and allow students to check their answers in pairs. Check with the whole class.

Key

- 1 wants
- 2 dye
- 3 video games
- 4 hang out
- 5 are allowed

Writing A plan

5 Read the text below about how to ask your parents to let you go to a party. Look at the underlined words and put stages a–d in order.

Students work with a partner putting the sentences in order. Ask two or three pairs to read their text for the whole class to check.

Key

b a d c

6 Work in pairs. Choose one of the situations below and think of ways you can make your parents agree.

Students choose a situation and work with a partner thinking of arguments to convince their

parents to agree. Discuss with the class the different arguments as a way to check.

7 Write four steps, explaining what to do.

This can be done in class or set as homework. Students write a text in pairs explaining what to do to convince their parents, using the text in exercise 5 as a model.

8 Show your steps to another pair. Do you think your plan will be successful?

Ask students to exchange their work and read another pair's writing. You can have some students read their plans to the whole class for the class to decide which the best plan is.

Now watch *The School Magazine* Episode 3 and do the DVD exercises
www.cambridge.org/elt/more

The School Magazine Episode 3: Girls and football Before you watch

1 Match the sentences to the pictures.

Students do the exercise individually. Ask some students to say their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

2 What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they think is the correct order. Ask some students to give their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

Exercise 1: A4 B2 C1 D3

Exercise 2: A3 B2 C1 D4

4 Circle T (True) or F (False).

Students circle T or F individually and check their answers in pairs before checking with the whole class.

Key

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

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|--------------|-----------|
| 1 story | 5 chance |
| 2 next | 6 team |
| 3 about | 7 article |
| 4 footballer | 8 support |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 Dawn's a girl and only boys can play on the team.
- 2 The nearest team is Bristol, over 40 miles away.
- 3 Stern thinks she should play netball or hockey instead.

7 Say the missing words. Practise the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class. Then students practise the dialogue. Ask some pairs to do their exchanges for the whole class.

Key

1 No chance! 2 Nice one, 3 Guess what?

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue changing the words in bold. Students work in pairs practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.



Now do CYBER HOMEWORK 6b
www.cambridge.org/elt/more

CLIL Citizenship

Youth Parliaments

- 1 a Put the issues in order of importance to you: 1 – 8 (1 is VERY important; 8 is not important).**

Ask students to rank the things in order of importance to them.

- b Discuss your choices in small groups. Have a class vote on what's most important.**

Students discuss their answers in groups. Ask the different groups to report on their choices and discuss their answers as a class. Have students got similar answers or are they very different? Which is the most important thing to the class?

- 2 Read the article quickly. What do the letters IYP and MYP stand for?**

Ask students to skim the texts and say what the letters stand for. Check with the whole class.

Key

IYP: International Youth Parliament.
MYP: Member of the Youth Parliament.

Background notes

Oxfam Community Aid Abroad is an organisation which works with communities to build a fairer world in which people control their own lives, their basic rights are achieved and the environment is sustained. It sponsors Oxfam International Youth Partnership programme, a global network of young people who share a vision of a just world and are committed to working for peaceful, equitable and sustainable social change within their communities.

Every three years, 300 young men and women from around the world, aged 18–25, are introduced to the programme network. The young people included in the programme are known as Action Partners.

- 3 Read the article again and answer the questions.**

Explain any unknown vocabulary, after asking them to use the context to guess the meanings of new words. Students work with a partner answering the questions. Check their answers with the class.

Key

- 1 Since 2000.
- 2 150 countries
- 3 11 to 18
- 4 They tell the government about the views of young people in their area.
- 5 They can go online and join the discussions on the website.

42
CD1

- 4 Listen to Brad talking about what an MYP does and complete the information.**

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

Audioscript

Interviewer Hi, Brad. Thanks for coming in today to talk about your role as a member of the youth parliament. Firstly, can you tell us how many hours a week you spend on MYP work?

Brad I do YP work for up to five hours a week.

Interviewer What do you do?

Brad I listen to teenagers. They tell me about the things that are important to them. The things they want to change. We have a website where we can share ideas and vote on the things we think are important.

- Interviewer** What are the big worries for young people?
- Brad** This year a lot of them are worried about the lack of jobs for young people and the rising cost of bus and train fares.
- Interviewer** What can the Youth Parliament do about this?
- Brad** We can talk to the local council, Members of Parliament and even send messages to the Prime Minister. We can tell them how young people feel.
- Interviewer** How do you plan what to do?
- Brad** At the beginning of the year, all 600 MYPs meet up for a four-day conference. We have training and we plan what we are going to do then.
- Interviewer** Do you think you can make a difference?
- Brad** Yes. I think so. We speak for thousands of young people and even the Prime Minister has to listen.

Key

- 1 five hours
- 2 conference
- 3 jobs (for young people)
- 4 cost of bus and train fares
- 5 Parliament
- 6 Prime Minister

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. Ask the groups to present their answers to the class.

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

Check your progress 3

Units 5 and 6

Key

1

- 1 fountain
- 2 aquarium
- 3 market
- 4 skyscraper
- 5 castle
- 6 bridge
- 7 exhibition

2

- 1 piano
- 2 electric guitar
- 3 synthesiser
- 4 violin
- 5 double bass
- 6 drums

3

- | | |
|----------------|----------------|
| 1 are produced | 4 are not made |
| 2 is spoken | 5 is sold |
| 3 is used | 6 is, played |

4

- | | |
|----------------|------------------|
| 1 don't you? | 6 isn't it? |
| 2 can I? | 7 won't you? |
| 3 aren't you? | 8 has he? |
| 4 didn't you? | 9 aren't they? |
| 5 weren't you? | 10 weren't they? |

5

- | | |
|--------------|--------------|
| 1 that/which | 4 that/which |
| 2 who/that | 5 who/that |
| 3 that/which | 6 who/that |

6

- 1 let 2 make 3 made 4 makes 5 lets

7

- 1 Is *The Way Home* on tonight?
- 2 Have you still got tickets for the 7.30 show?
- 3 Do you accept student cards?
- 4 How long does it last?
- 5 How much are the tickets for the 3D version?

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

Aims and objectives

SB pp. 64–73

In this unit, students will learn:

used to

so do I/neither do I

words for materials

to talk about recycling

to talk about what you used to do

WARM UP

Focus students' attention on the picture. Ask:

What does this represent? (recycling, protecting the earth) What do you think the lesson is going to be about? (ecology) What do you do to protect the environment? Do you recycle at home? And at school? What do you recycle? Do you use plastic bags when you go shopping? Do you cycle to places or do you ask your dad to drive you?

2
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 Karen doing? (she's interviewing people about the environment)

What does Rob recycle? (he recycles everything he uses)

What did Rob use to throw away? (he used to throw away his rubbish)

What does he do now? (now he recycles cans and bottles at school)

Does he use plastic bags when he goes shopping? (no, he doesn't)

Did he use to use to take a bag when he went shopping? (no, he didn't use to, but now he does)

Why does he cycle to school? (because it keeps him fit and it means less pollution)

How did he use to come to school? (he used to come by car)

Ask students what things they do now to

protect the environment that they didn't do before. Students work in pairs and practise the conversation. Monitor and help where necessary. Ask one or two pairs to perform their conversations for the class.

Audioscript

See SB3, page 64

Follow up

Ask students to make a list of the things they used to do when they were younger and the things they do or don't do now. They discuss their lists with their partners. Have a general discussion.

Text work

2 Answer the questions.

Ask students to read the questions and write their answers. Check the answers with the class.

Key

- 1 They collect cans and glass bottles.
- 2 He used to throw it away.
- 3 No, he didn't.
- 4 No, he doesn't.
- 5 Yes, he did.

Talking about recycling

3 Work in pairs. Discuss the questions below.

Ask students to work in pairs talking about the questions. If necessary, role play with a student. Ask some pairs to present their conclusions for the class to check.

3
CD2

4 Listen and repeat.

Play the recording. Students listen and repeat the sentences.

Audioscript

See SB3, page 65

5 Do the quiz. Circle True or False. Then listen and check your answers.

Ask students to do the quiz and say whether the statements are true or false. Allow them to discuss their answers in pairs. You may pre-check the answers with the whole class before playing the recording. Play the recording for students to check. Have a show of hands to see how many students got the correct answers.

Audioscript

Presenter Good evening. On this week's quiz, the topic is recycling. The topic was chosen by Manchester Grammar School. And tonight they are competing against Bradford Grammar School. Let's give them all a warm welcome. First tonight in the hot spot is Thomas from Manchester Grammar School. Thomas must answer all six questions correctly to win a computer for the school. First question, Thomas. Can you recycle motor oil?

Thomas Yes, you can.

Presenter Correct. Second question. Can you recycle aluminium drinks cans?

Thomas Yes, you can.

Presenter Well done Thomas. That is the correct answer. Third question. This is a true or false question. If you recycle one glass bottle, you save enough electricity to light a 100 watt bulb for four hours. True or false, Thomas?

Thomas True.

Presenter Correct again. Question number four and this is another true or false question. If you write on paper in coloured ink, you can't recycle the paper.

Thomas That's false. Coloured ink doesn't affect the paper.

Presenter Correct again, Thomas. Question number five. How many litres of water does one litre of motor oil pollute? A difficult question Thomas. Take your time.

Thomas I think it must be over a million litres.

Presenter Yes, that is the correct answer. OK. Last question. If you answer this question correctly, the computer is yours. It's another true or false question. You can only recycle glass bottles once. True or false, Thomas? False.

Thomas And false is ... the correct answer. You can recycle glass again and again. Congratulations, Thomas, you have just won a computer for your school.

Key

- | | |
|---------|---------|
| 1 True | 4 False |
| 2 False | 5 True |
| 3 True | 6 False |

Vocabulary Materials

1 Name the materials these objects are made of.

Ask students to work in pairs to match the materials with the pictures. Check their answers.

Key

- | | |
|-------------|------------|
| 1 silver | 6 gold |
| 2 glass | 7 rubber |
| 3 wool | 8 wood |
| 4 copper | 9 steel |
| 5 aluminium | 10 plastic |

2 In pairs, think of two other things that are made of each material in exercise 1.

Read the speech dialogue with the class, and ask them to use it as a model for the pair work exercise. Ask several pairs to do their dialogues for the class.

Communication

Talking about what you used to do

5
CD2

3 Match the questions and answers. Then listen and check.

Students work in pairs matching the questions and the answers. When they have finished, play the recording and ask them to check their answers. Discuss the answers and the mistakes with the class.

Audioscript

- A** Dad, what music did you listen to when you were young?
B I used to like the Beatles a lot.
A Gran, did you watch a lot of TV when you were a girl?
B Not really – I didn't like TV. I used to read.
A How did you use to spend your Saturdays, Mum?
B I used to go dancing on Saturdays!
A Did you use to read a lot, John?
B No – I used to go to the cinema a lot.
A What was your favourite TV series, Natasha?
B When I was small, I used to watch *Buffy*!

Key

1 c 2 a 3 e 4 d 5 b

4 Work in pairs. Ask each other questions about what you used to do when you were younger. Use the ideas below.

Ask one of the pairs to read the example for the class. Read the clues. Explain that students are going to ask each other questions about the things

they used to do when they were younger, using the verbs in the boxes to help them. Monitor the activity as students take turns to ask each other questions and help where necessary. When they have finished, ask some of the pairs to ask and answer a question while the class listens.

Follow up

Ask students to work in small groups. Each student writes down two or three TV shows / series they used to watch when they were younger. Each group compiles a list of all of the favourites. Be prepared for discussion about this.

Sounds right

elision

6
CD2

5 Listen and repeat. Pay attention to the underlined parts of the phrases.

Focus students' attention on the underlined parts of the sentences. Play the recording. Students repeat each sentence. Play it again if necessary to encourage good pronunciation. Ask some students to read the sentences for the class.

Audioscript

See SB3, page 67

Grammar

used to

1 Complete the sentences then check with the dialogue on page 64.

Ask students to read the sentences and complete them with *used to/didn't use to* and an appropriate verb. Ask students to check their answers in the dialogue on page 64. Read the rules with the class and answer any questions that students have.

Key

1 used to 2 didn't use to

2 Put the words in the correct order.

Ask students to work in pairs to put the words in the correct order to make sentences. Check the answers with the class.

Key

- 1 I used to play the piano.
- 2 We used to live in London.
- 3 My sister used to go to my school.
- 4 My parents didn't use to like techno music.
- 5 I didn't use to drink coffee.
- 6 I didn't use to have my own bedroom.

3 Complete the sentences below with the phrases on the left.

Ask students to read the sentences and complete them with the correct phrases. Allow students to compare with a partner before you check the answers with the class.

Key

- 1 didn't use to speak
- 2 used to eat
- 3 used to go
- 4 used to speak
- 5 used to play
- 6 didn't use to eat
- 7 didn't use to play
- 8 didn't use to go

4 Complete the sentences below with *used to* or *didn't use to* and a verb from the box.

Ask students to read the sentences and complete them with *used to/didn't use to* and a verb from the box. Check answers.

Key

- 1 used to wear
- 2 used to be
- 3 didn't use to do
- 4 used to live
- 5 didn't use to eat
- 6 used to speak

Follow up

Ask students to work in pairs. Explain that they are going to ask each other questions about the things they did when they were younger, using the questions from exercise 4 on page 67 to help them. Monitor as students take turns to ask each other questions and help where necessary. When they have finished, ask some of their pairs to ask and answer a question while the class listens.

So do I. / Neither do I.

5 Complete the examples then check with the dialogue on page 64.

Ask students to read the example and complete the examples. They turn to the dialogue on page 64 to check their answers. Read the explanation with the class and answer any questions that students have.

Key

- 1 so do I.
- 2 Neither do I.

6 Complete the dialogues with the replies in the box.

Look at the picture and do the first item as an example. Then ask students to work in pairs to complete the dialogues with the correct phrases. Check the answers with the class.

Key

- | | |
|--------------|-------------------|
| 1 So do I. | 4 Neither have I. |
| 2 So have I. | 5 Neither did we. |
| 3 So did we. | 6 Neither do I. |

7 Agree with these statements.

Ask students to write replies to the sentences, agreeing with each of them. Remind students that the tense they use in their answers has to match the tense used in the sentences. Check the answers with the class.

Key

- | | |
|------------------|------------------|
| 1 Neither do I. | 5 So do I. |
| 2 So have I. | 6 Neither did I. |
| 3 So did I. | 7 So do I. |
| 4 Neither can I. | 8 Neither am I. |

8 Complete these sentences with your own information. Then compare them with a partner.

Ask two students to read the text in the speech bubbles. Explain that students have to complete the sentences with information which is true for them. When students have finished, they compare their sentences with a partner. They take turns to say which statements are true for both them and their partner. Discuss the activity with the class. Ask some of the students to tell you about themselves and their partners. For example: *Marie reads magazines a lot. So do I. She can't walk on her hands. Neither can I.*

Follow up

For extra practice of these structures, ask students to write five new sentences about themselves, using the verbs *be*, *can*, and *have*. They swap sentences with their partner. They write answers to the sentences they agree with. Students then compare their answers together

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

Skills Reading

WARM UP

Tell students that they are going to read about waste and the environment. Ask students to look at the photo and say what it is. Ask *How much rubbish do you think a European family produces every year? What material do people waste most? What do we use plastic for?*

Did you know?

Ask students to read the note in the box and check their previous answers. Were they correct? If not, were they too different from reality?

1 Read the text and answer the questions.

Ask students: *Have you got a mobile phone? Which other members of your family have one? How often do they use it? How often do they change the old model for a new one? What do they do with the old phone?*

Students read the text. Ask some general questions to check general comprehension:

How many new mobile phones are bought in Europe every year? (100 million)

What can you do with old mobile phones? (reuse or recycle them)

Why are schools interested in recycling phones? (because they get money for the school)

Why do we recycle phones? (because there are valuable materials such as gold, silver and copper in them)

Where are phones for reuse and repair sent? (to some countries in Africa and Eastern Europe)

Students answer the questions individually. Check the answers.

Key

- 1 About 100 million.
- 2 85 million.
- 3 Children can hand in their old mobile phones to be recycled and their school receives some money.
- 4 The valuable materials are taken out and reused in jewellery, copper pipes or new mobile phones. The plastic is reused in traffic cones or printer cartridges.
- 5 Phones for reuse are sent to Africa or Eastern Europe, where they are sold very cheaply or they are given away.

2 Work in pairs and discuss the questions below.

Students work in pairs discussing the questions. Ask some of the pairs to tell you what they think. Discuss the answers with the class.

Listening

3 Listen to two people talking about plastic waste. Choose the correct answers below.

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

Audioscript

- Girl** What are you doing your environment project on, Dave?
- Boy** Plastics. Plastic waste is becoming a big global problem.
- Girl** Aren't all waste materials a big problem?
- Boy** Yes, but plastics are the worst because they are not biodegradable. They will stay in the rubbish tip forever. Other waste materials such as card, paper, glass and steel are bought by companies for recycling. Nobody wants to buy plastic for recycling.
- Girl** Why not?
- Boy** Well, because it's a lot cheaper to produce new plastic. Scientists also say that it is not safe to package food in recycled plastic.
- Girl** So, what's the solution?
- Boy** Well, an Italian company has developed a new plastic. It's made from maize starch and they've called it Mater-Bi. It can be used to make bottles and containers and other plastic products. It is environmentally friendly and it's biodegradable.
- Girl** What a great idea!

Key

1 A 2 B 3 A



4 Listen again and answer the questions below.

Play the recording again. Students listen and then answer the questions individually. Then, they check their answers in pairs. If necessary, play the recording again for them to check their answers. Check answers with the whole class.

Key

- 1 It isn't biodegradable.
- 2 Forever.
- 3 Because it's a lot cheaper to produce new plastic.
- 4 It's made from maize starch.
- 5 It's biodegradable and environmentally friendly.

Writing

A poster

5 Work in small groups. Discuss the questions below.

Ask students to discuss the questions in small groups of three or four. Ask them to give reasons for their answers and to make a list of the reasons for being environmentally friendly and of the different things they can do to achieve it. Explain that they will have to arrive at a common list for each group. Monitor the discussions. Ask the groups to read their answers to the questions for the class. Write some of them on the board. Do the rest of the students agree or disagree with the lists?

6 You are going to make a poster with five tips for being environmentally friendly. Work in pairs and complete the sentences below. Use the ideas in the box, and your own ideas.

Students work in pairs completing the sentences and making their poster.

7 Work with another pair. Share your ideas and choose the five best tips. Make a poster with your tips for the class.

Ask students to exchange their work with a different pair and read each other's posters. They have to make a new poster for the whole class. Each group presents their posters to the class. The class discuss which poster they like best.

Culture

Six ways to save energy

Elicit different ways of obtaining energy by alternative means: solar panels, underwater turbines, wind farms. Look at the photos with the class and elicit the different means by which we can produce or save energy. Teach the names of those that students are unfamiliar with. 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.

Ask some general comprehension questions: *Can you name some alternative ways of producing energy? How many wind turbines are there in Great Britain? Why don't some people like them? Can we make electricity from the tides? What is an energy-saving light bulb? What do they use solar panels for at Perivale? Where are solar panels especially useful? What's the point of insulation? In what orientation should a house be built to save energy? Does this work all over the world? What's one of the ways in which children and young people can save energy?*

Over to you!

Work in pairs. Make a list of different ways to save energy. Do many people do these things where you live? Which do you think is the best way of saving energy?

Students work in groups discussing and making a list of ways to save energy. Ask students *Which of these things do you think should be easy to implement?* Ask each group to present their list to

the class. Have a whole class discussion about the different lists.

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

The Supertrees!

WARM UP

Ask students to look at the photos and say what they can see and where they think the buildings are. Students read the text. Ask them questions about it to test comprehension. Example questions:

Where are the Supertrees?

What is an "eco-park"?

What is special about the Singapore Supertrees?

Can people walk among the Supertrees?

What is the water collected by the Supertrees used for?

What is done with the energy produced by the Supertree's solar panels?

How many species of exotic flowers and plants can be found in the gardens?

What does Singapore expect to show the world with the Supertrees?

Have a discussion with students: What do they think of this project? Do they know of other similar projects in their own country?



Go to www.cambridge.org/elt/more for exercises

Aims and objectives

SB pp. 74–83

In this unit, students will learn:

too/not ... enough

past passive

words for natural disasters

to tell people what to do

to express sympathy

WARM UP

Focus attention on the pictures. Ask: *What can you see in picture A?* (A city after a natural disaster) *What can you see in picture B?* (A flooded city) *Where are people in picture C?* (In a stadium.) *Why? What's happening in picture C?* Point out the title of the unit – *Great disasters of the modern world*. Ask students: *Can you name any natural disasters?* (Answers might include: earthquakes, hurricanes, floods, tornados and drought.)

1 Read the web page. Match the words in italics with the photos.

Ask students to read the text silently to themselves. Explain any unfamiliar words and phrases and answer any questions that students have. Ask them to read the text a second time. Ask the following questions to check comprehension:

Which states were hit by Hurricane Katrina?

(Among others, Florida and Louisiana.)

How many cities were evacuated? (11)

Why were many people trapped in the city of New Orleans? (Because the roads were blocked and the city's airport was closed.)

Which were America's worst natural disasters? (Hurricane Katrina and the San Francisco earthquake.)

Where did the San Francisco earthquake start? (In the sea.)

How many earthquakes hit San Francisco? (Two.)

What was worse: the earthquake or the fires? (The fires.)

Allow students to compare their answers with a partner before you check them with the class.

Key

1 B 2 C 3 A 4 D

Dictionary work

Students work individually, answering the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 b 2 a 3 a 4 a

Text work

2 Circle T (true) or F (false). Correct the false sentences.

Ask students to read the sentences and circle T for true or F for false. Check the answers with the class. Ask students to correct the false sentences.

Key

1 F 2 F 3 T 4 T 5 T

Telling people what to do

3 Read and complete the text with the verbs in the box.

Ask students to look at the pictures. Ask students to say what the girl in the pictures is doing. (Picture 1: the girl is under a table, Picture 2: she's running away from the power lines.) Students do the exercise in pairs.

Key

1 Stay 2 fall 3 Get 4 Go 5 Stop



4 Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. Play the recording a second time if necessary. Pay particular attention to pronunciation and intonation.

Audioscript

See SB3, page 75

5 Ask and answer questions.

Students work in pairs. Ask one of the pairs to read the example to the class. Students take turns to ask each other about what to do during an earthquake. Monitor the activity and help where necessary. Pay particular attention to pronunciation and correct any mistakes you hear.

Vocabulary

Natural disasters

1 Work in pairs. Look at the natural disasters below. Which of these sometimes happen in your country?

Focus attention on the pictures. Say the words for students to repeat after you. Discuss with the whole class which of those disasters have already happened or might happen in their country.

2 Match the descriptions below to the natural disasters.

Ask students to read the definitions and match them to the pictures. Allow them to check with a partner before checking with the whole class.

Key

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

3 Work in pairs. Cover up exercise 2. Take turns to explain what the natural disasters are in the pictures.

Ask students to work in pairs. Students cover up exercise 2. They take turns to explain to each other the natural catastrophes they can see in the pictures. Monitor the activity and help where necessary. Pay particular attention to pronunciation and correct any mistakes you hear.

Communication

Expressing sympathy



4 Listen to the conversation. Complete it with the expressions below.

Ask students to read through all of the questions and answers before they listen. Play the recording through once, then again with pauses at appropriate places for students to write the expressions in the dialogue. Play the recording a third time for students to complete or check their answers. Check the answers with the class. Ask students to work in pairs to practise the dialogue. Ask some of the pairs to act out their dialogue for the class.

Audioscript

Rob Are you OK, Holly?
Holly Well, not really.
Rob What's the matter?
Holly It's about our dog.
Rob What about it?
Holly It died yesterday.
Rob Oh, I'm so sorry to hear that.

Key

- 1 Are you OK, Holly?
- 2 What's the matter?
- 3 What about it?
- 4 Oh, I'm so sorry to hear that.

5 Work in pairs. Choose situations below and act out dialogues.

Tell students that they are going to make their own dialogues similar to the one in exercise 4, using the word prompts below. Focus attention on the first picture. Demonstrate the dialogue with the class; choose a strong student and tell him/her, *You are A and I am B*. Student A reads the questions and you answer using the prompts. For example:

Student A: *Are you OK?*

Teacher: *Well, not really.*

Student A: *What's the matter?*

Teacher: *Well, it's about my laptop.*

Student A: *What about it?*

Teacher: *It broke and I lost all my work.*

Student A: *Oh, I'm sorry to hear that.*

Ask students to work in pairs. They choose different pictures and make similar dialogues.

Monitor and help where necessary. Ask some of the pairs to act out their dialogues for the class.

Sounds right

'r' sound

10
CD2

6 Listen to the words. Circle the 'r' sounds that you hear. Which two words don't have an 'r' sound?

Focus on the pronunciation of 'r'. Explain that unless the 'r' is between two vowels or after a consonant, it is not pronounced. Play the recording, pausing after each word for students to circle the words with 'r'. Play the recording a second time for students to repeat.

Audioscript

See SB, page 77

Key

Words with 'r' sound: hurricane, destroyed, grow, erupted

Words without 'r' sound: earthquake, fire

11
CD2

7 Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. Play the recording a second time if necessary.

Audioscript

See SB, page 77

Grammar

too / not ... enough

1 Complete the examples then check in the text on page 74.

Ask students to complete the sentences with the missing words before looking back at the text

on page 74 to check. Ask students: *What's the difference between 'too' and 'not enough'?* Try to elicit the rule before reading the explanation. Read the grammar explanation at the bottom of the box with the class and answer any questions that students have.

Key

1 too 2 not 3 enough

Follow up

For further practice of *too* and *not ... enough*, say sentences with *too* for students to give you equivalent sentences using *not enough*. For example: *He's too young to go to school./He's not old enough to go to school. This test is too difficult./This test isn't easy enough. It's too cold to wear that coat./It isn't warm enough to wear that coat.*

2

Complete the sentences with the adjectives on the left.

Ask students to complete the sentences with the corresponding adjectives. Allow students to compare with a partner before you check the answers with the class.

Key

1 tired 2 old 3 late 4 good 5 young

3

Complete the sentences below with *too* or *not ... enough* with the words in brackets.

Ask students to read the sentences and complete them with *too* or *not ... enough* and the corresponding adjective. Check the answers with the class.

Key

- 1 The question is too difficult.
- 2 He isn't fast enough to win.
- 3 The sand is too hot to walk on.
- 4 She hasn't got enough money to buy the coat.

Past simple passive

- 4** Complete the examples with words from the box. Then check with the text on page 74.

Ask students to read and complete the sentences and then look at the text on page 74 to check their answers.

Key

- | | |
|----------------|--------------|
| 1 were hit | 3 was closed |
| 2 were blocked | 4 were taken |

- 5** Decide if the sentences below are active (A) or passive (P).

Remind students of what they learnt in Unit 6.

Ask students to tell you how the past passive is formed. (With *was/were* + the past participle). Ask them to explain the difference between an active and a passive sentence. (In active sentences the person or thing that does the action is the subject, for example: *Alice sent six emails from this mobile phone ten minutes ago*. In passive sentences the subject is the person or thing that has the action done to them: *Six emails were sent from this mobile phone ten minutes ago*. We often don't know or are not interested in mentioning who or what does the action in passive sentences, but this can be shown with the word 'by', for example *Six emails were sent from this mobile phone ten minutes ago by Alice*.) Ask students to read the sentences and decide whether they are active or passive. Check the answers with the class.

Key

- | | |
|-----------|-----------|
| 1 passive | 4 passive |
| 2 active | 5 active |
| 3 passive | 6 active |

Follow up

For extra practice, ask students to tell you why the sentences are active or passive. (1 is passive because 'people' (the subject) is receiving an action, not doing it. We don't know who trapped the people. 2 is active because 'The hurricane' is the subject and it did the action; 3 is passive because '1,800 people' (the subject) received an action, rather than did it. We don't know what killed them; 4 is passive because the subject 'Towns in the area' received the action. We don't know what damaged them; 5 is active because 'Most of the city' is the subject and it is affected by a state; 6 is active because the subject 'The earthquake' is doing an action, not receiving it.)

- 6** Rewrite the news headlines as Past simple passive sentences. Don't forget to add other words (*a, the, etc.*).

Read the example with the whole class. Students read the headlines and rewrite them in the passive individually. Allow them to check their answers with a partner before checking their answers with the whole class.

Key

- The village was flooded by the heavy rain.
- Hundreds of trees were damaged in the forest fire.
- No one was hurt by the avalanche.
- The capital city was hit by a huge earthquake.
- Two cars were buried in the mudslide.

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

Skills Reading

WARM UP

- 1 Look at titles 1–3 and match them to paragraphs A–C.

Explain to students that the purpose of the activity is to match the titles to the paragraphs on the basis of the pictures, and not to answer comprehension questions on them. Students do the matching individually.

Key

A 2 B 3 C 1

- 2 Read the article. Circle T (true) or F (false).

Students read the article. Discuss the previous activity. Were students' answers correct? Check students' understanding of the text by asking:

Who invented the nuclear reactor? (Enrico Fermi)

Why do people remember Alexander Graham Bell? (Because he invented the telephone)

Where was Nikola Tesla born? (he was born in Serbia)

What did the oscillator do? (it shook and nearly destroyed his office)

Why did Tesla destroy it? (because it was dangerous)

What was Tesla's discovery about electricity? (that electricity could be sent between two objects without cables)

Why are present-day companies studying Tesla's idea? (to make laptops and telephones that can be recharged without plugging them or using cables)

When was the first robot invented? (in 1898, when Tesla created the robot boat)

Who did people think was controlling Tesla's boat? (a monkey/they thought it was magic)

What did Tesla imagine for the future of humanity? (Tesla imagined a future world of robots, intelligent cars, smart machines and remote controls that could make our lives easier)

Students read the article again and answer the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

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

Follow up

Students explain why the sentences are true or false.

Listening

- 3 Match pictures A–D with these inventions.

Students read the list of inventions and match them with the pictures. Check with the whole class.

Key

1 C 2 D 3 B 4 A

12
CD2

- 4 Listen and complete the table.

Ask students to read through the list of inventors on the left. Play the recording through. Give students time to complete the table. Check with the whole class.

Audioscript

Daniel Who were glasses invented by?

Rachel An Italian, Salvino D'Armato, from Florence invented the first glasses in 1284.

Daniel Who was the dishwasher invented by?

Rachel An American called Josephine Cochrane invented it in 1886.

She was a rich woman who held lots of fancy dinner parties. She didn't spend much time washing dishes as she had servants, but her servants obviously weren't very careful and she wanted a machine that washed dishes without breaking them.

Daniel Who was the sandwich invented by?
Rachel The sandwich was invented by John Montagu, the 4th Earl of Sandwich in the 18th century. The earl loved to eat beef between slices of toast. Eating his “sandwich” allowed the Earl to have one hand free for playing cards.

Daniel Who was karaoke invented by?
Rachel Karaoke was invented by a Japanese man Daisuke Inoue, in 1971, in Osaka. He didn’t patent his tiny invention and missed his chance to become one of Japan’s richest men. Some put his losses at more than \$150 million.

Key

Invention	Inventor	Inventor was from:
1 glasses	Salvino D’Armate	Italy
2 the dishwasher	Josephine Cochrane	USA
3 the sandwich	John Montagu, Earl of Sandwich	England
4 karaoke	Daisuke Inoue	Japan

Follow up

Ask students to work in pairs taking turns to tell each other who invented each object, using the past passive. They may add other inventions and inventors. Monitor and help where necessary.

Writing
A paragraph about inventions

5 Work in pairs. Make a list of inventions that you use every day.

Students work with a partner making a list of inventions that they or their family and friends use every day. Ask two or three pairs to read their lists for the whole class to check.

Key

Students’ own answers.

6 Choose one of the inventions in your list. Work in small groups and discuss the questions.

Students work in groups of three or four. They choose an invention and work together answering the questions. Discuss with the class the different answers as a way to check.

7 Write a paragraph about your invention. Use the questions in exercise 6 to help you.

This can be done in class or set as homework. Students write a text explaining what the invention they have chosen can be used for, who invented it, the changes it has undergone through time, and giving reasons for its importance. Tell them to use the questions in exercise 6 to structure their paragraph.

8 Show your paragraph to other people in your group.

Students exchange their work and read with other members of the discussion group. You can have some students read their paragraphs to the whole class.



Now watch *The School Magazine* Episode 4 and do the DVD exercises
www.cambridge.org/elt/more

The School Magazine

Episode 4: The phone call

Before you watch

1 Match the sentences to the pictures.

Students do the exercise individually. Ask some students to say their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

2 What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they think is the correct order. Ask some students to give their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

Watch the story

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

Exercise 1: A3 B4 C2 D1

Exercise 2: A4 B2 C3 D1

4 Circle T (True) or F (False).

Students circle T or F individually and check their answers in pairs before checking with the whole class.

Key

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

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|-----------|--------------|
| 1 contact | 5 careful |
| 2 someone | 6 anyone |
| 3 sure | 7 dangerous |
| 4 spying | 8 everything |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 The door is locked and she has to open it with a key.
- 2 The young boy Lucy met at the post office is watching her through the gate.
- 3 Her friends have prepared a surprise birthday party.

7 Say the missing words. Practise the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class. Then students practise the dialogue. Ask some pairs to do their exchanges for the whole class.

Key

1 don't look at me. 2 It's up to you. 3 just in case.

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue, changing the words in bold. Students work in pairs, practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.



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

CLIL Science

Recycling plastics



1 Look at the photos. Which object is not made of plastic? Write the names of five more things that are made of plastic.

Focus students' attention on the photos. Students say which of those things is not made of plastic. In pairs, students write down their lists. Ask the different pairs to read their lists and discuss their answers as a class.



2 Complete the information in the factfile with these words.

Ask students to complete the text in pairs. Check with the whole class.

Key

- | | |
|------------|------------|
| 1 atoms | 4 hydrogen |
| 2 elements | 5 carbon |
| 3 Oxygen | 6 elements |

13
CD2



3 Work in pairs. Read about the two groups of plastics and decide which things in the list below can be recycled. Then listen and check.

Students work with a partner completing the table. Play the recording giving students time to check their answers. Play the recording a second time if necessary. Check answers with the class.

Audioscript

Polyethylene and polyethylene terephthalate are thermoplastics and can be recycled. One use for this recycled plastic that has recently started to become popular is to create fabrics to be used in the clothing industry. These fabrics are used to create products such as jackets, coats, shoes, bags and hats.

Polystyrene is a thermoplastic and can be recycled and used to make products like clothes hangers, flower pots and picture frames. But it tends not to be recycled as it is a difficult process.

PVC (polyvinyl chloride) is a thermoplastic and is recyclable. Recycled PVC is used a lot in the construction industry.

Polyamide is a thermosetting plastic and cannot be recycled.

Polypropylene is a thermoplastic and is recyclable. DVD cases and hairbrushes are often made of recycled polypropylene.

Polyurethane is a thermosetting plastic and cannot be recycled.

Key

Polyethylene = thermoplastic

Polyethylene terephthalate = thermoplastic

PVC = thermoplastic

Polyamide = thermosetting plastic

Polypropylene = thermoplastic

Polyurethane = thermosetting plastic

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. Ask the groups to present their answers to the class.



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

Check your progress 4

Units 7 and 8

Key

1

- 1 aluminium
- 2 silver
- 3 rubber
- 4 plastic
- 5 copper
- 6 glass

2

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

3

- 1 I didn't use to like
- 2 Did you use to spend
- 3 He used to work
- 4 They didn't use to talk
- 5 Did you use to have
- 6 She used to be

4

- 1 The forest was destroyed by the fire.
- 2 That picture was painted by Picasso.
- 3 The vase was broken by the cat.
- 4 The telephone was picked up by a strange man.
- 5 *Imagine* was written by John Lennon.

5

- 1 not good enough
- 2 too late
- 3 not strong enough
- 4 too tired
- 5 too dark

6

- 1 c 2 f 3 h 4 a 5 g 6 b 7 d 8 e
9 i 10 j



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

Aims and objectives

SB pp. 84–93

In this unit, students will learn:

second conditional

If I were you ...

indefinite pronouns *everyone, someone, no one, anyone*

words for computers

to give advice

to talk about what you would do

Audioscript

See SB3, page 84

Follow up

Discuss some of the issues from the dialogue with the class. Ask: *Do you think Holly really needs a new laptop? What would you use a new laptop for? Do you think Holly should give James her birthday money? Would you like to have money to buy anything you wanted? What sort of job would you like to do to earn extra money to buy what you wanted?*

WARM UP

Focus attention on the picture of Rob, Alison, James and Holly. Ask: *Where are they?* (outside a shop/at a shopping centre) *What are they doing?* (talking) *What do you think they are talking about?* Tell students that the friends are talking about what they would buy if they had Holly's birthday money. Ask the class what they would like to buy if they could afford anything they wanted.

14
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 would James buy? (a new laptop)

Why does he want one? (so that he can watch DVDs in bed)

Why does Holly prefer a tablet? (because she could watch music videos)

What's wrong with Holly's mobile phone? (it's old/ she can't surf the internet or listen to music)

What is James's suggestion to Holly? (giving him her money so that he chooses the best thing for her)

Does Holly agree? (no)

Put students into groups of four and ask them to practise the dialogue. Ask one of the groups to act out the dialogue for the class.

15
CD2

3 Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. Play a second time if necessary. Ask students to practise the dialogues with their partners. Ask some of the pairs to say the dialogues for the class.

Audioscript

See SB3, page 85

4 Work in pairs. Make dialogues like those in exercise 3. Use the ideas below.

Ask students to read the expressions under the pictures. Read the text in the speech bubbles and role play the dialogue with a student. Ask students to work in pairs. They take turns to tell each other

Dialogue work

2 Match the sentence halves.

Do the first one with the class as an example. Encourage students to try and remember the facts without going back to the dialogue. Ask students to compare their answers in pairs. Check answers.

Key

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

Giving advice

what they need (more exercise or some extra money) and what they should do to get it. Monitor the activity and help where necessary. Ask some of the pairs to present their dialogue to the class.

Vocabulary

Computers

16
CD2

1 Match the words with the pictures. Then listen and check.

Read the words. Ask students look at the pictures and match them with the words by writing the correct numbers in the boxes. Play the recording for students to check their answers.

Audioscript

See SB3, page 86

Key

1 F 2 H 3 D 4 E 5 B 6 C 7 A 8 J 9 G 10 I

2 Match the explanations to the computer words in exercise 1.

Students work in pairs matching the meanings with the words in exercise 1. Check with the whole class.

Key

- | | |
|----------------|-------------|
| 1 DVD | 6 keyboard |
| 2 wi-fi | 7 printer |
| 3 scanner | 8 mouse |
| 4 memory stick | 9 password |
| 5 monitor | 10 speakers |

3 Work in pairs. Cover exercise 2 and take turns to explain the computer words in exercise 1.

Ask students to work in pairs. Ask students to cover exercise 2. One student is A and the other is B. A points to an object and B has to provide the definition. Students then change roles. Students continue in this way until they have finished defining all the objects.

Communication

Talking about what you would do

17
CD2

4 Listen and repeat.

Play the recording, pausing after each sentence for students to repeat. Play a second time if necessary. Ask students to practise the dialogues with their partners. Ask some of the pairs to say the dialogues for the class.

Audioscript

See SB3, page 87

5 Work in pairs. Look at the pictures and ask and answer.

Ask students to read the expressions under the pictures. Read the text in the speech bubbles and role play the dialogue with a student. Ask students to work in pairs. They take turns to ask and answer what they would do in a given situation. Monitor the activity and help where necessary. Ask some of the pairs to present their dialogue to the class.

Sounds right

'd

18
CD2

6 Listen and circle the sentences you hear.

Explain that when speaking *would* is generally replaced by *'d* /*d*/. Play the recording for students to circle the sentences they hear. Check with the whole class. Play the recording a second time for students to repeat.

Audioscript

- 1 I'd take a photo.
- 2 I'd run away.
- 3 I ask a lot of questions.

Key

1 B 2 B 3 A

Grammar

Second conditional

1 Circle the correct verbs. Then check with the dialogue on page 84.

Ask students to read the sentences and circle the correct word from the two options for each one. When they have finished, ask students to check by finding the sentences in the dialogue on page 84. Read through the explanation with the class and answer any questions that students have.

Key

- 1 were/buy
- 2 had/watch
- 3 you had/could

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

Refer students back to the explanation in the grammar box for help. Point out that *would*/*wouldn't* is only used once in a second conditional sentence. Ask students to complete the sentences by using the correct form of the verb in brackets. Allow students to compare with a partner before you check the answers with the class.

Key

- | | |
|---------------|--------------|
| 1 went | 5 would give |
| 2 didn't have | 6 won |
| 3 would be | 7 had |
| 4 didn't wear | 8 would go |

Follow up

For further practice of the second conditional, write the following sentences on the board for students to complete with their own ideas:

If I wasn't at school today ...

If I had a lot of money ...

If I saw a robbery ...

3 Write advice using the words in the box.

Remind students that as well as using the second

conditional to talk about unreal situations, we can use it to give advice. Ask students to work in pairs completing the sentences with the verbs in the box in the correct tense to make second conditional sentences that offer advice. Check with the whole class.

Key

- | | |
|-----------|-----------------|
| 1 'd wear | 4 'd study |
| 2 'd get | 5 'd ask |
| 3 'd make | 6 wouldn't stay |

Follow up

For freer practice of the second conditional for giving advice, ask students to write down three problems that they have (they don't have to be true). Students then read their problems to their partner, who offers appropriate advice.

Indefinite pronouns

4 Look at the examples below. Then choose the best indefinite pronouns in sentences 1–4.

Read the explanation in the grammar box with the class and answer any questions that students have. Ask students to read the sentences and circle the corresponding indefinite pronouns (*everyone, someone, no one* or *anyone*). When they have finished, allow students to check their answers with a partner before checking with the whole class.

Key

- 1 something 2 Everyone 3 anyone 4 nothing

5 Complete the sentences with *something, nothing, anything* or *everything*.

Ask students to read the sentences and complete them with the correct indefinite pronoun. If necessary, do the first sentence with the class as an example. Allow students to compare with a partner before you check the answers with the class.

Key

- | | |
|--------------|------------|
| 1 something | 4 anything |
| 2 everything | 5 nothing |
| 3 anything | |

6 Complete the sentences with an indefinite pronoun. Sometimes there is more than one possible answer.

Ask students to complete the sentences then check with a partner. Check with the whole class.

Key

- | | |
|------------------|----------------------|
| 1 Anybody/Anyone | 4 everything |
| 2 something | 5 anything |
| 3 no one/nobody | 6 Everyone/Everybody |

7 Work in pairs. A says one of the prompts, B has to finish it. Change roles.

Ask students to work in pairs. One student is A and the other is B. A says one of the prompts for B to finish. Students then change roles. Students continue in this way until they have finished all of the sentences. Monitor the activity. Ask some pairs to do their exchanges for the whole class to check.

Now do **CYBER HOMEWORK 9a**
www.cambridge.org/elt/more

Skills

Reading

WARM UP

Explain to students what an “agony aunt” is. What do they think the text is about? Have they ever read the column of an agony aunt? Have they ever written to an agony aunt? Do they know anyone who has? Would they follow the advice of an agony aunt?

1 Work in pairs. Read about problems 1–4. What would you say to each person?

Ask students to read the letters. 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:

What’s Anna’s problem? (she thinks her best friend’s boyfriend is no good)

What’s Adam’s problem? (his best friend want to join his team but he’s no good at football)

What’s Suzy’s problem? (she doesn’t know how to tell her best friend that her dress is awful)

What’s Paul’s problem? (he wants to help his sister but he doesn’t know how to tell her that he knows what her problem is)

Students work in pairs taking turns trying to find a solution to the problems. Ask some pairs to say their advice for the class as a way of checking. Do all pairs provide the same advice? Discuss with the class what the best answer to each problem is.

2 Match Claire’s replies to the problems in exercise 1.

Tell students that they are going to read Claire’s answers to the situations presented in exercise 1. Students work in pairs matching the answers to the problems. Check the answers with the class. Do they agree with the answers given?

Key

- 1 D 2 B 3 A 4 C

Listening

3 Listen to four phone conversations. Tick the problems that are mentioned.

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

Audioscript

1

- Alison** Hello?
Holly Hi! It's me.
Alison Hi, Holly. Are you OK?
Holly Yes! I'm really excited. Guess who I just saw?
Alison Who?
Holly I just saw Robbie Williams!
Alison Really? THE Robbie Williams? I thought he lived in LA now. Are you sure?
Holly Well, I think so.
Alison So what did you do?
Holly Well, um ... actually I hid behind a post box.
Alison What? You're joking!
Holly Well, my hair wasn't looking that great... What would you do if you saw a famous person, Alison?
Alison I'd ask him for a photo with me, of course ...

2

- Finn** Hello?
Lucas Hi Finn! It's me.
Finn Hi, Lucas. How are you?
Lucas Well, I'm a bit worried. I think that some kids at school are picking on my little sister.
Finn Why do you think that?
Lucas Because she doesn't want to go to school. Today she told Mum that she was ill, but she didn't look ill to me.
Finn What are you going to do?
Lucas I don't know. What would you do?
Finn Well... Maybe I'd try and talk to her. Or to her teacher...

3

- Henry** Hello?
Rob Hi! It's me.
Henry Hi, Rob. Why are you calling from a landline? Are you OK?
Rob Not really, I need your help. I've lost my mobile phone.
Henry How did you lose it?
Rob It fell out of my pocket.
Henry Why don't you keep it in your bag? It would be safer.

- Rob** Yes, but if I kept it in my bag, it would be harder to find. I'm lazy!
Henry Too right! So, what do you want me to do?
Rob Can you tell me Natalie's mobile number? I planned to meet her at the park today, but I've been grounded.
Henry Not again! OK, her number is 7763...

4

- Adam** Hello?
Natalie Hi! It's me.
Adam Hi, Natalie. How are you?
Natalie I'm all right, but I've got a bad headache.
Adam You had a headache yesterday. I told you before. You should go to the optician.
Natalie No way! I don't want to wear glasses.
Adam Why not?
Natalie If I wore glasses, I'd look like a nerd.
Adam That's just silly...

Key

Conversation 1: 1 Conversation 3: 2
 Conversation 2: 1 Conversation 4: 1

Follow up

Ask students to discuss each problem in pairs together and tell each other which advice they would give and their reasons for it. Ask some pairs to give their advice and reasons for the class to discuss. Decide on the best answer for each problem together.

19
CD2

4

Listen again and choose the correct answers.

Tell students that they are going to hear people asking for and giving advice in the situations presented in exercise 3. Ask students to read the sentences before they listen. Play the recording for students to circle the correct answer. Play the recording a second time if necessary. Check the answers with the class.

Key

1 B 2 A 3 D 4 C

Follow up

Ask students to write a problem. Monitor and help where necessary. Make sure that the problem is written in good English. Collect in the problems and tell students that you will be using them in the next lesson. Next lesson, distribute the problems among students for them to find a solution. Discuss their answers as a class.

Writing

A reply to a problem

5 Read the problem below.

Students read the problem individually.

6 Work in pairs. Think of advice you could give. Complete the sentences with your ideas.

Students work in pairs discussing the advice they could give and completing the sentences accordingly. Ask different pairs to read their answers for the class to check.

7 Write a reply to Stuart, giving your advice.

This exercise can be completed for homework. Ask students to write a reply to Stuart using Claire's replies as a model. As a guide, tell them that each completed sentence should be one paragraph.

8 Work in small groups. Take turns to read your replies. Which are the best suggestions?

Divide the class into groups of three or four. Ask students to read their answers to the group. Have the group vote on the best answer. Then, each group reads their chosen answer to the class as a whole. Discuss and decide on the best answer.

Now do **CYBER HOMEWORK 9b**
www.cambridge.org/elt/more

Culture

Are we addicted to the internet?

Look at the photos with the class and elicit what they can see in them. Have they got a smartphone? Do they have a facebook page? What do they load on their face book page? Do they have many e-friends?

Students work in pairs reading the texts 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 questions to check general comprehension:

How many people use the internet everyday? (80% of the population)

What's the most popular use of the internet? (to check social-networking sites)

What's the next most popular use of the internet? (to send emails)

What else can you do on the internet? (read the newspaper or a magazine, shop, watch videos, internet banking)

What do some scientists think of the internet? (it makes us tired, stressed and lonely)

What sort of holiday do some people like to have? (internet-free holidays)

Would you like to go on an internet-free holiday?

Over to you!

How many hours a day do you use the internet? How many times a day do you check your emails? How many times a day do you go on Facebook? Compare in class.

Students work in groups discussing the questions. Ask each group to say who spends the most time on the internet. Have a whole class discussion about the time they spend on the internet, the sites they consult, what they do.

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

Mowgli's Brothers

WARM UP

Background notes

Joseph Rudyard Kipling (30 December 1865 – 18 January 1936) was an English short-story writer, poet, and novelist. His children's books are enduring classics of children's literature. *The Jungle Book*, where this passage is taken from, has been made into comics, films and animations. In 1907, Kipling was awarded the Nobel Prize in Literature, making him the first English-language writer to receive the prize.

Have a brainstorming session about Mowgli's story. Ask students if they know who Mowgli was. Have they read any of the stories or seen the films/animations in which he's the main character? Students read the text. Ask them questions about it to test comprehension. Example questions:

Who become Mowgli's parents?

Who doesn't want Mowgli in the jungle?

What does the law of the jungle say about wolf cubs?

What was Akela like?

Why do you think Mowgli's adoptive parents called him 'Mowgli the frog'?

Was Mowgli afraid of the other wolves? How do you know?

*Why doesn't Akela pay attention to Shere Khan?
Why does Mother Wolf get ready to fight?*

Have a discussion with students: Do they know of cases of children who have been raised by animals? Can they name any other famous literary/film heroes like Mowgli?

 Go to www.cambridge.org/elt/more for exercises

Aims and objectives

SB pp. 94–103

In this unit, students will learn:

to make deductions with *must*, *might*, *can't*

causative *have*

infinitives of purpose

words for cooking

to make deductions

to express opinions

WARM UP

Tell students that they are going to read some emails between Sam and his friend Jess. They are about a picnic they had some days ago, and some health problems Sam has now. Ask students if they are allergic to anything (dust, some fruit, insects, etc.).

1 Read the emails. What is Sam's problem?

Students read the three emails silently. Ask some general questions to check comprehension:

What's Sam's problem? (he thinks he's got an allergy)

What are the symptoms? (a runny nose, watering eyes and a terrible skin)

What does he want to know? (what was inside the sandwiches)

Why? (because he might be allergic to cheese)

Where did they stop after the picnic? (at a cheap burger place)

Why? (because he said he was hungry)

What's the bad news? (Sam's allergic to strawberries)

What's the good news? (Sam's not allergic to burgers)

Text work

2 Answer the questions below.

Ask students to reread the dialogue and write the answers to the questions. Check answers with the class.

Key

- 1 Because he wants to know what was inside the sandwiches they ate.
- 2 It's a medical condition that makes people react badly or feel ill when they eat or touch a particular substance.
- 3 Because he might be allergic to something he ate at the picnic./To check what's wrong.
- 4 He ate cheese sandwiches, strawberries and a burger.
- 5 The strawberries they ate.
- 6 Because he always thought that strawberries had lots of vitamins, and that they were good for people's health.

Follow up

Ask students to work in pairs to make up a dialogue between Sam and Jess after Sam has been to the doctor's. Jess asks Sam about his symptoms and Sam says what the doctor told him. Students can use the three emails on page 94 for information.

Making deductions

3 Listen and repeat.

Play the recording, pausing after each line for students to repeat. Play the recording a second time for students to repeat again. Ask students to work in pairs to practise the dialogues. Ask some of the pairs to act out a dialogue for the class.

Audioscript

See SB3, page 95

4 Work in pairs. Try and match the words in the box to the pictures. Make dialogues like those in exercise 3. When you agree write the words under the pictures.

Students read the words in the box and match the fruits in the boxes with the pictures. Role play the dialogue in the speech bubbles with a student. Students work with a partner making dialogues. Ask some pairs to do their dialogues for the whole class to check.

Key

- | | |
|---------------|--------------|
| A grapes | F raspberry |
| B melon | G apple |
| C blueberries | H cherry |
| D grapefruit | I orange |
| E kiwi fruit | J strawberry |

Vocabulary

Cooking

21
CD2

1 Match the verbs with the pictures. Then listen and check.

Students read the verbs in the box and match them with the pictures. Allow students to work with a partner, completing the sentences. Play the recording for them to listen to and check.

Audioscript Key

- 1 *peel* an onion
- 2 *chop* the onions
- 3 *fry* the onions
- 4 *grill* the peppers
- 5 *mix* the onions, peppers and the tomato
- 6 *stir* the sauce
- 7 *boil* the pasta
- 8 *taste* the sauce
- 9 *add* some salt
- 10 *serve* the food

2 Work in pairs. Think of two other things that you can ...

Read the dialogue in the speech bubbles with the class. Ask two students to role play the situation. Students work in pairs providing answers. Get several students to say their answers for a class check.

Follow up

Ask students to look through the list of phrases in exercise 1 again. Tell them that they are going to be tested on their memory of the phrases and the order in which they appear. Ask students to work in pairs. Student A asks about one of the phrases.

Student B says what it is from memory. After A has asked five questions, the students change roles and repeat the activity. Monitor and help where necessary.

Communication

Expressing opinions

22
CD2

3 Listen to the conversation. Then complete the table below with the underlined phrases.

Play the recording and ask students to follow the dialogue in their books. Then ask students to work in pairs completing the table. Draw the table on the board and ask students to dictate to you the expressions that go in each column in order to check with the whole class.

Audioscript

See SB3, page 97

Key

Stating an opinion	Agreeing	Disagreeing
In my opinion...	Yes, maybe you're right.	I don't agree.
I think...	Yes, definitely. I agree with you.	I'm not sure about that.
I believe...		

4 Look at the sentences below. Decide if you agree or disagree.

Do the first as an example and model. Ask students to think of reasons to agree or disagree with each statement. Ask several students to give their reasons aloud for the class to check.

5 Work in pairs. Say if you agree or disagree with the sentences in exercise 4.

Ask two students to read the dialogue. If necessary, role play it with a student. Ask students to work in pairs. Student A says one of the sentences from exercise 4 and Student B responds, agreeing or disagreeing and giving reasons. Students then swap roles and repeat the activity. Students continue in this way until all of the sentences have been used. Monitor the activity and help where necessary. Ask some of the students to say their sentence and response for the class as a way to check.

Sounds right

Intonation: agreeing and disagreeing

23
CD2

6 We use different intonation when we agree and we disagree. Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Focus students' attention on the intonation pattern for agreeing (falling intonation) and for disagreeing (rising intonation). Play the recording a second time for students to repeat again.

Audioscript

See SB3, page 97

Follow up

Ask students to write down three outrageous statements. They work in pairs taking turns to read their statements to their partners for them to agree or disagree and give their reasons for doing so. The reasons may also be "outrageous". Monitor the activity to make sure they are using the correct intonation. Ask some pairs to do their exchanges for the class to check.

Grammar
Making deductions

1 Complete the examples with one word. Then check with the emails on page 94.

Ask students to read the sentences and complete them with *must*, *might* or *can't*. When they have finished, ask students to check their answers by finding the sentences in the text on page 94. Read the grammar explanation with the class and answer any questions that students have.

Key

1 must 2 might 3 can't

2 Complete the sentences with *must*, *might* or *can't*.

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

Key

1 must	4 must
2 might	5 can't
3 must	6 can't

3 Write deductions about the situations below. Use *must be* or *can't be*.

Ask students to look at the example. Ask: *Is the girl cold? How do we know?* Establish that we have evidence that she is cold because she is wearing a T-shirt and shivering in the snow, so she *must be* cold. Ask students to write sentences for the rest of the pictures. Check the answers with the class.

Key

Suggested answers

- 1 She must be cold. She's wearing a T-shirt and it's snowing.
- 2 He must be having a nice time. He's on the beach.
- 3 He can't be hungry. He's just finished lunch.
- 4 She can't be enjoying herself. She's doing a test.
- 5 She can't be watching a funny film. She's crying.

- 6 He must know a lot about computers. He looks quite confident.

Follow up

Divide the class into small groups. Give a photo from a magazine to each group (e.g. a man in working clothes, smiling and walking along the street; a woman in a strange place and wearing funny clothes; a boy looking unhappy; a girl looking excited, etc.) Students have to take turns asking and answering questions, for example:

A: *What do you think he does for a living?*

B: *He might be a carpenter. He's wearing working clothes.*

C: *Is he happy?*

D: *He must be.*

A: *How do you know?*

D: *He's smiling.*

Ask each group to present their deductions about their character to the class.

Causative have

- 4 Look at the example below. Then choose the correct answers in the rule.

Ask students to read the sentence and circle the correct words in each grammar explanation. Allow them to check their answers with a partner before checking with the whole class and answer any questions that students have.

Key

- 1 Past participle
2 another person does something for us.

- 5 Match the sentences to the pictures.

Ask students to look at the pictures. Tell them that in the pictures, each person is having things done for them. Ask students to work in pairs matching the sentences to the pictures. Check the answers with the class.

Key

- 1 B 2 C 3 D 4 A

- 6 Complete the sentences with the correct form of the verbs on the right.

Ask students to complete the sentences with the correct verbs. Allow students to compare with their partners before you check the answers with the class.

Key

- | | |
|------------|-----------|
| 1 repaired | 4 checked |
| 2 painted | 5 cut |
| 3 changed | 6 tested |

Follow up

For further practice, ask students to draw 'before and after' pictures of someone. The 'after' picture should show that the person has had several things done. Students swap pictures with a partner and tell each other what the people have had done.

Infinitive of purpose

- 7 Complete the examples below. Then check in the text on page 94.

Ask students to read and complete the sentences. Then, they check them against the text on page 94. Check answers with the whole class. Explain that "to" in these sentences, introduces a reason or explanation for the action in the preceding clause. Allow students to compare answers with a partner before you check with the class. Then read the grammar explanation and answer any questions that students may have.

Key

- 1 to 2 to check

- 8 Complete the sentences with the correct form of the verbs on the left.

Ask students to complete the sentences with the correct verbs. Allow students to compare with their partners before you check the answers with the class.

Key

1 to buy 2 to invite 3 to make 4 to be
5 to wear



Now do CYBER HOMEWORK 10a
www.cambridge.org/elt/more

Skills

Reading

WARM UP

- 1 Work in pairs. Look at the title of the article and the photos. What do you think is the answer to the question in the title?**

Explain to students that “diet” has two meanings: most commonly, it means food that you eat to lose weight or because of a medical condition, but it can also mean the kind of food you eat every day. Explain that they are going to read about the diet of people in a region of Europe. Ask them to work in pairs, looking at the title of the article and at the pictures. Ask different pairs to answer the question in the title. Write down their suggestions on the board.

- 2 Read the article. Answer the questions.**

Students read the article. Discuss the previous activity. Were their answers correct?

Check students’ understanding of the text by asking:

Which other two countries have healthy diets?
(China and Japan)

Why are these diets healthy? (because they include fresh vegetables and fresh fish)

Which countries follow the Mediterranean diet?
(Spain, Italy, Greece and Morocco)

What do people eat in these countries? (olive oil, fruit, vegetables and fish)

Do they eat ready made food? (no)

What is the culture of eating in Mediterranean countries? (food is something to be enjoyed in the company of other people)

What do people in Italy do before or after a meal?
(they go for a walk)

Why is the Mediterranean diet also good for your brain? (because studies show that eating fresh fruit, vegetables and lots of fish helps you think faster, and gives you a very good memory)
Students read the article again and answer the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

- 1 China, Japan, Spain, Italy, Greece and Morocco
- 2 The Mediterranean diet consists of olive oil, fruit and vegetables and fish.
- 3 Large quantities of dairy products (like cheese, butter and yogurt) and meat are not part of this diet.
- 4 People enjoy their food, and they take time preparing and eating their meals. They don’t eat alone, but share their meals with other people.
- 5 The Mediterranean diet is good for your heart, your waist line and the brain, too.

Listening

24
CD2

- 3 Listen to two people (Akiko from Japan and Paolo from Italy) talking about the food they eat. Who talks about the things in the pictures? Circle A or P.**

Tell students that they are going to hear two interviews with young people talking about their diets. Tell them to look at the pictures, and explain that they will have to decide who talks about which food. Play the recording, pausing at appropriate intervals for students to circle the corresponding letter. Play the recording a second time for students to complete or check their answers. Play a third time if necessary. Check the answers with the class.

Audioscript

Interviewer Hello, can I ask you some questions about your diet?

Akiko Sure.

Interviewer Thanks. Can you tell me your name and where you’re from?

Akiko My name’s Akiko, and I’m from Tokyo, in Japan.

Interviewer OK. I've heard that the Japanese have a very healthy diet. Is that true?

Akiko Well ... yes and no. Typical, traditional Japanese food is healthy. We eat sushi, which is raw fish ... and a lot of rice. We don't eat much fruit, but we do eat a lot of vegetables.

Interviewer It sounds very healthy.

Akiko Yes, but there are also a lot of fast-food restaurants now in Japan. It is very popular to eat there, especially for younger people. You know, we like the American culture very much, and of course American fast-food is everywhere. So more and more people are eating burgers, bread, pizza ... and that's not so good. The Japanese diet is healthy, but lots of people are eating an American diet.

Interviewer I see. Thank you very much!

Interviewer Hello, I'd like to ask you some questions, is that OK?

Paolo Yes, that's fine.

Interviewer Thank you. Where are you from?

Paolo I'm from Milan, that's in Italy. My name is Paolo.

Interviewer Thanks Paolo. So you eat a typical Mediterranean diet, is that right?

Paolo Well ... not really, no. I understand a Mediterranean diet is mostly fresh vegetables, fish, that sort of thing. Well, I don't eat like that all the time. Actually, I like things with sugar, like cakes and ice cream. And I drink a lot of coffee, which might not be so healthy. And one of my favourite dishes is the risotto from here in Milan. It's rice with meat, butter and cheese. So, that's not exactly a Mediterranean diet. But I do exercise a lot, and I walk everywhere. And I don't eat big meals.

Interviewer That's great. Thanks for talking to me.

Key

A A/P B A C A D P E P F P

24
CD2

4 Listen again. Circle T (true) or F (false).

Play the recording through. Give students time to read the sentences and decide which are true or false. Allow them to check their answers with a partner before checking with the whole class.

Key

1 F 2 T 3 T 4 F

Follow up

Ask students to work in pairs correcting the false sentences.

Writing A recipe

5 Complete the recipe below with these words.

Students work with a partner completing the recipe. Ask students to read their answers for the whole class to check.

Key

1 make	4 stir
2 chop	5 Add
3 fry	6 Serve

6 Write a recipe for your favourite dish. Use these words from exercise 5.

This can be done in class or set as homework. Students write the recipe for their favourite dish using the words in the box. Tell them to use the text in exercise 5 as a model.

7 Show your recipe to other students in the class. Which recipe sounds the most delicious?

Students exchange their work with other members of the class and read each other's recipes. You

can have some students read their recipes for the whole class. Have a vote on the best recipe.

Now watch *The School Magazine* Episode 5 and do the DVD exercises
www.cambridge.org/elt/more

The School Magazine

Episode 5: Red Kite Alert

Before you watch

1 Match the sentences to the pictures.

Students do the exercise individually. Ask some students to say their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

2 What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they think is the correct order. Ask some students to give their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

Watch the story

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

Exercise 1: A3 B1 C4 D2
Exercise 2: A1 B3 C2 D4

4 Circle the correct answer.

Students circle the correct word and check their answers in pairs before checking with the whole class.

Key

- 1 Nick wants to write a story about *birds*.
- 2 Nick goes to the mountains *on his own*.
- 3 Nick tries to phone his *mum*.
- 4 Nick went to the mountains *by bus*.
- 5 Nick breaks his *ankle*.
- 6 Nick *didn't take any* photos.

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|---------------|-------------|
| 1 interesting | 5 mountains |
| 2 feature | 6 pictures |
| 3 wants | 7 article |
| 4 Wales | 8 rare |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 The birds are called red kites.
- 2 He had a bottle of water in his bag
- 3 The mountain rescue team found him with their helicopter.

7 Say the missing words. Practise the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class. Then students practise the dialogue. Ask some pairs to do their exchanges for the whole class.

Key

- 1 a complete waste of time
- 2 a real pain
- 3 on my own

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue changing the words in bold. Students work in pairs practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.

Now do **CYBER HOMEWORK 10b**
www.cambridge.org/elt/more

CLIL Biology

Disease and medicine

25
CD2

1 Work in pairs. Circle the correct answers. Then listen and check.

Students work in pairs reading the quiz and circling what they think are the correct answers. Play the recording for students to check their answers. Ask different students to read their answers to check them as a class.

Audioscript

Quiz master So, hands on buzzers. Who knows the answer to question one? What causes diseases? Is it **a** dirt, **b** bacteria, **c** cold weather or **d** pain?

A It's **b** bacteria.

Quiz master Correct! And question number two - How are infectious diseases, such as colds, usually spread? Is it **a** eating contaminated food **b** hand-to-face contact **c** breathing viruses in the air or **d** drinking infected water?

B It's **a** eating contaminated food.

Quiz master No, it's **b** hand-to-face contact. The most common way to catch a cold is to touch your face with hands that have germs on them. Question three - How can we help to prevent disease? **a** wash our hands **b** stay in bed **c** don't drink from the same glass as other people or **d** have a bath every day?

B I think it's **a**.

Quiz master Yes, washing your hands often is the most useful thing you can do to help prevent disease. Last question, four - Which of these will help keep your immune system strong? **a** exercise **b** lots of sleep **c** a proper diet or **d** a, b and c

A It's **d** all of those things!

Quiz master You're right. Plenty of exercise, sleep and a proper, healthy diet will keep your immune system strong. Well done and thanks to both of you for taking part...

Key

1b 2b 3a 4d

2 Read the text and answer the questions.

Students read the text and answer the questions. Allow them to check their answers in pairs. Check with the whole class.

Key

- 1 Microbes are invisible organisms.
- 2 Bacteria can make you ill if you eat food that is not cooked properly.
- 3 A virus causes diseases.
- 4 You can find fungi or mould on decaying food.
- 5 It lives on or inside a host (another living thing).

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. Ask the groups to present their answers to the class.



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

Check your progress 5

Units 9 and 10

Key

1

- 1 monitor
- 2 keyboard
- 3 password
- 4 memory stick
- 5 printer
- 6 mouse

2

- 1 **peel** an onion
- 2 **boil** the pasta
- 3 **grill** the meat
- 4 **serve** the food.
- 5 **chop** the vegetables
- 6 **taste** the food before you add more salt

3

- 1 'd go, knew
- 2 had, would buy
- 3 got, 'd be
- 4 'd help, needed
- 5 'd learn, went
- 6 won, 'd give

4

- 1 Everyone
- 2 anyone
- 3 No one
- 4 someone

5

- 1 something/anything
- 2 everything
- 3 nothing
- 4 anything

6

- 1 had, cut
- 2 had, taken
- 3 had, made
- 4 had, checked
- 5 have, delivered
- 6 had, repaired

7

- 1 You must be hungry.
- 2 You must be happy.
- 3 He can't be pleased.
- 4 She can't come from Japan.
- 5 She must be hot.
- 6 He must be ill.



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

Aims and objectives

SB pp. 104–113

In this unit, students will learn:

reported speech (1): *say* and *tell*
want/ask/tell someone to do something
 words for the environment
 to say what people should do
 to say what you want people to do

WARM UP

Ask students to look at the picture of Alison, James, Rob and Holly. Ask: *Where are they?* (In a field) *What are they doing?* (They're talking.) *Are they happy?* Ask students to make predictions about what they are talking about.

26
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 Alison, James, Rob and Holly? (they are in a playing field)

What are the plans of the council for this field? (they want to build a supermarket and a car park there)

What does that mean for young people? (they won't have a place to hang out and play)

What does Holly propose to do? (to talk to other kids and organise a meeting at the city council)

What did the city council planner tell James's mum? (that the building would start in a few weeks)

What does Holly propose? (to organise a protest march through the town centre)

What's Rob's proposal? (to organise a petition)

Audioscript

See SB3, 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 Match the sentence halves.

Ask students to match the beginnings of the sentences with the correct endings. Check the answers with the class.

Key

1 e 2 a 3 b 4 d 5 c

Follow up

Ask students to work with a partner. They write down a list of other things that the children could do to save the field. For example: *Write a letter to the newspaper. Ask people to send letters to the council. Contact the local radio/TV station.*

Saying what people should do

27
CD2

3 Listen and repeat.

Play the recording, pausing after each line for students to repeat. Play the recording a second time for students to repeat again. Ask students to work in pairs to practise the dialogues. Ask some of the pairs to act out a dialogue for the class.

Audioscript

See SB3, page 105

4 What *should/shouldn't* these people do in these situations? Make sentences and match them to the pictures.

Ask students to use the words above the pictures to write sentences about what people should/shouldn't do in these situations. Students check their sentences in pairs. Ask students to read their sentences and the letter of the picture they correspond to for the class to check.

Key

- A 1 They should clean the beach.
B 3 They should recycle glass and paper.
C 6 They should walk or use bicycles instead of driving.
D 2 They shouldn't waste water.
E 5 They should build a new playground.
F 4 They shouldn't throw litter on the ground.

Follow up

Ask students to work in pairs. They make dialogues similar to those in exercise 3, using the phrases from exercise 4. Monitor and help where necessary. Ask some of the pairs to act out a dialogue for the class.

Vocabulary

The environment

28
CD2

1 Complete the sentences with the words below. Then listen and check.

Ask students to look at the pictures and read the words. Read the words aloud with students repeating. Then ask them to complete the sentences using those words. 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.

Audioscript **Key**

- 1 Don't drop your litter in the street – pick it up!
2 There is too much pollution in cities because of cars and factories.
3 Climate change is causing lots of strange weather – we are having more hurricanes and floods.
4 There is always a traffic jam in this city around 6 p.m.
5 We all live on the same planet!
6 We should stop cutting down trees, otherwise the rainforest will disappear in a few years.
7 I always recycle paper and glass – I don't throw it away.

- 8 Because of global warming, the ice caps are melting and the sea levels are rising.
9 We use too much petrol. What happens when the oil runs out?

2 Work in pairs. Ask and answer. Give reasons for your answers.

Students take in pairs taking turns to read the questions and answer them giving their reasons. Ask several pairs to do their exchanges aloud for the whole class to check.

Follow up

For extra vocabulary and speaking practice, brainstorm a list of things students can do or avoid doing in order to be green. For example:
Turn off lights when you are not using them.
Don't have a bath. Have a shower.
Try to buy fruit and vegetables from your own country.

Don't go on long flights.
Plant trees.

Write students' ideas in the form of a questionnaire on the board. Students interview three classmates using the questionnaire, to find out how green they are. Have a class poll, with students reporting the result of their questions. Finally, ask students to read the class results: *In our class, five students turn off the lights when they are not using them, but twenty students don't do so.* etc.

Communication

Saying what you want people to do

29
CD2

3 Listen and repeat.

Play the recording, pausing after each line for students to repeat. Play the recording a second time for students to repeat again. Ask students to work in pairs to practise the dialogues. Ask some of the pairs to act out a dialogue for the class.

Audioscript

See SB3, page 107

- 4 Work in pairs. Ask each other to do something. Use the ideas below.**

Role play the dialogue with a student, using the phrases in the speech bubbles. Ask students to work in pairs making dialogues modelled on the example, using the phrases given. Monitor and help where necessary. Ask some of the pairs to act out a dialogue for the class.

- 5 Work with a different partner. Tell each other what your partner before told or asked you to do.**

Role play the dialogue with a student, completing the phrases in the speech bubbles. Put students in different pairs and ask them to report what their previous partners told them or asked them to do. Monitor the activity. Ask some pairs to act out their dialogues for the class.

Sounds right

Asking and telling

30
CD2

- 6 When we ask someone to do something, we use different intonation from when we tell someone to do something. Listen and repeat.**

Play the recording, pausing after each speaker for students to repeat. Focus students' attention on the intonation pattern for asking somebody to do something (polite intonation) and for telling somebody to do something (instructing intonation). Play the recording a second time for students to repeat again.

Audioscript

See SB3, page 107

Grammar

Reported speech (1)

- 1 Choose the correct words. Then check with the dialogue on page 104.**

Ask students to circle the correct words and then look at the dialogue on page 104 to check. Check the answers with the class.

Key

1 said 2 told

- 2 Complete the rule with *say* or *tell*.**

Ask students to read the rule and write *say* or *tell* in the gaps. Check the answers with the class. Read the paragraph about changing the pronoun and changing the tenses with your students. Explain that when the reporting verb is in the past, the verb in the reported clause is back shifted (Present simple → Past simple; Present continuous → Past continuous; will → would). Go through the rules together and answer any questions that students have.

Key

1 say 2 tell

- 3 Circle the correct words.**

Ask students to read the sentences and circle the correct option in each one. Check the answers with the class.

Key

1 told me 2 said 3 told him 4 told me 5 said

Follow up

For further practice, ask students to explain their reasons for choosing the options in exercise 3 (1 is *told me*, because *tell* is always followed by an object; 2 is *said* because *say* isn't followed by an object; 3 is *told him* because *tell* is always followed by an object; 4 is *told me* because *tell* is always followed by an object; 5 *said* because *say* isn't followed by an object.)

4 Work in pairs. Follow the instructions below.

Students take turns following the instructions and writing their partners' answers.

5 Work in new pairs. Say what your earlier partner said or told you.

Students change pairs and take turns reporting what their previous partners said. Ask some pairs to report to the whole class to check.

want / ask / tell someone to do something

Read the grammar explanation with the class and answer any questions that students have.

6 Match the sentences with the reported statements.

Ask students to match the commands and questions in direct speech with their reported speech versions. Allow students to check their answers in pairs before checking with the class.

Key

1 c 2 b 3 a 4 d

7 Put the words in order to make sentences.

Ask students to put the words in the correct order to make sentences. Allow students to compare with their partner before you check the answers with the class.

Key

- 1 She wanted me to go with her.
- 2 I asked him to wait for me.
- 3 You told me to phone you at 8.30.
- 4 They wanted us to buy them some food.
- 5 We asked her to be quiet.
- 6 I told you to stop eating fast food.

Follow up

Ask students to rewrite the sentences, making them negative. Check the answers with the class. Remind students of the difference between *want* and *ask/tell*. The negative of *She wanted me to go with her* is *She didn't want me to go with her*. The negative of *I asked him to wait for me* is *I asked him not to wait for me*. Similarly for *You told me to phone you at 8.30* it is *You told me not to phone you at 8.30*.

8 Write sentences for the pictures below using *ask* and *tell*.

Ask students to look at the pictures and read the cues under them. Students write the sentences corresponding to the situations. Allow them to check their sentences in pairs. Monitor and help where necessary. Ask some students to read their sentences for the class.

Key

- A He asked her to marry him.
- B The policeman told her to pick up her litter.
- C His mother told him to stop watching TV.
- D Her husband asked her to pass him the salt.
- E He asked his friend to speak louder.
- F She asked him to open the door for her.

➤ **Now do CYBER HOMEWORK 11a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Tell students that they are going to read about three protestors. Ask students to suggest different things that people protest about. *What methods can people use to protest? Have they ever protested? What about?*

1 Read the article quickly. Who has helped other people ...

Ask students to read the text quickly. Explain that the purpose is not to answer questions in detail, but to concentrate on the names of the protestors, written in bold, and try to find out in what way they protested.

Key

1 Melissa 2 Andy 3 Chantal

2 Read the article again. Correct the wrong information in the sentences below.

Ask students to read the text again. Then ask general questions to check comprehension: *What does Andy do?* (he plants trees)
How many trees have he and his group planted? (more than 2 million)
What are he and his group trying to come up with? (a solution to the problem of water in California)
Why was Chantal angry? (because children couldn't go into many of the shops and cafés near her school when they were in groups)
What did she do about it? (she wrote about it in the school newspaper, she wrote an article for a big newspaper in Paris, and she was on TV)
Where was Melissa born? (in an area of London where there's a lot of crime)
What did she do about it? (she and lots of other kids got together and sent out emails to all their friends. Finally they all went on a protest march through the streets near her home)
Who has become a professional reporter? (Chantal)
Who has become a musician? (Melissa)
Students correct the incorrect statements in pairs. Check the answers with the class.

Key

- Andy** 1 No, he has planted trees since he was 15 years old.
2 No, he and his group send fruit trees to Africa.
- Chantal** 3 No, they didn't allow them in when they were in groups.
4 No, she's a professional reporter.

- Melissa** 5 No, she organised other kids and sent emails to their friends and went on a protest march through the streets near her home.
6 No, she's a musician.

Listening



3 Listen to Freddie and Emma. What is the new rule in their school?

Tell students that they are going to hear two students talking about a problem in their school. Play the recording through once and give them time to answer the question. Check with the whole class.

Audioscript

- Freddie** Emma, wait, can I ask you a few questions for the school newspaper?
- Emma** Oh, hi, Freddie! Well, I can talk to you for a couple of minutes now, but I'll be able to spend more time with you after school.
- Freddie** No, five minutes is fine. Now, you're chairman of the protest group about our school's latest rule, aren't you? You know—about not leaving the school building at lunch.
- Emma** Yes, I am.
- Freddie** Why are you against the new rule?
- Emma** Well, the headmistress thinks that when we leave school to eat, we buy lots of junk food, and she thinks we should eat the food they make in school – you know, salads and things – so we won't get fat. I don't think it's fair. We've always been able to leave school during the lunch break. We don't all buy junk food. Some of us just want a sandwich or something. And we just want to get away from the building for a bit. It'll be so boring if we have to stay in school.
- Freddie** What do you think will happen?

- Emma** Well, if they can't go out, a lot of kids will refuse to eat the food they give us at school. Not everyone likes salads!
- Freddie** So what are you going to do?
- Emma** Well, we're going to stand up for our rights! I've organised another meeting for tomorrow and we're going to ask everyone's parents to sign a petition. Then we're going to hand out leaflets to the food shops near the school – I'm sure they'll be interested! And we're going to send out emails to all the kids at school and tell them what's happening. I think we'll be able to change the decision.
- Freddie** I spoke to the headmistress this morning. She says she's going to change the lunch menu at school, and there'll be lots of different kinds of food, not just a few salads. The important thing is that it will all be healthy – and we can eat what we like!
- Emma** Hmm. That's interesting. But I still want to leave school at lunch break! Maybe we'll be able to vote.
- Freddie** No chance, Emma. Our school isn't a democracy!
- Emma** Well, not yet!

Key

Students can't leave the school building at lunchtime.

31
CD2

4 Listen again and choose the correct answers.

Play the recording again, pausing at appropriate places for students to choose the correct answer. If necessary play the recording a third time for students to complete or check their answers. Check the answers with the class.

Key

1 A 2 D 3 C 4 B

Writing

An article about an environmental problem

5 Read the article below. Add the missing phrases.

Students read the article and complete it in pairs. Check their answers with the whole class. Focus attention on the article. Ask: *What is the purpose?* (to make cycling to school safe) *What does the writer want?* (to have cycle paths built) *Why does the person writing the article want people to cycle to school?* (because it would be more environmentally friendly and it would make students healthier) *What is the writer planning to do?* (to organise a protest in front of the school).

Key

- | | |
|----------------------|---------------------|
| 1 I am writing about | 4 Just think |
| 2 Did you know | 5 And another thing |
| 3 I believe that | 6 We must |

6 Choose one of the problems below. Write an article to tell people about the problem, and make them take action. Use phrases from exercise 5.

This exercise can be done in class or set for homework. Ask students to choose from the three problems below one that they want to stand up for and write their own article about it. Ask students to use the article in exercise 5 as a model, and to make sure that they use all of the expressions mentioned in it.

7 Work in small groups. Read each other's articles. Do they make you want to take action?

Divide the class into groups of three or four. Ask students to read their articles to the group. Have the group vote on the best article. Then, each group reads their chosen article to the class as a whole. Discuss and decide on the best article.

Now do CYBER HOMEWORK 11b
www.cambridge.org/elt/more

Culture

The Seven Wonders of the Modern World

Look at the photos with the class. Can students identify the places? Where are they? Have they ever been there? Do they know anybody who's been to any of these places? What did they say about them?

Students work in pairs reading the texts 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 questions to check general comprehension:

Who decided which the Seven Wonders of the Modern World were? (100 million people voted to decide on it)

When was the Great Wall of China built? (2200 years ago)

Where's Petra? (in Jordan)

Why is it called the "Rose City"? (because it's pink)

Which of these wonders are in Latin America? (three: Christ the Redeemer, Chichen Itza and Machu Picchu)

How many are in Europe? (one: the Colosseum)

Which are in Asia? (two: the Taj Mahal and the Great Wall of China)

Over to you!

Choose one of the buildings. Do some research on the internet and write a factfile about it.

Students work individually, researching the building they have chosen. Ask them to do a poster and make a presentation to the class.

MORE! Online Action Box

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

Extra Reading

How green can you be?

WARM UP

Ask students to look at the photos and say what they can see. Students read the text. Ask them questions about it to test comprehension. Example questions:

What does it mean to go "off-grid"?

Where do the Lowe family get their electricity from?

How do they heat their home in winter?

Why do they have to watch the weather forecast very carefully?

Where does Mark Boyle live?

How does he power his laptop?

What does he do when he needs something?

What has he learnt living in this way?

Have a discussion with students: What do they think about these people? Would they like to live like that? Why? Why not?



Go to www.cambridge.org/elt/more for exercises



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

Aims and objectives

SB pp. 114–123

In this unit, students will learn:

- reported speech (2)
- reflexive pronouns
- words for physical appearance
- to justify opinions
- to describe appearance

WARM UP

Ask students to tell you everything they know about California. If they need any prompts, ask some of the following questions: *Where is California?* (on the west coast of the USA) *Can you name any Californian cities?* (examples include San Francisco, Los Angeles and San Diego) *What can people visit when they go to California?* (examples include Hollywood, Yosemite National Park, Universal Studios, The Golden Gate Bridge and Venice Beach) Focus attention on the pictures on page 114. Ask students what they can see. (the Joshua Tree National Park and a cable car)

1 Read the article about California.

Ask students to read the text silently to themselves. When they have finished, discuss the article together. How many of the things that students talked about in the warm-up activity were mentioned in the article? Ask the following questions to check comprehension:

Who did the writer of the article meet in San Francisco? (David and Emma from London)

Why were they in California? (they were on holiday with their parents)

What did they visit? (the Joshua Tree National Park)

Did they like it? (Yes, they did. They said it was amazing.)

What other things did they plan to see in California? (Yosemite National Park and San Francisco)

What does the writer think is California's main attraction? (Hollywood)

Where had Jane and Sarah been? (to Universal Studios)

Did they enjoy it? (Yes, they did. They said it was one of the best days of their lives.)

Text work

2 Circle T (true) or F (false).

Ask students to read the sentences and circle T for true or F for false. Check the answers with the class.

Key

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

Justifying opinions

32
CD2

3 Listen and repeat.

Play the recording, pausing for students to repeat the sentences. Play the recording a second time for students to repeat again. Ask students to practise saying the sentences with their partners. Ask individual students to say the sentences for the class.

Audioscript

See SB3, page 115

33
CD2

4 Match the sentences. Then listen and repeat.

Ask students to look at the sentences. Explain that the sentences on the left give opinions and the sentences on the right justify the opinions. Ask students to match the sentences on the left with the ones on the right. Play the recording for students to check their answers.

Audioscript

Speaker 1 The beaches in California are great. They're beautiful and the sand is clean.

- Speaker 2** Justin Bieber is my favourite singer. His new album is fantastic.
- Speaker 1** Yosemite is a wonderful park. It has beautiful mountains.
- Speaker 2** I don't really like London. It rains too much.
- Speaker 1** I love Universal Studios. It's a fun place to visit.

Key

1 e 2 d 3 a 4 c 5 b

Follow up

For further pronunciation practice, play the recording again, pausing for students to repeat the sentences as they did in exercise 3.

- 5 Make a list of famous people (actors, singers, etc.) you know well. Tell your partner about them and justify your opinions.**

Ask students to work in pairs. Ask one of the pairs to complete and read the examples for the class. Ask each student to identify the people in the pictures and make a list of actors, singers, sportspeople that they know well (they can include the people in the pictures or they can make a completely new list). They take turns to tell each other what they think of the people on their lists, using phrases like the ones in exercises 3 and 4 to justify their opinions. Monitor the activity and help where necessary. Ask some of the students to tell the class about one of the people on their list.

Follow up

Extend exercise 5 into a class discussion or debate. On the board, write down five people from students' lists. Point to one (for example, Bruno Mars). Ask a student: *What do you think of Bruno Mars?* After the student has given his / her opinion invite others to agree or disagree. Do the same with the rest of the people on the board.

Vocabulary

Describing people and clothes

- 34**
CD2
- 1 Match the words and the pictures. Then listen and check.**

Ask students to match the words and the pictures. Play the recording for students to check their answers.

Audioscript **Key**

- A sweatshirt
- B trousers
- C trainers
- D glasses
- E leather jacket
- F pullover
- G jewellery
- H suit
- I shirt
- J skirt

- 35**
CD2
- 2 Work in pairs. Write the words below in the correct part of the table. Some words can go in more than one part. Then listen and check.**

Students work in pairs completing the table. Play the recording and give students time to check their answers. Draw the table on the board and ask students to dictate to you the words corresponding to each column. Have a show of hands to see how many students got the correct answers in the correct columns.

Audioscript **Key**

- Body: short, well-built, slim, tall
- Age: young, middle-aged
- Clothes: casual, elegant, scruffy, torn, fashionable, stylish, smart
- Hair: blonde, dark, bald, straight, curly

3 Choose a person in the room. Describe what he or she is wearing. Your partner chooses the right person.

Ask students to work in pairs. Focus attention on the people in class. Ask one of the pairs to role play the example for the class. Check that everyone can find the person being described in the class. Ask students to take turns describing and finding the people in the room. Monitor and help where necessary. Ask some of the students to describe people in the room for the class to find.

Follow up

Ask students to think of a famous person with a distinctive physical appearance. Ask each student to describe their person for the class to guess. (Alternatively, students could describe teachers or other students, but you may want to ban certain words, e.g. *plump* to avoid causing offence.)

Communication

Describing appearance

36
CD2

4 Listen and repeat.

Play the recording through and ask students to follow the dialogue in their books. Play it again, stopping after each line for students to repeat. Ask students to work in pairs rehearsing the dialogue. Ask some pairs to do the dialogue for the class.

Audioscript

See SB3, page 117

5 Work in small groups. Discuss the people in the photos using the words in exercise 2. Do you have the same opinions?

Ask students to work in groups of three or four. Focus their attention on the photos. Ask a pair of students to read the example to the class. Check that everyone can find the photo of the man being described in the speech bubbles. Ask students to

take turns describing, finding the people in the pictures and giving opinions about them following the model of exercise 4. Monitor and help where necessary. Ask some of the students to describe people in the pictures for the class to find.

Sounds right

Lists

37
CD2

6 When we list things, we usually pause after each thing in the list. Our voice usually goes up on each thing, and then down at the end. Listen and repeat.

Play the recording, pausing after each speaker for students to repeat. Focus students' attention on the intonation pattern for each item on the list (rising intonation) and for the end of the list (falling intonation). Play the recording a second time for students to repeat.

Audioscript

See SB3, page 117

Grammar

Reported speech (2)

1 Complete the sentences. Then check with the text on page 114.

Ask students to complete the sentences and then check their answers with the text on page 114. Read through the grammar explanation with the class and answer any questions that students have.

Key

- 1 said, were
- 2 told, were going
- 3 why, were
- 4 if, wanted

Follow up

For further practice, ask students to find more examples of reported speech in the text on page 114. Go through the activity with the class and ask which rule or rules apply to each sentence, for example: *They said they were on holiday with their parents.* – change in verb tense.

2 Circle the correct verbs.

Ask students to read the sentences and circle the correct verb form for each one. Check the answers with the class. Ask students to remember the rule about the tense of the verbs used in the sentences which they learnt in Unit 11. (Note that sentences such as *She said that she is happy* are possible, when the situation described is still true at the time of speaking.)

Key

- | | |
|-----------------|-------------|
| 1 wanted | 4 was going |
| 2 were visiting | 5 didn't |
| 3 saw | 6 was |

3 Complete the sentences with the correct question word.

Ask students to read the sentences and complete them with the correct question words. Allow students to compare with a partner before you check the answers with the class.

Key

- 1 if 2 what 3 how many 4 where 5 if 6 if

4 Report the sentences.

Students rewrite the sentences in reported speech. Allow them to check their answers with a partner before checking with the whole class and answering any questions that students have.

Key

- 1 she wanted to go home
- 2 if he had any pets
- 3 it was going to rain
- 4 if my sister wore glasses

5 Work in pairs. Ask and answer the questions below. Two answers must be true and two answers must be a lie.

Students write down the answers their partners give them, adding their name. They know that two of the answers are true and two are false. All the sentences must be in the present tense.

6 Work with another pair. Take turns to report what your partner told you in exercise 5. The other people must guess if the answer was true or a lie.

Ask a pair of students to read the dialogue. Ask students to work with a different partner. Students look at each sentence and use reported speech to tell their new partner what it says. He/she has to say whether they think it is true or false. Eventually, the original student reveals whether or not the other student has guessed correctly.

Reflexive pronouns

7 Complete the sentences. Then check with the text on page 114.

Ask students to read and complete the sentences. Then, they check them against the text on page 114. Then read the grammar explanation and answer any questions that students may have.

Key

- 1 himself 2 themselves

8 Complete the table.

Ask students to complete the table with the correct form of the reflexive pronouns. Allow students to compare with their partners before you check the answers with the class.

Key

1 herself 2 itself 3 ourselves 4 themselves

9 Complete the sentences with the correct reflexive pronouns.

Focus students' attention on the pictures. Ask them to work individually, completing the sentences.

Allow them to check their answers with a partner before checking with the class.

Key

1 themselves 2 himself 3 myself 4 herself 5 ourselves 6 yourself

Now do **CYBER HOMEWORK 12a**
www.cambridge.org/elt/more

Skills Reading

WARM UP

Ask students: *Do you judge people by their appearance? What sort of prejudices do older people have about the clothes young people wear? Can you think of other prejudices people have about other people's appearance?* Ask students to look at the woman's picture, describe her and say what they think she may be like without looking at the text.

1 Read and complete the article with these phrases.

Students read the article. Discuss the previous activity. Were they right about the woman?

Check students' understanding of the text by asking:

Why didn't the woman like her friend's boyfriend? (because he had long dyed hair, old clothes, and didn't smile at her)

What happened when she knew him better? (she learnt that he studies at university and knows a lot of interesting things about films and music)

Why didn't he smile at her? (because he was shy)

What did he think about her? (that she was too elegant and too serious)

Can we know what a person is like just by looking at them? (no)

What is the woman's advice? (be yourself)

Students read the article again and answer the questions. Allow them to check their answers in pairs before checking with the whole class.

Key

1 d 2 a 3 c 4 e 5 b

2 Read the article again. What does the writer think? Circle T (true) or F (false).

Students read the article again and circle T or F accordingly. Check the answers with the class.

Key

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

Listening

38
CD2

3 Listen to Jake, Harriet and Laura giving their opinion on 'judging others by their appearance'. Who thinks ...

Tell students that they are going to hear three interviews with young people talking about their opinion on judging others by their appearance. Play the recording, pausing at appropriate intervals for students to decide who thinks what. Play the recording a second time for students to check their answers. Play a third time if necessary. Check the answers with the class.

Audioscript

Interviewer Hello, I'm doing some research for the school magazine. What's your name?

Jake It's Jake.

Interviewer Thanks, Jake. I'd like to know – do you judge other people by their appearance?

Jake No, never. I hate it when people judge me, so I try not to judge other people. All my friends are different. Tall,

short ... big, small ... smart clothes, scruffy clothes ... it really doesn't matter what you look like. What's important is what's inside. You should try to get to know a person before making any kind of decision about them.

Interviewer Thanks very much.

Interviewer Hello, what's your name?

Harriet I'm Harriet.

Interviewer Can I ask a question, Harriet? Do you judge other people by their appearance?

Harriet Well, it's difficult not to, isn't it? But I've met people who were good-looking and smart. And actually, when I knew them better, they weren't so nice or friendly. That happens a lot. And the opposite is the same. Some people aren't so interesting at first, but the more you get to know them, the more you realise how nice they are. So, I guess I try not to judge people by their appearance now.

Interviewer Thank you.

Interviewer Excuse me, can I ask your name?

Laura My name is Laura.

Interviewer And can I ask ... Do you judge other people by their appearance?

Laura Well, of course it's very important what clothes you wear. People should try their best to look good if they are going out on the street. I really hate people who don't care what they are wearing. And, I'm afraid if I see someone who looks a bit strange, then I won't speak with them. I don't like your T-shirt, by the way. If you want to interview people, you should wear a nice shirt and a suit. This isn't a very professional interview! Goodbye!

Interviewer Er ... thanks for talking to me. Bye.

Key

1 Laura 2 Jake 3 Harriet

38
CD2

4

Listen again. Complete the sentences below.

Play the recording through. Give students time to read the sentences and complete them. Allow them to check their answers with a partner before checking with the whole class.

Key

Jake: 1 hate 2 matter

Harriet: 1 better 2 realise

Laura: 1 best 2 strange

Writing

A paragraph on my opinion

5

Read the paragraph below. What is the writer's opinion on judging other people by their appearance?

Students read the paragraph. Discuss with the whole class the writer's opinion. Do they agree or disagree?

Key

The writer thinks we shouldn't judge people by their appearance.

6

Look at the paragraph again. Which underlined phrases...

Students work with a partner answering the questions. Check with the whole class.

Key

1 I think that 3 For example, For instance
2 But, However

7

Write a paragraph giving your opinion on one of the topics below.

This can be done in class or set as homework. Students choose a topic and write a paragraph using the text in exercise 5 as a model. Ask some students to read their paragraphs for the whole class.

Now watch *The School Magazine*

Episode 6 and do the DVD exercises

www.cambridge.org/elt/more

The School Magazine

Episode 6: The Rivals

Before you watch

1 Match the sentences with the pictures.

Students do the exercise individually. Ask some students to say their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

2 What order do you think the pictures come in the DVD? Write 1–4.

Ask students to order the pictures in what they think is the correct order. Ask some students to give their answers and write them on the board. Explain that students will have to wait until they have seen the episode to check their answers.

Key

Students' own answers.

Watch the story

3 Check your answers to exercises 1 and 2.

Ask students to check their answers now they have watched the DVD. Check the answers with the whole class.

Key

Exercise 1: A2 B4 C1 D3

Exercise 2: A3 B2 C1 D4

4 Circle the correct answer.

Students circle the correct word and check their answers in pairs before checking with the whole class.

Key

- 1 Stern writes *an article* for another school's magazine.
- 2 Lucy is *angry* with Stern.
- 3 Stern went to a party and met Kate, the *editor* of another magazine.
- 4 Kate and Lucy fought about *a magazine*.
- 5 Stern gives Lucy chocolates and *a poem*.
- 6 Stern tells Jessica that he's interested in *her*.

5 Complete the dialogue.

Play the episode again. Students complete the dialogue individually. Allow them to check their answers with a partner before checking with the whole class.

Key

- | | |
|-----------|--------|
| 1 hate | 5 told |
| 2 knew | 6 find |
| 3 fight | 7 get |
| 4 changed | 8 did |

6 Answer the questions.

Students answer the questions in pairs. Check with the whole class.

Key

- 1 The rival school is called Whiteoaks.
- 2 Stern met Kate at a party.
- 3 Stern plays for the rugby team.

7 Say the missing words. Practise the dialogues.

Students complete the speech bubbles individually. Allow them to check their answers in pairs before checking with the whole class. Then students practise the dialogue. Ask some pairs to do their exchanges for the whole class.

Key

- 1 Have you got a moment?
- 2 It's not the end of the world.
- 3 Don't you dare!

Work in pairs. Practise the dialogues. Then act them out. You can change the words in bold and make new dialogues.

Role play the first dialogue with a student. Ask a different pair to do a dialogue, changing the words in bold. Students work in pairs, practising the dialogues and inventing new ones. Ask different pairs to perform their dialogues to the class.



Now do CYBER HOMEWORK 12b
www.cambridge.org/elt/more

CLIL History

Transport

Factfile

Students read the factfile. Ask them to read the explanation of BC/BCE, AD/CE. Discuss with the whole class. Ask: *What different means of transport do you know? Why was the boat invented before the wheel? Which do you think was more important: the wheel or the boat?*



1 Add three means of transport to each list:

Students work in pairs completing the table. Check their answers with the whole class. Were their answers similar or different? Write a list on the board with the different means of transport students have come up with.

39
CD2



2 Complete the timeline showing when these means of transport were invented. Then listen and check.

Students work in pairs reading the words in the box and completing the timeline. Play the recording for students to check their answers. Ask different students to read their answers to check them as a class.

Audioscript

Tracey So, let's check our answers. What's the first one? 1827. What was invented in 1827? I think that was the car. What have you got?

Josh I had the bicycle and ... yes! I was right. It's the bicycle. The car was invented in 1885.

Tracey OK. What about 1829?

Josh That must have been the steam train.

Tracey Yeah. That's what I had. So, 1909 is the next one ...

Josh What's left? We've got space shuttle, helicopter and hovercraft. Which do you think came first?

Tracey I reckon the hovercraft.

Josh I agree. Let me check ... Oh no, we're both wrong. It was the helicopter that was invented in 1909.

Tracey So 1950 must have been the hovercraft and the space shuttle in 1977.

Josh Exactly!

Key

1827: bicycle
1829: steam train
1885: car
1909: helicopter
1950: hovercraft
1977: space shuttle



3 Answer the questions.

Students look at the timeline and answer the questions. Allow them to check their answers in pairs. Check with the whole class.

Key

1 Electric trains. 3 In 1961.
2 231 years ago. 4 40 years

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. Ask the groups to present their answers to the class.



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

Check your progress 6

Units 11 and 12

Key

1

- 1 climate change
- 2 litter
- 3 Global warming
- 4 traffic jam
- 5 recycle
- 6 pollution

2

- 1 middle-aged
- 2 scruffy
- 3 smart
- 4 blonde
- 5 well-built
- 6 fashionable

3

- 1 told
- 2 said
- 3 told
- 4 says
- 5 tells
- 6 said

4

- 1 to take an aspirin and go to bed.
- 2 not to play on the grass.
- 3 to help her with her homework.
- 4 not to worry about my exams.
- 5 if they wanted to come to my house.

5

- 1 was
- 2 lived
- 3 liked
- 4 didn't have
- 5 could
- 6 went

6

- 1 He asked me if I liked pizza.
- 2 She asked him where he went to school.
- 3 He asked me how much money there was.
- 4 They asked her if she was a teacher.
- 5 We asked them if they had got a car.

7

- 1 myself
- 2 yourself
- 3 herself
- 4 himself
- 5 themselves
- 6 ourselves



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for **MORE!** training

Workbook 3 Answer KEY

UNIT 1

WB pp. 4–9

I've lost my wallet!

Dialogue work

2

1 Audioscript and answers

Olivia Hi Jack, do you have a minute?

Jack Sure! What is it?

Olivia It's John's birthday next week and I'd like it to be special.

Jack Good idea. How long ¹**have** you **known** each other?

Olivia Well, we ²**have been** together for five months. So this is the first time I ³**'ve done** anything for his birthday.

Jack I see. How about going to a restaurant?

Olivia Hmm. That's not very special. John ⁴**'s taken** me to lots of restaurants.

Jack And ⁵**have** you **decided** on a present? Maybe a book?

Olivia Hmm. I ⁶**'ve never seen** John reading a book. I think he prefers watching films.

Jack OK – how about taking him to the cinema?

Olivia Great idea! We both love going to the cinema. And that romantic comedy with Adam Sandler is on! I ⁷**'ve wanted** to see that film for ages.

Jack But ... does John like romantic films?

Olivia Oh, who cares! I love Adam Sandler!

- 2 1 Olivia *hasn't* celebrated John's birthday before.
2 They *have been* together for a short time.
3 Olivia *has* been to lots of restaurants with John.
4 John *hasn't* read a lot of books.
5 Olivia and John *have* been to the cinema before.
6 By the end, Olivia *has* decided what to do for John's birthday.

- 3 1 Have they seen that new comedy film?
2 Have you ever been to a Chinese restaurant?
3 Has Jessica finished reading that book?
4 Has Tom bought those flowers for Luisa?
5 How long has Lisa lived here?
6 Where have you been?

- 4 MP3 player
5 digital camera
6 tablet
7 headphones
8 wallet

- 2 1 going 5 to buy
2 do, go 6 taking
3 send 7 stay with, stay in
4 are going on 8 go

3 Students' own answers.

4

4 Audioscript

See WB3, page 5

Grammar

- 1 1 C 2 E 3 A 4 B 5 D 6 F

2 What a terrible day! I ¹*haven't* had one bit of good luck today. ²*I've* broken my laptop. Nobody ³*has* phoned me all day. My friends ⁴*have* gone to the cinema without me and I think I've ⁵*caught* a cold. And my mum has just ⁶*told* me we've got an exam tomorrow morning.

- 3 1 have been
2 hasn't called, Have I done
3 have had
4 have just hurt
5 I have had, haven't done
6 has never gone

4 Students' own answers.

- 5 1 've been 5 hasn't had
2 've met 6 's been
3 've spent 7 hasn't been
4 have visited 8 's rained.

- 6 1 made 5 come
2 had 6 gone
3 been 7 bought
4 seen 8 eaten

- 7 2 She hasn't read a good book since last year.
3 I haven't used my computer for three days.
4 Lisa and I have been best friends for two years.
5 I've known Tom since last year.
6 Matt hasn't sat next to me since we argued.

Vocabulary and Communication

3

1 Audioscript and answers

- 1 sunglasses
2 mobile phone
3 laptop

- 8 1 How long *have* you *lived* in this town?
 2 How long *have* you *known* your best friend?
 3 How long *have* you *had* your phone?
 Students' own answers.

Skills

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

2 Audioscript

- 1
Lisa Hi Tina, it's Lisa. Can you help me? I've lost my dog!
Tina What, Bono?
Lisa Yes!
Tina Oh no, I'm sorry. He's the little brown and white one with black ears, isn't he?
Lisa No, no. Bono is black and white.
Tina Oh. And how long has he been missing?
Lisa Well, since last week. We were in the park, playing football. He loves football. And he just ran away.
Tina Really?
Lisa Yes. He often runs away, but this time, he didn't come back!
Tina You must be really worried.
Lisa Yes.
Tina And he's very young isn't he? Just three months?
Lisa No, he's five months old now. He's wearing a collar with his address on.
Tina OK. Let's see if I can help. Shall we print out a notice and put it up around the park?
Lisa Great idea!
 2
Mike Hello Tom, it's Mike here.
Tom Hi Mike, how's it going?
Mike I'm just calling to see if you can help me. I've lost my cat. And you know, my parents are on holiday at the moment, and they asked me to look after Peanut – that's the name of the cat. And they're coming back next week. If I don't find Peanut, they'll be really angry with me!
Tom Yes, sure. When did you lose ... Peanut?
Mike Well, it was three, no, two days ago, I think. He just went outside and hasn't come back.
Tom OK. What does Peanut look like?
Mike Well, he's quite a big cat, and he's an orange colour.
Tom It isn't much to go on.
Mike Mmm. He's got two white paws and he knows his name. He's very friendly.

- Tom** Right. And why do you think he got lost?
Mike Well, we got him in November, so I guess he doesn't know the area very well.
Tom November – well, that's just a few months ago. OK, I'll see what I can do. Have you thought about putting a message online?

Key

- | | |
|---------------|------------|
| 1 dog | 6 two days |
| 2 white | 7 orange |
| 3 last week | 8 white |
| 4 five months | 9 November |
| 5 cat | |

3 Bono 3 Peanut 5

4 Students' own answers.

UNIT 2

WB pp. 10–17

At the cinema

Text work

- 1 Students' own answers.
 2 *Gone with the Wind* and *Titanic*
 3 a 3 b 2 c 1 d 6 e 4 f 5

Vocabulary and Communication

- | | |
|-------------------|-----------|
| 1 1 horror | 4 war |
| 2 science fiction | 5 cartoon |
| 3 western | 6 comedy |
- 2 Students' own answers.
 3 1 think 4 exciting
 2 really 5 scary
 3 boring 6 funny

4 Audioscript

See WB3, page 11

Grammar

- | | |
|-------------|-----------|
| 1 1 already | 4 already |
| 2 already | 5 yet |
| 3 yet | 6 yet |

- 2** 1 have arrived 4 haven't explored
2 have sent 5 have, seen
3 have, been 6 have got
- 3** 1 yet 2 already 3 yet 4 yet 5 already 6 yet
- 4** 2 He has just fallen over.
3 They have just had a baby.
4 We have just eaten something bad.
5 They have just scored a goal.
6 She has just missed the bus.
- 5** 1 d 2 a 3 e 4 c 5 f 6 b
- 6** 1 saw
2 Have, been, was
3 Have, done, haven't had
4 sent, 've been
5 came, 've, been
6 Has, arrived, got

Skills

- 1** 1 The Lost World (1925)
2 Distant Drums (1951)
3 Them! (1954)
4 Ben Hur (1959)
5 The Cure for Insomnia (1987)
6 Gandhi (1992)
7 Titanic (1997)
8 Norbit (2007)

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

3 Audioscript

Interviewer Hi, and welcome to "Film on the Radio". And on this week's programme, here are some names for you – Captain Jack Sparrow, Will and Elizabeth. Do you know them? Yes, they're all from the *Pirates of the Caribbean* series. I'm here with some British teenagers and I'm going to ask them what they think of this and other films.

Interviewer What's your name?

Tania Tania.

Interviewer What do you think of the *Pirates of the Caribbean* films, Tania?

Tania Oh, I love them!

Interviewer What do you like about them?

Tania

I thought they were all funny and exciting at the same time. There are so many good ideas in them. My favourite is the first in the series, but they're all good. I love Orlando Bloom, he's so good-looking! I hope there's a new film soon!

Interviewer And you, what's your name?

Steve I'm Steve.

Interviewer How about you? What do you think about the "Pirates" series?

Steve Well, I'm not very keen on them - there's too much romance in them! Kiera Knightley's lovely, but I prefer real action films like *Iron Man* or *X-men*. I like horror films, too, with plenty of blood! But I suppose the special effects were cool, and the make-up was excellent.

Interviewer Do you like science fiction?

Steve Oh, yes, I love science fiction. I haven't seen the new *Star Trek* film yet, but I really want to. I've seen the second *Transformers* film. It was excellent.

Interviewer And what's your name?

Connor Hi, my name's Connor.

Interviewer So, tell us what you think, Connor.

Connor I like all kinds of films. I go to the cinema twice a week, but to be honest I didn't enjoy any of the *Pirates of the Caribbean* series.

Interviewer What don't you like about them?

Connor They weren't really adventure films like the *Indiana Jones* movies, and they weren't really comedies. I mean, they didn't make me laugh much, but all my friends thought they were funny. I think that really they were almost like animated cartoons, but with real people. Not my kind of film!

Key

- 1 likes, good-looking
2 doesn't like, cool
3 doesn't like, better

4 Key

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

5 Students' own answers.

6 Students' own answers.

Learning to learn (Units 1 and 2)

1 Students' own answers.

2 A A 3 B 4 C 1 D 2

B There are lots of things to see in London: museums, galleries, famous buildings. I went there last summer. It was a bit cold, but I had a great time.

3 freezing, new, warmest, soft, cold, hard, black

4 Students' own answers.

Exam Skills 1

1 Students' own answers.

2 1 C 2 B 3 B 4 A 5 B

UNIT 3

WB pp. 18–23

We're going to travel to Morocco

Dialogue work

1 Audioscript **Key**

Olivia Hi Mum, do you know what we ¹**are going** to do for the summer? It ²**will be** the summer holidays soon!

Mum Yes, sure, I know.

Olivia My friends Lisa and Vicky ³**are going** to visit Paris. Isn't that fun?

Mum That's nice.

Olivia And my friend James ⁴**is going** to have a holiday in Morocco.

Mum Great.

Olivia So, what ⁵**are we going** to do?

Mum Sorry, but you ⁶**will have to** study. You have important exams after the summer, so you ⁷**will need** to do a lot of work.

Olivia Study?

Mum Yes. We found a little house near the beach. It's nice and quiet, and we thought we could go there for a few weeks. And you can study every day. Will you come with us?

Olivia The beach? Yes, of course ⁸**I will!**

2 1 isn't
2 are
3 won't
4 will
5 aren't

3 2 Are you going to travel this summer?
3 Is Laura going to visit us at the weekend?
4 What are you going to do this summer?
5 When are Steve and Judith going to phone us?

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

Vocabulary and Communication

1 1 F 2 G 3 C 4 D 5 B 6 E 7 H 8 A

2 1 geocaching 4 mountain biking
2 caving 5 canoeing
3 trekking 6 rock climbing

3 1 stay 2 to go 3 come 4 to look after

4 Suggested answers

2 I'll help you.
3 I'll lend you mine.
4 I'll try and repair it.
5 I'll get you a drink.
6 I'll help you carry it.

5 Audioscript

See WB3, page 19

Grammar

1 2 I'll make
3 I'll get
4 it'll be
5 won't bite
6 I'll email

2 1 I'll phone the doctor.
2 In the holidays, we'll stay up late every night.
3 I don't like Suzanne, so I won't invite her to my party.
4 I think I'll buy her some flowers.
5 I didn't study, so I'm sure I won't pass my exam.

3 1 Would you like to go mountain biking with me?
2 I don't want to go out – I'd prefer to stay in.
3 I'd rather go canoeing than go hiking.

- 4 Would you prefer to go to the beach or go to the mountains?
- 5 I would like a cola, please.
- 6 I'd rather go trekking tomorrow, if the weather is good.

- 4
 - 1 He's going to play tennis.
 - 2 She's going to buy a laptop.
 - 3 She's going to hit a tree.
 - 4 They're going to have a party.
 - 5 He's going to have a shower.
 - 6 It's going to rain in the afternoon.

5 Students' own answers.

- 6
 - 1 I'll
 - 2 I'm going to
 - 3 I'll
 - 4 I'll
 - 5 I'm going to

Skills

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

- 2
 - 1 boring and long
 - 2 Uluru
 - 3 amazing pictures
 - 4 kangaroos run and jump in front of the car
 - 5 stay with her uncle for a week

10

3 Audioscript

Dan Hi everyone, my name's Dan, and I'd like to welcome everybody to Electronica 1, the world's best Computer Camp... well, we think it is! Remember, just because you like computers doesn't mean you're a nerd – it means you're a twenty-first century digital hero! And what's wrong with being a nerd, anyway? Now, what's the plan for this week of computer heaven? Well, you're going to meet some very cool people right here in the camp. Here's something very exciting – Steve Jackson, the professor of computer engineering at the university near here says he'll come and give us a talk on Wednesday. How about that! He's also a very good computer game player, and he's written a really cool game called Enviro-Warrior. You'll probably want to buy it when he's told you about it!

You also all have a big project for the week – we're going to put you in teams of four, and you're all going to build a robot. At the end of the week there's going to be a competition to see who has the biggest, best and baddest robot! But our camp isn't just about computers and electronics. This is a great place for a holiday. We're going to take you to the beach. That's an hour by bus. And you can swim in the lake over there every day – it's perfectly safe! You can go mountain biking in the valley – that's really cool. I'll tell you where you can find the bikes tomorrow. I'm going to take some of you canoeing tomorrow afternoon, so tell me during dinner if you want to go. Now, some of you might be hungry. I know you have had a long journey to get here today. I'll let you go and eat in two minutes, don't worry. OK, it'll be dark soon, so be sure to enjoy the stars, it's a lovely sky tonight. I'm sure you're all going to have a good time – go and eat!

Key

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

4 Students' own answers.

5 Students' own answers.

UNIT 4

WB pp. 24–31

Superstitions

Text work

1 1 c 2 b + d 3 e 4 a

- 2 uses their lucky mascot in school: James and Laura
uses their lucky mascot for sport: Reggie
thinks their lucky mascot really works: James and Reggie
never shows anyone their lucky mascot: Reggie

Vocabulary and Communication

- 1 1 Aries 2 Taurus 3 Gemini 4 Cancer 5 Leo
 6 Virgo 7 Libra 8 Scorpio 9 Sagittarius
 10 Capricorn 11 Aquarius 12 Pisces

- 2 1 generous 2 helpful 3 romantic 4 determined
5 passionate 6 energetic

11

3 Audioscript

See WB3, page 25

Grammar

- 1 1 I'll turn
2 play
3 eat
4 am
5 will be
6 wear

- 2 1 – e If it rains today, I'll take my umbrella.
2 – b If there isn't a train, I'll take a taxi.
3 – a You'll be healthier if you do some exercise.
4 – c I'll write to you tomorrow if you give me your email address.
5 – f If you forget her birthday, she'll be very angry with you.
6 – d If I lose my keys, I won't be able to open the door.

- 3 1 wait, will come
2 will pay, haven't got
3 don't want, will bring
4 will have, go
5 will be, don't tidy
6 phones, tell

- 4 1 in (T), to (M) 2 on (P), in (P) 3 at (T)
4 across (M) 5 on (P)

- 5 1 from the shelf
2 on the shelf
3 in the cupboard
4 on the cupboard
5 to the hospital
6 in hospital

- 6 1 in, on 2 on 3 at 4 in 5 from 6 at 7 at
8 in

- 7 1 on 2 with 3 for 4 for 5 about 6 in

Skills

- 1 A 2 B 4 C 1 D 3

2

Job	You have to:	You must be:
Paper round	deliver newspapers	fit
Babysitting	look after babies and children	energetic, gentle and patient
Shop assistant	do lots of different things, like working on the cash register, filling shelves and helping customers	friendly and helpful
Gardening	cut grass and dig	fit

12

3 Audioscript

Boy Hi Cherie, what are you going to do during the holidays?

Cherie I think I might get a job.

Boy A job?

Cherie Yeah, that way I'll earn some money.

Boy What are you going to do?

Cherie Well, I might do babysitting. My neighbour needs someone to help her with her kids. But I might not because the kids are monsters.

Boy Well, they're looking for an assistant in the supermarket.

Cherie I don't want work there as they don't pay very much and you have to work really hard.

Boy What about gardening?

Cherie What if it rains? I won't have a job! I know what I'll do, I'll do a paper round.

Boy You'll have to get up early.

Cherie I don't mind, I can always go back to bed.

Key

A paper round

12

4 Audioscript

- 1 C 2 A 3 B 4 C

5 Yes

6 Students' own answers.

Learning to learn (Units 3 and 4)

1 1 e 2 a 3 b 4 c 5 d

2 Suggested answer

- 1 **A** Hi, Ben!
- 2 **B** Hello, Susan! How are you?
- 3 **A** I'm fine. What are you doing tomorrow?
- 4 **B** Oh, I'm not doing anything.
- 5 **A** Let's go to the cinema.
- 6 **B** Yes, OK. I'd love to. What time shall we meet?
- 7 **A** What about 7 o'clock?
- 8 **B** Fine! See you tomorrow then.

3 4 **A** Hi Mike. How are you?

- 5 **B** I'm fine thanks. What are you doing?
- 1 **A** I'm doing some shopping and then I'm going home.
- 2 **B** Would you like to come to my house?
- 3 **A** Yes, OK. I'd love to.

4 Suggested answer

- 1 **A** Hi Peter! How are you?
- 2 **B** I'm fine, thanks! I haven't seen you for some time. Where have you been?
- 3 **A** I've been on holiday for two weeks.
- 4 **B** Why don't we go out for a drink?
- 5 **A** I'm sorry, I can't. I'm too busy.
- 6 **B** Oh! OK then. Goodbye. I'll phone you.

Exam Skills 2

- 1 1 He's going to go windsurfing on Saturday morning.
- 2 On Saturday evening, he's going to go to the cinema.
- 3 He's going to go swimming on Sunday morning at 7 o'clock.
- 4 He's going to play tennis in the afternoon at 2 o'clock.
- 5 He's going to have a pizza with Barry in the evening.

2 Students' own answers.

3 1 B 2 B 3 B 4 B 5 A

4 Students' own answers.

UNIT 5

WB pp. 32–37

It's a beautiful building, isn't it?

Dialogue work



1 Audioscript

Key

- Annie** Mark, please help me!
- Mark** What is it?
- Annie** It's my homework. I have to write about a building **'which'** is interesting or beautiful. I have no idea what to write about. Can you help me?
- Mark** A famous building? Sure! Write about the Burj Khalifa.
- Annie** The ... what?
- Mark** Hang on, I'm just checking on my smartphone ... Yes. The Burj Khalifa, **2which** is in Dubai, is the tallest building in the world. It's 830 metres tall, and it has 163 floors. Wow. That's incredible, isn't it?
- Annie** Hmm. That's very interesting, but ...
- Mark** OK. How about the world's *biggest* building! It says here that it's the Boeing Everett factory.
- Annie** What?
- Mark** It's a big factory **3where** they make aeroplanes. It's in Washington, in the US. It's 13 million cubic metres! Wow!
- Annie** I'm sorry, I'm not writing about a factory. I don't know anyone **4who** is interested in factories.
- Mark** OK. But what are you going to write about, then?
- Annie** I know! I'll write about my house! It's not a house **5which** people know about, but I think it's interesting!

- 2 2 What is the name of the river that runs through Budapest?
- 3 What is the name of the person who built the Taj Mahal?
- 4 What is the name of the bridge which crosses (the) San Francisco Bay?

Vocabulary and Communication

- 3 1 aquarium 2 fountain 3 park 4 museum
5 market 6 skyscraper 7 bridge 8 castle
9 statue

- 4 1 Excuse me. Can I have a ticket for *Superman*, please?
- 2 How long does the film last?
- 3 Is the film subtitled?
- 4 Do you still have seats available/available seats for the eight o'clock show?
- 5 Do you accept student cards?
- 6 How much are tickets for the 3D version?

14

5 Audioscript

See WB3, page 33

Grammar

who / which / that

- 1 1 I don't like films which last for more than two hours.
 - 2 J. K. Rowling is the person who wrote the Harry Potter books.
 - 3 Do you know the girl who we saw in the café?
 - 4 Is this the bus which goes to the train station?
 - 5 Did you buy that T-shirt which you liked so much?
- 2 1 who
 - 2 which
 - 3 that
 - 4 which
 - 5 that
- 3 1 that/which 2 who 3 who 4 who 5 which
 - 6 who
- 4 1 The Tate Modern is the museum which/that shows modern art.
 - 2 Emceekilla is the hip hop artist who performs with Caxton Press.
 - 3 The Orient Express is a train that/which goes from London to Venice.
 - 4 Hillary and Tenzing were the first men who reached the top of Everest.
- 5 1 wasn't it? 2 isn't she? 3 did they? 4 isn't it?
 - 5 aren't they? 6 didn't they? 7 was it?
 - 8 have you? 9 won't you? 10 will they?
- 6 1 don't I? 2 isn't it? 3 shouldn't you?
 - 4 do you? 5 will you? 6 haven't you?

Skills

- 1 1 The Science Museum
- 2 The London Dungeon
- 3 Covent Garden
- 4 The London Dungeon
- 5 The Science Museum
- 6 Covent Garden

15

2 Audioscript

- Announcer** One. Cindy.
- Interviewer** Cindy, you live in London, don't you?
- Cindy** That's right.
- Interviewer** And do you like living here?
- Cindy** Yeah, I think it's brilliant. We came here five years ago and I just love it, it's great.
- Interviewer** OK. And what is it you like about London?
- Cindy** Well, it's so multicultural.
- Interviewer** All right! Tell us more!
- Cindy** Well, you know, everywhere you go in London, you see all kinds of different people – different colours of skin and hair and everything, and wearing different kinds of clothes. I love that! And it means you can get food from all over the world too – and I don't just mean in restaurants!
- Interviewer** No?
- Cindy** No! I mean, there are food shops near my house that sell everything!
- Announcer** Two. Anthony.
- Interviewer** Anthony, can you tell us what you think about living in London?
- Anthony** It's pretty good. You know, there are bad things, like there's too much traffic and the streets are a bit dirty sometimes, but it's a really good place to live.
- Interviewer** Why?
- Anthony** Um, well, lots of reasons really. Um, I think the best thing, for me, is ... yeah, it's the music and stuff.
- Interviewer** Music? Really?
- Anthony** That's right. Music's really important for me, and here in London I can find any CD I want, and I can go to loads of concerts too.
- Interviewer** So, there are a lot of concerts in London.
- Anthony** Oh yeah! Everywhere, all the time. Places like Hyde Park, you get free concerts there sometimes, and in loads of other places too.

Announcer Three. Julie.

Interviewer So Julie – tell us what you like most about living in London.

Julie Well, I know this is a bit strange – but one of my favourite things is the Underground.

Interviewer Sorry?

Julie Yeah, lots of people laugh when I say that. But I think it's great. I really love looking at all the other people on the train! And sometimes at the weekend I just take the Underground somewhere, and it's fun to come up the steps and out of the station and find yourself in a different part of the city – a new place, somewhere you don't already know. Last week I found a beautiful square with really nice buildings around it.

Interviewer Yes, I guess that could be fun.

Julie It is! It's an adventure. And that's what London is for me – a big adventure!

Key

Cindy: London's multicultural.
 Anthony: The music.
 Julie: The Underground.

15

- 3**
- 1 5 years
 - 2 That they have different colours of skin and hair and wear different kinds of clothes.
 - 3 That there's too much traffic and the streets are a bit dirty.
 - 4 He goes to concerts.
 - 5 She takes the Underground somewhere she doesn't know.

16

4 Audioscript

Man The London Dungeon, one of London's most popular tourist attractions, is very easy to visit. It's right between Big Ben, the famous clock tower, and the London Eye. On weekdays, it is usually open between 10 a.m. and 5 p.m. every day, except Thursday, when it opens at 11 a.m. On Saturdays and Sundays, it is usually open from 10 a.m. to 5 p.m. You can buy tickets online. If you are 15 or younger, tickets cost £12.95. For people over 16 years old, it's £16.95. You can get a discount if you are a student – student tickets are just £15.50.

Woman London's Science Museum is a great place to spend time in London, and it's interesting for everybody. Even if you don't like science very much, don't worry. You will love science after visiting this museum! It is easy to get to by using the London Underground, and it is open between 10 a.m. and 6 p.m. You can visit every day except between the 24th and the 26th December.

And the good news is that tickets are free! However, if you want to visit the special IMAX cinema, which shows exciting documentaries about the history of science, tickets cost £10 for adults and £8 for children.

Key

- 1 The London Dungeon
- 2 The London Science Museum

16

5

	How much does it cost?	What are the opening times?
1	Adult 16 yrs +: £16.95 Child: £12.95 Student: £15.50	Weekdays: 10 a.m. – 5 p.m. except Thursday Weekends: 10 a.m. – 5 p.m.
2	Museum tickets: free IMAX cinema tickets: Adult: £10 Child: £8	Every day: 10 a.m. – 6 p.m. Closed between 24 th and 26 th December.

- 6** Students' own answers.

UNIT 6

WB pp. 38–45

Teens around the world

Text work

- 1** Australia
- 2**
- 1 likes
 - 2 summer
 - 3 are
 - 4 didn't go
 - 5 wasn't
 - 6 tent

Vocabulary and Communication

- 1 1 country 2 classical 3 blues 4 hip hop
5 folk 6 rock 7 opera 8 dance 9 rap
10 jazz 11 reggae 12 pop

- 2 1 E 2 B 3 H 4 F 5 C 6 G 7 D 8 A

3 Audioscript **Key**

- Ali** Are your parents strict?
Ben My dad is. He doesn't ¹**let me** do anything.
Ali What do you mean?
Ben Well, I'm not allowed out during the week and he ²**makes me** do the washing-up every night!
Ali Is your mum the same?
Ben No, she usually lets me do what I want.
Ali Does she ³**let you** buy your own clothes?
Ben Oh yes, she ⁴**lets me** buy what I want.
Ali Would she let you dye your hair, too?
Ben Yes, as long as it wasn't blue or pink!
Ali Would your parents let you go on holiday alone?
Ben No, no. They ⁵**wouldn't let me** travel alone.

4 Audioscript

See WB3, page 39

Grammar

- 1 1 First, a memory card is put into the camera.
2 Then the photos are taken.
3 The camera is connected to a computer.
4 The photos are transferred to the computer.
5 Finally, the photos are put into folders.
6 Now they can be sent in an email.
- 2 1 are attracted
2 is held
3 come
4 can be seen
5 are sold
6 attracts
7 are invited
8 is named
- 3 1 I can drive now, so my uncle sometimes *lets* me use his car.
2 Last week, our teacher *made* us study hard for a test.
3 My mum gives me pocket money and *lets* me buy what I want.

- 4 Don't *make* me wait too long! I have very little time.
5 She *let* me go to the party.
6 My mother *makes* me tidy my room every Saturday.

- 4 1 Did they make you do a lot of work?
2 When did they make you wake up?
3 Did they let you watch TV?
4 Did they let you stay up late?

- 5 Students' own answers.

Skills

- 1 B

- 2 1 are made 2 are found 3 is cut 4 are carried
5 are taken 6 are left 7 is removed 8 is cleaned

18

3 Audioscript

Pete Best was born in India in 1941. He almost became famous, because he was the Beatles' first drummer. His family came to Liverpool in 1945, and his mother started the Casbah Coffee Club. The club soon became very popular, and lots of people went there. The Beatles played some of their first concerts there. Pete played there, too, with his first band, the Blackjacks.

Pete joined the Beatles in 1960, only one day before they went to Hamburg, Germany to play in a club there. The Beatles needed a drummer to go with them, and all the other drummers they knew weren't interested. Pete travelled to Hamburg with them the next day. He could speak a little German, so when the Beatles needed to talk to people at the club, Pete did it for them.

When the Beatles came back to England, they played for George Martin. He was an important man, because he made records of top bands and singers. Pete was a good drummer with a good rhythm, but Martin didn't like the way he played the drums, so Pete had to leave the band. Ringo Starr, a good friend of the Beatles, became the new drummer. But Beatles fans were very disappointed. They liked Pete better than Ringo because he was so good-looking.

Best was very sad when he left the band, but now he is a happy family man with two daughters and four grandchildren. He often gives interviews, so many people know that Pete Best almost became famous!

Key

The Beatles

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

5 Students' own answers.

Learning to learn (Units 5 and 6)

1 A biography B description C instructions
D letter E email F definition

2 1 E 2 A 3 C 4 F 5 B 6 D

3 Students' own answers.

Exam Skills 3

1 Students' own answers.

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

UNIT 7

WB pp. 46–51

Reduce, reuse, recycle

Dialogue work

1 Audioscript **Key**

Amy Jon, can I ask you something?

Jon Sure.

Amy Why do you always leave your computer switched on at night? Don't you know it uses a lot of electricity, and it's bad for the environment?

Jon You're right, I'll stop. But I always try to do my best for the environment.

Amy So do I. For example, I ¹**used to get** new plastic bags every time I went to the supermarket. But now, I've stopped.

Jon OK, well I don't waste water.

Amy Neither do I.

Jon For example, I ²**used to have** two showers a day. But now I only have one – in the morning.

Amy Oh Jon! But you must have a shower in the evening! Don't be disgusting!

Jon What?! I'm only trying to save the environment. And I try to save electricity where I can.

Amy So do I.

Jon For example, I ³**used to change** my socks every day. Now I only wash them once a week. This saves water *and* electricity.

Amy Now you're just being stupid.

Jon Also, I ⁴**used to take** the bus to school. Now, I walk, and I'm two hours late every day! Sorry teachers! I'm just trying to save the environment!

Amy Be serious. There are lots of little things you can do if you want. Switch off your computer at night. And stop leaving the lights on all over the house!

Jon Yes, OK. I will.

2 1 F 2 T 3 F 4 T

3 1 So do I. 2 Neither do I. 3 Neither do I. 4 So do I.

Vocabulary and Communication

1 1 glass 2 steel 3 copper 4 plastic 5 wool
6 rubber 7 aluminium 8 gold and silver 9 wood

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

- 3 1 My brother used to hate vegetables when he was young.
2 Did you use to play computer games?
3 I didn't use to like cycling, but now I do.
4 She used to love going to the cinema, but she hates it now.
5 Did your grandparents use to visit you a lot? Did you use to visit your grandparents a lot?
6 We didn't use to go on holiday, because we had no money.

4 Audioscript

See WB3, page 47

Grammar

- 1 1 used to sing
2 use to like
3 use to have
4 used to do
5 used to work
6 used to walk

- 2 1 I used to have a bike when I was young, but now I have a car.
2 We had a dog three years ago, but now we have a cat.
3 I didn't use to like coffee, but now I drink it every morning.
4 She used to like winter, but now she prefers the summer.

- 5 Did you use to have long hair?
- 6 We always used to go to the beach in the summer, but now we go to the mountains.

- 3 1 Did, use to give
2 didn't use to travel
3 used to be
4 used to live
5 Did, use to tell
6 Did, use to watch

- 4 2 He didn't use to wear glasses, but now he does.
3 He used to live in London, but now he lives in Paris.
4 He used to drive a taxi, but now he drives a bus.
5 He used to have a dog, but now he has two cats.

- 5 1 So 2 Neither 3 do 4 do 5 do 6 have

- 6 1 d 2 a 3 f 4 i 5 c 6 e 7 j 8 g 9 h 10 b

- 7 Students' own answers.

Skills

- 1 1 E The mobile phone
2 A The laptop
3 C The digital camera

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

- 3 Students' own answers.

21

4 Audioscript

Coffee – the amazing energy drink ... for cars!

Most people think that cars are not good for the environment. But a new world record has been broken with a new car. Not using petrol, but by using coffee! Martin Bacon has converted a truck into a car which runs on coffee. It's the fastest coffee-powered vehicle in the world. It reached an amazing 80 kilometres an hour – not bad for a coffee!

The car works by putting coffee beans inside the car. The coffee beans then boil until it makes enough pressure to start the motor running. Then, the car is ready to go.

This is not Bacon's first coffee car. He says that in 2010, he drove his earlier car (which he called the 'carpuccino') an incredible 250 kilometres from London to Manchester. This was the world's longest trip by a car powered only by coffee.

This car reduces, reuses and recycles – and it's pretty fast, too! This is a good thing if it reduces our need to use oil. So maybe in the future, when we have our morning coffee before going to work or school, we will be giving some to our car, too!

Key

- 2 A new car powered by coffee
- 4 The top speed of a car powered by coffee
- 6 The environmental benefits of a car powered by coffee.
- 7 The distance travelled by a coffee-powered car

- 5 Students' own answers.

- 6 Students' own answers.

- 7 Students' own answers.

- 8 Students' own answers.

UNIT 8

WB pp. 52–59

It was hit by a hurricane

Text work

- 1 1 was hit
2 was struck
3 was caused
4 were destroyed
5 was felt
6 happened
7 were reported
8 tried
9 were seen
10 were asked

- 2 1 Tsunamis and earthquakes
2 Japan Thailand Indonesia Sri Lanka
3 The animals were nervous and ran away.
4 No, they didn't.
5 A new animal warning system.

Vocabulary and Communication

- 1 1 avalanche 2 volcano 3 tsunami 4 drought
5 mudslide 6 earthquake 7 forest fire
8 hurricane 9 flood

- 2 1 I'm sorry 2 Are you OK 3 the matter

22

3 Audioscript **Key**

- 2 hungry 4 sorry 5 drink

23

4 Audioscript

See WB3, page 53

Grammar

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

- 2 1 don't do enough
2 too much
3 too short
4 too dangerous
5 isn't enough
6 too quickly

- 3 2 She isn't tall enough to go on that fairground ride.
3 Those trainers are too expensive for me!
4 The house is too small for five people.
5 That music isn't loud enough to be heavy metal.

- 4 2 was injured
3 were found
4 was taken
5 was reported

- 5 2 The plane was delayed by the fog.
3 TV programme was made by students.
4 The boy was hit by the football.
5 The worm was eaten by a bird.
6 The boy was chased by a dog.
7 The vase was broken by a cat.
8 The race was won by a girl.

Skills

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

24

2 Audioscript

Newsreader Welcome to the ten o'clock news.

At least fifty people were killed in an earthquake in China yesterday. The British government promised money to help survivors. Many people were left without homes after their houses collapsed.

A woman was injured this morning when her car was hit by a train. The woman was taken to Watford General Hospital. Rescue workers say that she was very lucky to survive the accident. The wreckage blocked the tracks for several hours. Hundreds of people have been waiting in the rain after floods delayed the start of the London marathon. It has been raining for three days now. Many runners and fans have given up and gone home.

Families in Australia are evacuating their homes after the wind blew forest fires toward their town. Firemen have still not been able to stop the fires. Ray Johnston from an emergency rescue organisation said that another tsunami in Malaysia would be a "great human disaster" for the area. Many people there are still rebuilding their homes after a tsunami hit them last year.

This morning, Nancy Carter won Britain's first gold medal at the Olympic Games. She is only 18 and her parents said that they are "very, very proud".

Key

- 1 earthquake 2 flood 3 forest fires 4 tsunami

25

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

- 4 Students' own answers.

- 5 Students' own answers.

Learning to learn (Units 7 and 8)

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

- 2 Students' own answers.

- 3 Students' own answers.

Exam skills

- 1 Students' own answers.

- 2 Students' own answers.

- 3 1 C killed 2 B how 3 A safely 4 C most serious
5 B should 6 A before 7 C but 8 B or

UNIT 9

WB pp. 60–65

I'd watch DVDs in bed!

Dialogue work

- 1** 1 went 2 wouldn't finish 3 would be 4 listened
5 would never have 6 would have 7 were
8 would write
- 2** 2 went out, would not be able to
3 would go, came
4 would not be, listened
- 3** 2 If I were you, I would start your work earlier
3 If I were you, I would buy a better laptop.
4 If I were you, I would save your work regularly.
5 If I were you, I would say 'sorry' to Hannah.

Vocabulary and Communication

- 1** 1 wi-fi 2 mouse 3 password 4 scanner
5 monitor 6 keyboard 7 memory stick
8 speakers
- 2** **A** What would you do if you won a lot of money?
B I'd buy a new computer, for a start.
A Is that all?
B No, I would give some to my friends and family.
But not all of it.
A And what would you do with the rest?
A I would buy a helicopter.
B Really? Why?
A So I could travel to the tropical island I bought!

26

3 Audioscript **Key**

- 1 I'd give some to my friends.
2 I'd buy a new computer.
3 I put the rest of it in a bank.

27

4 Audioscript **Key**

- 1 I'd have a party.
2 I give money to charity.
3 We'd buy a helicopter.
4 They go on holiday.

Grammar

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

- 2** 1 If I had more money, I would be very happy.
2 If my friend lived in the same town as me, I would see her more often.
3 If I wasn't ill, I would go out.
4 If my computer wasn't/weren't broken, I would write some emails.
5 If your mother was/were here, she would not let you do that!
6 You wouldn't be tired if you slept more.
7 Your clothes wouldn't be dirty if you didn't play in the rain.
8 What would you do if your parents gave you a lot of money?

- 3** 2 If I were you, I'd buy a new umbrella.
3 If I were you, I'd play a different sport.
4 If I were you, I'd give him some food.
5 If I were you, I'd buy it – you look nice.

- 4** 1 Everyone 2 someone 3 everyone 4 Everyone
5 someone 6 no one 7 anyone 8 anyone

- 5** 1 everyone 2 anyone 3 someone 4 someone
5 anyone 6 everyone 7 Everyone 8 No one
9 everyone 10 everyone

- 6** 1 anyone 2 nothing 3 something 4 anything
5 no one 6 anything 7 no one 8 anyone

Skills

- 1** 1 Computer screens
2 Watching TV
4 The future of newspapers and books
5 Screens you can wear
7 Screens in restaurants
8 Health problems

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

28

3 Audioscript

Muriel I don't really like technology. I don't even have a mobile phone! But I do have a computer. I don't play computer games or anything like that. But I would be completely lost if I didn't have my computer. All my family live far away. I have a daughter in Australia. I have grandchildren in Canada. So, I use the

internet all the time for Skyping and sending emails. My family often send me photos and videos. I love looking at them, and it really helps me find out what's happening. So, I think computers are great!

Anna I don't have a computer, and I don't need one. I use my mobile phone for emailing my friends and family, and for watching videos. Mobile phones are more useful than computers. They can take photos, and you can carry them everywhere in your pocket. And I like playing games on my phone. So if I had a computer, I wouldn't use it very often. I don't think anyone really needs to have a computer.

David Sorry, I disagree with Anna. I can't imagine my life without a computer. If I didn't have a computer, I wouldn't be able to work. I'm a writer, so I have to spend all day in front of a computer, writing and sending long emails. I wouldn't be able to write anything on a mobile phone. They are too small! I think mobile phones are useful, and I use them a lot, but we need computers, too.

Key

Muriel and David find computers useful.
Anna thinks computers aren't useful.

28

4

	Muriel	Anna	David
uses a mobile phone a lot		X	X
likes playing computer games		X	
uses a computer for work			X
contacts family a lot	X		
sends emails	X	X	X
watches videos	X	X	

5 Jo's friend doesn't like using the internet.

6 Students' own answers.

7 Students' own answers.

UNIT 10

WB pp. 66–73

It must be good for you

Text work

1 1 Fugu 2 Sannaki 3 Ackee

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

Vocabulary and Communication

1 1 chop 2 fry 3 peel 4 boil 5 taste 6 mix
7 grill 8 serve 9 stir 10 add

2 2 chop 3 peel 4 fry 5 taste 6 boil 7 add
8 mix 9 grill 10 serve

3 1 my opinion
2 you're right
3 not sure about that
4 don't agree
5 believe
6 agree with you

29

4 Audioscript

See WB3, page 67

Grammar

1 1 F 2 B 3 E 4 A 5 C 6 D

2 1 might 2 can't 3 can't 4 might 5 must
6 might 7 must 8 can't 9 must 10 can't

3 2 She's having her car fixed.
3 He's having the windows cleaned.
4 She's having her shirts ironed.
5 He's having his eyes tested.
6 He's having his teeth checked.

4 2 have, done
3 have, washed
4 have, built
5 have, sent

5 1 To buy some bread.
2 to wear to my job interview tomorrow.
3 To be more healthy
4 To thank her for the present she sent me
5 To complain about the awful food we had
6 To invite him to our party

Skills

1 1 A 2 B 3 D 4 C 5 F 6 E

2 Students' own answers.

30

3 Audioscript

- Adam** OK. Number one. The tomato is a fruit, not a vegetable. What do you think?
- Rachel** Hmm. Well, it must be a vegetable, don't you think?
- Adam** I agree. Fruits are things like bananas and apples and oranges.
- Rachel** But wait – it might not be a vegetable. A tomato isn't really the same as a potato or a carrot, is it?
- Adam** I'm not sure. OK, let's say it's a fruit.
- Rachel** Next one – most of the world's bananas come from India. Well, that can't be true, can it? Bananas come from places like Ecuador or Costa Rica, don't they?
- Adam** Yes, but India is a hot country, so bananas can grow there. And it is a very big country, so it might be true that most bananas come from there. Let's say it's true.
- Rachel** OK. Next – it takes four hours to boil an ostrich egg. That must be true! Ostrich eggs are really big!
- Adam** Are you sure? Four hours is a long time!
- Rachel** Yes, I know but, let's say it's true.
- Adam** OK. Carrots used to be purple, not orange.
- Rachel** What? A purple carrot? That can't be true!
- Adam** No, I've never seen a purple carrot.
- Rachel** Neither have I.
- Adam** OK, so let's say that one is false.
- Rachel** Right. So, number 1 is true, 2 is true, three is also true. And we think that number 4 is false.
- Adam** Right.

Key

	Sentence 1	Sentence 2	Sentence 3	Sentence 4
Adam and Rachel	True	True	True	False
Correct answer	True	True	False	True

31

4 Audioscript

- The tomato is a fruit, not a vegetable. Yes, this is true. A tomato is a fruit because it has seeds inside and it comes from a flowering plant.
 - Most of the world's bananas come from India. Yes, again this is true! India is the number one producer of bananas – about 30%. Next is China, and the next is the Philippines.
 - It takes four hours to boil an ostrich egg. This is false! An ostrich egg is about 12 times bigger than a chicken's egg. But it only takes an hour to boil one.
 - Carrots used to be purple, not orange. This is true! Four hundred years ago, carrots were purple. But over time, orange carrots became more popular – especially in the Netherlands, where they were grown.
- 5 Students' own answers.
- 6 Students' own answers.

Learning to learn (Units 9 and 10)

- Students' own answers.

Exam Skills 5

- Students' own answers.
- Community Centre trip to York
When: 23rd May
Meet: Community Centre at 8:00 am
Total Cost: £38.50
Restaurant: Golden Dolphin
Cost of meal: £9.50
Arrive back: 5.15 p.m.
- Students' own answers.

UNIT 11

WB pp. 74–79

We should organise a protest

Dialogue work

1 Audioscript

Key

- Penny** Have you heard the news?
- Martin** No, what is it?
- Penny** The headmaster 'said' that he wants to cut down the trees near the school to make a new car park.

- Martin** But that's terrible! Those trees are beautiful. We can't cut down trees! How do you know he said that?
- Penny** The head ²**asked** Mr Andrews to tell all the pupils in assembly.
- Martin** Did Mr Andrews say why they wanted to cut down the trees?
- Penny** Yes, he ³**said** that we need more space for cars.
- Julian** But why?
- Martin** He ⁴**told** everyone that teachers and other visitors have to walk a long way to get to the school. So we need a new car park right near to the school entrance.
- Martin** Listen, I know that a car park is important. But so are trees! Let's ⁵**ask** him to think again. We should talk to him about it.
- Penny** That's what my mum says too. She ⁶**says** we should organise some students to get together, then we can go to the headmaster, and we should tell him what we think.
- Martin** And if he says no?
- Penny** Then we can organise a protest at school, can't we? My brother ⁷**told** me they organised a protest four years ago about an end-of-term party and it worked.
- Martin** OK, let's do that. Let's save the trees!

- 2** 1 The school head wants to cut down the trees near the school.
2 To make a new car park.
3 He suggests asking the head to think again.
4 She suggests the children could organise some students to get together, and then go to the headmaster, and tell him what they think.
5 They will organise a protest at school.

Vocabulary and Communication

- 1** 1 pollution 2 climate change 3 litter
4 rainforest 5 global warming 6 recycle
7 traffic jam 8 petrol
- 2** Students' own answers.
- 3** **A** Hello, can you do something for me?
B Yes, sure. What is it?
A I want you to give me a lift to the supermarket.
B The supermarket? Are you serious? Why don't you walk?
A I can't walk. I'm tired.
B But it's only 500 metres away!

- A** Yes, that's a long way!
B No, it isn't. It will only take you 10 minutes. Go and do some exercise!
A Oh, do I have to?
B I'm sorry, yes. I am not giving you a lift.

Intonation: agreeing and disagreeing

4 Audioscript

See WB3, page 75

Grammar

- 1** 1 told 2 told 3 said 4 told 5 told 6 said
- 2** 2 Julie told Mike that he was great at skiing.
3 Tom said he loved the new album.
4 Dan told Harry that he looked tired.
5 Daisy told Peter he had to run.
6 Jess told Paul she loved him.
- 3** 1 to give 2 to be 3 to slow 4 not to touch
5 not to tell 6 to buy 7 not to be 8 to tell
- 4** 2 He asked her to marry him.
3 They didn't want me to leave.
4 We told him not to be late.
5 She wanted me to give her some help.
6 They asked us not to talk so loudly.
7 I asked him not to drive so fast.
8 She told me not to phone her after 9 p.m.
- 5** 2 told me to
3 asked me to phone him
4 told me not to eat
5 asked me
- 6** Students' own answers.

Skills

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

3 Audioscript

- Rick** Have you heard the news, about the new road?
Amy No, what new road?
Rick The council want to build a new road.
Amy So? What's the problem?
Rick It'll go right next to the school, and it means there will be a lot of cars.

- Amy** You mean, it'll go right through the park?
- Rick** Yes. They're going to cut down trees, and put down more concrete.
- Amy** That's terrible! And how can they put a road near the school? Isn't that dangerous?
- Rick** Yes, and it'll be noisy. They want to stop traffic jams in other roads in the city. That's why they want to build a new road.
- Amy** They care more about cars than people!
- Rick** I agree. We should have more places for young people, not more roads.
- Amy** Yes. We need more green spaces. We don't need more and more cars everywhere.
- Rick** Yes. We need new bike lanes, too. There's going to be a protest on Saturday. Would you like to come?
- Amy** Yes, but I have to ask my mum first. I'll let you know soon.

Key

- 2 a new road

34

- 4 1 Rick asked Amy if she knew about the new road.
2 Rick said that there would be a lot of cars.
3 Rick told Amy that the council would cut down the trees.
4 Amy asked if the road would be dangerous.
5 Rick said that they should have more places for young people.
6 Rick asked Amy if she wanted to come to a protest on Saturday.
7 Amy said she would ask her mother.

- 5 Students' own answers.

- 6 Students' own answers.

UNIT 12

WB pp. 80–87

It's an awesome place!

Text work

- 1 1 mountains 2 castles 4 bears

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

Vocabulary and Communication

- 1 1 glasses 2 jewellery 3 shirt 4 suit
5 leather jacket 6 skirt 7 pullover
- 2 1 short, well-built, bald
2 slim, tall; curly blonde hair
3 scruffy; straight hair; tight, torn jeans
4 middle-aged; stylish, elegant; short blonde hair
- 3 1 He's a young man. He's short, well-built and bald.
2 She's a tall, slim young woman. She has curly blonde hair.
3 He's a scruffy young man. He's got long, straight hair and he's wearing tight, torn jeans.
4 She's an elegant, stylish, middle-aged woman. She's got short blonde hair.

35

4 Audioscript

See WB3, page 81

Grammar

- 1 1 had 2 liked 3 didn't 4 was 5 what
6 where 7 how 8 if
- 2 2 he was going to Austr ...
3 if he was going to a beach.
4 if he would see kangaroos.
5 what he would eat.
6 he was going to Austria, not to Australia.
- 3 2 He asked her if she had got any experience of sales work.
3 He asked her if she was good at working in a team.
4 He asked her why she wanted to work for them.
5 He asked her how much money she hoped to earn.
6 He asked her if she had a driving licence.

- 4 I myself
you yourself
he himself
she herself
it itself
we ourselves
you yourselves
they themselves

- 5 2 herself 3 myself 4 yourself
 5 himself 6 themselves 7 yourselves
 8 myself 9 yourself 10 herself 11 itself
 12 himself 13 myself 14 themselves
- 6 2 I often talk to myself in the mirror.
 3 He cut himself by accident.
 4 Did you make this yourself, Adam?
 5 Amy said she lived by herself for a long time.

Skills

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



3 Audioscript

- Julie** I love holidays. And I love doing nothing. The best way for me to enjoy myself is just to lie on a beach doing nothing for a week in the sun. I like to be by myself. I can read a book or a magazine, and just pass the time. I'm not interested in sight-seeing or visiting boring historical things. No. Give me some sun, the sea, some good food and drink, and I'm happy!
- Will** I like travelling. I don't like being by myself, though. Once I went on holiday alone and it was really boring. I had no-one to talk to. I like to go on tours, so I can be with a group of other people. You can meet lots of interesting people this way. Last year, I went to Paris on a tour. It was great. I went on a bus which took us around the city. I saw lots of old buildings, and of course the Eiffel Tower. And the guide explained everything to us. I had a very interesting time.
- Suzy** I love to travel. I usually like to see as many places as I can. And I like visiting unusual places. Last year I went to Cambodia. I rented a bike and went to lots of different villages. I went by myself, and it was great. The people were very friendly, and I saw lots of very old temples in the jungle. It was really interesting and I learned a lot about Cambodian history and culture.

Key

- 1 B 2 C 3 A

	Julie	Will	Suzy
Likes travelling		√	√
Likes to be by himself/herself	√		√
Likes to do nothing	√		
Likes being in groups		√	
Likes history and culture		√	√
Likes to see lots of things		√	√

- 5 Students' own answers.
- 6 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 Students' own answers.
- 2 Students' own answers.

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