

Introduction

Unit overview

Grammar focus Present simple; present continuous; stative verbs; future tenses

New vocabulary Fundraising; work experience

Pronunciation Phonetic alphabet: revision; sentence stress

Skills Talking about current activities; talking about future plans, talking about work experience

Context Pupils talk about their habits and what they are doing for the fundraising day. The kids prepare for their work experience.

Section A

SB pp.4–5

An unusual day

Aim of the section To revise the use of present tenses.

Grammar Present simple, present continuous; stative verbs. See WB Introduction unit p.2; WB Grammar summary 0.1–0.4; WB key TB p.91.

New vocabulary Fundraising activities. See WB Wordlist p.75.

Pronunciation Phonetic alphabet: revision.

Skills Talking about current activities.

Context A fundraising day at school.

Comprehension 1.2

- 1 Ask students to look at the pictures before reading the texts. Ask students to describe the people in the pictures and what they are doing. Ask if anyone can explain the title 'fundraising day'.

Ask a student to read out the questions. Play audio recording 1.2 for students to listen and read. Invite students to answer the questions.

Answer key

- 1 Holly.
- 2 Because they are having a fundraising day.
- 3 For their twin school in Kenya.

- 2 a Students read the text again and identify what each person is doing. You can ask them to label the pictures with the names of the people. Invite students to give you the answers in full sentences to practise the present continuous form.

Answer key

Zach and Beth are washing cars.
Mike is drawing portraits for people.

Holly and James are making a film about the day for the school website.

Holly is presenting it.

James is filming it on his camcorder.

The headmaster is playing a computer game.

Optional Extra

For more practice of the present continuous form, students can mime other fundraising activities for other students to guess what the activity is.

- b Students read the text to answer questions. Invite the students to give answers in full sentences to practise the present simple form.

Answer key

Holly usually has a piano lesson.

Mike usually goes into town with his friends.

Optional Extra

To practise first and third person present simple forms, you can ask each student to say one thing he/she normally does on Saturday, for example: *I usually go to the swimming pool. I usually watch TV.* Then ask students to say what the other people said, for example: *Tim usually goes to the swimming pool. Anna usually watches TV.*

Grammar

- 3 a Students refer back to the written text to complete the gaps. Ask a student to write the complete sentences on the board.

Answer key

- 1 Holly doesn't normally go to school on Saturdays. She usually has a piano lesson.
- 2 She isn't having a piano lesson today. She's going to school with all her friends.

- b Ask students to identify the tenses and write them on the board. Ask students to explain when each tense is used and write this on the board, too. Students copy the information from the board into their exercise books.

Answer key

- 1 Present simple. We use it for repeated habitual actions.
- 2 Present continuous. We use it to talk about an activity still in progress (started not yet finished).

- c Direct students to the story on p.4. Ask them to find one example of each tense being used as on the board. Ask a student to read the examples out loud to the class.

Answer key

Possible answers:

Present simple: What do you usually do on Saturday mornings? I usually go into town with my friends.

Present continuous: I'm going to school. We're having a fundraising day. We're raising money for our twin school in Kenya. We're trying to help them.

Pupils and teachers are doing lots of different things.

Zach and Beth are washing cars. My friend James and I are making a film about the day. I'm presenting it and James is filming it on his camcorder. He's having a go on a computer game. What are you doing today? I'm drawing portraits for people.

Language note

Some students may suggest 'I love it' as an example of present simple – if they do, it may be best to accept it but say that this is NOT a habitual activity, and you will explain more later in this lesson (stative verbs).

Optional Extra

Pick out some present continuous examples in the text and ask students why the present simple is not used. For example: *We're having a fundraising day. We're raising money ...*

You can further check their understanding of the use of the present continuous and present simple by saying some sentences and asking students if they are right or wrong, and asking them to correct the wrong sentences. For example:

I'm teaching you English. Correct.

I sometimes teach Maths. Correct.

You are usually listening to me. Wrong.

You usually listen to me.

I write on the board now. Wrong. (I am writing on the board now.)

- 4 Students find the sentences in the text. Ask students to identify the tense (present simple). Explain why we use the present simple: they are talking about something which is true not only right now but was true before, now and in the future. Explain that these kind of verbs are called 'stative verbs' because they do not express an action or an activity, but how things are. Ask students to make a list of these stative verbs in their notebooks.

Answer key

I want to be a TV presenter. We haven't got any lessons today. I think they're enjoying it. That looks brilliant. Do you like drawing? Yes, I love it. They need some new Science equipment.

Optional Extra

Each student says something that is always true about themselves using one of the stative verbs, for example: *I love learning English.*

1.3

5 a Students fill in the gaps on their own.

b Play audio recording 1.3 for students to listen and check their answers. Invite students to read out the answers for a further check.

Answer key

- | | |
|----------------------|------------------|
| 1 play | 7 'm / am having |
| 2 aren't playing | 8 is cooking |
| 3 're / are cooking | 9 is helping |
| 4 're / are selling | 10 teaches |
| 5 're / are enjoying | 11 think |
| 6 'm / am not doing | 12 want |

Listening and speaking 1.4

6 a Before playing the recording, ask students to look at the pictures and tell you what the activities are. Play audio recording 1.4 for students to identify who does what. Check their answers.

1.4

- 1
HOLLY This is Naomi. What do you usually do on Saturday mornings, Naomi?
NAOMI I usually go to dance class.
HOLLY And what are you doing today?
NAOMI We're putting on a show.
HOLLY Really?
NAOMI Yes, with dancing, singing and some gymnastics. We're getting ready at the moment.
HOLLY OK. Good luck.
- 2
JAKE Hello. My name's Jake. Well, on Saturday mornings, I usually stay in bed, but today I'm helping with the fundraising day. I'm taking photographs of the day. I like taking photographs. I want to be a photographer when I'm older. We're going to send some of them to our friends in Kenya.
- 3
LAURA Hello. My name's Laura, I'm doing face painting for children today. It's great fun. I'm really enjoying it. I'm painting a tiger's face on this little boy.
HOLLY That looks great. What do you normally do on a Saturday, Laura?
LAURA I usually go cycling.
- 4
HOLLY This is David and he's selling things. Well, actually, he's eating something at the moment. What are you selling, David?
DAVID Cakes and drinks. These cakes are delicious. Do you want to buy one?
HOLLY Oh, no thanks. What do you normally do on Saturdays?
DAVID I have a tennis lesson.

Answer key

Name	Usual activity	Today
Naomi	go to dance classes	putting on a show
Jake	stay in bed	helping with fundraising day, taking photographs
Laura	go cycling	doing face painting for children
David	have a tennis lesson	selling things, eating

b Play the recording again for students to answer the questions. Check the students' answers.

Answer key

- 1 The show has dancing, singing and some gymnastics.
- 2 He wants to be a photographer.
- 3 She is painting a tiger's face on a little boy.
- 4 He is eating cakes.

7 Demonstrate the dialogue with one student. Tell each student they can be one of the students from the unit or they can make up information about another imaginary student working at the fundraising day. Students first practise the interviews in pairs, then walk round the class and ask and answer with three different people. Students then report back to the class about the people they interviewed.

Pronunciation 1.5

8 a Write the symbols on the board. You will use these symbols on the board for the whole of activity 8. Ask students which ones they can remember. Practise them by pointing to the symbol and asking students to make the sound. In weaker classes, model the sound first, then ask students to repeat individually and chorally. Ask students to tell you which symbols are for vowels. (You may need to pre-teach 'vowel' and 'consonant' by giving students the translation in their own language.)

Answer key

/ʊ/, /ɜ:/, /ɒ/, /ə/, /ʌ/ are vowels. The other symbols are for consonants.

b Read the words out loud for students to listen and write the symbols beside each word.

Answer key

fun	/ʌ/	girl	/ɜ:/
shoe	/ʃ/	match	/tʃ/
moment	/ə/	wrong	/ɒ/
usually	/ɜ:/	look	/ʊ/
think	/θ/	this	/ð/

c Play audio recording 1.5 for students to listen to the sounds. Point to each symbol on the board as it is pronounced on the recording. Then play the recording again for students to listen and repeat each word.

d You can ask students to work individually or in pairs to write two words.

Optional Extra

You can do the activity in 8d as a team game. You point to the symbols at random and the teams try to write five words with the sound. The first team with five correct words for the symbol you point to wins a point. The team with the most points wins.

Revision idea

Students work with a partner to choose any suitable picture from Units 1 and 2 of the Student's Book and, on a piece of paper, write three sentences saying what the people in the picture are doing. They also write three sentences saying what they think the people usually do. They exchange papers with another pair then try to identify each other's pictures.

Section B

pp.6-7

Kids: Work experience

Aims of the section To introduce the characters of the photostory 'Kids'. To revise the use of *will* and *going to* for the future.

Grammar Future forms. See WB Introduction p.3; WB Grammar summary 0.5; WB Key TB p.91.

New vocabulary Work experience. See WB Wordlist p.75.

Pronunciation Sentence stress.

Skills Talking about plans/intentions.

Context Kids are preparing for their work experience.

1.6

1 Ask the class to look at the pictures without reading the dialogues and tell you something about the characters, where they think they are and what might be happening. Then play audio recording 1.6 for students to listen, read and label picture 2 with names of the characters. To check answers, invite students to describe each character and say where they are in the picture.

Answer key

Left to right: Luke, Anna, Rosy, Greg.

- 2 Play the recording again for students to listen and read and answer the questions. Check their answers.

Answer key

Greg is going to work for a newspaper.
 Rosy is going to work in a restaurant.
 Anna is going to work in a hotel.
 Mr Biggins is going to talk to the pupils.
 Anna and Rosy are going to work on their projects.
 Luke is going to go to the sports centre.

1.7

- 3 a Ask for ideas about what might happen next in the story and write them on the board.
- b Ask for suggestions about where Luke might do his work experience and write them on board. Play audio recording 1.7 for the students to listen and compare their ideas on the board to what it is in the recording. Discuss the differences with the students.

1.7

MR BIGGINS OK. Can we begin? Right now. We're going to talk about work experience this lesson. Most of you have found a job, but three of you haven't. So, you three, see me at the end of the lesson and I'll give you your jobs. They're all in banks.

GREG See. You're going to have a boring week in a bank.

LUKE Please, Sir.

MR BIGGINS Yes, Luke.

LUKE It's OK. I've got a place.

MR BIGGINS Oh, good. I'll talk to you about it later.

LUKE Yes, Sir.

GREG So, what are you going to do?

LUKE I'll tell you in the break.

Later.

GREG So, what are you going to do for your work experience, Luke?

ROSY Yes, come on. What's the big secret?

LUKE I'm going to work at the sports centre.

GREG What? I don't believe you.

LUKE Yes, I spoke to the manager on Sunday evening when I went to watch the basketball match.

ANNA The sports centre? You lucky thing.

LUKE Yes, work experience is going to be great. I'm going to spend the week at my favourite place.

Answer key

Luke is going to work at the sports centre.

- c Play the recording again for the students to listen and answer the questions. Check the students' answers.

Answer key

- 1 Three.
- 2 Jobs in banks.
- 3 Luke spoke to the manager of the sports centre.
- 4 The others think he is lucky, they are envious.
- 5 He is looking forward to it, he thinks it is going to be great.

Grammar

- 4 a Write *plans and intentions, a definite future, general statements about the future* and *immediate decisions* on the board. Check students understand what these terms mean. For each one, ask the class whether *going to* or *will* is used. If they all agree, write what they say beside the term. If they don't agree, put a question mark.

Now ask students to complete the gapped sentences from the text by checking the text, and then to correct and complete the rules. Check answers and correct and complete the information on the board.

Answer key

going to

1 'm going to do

2 's going to rain

will

3 will be

4 'll ask

- b Write the two examples *It's going to rain.* and *I'll ask him.* on the board and invite students to come to the board and write the question and negative forms of each of them. Correct if necessary. Students copy the examples into their notebooks. They now work in groups to find examples of negatives and questions with *will* and *going to* from the text.

Answer key

going to negative: no examples in text

going to questions: What are you going to do for your work experience? What's Luke going to do? Is anybody going to watch it?

will negative: No, it won't. You won't like that.

will questions: no examples in text

Optional Extra

For stronger groups. Students change the dialogue in the book to include a negative form of *going to* and a question using *will*, for example: *Anna's not going to work in a restaurant, but she's going to work in a hotel* and *What about you, Greg? Will you come with me?*

1.8

- 5 a Students work on their own to complete the gaps with the correct form of the verbs.
- b Play audio recording 1.8 for students to listen and check their answers.

Answer key

- 2 'm going to revise
3 'll meet
4 's going to snow
5 'll ring
6 'm going to have; will be

- c Students work in pairs to practise the dialogues. Ask the pairs to read out the answers to check. Point out how the short form is almost always used when speaking.

Optional Extra

This activity will reinforce the concepts of when to use *will* and *going to*. Divide the class into groups of three or four to play this game. Each group has to write four sentences for each topic you give them, using *going to* and *will* – one sentence has to be a plan or an intention, one a definite future, one a general statement about the future and one an immediate decision. For example, for the topic 'football' you might have: *I'm going to the match tonight. It's going to start at 7 p.m. I think our team will win. Will you come with me?*

Give them two minutes to write sentences for each topic, then check their answers. Groups get one point for each correct sentence and the team with the most points wins.

Listening and writing 1.9

- 6 a Ask students for ideas of where they would like to do work experience and why. Write some useful vocabulary from the discussion on the board. Explain they are going to listen to some people talking about their work experience and that they must listen and fill only the second column of the chart (where they are going to work). Play audio recording 1.9 for students to listen and write the answers. Check their answers.

1.9

- 1
JACK I'm going to work in a factory. I think I'll enjoy it. I'm sure I'll learn lots of new things.
- 2
KELLY I'm going to be a shop assistant in a clothes shop. It'll be all right, because I like clothes, but I think I'll miss my friends.
- 3
FRANK I'm going to work in a radio station. I think it will be great fun.

4

EMMA I'm going to do my work experience in a sports centre. I think it will be really interesting and I'll meet lots of new people.

5

EDDIE I'm going to work in a bank. I think it will probably be boring, but maybe I'll like it. We'll see.

6

CATHY I'm going to do my work experience in a hospital. I think it will be cool – like a hospital drama on TV.

Answer key

- 2 in a clothes shop
3 at a radio station
4 in a sports centre
5 in a bank
6 in a hospital

- b Play the recording again for students to listen and complete the table. Check their answers.

Answer key

- 2 all right / miss friends
3 great fun
4 interesting / meet new people
5 boring / maybe will like it
6 cool / like a hospital drama on TV

- 7 Students work on their own to write sentences about the people in exercise 6b.

Optional Extra

For stronger students. To help students improve their writing, take the pairs of sentences the students write and discuss joining them together using different conjunctions, e.g. *and*, *because*, *so*, *therefore*, *although*, *but* for example: *Jack's going to work in a factory and he thinks he will enjoy it because he'll learn new things.*

- 8 Students work in groups, taking on the roles of Rosy, Greg, Luke and Anna to act out the dialogues on page 6.

Optional Extra

Students work in groups of four to write their own scripts from the story and act it out for the class. The class can vote for the best one.

Pronunciation 1.10

- 9 a Ask students to read the sentences normally. Then play audio recording 1.10 for students to listen. Play it again for students to listen, and ask them to clap their hands to keep the rhythm. Then play the recording again, and ask students to listen and repeat what they hear.

b Play the recording again for students to listen and mark the stress. Check the students' answers.

Answer key

- 1 They're going to take the bus.
- 2 I'm going to clean the car.
- 3 She's going to pay for the tickets.
- 4 He's going to watch the match.

Optional Extra

Say this poem (called *The most horrible teacher in the world*) out loud to the class, keeping the rhythm, and conducting it with your hands.

I'm going / to be / a teacher //

I'm going / to have / a ball //

I'm going / to teach / some kids / and then /

I'm going / to eat / them all //

Bring five students to front of the class. One is the conductor and the others are the choir. The conductor conducts while the choir say the poem. Do it first with all students together and then as a round, where one student starts, the second begins when the first goes on to the second line, and so on. Repeat with different groups of students.

Revision idea

Students in turn tell the class one thing they are going to do next weekend (e.g. *I'm going to the beach*) for the other students to make suggestions (e.g. *I'll come too. I'll bring a ball*). Students get one point for each correct suggestion. The student with the most points wins.

1 Past and present

Unit overview

Grammar focus Past simple; past continuous; *used to; too / enough; had to; could.*

New vocabulary Materials; describing clothes.

Pronunciation /g/ and /dʒ/; vowels: same spelling, different sound; intonation (responding to news).

Skills Reading an article; listening to a talk; asking questions about past habits; shopping for clothes; reading about history; responding to news; writing about an event in history.

Topic/Context Archeological discoveries; sharing an office; the history of jeans, materials and England; shopping; preparing for a school test.

Culture The story of England. SB p.16.

English across the curriculum History: materials. SB p.17.

The Culture page should be studied at the end of the unit.

Section A

SB pp.8-9

The Iceman

Aims of the section To revise and contrast the past simple and past continuous; to practise reading and listening comprehension.

Grammar Past simple and past continuous forms and usage. See WB Unit 1 pp.4-5; WB Grammar summary 1.1-1.3; WB Key TB p.91.

New vocabulary Materials; compound nouns, (objects made of materials). See WB Wordlist p.75.

Pronunciation /g/ and /dʒ/.

Skills Reading an article about a discovery, listening to a talk.

Context A man from the Stone Age was discovered frozen in the ice in the Alps.

Vocabulary

- 1 a** Focus the students' attention on the list of words. How many of them do students recognize? Which ones are they? Tell students to use their dictionaries to find the meanings of the other words and to write them out in three lists: those which are metals, those which come from plants, and those from animals. Walk round the class as they write, checking spelling. Go through the answers, and ask *Which materials can we use to make clothes from?*

Answer key

metals: copper, silver, steel, gold, iron

plants: paper, cotton, rubber, wood

animals: wool, silk, leather

clothes: plastic, silk, cotton, leather, wool, rubber, polyester

b Show how two nouns can be put together to form compounds. Read the examples, and point out the structure *made of*. Ask students to think of similar compounds and write them on the board.

c In pairs, students think of something for each material and write out a list. Set a time limit (say five minutes). Find out which pair has the most compounds when the time is up. Go through their suggestions.

Answer key

Possible answers: plastic cups, cotton shirt, stone wall, woollen jumper, copper wire, wooden spoon, silver ring, paper cup, iron bridge, silk scarf, leather boots, steel pipe, glass table, polyester T-shirt, gold ring, rubber ball.

Comprehension 1.11

2 a Tell students to look at the pictures and guess the answer to the two questions. Write some of their ideas on the board.

b Play audio recording 1.11 for students to listen to while they read the text and check their answers. You may wish to discuss any guesses that were wrong – why did they think this?

Answer key

He was a Stone Age man who lived 5,300 years ago. He probably died taking his sheep to the mountains.

c Students work on their own to read the text and label the picture. Check their answers.

Answer key

- | | |
|-----------------|--------------|
| 1 arrows | 5 copper axe |
| 2 cloak | 6 knife |
| 3 leather boots | 7 bow |
| 4 wooden tools | |

Optional Extra

Ask students to shut their books and list what facts they can remember about Ötzi. Allow time for students to compare their lists with a partner. Discuss their answers; make sure students list facts from the text, not possibilities.

Answer key**Possible answers:**

- He was found in 1991.
- The body was over 5,300 years old.
- He lived in the Stone Age.
- He came from Italy.
- He lived between 3350 and 3100 BC.
- He was about 46 years old.
- Scientists found pieces of corn in his clothes.
- He was carrying a copper axe, a bow and arrows, a knife and some wooden tools.
- He was wearing warm, waterproof clothes and leather boots.

Answer key

- continuous
- simple

Language note

Students typically have two problems with the usage of these two tenses. They have to understand that the action which is interrupted (i. e. which started first) has to be past continuous tense, and the action which interrupts (i. e. started while the other action was still going on) has to be past simple tense. The conjunction **WHEN** can go with either part of the sentence, so **THEY WERE WALKING ALONG A PATH, WHEN THEY SAW SOMETHING IN THE ICE.** and **WHEN THEY WERE WALKING ALONG A PATH, THEY SAW SOMETHING IN THE ICE.** are both correct grammatically. Also students may be unsure of the difference between interrupted actions (sentence 1) and actions which follow each other (sentence 2).

- 4 a** Students underline the verbs in the text or write them in their exercise books. Check with a few students.

Answer key

Past simple affirmative statements: They saw something in the ice. They stopped and looked. It was part of a body. They thought it was a climber. They were wrong. This body was over 5,300 years old. Archaeologists... wanted to study the Iceman. Ötzi, ... lived between 3350 BC and 3100 BC. He came from northern Italy and he was about forty-six years old. He was a farmer because scientists found pieces of corn ... Stone Age people were very sophisticated.

Past simple negative statement: People didn't live very long then. Archaeologists thought that copper didn't arrive in Europe until 2000 BC.

Past simple questions: Who was he? How did he die? Did he fall or did someone murder him?

Past continuous affirmative statements: They were walking along a path... They were looking at a man from the Stone Age. He was probably taking his sheep and goats into the mountains. He was carrying a copper axe. He was also carrying a bow and arrows. He was wearing warm clothes.

Past continuous negative statement: They weren't looking at the body of a modern climber.

Past continuous question: What was he doing in the mountains?

- b** Discuss briefly the form of the two tenses, drawing attention to the use of the past forms of the auxiliary verbs **do** and **be** (*did* for negative sentences and questions in the past simple; *was/were* for all forms in the past continuous).

Cultural background note

Ötzi was found on the border between Italy and Austria, just 300 metres inside Italy. He was taken to a laboratory in Innsbruck in Austria, where he was kept for six years. In 1999, he was returned to Italy and can now be seen in the museum of archaeology in the town of Bolzano.

The Stone Age is the earliest period of human history and started about two million years ago. The Stone Age people were hunter-gatherers rather than farmers and used stone for their tools, not metals. The Stone Age was followed by the Bronze and Iron Ages. Traditionally, the Stone Age is divided into three periods – old, middle and new; in the new Stone Age (Neolithic period), which started around 9000 BC in the Middle East (but much later in Europe), people began to live in settled communities based on agriculture and developed sophisticated tools.

Grammar

- 3 a** Tell students to complete the sentences. They don't have to be exactly the same as the article but they should make sense. Go through their suggestions, commenting on their suitability, and pointing out that the missing words must be verbs referring to the past. Tell students to compare their answers with the text.

Answer key

- 1 were walking, saw
- 2 stopped, looked

- b** Read the sentences to students. They will probably find it difficult to say which tense is which. Help them by asking *Which sentence describes an unfinished action?* (The first.) Explain that the unfinished action, or action in progress, provides the background situation to another action. Ask what the situation was. (The tourists were walking in the Alps.) Ask what happened. (They saw something in the ice.) Students complete the diagram. Copy it on the board for them to check.

Answer key

	affirmative	negative	questions
past simple	past form of verb	<i>did + not</i> + base form	(question word +) <i>did</i> + base form
past continuous	<i>was/were + -ing</i>	<i>was/were + not + -ing</i>	(question word +) <i>was/were</i> + subject + <i>-ing</i>


c Students find examples of the past simple. Write them on the board. Get a student to tell you how he or she recognized the regular verbs. (Because they end in *-d* or *-ed*.)

Answer key

- 1 was, were
- 2 Possible verbs: stopped, looked, wanted, called, lived, died
- 3 thought, came

Optional Extra

For practice of the past continuous, students write a sentence about what was happening in the classroom when you arrived to start the lesson. Ask some students to read out their sentences. How many different versions do you get?

Pronunciation  **1.12**

5 a The object of this section is to differentiate between the hard and soft 'g' sounds. Ask students to close their books. Write the phonetic symbols /g/ and /dʒ/ on the board and ask if anyone can remember how to pronounce them. If necessary, demonstrate. Ask for examples of words with each sound, for example /g/ *good, great, go* and /dʒ/ *cage, magic, jump*. Students now open their books and put the words in the list into the table.

Answer key

/dʒ/	/g/
German	goat
age	get
archaeologist	again
Egyptian	gold
gym	gas
change	begin

b Play audio recording 1.12 for the students to listen and check. Play the recording again for the students to listen and repeat, monitoring their pronunciation and correcting if required.


c You can ask students to work individually or with a partner to write two words. Alternatively, you can do the activity as a team game. You point to the symbols at random and the teams try to write five words with the sound. (They cannot include any words from the table.) The first team with five correct words for the symbol you point to wins a point. The team with the most points wins.

Grammar

6 Students work individually or with a partner to write three sentences. They check their sentences for mistakes with their partner. Ask a few students to read out their sentences and the rest of the class to check and correct them if necessary.

Optional Extra

Rather than just asking students to write sentences and correcting them, you may want to try the following. Write the example sentence on the board. Point out the use of past continuous and past simple. Place students in a circle. Tell students to take a blank piece of paper and write another similar true sentence about the tourists at the top of the page. Now ask students to pass the paper to the student on their left, who corrects the sentence written by the previous student and writes a sentence about Ötzi. The students pass the papers on again for correction of the last sentence and a new sentence about the archaeologists. The papers are passed around the class like this until everyone has written three sentences about each. Stick the papers on the wall of the classroom so that you and the students can inspect them and make any necessary corrections. This activity helps develop the capability for self-correction in the students.

 **1.13**

7 a Students quickly look at the interview. Explain that students must decide whether to use the verbs in the past simple or the past continuous. Do one or two with the whole class first (e.g. *How did Ötzi die?*) to demonstrate the activity. Students continue in pairs. Fast finishers can practise reading the dialogue together.

b Play audio recording 1.13 for students to check their answers. Write the correct forms of the verbs on the board. Point out that *while* is used to indicate an action in progress.

Answer key

- | | |
|----------------|---------------------|
| 1 did ... die | 11 attacked |
| 2 Did ... have | 12 escaped |
| 3 didn't fall | 13 was running away |
| 4 didn't know | 14 shot |
| 5 X-rayed | 15 ran |
| 6 saw | 16 lay down |
| 7 was | 17 was lying |
| 8 did ... kill | 18 started |
| 9 happened | 19 froze |
| 10 was taking | |

Optional Extra

For stronger classes. Remind students that the archaeologist in exercise 7 describes what possibly happened. No one knows for sure what Ötzi was doing when he died. Ask students to work in pairs and think of a different theory. Get them to read out their ideas. Decide, as a class, which are the most likely, the most incredible, and the most amusing. If necessary, give one or two ideas to get students started e.g. *Ötzi was looking for something.*

Revision idea

Write these sentences on different pieces of paper as role cards:

When I was sitting down my friend pulled the chair away.

I sat on the chair and opened a book.

I was sleeping when my partner dropped the book on the floor and I woke up.

When the teacher was teaching grammar I fell asleep.

The teacher saw me when I was sending text messages in class.

I sent my friend a text message. The teacher saw me and took my phone.

Bring a pair of students to the front of the class and give them one of the cards.

The pair act out the sentence for the class. The class try to guess the sentence on the card. If they guessed it correctly, write it on the board (or ask them to write it) and check that students understand the two tenses and can correct any mistakes. Continue for the other sentences.

Listening 1.14

Invite students to read each question out loud, and ask if anyone knows the answer. Write their suggestions on the board. Play audio recording 1.14 for students to listen and answer the questions. Check their answers.

1.14

Ötzi was from the Stone Age. It's called the Stone Age, of course, because people used stone to make tools and weapons. They also used wood and animal bones. At first, people just picked these things up when they found them. In fact, some animals do the same thing. Chimpanzees, for example, use sticks to get insects out of holes.

Archaeologists usually divide the Stone Age into the Old Stone Age and the New Stone Age. In the Old Stone Age people didn't live in one place all the time. They followed animals and hunted them. Then, around 4000 BC people in the Middle East discovered farming. They grew their own corn in fields, and they kept their own animals – cows, sheep and goats. Now they didn't need to follow the animals, so they started to build villages and towns.

Answer key

- Old Stone Age people did not live in one place all the time.
- around 4000 BC in the Middle East
- from the New Stone Age – around 3000 BC (the Old Stone Age lasted to 4000 BC)
- wood and animal bones
- grew corn, kept animals, started to build towns and villages

Section B**SB pp.10–11****We used to be rivals**

Aims of the section To teach the form and use of *used to*.

Grammar *Used to*. See WB Unit 1 pp.6–7; WB Grammar summary 1.4; WB Key TB p.91

New vocabulary Everyday things. See WB Wordlist p.75.

Pronunciation Vowels: same spelling, different sound.

Skills Asking questions about past habits.

Context Sweet Sue and Smart Alec talk about sharing an office.

Comprehension 1.15

1 This section reintroduces the characters Sweet Sue and Smart Alec from the previous level. Before students read the picture story, ask them to look at the pictures and ask if they can remember who the characters are and what they do (they are (private) detectives). If they don't remember or have not used *Project* before, they can try to guess. Ask students to describe the pictures. Play audio recording 1.15 for students to read and listen to the story, then answer the questions.

Answer key

- 1 Jack Snoop, a TV reporter.
- 2 Yes, they do.
- 3 No, they don't.
- 4 He says he's a builder – he can build a wall/make two offices.

Optional Extra

Students act out the dialogue in groups of three. With stronger groups, you might want to develop vocabulary by discussing the feelings of Sue and Alec, and how they show them in their actions and the way they speak.

- 2 Students read the text again to answer the questions. Check their answers.

Answer key

- 1 Jack Snoop
- 2 Sweet Sue and Smart Alec
- 3 Sweet Sue
- 4 Smart Alec
- 5 Smart Alec
- 6 Sweet Sue
- 7 Smart Alec
- 8 Sweet Sue
- 9 Jack Snoop
- 10 Sweet Sue and Smart Alec

Grammar

- 3 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Explain that **used to** is used for things we did in the past but don't do any more now. Ask students what form of the verb follows the **used to** (base form). Point out that we do not use **-s** in the third person. You could ask students to find other examples in the text.

Answer key

- 1 used to be
- 2 used to play

- b Write the sentence **Sue used to put things away** on the board. Ask students to find the negative form of the sentence in the story. Cross out **used to** and write **didn't use to** above it. Explain that the form is exactly the same as for all verbs. To check comprehension, ask students to change the affirmative examples of **used to** in the text to negative statements, for example: **They didn't use to be rivals**. Elicit the fact that there is no **-d** in **use** in the negative.

Answer key

Sue didn't use to put things away.
did + not + use to + base form

- c Ask students to complete the question without looking at the text, and then to check the text to see if they were right.

Answer key

- 1 Did you use to
Did + subject + use to + base form

Optional Extra

Play a game to practise the question form. Students stand in a circle. One student begins by asking the person on their left if they used to do something, e.g. **Did you use to have a teddy bear?** The student gives a true answer: **Yes, I used to have a teddy bear.** or **No, I didn't use to have a teddy bear.** then asks the next person on his/her left the same question AND another one: **Did you use to have a teddy bear?** and **Did you use to go to nursery school?** The next student answers then asks the first two questions and another one and so on round the class.

- 4 Students write the sentences, referring to the text if they have to. Check their answers.

Answer key

- 2 She didn't use to share an office with Smart Alec.
- 3 She didn't use to wear thick woollen jumpers.
- 4 She used to leave things on the floor.
- 5 She used to work in a quiet office.
- 6 Her office used to have yellow walls.
- 7 She didn't use to put things away.

Writing and speaking

- 5 a Students look at the pictures, note the differences, and write the sentences individually.

Alternatively, students could work with a partner. Each student covers up a different picture and each one describes the picture he/she sees to the other to find the differences before writing the sentences together. Check their answers.

Answer key**Possible answers:**

He used to wear glasses. He used to have longer hair. He used to wear a beard (a goatee). He used to wear casual clothes. He used to drive a blue car. He used to play the guitar (in a band). He used to live in Sydney / in Australia / in a flat with a view of the Sydney Opera House and the Sydney Harbour Bridge. He used to go surfing. He used to listen to pop music. He used to have a girlfriend with brown hair.

- b Students work with a partner to role play the interview between Smart Alex and an interviewer. Monitor conversations, checking correct use of grammar.

- 5 a Students work on their own to write the sentences. Monitor their writing and correct where needed.

Answer key

Possible answers:

- used to play (with my baby brother).
- used to watch (children's TV).
- didn't use to like (coffee).
- didn't use to go (to school).
- didn't use to have (a little sister).
- used to eat (cornflakes for breakfast)
- used to drink (a lot of milk).
- didn't use to do (homework).

- b Students work with a partner to ask and answer questions. Each student can use their own sentences to make questions, then compare their partner's answers with their statements.

Optional Extra

Students walk round the class asking other students if they used to do the things they wrote about, e.g. *Did you use to play all day? Did you use to get up early?* Each student then reports back to the class about how many students used to and didn't use to do the things they wrote about.

Pronunciation 1.16

- 7 a Ask students to read the words out loud and check they are making the right sounds. Then ask them to read the symbols, and check they know them. They then match the symbols to the sounds.

Answer key

- ɪə/ hear
- ɜ:/ heard
- i:/ jeans
- e/ leather
- ei/ break
- ea/ wear

- b Play audio recording 1.16 for students to listen and check their answers. Play the recording again for students to listen and repeat, monitoring their pronunciation and correcting if required.

- c You can ask students to work individually or with a partner to write a word. Alternatively, you can do the activity as a team game. You point to the symbols at random and the teams try to write five words with the sound. The first team with five correct words for the symbol you point to wins a point. The team with the most points wins.

Revision idea

Go round the class asking students to think of three things they did in the past and don't do now, and make a *used to* sentence, for example *I used to go to a different school*. You may want to give them a model from your own experience to get them started.

Section C

SB pp. 12-13

Clothes

Aims of the section To understand and practise language used for shopping.

Grammar *Too / enough*. See WB Unit 1 pp.8-9; WB Grammar summary 1.5; WB Key TB p.91.

New vocabulary Clothes; adjectives describing clothes; *immigrant, wholesaler, rivet, patent, business partner*. See SB Wordlist p.75.

Skills Shopping for clothes.

Context The kids go shopping.

Vocabulary 1.17

- 1 a Students work in groups to make a list of items of clothing they know. Set a time limit, for example, three minutes. Check the answers. The group with the most words wins. Ask students to say what kind of clothes are used in the plural form. (Those with legs or things you need two of, e.g. *socks*.) Point out that trousers, shorts, etc. have two legs and therefore we use *pair of* with the quantity before them e.g. *two pairs of trousers*.

Optional Extra

To practise the plural forms with numbers, and if you don't think students will be embarrassed, get students to ask each other questions with *How many pairs of ... have you got?*

- b Play audio recording 1.17 for students to listen, read and repeat.

Optional Extra

Divide class into teams of three or four. For each word in the list, the teams have to find an item that someone in the room or in their books is wearing. The first team to finish wins.

- c Invite a student to the board. Ask the rest of the class to shout out other adjectives to describe clothing for the student to write them on the board. They can look at what people are wearing for ideas. Check students' spelling.

- d A student describes what someone else in the book or in the class is wearing but doesn't give his/her name (e.g. *She's wearing a black jumper and*

red trousers.) The student who guesses the person being described continues with another description.

Reading

- 2 Tell students to cover the text, and invite students to read the questions aloud. Explain that when you say 'go', they can uncover the text and try to find the answers as quickly as possible. As soon as they have the answer, they must raise their hands. The first student to get the correct answers is the winner.

Answer key

jeans

Jacob Davis

Davis produced them first (but Levi Strauss later built a factory to make them).

- 3 To introduce the new vocabulary, invite students to find these words in the text and try to work out from the context and explain what they mean: *immigrant, wholesaler, rivet, patent, business partner*. If students have difficulty in doing this, help them by pointing out clues in the text e.g. a *German immigrant*, or *wholesaler* ('he imported things and sold them to small shops'). Try to elicit the meaning from the students themselves. Then students read the text again more slowly and write sentences about why each thing on the list is important.

Answer key

People travelled to the west coast of America looking for gold.

Davis made clothes for gold miners.

Davis used denim for the clothes because it was strong.

Davis couldn't afford a patent so he asked Strauss to be his partner.

Davis used rivets to make the trousers stronger.

\$68 was the cost of the patent.

Pop stars wore jeans and made them fashionable.

Designers now use denim for many different kinds of clothes.

Optional Extra

Write the eight words/phrases from exercise 3 on the board, in a vertical column, as prompts. Ask students to close their books and invite students in turn to make a presentation on jeans using the words on the board as prompts. Try to suggest improvements after each presentation for the next student to use (grammar corrections, better linking of ideas).

Listening and speaking 1.19

- 4 a Begin by asking students about clothes they have bought recently: Where did you buy them? Did you try them on first? Ask them to read the dialogue quickly without filling in the words. Then read the

dialogue aloud and invite suggestions for each gap. Play audio recording 1.19 for students to listen and complete the dialogue.

Answer key

- | | |
|-------------|---------|
| 1 trousers | 7 big |
| 2 baggy | 8 too |
| 3 expensive | 9 size |
| 4 try | 10 fit |
| 5 can | 11 take |
| 6 changing | |

- b Divide class into groups of three to act out the dialogue. Monitor for pronunciation.

1.20

- 5 a Play audio recording 1.20 (more than once if necessary) pausing after each dialogue and asking students the questions. Write the problems on the board, underlining the expressions *too dark, aren't high enough*, etc.

1.20

- 1
GIRL What do you think of this shirt?
BOY It's too dark; I want something lighter. And I want a long-sleeved shirt. They're all short-sleeved.
GIRL What about this one?
BOY Yes, that looks OK. I'll go and try it on. ... Excuse me. Where are the changing rooms, please?
ASSISTANT They're over there next to the trousers.
BOY Thank you.
Later.
ASSISTANT How is it?
BOY It's no good. It's too big. Have you got it in a smaller size?
ASSISTANT No, I'm sorry. We haven't.
BOY Oh, OK, I'll leave it, then. Thanks.
- 2
BOY These shoes are nice.
GIRL No, they're too flat. I want them high-heeled.
BOY What about these? They look high enough.
GIRL Hmm. They're nice.
BOY Are you going to try them on?
GIRL Yes. ... Excuse me. Have you got these shoes in a size 4, please?
ASSISTANT Just a moment. Here you are.
GIRL Thank you.
ASSISTANT How are they?
GIRL No, they don't fit. They're too loose. Can I try a size 3½?
ASSISTANT Certainly. Here you are.
GIRL Thank you.
BOY Do they fit OK?
GIRL Yes, these are fine. I'll take them.

Answer key

Dialogue 1

- 1 shirt
- 2 it's too dark, it's short-sleeved
- 3 it's too big
- 4 no

Dialogue 2

- 1 shoes
- 2 the heels are too flat, they're not high enough
- 3 they're too loose
- 4 yes

6 a Tell students to complete the table. Check what they write, getting them to repeat the words. Pay attention to the pronunciation of *loose* /lu:s/ and *tight* /taɪt/.

Answer key

- cheap
- tight
- long
- heavy/dark

Language note

Point out if necessary that **LIGHT** can be the opposite of both **HEAVY** ('heavy material') or **DARK** ('dark colour') depending on context.

b Read the examples in the book together. Make sure students understand that the meaning of the two statements is the same. Write another sentence on the board, e.g. *This jumper's too dark*. Ask students to say the same thing using the adjective meaning the opposite, to elicit *It's not light enough*. In the second sentence the item of clothing should be replaced by *it* or *they* (to practise identifying the singular or plural forms). Students continue the activity with a partner, using the statements from exercise 6a. They then change roles.

Optional Extra

Draw simple pictures (or find suitable photos) of someone with badly fitting clothes, for example, a man with an enormous hat. Ask *What's the problem with his clothes?* to elicit *The hat's too big*. Students draw similar pictures and ask their partners to identify the problem.

7 a If necessary, play audio recording 1.20 again to refresh students' memories, stopping occasionally to focus on useful vocabulary and expressions. Write these on the board, e.g. *changing rooms; Have you got them in a bigger size?; they don't fit*, etc. Draw attention to polite expressions like *I'm sorry, Excuse me*. Study the roles with the class, making sure they understand the different stages of the dialogue. Divide the class into groups of three and allocate the roles. Encourage students to do this as an oral activity if they can without writing down

their dialogues first. Walk round the class giving help where needed.

b Ask two or three of the groups to act out their dialogue in front of the class. Ask the rest of the class to identify the most helpful shop assistant and the most difficult customer.

Revision idea

Students work with a partner. One student describes something they want to sell to their partner. Their partner doesn't want to buy it and says why, e.g. *It's too old, it isn't big enough*, etc. Change roles and repeat with different items e.g. a car, a computer, a dog, a mobile phone, a bicycle.

Section D

SB pp. 14-15

Kids: The test

Aims of the section To discuss school tests, to practise responding to news.

Grammar Past modals. See WB Unit 1 pp.10-11; WB Grammar summary 1.6-1.7; WB Key TB p.92.

New vocabulary Tests and exams; responding to positive and negative news. See WB Wordlist p.75.

Pronunciation Intonation (responding to news).

Context Kids talk about their weekends and about their French test.

1.21

1 a Revise the story so far by asking students some questions: *What are Luke, Anna, Rosy and Greg going to do?* (work experience) *Who is going to work where?* (Luke is going to work in the sports centre. Anna is going to work in a hotel. Rosy is going to work in a restaurant. Greg is going to work for a newspaper.) Invite students to tell you the story of the last episode.

b Focus attention on the pictures. Ask *Where are they?* Ask students to look at picture 3 and ask how they think the kids feel. Play audio recording 1.21 for students to listen and answer the questions. Check their answers.

Answer key

- 1 at her grandparents'
- 2 Luke
- 3 They are having a French test.
- 4 No, it was hard.

2 Students read the story again and decide whether the statements are true or false or if the dialogue doesn't say. Allow time for them to compare with a partner before going through the answers. When

checking the answers, pay particular attention to the distinction between *false* (the dialogue explicitly contradicts the statement) and *doesn't say* (the dialogue has no information about the statement).

Answer key

- | | |
|---------------|---------------|
| 1 doesn't say | 5 true |
| 2 true | 6 false |
| 3 true | 7 false |
| 4 doesn't say | 8 doesn't say |

1.22

3 a Ask students how they think each pupil feels after the test? Ask who they think passed the test and who failed. Ask them to give reasons for their opinions. Divide the class into groups of three or four and give them two minutes to come up with their ideas for the next part of the story. Each group tells the class their ideas. Note the main points from each group on the board.

b Play audio recording 1.22 for students to listen and compare their ideas with what they hear. Discuss with the class which group's ideas were closest to the recording.

c Play the recording again for students to listen and note the marks. Point out that the marks are given as percentages (out of 100%).

1.22

TEACHER So your homework for today is page 20, exercise 5. Now I've got your test papers here. Josh and Mary. Can you give them out, please?

BOY AND GIRL Yes, miss.

TEACHER It wasn't an easy test, but most of you did very well. We'll talk about the test next lesson.

GREG What marks did you get, Rosy?

ROSY I got 92%.

GREG Wow! That's brilliant.

ANNA Yes. Congratulations! I only got 71%.

GREG Well, that's pretty good. I got 77.

ROSY Great. What about you, Luke?

LUKE Oh, er, I got 15%.

ANNA Well, that's not bad. 50% is a pass.

LUKE No, not fifty per cent. Fifteen per cent.

One-five.

ANNA Oh, dear.

Answer key

- Rosy 92%
Anna 71%
Greg 77%
Luke 15%

Everyday English

4 a Students think back to the two dialogues and complete the expressions in pairs.

Answer key

- 1 test (worried)
- 2 most (uncertain)
- 3 glad (relieved)
- 4 get (friendly)
- 5 too (uncertain, hopeful)
- 6 answer (hopeful)
- 7 think (uncertain)
- 8 mark (inquisitive)
- 9 cent (disappointed)

Optional Extra

For each sentence, ask students how they think people feel when they say each expression (see answer key above for suggestions). Get them to practise saying the sentences with the right feeling.

b Ask students to work in groups and talk about their last English test. Walk round the class giving help with pronunciation and intonation. When they have finished, invite a student from each group to tell you what marks the others in their group got and how they felt about the test.

5 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right.

Answer key

- | | |
|-----------------|---------------------|
| 1 could see | 3 didn't have to do |
| 2 had to revise | 4 couldn't answer |

b Write this table on the board.

Present	Past	Past negative
<i>must, have to</i>		
<i>can</i>		

Invite students to come to the board and complete table with examples from exercise 5a. Ask students to explain the difference between *had to* and *could* (*had to* implies you had no choice, *could* implies you were able to).

Present	Past	Past negative
<i>must, have to</i>	<i>had to</i>	<i>didn't have to</i>
<i>can</i>	<i>could</i>	<i>couldn't</i>

Optional Extra

Ask each student to tell you something they had to do yesterday, something they didn't have to do yesterday, something they could do yesterday, something they couldn't do yesterday. Check they use the correct modals and understand the difference in meanings.

- 6 Students work on their own to complete the sentences, using the information from the story. Check their answers.

Answer key

- 1 had to
- 2 couldn't, had to
- 3 didn't have to
- 4 couldn't, had to
- 5 could, had to

Optional Extra

Write the name of the game, *I was someone else yesterday*, on the board. Students come to the front of the class in turn. The students imagine they were someone else (someone the others will know), and tell the class things they had to or didn't have to do, or could or couldn't do, because they were this person and not themselves. The others try to guess who the student was.

1.23

- 7 a Ask students to read the dialogue and suggest what words might go in the gaps. Play audio recording 1.23 for students to listen and complete the missing words. You should explain that the gaps are not in the same order as the recording. Stop after each dialogue and check that students have completed the expressions used in it.

1.23

- 1
- BOY Hi. How are you?
 GIRL Fine, thanks. I'm in a judo competition today.
 BOY Good luck.
 GIRL Thanks.
 Later.
 BOY Hi. How did it go?
 GIRL I came second.
 BOY Well done.
 GIRL Thanks.
- 2
- BOY 1 Hi. How's it going?
 BOY 2 Well, I'm a bit nervous. I've got a piano exam today.
 BOY 1 Well, I'll keep my fingers crossed for you.
 BOY 2 Thanks.
 Later.
 BOY 1 Hi. How did you get on?
 BOY 2 I failed.
 BOY 1 Oh well. Better luck next time.
 BOY 2 Thanks.
- 3
- GIRL 1 Hi. You look smart. Where are you going?
 GIRL 2 I've got an interview for a job today.
 GIRL 1 Well, good luck. I hope you get it.
 GIRL 2 Thanks.
 Later.

- GIRL 1 Hi. How was it?
 GIRL 2 I didn't get it.
 GIRL 1 Oh I'm sorry to hear that. Never mind.
 GIRL 2 Thanks.

4

- GIRL Hi. How are you? Are you playing football today?
 BOY Yes. We've got an important match.
 GIRL Good luck. I hope you win.
 BOY Thanks.
 Later.
 GIRL Hi. Did you win?
 BOY Yes, we did. We won three nil.
 GIRL That's good news. Well done.
 BOY Thanks.

Answer key

- | | |
|-----------|--------|
| 1 piano | 5 was |
| 2 luck | 6 get |
| 3 fingers | 7 good |
| 4 get | 8 Well |

- b Explain this chart introduced expressions connected with success or failure. Ask students to look at the table and answer the following questions:

- 1 Which expressions do you use to wish someone success? (those in the box with *Good luck*, etc.)
- 2 Which expressions do you use to ask how well they did? (those in the box with *How did it go*, etc.)
- 3 Which expressions do you use when they have succeeded? (those in the box with *Congratulations*, etc.)
- 4 Which expressions do you use when they have failed? (those in the box with *Never mind*, etc.)

You can ask the students if they know of any other expressions they could add to these four boxes, for example *I hope it goes OK. How did you do? That's brilliant. Too bad.*

Ask students to imagine when they might use this kind of dialogue. Brainstorm a few ideas and write them on the board, e. g. sitting an exam; doing a competition, trying to get on a reality TV show, etc. Divide the class into groups of four. Students choose a situation and write a dialogue for it. Tell them to write it for four people. Walk round the class as they talk and write, offering help where needed and checking the dialogues. Tell them to practise reading the dialogue and then to say it without reading. If you have time, choose one or two groups to act out the dialogue in front of the class.

1.21

- 8 Students work in groups to act out the dialogues in exercise 1. You will need to allow plenty of time for this activity. Ask students to listen to recording 1.21 again and repeat after the CD first so they know the right rhythm and intonation. Divide the class into groups of four, and assign the roles. As students practise, walk round the class giving help where needed and encouraging the appropriate rhythm and intonation. Encourage students to practise without books if possible. Choose a good group to act out the scene in front of the class. If you do not have enough time, choose just one section of the story to act out.

Optional Extra

Students work in groups to write and act out a dialogue between Luke and his parents when he tells them his mark.

Pronunciation 1.24

- 9 Play audio recording 1.24 for students to listen. Play the recording again, stopping after every person for students to repeat. Encourage students to be very expressive, using gestures as well as the words.

Optional Extra

Students walk around the class and find a partner. You shout out one of the expressions from the recording, for example *That's a pity* and they practise saying it to each other a few times. Students practise all the expressions like this, changing partners each time. At the end, you can choose the most expressive students to perform for the rest of the class.

Revision idea

To revise past modals students write a composition with the title *I'm happy I'm a teenager*. They write about what they had to do and couldn't do when they were children of seven or eight, and why they think it is better now. Tell them how many sentences you want. For weaker groups, you can write a couple of example sentences on the board as models, e.g. *I had to go to bed at nine o'clock but now I can stay up much later. I couldn't watch television after dinner, and now I watch it until midnight.*

Culture

SB p.16

The story of England

Aims of the section To provide students with information and vocabulary about the history of England.

New vocabulary Groups of people in the history of England. See WB Wordlist p.75.

Skills Reading about the history of England.

Context We learn about the history of England from the first settlers to the Norman Conquest.

1.25

- 1 a Ask students to look at the title of the text 'The story of England', and to suggest what it might be about (the history of how England became one country). Ask if they know anything about its history, which people lived there, where they came from, any famous wars or battles. Write any ideas on the board. Students then read and listen. Were any of their ideas mentioned? Students then put the groups of people in the correct order.
- 2 a Write these headings on the board: *group of people, when, where from*, and list the groups of people from exercise 1a in the first column. Invite students to fill in the rest of a table with the missing information.

Answer key

group of people	when	where from
the Celts	600 BC	Belgium
the Romans	AD 43	Rome
the Anglo-Saxons	4th century	north-western Europe
the Vikings	from 8th century	Denmark and Norway
the Normans	1066	Normandy in northern France

- b Ask students to read the text again quickly to find each name and say which group they belong to and what they did.

Answer key

Boudicca: Celt, English queen who fought the Romans.

Harold: Anglo-Saxon, English King who lost Battle of Hastings.

William: Norman duke who defeated Harold and became King of England.

Hadrian: Roman, built a wall across northern Britain.

Alfred: Anglo-Saxon, united England as one country.

Caractus: Celt, King of Wales who fought the Romans.

Claudius: Roman, sent an army to Britain in AD 43.

- 3 Play the recording again for students to listen and read and answer the questions. Check answers.

Answer key

- 1 the Celts
- 2 Britannia
- 3 Because German tribes started to attack the Roman Empire.
- 4 England – 'Angle-land', East Anglia – kingdom of the East Angles, Sussex – kingdom of the South Saxons, Normandy – land of the Northmen
- 5 The Normans came to England in 1066 under Duke William and defeated Harold, the last Anglo-Saxon king. William the Conqueror became King William I.

Optional Extra

Divide the class into two teams. With books closed, each team writes five questions about the story of England to test the other team. Can they answer each other's questions?

If you have a copy of the DVD, you could play Unit 1 here and give students worksheet 1 on page 122.

English across the curriculum SB p.17

History: materials

Aims of the section To learn how the use of different materials shaped human history.

New vocabulary *bronze, aluminium, tin, alloy, charcoal, coal, steel, synthetic materials, PVC, polystyrene, nylon, mineral, molecule.* See WB Wordlist p.75.

Skills Writing about the history of materials.

Context We learn about the history of materials.

1.26

- 1 a Play audio recording 1.26 for students to listen, read and tick the materials mentioned.

Answer key

Materials mentioned: plastic, stone, iron, bronze, copper.

b Students may remember the order of the materials, but, if not, ask them to try to find this information in the text as quickly as possible.

Answer key

stone, copper, bronze, iron, plastic

- 2 Play the recording again for students to listen and read and answer the questions. Check their answers.

Answer key

- 1 gold, silver and copper
- 2 They probably put some rocks round a fire and fire melted the metal.
- 3 a mixture (an alloy) of copper and tin
- 4 it is stronger.
- 5 Iron is a very common mineral.
- 6 People discovered how to use coal instead of charcoal.
- 7 Synthetic materials are made by separating the molecules of other materials.

- 3 You can do this exercise as a race. Students start to look and make their lists when you say go, and put up their hands when they finished. The first student who finishes with the correct answers wins.

Answer key

- 1 copper, gold, silver, bronze, tin, iron, steel
- 2 houses, palaces, temples, (huge) monuments
- 3 machines, steam engines, bridges, railways
- 4 Bakelite, PVC, polystyrene, nylon

Optional Extra

To revise the vocabulary from this section, ask students to write sentences about what the following are: *alloy, mineral, crust, charcoal, coal, molecule.*

- 4 This exercise can be done as homework. The information can be found in books but if students have the internet available, they can use this. They can search in both English and their own language, but explain that if they search in English, they will probably find some useful new vocabulary too. Correct their paragraphs (or put students in groups or pairs to correct each other's work) and ask students to write a corrected copy. This can be a very effective method of improving their grammar and spelling. You can use their paragraphs with some appropriate pictures to make wall posters.

Revision

SB p.18

Study skills

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask how many of them use English outside the classroom? What do they use it for? Make a list of some ideas on the board.

Try to get each student to promise to do one English speaking activity outside the classroom for next week. Take a note of what the activities are. Follow up to check.

Grammar 1.27

- 1 a Students describe the picture, each student saying one thing about it. Remind them that they should use the present continuous unless they are using stative verbs.

b Students work on their own to complete the story. Check answers.

Answer key

1 was sitting	11 rang
2 was studying	12 went
3 were	13 was talking
4 was	14 caught
5 was	15 smelt/smelled
6 was raining	16 ran
7 didn't want	17 was going
8 decided	18 tripped
9 put	19 hit
10 lit	

c Ask students for some ideas about how they think the story ends. Make some notes on the board. Then play audio recording 1.27 and ask students to check their predictions.

1.27

One wet afternoon in September, Will Mackintosh, was sitting in his room. He was studying for a test. His parents were at work and his sister, Becky, was at school. He was hungry, but it was raining heavily so he didn't want to go to the shops. He decided to cook some chips.

He put some oil in a saucepan on the cooker and lit the gas. Then the telephone rang, so Will went to answer it.

While he was talking on the phone, the oil suddenly caught fire. When Will smelt the smoke, he ran back to the kitchen. But as he was going into the kitchen he tripped on the leg of a chair and hit his head on a cupboard.

Luckily, a few moments later, Becky arrived home. When she came in, Will was lying on the floor unconscious. Becky quickly took off her wet coat and threw it over the saucepan. Then she turned off the gas.

Later Will said 'I was lucky that Becky came home.' 'Oh, it was nothing,' said Becky. 'Anyway, I didn't like that old coat very much.' When she came home the next day, Becky was wearing a nice new coat.

2 Students work on their own to write the sentences. Check their answers.

Answer key

- He used to play football.
- They didn't use to live in a big house.
- They used to live in a flat.
- Oliver used to go cycling with his friends.
- He didn't use to go horse riding.
- He used to wear a green uniform.
- He didn't use to go to school in jeans.

3 Students write one sentence about each point. Check answers.

Answer key

Students' own answers.

Listening and speaking 1.28

4 a Ask students to read the sentences. Ask *Where is the dialogue taking place?* (in a clothes shop). Students work on their own to put the dialogue in order.

b Play audio recording 1.28 for students to listen and check answers. Invite two students to act out the dialogue for a further check in case some students did not hear correctly.

Answer key

Excuse me. Can I try these jeans on, please?
Yes, the changing rooms are over there, next to the jackets.
Next to the jackets? Thanks.
How are they?
They aren't big enough. Have you got them in a larger size?
Yes, here you are. Try these.
Are they better?
Yes, these are fine. I'll take them.

c Students work in pairs to write dialogues for the pictures. Walk around the class helping with vocabulary and grammar if required. Each pair acts out their dialogues for the class.

Your project

SB p.19

Aims of the section To consolidate new grammar and vocabulary.

Grammar Past tenses.

Skills Writing about an event in history.

Context Description of an event in history.

Develop your writing

1 a Ask students to read the examples in the box. Point out that we use linking words in the sentences to contrast the ideas. To check they understand the concept, write some ideas on the board (*English is easy. Our teacher is old. We go to school on Fridays.*) and ask students to suggest contrasting ideas, for example ... *Maths is difficult. ... we are young. ... we don't go to school on Saturdays.* Write their suggestions on the board.

Read the sentences again and ask the students to tell you which words require starting a new sentence (*However, On the other hand,*) and how we separate the parts of the sentence with the other linking words (we use a comma).

b Students work on their own to join the sentences. Invite a student to write his / her sentences on the board.

Ask the rest of the class if they are right and, if not, how to correct them. Ask the students to check their own sentences for mistakes. Ask students to make sentences joining the contrasting ideas you wrote on the board in exercise 1a.

Answer key

Possible answers:

- 1 Jeans were very popular, but people only wore them as work clothes.
- 2 Although stone, wood and metal are natural materials, plastic is not.
- 3 The Romans conquered all of southern Britain. On the other hand, they never conquered Scotland.
- 4 Ötzi was only forty-six years old. However, that was old for someone in the Stone Age.

Write your project

- 2** For more detailed notes on project work see the introduction to the Teacher's Book page 9.

Before beginning, each student should tell you which event they have chosen and agree with you that it is suitable. You may wish to coordinate this activity with what the students are learning in history.

Some initial planning will be necessary. For example, you will need to decide how much time to devote to the project. Students should think about the materials they will need (e.g. photos or pictures from magazines) and where they are going to find them. You should also decide how the projects should be presented. There are options other than the traditional project book or wall chart. If students have access to the technology, it is easy nowadays to make the project as a website or a video film.

Song

SB p.19

Year 3000

Aims of the section To review the use of past tenses.

Skills Listening for specific words (gap filling).

Context Time travel in the song *Year 3000*.

Cultural background note

YEAR 3000 is a song by British pop/rock group *Busted*, released in 2002. Lyrics in the song make references to *the BACK TO THE FUTURE* film trilogy (directed by Bob Zemeckis), including lines about the 'flux capacitor', and the fact that the time machine mentioned is 'like one in a film I've seen'.

1.29

- 1** Ask the students to read the words quickly to check they can remember their past simple forms. Then they read the song quickly to get a better idea about what information is missing. Play audio recording 1.29 for the students to listen and complete the song. Check the answers.

Answer key

1 came	6 lived
2 heard	7 took
3 Went	8 saw
4 Stood	9 drove
5 built	10 told

- 2** Students look at the pictures and reread the text to find out what they are.

Answer key

Flux capacitor/time machine; girl with round hair like StarWars.

- 3** Play the song again. Ask the students to listen and read the lyrics carefully to find the answer to the question.

Answer key

People living underwater, the listeners great, great, great, great grand daughter, boy bands, and girls with round hair.

Test

For extra practice, see the test for Unit 1 on p.130.

Unit overview

Grammar focus Present perfect; *been / gone*; present perfect v past simple; question tags.

New vocabulary Verbs + prepositions; time expressions; word families; computer technology.

Pronunciation /ɪ/ and /i:/; negative auxiliaries; intonation: question tags.

Skills Talking about past experiences; listening for specific information; writing a biography

Topic/Context Successful lives.

Culture Teenagers' reading habits. SB p.28.

English across the curriculum ICT: computers. SB p.29.

The Culture page should be studied at the end of the unit.

Section A

SB pp.20–21

The movies

Aims of the section To revise the form and use of present perfect.

Grammar Present perfect; *been / gone*; present perfect v past simple. See WB Unit 2 pp. 14–15; WB Grammar summary 2.1–2.3; WB Key TB p.92

New vocabulary Verbs + prepositions. See WB Wordlist p.76.

Pronunciation /ɪ/ and /i:/.

Skills Reading for general comprehension; listening for specific information (completing a table); talking about first-time experiences.

Context We read an article about stunt doubles and discuss first-time experiences.

Vocabulary

- 1** Read through the list of phrasal/prepositional verbs with the students. Check they understand them by asking them to mime the action. Invite the rest of the class to agree or disagree with the mimed meaning. Students then look at the two photos and match the five actions.

Answer key

1 c 2 e 3 a 4 d 5 b

Comprehension 1.30

- 2** Ask students to look at the pictures again and the title of the article. Look at the two questions in the

book. The first is easy to answer (stunt actors), so you might want to follow this up by asking: *What do you think stunt doubles do in the movies?* (They perform action scenes which are too dangerous for the stars to do themselves.) Ask students for their ideas about why they think the job might disappear in the future. Don't give away the answer yet. Students read and listen to check their predictions. Check the answer to the second question.

Answer key

Stunt doubles will probably be replaced by CGI (Computer Generated Images).

- 3** Students read the text again to answer the comprehension questions. Check the answers.

Answer key

- 1 A stunt double that replaces a big movie star for dangerous action scenes.
- 2 Rick has driven cars through walls and into rivers.
- 3 Angela cut her hand badly falling through glass for *Kill Bill*.
- 4 Simon Crane climbed from one aeroplane to another at 5,000 metres.
- 5 Jack's recently been in hospital.
- 6 CGI (Computer Generated Images).

Grammar

- 4 a** Ask students to complete the sentences without looking at the text first, and then to check the text to see if they were correct.

Answer key

1 has driven 2 have ... come

b Students look through the text to underline all the examples of the present perfect. Ask them to find at least one example of a question and a negative form. From their answers, write an example of the question and negative forms on the board.

Ask students to say how you make present perfect questions (change word order of subject and auxiliary verb to *have* + subject + past participle) and negative statements (add *not* after the correct form of *have*).

Answer key

There are very many examples in the text. Some possible answers include:
Have you ever done anything really dangerous?
You've probably never heard of Rick or Angela.
They've been in a lot of famous films.
You haven't heard of them because they're stunt doubles.
Rick and Angela have been stunt doubles for some of the biggest movie stars.

c Students read the examples and the explanations about the use of *been* and *gone*.

Optional Extra

Write these examples on the board: (on a telephone) *Oh, you're away on holiday. Where have you ...? and So you're back from your holiday. Where have you ...?* Ask students to complete the sentence endings with *been* and *gone*. Then ask students to work with a partner to write mini-dialogues with *been* and *gone*.

5 a Ask students to stand in a circle. One student says something from the list that he/she has done, for example *I've fallen out of bed*. The next student says what the other person has done and adds something he/she hasn't done, for example *Mario has fallen out of bed. I haven't seen a shooting star*. The third student says what the others have done or haven't done and adds something he/she has done or hasn't done, and so on until it is the first student's turn again. Students can use their own ideas once they have used up the ideas from the book.

b Give each student one of the ideas from the book or another idea. Students walk round the class asking and answering the questions *Have you ever...*, then report back to the class about how many people they spoke to have done and haven't done each activity.

Optional Extra

To practise the present perfect form and short answers, ask each student to think of something interesting they have done up to now and make a true sentence, for example, *I have won a music competition*. (The more surprising the achievement or experience the better.) Each student should then make up another achievement which isn't actually true. For a third sentence, they can choose either a true or a made-up experience.

Ask students to work with a partner and tell each other their three sentences. Their partner should decide if they think the statement is true or false by responding with: *Yes, you have.* or *No, you haven't.*

Each statement correctly judged wins 1 point.

Students work with a few other partners (make sure every student has an equal number of chances). Walk around and monitor the activity for mistakes with the present perfect.

The student with the most correct guesses around the class is the winner.

6 Students write the three sentences on their own then work with a partner to check if their sentences are correct. If they agree there is a mistake, the student corrects the sentence. Check all the students' sentences, explaining any errors not corrected.

7 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Write the sentences on the board.

Answer key

- 1 Angela has fallen off bridges, high buildings and motorbikes.
- 2 In 2002, Angela fell through a glass table.

b Ask students to say what tense is used in the two examples in exercise 7a (1 present perfect, 2 past simple). Ask: *When did this happen?* (1 We don't know. 2 In 2002.) Ask them to identify which sentence has a past time reference. (2) Now ask students to generalize the rule from the examples.

Answer key

Past simple: when there is a past time reference.
Present perfect: when there is no past time reference.

8 a Students work on their own to write the sentences. Walk round the class checking they are using the correct tenses. Go through answers with the class.

Answer key

- 3 He drove a lorry down a mountain last September.
- 4 He jumped off a bridge in January.
- 5 He jumped off a roof on a motorbike 2 years ago.
- 6 He hasn't walked through fire.

b Students work with a partner asking and answering questions. Walk round the room and monitor their correct use of tenses.

Optional Extra

Early finishers can ask each other about things they have done and when they did them: *Have you been to a pop concert? Who did you see? When did you see them?*

Optional Extra

Students work with a partner to prepare and act out an interview with a stunt actor. One of them is an interviewer and the other a film stunt actor. The interviewer can ask about:

- stunts they have done and when they did them,
- films they have been in,
- any accidents they have had,
- famous stars they have met.

Ask a few pairs to act out their dialogues to the class.

Listening 1.31

9 a Explain to students that they are going to hear a recording about people who have recently done something exciting, and invite ideas about what these things might be. Play audio recording 1.31 for students to listen to and complete the first column. Check their answers.

1.31

1

- So, what have you done for the first time recently?
- I've drunk coffee.
- When did you do that?
- Last Monday.
- And did you like it?
- No. It was horrible.

2

- OK, and what have you done for the first time recently?
- I've ridden an elephant.
- An elephant? When did you do that?
- Yesterday. We went on a school trip to the zoo.
- Was it good?
- Yes, but the elephant was really high.

3

- And what have you done for the first time recently?
- I've been on an aeroplane.
- Great. When did you do that?
- Two weeks ago. We went to Spain for our holiday.
- Did you have a good time?
- Yes. It was great.

4

- So, what have you done for the first time recently?
- I've eaten curry.
- When did you do that?
- On Saturday. We went to an Indian restaurant.
- And did you like it?
- Well, it was a bit hot, but it was delicious.

5

- OK, what have you done for the first time recently?
- I've broken my arm.
- Oh dear. How did you do that?
- I fell off my bike on Sunday afternoon.
- Did you go to hospital?
- Yes, I did. That was quite interesting. I've never been to hospital before.

6

- And what have you done for the first time recently?
- I've spoken to someone in French.
- When did you do that?
- Last week. Some people from France came to our school.
- And how did you feel?
- I was a bit nervous, but it was OK.

Answer key

- 1 drunk coffee
- 2 ridden an elephant
- 3 been on an aeroplane
- 4 eaten curry
- 5 broken arm
- 6 spoken French to someone

b Play the recording again for students to listen and complete the second and third columns. Check answers.

Answer key

- 1 drunk coffee, last Monday, felt disgusted (because it was horrible)
- 2 ridden an elephant, yesterday, felt a bit frightened (because the elephant was high)
- 3 been on an aeroplane, two weeks ago, felt good (because it was great)
- 4 eaten curry, Saturday, felt happy (because it was delicious)
- 5 broken arm, Sunday afternoon, felt interested (because it was interesting)
- 6 spoken French to someone, last week, felt nervous

Pronunciation 1.32 and 1.33

10 a Write the symbols /ɪ/ and /i:/ on the board and remind the students of their pronunciation. Ask students if they can give some examples of words with each sound (for example /i:/ *been, mean, if, bit*) Play audio recording 1.32 for students to listen and mark the /ɪ/ sounds.

b Play audio recording 1.33 for students to listen and repeat.

Answer key 1.33

/ɪ/ this, film, driven, hill, in, river, it's, with

Optional Extra

For the benefit of students who find distinguishing these sounds difficult, ask them to work in groups. They have to make a sentence using as many words with /ɪ/ or /i:/ as they can and say it to the class. They can use any word more than once, but they cannot use any other words except *a, the* or *and*. The group who make the longest correct sentence wins (e.g. *Hear that big bird which sits in this big tree, sings and eats big seeds quickly.*) Find out which student can say the longest sentence quickest.

Revision idea

Students tell each other, or write a short paragraph about the most dangerous thing they have ever done.

Section B **SB pp.22–23****Smart Alec closes the door**

Aim of the section To present and practise further uses of the present perfect.

Grammar Present perfect; *for / since*. See WB Unit 2 pp.16–17; WB Grammar summary 2.4; WB Key TB p.93.

New vocabulary Time expressions. See WB Wordlist p.76.

Pronunciation Negative auxiliaries

Skills Reading/listening for general comprehension.

Context Smart Alec closes the door and the window and Sweet Sue can't get in.

Comprehension 1.34

- 1 a Ask students to look at the pictures without reading. What ideas do they have about the story? How does Sue feel in the last picture (very angry)? Play the recording for students to read, listen and answer the questions.

Answer key

- 1 She's hot and she wants to eat her lunch.
- 2 She can't open the door or the window.

- 2 Students read the text and answer the questions. Check their answers.

Answer key

- 1 They are waiting for some criminals.
- 2 At half past seven.
- 3 Ten minutes.
- 4 Smart Alec.
- 5 She hasn't taken her mobile.
- 6 The fire brigade.
- 7 Sweet Sue.

Optional extra

Students work in groups to act out the story. With stronger groups, ask students to work in groups to write and act out a dialogue which continues the story. Sweet Sue calls Mr Biggs the next day to apologize and explain why she didn't meet him.

Grammar

- 3 Ask students to complete the examples without looking at the text, and then to check the text to see if they were right.

Answer key

- 1 hasn't taken
- 2 I've been

Optional Extra

Many students find 'the past action with a result in the present' concept difficult, and often use the present perfect instead of the past simple inappropriately. This activity may help clarify the concept. Mime walking with a limp, and ask students what they think has happened to you, to elicit, for example, *You've hurt your leg*. Answer saying when it happened, for example *Yes, I have. I fell yesterday*.

Invite students to come to the front of the class and mime different problems. (e.g lost a purse, missed the bus). The other students suggest what has happened and the first student tells them when. Ask for more than one idea for every problem.

- 4 Students use the information in the story where necessary and write the reasons. Check answers.

Answer key

- 2 He hasn't had lunch.
- 3 He's closed the door and the window.
- 4 He's been to the bank.
- 5 He's bought new shoes.
- 6 He's found Sweet Sue's phone.
- 7 He's taken some photos.
- 8 He hasn't switched on the computer.

- 5 a Ask the students to complete the sentences without looking at the text, and then to check the text to see if they were right.

b Ask which time expression is a 'point in time' (7.30) and which is a 'period of time' (half an hour). Ask students to look at the sentences and complete the rules. Ask students for other examples of 'points in time' (for example, *last week, two months ago, in January*) and 'periods of time' (for example, *two weeks, six days, three years, ages, a long time*). Write their ideas on the board in two columns, headed 'point in time' and 'period of time'.

Answer key

We use *since* with a point in time.
We use *for* with a period of time.

- c Students work on their own to complete the phrases.

Answer key

- | | |
|---------|---------|
| 1 since | 5 since |
| 2 for | 6 for |
| 3 for | 7 for |
| 4 since | 8 since |

Optional Extra

If students still have problems with using *for/since* correctly, you can try this exercise. Write the time and date **10.00 a.m., Saturday 6th September 2008.** and this table on the board and ask students to fill in the missing information.

for two months	since 6th July
	since 1980
for a week	
	since January 2008
for six hours	
	since 9.55 a.m. today

Answer key

for 28 years
 since last Saturday (since 30th August 2008)
 for eight months
 since 4 a.m.
 for five minutes

- 6** Students work on their own to do this exercise. Check answers.

Answer key

2 left, has been
 3 had, have had
 4 hasn't arrived, didn't arrive
 5 haven't seen, saw
 6 haven't eaten, ate

Listening 1.35

- 7** To demonstrate the activity, play item 1 from audio recording 1.35 and stop the CD. Ask students to look at sentence 1 in the book, and choose which form is true for the dialogue they have just heard: **live or don't live** (live). Remind students that they are not listening to exact words in the book. Now play the rest of the recording for students to listen and complete the exercise.

1.35

- 1
 • How long have you lived in New York?
 • We've been here since last July.
- 2
 • What languages do you study at school?
 • We study French at school. But I studied German for one year, too.
- 3
 • Kate has taken the bus to school since Year 9.
- 4
 • I was in the school hockey team for three years.
- 5
 • How long did you work in the shop?
 • I worked there for six months.

- 6
 • I've done judo since I was ten years old.
- 7
 • How long have you been on holiday?
 • We've been on holiday for five days.
- 8
 • Jack rode his bike to school for a few years.

Answer key

1 live
 2 doesn't study
 3 takes
 4 isn't
 5 doesn't work
 6 does
 7 are
 8 doesn't ride

Pronunciation 1.36

- 8 a** Say *do, don't* and *have, haven't* and ask students which negative has an extra syllable (*haven't*). Tell students to tick it. Students to look at the rest of the table and tick the other negatives which they think have the extra syllable.
- b** Play audio recording 1.36 for students to listen and check. Check the answers. Play the recording again for students to listen and repeat.

Answer key

haven't, doesn't, didn't, wasn't, hasn't

Revision idea

Write these on separate pieces of paper:

lived in this town
studied English
played football
played a musical instrument
had a computer
been at this school
lived in your house
known your best friend

Give each student one of these. Students walk around the class asking each other how long they have done these things, and find out who has done it for the shortest and longest times.

Section C**SB pp.24–25****Fame**

Aims of the section To practise reading comprehension; to learn the adjectives associated with certain nouns; to listen to what contestants decide to do in a quiz show and to talk about game shows.

Grammar Past simple and present perfect. See WB Unit 2 pp.18–19; WB Grammar summary 2.1–2.4; WB Key TB p.93.

New vocabulary Word formation (nouns and adjectives). See WB Wordlist p.76.

Skills Talking about game shows; reading for general comprehension and true/false; listening for specific information.

Context We read about the advantages and disadvantages of fame, and listen to and play a game show.

Reading 1.37

- 1 a Ask students to look at the pictures and guess what information might be in the article. Ask if they can guess the answers to the questions just by looking at the pictures. Then play the recording for students to listen and read. Ask students the answers to the questions.

Answer key

- 1 He won a reality TV show competition.
- 2 He likes giving interviews to newspapers and magazines, seeing his photo in newspapers, being recognized in the street, going to parties and having fantastic holidays.
- 3 He doesn't like being followed by photographers.
- 4 He's a DJ for a radio station.
- 5 He wants to be a game show host and write a book.

b Ask students to say which reality TV shows they watch. Make a list on the board. Get students to arrange them in groups according to type (cooking, show business, romantic, adventure, etc.) Invite students to tell you about their likes and dislikes. Which is the favourite show? Why? Which kind of show do they like best?

Optional Extra

Put students into groups to come up with an idea for a new reality show that they think will be popular. Each group describes the idea to the class and says why they think people will like it.

- 2 Ask students to look at the questions. Students read the text again and decide which statements are true. Go through the answers.

Answer key

5, 6 and 8 are true.

Optional Extra

Students write six sentences about Liam's life three years ago, using the past simple tense. Their partner has to decide whether they are true or false.

Vocabulary

- 3 a Students complete the chart on their own. Check answers.

Answer key

anger	angry
success	successful
good looks	good-looking
luck	lucky
happiness	happy
fame	famous
freedom	free
excitement	excited
difficulty	difficult

- b Write these gapped sentences on the board:

I am a _____.

He is _____.

I like _____.

He's a _____ person.

Ask students to give you one word to fill each gap (e.g. *I am a teacher. He is clever. I like sport. He's a friendly person.* Ask what kind of words go in the gaps (noun, adjective, noun, adjective). Students now work on their own to complete the sentences in the Student's Book.

Answer key

Possible answers:

- 1 free / successful / famous / good-looking / lucky / happy / excited
- 2 Good Looks / Success / Happiness / Luck / Fame / Freedom
- 3 Happiness, fame / success
- 4 dangerous / exciting
- 5 Angry, difficulties
- 6 Lucky, successful

c Students compare their answers with a partner. Ask them to check if they both used the same kind of word (noun or adjective) for each gap and check the answers of any group who didn't. If they have different answers, ask them to agree on the best one. Discuss all the answers with the class and let the class choose the best answer for each sentence.

Listening and speaking

- 4 a Get students to tell you the names of some TV game shows in their country. Ask students what the contestants do. Do they need any skills to play the games?
- b Focus attention on the picture. Ask what the people are doing. (They're taking part in a TV game.) Check students' understanding of the name (*Wheel of Fortune*). Encourage different ideas about what contestants have to do.

Answer key

The name of the show is *Wheel of Fortune*.
Students' own answers.

1.38

5 a Play the first part of audio recording 1.38 for students to listen to an extract from the show. After the first listening, get feedback from students: *Is the programme easy to understand? Why (not)?* Play the recording again (more than once if necessary) for students to answer the questions.

1.38

Part 1.

MONTY KING OK. Welcome back. You're watching Wheel of Fortune and I'm your host, Monty King. Our three contestants this week are Sandra Harris, Arnold Davis and Brenda Cook. At the end of round four Brenda has won £3,000. Sandra has won £8,000, but in the lead is Arnold with £15,000.

Now in the final round one of you will have the chance to double your money and win tonight's star prize – a holiday for two in Australia.

AUDIENCE Ooooh!

MONTY KING But on the wheel of fortune you can

AUDIENCE WIN EVERYTHING!

MONTY KING or you can ...

AUDIENCE LOSE EVERYTHING!

MONTY KING That's right. In this final round, you can double your money and win the star prize, but if you lose, you lose all your money.

b Play the recording again, and clarify any further problems of understanding. Go through the answers.

Answer key

- 1 Brenda Cook, Sandra Harris, Arnold Davis, Monty King.
- 2 Brenda: £3,000; Sandra: £8,000; Arnold: £15,000.
- 3 They can double their money and win a holiday in Australia.
- 4 They lose everything.

1.39

6 a Ask a student to read the questions. Explain *gamble* (= take a risk). Play audio recording 1.39, more than once if necessary, for students to listen and answer the questions. Go through the answers.

1.39

MONTY KING So, Arnold you're in the lead with £15,000, do you want to take the £15,000 or do you want to gamble it in the final round? You've got six seconds to decide.

AUDIENCE Take the money! Gamble!

MONTY KING What have you decided?

ARNOLD I'll take the money. I've had a great time and I'm happy with £15,000.

MONTY KING OK, Arnold. It's been great to have you on the show. So now Sandra you're in second

place and you've won £8,000. Do you want to take the £8,000 or do you want to gamble it in the final round? You've got six seconds to decide.

AUDIENCE Take the money! Gamble!

MONTY KING What have you decided?

SANDRA I'll gamble it.

MONTY KING Sandra, you've decided to gamble your £8,000 on the wheel of fortune. So spin the wheel and choose a letter ... Your letter, Sandra is T, T for Thomas. Now I'm going to ask you for eight things beginning with the letter T. I'm going to ask you for two kinds of clothes, two kinds of sports, two kinds of animal and two kinds of food – clothes, sports, animals and food. You'll have forty seconds.

Answer key

- 1 Sandra.
- 2 T.
- 3 She spins the wheel.
- 4 She'll have to think of eight things beginning with the letter T – two kinds of clothes, two kinds of sports, two kinds of animal and two kinds of food.

b Ask students if they think the game is easy or difficult. Ask: *Would it be easy in your own language?* Discuss the two questions in the Student's Book. What things could they name (in English) beginning with T? Put their answers on the board.

Answer key

Students' own answers

1.40

7 Play audio recording 1.40 for students to check their ideas of whether Sandra wins.

1.40

MONTY KING Are you ready? Start the clock. ... First I want two kinds of clothes.

SANDRA A tie and trousers.

MONTY KING Two kinds of sport.

SANDRA Tennis and table tennis.

MONTY KING Two kinds of animal

SANDRA Tarantula and er... er.... No.

MONTY KING OK we'll come back to that. Now two kinds of food.

SANDRA Tuna and tomatoes.

MONTY KING Now we want one more kind of animal.

MOLLY Oh, er..

MONTY KING You've got ten seconds left.....five, four, three, two

SANDRA Tiger. A tiger.

MONTY KING Yeeees! ... Congratulations, Sandra.

You've doubled your money to £16,000 and you've won tonight's star prize. That's all for this week. Join us next week for Wheel of Fortune. Bye.

- 8 Students write the script and act out a Wheel of Fortune game.

Revision idea

Divide the class into two teams. In turn, give each team an adjective. They have to make the noun and then make up one sentence using the noun and one using the adjective. If they do this correctly, they get a point. If not, the other team can try. The team with the most points wins.

You can use these adjectives (to make the nouns in brackets): *sad (sadness), stupid (stupidity), expensive (expense), poor (poverty), lazy (laziness), tired (tiredness), kind (kindness), painful (pain)*.

Section D

SB p.26

Kids: Luke's in trouble

Aims of the section To learn about and practise question tags.

Grammar Question tags. See WB Unit 2 pp.20–21; WB Grammar summary 2.5; WB Key TB p.93.

New vocabulary According to, excuse, form teacher, in that case. See WB Wordlist p.76.

Pronunciation Intonation: question tags.

Context Luke gets into trouble at school because of his poor marks.

1.41

- 1 a Revise the story so far: *What happened last time?* (They had a French test.) *How did they get on?* (They all passed except Luke, who only scored 15%.) *Why did Luke so badly?* (He spent all weekend doing sport, and he didn't revise.)
- b Focus attention on the pictures and get different students to describe what is happening in them. Play audio recording 1.41 for students to read and listen. Ask students to answer the questions.

Answer key

- 1 His form teacher because he failed the French test and was not doing his homework.
- 2 He has to show his Geography project to his form teacher tomorrow and he hasn't done it.

- 2 Students read the text and answer the questions.

Answer key

- 1 The kids' form teacher.
- 2 Science, History, Maths and French (and Geography).
- 3 He was in a tennis competition all weekend.
- 4 Two weeks.
- 5 He was doing his Geography project.
- 6 He must show the project to his form teacher.

- 7 Mr. Cox will write a letter to Luke's parents.
8 He hasn't even started it yet.

1.42

- 3 a Invite students to imagine they are Luke and tell you what they are going to do. Write the ideas on the board.
- b Play audio recording 1.42 for students to listen and see if their ideas were correct

1.42

- GREG So, what are you going to do? You can't do it all tonight.
- LUKE You've nearly finished the project, haven't you, Rosy?
- ROSY Yes, I have, but Mr Cox will know that it isn't your project, won't he?
- LUKE No, he won't. He isn't a Geography teacher. And you've done most of it on your computer, haven't you?
- ROSY Well, yes, I have, but ...
- LUKE So, can't I just copy it, change a few things and print it?
- ROSY I don't know. I don't want to get into trouble. The next day.
- MR COX Yes, hello, Luke. Come in.
- LUKE I've brought my Geography project, Sir.
- MR COX Thank you.
- LUKE I haven't finished it, but I've done quite a lot.
- MR COX Hmm. Yes, well, this looks pretty good, Luke.
- LUKE Thank you, Sir.
- MR COX But I want to see better marks in your other subjects, too, from now on.
- LUKE Yes, Sir.
- Later.
- LUKE Here you are, Rosy. Thanks a million.
- ROSY OK, but you won't use any of this in your own project, will you?
- LUKE No, I won't. I promise.
- GREG You're lucky to have a friend like Rosy, you know.
- LUKE Yes. She really got me out of trouble there.

- c Play the recording again for students to mark the statements true or false. Check the answers. Then discuss the situation with the class: *Was Rosy right to let Luke use her project? Why/why not? Are Rosy and Luke good friends? Would you like a friend like Luke? Why/why not? Do you think Rosie will get into trouble?*

Answer key

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

Optional Extra

Students work in groups to write and act out a phone call. Greg phones Rosy to tell her to be careful about Luke. After they have finished, the class discuss the scripts.

Pronunciation 1.43

- 9 Play audio recording 1.43 and ask students to listen carefully and read. Ask students whether the intonation went up or down at the end of each sentence (down). Explain that we use this falling intonation when we expect the listener to agree. Play the recording again for students to listen and repeat.

Revision idea

Write these situations on the board and ask students to make up and say sentence with a question tag for the situations, for example *I can borrow the car tonight, can't I?* The students can make up several sentences for each situation below. Check their intonation.

- you want to borrow your friend's bike
- you want the teacher to give you more time for your homework project
- you want your friend to come to the cinema with you
- you want your brother to lend you some money

Culture

SB p.28

Teenagers' reading habits

Aims of the section To find out about the reading habits of British teenagers and discuss students' own reading habits.

New vocabulary Types of reading material. See WB Wordlist p.76.

Skills Multiple matching; reading for specific information; talking about reading habits; preparing a class survey.

Context We read an article about British teenagers' reading habits.

Ask students about their reading: *What kind of things do you read? Why?* When they try to answer, help with any vocabulary they don't know.

2.2

- 1 Play audio recording 2.2 for students to listen and match the paragraphs to the headings. Check the answers.

Answer key

- 1 How much do teenagers read?
- 2 Books
- 3 Magazines and comics
- 4 Reading at school

- 2 Students read and listen to the text again and complete the table. Check their answers.

Answer key

Boys	like reading less, read 2.3 hours a week, read non-fiction and film stories, read online song lyrics and computer game cheats, read magazines about their interests (cars, football, competitions, music), read comics
Girls	like reading more, read 4.5 hours a week, read fiction (JK Rowling and Jacqueline Wilson), like celebrity and general teenage magazines, most don't read comics

- 3 Ask students to work in groups to find the authors in the texts and make notes of all the information they know about them. Groups use their notes to report back to the class.

Answer key

J.K. Rowling, Jacqueline Wilson, J.R.R. Tolkien, Charles Dickens, George Orwell, John Steinbeck, Mark Twain, William Shakespeare.

- 4 a Students write a short paragraph answering the questions about their own reading habits.
- b Divide the class into five groups. Assign one of the questions to each group. Groups go round the class asking their questions and writing the other students' answers. Each group then summarizes their results and reports to the class. You will probably need to monitor the summarizing process carefully and help with ideas and suggestions where required.

If you have a copy of the DVD, you could play Unit 2 here and give students worksheet 2 on page 123.

English across the curriculum SB p.29

ICT: computers

Aims of the section To introduce vocabulary and facts about Information Technology.

New vocabulary Words connected with Information Technology. See WB Wordlist p.76.

Skills Reading for context (banked cloze); talking about computer usage habits; writing about the history of the Internet.

Context We read an article then do research to find out more about computers.

2.3

- 1 a Students look at the picture and identify the items.
- b Play audio recording 2.3 for students to listen and check their answers. Play the recording again for students to listen and repeat.

Answer key

- | | |
|-----------------|---------------|
| 1 a monitor | 8 a keyboard |
| 2 a screen | 9 keys |
| 3 a cursor | 10 a task bar |
| 4 a system unit | 11 a menu |
| 5 a folder | 12 an icon |
| 6 a mouse | 13 a window |
| 7 a mouse mat | |

2.4

2 a Students work with a partner. Play audio recording 2.4 for students to listen, read and complete the text. Give them a few minutes after the recording has finished to compare their answers with their partner and complete any gaps they missed.

b Play the recording again, pausing after each gap word, for students to check their answers.

Answer key

- | | |
|----------------|----------------|
| 1 click | 11 user name |
| 2 launch | 12 password |
| 3 save | 13 download |
| 4 back up | 14 virus |
| 5 hard drive | 15 firewall |
| 6 CD | 16 technology |
| 7 memory stick | 17 connections |
| 8 quit | 18 laptop |
| 9 shut down | 19 online |
| 10 connect | 20 wi-fi |

3 Check that students understand the statements. Students walk around the class to find someone who has experienced each situation. Remind them they must then ask the additional questions. Each student then tells the class about what they found out.

4 Students work on their own or with a partner to do research about the history of the Internet. You may want to suggest some possible sources for this. Ask students to summarize their findings by writing a short paragraph. You may prefer to set this exercise as homework.

Revision**SB p.30****Study skills**

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask students to read the information in the box. Tell students (to imagine) that they will have a test on this unit next week. Ask them to prepare a revision plan to prepare for this. Walk around the class monitoring how they are doing this and help where necessary. Ask them to compare their plans in pairs or small groups.

Grammar 2.5

1 a You can begin by using the picture and asking students to talk about it: *Who is she? What do you think she has done or hasn't done?* Students then complete the sentences.

b Play audio recording 2.5 for students to listen and check their answers.

Answer key

- 1 's made, made
- 2 lived, 's lived
- 3 did, hasn't done
- 4 haven't seen, saw
- 5 sang, hasn't sung
- 6 has written, wrote

2 Students write sentences about their life. Check they have used the correct tenses.

Answer key

Students' own answers with past simple in 1, 4, 5, 8, 9 and present perfect in 2, 3, 6, 7, 10.

2.6

3 a Students complete the dialogues.

b Play audio recording 2.6 for students to listen and check their answers.

Answer key

- | | |
|--------------|--------------|
| 1 gone | 4 been, been |
| 2 been, been | 5 been, gone |
| 3 gone, gone | |

4 Students complete the sentences with question tags. Check their answers.

Answer key

- | | |
|------------------|----------------|
| 2 have we | 7 haven't we |
| 3 didn't you | 8 aren't they |
| 4 doesn't he/she | 9 will you |
| 5 were you | 10 aren't they |
| 6 isn't it | |

Writing

5 Students write six sentences using present perfect about their imaginary life as a famous person. They read their sentences to the class who vote on who has had the most exciting life.

Your project**SB p.31**

Aims of the section To consolidate new grammar and vocabulary.

Grammar Time expressions; past simple and present perfect.

Skills Writing a biography.

Context Story of the life of a pop, sports or film star.

Develop your writing

1 a Ask students to find each expression in the text on SB p.24 and say what it means. If they don't know, explain the term, in their own language if necessary.

2.7

2 a Students complete the text by choosing the correct expressions.

b Play audio recording 2.7 for students to listen and check their answers.

Answer key

- | | |
|-----------------|-----------------|
| 1 Before | 5 Whenever |
| 2 After | 6 Then |
| 3 At first | 7 After that |
| 4 after a while | 8 In the future |

Optional Extra

Write the expressions from exercise 1 on the board in the following order: *at first, before, after that, then, whenever, after, after a while, in the future.*

Explain that you are going to write a story together using these expressions, and invite ideas for the first sentence using *at first*. Correct them and write them on the board. The students vote for the best one to start the story. Continue in the same way with the other expressions until you have a story of eight sentences.

Example story: At first I couldn't hear anything. The noise was very loud, and I had to wait for it to stop, before I could take my fingers out of my ears. After that, there was silence for a while. Then suddenly there was a big bang and I hid under the table. Whenever I hear a bang, I get very frightened. I looked out after a few minutes, but there was no one there. After a while, a small boy came into the room with a box of fireworks. In the future, I will always stay in bed on November the Fifth.

Write your project

3 a For more detailed notes on project work see the introduction to the Teacher's Book page 9. Before beginning, each student should tell you which star they have chosen and agree with you that they are suitable.

b Encourage students to write about someone the rest of the class may not know much about. Each student in the group could write a different part of the article. For example, one person could write

about the star's childhood, another about their films or music, etc., or each member of the group could concentrate on a different period in the star's life. Encourage students to illustrate their articles with pictures from magazines or their own drawings.

Wall-mount the finished article for other students to read.

Song

SB p.31

Real to me

Aims of the section To review the vowel sounds /ɪ/ and /i:/.

Skills Listening for general comprehension; categorizing.

Context Life of a celebrity.

Cultural background note

REAL TO ME is a pop song written by Guy Chambers and Brian McFadden, and originally performed by Brian McFadden in 2004. It was Brian's first solo single after leaving Irish boy band Westlife to spend more time with his wife (ex-girl band singer Kerry Katona) and two daughters. The song actually talks about the background to this decision. Sadly, the couple separated later and divorced in 2006.

2.8

1 Play the song again. Ask the students to listen and read the lyrics carefully to find the things that are real and that are not real.

Answer key

The Chorus (*When I see...*) and Bridge (*Picnics...*) parts of the song describe what's real, verses 1 (*Showbiz...*), 2 (*Hotel...*) and 3 (*Dying...*) describe what isn't real.

2 Ask the students to read the words quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in their dictionary. Play audio recording 2.8 for the students to listen and make a note of words with /ɪ/ and /i:/. Check the answers.

Answer key

/ɪ/: showbiz, dinners, in, think, it, window, live, dying, dressing room, its, thinking, spirit, picnics, children, invite, drink, English, finger
/i:/: free, me, the (before a vowel), see, babies, been, peace, tea, TV, dreaming

Test

For extra practice, see the test for Unit 2 on p.132 and Revision Test 1 on p.134.

Unit overview

Grammar focus Subject and object relative clauses; *should/might*.

New vocabulary Parts of the body; food and drink; health problems and remedies; sports events.

Pronunciation *Th*; /ɒ/, /ɔ:/ and /əʊ/; agreeing: sentence stress.

Skills Giving advice; talking about diet and health; agreeing and disagreeing; listening to health problems; writing a leaflet.

Topic/Context The body; giving advice; healthy diet.

Culture Sports events, SB p.40.

English across the curriculum Biology: vitamins and minerals, SB p.41.

The Culture page should be studied at the end of the unit.

Section A

SB pp.32-33.

You and your body

Aims of the section To introduce the use of subject relative clauses.

Grammar Subject relative clauses. See WB Unit 3, pp.24-25; WB Grammar summary 3.1; WB Key TB p.94.

Vocabulary Parts of the body. See WB Wordlist p.76.

Pronunciation *Th*.

Skills Scanning; multiple matching.

Context We read about the dos and don'ts of looking after our bodies.

Vocabulary 2.9 and 2.10

1 a Students look at the picture and complete the red labels. Check their answers.

Answer key

1 hair	8 arm
2 head	9 hand
3 ear	10 finger
4 eye	11 stomach
5 nose	12 leg
6 mouth	13 foot
7 teeth	14 toe

b Play audio recording 2.9 for students to listen and match the body parts to the picture. You may like to play the description twice and / or in the shorter sections to give students time to locate the body parts.

2.9

Your heel is at the back of your foot and your ankle is between your foot and your leg.

The top part of your leg is your thigh. The back of the bottom part is your calf and the front is your shin. Your knee is between your thigh and your shin.

You sit on your bottom.

Your forehead is between your eyes and your hair.

You use your tongue and your lips when you speak. Your tongue is in your mouth. Your lips are around your mouth.

On each hand you've got four fingers and one thumb. The inside part of your hand is your palm. Your wrist is where your hand bends.

The top, front part of your body is your chest. Your neck is between your head and your chest. The front of your neck is your throat.

Your elbow is in the middle of your arm and your shoulder is between your arm and neck.

c Students compare their answers with a partner.

2.10

Then play audio recording 2.10 for students to listen and check their answers.

Answer key

1 forehead	10 calf
2 lips	11 ankle
3 tongue	12 heel
4 neck	13 thigh
5 throat	14 elbow
6 wrist	15 chest
7 bottom	16 shoulder
8 knee	17 palm
9 shin	18 thumb

Optional Extra

Students close their books to play this game. Each student has three 'lives'. You say a part of the body and the students point to it. Any student pointing to the wrong body part loses a 'life'. When they lose their three 'lives', they are 'out'. The last one still 'in' wins.

Comprehension

2 a Ask students what advice they could give to someone about their stomach, and note their ideas on the board. Do the same for all the words in the list. Ask students to cover the text. Explain that they have to find which topics from the list are covered in the text, and it is a race to see who can do it first. When you say 'go', they start. When they finish, they put up their hand and wait. When all students have their hands up, check the first students' answers, then the second and so on until you find the first student to finish with the correct answer. Ask students which paragraph talks about each item. Discuss which of the students' ideas were not mentioned in the text.

Answer key

eating (2), your skin (4), your feet (5), smoking (3), exercise (1)

b Divide class into groups. Each group should agree on the two suggestions from the text which they think are most important, and write their reasons. Each group then present their arguments to the class and the class vote for the most important piece of advice.

Grammar

3 a Students read the rule and check their understanding.

b Ask students to underline the relative clause, then translate sentence 2 (Wear shoes that fit properly.) into their own language. Discuss the similarities and differences in how relative clauses are made in English and in their language.

c Ask students to look through the text and underline the examples. Invite students in turn to come to the board and write an example of a relative clause from the text. Tell them to also write the word just before the clause. Ask the rest of the class to check that they have copied accurately.

Answer key

people who don't look after their bodies
people that take exercise
things that contain lots of fat and sugar
things that are good for you
people that smoke
places that are smoky
people who sunbathe
shoes which are too tight

d Ask students to look at the examples on the board and complete the rule about which pronoun to use.

Answer key

We can use that with people or things.
We can use who with people.
We can use which with things.

e Invite students to come up to the board in turns to change the examples which use *that*.

Answer key

people who take exercise
things which contain lots of fat and sugar
things which are good for you
people who smoke
places which are smoky

Optional Extra

Ask students to complete these sentences by adding a suitable relative clause, for example
I have a dog that sleeps all day.
I have a dog ...
We like teachers ...
I want to go to a school ...
My mother wears clothes ...
Our school has pupils ...

4 a Students work on their own to complete the sentences. Check their answers.

Answer key

2 that don't fit properly
3 that contains vitamins and minerals
4 that have fair skin
5 that isn't good for you
6 that don't get enough exercise

b Students rewrite the sentences with *who* or *which*. Check their answers.

Answer key

2 which don't fit properly
3 which contains vitamins and minerals
4 who have fair skin
5 which isn't good for you
6 who don't get enough exercise

2.11

5 Explain that the students are going to hear ten descriptions of parts of the body and they have to write down what part of body is being described. Play the first part and pause the recording after the example. Ask what part of the body it is (the shoulder). Play the rest of audio recording 2.11 for students to listen and answer.

2.11

- 1 the joint that's between your arm and neck
- 2 the part of your hand that's between your wrist and your fingers
- 3 the part of your face that's above your eyes
- 4 the part of your leg that's behind your shin
- 5 the white things that are in your mouth
- 6 the joint that bends your leg
- 7 the part of the body that hears things

- 8 the part of your body that connects your chest and your head
 9 the part of your foot that touches the ground first when you walk
 10 the joint that bends your arm

Answer key

- | | |
|------------|----------|
| 2 palm | 7 ear |
| 3 forehead | 8 neck |
| 4 calf | 9 heel |
| 5 teeth | 10 elbow |
| 6 knee | |

Reading and writing

- 6 a Students work on their own to read the clues and label the picture. To check the answers, ask students to describe where each boy is and what he looks like.

Answer key

- | | |
|----------|-----------|
| A Henry | D Giorgio |
| B Oliver | E Timothy |
| C Rupert | |

- b Students look at the picture again and write sentences with relative clauses to identify the boys. Check their answers.

Answer key

Students' own answers.

Pronunciation 2.12, 2.13 and 2.14

- 7 a Play audio recording 2.12 for students to listen and repeat, as a class. Also invite individual students to say the pairs of words. Listen carefully and make sure the differences in sound are clear. If not, demonstrate and repeat the practice until they are.
 b Play audio recording 2.13 for students to listen and tick the word they hear. Check answers.

Answer key 2.13

- | | |
|-----------|---------|
| 1 sat | 5 some |
| 2 these | 6 tree |
| 3 weather | 7 thigh |
| 4 tear | 8 mouth |

- 8 Students close their books. Play audio recording 2.14 once. Ask a student to come and write what was said on the board. The rest of the class can help. If they cannot remember or did not hear every word, play the recording again and again until you have the full text of the tongue twister on the board. Students now practise it for a minute or two on their own, but all at the same time. Then you have a competition to say who can say it successfully quickest.

Revision idea

Each student describes one person in the class using a relative clause (for example, *she's the girl that wrote the tongue twister on the board*) and the rest of the class try to guess who the person is.

Section B**SB pp.34–35****Sweet Sue has the last laugh**

Aims of the section To revise the use of *should* and *might*; to introduce object relative clauses.

Grammar *Should / might*; object relative clauses. See WB Unit 3 pp.26–27; WB Grammar summary 3.2–3.3; WB Key TB p.94.

New vocabulary See WB Wordlist p.76.

Skills Giving advice.

Context Sweet Sue doesn't think Smart Alec should give so much advice.

Comprehension 2.15

- 1 a Ask students to look at the pictures without reading: *What ideas do you have about the story? How does Sue feel in the pictures?* (annoyed) Students read and listen to the dialogue and answer the questions.

Answer key

- 1 He criticizes everything Sweet Sue does and suggests something else.
- 2 They are stolen because he left his door open.

Optional Extra

Students work in groups to act out the story.

Optional Extra

In stronger groups, students work in groups to write and act out another dialogue. Smart Alec calls the police to report the theft.

Grammar

- 2 Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Write the rules and the examples on the board for reference.

Answer key

- | | |
|-----------------|-----------------|
| 1 shouldn't put | 3 might hurt |
| 2 should lock | 4 might not see |

Optional Extra

Using *should* and *might*, students give you some advice and say why. For example, *You shouldn't give us homework. We might not do it.*

- 3 Students find Smart Alec's pieces of advice. Check answers.

Answer key

Possible answers:

You should lock your bag in the boot.
You shouldn't put things on the stairs.
You shouldn't bend over when you lift heavy things.

- 4 Students work on their own to complete the sentences. Check their answers.

Answer key

- 1 should, might
- 2 should, might
- 3 shouldn't, might not, might
- 4 shouldn't, might not
- 5 should, might
- 6 should, might

- 5 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right.

Answer key

Let's take the things that we've bought upstairs.
You shouldn't bend over when you lift things that are heavy.

- b Students go through the text underlining the other relative clauses and marking it subject/object. Go over the answers with the class.

Answer key

which you've left on the back of your seat (object)
that are still in the van (subject)
that I've told you (object)
that I saw (object)

- 7 Students work on their own to join the sentences. Check their answers.

Answer key

- 1 This is the band that/who I like to listen to.
- 2 This is the album that/which I like best.
- 3 Here's a poster that/which I bought at their gig.
- 4 These are the guys that/who play guitars.
- 5 This is the girl that/who sings.
- 6 These are the autographs that/which they signed.
- 7 Here are some of the songs that/which I downloaded from the Internet.
- 8 Here's a photo of the friends that/who went to the gig with me.

Writing and speaking

- 8 Students work on their own to write the sentences. They then work with a partner to ask and answer questions about what they have written. (e.g. *What kind of music do you usually listen to?*). They can then write similar sentences about their partner. If you have time, you can ask a student from each pair to talk about the similarities and differences between the two partners.

Answer key

Students' own answers.

Revision idea

Write these sentences on the board:

You shouldn't speak to people ...

You should always have friends ...

You shouldn't eat food ...

You should play games ...

You shouldn't listen to music ...

You shouldn't buy things ...

Students work in groups to come up with ideas to finish these sentences with a relative clause and then follow it with a sentence with *might/might not*. The winner will be the group with the most amusing or unusual ideas. For example *You shouldn't speak to people who talk to plants. People might think you're a cabbage.*

Section C

SB pp.36–37

Looking after yourself

Aims of the section To further practise the language of advice and to introduce vocabulary connected with health.

Grammar *Should / shouldn't* (advice). See WB Unit 3 pp.28–29; WB Grammar summary 3.2; WB Key TB p.95.

New vocabulary Words connected with healthy diet and health problems. See WB Wordlist p.77.

Pronunciation /ɒ/, /ɔ:/ and /əʊ/.

Skills Reading and listening to texts about healthy eating; giving advice; talking about health issues and remedies and visiting a doctor.

Context We receive some good advice on healthy eating, and visiting a doctor with health problems.

Reading 2.16

- 1** Ask students which foods they think are healthy. Do they think eating just vegetables or just protein is enough for a healthy diet? Ask a few students if they think they have a healthy diet. Ask why / why not. Do not spend more than a few minutes on this. Students read and listen to the texts. Ask students to say what it is about. (Teenagers speaking about what they eat.) Ask who has the best and who has the worst diet. Why do they think so?

Answer key

Best diet: Zoe. Worst diet: Mike.

- 2** Students read the texts again and answer the questions. You could make it a race. Ask them to do it as quickly as possible and bring their answers to you for checking. The first student to finish with correct answers wins. Once you have a winner, you can check the answers as a class.

Answer key

- | | |
|---------|--------|
| 1 Heidi | 4 Zoe |
| 2 Mike | 5 Zoe |
| 3 Heidi | 6 Mike |

- 3** Using the texts as a model, students write a short paragraph of what they eat in a typical day.

Listening and speaking 2.17

- 4 a** Before playing the recording, ask the students to guess whether the sentences are true or false and mark their guesses in the book. Play audio recording 2.17 for students to listen and check and correct their guesses. Check their answers.

2.17

Everybody should eat a healthy diet – including teenagers. Here are three simple rules.

- You should eat three good meals a day. You shouldn't miss meals, especially breakfast. It's the most important meal of the day.
- You shouldn't eat a lot of junk food, like crisps, burgers, sweets and things like that. They contain a lot of fat, salt and sugar.
- You should eat a balanced diet. It should contain carbohydrates, protein, fat, vitamins and minerals.

What is a balanced diet? How much of each thing should you eat?

Fifty per cent of your diet should be complex carbohydrates, for example, bread, potatoes, pasta and rice. Carbohydrates give you energy. Sugar is a carbohydrate, too, but it's a simple carbohydrate, so it gives you a quick burst of energy but nothing else.

Fruit and vegetables should make up another thirty per cent. You get a lot of vitamins and minerals from fruit and vegetables.

Your body also needs protein from meat, fish, cheese, eggs and beans. Between 15 and 18 per cent of your diet should be protein. Protein is very important for teenagers, because it's the thing that helps your body to grow.

Finally, you need some fat and sugar. Fat gives you energy and provides some important fatty acids, for example Omega 3. These are things that your body can't make for itself. However, a lot of fat and sugar is bad for you, so they should only be about 2 to 5 per cent of your diet.

Answer key

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

- b** Ask a student to describe the chart and what information it contains. Invite students to tell you what information is missing from the chart. Write it on the board and remind students that is what they have to listen for. Play the recording again for students to listen and complete the chart. Check their answers.

Answer key

- complex carbohydrates
- fruit and vegetables
- protein
- fat and sugar

- 5 a** Ask students to look at the texts again and find the good points in each, according to the information they heard in exercise 4, to complete the chart.

Answer key

Possible answers:

Name	Good points	Bad points
Mike	He eats a lot of protein.	He doesn't eat enough vitamins and minerals.
Heidi	She eats complex carbohydrates.	She doesn't eat three proper meals a day.
Zoe	She eats a balanced diet of carbohydrates, protein and fruit and vegetables.	She eats too much sugar.

- b** Ask students to use the information from their charts in exercise 5a, to write advice using *should/shouldn't*. Ask some students to read their suggestions. Ask the rest of the class to say if they agree or disagree with their advice.

Answer key**Possible answers:**

Mike should eat a more balanced diet. He should eat more fruit and vegetables.
Heidi should eat more. She shouldn't miss breakfast.
Zoe should eat her breakfast cereal without sugar, and she should eat healthier snacks.

c Students work with the partners they worked with in exercise 3 and give each other advice about their diet.

Vocabulary 2.18

6 a Play audio recording 2.18 for students to listen, look at the pictures and repeat. Ask students to say the expressions in their own language.

b Students match the treatments a–g with the problems 1–7. Remind them that there may be more than one correct answer.

Answer key**Possible answers:**

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

Listening and speaking 2.19

7 a Ask students about their last visits to the doctor's. You can ask for further details of problems and treatments. Write any new words they need on the board, under these two headings.

b Ask the two questions together and check that students understand what they need to listen for. Play both conversations in audio recording 2.19 for students to listen and answer the questions. Check their answers.

Answer key

1 Her wrist is swollen and painful.
2 His eye is red and itchy.

c Play the recording again for students to listen and complete the cards. Check their answers.

2.19

1
DOCTOR Sandra Jones, please. ... Hello. What can I do for you?
SANDRA Hello. I've hurt my wrist.
DOCTOR Hmm. Yes. It's a bit swollen. Can you move it?
SANDRA Yes, but it's very painful.
DOCTOR When did you hurt it?
SANDRA Yesterday. I fell over while I was playing tennis.
DOCTOR I see. Well, I think you've sprained it, but you should have an X-ray.

SANDRA Will I have to go to the hospital for that?
DOCTOR Yes, you will. I'll put it in a sling for now.
SANDRA Thank you.
DOCTOR There. Now take this letter to the hospital and they'll X-ray it for you.
SANDRA Thank you, Doctor.
2
DOCTOR Richard Marshall, please.
RICHARD Good morning.
DOCTOR Good morning. What seems to be the problem?
RICHARD My eye's sore.
DOCTOR Hmm. Yes. It's a bit red. How long has it been like this?
RICHARD About two days.
DOCTOR Is it itchy?
RICHARD Yes, it is.
DOCTOR Well, I think you've got an infection in it. I'll give you a prescription for some drops and some tablets. Put the drops in four times a day and take one tablet twice a day.
RICHARD Should I put the drops in both eyes?
DOCTOR No, just the eye with the infection.
RICHARD Will I be able to go to school?
DOCTOR Yes, you will. Your eye should be alright in three or four days. If not, come back and see me.
RICHARD Thank you, doctor. Goodbye.
DOCTOR Goodbye.

Answer key**Patient 1**

Problem: hurt her wrist playing tennis, it is swollen and painful

Diagnosis: sprained wrist

Treatment: send patient for X-ray and put wrist in a sling

Patient 2

Problem: eye is red and itchy

Diagnosis: infection in the eye

Treatment: drops in the infected eye four times a day, tablets: one twice a day

8 a Students work in pairs to practise the dialogues, using the cards to remind them what to say. Remind them that they don't need to use the exact words from the recording. They change roles after the first dialogue. Walk around the class checking their language and helping where needed.

b Divide the class into four groups. Each group works with a different picture. Ask them to copy and complete a card (on a sheet of paper) like the ones in exercise 7 for their picture. They then use this card to write the dialogue. They practise the dialogue and then act it out for the whole class.

Optional Extra

After each group has finished, give its card to two students from other groups to act out the dialogue again.

Pronunciation  **2.20**

6 a Write the phonetic symbols on the board and ask the students to say them, reminding them if they have forgotten their pronunciation. Ask students round the class to say each of the words in the list once. Students now put the words into the table.

b Play audio recording 2.20 for students to listen and check. Play it again for students to listen and repeat.

Answer key

/ɒ/ drops, problems

/ɔ:/ your, more

/əʊ/ swollen, broken, diagnosis, protein

Revision idea

Students write a story with the title: *The boy who ate too much*, using these ideas

- what did he eat?
- why was it unhealthy?
- what problems did he have with his health?
- what treatment did the doctor give?
- what advice did the doctor give?
- what did he do next?

Section D**SB pp. 38–39****Kids: The tickets**

Aims of the section To practise expressing agreement and disagreement.

Grammar *So / Neither*. See WB Unit 3, pp.30–31; WB Grammar summary 3.4; WB Key TB p.95.

New vocabulary *A chance of a lifetime, I feel really disappointed, pleased, raffle*. See WB Wordlist p.77.

Skills Agreeing and disagreeing; making comparisons.

Context Luke wins four tickets to Wimbledon but forgets about their work experience.

 **2.21**

1 a Revise the story so far. Ask students questions: *What happened to Luke last time?* (He failed a test and had to speak to his form teacher.) *What problem did he have?* (He had to show his form teacher his Geography project but it wasn't done.)

Who helped him and how? (Rosy let him use her project.) *What do the other students think about Luke and Rosy?* (Luke is lucky to have Rosy as a friend.) Invite students to summarize the story of the last episode.

b Before playing the recording, ask students to look at the pictures and see if they can see anyone who is tired, pleased, excited and disappointed. The students listen and read and check if they were right. Ask them to say why they think the kids feel the way they do.


Answer key

Rosy and Anna are tired. Luke is pleased. Luke, Anna and Greg are excited. Greg and Anna are disappointed.

2 Students read the story again to decide whether the statements are true (T), false (F) or whether the text doesn't say (DS). Remind students that a statement should be marked false only if the text explicitly contradicts it, and true only if the text mentions the fact. Allow time for them to compare with a partner before going through the answers. When checking the answers, pay particular attention to the DS answers.

Answer key


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

 **2.22**

3 a Ask students which of the friends they think will go to Wimbledon? Ask for reasons for their opinions. Divide the class into groups of three or four and give them two minutes to come up with their ideas for the next part of the story. Each group tells the class their ideas. Note the main points from each group on the board.

b Play audio recording 2.22 for students to listen and compare their ideas with what they hear. Discuss with the class which group's ideas were closest to the recording.

c Play the recording again for students to listen and answer the questions.

 **2.22**

Wednesday afternoon.

ANNA Here's Greg now.

LUKE Good. So that's three of us.

GREG Hi. Hasn't Rosy arrived yet?

ANNA No. I don't think she'll come.

GREG Neither do I. She wasn't very happy about it.

LUKE Well, the train goes in five minutes.

ANNA Oh, come on, Rosy. Where are you? Hurry up. Later.

LUKE Well, time to go home, I suppose.

- ANNA Yes. That was a great match. I really enjoyed it.
 GREG So did I. Thanks a million, Luke. What did you think, Rosy?
 ROSY It was fantastic.
 LUKE Good. We thought you weren't going to come.
 ROSY Yes, sorry I was late. It was so busy in the restaurant.
 GREG We nearly missed the train.
 ANNA But we didn't, so it was all right in the end.
 ROSY Yes. Oh, I'm really glad I came.

Answer key

- 1 Yes
- 2 Rosy arrived last because she was busy in the restaurant
- 3 I really enjoyed it. (Anna)
Thanks a million. (Greg)
I'm really glad I came. (Rosy)

Everyday English

- 4 a** Ask students to complete the expressions without looking back at the text and then read the text to check their answers.

Answer key

- | | |
|---------|-------------|
| 1 looks | 5 for |
| 2 some | 6 forgotten |
| 3 part | 7 really |
| 4 one | 8 chance |

- b** Get students to decide on a possible translation for each expression with a partner. Go through their suggestions and decide which are the best.

Optional Extra

Students work in groups to write, practise and act out short dialogues using the expressions from exercise 4.

- 5 a** Ask students to complete the dialogues without looking back at the text and then read the text to check their answers. Then read the rule together. Check their understanding by asking them to respond to your statements, for example: *I'm speaking English.* (So are we.) *I'm not in the park.* (Neither are we.)

Answer key

- 1 So have I.
- 2 Neither can I.
- 3 So do I.

- b** Students look at the examples and work out how the rule is applied.

Answer key

We use *so* to agree with a positive statement, *neither* to agree with a negative one.

- 6** Students work on their own to match sentences to responses. Ask them to check their answers with a partner before checking the answers with the class.

Answer key

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

- 7 a** Ask students to complete the dialogue with Greg's missing sentence without looking at the text, then to look at the story quickly to check their answer. Explain that his sentence is an example of how we disagree with something. To check their understanding, say the following sentences and ask students to disagree with them: *I hate English.* (Oh, we don't.) *I don't like weekends.* (Oh, we do.) *I can't play the piano.* (Oh, we can.) *I can speak five languages.* (Oh, we can't.) *I watched TV last night.* (Oh, we didn't.) *I didn't do my homework.* (Oh, we did.) *I've done windsurfing.* (Oh, we haven't.) *I have never been to a rock concert.* (Oh, we have.) *I'm not happy.* (Oh, we are.)

- b** On their own, students write the sentences to disagree with the statements. Check their answers.

Answer key

- | | |
|------------------|-----------------|
| 1 Oh, I do. | 4 Oh, I didn't. |
| 2 Oh, I haven't. | 5 Oh, I'm not. |
| 3 Oh, I can. | 6 Oh, I was. |

- 8** Students work with a partner to write and act out dialogues. Walk around the class checking their language and helping where needed.
- 9** Students work in groups of four to act out the dialogue from the story. You will need to allow plenty of time for this activity. You may want to ask students to listen and repeat after the recording first so they know the right rhythm and intonation. As students practise, walk round the class giving help where needed. Encourage students to practise without books if possible. Choose a good group to act out the scene in front of the class. If you do not have enough time, choose just one section of the story to act out.

Pronunciation 2.23 and 2.24

- 10 a** Play audio recording 2.23 for students to listen and note the stress in the sentences. Ask what word is stressed (the pronoun at the end). Students practise the sentences with the correct stress pattern.
- b** Play audio recording 2.24 for students to listen and agree. You may prefer to stop the recording after each statement so students can give their own response before listening to the response on the recording to check and repeat it. Pay attention to the correct stress.

2.24

- 1 I like vegetables. So do I.
- 2 I can't play cricket. Neither can I.
- 3 We've got a computer. So have we.
- 4 We didn't go to Wimbledon. Neither did we.
- 5 I'll be at school tomorrow. So will I.
- 6 I wasn't ill last week. Neither was I.

Optional Extra

Play audio recording 2.24 again (or read the statements yourself) and ask students to disagree this time. If you would like to extend the practice further, after each statement say *yes* or *no* – indicating where you expect them to agree or to disagree.

Revision idea

Ask students to work with a partner. They tell each other 1. something they did yesterday, 2. something they do every weekend, 3. something they can do, and their partner gives true answers, agreeing or disagreeing using *so* or *neither*. (e.g. *I went to the cinema. So did I or Oh, I didn't.*) They then find other partners and repeat until they have spoken to the whole class. Can they find someone who agrees with all three statements?

Culture**SB p.40****Sports events**

Aims of the section To discuss famous sport events in Britain and the students' own country.

New vocabulary Words connected with British sports events. WB Wordlist p.77.

Skills Reading for specific information and scanning; talking about sport events in the students' own country.

Context We read an article about the history of the FA Cup Final, the University Boat Race, the London Marathon and Wimbledon.

2.25

- 1 a Before reading, ask students to look at the pictures and first say what sports they show (football, rowing, running, tennis), then try to identify the famous events. Accept any reasonable guesses, don't give away the answer yet. Then ask them to look through the text quickly to check their predictions and find the names of the four sports events. Ask students what else they know about these.

Answer key

FA Cup Final, the Boat Race, the London Marathon and Wimbledon.

b Play audio recording 2.25. Students read and listen to the article and complete the text with the months and years.

c Play the recording again for students to listen and check their answers. Go over the answers with the class.

Answer key

- | | |
|---------|---------|
| 1 May | 5 1981 |
| 2 1872 | 6 April |
| 3 March | 7 1877 |
| 4 1829 | 8 June |

- 2 Students copy the chart on to a piece of paper. Divide the class into four groups, and assign one event to each group. They then work to find the relevant pieces of information to complete the chart. Check their answers.

Answer key

FA Cup Final	Boat Race
football	rowing
1872	1829
May	March
Wembley Stadium	River Thames
football teams (usually from Premiership)	two crews from Oxford and Cambridge Universities
London Marathon	Wimbledon
running	tennis
1981	1877
April	June
streets of London	Wimbledon
professional runners and ordinary people	best international tennis players

Optional Extra

Ask students to close their books again and collect the papers from exercise 2. Read out bits of information and ask the students to say which event it is about, for example *Wembley Stadium* (The FA Cup Final), *1981* (London Marathon).

- 3 Students read the text again and answer the questions. Check their answers.

Answer key

- 1 FA Cup.
- 2 Strawberries and cream.
- 3 8.67 miles an hour / 14 kilometres an hour.
- 4 A team from the Premiership.
- 5 Sixteen (eight in each boat).

Optional Extra

Ask students if they know of any other major UK sporting events and what they know about them (for example, the British Open golf tournament, the British Formula 1 Grand Prix, the Grand National, etc.) Ask also about other major world events (for example, The Stanley Cup, The World Series, the FIFA World Cup, the other tennis Grand Slam tournaments, etc.) You could ask students to find out about one of these events as homework.

- 4 Ask students for ideas and make a list of important sporting events in their own country. Each student chooses one event and makes a table like the one in exercise 2. They then write a paragraph about their chosen event, based on the model text.

If you have a copy of the DVD, you could play Unit 3 here and give students worksheet 3 on page 124.

English across the curriculum**SB p.41****Biology: vitamins and minerals**

Aims of the section To introduce vocabulary and facts about vitamins and minerals and their role in our health.

New vocabulary Words connected with food chemistry. See WB Wordlist p.77.

Skills Reading for general understanding and specific information; talking about the vitamin and mineral content of our diet.

Context We read an article about vitamins and minerals.

2.26

- 1 a Divide students into groups of four or five and give them two minutes to write everything they already know about vitamins and minerals. The group with the most facts read them out. The other groups add information they have that the first group didn't include.

b Play audio recording 2.26 for students to read, listen and compare the information in the text to their own ideas. Were any of their ideas wrong? Did they learn anything they didn't know? Did they have ideas which weren't in the text?

- 2 Students read the text again and mark the statements true (T), false (F) or doesn't say (DS). Check the answers together.

Answer key

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

- 3 Students work on their own to complete the chart for each Vitamin (A, B, C, D and E). When they have finished, tell them to cover the text. Invite students to make sentences about each vitamin to check their answers. At the same time, listen and correct their grammar if necessary.

Answer key

Vitamin	Good for	From
A	skin and eyes	orange or dark green fruit and vegetables (carrots, pumpkins, peppers, peaches, spinach), eggs, milk
B	energy, red blood cells	bread, fish, meat, eggs, beans
C	skin, helps fight infections, helps absorb iron	fruit like oranges, grapefruit, tomatoes, vegetables like cabbage, broccoli, potatoes
D	teeth, bones, helps absorb calcium	sunshine, fish, eggs
E	liver, lungs	bread, green vegetables, eggs, nuts, oily fish like sardines and salmon

Optional Extra

Students read the texts about the diets of the people in Section C (Reading) on page 36 again, and answer the following questions: *Is each person getting enough vitamins and minerals? If not, why not? What else should they eat?*

- 4 Ask students if they can remember what they had for lunch yesterday. In pairs ask them to make a list of the food they ate and decide what vitamins and minerals it contained. Ask one or two pairs to feedback about their lunches.
- 5 Students look at sentences 1–6 and complete them. Check their answers.

Answer key

1 can store	4 make
2 contain	5 provides
3 carry	6 absorb

Revision**SB p.42****Study Skills**

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask students to read the information in the box. Ask each student to make up ten cards like the ones described. Collect the cards and mix them up. Divide students into an even number of teams, with three or four students in each team.

Divide the cards among the teams, giving each team the same number of cards. Put the teams in pairs to play each other. The teams try to guess the meanings of the words on the other team's cards, getting a point for each correct answer. The team with the most points wins.

Grammar

- 1 a** Students work on their own to combine the sentences. Check their answers.

Answer key

- 2 That's the bus that I take to school.
- 3 My sister is the girl that's got long hair.
- 4 That's the computer game that I want to buy.
- 5 I'm looking after the dog that belongs to our neighbours.
- 6 These are all the things that I eat in one day.
- 7 My granddad is a man that I admire.
- 8 I try to follow the advice that the nutritionist gave us.

- b** Students rewrite the sentences using *which/who*. Check their answers.

Answer key

- 2 That's the bus which I take to school.
- 3 My sister is the girl who's got long hair.
- 4 That's the computer game which I want to buy.
- 5 I'm looking after the dog which belongs to our neighbours.
- 6 These are all the things which I eat in one day.
- 7 My granddad is a man who I admire.
- 8 I try to follow the advice which the nutritionist gave us.

Language note

Although it is not introduced at this level, sentence 7 in exercise 1b is an example of a sentence where we could use the more formal relative pronoun for a person in an object relative clause: WHOM.

- 2 a** Students use their own ideas to write advice using *should* and *shouldn't*.
- b** Students work with a partner to compare their answers, checking each other's grammar as well as the ideas. Ask some pairs to report back to the class.

Answer key

Students' own answers.

- 3 a** Students use their own ideas to write sentences with *might*.
- b** Students work in pairs to compare their answers, checking each other's grammar as well as the ideas. Ask some pairs to report back to the class.

Answer key

Students' own answers.

Speaking and listening 2.27

- 4 a** Students work with a partner to read the dialogue. Then they act out the dialogue with appropriate actions (coming in, looking in throat, writing a prescription, leaving).
- b** Play audio recording 2.27 for students to listen and underline the incorrect parts of the printed dialogue.
- c** Play the recording again for students to listen and write the corrected dialogue.
- d** Choose a pair of students to act out the correct dialogue and check it as they speak.

Answer key 2.27

- DOCTOR Good morning. What seems to be the problem?
- PATIENT My ear hurts.
- DOCTOR I see. Well, I'll just have a look at it. Yes it's a bit red. How long has it been painful?
- PATIENT About three days.
- DOCTOR Well, you've got an infection there. I'll give you a prescription for some drops. Put them in four times a day.
- PATIENT Thank you.
- DOCTOR It should be better in a couple of days. If not, come back and see me.
- PATIENT Thank you, Doctor. Goodbye.
- DOCTOR Goodbye.

- 5** Students work with a partner to act out dialogues for the two problems, without writing them out first. They change roles after the first dialogue. Walk around the class checking their language and helping where needed. You can ask one or two pairs to perform their dialogues for the rest of the class.

Your project

SB p.43

Aims of the section To consolidate new grammar and vocabulary.

New vocabulary Giving examples (*like, such as, for example*). WB Wordlist p.77.

Skills Writing a leaflet.

Context Teenage health.

Develop your writing

- 1 a** Write the table on the board, and ask students what the examples are (iron, calcium and zinc), how we introduce them (*like, such as, for example*), what they are examples of (minerals). Also ask where the list of examples goes (next to the thing they are examples of).
- b** Invite students to the board to write the two sentences (from the last paragraph of the text on p.41) and ask the same questions. *What are the*

examples? (your liver and your lungs, sardines and salmon), *How do we introduce them?* (such as, like), *What are they examples of?* (parts of the body, oily fish), *Where do the examples go?* (next to the thing they are examples of), *What goes before the list?* (a comma), *Why does the list have to go next to the thing it is an example of?* (So we know what the list contains examples of.)

c Ask students to scan the text on p.41 again to find more sentences with examples.

Answer key

fat-soluble vitamins, for example A, D and E and water-soluble vitamins such as B and C.
orange fruit and vegetables, like carrots, peppers, peaches and pumpkins, and from dark green vegetables, like spinach
There are a lot of different B vitamins (such as B2 and B12).
You get vitamin C from fruit, such as oranges, grapefruit and tomatoes, and from vegetables, like cabbage and broccoli.

- 2 Before the students write their sentences, check that they understand what they are going to give examples of in each sentence. Students now make sentences using their own ideas as examples. Check some answers and correct any mistakes, especially about the positioning of the examples.

Write your project

- 3 a For more detailed notes on project work see the introduction to the Teacher's Book page 9. Before beginning, each student should tell you what topics they have chosen and agree with you that they are suitable. Try to ensure that a wide variety of topics is chosen by the class, to make the class display more interesting and more useful. Some initial planning will be necessary. For example, you will need to decide how much time to devote to the project. Students should think about the materials they will need (e.g. photos or pictures from magazines) and where they are going to find them.

b The wall display is both a motivational and a teaching tool. Review all the leaflets and have the students correct any mistakes in English before displaying the leaflets. Encourage the class to read the other students' leaflets and to learn any new words they find.

Song

SB p.43

Ain't got no

Aims of the section To review the body parts vocabulary and vowel sounds /ɒ/, /ɔ:/ and /əʊ/.

Skills Listening for specific information (cloze); categorizing sounds.

Context Possessions.

Cultural background note

The song AIN'T GOT NO (I GOT LIFE) is based on a song from HAIR, a 1968 rock musical written by James Rado and Gerome Ragni and composed by Galt MacDermot. (The musical was also made into a film in 1979 by Miloš Forman.) American singer-songwriter Nina Simone recorded this version in 1968 with slightly different lyrics.

2.28

- 1 a Ask the students to read the words quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in their dictionary. Play audio recording 2.28 for the students to listen, then elicit the meaning of *ain't got no* (= I haven't got any).

Language note

The form AIN'T GOT NO is an informal slang variation of I HAVEN'T GOT ANY (or I HAVE NO), used by native speakers. It is unnatural for non-native speakers to use, so encourage students to learn to recognize it, but to avoid using it.

- b Play the recording again for students to listen and complete the missing words 1–12. You may want to pause the recording after each line to allow time for students to write down their answers as they're very close together in the fourth verse.

Answer key

1 head	7 heart
2 ears	8 back
3 nose	9 arms
4 smile	10 fingers
5 chin	11 feet
6 lips	12 liver

- 2 a Play audio recording 2.28 for the students to listen and make a note of words with /ɒ/, /ɔ:/ and /əʊ/.
- b Play the song again for students to check their answers.

Answer key

/ɒ/: got, nobody
/ɔ/: love, tongue, blood, money
/əʊ/: no, home, token, nobody, nose, toes

Test

For extra practice, see the test for Unit 3 on p.136.

4 Heroes

Unit overview

Grammar focus Verb + *-ing* or infinitive; *there's someone/something + -ing*; *see/hear someone + -ing*.

New vocabulary Medieval knights, Adjectives with *-ed* or *-ing*; in a restaurant.

Pronunciation Word stress: verbs; /ɪ/ and /aɪ/; how many words?

Skills Talking about actions and emotional responses; asking people to do things; reading and writing about heroes; listening to sounds.

Topic / Context Heroes in history; witnessing a burglary; emotions; in a restaurant.

Culture Robin Hood, SB p.52

English across the curriculum Art: *The Fighting Temeraire*, SB p.53

The Culture page can be studied after Section A or at the end of the unit.

Section A

SB pp.44–45

King Arthur

Aims of the section To introduce the verb patterns with *-ing* and the infinitive.

Grammar Verb + *-ing* or infinitive. See WB Unit 4 pp.34–35; WB Grammar summary 4.1; WB Key TB p.95.

New vocabulary Verbs used with *-ing* or infinitive. See WB Wordlist p.77.

Pronunciation Word stress: verbs.

Skills Reading for general comprehension; talking and writing about actions.

Context The Excalibur legend.

Vocabulary 2.29

1 a Ask students to read through the list of eight words and elicit or pre-teach their meanings. Then ask students to look at the picture and name the eight numbered items they see.

b Play audio recording 2.29 for students to listen and check their answers.

Answer key

- | | |
|------------|------------|
| 1 a sword | 5 a knight |
| 2 a king | 6 armour |
| 3 a crown | 7 a shield |
| 4 a helmet | 8 a flag |

Comprehension

2 a This is an exercise to develop scanning skills to find specific information in the text quickly. Tell students to cover the text. Explain that when you say 'go', they can uncover the text and try to find the answers as quickly as possible. As soon as they have the answer, they must raise their hands. The first student to get the correct answers is the winner.

Answer key

Arthur: king of the Britons
Bedivere: one of Arthur's knights of the Round Table
Mordred: Arthur's son
Excalibur: Arthur's magic sword
Camlan: the place of Arthur's last battle
Avalon: the island where Sir Bedivere took the wounded Arthur

b Ask students to describe what is happening in the picture. Prompt for more information if you need to: *Who are the people? Why are they there? How are they feeling? Why?*

2.30

3 Invite students to read the questions and say what they think the answers are before reading and listening. Play audio recording 2.30 for students to listen, read and answer the questions. Go over the answers together.

Answer key

- 1 Arthur defeated his son Mordred, who was killed. The king was badly wounded and only one of his knights survived.
- 2 From the Lady of the Lake.
- 3 To throw it into the lake.
- 4 It was so beautiful he decided to keep it.
- 5 He hid it in the bushes.
- 6 He didn't believe the knight when he said it fell into the water.

Optional Extra

Discuss why Arthur didn't believe Sir Bedivere. Write their suggestions on the board. Remind them that it was a magic sword, that it was given to him by the Lady of the Lake, that Sir Bedivere said it just 'fell into the water'. (The answer is that Arthur expected some magic thing to happen when the sword was thrown into the lake.)

Optional Extra

Students can work in pairs to write and act out the dialogue between Arthur and Sir Bedivere when he comes back from the lake the second time.

Grammar

- 4** Students can begin by putting the verbs into the correct verb lists or they can begin by completing the sentences from the story and then putting the verbs in the lists. Ask them to complete the sentences without looking at the text, and then to check the text to see if they were right. Ask students to compare their answers with a partner before you go through the rules and examples together.

Answer key

- 1 finish, imagine; finished, imagine
- 2 promise, refuse; promised, refused
- 3 start; started, started
- 4 stop, remember; stopped, stopped, remembered, remembered

Optional Extra

Write the four types of verbs on the board:

1 verb + -ing; 2 verb + infinitive; 3 verb + -ing or infinitive (same meaning); 4 verb + -ing or infinitive (different meaning). Ask students to write the numbers 1 to 10 on a piece of paper. Dictate ten verbs for students to write and identify if they are type 1, 2, 3, or 4. For example: *stop* (4); *hate* (3); *don't mind* (1); *agree* (2); *want* (2); *decide* (2); *finish* (1); *remember* (4); *try* (3); *agree* (2).

- 5** Students work on their own to complete the sentences. Check their answers. Pay special attention to the correct spelling of *lie + -ing* (lying) and *live + -ing* (living).

Answer key

- | | |
|---------------|--------------|
| 1 to keep | 6 to look |
| 2 lying | 7 to throw |
| 3 to stand up | 8 fighting |
| 4 to return | 9 living |
| 5 seeing | 10 to return |

Listening and writing 2.31

- 6 a** Ask students for their ideas about how the Sir Bedivere legend ended. Make notes of their ideas on the board. Which idea do the class think is the most likely? Why?
- b** Play audio recording 2.31 for students to listen and compare the story with their own suggestions. Discuss which of their ideas were nearest to the ending in the recording and why.

2.31

The wounded king tried hard to stand up, but he was too weak. Sir Bedivere hated seeing the king like this, so he promised to do what the king wanted. He went back to the lake. On the way, he stopped to get the sword from the bushes.

He stood on the shore of the lake, lifted the sword above his head and threw it with all his strength out into the middle of the lake. Excalibur flew through the air, then as it fell towards the water, something amazing happened; a woman's arm came up out of the lake and caught the sword. The arm waved Excalibur three times in the air. Then the arm and the sword slowly sank down into the dark waters of the lake and disappeared.

When Sir Bedivere told King Arthur about the arm, the king started smiling again. 'Ah, the Lady of the Lake,' he said. Then he closed his eyes and died.

c Students work in pairs to tell the story to each other. For stronger classes, you might assign students different roles (King Arthur, the Lady of the Lake, Sir Bedivere, Mordred) and ask them to tell the story as that character. (You will need to point out that they can speak from beyond the grave.) Walk around the class checking their language and helping where needed. Choose some students to tell their story to the class.

- 7** Students write sentences about themselves using the cues. Invite students to read their sentences to the class.

Answer key

Students' own answers.

Pronunciation 2.32

- 8 a** Ask different students to read each word out loud. Correct stress if necessary. Students then read all the words out loud together, two or three times. Then they put the words into the table.
- b** Play audio recording 2.32 for students to listen and check their answers. Play the recording again for students to listen and repeat.

Answer key 2.32

First syllable: finish, promise, offer, listen, happen, follow

Second syllable: enjoy, decide, survive, remember, believe, agree, refuse, prefer, forget, imagine, receive

Optional Extra

Students make up a sentence using one verb from each column and say it out loud, for example *I finished reading the book but I didn't enjoy it.* Check the stress in the verbs.

Optional Extra

Students walk around the class asking and answering questions to find someone who:

- wants to do two things they want to do,
- enjoys two TV programmes that they enjoy,
- hates doing two things they hate.

Revision idea

Write all the verbs from the lists in 4 on separate pieces of paper. (To do it quickly, you can ask each student to write one verb each.) Put students into two teams. Mix up the papers. Each team in turn takes a piece of paper and makes a sentence using the verb and *-ing* or infinitive. If the sentence is grammatically correct, they get a point. The team with the most points wins.

Section B**SB pp.46–47****The burglar**

Aims of the section To introduce verb phrases used with the *-ing* form.

Grammar *There's someone / something + -ing; see/hear someone + -ing.* See WB Unit 4 pp.36–37; WB Grammar summary 4.2–4.3; WB Key TB p.96.

New vocabulary Words connected with a burglary. See WB Wordlist p.77.

Pronunciation /ɪ/ and /aɪ/.

Skills Describing a picture; talking about imaginary scenes.

Context Smart Alec and Sweet Sue are trying to catch burglars.

Comprehension 2.33

- 1 a** Ask students to look at the pictures without reading: *What ideas do you have about the story? Who are the people? What are they doing? How do they feel?* Play the recording for students to read, listen and answer the questions.

Answer key

- 1 They are trying to catch burglars.
- 2 They catch Lord Riley.

- 2** Students read the text again and answer the questions.

Answer key

- 1 He's seen some people photographing his house and taking notes and he thinks they could be burglars.
- 2 At night.
- 3 No, the woman stands by the car.
- 4 Through a window near the front door.
- 5 He hears someone coming.
- 6 They handcuff him.
- 7 Sue sees the real burglar climbing out of the window, so they check and see they've caught Lord Riley.
- 8 To offer Sue and Alec a cup of coffee.

Optional Extra

Students work in groups to act out the scene. Encourage them to try to learn the dialogue and act it out without looking at their books.

Grammar

- 3 a** Ask students to join the sentences orally without looking at the text, and then to check the text to see if they were right. Ask students to say how the sentences are joined (the pronoun and auxiliary are deleted). Write the first pair of sentences on the board, then cross out the part to be deleted. Ask students to do the same with the other three sentences.

Answer key

There's a car. ~~It's~~ stopping by the gate.
 There are two people. ~~They're~~ looking at our house.
 I can see him. ~~He's~~ opening the window.
 I can hear someone. ~~Someone is~~ coming to the door.

Optional Extra

Look at the first pair of sentences again. Ask students if they can think of a different way to join the sentences (we can use a relative clause with *which/who* or *that*, for example *There's a car which is stopping by the gate.*) Ask them to join the second and last pair of sentences in a similar way (*There are two people who are looking at our house. I can see someone who is coming to the door.*)

Point out that we cannot use a relative clause in the third sentence because we know who the person is (*he*).

- b** Students look through the story again to find other examples. Check their answers.

Answer key

There's a man taking photographs.
 There's a woman writing in a notebook.
 There's a man climbing over the gate now.
 I can see a woman standing by the car.
 I can see someone climbing out of that window.

- 4** Students work on their own to join the sentences. Check their answers.

Answer key

- 2 I can feel the sun shining on my face.
- 3 I can hear Smart Alec cooking somewhere in the kitchen.
- 4 There's a phone ringing in Smart Alec's office.
- 5 I can see him going to answer the phone.
- 6 There are two people pointing at the kitchen window.

- 7 I can smell something burning.
- 8 There's smoke coming from the kitchen window.
- 9 I can hear Smart Alec running back to the kitchen.
- 10 I can see him throwing a frying pan out of the window.

Listening and writing 2.34

- 5 a** Tell students this is a memory test. They have one minute to look at the picture and try to memorize as much as they can.
- b** Students close their books. Explain they have to listen to someone talking about the picture and decide if the statements are true or false. Play audio recording 2.34 (more than once if necessary) for them to listen and answer. Check their answers.

2.34

- 1 There are three boys cycling.
- 2 There are two people sitting on the bench.
- 3 There's a brown dog lying under the bench.
- 4 There are two people drinking water.
- 5 There are four birds flying.
- 6 There are two people wearing shorts.
- 7 There isn't anyone talking on a mobile.
- 8 There's a man reading a newspaper.
- 9 There are two cyclists carrying bags.
- 10 There's a woman feeding the birds.

Answer key

1 F 2 T 3 F 4 F 5 F 6 T 7 F 8 T
9 F 10 T

c Students write ten *there is/there are + -ing* sentences about the picture, then work with a partner to compare their answers and correct each other. Walk around the class checking and helping if necessary.

Speaking

- 6** Students work with a partner. Try to ensure that each scene is chosen by at least one pair. As they talk about the scene, students note their ideas. For each of the four scenes, choose one pair to tell the rest of the class what they imagine. The other students can add their own ideas to the description.

Pronunciation 2.35

- 7 a** Write the two phonetic symbols on the board and ask the students to say them, reminding them if they have forgotten the sounds. Then ask students round the class to say each of the words in the list once. Students now put the words into the table.

b Play audio recording 2.35 for students to listen and check their answers. Play the recording again for students to listen and repeat.

Answer key 2.35

/ɪ/ minute, ring, promise, window, magic, kitchen
/aɪ/ night, climb, write, might, shine, island, decide

c You can ask students to work individually or with a partner to write two more words. Check their answers together, and ask the rest of class to say if they are correct for each group.

Optional Extra

Alternatively, you can do the activity as a team game. You point to the symbols at random and the teams try to write five words with the sound. The first team with five correct words for the symbol you point to wins a point. The team with the most points wins

Revision idea

Divide the class into four groups. Give each group one of these situations.

- a dog runs into the classroom
- some of you are served bad food in a restaurant
- two of you are on your way to school when someone attacks you and steals your homework.
- you're at a disco when the electricity goes off and everything goes dark.

Each group makes up a dialogue and acts it out for the rest of the class. The others watch the action and write sentences about what they see and hear, using *There's someone + -ing..., I see someone + -ing..., I hear someone + -ing...*

Section C

SB pp.48-49

Imagination

Aims of the section To revise the use of *-ed* and *-ing* adjectives.

Grammar *Hear + object + -ing*. See WB Unit 4 pp.36-37; WB Grammar summary 4.3; WB Key TB p.96.

New vocabulary Adjectives with *-ed* or *-ing*. See WB Wordlist p.77.

Skills Completing a quiz; identifying sounds; talking about emotional responses; writing a story.

Context A quiz identifies what personality type we are, and we re-tell a story in sounds.

Vocabulary

- 1 a** Ask students to read the speech bubble, then match the right adjective to each example box. Ask what we use each type of adjective for. Elicit that we use the *-ed* adjectives to describe how people feel and the *-ing* adjectives for the thing that causes the feelings.

Answer key

- 1 interested
- 2 interesting

b Students work on their own to complete the chart. Check answers.

Answer key

-ed	-ing
bored	boring
disappointed	disappointing
interested	interesting
worried	worrying
amazed	amazing
excited	exciting
relaxed	relaxing
embarrassed	embarrassing
surprised	surprising
frightened	frightening
annoyed	annoying
amused	amusing

Optional Extra

Ask students to say what type of word we use to make the adjectives (verbs), then what the root verbs are for the adjectives in the chart. Elicit the spelling issues (with *bore*, *amaze*, *excite*, *surprise*, *amuse*, we drop the *-e* to add the endings; with *worry*, we replace *-y* with *-i-* to add *-ed*, but we don't change the root to add *-ing*; *annoy* is different from *worry* because we pronounce the *y* sound differently).

c Students work on their own to complete the sentences. Ask students to read the sentences to the class. There may be different possible answers. Check their comprehension of the meaning of the adjectives they have chosen by asking *why* questions (for example, if students chooses *We had a very interesting holiday*, ask *Why was it interesting?*).

Answer keys

Often more than one answer is possible:

- 1 any *-ing* adjective from table
- 2 bored
- 3 boring / disappointing / frightening
- 4 disappointed / worried / amazed / excited / embarrassed / surprised / annoyed / amused
- 5 annoying
- 6 embarrassed
- 7 interesting / amazing / exciting / amusing
- 8 boring / interesting / amazing / embarrassing / annoying / amusing

Optional Extra

Write each of the words from the table in 1b on a separate piece of paper. Students come to the front of the class in turn. Give them a piece of paper with one of the words. If they get an *-ing* word, they have to tell you about someone or something who is it, without saying the word on the paper. (e.g. *frightening* – *He's tall and very big with mad dark eyes. Every time I see him I want to run away*). If they get an *-ed* word, they have to tell you a story that made them feel like this, again without saying the word on the paper. (e.g. *amazed*. *I wasn't expecting it to happen, not at all. I thought I would fail, but I passed. And I was first in the class.*) The other students have to guess the word.

Reading

2 a Ask students to look at the quiz quickly: *Can you guess what it is trying to find out?* Ask students if they have done quizzes of this type before: *What did you think of them? Did you learn anything about yourself from them?* Elicit or pre-teach any unfamiliar vocabulary. Tell students to read the quiz and answer the questions. Tell them that closing their eyes to picture the scenes might help.

Answer key

Students' own answers.

b Students compare answers with a partner. Have they given very similar answers or very different ones? Ask students what aspect(s) of personality they think the quiz is about, and why (optimist/pessimist/realist).

2.36

3 a Students check their scores using the box printed upside down at the bottom of page 57. Tell them they are going to find out what the scores mean by listening to a recording.

b Play audio recording 2.36 for students to listen to while they read and match the score ranges to the descriptions. Then ask them to find the description for their own score. To make a quick survey of the results, ask the optimists to stand up and count them. Do the same for the realists and the pessimists. Record the student numbers on the board. Ask students if they agree they're in the right group.

2.36

Did you score 10 to 14 points? You're a natural optimist. You always expect the best. However, you are sometimes careless and you don't always work hard enough, because you think everything will be fine. This can be annoying for other people. Remember, nobody is lucky all the time.

Did you score 5 to 9 points? You're a realist. You're happy most of the time, but you know that things don't always work out, so you aren't surprised or disappointed when things go wrong. You're usually careful and you do enough work, but you don't worry about things.

Did you score zero to 4 points? You're a real pessimist. You usually expect the worst. This means that you usually work very hard, because you don't think you'll be lucky. You're often worried about things. But remember you should try to enjoy life, too.

Answer key

- A 0–4 pessimist
- B 5–9 realist
- C 10–14 optimist

Listening 2.37

4 a Ask students to look at the picture. *What is it?* (A haunted house). *What do you think is happening inside? What noises do you think you will hear if you go in?* Write their ideas on the board. Ask students to look at the list of verbs in exercise 4b. Check they understand their meaning by quickly asking students round the class to illustrate each verb by miming or making the sound. Tell them they are going to hear thirteen sounds. Play audio recording 2.37 once for students to listen carefully.

b Ask students to think back to the recording, then make sentences like the examples to say if they heard the sound or not. Ask them to compare their ideas with a partner or in small groups.

c Play the recording again pausing after each sound and ask students what the sound is, and to make a sentence about it. Then ask them to compare these sentences with the ones they wrote in exercise 4b.

Answer key

Possible answers:

- 1 blow: I heard the wind blowing
- 2 open: I heard a car door opening and closing.
- 3 walk: I heard someone walking up a path.
- 4 play: I heard someone playing the organ.
- 5 knock: I heard someone knocking on a door.
- 6 bark: I heard a dog barking.
- 7 open: I heard a large door opening noisily.
- 8 say: I heard a strange voice saying 'Come in.'
- 9 scream: I heard someone screaming loudly.
- 10 run: I heard someone running.
- 11-12 cry/fall: I heard someone crying out then falling into water with a splash.
- 13 laugh: I heard someone laughing scarily.

5 a Lead a discussion in open class. Ask students for their ideas about what happens in the sound story. Note their ideas on the board.

b Have a quick show of hands to find out how students respond to the story. Ask a few students to give reasons for their answer.

Writing

6 a Ask students to recall all the things and events in the sound story. Write these on the board next to the suggestions from exercise 5a. Ask students to collect suitable adjectives to describe the things they recalled. You can ask students to write adjectives on their own, then compare their lists with a partner or a small group.

b Students write the story, using the verbs from exercise 5b and the adjectives from exercise 6a. You may want to set this task as homework, but if you decide to do it in class, walk round to help with grammar or vocabulary if needed.

Revision ideas

Students describe a (real or imagined) day when something very unusual happened to them. They come to the front of the class and tell their story to the class, using *-ing* adjectives to describe details of the events. Ask other students to use *-ed* adjectives to say how they think the storyteller felt in the situation and how they felt about the story.

Section D

SB pp.50–51

Kids: The customer

Aims of the section To introduce vocabulary for ordering a meal and asking people to do things.

Grammar *Could* (polite requests); *would you mind + -ing*. See WB Unit 4 pp.40–41; WB Grammar summary 4.1; WB Key TB p.96.

New vocabulary Expressions connected with ordering a meal. See WB Wordlist p.77.

Pronunciation How many words?

Skills Using polite expressions; ordering a meal; asking people to do things.

Context In the restaurant Rosy meets Mr Bent who saw her going to Wimbledon.

2.38

1 a Revise the story so far. Ask students questions: *What did the Kids do last time?* (They went to Wimbledon.) *Who got the tickets?* (Luke.) *Where did he get them?* (He won them in a raffle at his tennis tournament.) *Why were they not able to go?* (They were doing work experience.) *Did they go in the end?* (Yes, they did.) *How did they get there?* (By train.) *How did they feel about their visit?* (They enjoyed it, but Rosy feels guilty now.) Ask students to summarize the story of the last episode.

b The students read and listen to the story and answer the two questions.

Answer key

- 1 Mr Bent.
- 2 At Wimbledon.

2 The students read the story again and answer the questions. Check their answers.

Answer key

- 1 The last day of Rosy's work experience.
- 2 He orders a ham salad and a cup of tea. He also asks for a glass of water.
- 3 She nearly drops the cup and saucer, because Mr Bent asks her if she enjoyed the tennis.
- 4 She was going to Wimbledon to watch tennis.
- 5 No, he didn't.
- 6 He was there on business. (His company supplies strawberries for the tournament.)
- 7 They were too expensive.
- 8 Taking time off from her work experience and going to Wimbledon.

2.39

3 a Ask students why they think Rosy is worried, and what they think will happen now. Ask for reasons for their opinions. Divide the class into groups of three or four and give them two minutes to come up with their ideas for the next part of the story. Each group tells the class their ideas. Note the main points from each group on the board.

b Play audio recording 2.39 for students to listen and compare their ideas with what they hear. Discuss with the class which group's ideas were closest to the story.

2.39

Later.

- GREG Hi, Rosy. What's the matter?
 ROSY Oh, I knew it was a mistake. I knew it!
 GREG What?
 ROSY Luke and his stupid ideas!
 GREG Come on. What's happened?
 ROSY Mr Bent came into the restaurant today. He knows my parents. And he said that he saw me at Wimbledon on Wednesday.
 GREG So? What's the problem? Did your manager hear him talking to you about it?
 ROSY No, it isn't that. But it was Mr Bent!
 GREG Who's Mr ... Oh, you don't mean...?
 ROSY Yes, the headmistress's husband.
 GREG Oh, he won't say anything... will he?
 ROSY Well, he might. Then I'll really be in trouble!
 Monday morning.
 TEACHER Right. Homework for today is to learn the poem on page 10. ... Oh, Rosy. The headmistress wants to see you. Could you go to her office at two o'clock, please.

c Play the recording again for students to listen and answer the questions. Check their answers.

Answer key

- 1 Greg
- 2 She is worried that Mr Bent will tell his wife, the headmistress, that he saw her at Wimbledon.
- 3 learning a poem
- 4 see the headmistress
- 5 2 p.m.

Everyday English

4 a Ask students to match the expressions without looking back at the story and then read the text to check their answers.

Answer key

- | | |
|--------------------|------------------------|
| 1 to see you here. | 6 suppose so. |
| 2 your tea. | 7 your parents for me. |
| 3 careful! | 8 was a mistake. |
| 4 on business. | 9 Luke's fault! |
| 5 afford them. | |

Optional Extra

Students work in groups to make short dialogues using the expressions from exercise 4a.

b Get students to decide on a possible translation for each expression with a partner. Go through their suggestions and decide which are the best.

2.40

5 a Ask students to complete the dialogue without looking back at the story and then read it again to check their answers.

b Play audio recording 2.40 for students to listen and check. Play it again for students to listen and repeat.

Answer key

ready
 get
 have
 to
 Could I
 that's
 you

c Students work in pairs to make and practise similar dialogues for ordering food and drinks. They change roles and practise again. Ask a few pairs to act out their dialogues to the class. Ask the rest of the class to note down what the customers order.

Optional Extra

Early finishers can extend the dialogue with other ideas, for example, the waiter brings the wrong food, the customer wants something else as well, the food is cold, etc.

- 6 a Ask students to complete the dialogues without looking back at the story and then read it again to check their answers. Elicit what structures we use with **could** (+ base form) and **would you mind** (+ *-ing* form).

Answer key

- 1 Could, take; of
- 2 Would, bringing; Certainly

b Students work in pairs to write dialogues for each situation using the clues. Walk around the class checking and helping with vocabulary and grammar. Ask some pairs to act out their dialogues. Ask the rest of class to listen and make a note of any errors. Discuss these later, reinforcing the structures identified in exercise 6a.

- 7 Students work in groups to act out the dialogue. You will need to allow plenty of time for this activity. You may want to ask students to listen and repeat after the recording first so they know the right rhythm and intonation. Divide the class into groups of four, and assign the roles. As students practise, walk round the class giving help where needed. Encourage students to practise without consulting their books if possible. Choose a good group to act out the scene in front of the class. If you do not have enough time, choose just one section of the story to act out.

Pronunciation 2.41

- 8 a Play the first sentence from audio recording 2.41 and look at the example together. Make sure they understand the note about contractions / short forms. Play the rest of the recording for students to listen and write the number of words. Check their answers.

2.41

- 1 I'm going out.
- 2 Could you open the window, please?
- 3 What can I get you?
- 4 Do you want to go to the sports centre?
- 5 We're going to watch a film.
- 6 Could you answer the phone?
- 7 We've got a lot of homework.
- 8 What's the date today?

Answer key

2 six 3 five 4 nine 5 six 6 five 7 six 8 four

b Play the recording again for students to listen and write the sentences they hear. Check their answers.

Answer key

See script 2.41.

Revision idea

Ask students to work with a partner. Students ask their partner to help them with problem 1 using the polite expressions they have learnt. They change roles and repeat for problem 2.

Problem 1: You have lost your mobile phone. You may have left it at home or in the bus or train

Problem 2: You missed school yesterday. You need to know what you missed and what homework you have to do.

Culture

SB p.52

Robin Hood

Aims of the section To introduce the legend of Robin Hood and discuss famous heroes in the students' own country.

New vocabulary Words connected with the legend of Robin Hood (*outlaw, sheriff, taxes, disguise, archer, arrow, bow*). See WB Wordlist p.77.

Skills Reading for specific information (multiple choice questions); re-telling a story; talking about heroes or heroines in the students' own country.

Context We read the story of Robin Hood.

2.42

- 1 a Students look at picture and the name Robin Hood and tell you anything they know about him.

Cultural background note

You may need to point out that there have been many recent adaptations of the original legend in books, films and TV series (as the article mentions in the first paragraph) – but many of these have not been faithful to the original story. Students may well be discussing events that took place in one of these modern adaptations but are not part of the traditional legend.

b Students read and listen to the story. They work on their own to choose the correct answers. Ask the students to compare their answers with a partner before you go through the answers together.

Answer key

1 d 2 c 3 b 4 c

- 2 Ask students to read the story again carefully and answer the questions. Check their answers.

Answer key

- 1 in the twelfth century
- 2 in Sherwood Forest near Nottingham
- 3 Maid Marian

- 4 Merry Men because they were always happy and had a lot of fun
- 5 Little John, Will Scarlett and Friar Tuck
- 6 According to one legend, because the sheriff took all his land away. (The sheriff was a cruel and corrupt man, who put high taxes on people and threw them into prison or stole their land.)
- 7 in the place (in the forest) where his arrow landed

- 3** Ask students to give you facts about the golden arrow and write the key words on the board (e.g. *Sheriff, competition, catch Robin Hood, disguise, won prize, escaped*). Students close their books. Ask some students to tell you the story of the golden arrow in their own words using the key words on the board.

Optional Extra

Students work in small groups. The Sheriff of Nottingham is planning the golden arrow competition, and he is asking people to help him. Students write and act out the dialogue.

- 4** Ask students for their suggestions for their most famous national heroes. Write the names on the board. Divide the class into groups. Groups choose one hero to write about, and pool their knowledge about them. You may like to set this as homework and ask students to do some further research in books or on the Internet to find out more. Groups read their stories to the class. Encourage them to include interesting or little-known anecdotes to make their stories more compelling.

Optional Extra

Ask the class to vote on their country's Top 5 heroes after they listened to the stories. Alternatively, brainstorm some categories similar to the Academy Awards but for national heroes (for example Best Archer, Most Inspirational King, etc.), then ask the class to decide on the winner of the award for each category.

If you have a copy of the DVD, you could play Unit 4 here and give students worksheet 4 on page 125.

English across the curriculum

SB p.53

Art: The Fighting Temeraire (by JMW Turner)

Aims of the section To introduce ways to talk about a painting, the circumstances of its creation and how art represents reality.

New vocabulary *Breakers' yard, era, industrial, pull, tugboat.* See WB Wordlist p.77.

Skills Reading for general understanding and specific information; describing a picture.

Context We read an article about Turner's *The Fighting Temeraire*.

2.43

- 1** Ask the class to look at the picture and describe it, writing their ideas on the board: *Do you like the picture? Why/why not? Is it old or modern? Is it like pictures painted by artists from your country? What are the differences?*
- 2** Students read and listen to the text. How many of their ideas about the picture were mentioned in the text? Students read the text again to answer the questions.

Answer key

- 1 *The Fighting Temeraire.*
- 2 It is the name of the ship in the painting.
- 3 JMW Turner.
- 4 In 1839.
- 5 The ship is being taken on its last journey to the breaker's yard.
- 6 The painting is in the National Gallery in London.

- 3 a** Ask students to find and point to the things in the painting. Ask them to compare their answers with a partner.
- b** Each student then writes a short description of each thing in the list. Encourage them to write about their impressions as well as visible details.
- c** Ask students to speculate on what each thing represents.

Answer key

Possible answers:

- the sailing ship: the end of a beautiful, more traditional era
- the tugboat: the beginning of the new, dirty industrial era
- the sunset: time reaching its end; old age

Optional Extra

Students can bring in a copy of their favourite picture and describe it to the class.

- 4** Students read the text again to identify the changes and the reasons for them. Check their answers.

Answer key

He changed the colour of the sailing ship from black and yellow to white and gold to make it look more like a ghost.

To show the sun setting on the era of old sailing ships, the ship is painted sailing away from the sunset, but in fact it was travelling west towards the sunset.

Optional Extra

With stronger groups, discuss why they think artists have the freedom to change the way they show reality to convey a message, and what they think about this practice. Do they think the main role of art is to show reality in an artistically pleasing way or to show thoughts and emotions?

- 5 Students work with a partner to make their statements and make their decisions about them.

Revision**SB p.54****Study Skills**

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask students to read the information in the box. Discuss the advice. How many students study like this? How many leave it until the night before? Why do they do it? How can they change their ways?

Grammar

- 1 Write ten sentences describing the picture, saying what the people are doing. Check the students' answers with the class.

Answer key**Possible answers:**

There are two boys fishing. There is a policeman pointing at the No Fishing sign. There is a woman selling ice-cream to a little boy. There are two people playing cricket. There is a woman taking photos. There is a dog chasing a ball. There is a girl sitting on the grass and talking on her mobile phone. There is a man working with a laptop. There is a boy lying on the grass and reading a book. There is a duck standing by the pond.

- 2 Students work in pairs. Tell them they have to use their imaginations to decide what is happening in their scene. Students describe how they imagine the scene to their partner. They change partners and choose a different scene.

Optional Extra

Alternatively, you can play this as game. Students listen to their partner's scene, then find a new partner (one of the students who described a scene) and repeats what they can remember of the scene described to them. These students then describe the scene again from memory to the class, and the student who first described the scene tells the class about any differences between their first description and the last one.

- 3 Students complete the sentences on their own. Check their answers.

Answer key

- | | |
|-----------|------------|
| 1 raining | 5 to go |
| 2 using | 6 watching |
| 3 to have | 7 putting |
| 4 to help | 8 to do |

Vocabulary

- 4 Students choose the correct adjective in each sentence on their own. Check their answers.

Answer key

- | | |
|--------------|----------------|
| 1 relaxed | 5 surprised |
| 2 frightened | 6 disappointed |
| 3 interested | 7 amusing |
| 4 exciting | 8 worried |

Listening 2.44

- 5 Play the first item on audio recording 2.44 and look at the example together. Play the rest of the recording for students to listen and write the requests. Stop after each item to allow the students time to write. Encourage them to use both *Would you mind* and *Could you* in their answers.

Answer key 2.44**Possible answers:**

- 2 There's someone at the door. (Would you mind opening it?)
- 3 I haven't got any money for the bus. (Could you lend me some money?)
- 4 I can't find my mobile. (Would you mind ringing my number?)
- 5 It's hot in here. (Could you open the window?)
- 6 The dog needs a walk, but I haven't got time. (Would you mind taking him out?)

Your project**SB p.55**

Aims of the section To consolidate new grammar and vocabulary.

Skills Writing the story of a hero.

Context Legends and heroes.

Develop your writing

- 1 a Students work in pairs to rewrite the sentences with the correct punctuation.
- b Explain the sentences all come from the story of Sir Bedivere on p.44 and ask them to check their answers using the text. Correct any errors.

Answer key

- 1 'Have you done it?' asked King Arthur.
- 2 'Yes, Your Majesty,' said Sir Bedivere.
- 3 The King smiled. 'Tell me,' he said. 'What did you see?'
- 4 'Nothing,' said the knight.
- 5 The King stopped smiling. 'You didn't throw the sword into the lake,' he said. 'Go back and do it.'

- 2** Students look at their corrected sentences to work out the rules. Elicit the rules from them, and ask the rest of the class to comment on or correct these.

Answer key

- | | |
|-------------------|-----------------|
| 1 quotation marks | 4 an apostrophe |
| 2 a comma | 5 a full stop |
| 3 a question mark | |

- 3** Students work on their own to correct the punctuation. Remind them to add the necessary capital letters, as well. Ask some students to write their answers on the board, and ask the other students to check and correct them. Elicit the rule about using capitals (at the beginning of a sentence; at the beginning of names of people or places; at the beginning of abbreviations like *Mr, Mrs, Ms, Dr*, etc. Point out that the abbreviations are often used with or without a full stop after them).

Answer key

- 1 'Did you enjoy the tennis at Wimbledon?' asked Mrs Williams.
- 2 'Yes, it was amazing,' said Greg. 'We saw some famous players, like Rafael Nadal.'
- 3 'Really?' said Mrs Williams. 'He's from Spain, isn't he?'

Optional Extra

Students rewrite the dialogue from p.50 as a story (using *said, asked* and direct quotations) in which Mr Bent tells his wife about meeting Rosy in the restaurant. Students work in pairs to check each other's punctuation.

Write your project

- 4** For more detailed notes on project work see the introduction to the Teacher's Book on page 9. Before beginning, each student should tell you who they have chosen and agree with you that they are suitable. Try to ensure that a wide variety of heroes is chosen by the class, to make the class display more interesting and more useful.

Some initial planning will be necessary. For example, you will need to decide how much time to devote to the project. Students should think about the materials they will need (e.g. photos or pictures from magazines) and where they are going to find them.

For this project, you can ask students to work with a partner to check each other's punctuation, using the rules they wrote in exercise 2.

You should also decide how the projects should be presented. There are options other than the traditional project book or wall display, for example it could also be presented as a website.

Song**SB p.55****Holding out for a hero**

Aims of the section To review describing a hero.

Skills Ordering a listening text; describing a person.

Context Heroes.

Cultural background note

The song *HOLDING OUT FOR A HERO* is a song by Bonnie Tyler that was originally released in 1984 and appeared on the soundtrack to the film *FOOTLOOSE*. It was written by Jim Steinman and Dean Pitchford.

2.45

- 1 a** Ask the students to read the words quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in their dictionary. Play audio recording 2.45 for the students to listen to the song to put its parts in the correct order. Students can work with a partner or in small groups to compare their ideas.
- b** Play the recording again for students to listen and check their solution. Point out that the chorus consists of two parts and the chorus is repeated three times.

Answer key

- | | |
|-----|------|
| 1 g | 7 d |
| 2 b | 8 a |
| 3 d | 9 c |
| 4 a | 10 d |
| 5 f | 11 a |
| 6 e | |

- 2** Ask students to describe the hero, using adjectives from the song lyrics. To help them with this, you can ask them to read the words again and underline all the parts that describe the hero.

Test

For extra practice, see the test for Unit 4 on p.138 and Revision Test 2 on p.140.

5 Our environment

Unit overview

Grammar focus Passive voice: present; passive voice: different tenses.

New vocabulary The environment.

Pronunciation Past participles; sentence stress: passive; sentence stress: expressing worries.

Skills Talking about environmental issues; writing a news bulletin; doing a quiz on the environment; expressing worries.

Context Our environment.

Culture Australia. SB p.64.

English across the curriculum Science: hurricanes. SB p.65.

The Culture page should be studied at the end of the unit.

Section A SB pp.56–57

Climate change

Aims of the section To discuss global warming and biofuels; to introduce the use of the passive voice.

Grammar Passive voice: present. See WB Unit 5 pp.44–45; WB Grammar summary 5.1–5.5; WB Key TB p.97.

New vocabulary The environment. See WB Wordlist p.77.

Pronunciation Past participles.

Skills Reading for general comprehension; scanning; listening for general comprehension; talking about environmental issues.

Context We read an article about global warming and listen to a campaigner talking about biofuels.

Vocabulary

1 Students match the words and expressions to their meanings, using a dictionary if required. Check their answers.

Answer key

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

Optional Extra

Ask students to tell you in their own words why each of these things are significant for the environment.

Comprehension 3.2

2 a Ask students to identify the things in the pictures.

Answer key

- a power stations / pollution
- b ice caps (melting)
- c drought
- d deforestation

b Students look at the article and tell you the answer. Check they understand what the term means. Explain that the issue is more complex than just rising temperatures and that is what the article will be about.

Answer key

deforestation

c Give students time to read through the text and try to guess which words go in the gaps. Then play the recording for students to read, listen and complete the gaps. Ask students which word is not used (pollution). Check their answers.

Answer key

- | | |
|-----|------|
| 1 c | 6 a |
| 2 h | 7 k |
| 3 f | 8 b |
| 4 d | 9 i |
| 5 j | 10 e |

3 Students read the text on their own to find the information. Check their answers.

Answer key

- greenhouse gases are produced by cars, factories, power stations, aeroplanes, deforestation
- forests control global temperatures by taking in carbon dioxide, and they produce rain
- forests are destroyed for wood for building and furniture, and to make farms
- effects of deforestation include the release of CO₂ into the atmosphere, this leads to more extreme weather, sea levels rising and coasts disappearing.

Grammar

4 a Ask students to complete the sentence without looking at the text, and then to check the text to see if they were right. Write the active sentence on the board. Invite a student to come to the board to write the passive sentence. Ask other students if they agree. Correct if necessary.

Answer key

are burnt by

b Invite a student to point out and label on the board the subject, verb and object in the active sentence. Ask other students if they agree. Correct if necessary.

Answer key

subject: power stations
verb: burn
object: fossil fuels

c Invite another student to come to the board and label the subject, verb and agent in the passive sentence. Ask other students if they agree. Correct if necessary. Ask students: *What happens to the subject from the active sentence?* (It becomes the agent in the passive sentence.) and *What happens to the object?* (It becomes the subject.) Ask what word we use to introduce the agent (by). Ask: *When do we use passive sentences?* (When the object is the most important information.)

Answer key

subject: fossil fuels
verb: are burnt
agent: power stations

d Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Invite students to write the sentences on the board. Ask what is the most important thing in each sentence (thousands of articles, the land). Ask them where the agent is in each sentence (there are no agents) and why there are no agents (it is not important who does the things).

Answer key

are written
is used

5 a Ask students to look at the examples in exercise 4 and complete the rule.

Answer key

the verb *to be*; a past participle

b Students go through the text and find other examples of the passive and read them out to the class. Ask if the examples have agents or not. Ask why *The world's forest ... are vital to the earth's climate* is not a passive form (it is *to be* + adjective, NOT *to be* + past participle).

Answer key

Greenhouse gases ... are released into the atmosphere.

Heat from the sun is trapped by these gases.
A lot of greenhouse gases are produced.
200,000 square kilometres of the world's forests are destroyed.
trees are cut down
wood is used
the trees are just burned down
Billions of tons of greenhouse gases are released.
20% of all CO₂ is produced by deforestation.
Most of the world's rain is produced by the forests.

6 a Students work on their own to transform the sentences. Ask them to compare their answers with a partner before you go through their answers.

Answer key

- 2 The forests are burnt down by farmers.
- 3 Most of the world's rain is made by forests.
- 4 Forest fires are photographed by satellites.
- 5 Millions of animals are killed by deforestation.
- 6 3% of greenhouse gases are produced by aeroplanes.
- 7 The Sun's heat is trapped by greenhouse gases.
- 8 Extreme weather is produced by global warming.

Optional Extra

Divide the class into teams. Say one of the expressions from exercise 1 (for example, *the ice caps*). Each team has a minute to make as many passive sentences as they can with the expression (e.g. *The ice caps are being melted by global warming.*). Teams get a point for each correct sentence. Continue with other expressions from exercise 1. The team with the most points at the end of the game wins.

Listening and speaking 3.3

7 a Write the word *biofuel* on the board. Ask if any student knows what it means (biological fuel – fuel made from plants). Draw a line between *bio* and *fuel*. Ask students what other words they know beginning with *bio-* (examples: *biology, biography, biochemistry*). Do they know the meanings of these? Ask what the prefix *bio-* means? (living/life) Ask students if they have heard of biofuels and what they know about them. *Are they a good or a bad thing? Why?*

b Play audio recording 3.3, more than once if necessary, for students to listen and answer the questions. Check their answers.

3.3

INTERVIEWER OK. Well can we start with a simple question. What are biofuels?

CAMPAIGNER They're kinds of fuel that are made from plants, such as palm oil trees or sugar cane.

INTERVIEWER And why do we need them?

- AMPAIGNER** Because fossil fuels, like oil and gas, are running out. Also a lot of greenhouse gases are produced by fossil fuels. People think that biofuels are cleaner.
- INTERVIEWER** And what are they used for?
- AMPAIGNER** For most of the things that fossil fuels are used for – cars, heating and things like that – mostly cars at the moment.
- INTERVIEWER** I see, so does that mean that biofuels are better for the environment?
- AMPAIGNER** No. There are big problems with them.
- INTERVIEWER** What sort of problems?
- AMPAIGNER** Well, basically, land is needed to grow the plants, and at the moment most of that land is used for other things.
- INTERVIEWER** I see. What sort of things?
- AMPAIGNER** Two things. Firstly, a lot of the land is used for food. If it's used for producing biofuels, there won't be enough for growing food for people and animals.
- INTERVIEWER** And the second thing?
- AMPAIGNER** Forests. Rainforests are often destroyed to provide land. Trees are cut down or often just burnt down. Animals are killed and people are driven away.
- INTERVIEWER** So, you're against biofuels.
- AMPAIGNER** Yes, they aren't the answer to global warming. In fact, they create more problems for the environment.
- INTERVIEWER** Thank you.

Answer key

- 1 Fuels made from plants.
- 2 Because the world is running out of fossil fuels and people think they are cleaner.
- 3 They are used for the same things as fossil fuels, but mostly in cars.
- 4 He is against them.

c Play the recording again for students to listen and write the reason why the speaker is against fossil fuels. Discuss his opinions. Do the students agree with him or not? Why?

- 8** Divide the class into two groups. One group discuss and prepare their ideas on global warming and what we should do about it. The other group discuss and prepare their ideas on biofuels and whether we should use them. Each group presents their ideas to the rest of the class.

Pronunciation 3.4

- 9 a** Ask students to read the words out loud to themselves and mark the ones where they hear the extra syllable. Do not correct any pronunciation errors the students make at this stage.

b Explain that you now want to check if their pronunciation was correct. Play audio recording 3.4 for students to listen and check their answers,

discussing any errors. Play the recording again for students to repeat the words.

Answer key

2, 3, 6, 8, 10.

c Elicit the rule from the students (an extra syllable is needed when the verb ends in a *-t* or *-d* sound).

Optional Extra

Students make a list of other verbs which need an extra syllable (e.g. *waited, hated, defended*).

Revision idea

Divide the class into small groups. Tell the groups to write five true statements about their class using the passive voice (for example, *Our class is given a lot of homework*). When the first group has five sentences, the rest stop. Each group reads out their sentences and gets a point for each correct one. The group with the most points wins.

Section B

SB pp.58–59

Smart Alec's plan

Aims of the section To extend the rules of using the passive voice to other tenses; to discuss environmental problems.

Grammar Passive voice: different tenses. See WB Unit 5. pp.46–47; WB Grammar summary 5.1–5.13; WB Key TB p.97.

New vocabulary *Fake, false, incident, kidnap, oil tanker, penguin, publicity, release, replace, whale, wonder*. See WB Wordlist p.77.

Pronunciation Sentence stress: passive.

Skills Reading for general comprehension; listening for specific information (multiple choice); writing a news bulletin.

Context The detectives prevent a kidnapping but they get arrested; we hear about an environmental catastrophe.

Comprehension 3.5

- 1** Ask students to look at the pictures without reading. What do they think the story is about? Students read and listen to the story and answer the questions.

Answer key

- 1 The Golden Dolphin award.
- 2 They couldn't open the door of their van to kidnap the professor because Alec and Sue parked right behind it.

- 2 Students read the text again and decide if the statements are true (T), false (F) or if the text doesn't say (DS). Check their answers. Ask them to find evidence for their answers in the story.

Answer key

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

Optional Extra

Students work in groups to act out the story.

Optional Extra

Stronger students work in groups to write and act out another dialogue. The police interview Smart Alec and Sweet Sue after the arrest.

Grammar

- 3 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Write the examples on the board (the verb *be* as well as the past participle).

Answer key

- 1 is (presented)
- 2 was (won)
- 3 will be (given)
- 4 has been (kidnapped)

b Ask students to tell you which tense each verb is. Write the correct tense beside each example on the board. Ask students to change the sentences to active voice. (*They award the Golden Dolphin every year. Professor Wise won it last year. They will give it to Doctor Sage this year. They have kidnapped the real professor.*) Check students use the correct tenses.

Answer key

- 1 present simple
- 2 past simple
- 3 future with *will*
- 3 present perfect

c Ask students to work with a partner to decide on the correct words for the rule. Then invite a student to write the rule on the board. Ask the rest of the class to comment on or correct the rule if necessary.

Answer key

the verb *to be*

d Students go through the story again and find other examples of the passive voice and read them out to the class. Ask if the examples have agents or not. Ask students to identify the verb tense in each example.

Answer key

The award will be replaced with a fake.
The event will be watched by millions of people.
Another van's been parked right behind us.
The real *Golden Dolphin* has been replaced with this fake.
It hasn't been stolen.
Detectives Sweet Sue and Smart Alec were arrested last night.

Optional Extra

Students transform these passive examples to active sentences. Check that they use the correct tenses.

- 4 Ask students to write the four passive sentences for each prompt, then compare their answers with a partner first, then go through the answers with the class. Ask the rest of the class to comment on or correct the sentences if necessary.


Answer key

- 1 The award is presented / was presented / will be presented / has been presented at the Globe Theatre.
- 2 The *Golden Dolphin* is taken / was taken / will be taken / has been taken to the theatre by last year's winner.

- 5 Students work on their own to transform the sentences. Check their answers. Ask the rest of the class to correct any errors if necessary.

Answer key

- 2 The award will be stolen by some criminals.
- 3 This year the award has been won by Doctor Sage.
- 4 The professor's beard was pulled by Smart Alec.
- 5 The criminals haven't been arrested (by the police).
- 6 The show was seen by millions of people.
- 7 The award has been taken to the bank by Doctor Sage.
- 8 It will be kept in a safe (by the bank).
- 9 The award will be protected by the police next year.

Listening and writing  3.6

- 6 a Ask students to look at the pictures. What environmental problems do they show? Elicit or pre-teach *forest fire* and pre-teach *oil spill*. Ask them to read the questions. What do they think the story might be? Write their ideas on the board. Play audio recording 3.6 for students to listen and choose the right answers. Were any of their ideas correct?

3.6

After an oil tanker sank near the coast of South America, several penguins were covered by oil. More than sixty birds were rescued from the oily water and they were taken to the SOCOBIOMA centre in Uruguay. There the birds were cleaned to remove the oil from their feathers. For several weeks after that they were looked after at the centre. The detergents that were used to remove the oil also removed the birds' natural oil, which makes their feathers waterproof, so they weren't released immediately. Unfortunately fourteen of the penguins died, probably because they swallowed some of the oil before they were rescued. Now thirty-eight of the penguins have been returned to the sea. The others will be kept for a few more weeks because their feathers aren't waterproof again yet. Then they will be released, too.

Answer key

1 c 2 b 3 b

b Play the recording again for students to listen and answer the questions. Check their answers.

Answer key

- 1 Near the coast of South America.
- 2 They were cleaned to remove the oil from their feathers.
- 3 The detergent also removed the natural oil so their feathers weren't waterproof.
- 4 14 died, 38 were released, the others are being kept for a few more weeks until their feathers are waterproof again.

7 Students work with a partner to write the news bulletin. You may want to explain that the heading of a news item are often in the present tense (*Oil pollution damages penguins*) while the present perfect is often used in the main story. (*Over sixty penguins have been damaged as a result of oil pollution*). You could also remind them that if they say when something happened they must NOT use the present perfect but the past simple. (*Thirty eight of the penguins were released yesterday*.) Walk around the class helping as they write, and encouraging them to use the passive voice where appropriate. Invite a few pairs to read their bulletin to the class.

Pronunciation 3.7

8 a Read the instructions together. Check that students understand their task and the meaning of *syllable*. (You may want to ask them for the meaning in their own their language.) Play the first sentence, write the sentence on the board and mark the stressed syllables together. Play audio recording 3.7 for students to listen and mark the stressed syllables in the other sentences.

Answer key

- 1 The forests are destroyed.
- 2 The animals were rescued.
- 3 The award's been presented.
- 4 The thieves will be arrested.
- 5 Fires have been started.

b Ask students to answer the question.

Answer key

The stressed syllable of the main verb (the past participle) is stressed.

c Play the recording again for students to listen and repeat. You may like to ask them to tap their pens on the desk to help with the rhythm.

Optional Extra

Invite students to recite this poem as quickly as possible but keeping the stress. Who can recite it best?

*Our teacher's book's been stolen
Our marks were written there:
If this book isn't found,
We really wouldn't care.*

Revision idea

Divide the class into four groups and arrange them in circles. Give each group a different one of these topics:

- big cars
- air travel
- nuclear power
- whaling

Each group write a passive sentence in the present tense about their topic on piece of paper. They pass their papers to the group on their left, who write a passive sentence in the past tense on the topic. The papers are passed to the left again, and the new group write a passive sentence in the present perfect tense. The papers are finally passed to the left once more for the groups to write a passive sentence in the future tense. The papers are then returned to the first groups, who read them out to the rest of the class. Ask students if each sentence is correct, and if not, ask them to correct it.

Example sentences:

*A lot of pollution today is caused by big cars.
These were built with engines that use a lot of fuel.
A lot of greenhouse gases have been released from these engines.
New cars will be built with cleaner engines.*

Section C**SB pp.60–61****Caring for the environment**


Aims of the section To practise reading and writing about protecting the environment.

Grammar Giving advice; passive voice. See WB Unit 5 pp.46–47; WB Grammar summary 5.1–5.13; WB Key TB p.98.

New vocabulary Definitions; words connected with saving an endangered species. See WB Wordlist p.77.

Skills Identifying the author's purpose; reading for specific information; talking about endangered species; completing a quiz; writing advice on protecting the environment.

Context We read a letter about saving orphan bears and complete a quiz on green living.

Reading  **3.8**

- 1 a** Focus attention on the pictures. Ask a student to describe them. Focus attention on the title. Can students guess the meaning of orphan?

Answer key

The text is about looking after baby bears whose mothers have been killed.

- b** Play the recording for students to listen to while they read. Ask what the writer wants.

Answer key

He wants money for the bear orphanage.

- c** Students read the text again and find who or what the names refer to. They should try to do this as quickly as possible and put their hands up when finished. The first student finished with correct answers is the winner.

Answer key

Yuri: a young brown bear
Valentin Pazhetnov: the professor who runs the bear orphanage
Fred O'Regan: the writer of the letter
The Russian Bear Orphanage: the place where they care for bears who have lost their mothers
Bryansk: the location of the nature reserve where the bears are sent to after the orphanage

- 2** Allow plenty of time for students to read the text again, and to discuss the questions with a partner. Go through their answers together.

Answer key

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

- 3** Discuss the questions as a class. Invite one student to answer each question and ask if anyone disagrees or wants to add something. Try to make sure all students contribute to the discussion.

Optional Extra

During the discussion, make notes of the most important ideas on the board. When the discussion is finished, ask the students to write a paragraph about caring for animals in danger using the ideas on the board.

Vocabulary

- 4** First tell students to find the definition of a cub (a baby bear) to show them what to do. Students then match the remaining words and definitions on their own and check their answers with a partner. Then go through the answers together.

Answer key

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

Speaking and listening

- 5 a** Give students time to read the quiz on their own and mark their answers.
- b** Students work with a partner to compare their answers, choosing one answer for each question together if they do not agree.

Optional Extra

For further practice of the passive voice, ask students to underline the examples of the passive in the quiz. Ask them to identify what tense each verb is in.

 **3.9**

- 6 a** Play audio recording 3.9 for students to listen and check their answers. Which pair had the most correct answers? Check all answers.

 **3.9**

Here are the answers to the quiz.

- 1** How much energy is saved when an aluminium can is recycled?

The answer is b: enough to run a TV for 3 hours. Aluminium is one of the best things to recycle, because huge amounts of electricity are used to make new aluminium. Up to 95% of that energy is saved when a product is made from recycled aluminium.

- 2** How many trees were saved in Boulder County in one year?

The answer is c. When the people of Boulder County, Colorado, recycled their paper they saved 500,000 trees in one year. That's half a million trees that weren't cut down. And it's also a huge amount of rubbish that wasn't dumped, too.

3 How much water is used by an average family of four in one day?

The answer is a: 800 litres. Almost three quarters of that (74%) is used in the bathroom. You may think that saving water isn't important if you live in a country that gets a lot of rain, but a lot of energy is used to collect, clean and pump water to homes, factories, etc. So if you save water, you save energy.

4 How much of a modern car is recyclable?

The answer is c. In fact you can recycle more than 75% of a modern car. So it isn't all bad news.

5 How much energy is used by an electrical appliance, such as a computer or TV, when it's on standby?

The answer is b: up to 25% of the energy it uses when it's switched on. And the average family has up to 12 appliances on standby at any one time. That's a lot of electricity which is wasted. In a country like Britain that's all the electricity that is produced by two power stations in a year. So, if you aren't using it, switch it off.

6 How is most petrol wasted in a car?

The answer here is a. If you drive over 100 kilometres an hour, more petrol will be used per kilometre. However, probably the best answer to this question is: most petrol is wasted by using the car when you don't need to.

Walk, cycle or use public transport as much as possible.

Answer key

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

b Students work in pairs all small groups. Play the recording again for them to listen and makes notes of ideas for protecting the environment. Then each group writes six sentences with their advice.

Answer key

Possible answers:

You should recycle all aluminium cans.

You should use recycled paper.

You should save water in the bathroom.

You shouldn't leave your computer on standby.

You shouldn't drive fast.

Revision idea

Ask students what they think are the most important dangers to the environment and make a list on the board. Divide class into groups.

Each group writes some advice on one of these dangers. Help with any vocabulary if necessary or ask students to use a dictionary to look up any unfamiliar words.

Section D

SB pp.62–63

Kids: Rosy is worried

Aims of the section To introduce ways of expressing worries.

Grammar Passive voice. See WB Unit 5, p.51; WB Grammar summary 5.1–5.13; WB Key TB p.98.

New vocabulary Words connected with expressing worries and reassuring people. See WB Wordlist p.78.

Pronunciation Sentence stress: expressing worries.

Skills Reading for general comprehension; talking about worries.

Context Rosy has to see the headmistress, and she confesses about the trip to Wimbledon.

3.10

1 a Revise the story so far. Ask students questions: *What happened to Rosy last time?* (She met Mr Bent who had seen her at Wimbledon.) *Why did that worry her?* (He is the headmistress's husband, so he might tell her.) Invite students to summarize the story of the last episode in their own words.

b Before playing the recording, ask students to look at the pictures: *What do you think is happening?* *How does Rosy feel?* Play the recording for students to listen, read and answer the questions.

Answer key

- 1 She's worried because the headmistress wants to see her.
- 2 She thinks Mr Bent told the headmistress that she went to Wimbledon instead of doing her work experience.

2 Students read the story again and decide whether the statements are true (T) or false (F) or doesn't say (DS). Allow time for them to compare with a partner before going through the answers. When checking the answers, pay particular attention to the DS answers.

Answer key

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

3.11

3 a Ask students what they think will happen to Rosy? Will she tell about the others too? Ask for reasons for their opinions. Divide the class into groups of three or four and give them two minutes to come up with their ideas for the next part of the story. Each group tells the class their ideas. Note the main points from each group on the board.

b Play audio recording 3.11 for students to listen and compare their ideas with what they hear. Discuss with the class which group's ideas were closest to the recording.

3.11

- MRS BENT** So, you told the restaurant manager that you were ill, so that you could have the afternoon off.
- ROSY** Yes, Miss.
- MRS BENT** And you went to Wimbledon to watch the tennis, but you were seen there by my husband.
- ROSY** Yes, that's right, Miss.
- MRS BENT** Well, I must say that I'm very disappointed, Rosy. You're a good girl and you've worked very hard this year.
- ROSY** Yes, Miss. I know and I'm very sorry.
- MRS BENT** But, in fact, Mr Bent hasn't said anything to me about this.
- ROSY** Oh? So you didn't know about Wimbledon and ...
- MRS BENT** No, I didn't. I wanted to see you about something else.
- ROSY** Oh.
- MRS BENT** You see. You were chosen by all the teachers to receive the School Prize for this year.
- ROSY** The School Prize? Me? But ...
- MRS BENT** Yes, but we don't normally give the prize to people who do things like this, Rosy. I'll have to think about this again.

c Play the recording again for students to listen and answer the questions.

Answer key

- 1 She's disappointed because Rosy doesn't usually do things like this.
- 2 No, she didn't.
- 3 She was going to tell her she had been chosen to win the School Prize.
- 4 She is going to think about the prize again.

Optional Extra

Students work in groups to write a dialogue of a meeting where Rosy tells the other kids about her talk with the headmistress.

Everyday English

4 a Ask students to complete the expressions without looking back at the text and then read the text to check their answers.

Answer key

- | | |
|---------|-------|
| 1 feel | 6 for |
| 2 worry | 7 be |
| 3 be | 8 on |
| 4 'm | 9 do |
| 5 stay | 10 at |

Optional Extra

Students work in groups to make short dialogues using the expressions.

b Get students to decide on a possible translation for each expression with a partner. Go through their suggestions and decide which are the best.

5 a Ask students to look at the pictures and see if they can find the expressions in the Kids story to match the pictures. Give them time to compare ideas with a partner before checking

Answer key

- 1 My legs feel like jelly.
- 2 I've got butterflies in my stomach.
- 3 I'm really nervous.
- 4 My hands are shaking.
- 5 I feel sick.
- 6 My heart's pounding.

b Discuss how students express being worried in their own language. Compare their answers with the English expressions. *What is similar and what is different?*

c Ask students to find what Greg says to Rosy to make her feel better. (*Don't worry. It'll be all right.*) Ask for other expressions that could be used (for example *just relax, stay cool, it's nothing, you'll be fine*). Write these on the board for students to copy.

Optional Extra

Tell student to close their books but leave the expressions on the board. Go round the class asking one student to use one of the expressions from exercise 5a to say he/she is worried, and the next student to respond with one of the expressions from the board. When you are halfway round the class, rub the expressions off the board and continue.

6 a Students work on their own to match situations to the problems. Check their answers.

Answer key

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

b Read the example together. Students work with a partner to write the dialogues. Walk around the class helping where needed. Invite a few different pairs to act out some of their dialogues.

7 Students work in groups to act out the dialogue. You will need to allow plenty of time for this activity. You may want to play the recording again for students to listen and repeat first so they know the right rhythm and intonation. Divide the class into groups of four, and assign the roles. As students practise, walk round the class giving help where needed and

encouraging appropriate rhythm and intonation. Encourage students to practise without books if possible. Choose a good group to act out the scene in front of the class. If you do not have enough time, choose just one section of the story to act out.

Pronunciation 3.12

- 8 a** Play audio recording 3.12 for students to listen and mark the stressed words. Invite different students to read out the sentences, making sure that they stress the correct syllables. Ask the other students if they can hear which words are stressed and if they are correct.

Answer key

- 1 My legs feel like jelly.
- 2 What if I fail?
- 3 I can't eat a thing.
- 4 My hands are shaking.
- 5 I've got butterflies in my stomach.
- 6 I'm really nervous.

- b** Play the recording again for students to listen and repeat.

Revision idea

Each student thinks of something that they are worried about (for example a school test they haven't studied for). They work in pairs. They tell their partner about their worry and the partner tries to reassure them.

Culture

SB p.64

Australia

Aims of the section To introduce facts about Australia.

New vocabulary Words connected with life in Australia. WB Wordlist p.78.

Skills Reading for specific information; scanning.

Context We read about Australia.

3.13

- 1 a** Ask students to identify the things in the pictures: *What do you know about them?* Ask students to write their five facts and compare them with a partner. Ask each pair to read out their facts and note them on the board. Does the class agree that all the facts are correct?
- b** Play the recording for students to read and listen and compare the information with what is on the board. Discuss the differences.
- 2** Students read the text again carefully and answer the questions. Go over answers with the class.

Answer key

- 1 Aborigines; criminals from Britain
- 2 southern land
- 3 the largest city: Sydney; the outback: a large dry area of land, 90% of the country; a flying doctor: a doctor who comes to you by plane; the capital city: Canberra; the *School of the Air*: teaching by phone, radio and internet; the national game: cricket

- 3** Students read the text on their own to find the information. Check their answers.

Answer key

two explorers: Abel Tasman, Captain James Cook
 eight kinds of animals: kangaroo, koala, platypus, poisonous snakes, spiders, saltwater crocodiles, sharks, poisonous jellyfish
 five things that Australian farms produce: meat, fruit, vegetables, wool and wine
 four kinds of metal that are found there: gold, silver, iron, copper

- b** Divide class into three groups. Assign one of the three topics to each group. They list all the information they can find in the text about their topic. Now reassign the topics so that each group has a new topic. The groups write five questions about their new topic on a piece of paper. Tell students to close all books. Each group asks their questions about their second topics and the group who found the information for the topic try to answer. The group which gets the most correct answers wins.

If you have a copy of the DVD, you could play Unit 5 here and give students worksheet 5 on page 126.

English across the curriculum

SB p.65

Science: hurricanes

Aims of the section To present information about hurricanes.

New vocabulary Words connected with the formation of tropical storms. See WB Wordlist p.78.

Skills Reading for general understanding and specific information; talking about hurricane formation.

Context We read an article about hurricanes.

- 1** Ask students to look at all three pictures and describe them to you. Prompt if necessary for more information, for example *What is happening? Why?* Ask students for any information they know about hurricanes. *Have you heard any news reports about them? Where do they happen?*

3.14

- 2 Students read and listen to the text and compare with the information they talked about. Discuss the differences. Were any of their ideas wrong? Was there any information they didn't know? Did they have ideas which weren't in the text? Students then answer the questions. Check their answers.

Answer key

- 1 A hurricane is a storm in the Atlantic Ocean, a typhoon (or cyclone) is a storm in the Pacific and Indian Oceans.
- 2 late summer.
- 3 They are pulled by the rotation of the Earth.
- 4 Winds over 220 km/h can damage buildings, trees, bridges and power lines; the wind causes floods near the coasts.
- 5 The Caribbean islands and the coasts of Central and North America.
- 6 There will be more hurricanes.

- 3 Students work on their own to match the text to the numbers in the diagram. When they have finished, tell them to cover the text. Invite students to use the diagram to explain how hurricanes are formed. Listen and correct their grammar if necessary.

Answer key

a 3 b 1 c 5 d 2 e 4

- 4 Ask students to do some further research on hurricanes. With stronger groups, ask them to do this individually, otherwise the research stage could be done with a partner or in groups. Students use the information they gathered to write a paragraph about how hurricanes are named.

Revision

SB p.66

Study Skills

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask students to read the information in the box. Tick the three things which are most important for them. Ask them to add one other idea. They walk around the class talking to other students looking for someone who has ticked the same three items. Discuss the extra ideas as a class. Are they helpful to everyone?

Grammar

- 1 Students work on their own to complete the text with the correct verbs. Check their answers. Elicit the rule for making passive sentences in the present simple (*is / are* and the past participle).

Answer key

- | | |
|-------------------|----------------|
| 1 are transported | 8 are trapped |
| 2 is carried | 9 are dumped |
| 3 are polluted | 10 are built |
| 4 are killed | 11 is used |
| 5 are taken | 12 is produced |
| 6 are caught | 13 is pumped |
| 7 are thrown away | |

- 2 Students work on their own to complete the text with the correct verbs. Check their answers. Elicit the rule for making passive sentences in the past simple (*was / were* and the past participle).

Answer key

- | | |
|-------------------|--------------|
| 1 was hit | 6 was sent |
| 2 was damaged | 7 were given |
| 3 were killed | 8 was used |
| 4 were destroyed | 9 were built |
| 5 were blown down | |

- 3 Students rewrite the sentences using the passive. Check their answers. Elicit the general rule for making the passive form (the verb *to be* in the correct tense and the past participle).

Answer key

- 2 Electricity is wasted by computers on standby.
- 3 Many cities will be destroyed by higher sea levels.
- 4 The global environment has been damaged by deforestation.
- 5 Forest fires have been caused by drought.
- 6 The city of New Orleans was flooded by Hurricane Katrina.
- 7 Many buildings were blown down by strong winds.

Vocabulary

- 4 Students work in groups. Demonstrate the game. Give them the letter *h* and ask for something connected with weather beginning with *h* (heatwave), an animal beginning with *h* (horse), an environmental problem beginning with *h* (hurricane) and a thing associated with Australia beginning with *h* (Harbour Bridge). Give different letters for the students to think of the words. Suggested letters to use are *c, p, g, r, h*. Check the two-minute time limit. Check the answers after each letter.

Listening 3.15

- 5 a Read the dialogue with the students and check they understand it. Play audio recording 3.15 for students to listen and underline the incorrect parts of the dialogue.

Answer key

We've got a History test today.

How do you feel?

I'm really nervous. What if I can't remember anything?

Don't worry. It'll be OK.

I hope you're right.

b Play the recording again for students to listen and write the corrected dialogue.

Answer key  **3.15**

We've got an important match today.

How do you feel?

My hands are shaking. What if we lose?

Don't worry. Just stay cool.

That's easy for you to say.

Optional Extra

Ask students to replace the underlined parts of the dialogue from exercise 5a with their own ideas, using expressions they learned in 5D.

Your project**SB p.67**

Aims of the section To consolidate new grammar and vocabulary.

Skills Organizing a text: identifying the topic of a paragraph; making a poster.

Context Environmental problems.

Develop your writing

1 a Ask students what the letter in lesson 5C was about (saving orphan bears). Elicit any details they can remember. Then give students enough time to read the text again on SB p.60 and think carefully about the paragraph topics. Check their answers.

Answer key

1 c 2 e 3 b 4 a 5 d

b Exchange ideas about the ordering of paragraphs with the students, in their own language if necessary. Guide students to realize that the text begins with the description of Yuri and the description of his mother's death to attract the reader's attention and evoke sympathy. The writer then talks more generally to show that this is not an isolated problem. The fourth paragraph tells the reader that something can be done to help orphan bears, and the letter concludes by involving them directly – their money is needed.

2 a Ask students to read the Australia text on SB p.64 and write a topic for each paragraph.

b Students compare their topic ideas with their partners and agree on the best idea. Check their answers together.

Answer key

Possible answers:

- 1 When was Australia discovered and who live there?
- 2 Who were the first immigrants in Australia?
- 3 What kind of animals live in Australia?
- 4 Which Australian cities are famous?
- 5 What is life like in Australia?
- 6 What natural resources has Australia got?

Write your project

3 For more detailed notes on project work see the introduction to the Teacher's Book page 9.

Each student should tell you which topics they have chosen. Encourage students to choose a variety of different topics. Discuss possible topics and suggest which ones you think are most appropriate.

If students chose a local topic, they can interview people about the problem as part of their research. They should think of the questions that they are going to ask in English even if they ask them in their own language. They may also use the Internet for research, especially with more global issues. Also encourage them to look at current newspaper and magazine articles to make their project more relevant.

Students write their posters. Point out that they do not need to include as much detail as the leaflet on SB p.60 – it is more important for posters to be eye-catching and effective than giving a lot of detail.

Discuss ways of making the poster effective, e.g. by addressing readers directly, and arousing their interest and sympathy. Get students to make a plan with a topic heading for each paragraph. Discuss their plans with them before they begin to write the text.

Display the finished posters on the wall. The wall display is both a motivational and a teaching tool. Review all the posters and have the students correct any mistakes in English before displaying them. Encourage the class to read the other students' posters and to learn any new words they find.

Song**SB p.67****Big yellow taxi**

Aims of the section To review describing a hero.

Skills Ordering a listening text; describing a person.

Context Heroes.

Cultural background note

BIG YELLOW TAXI is a song originally written and performed by Joni Mitchell in 1970. She once said about the writing of the song in an interview: 'I wrote BIG YELLOW TAXI on my first trip to Hawaii. I took a taxi to the hotel and when I woke up the next morning, I threw back the curtains and saw these beautiful green mountains in the distance. Then, I looked down and there was a parking lot as far as the eye could see, and it broke my heart... this blight on paradise. That's when I sat down and wrote the song.'

3.16

- 1 a** Ask the students to read the words quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in their dictionary. Play audio recording 3.16 for the students to listen to the song to identify the environmental problem it describes.

Answer key

Nature is disappearing because every available space is taken over by parking lots for cars.

- 2** Ask students to read the words again and find the examples of short forms in the text. Ask them to say what these are short for. Explain that in informal language, many words are often pronounced more quickly and some bits of the words are left out. Elicit if the same thing happens in the students' language when they speak among friends.

Answer key

parkin': parking
'em: them
wanna: want to
givin': giving
cuz: because

Test

For extra practice, see the test for Unit 5 on p.142.

6 Relationships

Unit overview

Grammar focus First conditional; time clauses.

New vocabulary Relationships; phrasal verbs; verbs and abstract nouns.

Pronunciation /v/ and /w/; similar words.

Skills Giving advice; talking about plans; talking about teenagers' problems with parents; expressing purpose; listening to advice and intentions; writing a letter and a reply for a problem page.

Context Relationships: friends and the generation gap.

Culture Volunteering. SB p.76.

English across the curriculum Citizenship: the European Union. SB p.77.

The Culture section should be studied at the end of the unit.

Section A

pp.68–69

Friends

Aims of the section To introduce the first conditional and practise ways of giving advice.

Grammar First conditional. See WB Unit 6, pp.54–55; WB Grammar summary 6.1; WB Key TB p.99.

New vocabulary Phrasal verbs. See WB Wordlist p.78.

Skills Ordering events; re-telling a story; giving advice.

Context An animal tale of friendship.

Comprehension 3.17

- 1 a** Focus attention on the first picture, to elicit the names of the animals (a monkey, an antelope, and a lion). If students can't name them, tell them to find the names in the story. Students read the story to put the pictures in order.

Answer key

b, d, a, c

- b** Ask students to write down what they think the lion said. Play audio recording 3.17 for students to listen to while they read the story again and hear the ending. Check their answers. Explain what the moral of a tale is (the message of the story). Ask students to find the moral in the story. *Who says it?*

(The lion.) *Who does he say it to?* (The antelope.) Find out if the students agree with the advice. *Why wasn't the monkey a good friend?* (Because he left the antelope in danger, after the antelope had helped him.)

Answer key

You should choose your friends more carefully.

- 2** Ask students to cover the story with a piece of paper so the pictures remain visible. Students work in pairs to tell each other the story using the pictures as prompts. Walk around the class listening and helping where needed.

Optional Extra

Students write a sentence or a brief paragraph beginning *A good friend ...* It should be their definition of a good friend. Ask some students to read out what they have written. What do other students think about the definitions? Summarize the top three or five requirements for a good friend according to the group on the board.

Vocabulary

- 3 a** Explain the phrasal verb structure of verb (*sit*) + particle (*down*). Write the present tense *I sit down* on the board and ask students to give you the other tenses, past simple (*I sat down*), present perfect (*I have sat down*), past continuous (*I was sitting down*), future with will (*I will sit down*). Ask them which part of the phrasal verb changes (the verb). Ask for examples of each tense for *run away*.

- b** Read the story out loud and ask students to shout *stop* at each phrasal verb. Write the phrasal verb on the board.

Answer key

walk along	catch up with
wear (sb) out	think of
climb on(to)	give up
look after (sb)	run out of
walk on	jump up
come to	run away
jump down	lie down
sit down	look up
eat (sg) up	walk up to
leave (sb) alone	bend down
find out	walk away
get on	come down
hurry up	stand up

- c** Ask what each verb means. Students look up the unfamiliar verbs in a dictionary. Record the meanings of any new verbs on the board.

Language note

You may like to point out the difference between the phrasal verbs **GIVE UP** (not literal meaning) and **JUMP UP** (literal meaning). Explain that non-literal meanings of phrasal verbs just have to be learned.

Optional Extra

Write all the phrasal verbs on separate pieces of paper and give one to each student. You make up the first sentence of a story and write it on the board. (e.g. *I looked after my uncle's dog yesterday.*) Go round the class asking students in turn to add a sentence to the story using the phrasal verb you gave them.

Grammar

- 4 a** Tell students to cover page 68 and try to reconstruct the sentence from memory. They can then check their answers with the story. Write the completed sentence on the board. Remind students if necessary that a clause is a part of a sentence which contains a verb, then complete the rule.

Answer key

If that lion catches us, he'll eat us up.
(if clause) (main clause)

- b** Ask students to look at the example again and work out the rule about tenses. Invite a student to tell you the rule, and the rest of the class to check and correct it if necessary.

Answer key

We use the present simple in the *if* clause and the future with *will* in the main clause.

- c** Students look back at the story and underline further examples of first conditional sentences. Go through the answers, drawing attention to the negative form *won't*.

Answer key

If you climb on my back, I'll carry you.
If I need anything, you'll look after me.
If he isn't hungry, he'll leave us alone.
I won't be able to run very fast if you're on my back.
He won't get us if we climb this tree.

- 5** Tell students to complete the sentences and compare their answers in pairs. Then go through the answers together.

Answer key

- 2 If I don't move, perhaps he'll think that I'm dead.
- 3 If the lion is hungry, he'll eat me.
- 4 If the monkey stays in the tree, the lion won't be able to get him.
- 5 If the lion attacks me, the monkey won't help me.
- 6 If the lion doesn't eat me, I'll tell everyone about that selfish monkey.
- 7 If that monkey feels tired in future, I won't help him.
- 8 If I need help, I won't ask the monkey.

Optional Extra

What is the lion thinking? Tell students to write a sentence beginning *If I catch the antelope, ...*

Listening and speaking

3.18

- 6 a** Ask different students to describe each picture. Take the opportunity to revise further phrasal verbs, e.g. *fall asleep, trip over, put down*, etc.

Answer key

Students' own answers.

- b** Play audio recording 3.18 for students to match the pictures to what they hear.

3.18

- 1 If you don't look after your mobile, someone will steal it.
- 2 If you don't study, you'll fail the test.
- 3 If you don't eat breakfast, you'll be hungry.
- 4 If you leave your computer on standby, you'll use more energy.
- 5 If you leave your bag on the stairs, you'll trip over it.
- 6 If you go to bed late, you'll be tired in the morning.

Answer key

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

- 7** Students use the pictures to give each other advice using first conditionals. Walk around the room listening and checking. At the end, go through each pair of pictures with the class and ask what the best advice is.

Answer key

Students' own answers.

Revision idea

In turn, students give a piece of advice to each other, beginning *If you...* Start the activity by giving some typical teacher advice to a student, e.g. *If you study hard, you'll pass your exams.* Tell students not to repeat anything they have already heard from another student. To make the task more challenging, do not go round the class as they are seated but point each time to the next student to continue.

Section B**SB pp.70-71****We need a holiday!**

Aims of the section To talk about going on holiday and other plans; to introduce time clauses.

Grammar Time clauses. See WB Unit 6, pp.56-57; WB Grammar summary 6.2; WB Key TB p.99.

New vocabulary Time clauses; words connected with travelling for holidays. See WB Wordlist p.78.

Pronunciation /v/ and /w/.

Skills Talking about plans; multiple matching.

Context Sweet Sue and Smart Alec go on holiday to get away from detective work.

Comprehension 3.19

- 1 Ask students to look at the pictures without reading the story: *What ideas do you have about the story? Who are the people? What are they doing? How do they feel?* Students read and listen to the story to answer the questions.

Answer key

- 1 They go to Las Vegas.
- 2 A Detectives' Convention.

- 2 Students read the story again and answer the questions. Check they understand the meaning of *convention*, which is a false friend in this sense in many languages. (It means *meeting/conference* here not *tradition*.)

Answer key

- 1 They are really tired.
- 2 They want to forget about detective work.
- 3 No, she goes to the travel agent.
- 4 On Friday.
- 5 They finish all their work.
- 6 For two weeks.
- 7 The hotel was full, they got the last two rooms.
- 8 Smart Alec wants to play golf, Sweet Sue wants to sit by the pool.
- 9 There is a detective convention there.

Optional Extra

Students work in groups to act out the scene. Encourage them to try to learn the dialogue and act it out without looking at their books.

Grammar

- 3 a Ask students to complete the sentences without looking at the text, and then to check the text to see if they were right. Invite students to write their answers on the board.

Answer key

- 1 As soon as I finish these e-mails, I'll go to the travel agency.
- 2 We'll finish all our work before we leave.
- 3 After we check in, I'll have a game of golf.
- 4 I'll go and sit by the pool while you do that.
- 5 We'll have dinner when I get back.

b Invite students to the board to underline the time clauses. Ask how they can tell them (because of the time expression at the beginning). Make a list of the time expressions used (*as soon as, after, before, while, when*).

Answer key

- 1 As soon as I finish these e-mails, I'll go to the travel agency.
- 2 We'll finish all our work before we leave.
- 3 After we check in, I'll have a game of golf.
- 4 I'll go and sit by the pool while you do that.
- 5 We'll have dinner when I get back.

c Ask students to look at the examples and work out the rule. Elicit the rules from a student, ask the rest of the class to check and correct it if necessary, then write it on the board.

Answer key

in time clause: present simple
in main clause: future with *will*

d Ask students to translate the example sentences into their own language and discuss the tenses they use: *Are they different from English?* If they are, point out that they must be careful with these clauses in English because it is easy to make a mistake.

Language note

You may want to stress that this rule for time clauses applies only to the future. For example:

*future: I'LL DO MY HOMEWORK AS SOON AS I GET HOME.
all the time: I DO MY HOMEWORK AS SOON AS I GET HOME.*

past: I DID MY HOMEWORK AS SOON AS I GOT HOME.


- 4 Students work on their own to make the sentences. Check their answers.

Answer key


- 2 Before I go out, I'll do my homework.
- 3 We'll go to the cinema after school finishes.
- 4 I'll get up when the alarm rings.
- 5 As soon as we get home, we'll have a meal.
- 6 I'll watch the football match while I do my homework.
- 7 When I leave school, I'll go to university.
- 8 As soon as it stops raining, we'll play tennis.
- 9 We won't think about school while we're on holiday.
- 10 Before it gets dark, I'll go jogging.

Optional Extra

Ask students to tell you when they will do their homework, using a time clause (for example, *I'll do my homework as soon as I get home*).

Listening and writing  **3.20**

- 5 a** Ask students to describe each small picture. Play audio recording 3.20 for them to listen and match the names to the pictures. Check their answers.

 **3.20**

- JOHN** Hi Mum. It's John. I won't need a meal this evening. I'll have something to eat here after I play tennis.
- Susan says she'll meet us in the square when she finishes work.
- MICK** Hi, Linda. It's Mick. I've got the photos from the party. I'll send them to you before we go on holiday.
- PIPPA** Hi, Mum, Dad. It's Pippa. We're just getting on the plane now. I'll text you as soon as we arrive.
- MAISIE** Hi, Kate. It's Maisie. I'm in town, but I'll go to the post office while you have your piano lesson.
- Bob says he'll collect the cinema tickets after he goes to the dentist's.

Answer key

John: hamburger	Pippa: mobile phone
Susan: friends meeting	Maisie: post office
Mick: photos	Bob: tickets

- b** Play the recording again for them to listen and answer. Check their answers.

Answer key

John: after; play tennis
 Susan: when; finish work
 Mick: before; go on holiday
 Pippa: as soon as; arrive
 Maisie: while; have a piano lesson
 Bob: after; go to the dentist's

- c** Students work on their own to make the sentences. Go through the answers with the class.

Answer key

Susan will meet us in the square when she finishes work.
 Mick will send the photos before they go on holiday.
 Pippa will text as soon as she arrives.
 Maisie will go to the post office while Kate has her piano lesson.
 Bob will collect the cinema tickets after he goes to the dentist's.

- 6** Students complete the sentences about themselves and write them in their notebooks or on a piece of paper. Students walk around the room saying their sentences to each other, and trying to find who has the most answers similar to theirs. Walk around the room listening and helping where needed. Ask students if anyone found someone who had five identical answers the same. Ask these students to read out their sentences. (If no one had five answers the same, try four the same, three the same, etc.)

Pronunciation  **3.21**

- 7** Write the phonetic symbols on the board and invite the students to say them, reminding them of the pronunciation if they have forgotten (their lower lip should touch their upper teeth when they say /v/, and their lips should not touch when they say /w/). Play the recording for students to listen. Play audio recording 3.21 again for students to listen and repeat.

Optional Extra

Give students two minutes to practise the sentences on their own. Then students come to the front of the class in turn and say the five sentences as quickly as possible. The student who can say the sentences quickest without mixing up the /v/ and /w/ sounds wins.

Revision idea

Write these ideas on separate pieces of paper: *learn to drive; go to university; start work; get married; have children; leave home; buy a house; buy a car.*

Give a piece of paper to each student. Students walk around the class asking each other when they will do the thing on their paper (e.g. *When will you learn to drive?*), and answering using time clauses (e.g. *I'll learn to drive as soon as I'm old enough*). At the end, invite some students to tell the class what the other students told them.

Section C**SB pp.72-73****Generation gap**

Aims of the section To discuss teenage problems; to introduce the formation of abstract nouns.

Grammar Further practice of first conditionals and time clauses. See WB Unit 6 pp.58-59; WB Grammar summary 6.1-6.2; WB Key TB p.99.

New vocabulary Verbs and abstract nouns. See WB Wordlist p.78.

Skills Reading for context (missing sentences); reading for specific information; identifying statements mentioned; giving advice.

Context Teenagers share their problems.

Reading 3.22

1 a Students look at pictures and suggest what the problems might be. Ask further questions: *Have you had these problems yourselves? What advice would you give?*

b Students read and listen to the article and answer the questions. Were they right about the problems? Check that students understand what a problem page is. (A section in a magazine where people write letters about their problems and a journalist answers them.)

Answer key

- 1 teenagers' problems (telling parents about a first date; leaving school for a music career; parents don't seem interested in teenagers; always arguing with parents)
- 2 a journalist called Katrina

c Students work with a partner to read the text again and match the sentences to the gaps. Walk around the class, helping where needed.

d Check the answers with the class by playing audio recording 3.22 for them to listen and compare with their ideas. Discuss how they knew where to put each sentence. Point out the clues in the sentences before and after the gap (e.g. *I know if I tell them* for the first gap).

Answer key

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

2 a Students work on their own to fill in the names. Ask them to check their answers with a partner before you go through the answers together.

Answer key

- | | |
|-----------|-----------|
| 1 Fred | 6 Megan |
| 2 Gemma | 7 Fred |
| 3 Katrina | 8 Megan |
| 4 Jason | 9 Katrina |
| 5 Gemma | 10 Jason |

b Ask students to recap what the problems are. Write these on the board. What do they agree with or not, and why? Write their comments on the board. Leave this information on the board for the next activity.

3 Ask students which teenager they think has the worst problem. Why? Make four groups, putting students into groups depending on which person the student thinks had the biggest problem. Each group discusses the second question and present their advice to the class.

Optional Extra

Students write a letter about a problem that they have with the teacher or the school. Explain that it does not need to be true. Students exchange letters with a partner and write the advice.

Vocabulary

4 a Go through the words in the table and check that students know their meaning. Students work on their own to complete the chart with examples from the article. Check the answers together.

Answer key

verb	noun
to argue	to have an argument
to discuss	to have a <u>discussion</u>
to <u>adjust</u>	to make an adjustment
to decide	to make a <u>decision</u>
to <u>solve</u>	to find a solution
to choose	to make a <u>choice</u>
to agree	to reach an <u>agreement</u>
to <u>disagree</u>	to have a disagreement


Optional Extra

Ask students to close their books. Write the verbs *have, make, reach* on the board. Read out the nouns from the table and ask students which verbs go with each one.


b Students work on their own to complete the sentences. Ask them to compare their answers with a partner. Then check the answers together.

Answer key

- 1 argue, disagree, discuss, agreement
- 2 solve, argument
- 3 decided/chose, decisions/choices
- 4 adjustment, adjust
- 5 decide, argument
- 6 choose, choice

Listening and speaking  **3.23**

- 5 a** Explain to the students that they are going to hear students talk about their experiences with parents. Ask them to suggest what kind of things they might hear about. Read the list of situations together. Play audio recording 3.23 for students to listen and tick the ones they hear.

 **3.23**

- HOST** Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers. If you've got something to say on this, give us a call. And our first caller is Tina. What do you want to say, Tina?
- TINA** My problem is that I want to stay out late, but my parents say that I have to be home by nine o'clock. I mean, I can understand that during the week, because I have to go to school the next day, but it's the same at weekends.
- HOST** How old are you, Tina?
- TINA** I'm 15.
- HOST** And have you discussed it with your parents?
- TINA** Yes, I have, but they just won't listen. Nothing's changed.
- HOST** OK. Thank you for that, Tina. Now we've got Bill.
- BILL** Hi. I just wanted to say that I don't have any problems with my parents. We don't argue about things. Sometimes we have a disagreement, but we discuss it and we usually find a solution to the problem.
- HOST** Well, it's good to hear that, Bill. So not everyone has a problem with their parents. And our next caller is John. What do you want to say, John?
- JOHN** I've got my own bedroom and it's like my own space, but my mum always comes in and tidies it. I don't like that. It's my room and I like it untidy. That should be my choice. And I'm sure she reads my emails when she's in there, too.
- HOST** OK. Thanks, John. And our last caller before we have some music is Sarah.
- SARAH** Hi. I'd like to say that not all teenagers have problems with their parents. Most of my friends get on well with their mum and dad. So do I. We have a lot of fun in our family and I can always go to my parents for advice.
- HOST** OK. Thank you, Sarah. It's nice to end with a positive view. Well, we're going to take a break for some music there. If you want to discuss any of the calls that we've heard, give us a ring.

Answer key

They mention 1, 4, 5, 6.

- b** Play the recording again for students to listen and match the names to the situations.

Answer key

Tina 5
Bill 1
John 6
Sarah 4

- 6 a** Divide the class into groups to discuss the calls and the advice they would give. After five minutes, change the groups so that each new group has at least one member from all the old groups. Each student tells the members of his new group what was decided in the student's old group. The new groups discuss this and choose the best advice. Each group presents their solution to the class and the class agree the best advice.

- b** You will need to allow plenty of time for this activity. Divide the class into groups to write the dialogue and act it out. Walk round the class giving help where needed. Ask groups to act out their play in front of the class.

Revision idea

Read this letter out as a dictation for students to write on a piece of paper:

Dear Katrina,
There are some girls who are so beautiful and friendly that everyone falls in love with them. You are probably thinking that they are the luckiest people in the world, but I can tell you that we're not. I say 'we' because I am such a girl, and it is a big problem for me. I am asked out on dates every evening, and I don't like to upset anyone, so I just can't say no. It means I never have time to do my homework, and, although there is always a boy who'll do my homework for me, I feel guilty about it. And my best friends have started to get a bit jealous of all my dates. I know it's not my fault that they look a bit ordinary, and I try to help them with advice on clothes and make-up, so it is hard for me when they ignore me and talk behind my back. What should I do?
Angelina

Students give their copy of the letter to a partner who writes the reply. Each student reads out the reply and comments on it. You can gather in the papers to check students' writing.

Section D**SB pp.74-75****Kids: Decision time**

Aims of the section To introduce ways of expressing purpose.

Grammar Expressing purpose. See WB Unit 6. pp.60-61; WB Key TB p.99.

New vocabulary *Fire safety check, take the blame, upset*; expressing purpose. See WB Wordlist p.78.

Pronunciation Similar words.

Skills Expressing purpose.

Context The kids decide to stand by Rosy but Luke has doubts about this.

3.24

1 a Revise the story so far. Ask the students questions: *Who did Rosy meet in the last episode?* (The headmistress, Mrs Bent.) *Why was she worried about it?* (She had gone to Wimbledon when she should have been working and Mr Bent saw her.) *Why did Mrs Bent want to see her?* (To tell her she had won the school prize.) *What mistake did Rosy make?* (She thought Mrs Bent knew about Wimbledon and she told her about it.) *What happened when Mrs Bent found out?* (She said she had to think about the school prize again.) Ask students to summarize the story of the last episode.

b Students read and listen to the story and answer the two questions. Elicit the idiomatic meaning of *rat* (a disloyal person).

Answer key

- 1 Go with Rosy to see Mrs Bent.
- 2 She calls him a rat because he doesn't want to help Rosy although Rosy helped him.

2 The students read the story again and answer the questions. Check their answers.

Answer key

- 1 Rosy's at home. She didn't want to talk to anyone.
- 2 To tell her her decision about the school prize.
- 3 Because she might not get the prize now that she's confessed to going to Wimbledon instead of being at her work experience.
- 4 No, she doesn't.
- 5 He doesn't want to get into trouble. And he didn't have to skip work to go to Wimbledon, so he feels he didn't do anything wrong.
- 6 There was a fire safety check in the sports centre.
- 7 She let him use her project.
- 8 Rosy, Greg and Anna.

3.25

3 a Ask students what they think will happen when the three friends go to see Mrs Bent, and what will happen to Luke? Ask for reasons for their opinions. Divide the class into groups of three or four and give them two minutes to come up with their ideas for the next part of the story. Each group tells the class their ideas. Note the main points from each group on the board.

b Play audio recording 3.25 for students to listen and compare their ideas with what they hear. Discuss with the class which group's ideas were closest to the recording.

3.25

MRS BENT So, Luke. I hope you understand. If I hear anything like this again, you'll be in real trouble. Is that clear?

LUKE Yes, Mrs Bent.

MRS BENT Come in. ... Ah, yes. Come in, you three.

ANNA Luke. You're here.

MRS BENT Yes. Luke has told me all about last Wednesday. Now, I hope you all understand ... So, let that be an end to it.

KIDS Yes, Miss.

MRS BENT You can go now ... Oh, but Rosy. You will get the school prize. You've worked very hard this year. Well done.

ROSY Thank you, Miss.

GREG Congratulations, Rosy.

ANNA Well done.

ROSY Thanks. Hey, listen. There's a rock festival on in the park this weekend, shall we all go?

LUKE No, I can't.

GREG Are you in another tennis competition then, Luke?

LUKE No. When I went to see Mrs Bent, she said she wanted to see me anyway.

ANNA Why? What about?

LUKE She's had a report from Mr Cox about my schoolwork and she's written to my parents.

ROSY Oh, no.

LUKE When they read that letter, there won't be any tennis, rock festivals, TV or anything but schoolwork for me.

c Play the recording again for students to listen and mark the statements true (T) or false (F). Go over their answers.

Answer key

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

Everyday English

4 a Ask students to match the expressions without looking back at the text and then read the text to check their answers.

Answer key

- 1 to talk to anyone.
- 2 anything about it.
- 3 in this together.
- 4 your idea.
- 5 the blame for everything.
- 6 a minute.
- 7 you mean?
- 8 kidding.

Optional Extra

Students work in groups to make short dialogues using the expressions.

- b** Get students to decide on a possible translation for each expression with a partner. Go through their suggestions and decide which are the best.
- 5 a** Invite a student to come to the board and write the sentences. Ask students for ideas of how to shorten them and mark them on the board.
- b** Students read the text to check which idea is correct. Explain that we often use the infinitive to say why we do something. Give them an example *Why do you use a dictionary? You use a dictionary to look up the meaning of words.*
- 6** Look at the example together and explain the structure: beginning of the sentence + infinitive with **to** (in this case, **to get**) + object (in this case, a drink). Ask students to connect the other items in the columns and make sentences. Get students to compare their answers with a partner before going over the answers with the class.

Answer key

Possible answers:

- 2 I used the Internet to download some music.
- 3 I'm going to the supermarket to do some shopping.
- 4 I texted my friend to say I would be late.
- 5 I sat down to read a magazine.
- 6 I bought some bread to make a sandwich.
- 7 I went to the sports centre to play basketball.
- 8 I put on my pyjamas to go to bed.

- 7** Students work in groups to act out the dialogue. You will need to allow plenty of time for this activity. You may like to allow students to listen and repeat after the recording first so they know the right rhythm and intonation. Divide the class into groups of four, and assign the roles. As students practise, walk round the class giving help where needed and encouraging appropriate rhythm and intonation. Encourage students to practise without books if possible. Choose a good group to act out the scene in front of the class. If you do not have enough time, choose just one section of the story to act out.

Pronunciation 3.26 and 3.27

- 8 a** Play audio recording 3.26 for students to listen and repeat as a class. Ask individual students to say the pairs of words. Listen carefully and make sure the differences in sound are clear. If not, demonstrate and repeat the practice until they are.
- b** Play audio recording 3.27 for the students to listen and tick the word they hear. Check their answers.

Answer key 3.27

- | | |
|----------|----------|
| 1 first | 7 walk |
| 2 tree | 8 know |
| 3 had | 9 come |
| 4 wash | 10 back |
| 5 wheel | 11 shoes |
| 6 should | 12 won't |

Revision idea

Write these sentences (from exercise 4a) on separate pieces of a paper: *She doesn't want to talk to anyone. She didn't know anything about it. We're all in this together. It was all your idea. You shouldn't take the blame. You're kidding.*

Divide the class into six groups and give each group one of the pieces of paper. Each group has to make up a story. The last sentence in their story should be the sentence on their piece of paper. They should discuss:

- who is in the story
- who says the last sentence
- why they said it
- what happened in the story.

Students discuss the story as a group but write it on their own.

Culture**SB p.76****Volunteering**

Aims of the section To introduce information on and discuss volunteering.

New vocabulary Words connected with social issues and volunteering. WB Wordlist p.78.

Skills Reading for specific information (completing a table); scanning; talking about volunteer work.

Context We read an article about young people doing volunteer work.

3.28

- 1 a** Write the word *volunteering* on the board and ask the students to explain what it means. What do we call someone who does it (a volunteer). Ask

students to write three sentences about volunteering on a piece of paper and compare them with a partner. Each pair chooses the most interesting thing they have written and tells the class. Write their sentences on the board.

b Students read and listen to the text. They work on their own to answer the questions. Remind them to put all the relevant information from the text into the answers. Put students into small groups to compare their answers and correct or add to them as necessary. Then check the students' answers.

Answer key

- 1 Work that people do in their free time, not paid, at least once a month.
- 2 No, they don't.
- 3 No, they don't – they often work abroad, e.g. in Africa or South America.
- 4 Victoria: helping elderly people; Arnie: cleaning up disused ground to make a wildlife park.

2 Students read the text again and complete the chart. Remind them again to put all the relevant information from the text into the table. Students continue working in their small groups to compare their answers and correct or add to them as necessary. Check their answers together.

Answer key

Victoria	
What does she do?	helps elderly people with shopping, gardening, taking the dog for a walk, reading to them
When does she do it?	three or four times a week after school
Why does she do it?	nice to help other people, old people need help because they want to be independent or because their families have moved away
What benefits does she think it brings?	helps you appreciate the things you've got, interesting to talk to older people, get an extra grandma
Arnie	
What does he do?	cleans up a disused farm, removes rubbish, clears the plants
When does he do it?	doesn't say

Why does he do it?	thinks the environment is very important and you should look after your local area
What benefits does he think it brings?	met local people, people in the area more friendly, less litter and vandalism, will help him when applying to university

Optional Extra

Complete the chart on the board as students answer. When finished, students close their books. Ask students to tell you about Victoria and Arnie using only the information from the board.

3 Students work in groups to discuss the questions. Walk around the class helping where needed. Ask someone from each group to summarize their discussion.

Optional Extra

Students imagine they did the volunteering they said they would like to do and write a paragraph about it. They can use the article as a model.

If you have a copy of the DVD, you could play Unit 6 here and give students worksheet 6 on page 127.

English across the curriculum

SB p.77

Citizenship: the European Union

Aims of the section To present information about the history of the European Union and to discuss responses to it.

New vocabulary Words connected with the EU. See WB Wordlist p.78.

Skills Ordering events; reading for specific information; talking about the EU.

Context We read an article about the European Union.

3.29

1 a Students write as many facts as they can about the European Union in one minute. They compare their answers with a partner. Choose the pair with the most facts to tell them to the class and write their ideas on the board. Ask the rest of the class to add any other facts they have. Ask the class to look at the pictures and describe them, adding their ideas to the notes on the board.

b Students read and listen to the article. How many of their facts were mentioned in the text? Students then read the text again to put the items in the list in order (beginning with the earliest). Check their answers before moving on to exercise 1c.

Answer key

First World War; Second World War; the European Coal and Steel Community; the Treaty of Rome; nine members; the European flag; the Maastricht treaty; the euro; twenty-seven members.

c Students use their lists from exercise 1b and write the dates.

Answer key

First World War (1914–1918); Second World War (1939–1945); the European Coal and Steel Community (1951); the Treaty of Rome (1957); nine members (1973); the European flag (1986); the Maastricht Treaty (1993); the euro (2002); twenty-seven members (2007).

2 Students read the text again carefully and answer the questions. Check their answers.

Answer key

- 1 European Coal and Steel Community, then European Economic Community.
- 2 Belgium, France, Germany, Italy, Luxembourg and the Netherlands.
- 3 So the countries could live, work, travel and buy and sell products in peace.
- 4 In 1973.
- 5 No, the third largest.
- 6 European Commission: Belgium; European Parliament: France; European Court: Luxembourg; European Central Bank: Germany.
- 7 There were twelve members when it was chosen in 1986.
- 8 It is now concerned with education, culture, human rights and foreign policy as well as economics.

3 Do this as a class discussion, making a list of the positive and negative attitudes to the EU. Ask students to summarize the discussion using the information on the board.

Revision

SB p.78

Study Skills

Tell students that the Study skills boxes give practical suggestions about how to learn. Ask students what their problems/difficulties are and write these on the board. Divide the class into groups. Each group chooses a different problem to discuss and come up with advice. The groups present their advice to the rest of the class.

Grammar

1 Students complete the answers using the verbs from the list. Go through their answers with the class.

Answer key

- 1 got back
- 2 walked away
- 3 ran out of
- 4 got on, sat down
- 5 looked after, went away
- 6 caught up with
- 7 didn't give up
- 8 bent down

2 Students complete the sentences with the correct forms of the verbs. Check their answers.

Answer key

- | | |
|------------|------------|
| 1 arrives | 5 'll wait |
| 2 'll have | 6 text |
| 3 write | 7 'll do |
| 4 go | 8 finishes |

3 On their own, students match the cues in the columns and write the first conditional sentences. Check their answers.

Answer key

Possible answers:

- 2 If Jason leaves school, he won't get a good job.
- 3 If you write to Katrina, she'll give you good advice.
- 4 If teenagers don't talk to their parents, their parents won't understand their problems.
- 5 If Luke plays tennis all the time, he won't have time for his schoolwork.
- 6 If teenagers and parents discuss things calmly, they'll avoid a lot of arguments.
- 7 If Megan talks to her mum and dad, they'll understand.
- 8 If you tell lies, people won't trust you.

Listening 3.30

4 a Play the first sentence on audio recording 3.30 for students to understand the example. Play the rest of the recording for students to listen and write the sentences, pausing after each one to give students time to write notes. Go through the answers.

3.30

- | | |
|-----------------------|--|
| 1 SHOP ASSISTANT JACK | Can I help you? |
| 2 MOTHER BILL | Could I have this computer magazine, please? |
| 3 ALICE | Can you let the dog out, please, Bill? OK. Here, boy. |
| 4 MARTIN | Would you like to come to my party on Saturday, it's ... |
| | Hi. Is that the sports centre? |

- 5 SUSAN Could we have two tickets to London, please?
- 6 TIM I fancy a drink of lemonade.
- 7 MARTHA I'm tired. I think I'll have a rest.
- 8 TIM Right. It's time for my favourite programme.

b Play the recording again and ask students to write down why people did the things in the middle column.

c Ask students to write sentences using the information from the notes.

Answer key

- 1 Jack went to buy a computer magazine.
- 2 Bill opened the door to let the dog out.
- 3 Alice e-mailed Paula to invite her to her party.
- 4 Martin picked up the phone to call the sports centre.
- 5 Susan went to the station to buy two tickets to London.
- 6 Tim opened the fridge to get a drink of lemonade.
- 7 Martha sat down to have a rest.
- 8 Tim switched on the TV to watch his favourite programme.

Your project

SB p.79

Aims of the section To consolidate new grammar and vocabulary.

Skills Describing a problem in a letter; giving advice.

Context Teenagers' issues.

Develop your writing

- 1** Students look at Megan's letter on SB p.72 and they put the headings in the correct order. Invite students to write the headings on the board in the right order.

Answer key

d, b, e, a, c

- 2** Students look at the text again on SB p.72 and find sentences with the expressions. Check the answers.

Answer key

Possible answers:

Commenting

This is a common ... problem between teachers and parents.

I'm sure that ... your parents are only trying to protect you.

A lot of young people ... dream about being rock stars.

In this case ... they're right.

This is a difficult ... situation.

When you're ... young, your parents make decisions for you.

Giving advice

It's never a good idea to ... tell lies.

Try to ... reach an agreement.

Why not ... invite the boy to your house.

My advice to you is to ... listen to your parents.

I think you should ... write to them.

Justifying

If your parents find out, ... you'll be in real trouble.

When they read it, ... I'm sure they'll do something to help.

Write your project

- 3** For more detailed notes on project work see the introduction to the Teacher's Book on page 9.

a Divide the class into groups. Each group chooses their problem. Discuss the suggested problems and make sure each group has a different problem. Students plan and write their letters and their replies to the other groups' letters.

b Review all the letters and have the students correct any mistakes in English before displaying them. Encourage the class to read the other students' work and to learn any new words they find. You should also decide how the projects should be presented. There are options other than the traditional project book or wall chart. This project would work well as a website.

Song

SB p.79

Unwritten

Aims of the section To review adjectives.

Vocabulary Adjectives: opposites and the *un-*negative prefix.

Skills Identifying the topic.

Context Predicting the future.

Cultural background note

UNWRITTEN is a song originally written and performed by young British singer-songwriter *Natasha Bedingfield*. It was released in 2004, and became one of *Bedingfield's* biggest hits on both sides of the Atlantic.

3.31

- 1 a** Ask the students to read the words quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in their dictionary. Play audio recording 3.31 for the students to listen to the song to say what the song is about. Elicit various ideas from students before agreeing on the topic.

Answer key

Future is still unwritten, so you can shape your own life.

- 2 a** Look at the list of adjectives. Ask students to listen to the song and read the words again to find the opposites of the adjectives in the text.

Answer key

unspoken, undefined, unplanned, unwritten

b Ask students what all the answers in exercise 2a have in common (the negative adjectives are formed using the **un-** prefix). Students work with a partner to write further negative adjectives with the **un-** prefix. Do this as a race. Set a time limit, say, two minutes (or longer if students need it), then check the answers. Each correct adjective scores 1 point, but each incorrect adjective (e.g. **uncorrect**) is penalized with a 1-point deduction. The pair with the highest final score wins.

c Ask students to brainstorm other ways of forming the opposite of adjectives. Write the following adjectives on the board: **correct, possible, responsible, loyal**. Elicit the prefixes used with these examples (**in-, im-, ir-, dis-**, etc.). Ask students to give one or two further examples for each prefix.

Write these adjectives on the board: **hopeful, tasteful**. Elicit the opposites (**hopeless, tasteless**). Point out that although we can use the suffix **-less** to form the opposite of some adjectives ending with **-ful**, the rule doesn't apply to all similar adjectives, and the pairs must be learnt for each one.

Test

For extra practice, see the test for Unit 6 on p.144 and Revision Test 3 on p.146.

WB Answer key

Introduction

- 1** 2 Robert normally takes the bus into town, but today he's taking the train to London.
3 Robert normally goes to the park, but today he's going to an athletics stadium.
4 Robert normally meets his friends, but today he's meeting some famous athletes.
5 Robert normally runs for the school athletics team, but today he's running with professional athletes.
6 Robert normally has a hamburger for lunch, but today he's having lunch with an Olympic coach.
- 2** 1 think, 's raining
2 're having, don't like
3 's wearing, want, like
- 3** 2 'll watch 5 'll be
3 are going to see 6 'll ask
4 're going to go 7 'll meet
- 4** 2 is preparing 7 want
3 need 8 are going to watch
4 go 9 are you going to do
5 cycle 10 am going to sleep
6 'm going to 11 'll see
- 5** 2 e 3 d 4 c 5 a 6 b

Unit 1 Past and present

A The iceman

- 1** 2 F It's about archaeologists.
3 T
4 F They investigate very old crimes.
5 F The stories are about different people from the past.
6 T
7 T
8 F
- 2** 2 bow 4 knife 6 tools
3 cloaks 5 boots
- 3** 2 cotton 5 gold 8 copper
3 stone 6 Plastic
4 leather 7 rubber
- 4** 2 weren't swimming. They were running.
3 wasn't playing basketball. She was studying.
4 were using the computer. They weren't cycling.
5 wasn't reading the newspaper. He was repairing the car.
- 5** 1 wasn't
2 Did you hear, escaped
3 Was, didn't go
4 Were you, got up, ran, didn't catch

- 6** 2 were playing 10 was looking
3 opened 11 saw
4 lay down 12 stopped
5 was reading 13 looked
6 flew 14 was looking
7 landed 15 removed
8 shouted 16 took
9 got up

B We used to be rivals

- 1** 2 used to go skiing
3 used to smoke
4 used to play rugby
5 used to live in England
6 used to work in a restaurant
- 2** 2 used to live
3 didn't use to have
4 did you use to have
5 didn't use to have
6 used to ride
7 did you use to go
8 didn't use to buy
9 used to go
10 used to share
- 3** Tick 2, 5, 6, 8
- 4** Tick 3, 4, 6
- 5** golf /g/
generally /dz/
fridge /dz/
big /g/
again /g/
change /dz/
great /g/
large /dz/
badge /dz/
- 6** wear, bear
hear, fear
break, steak
jeans, eat
heard, learn

C Clothes

- 1** 2 skirts 8 shorts
3 dress 9 jumpers
4 jeans 10 boots
5 T-shirts 11 cap
6 jacket 12 shirts
7 trainers
- 2** 2 flat 6 plain
3 checked / plain 7 flared
4 pointed 8 long-sleeved
5 plain
- 3** 2 h 4 a 6 b 8 g
3 f 5 c 7 d

- 4 3 are too tight
4 is too expensive
5 isn't fast enough
6 are too short
7 isn't tall enough
8 isn't big enough

- 5 How are they? 5
Maybe they've got them in a larger size? 7
Yes, they look OK. I'll try them on. 4
No, they're too light. I want something darker. 2
Do you like these jeans? 1
No, it's OK. I don't want them any more. 8
They're no good. They're too small. 6
What about these? 3

- 6 1 they're, them, they're
2 this, it, that looks, it
3 some, some, some, they don't go, this
4 these, them, they're, them

D Kids

- 1 2 birthday 10 had to
3 time 11 while
4 cousins 12 have to
5 played 13 easy
6 win 14 test
7 came 15 glad
8 dance 16 answer
9 revised

- 2 2 I think I got most questions right.
3 How did you get on in the test?
4 What marks did you get?
5 It wasn't too bad.
6 I didn't answer all the questions.

- 3 2 did you get, think I did OK, done, news
3 good luck, you win, How did it, Did you, didn't, never mind, Better luck next time

- 4 2 I could catch a ball. / I couldn't catch a ball.
3 I could swim. / I couldn't swim.
4 I could run. / I couldn't run.
5 I could ski. / I couldn't ski.
6 I could write. / I couldn't write.
7 I could ride a bicycle. / I couldn't ride a bicycle.
8 I could speak English. / I couldn't speak English.

- 5 1 had to, could
2 couldn't, had to
3 had to, couldn't, could

- 6 2 couldn't
3 didn't have to
4 had to
5 couldn't
6 had to
7 didn't have to / couldn't

Progress check

- 1 2 plastic 6 Cotton
3 gold, silver 7 leather
4 steel 8 rubber
5 silk

2 Students' own answers

- 3 1 but
2 However
3 Although
4 On the other hand
5 but
6 Although

- 4 2 had 9 was talking
3 happened 10 stopped
4 were driving 11 drove
5 came 12 wasn't travelling
6 stopped 13 got out
7 was following 14 went
8 wasn't paying 15 got

- 5 2 couldn't 7 didn't use to
3 couldn't 8 could
4 had to / used to 9 didn't have to
5 used to 10 had to
6 used to

I can ...

- 1 was driving, saw, used to clean
2 size, enough, take
3 done, crossed
4 luck, shame
5 but, Although

Unit 2

A The movies

- 1 2 c 3 b 4 a 5 d

Students' own answers

- 2 2 out of 4 at 6 into
3 of 5 down 7 through

- 3 2 Have you ever done work experience?
Yes I have. / No, I haven't.
3 Have you ever used a photocopier?
Yes I have. / No, I haven't.
4 Have you ever bought something on the Internet?
Yes I have. / No, I haven't.
5 Have you ever done something dangerous?
Yes I have. / No, I haven't.
6 Have you ever fallen down the stairs?
Yes I have. / No, I haven't.

- 4 2 Gary hasn't watched a DVD.
 3 Gary hasn't done a project.
 4 Gary has bought a CD.
 5 Gary has revised for a test.
 6 Gary hasn't read a magazine.

- 5 2 Until last July I was a shop assistant. PS
 Since last July I've been a hairdresser. PP
 3 In 2008 Bella won her first race. PS
 Since 2008 she's won three more races. PP
 4 Before we won the lottery we drove a
 Volkswagen. PS
 Since we won the lottery we've driven a
 Mercedes. PP
 5 Last year I took the bus to school. PS
 Since then I've taken the train. PP
 6 At lunchtime I ate three sandwiches. PS
 Since then I haven't eaten anything. PP

- 6 2 Have you ever eaten a snake?
 Yes, I ate one in China in 2005
 3 Have you seen the new James Bond film?
 Yes, I saw it last week.
 4 Have you read the last Harry Potter book?
 Yes, I read it two months ago.

- 7 2 They've been fishing.
 They've gone fishing.
 3 He's gone jogging.
 He's been jogging.
 4 They've gone skiing.
 They've been skiing.
 5 She's been to the hairdresser's.
 She's gone to the hairdresser's.

B Smart Alec closes the door

- 1 2 He's broken a window.
 3 She's cooked a meal.
 4 They've won a football match.
 5 They've been on holiday.
 6 He's cleaned the room.

- 2 2 for 5 for 8 for
 3 since 6 since 9 since
 4 since 7 since 10 for

- 3 1 has had
 2 Have ... lived, have lived
 3 've liked, 've liked
 4 haven't bought, have saved
 5 has worked, Has ... been

- 4 2 He has made a lot of new friends.
 3 He hasn't started his new school.
 4 He hasn't visited his friend in Canada.
 5 He has travelled on the subway.
 6 He has had a picnic in Central Park.
 7 He hasn't walked across the Hudson Bridge.
 8 He hasn't seen a famous movie director.

- 5 2 has come
 3 haven't bought, have found
 4 has learned
 5 has given
 6 have invited

- 6 2 I did my History homework before dinner.
 3 Samuel Carlos has written five books since
 1995.
 4 I was Leonardo Di Caprio's stunt double in
Titanic.
 5 Karen hasn't eaten anything since 8 o'clock.
 6 Did you read this magazine last week?

C Fame

- 1 2 sign 8 won
 3 invited 9 difficult
 4 lost 10 travelled
 5 recognizes 11 appeared
 6 takes 12 given
 7 became

- 2 2 A 4 A 6 S 8 S
 3 S 5 A 7 S

- 3 2 freedom 5 luck
 3 Fame 6 good looks
 4 difficulties

- 4 2 host 8 prize
 3 beat 9 round
 4 opponents 10 buzzers
 5 ordinary 11 wrong
 6 champion 12 right
 7 contestants

- 5 2 He has already won £100,000.
 3 He can win £200,000.
 4 Yes, he does.
 5 There are four categories.
 6 Students' own answers.

D Kids

- 1 2 year 8 project
 3 poor 9 tomorrow
 4 percent 10 parents
 5 revise 11 worried
 6 competition 12 started
 7 excuse

- 2 2 I've had a look
 3 pretty poor
 4 In that case
 5 That's no excuse
 6 I haven't even started it

- 3 2 doesn't she 7 can he
 3 are you 8 won't we
 4 haven't you 9 do you
 5 did they 10 didn't he
 6 weren't we

- 4 2 f 3 d 4 a 5 e 6 c
- 5 2 do you, d
3 haven't we, c
4 has he, f
5 won't you, h
6 are you, e
7 doesn't it, a
8 didn't they, b

Progress check

- 1 2 contestant 6 rescue
3 pretty 7 stunts
4 According to 8 criminal
5 autograph
- 2 2 off 5 through
3 into 6 out of
4 up / down
- 3 2 danger 6 happiness
3 famous 7 free
4 success 8 good looks
5 luck
- 4 2 gone 6 gone
3 been 7 gone
4 gone 8 been
5 been
- 5 2 for 5 for
3 for 6 since
4 since
- 6 2 didn't have 7 have made
3 didn't go 8 have done
4 spent 9 haven't watched
5 joined 10 have been
6 has been
- 7 2 weren't at the lesson, were you?
3 had a good time, didn't they?
4 speak Spanish, don't you?
5 haven't met Maria, have you?

8 Students' own answers

I can ...

- 1 aren't you, can he, don't they
2 've seen, took, 've read
3 has had, for, have lived, for, have worked, since
4 Before, whenever, After a while

Unit 3 Health and safety

A You and your body

- 1 1 nail, 2 palm, 3 chin, 5 eyelid, 6 eyebrow

- 2a 3 arm 17 nose
4 head 18 neck
5 shoulder 19 toe
6 bottom 20 finger
7 hand 21 stomach
8 calf 22 ear
9 thumb 23 elbow
10 leg 24 chest
11 eye 25 knee
12 wrist 26 teeth
13 mouth 27 tongue
14 lips 28 ankle
15 cheek 29 forehead
16 thigh 30 back

- 2b 1 hand, thumb, wrist, finger, elbow
2 foot, calf, leg, thigh, toe, knee, ankle
3 hair, head, eye, nose, mouth, lips, cheek, nose, neck, ear, teeth, tongue, forehead
4 shoulder, stomach, chest, back

- 3 2 which 5 who 8 who
3 which 6 which
4 who 7 which

- 4 2 that are coming to my party
3 that takes me to school
4 that is in my favourite film
5 that is my dad's boss
6 that sells the best bread
7 that helps me with my homework
8 that works in our local shop

- 5 2 their 5 weather 8 then
3 three 6 the
4 path 7 this

B Sweet Sue has the last laugh

- 1 2 Careful. You might hit your finger.
3 Careful. It might bite you.
4 Careful. You might fall off the wall.
5 Careful. You might cut your hand.
6 Careful. You might hurt your back.
7 Careful. You might trip over the carpet.
- 2 2 shouldn't 5 should 8 should
3 shouldn't 6 should
4 should 7 shouldn't
- 3 2 shouldn't 5 might 8 should
3 should 6 might 9 should
4 shouldn't 7 might 10 shouldn't
- 4 2 is someone who
3 is something that
4 is something that
5 is something that
6 is something that
7 is someone who
8 is something that

- 5 B 4, C 8, D 2, E 1, F 7, G 6, H 3

- 6 2 a person who a doctor sees
 3 are people who study the past
 4 something which you can win in a competition
 5 a material which jewellery is made of
 6 the part of your body that you sit on
 7 an item of clothing that you wear when it's hot
- 7 2 f 3 a 4 e 5 d 6 c 7 b

C Looking after yourself

- 1 1 No more colds and flu
 2 Protect your skin and bones
 3 Build muscle
 4 A balanced diet
- 2 A 1, B 3, C 2, D 4
- 3 2 for 3 of 4 in 5 for 6 into
- 4 2 F The body can't store vitamin C.
 3 F Dark and brightly-coloured vegetables contain vitamin C.
 4 T
 5 F Protein is also in chicken, fish, eggs, milk and nuts.
 6 T
- 5 2 bleeding 4 itchy 6 painful
 3 swollen 5 broken
- 6 a Ranjit c Annie e Damien
 b Ian d Marcia f Wendy
- 7 3, 9, 12, 2, 5, 1, 7, 10, 6, 8, 4, 11
- 8 2 should put some cream on it.
 3 They should get vaccinated.
 4 You should put a plaster on it.
 5 She should take some tablets.
 6 You should put some drops in it.
- 9 2 doctor 4 drops 6 probably
 3 broken 5 body

D Kids

- 1 A 3, B 6, C 1, D 9, E 7, F 10, G 2, H 5, I 8, J 4
- 2 2 I feel really disappointed.
 3 That's one each.
 4 Haven't you forgotten something?
 5 That's the best part.
 6 I've got some great news.
 7 When are the tickets for?
- 3 2 I've got some great news
 3 the best part
 4 that's one
 5 are the tickets for
 6 you forgotten something
 7 really disappointed
- 4 2 can 5 was 8 do
 3 have 6 will 9 did
 4 did 7 am 10 am

- 5 2 Oh, ours didn't. 5 Oh, I can't.
 3 Oh, I haven't. 6 Oh, mine is.
 4 Oh, mine are.
- 6 3 So am I. / I'm not. 6 So did I. / I didn't.
 4 Neither do I. / I do. 7 So will I. / I won't.
 5 So can I. / I can't. 8 So am I. / I'm not.
- 7 Students' own answers

Progress check

- 1 2 broken 5 sore
 3 painful 6 tablets
 4 plaster
- 2 Across: 2 vegetarians 3 protein 6 infections 8 fat
 Down: 1 carbohydrates 4 calories 5 fibre 7 sugar
- 3 2 you 7 prescription
 3 I've 8 times
 4 did 9 you
 5 it 10 should
 6 an 11 on
- 4 2 who 4 who 6 who
 3 which 5 which
- 5 2 So have I. 5 So did I.
 3 So do I. 6 Neither will I.
 4 Neither have I.
- 6 Suggested answers:
 2 such as fruit and vegetables
 3 for example sugar and fat
 4 like football and tennis
 5 such as a cold or the flu

I can ...

- 1 I've broken, I've got, swollen
 2 who, which / that, who
 3 should, shouldn't, might
 4 So, am, Neither

Unit 4 Heroes

A King Arthur

- 1 2 armour 5 battle 8 flag
 3 sword 6 throne
 4 shield 7 knight
- 2 2 hid 5 wounded
 3 offered 6 lasted
 4 refused
- 3 Students' own answers

- 4 2 like sending
3 likes to watch, prefers to play
4 started reading
5 hate driving
6 loves to chase
- 5 2 agreed to get out of the pool
3 needed to go for a walk
4 loves skiing
5 doesn't mind washing up
6 decided to wear the dress
7 doesn't enjoy playing computer games
8 offered to kill the insects
- 6 2 going 6 to tell
3 to send 7 to speak
4 waiting 8 to have
5 living
- 7 2 going to London
3 eating chocolate
4 to help me with my homework
5 to be home by 5.30
6 to phone Mike about the tickets
7 looking after my dog
8 to do some shopping

B The burglar

- 1 3 There are, crossing the street
4 There's, talking on a mobile phone
5 There are, sitting on a wall
6 There are, roller-blading
7 There's, lying on the grass
8 There are, waiting at the traffic lights
9 There are, digging a hole in the road
10 There's, reading a magazine
- 2 2 I can see some people swimming.
3 I can hear a child crying.
4 I can feel the sun shining on my face.
5 I can hear someone playing a guitar.
6 I can smell someone eating a hamburger.
7 I can feel a gentle wind blowing.
8 I can see people sunbathing.
- 3 2 someone screaming
3 old woman standing
4 Gelert barking
5 his son lying
6 blood dripping
7 the baby crying
8 something large and grey lying
9 a cold wind blowing
- 4 A 4, B 1, C 3, D 5, E 2

C Imagination

- 1 1 amazed
2 bored, boring
3 embarrassing, embarrassed
4 interesting, interested
5 excited, exciting

- 6 frightening, frightened
7 tired, tiring
8 annoyed, annoying
- 2 2 Peter having
3 someone knocking
4 Peter and the manager standing
5 him walking
- 3 Students' own answers
- 4 Students' own answers
- 5 2 careless 4 unfriendly 6 interesting
3 dark 5 crooked
- 6 cold, big, red
- 7 2 the big warm fire
3 hot white coffee
4 a huge black cat
5 short cold days
6 my big gold ring
- 8 2 tall blonde, baggy pink
3 short fair, cold grey
4 long hot, cool blue
5 big yellow, cold blue

D Kids

- 1 2 manager 10 glass
3 order 11 drops
4 surprised 12 company
5 customer 13 tournament
6 school 14 expensive
7 enjoyed 15 parents
8 ham 16 mistake
9 tea 17 happy
- 2 2 didn't expect
3 on business
4 'hello' to your parents
5 it was a mistake
6 all your fault
- 3 2 Could you open the window, please?
3 Could you lend me your dictionary, please?
4 Could you pass the water, please?
5 Could you turn down your music, please?
- 4 2 What can I
3 Can I have
4 Would you like anything
5 A glass
6 else
7 chicken pasta and a glass of water
8 please
- 5 2 w 4 u 6 l 8 l
3 w 5 b 7 l 9 k
- 6 Students' own answers

Progress check

- 1 2 crown 5 battles
3 survived 6 swords
4 armour, shields 7 helmet

- 2** 2 amusing 5 surprising
3 embarrassed 6 worried
4 frightened
- 3** 2 There's a man cleaning the tables.
3 There's a man looking through the window.
4 There are two women looking at the menu.
5 There's a boy eating a hamburger.
6 There's a woman reading a newspaper.
7 There's a woman ordering a meal.
8 There's a man paying the bill.
9 There's a man drinking a milkshake.
10 There's a chef cooking meals.
- 4** 2 heard some glass breaking
3 saw the two boys running away
4 heard a man shouting
5 heard the door opening
6 felt something cold touch my face
7 heard a dog barking
8 saw my friend's dog standing by the bed
- 5** 2 'I've been to see the nurse, because I've got a bad leg,' said Frank.
3 'I hope it's better soon,' said Miss Jones. 'Here's your homework.'
4 'I can't do my homework, because my hand is bad, too,' said Frank.
5 'Don't worry,' said Miss Jones. 'If you stay behind after class, I'm sure I can help you with it.'

I can ...

- 1** lying, see, talking
- 2** relaxing, frightening, embarrassed
- 3** have, Can
- 4** Could you help me with my homework, please?
Could you speak louder, please?
- 5** 'How are you, Mary?' asked Kevin.
'I'm fine, thanks,' said Mary.

Unit 5 Our environment

A Climate change

- 1** 2 global warming
3 fossil fuels
4 power stations
5 carbon dioxide
6 sea levels
7 ice caps
8 environmental problems
- 2** 1 global warming
2 power stations, fossil fuels
3 ice caps
4 environmental problems
5 sea levels
6 carbon dioxide

- 3** 2 Pollution is produced here.
3 Paper is recycled here.
4 Electricity is produced here.
5 Rubbish is dumped here.
6 Fuel is sold here.

- 4** 2 is thrown away 6 are blown
3 is recycled 7 are covered
4 is put 8 are eaten
5 is left 9 are banned

- 5** 2 f 3 b 4 a 5 c 6 e

- 6** 2 are written by Alison and Finlay
3 The illustrations are drawn by Matt.
4 The website pages are designed by Diana.
5 People are interviewed by Paul and May.
6 The videos are made by Danny and Clare.
7 Everything is checked by Josie.
8 The website is visited by lots of people.

B Smart Alec's plan

- 1** 2 was seen 7 was taken
3 was stopped 8 was protected
4 were found 9 were seen
5 were taken 10 was sent
6 was arrested

- 2** 2 endangered 5 protected
3 isolated 6 thief
4 stealing

- 3** 2 are used
3 is caused
4 is lost

- 4** 1 were cut down
2 were used to make paper
3 was caused by deforestation
4 was lost

- 5** 1 will be cut down
2 will be used to make paper
3 will be caused by deforestation
4 will be lost

- 6** 2 will be changed 9 will be built
3 will be created 10 will be lost
4 will be used 11 will be caught
5 will be brought in 12 will be taken
6 will be needed 13 will be left
7 will be flooded 14 will be saved
8 will be covered

- 7** 2 T
3 F All the houses will be covered with water.
4 T
5 F They don't want to leave their homes.
6 T

C Caring for the environment

- 1 2 h 3 i 4 g 5 k 6 f 7 d 8 b 9 j
10 a 11 e
- 2 2 mammal 6 horns 10 tricks
3 pouch 7 beak 11 feathers
4 habitats 8 to tame
5 goats 9 imitating
- 3 2 the ibex 7 the ibex
3 the macaw 8 the ibex
4 the koala 9 the macaw
5 the koala 10 the koala
6 the macaw
- 4 1 No more room
2 A regular routine
3 Don't throw it away
4 Produce energy yourself
- 5 2 This animal is hunted for its fur.
3 This animal is used for tourist photographs in India.
4 This sea mammal is killed for its body parts.
5 This insect is poisoned by chemicals.
6 This animal's habitat is destroyed by building construction.
7 This bird's eggs are stolen by collectors.
8 This animal is killed to make shoes and handbags.
- B 3, C 7, D 6, E 2, F 8, G 5, H 4

D Kids

- 1 2 sandwich 8 starving
3 nervous 9 jelly
4 customer 10 phones
5 experience 11 dealing
6 tournament 12 trouble
7 angry 13 beginning
- 2 2 do 4 'm 6 be 8 worry
3 stay 5 be 7 say
- 3 2 Just stay cool 5 How do you feel?
3 easy for you to say 6 I'm starving
4 be all right 7 don't worry
- 4 2 trouble 11 embarrassing
3 nervous 12 really
4 jelly 13 stomach
5 butterflies 14 secretary
6 pounding 15 cool
7 shaking 16 alright
8 headmistress 17 mistake
9 starving 18 worried
10 beginning
- 5 2 my heart's pounding
3 I've got butterflies in my stomach
4 my hands are shaking
5 my legs feel like jelly
6 I feel sick

- 6 2 What if people laugh at my English?
People won't laugh at your English.
3 What if I play all the wrong notes?
Don't worry. You won't play all the wrong notes.
4 What if the plane crashes?
Don't be silly. The plane won't crash.
5 What if it tastes horrible?
Don't worry. It won't taste horrible.
6 What if I fall off?
Don't worry. You won't fall off.

Progress check

- 1 Across: Down:
4 biofuels 1 deforestation
7 rainforest 2 hurricane
9 melts 3 pollution
10 cubs 5 carbon dioxide
11 extreme 6 drought
8 extinct
- 2 2 was sent 10 was caught
3 was searched 11 will be taken
4 was found 12 will be examined
5 were rescued 13 Was ... brought
6 were taken 14 was released
7 were interviewed 15 are often sold
8 will be shown 16 are used
9 has been seen
- 3 2 have melted 5 are used
3 is thrown away 6 will be needed
4 is recycled
- 4 2 pounding 6 sick
3 nervous 7 worry
4 jelly 8 if
5 shaking
- 5 Suggested answers:
Paragraph 1: The beautiful valley
Paragraph 2: Plans for the valley
Paragraph 3: The effect of those plans on the valley
Paragraph 4: Action taken to stop those plans
- I can ...**
- 1 warming, fuels, pollution
2 are made, was built, will be given
3 in my stomach, are shaking
4 worry, be, stay, You'll be

Unit 6 Relationships

A Friends

- 1 2 off 5 down 8 in
3 on 6 out 9 back
4 on 7 after

- 2** 2 throw away 5 give up
 3 run out of 6 find out
 4 look after
- 3** 2 off 11 up 20 on
 3 down 12 up 21 off
 4 down 13 down 22 off
 5 up 14 back 23 away
 6 out 15 down 24 away
 7 up 16 down 25 up
 8 up 17 up 26 on
 9 round 18 up 27 away
 10 up 19 out 28 back / round

- 4** 2 I'll stay at home and watch TV
 3 I'll leave the cinema before it finishes
 4 I'll go riding
 5 you'll get cold
 6 I'll go skiing
 7 his teacher will be pleased
 8 I'll give you a ring

- 5** 2 rains, 'll go
 3 want, 'll have
 4 won't have, don't get
 5 finish, 'll watch
 6 will be, go

- 6** 2 If I arrive home late, dad will be angry.
 3 If you help me with my English homework, I'll fix your computer.
 4 If you write a letter to the magazine, they will give you good advice.
 5 If the bus doesn't arrive soon, we'll be late for the film.
 6 If you phone me in Italy, it will cost a lot of money.

B We need a holiday

- 1** 2 'll search, buy
 3 finish, 'll pack
 4 'll print, pack
 5 'm, 'll read
 6 'll listen, read
- 2** 2 text you when we're at / go to the shopping centre
 3 go to bed after I check my emails
 4 go out when I finish my homework
 5 have something to eat as soon as we get home
 6 check the weather before we go camping
 7 watch a DVD after we have dinner
 8 'll play a computer game while I wait for Tim
- 3** 2 young 6 advice 10 goodbye
 3 problems 7 matter 11 visit
 4 describe 8 daughter 12 sister
 5 secrets 9 introduced
- 4** 2 a, 3 b, 4 b
- 5** 1 'll show 4 are, will call
 2 is, will miss 5 are, will look after
 3 are, will get

- 6** Students' own answers
- 7** 2 We had a hard test.
 3 He showed us what we should do.
 4 I never walk to work.
 5 Now I know what I'm doing.
 6 He was quite calm when I came round.
 7 He won't want to work on Saturday.

C Generation gap

- 1** 2 solution 6 discussion
 3 adjustment 7 decision
 4 disagreement 8 advice
 5 argument
- 2** 2 argument 6 solution
 3 discussion 7 advice
 4 adjustments 8 disagreement
 5 choice
- 3** 2 think 5 has 8 make
 3 go 6 listen 9 forget
 4 talk 7 give
- 4** 2 friends 4 listen 6 advice
 3 a difficult 5 have a lot
- 5** 2 like everyone else my age.
 3 so the revision is going well
 4 so that she can stay at home
 5 who are working hard
 6 she wants to know who it is
 7 who I'm going with
 8 She's driving me crazy
- 6** 1 His mum.
 2 He's taking his end of school exams.
 3 So that she can stay at home and look after him.
- 7** Tick: 3, 4, 5, 8
- 8** Students' own answers

D Kids

- 1** 2 already 6 angry 10 helped
 3 prize 7 blame 11 geography
 4 upset 8 agree 12 trouble
 5 catches 9 closed 13 seen
- 2** 2 She didn't know anything about it.
 3 We're all in this together.
 4 It was all your idea.
 5 She shouldn't take the blame for everything.
 6 Hang on a minute.
 7 What do you mean?
 8 You are kidding!
- 3** 1 Hang on a minute.
 2 What do you mean?
 3 You're kidding!
 4 shouldn't take the blame for everything
 5 doesn't want to speak about it

- 4** Suggested answers:
- 2 Sally got up early to arrive on time.
 - 3 Damian switched on the computer to write emails.
 - 4 Belinda stayed at home to study for a test.
 - 5 The headmistress picked up the phone to call my parents.
 - 6 My brother saved some money to buy a new computer.
 - 7 We stayed up late to watch the film.
 - 8 Charlie and Jack went to the sports centre to play badminton.
- 5**
- 2 Just stay cool.
 - 3 This is all your fault.
 - 4 That's no excuse
 - 5 According to my information,
 - 6 That's good news
 - 7 Be careful

Progress check

- 1**
- | | |
|--------------|------------|
| 2 throw away | 5 give up |
| 3 look after | 6 get on |
| 4 find out | 7 sit down |
- 2**
- | | |
|------------------|------------------|
| 2 reached / made | 6 had |
| 3 find | 7 reached / made |
| 4 make | 8 gives |
| 5 make | |
- 3**
- | | |
|--------------------|-------------------|
| 2 'll have, are | 5 will be, have |
| 3 invite, 'll need | 6 will cost, does |
| 4 want, 'll do | 7 will come, have |
- 4**
- | | |
|--------------|--------------|
| 2 if | 5 while |
| 3 As soon as | 6 as soon as |
| 4 Before | |
- 5**
- 2 us
 - 3 that
 - 4 everything
 - 5 not
 - 6 on
- 6**
- 1 A lot of young people
 - 2 I think you should
 - 3 Try
 - 4 I'm sure
 - 5 It's never a good idea
 - 6 my advice to you
 - 7 When you're

I can ...

- 1 because, to invite
- 2 will say, work
- 3 When, While, After
- 4 with, should, common

Revision

- 1**
- 2 had
 - 3 was, waiting
 - 4 saw, were, doing
 - 5 didn't enjoy, Did
 - 6 Did, make, were living
 - 7 wasn't working, phoned, was watching
- 2**
- | | |
|-----------------------|--------------------|
| 1 left | 5 did you meet |
| 2 have never seen | 6 have known |
| 3 have just won | 7 did your dad do |
| 4 Did you study, were | 8 haven't finished |
- 3**
- | | | | | |
|-----|-----|-----|-----|------|
| 2 e | 4 f | 6 a | 8 c | 10 h |
| 3 g | 5 i | 7 j | 9 b | |
- 4**
- 2 If you wear high-heeled shoes, your feet will hurt.
 - 3 If you eat healthy food, you'll feel good.
 - 4 If you go to bed late, you'll be tired.
 - 5 If you go to Simon's party, you'll see your friend.
 - 6 If you leave now, you'll miss the end of the match.
- 5**
- | | | |
|-----------|-----------|------------|
| 2 to see | 4 lying | 6 watching |
| 3 to give | 5 talking | 7 to lend |
- 6**
- 2 out, Students' own answers
 - 3 up, Students' own answers
 - 4 away, Students' own answers
 - 5 down, Students' own answers
 - 6 off, Students' own answers
 - 7 off, Students' own answers
 - 8 down, Students' own answers
- 7**
- | | | |
|---------|--------|--------|
| 2 can't | 4 know | 6 boot |
| 3 head | 5 made | 7 work |
- 8**
- | | |
|-----------------|-----------------|
| Present simple: | Past simple: |
| 2 is directed | 1 was directed |
| 3 are played | 2 were played |
| 4 is advertised | 3 was built |
| 5 are sold | 4 were designed |
| | 5 were sold |
- Future with *will*:
- 1 will be directed
 - 2 will be played
 - 3 will be taken
 - 4 will be printed
 - 5 will be recorded

Photocopiable teaching notes

Unit 1a What were they doing when ...?

Aims To practise the use of the past continuous and the topics and vocabulary from the Introduction and Unit 1.

- Divide the class into two teams.
- Explain these rules.
- Choose a student to come to the front of the class and give them a picture. He / she tells the rest of the class who is in the picture and the title of the picture.
- Then he / she asks the other students in his / her team to guess what the people in the picture were doing when it happened – for example *What were the teenagers doing when the lights went out?* Explain that there is more than one correct answer.
- Each student answers in turn, using full sentences. For example, *They were dancing when the lights went out.*
- If they give the correct answer AND their grammar is correct they get a point for their team. The team with the most points wins.

Unit 1b What present will you make?

Aims To revise the use of future forms and the materials vocabulary from Unit 1.

- Divide the students into groups of four or five.
- Photocopy and cut out one set of the materials and one set of people cards for each group.
- Put the materials cards face down in front of the group in one pile and the people cards face down in another pile.
- In turn, students pick up one card from each pile and say what present they will make for the person using the materials. The other students in the group can make suggestions or ask questions. To finish, you might like to ask each group to tell the class about one present and who it is for, and the class can vote on the best present. NB: the material card only shows the type of materials, e.g. wool, not the form it is in. It could be woollen cloth or woollen yarn.

Unit 2a So you think it's easy being a teacher!

Aims To practise conversations with everyday expressions and vocabulary from Units 1 and 2.

- Put the students in pairs.
- Give one student in each pair the teacher card from one of the role plays and the other the student card from the same role play.
- The students practise the conversation for 3 minutes.
- Monitor the conversations and note any mistakes.
- They then change roles and practise a different role play. Select one or two pairs to perform their role plays for the whole class.
- Go through any mistakes you feel necessary with the class as a whole.

Unit 2b The apprentice

Aims To practise use of the present perfect and past simple in talking about life experience.

- Divide students into groups of four or five.
- Photocopy one set of cards for each group.
- Explain the meaning of *apprentice* (someone who works with an experienced person to learn the job). Give one student in each group the Master card and the other students a different Apprentice card. Help students with any vocabulary they don't know.
- The master interviews the apprentices and chooses the one he / she thinks is best.
- Then each master tells the whole class which apprentice he / she has chosen and why.

Unit 3a What should we eat?

Aims To practise vocabulary for food and the modal verbs *might* and *should*.

- Divide the class into two groups.
- Photocopy and cut out the meal cards and the food cards so there is one set for each group.
- To demonstrate the activity put the meal cards face down on the desk in one pile and the food cards face down in another pile. Turn over the first meal card.
- Invite a student to pick up one food card and say whether they should, shouldn't or might use the food for the meal on the card you turned over and why. For example: *We should eat cereals for breakfast because they have a lot of vitamins.*
- The students work through the cards in their groups.
- When all the meal cards have been used, mix them up and start again with the next food card. You can finish by asking students to tell the class some of the sentences they made and what their own ideal meals are.

Unit 3b Sentence-making race

Aims To practise *this is / there are* with relative clauses.

- Divide the class into teams of three or four.
- Photocopy the worksheet and give one to each team.
- Explain that students are going to take part in a sentence-making race. Their job is to match one picture from the *This is / These are* column with another from the *who / that* column and make sentences. Point out the examples on the worksheet.
- The teams start when you say **GO!** The first team to complete the worksheet with correct sentences wins.

Unit 4a Chain stories from picture clues

Aims To practise vocabulary from medieval history and narrative writing.

- Photocopy and cut out the clue cards, and place them in a pile face down on your desk.
- Give each student a blank piece of paper. Explain that they are going to write a story using the clues on the cards.
- Turn over the first clue and ask the students for suggestions about how the story can begin. They must mention the word on the card clue. For example, for the card with the picture of a knight, they might begin with *Once upon a time many years ago, there was a brave knight.*
- Write the best sentence on the board and ask students to copy it onto their piece of paper.
- Turn over the second clue card and tell them to write the next sentence of the story themselves, reminding them that they must mention the word from the clue.
- When they have done this, students pass their paper to the person on their left to write the next part of the story from the next clue card.
- They continue passing the papers round and writing the next sentences until all the clue cards have been used.
- Each student reads out the story on the paper they are holding at the end.
- Go through any mistakes you feel necessary with the class as a whole.

Unit 4b Why are they like that? Panel game

Aims To practise *-ed* and *-ing* adjectives.

- Divide the class into two or more teams.
- Photocopy and cut out the cards, and place them in a pile face down on your desk.
- Brainstorm a list of *-ed* and *-ing* adjectives, for example *bored – boring, excited – exciting, tired – tiring*, and write them on the board.
- Turn over the first card. Ask each team to choose an *-ed* or *-ing* adjective to describe the person or thing on the card. Give each team one minute to think of why the adjective relates to the person or thing, for example *Why is the boy excited? Because he has just won a tennis match.*
- Listen to each team's explanation and give them one point if they have used the *-ed* or *-ing* adjective in the correct sense and another point for the correct use of grammar and vocabulary.
- Repeat for all cards.
- The team with the most points wins.

Unit 5a Dangers to the environment

Aims To practise vocabulary related to the environment and passive sentences.

- Photocopy and cut out the cards, and place them in a pile face down on your desk.
- Explain that the students are going to write about dangers to the environment and that they must write a passive sentence about each danger.
- Turn over the first card.
- Ask students for suggestions about what the danger is and how it is caused or what it causes. Then write a correct passive sentence from their ideas on the board. For example, for the picture of a traffic jam you could write *Air pollution is caused by too many cars*. Show the cards in turn for students to write their sentences. The student with the most correct sentences wins.

Unit 5b 'I'm sorry' role plays

Aims To practise everyday English connected with making apologies.

- Divide the class into pairs.
- In each pair, give one student in each pair role card a from one of the role plays, and the other role card b from the same role play.
- Go through the vocabulary students need to apologize.
- Students do not let their partner see their role cards. Let them practise the conversation for 3 minutes. Then each pair performs their role play for the whole class.
- You can vary this by using the b role cards. Students work in pairs but this time the student with the role card has to explain the situation to a friend who doesn't know what happened. As they explain they express their worries. The student without the role card replies sympathetically using the expressions from pp. 62–63 in the Student's Book.

Unit 6a What will you do if ...?

Aims To practise making first conditional sentences.

- Photocopy and cut out the problem cards, and place them in a pile face down on your desk.
- Give a student the first card. Ask the student what the problem on the card is, for example, (*My Mum doesn't like my girl / boy friend*).
- Using the first conditional, ask the student how they will solve the problem. (For example *What will you do if your Mum doesn't like your girl / boy friend?*) The student must answer using a first conditional sentence (for example, *If my Mum doesn't like my boyfriend I won't bring him to the house*.) Use the student's answer to make another first conditional question (for example, *What will you do if your Mum sees you with him in the street?*)
- After the student answers, invite other students to make similar questions beginning with *What will you do if ...?*
- Repeat the process, bringing different students to the front and using the other problem cards.
- You can give students points for making correct questions and the winner will be the student with the most points.

Unit 6b Solving problems

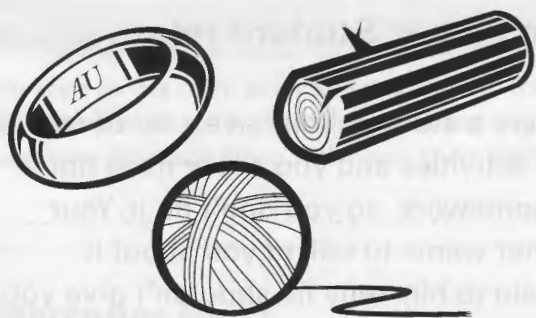
Aims To practise everyday English conversations and giving advice.

- Put students into four groups.
- Photocopy the cartoons and give one cartoon to each group. Explain that each cartoon shows a different problem.
- The groups use the cartoons to write a script lasting 2–3 minutes. Each group acts out their script for the class, and the other students give them advice on what they should do.

Unit 1a What were they doing when ...?



Unit 1b What present will you make?



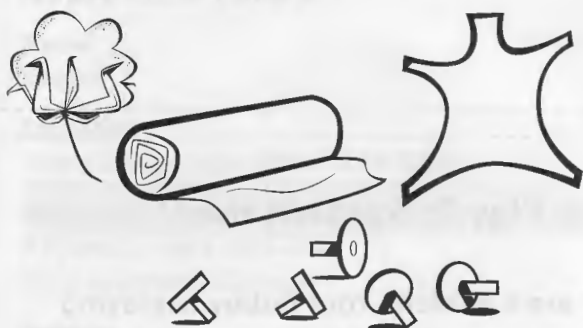
Your teacher



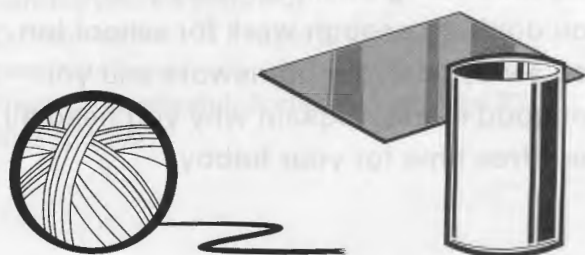
A friend



Your grandmother



Your mother



Your father

Unit 2a So you think it's easy being a teacher!

Role Play 1: Teacher role

You are a teacher. One of your students never does his homework and you are going to talk to him to tell him he must work harder.

Role Play 1: Student role

You are a student. You have a lot of free time activities and you never have time for homework, so you don't do it. Your teacher wants to talk to you about it. Explain to him why he shouldn't give you homework.

Role Play 2: Teacher role

You are an IT teacher. One of your students is having problems with a virus and you think he / she has gone on the Internet when you told the students not to. Ask him / her about what sites he/she has looked at and what he/she has used the computer for.

Role Play 2: Student role

You are in the IT class and your computer is not working. You went on the Internet and now the mouse and keyboard don't work and nothing is moving on the screen. Explain what happened.

Role Play 3: Teacher role

You are an English teacher. One of your students is clever but doesn't read anything except what you tell him / her and comics. Try to change his / her mind so he / she wants to read more.

Role Play 3: Student role

You are a student. Your hobby is playing computer games and you spend all your free time doing this. Your teacher thinks you don't do enough work for school but you always do your homework and you get good marks. Explain why you need all your free time for your hobby.

2b The Apprentice

Master card

You are a movie stunt actor and you want to train a new stunt actor. The other members of your group want to be your apprentice and you have to choose the best one. Ask them what they have done and when. Ask about their hobbies, sports, training and work experience.

Apprentice card 1

Name

Smith

Education

University of California 2004–2007 – on skiing scholarship – Diploma in sports studies

Work experience

Skiing instructor – Colorado – December 2007 to April 2008

Swimming and Diving Instructor – April 2008 to now

Hobbies

All sports – California karate champion in 2006, skiing, snowboarding (since 2005), Judo (started when 12 years old), started to learn free fall parachuting in 2009

Apprentice card 2

Name

Jolly

Education

Imperial College London 2003–2006 – Engineering

Work experience

Driver and test driver for motor racing team 2006–2008, Won 2 races in 2007 and 2 in 2008

Journalist for motor magazine 2008 to now

Hobbies

Shooting (for 1 year), fencing (since 2004), driving fast cars

Won London fencing championship in 2006

Apprentice card 3

Name

Knight

Education

West Chicago High School 2004–2006

Work experience

Apprentice cook 2006–2008

Shop assistant 2008–now

Hobbies

Acting – danced in musical April 2007

Dancing (since 4 years old)

Extreme sports – 25 bungee jumps, 6 free fall parachute jumps

Freestyle skateboard champion of Chicago 2002, 2003 and 2005

Apprentice card 4

Name

Queen

Education

Hong Kong International School 2000–2006

Work experience

Pilot training 2007–2008

Pilot for parachuting club 2008 to now

Hobbies

Flying, parachuting (since 2008), hang gliding (started 6 months ago)

Judo (since 10 years old)

Unit 3a What should we eat?

1 breakfast

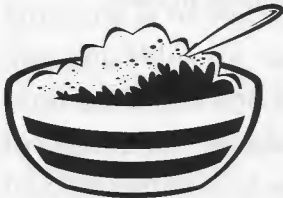
2 lunch

3 dinner

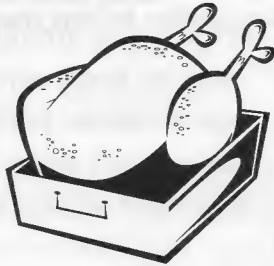
4 a snack

5 a picnic

1 bowl of cereal



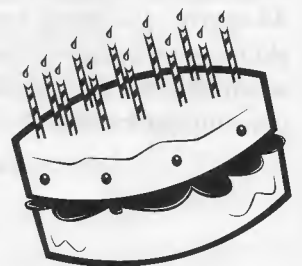
2 chicken



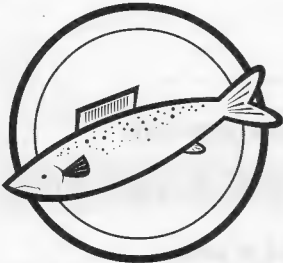
3 coffee



4 birthday cake



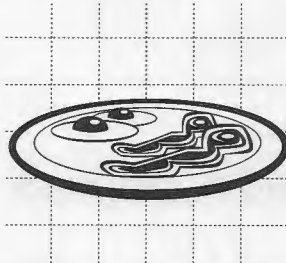
5 fish



6 crisps



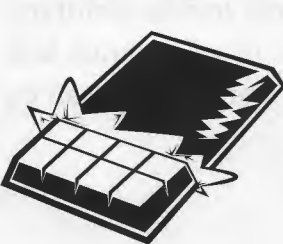
7 bacon and eggs



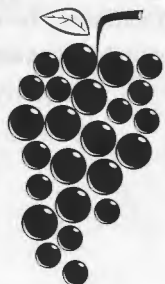
8 jacket potato



9 chocolate bar



10 grapes



11 nuts



12 sweets

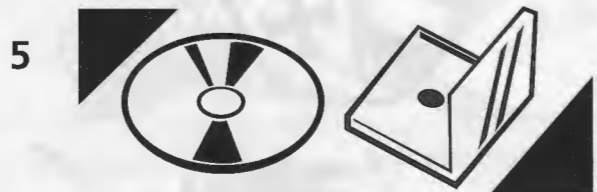
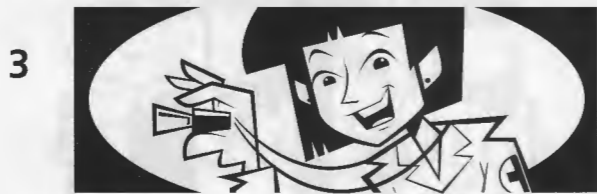


Unit 3b Sentence-making race

This is / There are



This is the finger that my dog bit.

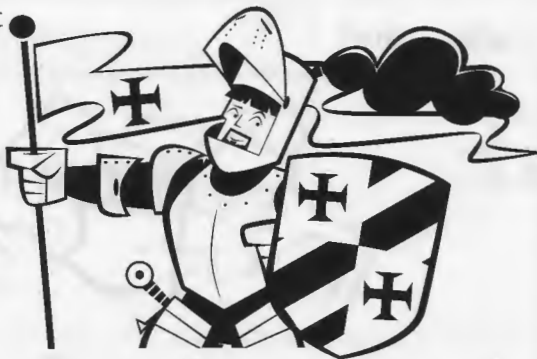


who / that



Unit 4a Chain stories from picture clues

1 a knight



2 a sword



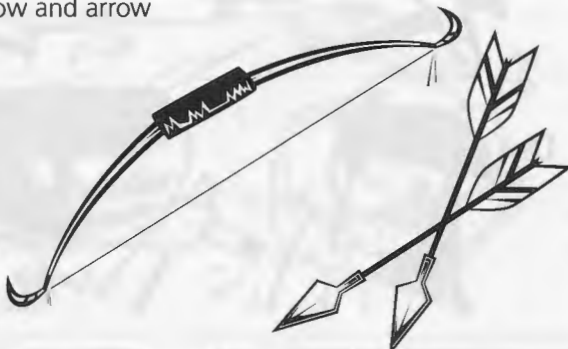
3 a medieval battle



4 a bag of money



5 a bow and arrow



6 a castle



7 a lake



8 a shield



9 a haunted house



10 a woman screaming



Unit 4b Why are they like that? Panel game

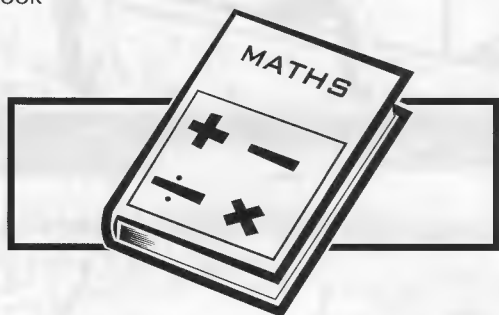
1 a boy smiling with anticipation



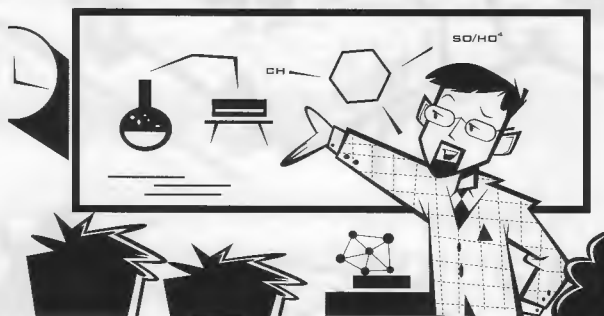
2 a film



3 a book



4 a teacher teaching



5 a football match



6 an athlete running



7 pupils listening to a teacher



8 a band playing music



9 fans listening to music at concert



10 a girl reading a book



Unit 5a Dangers to the environment

1 a traffic jam



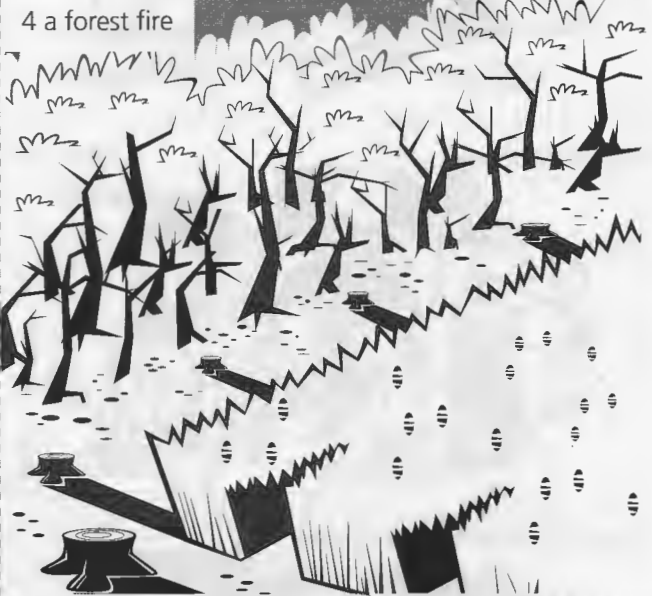
2 a factory with smoking chimneys



3 a hunter killing bears



4 a forest fire



5 an oil tanker sinking at sea



6 a rubbish tip



Unit 5b 'I'm sorry' role plays

Role Play 1: Role a

You lent your friend your computer but he / she hasn't given it back to you. Ask him / her if you can have it.

Role Play 1: Role b

You borrowed your friend's computer and you broke it. You have to tell him / her what happened and say that you are sorry.

Role Play 2: Role a

You have lost your dog. Ask your partner if he / she has seen it.

Role Play 2: Role b

You were in your partner's house and you left the door open and the dog ran out and ran away.

Role Play 3: Role a

You are the school librarian. Your partner borrowed a library book and did not bring it back in time. Ask him / her for the book.

Role Play 3: Role b

You borrowed a book from the school library and you lost it. Now the school librarian wants to see you.


Role Play 4: Role a

Your partner is cooking you a surprise dinner, but he / she is taking a very long time. Ask if you can help with the cooking.


Role Play 4: Role b

You are cooking dinner for your partner but you have burnt the meat and it cannot be eaten. You have to tell him / her something.

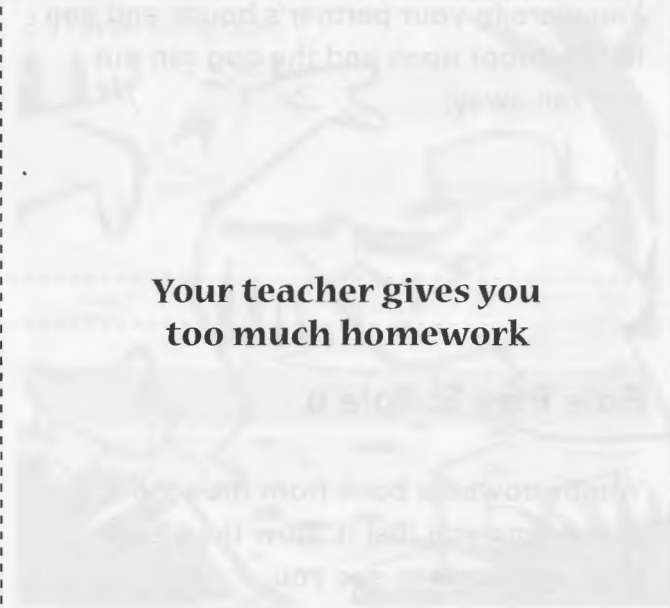
Unit 6a What will you do if ...?




**Your Mum doesn't like
your boy / girl friend**




**Your parents don't let you
go to concerts**



**Your teacher gives you
too much homework**



**Your best friend steals all
your boy / girl friends**



**Your parents won't let you
use the Internet**



You lose your mobile phone

Unit 6b Solving problems



Before watching the DVD

Make two columns on the board with the headings **Used to do** and **Have done this year**. Ask students to tell you things they used to do but do not do now and write their ideas in column 1. Ask them to tell you anything interesting they have done this year and write their responses in column 2.

While watching the DVD

How has life changed since you were ten?

- 1 Explain that students are going to watch and listen to some people talking about things they used to do compared to what they do now. Ask them to read the statements in exercise 1, then play the first part of the DVD (until Alex says... *she doesn't any more*).

Students watch, listen and decide if the statements are true or false. If they are false, ask students to write the correct information. Go through the answers with the class.

Answer key

- 1 True
- 2 False (She is now at secondary school.)
- 3 False (Poppy used to live in London. Christo used to live in California.)
- 4 False (He says now he can go out with friends and do different sports, so things are better.)
- 5 True
- 6 True

- 2 Ask students to quickly read the list of places before playing the first part of the DVD again. Tell them to tick the places they hear. Go through the answers with the class.

Answer key

Banbury	London
High Wycombe	Oxford
California	Staffordshire

What's the most exciting thing you've done ...?

- 3 Ask students to look at the two columns and guess which person did which event. Play the next part of the DVD (until Steve says... *diving with great white sharks in South Africa*). Students listen and match the pictures to the events to see if their guesses were right. Go through the answers with the class.

Answer key

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

Roman Britain

- 4 Ask students what they know about the Romans. Who were they? When did they live? Where did they go? Tell students to read the questions quickly before playing the whole report for students to circle the correct answers. Go through the answers with the class.

Answer key

- 1 c 2 a 3 c 4 b 5 b

- 5 Ask students to label the pictures on their own, and then check their answers with a partner. Go through the answers with the class.

Answer key

- a cooking b jewellery c clothes

- 6 Tell students to read the statements and decide whether they are true or false. If they are false, ask students to write the correct information. Play the whole report again for students to check and correct their answers if necessary. Go through the answers with the class.

Answer key

- 1 False. (They were fighting the tribes in the North.)
- 2 True
- 3 True
- 4 False. (It's an invitation to a birthday party.)
- 5 False. (They think it will take another 100 years to finish the work.)

After watching the DVD

Activity A

Each student writes something they used to do on a piece of paper, e.g. **I used to go swimming on Saturdays**. Students walk around the class asking each other if they also used to do the activity, for example **Did you use to go swimming on Saturdays?** At the end, students tell the class what their activity was and how many other students used to do it.

Activity B

Students imagine they are Roman soldiers living at Hadrian's Wall. They write a letter home to their family in Rome, telling them about their life in Britain. They can use these headings

- the wall and the fort
- the local people
- daily life

2 Fame and fortune

page 123

Before watching the DVD

Tell students they have to imagine they have done something that made them famous. Go round the class asking each student what they have done. Each student has to think of a different idea. At the end, the class vote on who they think has become the most famous.

While watching the DVD

Tell students they are going to see people talking about fame. Play the whole of the first part of Unit 2 (from the beginning to the start of the report) for them to watch, listen and see if any of their ideas are mentioned.

Have you ever been on television?

- 1 Give the students a minute or two to read the statements, then play the first part of the unit (from the beginning until Alex says **I haven't but I'd like to**) for students to decide if the statements are true or false.

Answer key

1 T 2 F 3 F 4 F 5 T

Would you like to be famous?

- 2 Ask students to look at the pictures and try to remember or guess how to complete the speech bubbles. Then play the next part of the recording (until Alex says **I'd like to be rich**) for students to check or correct their answers if necessary. Go through the answers with the class.

Answer key

1 athlete	5 celebrity
2 no interest	6 publicity
3 being famous	7 be rich
4 I'm older	

Agatha Christie

Before playing the report ask students what they know, if anything, about Agatha Christie, Hercule Poirot or Miss Marple.

- 3 Give students a minute or two to read the questions, then play the report for students to answer. Go through the answers with the class.

Answer key

- 1 Over 100
- 2 American
- 3 She got £25.
- 4 She spent 11 days there.
- 5 Mary Westmacott was Agatha Christie. She wrote romantic novels under this name.

- 4 Give students time to read the table before playing the report again for students to complete it. Go through the answers with the class.

Answer key

Name: Agatha Christie
Place of birth: Torquay
Date of birth: 15th September 1890
Number of novels written: Over 80
Number of novels sold: Over 2 billion
Date of first marriage: 1914
First novel: *The Mysterious Affair at Styles*
Two most famous characters: Miss Marple and Hercule Poirot

- 5 Ask students to work in pairs and try to circle the correct answers. If necessary, play the report again. Go through the answers with the class.

Answer key

1 c 2 a 3 a 4 b 5 c

After watching the DVD

Activity A

Put students into pairs. One person is Agatha Christie and the other is a journalist. The journalist asks questions using the table from activity 4 page 123 as a prompt, for example **Where were you born?**

Activity B

Students work in groups to make a list of the problems that famous people can have. Ask the groups to read their lists and ask the class for ideas to solve the problems mentioned.

Activity C

Students write a newspaper article about Agatha Christie's disappearance. Ask them to write about:

- where she went
- why she went
- who was looking for her
- how she was found.

You may want to replay the relevant part of the film before they start.

3 Sport and health

page 124

Before watching the DVD

Put students into groups and give them three minutes to make a list of all the things they should do to be healthy. Ask the group with the longest list to read it out. (You can tell students to use sentences with *should* when doing this). Ask other groups if they have any ideas not mentioned by the first group

While watching the DVD

Do you exercise, and do you have a good diet?

- 1 Give students time to read the list of activities and then play the first part of Unit 3 (until Sabrina says *I don't know about my diet*) for students to fill in the names. Go through the answers with the class.

Answer key

- | | |
|-----------|---------|
| 1 Robbie | 4 Emma |
| 2 Poppy | 5 Poppy |
| 3 Christo | |

- 2 Ask students to look at the pictures and identify the names (Robbie, Poppy, Christo and Daniel) Tell them to listen for who thinks they have a very good diet. Play the first part of the unit again for them to identify the person

Answer key

Poppy and Daniel

What could you do to be healthier?

- 3 Give students time to read the table in a and the question b before playing the next part of the unit (until Sabrina says *walk my dogs more* for students to tick what they hear in a and the answer question in b. Go through the answers with the class.

Answer key

a

	Exercise more	Eat less chocolate / sweets	Eat more fruit / veg	Have more sleep
Emma	✓	✓		
Corban		✓	✓	
Abbie				✓
Poppy	✓			
Sabrina			✓	

b Walking the dogs

Rugby

Before playing the recording ask students if they know anything about rugby and if they have played it.

- 4 Ask them to look at the events in exercise 4. Play the whole report for students to match the dates to the events. Go through the answers with the class.

Answer key

- 1 1845
- 2 1567
- 3 2007
- 4 1823

- 5 Give students time to read the statements and then play the report again for students to decide if the statements are true or false. Go through the answers with the class.

Answer key

- 1 F 2 T 3 F 4 F 5 T

- 6 Tell students to look at the questions in exercise 6. Ask them to work in pairs to answer the questions. If necessary play the report again. Go through the answers with the class.

Answer key

- 1 They were very large, very violent and didn't have any real rules.
- 2 It's a school where people also live during term time.
- 3 The number of players: Rugby Union has 15 players and Rugby League has 13.
- 4 You can score a 'goal' or a 'try'.
- 5 They win a cup: the Webb Ellis Trophy.

After watching the DVD

Activity A

Divide the class into groups to write the script for a TV programme giving teenagers advice about healthy living. Ask each group to perform their script for the class.

Activity B

Ask students to imagine they have just played their first game of rugby. They have to write an e-mail to a friend describing it. They should mention:

- where they played
- what they had to do
- who won
- if they enjoyed it and why / why not

Before watching the DVD

Ask students to write one thing that frightens them on a piece of paper. (For example, *I am afraid of spiders*.) Students walk around the class asking each other whether they are afraid of the same thing (*Are you afraid of spiders?*) When they have finished, students report how many people share their fear and you make a list of the most feared things.

While watching the DVD

Are you brave? Why do you think you're brave?

- 1 Give students a minute or two to read the statements, then play the first part of Unit 4 (until Abbie says... *I'm reasonably brave*) for students to decide if the statements are true or false. Go through the answers with the class.

Answer key

1 F 2 T 3 T 4 F 5 T

- 2 Ask students if they can remember the sports mentioned and, if they can, to write them in their exercise books. Play the first part of Unit 4 again for students to check their answers and complete the list of sports. Go through the answers with the class.

Answer key

rugby
mountain-biking
snowboarding
diving with sharks

What's the most frightening thing you've ever done?

- 3 Give the students time to read the lists of places and activities. Then play the next part of the DVD (until Emma says a *totally new experience*) for students to tick the places and activities they hear. Go over their answers.

Answer key

PLACES	ACTIVITIES
Nepal	giving a speech
Wales	walking across a high bridge
France	rock-climbing

Ask students if they can remember who talked about the places and activities they heard. Play the second part of Unit 4 again for them to check their answers. Go through the answers with the class.

Answer key

PLACES	ACTIVITIES
Nepal – Steve	giving a speech – Poppy
Wales – Daniel	walking across a high bridge – Corban
France – Sabrina	jumping off a cliff – Laura
	rock-climbing – Christo and Daniel

King Arthur

- 4 Before watching the DVD, ask students if they have seen any films about King Arthur and if they know anything about him. Ask different students to read each question out loud, and invite students to suggest the answers. Play the whole report for the students to write the answers. Go through the answers with the class.

Answer key

- 1 Over 150,000
- 2 Merlin
- 3 15
- 4 It was King Arthur's home.
- 5 Because Glastonbury was surrounded by water a long time ago.

- 5 Ask students to read the statements. Then play the report again for students to listen and circle the correct answers. Go through the answers with the class.

Answer key

- | | |
|---------------|----------------------|
| 1 5th or 6th | 4 14th |
| 2 Guinevere | 5 Isle of Avalon |
| 3 poor family | 6 King Arthur's body |

After watching the DVD

Activity A

Work in pairs. Students tell their partners who their hero is and why. Then students tell the class about their partner's hero.

Activity B

Play the report again, but with the sound turned off. Stop the video at these scenes and invite students to talk about the picture on the screen.

Scenes to stop at:

- 1 Arthur, Merlin and Guinevere (1.14 mins)
- 2 knights jousting (1.16 mins)
- 3 knights at the round table (1.27 mins)
- 4 Stonehenge (1.44 mins)
- 5 the sword in the rock (2.28 mins)

Before you watch the DVD

With students, brainstorm a list of ways we can help the environment and write their ideas on the board.

While watching the DVD

How green are you?

Play both the first two parts of Unit 5 (until Alex says **turn off telly**) for students to listen and identify any of their ideas which are mentioned in the recording.

- 1 Give students a minute or two to read the table in exercise 1a and the question in exercise 1b. Then play only the first part of the recording again (until Sabrina says **quite into saving the planet**) for students to complete the table and answer the question. Go through the answers with the class.

Answer key

a

	Recycling	Turning lights off	Having a shower instead of a bath	Cycling
Corban	✓			
Abbie	✓	✓		
Poppy	✓	✓	✓	
Charlie				✓
Christo	✓			
Sabrina	✓			

b Daniel

What should everyone do to protect the environment?

- 2 Give students time to look at the pictures and read the suggestions. Explain that some suggestions are made by more than one person. Then play the second part of the vox pops again (from the question **What should everyone do...** until Alex says **turn off telly**) for students to match the pictures to the suggestions. Go through the answers with the class.

Answer key

- | | |
|--------|--------|
| 1 b, c | 5 b, c |
| 2 a, b | 6 d, e |
| 3 b | 7 c |
| 4 a | |

Sydney

- 3 Before students look at the worksheet ask them what they know about Australia. Ask them if any of them have been there or if they have got family there. Draw their attention to the table and ask if they know any of the information. Play the whole report for students to complete the table. Go through the answers with the class.

Answer key

Location in Australia: south-east coast

Population: about 4 million

Other name: The Harbour City

First Europeans arrived: 26th January 1788

Number of tourists per year: 2.5 million

Most famous for: the Opera House and the Harbour Bridge

Harbour Bridge opened: 1932

Length of this bridge: just over 1 km

- 4 Give students time to read the statements before playing the report again for them to decide if the answers are true or false. Go through the answers with the class.

Answer key

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

After watching the DVD

Activity A

Students work in groups to prepare a poster on how they and others can help the environment. They can use the ideas from the film and their own ideas.

Activity B

Students imagine they are visiting Sydney and write a postcard home to a friend, saying what they did and what they saw.

Activity C

Divide the class into two groups, if it is a small class, or four groups, if it's larger. Tell students they have to make a quiz about the information in the film. Play the report again for each group to write five questions on a piece of paper. They ask the other group(s) the questions and the first to answer each question correctly gets a point. The winner is the group with the most points.

6 Relationships

page 127

Before watching the DVD

Tell students to imagine that the school is organizing a 'good-deed day' where each student has to volunteer to do one good deed to help someone or something. Give them one minute to think of what they can do, then ask them to tell the class their idea and write the ideas on the board.

While watching the DVD

Go over the list of the students' ideas, and leave it on the board while you play the first three parts of the DVD (until Alex says **on the environment or landscapes**) for students to listen for any ideas that they did not think of themselves.

Do you do any volunteer work?

1 Give students a minute to read the question then play the first part of the film again (until Alex says **I don't, but I'd like to**) for students to match the names to the activities. Go through the answers with the class.

Answer key

1 e 2 c 3 b 4 a 5 d

Do you think all teenagers should be volunteers?

2 Ask students what they think about this question. Give them a minute to read the question and the ideas and then play the next part of the film (until Alex says **it's up to them**) for students to identify who fits each description. Go through the answers with the class.

Answer key

1 Alex 2 Poppy 3 Sabrina

What kind of volunteer work would you like to do?

3 Ask students to read the statements. Ask if they can remember what goes in the gaps from their first viewing. Play the third part of the Unit (until Alex says **on the environment or landscapes**) for students to complete the gaps. Go through the answers with the class.

Answer key

1 community
2 animals
3 children
4 elderly
5 homeless
6 environment... landscapes

Volunteering

4 Give students time to read the statements. If students ask what *nurdle* means, explain that it is an unusual word and it will be explained in the film. Play the whole of the report for students to decide if the statements true or false. Go through the answers with the class.

Answer key

1 T 2 F 3 T 4 T 5 F

5 Put students into pairs to read the questions and try to write the answers before watching the report again. Play the whole report again for them to check or complete their answers. Go through the answers with the class.

Answer key

1 Diving and snorkelling
2 Over 33,000 volunteers help the organization every year.
4 Birds and animals eat them.
5 They collect over five tons of rubbish each year.
6 It advertises in local papers or on the Internet.
7 Volunteers can clean the beach and do snorkel surveys.

After watching the DVD

Activity A

Divide students into two teams, a 'B' team and an 'S' team. Explain that you are going to show the film again and each team has to make a list of things they see that begin with their letter, 'B' or 'S'. Play the whole report again but without sound. Play again to check the words listed. The team with the most correct words wins.

Activity B

Students write a letter to a friend about a volunteering activity they have participated in. They may choose to write about something they have done, they would like to do, or they can imagine they took part on the beach cleaning activity shown in the film. They should mention:

- what they did
- when they did it
- where they did it
- if they enjoyed it and why / why not

1

Past and present

How has your life changed since you were ten?

1 Watch the first part of the DVD. Are the statements true (T) or false (F)?

- 1 Tony used to live in a small town.
- 2 Abbie goes to the same school she went to ten years ago.
- 3 Poppy and Christo both used to live in London.
- 4 Charlie prefers the life he had when he was ten.
- 5 Alex's mum used to read him stories.
- 6 Emma doesn't go dancing now because she doesn't like it.

2 Watch the first part of the DVD again. Tick (✓) the places you hear.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Nottingham | <input type="checkbox"/> Yorkshire |
| <input type="checkbox"/> Northampton | <input type="checkbox"/> Barnsley |
| <input type="checkbox"/> High Wycombe | <input type="checkbox"/> Dublin |
| <input type="checkbox"/> Scotland | <input type="checkbox"/> Ireland |
| <input type="checkbox"/> Banbury | <input type="checkbox"/> York |
| <input type="checkbox"/> Cambridge | <input type="checkbox"/> Austria |
| <input type="checkbox"/> California | <input type="checkbox"/> Oxford |
| <input type="checkbox"/> London | <input type="checkbox"/> Staffordshire |

What's the most exciting thing you have done...?

3 Watch the next part of the DVD. Match the people in A to the events in B.

- | | |
|---------------|---------------------------------|
| A | B |
| 1 Laura ___ | a hasn't done anything exciting |
| 2 Christo ___ | b became a father |
| 3 Emma ___ | c ran a race |
| 4 Poppy ___ | d was involved in a school play |
| 5 Anna ___ | e went to a theme park |
| 6 Steve ___ | f went to Canada |

Roman Britain

4 Watch the report. Circle the correct answer.

- 1 The Stanegate road went
 - a from north to south
 - b around the fort
 - c from east to west
- 2 Vindolanda was
 - a a fort
 - b a road
 - c a wall
- 3 Hadrian's wall was
 - a 80km long
 - b 122km long
 - c 117 km long
- 4 In 1973, archaeologists found some
 - a Roman games
 - b Roman tablets
 - c Roman jewellery
- 5 One of the tablets mentions
 - a two pairs of socks
 - b two pairs of sandals
 - c five pairs of underpants

5 Match the words to the pictures. There is one word too many.

games clothes jewellery cooking



a _____ b _____



c _____

6 Watch the report again. Are the statements true (T) or false (F)?

- 1 In AD85, Roman soldiers were in England to fight the tribes in Wales.
- 2 Hadrian's Wall is protected by the United Nations.
- 3 Vindolanda is important because it tells us about the Roman way of life.
- 4 One of the letters is an invitation to a wedding.
- 5 Archaeologists have finished working at Vindolanda.

2 Fame and fortune

Have you ever been on television?

1 Watch the first part of the DVD. Are the statements true (T) or false (F)?

- 1 Five people have never been on TV.
- 2 Corban was in a televised charity football match at primary school.
- 3 Two people said they'd like to be on TV.
- 4 Daniel was on TV last year.
- 5 Poppy has read some poetry on TV.

Would you like to be famous?

2 Watch the next part of the DVD. Complete the speech bubbles.

Christo

Yes, as an

1 _____

Emma

No, I've ² _____
in ³ _____

Robbie

I would like to play
for England when

4 _____

Abbie

Yes, but not to be a

5 _____

Corban

No, I wouldn't like the

6 _____

Alex

Yes, I would like to

7 _____

Agatha Christie

3 Watch the report. Answer the questions.

- 1 How many languages have Agatha Christie's books been published in?

- 2 What was the nationality of Agatha's father?

- 3 How much money did Agatha Christie get for her first story?

- 4 How long did Agatha Christie spend in Harrogate in 1926?

- 5 Who was Mary Westmacott?

4 Watch the report again. Complete the fact file.



Name: Agatha Christie
Place of birth: _____

Date of birth: _____

Number of novels written: _____

Number of novels sold: _____

Date of first marriage: _____

First novel: _____

Two most famous characters: _____

5 Circle the correct answer.

- 1 Every September in Torquay, they
a publish a new book b walk around the town
c have a festival
- 2 In 1926, people thought Agatha's husband
a murdered her b divorced her
c recognized her in a hotel
- 3 It took Agatha 15 years to write
a her autobiography b her last novel
c six romantic novels
- 4 Her last book was published
a in 1970 b in 1976 c in 1986
- 5 People call Agatha Christie
a the Scene of Crime b the Crime Queen
c the Queen of Crime

3 Health and safety

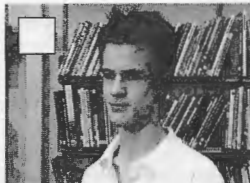
Do you exercise, and do you have a good diet?

1 Watch the first part of the DVD. Write the names.

Who ...

- 1 plays football? _____
- 2 is a vegetarian? _____
- 3 runs a lot? _____
- 4 plays netball? _____
- 5 doesn't exercise? _____

2 Watch the first part of the DVD again. Tick (✓) the people who think they have a very good diet.



What should you do to be healthier?

3 a Watch the next part of the DVD. Tick (✓) the things the students talk about.

	Exercise more	Eat less chocolate / fewer sweets	Eat more fruit / veg	Have more sleep
Emma				
Corban				
Abbie				
Poppy				
Sabrina				

b What other form of exercise is mentioned?

Rugby

4 Watch the report. Match the dates to the events.

1567 1823 1845 2007

- 1 Three boys wrote new rules for rugby. _____
- 2 Rugby school opened for the first time. _____
- 3 South Africa won the Webb Ellis trophy. _____
- 4 William Webb Ellis broke the rules of rugby. _____

5 Watch the report again. Are the statements true (T) or false (F)?

- 1 Before the sixteenth century, kings and queens often played football.
- 2 Girls can go to Rugby School now.
- 3 Rugby union is only played in England.
- 4 A game of rugby lasts 90 minutes.
- 5 The Rugby Union World Cup is played every four years.

6 Answer the questions. Then watch the report again and check.

- 1 What were football matches like in the sixteenth century?

- 2 What is a boarding school?

- 3 What is the main difference between Rugby Union and Rugby League?

- 4 How do you win points in rugby?

- 5 What do the winners of the Rugby World Cup win?

Are you brave? Why do you think you're brave?

1 Watch the first part of the DVD. Are the statements true (T) or false (F)?

- 1 Both Steve and Tony are confident when talking in front of groups of people.
- 2 Anna is afraid of flying.
- 3 Poppy doesn't like spiders.
- 4 Laura found it difficult to feel brave when she moved to the UK.
- 5 Sabrina is brave when she acts on stage.

2 Watch the first part of the DVD again. Write the four sports activities that you hear.

What's the most frightening thing you've ever done?

3 Watch the next part of the DVD. Tick (✓) the places or activities you hear.

PLACES

- | | |
|--------------------------------|------------------------------------|
| <input type="checkbox"/> Kenya | <input type="checkbox"/> Italy |
| <input type="checkbox"/> Nepal | <input type="checkbox"/> France |
| <input type="checkbox"/> Wales | <input type="checkbox"/> Australia |

ACTIVITIES

- swimming across a fast river
- giving a speech
- walking across a high bridge
- jumping off a cliff
- doing a parachute jump
- rock-climbing

King Arthur

4 Watch the report. Answer the questions.

1 How many people go to the Glastonbury music festival every June?



2 Who brought these stones from Ireland in the King Arthur story?

3 How old was King Arthur when he pulled a magic sword out of a stone?

4 What is Camelot?

5 Why do people think that Glastonbury was the Isle of Avalon?

5 Watch the report again and **circle** the correct answer.

- 1 King Arthur lived in the *5th or 6th / 12th* century.
- 2 The name of King Arthur's wife was *Guinevere / Merlin*.
- 3 King Arthur grew up in a *palace / poor family*.
- 4 A copy of the Round Table was made in the *16th / 14th* century.
- 5 King Arthur went to the Isle of *Avalon / Camelot* to die.
- 6 It is said that, in 1190, monks discovered *Stonehenge / King Arthur's body*.

5 Our environment

How green are you?

1 a Watch the first part of the DVD. Tick (✓) the things that the students talk about.

	Recycling	Turning lights off	Having a shower instead of a bath	Cycling
Corban				
Abbie				
Poppy				
Charlie				
Christo				
Sabrina				

b Who says that they are not very green?

What should everyone do to protect the environment?

2 Watch the next part of the DVD. Match the students with the suggestions. Some students make more than one suggestion.

STUDENTS



SUGGESTIONS

- a We should ride a bicycle / take buses
- b We should recycle
- c We should use less energy (lights, TV, etc)
- d We shouldn't pollute the rivers and seas
- e We shouldn't drop rubbish

SYDNEY

3 Watch the report. Complete the fact file.



Location in Australia: _____

Population: _____

Also known as: _____

First Europeans arrived: _____

Number of tourists per year: _____

Most famous for: _____

and _____

Harbour Bridge opened: _____

Length of this bridge: _____

4 Watch the report again. Are the statements (T) or false (F)?

- 1 Most of the people who live in Sydney were born there. _____
- 2 The first Europeans arrived on seven ships. _____
- 3 The ships brought English prisoners to Australia. _____
- 4 600,000 cross the Harbour Bridge every day. _____
- 5 The Opera House was designed by a Danish man. _____
- 6 It has got a thousand rooms. _____

6 Relationships

Do you do any volunteer work?

- 1** Watch the first part of the DVD. Match the people in 1–5 with their experiences in a–e.
- 1** Charlie **a** doesn't do any volunteer work
2 Emma **b** is involved in a project in Africa
3 Abbie **c** helps younger children with sport
4 Christo **d** volunteers at an animal rescue centre
5 Sabrina **e** helps a farmer look after his animals

Do you think all teenagers should be volunteers?

- 2** Watch the next part of the DVD. Write the names.

Who ...

- 1** thinks that teenagers shouldn't have to do volunteer work? _____
2 isn't sure whether teenagers should have to do volunteer work? _____
3 mentions volunteer work with animals?

What kind of volunteer work would you like to do?

- 3** Watch the next part of the DVD. Complete the sentences.

- 1** Christo would like to help in the local _____ .
2 Poppy and Emma are both interested in working with _____ .
3 Corban would like to work with _____ .
4 Robbie thinks it is a good idea to work with the _____ .
5 Sabrina would like to help _____ people.
6 If Alex did volunteer work it, he'd like to do work on the _____ .

Volunteering

- 4** Watch the report. Are the statements true (T) or false (F)?

- 1** The Wildlife Trust has groups around the UK.
2 Steve Trehwella is a diver.
3 Nurdles eventually become bottles and bags.
4 Nurdles can be dangerous.
5 The Wildlife Trust doesn't have many young volunteers.

- 5** Watch the report again and answer the questions.

- 1** What two activities are popular in Kimmeridge Bay?
1 _____
2 _____
- 2** How many volunteers help the organization every year?

- 4** Who or what eats nurdles?

- 5** How much rubbish do the volunteers collect in Dorset each year?

- 6** Which two places does the organization advertise for volunteers?

- 7** Write two things volunteers can do.

Unit 1 Test

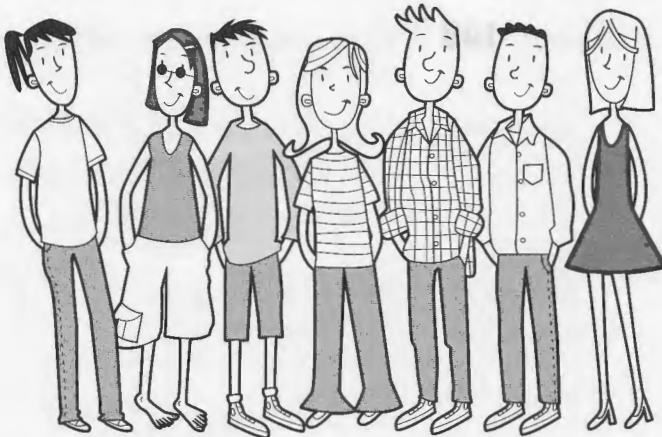
- 1 Look at the pictures. Complete the sentences with the words in the box.

baggy plain striped short-sleeved straight
long-sleeved high-heeled checked

Example

Alex is wearing a plain short-sleeved T-shirt.

- Sam is wearing a _____ shirt.
- Max is wearing _____ shorts.
- Andie is wearing _____ shoes.
- Willie is wearing a _____ T-shirt.
- Nicky is wearing a _____ T-shirt.
- Cameron is wearing _____ jeans.



Alex Max Willie Nicky Sam Cameron Andie

MARK ___ / 6

- 2 Complete the text using the correct form of the verb in brackets.

While I was (be) in a History class yesterday, something very unusual ¹ _____ (happen). Our teacher ² _____ (tell) us about Queen Boudicca and how she ³ _____ (fight) the Romans, when suddenly I ⁴ _____ (hear) a noise behind me. I ⁵ _____ (turn) round. A woman with long hair and strange clothes ⁶ _____ (sit) there. 'Hello', she ⁷ _____ (say), 'I ⁸ _____ (be) Boudicca.' 'What ⁹ _____ you _____ (do) here?' I asked her. 'Well, I ¹⁰ _____ (hear) your teacher talk about my battles with the Romans and I wanted to hear more.'

MARK ___ / 10

- 3 Look at the chart. Write sentences about how Shelly has changed. Use *used to*.

	Aged 10	Now
wear	pink shoes	high-heeled boots
hobby	collecting badges listen to music	listening to music, playing the guitar
food	chicken and chips	spaghetti Bolognese
drink	coffee	coffee
get up	7 am	8.15 am

Example

When she was ten, Shelly used to wear pink shoes. Now she wears high-heeled boots.

- _____
- _____
- _____
- _____

MARK ___ / 4

- 4 Complete the sentences using *had to*, *didn't have to*, *could* or *couldn't*.

Kelly's mum was working late, so Kelly had to make dinner.

- The cinema was very close, so they _____ walk very far.
- Charlie had an exam on Thursday so he _____ go to bed late on Wednesday.
- Sam _____ sing and dance, so she got a part in the school musical.
- Maths is easy for Pam, so she _____ revise hard for the exam.
- It was raining hard, so they _____ see the top of the mountain.
- We were late for school, so we _____ run all the way.

MARK ___ / 6

5 Read the text and answer the questions.

Sutton Hoo

Sutton Hoo is a famous archaeological site in Suffolk in England, not far from the town of Woodbridge. It is a burial site – a place where ancient people put dead bodies – and archaeologists think it was used in the 7th century. Archaeologists started to dig on the site in 1939 and they found many interesting things which gave them useful information about a period of British history that they didn't know much about.

No one was surprised that they found a burial site at Sutton Hoo. People already knew that there were a lot of small hills called mounds in the area, and they knew that the Anglo-Saxons made these mounds when they buried their dead. But they were surprised by what they found when they dug up the biggest mound. They were amazed to discover a whole ship, or boat, which was about 27 metres long. They did not find a dead body, though, and this puzzled them for a time. But then they used chemical tests which showed that there used to be a body. However, over the centuries it decomposed into nothing.

The Sutton Hoo site is now open to the public. Not very many foreign tourists go to that part of England. However, when they are in London, they can go to the British Museum where they can see a lot of the objects from Sutton Hoo and read about its history.



- 1 Which town is Sutton Hoo near?

- 2 What was Sutton Hoo in the 7th century?

- 3 When did they begin to dig on the site?

- 4 Why is Sutton Hoo important?

- 5 Why weren't they surprised to find graves at Sutton Hoo?

- 6 What did they find that surprised them?

- 7 What puzzled them at first about the buried ship?

- 8 Where in London can you find some things from Sutton Hoo?

MARK / 16

Writing

- 6 You bought some new clothes at the weekend. Write to your friend and tell them about them. Write about:

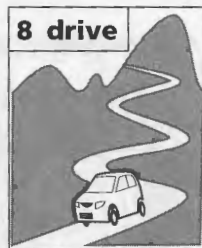
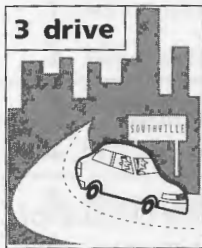
When you bought them.
Where you bought them.
What they are made of and look like.
How much you paid.

MARK / 8

TOTAL / 50

Unit 2 Test

1 Write a sentence about each picture using the present perfect and one or more prepositions.



Example

The man has jumped off the wall.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

MARK / 8

2 Complete the sentences with *for* or *since*.

- 1 Sally has been at work _____ 8.30 this morning.
- 2 My brother lived in London _____ four years.
- 3 I've studied English _____ five years.
- 4 We've lived in this house _____ I was eleven.
- 5 Julian has known Tim _____ they started school together.
- 6 We're going to London _____ the weekend.

MARK / 6

3 Change the sentences into questions using question tags.

- 1 You know Brian.

- 2 Simon can read Chinese.

- 3 Carla has been to New York.

- 4 The weather's great today.

- 5 You'd like a coffee.

MARK / 5

4 Complete the text with the correct words in the box.

brigade contestant celebrity autograph
arrested station host recognized

We have had news of a fire on the local TV station. It happened in the studios during a game show earlier this evening. The building is still burning, but the fire ¹_____ has arrived. The firemen have started rescuing people. So far the winning ²_____ and the ³_____ of the show, Dan Smith, have got out of the building. However, other people are still inside. When the crowd saw a ⁴_____ like Mr Smith, they all ⁵_____ him and ran forward with pens and paper to ask for his ⁶_____. There was a fight and the police have ⁷_____ two people. A spokesman says that they think that the fire was started deliberately.

MARK ___ / 7

5 Read the article about Bob Willis. Are the statements true (T) or false (F) or doesn't it say (DS)?

Crime writing from experience

I met author Bob Willis in his country cottage in Dorset, where he lives with his wife and three dogs. We talked in his study where he wrote his new best-selling crime story. The dogs lay at his feet. They are large wolfhounds. The sort of dog you'd expect to find in a crime novel, but Bob insisted there was nothing dangerous about them. He bought them because he likes walking in the hills and wanted someone (or something) to go with him.

I asked him what it was like to become rich and famous with his very first novel. He laughed and told me that he wasn't making a fortune but the extra money was useful. Fortune or no fortune, Bob has become a celebrity in his home village. He says he finds it difficult when strangers recognize him in the street, and he doesn't know what to say to them.

Bob is an ex-detective who retired to become a crime novelist. He worked on several murder investigations, which were where he got a lot of ideas for his story of a wave of killings between rival drug gangs. He says he doesn't miss his old life. He prefers the excitement of finding out how many people have bought his book. It comes out in paperback next week. Read it!

Example

Bob is not married. F

- 1 Bob is a successful novelist. ___
- 2 His dogs are dangerous. ___
- 3 He has written several books. ___
- 4 Bob has made over £500,000. ___
- 5 Bob used to be a detective. ___
- 6 Bob used to investigate killings. ___
- 7 There is more than one murder in his novel. ___
- 8 You can buy the novel in paperback in the shops now. ___

MARK ___ / 16

Writing

6 Look at the things Frank has done in the summer holidays. Complete the e-mail to his friend saying what he's done. Say why he enjoyed or didn't enjoy it.

- Coldplay concert ☺
- tennis lessons ☹
- made friends with Cindy ☺
- moved house ☹
- entered competition and won ☺

Hi Rob,

It's a long time since I last wrote and a lot has happened. It's been an exciting three months.

What about you. Write and tell me what's new.
:-) Frank

MARK ___ / 8

TOTAL ___ / 50

Revision Test 1

1 Listen. Are the sentences true (T) or false (F).

Example

Simon is going to sell raffle tickets. T

- 1 Greg will work with Jules. _____
- 2 The secretary is going to dress up as a clown. _____
- 3 Alec will take photographs. _____
- 4 Flora and Sandy will sell drinks and crisps. _____
- 5 All the students have to bring old clothes to sell. _____
- 6 The school will buy four computers with the money. _____
- 7 They hope to raise £1,200 pounds. _____
- 8 Mrs Williams will count the money. _____

MARK ___ / 8

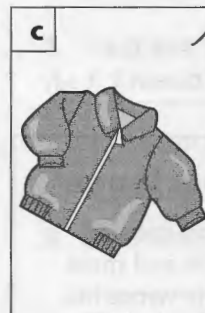
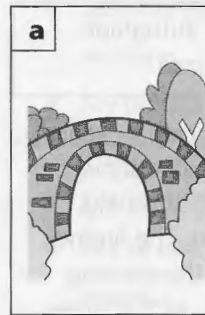
2 Complete the sentences using the words in the box.

down into out of off through

- 1 The stunt man almost fell _____ the bridge as he ran across it.
- 2 Tamsin jumped _____ the swimming pool.
- 3 The cat crept _____ the window in the roof into Sean's bedroom.
- 4 Mr Jenkins drove his car _____ to the beach.
- 5 Paul had a nightmare and fell _____ bed onto the floor.

MARK ___ / 5

3 What are the things made from? Match the material to the pictures.



- 1 leather
- 2 rubber
- 3 plastic
- 4 iron
- 5 stone
- 6 cotton
- 7 wool



MARK ___ / 6

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

Every year, the pupils in year twelve do (do) work experience for one week. They usually ¹ _____ (work) in banks or shops, but sometimes one lucky pupil ² _____ (get) the chance to do something more exciting. Last week one boy in my class, Tommy Jones, ³ _____ (start) one of the best work experiences you could ever ⁴ _____ (imagine).

Last month, when our teacher ⁵ _____ (visit) his parents, he ⁶ _____ (meet) his cousin who ⁷ _____ (work) in the movie industry. He offered to take one pupil for two weeks' work experience, and so Tommy ⁸ _____ (be) at the film studio for a week. He ⁹ _____ just _____ (play) his first role in a film. That was yesterday, when he ¹⁰ _____ (have to) ride a motor bike in a short scene. Some people have all the luck!

MARK ___ / 10

Dear Mr and Mrs Black,

I am writing to you about your daughter Amanda because I am worried about her school work. She used to be such a good student but now her marks are not very good – she got less than fifty per cent in her Geography test. In fact, only her PE and Drama teachers are happy with her.

According to her teachers she doesn't want to work any more. She often forgets her homework and she never does her projects on time. She used to be the first to hand in her Science projects but now she is usually the last. Added to this, she doesn't revise the work she learns in class, so she just doesn't remember much. This is the main reason for her bad marks.

Could you let me know why this has happened? Is she ill or is there another reason why she has stopped working? Please can you also make sure that she spends some time reading her lesson notes and make sure that she does her homework and projects on time? All of us at school think she can be much better and we want her to do well.

Yours sincerely,
J R Carter
Headteacher
Springwood School

Dear Mrs Carter,

Thank you for your letter.

Please do not worry about Amanda's work at school. We don't think it is important.

In the holidays Amanda works as an actress. She used to do small jobs, but she's started working in films and TV, so she does not have much time for her school work. She has to learn her lines for her TV and film roles so she cannot always do her homework or work on projects. We know her marks are not very good at the moment, but they are not too bad.

We think Amanda's career is more important than her school work. We hope she is going to be rich and famous when she is older, and good marks at school will not really matter. It is important that her teachers don't get angry with her. We don't want her to worry about lessons as it might upset her acting.

Yours sincerely,
Celia and Robert Black

5 Read the two letters. Are the sentences true (T) or false (F) or doesn't it say (DS)?

Example

Amanda has never had good marks. F

- 1 All her teachers are unhappy about her. ____
- 2 She forgets what the class learned in the lessons. ____
- 3 Amanda cannot do homework because she has to go to acting lessons. ____
- 4 Amanda's parents think her marks from school are awful. ____
- 5 Amanda's parents want the teachers to make Amanda work harder. ____
- 6 The school doesn't think Amanda can do better. ____
- 7 Amanda's parents think her career is more important than her exam results. ____

MARK ___ / 7

6 Complete the sentences with *been* or *gone*.

- 1 Harry has _____ to the USA. He went for a holiday last year.
- 2 'Where's Mum?' 'She's _____ to the shops.'
- 3 'Where's Claudia _____?' 'Don't worry, she'll be back in ten minutes.'
- 4 Where's the most interesting place you've _____ to?
- 5 Pat isn't at school today. She's _____ on a school trip.
- 6 You're half an hour late. Where have you _____?

MARK ___ / 6

Writing

- 7** Write an e-mail to a friend telling him / her what you've done in the last six months. Write at least four sentences.

MARK ___ / 8

TOTAL ___ / 50

Unit 3 Test

1 Match the phrases in A to the ones in B using *who* or *which*.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1 Sally is my friend. 2 Last week, I met an old man ... 3 My sister saw the film ... 4 This is the watch ... 5 Do you know the girl ... 6 I can't use the finger ... 7 I don't like the doctor ... | <p>B</p> <ol style="list-style-type: none"> a won an award as the best new singer. b gave me horrible medicine for my cold. c knew my grandfather's father. d lives in the centre of town. e I broke it playing tennis. f my uncle gave to me for my birthday. g you talked about. |
|--|--|

Example

- 1 Sally is my friend who lives in the centre of town.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

MARK ___ / 6

2 Look at the picture and complete the sentences with the correct part of the body.

Example

- He's got a scratch on his shin.
- 1 He's got a bandage on his _____.
 - 2 He's got a plaster on his _____.
 - 3 He's got a swollen _____.
 - 4 His _____ is bleeding.
 - 5 He's broken his _____.
 - 6 The doctor is giving him an injection in his _____.



Mike just loves rugby!

MARK ___ / 6

3 Respond to the statements. Use *So ...* or *Neither ...* and *I* or *we*.

- I hate Maths. So do I.
- 1 Robyn can speak German.

 - 2 I haven't revised for the Physics test.

 - 3 Joel might go on the school trip.

 - 4 Carmen hasn't seen Gill for a month.

 - 5 We'll be on holiday next week.

 - 6 They can't play the guitar.

MARK ___ / 6

4 Read the text. Are the sentences true (T), false (F) or doesn't it say (DS)?

Eating healthily around the world

Most Americans and Northern Europeans believe that the typical diet in their country is unhealthy. They point to the fact that there are so many people in their countries who are fat and, sometimes, very fat, or obese. People are not usually fat because they eat the wrong foods, but because they simply eat too much. Americans, for example, typically eat 1,500 calories more than the 2,200 they really need every day. But do people from other countries eat better?

People across the world make their meals from basically the same ingredients. So we all eat meat, poultry, fish, grains (such as rice) fruit and vegetables, but they don't make the same type of meals. People in different countries use the ingredients in different ways. We can learn from the areas of the world where they have a good diet and as a result live longer and are healthier.

Take meat, for example. Scientists know it is not good to eat a lot of meat. They found this studying people in Asia, where people use meat to add flavour to vegetable dishes and not as the main ingredient. That way they get the taste of meat without eating too much. Unlike the Asians, Argentineans are famous for eating meat, but they always choose the leanest cuts and in this way they avoid eating as much fat as the North Americans. Other countries such as some African countries replace meat with nuts. The result is they don't have some of the health problems Northern Europeans and North Americans have.

But maybe the best advice comes from those French people who can eat a lot and stay slim. Their secret – take your time and put your knife and fork down between each bite. People who eat slowly enjoy the taste more. They also know when they have eaten too much!

Example

Americans think that people in their country eat unhealthily. T

- 1 Many Americans are fat because they eat the wrong foods. ___
- 2 People are fat because they don't eat enough vegetables. ___
- 3 The average American eats 3,700 calories per day. ___
- 4 People all over the world eat bananas. ___
- 5 Asian people don't like the taste of meat. ___
- 6 They eat a lot of meat in Argentina. ___

7 Nuts are used a lot in Africa. ___

8 The French eat their food very quickly. ___

MARK ___ / 16

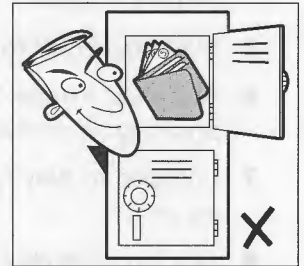
Writing

5 Look at the pictures and write eight rules for the Sports Centre.

Use these words at least once – *should*, *shouldn't*, *have to*, *mustn't*.



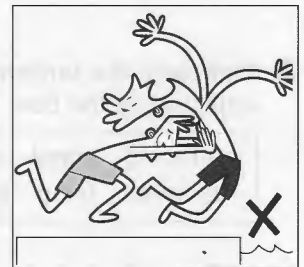
1 _____



2 _____



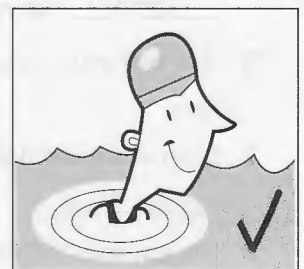
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

MARK ___ / 16

TOTAL ___ / 50

Unit 4 Test

1 Circle the correct form of the verb.

Example

I finished *to make / making* the cake an hour ago.

- 1 The boy refused *to do / doing* his homework.
- 2 Colin offered *to do / doing* the shopping.
- 3 I can't imagine *to live / living* at the North Pole!
- 4 The pupil promised *to come / coming* to school on time in future.
- 5 Most boys enjoy *to play / playing* football.
- 6 At the last minute, Sam remembered *to phone / phoning* his mother.
- 7 I stopped *to play / playing* tennis when I broke my arm.
- 8 Julia forgot *to do / doing* her Maths homework last week.

MARK / 8

2 Complete the sentences with the correct adjective in the box.

amazing ~~bored~~ relaxing tired frightened
annoyed tiring excited

Example

They were in the art gallery and Bob was bored. He wasn't interested in art.

- 1 Tom was very _____ after working so hard.
- 2 Lying in the sun doing nothing is very _____.
- 3 I've just seen the most _____ magic trick. I don't know how the magician did it.
- 4 Cycling up a steep hill is very _____.
- 5 The teacher was _____ because the whole class was late for the lesson.
- 6 We are going to see our favourite singer tomorrow, so we are very _____.
- 7 Mary is afraid of snakes. When she saw them at the zoo she was so _____.

MARK / 7

3 Read the text and answer the questions.

When you travel on the motorway to Toulouse in the south of France, you pass by a large medieval city sitting among the vineyards and the sunflower fields. It is the old walled city of Carcassonne. It is one of the top tourist attractions in France. You might know it from films. It was Nottingham, the home of the Sheriff in the film. But it has another connection with the film industry.

The city has got a castle, a cathedral, and lots of restaurants and tourist shops selling souvenirs for adults and toy helmets, swords, and shields for children. There is an open-air theatre in the garden of the cathedral, where the annual festival of plays and concerts of classical and popular music takes place.

Part of the city is a modern 21st century city, but part of it looks almost as it did in the 12th century. And especially so in July and August when tourists can enjoy the Medieval Tournament. Knights on horseback with their shields and lances ride towards each other to fight. And once they have been knocked off their horses, the fighting continues with swords, until there is one last knight left standing. He wins the contest.

The fighting and riding skills of the knights might remind you of some action films you have seen. This is not surprising. When these knights are not fighting in Carcassonne, they work as stunt actors in French cinema and TV.

- 1 Where is Carcassonne?

- 2 Which town was it in *Robin Hood, Prince of Thieves*?

- 3 What can children buy in the shops?

- 4 Where can you go to see a pop concert?

- 5 When is the Medieval Tournament?

- 6 Who wins the tournament?

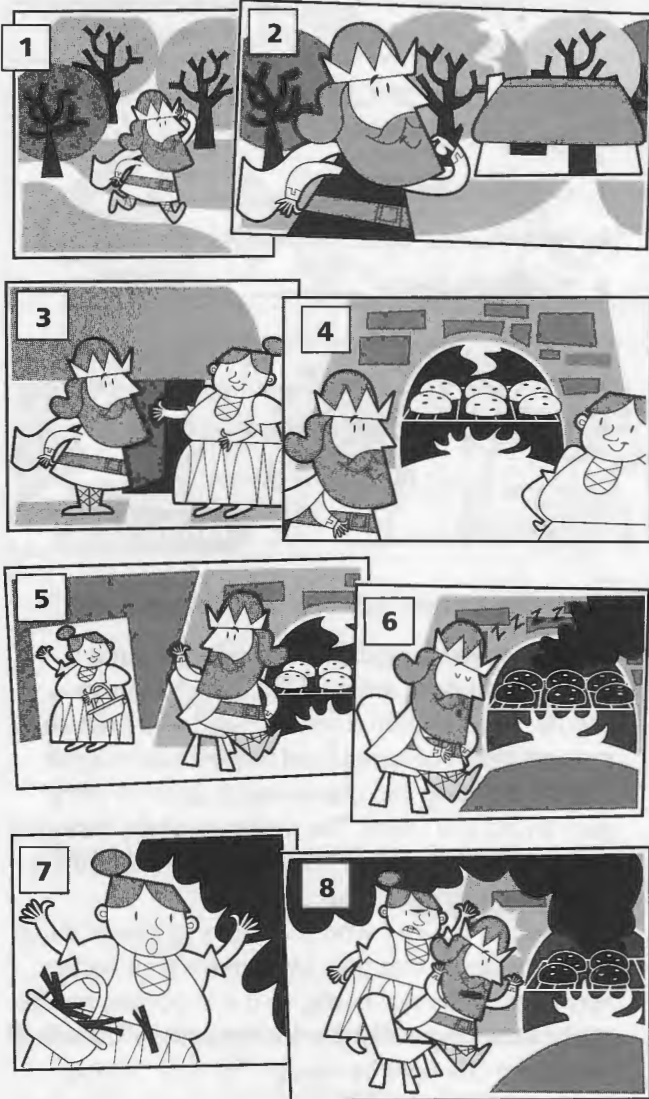
- 7 What do the knights do when they are not in Carcassonne?

MARK / 14

Writing

4 Write one sentence for each picture to make a story.

THE STORY OF KING ALFRED AND THE CAKES



Example


One day the king was walking through the forest.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

MARK / 21

TOTAL / 50

Revision Test 2

1  A group of teenagers are visiting an art gallery in London. Listen to them talking about the pictures and write the names under the picture they talk about.

Example

Tom _____



1 _____



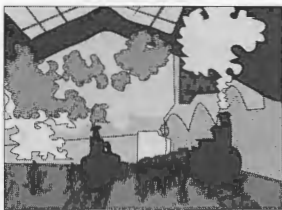
2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

MARK ___ / 8

2 Complete the sentences. Use the phrases in the box and a relative pronoun.

won the tennis tournament	I bought last week
have a healthy diet	you need
train hard	I train in

Example

People who have a healthy diet normally live longer.

- Graham is the boy _____.
- People _____ need to eat carbohydrates.
- The sports centre _____ is closed for two weeks.
- The trainers _____ are great for running.
- Vitamin D helps you absorb the calcium _____ for healthy bones.

MARK ___ / 5

3 Circle the correct word to complete the text.

Have you ever wanted to become / *become* a medieval knight in armour? You have? Then you should ¹*to join* / *join* a history club ²*who* / *which* puts on shows of famous old battles. Just imagine ³*fight* / *fighting* every weekend in summer with your sword and shield. The members of the Historical Battle Club do just that. They think there is nothing more ⁴*excited* / *exciting*. Bob Smith, ⁵*which* / *who* is an actor in one of these clubs, explained that they try to make their battles very close to the real battle, so it is important not ⁶*to make* / *making* a mistake. He remembers ⁷*to win* / *winning* one fight he needed ⁸*to lose* / *losing* because he forgot which battle they were acting out. The other actors were very surprised.

MARK ___ / 8

4 List five parts of the body.

MARK ___ / 5

5 Match the words to the pictures.



Example

- | | |
|--------------------------|-------------------------|
| _____ c crying | 5 _____ laughing |
| 1 _____ singing | 6 _____ coughing |
| 2 _____ barking | 7 _____ blowing |
| 3 _____ knocking | 8 _____ ringing |
| 4 _____ screaming | |

MARK / 8

6 Read the text and answer the questions.

- 1 Why are Malcaster United fans happy?
- 2 Why will most of them not celebrate their team's win?
- 3 Why did the Malcaster fans use the Internet on their mobile phones?
- 4 Why did the first Malcaster goalkeeper have to leave the field?
- 5 Why were the Malcaster players sent off?
- 6 Why were Malcaster lucky in the last minute of the game?

MARK / 6

Lucky United Win League

Malcaster United fans everywhere were tired but happy last night. They were happy because their team won a third Premier League title after their game against Borneford. The match was exhausting for most fans and most of them were too tired to celebrate.

It was the last game of the season and, with a three point lead over Shellsea, they only needed one point to win the league. So they didn't have to win the match. They only needed to score the same as Borneford. For Shellsea to take the title, they had to win their match and hope Malcaster lost theirs. The Malcaster fans in the stadium spent half their time watching the game and the other half looking at the Internet on their mobile phones. They were trying to find out the score in the Shellsea match. Shellsea were playing Donchester. They scored a goal very early on and were three goals in front at half time. At the same time at Malcaster, everything was going wrong.

Their star player Silvero was playing badly. As usual, his acting was better than his football. He fell down a lot, holding his shins. Then the Malcaster goalkeeper broke his thumb and had to leave the field. A few minutes later, two Malcaster players were sent off for arguing with the referee. There were now only nine players on the pitch, so it wasn't going to be easy for Malcaster to win.

Then the new Malcaster goalkeeper hurt his shoulder. He didn't go off, but everyone could see it was painful and he couldn't move very quickly. Then, just one minute from the end of the match, A Borneford player just missed the goal by inches. So the game ended with no goals being scored. Malcaster were the champions – thanks to good luck.

Writing

- 7** You're going camping for a weekend with friends. Write five sentences about what you should and shouldn't do to be safe.

Think about:

food / cooking camp site
insects / animals water

MARK / 10

TOTAL / 50

Unit 5 Test

1 Complete the sentences using the correct form of the verb in brackets.

Example

The Nobel Prizes are awarded (award) every year for science, literature and politics.

- 1 The first Nobel Prizes _____ (award) in 1901.
- 2 Every year, the prizes _____ (give) by the King of Sweden.
- 3 Over 750 people _____ (receive) Nobel Prizes.
- 4 Sometimes, a Nobel Prize _____ (offer) to more than one person.
- 5 The prize for literature _____ (not accept) by Jean Paul Sartre.
- 6 Stamps _____ often _____ (make) to celebrate the prizes.

MARK ___ / 6

2 Match the words in A to those in B to make compound nouns.

- | A | B |
|--------------|-------------|
| 1 tropical | cap |
| 2 global | dioxide |
| 3 ice | gases |
| 4 carbon | weather |
| 5 sea | tanker |
| 6 greenhouse | reserve |
| 7 extreme | rainforests |
| 8 nature | warming |
| 9 oil | level |

Example
carbon dioxide

MARK ___ / 8

3 Complete the sentences with the words in the box.

orphan	extinct	cub
nature reserve	hibernate	

- 1 The bear _____ was only ten days old.
- 2 In winter a lot of animals _____ to save energy.
- 3 There is a large _____ near here. It contains many lakes and forests.
- 4 This horse has lost its mother. It's now an _____.
- 5 There aren't many tigers left. They may become _____.

MARK ___ / 5

4 Read the text and complete the chart.

	RSPCA	WWT
When started	1 _____	2 _____
Number of centres and hospitals	3 _____ and 4 _____	5 _____
What they do	6 _____, 7 _____ and 8 _____	9 _____ 10 _____
How people can help	11 _____, 12 _____ and 13 _____	14 _____ and 15 _____

MARK / 15

Helping animals in Britain

British people are animal lovers. As a result, there are many famous animal charities which help animals in trouble.

The biggest and best known of these is the RSPCA (Royal Society for the Prevention of Cruelty to Animals). It started in the 1820s and now has 33 hospitals and 33 centres in the UK. Its job is to protect animals. It not only helps animals that have been hurt, but it also teaches people how to look after animals and asks the government to make laws to protect animals. The RSPCA needs money and people to help it with its work. Volunteers can help with fundraising, work with animals in animal centres, or they can visit people's homes to check they know how to look after animals.

The RSPCA looks after all animals. The Wildfowl and Wetlands Trust (WWT) looks after birds and other animals which live in or near the water. This charity was started in the 1940s. It has got nine centres and it gives protection to a lot of birds. Changes in the way we live, the way we farm and pollution (for example from oil tankers) can cause problems for all birds. The charity teaches people about birds and studies the way birds live so people can understand how to protect them. It also needs people to give it money and to volunteer at its centres. People can work in the shops or help teach people about the birds.

Writing

5 Look at this poster about the environment. Write a sentence about each picture saying what danger or help it is to the environment.



Cars release carbon dioxide into the atmosphere.

MARK / 16

TOTAL / 50

Unit 6 Test

1 Complete these sentences with your own ideas.

Example

If I play well, I'll get into the team.

- 1 I'll phone you when _____
- 2 We'll go to the cinema tomorrow if _____
- 3 My brother can't go out until _____
- 4 After school finishes today, we _____
- 5 If I get a good mark in tomorrow's test, _____
- 6 I'll do my homework as soon as _____
- 7 We'll win the match if _____
- 8 When lunch is ready, _____

MARK ___ / 8

2 Complete the sentences with the correct form of the verbs in the box.

look stand find eat catch throw
bend sit pick

Example

When the head teacher came in, everyone stood up.

- 1 We _____ down at a big table for lunch.
- 2 You can _____ out a lot of interesting things on the Internet.
- 3 If that bear catches you he will _____ you up.
- 4 Tom is so tall he has to _____ down to talk to you.
- 5 You can start writing now. _____ up your pens!
- 6 When I was a baby, my gran _____ after me.

7 Don't _____ away old batteries! It is bad for the environment.

8 I was off school for a month and it took me the whole year to _____ up with the rest of the class.

MARK ___ / 8

3 Rewrite these sentences using the noun form of the verb in bold. Change prepositions if necessary.

Example

I **argued** with my mother last night.
I had an argument with my mother last night.

- 1 I've **decided** to get fit.

- 2 Jerry **solved** his problem.

- 3 Kerry **disagreed** with her father about staying out late.

- 4 The class **discussed** the problems of global warming.

- 5 Paddy and Frank finally **agreed** about which film to watch.

MARK ___ / 10

4 Read the text and answer the questions.

- 1 Which group of people are most interested in making friendships?

- 2 Give two reasons why this isn't surprising.

- 3 What are the three advantages of having friends?

- 4 How do friends help when you have problems?

- 5 What often happens to adults who didn't have friends when they were teenagers?

- 6 How can friends be dangerous for teenagers?

MARK ___ / 12

FRIENDS

Who needs friends? Of course, everybody needs friends, but research shows that teenagers need friends more than older people. And friends are more important to girls than boys.

This is not surprising. Girls and women are generally more interested in social relationships than boys and men. The ages from 12 to 18 are the years when we are trying to find out what kind of person we are. We do this through our friends.

Perhaps we think the most important thing about our friends is that we have fun with them, but there is a more serious side to friendship. Teenagers learn most of their social skills from friends. Through friends you learn how to agree and disagree, and how to work together to organize and do things. Even more important,

perhaps, is the role friends have when problems arise. A real friend will help you solve your problems and will advise you when you feel sad or upset. This experience is essential to the development of personality. Young people who don't have friends not only have less happy teenage years, but are very likely to have emotional and psychological problems in later life.

While friendship is important, it can also be dangerous. In general, young people do not like to be different. Young people often start doing things they shouldn't do because their friends have put pressure on them. For example, they may start drinking alcohol, smoking or taking drugs. Parents always worry about their children 'getting in with the wrong crowd'. Teenagers need friends, but they also need to be careful in choosing them.

Writing

- 5 Your brother has borrowed your MP3 player and broken it. Write an e-mail to your friend telling him / her about your problem and ask for advice.

MARK / 10

TOTAL / 50

Writing

- 8 Imagine you have had an accident. Write an e-mail to your friend telling him / her about your problem and ask for advice.

Revision Test 3

- 1 Listen to Julie, Tom and Meg planning how to make their school more environmentally friendly and answer the questions. Are the sentences true (T) or false (F) or doesn't it say (DS)?

- 1 Tom suggests putting posters round the school. _____
- 2 Meg thinks it's a good idea. _____
- 3 Meg wants to send money to Greenpeace. _____
- 4 Tom thinks a competition would be interesting. _____
- 5 Julie thinks people will want to clean the school. _____
- 6 Most people do sport on Saturday morning. _____
- 7 Meg is interested in trees. _____
- 8 Meg left the meeting to meet her cousin, Jane. _____

MARK ___ / 8

- 2 Complete each pair of sentences using the correct form of the verbs in brackets.

Example

I usually play football on Saturdays but today I am studying for a test. (play, study)

- 1 In the English class we _____ often _____ to do projects. Right now we _____ a poster about Australia. (tell, make)
- 2 If Mandy _____ come this evening she _____ to let you know. (can, phone)
- 3 When my father finished _____ his car, he forgot _____ the door and a thief stole it. (wash, lock)
- 4 Yesterday, when our teacher _____ to school, she saw two pupils _____ on a bus for the beach. (walk, get)
- 5 If my Dad _____ a new job in London, we _____ move house. (get, have to)

6 I used to _____ English grammar was very hard but now I _____ it is not so bad. (believe, think)

7 The concert _____ as soon as the band _____ ready. (start, be)

8 This player _____ two championship medals since he started playing for United. He _____ the last one two years ago. (win, win)

MARK ___ / 16

- 3 Complete the chart.

Verb	Noun
	argument
discuss	
adjust	
	decision
	solution
choose	
agree	
disagree	

MARK ___ / 8

4 Read the story. Are the sentences true (T) or false (F) or doesn't it say (DS)?

- 1 There were five children in Bill's family. ___
- 2 Bill started his company after leaving university. ___
- 3 It took Bill 40 years to earn a million pounds. ___
- 4 Bill told his family about his friend Mary. ___
- 5 Annie got some money from Bill to study in Australia. ___
- 6 Mary got married after she moved to Australia. ___
- 7 Bill knew Mary was living in Australia. ___
- 8 Bill and Mary met when they were ten. ___

MARK ___ / 8

Lost childhood sweetheart found at last!

Bill is 75 years old and he's never been married. Both his brothers and his two sisters married and had children, so Bill had lots of nieces and nephews. He likes them very much and has always been very generous to them. He can be. When he left school at the age of 15, he started a small business which soon grew into a large company. By the time he was 40, Bill was a millionaire. His family all wanted him to find a wife, but he used to smile and say he was too busy with work.

When his nieces and nephews had their own families, Bill decided to pay for their children's university education. He didn't imagine that it would lead to romance, but it did.

His eldest great-niece, Annie, was the first to go to university. She had always wanted to study in Australia and because of her great-uncle's money, she could go there.

When she was in Australia, Annie often wrote to Bill. In one letter, she told him about the lady she was staying with. She was a widow, exactly the same age as Bill. She was an English woman who went to Australia with her husband in the 1950s. Although she was born in London, she was sent to the country during the Second World War and lived in Bill's village. Her name was Mary Williams. Annie was surprised when she got an e-mail from her great-uncle telling her to meet him at Sydney airport the next day, and to bring Mary Williams with her.

When Bill and Mary met, they both started talking at once. Of course they remembered each other. They remembered playing together as children. They both remembered crying when Mary was sent back to London.

And what happened? Well, Bill and Mary are getting married next month, just 65 years after they first met.

Writing

5 Imagine that one day last week you were very frightened. Why? What happened to you? When? Where? Write a story of at least five sentences about it.

MARK ___ / 10

TOTAL ___ / 50

Tests Answer key

Unit 1 Test

- 1 1 checked
2 baggy
3 high-heeled
4 long-sleeved
5 striped
6 straight

- 2 1 happened
2 was telling
3 fought
4 heard
5 turned
6 was sitting
7 said
8 am
9 are, doing
10 heard

3 Possible answers

- 1 She used to collect badges. Now she listens to music.
2 She used to eat chicken and chips. Now she eats spaghetti Bolognese.
3 She didn't use to drink coffee. Now she does.
4 She used to get up at 7 a.m. Now she gets up at 8.15.
- 4 1 didn't have to 4 didn't have to
2 couldn't 5 couldn't
3 could 6 had to
- 5 1 Woodbridge.
2 It was a burial site.
3 1939.
4 It gives archaeologists a lot of information about a period they didn't know much about.
5 Because there were mounds and they knew the Anglo-Saxons used to bury their dead in mounds.
6 a buried ship.
7 There was no dead body in the ship.
8 The British Museum.

6 Marking scheme

- 1 mark for each sentence completed with correct grammar (total 4 marks).
1 mark for each sentence with the correct vocabulary and punctuation (total 4 marks).

Unit 2 Test

1 Possible answers

- 1 The girl has fallen through the ice.
2 The car has driven into the garage.
3 They have driven out of the town.
4 The fireman has fallen off the ladder.
5 The thief has fallen out of the window.
6 The man and woman have walked through the river.
7 The girls have come out of the cinema.
8 They have driven down the mountain.

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

- 3 1 You know Brian, don't you?
2 Simon can read Chinese, can't he?
3 Carla has been to New York, hasn't she?
4 The weather's great today, isn't it?
5 You'd like a coffee, wouldn't you?

- 4 1 brigade 5 recognized
2 contestant 6 autograph
3 host 7 arrested
4 celebrity

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

6 Marking scheme

- 1 mark for each correct sentence. 3 marks for using linking words correctly.

Revision Test 1

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

3.32

Now listen carefully, and make sure you all know what you have to do at tomorrow's fundraising day! Bill and Anna, you will be at the gate to take the entrance money when people come in. Each adult has to pay 50p, but children get in free. Simon, you

can go there too, to sell the tickets for the raffle, one pound for five. Now, the car washing! Jules, you are in charge of this and Greg will help you. I know Greg washes his Dad's car every week, so he's the best choice.

I think the photography stand will be a lot of fun, because people will enjoy having their picture taken with the headmaster in his clown costume. Alec is in charge of this stall and he is going to bring his own camera because he knows exactly how to use it. And Alec, don't forget it – like you usually do with your homework!

Like last year, snacks will be on sale but only soft drinks and crisps, nothing hot. I will bring these in my car and Flora and Sandy will sell them.

One last thing! We still don't have enough second-hand books for the bookstall. So, tomorrow morning, I want all of you to bring me an old book that you don't want to read again.

I'd like to thank you all for your hard work so far. We are hoping to buy three computers for the school in Africa, and we need one thousand two hundred pounds to do this. So let's hope that when Mr Matthews counts the money we will have enough. Now, does anyone have any questions?

- 2 1 off 4 down
2 into 5 out of
3 through

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

- 4 1 work 6 met
2 gets 7 works
3 started 8 has been
4 imagine 9 has, played
5 was visiting / visited 10 had to

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

- 6 1 been 4 been
2 gone 5 gone
3 gone 6 been

7 Marking scheme

1 mark for each sentence completed with correct grammar (total 4 marks).
1 mark for each sentence with the correct vocabulary and punctuation (total 4 marks).

Unit 3 Test

- 1 2 Last week I met an old man who knew my grandfather's father.
3 My sister saw the film which you talked about.
4 This is the watch which my uncle gave me for my birthday.
5 Do you know the girl who won an award as the best new singer?
6 I can't use the finger which I broke playing tennis.
7 I don't like the doctor who gave me horrible medicine for my cold.

- 2 1 knee 4 nose
2 face 5 arm
3 thumb 6 thigh (or leg)

- 3 1 So can I / we.
2 Neither have I / we.
3 So might I / we.
4 Neither have I / we.
5 So will I / we.
6 Neither can I / we.

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

5 Marking scheme

2 marks for each correct sentence.

Unit 4 Test

- 1 1 to do 5 playing
2 to do 6 to phone
3 living 7 playing
4 to come 8 to do

- 2 1 tired 5 annoyed
2 relaxing 6 excited
3 amazing 7 frightened
4 tiring

- 3 1 in the south of France
2 Nottingham
3 toy helmets, swords and shields
4 at the open air-theatre in the garden of the cathedral
5 in July and August
6 the last knight standing
7 They are stunt actors.

4 Marking scheme

3 marks for each sentence.

Revision Test 2

- 1 1 James 5 Karl
 2 Karen 6 Sue
 3 Jill 7 Dan
 4 Paul 8 Anne

3.33

- TOM** I'm looking at a picture of two ships; one big sailing ship and one small one, a tugboat, which is pulling it.
- SUE** This is a picture of an old city. There is a big square in the middle. The buildings round the side are falling down. It might be in Italy. There are some people in the picture but not very many and there are a few trees on the right side.
- KARL** I've found a picture of old steam trains in a station. You can see a lot of smoke and steam. The trains are very old.
- JILL** I'm looking at vase full of flowers and fruit. There are many different kinds of flowers; so many that you can't see much of the vase.
- DÁN** This is a picture of the countryside. It looks like it is going to rain. I can see some cows and sheep. The sheep are lying down.
- ANNE** This is a funny picture. There are two ladies at the beach but they're wearing really old-fashioned clothes and sitting under umbrellas. I don't think they are going to swim.
- PAUL** I'm looking at picture of a city with lots of buildings. In the front I can see the sea and there are a lot of boats in the water.
- KAREN** It shows somewhere in the country. There's a horse standing beside a tree and there's a man and his dog sleeping beside them.
- JAMES** It's a picture of a vase of flowers. It looks like they are all the same kind, but some of them seem to be dead. Oh, look! The artist has written his name on the vase.

- 2 1 who won the tennis tournament
 2 who train hard
 3 that / which I train in
 4 that / which I bought last week
 5 that / which you need

- 3 1 join 5 who
 2 which 6 to make
 3 fighting 7 winning
 4 exciting 8 to lose

4 Possible answers

arm, hand, thigh, elbow, shoulder

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

- 6 1 Their team won the Premier League.
 2 They are too tired after such an exciting game.
 3 They wanted to find out what was happening in the Shellsea game.
 4 He broke his thumb.
 5 They argued with the referee.
 6 The other team missed a goal by inches.

7 Marking scheme

- 1 mark for each sentence completed with the correct grammar and spelling. (total 5 marks)
 1 mark for each sentence with the correct vocabulary and punctuation. (total 5 marks)

Unit 5 Test

- 1 1 were awarded 4 is offered
 2 are given 5 wasn't accepted
 3 have received 6 are, made
- 2 1 tropical rainforests 6 greenhouse gases
 2 global warming 7 extreme weather
 3 ice cap 8 nature reserve
 5 sea level 9 oil tanker
- 3 1 cub 4 orphan
 2 hibernate 5 extinct
 3 nature reserve
- 4 1 1820s
 2 1940s
 3 33
 4 33
 5 9
 6 help animals
 7 teach people about animals
 8 ask the government to make laws
 9 protect birds
 10 teach people about birds
 11 help collect money / fundraise
 12 work with animals
 13 visit people's homes to check they know how to look after animals
 14 work in shops
 15 teach people about birds

5 Possible answers

- 1 Using a bike instead of a car helps the environment.
 2 Deforestation produces a lot of carbon dioxide.
 3 Planes produce greenhouse gases.
 4 Planting trees helps the planet!
 5 You can switch off computers to save energy.

Marking scheme

1 mark for each sentence completed with the correct grammar and spelling. (total 6 marks)

1 mark for each sentence with the correct vocabulary and punctuation. (total 6 marks)

4 marks for level of vocabulary and use of linking words. (total 4 marks)

Unit 6 Test

1 Possible answers

- 1 I'll phone you when I get home.
- 2 We'll go to the cinema tomorrow if there's a good film on.
- 3 My brother can't go out until my mum comes home.
- 4 After school finishes today, we'll play football.
- 5 If I get a good mark in tomorrow's test, I'll be happy.
- 6 I'll do my homework as soon as I can.
- 7 We'll win the match if we play well.
- 8 When lunch is ready, we'll set the table.

- | | |
|---------|----------|
| 2 1 sat | 5 Pick |
| 2 find | 6 looked |
| 3 eat | 7 throw |
| 4 bend | 8 catch |

- 3 1 I've made a decision to get fit.
- 2 Jerry found a solution to his problem.
- 3 Kerry had a disagreement with her father about staying out late.
- 4 The class had a discussion about the problems of global warming.
- 5 Paddy and Frank finally reached an agreement about which film to watch.

- 4 1 teenage girls
- 2 Girls are more interested in social relationships; teenage years are when people are trying to find out about themselves.
- 3 You can learn to agree and disagree; you can learn how to work together; and friends can help you with problems.
- 4 They advise you.
- 5 They have emotional and psychological problems.
- 6 They can put pressure on them to drink alcohol and smoke.

5 Marking scheme

5 marks for grammar.

4 marks for vocabulary and punctuation.

1 mark for linking words.

Revision Test 3

- | | | | |
|-------|-----|-----|------|
| 1 1 T | 3 T | 5 F | 7 DS |
| 2 F | 4 T | 6 F | 8 DS |

3.34

JULIE Ok, then. Our job is to make our school more environmentally friendly. Does anyone have any ideas?

TOM I've got a great idea, Julie.

JULIE Let's hear it then, Tom!

TOM Why don't we make some posters and put them up all over the school?

MEG That's boring. Who's going to want to look at the stupid posters we make?

TOM You're right, Meg. It's true that posters on their own aren't very interesting. But what if we organized a competition with them?

JULIE That's a possibility. What sort of competition?

TOM I'm not sure, exactly. It could be a quiz. Each pupil has a list of questions, and they read all the posters to get the answers. The first person to finish with all the answers correct gets a prize. That way, everyone will read the posters and get our message.

MEG Still boring! Don't you agree, Julie?

JULIE Actually, no. I think it's not a bad idea, Tom.

TOM Thanks, Julie!

JULIE I was thinking of something a bit more practical. Like organizing a morning to clean up the beach, for example. We could all go out one Saturday morning with bags and collect all the rubbish and take it to the recycling centre.

MEG You want to do this on a Saturday morning? No one will come!

JULIE I think they will. Most people don't do anything on Saturday morning. They don't usually do sport or go to the cinema until the afternoon.

MEG Well. I'm certainly too busy to waste my Saturday morning gathering junk on a beach.

TOM Well, if you don't like our ideas, Meg, what do you want to do?

MEG Well, I think the school is environmentally friendly. But if we have to do something, we can ask every pupil for some money to send to Greenpeace or someone like that.

TOM Now that is boring.

JULIE I think we need to get people to do something.

MEG Look, I've got to go. I'm going shopping with my cousin.

JULIE I don't think she's going to be much help, do you?

TOM No, not much!

- 2** 1 are, told, are making
 2 can, will phone
 3 washing, to lock
 4 was walking, saw, getting
 5 gets, will have to
 6 believe, think
 7 will start, is / are
 8 has won, won

- 3** argue argument
 discuss discussion
adjust adjustment
decide decision
solve solution
 choose choice
 agree agreement
 disagree disagreement

- 4** 1 T 3 F 5 T 7 DS
 2 F 4 F 6 F 8 T

5 Marking scheme

Up to 9 marks for correct grammar and vocabulary.
 1 mark for making a story which makes sense.