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#### Who is Project fourth edition for?

*Project fourth edition* is a five-level course for young learners aged 10–14 / 15. The whole course takes learners from beginner to intermediate level.

#### What are the aims of Project?

*Project fourth edition* combines the best of contemporary and traditional approaches to language teaching. It incorporates ideas such as learner development, project work, a task-based methodology, role play, and cross-curricular themes, while providing a solid grammar framework and thorough practice of structures, functions and vocabulary.

*Project fourth edition* is also shaped by the experience of teachers and students in a range of countries who have used *Project* successfully for many years.

Project fourth edition aims to bring English to life within a structured learning environment. By presenting and practising language in realistic, motivating contexts, students are helped and encouraged to use their language knowledge and skills both in the classroom and in the outside world. Project work, for example, actively encourages students to use their English with creativity and imagination, while at the same time consolidating the new grammar and vocabulary that they have learnt.

The strong cultural focus of the course also helps students to establish a connection between language and life. Aspects of life in both Britain and other English-speaking countries are regularly presented, with students being invited to explore differences and draw comparisons with their own cultural backgrounds.

#### What does Project 4 consist of?

#### Student's Book

The Student's Book has six units. Each unit contains:

- eight pages of vocabulary, grammar and skills work including a *Kids* photostory and *Sweet Sue and Smart Alec* cartoon.
- a Culture page.
- an English Across the Curriculum page, introducing other school subjects in English.
- a revision page.
- a project.
- a song.

At the back of the book you will also find:

- pronunciation activities.
- extended reading texts.

#### Workbook

The Workbook contains:

- activities for further practice and reinforcement of the language in the Student's Book. These include graded exercises for grammar consolidation activities and vocabulary practice as well as fun activities, such as wordsquares and crosswords.
- a Progress check at the end of each unit. At the end of the Progress check there is an *l can* ... section. This contains a series of questions which enable students to identify what they have learnt. It reflects the Common European Framework in terms of monitoring language progress.
- a grammar reference section with tables and rules to illustrate the main grammar points of each unit.
- a wordlist with all the new words for each unit, and their phonetic transcriptions.
- a phonetic chart and irregular verbs list.
- an audio CD for listening practice either at home or in the classroom. There is one listening activity in each lesson of the Workbook.

#### Class CDs

All the Student's Book listening material is recorded here, including:

- comprehension texts.
- listening skills activities.
- some grammar drills.
- pronunciation activities.
- songs.

All the items on the CD are numbered and indicated in the Student's Book by this symbol: numbered and in the Teacher's Book by this symbol:

#### DVD

There is a DVD for each level which can be used to supplement the Culture pages of the course or used on its own to revise and extend what has been taught in each unit.

The DVD also has animated versions of the *Sweet Sue and Smart Alec* cartoons and dramatized versions of the *Kids* photostory that appear in the Student's Book.

#### **Classroom Presentation Tool**

Project Classroom Presentation Tool contains:

- page-on-screen functionality.
- Student's Book answer keys and audio.
- Video material for every unit.
- further interactive resources.

All the animated cartoons and culture materials are available on both the DVD and Classroom Presentation Tool. They are indicated in the Student's Book and Teacher's Book by this symbol:

#### **Teacher's Book**

The Teacher's Book contains:

- suggestions for classroom management and teaching techniques.
- ideas for warmer and filler activities simple activities you can do which require no preparation.
- complete lesson notes with keys for all the activities in the student's book.
- optional extra activities for fast finishers.
- a key for all the Workbook activities.
- Student's Book and Workbook audio scripts.

#### **Teacher's Resources**

- 48 photocopiable activities (with teaching notes) to supplement the grammar, vocabulary and skills covered in the Student's Book.
- 2 Digital workshops practical step-by-step guides on using technology in the classroom. In level 4, these workshops focus on the websites *Mixbook* for creating online photo books, and *ToonDoo* for creating online comic strips.

#### Test Bank

Unit tests, progress tests, end-of-course test and more. Contact your local OUP representative for access to the test bank.

#### **Project work**

#### Why do project work?

Project work captures better than any other activity the three principal elements of a communicative approach.

- 1 a concern for motivation
- 2 a concern for relevance
- **3** a concern for the general educational development of the learner

#### 1 Motivation

Positive motivation is the key to successful language learning and project work is particularly useful as a means of generating this positive motivation.

Firstly, project work is very personal. The students are writing about their own lives – their house, their family, their town, their dreams and fantasies, their own research into topics that interest them.

Secondly, project work is a very active medium. Students aren't just receiving and producing words. They are also:

- collecting information.
- drawing pictures, maps, diagrams and charts.
- cutting out pictures.
- arranging texts and visuals.
- colouring.
- carrying out interviews and surveys.
- possibly making recordings.

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This makes it particularly well suited to the mixed-ability class, because students can work at their own pace and level.

#### 2 Relevance

If learners are going to become real language users, they must learn that English can be used to talk about their own world. Project work helps to bridge this relevance gap in three ways:

- It encourages the use of a wide range of communicative skills.
- It provides learners with opportunities for communicating about their own world – about their house, their family, their town, and so on. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.
- It establishes a sounder relationship between language and culture. English is not just for talking about the ways of the English-speaking world. It should also be a means for learners to tell the world about their own culture. Project work helps to create this approach.

#### 3 Educational development

The processes and content of the language class should contribute towards the general educational development of the learner.

Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-discipline, co-operation and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

#### **Evaluation of projects**

There are two basic principles for assessing project work:

- Language is only a part of the total project. Consequently, it is not appropriate to assess a project only on the basis of linguistic accuracy. A wide-ranging 'profile' kind of assessment that evaluates the whole project (creativity, neatness, clarity, effort, etc.) is needed.
- If at all possible, don't correct mistakes on the final project itself – or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is thus a shame to put red marks all over it. This draws attention to things that are wrong about the project over the things that are good.

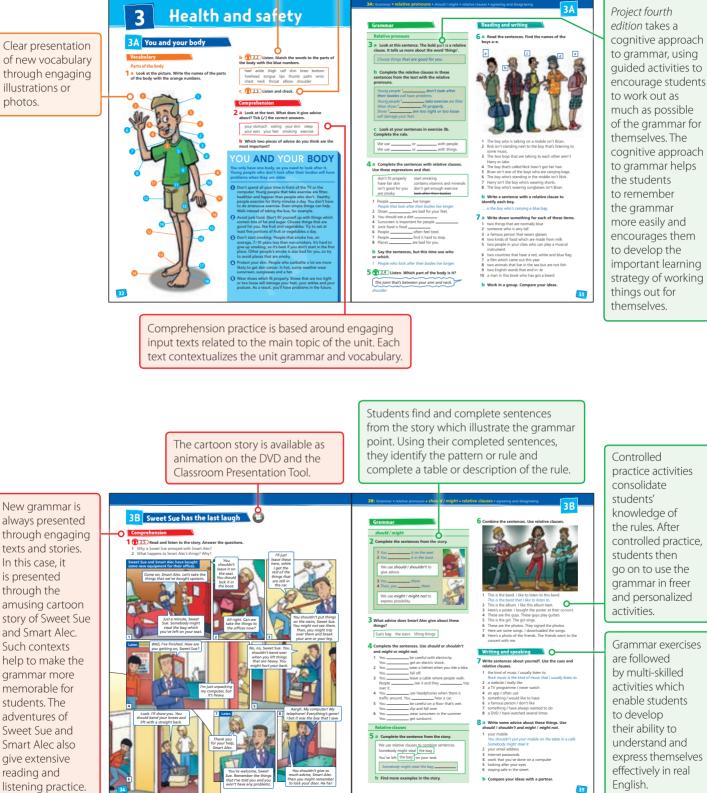
So what do you do about errors? There are two useful techniques:

- Encourage the students to do a rough draft of their project first. Correct this in your normal way. The students can then incorporate corrections in the final product.
- If errors occur in the final product, correct them in pencil or on a separate sheet of paper. It is then up to the students whether they wish to correct the finished piece of work. Or, if possible, get students to provide a photocopy of their project. Put your corrections on the photocopy.

# **Project 4 Fourth Edition Student's Book**

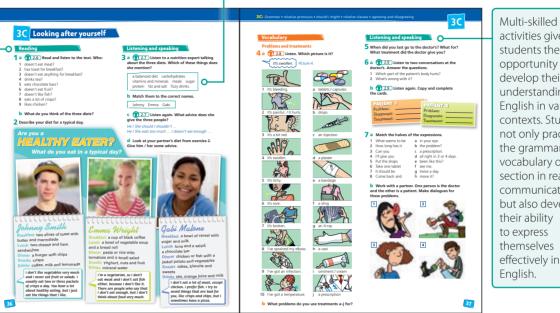
At this level, all new lexical sets are introduced in an inductive way. These words are then practised and used in relation to the grammar and skills in the unit. Students are given the opportunity to listen to the new vocabulary to familiarize themselves with the pronunciation.

Clear presentation of new vocabulary through engaging illustrations or photos.

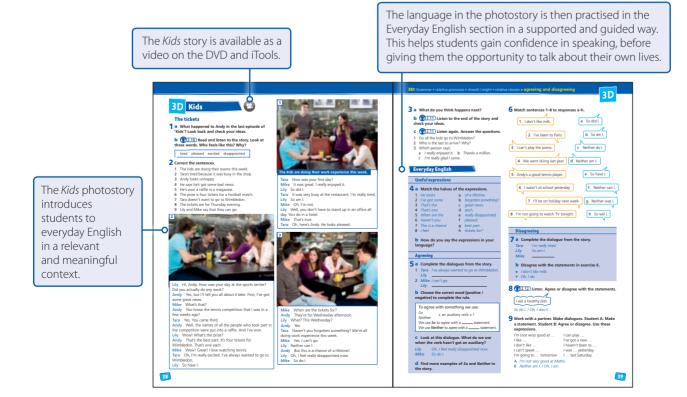


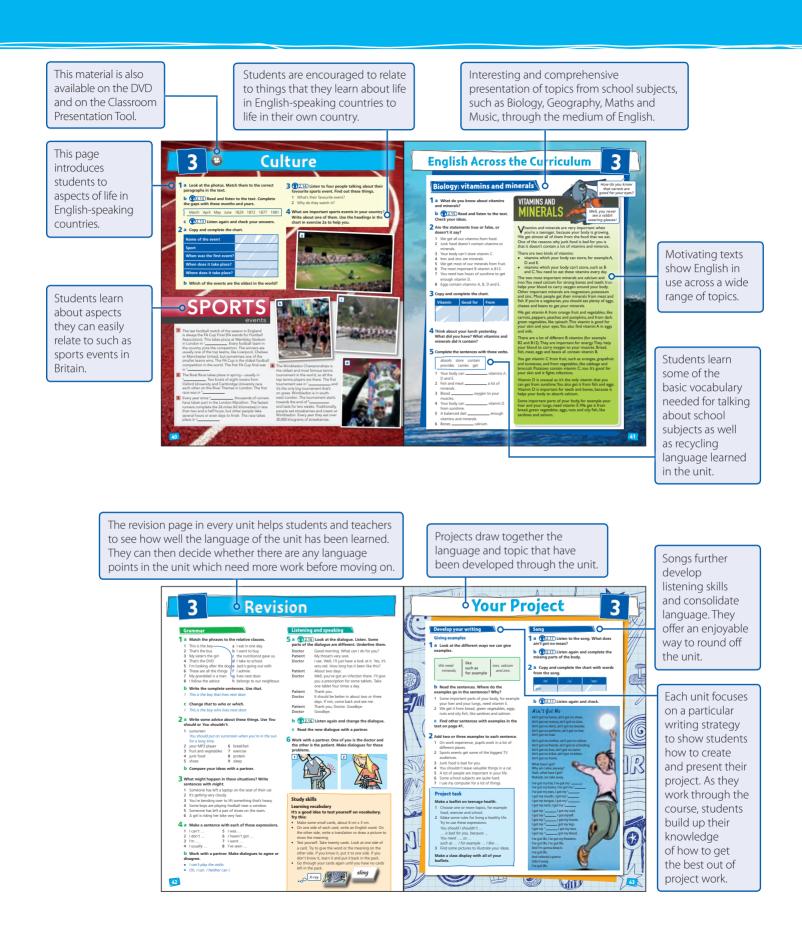
Comprehension exercises further practise the vocabulary.

The reading text provides a lively and engaging context for students to be introduced to a topic, or to practise and familiarize themselves with new vocabulary.



activities give students the opportunity to develop their understanding of English in varied contexts. Students not only practise the grammar and vocabulary of the section in real communication, but also develop their ability to express themselves effectively in





A variety of engaging activities make pronunciation fun and accessible to all students.





ellings can have the same s words for each sound in e

there need head red leave pair world play learn deer near late

c ① 4.3 Listen, check and rep

2 How many syllables?

C When do we provide the senarate syllable?

Unit 2

/æ/ hand /ɑː/ part

80

1 The let

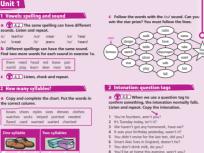
b (14.4) Listen, check and

1 1 4.5 The letter 'a' ca

/ei/ famous /p/ watch

Unit 1

1 Vowels: sp



Unit 3

1 The l tree tie mour dirty b 14.8 Listen. Tick (/) the w

A good resource for consolidation, the reading activities can be set for homework, or used in

class as an opportunity for additional practice.



b (14.12) Listen, check and

81



A focus on the language in the story helps

student to increase their active vocabulary.

a 4 b c d e f g h i J

a 14.17 Li

b Add the numbers in each column add a and f. What totals do you get

#### The phonetic alphabet is taught systematically throughout the pronunciation activities.

Extended reading lessons focus on classic tales from around the world.

<ul> <li>And the transmission of the trans</li></ul>	<ul> <li>After and begin an invitation to a same of the form i</li></ul>	Provide study in this is not orthogen and the study is not orthogen and the study in this is not orthogen and the study is not orthe study is not orthogen and the study is not orthogena	<section-header><section-header><section-header><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></section-header></section-header></section-header>

Lots of dialogue in the reading texts means that these stories can be acted out in class for further speaking practice and consolidation of language.

# digi-zaban.ir Support for teachers

Full support for handling the activities in *Project fourth edition* is given in the lesson notes. This section gives some general guidance for using *Project fourth edition* in the classroom as well as practical, no-preparation activities that can be done at any time.

#### **Mixed-ability classes**

Any class will contain a wide range of abilities and learning styles, so you need to adjust your teaching to fit the different needs. *Project fourth edition* offers a number of solutions to student diversity.

- 1 New language is processed through many different stages and in a variety of ways. For example, in a normal grammar cycle students will:
  - see the grammar point in use in a text.
  - identify examples of the point.
  - formalize a rule or a table.
  - check the rule in the grammar reference section.
  - do controlled practice activities.
  - use the grammar point in skills activities.
  - do further consolidation exercises in the Workbook.
  - combine the grammar point with other knowledge in doing the project.
  - revise the point in the Revision section.

This wide range of ways of dealing with the language allows for different learning styles and speeds.

- 2 *Project fourth edition* level 4 and the subsequent level start with a revision of the main grammar covered in the previous level(s). This gives students a chance to catch up on any items that have been missed the first time round or forgotten.
- **3** Being open-ended, project work is particularly suitable for mixed-ability classes. All students can tackle the projects and achieve something worthwhile, regardless of their abilities.
- 4 The Teacher's Book contains additional activities which can be used with faster classes or individuals. The Teacher's Resources on the Teacher's website contains photocopiable communicative activities, which allow students to practise the language taught in the unit but away from the Student's Book.

### Warmers and Coolers – practical ideas for the classroom

These activities can be found on the page opposite. Their aim is to help teachers who need extra ideas for dealing with a variety of problems in the classroom. These include:

- large classes where it may be difficult to keep all students quiet and focused on the lesson.
- mixed-ability classes where teachers need to ensure the best and worst students do not get bored (and possibly disrupt the class).
- classes with one, or some, very energetic children that seek attention and / or show off (and so may disrupt the class or try to dominate the teacher's time).
- students who are not motivated and do not do the homework or tasks assigned to them.
- lessons at the end of the day when students are extremely tired.

#### How to use the activities

The activities can be used with any level and at any time in any lesson. They do not require any preparation or extra materials and students should participate in them without extra help from the teacher. Many of the activities are competitions as this is a great motivator for young students. Also most activities allow students some choice and this can help motivation. It can be a good idea to make the most difficult students (e.g. the noisiest, the most disruptive or the most reluctant) the 'leaders' in a group to keep them occupied.

The activities can be used either to change the energy or behaviour of the students or to work with their energy in order to exhaust it. In other words:

'Warmer' activities can be used to liven up students who are lethargic or lacking motivation. They can also be used if a class is very lively to 'exhaust' their liveliness so they quieten down and concentrate better.

'Cooler' activities can be used with students who are overactive or who lack focus. They can also be used if a class is quiet or unresponsive to allow the students to slowly increase their energy in preparation for something more active.

### Warmer activities

#### 1 Facebook profile

At the beginning of the lesson, give each student a piece of paper and ask them to imagine that it is their Facebook wall. Ask students how they are feeling. Tell them to write a 'status update' on their wall in English.

Allow students to swap papers with a friend, who then comments on the status update and returns the piece of paper to the first student. You can revisit this throughout the lesson, asking students to update their own 'status' and comment on their friends' status.

#### 2 Brainstorming game

Before the lesson, write on the board ten words connected to the subject of the lesson. Tick three of them, underline two others, and then cover them all up.

Put students into groups of three or four. Ask them to think of as many words as they can to do with the subject. Give them one minute to do this, then tell them to count how many words they have. Award one point for each word. Now reveal your words. Teams award themselves an extra point for each word they have which is on your list. They can have a second extra point for any word that is ticked, and a third for any that is underlined. The team with the most points wins.

#### 3 The ball's a bomb

You need a ball and a timer for this activity. Choose a vocabulary set or a structure that you would like students to practise. Demonstrate the game by throwing the ball to a student and asking them to say a word from the vocabulary set. The student then passes the ball to another student.

Set a timer for one minute. Explain that the person who has the ball when the timer goes off is 'out'. As the ball goes round, each student needs to say a different word from the vocabulary set you have been practising, or say a sentence using the structure. Repeat as many times as you like. You can keep playing the game, with different vocabulary sets and structures for each round, until only one student remains.

#### 4 Party time

Give each student a picture of a person. Write the following on the board:

#### Name: Job: Age: Hobby:

Ask students to come up with answers in each category for their picture. Then ask them to pretend they are at a party. They should wander around the classroom and introduce themselves as their new persona to as many other people as possible. For a low-level class, elicit the questions and drill them if necessary, e.g. *What's your name? What's your job?* 

In future lessons, you can change the information students need to invent about the people, e.g. family, favourite sport, etc., or you can use pictures of characters from books, films, cartoons, etc.

### **Cooler activities**

#### 1 Memory

Write a list of words that you have encountered during the lesson on the board. Give students a minute to look at the list, then rub the words out.

Put students into groups of three or four and see how many words they can remember. Give them a minute to do this. When the time is up, see which team has the most words.

Then ask students to try to recreate the list on the board in the same order. You can give points for the word, the correct spelling, the correct position in the list and the correct definition.

#### 2 Text message / Twitter summary

At the end of the lesson, tell students that they are going to write a summary of the lesson, but they are only allowed to use 140 characters (the length of a tweet or a text message). Explain that a character is a letter, number, punctuation mark or space. Tell students that although the summary is short, you want them to use correct English.

After a few minutes, ask individual students for some examples. The rest of the class can say if it is correct or not. Remember the ideas are as important as correct grammar.

#### **3** Complete the sentences

Write the same clause on the board four or five times, but each time change the conjunction at the end of the clause, for example:

I like ice-cream because ...

I like ice-cream and ...

I like ice-cream but ...

I like ice-cream although ...

Ask students to complete the sentences in different ways, depending on the conjunction. Encourage students to be creative and point out that there is no 'right' answer. In weaker classes, allow students to compare their answers in pairs. After a few minutes, ask for some examples. The rest of the class can say if the sentences are correct or not. Remember the ideas are as important as correct grammar.

### A An unusual day

#### Comprehension

#### Fundraising day

### **1.2** Read and listen to the story. Answer the questions.

- 1 What is the boy's name?
- 2 Why is he going to school on Saturday?
- 3 Who are they raising money for?

#### It's Saturday morning. Rupert doesn't normally go to school on Saturdays. He usually plays football, but he isn't playing football today. He's going to school with all his friends.



I'm going to school, but we haven't got any lessons today.

We're having a fundraising day. We're raising money for our twin school in Kenya, Africa. They need some new science equipment, but the school is quite poor, so we want to help them.

#### **2** a Match the people to the activities.

- 1 Carl and Jasmine are
- 2 Olivia is
- 3 Rupert is
- 4 Bella is
- 5 The head teacher is
- a interviewing people.
- **b** trying a computer game.
- **c** washing cars.
- d filming everything.
- e drawing portraits.
- **b** What do Rupert and Olivia normally do on Saturdays?



Pupils and teachers are doing lots of different things. Carl and Jasmine are washing cars. It's hard work, but they're having fun.



Rupert What do you usually do on Saturday mornings, Olivia? Olivia I usually go into town with my friends. Rupert What are you doing today? Olivia I'm drawing portraits for people. Rupert Can I see? Wow! I think that's brilliant. Do you like drawing? Olivia Yes, I love it.



My friend Bella and I are making a film about the day for the school website. I'm interviewing people and Bella is filming everything on her camcorder. Oh, there's the head teacher. He's trying a computer game. Come on, Bella!

#### **Unit overview**

**Grammar:** Present tenses (present simple, present continuous); stative verbs; *will / going to* 

**Skills:** Listening: multiple matching, comprehension, listening for specific information (completing a chart); Speaking: interviews, role-play; Reading: comprehension, identifying key characters in a story; Writing: writing about people

### A An unusual day

#### Comprehension

#### **Fundraising day**

#### Exercise 1 🚳 1.2

- Read the title of the story. Elicit the meaning of *fundraising day*. Accept any reasonable suggestions at this point, and then tell students they will read the story to check if they were right.
- Students describe the people in the pictures. Remind them to cover the three basic questions for picture description: *Who? Where? What?* Elicit that we usually use the present continuous to describe events in a picture.
- Read the questions together. Check that students understand the meaning of *raise money*.
- Play the recording for students to read and listen to the story and answer the questions.

#### **ANSWER KEY**

#### 1 Rupert.

- 2 Because they are having a fundraising day.
- 3 Their twin school in Kenya.

#### Exercise 2a

- Students read the story again and identify what each person is doing. Elicit what tense we use to describe what someone is doing at the present time (*present continuous*).
- You may like to ask students to respond in full sentences, so they get a chance to practise the present continuous.

#### **ANSWER KEY**

1 c 2 e 3 a 4 d 5 b

#### Exercise 2b

- Read the question together. Elicit what tense we use to describe what someone does as a habit (*present simple*).
- Students find the information in the story and answer in full sentences to practise the present simple.

#### **ANSWER KEY**

#### Rupert usually plays football. Olivia usually goes into town with her friends.

#### **Optional extra**

Write the following statements on the board (or prepare some worksheets before the lesson and hand these out to the class) and ask students to decide if the statements are true or false.

- 1 The fundraising day is on Sunday.
- 2 The students are helping a school in Kenya.
- 3 Rupert thinks washing cars is easy.
- 4 Olivia is going into town with her friends today.
- 5 Rupert doesn't like Olivia's pictures.
- 6 Bella and Rupert are making a film for the school website.

#### **ANSWER KEY**

1 False. 2 True. 3 False. 4 False. 5 False. 6 True.

#### **Optional extra**

To practise the first and third person forms of the present simple, ask some students to say one thing they normally do on Saturdays, for example: *I usually go swimming*. Then ask another student to say what they heard from the previous student, for example, *Anna usually goes swimming*, before they go on to say something about themselves.

#### Grammar

#### **Present tenses**

#### Exercise 3a

• Students complete the sentences from memory before they check them again in the story.

#### ANSWER KEY

- 1 doesn't; go; plays
- 2 isn't playing; 's going

#### Exercise 3b

• Students identify the two tenses and review the rules.

#### ANSWER KEY

- 1 The present simple. We use it to talk about habits.
- 2 The present continuous. We use it to talk about actions still in progress.

#### Exercise 3c

- Students scan the story to find more examples of each present tense.
- Students compare in pairs before you check with the class.
- You may also like to elicit the rules for forming each tense (affirmative and negative, questions and short answers).

#### **POSSIBLE ANSWERS**

### **Present simple:** haven't got, need, is, want, What do ... do, go, think, Do ... like, love

**Present continuous:** 'm going, 're having, 're raising, are doing, are washing, What are ... doing, 'm drawing, are making, 'm interviewing, is filming, 's trying

#### Stative verbs

#### **Exercise 4**

- Students scan the story to find the verbs. Elicit the tense: the present simple. Explain that we also use the present simple to talk about things that are not only true right now, but that were true before and will remain true in the future. These are called 'stative verbs'. They do not express an action or activity, but describe how things are.
- Read through the rule with the class.

#### **ANSWER KEY**

#### We want to help them. We haven't got any lessons today. I think that's brilliant. Do you like drawing? Yes, I love it. They need some new science equipment.

**LANGUAGE NOTE** You may want to point out that when *have* is used to express possession as a main verb rather than as part of the verb *have got*, it is also a stative verb, for example *I have a sister*. However, in most other uses *have* is not a stative verb (*I don't have breakfast every day. I'm having breakfast today.*).

#### Exercise 5a

• Students complete the text, and then compare answers in pairs.

#### Exercise 5b 🚳 1.3

• Play the recording for students to listen and check.

#### ANSWER KEY

- 2 go 3 aren't going 4 're cooking 5 're selling
- 6 is helping 7 teaches 8 think 9 want

#### Listening and speaking

#### Exercise 6a 🛞 1.4 Audio script pT88

- Before you play the recording, ask students to look at the pictures and say what the activities are. Check that they understand the task.
- In a weaker class, do the first interview together.
- Play the recording, pausing after each interview for students to match the activities.
- When checking the answers, make sure students use the present simple for activities in the middle column, and the present continuous for activities in the right-hand column.

#### **ANSWER KEY**

1 Hazel	go to dance classes	putting on a show
2 Ethan	stay in bed	helping with fundraising day, taking photographs
3 Zoe	go cycling	doing face painting for children
4 Mark	have a tennis lesson	selling things, eating

#### Exercise 6b 🛞 1.4

• Play the recording again for students to listen and answer the questions. In weaker classes, students could do this in pairs.

#### **ANSWER KEY**

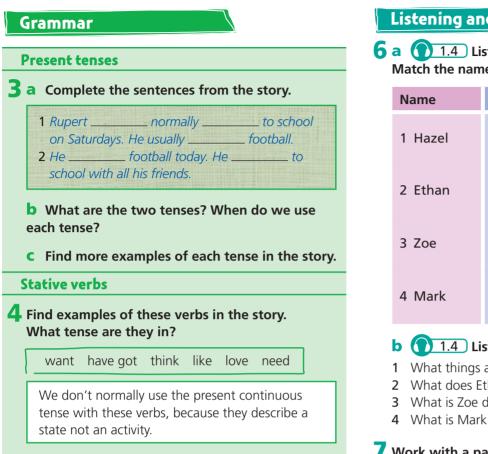
- 1 Dancing, singing and gymnastics.
- 2 He wants to be a photographer.
- 3 She's painting a tiger's face on a little boy.
- 4 Cakes.

#### Exercise 7

- Demonstrate the activity with a stronger student playing the role of the interviewer.
- Students take turns to interview each other. Monitor the correct use of present tenses. Ask some volunteers to perform for the class.

#### Exercise 8

- Read the rules for *What am I doing?* together. If necessary, elicit a summary in the students' own language.
- Students work in groups of four playing the game.
- Walk around, monitor their use of questions and answers and make a note of any serious errors to go over in the next lesson. Avoid interrupting the game for error correction.
- If you have the time, allow each student to have at least two opportunities to score a point.



#### **5** a Complete the text. Put the verbs in brackets in the correct tense.

My name's Petra. My friends and I <sup>1</sup>are helping (help)

```
with the fundraising day.
We usually <sup>2</sup>___
(go) swimming on
Saturday mornings, but
we <sup>3</sup>_____ (not
go) swimming today.
We 4_
(cook) hamburgers and
sausages, and we
<sup>5</sup>_____ (sell) them
to people.
It's guite hard work, but
Mrs Dean 6_____
(help) us. She
    _____ (teach)
Cookery here at the
school.
8
           ____ (think) the
```



fundraising day is a great idea, because we all \_\_\_\_\_ (want) to help our friends in Kenya.

**b 1**.3 Listen and check.

#### Listening and speaking

**6** a **(1)** 1.4 Listen to more of Rupert's interviews. Match the names to the pictures.

Name	Usual activity	Today
1 Hazel		( A A A A A A A A A A A A A A A A A A A
2 Ethan		
3 Zoe		
4 Mark		Carl Carl

#### **b (**) 1.4 Listen again. Answer the questions.

- 1 What things are in the show?
- 2 What does Ethan want to do when he's older?
- **3** What is Zoe doing at the moment?
- 4 What is Mark eating?

**7** Work with a partner. Make interviews with the people at the fundraising day. Use the questions.

- 1 What's your name?
- 2 What do you usually do at this time?
- **3** What are you doing today?
- 4 Why are you doing it?
- What's your name?
- My name's Olivia.
- What do you usually do at this time?

#### A guessing game: What am I doing?

Work in a group of four.

Student A: Think of an activity and imagine that you are doing it now. Write it down, but don't show anyone.

Students B–D: Ask yes / no questions to guess what A is doing now. Each person asks two questions: one present simple and one present continuous.

- **B** Do you do this thing every day?
- A Yes, I do.
- **C** Are you eating?
- A No, I'm not.
- **D** Do you do it in the evening?
- A No, I don't usually do it then.
- **B** So you aren't making your bed. Are you getting up?
- A No, I'm not.
- D Are you having a shower?
- A Yes, I am. I'm having a shower.

### **B** Kids

#### Work experience

**1** 1.5 Read and listen to the story. Who are the main characters? Find them in photo 2.

#### **2** Who's going to:

- 1 work for a newspaper?
- 2 talk to the pupils?
- **3** work in a restaurant?
- 4 work on their project?
- 5 work in a hotel?
- 6 go to the sports centre?



Tara What are you going to do for your work experience, Mike?
Mike I'm going to work in a newspaper office.
I want to be a reporter when I leave school.
What about you?
Tara I'm going to work in a restaurant – you know, The Old Barn.
Mike Oh, right.
Tara Lily's going to work in a hotel.
Mike Yes, I know.
Tara What's Andy going to do?
Mike I don't know. Anyway, here he is with Lily. We'll ask him.



Andy Work experience? I've got no idea. It will be boring anyway. Lily No, it won't. I think it will be good fun.

Tara And we won't have any homework or tests for a week. Andy That's true, I suppose. I can practise more for my tennis tournaments.

MikeAnyway, Mr Bray is going to talk to us about it next week.TaraAnd you have to tell him what you're going to do.

Lily Or he'll find something for you. And it will probably be in a bank or something, and you won't like that.

Andy He isn't going to talk to us till Thursday. I'll find something good before then.

Mike How will you do that?

Andy I don't know yet.

#### 3 Later.

Mike Well, I think it's time to go home.
Tara Yes. Are you going to get the bus?
Mike Yes, I am.
Tara OK. I'll come with you
Andy Hang on a minute. Is anybody going to watch the basketball match at the sports centre this evening?

Tara I can't. I'm going to do my Geography project.Lily Me, too. Anyway, I don't really like basketball.

Andy What about you, Mike?

Mike No. I'm going to do the Science homework. Andy Oh yes, I forgot about that. But I'll do it later, after the match. It won't take long.





#### Work experience

#### Exercise 1 🛞 1.5

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the photos and describe the people in them: how old they are, what they think they do for a living, what they think their relationship is. Accept any reasonable suggestions at this point, and don't reveal the correct answers. Tell students they will read the story to check their ideas.
- If necessary, explain that the characters in this series of *Kids* are all new, as *Project 4* doesn't continue the story begun in *Project 3*, but introduces a new one.
- Play the recording for students to read and listen. Elicit the names of the characters. Ask students to identify each of the four main characters in picture 2.

#### **ANSWER KEY**

#### Left to right: Tara, Mike, Andy, Lily.

#### **Exercise 2**

- Students read the story again more carefully and identify which character is going to do each activity.
- Students compare their answers in pairs before you check with the class.

#### **ANSWER KEY**

- 1 Mike is going to work for a newspaper.
- 2 Mr Bray is going to talk to the pupils.
- 3 Tara is going to work in a restaurant.
- 4 Tara and Lily are going to work on their project.
- 5 Lily is going to work in a hotel.
- 6 Andy is going to go to the sports centre.

#### **Optional extra**

Focus on the answers in exercise 2, and elicit when we use the *going to* future form: when we talk about future intentions or plans.

#### **Optional extra**

Give students some further gapped statements about the characters to complete. Write them on the board or type them up and photocopy them on worksheets. Check answers.

- 1 ... is going to practise for his tennis competitions.
- 2 ... doesn't know what to do for his work experience.
- **3** ... thinks Mr Bray is going to suggest that Andy works in a bank.
- 4 ... is going to do the Science homework.
- 5 ... doesn't like basketball.
- 6 ... wants to be a reporter.
- 7 ... is going to watch basketball this evening.
- 8 ... says he wants to do his homework later in the evening.

#### **ANSWER KEY**

- 1 Andy 2 Andy
- 3 Lily
- 4 Mike
- 5 Lily
- 6 Mike
- 7 Andy
- 8 Andy

#### Exercise 3a

• Elicit any ideas students might have for how the story will continue. Write their suggestions on the board in note form.

#### Exercise 3b 🛞 1.6 Audio script pT88

• Play the recording for students to listen to the end of the story to find out about Andy. Ask them to check if any of them have predicted it correctly in exercise 3a.

#### **ANSWER KEY**

#### Andy is going to work at the sports centre.

#### Exercise 3c 🚳 1.6

- Read the questions together and check understanding.
- Play the recording again for students to listen and answer the questions. Ask a different student to answer each one, and the rest of the class to check and confirm or correct the answer.

#### **ANSWER KEY**

#### 1 Three.

- 2 Jobs in banks.
- 3 Andy spoke to the manager of the sports centre when he went there to watch the basketball match.
- 4 The others think he is lucky.
- 5 He thinks it's going to be great.

#### Grammar

#### will / going to

#### **Exercise 4a**

- Look at the rules box together, and check that students understand *intend to do, definite* and *decisions*.
- Students complete the rules on their own and compare answers in pairs.

#### **ANSWER KEY**

#### We use *going to* for:

- 1 l<u>'m going to do</u> my Geography project.
- 2 Mr Bray <u>is going to talk</u> to us about it next week. We use <u>will</u> for:
- 3 I think it will be good fun.
- 4 OK. I<u>'ll come</u> with you.

#### **Exercise 4b**

• Ask students to find examples in the story for forming negatives and questions with *will* and *going to*, and then elicit the rules.

#### **ANSWER KEY**

## *going to questions:* What are you going to do …? What's Andy going to do? Are you going to get …? Is anybody going to watch …?

going to negative: He isn't going to talk

- *will* **questions:** And how will you do ...?
- will negative: We won't have, You won't like, It won't take

#### Exercise 5a

• Students complete the dialogue on their own and compare answers in pairs.

#### Exercise 5b 🛞 1.7

• Play the recording for students to listen and check.

#### ANSWER KEY

- 2 'll meet 3 will come 4 'll text 5 's going to watch
- 6 's going to have 7 will be

#### Exercise 5c

• Students work in pairs and take turns to start and respond in each dialogue. Get a different pair to read each dialogue in front of the class.

#### Listening, writing and speaking

#### Exercise 6a 🛞 1.8 Audio script pT88

- Read the instructions and focus attention on the chart. Elicit how many people students are going to hear (*six*) and what these people are going to talk about (*their work experience*). Remind students that during the first listening they only have to identify where each person is going to work.
- Play the recording, and then check answers.

#### **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

#### Exercise 6b 🛞 1.8

- Play the recording again for students to listen and complete the right-hand column in the chart. Tell them to write in note form, not in complete sentences.
- Check answers with the class.

#### ANSWER KEY

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

#### Exercise 6c

• In class or for homework, students expand their notes to describe each of the six people, like in the example.

#### Exercise 7a

• In class or for homework, students write their own answers.

#### **Exercise 7b**

• Students work in groups and compare their answers. Ask some students to report back how many similarities they have found.

#### **3** a What do you think happens next?

**b** 1.6 Listen to the end of the story and check your ideas. Where is Andy going to work?

c 1.6 Listen again. Answer the questions.

- 1 How many people does Mr Bray want to see?
- 2 What jobs is he going to give them?
- 3 How did Andy get his job?
- 4 How do the others feel about his job?
- 5 How does Andy feel about it?

#### Grammar

#### will / going to

**4** a Complete the sentences from the story. Then complete the rules with *will* or *going to*.

We use for:
1 what we intend to do
I my Geography project.
2 a definite future
Mr Bray to us about it next week.
We use for:
3 what we think about the future
I think it good fun.
4 decisions made now
OK. I with you.
OK. I with you.

**b** How do we make negatives and questions in each form? Find examples in the story.

### **5** a Complete the dialogue. Use the correct form of *will* or *going to* and the verbs in brackets.

- Shall we go to the cinema this evening?
- I<sup>1</sup>'m going to revise (revise) for the test tomorrow.
- Oh, yes. I forgot about that. What about Saturday?
- OK. I<sup>2</sup>\_\_\_\_\_ (meet) you in the Square at 2.
- Maybe Jim <sup>3</sup>\_\_\_\_\_ (come) with us, too.
- Good idea. I<sup>4</sup>\_\_\_\_\_ (text) him now.

#### Later

- That's your phone. Is it from Jim?
- Yes, but he can't come. He <sup>5</sup>\_\_\_\_\_ (watch) a football match on Saturday afternoon.
- That's a pity.
- Yes, but he also says he <sup>6</sup>\_\_\_\_\_ (have) a party for his birthday next month.
- Wow, great. That <sup>7</sup>\_\_\_\_\_ (be) cool!

#### **b** 1.7 Listen and check.

**c** Work with a partner. Read the dialogue.

#### Listening, writing and speaking

**6** a <u>1.8</u> Listen. Write where the people are going to do their work experience in the second column of the chart.



**b** 1.8 Listen again. Write notes on what they think their work experience will be like in the last column of the chart.

#### **c** Use your chart. Write about the people.

Bill's going to work in a factory. He thinks he'll enjoy it and he'll learn new things.

#### **7** a Answer the questions. Write your answers.

- 1 What are you going to watch on TV this evening?
- 2 Are you going to buy anything this week? What are you going to buy?
- **3** Are you going to play any sports this week? What are you going to play and when?
- 4 Do you think you will be famous in the future? What will you be famous for?
- 5 What job do you think you'll have?
- 6 Where do you think you'll live when you're older?

### **b** Work in a group. Compare your answers. Has anyone got the same answers as you?

# Past and present

### The Iceman

#### Vocabulary

#### **Materials**

1 a Look at the list of materials. Use your dictionary. Which ones:

- are kinds of metal?
- come from plants?
- come from animals?
- can you make clothes from?

plastic cotton stone wool copper wood silver paper iron silk leather steel glass polyester gold rubber

#### b Look at how we make compound nouns.



These are cups. They're made of paper. They're paper cups.

Note: These two words don't follow the pattern. wood

a wooden box woollen gloves wool

#### **C** Work with a partner. Think of an object for each material in exercise 1a.





**2** a Look at the title of the text and the pictures. Who was the Iceman? What do you think happened to him?

**b ()** 1.9 Read and listen to the text. Check your ideas.

**c** Label the items in the picture.



In September 1991, two German tourists were on holiday in the Alps. One day, they were walking along a path, when they saw something in the ice. They stopped and looked. It was part of a body. They thought it was a climber, but they were wrong. They weren't looking at the body of a modern climber. This body was over 5,300 years old. They were looking at a man from the Stone Age.

Who was he? What was he doing in the mountains? How did he die? Did he fall or did somebody murder him? Archaeologists from all over the world wanted to study the Iceman.

Ötzi, as the archaeologists called him, lived between 3350 вс and 3100 вс over 600 years before the Egyptians built the Pyramids. He came from northern Italy and he was about forty-six years old. That was old in the Stone Age, because people didn't live very long then. He was about 1.6 m tall, had blue eyes and long, dark brown hair. We know that he was a farmer, because scientists found pieces of corn in his clothes. He was probably taking his sheep and goats into the mountains when he died.

**IELTSMatters.com** 

Ötzi changed our ideas about the Stone Age. Before Ötzi, archaeologists thought that copper didn't arrive in Europe until 2000 BC. However, Ötzi was carrying a copper axe 1,300 years earlier. He was also carrying a bow and arrows, a knife and some wooden tools. He was wearing warm clothes, with a waterproof cloak and leather boots. These things show that Stone Age people were very sophisticated.



# digi-zaban.ir Past and present

#### **Unit overview**

**Grammar:** Past simple and past continuous; *used to*; *too / enough*; past modals

**Vocabulary:** Materials; compound nouns; describing clothes; tests

**Skills:** Reading: predicting content, comprehension, reading for specific information, reading for gist, true / false; Listening: comprehension; Writing: writing about someone's life, writing about changes; Speaking: interviewing, role-play, talking about a test, responding to news

Culture: The story of England

The Culture page can be studied after Lesson B or at the end of the unit.

#### English Across the Curriculum: History: materials

The English Across the Curriculum page can be studied after Lesson A or at the end of the unit.

Study skills: Learning English outside the classroom

**Your Project:** Develop your writing: contrasting sentences Project: an important event in your life

**Song:** *Yester-Me, Yester-You, Yesterday* 

### **1A** The Iceman

#### Vocabulary

#### Materials

#### **Exercise** 1a

- Focus on the list of words. How many can students recognize?
- Students work in pairs or small groups and use dictionaries to look up the other words and to write them in three lists: metals, things that come from plants, and things that come from animals. Monitor and check spelling.
- You may like to quickly drill the pronunciation of the new words, paying special attention to the silent *r* in *iron* /'aɪən/.
- Ask: Which materials can we use to make clothes?

#### **ANSWER KEY**

kinds of metal: copper, silver, iron, steel, gold from plants: cotton, wood, paper, rubber from animals: wool, silk, leather clothes: plastic, silk, cotton, leather, wool, rubber, polyester *Stone* and *glass* don't go in any of the groups.

#### **Exercise 1b**

• Look at how two nouns can be put together to form compounds. Read the examples together and point out the phrase *made of.* Ask students to think of a few similar compounds and write these up on the board.

**LANGUAGE NOTE** The alternative form *golden* usually appears in literary texts (*The Golden Compass*, by Philip Pullman), and in figurative use (*golden opportunity*, *the golden days of youth*, *Hollywood's golden boy*).

#### Exercise 1c

- In pairs, students think of something for each material and write a list. Set a time limit of two minutes. Find out which pair has the most compound nouns when the time is up.
- Ask pairs with the most compounds to read out their answers and the rest of the class to listen and check if they are correct.

#### POSSIBLE ANSWERS

plastic cup, cotton shirt, stone wall, woollen jumper, copper coin, wooden spoon, silver ring, paper plate, iron bridge, silk scarf, leather boots, steel pipe, glass table, polyester T-shirt, gold earring, rubber ball

#### Comprehension

#### **Background information**

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

#### **Exercise 2a**

• Elicit students' ideas and write them on the board.

#### Exercise 2b 🚳 1.9

• Play the recording for students to read and listen and to check their ideas.

#### Exercise 2c

- Students read the text again and label the picture.
- Students compare in pairs before you check with the class.

#### ANSWER KEY

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

#### **Optional extra**

Ask students to shut their books and make a list of all the facts they remember about Ötzi. Allow time for students to compare answers in pairs. Elicit the information from some of the pairs. Make sure students understand they should list facts from the text, not possibilities.

### 1A

#### Grammar

#### Past simple and past continuous

#### Exercise 3a

- Students complete the sentences without looking at the text, and then scan the text again to check their answers.
- Ask a few students about their ideas for the concept question, and ask the rest of the class to say if they agree or disagree.

#### **ANSWER KEY**

1 were walking 2 stopped; looked In 1, the second action interrupted the first action. In 2, the second action followed the first action.

#### Exercise 3b

• Students copy and complete the rule boxes.

#### ANSWER KEY

1 continuous 2 simple

#### Exercise 3c

- Students scan the text for examples of each form. In weaker classes, they can do this in pairs; otherwise students find the examples individually, and then compare ideas in pairs before you check them with the class.
- Ask students to write one example of each of the six forms on the board as they give their answers.
- Focus attention on the examples on the board. Elicit the rule for each form.

#### POSSIBLE ANSWERS

**past simple affirmative:** were, saw, stopped, looked, was, thought, wanted, called, lived, built, came, had, found, changed **past simple negative:** didn't live, didn't arrive

past simple question: Who was he? How did he die? Did he fall or did someone murder him?
past continuous affirmative: were walking, were looking, was ... taking, was carrying, was wearing

past continuous negative: weren't looking

past continuous question: What was he doing ...?

#### Exercise 4a

- Ask students to read the paragraph quickly without completing the gaps to get a general sense of the text.
- Students complete the text, and then compare answers in pairs.

#### Exercise 4b 🚳 1.10

• Play the recording for students to check their answers.

#### **ANSWER KEY**

- 1 did...die 2 X-rayed 3 found 4 died
- 5 was taking 6 attacked 7 escaped
- 8 was running away9 shot10 ran11 lay down12 was lying13 started14 froze

#### Listening and speaking

#### Exercise 5a

• Read the DJ's introductory paragraph, and make sure students understand the context. Point out the expression *give us a call*, and elicit any synonymous phrases, for example *call us*, *phone us*, *ring us*, or *give us a ring*.

#### Exercise 5b 🛞 1.11 Audio script pT88

- Look at the eight photos, and ask students to identify what each shows (a ring, coins, a wallet, an arrowhead, a mobile phone, a fossil, a dog, a painting).
- Tell students they will hear three callers: Emma, Mark and Sarah.
- Play the recording for students to listen and identify which object each caller mentions.

#### ANSWER KEY

Emma: a fossil (of a fish) Mark: some (Roman) coins Sarah: a (leather) wallet

#### Exercise 5c 🚳 1.11

- Ask students to read the three questions, so they know what information they will be listening for.
- Play the recording again, twice if necessary, pausing after each caller to allow students time to write their answers.
- Students compare in pairs before you check with the class.
- Elicit what tenses students needed to use in their answers.

#### ANSWER KEY

1 Emma: She and her brother were playing with a ball on the beach when she saw it.

Mark: He went out to stop his dog, Rufus, digging when he saw something on the ground.

Sarah: She was cycling along a path near a canal when she saw it on the ground.

- 2 Emma: She took it home and looked it up on the Internet. Mark: He took them to the local museum. Sarah: She took it to the police.
- 3 Emma: It's in her family's living room. Mark: They're in the museum. Sarah: She gave it to her grandfather.

#### Exercise 6

• Students take turns to role-play similar conversations between the DJ and a caller. Remind them to use the questions from exercise 5c to guide them, and encourage them to include further interesting information about the objects. You may like to elicit ideas for this (where exactly it was, what it was like, how old / valuable it was, and so on).

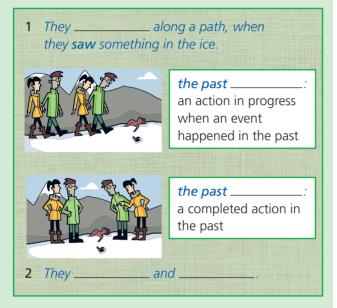
**1A:** Grammar • past simple and past continuous • used to • too / enough • past modals



#### Grammar

#### Past simple and past continuous

**3** a Look at the grammar box. Complete the sentences from the text. Why are the tenses different in the first sentence, but the same in the second sentence?



**b** Complete the names of the two tenses.

### **c** Find examples of these forms for each tense in the text.

- an affirmative statement
- a negative statement
- a question

### **4** a Complete the text. Put the verbs in brackets into the past simple or the past continuous tense.

How <sup>1</sup>\_\_\_\_\_\_ Ötzi \_\_\_\_\_\_ (die)? In 2001, scientists in Italy <sup>2</sup>\_\_\_\_\_\_ (X-ray) the body and they <sup>3</sup>\_\_\_\_\_\_ (find) an arrowhead in his shoulder. So we think that Ötzi probably <sup>4</sup>\_\_\_\_\_\_ (die) like this: one day he <sup>5</sup>\_\_\_\_\_\_ (take) his animals into the mountains, when somebody <sup>6</sup>\_\_\_\_\_\_ (attack) him. He <sup>7</sup>\_\_\_\_\_\_ (escape), but as he <sup>8</sup>\_\_\_\_\_ (run away), they <sup>9</sup>\_\_\_\_\_\_ (shoot) him in the back with an arrow. Ötzi <sup>10</sup>\_\_\_\_\_\_ (run) up the mountain and <sup>11</sup>\_\_\_\_\_\_ (lie down) to rest. While he <sup>12</sup>\_\_\_\_\_\_ (lie) there, it <sup>13</sup>\_\_\_\_\_\_ (start) to snow. Ötzi probably <sup>14</sup>\_\_\_\_\_\_ (freeze) to death.

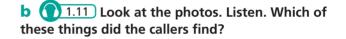


#### Listening and speaking

#### **5** a Read what the DJ says.



Earlier in the programme, we were talking to archaeologist Dr Susan Clarke. She was telling us about Ötzi, the Stone Age man. Some tourists found him while they were walking in the Alps. Have you ever found anything interesting or unusual? Give us a call.





### c 1.11 Listen again. Find this information about each caller.

- 1 How did they find the thing? What were they doing?
- 2 What did they do with it?
- 3 Where is it now?

6 Work with a partner. One person is the DJ and the other is a caller. Choose one of the other things in the photos. Make dialogues. Use the questions in exercise 5c to help you.

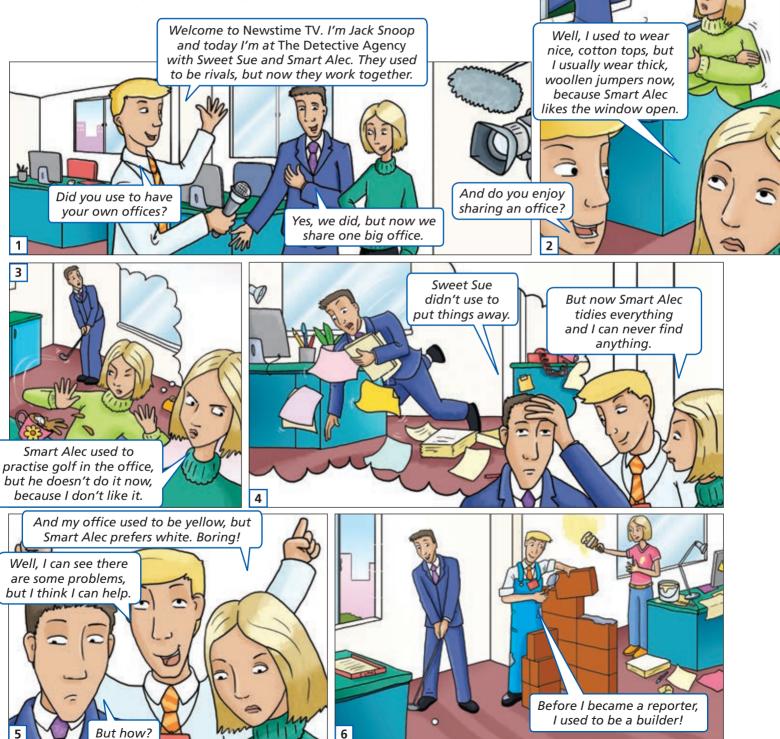
### **1B** We used to be rivals



#### Comprehension

#### 1 1.12 Read and listen to the story. Answer the questions.

- 1 Who are Sweet Sue and Smart Alec talking to?
- 2 Do they work together now?
- **3** Do they like sharing an office?
- 4 How does the reporter solve their problem?



### **1B** We used to be rivals

#### Comprehension

#### Exercise 1 🛞 1.12

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- This lesson reintroduces the characters Sweet Sue and Smart Alec from the story that began in *Project 3*. Before students read the picture story, elicit what they remember about the characters, what they do and what their relationship is like.
- Focus attention on the lesson title. Elicit the meaning of *rival*. Ask if Sue and Alec are still rivals today (*no*) and if they were rivals in the past (*yes*). Don't get into a detailed explanation of the *used to* structure at this point.
- Ask students to read the questions silently to find out what information they will be looking for.
- Play the recording for students to read and listen to the story and find the answers to the questions.

#### **ANSWER KEY**

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

#### **Optional extra**

In groups of three, students act the story. Ask for two or three volunteering groups to perform in front of the class. Have a vote on the best performance.

#### **Optional extra**

With stronger groups, you may like to develop vocabulary by discussing the feelings Sue and Alec might have towards their situation, and how they show them in their actions and in the way they speak.

### 1B

#### Exercise 2

- Students complete the sentences, and then read the story again quickly to check their answers.
- Check answers with the class.

#### ANSWER KEY

- 1 Newstime TV
- 2 one big office
- 3 cotton tops, Smart Alec likes the window open
- 4 practise golf
- 5 anything, Smart Alec tidies everything
- 6 white is boring
- 7 be a builder
- 8 a wall

#### Grammar

#### used to

#### Exercise 3a

- Students complete the sentence from memory, and then scan the story again to check their answers.
- Check the answer, and then read the rule together. Elicit what form of the verb follows *used to (the base form)* and point out that we don't use -s for the third person singular. Also make it clear that the *used to* structure has no present form and can never be used to refer to a present habit. We say *I go swimming on Saturdays*, not *I use to go swimming on Saturdays*.

#### ANSWER KEY

used to be

#### Exercise 3b

• Students scan the story for the negative and question forms of *used to*. Elicit the rules.

#### **ANSWER KEY**

Sweet Sue <u>didn't use to put</u> things away.

We use didn't + use to + base form of the main verb. The form is the same for all persons.

Did you use to have your own offices?

We use (question word +) did + subject + use to + base form of main verb for questions.

#### Exercise 4

- Students work individually to expand the cues into sentences with *used to* or *didn't used to*.
- Ask them to compare answers in pairs before you check them with the class.

#### ANSWER KEY

- 2 She used to have her own office.
- 3 She didn't use to leave the window open.
- 4 She didn't use to wear thick woollen jumpers.
- **5** She used to leave things on the floor.
- 6 She used to work in a warm office.
- 7 She didn't use to put things away.
- 8 She used to have yellow walls in her office.

### Writing and speaking

#### Exercise 5a

- Students look at the pictures, note the differences and write the sentences individually.
- Alternatively, students could work in pairs. Each student covers up a different picture, and then describes the picture they are looking at to their partner to find the differences before writing the sentences together.

#### POSSIBLE ANSWERS

- 1 He used to wear glasses, but he doesn't now.
- **2** He used to have a girlfriend with brown hair, but he is single now.
- 3 He used to have long hair, but he has short hair now.
- 4 He used to have a beard / a goatee, but he doesn't now.
- 5 He used to wear casual clothes, but he wears smart clothes now.
- 6 He used to play the guitar, but he plays the piano now.
- 7 He used to live in Sydney / Australia, but he lives in London now.
- 8 He used to be a bit overweight, but he's slim now.
- **9** He used to go surfing and play rugby, but he goes skiing and plays golf now.
- **10** He used to listen to pop music, but he doesn't now.

#### Exercise 5b

• Students work in pairs to use their answers and role-play the interview with Smart Alec. Walk around and monitor the correct use of *used to*.

#### Exercise 6a

• In class or for homework, students work individually to write twelve sentences about themselves. If done in class, monitor their writing and correct errors as necessary.

#### Exercise 6b

• Students use their sentences from exercise 6a to work in pairs and take turns to ask and answer questions about what they used to and didn't use to do. Get one or two volunteering pairs to do this in front of the class.

#### **Revision idea**

For further practice of *used to*, and to add personal interest, bring into class some photos of yourself at a younger age (for example, showing you at the age your students are), preferably with details that are different from your life at the moment. Ask students to write or say six to eight sentences about the differences – like they did in exercise 5a.

You can continue by getting students to ask you further questions with *used to* about you at a younger age, and give true (or invented, but funny) answers. Alternatively, give some true and some false answers, and ask students to guess (in full affirmative or negative sentences with *used to*) which answers were true and which false.

More practice Workbook pp6–7 Teacher's Resources Unit 1 IELTSMatters.com

**18:** Grammar • past simple and past continuous • **Used to** • too / enough • past modals

#### **2** Complete the sentences.

- 1 Jack Snoop works for \_\_\_\_
- 2 Sweet Sue and Smart Alec share \_\_\_\_\_
- 3 Sweet Sue can't wear \_\_\_\_\_, because
- 4 Smart Alec doesn't \_\_\_\_\_ now.
- 5 Sweet Sue can't find \_\_\_\_\_, because
- 6 Sweet Sue thinks the colour \_\_\_\_\_
- 7 Jack Snoop used to \_\_\_\_\_.
- 8 He's building \_\_\_\_\_

#### Grammar

#### used to

#### **3** a Complete the sentence from the story.



### **b** How do we make these things with *used to*? Find examples in the story.

negatives
 questions

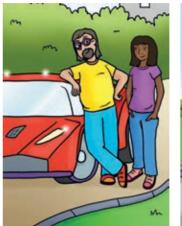
4 What did and didn't Sweet Sue use to do before she worked with Smart Alec? Make sentences. Use the cues and used to or didn't use to.

- 1 work with Smart Alec She didn't use to work with Smart Alec.
- 2 have her own office
- 3 leave the window open
- 4 wear thick woollen jumpers
- 5 leave things on the floor
- 6 work in a warm office
- 7 put things away
- 8 have yellow walls in her office

#### Writing and speaking

**5** a Look at the pictures of Smart Alec. Write ten sentences about his life in the past and now. Use *used to*.

Then







He used to drive a sports car, but he rides a bicycle now.

- **b** Work with a partner. Interview Smart Alec.
- Where did you use to live?
- What did you use to look like?
- Did you use to ...?

**6** a How has your life changed? Write six things that you used to do and six things that you didn't use to do when you were six years old. Use these verbs.

play with watch like go have eat drink do wear

**b** Work with a partner. Ask and answer questions about things you used to do and didn't use to do.

- What did you use to play with?
- I used to play with a toy aeroplane.



### 1C Clothes

#### Vocabulary

#### **Describing clothes**

a How many items of clothing can you name? Make a list. Tick (✓) the ones that are plural.

**b** 1.13 We use these words to describe clothes. Listen and repeat.



### **c** What other words do you know for describing clothes?

#### light, dark, ...

**d** Choose someone in a picture in this book or someone in your class. Describe his / her clothes. Your partner has to guess who it is.

This person is wearing a blue, short-sleeved shirt. The shirt is plain. He's also wearing ...

### The Story OF JEANS



In 1848, someone discovered gold in California and soon thousands of people were travelling to the west coast of the USA. One of these people was a German immigrant called Levi Strauss. He was only twenty-four years old when he arrived in San Francisco. He wasn't looking for gold. He was a wholesaler. He imported goods and sold them to small shops.

#### Reading

2 1.14 Read and listen to the text. Put the sentences in the correct order to tell the story of jeans.

а	Strauss paid for a patent for jeans.
b	He used copper rivets to make the trousers stronger.
С	Jeans became very fashionable with teenagers.
d	Strauss and Davis built a jeans factory.
е	He sold denim to a tailor called Jacob Davis.
f	Levi Strauss arrived in California.
g	Jeans were only used as work clothes until the 1950s.
h	Davis used the denim to make work trousers.
i	Davis wanted a patent to protect his idea.

#### **3** Why did these things happen?

- 1 Thousands of people went to California.
- 2 Jacob Davis used denim for his trousers.
- **3** People called the cloth 'denim'.
- 4 Davis decided that he needed a patent.
- 5 Davis asked Strauss for some money.
- 6 Teenagers in the 1950s started wearing jeans.

Strauss used to sell a lot of cloth to a tailor in Nevada – a Latvian immigrant called Jacob Davis. Davis made clothes for the gold miners and railway workers. They needed strong clothes, but it was hot in California, so woollen trousers were no good. Davis used to make most of his trousers from denim. This was made of cotton and it was very strong, but it was also soft and comfortable. People called it 'denim', because it originally came from Nîmes in France. 'De Nîmes' means 'from Nîmes'.

However, the trousers weren't strong enough for one of Davis's customers, so Davis decided to make them stronger. He used copper rivets on the pockets and other places, and so invented jeans. Soon other tailors started to make jeans, too. Davis wanted to protect his idea, but he didn't have enough money for a patent. So he wrote to Levi Strauss. Strauss paid \$68 for the patent and the two men became business partners. Their blue jeans were so popular that they soon had to build a factory to produce them.

For the next hundred years people only wore jeans as work clothes. But then in the 1950s, film stars, like James Dean, and pop stars, like Elvis Presley, wore them and they became very fashionable. Teenagers loved them because their parents didn't use to wear them.

Today, jeans come in all kinds of styles and colours. Designers also use denim for shorts, jackets, shirts, skirts, dresses, hats, suits – in fact, everything except socks and underwear. You can even have denim shoes and boots.

### **1C** Clothes

#### Vocabulary

#### **Describing clothes**

#### Exercise 1a

- Students work in groups to make a list of items of clothing they know. Set a time limit, for example, three minutes. The group with the most words wins.
- Ask students what kinds of clothes have names in the plural form (clothes with legs, e.g. *jeans*, or clothes that you need two of, e.g. *socks*).

#### Exercise 1b 🚳 1.13

- Focus on the twelve pictures and adjectives.
- Play the recording for the students to listen and repeat the adjectives. Make sure the short *-ed* ending isn't pronounced as a separate syllable. Also watch out for the pronunciation of *loose* /luss/, so it isn't mixed up with the verb *lose* /lusz/.

#### Exercise 1c

• You can brainstorm words for describing clothes as a class and write the vocabulary on the board, or you can put students in groups to brainstorm vocabulary and then report back to class. Suggest that they look at what the other students in class are wearing.

#### **Optional extra**

You may like to ask students to categorize the words collected through the brainstorming activity into colours, materials, design and so on. Elicit ideas for categories from students or suggest some categories yourself, and then ask students for further ideas.

#### Exercise 1d

- Students describe a person from the *Project* Student's Book or someone from the class to a partner. In weaker classes, you may like to allow students to write down or make notes about the details before they say them to their partner. In stronger classes, do the whole activity orally.
- Walk around and monitor correct use of vocabulary and pronunciation. Make sure students use the present continuous for describing what someone is wearing at the moment or in the picture.

#### Reading

#### Exercise 2 🛞 1.14

- Focus on the title and the photos and elicit what the text is going to be about. Elicit any information students already know.
- Students read and listen to the article to get a general sense.
- Elicit or pre-teach *patent, rivet, denim* and *tailor*. Ask students to read sentences a–i, and check comprehension. Ask them to underline the key word(s) in each sentence to help them find the corresponding information in the text more easily.
- Students read the text again more carefully and match the sentences. One good way of doing this is to scan the text to find and underline the information about each sentence first, then put them in order.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

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

#### Exercise 3

- You may like to elicit or pre-teach *immigrant, miners* and *wholesaler*. Alternatively, ask students to find each word in the text and work out its meaning from the context.
- Students read the six statements, and in pairs or small groups, discuss their ideas about the reasons.
- Students scan the text again to find the information, then read the passages more carefully to check their ideas.
- Check answers with the class.

#### **POSSIBLE ANSWERS**

- 1 Someone discovered gold there.
- 2 Gold miners and railway workers needed strong work clothes, but it was too hot in California for woollen trousers. Denim is made of cotton and it is very strong, soft and comfortable.
- 3 It originally came from Nîmes /nixm/ in France. 'De Nîmes' means 'from Nîmes'.
- 4 He wanted to protect his idea.
- **5** Davis didn't have enough money for the patent. Strauss paid for the patent and the two men became partners.
- **6** Film stars, like James Dean, and pop stars, like Elvis Presley, wore jeans and made them fashionable.

#### **Optional extra**

Write these words on the board as prompts: *gold, gold miners, denim, patent, rivets, \$68, pop stars, designers.* With books closed, ask students to retell the story of jeans, following the prompts. This can be done in small groups or with the whole class, but each sentence should be said by a different student. The other students should listen and suggest amendments or corrections as necessary..

### **1C**

#### Listening and speaking

#### Exercise 4a 🛞 1.15

- Introduce the topic by asking students about clothes they have bought recently: *Where did you buy them? Did you try them on first? Did you have any problems? What happened?*
- Students read the dialogue quickly without completing the gaps to get a general sense. You could ask students in pairs to try and suggest words for each gap before they listen.
- Play the recording, twice if necessary, for students to listen and complete the dialogue.
- Check answers with the class.

#### ANSWER KEY

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

#### Exercise 4b

- Check comprehension of *changing room, escalator, size* and *fit* by asking for a definition in English or an example illustrating the meaning.
- Students practise the dialogue in groups of three. Encourage them to do it from memory, using their own words if necessary (that is, 'heads up'), rather than by reading out their lines ('heads down').
- Ask one or two groups to act the dialogue for the class.

#### Exercise 5a 🛞 1.16 Audio script pT88

- Read the questions together and check comprehension.
- Play the recording twice and allow sufficient time for students to make a note of their answers.
- Ask students to compare ideas in pairs.

#### Exercise 5b 🛞 1.16

• Play the recording again for students to listen and check their ideas before you check answers with the class. Write the answers to question 2 on the board, as *too* and *enough* will be explored further in exercise 6.

#### ANSWER KEY

- 1 Shoes.
- 2 First suggestion: too flat, not high enough Second suggestion: they don't fit, too loose
- 3 No. They haven't got them in size 3½.

#### Exercise 6a

- Focus attention on the examples you wrote on the board. Check comprehension of each problem by eliciting the opposite of each adjective: Write these up in pairs: *too flat* = *not high enough, too loose* = *not tight enough*. Elicit that *too* and *not enough* are used to express the same ideas when we use them with adjectives that have opposing meanings.
- Students copy and complete the table in their exercise books.
- Check answers with the class.

#### ANSWER KEY 2 cheap 3 tight 4 long 5 heavy / dark

#### Exercise 6b

- Students in pairs take turns to use prompts from the table to make synonymous sentences about clothes. Walk around and monitor the correct use of the two structures.
- Ask two or three pairs to share their ideas with the class.

#### ANSWER KEY

- 2 These trousers are too short. They aren't long enough.
- 3 This shirt's too expensive. It isn't cheap enough.
- 4 These shoes are too big. They aren't small enough.
- 5 The sleeves are too long. They aren't short enough.
- 6 These jeans are too tight. They aren't loose enough.

#### **Optional extra**

Use a picture of a badly-dressed person with ill-fitting clothes to practise *too* and *enough*. Show the picture and ask students what the problem is. Then ask students to draw similar cartoons themselves and use it to elicit sentences from other students with *too* or *not enough*.

#### Exercise 7a

- If necessary, play the recording from exercise 5 again as a model to refresh students' memories.
- Study the situations together and check comprehension.
- In pairs, students choose two dialogues to prepare and practise. Walk around and monitor the practice stage. Students should take turns to play the shop assistant or the customer.
- Alternatively, ask students to change partners after the first two situations and take turns again with a different partner to role-play the remaining two situations.

#### Exercise 7b

- Get some volunteering pairs to perform their dialogue in front of the class. Ask the rest of the class to listen and use the questions from exercise 5a to write down the details about each of the performing pairs.
- Get feedback on each performance from the class. Did they write down all the details correctly?

#### **Revision idea**

Students work in pairs to take turns to role-play reluctant customers and frustrated shop assistants. One student should suggest various products (smartphones, trainers, bikes, DVDs, etc.), the other should reject every suggestion, using *too* and *not enough*. Ask two or three volunteers to perform their dialogues in front of the class. Have a vote on the best performance.

#### **Cigi=Zaban:ir 1C:** Grammar • past simple and past continuous • *used to* • *too* / *enough* • past modals



#### Listening and speaking

#### **4** a **1**.15 Listen and complete the dialogue. Use these words.

size can take expensive trousers try changing too baggy big fit



Tara Do you like these 1 ? Mike Yes, but they're a bit \_\_\_\_\_, and they're too <sup>3</sup>\_\_\_\_\_. I like these. Tara Why don't you \_\_\_\_\_ them on? Mike Yes, I think I will. Excuse me. ⁵\_\_\_\_\_ I try these trousers on, please? Assistant Yes, the <sup>6</sup>\_\_\_\_\_ rooms are over there, near the escalator. Mike Thanks.

#### Later

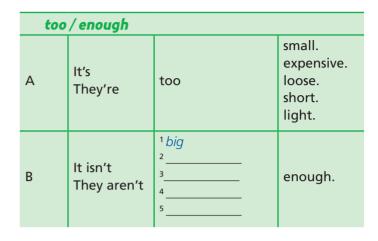
### **b** Work in a group of three. Role-play the dialogue.

### **5** a <u>1.16</u> Listen to another dialogue. Answer the questions.

- 1 What does the girl want to buy?
- 2 What's the problem with:
  - the first suggestion?
  - the second suggestion?
- 3 Does she buy anything?

**b 1**.16 Listen again and check.

### **6** a Add the opposites of the adjectives in section A to section B.



**b** Work with a partner. Look at the pictures. Student A: Make a sentence with one of the adjectives. Student B: Make a sentence with the same meaning using the opposite adjective.

- A This hat's too small.
- B It isn't big enough.



#### a Work with a partner. One person is a customer and the other is an assistant. Make dialogues for these situations.

- 1 You want to buy some jeans. You try them on, but they're too long.
- 2 You want to buy a jumper. You try it on, but it's too baggy.
- 3 You want to buy a jacket, but it's too expensive.
- 4 You want to buy some shorts, but they're all too light. You want something darker.

**b** Role-play one of your dialogues in front of the class.



## 1D Kids

#### The test

1 a What happened in the last episode of 'Kids'? Tell the story.

#### **b** 1.17 Read and listen to the story. Answer the questions.

- 1 What's happening today?
- 2 What did each person do at the weekend?

Lily Andy Mike Tara

3 How does each person feel about the test?

#### 1 Monday morning.

#### Andy Hi, Lily. Did you have a good weekend? Lily Oh, hi, Andy. Yes, thanks. Andy Were you away? I didn't see you. Lily Yes, I was at my grandparents'. It was my grandma's seventieth birthday.

Andy Oh, right. Did you have a good time? Lily Yes, it was great, because I could see all my aunts, uncles and cousins. What about you?



2 Are the statements true or false, or doesn't it say?

- 1 Lily's grandfather is seventy years old.
- 2 Lily enjoyed her weekend.
- 3 Mike went swimming on Friday evening.
- 4 Tara was shopping when Andy saw her on Friday.
- 5 Andy didn't win the tennis competition.
- 6 Lily didn't revise for the test.
- 7 Andy thinks he's failed the test.
- 8 Mike didn't answer all the questions.

Andy It was a busy weekend. On Friday evening I went swimming at the sports centre with Mike, and then on Saturday and Sunday I played in a tennis competition.

Lily How did it go? Did you win?

Andy No, I didn't, but I did quite well. I came third. Lily Well done! Did you see Tara at the weekend? Andy I saw her on Friday when I was going to the sports centre, but I didn't see her after that.



Tara Hi! Lily Hi, Tara. We were just talking about you. Andy said he didn't see you at the weekend. Tara No, well, I was at dance class on Saturday and I was revising for the French test most of Sunday. Lily Yes, I had to revise in the car while we were driving to my grandparents'. When did you revise, Andy?

Andy Oh, I didn't have to do a lot. French is easy. See you later. Tara Yes, bye. Lily Bye!



Tara That test was hard, but I think I got most questions right.
Mike Yes. I'm glad I revised for it.
Lily Me, too. How did you get on, Andy?
Andy Oh, it wasn't too bad. I couldn't answer all the questions, but I think I've passed.



#### The test

#### **Exercise** 1a

• Elicit the details of the story so far. Ask: Who are the students in the story? (Lily, Andy, Mike and Tara) What are they going to do soon? (They're going to do some work experience.) Where will each of them do this? (Andy: in the sports centre, Mike: in a newspaper office, Tara: in a restaurant, Lily: in a hotel). Elicit any further details they may remember.

#### Exercise 1b 🛞 1.17

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the pictures and describe the people in them: who they are, where they may be, what they're doing, how they may be feeling.
- Ask students to read the three questions quickly to focus their attention on the information they will need.
- Play the recording for students to read and listen to the story and answer the questions.
- Check answers with the class.

#### ANSWER KEY

- 1 They're having a French test.
- 2 Lily was at her grandparents' for her grandmother's birthday.

Andy went swimming with Mike on Friday evening, and he played in a tennis competition on Saturday and Sunday. Mike went swimming with Andy on Friday evening. He also revised for the French test, but we don't know when. Tara was at a dance class on Saturday, and she was revising for the French test most of Sunday.

**3** Tara thinks the test was hard, but she thinks she got most questions right. Mike and Lily are glad they revised for it. Andy thinks it wasn't too bad, and he thinks he's passed.

#### **Exercise 2**

- Students read the story again and decide about the statements on their own.
- Ask them to compare ideas in pairs before you check answers with the class. When checking answers, pay particular attention to the distinction between *false* (the story explicitly contradicts the statement) and *doesn't say* (the story has no information about the statement).

#### **ANSWER KEY**

- 1 Doesn't say.
- 2 True.
- 3 True.
- 4 Doesn't say.
- 5 True.
- 6 False.
- 7 False.
- 8 Doesn't say.

#### **Optional extra**

To check detailed comprehension, ask further questions about the 'doesn't say' and false statements and get students to answer from memory before they check their answers against the story.

- 1 Who is seventy years old?
- 4 What did Tara do at the weekend?
- 6 When did Lily revise for the test?
- 7 What does Andy think about his test results?
- 8 Who didn't answer all the questions in the test?

#### ANSWER KEY

- 1 Lily's grandmother.
- 4 She was at a dance class on Saturday and she revised for the French test on Sunday.
- 6 She revised in the car while they were driving to her grandparents'.
- 7 He thinks he's passed.
- 8 Andy.

### 1D

#### Exercise 3a

• Elicit ideas from students how the story might continue. Write up their suggestions on the board in note form.

#### Exercise 3b 🚳 1.18 Audio script pT88

• Play the recording for students to check their ideas from exercise 3a. Who was closest to the truth?

#### Exercise 3c 💿 1.18

- Check students understand *mark* in this context. Explain that the marks will be given as a percentage out of 100%.
- Play the recording for students to listen for the information.
- Check answers with the class.
- Re-check comprehension by asking: *Who passed the test?* (Tara, Lily and Mike) *Who failed?* (Andy).

#### **ANSWER KEY**

Tara: 92%; Lily: 71%; Mike: 77%; Andy: 15%

#### **Everyday English**

#### Talking about a test

#### Exercise 4a

• Students complete the expressions from memory, and then scan the story again to check their answers for 1–7. The answers for the last two items are in the recording.

#### ANSWER KEY

#### 1 test 2 most 3 glad 4 get 5 too 6 answer 7 think 8 marks 9 cent

#### Exercise 4b

- Students work in groups of three to five and use the expressions to discuss their last English test results, or tests in any other subject that they have recently taken.
- Walk around and monitor the discussions for the correct use of the expressions from exercise 4a.

#### Past modals

#### Exercise 5a

• Students complete the sentences from memory, and then scan the story again to check their answers.

#### ANSWER KEY

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

#### Exercise 5b

• Elicit the rules: both modals refer to past events. *Could* implies past opportunity, possibility or ability, and *had to* implies past obligation. We form the past negatives differently in each case. With *could* we add *n't* to the auxiliary: *couldn't*. With *had to*, we use *didn't* + base form of *have*: *didn't have to*. We don't use *hadn't to*.

• You may like to elicit the present tense for each modal. *Could* is the past tense of *can*. *Had to* is the past tense of both *must* (which has no past form itself) and *have to*. Note that *didn't have to* cannot be used as a past tense of *mustn't*.

#### Exercise 6

• Students apply the rules you discussed in exercise 5b to complete the sentences individually and then compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

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

#### Exercise 7a

• In class or for homework, students write about their weekend, using the four prompts. Remind them to include reasons.

#### Exercise 7b

- Students work in pairs and talk about the weekend. Monitor their discussions for the correct use of past modals.
- Get some students to report back on their partners and any similarities they have found.

#### **Responding to news**

#### Exercise 8a 🛞 1.19 Audio script pT88

- Explain that each dialogue students hear will contain an expression from each row of the flowchart.
- Play the recording for students to listen and complete the expressions, then compare in pairs before you check with the class.
- Then play the recording again, and ask students to mark which sentence from each box is used in dialogues 1–3.
- Elicit which expressions are used to respond to good news (bottom left) and which to bad news (bottom right).

#### Exercise 8b 🛞 1.19

• Play the recording for students to check their answers.

#### ANSWER KEY

- 1 piano 2 luck 3 fingers 4 go
- 5 get 6 great 7 Well 8 Better

#### Exercise 8c

- In pairs, students make two dialogues following the diagram, each in turn giving and responding to news.
- Get two or three pairs to repeat one of their dialogues in front of the class. Ask the class to make notes of what the event is and whether the outcome is positive or negative.

#### **Optional extra**

Students work in groups of four to act the episode of the photostory. Encourage them to use their own words to recap the ending they heard in the recording. Play it again at the start to refresh their memories if necessary. Get one or two groups to perform in front of the class. **3** a What do you think happens next?

**b** 1.18 Listen to the end of the story and check your ideas.

c 1.18 Listen again. What marks did each person get?

#### **Everyday English**

#### Talking about a test

**4** a Complete the expressions.

- 1 That \_\_\_\_\_\_ was hard.
- 2 I think I got \_\_\_\_\_ questions right.
  3 I'm \_\_\_\_\_ I revised for it.
- 4 How did you \_\_\_\_\_ on?
  5 It wasn't \_\_\_\_\_ bad.
- 6 I couldn't \_\_\_\_\_\_ all the questions.
- 7 / \_\_\_\_\_ I've passed.
- 8 What \_\_\_\_\_ did you get?
- 9 I got ninety-two per \_\_\_\_

**b** Work in a group. Imagine you have just had a test. Use the expressions to talk about it.

Past modals

#### **5** a Complete the sentences from the story.

- 1 I \_\_\_\_\_\_ all my aunts, uncles and cousins.
- 2 I \_\_\_\_\_\_ in the car while we were driving to my grandparents'.
- 3 Oh, I \_\_\_\_\_\_ a lot. French is easy.
- 4 I \_\_\_\_\_\_ all the questions, but I think I've passed.
- **b** When do we use each form?

#### **6** Complete the sentences. Use could / couldn't and had to / didn't have to.

- 1 Lily \_\_\_\_\_\_ study in the car.
- 2 Lily \_\_\_\_\_\_ go swimming on Friday, because she \_\_\_\_\_ go to her grandparents'.
- 3 Mike \_\_\_\_\_ revise in the car. He was at home all the time.
- 4 Tara \_\_\_\_\_\_ revise on Saturday, because she \_\_\_\_\_ go to dance class.
- 5 Mike \_\_\_\_\_\_ answer all the questions, but Andy \_\_\_\_\_ leave some of them.

#### **7** a Think about last weekend. Write about something that:

- you couldn't do.
- you were happy that you could do.
- you didn't want to do, but you had to do.
- you didn't have to do.

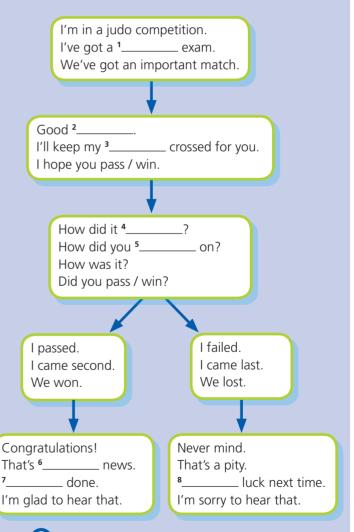
#### Give your reasons.

#### **b** Tell a partner about your weekend.

I couldn't go out with my friends, because I was ill. I was in bed all day, but I could watch lots of DVDs.

#### **Responding to news**

#### a (1) 1.19 Listen to three dialogues. Complete the expressions.



**b 1.19** Listen again and check.

**c** Work with a partner. Make dialogues. Follow the pattern.

## 1 1.20 Read and listen to the text. Copy and complete the chart.

Group of people	When?	Where from?
The Celts	600 вс	7 / / '

#### **2** Match the names to the correct sentence endings.

- 1 Claudius
- **a** was the first king of England.
- 2 Hadrian
- b made Britain part of the Roman Empire.c won the Battle of Hastings.
- 3 Alfred
  - Harold
- 5 William

4

d built a wall across the north of Britain.e was the last Anglo-Saxon king.

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Culture

## **3** 1.20 Read and listen to the text again. Answer the questions.

- 1 Who were the first people to live in Britain?
- 2 What did the Romans call Britain?
- 3 Why did the Romans leave?
- 4 What do these names mean?

#### England Normandy

5 Why does the story end in 1066?

4 Do you know the story of your country? Where did the people come from? When? Make a chart like the one in exercise 1 about your country.

# THE STORY OF ENGLAND



People have lived in the British Isles for thousands of years, but we don't know much about the first people there. About 600 BC the Celts arrived from the area which is now Belgium. They settled all over Britain and Ireland.

In AD 43, the Roman emperor Claudius sent an army to Britain. For almost the next 400 years, most of Britain, or Britannia as it was called, was part of the Roman Empire. However, the Romans never conquered the area which is now Scotland. The Roman emperor, Hadrian, built a wall across the north of Britain. You can still see parts of Hadrian's Wall today.

In the 4th century AD, German tribes started to attack the Roman Empire and the Romans left Britain in AD 410. Over the next hundred years, tribes from north-western Europe – Angles, Saxons and Jutes – invaded Britain. We call these people the Anglo-Saxons. They settled in the south-east of Britain and they pushed the Celts into the hills and mountains of the north and west. The Angles gave their name to a new country – 'Angle-land', or England.

At first there were seven different kingdoms, but they finally united under the first king of England – Alfred the Great.

The English needed to unite, because new people were attacking the country. These were the Vikings from Denmark and Norway. They started to attack England in the 8th century and they gradually conquered the north-eastern part of England. In the end, Alfred defeated the Vikings and united the whole country.

The Vikings also attacked France. The French king gave them some land in the north. This became Normandy – the land of the Northmen. In 1066, Duke William of Normandy invaded England. He defeated the last Anglo-Saxon king, Harold, at the Battle of Hastings. William the Conqueror, as he is called, became King William I. The Norman Conquest of 1066 was the last successful invasion of England.

# Culture

#### The story of England

## Cultural materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 1 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1 🚳 1.20

- Elicit what students already know about the history of England. Focus on the map, and elicit the meaning of the verb *invade*. Do students know who invaded Britain and when?
- Play the recording for students to read and listen to the text to order the groups of people chronologically. Tell students they don't need to understand every word to complete the task.
- Draw a table with five rows and three columns on the board, and ask students to complete the first column with the names of the groups of people.
- Ask students to add the information about the dates of the invasions in the middle column.
- Ask students to add the information about the country of origin in the final column.

Group of people	When?	Where from?
the Celts	600 вс	Belgium
the Romans	AD 43	Roman Empire
the Anglo-Saxons	4th century	north-western Europe
the Vikings	from the 8th century	Denmark and Norway
the Normans	1066	Normandy in northern France

#### ANSWER KEY

#### Exercise 2

- Students read the text again and match each name to the correct information.
- Check answers with the class.



#### **Optional extra**

At this point, you may want to explore the new vocabulary in the text. Ask students to try and work out the meaning of the following words from the context: *attack, battle, conquer, conqueror, conquest, defeat, emperor, gradually, kingdom, settle, tribe, unite.* Discuss their suggestions in class and ask the rest of the class to comment on their ideas. Encourage students to explain or exemplify each word in English and avoid using their own language.

#### Exercise 3 🚳 1.20

- Students read the text and answer the questions. In stronger classes, they should do this individually and compare ideas in pairs. In weaker classes, they can do the task in pairs. You may like to play the recording as they read.
- Check answers with the class.

#### **POSSIBLE ANSWERS**

- 1 We know very little about the first people who lived in Britain. The first invaders were the Celts in 600 BC.
- **2** Britannia.
- **3** Because German tribes started to attack the Roman Empire.
- 4 England: Angle-land, that is, the land of the Angles. Normandy: the land of the Northmen.
- **5** The Normans under Duke William of Normandy invaded England in 1066 and defeated the last Anglo-Saxon king, Harold, at the Battle of Hastings. This was the last successful invasion of England.

#### **Optional extra**

Ask students to find out about the most important movements of groups of people in the history of their own country, then draw a map like the one in the Student's Book and prepare a very short presentation with dates, names and details of famous people behind each major shift of power. Encourage students to keep to the most important events only – no more than six to eight turning points, if possible. This could also be done as a group research project.

More practice Teacher's Resources Unit 1

# **English Across the Curriculum**

#### **History: materials**

#### Exercise 1a 🚳 1.21

- With books closed, elicit the names of the different materials students learnt about in lesson 1A. Ask students also to give one example of something made from each material.
- Open books. Read through the list of materials in the exercise. Check that students understand *bronze* and *aluminium*. Briefly drill the pronunciation, paying special attention to the main stress on the third syllable in *aluminium* /<sub>1</sub>æl(j)ə'mɪniəm/.
- Play the recording for students to read and listen to the text and identify the materials mentioned.
- Check answers with the class.

#### **ANSWER KEY**

#### Students should tick plastic, stone, iron, bronze, copper.

**LANGUAGE NOTE** In American English, *aluminium* is written as *aluminum* and is pronounced as four, not five syllables, with the stress on the second syllable: /ə'lu:mɪnəm/.

#### Exercise 1b

- Students order the materials chronologically.
- Check answers with the class.

#### **ANSWER KEY**

stone, copper, bronze, iron, plastic

#### Exercise 2 🛞 1.21

- Elicit or pre-teach tools, discover, melt, on the other hand, sharp, mix, tin, alloy, in particular, temple, monument, pyramid, mineral, crust, weapon, ore, charcoal, steam engine, separate (verb), molecule, synthetic. Alternatively, students could answer the questions first, then try and work out the meaning of the vocabulary from the context wherever possible – or look up the words they need in a dictionary.
- Play the recording for students to read and listen to the text again and answer the questions individually.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

- 1 Gold, silver and copper.
- 2 They probably put some rocks round a fire and the fire melted the metal in the rocks.
- 3 A mixture (alloy) of copper and tin.
- 4 It is stronger.
- 5 Iron is a very common mineral, and cheaper than bronze.
- 6 People discovered how to use coal instead of charcoal to make iron.
- 7 Synthetic materials are man-made and don't occur naturally. They are made by separating the molecules of other materials.

#### Exercise 3

- You can do this activity as a competition. The first student to find all the correct answers wins.
- Check answers with the class.

#### **ANSWER KEY**

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

#### **Exercise 4**

- Set this exercise as homework.
- Students choose one of the materials from exercise 1 that was not mentioned in the article, and look up information about it, using the four questions to guide them. They can use Science and History books or the Internet. Some of the information they find may be in their own language, so in this case they should also look up the necessary key vocabulary to be able to write about the subject in English.
- Students write their paragraphs individually. Put them in pairs or small groups to swap their writings and correct each other's mistakes, then write out a clean copy.
- Have a few volunteers read out their paragraphs in class. Ask the rest of the class to write down three key pieces of information about each material. Get some feedback from the class at the end.

## **English Across the Curriculum**

## History: materials

#### a 1.21 Read and listen to the text. Tick (/) the materials that are mentioned.

rubber plastic stone cotton iron leather bronze aluminium copper

## **b** Put the materials that you ticked in the correct historical order.

#### **2** 1.21 Read and listen to the text again. Answer the questions.

- 1 What were the first metals that people used?
- 2 How did people discover copper?
- 3 What is bronze?
- 4 Why is bronze more useful than copper?
- 5 Why did iron replace bronze?
- 6 Why did iron and steel become cheaper in the 18th century?
- **7** What is the difference between natural and synthetic materials?

#### **3** Find these things in the text.

- 1 seven kinds of metal
- 2 four things that Bronze Age people built
- **3** four things that people built in the Industrial Revolution
- 4 four kinds of plastic

#### **4** Do some research. Choose one of the materials in exercise 1a that is not mentioned in the text. Find this information about it.

- 1 Where does it come from?
- 2 When did people start using it?
- 3 What do they use it for?
- 4 What advantages and disadvantages does it have?

The first materials that people used were stone, wood and<br/>bones, but around 4000 BC the first metal tools appeared.have enough tr<br/>an Englishman<br/>discovered how<br/>Coal was very of<br/>Revolution. Pe<br/>from iron, to b<br/>steam engines,<br/>and many mor

the fire melted the metal in the rocks. Soon people discovered that if you mix copper with a little tin, you get an even stronger material. We call this bronze. With their new tools, Bronze Age people could do many more things. In particular, they could cut rocks to build houses, palaces, temples and huge monuments, like the Pyramids. However, there was a problem. Although copper was quite common, tin was not, so bronze was always expensive. Then, around 1500 BC people discovered a new metal – iron. Iron is a very common mineral. Almost 5% of the Earth's crust is iron and scientists believe that the red colour of the planet Mars is iron, too. With the Iron Age, tools and weapons became a lot cheaper.

Although iron ore is very common, people needed charcoal to make it into iron. Charcoal is made from wood and by the 18th century, Europe didn't have enough trees. However, an Englishman, Abraham Darby, discovered how to use coal instead of wood. Coal was very common and this led to the Industrial Revolution. People used iron and steel, which is made

from iron, to build machines, steam engines, bridges, railways and many more things.

Stone, wood and metal are all natural materials. However, in the 19th century, scientists discovered that they could separate the molecules of some materials and make completely new ones. We call them synthetic materials, or plastic. The first real plastic

- Bakelite - appeared in 1909. Over the next thirty years other kinds of plastic, such as PVC, polystyrene and nylon, appeared. Chemists are still producing new kinds of plastic today.



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# Revision

#### Grammar

a What is happening in the picture?

**b** Complete the story. Put the verbs in brackets into the past simple or the past continuous tense.



One wet afternoon in September, Danny Spencer <sup>1</sup> (sit) in his room. He <sup>2</sup>
(study) for a test. His parents <sup>3</sup> (be)
at work and his sister, Alice, <sup>4</sup> (be)
at school. He <sup>5</sup> (be) hungry, but it
<sup>6</sup> (rain) heavily, so he <sup>7</sup>
(not want) to go to the shops. He <sup>8</sup>
(decide) to cook some chips.
He <sup>9</sup> (put) some oil in a saucepan
on the cooker and <sup>10</sup> (light) the gas.
Then the telephone <sup>11</sup> (ring), so Danny
<sup>12</sup> (go) to answer it.
While he <sup>13</sup> (talk) on the phone, the oil
suddenly <sup>14</sup> (catch) fire. When Danny
<sup>15</sup> (smell) the smoke, he <sup>16</sup>
(run) back to the kitchen. But as he <sup>17</sup>
(go) into the kitchen, he <sup>18</sup> (trip) on the
leg of a chair and <sup>19</sup> (hit) his head on a
cupboard

c 1.22 What do you think happened next? Listen to the whole story and check your ideas.

**2** Oliver and his family moved to Canada last year. Make sentences with *used to* and *didn't use to*.

	Now	Then
1	in Canada	in England
2	ice hockey	football
3	a big house	a flat
4	go horse riding	go cycling
5	jeans to school	a school uniform

1 He didn't use to live in Canada. He used to live in England.

#### **3** Write sentences about these things.

- homework that you had to do yesterday
- something that you could do last weekend
- something that you didn't have to do last Saturday
- a TV programme that you couldn't watch last week

#### Listening and speaking

#### **4** a **1**.23 Listen and complete the chart.

What?	Result?
1 swimming competition	
2	
3	
4	

## **b** Work with a partner. Use the situations in the chart. Make the dialogues with a different result.

#### **5** a Work with a partner. Read the dialogue.

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

#### **b** Change the dialogue to fit this information.

#### a shirt / too big

Customer Excuse me. Can I try this shirt on, please?

c 1.24 Listen and check.

#### Study skills

#### **Learning English outside the classroom** You can also learn English outside the classroom. Which of these things do you do?

- read books and magazines in English
- watch TV programmes or films in English
- make friends with people in English-speaking countries
- listen to music in English
- visit English websites on the Internet



# Revision

#### Grammar

#### **Exercise** 1a

• Ask students to describe what's happening in the picture. Elicit what tense we use for this (the present continuous unless we need a stative verb, which is not normally used in the present continuous). Elicit as many ideas as you can.

#### **Exercise 1b**

- Students read the story to check their ideas and complete the sentences with the correct tense.
- Students compare in pairs before you check with the class.
- You could play the first three paragraphs in the recording for students to check their answers, but make sure you stop the recording when you reach ... *hit his head on a cupboard*.

#### **ANSWER KEY**

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

#### Exercise 1c 🛞 1.22 Audio script pT88

- Elicit ideas about how the story might continue. Accept any suggestions without revealing the correct answer. Tell students that the picture will give them further clues.
- Play the whole recording. Did anyone guess correctly?

#### Exercise 2

- Read the instructions and the example together.
- Students read the statements, and then write four more pairs of sentences with *used to* contrasting the past and the present situation.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

- 2 He didn't use to play ice hockey. He used to play football.
- **3** They didn't use to live in a big house. They used to live in a flat.
- 4 He didn't use to go horse riding. He used to go cycling.
- **5** He didn't use to wear jeans to school. He used to wear a school uniform.

#### Exercise 3

- Students write a sentence about each point. Then in pairs, they read their sentences to their partner.
- Ask one or two students to say a sentence about their partner. You may also like to elicit that modals don't change their form from the first to the third person. For example: *I had to write a paragraph on the history of aluminium* will change to *Adam had to write a paragraph on the history of aluminium*.

#### Listening and speaking

#### Exercise 4a 🚳 1.23 Audio script pT88

- Ask students to look at the chart, and elicit: *How many dialogues are you going to hear?* (Four.) *What do you need to find out?* (What was the event? What was the result?)
- Play the first dialogue. Elicit the missing information to check students understand what they are expected to do.
- Play the rest of the recording, pausing after each dialogue to allow students time to write their answers.
- Check answers with the class. Elicit what expressions were used to respond to the news in each case. Play the recording again if necessary. Write the expressions on the board for exercise 4b.

#### **ANSWER KEY**

- 1 swimming competition; he came second
- 2 hockey match; they lost three-nil
- 3 dance exam; she passed
- 4 guitar exam; he failed

#### Exercise 4b

- Students work in pairs to modify the dialogues, changing their responses as appropriate. Walk around and monitor.
- Get a few pairs to perform their dialogues for the class, and ask the class to fill in a chart as in exercise 4a with the information they hear.

#### Exercise 5a

- Students work in pairs and read the dialogue together.
- Elicit what happened, and what the customer's problem was (the jeans were too small).

#### Exercise 5b

• In pairs, students rewrite and then practise the new dialogue. Remind students that we use plural forms for some items of clothing (*jeans*), but singular for others (*shirt*).

#### Exercise 5c 🛞 1.24 Audio script pT88

- Play the recording for students to listen and check.
- In stronger classes, ask pairs to change more details, and then get a few pairs to perform their dialogues for the class. Ask the class what has been changed.

#### Study skills

#### Learning English outside the classroom

- Ask students if they use English outside the classroom. What do they use it for? Collect ideas on the board.
- Read the list together. Ask every student to promise to use one of the ideas in the following week. Make a note of their promises and follow up a week later to check.

# digi-zaban.ir Your Project

#### **Develop your writing**

#### **Contrasting sentences**

#### Exercise 1a

• Focus attention on the examples in the box. Point out that we can use a range of linking words to connect contrasting ideas. Each linking word may require different punctuation and different word order.

#### Exercise 1b

- Students link the four pairs of sentences with each of the linking words.
- Elicit all three possibilities for each pair of sentences orally. Then get four students to write one of their answers on the board for the others to read and check.

#### POSSIBLE ANSWERS

1 Jeans were very popular, but people only wore them as work clothes.

Jeans were very popular. However, people only wore them as work clothes.

Although jeans were very popular, people only wore them as work clothes.

2 Stone, wood and metal are natural materials, but plastic is not. Stone, wood and metal are natural materials. However, plastic is not.

Although stone, wood and metal are natural materials, plastic is not.

**3** The Romans conquered all of southern Britain, but they never conquered Scotland.

The Romans conquered all of southern Britain. However, they never conquered Scotland.

Although the Romans conquered all of southern Britain, they never conquered Scotland.

4 Ötzi was only forty-six years old, but that was old for someone in the Stone Age.

Ötzi was only forty-six years old. However, that was old for someone in the Stone Age.

Although Ötzi was only forty-six years old, that was old for someone in the Stone Age.

#### Exercise 2

- Students complete the sentences with their ideas, and then compare answers in pairs.
- Elicit some answers from students around the class, and check that linking words have been used appropriately.

#### **Project task**

- Read the instructions together and check that students understand the task.
- Brainstorm some ideas for possible events to include, for example an important birthday, someone's wedding, the first day of school, meeting their best friend for the first time, and so on.

- Students use the questions to make notes in preparation for their writing.
- Remind them to include information about each of the five guiding questions, but encourage them to add any further interesting details they like. They may also like to add their own personal feelings towards the event or the way they think others experienced it.
- Students find photos or draw pictures to illustrate their story. They should make sure the significance of each image is explored in their story.
- Students write their texts, and then swap their writing with a partner to check each other's work before they write out a clean copy.
- Set aside a class for the project presentations. If any of your students would like to present their project in an electronic format, make sure the necessary equipment is available.
- You could display the projects around the classroom and get the class to wander around and explore each one like in an exhibition.
- Ask for a vote on the best project.

#### Song

#### Yester-Me, Yester-You, Yesterday

#### **Background information**

*Yester-Me, Yester-You, Yesterday* is a song by Ron Miller and Bryan Wells, which was made famous by American soul singer Stevie Wonder in 1969.

#### Exercise 1 🛞 1.25

- Elicit the meaning of *rhyme* (a word that has the same sound as another word, especially at the end of lines in a song or poem). Is there a similar word for it in the students' language?
- Play the recording for students to listen and make a list of all the words that rhyme with one another. Ask them only to focus on the words at the ends of the lines.

#### ANSWER KEY

knew, you, true away, play, yesterday, way had, sad

#### Exercise 2

- Elicit students' ideas for the questions. Ask the rest of the class to say if they agree or disagree.
- Ask students how listening to the song makes them feel. Can they think of some other songs that evoke similar feelings? Which of these songs do they like best? Why?

#### POSSIBLE ANSWERS

He is singing to someone he loved in the past. He feels sad because they lost the feelings they used to have.

More practice Teacher's Resources Unit 1

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## digi-zaban.ir Your Project

#### Develop your writing

#### **Contrasting sentences**

**a** Look at how we can join two sentences. Notice the difference in punctuation.

Copper is quite common. Tin is not. Copper is quite common, **but** tin is not. Copper is quite common. **However**, tin is not. **Although** copper is quite common, tin is not.

## **b** Join each pair of sentences with *but*, *However* and *Although*.

- 1 Jeans were very popular. People only wore them as work clothes.
- 2 Stone, wood and metal are natural materials. Plastic is not.
- **3** The Romans conquered all of southern Britain. They never conquered Scotland.
- 4 Ötzi was only forty-six years old. That was old for someone in the Stone Age.

#### **2** Complete the sentences with your own ideas.

- 1 I'm wearing ... today, but my friend ...
- 2 In the morning I usually ... However, in the evening ...
- 3 Although I play ..., my favourite ...
- 4 Today the weather ... However, yesterday ...
- 5 We ... on weekdays, but at the weekend ...
- 6 Although I like ..., I prefer ...

#### **Project task**

Write about an important event in your life. Use these questions to help you.

- 1 When did the event happen?
- 2 How did it start? What were you doing?
- 3 What actually happened?
- 4 What was the result?
- 5 Why is the event important?

Write about the event. Try to include some contrasting sentences. Illustrate your text with pictures or photos.

#### Song

- **1.25** Listen to the song. Find all the words that rhyme.
- 2 Who is the singer singing to? How does he feel? Why?

#### Yester-Me, Yester-You, Yesterday

What happened to the world we knew, When we would dream and scheme And while the time away, Yester-Me, yester-You, yesterday.

Where did it go, that yester-glow When we could feel the wheel of life turn our way. Yester-me, yester-you, yesterday.

I had a dream, so did you.

Life was warm, love was true,

Two kids who followed all the rules, yester-fools, And now, now it seems those yester-dreams Were just a cruel and foolish game we used to play, Yester-me, yester-you, yesterday.

When I recall what we had,

I feel lost, I feel sad.

With nothing but the mem'ry of yester-love And now, now it seems those yester-dreams Were just a cruel and foolish game we had to play, Yester-me, yester-you, yesterday. Yester-me, yester-you, yesterday.

# Fame and fortune

## **2A** The movies

#### Vocabulary

#### Verbs + prepositions

#### Match the expressions to the photos.

- 1 jump off
- 2 dive in(to)

- 4 fall through5 drive down
- 3 jump out of

#### Comprehension

**2** a **1**.26 Read and listen to the text. What job is it about? Why will the job probably disappear in the future?

#### **b** Find these things in the text.

- 1 four stunt doubles
- 2 four famous film titles
- 3 two stunts that Rick English has done
- 4 six stunts that Angela Meryl has done
- 5 the most expensive stunt ever
- 6 two injuries



Have you ever done anything really dangerous? Have you fallen off a bridge? Have you walked through a fire? Rick English and Angela Meryl have. You've probably never heard of Rick or Angela, but you've seen them when you've watched a film at the cinema or on a DVD. They've been in a lot of famous films, including *Kill Bill, Pirates of the Caribbean, Casino Royale* and the Harry Potter films. You haven't heard of them, because they're stunt doubles. Most film stars don't want to do dangerous things in films, so stunt doubles do them. Rick and Angela have been stunt doubles for some of the biggest movie stars.

They've done a lot of very dangerous stunts. Rick has driven cars through walls and into rivers. Angela has fallen off bridges, high buildings and motorbikes. She's also fallen out of windows and cars. Stunts look good in films, but they can be very dangerous. In 2002, Angela fell through a glass table in the film *Kill Bill*. The glass cut her hand very badly and she ended up in hospital.

Probably the most dangerous stunt ever was in the film *Cliffhanger*. The stuntman, Simon Crane, climbed from one aeroplane to another, while they were flying at nearly five thousand metres. That was also the most expensive stunt ever. Simon got a million dollars for it.

'Danger is part of our life,' says stuntman Frank Street. 'A lot of stunt doubles have died and most of them have been in hospital several times. In fact, I've just come out of hospital myself. I broke my arm when I jumped out of a helicopter last week.' Because stunts are so dangerous and expensive, film directors have started to use CGI (Computer Generated Imagery) instead. It's safer and cheaper. So, in the future, there probably won't be any stunt doubles.

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## digi-zaban.ir Fame and fortune

#### **Unit overview**

**Grammar:** Present perfect; *for / since; been / gone*; present perfect v past simple; question tags

**Vocabulary:** Verbs + prepositions; nouns and adjectives (word formation); useful expressions

**Skills:** Reading: comprehension questions, identifying true statements; Listening: listening for specific information (chart completion), choosing the correct alternative, true or false; Speaking: topic discussion, role-play; Writing: a paragraph on fame

Culture: Teenagers' reading habits

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

#### English Across the Curriculum: ICT: computers

The English Across the Curriculum page should be studied at the end of the unit.

Study skills: Plan your revision

**Your Project:** Develop your writing: time expressions Project: biography of a pop, sports or film star

Song: Fame

## 2A The movies

#### Vocabulary

#### Verbs + prepositions

#### **Exercise 1**

- Look at the lesson title, and elicit that *movie* is another word for *film*. It is originally an American English expression, which is now common in British English as well.
- Read through the list of prepositional verbs together. To elicit the meaning of each verb, ask students to mime the action. Ask the class to say if they agree or disagree on what the mimed action should be.
- Students look at photos a-e and match them to the verbs.

#### **ANSWER KEY**

1 d 2 e 3 b 4 a 5 c

#### Comprehension

#### Exercise 2a 🛞 1.26

- Focus attention on the photos again and the title of the text. Elicit what job it is about, and what students think stunt doubles do.
- Read the second question, and then play the recording for students to read and listen to the text and answer it.

#### **POSSIBLE ANSWER**

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

#### **Background information**

Computer Generated Imagery (CGI) is the application of computer graphics to create or enhance images in art, film, video games and television. Although the term 'CGI' can refer to static as well as dynamic, and two-dimensional (2D) as well as three-dimensional (3D) images, it is commonly used to describe 3D animated special effects in films or on television. CGI first appeared in experimental films in the late 1960s and was first used in a commercial film in Michael Crichton's 1973 sci-fi *Westworld*. The first film to be made entirely in CGI, including all the 'actors', was *Final Fantasy: The Spirits Within* in 2001.

#### **Exercise 2b**

- Students scan the text again to find examples.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

- 1 Rick English, Angela Meryl, Simon Crane, Frank Street
- 2 Kill Bill, Pirates of the Caribbean, Casino Royale, Cliffhanger
- 3 He has driven cars through walls and into rivers.
- 4 She has fallen off bridges, high buildings and motorbikes. She has also fallen out of windows and cars. She has fallen through a glass table.
- **5** Simon Crane climbed from one aeroplane to another, while they were flying at nearly five thousand metres in *Cliffhanger*.
- 6 Angela Meryl cut her hand when she fell through the glass table in *Kill Bill*. Frank Street broke his arm when he jumped out of a helicopter.

#### **Optional extra**

To extend the pool of prepositional verbs from exercise 1 with expressions from the text, write the following gapped expressions on the board or type up and photocopy them on worksheets, and then ask students to complete them with the missing preposition. When they finish, they should compare their answers against the article. Check answers with the class.

- 1 fall ... a bridge
- 2 walk ... fire
- 3 drive a car ... a wall
- 4 drive a car ... a river
- 5 fall ... windows
- 6 climb ... one aeroplane to another

#### **ANSWER KEY**

1 off 2 through 3 through 4 into 5 out of / through 6 from

## 2A

#### Grammar

#### **Present perfect**

#### Exercise 3a

• Students read the rules and complete the sentences without looking at the text, then scan the text to check their answers.

#### ANSWER KEY

#### 1 has driven 2 have ... come

#### Exercise 3b

- Students scan the text for more examples of the present perfect. Ask students to find at least three examples of an affirmative statement, at least one negative sentence and one question.
- Elicit answers from some students, and ask the rest of the class to check and correct their answers as necessary.
- Elicit the rule for the formation of the present perfect.

#### POSSIBLE ANSWERS

affirmative: 've seen, 've been in, 've done, has driven, has fallen, 've (just) come, have started negative: 've ... (never) heard, haven't heard question: Have ... (ever) done, Have ... fallen, Have ... walked

#### Exercise 4a

• Students tick the activities they have done.

#### **Exercise 4b**

- In pairs, students ask each other the eight questions, and make notes of their partner's answers.
- Ask some students to report back. Write a model for this on the board: *I've fallen out of bed, but Adam hasn't. / We've both fallen out of bed. / Neither of us has fallen out of bed.* Check comprehension of *both* and *neither*.

#### Exercise 5a

- Elicit the meaning of *recently*.
- Students can do this in class, or for homework.

#### Exercise 5b

- To compare answers, put students in pairs and ask them to take turns to say the action for example *go to the cinema* without revealing if they have or haven't done it. Their partner should guess the correct present perfect statement.
- Who can guess the most things about their partner?

#### Present perfect v past simple

#### Exercise 6a

• Students complete the sentences without looking at the text and then scan the text to check their answers.

ANSWER KEY

1 has fallen 2 fell

#### Exercise 6b

• Elicit the rule for using the two tenses.

#### **ANSWER KEY**

We use the past simple when there is a past time reference, and the present perfect when there is no past time reference.

#### Exercise 7

• Students write the sentences. Check them as a class, paying attention to the correct use of the tenses.

#### ANSWER KEY

- **3** He has driven a lorry down a mountain. He did it last September.
- 4 He has jumped off a bridge. He did it in January.
- 5 He has fallen off a horse. He did it two years ago.
- 6 He hasn't walked through fire.
- 7 He hasn't driven a car through a window.
- 8 He has fallen through a ceiling. He did it in 2012.
- 9 He hasn't dived off a bridge.

#### Listening

#### Exercise 8a 🚯 1.27 Audio script pT88

- Students copy the chart, expanding it to six rows, in their exercise books.
- Read the instructions and check comprehension. Play the recording for students to listen and write the activity.

#### Exercise 8b 🚳 1.27

• Play the recording again for students to listen and complete the second and third columns.

#### **ANSWER KEY**

- 1 drunk coffee; last Monday; thought it was horrible
- 2 ridden an elephant; yesterday; the elephant was really high
- 3 been on an aeroplane; two weeks ago; thought it was great
- 4 eaten curry; on Saturday; thought it was hot, but delicious
- **5** broken her arm; on Sunday afternoon; thought the hospital was interesting
- 6 spoken French to someone; last week; felt nervous

#### Exercise 9a

• Students write down four true and two false statements about themselves, using the present perfect. Encourage them to think of any interesting life experiences they've had, or haven't had.

#### Exercise 9b

- Students in work pairs to take turns to read their statements and guess whether they are correct.
- Who guessed the most statements correctly?



#### Grammar

#### **Present perfect**

**3** a Read the rules. Complete the sentences from the text.

We use the present perfect tense to talk about:

- 1 experiences up to now. Rick \_\_\_\_\_ cars through walls.
- 2 recent events (usually with *just* or *recently*). 1 \_\_\_\_\_ just \_\_\_\_\_ out of hospital myself.

**b** Find more examples of the present perfect tense in the text.

#### **4** a Have you ever done these things?

#### I've fallen out of bed. / I haven't fallen out of bed.

fall out of bed do karate ride a horse be on the radio see a shooting star live in a different town write to someone in English forget your homework

#### **b** Work with a partner. Ask and answer questions about the activities in exercise 4a.

- Have you ever fallen out of bed?
- Yes, I have. / No, I haven't.

#### **5** a Write three things that you have done recently and three things that you haven't done.

I've seen a film recently. I haven't played tennis recently.

#### **b** Compare your sentences with a partner.

#### Present perfect v past simple

- **6** a Complete the sentences from the text.
  - 1 Angela \_\_\_\_ \_ off bridges, high buildings and motorbikes.
  - 2 In 2002, Angela \_\_\_\_\_ through a glass table.

#### Which tense do we use:

- when there is a past time reference?
- when there is no past time reference?

Look at the pictures. What stunts has Frank Street done? Make sentences about what he has or hasn't done. When did he do the stunts?

















1 He has climbed up a skyscraper. He did it in 2006. 2 He hasn't jumped out of a plane.

#### Listening

- **a 1.27** Listen to six people. What have they done for the first time recently? Copy the chart and complete the first column.
  - What?

- **b** 1.27 Listen again. Complete columns 2 and 3.
- 9 a Write down four true things that you have done and two false things.
  - **b** Work with a partner. Read your sentences. Your partner must guess if they are true or false.
  - I've driven a go-kart.
  - That's not true. You haven't driven a go-kart.
  - Yes, I have. I drove it for my birthday two years ago.

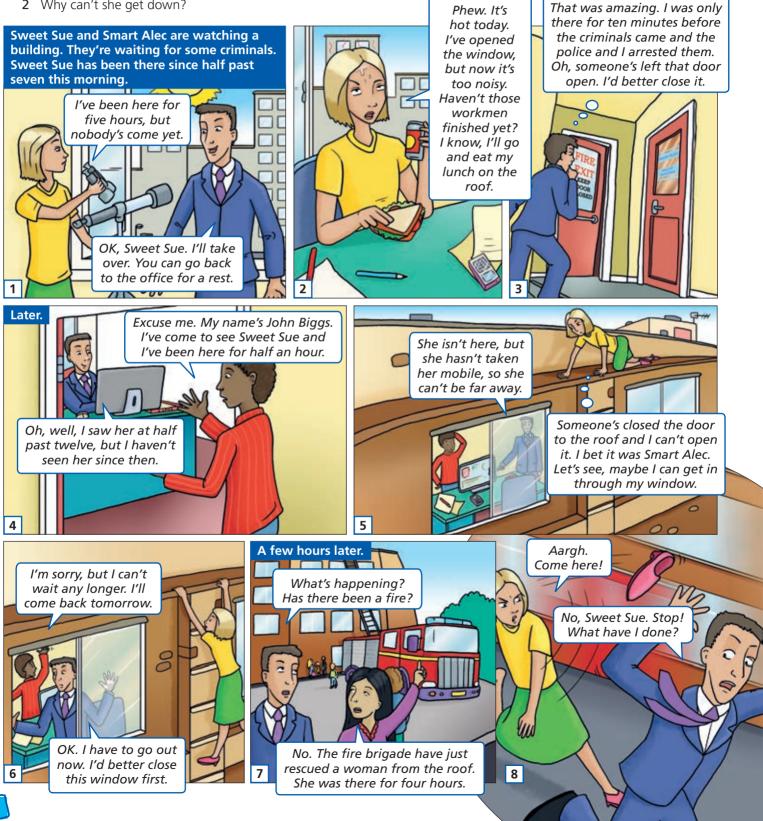
When? How did they feel?

#### Smart Alec closes the door **2**B



#### Comprehension

- 1.28 Read and listen to the story. Answer the questions.
- 1 Why does Sweet Sue go on the roof?
- 2 Why can't she get down?



## **2B** Smart Alec closes the door

#### Comprehension

#### Exercise 1 🛞 1.28

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to look at the pictures, without reading the story, and describe what they think is happening. Elicit any reasonable guesses without revealing the answer. Ask: *How does Sue feel in the last picture?* (very angry).
- Play the recording for students to read and listen to the story and answer the two questions.

#### **ANSWER KEY**

- 1 She's hot in her office, but the people working outside are too noisy with the window open, and she wants to eat her lunch.
- 2 She can't open the door or the window.

#### **Optional extra**

Ask students to work out the meaning of the following sentences from the story. Elicit explanations in English.

- 1 I'll take over.
- 2 l<u>'d better</u> close it.
- 3 I've come to see Sweet Sue.
- 4 <u>I bet</u> it was Smart Alec.
- 5 Let's see.

#### **Optional extra**

You can do the following activity before or after exercise 2, or at the end of the lesson. In groups of four, students act the story. Encourage them to add further details if they want to. If they like, they can continue the story, for example by getting Sweet Sue to phone Mr Biggs to apologize the following day. Ask a few volunteering groups to perform in front of the class. Ask the rest of the class to listen and identify what has been added to the story.

## 2B

#### Exercise 2

• Students complete the sentences individually, then compare in pairs before you check with the class.

#### ANSWER KEY

- 1 some criminals
- 2 five hours
- 3 eat her lunch, roof
- 4 the police, the criminals
- 5 closed the door
- 6 John Biggs, Sweet Sue
- 7 through her / the window
- 8 closed the window
- 9 The fire brigade
- 10 the roof, four hours

#### Grammar

#### **Present perfect**

#### **Exercise 3**

- Students read the rules and complete the examples without looking back at the text.
- Then ask them to scan the text and check their answers.

#### **ANSWER KEY**

1 've opened 2 've been

#### **Exercise 4**

- Students use information from the story where necessary and their own ideas to write the sentences for each situation.
- Students compare in pairs before you check with the class.

#### POSSIBLE ANSWERS

- 2 He hasn't had lunch.
- 3 He's taken some photos.
- 4 He hasn't switched on his computer.
- 5 He's washed his car.
- **6** He hasn't opened the window / door.
- 7 He hasn't seen Sue.
- 8 He's written some letters or postcards.

#### for / since

#### **Exercise 5a**

• Students complete the sentences without looking back at the text, and then scan the text to check their answers.

#### **ANSWER KEY**

1 since 2 for

#### Exercise 5b

• Explain that we often use the prepositions *for* and *since* with the present perfect. Although in some languages their meaning may be expressed with the same word, in English they must be carefully differentiated. Elicit the rules. Elicit a translation of each rule to double-check comprehension.

#### **ANSWER KEY**

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

#### Exercise 6

- Students complete the time expressions on their own.
- Check answers with the class.

#### ANSWER KEY

7 for 8 since

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

#### **Optional** extra

In class or for homework, students write eight true sentences about themselves with the phrases from exercise 6.

#### Exercise 7

- Elicit the rule about using the present perfect and past simple (from lesson 2A, page 21, exercise 6).
- Students complete the sentences with the correct tenses.
- Ask them to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 2 left; 's been 3 hasn't arrived; didn't arrive 4 had; 've had
- 5 saw; haven't seen 6 haven't eaten; ate 7 's gone; went

#### Listening

#### Exercise 8 🛞 1.29 Audio script pT88

- Ask students to read the statements quickly.
- Explain that for each statement, they will hear a short recording which contains information about it. They will then need to use that information to decide which alternative is correct.
- To demonstrate the task, play the first extract and do the first item with the whole class.
- Play the recording, twice if necessary, pausing after each item to allow students time to process the information. Students listen and choose the correct alternatives.
- Ask students to compare their ideas in pairs before you play the recording again for them to check.
- Check answers with the class.

#### **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

#### **Revision idea**

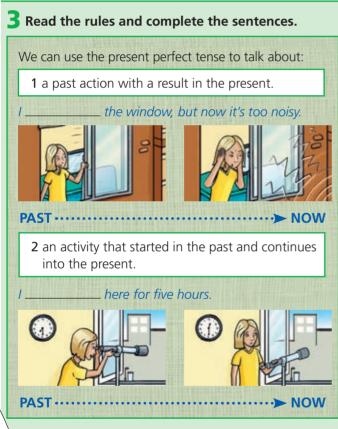
Write six to eight activities on the board, for example *study English*, *ride a bicycle*, *go to this school*. Ask students to write two true statements about each activity, one with *since* and one with *for*.

#### 2 Complete the sentences.

- 1 Sweet Sue and Smart Alec are trying to catch ...
- 2 Sweet Sue has been there for ...
- 3 Sweet Sue decides to ... on the ...
- 4 Smart Alec and ... arrested ...
- **5** Smart Alec ... to the roof.
- 6 ... has come to see ...
- 7 Sweet Sue tries to get in ...
- 8 She can't get in because Smart Alec has ...
- 9 ... rescue her.
- 10 Sweet Sue is on ... for ...

#### Grammar

#### **Present perfect**



## 4 Read the sentences about Smart Alec's day. What has or hasn't he done? Use the verbs in brackets.

- He's wearing a new pair of shoes. (buy)
- He's bought some shoes.He's hungry. (have lunch)
- 2 He's looking at some pour
- **3** He's looking at some new photos. (take)
- 4 His computer is off. (switch on)
- 5 His car is very clean. (wash)
- 6 It's hot in his office. (open)
- 7 He doesn't know where Sue is. (see)
- 8 He's going to the post office. (write)

#### for / since

**5** a Complete the sentences from the story.

1 Sweet Sue has been there _	7.30.
2 I've been here	_ half an hour.

#### **b** Complete the rules.

•••••		•••••	
1 2 3	NOW	9.00	NOW
for 3 hours		since 9 o	oʻclock
We use We use	with a period in time.		

#### **6** Complete the phrases with *for* or *since*.

- 1
   \_\_\_\_\_ one o'clock
   5
   \_\_\_\_\_ 12 June

   2
   \_\_\_\_\_ two minutes
   6
   \_\_\_\_\_ three days

   3
   \_\_\_\_\_ six years
   7
   \_\_\_\_\_ an hour
- 4 \_\_\_\_\_ Tuesday 8 \_\_\_\_\_ yesterday

## 7 Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.

- I'm a writer. I \_\_\_\_\_ (write) ten book since 2005.
  I \_\_\_\_\_ (write) two books last year.
  I'm a writer. I've written ten books since 2005.
  I wrote two books last year.
- 2 Smart Alec \_\_\_\_\_ (leave) university seven years ago. He \_\_\_\_\_ (be) a detective for six years.
- **3** The post \_\_\_\_\_ (not arrive) yet today. It \_\_\_\_\_ (not arrive) until 11.30 yesterday.
- 4 We \_\_\_\_\_ (have) Mr Lee for History last year, but we \_\_\_\_\_ (have) Mrs Kay for two months now.
- 5 I \_\_\_\_\_ (see) Jim last Tuesday, but I \_\_\_\_\_ (not see) him since then.
- 6 I'm hungry. I \_\_\_\_\_ (not eat) anything for five hours now. I only \_\_\_\_\_ (eat) a sandwich at lunchtime.
- 7 Marcia isn't here. She \_\_\_\_\_ (go) to the shops. She \_\_\_\_\_ (go) about half an hour ago.

#### Listening

#### **8** 1.29 Listen and choose the correct meanings.

- 1 They live / don't live in New York.
- 2 He studies / doesn't study German now.
- 3 Debs takes / doesn't take the bus to school.
- 4 She *is / isn't* in the school hockey team.
- 5 She works / doesn't work in a shop.
- 6 He does / doesn't do judo.
- 7 They are / aren't on holiday.
- 8 Frank rides / doesn't ride his bike to school.



## **2C** TV shows

#### Reading

- a 1.30 Read and listen to the text. Answer the questions.
  - 1 How did Mason become famous?
  - 2 What does he like about being famous?
  - 3 What doesn't he like?
  - 4 What does he do now?
  - 5 What does he want to do in the future?

**b** Do you watch reality TV shows? Which one is your favourite? Why?

hree years ago, Mason Macdonald was a successful contestant on the Desert Island reality TV show. Millions of people watched him and the other seven contestants as they tried to survive on the famous island for six weeks.

Before he went to the island, good-looking Mason was a teacher in a school in Manchester. He shared a flat with two friends. However, in the last three years, his life has changed a lot.

'At first, it was really exciting,' he says. 'I did a lot of interviews for newspapers and celebrity magazines. Whenever I opened a newspaper, I saw my picture. People recognized me in the street and I signed a lot of autographs. I went to a lot of parties and had a fantastic holiday in Australia, too.

It was great. I really enjoyed all the fame and the excitement, but there were difficulties, too. After a while, photographers started to follow me and my girlfriend everywhere. One Sunday morning, someone knocked on my door. It was quite early and I was still

in bed. I opened the door in my pyjamas and there was a photographer there. I was very angry, so I grabbed his camera and threw it across the street. Well, he called the police and then the newspapers were full of the story. 'Police arrest *Desert Island* Mason.' It wasn't true. The police didn't arrest me. They just asked some questions and I paid for a new camera. That's the danger when you're famous. You lose a lot of your freedom.'

After that, things became quieter, but Mason didn't want to go back to his life in Manchester. He's lived in London for two years now and has worked as a DJ for a radio station for over a year. He's still famous, but photographers haven't followed him for a long time. 'I've been very lucky,' he says. 'And I've really enjoyed my success.' What about the future? 'Well, my girlfriend and I are getting married in three months. I'm very happy about that. As for a job, I've enjoyed being a DJ, but in the future, I'd really like to be a game show host on TV and write a book, too.'



## **2C** TV shows

#### Reading

#### Exercise 1a 🚳 1.30

- Look back at the unit title on page 20 and elicit what *fame* and *fortune* mean. Explain that the two words are often used together idiomatically, describing a situation where someone's fame also brings them wealth. Elicit some examples for people who are rich but not famous (e.g. stockbrokers), famous but not rich (e.g. poets), and both rich and famous (e.g. pop stars). Students could name concrete examples or general ideas.
- Ask students to look at the photos. What do they think the young man in the photos is famous for? Elicit any reasonable guesses without revealing the answer.
- Read the questions together and check comprehension.
- Play the recording for students to read and listen to the text and answer the questions.
- Check answers with the class.

#### **ANSWER KEY**

- 1 He won a reality TV show competition on a programme called *Desert Island*.
- 2 He likes giving interviews to newspapers and magazines, seeing his photo in newspapers, being recognized in the street and signing autographs, 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.

#### **Background information**

Reality TV shows use ordinary people, rather than professional actors, put in interesting, humorous or dramatic situations for the viewers' entertainment. The first example of a reality TV show was *Candid Camera* in 1948, where members of the unsuspecting public were exposed to surprising or shocking scenes in the street, and their spontaneous reactions were filmed on camera. Reality TV shows became massively popular with the appearance of *Big Brother* and *Survivor* in 1999–2000. Talent shows like *Pop Idol*, *The X Factor* or *The Voice*, or celebrity reality shows like *I'm a Celebrity, Get Me Out of Here!* or *Strictly Come Dancing* are other examples of this popular and varied genre.

#### Exercise 1b

• Elicit the names of any reality TV shows that students watch. Ask students to categorize the examples mentioned according to type (e.g. cooking, show business, travel, romantic, talent show). Find out which types of programme and which particular programmes are most popular by asking for a show of hands. Ask one or two students to give reasons for their preferences.

#### **Optional extra**

You may like to take this opportunity to start a discussion about fame and fortune. Ask students if they would like to be rich, famous or both, and also to say why. Ask them what they would enjoy and what they wouldn't enjoy about it. Elicit students' ideas about whether fame or fortune can bring true happiness. You can either lead a discussion with the whole class, or raise the subject and have students discuss it in groups of four or five, and then report back with their ideas to the whole class afterwards.

#### **Optional extra**

Put students in groups to come up with an idea for a new reality show that they think would be especially popular with their own age group. Allow up to ten minutes for their discussions, and provide help with vocabulary as necessary. Ask each group to describe their idea to the class, and ask the class to give feedback. Vote on the best idea.

#### Exercise 2

- Students read the text again and decide which statements are true about Mason.
- Students compare in pairs before you check with the class.
- As you check answers, ask students to quote the passage from the text that contradicts each false statement.

#### **ANSWER KEY**

Only 5, 6 and 8 are true.

#### Vocabulary

#### Nouns and adjectives

#### Exercise 3a

• Students copy the chart in their exercise books and complete it with the missing forms without looking back at the text. Then they find the words in the text and check their answers.

#### **ANSWER KEY**

- 2 angry 3 success 4 good-looking 5 lucky 6 happy
- 7 fame 8 freedom 9 exciting 10 difficulty

#### Exercise 3b

- Before they complete the sentences, ask students to read them and decide, in pairs or small groups, what kind of word (noun or adjective) they think can go in each gap.
- Students work individually to complete each statement.
- Check answer with the class.

#### POSSIBLE ANSWERS

- 1 famous 2 Happiness 3 Freedom, success
- 4 Exciting, dangerous 5 Fame, happy 6 Successful, luck

#### Exercise 3c

• Find out if the students agree or disagree with the statements. First, ask for a show of hands for each statement, then get one or two students to give reasons.

#### Listening and speaking

#### **Exercise 4a**

- Elicit or pre-teach the meaning of *contestants*.
- Elicit the names of some TV game shows in the students' country. Ask students what contestants have to do. Do contestants need any skills to play each game? Ask for a show of hands to find out which show is the most popular.

#### **Exercise 4b**

• Focus attention on the picture, and ask students to answer the questions. Besides the name of the show (*Wheel of Fortune*), ask how many contestants there are and what their names are (*three: Wendy, Harry and Nora*), and what the name of the host is (*Bruce*). Then elicit any reasonable guesses for what the purpose of the game is.

#### Exercise 5a 🛞 1.31 Audio script pT88

- Ask students to read the four questions first to find out what information they should listen for.
- Play the recording, twice if necessary, for students to listen and answer the questions.

#### Exercise 5b 🛞 1.31

- Students compare their answers in pairs before you play the recording again for them to listen and check.
- Check answers with the class.

#### ANSWER KEY

- 1 Nora Curtis, Bruce Banks, Harry Jones and Wendy Bennett.
- **2** Nora: £3,000; Wendy: £8,000; Harry: £15,000.
- 3 A holiday for two in Australia.
- 4 They lose all their money.

#### Exercise 6a 🚳 1.32 Audio script pT88

- Read the questions. Elicit or pre-teach *gamble* (take a risk, usually to win or lose money) and *spin the wheel*.
- Play the recording for students to listen and answer the questions. Go through the answers together.

#### ANSWER KEY

Wendy. 2 T. 3 She spins the wheel.
 She'll have forty seconds to think of eight words beginning with the letter T, two of each category: clothes, sports,

#### animals, food. Exercise 6b

• Ask students if they think the game is easy or difficult, and why. Then discuss the two questions. Write the four categories and the students' suggested answers on the board. Will Wendy do better than the students?

#### Exercise 7 🛞 1.33 Audio script pT88

• Play the recording for students to check their ideas.

#### **Optional extra**

Students work in groups of four to script a *Wheel of Fortune* game, then practise playing it. Walk around, monitor their progress and provide help with language as necessary. Ask each group to perform their script in front of the class. Have a vote on the best questions and the best performance.

#### **Revision idea**

Prepare some word cards with the 20 words from exercise 3a, with one word on each card. Have one card for each student. Leave out the easiest words if there are fewer than 20 students, or duplicate the most difficult words if there are more than 20. Put students in small groups. Ask them to write a short text with the words derived from those on their cards (e.g. if they have *happy*, they must use *happiness*, not *happy* itself). Get each group to read their story, and then vote on the best one.

2C: Grammar • present perfect • present perfect v past simple • for / since • been / gone • question tags

## 2 Read the text again. Which of the sentences are true about Mason's life since he won Desert Island?

- 1 He hasn't moved house.
- 2 He's married his girlfriend.
- 3 The police arrested him.
- 4 He hasn't been abroad.
- 5 People asked him for autographs.
- 6 He broke a photographer's camera.
- 7 He's written a book.
- 8 Journalists interviewed him.
- **9** He's become a TV game show host.
- **10** People didn't invite him to a lot of parties.

#### Vocabulary

#### Nouns and adjectives

**3** a Find the missing words in the text to complete the chart.

Noun	Adjective
<sup>1</sup> danger	dangerous
anger	2
3	successful
good looks	4
luck	5
happiness	6
7	famous
8	free
excitement	9
10	difficult

# **b** Complete the sentences with words from exercise 3a. Sometimes more than one answer is possible.

- 1 I don't want to be f\_\_\_\_\_
- 2 H\_\_\_\_\_ is the most important thing in life.
- 3 F\_\_\_\_\_ is more important than s\_\_\_\_\_.
- 4 E\_\_\_\_\_ things are often d\_\_\_\_\_
- 5 F\_\_\_\_\_ doesn't always make people h\_\_\_\_\_.
- 6 S\_\_\_\_\_ people often have a lot of I\_\_\_\_\_.
- **c** Do you agree with the statements?

#### Listening and speaking

**4** a What is your favourite game show on TV? What do the contestants have to do?

**b** Look at the picture. What is the name of the show? What do you think the contestants have to do?



#### **5** a 1.31 Listen to part 1 of the game show. Answer the questions.

1 What are the people's surnames? Match the surnames to the people.

Curtis Banks Jones Bennett

2 How much has each contestant won so far?

£10,000 £3,000 £50,000 £8,000 £15,000

- 3 What is the prize in the final round?
- 4 What happens if they lose?

**b** 1.31 Listen again and check your ideas.

#### **6** a **1**.32 Listen to part 2 of the game show. Answer the questions.

- 1 Which contestant decides to gamble?
- 2 What letter does he / she get?
- **3** How does he / she get it?
- 4 What will he / she have to do in the final round?

#### **b** Discuss the questions.

- 1 Give your own answers to the questions in the quiz.
- 2 Do you think the contestant wins?
- 7 (1.33) Listen to part 3 and check your ideas.



## 2D Kids

#### Andy's in trouble

**1 a** What happened in the last episode of 'Kids'? Tell the story.

**b** 1.34 Read and listen to the story. Answer the questions.

- 1 Who is Andy talking to? Why?
- 2 Why is he worried at the end?

#### **2** Answer the questions.

- 1 Why is Tara late?
- 2 Why isn't Andy there?
- 3 What subjects does Mr Hunt talk to Andy about?
- 4 What excuse does Andy give for his bad mark in French?
- 5 What does Andy say that he was doing?
- 6 What must he do tomorrow?
- 7 What will happen if Andy doesn't bring the project?
- 8 How much of the project has Andy done?



Andy You wanted to see me, Mr Hunt?

Mr HuntYes, Andy. Come in. Now,<br/>I've had a look at your work for this year.AndyBut I<br/>all weekend.It isn't very good, is it?Mr HuntT

Andy No, sir.

Mr Hunt These are your marks for Science, History and Maths. They're all pretty poor, aren't they? Andy Yes, sir.

Mr Hunt And you had a French test

last Monday, didn't you? What mark did you get? Andy Fifteen per cent, sir. Mr Hunt You used to be very good at French, Andy. What happened?

Andy I don't know, sir.



**Tara** Hi. Sorry I'm late. I've been to the library to get a book.

Mike It's OK. Andy isn't here yet, either. Tara Oh, yes. He's gone to see the form teacher, hasn't he?

Lily Yes, he has. We think it's about the French test last week.

Mr Hunt I do, Andy. You didn't revise, did you?

Andy But I was in a tennis competition all weekend.

Mr Hunt That's no excuse, Andy. Andy Well, I was doing other things, too, sir.

**Mr Hunt** What other things? You clearly weren't spending time on your other homework, were you?

Andy I was ... working on my Geography project.

Mr Hunt Really?

Andy Yes, sir. I haven't finished it yet, but I've done quite a lot.

Mr Hunt Good. You can show it to me tomorrow. Now ...

#### Later.

Tara Oh dear. Andy doesn't look very happy, does he? Mike How did it go, Andy? Did he want to talk to you about your French test?

Andy Yes, he did. And all the other subjects, too. Lily Oh, no!

Andy And he wants to see my Geography project tomorrow or he'll send a letter to my parents.Mike Well, you can do that, can't you?Andy No, I can't, because I haven't done it.Lily But you've done some of it, haven't you?



No. I haven't even started it!

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#### Andy's in trouble

#### Exercise 1a

• Elicit the details of the story so far. Ask: *What happened at school in the previous episode?* (The kids had a French test.) *What were the results?* (They all passed except Andy.) *Why did he fail the test?* (Because he didn't revise for it.) Elicit any further details they may remember.

#### Exercise 1b 🛞 1.34

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Focus attention on pictures 2 and 3. Ask students to say what they think is happening in each one. How do they think Andy is feeling? Elicit any reasonable guesses without revealing the answer at this point.
- Ask students to read the questions before they read the story.
- Play the recording for students to read and listen to the story and answer the questions.
- Check answers with the class.

#### **ANSWER KEY**

- 1 He is talking to Mr Hunt, his form teacher, because Andy failed his French test and his results in other subjects are poor.
- 2 He has to show his Geography project to Mr Hunt tomorrow and he hasn't even started doing it.

**LANGUAGE NOTE** A form teacher is a teacher who has responsibility for a particular class in a school.

#### Exercise 2

- Students read the story again and answer the questions.
- Ask them to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 She's been to the library to get a book.
- 2 Andy's gone to see the form teacher, Mr Hunt.
- 3 Science, History, Maths, French and Geography.
- 4 He was in a tennis competition all weekend.
- 5 He says he was working on his Geography project.
- 6 He must show the project to Mr Hunt.
- 7 Mr Hunt will write a letter to Andy's parents.
- 8 He hasn't even started it yet.

#### **Optional extra**

Write the following prompts on the board, and with books closed, students use them to write sentences about Andy. Students must use the present perfect, affirmative or negative.

Alternatively, in stronger classes, you can just say the prompts, and then elicit sentences orally.

- 1 go to see form teacher
- 2 talk to Mr Hunt / work this year
- 3 pass French test
- 4 spend enough time on homework
- 5 write a letter to his parents
- 6 do Geography project

#### **POSSIBLE ANSWERS**

- 1 Andy has been / gone to see his form teacher.
- 2 He has talked to Mr Hunt about this work this year.
- 3 He hasn't passed the French test.
- 4 He hasn't spent enough time on his homework.
- 5 Mr Hunt hasn't written a letter to his parents yet.
- 6 Andy hasn't done the Geography project.

#### Exercise 3a

• Ask students to speculate on what might happen next in the story. Write their suggestions in note form on the board, without revealing if any of them got it right.

#### Exercise 3b 🛞 1.35 Audio script pT88

• Play the recording for students to listen and check their ideas about the end of the story. Did anyone get it right?

#### Exercise 3c 🛞 1.35

- Ask students to read the statements first. Remind them or elicit that the order of statements in a true or false task usually follows the order of information in the recording, so the questions can guide them as they listen.
- Play the recording, twice if necessary, for students to listen and decide about the statements.
- Ask students to compare answers in pairs, before you check them with the class.

#### **ANSWER KEY**

#### 1 False. 2 False. 3 True. 4 False. 5 True. 6 True.

#### **Optional extra**

Discuss the end of the story with the class. Ask: Was Tara right to let Andy use her project? Why? / Why not? Are Tara and Andy good friends? What was the right thing for each of them to do in this situation? Would you do the same thing? Why? / Why not? Do you think Tara will get into trouble?

#### Exercises 3a, 3b, 3c

See page T27

#### **Everyday English**

#### **Useful expressions**

#### **Exercise 4a**

• Students complete the expressions without looking back at the text, and then scan the text and check the answers.

#### **ANSWER KEY**

- 1 Sorry I'm late. 2 You wanted to see me.
- 3 I've had a look at your work. 4 They're all pretty poor.
- 5 That's no excuse. 6 Andy doesn't look very happy.
- 7 I haven't even started it!

#### **Exercise 4b**

• Elicit translations for each expression in exercise 4a.

#### been / gone

#### Exercise 5

- Explain to students that *go* is a special case in the present perfect. It can change into either *been* or *gone*, depending on the given situation.
- Students complete the two examples without looking back at the text, and then scan the text again to check their answers. Then they answer the two comprehension questions.

#### ANSWER KEY

been; No, she isn't. gone; Yes, he is.

#### Exercise 6

• You may like to set this task as homework. Students work individually to complete the sentences, and then check answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 's gone 2 've been 3 've been 4 's gone
- 5 's been 6 's gone

#### **Question tags**

#### Exercise 7a

• Focus attention on the box. Students complete the two questions, and then check them in the story.

#### ANSWER KEY

1 is it 2 aren't they

#### Exercise 7b

• Elicit the rules for making question tags.

#### **ANSWER KEY**

We add a positive question tag after a negative sentence, and a negative tag after a positive sentence.

#### Exercise 7c

- Students scan the story for further examples of question tags. You may like to tell them there are eight more examples to find.
- Check answers with the class.

#### ANSWER KEY

He's gone to see the form teacher, hasn't he? You had a French test ..., didn't you? You didn't revise, did you? You clearly weren't spending time ..., were you? Andy doesn't look very happy, does he? Well, you can do that, can't you? You've done some of it, haven't you?

#### Exercise 7d

- Look at the three sentences and elicit the rule: we use the opposite auxiliary if the main sentence has an auxiliary verb or the verb *be*. If there is no auxiliary, we use *do / does* for the present simple and *did / didn't* for the past simple.
- Make clear that in English, question tags are used where some other languages simply add either *no*? or *true*? This isn't correct in English. Elicit what the students' own language uses in place of question tags to check or confirm information.

#### ANSWER KEY

1 can't you 2 didn't you 3 does he

#### **Exercise 8**

• Students rewrite the statements as questions with question tags. Check answers with the class.

#### **ANSWER KEY**

- 2 were they? 3 has he? 4 can he? 5 doesn't he?
- 6 didn't he? 7 won't they? 8 hasn't he?

#### Exercise 9a

• Put students in pairs. Students make questions with question tags using the cues. Encourage them to make questions they think they know their partner's answers to.

#### **Exercise 9b**

• Students take turns to ask and answer their questions. Monitor the correct use of question tags. Get one or two pairs to repeat a few questions in front of the class. Check who guessed the most of their partner's answers correctly.

#### **Optional extra**

In groups of five, students practise acting the story, including the ending from the recording, which they can rephrase in their own words. Have one or two volunteering groups to perform in front of the class.

#### **Revision idea**

Students take turns to use question tags to make as many true statements about you as they can. For example: *You're married, aren't you?* As long as you answer *yes*, they stay in the game. If you answer *no*, they're out.



#### **3** a What do you think happens next?

**b** 1.35 Listen to the end of the story and check your ideas.

- c 1.35 Listen again. Are the statements true or false?
- 1 Tara's only done half the project.
- 2 Mr Hunt teaches Geography.
- 3 Andy uses Tara's project to show Mr Hunt.
- 4 Mr Hunt doesn't think the project is very good.
- 5 Mike thinks Andy is very lucky.
- 6 Tara has got Andy out of trouble.

#### **Everyday English**

#### **Useful expressions**

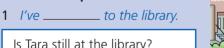
#### **4** a Put the words in the correct order to make expressions.

- 1 I'm late sorry
- 2 me to wanted you see
- 3 a work look l've your had at
- 4 pretty they're poor all
- 5 excuse that's no
- 6 happy doesn't Andy very look
- 7 even I it started haven't

#### **b** How do you say the expressions in your language?

#### been / gone

**5** Complete the sentences from the story and answer the questions.





Is Tara still at the library?

- 2 He's\_ \_ to see Mr Hunt.
  - Is Andy still with Mr Hunt?



#### **6** Complete the sentences. Use the present perfect tense with been or gone.

- 1 Mike isn't here. He \_\_\_\_\_\_ to the shops.
- 2 We \_\_\_\_\_\_ to the cinema. The film was good!
- 3 I can't eat anything. I \_\_\_\_\_\_ to the dentist.
- 4 Tara's tired, so she \_\_\_\_\_ to bed.
- 5 Andy \_\_\_\_\_\_ to see his form teacher, and now he's got a lot of work to do.
- 6 Lily isn't at home. She \_\_\_\_\_\_ to her cousin's.

#### **Question tags**

#### 7 a Complete the sentences from the story.

- 1 It isn't very good, \_\_\_\_\_?
- 2 They're all pretty poor, \_\_\_\_

We normally use question tags to check or confirm information.

#### **b** How do we make guestion tags with:

- a negative sentence?
- a positive sentence?
- **C** Find all the guestion tags in the story.

#### **d** Complete the sentences. How do we make the question tag?

- 1 Well, you can do that, \_\_\_\_\_
- 2 You had a French test last Monday, \_\_\_\_
- 3 Andy doesn't look very happy, \_\_\_\_\_

#### Change the statements into questions using question tags.

- 1 He's your form teacher. He's your form teacher, isn't he?
- 2 Your marks weren't very good.
- 3 Andy hasn't done the project.
- 4 He can't show it to Mr Hunt.
- 5 He only thinks about sport these days.
- 6 He came third in the tennis competition.
- 7 Andy's parents will get a letter from Mr Hunt.
- 8 He's got good friends.

#### **9** a Do you know your partner well? Make questions with question tags for him / her. Use the cues.

1 brothers and sisters You've got a sister, haven't you?

## 8 watched on TV last night

- 2 birthday 3 age
- 9 didn't do at the weekend
- 4 like / music
- 10 will have for dinner 5 don't like / 'subject' 11 have never done
- 6 can play
- 12 going to do this evening 13 have done recently
- 7 can't speak
- b Ask your questions. How many did you get right?

You've got a sister, haven't you?

No, I haven't. I've got a brother.



Culture

## **1 1**.36 Read and listen to the text. Match the headings to paragraphs 1–4.

Books	Magazines and comics
Computers	How much do teenagers read?

2 1.36 Read and listen again. What differences are there between boys' and girls' reading habits? Copy and complete the chart.

Boys	Girls
Z   ', !  ' )	

# TEENAGERS' reading habits

According to a government survey, 83% of British teenagers read in their free time. Their favourite place to read is in bed. Generally, girls read more than boys. On average, girls read for 4.5 hours a week. Boys only read for 2.3 hours a week (but they watch TV and DVDs for 11 hours). E-books are becoming more popular.

#### 3 .....

Teenagers generally prefer reading magazines and comics to books. General teenage magazines are all for girls. They have articles about celebrities, fashion, make-up and relationships. Boys, like men, read magazines about their interests, such as cars, computers, football or music. A lot of boys also read comics, but only one girl in twenty reads them.

## **3** a Answer the questions about your own reading habits.

- 1 How many hours do you read in a week?
- 2 Where and when do you read?
- 3 What do you read:
  - books?
  - magazines and comics?
  - things on a computer?
- 4 What books do you have to read for school?
- 5 Do you borrow books from libraries?

**b** Discuss your ideas in the class. Compare the reading habits of people in your class with the teenagers in the article. What things are the same? What things are different?

#### 2 .....

Books are popular with most British teenagers. However, girls and boys read different things. Girls normally read fiction. Their favourite authors are J.K. Rowling and Jacqueline Wilson. Boys often read nonfiction books about their hobbies or about famous people. Teenagers also have to read books for English lessons at school. They usually read classic novels by

British authors, like George Orwell, or American authors, such as John Steinbeck. Schools also have a library. Pupils can read there or they can borrow books to read at home.





#### 4 .....

People often say that teenagers don't read much, because they spend all their time on computers. But what do they do on their computers? A lot of the time, they read. For girls, social networks and celebrity websites are the most popular. Boys' favourites are online song lyrics and computer game cheats.

# Culture

#### **Teenagers' reading habits**

## Cultural materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 2 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1 🚳 1.36

- To set up the theme, ask for a show of hands in the class for each of the following: *Who likes reading? Who reads books that aren't for a school assignment? Who reads magazines? Who reads comics? Who reads things online?* Tell students you will explore the subject in more detail during the lesson.
- Ask students to look at the photos and the title of the text. Elicit what and who the text will be about (*reading, teenagers*).
- Play the recording for students to read and listen to the text and match the headings and paragraphs.

#### ANSWER KEY

- 1 How much do teenagers read? 2 Books
- 3 Magazines and comics 4 Computers

#### Exercise 2 🚳 1.36

• Students read and listen again, and complete the chart. In weaker classes, they could do this in pairs; in stronger classes, they could complete the chart individually, and then compare answers in pairs before you check with the class.

#### **ANSWER KEY**

Boys	Girls
read less	read more
2.3 hours a week	4.5 hours a week
non-fiction about hobbies and famous people	fiction
magazines about cars, computers, football, music	teenage magazines about celebrities, fashion, make- up, relationships
online song lyrics and computer game cheats	read social networks and celebrity websites
many read comics	not many read comics

#### **Optional extra**

Ask students to find names of famous authors in the text and make a list. They can then work in pairs or small groups to brainstorm everything they know about each author mentioned, and identify at least one title by each of them.

Ask some pairs or groups to report back with their ideas, and ask them whether they have read any books by these authors, and what they thought of them.

#### **Background information**

**J.K.Rowling** (born 1965), British novelist, best-selling author of the Harry Potter novels, which have also been adapted into Hollywood films. The success of her stories has made her the twelfth-richest woman in the UK.

**Jacqueline Wilson** (born 1945), British author of children's books. Her best-known work is the Tracy Beaker series for teenage girls. In 2008 she received a DBE from the Queen.

**George Orwell** (1903–1950), born Eric Arthur Blair, English novelist and journalist, famous for *Nineteen Eighty-Four* and *Animal Farm*. He also wrote numerous essays and non-fiction books on his experiences in the Spanish Civil War.

**John Steinbeck** (1902–1968), American writer, famous for the Pulitzer Prize-winning *The Grapes of Wrath, East of Eden* and the novella *Of Mice and Men*.

#### Exercise 3a

- In class or for homework, students use the questions to write a short paragraph about their own reading habits.
- Alternatively, students think about the questions in class, and then compare their answers in pairs before discussing them in exercise 3b.

#### Exercise 3b

- Put students together in larger groups of five to eight, depending on the size of your class. In each group, students use the questions in exercise 3a to ask and make notes about the other group members' reading habits.
- When they have all given their information, make new groups with members of different previous groups and have them report to one another on what they have found.
- Ask the new groups to summarize the data they collected as statistics. Help if necessary with calculating percentages.
- Get groups to report back to the class with their findings, and then lead the class to agree on the conclusions.
- Ask the class to reflect on how representative they think they are of their age group in general.
- Bear in mind that statistical methods don't normally work on small samples. The number of students in a typical language class is much too low to allow for generalizations about the society at large.

More practice Teacher's Resources Unit 2

# **English Across the Curriculum**

#### **ICT: computers**

#### **Exercise** 1a

• Students look at the picture and identify the items.

#### Exercise 1b 🚯 1.37 Audio script: see answer key

• Play the recording for students to listen and check. Then play it again for them to listen and repeat.

#### **ANSWER KEY**

- 1 a system unit
- 2 a menu
- 8 a window
- 3 a screen4 a monitor

5 a task bar

- 9 a folder
- 10 a memory stick
- 11 keys
- 12 a keyboard 13 a mouse
- 6 an icon 13 a
- 7 a cursor 14 a mouse mat

#### Exercise 2a 🚳 1.38 Audio script pT88

- Before they complete the gaps, ask students to read the text first to get a general sense of what information is missing in each gap.
- Play the recording for students to read and listen to the text and complete the gaps with the words in the boxes.

#### Exercise 2b 🚳 1.38

- Play the recording again for students to listen and check.
- Check answers with the class.

#### **ANSWER KEY**

- 1 click
- 2 launch
- 3 save
- 4 hard drive
- 5 back up
- 6 memory stick
- 7 cloud
- 8 quit

T29

Unit 2

- 9 shut down
- 10 online
- 11 username / password

#### 12 password / username

- 13 download
- 14 virus
- 15 firewall
- 16 connections
- 17 broadband
- 18 tablet
- 19 Wi-Fi
- 20 smart
- 21 apps

#### Exercise 3

- This is a mingle activity, so it might create quite a bit of noise in the class. Remind students to speak quietly, bearing in mind the other classes in progress in school.
- To avoid students all getting stuck on the early questions, quickly go round the class assigning the letters A to K, then A to K again until each student has one letter. Now give each of the eleven prompts in the Student's Book a letter A to K, and tell students that their letter will tell them which question they should focus on.
- Brainstorm, either as a class or by getting students to work in small groups, appropriate follow-up questions for each of the eight questions like those in the example.
- Now get students to mingle and speak to as many other students as possible, asking their assigned question as well as the appropriate follow-up questions and make a note of their partner's answers.
- Allow up to ten minutes for the mingle stage.
- Bring things to a close by asking students to report back with what they've found out from their partner(s) on their assigned question.
- Ask if any other students have had similar experiences, and ask them to tell the class about these.

#### **Optional extra**

For homework, students work on their own or with a partner to do some research about the history of the Internet. Ask them to summarize their findings by writing a short paragraph of up to 180 words. Have one or two volunteers read out their paragraphs in class, and ask the rest of the class to supplement their accounts as necessary.

## **English Across the Curriculum**

**Computer software** 

a menu

an icon

a window

a taskbar

a cursor

a folder

## **ICT: computers**

**1** a Find the computer hardware and software in the picture. Write the numbers (1–14).

## Computer hardware a mouse a monitor

- kevs
- a memory stick
- a screen
- a system unit
- a mouse mat
- a keyboard
- **b** 1.37 Listen, check and repeat.
- 2 a 1.38 Read and listen to the text. Complete the gaps with the words in the boxes.



#### **3** Find someone who ...

- ... has had a virus in their computer.
- ... saves things on a memory stick.
- ... is on a social network.
- ... has recently downloaded an app.
- ... has used an online computer game cheat.
- ... has used a tablet computer.
- ... uses a smart TV to go online.
- ... has lost some homework because they didn't save it.
- ... has created their own website.
- ... has written a blog.
- ... saves things in a cloud.

Have you ever had a virus in your computer?

When did it happen?

What did you do about it?



# **Computers** III

back up hard drive launch quit save memory stick cloud shut down click

When you want to use a program, you 1 on its icon. This will 2 the program. You can also click on a file and this will launch the program, too. When you finish, you need to 3 your work. Your computer will save things on its 4, but it's a good idea to 5 anything important somewhere else, too. You can save a copy on a 6 or in a 7. Then you can 8 the program and 9 the computer.

password download username firewall virus online

Security is very important when you go <sup>10</sup>\_\_\_\_\_. Never tell anyone your <sup>11</sup>\_\_\_\_\_ or <sup>12</sup>\_\_\_\_\_. Viruses normally get into your computer when you <sup>13</sup>\_\_\_\_\_ something from the Internet. A <sup>14</sup>\_\_\_\_\_ can cause a lot of problems with your computer, so you need a <sup>15</sup>\_\_\_\_\_ to protect your files.

tablet broadband smart Wi-Fi apps connections

Things change very quickly with computers. At one time, computers were very big and Internet <sup>16</sup>\_\_\_\_\_\_ were slow. Nowadays, <sup>17</sup>\_\_\_\_\_\_ provides very fast connections and you can use your laptop, mobile phone or <sup>18</sup>\_\_\_\_\_\_ to go online almost anywhere with a <sup>19</sup>\_\_\_\_\_ connection. You can also use a <sup>20</sup>\_\_\_\_\_ TV to go online, and you can download <sup>21</sup>\_\_\_\_\_\_ to do lots of different things.

# **Revision**

#### Grammar

a Complete the sentences. Put the verbs in brackets into the present perfect or the past simple tense.



- 1 Cora Dixon is a singer. So far, she \_ \_\_\_\_\_ four albums. She \_\_\_\_\_\_ her first album in 2009. (make)
- 2 Until 2010, she \_\_\_\_\_ in Liverpool, but since she became famous, she \_\_\_\_\_ in New York. (live)
- 3 She \_\_\_\_\_ \_\_\_\_\_ two concert tours last year, but she \_\_\_\_\_ any tours so far this year. (do / not do)
- 4 Her parents \_\_\_\_\_\_ her for over a year now. However, her brother \_\_\_\_\_ her in New York last month. (not see / see)
- 5 When she first started, she \_\_\_\_\_ with a band called The Angels, but she \_\_\_\_\_ with them for a long time now. (sing / not sing)
- 6 Cora \_\_\_\_\_\_ a lot of songs, too. She \_\_\_\_\_ her first song when she was still at school. (write)
- **b** 1.39 Listen and check.

#### **2** Write sentences about your life with these cues. Use the past simple or the present perfect tense.

- 1 on Saturday afternoon I went bowling on Saturday afternoon.
- 2 since 8.30 this morning I haven't eaten anything since 8.30 this morning.
- 3 since Saturday 7 never
- 4 yesterday
- 8 last night
- 5 last week 6 until now
- 9 in August
- **10** for the last hour

#### **3** a **(1)** 1.40 Listen. Where are the people now?

1	Brian	at home	at the sports centre $\checkmark$
2	Suzie	here	at the cinema
3	Simon and Claire	here	at their grandparents'
4	Oliver	in the classroom	at the library
5	Ed and May	at home	in London
6	Beth	in the kitchen	in the bathroom
7	John	in bed	at the bus stop
8	Kylie	at home	at the doctor's

#### **b** Write about each person. Use *been* or *gone*.

#### 1 Brian's gone to the sports centre.

#### **4** a Complete the sentences with question tags.

- 1 Your birthday's in June, *isn't it*?
- 2 We haven't had an English test this week, \_\_\_\_
- **3** You went to a party last Saturday, \_\_\_\_\_?
- 4 Our teacher lives near you, \_\_\_\_?
- \_\_\_\_? 5 You weren't at school last Tuesday, \_\_\_\_\_
- 6 You aren't going out tonight, \_\_\_\_\_?
- 7 It will be sunny tomorrow, \_\_\_\_\_?
- 8 You can't play the piano, \_\_\_\_\_?

#### **b** Work with a partner. Use your tag questions.

- Your birthday's in June, isn't it?
- Yes, it is./ No, it isn't. It's in October.

#### Writing

**5** Imagine that you have become famous. Write six things that have happened to you since you became famous. difficult

#### Day 1 present perfect 1 phrasal verbs Study Day 2 been/gone nouns/adjectives skills Day 3 present perfect 2 question tags Plan your revision

#### Put the steps in order.

- **a** Just before the exam, look over everything again.
- **b** Revise one or two things each day.
- **c** Make a list of the things that you have to revise.
- **d** Make a timetable. Give the most time to difficult thinas.
- e First, work out how much time you've got.

# Revision

#### Grammar

#### Exercise 1a

- Focus attention on the picture. Elicit ideas about who the person might be, and what she has or hasn't done recently.
- Students read through the sentences quickly without completing gaps to get a general sense.
- Students work on their own to complete the sentences, and then compare answers in pairs.

#### Exercise 1b 🛞 1.39 Audio script pT88

• Play the recording for students to listen and check.

#### **ANSWER KEY**

- 1 's made, made
- 2 lived, 's lived
- 4 haven't seen, saw5 sang, hasn't sung
- 3 did, hasn't done
- 6 has written, wrote

- Exercise 2
- In class or for homework, students write true sentences about themselves using the time expressions.
- Get a few students to read out some of their sentences. Check that they have used the correct tense.
- Students should use the past simple in sentences 1, 4, 5, 8 and 9, and the present perfect in sentences 2, 3, 6, 7 and 10.

#### **Optional extra**

You could ask students to make some of the sentences they write in exercise 2 false. Put students in pairs to take turns to read their sentences to each other and decide whether each statement is true or false about their partner.

#### Listening and speaking

#### Exercise 3a 🛞 1.40 Audio script pT88

- Look at the chart together. Elicit that the task is to listen and find out where each person is at the time of speaking.
- Play the first dialogue and check the example together.
- Play the rest of the recording, pausing after each dialogue to allow students time to complete their answers in the chart.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

- 2 Suzie's here.
- 3 Simon and Claire are at their grandparents'.
- 4 Oliver's in the classroom.
- 5 Ed and May are at home.
- **6** Beth's in the bathroom.
- 7 John's at the bus stop.
- 8 Kylie's at home.

#### Exercise 3b

- You may like to set this exercise as homework. Students use the information in the chart to write sentences.
- Check answers with the class.

#### **ANSWER KEY**

- 1 Brian's gone to the sports centre.
- 2 Suzie's been to the cinema.
- 3 Simon and Claire have gone to their grandparents'.
- 4 Oliver's been to the library.
- 5 Ed and May have been to London.
- **6** Beth's gone to the bathroom.
- 7 John's gone to the bus stop.
- **8** Kylie's been to the doctor's.

#### **Exercise 4a**

- Students complete the sentences with question tags.
- Check answers and, if necessary, elicit the rules for making question tags again (covered in lesson 2D, page 27, exercise 7).

6 are you

7 won't it

8 can you

#### ANSWER KEY

- 2 have we
- 3 didn't you
- 4 doesn't she / he
- 5 were you

#### **Exercise 4b**

• Students work in pairs to use the sentences from exercise 4a to ask and answer questions. Monitor the correct use of question tags.

#### Study skills

#### Plan your revision

- Tell students (to imagine) that they will have a test on Unit 2 next week. Ask them to prepare a revision plan to prepare for the test, as suggested by the advice in the box.
- Put students together in small groups to discuss and amend their revision plans. Ask them to give reasons to each other in the group why they would include certain points or why they decide to devote a given amount of time to a language point, and so on.

## digi-zaban.ir Your Project

#### **Develop your writing**

#### **Time expressions**

#### **Exercise** 1

- Read the rule in the green box first.
- Students then look back at the text on page 24 and find the time expressions in the blue box. They use the context to work out what each expression means.
- If necessary, elicit translations for the expressions.

#### Exercise 2a

• Students choose the correct expressions first then compare answers in pairs.

#### Exercise 2b 🛞 1.41

- Play the recording for students to listen and check.
- Remind students to learn a variety of expressions for each function, so their writing becomes more interesting to read.

#### **ANSWER KEY**

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

#### **Project task**

- Read the instructions together and check that students understand the task.
- Students use the paragraph plan for ideas on what information they should cover. They do their research individually. Encourage them to ask for help from you, or other students from the class if they get stuck.
- Encourage them to add any further interesting details they like.
- Students use the information collected to expand their notes into two or three sentences about each of the guiding questions. They decide on the best, most effective order of the sentences in each paragraph, and then write out a draft version of the complete text.
- Students swap their writing with a partner to check each other's work before they write out a clean copy.
- Students find pictures in magazines or on the Internet to illustrate their biography.
- Set aside a class for the project presentations. If any of your students would like to present their project in an electronic format (for example, as a slideshow presentation on a computer or as a web page), make sure the necessary equipment is available.
- If the format of projects is appropriate for this, you may like to display them around the classroom and get the class to wander around and explore each project like in an exhibition.
- Have a vote on the best project.

#### Song

#### Fame

#### **Background information**

*Fame* is a pop song by Michael Gore and Dean Pitchford, which was recorded by singer Irene Cara as the theme song for the film and TV series of the same name. It won the Best Song Academy Award in 1980.

#### Exercise 1a

• Students work in pairs to use logical and grammatical clues to work out which words fit the gaps in the song lyrics. Remind them to think about rhymes at the end of the lines as well.

#### Exercise 1b 🚳 1.42

- Play the song for students to listen and check their answers.
- Check answers with the class.

#### **ANSWER KEY**

1 see 2 forget 3 free 4 am 5 name 6 fly 7 together 8 Fame 9 heaven 10 forever 11 tight 12 top 13 enough 14 takes

#### **Exercise 2a**

• Discuss students' ideas about the questions. For each of their suggestions, ask the rest of the class to say if they agree or disagree, and ask them to say why. Ask students to quote from the song lyrics to support their ideas.

#### **POSSIBLE ANSWER**

She wants to be famous, because she thinks she's got the talent for it ('I got more in me' and 'I got what it takes', for example).

#### **Exercise 2b**

- Students read through the song lyrics again, and find all the expressions describing being famous. Elicit their ideas and write them up on the board.
- Ask students to think of other expressions that describe being famous.

#### POSSIBLE ANSWERS

the best of me; Don't you know who I am?; fly high; make it to heaven; straight to the top; I got what it takes

# Your Project

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#### **Develop your writing**

#### **Time expressions**

Find these expressions in the text on page 24. What do they mean?

> after that at first before whenever in the future then after a while

We use these expressions to join sentences and show sequence.

#### **2** a Choose the correct time expressions.

<sup>1</sup>*After / Before* I was on *Find the New Pop Star*, I had a quiet life in Brighton. <sup>2</sup>*After / Before* I won and moved to London, everything changed. <sup>3</sup>*After that / At first,* it was very exciting, but <sup>4</sup>*at first / after a while*, it all became very annoying. <sup>5</sup>*Whenever / In the future* I went out, there were always reporters there. I couldn't stand it and I ended up in a fight with a photographer. <sup>6</sup>*At first / Then* the police came to interview me. <sup>7</sup>*After that / Before*, I decided to move back to Brighton and since then, things have become a lot quieter. Nowadays, people don't pay any attention to me in the street. <sup>8</sup>*At first / In the future*, I'd like to be an actor and work in the USA.

#### **b** 1.41 Listen and check.

#### **Project task**

You are going to write a biography of a pop, sports or film star. Collect some information about the person.

Write your biography for a magazine article. Try to use some time expressions in it. Your biography should have these paragraphs:

- 1 An introduction: Who is the article about and why? What does he / she do?
- 2 The past: When and where was he / she born? What was life like before he / she became famous? Where did he / she live?
- **3** Fame: How did he / she become famous? What things has he / she done since then?
- 4 Changes: How has his / her life changed since he / she became famous?

#### Illustrate your biography with pictures.

#### Song

#### a Complete the song with these words.

see tight takes forget top am name fly enough free fame Heaven forever together



**2** a What does the singer want? Why does she think she will get it?

**b** Find all the expressions in the song about being famous.

#### ame Baby look at me And tell me what you 1\_ You ain't seen the best of me yet, Give me time I'll make you <sup>2</sup>\_ the rest. I got more in me And you can set it <sup>3</sup>\_\_\_ I can catch the moon in my hands, Don't you know who I<sup>4</sup>\_ Remember my 5\_ Fame! I'm gonna live forever, I'm gonna learn how to 6\_ High! I feel it coming 7\_ People will see me and cry I'm gonna make it to <sup>9</sup>\_ Light up the sky like a flame, Fame! I'm gonna live <sup>10</sup>\_ Baby remember my name. Remember

Remember

Baby hold me<sup>11</sup>\_\_\_\_\_, 'Cause you can make it right. You can shoot me straight to the <sup>12</sup>\_\_\_\_\_ Give me love and take all I've got to give.

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Baby I'll be tough, Too much is not <sup>13</sup>\_\_\_\_\_. I can ride your heart 'til it breaks, Ooh I got what it <sup>14</sup>\_\_\_\_\_.

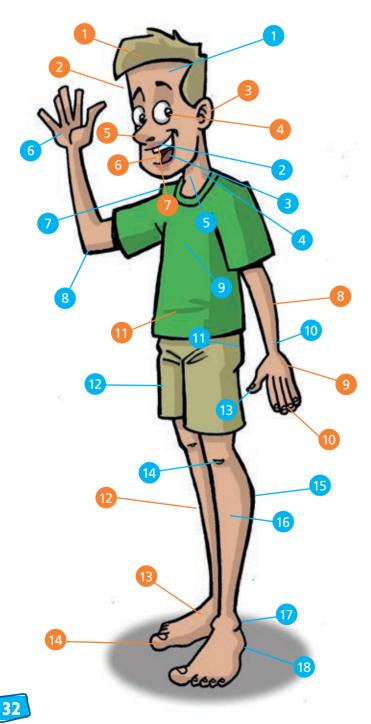
# Health and safety

## **3A** You and your body

#### Vocabulary

#### Parts of the body

**1** a Look at the picture. Write the names of the parts of the body with the orange numbers.



## **b 1** 2.2 Listen. Match the words to the parts of the body with the blue numbers.

heel ankle thigh calf shin knee bottom forehead tongue lips thumb palm wrist chest neck throat elbow shoulder



#### Comprehension

2 a Look at the text. What does it give advice about? Tick (✓) the correct answers.

your stomach eating your skin sleep your ears your feet smoking exercise

**b** Which two pieces of advice do you think are the most important?

## YOU AND YOUR BODY

You only have one body, so you need to look after it. Young people who don't look after their bodies will have problems when they are older.

- Don't spend all your time in front of the TV or the computer. Young people that take exercise are fitter, healthier and happier than people who don't. Healthy people exercise for thirty minutes a day. You don't have to do strenuous exercise. Even simple things can help. Walk instead of taking the bus, for example.
- 2 Avoid junk food. Don't fill yourself up with things which contain lots of fat and sugar. Choose things that are good for you, like fruit and vegetables. Try to eat at least five portions of fruit or vegetables a day.
- On't start smoking. People that smoke live, on average, 7–10 years less than non-smokers. It's hard to give up smoking, so it's best if you don't start in the first place. Other people's smoke is also bad for you, so try to avoid places that are smoky.
- Protect your skin. People who sunbathe a lot are more likely to get skin cancer. In hot, sunny weather wear sunscreen, sunglasses and a hat.
- 5 Wear shoes which fit properly. Shoes that are too tight or too loose will damage your feet, your ankles and your posture. As a result, you'll have problems in the future.

## digi-zaban.ir Health and safety

#### **Unit overview**

**Grammar:** Relative pronouns; *should / might*; relative clauses; agreeing and disagreeing (*so / neither*)

**Vocabulary:** Parts of the body; problems and treatments; useful expressions; agreeing and disagreeing

**Skills:** Reading: identifying things mentioned, multiple matching; Writing: describing personal preferences, giving advice; Listening: true or false, listening for specific information: completing a pie chart, listening for gist; Speaking: describing health problems and giving advice, agreeing and disagreeing

Culture: Sports events

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

**English Across the Curriculum:** Biology: vitamins and minerals

The English Across the Curriculum page should be studied at the end of the unit.

Study skills: Learning vocabulary

**Your Project:** Develop your writing: giving examples Project: teenage health

Song: Ain't Got No

## **3A** You and your body

#### Vocabulary

#### Parts of the body

#### **Exercise** 1a

- Students look at the picture and write the names for the body parts pointed out in orange.
- If you're using iTools, you can ask students to label each body part on the interactive whiteboard as you check answers.

#### **ANSWER KEY**

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

#### **Optional extra**

You can do the activity as a race. When you say *go*, students open their books and start writing the list immediately. The first student to complete all fourteen labels correctly wins.

#### Exercise 1b 🛞 2.2 Audio script pT88

• Play the recording for students to listen and match the body parts in the box to the picture. Pause after each description if necessary to give students time to find the body parts.

#### Exercise 1c 💿 2.3

• Play the recording again for students to listen and check their answers.

#### **ANSWER KEY**

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

#### **Optional extra**

Students start with 'three lives' in this game. With books closed, say the name of a body part and ask students to point to it. Any student pointing to the wrong body part 'loses a life'. Whoever loses all three is out of the game. Keep going until only one winner remains.

#### Comprehension

#### Exercise 2a

- Look at the expressions in the box. Ask students to think of a relevant piece of advice for each one (for example: don't eat too much, don't eat immediately before exercising, use hand cream to protect your skin in winter and so on). You may like to write their ideas on the board.
- Students read through the text quickly and identify which topics from the box are mentioned. You may also like to ask them to match the expression to the correct paragraph.
- Ask students to work out the meaning of the following words from the context: *look after, strenuous, junk food, portion, give up, posture.*
- Check answers with the class.

#### **ANSWER KEY**

eating (para 2), your skin (para 4), your feet (para 5), smoking (para 3), exercise (para1)

#### **Exercise 2b**

- Put students in groups. Each group discusses the pieces of advice from the text and decides which two are the most important, and thinks of reasons to support their choice.
- Ask each group to report back to the class, and agree on the two most important pieces of advice together.

## Grammar

#### **Relative pronouns**

#### Exercise 3a

- Read the information, and study the example together. Check comprehension.
- Elicit a translation of the example. Focus attention on the relative clause. Ask students to contrast the way it is formed in English (the relative pronoun becomes the subject of the clause, with the verb in the relative clause matching the noun that the pronoun refers back to in person and number) with their own language. Is it similar or different? How?

#### Exercise 3b

• Students complete the four examples without looking back at the text, and then scan the text again to check their answers.

#### **ANSWER KEY**

#### 1 who 2 that 3 which 4 that

#### Exercise 3c

• Elicit and complete the rules together.

#### **ANSWER KEY**

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

#### Exercise 4a

- Students complete the sentences with the clauses from the box and *that*.
- Ask them to compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 2 Shoes that don't fit properly are bad for your feet.
- 3 You should eat a diet that contains minerals and vitamins.
- 4 Sunscreen is important for people that have fair skin.
- 5 Junk food is food that isn't good for you.
- 6 People that don't get enough exercise often feel tired.
- 7 People that start smoking find it hard to stop.
- 8 Places that are smoky are bad for you.

#### Exercise 4b

- Do this task orally. Ask students to say the sentences again, replacing *that* with either *who* or *which* as appropriate.
- Explain that we can always use *that* instead of *who* or *which* in this type of relative clause. Mention that they will come across other types of relative clauses later where this isn't always possible.

#### **ANSWER KEY**

2 which 3 which 4 who 5 which 6 who

#### 7 who 8 which

#### Exercise 5 🛞 2.4 Audio script pT88

- Read the instructions and the example, and play the first item in the recording. Explain that students will hear nine more similar descriptions, and their task will be to identify each body part described.
- Play the recording twice, pausing after each description, for students to identify and write the name of the body part.
- Check answers one by one together as you play the recording once more.

#### ANSWER KEY

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

#### **Reading and writing**

#### Exercise 6a

- Students read the logical clues and work out who each person is. Allow up to four minutes if necessary.
- Ask students to compare their ideas in pairs before you check them with the class.

#### **ANSWER KEY**

#### a Harry b Brian c Rob d Nick e Jake

#### **Optional extra**

Alternatively, do the activity as a race. The first student to find all five names correctly wins.

#### Exercise 6b

- In class or for homework, students write one sentence with a relative clause about each of the five boys. Remind them not to repeat any of the sentences from exercise 6a.
- Ask two or three students to read out their sentences, without saying the name of each boy being described (for example: *He is the boy who's carrying a blue bag*), and ask the rest of the class to identify who the person is.

#### Exercise 7a

• Students read the list and make notes for each item. You may like to set this for homework.

#### Exercise 7b

- Students work in groups and compare their ideas. Walk around and monitor their conversations.
- Get groups to report back. Elicit any interesting examples from their conversations, and ask the rest of the class to comment on them.

#### **Revision idea**

Students write five sentences with a relative clause, each for one member of the class or something in the classroom. Ask two or three students to read out their sentences. Can the other students guess who or what they're describing? Check the correct use of the relative pronouns.

**3A:** Grammar • relative pronouns • should / might • relative clauses • agreeing and disagreeing

#### Grammar

#### **Relative pronouns**

**3** a Look at this sentence. The bold part is a relative clause. It tells us more about the word 'things'.

#### Choose things that are good for you.

# **b** Complete the relative clauses in these sentences from the text with the relative pronouns.

Young people 1	don't look after				
their bodies will have problems.					
Young people <sup>2</sup>	take exercise are fitter.				
Wear shoes <sup>3</sup>	fit properly.				
Shoes 4ar	e too tight or too loose				
will damage your feet.					

## **c** Look at your sentences in exercise 3b. Complete the rule.

We use	or	with people.
We use	or	with things.

#### **4** a Complete the sentences with relative clauses. Use these expressions and *that*.

don't fit properly	start smoking
have fair skin	contains vitamins and minerals
isn't good for you	don't get enough exercise
are smoky	look after their bodies

- 1 People \_\_\_\_\_ live longer. People that look after their bodies live longer.
- 2 Shoes \_\_\_\_\_\_ are bad for your feet.
- 3 You should eat a diet \_\_\_\_\_.
- 4 Sunscreen is important for people \_\_\_\_\_
- 5 Junk food is food \_\_\_\_\_
- 6 People \_\_\_\_\_ often feel tired.
- 7 People \_\_\_\_\_\_ find it hard to stop.
- 8 Places \_\_\_\_\_\_ are bad for you.

## **b** Say the sentences, but this time use *who* or *which*.

1 People who look after their bodies live longer.

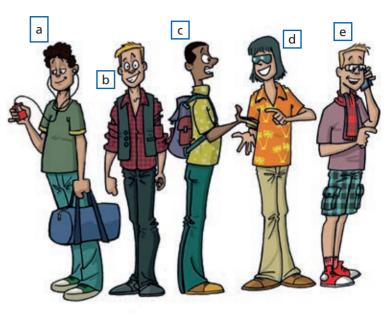
#### **5 () 2.4** Listen. Which part of the body is it?

The joint that's between your arm and neck.

shoulder

#### **Reading and writing**

**6** a Read the sentences. Find the names of the boys a-e.



- 1 The boy who is talking on a mobile isn't Brian.
- 2 Rob isn't standing next to the boy that's listening to some music.
- **3** The two boys that are talking to each other aren't Harry or Jake.
- 4 The boy that's called Nick hasn't got fair hair.
- 5 Brian isn't one of the boys who are carrying bags.
- 6 The boy who's standing in the middle isn't Nick.
- 7 Harry isn't the boy who's wearing shorts.
- 8 The boy who's wearing sunglasses isn't Brian.

## **b** Write a sentence with a relative clause to identify each boy.

... is the boy who's carrying a blue bag.

#### **7** a Write down something for each of these items.

- 1 two things that are normally blue
- 2 someone who is very tall
- 3 a famous person that wears glasses
- 4 two kinds of food which are made from milk
- 5 two people in your class who can play a musical instrument
- 6 two countries that have a red, white and blue flag
- 7 a film which came out this year
- 8 two animals that live in the sea but are not fish
- 9 two English words that end in -le
- 10 a man in this book who has got a beard

#### **b** Work in a group. Compare your ideas.



## Sweet Sue has the last laugh **3B**

# Comprehension

# **2.5** Read and listen to the story. Answer the questions.

- 1 Why is Sweet Sue annoyed with Smart Alec?
- 2 What happens to Smart Alec's things? Why?



# **3B** Sweet Sue has the last laugh

# Comprehension

# Exercise 1 🕲 2.5

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to look at the pictures and describe what they think is happening, without reading the story. Elicit how they think Sweet Sue may be feeling (*annoyed*).
- Read the two questions together.
- Elicit or pre-teach *equipment*, *lock*, *boot* (of a car), *trip* (over something), *get on*, *unpack*, *bend over* and *bend* (something).
- Play the recording for students to read and listen to the story and answer the questions.

# **ANSWER KEY**

- 1 He criticizes everything Sweet Sue does and suggests something else.
- **2** Somebody steals them because Smart Alec forgot to lock his door.

# **Optional extra**

Students work in pairs to act the story. Encourage them to do it from memory rather than by reading out their lines. Ask one or two volunteering pairs to perform in front of the class.

# **Optional extra**

In stronger classes, students write and act out another dialogue: Smart Alec calls the police to report the theft, and gives an account of all the events leading up to the crime.

# Grammar

# should / might

# Exercise 2

- Students complete the four sentences without looking at the story, and then read it again quickly to check their answers.
- Read the rules together and check comprehension. Explain that we can use the contracted form *shouldn't* for *should not*, but we don't use a contracted form for *might not*.

# **ANSWER KEY**

- 1 You <u>shouldn't leave</u> it on the seat.
- 2 You should lock it in the boot.
- 3 You might not see them.
- 4 Then, you might trip over them.

# Exercise 3

• Students scan the text to find Smart Alec's suggestions.

## POSSIBLE ANSWERS

You should lock it in the boot. You shouldn't put things on the stairs. You shouldn't bend over when you lift things that are heavy. You should bend your knees and lift with a straight back.

# **Exercise 4**

• Students complete the sentences individually, and then compare in pairs before you check with the class.

## 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

# **Relative clauses**

# Exercise 5a

- Students complete the sentence, and then scan the story again to check their answers.
- Then read the rule, and check comprehension by asking for a translation of each example.
- You may like to elicit that the relative clause in this example is the object of the sentence.

#### **ANSWER KEY**

Somebody might steal the bag <u>that / which you've left on</u> <u>your seat</u>.

# Exercise 5b

• Students find further examples of relative clauses in the story.

## **ANSWER KEY**

the things that we've bought; the things that are still in the car; things that are heavy; the things that I've told you; the boy that I saw

# Exercise 6

- In stronger classes, you could ask students to decide which of the sentences will have a relative clause as the subject (4, 5 and 8), and which as the object of the combined sentence (1, 2, 3, 6 and 7).
- Students combine the sentences in writing. In stronger classes, they could do the whole task orally instead.
- Wherever students use *that*, elicit whether they could replace it with *who* or with *which* in each case.

## **ANSWER KEY**

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

# Writing and speaking

# Exercise 7

- In class or for homework, students write eight sentences about themselves with the cues provided.
- For each item, get one or two different students to read out their sentences and then ask who else in the class has the same thing in common with them.

# **Optional extra**

You could ask students to use the cues to write sentences about you to try to guess your personal preferences. How well do your students know you?

# Exercise 8a

- Students work individually to write some advice for each of the six topics.
- Study the example together first. Encourage students to write not just what the person should do, but also what might happen if they don't follow the advice.

# Exercise 8b

- In pairs, students discuss their ideas about the topics and agree on the best piece of advice for each one. Allow up to three or four minutes for the discussion. Walk around and monitor the correct use of the modals.
- Elicit suggestions for each topic, get comments from the rest of the class, and then have a class vote on the best piece of advice for each topic.

# **Revision idea**

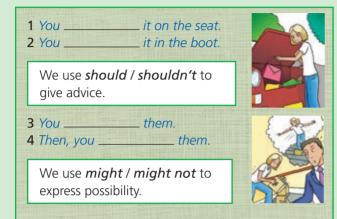
Refer students back to exercises 4 and 8a as models. Write five further prompts on the board, and then ask students to write some advice for each with *should / shouldn't*, and an explanation with *might / might not*. Elicit ideas and comments from the class.

# **Gigi=Zaban.ir 3B:** Grammar • relative pronouns • *should / might* • relative clauses • agreeing and disagreeing

# Grammar

# should / might





# **3** What advice does Smart Alec give about these things?

Sue's bag the stairs lifting things

# **4** Complete the sentences. Use *should* or *shouldn't* and *might* or *might* not.

- 1 You \_\_\_\_\_\_ be careful with electricity.
- You \_\_\_\_\_\_ get an electric shock.
- 2 You \_\_\_\_\_\_ wear a helmet when you ride a bike. You \_\_\_\_\_\_ fall off.
- 3 You \_\_\_\_\_ leave a cable where people walk. People \_\_\_\_\_ see it and they \_\_\_\_\_ trip over it.
- 4 You \_\_\_\_\_ use headphones when there is traffic around. You \_\_\_\_\_ hear a car.
- 5 You \_\_\_\_\_\_ be careful on a floor that's wet. You \_\_\_\_\_\_ slip and fall over.
- 6 You \_\_\_\_\_\_ wear sunscreen in the summer. You \_\_\_\_\_\_ get sunburnt.

# **Relative clauses**

# **5** a Complete the sentence from the story.

We use relative clauses to combine sentences. Somebody might steal the bag

You've left the bag on your seat.

Somebody might steal the bag \_\_\_\_

**b** Find more examples in the story.

# **6** Combine the sentences. Use relative clauses.



- 1 This is the band. I like to listen to this band. This is the band that I like to listen to.
- **2** This is the album. I like this album best.
- 3 Here's a poster. I bought the poster at their concert.
- 4 These are the guys. These guys play guitars.
- 5 This is the girl. The girl sings.
- 6 These are the photos. They signed the photos.
- 7 Here are some songs. I downloaded the songs.
- 8 Here's a photo of the friends. The friends went to the concert with me.

# Writing and speaking

# **7** Write sentences about yourself. Use the cues and relative clauses.

- the kind of music / usually listen to Rock music is the kind of music that I usually listen to.
- 2 a website / really like
- 3 a TV programme / never watch
- 4 an app / often use
- 5 something / would like to have
- 6 a famous person / don't like
- 7 something / have always wanted to do
- 8 a DVD / have watched several times

# **8** a Write some advice about these things. Use *should / shouldn't* and *might / might not*.

- 1 your mobile You shouldn't put your mobile on the table in a café. Somebody might steal it.
- 2 your email address
- 3 Internet passwords
- 4 work that you've done on a computer
- 5 looking after your eyes
- 6 staying safe in the street

# **b** Compare your ideas with a partner.



# **3C** Looking after yourself

# Reading

a 12.6 Read and listen to the text. Who:

- 1 doesn't eat meat?
- 2 has toast for breakfast?
- 3 doesn't eat anything for breakfast?
- 4 drinks tea?
- 5 eats chocolate bars?
- 6 doesn't eat fruit?
- 7 doesn't like fish?
- 8 eats a lot of crisps?
- 9 likes chicken?

# **b** What do you think of the three diets?

2 Describe your diet for a typical day.

# Are you a HEALTHY EATER? What do you eat in a typical day?

# Listening and speaking

**3** a 2.7 Listen to a nutrition expert talking about the three diets. Which of these things does she mention?

a balanced diet carbohydrates vitamins and minerals meals sugar protein fat and salt fizzy drinks

**b** Match them to the correct names.

Johnny Emma Gabi

c 2.7 Listen again. What advice does she give the three people?

He / She should / shouldn't ... He / She eats too much ... / doesn't eat enough ...

**d** Look at your partner's diet from exercise 2. Give him / her some advice.



# Johnny Smith

Breakfast two slices of toast with butter and marmalade Lunch two cheese and ham sandwiches Dinner a burger with chips Snacks crisps Drinks coffee, milk and lemonade

I don't like vegetables very much and I never eat fruit or salads. I usually eat two or three packets of crisps a day. You hear a lot about healthy eating, but I just eat the things that I like.



Emma Wrig

Breakfast a cup of black coffee Lunch a bowl of vegetable soup and a bread roll Dinner pasta or rice with tomatoes and a small salad Snacks yoghurt, nuts and fruit Drinks mineral water

> I'm a vegetarian, so I don't eat meat and I don't eat fish either, because I don't like it. There are people who say that I don't eat enough, but I don't think about food very much.



Gabi Malone

Breakfast a bowl of cereal with sugar and milk Lunch tuna and a salad; a chocolate bar Dinner chicken or fish with a jacket potato and vegetables Snacks cakes, biscuits and sweets Drinks tea, orange juice and milk

I don't eat a lot of meat, except chicken. I prefer fish. I try to avoid things that are bad for you, like crisps and chips, but I sometimes have a pizza.

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# **3C** Looking after yourself

# Reading

# Exercise 1a 🛞 2.6

- To set up the topic, ask students to say what foods they think are healthy and what foods are unhealthy. Ask also whether they think their own diet is healthy, and why.
- Play the recording for students to read and listen to the text. Ask them to say what the text is generally about (teenagers speaking about what they eat).
- Students read the text again and match the questions to the teenagers.
- Check answers with the class.

# ANSWER KEY

- 1 Emma 2 Johnny 3 Emma 4 Gabi 5 Gabi
- 6 Johnny 7 Emma 8 Johnny 9 Gabi

# Exercise 1b

• Elicit students' ideas about what they think of the three diets in general, and ask them to decide whose diet is best / worst and to give reasons.

# Exercise 2

- Ask students to scan the text for any unfamiliar vocabulary. Ask other students in the class to explain or, if there is no easier way to supply the meaning, translate each word.
- Students make notes about their diet for a typical school day. Put them together in groups of three to four to discuss their diets and decide who has the best and the worst diet in each group. Have the groups report back to the class. Who has the healthiest diet in the whole class?

**LANGUAGE NOTE** In some other languages, *marmalade* is the generic word for fruit jam. In English, it is specifically used to describe jam made from citrus fruits, especially oranges. Marmalade is usually eaten on toast for breakfast.

# Listening and speaking

# Exercise 3a 🛞 2.7 Audio script pT88

- Read the instructions and explain what a nutrition expert is (a person who specializes in analysing people's diet from the point of view of health). Read through the expressions in the box and elicit or pre-teach them.
- Play the recording for students to listen and mark the things that are mentioned. Ask them to compare their answers in pairs before you check them with the class.

## **ANSWER KEY**

The expert mentions a balanced diet, vitamins and minerals, meals, sugar, protein, and fat and salt.

# Exercise 3b

- Students match their answers from exercise 3a with the three teenagers.
- Ask them to compare their answers in pairs before you check them with the class.

## ANSWER KEY

Johnny: vitamins and minerals, fat and salt Emma: meals, protein Gabi: a balanced diet, sugar

# Exercise 3c 🔞 2.7

- Play the recording again for students to listen and make notes about the expert's advice for the three teenagers.
- Allow two or three minutes for students to expand their notes into full sentences, and then ask them to compare their answers in pairs before you check them with the class. Get students to write their answers on the board these will be their models for exercise 3d.
- Ask the rest of the class to listen and check and correct the answers as necessary.

# **ANSWER KEY**

**Johnny:** He shouldn't eat so much junk food. He eats too much fat and salt. He doesn't eat enough fruit and vegetables. He should eat five portions of fruit and vegetables to get the vitamins and minerals he needs.

**Emma:** She doesn't eat enough. She shouldn't miss meals, especially breakfast. She doesn't eat enough protein. She should eat plenty of cheese, eggs and beans to get more protein.

**Gabi:** She eats quite a balanced diet. She eats too much sugar. She should eat fruit instead of cakes, sweets, biscuits and chocolate bars.

# Exercise 3d

- Students work in pairs.
- Ask students to look back at their answers for exercise 2 and show it to their partners. They should give each other at least four pieces of advice: something the person should do, something he or she shouldn't do, what they eat too much of, and what they don't eat enough of.
- Monitor their correct use of the modals.
- Elicit some suggestions from a number of pairs, and ask the rest of the class to comment on the advice.

# **Optional extra**

Ask students to make one promise about their diet, for example: *I'm going to eat less junk food*. They should tell this to their partner, but they don't have to tell anyone else. Set a target date, say, two weeks or a month away, and then get the pairs back together again to check if they have kept their promises. The emphasis in this activity isn't on language practice, but on personalizing the content from the lesson as well as making students aware that their diet is an important area of their lives which is entirely within their own control.

# Vocabulary

# **Problems and treatments**

# Exercise 4a 🛞 2.8 Audio script pT88

- Ask students to look at pictures 1–10.
- Play the recording for students to listen and find the expressions they hear. Elicit translations for each one.

# **ANSWER KEY**

Pictures: 7, 10, 6, 1, 9, 3, 2, 5, 8, g, j, h, a, i, e, c, d, f, b

# **Exercise 4b**

- Read aloud the words for treatments in a–j and ask students to listen and repeat.
- Students work individually to match the treatments with the problems.
- Ask them to compare their suggestions in pairs before you check them with the class. There is often more than one possible treatment for a problem.

## POSSIBLE ANSWERS

**a** 2, 6, 9, 10 **b** 3 **c** 2, 4, 9, 10 **d** 1 **e** 1, 4, 8 **f** 7, 8 **g** 2, 4, 7, 9 **h** 7 **i** 3, 5 **j** 9, 10

# Listening and speaking

# At the doctor's

# Exercise 5

• Ask students about their last visit to the doctor's. Elicit the problems and the treatments suggested. Put any useful new vocabulary under the headings *problems* and *treatments* on the board for students to copy.

# Exercise 6a (5) 2.9 Audio script pT88

- Read the instructions and the questions together. Clarify that students will have to answer both questions for each dialogue.
- Play the first recording, twice if necessary, and allow some time for students to answer the questions; then play the second recording, twice if necessary, and again, allow time for answers.
- Check answers with the class.

# ANSWER KEY

Kate: 1her wrist2it's swollenJack: 1his eye2it's red and itchy

# Exercise 6b 🔞 2.9

• Play the recording again for students to complete a copy of each card in their exercise books. Check answers.

# **ANSWER KEY**

# Patient 1 (Kate)

**Problem:** hurt her wrist playing tennis, it is swollen and painful **Diagnosis:** sprained wrist **Treatment:** send patient for an X-ray and put arm in a sling

# Patient 2 (Jack)

Problem: eye is sore, red and itchyDiagnosis: infection in the eyeTreatment: drops in the infected eye four times a day, one tablet twice a day

# **Optional extra**

Students use the information in the completed cards to take turns as the doctor or the patient in a role-play of the dialogues from exercise 6. Encourage them to use their own words rather than try and replicate the original recording. If necessary to refresh their memories, play the recording through once before they begin practising.

Walk around and monitor as they practise. Get a few pairs to perform in front of the class. Ask the rest of the class to listen and check if they've missed out anything important.

# Exercise 7a

• Students match the expressions. Ask them to compare their answers in pairs before you check them with the class.

# ANSWER KEY

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

# Exercise 7b

- Students work in groups of four to brainstorm ideas for each picture. Suggest that they make cards like those in exercise 6b to help them prepare.
- Pair up students from different groups to take turns to role-play pictures 1 and 2 as patient and as doctor. Then ask students to switch partners again to role-play pictures 3 and 4 with a different partner. Walk around and monitor.
- Ask some pairs to perform their role-play in front of the class. If they are willing, encourage them to act out the examination rather than just say their lines.

# **Revision idea**

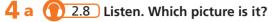
Students work in groups to put together a health report on themselves. Ask them to discuss good and bad points about their diets and talk about how often and why they went to see the doctor in the past year. They may also like to talk about how much exercise they are getting. Get groups to summarize their findings and decide how healthy they think they are.

Get each group to report back to the class, and the rest of the class to listen and make suggestions about what they think the students in the report should try to do differently in the future to get healthier.

digi=zaban.ir 3C: Grammar • relative pronouns • *should / might* • relative clauses • agreeing and disagreeing



# **Problems and treatments**





#### It's bleeding. 1



2 It's painful. / It hurts.



3 It's a bit red



4 It's swollen.



5 It's itchy.



6 It's sore.



7 It's broken.



8 I've sprained my elbow.

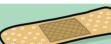


9 I've got an infection.



10 I've got a temperature.

tablets / capsules а **b** drops c an injection



d a plaster



e a bandage



f a sling



g an X-ray

h a cast



ointment / cream



a prescription i

# Listening and speaking

- 5 When did you last go to the doctor's? What for? What treatment did the doctor give you?
- **6** a **1** 2.9 Listen to two conversations at the doctor's. Answer the questions.
  - 1 Which part of the patient's body hurts?
  - 2 What's wrong with it?

# **b (**) 2.9 Listen again. Copy and complete the cards.

PATIENT 1	PATIENT 2
Problem:	Problem:
Diagnosis:	Diagnosis:
Treatment:	Treatment:

# **7** a Match the halves of the expressions.

- 1 What seems to be 2 How long has it
- **a** in your eye. **b** the problem?
- **c** a prescription.
- 4 I'll give you

3 Can you

- 5 Put the drops
- e been like this? f see me.
- 6 Take one tablet
- 7 It should be 8 Come back and
- **g** twice a day.

d all right in 3 or 4 days.

h move it?

# **b** Work with a partner. One person is the doctor and the other is a patient. Make dialogues for these problems.









# The tickets

**a** What happened to Andy in the last episode of 'Kids'? Look back and check your ideas.

**b 1**2.10 Read and listen to the story. Look at these words. Who feels like this? Why?

tired pleased excited disappointed

# **2** Correct the sentences.

- 1 The kids are doing their exams this week.
- 2 Tara's tired because it was busy in the shop.
- 3 Andy looks unhappy.
- 4 He says he's got some bad news.
- 5 He's won a raffle in a magazine.
- 6 The prize is four tickets for a football match.
- 7 Tara doesn't want to go to Wimbledon.
- 8 The tickets are for Thursday evening.
- **9** Lily and Mike say that they can go.



Lily Hi, Andy. How was your day at the sports centre? Did you actually do any work? Andy Yes, but I'll tell you all about it later. First, I've got some great news. Mike What's that? Andy You know the tennis competition that I was in a few weeks ago? Tara Yes. You came third. Andy Well, the names of all the people who took part in the competition were put into a raffle. And I've won. Lily Wow! What's the prize? Andy That's the best part. It's four tickets for Wimbledon. That's one each. Mike Wow! Great! I love watching tennis. Tara Oh, I'm really excited. I've always wanted to go to Wimbledon. Lily So have I.



The kids are doing their work experience this week.

Tara How was your first day?
Mike It was great. I really enjoyed it.
Lily So did I.
Tara It was very busy at the restaurant. I'm really tired.
Lily So am I.
Mike Oh, I'm not.
Lily Well, you don't have to stand up in an office all day. You do in a hotel.
Mike That's true.
Tara Oh, here's Andy. He looks pleased.



Mike When are the tickets for?
Andy They're for Wednesday afternoon.
Lily What? This Wednesday?
Andy Yes.
Tara Haven't you forgotten something? We're all doing work experience this week.
Mike Yes. I can't go.
Lily Neither can I.
Andy But this is a chance of a lifetime!
Lily Oh, I feel really disappointed now.
Mike So do I.

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# The tickets

## **Exercise** 1a

• Elicit the events from the previous episode of 'Kids'. What happened last time? (Andy failed his French test and had to show his Geography project to his form teacher. Tara lent Andy her own project, so he could show it to the teacher.) Where is each of the kids doing their work experience? Elicit any further details students remember about the story.

# Exercise 1b 🚳 2.10

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Students look at the photos. Ask them to say where they think the students are, and what they might be talking about.
- Check comprehension of the adjectives in the box.
- Play the recording for students to read and listen to the story and match the feelings to the characters. There may be more than one character for each feeling.
- Ask students to quote the relevant passage from the story to justify their choices as you check answers.

#### ANSWER KEY

Tara and Lily are tired. Tara was very busy in the restaurant, and Lily was standing up all day in the hotel. Andy is pleased because he won four tickets for Wimbledon. They are all excited about going to Wimbledon. Mike, Tara and Lily are disappointed because they think they can't go to watch the tennis after all.

## Exercise 2

- Elicit or pre-teach *raffle* (a prize competition where people buy tickets which are then put into a box and a winner is selected through a random draw). The word *tombola* has a similar meaning in English, and is often used in other languages for *raffle* as well.
- Students read the story again and work out what is wrong about each sentence. Then they rewrite the sentences to make them true. Remind students not simply to make the statements negative, but to correct the factual errors.
- Students compare in pairs before you check with the class.

## **ANSWER KEY**

- 1 The kids are doing their work experience this week.
- 2 Tara's tired because it was busy in the restaurant.
- 3 Andy looks pleased.
- 4 He says he's got some great news.
- 5 He's won a raffle <u>after his tennis competition</u>.
- **6** The prize is four tickets for <u>Wimbledon</u>.
- 7 Tara has always wanted to go to Wimbledon.
- 8 The tickets are for <u>Wednesday afternoon</u>.
- 9 Lily and Mike say they <u>can't</u> go / <u>have work experience</u> <u>that day</u>.

# Exercise 3a

- Elicit ideas for the end of the story. Ask students who they think might go to Wimbledon, and ask them why they think so.
- You may like to get students to brainstorm their ideas in groups, and then report back to class.

## Exercise 3b 🛞 2.11 Audio script pT88

• Play the recording for students to listen and check their ideas. Did any of them guess the end of the story?

# Exercise 3c 🚳 2.11

• Play the recording again for students to listen and answer.

# **ANSWER KEY**

- 1 Yes.
- 2 Tara arrives last because she was busy in the restaurant.
- 3 a Lily b Mike c Tara

## Exercises 3a, 3b, 3c

See page T38

# **Everyday English**

# **Useful expressions**

# **Exercise 4a**

• Students match the expressions without looking back at the story, and then scan the story again to check their answers. All of the expressions appear on page 38.

## **ANSWER KEY**

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

## **Exercise 4b**

• Elicit translations for each expression in exercise 4a.

# Agreeing

## Exercise 5a

- Students complete the dialogues without looking back at the story, and then read it again to check their answers.
- To check comprehension, say *I'm speaking English now*, and elicit *So are we*, then *I'm not at home*, to elicit *Neither are we*.

#### **ANSWER KEY**

1 So have I. 2 Neither can I.

## **Exercise 5b**

• Elicit the rules and complete the box.

#### **ANSWER KEY**

We use *So* to agree with a <u>positive</u> statement. We use *Neither* to agree with a <u>negative</u> statement.

## Exercise 5c

• Elicit the rule from the example.

# ANSWER KEY We use *do* for the present simple and *did* for the past simple.

- Exercise 5d
- Students look through the story to find further examples.

#### **ANSWER KEY**

I really enjoyed it. So did I; I'm really tired. So am I.

## Exercise 6

• Students match the statements and responses, then compare in pairs before you check with the class.

## **ANSWER KEY**

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

## Disagreeing

## Exercise 7a

• Students complete the dialogue without looking back at the story, and then scan the story to check their answer.

• Elicit the rule: to disagree with either a positive or negative statement, we say *Oh*, to start our response, and we use the appropriate auxiliary with the opposite meaning.

# ANSWER KEY

Oh, l'm not.

# Exercise 7b

- In pairs, students take turns to read the statements from exercise 6 and respond. Walk around and monitor.
- Check answers with the class.

## ANSWER KEY

- 2 Oh, I haven't. 3 Oh, I can. 4 Oh, I / we didn't.
- 5 Oh, I'm not. 6 Oh, I was. 7 Oh, I won't. 8 Oh, I am.

## Exercise 8 (5) 2.12 Audio script pT88

- Tell students they are going to hear eight statements. Focus on the example. Play the first statement, and then ask students to read the first response, then play the statement again, and ask them to read the second response.
- Play the rest of the recording. If you want to focus on drilling the form of both responses, you can tell students to agree with all the statements first, then play the recording again for them to listen and disagree with each statement.
- Alternatively, you can just play the recording once and ask students to give true answers each time.
- A third option is to use a hand signal, for example thumb pointing up for agreeing, and down for disagreeing as you play each statement, and students should respond accordingly.

## ANSWER KEY

- **2** So can I. / Oh, I can't.
- 3 Neither have I. / Oh, I have. 7 So will I. / Oh, I won't.
- 6 Neither did I. / Oh, I did.7 So will I. / Oh, I won't.
- **4** Neither do I. / Oh. I do. **8** So am I. / Oh. I'm not.
- 5 So was I. / Oh, I wasn't.

## **Exercise 9**

- Make sure that students understand the task.
- In pairs, they take turns to make true statements and respond with their agreement or disagreement. Monitor the use of *So* and *Neither*, and the expressions for disagreement. Get a few pairs to repeat the task in front of the class.

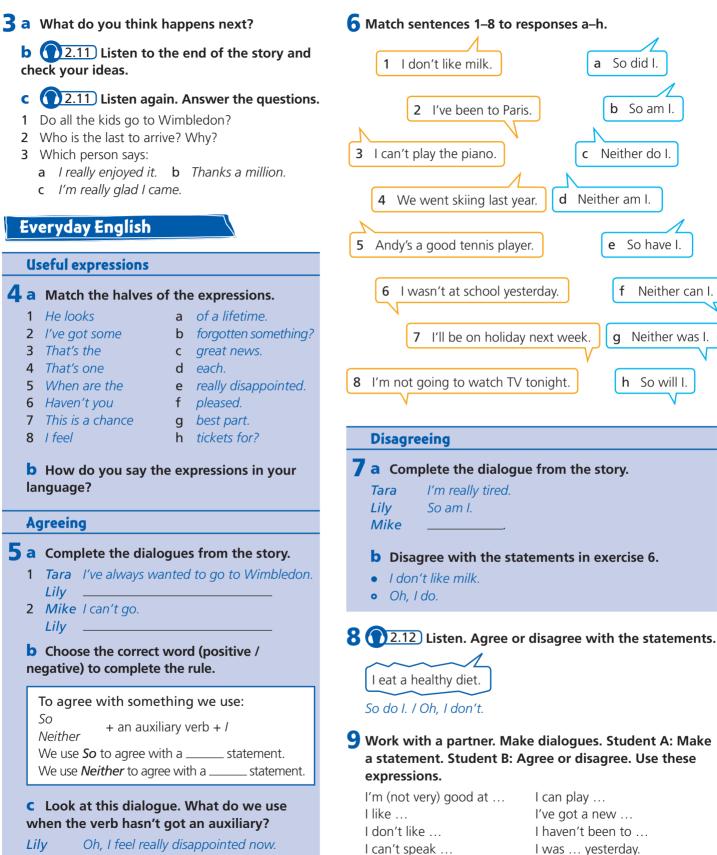
# **Optional extra**

In groups of four, students practise acting the story. Get one or two groups to perform in front of the class.

# **Revision idea**

Students work in pairs to make statements about the characters in the 'Kids' story. Their partner should respond, expressing agreement or disagreement. For example: A *Andy doesn't take school seriously*. B *Neither do I*. or A *Andy's good at tennis*. B *Oh, I'm not*. Monitor the activity. Ask a few pairs to perform one or two exchanges in front of the class.

More practice Workbook pp30–31 Teacher's Resources Unit 3 IELTSMatters.com



I'm going to ... tomorrow

B Neither am I. / Oh, I am.

A I'm not very good at Maths.

I ... last Saturday.

Mike So do I.

**d** Find more examples of *So* and *Neither* in the story.



Where does it take place?

**b** Which of the events are the oldest in the world?

# **SPORTS** events

- 1 The last football match of the season in England is always the FA Cup Final (FA stands for Football Association). This takes place at Wembley Stadium in London in 1\_\_\_\_\_\_. Every football team in the country joins the competition. The winners are usually one of the top teams, like Liverpool, Chelsea or Manchester United, but sometimes one of the smaller teams wins. The FA Cup is the oldest football competition in the world. The first FA Cup final was in 2\_\_\_\_\_\_.
- 2 The Boat Race takes place in spring usually in 3\_\_\_\_\_\_. Two boats of eight rowers from Oxford University and Cambridge University race each other on the River Thames in London. The first race was in 4\_\_\_\_\_.
- 3 Every year since <sup>5</sup>\_\_\_\_\_, thousands of runners have taken part in the London Marathon. The fastest runners complete the 26 miles (42 kilometres) in less than two and a half hours, but other people take several hours or even days to finish. The race takes place in <sup>6</sup>\_\_\_\_\_.



- C C
- 4 The Wimbledon Championships is the oldest and most famous tennis tournament in the world, so all the top tennis players are there. The first tournament was in <sup>7</sup>\_\_\_\_\_\_ and it's the only big tournament that's on grass. Wimbledon is in southwest London. The tournament starts towards the end of <sup>8</sup>\_\_\_\_\_\_ and lasts for two weeks. Traditionally, people eat strawberries and cream at Wimbledon. Every year they eat over 30,000 kilograms of strawberries.





# Culture

# **Sports events**

# Cultural materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 3 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

# Exercise 1a

- To introduce the topic, ask students if they have ever attended any sports events. What were they? Did they enjoy them? Are they important events, and if so, how are they important?
- Focus on the photos and elicit the names of the sports they show. Then ask students to try and identify the famous events. Accept any reasonable guesses, but don't give away the answers.
- Students look through the text quickly to match the photos and check their predictions. Elicit what else they know about the events.

# **ANSWER KEY**

1 d (FA Cup Final) 2 c (the Boat Race) 3 b (the London Marathon) 4 a (Wimbledon)

# Exercise 1b 🚳 2.13

- Play the recording for students to read and listen, and to complete the text with the missing months and years.
- Ask students to compare answers in pairs.

# Exercise 1c 🛞 2.13

• Play the recording again and check answers.

# **ANSWER KEY**

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

# Exercise 2a

- Divide the class into four groups, and assign one event to each group. Students copy the chart and each group works together to find the information to complete it.
- Students make three more copies of the blank chart.
- Make new groups of four, comprising members of each previous group. Ask students to share the information with one another, and complete the charts for all the events.
- Check and collate all the information in a summary chart on the board, showing all four events.

# ANSWER KEY

FA Cup Final: football; 1872; May; Wembley Stadium Boat Race: rowing; 1829; March; River Thames London Marathon: running; 1981; April; streets of London Wimbledon: tennis; 1877; June; Wimbledon in south-west London Optional extra

With books and exercise books closed, test students by quoting facts from the chart and eliciting the name of the event they refer to. For example, say *1981* to elicit *the London Marathon*, or *the River Thames* to elicit *the Boat Race*, and so on.

# Exercise 2b

• Students read the text again to answer the question.

# ANSWER KEY

The FA Cup and Wimbledon.

# Exercise 3 (5) 2.14 Audio script pT88

- Tell students they are going to hear Emma, George, Lucy and Max talking about their favourite sports event.
- Ask them to read the two questions to find out what information they should be looking for.
- Play the recording, twice if necessary, for students to listen and answer the questions. Pause the recording after each speaker to allow students time to write down their answers.
- Students compare in pairs before you check with the class.

# ANSWER KEY

Emma: 1 Boat Race; 2 Her dad studied at Oxford and her mum studied at Cambridge, so it's a family thing.
George: 1 London Marathon; 2 It's great fun, and he can watch it with his friends from his bedroom window.
Lucy: 1 Wimbledon; 2 She plays tennis a lot, and she would love to play at Wimbledon one day.
Max: 1 FA Cup final; 2 Three years ago, their local team reached the Final and Max's dad took him to Wembley Stadium to watch it.

# Exercise 4

• Students make a list of important sports events in their country. Each student chooses one event to complete a chart like the one in exercise 2a. Then they use their information charts to write a paragraph about their chosen event for homework.

# **Optional extra**

Ask students if they know any other major UK sports events, and what they know about them (for example, the British Open golf tournament, the British Formula 1 Grand Prix, the Grand National or the Royal Ascot horse races).

You can also ask about major world sports events (for example, the FIFA World Cup, the other tennis Grand Slam tournaments, The Stanley Cup in ice hockey, the Super Bowl in American football).

As a research project, you could ask students to find information and prepare a short informative paragraph about one of the events mentioned for extra credit.

More practice Teacher's Resources Unit 3

# **English Across the Curriculum**



# **Background information**

Vitamins are essential organic compounds required by living organisms. Although the ancient Egyptians were aware of the benefits of using fish oil (a source of vitamin A) to prevent some vision problems, and from the mid-18th century ocean-faring ship crews were required to eat citrus fruits to prevent scurvy (a condition connected to lack of vitamin C), vitamins themselves were only identified specifically in the early 20th century. Vitamin B1 was the first to be discovered in 1910, and vitamin B9 the last in 1941. There are thirteen different types of vitamins: A, C, D, E, K and eight different variants of vitamin B.

Vitamin K is not described in the article. It is a fat-soluble vitamin mainly found in green, leafy vegetables (like kale, spinach, broccoli, Brussels sprouts or cabbage) and it aids blood circulation.

# **Exercise** 1a

- Divide students into groups of four or five, and give them two minutes to write down, in a short, bullet-point format, all the facts they know about vitamins or minerals.
- Ask the group with the fewest bullet points to read their facts, and so on. Ask the rest of the class to listen and add any facts they didn't have to their own lists. Keep going until all the facts have been collated.

# Exercise 1b 🚳 2.15

- Play the recording for students to read and listen and check their ideas. Were any of their ideas wrong? Did they learn anything surprising?
- Read the joke at the top of the text. Is there a connection between carrots and good eyesight, according to the text? (*yes*)

## **Exercise 2**

- Students read the text again and decide on their own about each statement.
- Ask them to compare their answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 False. 2 False. 3 True. 4 True.
- 5 False. 6 Doesn't say. 7 Doesn't say. 8 True.

#### **Exercise 3**

 Elicit or pre-teach contain, store, muscle, absorb and the words for chemical elements: calcium (Ca), iron (Fe), oxygen (O), magnesium (Mg), phosphorus (P), potassium (K) and zinc (Zn). Ask students if the minerals have similar or different names in their own language.  Students work on their own to complete the chart in their exercise books about each vitamin in the text (A, B, C, D and E). Ask them to compare their answers in small groups of three to four. Then check answers together.

#### ANSWER KEY

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

#### **Exercise 4**

• Students continue working in their groups to discuss their lunch the previous day, and analyse their meal from the point of view of the vitamins and minerals it contained. Who in each group had the healthiest / least healthy meal? Have each group report back to class.

#### **Exercise 5**

• Students complete the sentences and compare answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 store
- 2 contain
- 3 carries
- 4 get
- 5 provides
- 6 absorb

## **Optional extra**

Students look back at the text about teenagers' diets on page 36 in lesson C, and then answer the following questions for each person.

- 1 Is this person getting enough vitamins and minerals? What type of vitamins and minerals do they get?
- 2 Why are they not getting some of the vitamins and minerals they need?
- 3 What else should they eat?

## More practice Teacher's Resources Unit 3

# **English Across the Curriculum**

# Biology: vitamins and minerals

How do you know that carrots are good for your eyes?

1 a What do you know about vitamins and minerals?

**b** 2.15 Read and listen to the text. Check your ideas.

# 2 Are the statements true or false, or doesn't it say?

- 1 We get all our vitamins from food.
- 2 Junk food doesn't contain vitamins or minerals.
- 3 Your body can't store vitamin C.
- 4 Iron and zinc are minerals.
- 5 We get most of our minerals from fruit.
- 6 The most important B vitamin is B12.
- 7 You need two hours of sunshine to get enough vitamin D.
- 8 Eggs contain vitamins A, B, D and E.

# 3 Copy and complete the chart.



4 Think about your lunch yesterday. What did you have? What vitamins and minerals did it contain?

# **5** Complete the sentences with these verbs.

absorb store contain provides carries get

- 1 Your body can \_\_\_\_\_ vitamins A, D and E.
- 2 Fish and meat \_\_\_\_\_\_ a lot of minerals.
- 3 Blood \_\_\_\_\_ oxygen to your muscles.
- 4 Your body can \_\_\_\_\_\_ vitamin D from sunshine.
- 5 A balanced diet \_\_\_\_\_\_ enough vitamins and minerals.
- 6 Bones \_\_\_\_\_ calcium.

# VITAMINS AND MINERALS

Well, you never see a rabbit wearing glasses!

Vitamins and minerals are very important when you're a teenager, because your body is growing. We get almost all of them from the food that we eat. One of the reasons why junk food is bad for you is that it doesn't contain a lot of vitamins and minerals.

There are two kinds of vitamins:

- vitamins which your body can store, for example A, D and E.
- vitamins which your body can't store, such as B and C.You need to eat these vitamins every day.

The two most important minerals are calcium and iron. You need calcium for strong bones and teeth. Iron helps your blood to carry oxygen around your body. Other important minerals are magnesium, potassium and zinc. Most people get their minerals from meat and fish. If you're a vegetarian, you should eat plenty of eggs, cheese and beans to get your minerals.

We get vitamin A from orange fruit and vegetables, like carrots, peppers, peaches and pumpkins, and from dark green vegetables, like spinach. This vitamin is good for your skin and your eyes. You also find vitamin A in eggs and milk.

There are a lot of different B vitamins (for example B2 and B12). They are important for energy. They help your blood to carry oxygen to your muscles. Bread, fish, meat, eggs and beans all contain vitamin B.

You get vitamin C from fruit, such as oranges, grapefruit and tomatoes, and from vegetables, like cabbage and broccoli. Potatoes contain vitamin C, too. It's good for your skin and it fights infections.

Vitamin D is unusual as it's the only vitamin that you can get from sunshine. You also get it from fish and eggs. Vitamin D is important for teeth and bones, because it helps your body to absorb calcium.

Some important parts of your body, for example your liver and your lungs, need vitamin E.We get it from bread, green vegetables, eggs, nuts and oily fish, like sardines and salmon.

# Revision

# Grammar

# a Match the phrases to the relative clauses.

- 1 This is the boy-
- a leat in one day.
- 2 That's the bus **b** I want to buy.
- **3** My sister's the girl **c** the nutritionist gave us.
- 4 That's the DVD
  - d I take to school.
- 5 I'm looking after the dog e Jack's going out with.
- 6 These are all the things **f** I admire.
- 7 My granddad is a man **g** lives next door.
- 8 I follow the advice
- h belongs to our neighbour.

# **b** Write the complete sentences. Use *that*.

1 This is the boy that lives next door.

# **c** Change *that* to *who* or *which*.

1 This is the boy who lives next door.

# **2** a Write some advice about these things. Use You should or You shouldn't.

- 1 sunscreen You should put on sunscreen when you're in the sun for a long time.
- 2 your MP3 player 6
  - 6 breakfast 7 exercise
- 3 fruit and vegetables4 junk food
- 8 protein
- 5 shoes
- 8 protein9 sleep
- **9** sl
- **b** Compare your ideas with a partner.

# **3** What might happen in these situations? Write sentences with *might*.

- 1 Someone has left a laptop on the seat of their car.
- 2 It's getting very cloudy.
- 3 You're bending over to lift something that's heavy.
- 4 Some boys are playing football near a window.
- 5 Someone has left a pair of shoes on the stairs.
- 6 A girl is riding her bike very fast.

# **4** a Make a sentence with each of these expressions.

5 I was ...

- **1** I can't ...
- 2 I don't ... 6 I haven't got ...
- **3** l'm ...
- 7 I went ...
- 4 I usually ... 8 I've seen ...

# **b** Work with a partner. Make dialogues to agree or disagree.

- I can't play the violin.
- Oh, I can. / Neither can I.

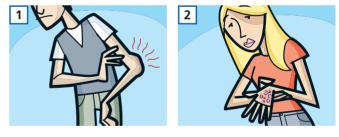
# Listening and speaking

# **5** a **1**2.16 Look at the dialogue. Listen. Some parts of the dialogue are different. Underline them.

Doctor	Good morning. What can I do for you?
Patient	My throat's very sore.
Doctor	I see. Well, I'll just have a look at it. Yes, it's
	very red. How long has it been like this?
Patient	About two days.
Doctor	Well, you've got an infection there. I'll give
	you a prescription for some tablets. Take
	one tablet four times a day.
Patient	Thank you.
Doctor	It should be better in about two or three
	days. If not, come back and see me.
Patient	Thank you, Doctor. Goodbye.
Doctor	Goodbye.
	-

**b 1**2.16 Listen again and change the dialogue.

- **c** Read the new dialogue with a partner.
- 6 Work with a partner. One of you is the doctor and the other is the patient. Make dialogues for these problems.



# Study skills

# Learning vocabulary

# It's a good idea to test yourself on vocabulary. Try this:

- Make some small cards, about 6 cm x 3 cm.
- On one side of each card, write an English word. On the other side, write a translation or draw a picture to show the meaning.
- Test yourself. Take twenty cards. Look at one side of a card. Try to give the word or the meaning on the other side. If you know it, put it to one side. If you don't know it, learn it and put it back in the pack.
- Go through your cards again until you have no cards left in the pack.



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# Revision

# Grammar

## Exercise 1a

• Students work on their own to match the sentence beginnings to the relative clauses. Ask them to compare their answers in pairs.

#### ANSWERKEY 2 d 3 e 4 b 5 h 6 a 7 f 8 c

## **Exercise 1b**

- Students write the complete sentences, adding *that* as a relative pronoun.
- Check answers with the class.

# ANSWER KEY

- 2 That's the bus that I take to school.
- 3 My sister's the girl that Jack's going out with.
- 4 That's the DVD that I want to buy.
- 5 I'm looking after the dog that belongs to our neighbour.
- 6 These are all the things that I eat in one day.
- 7 My granddad is a man that I admire.
- 8 I follow the advice that the nutritionist gave us.

# Exercise 1c

• Do this exercise orally. Ask students to read out the sentences, but replace *that* with *who* or *which* in each sentence, as appropriate.

## ANSWER KEY

2 which 3 who 4 which 5 which 6 which 7 who 8 which

## Exercise 2a

• Students write their own advice for each topic.

## **Exercise 2b**

• Students compare their ideas in pairs. Ask a different student to report back with their ideas on each topic to check answers. Invite comments from the class.

# Exercise 3

- Students read the situations and write predictions with *might*.
- Students compare their answers in pairs. Each pair should agree on which of their predictions is better. Get one or two students to share their sentences for each situation, and invite comments from the rest of the class.

## **Exercise 4a**

• Students use the cues to write about themselves.

## **Exercise 4b**

• Students work in pairs, and take turns to say their statements and to agree or disagree. Monitor the correct use of So / Neither and Oh, I ...

# Listening and speaking

# Exercise 5a 🛞 2.16

- Audio script: see answer key for ex 5b
- Ask the class to read the dialogue quickly to discover the problem, the diagnosis and the treatment, as in exercise 6 on page 37.
- Explain that some of the details in the recording are different from the dialogue in the book.
- Play the recording for students to listen and underline.

# Exercise 5b (2.16 Audio script: see answer key

- Play the recording again, twice if necessary, and pausing after each couple of exchanges to give students time to make the corrections in the dialogue.
- Students compare in pairs before you check with the class.

## **ANSWER KEY**

**Doctor** Good morning. <u>What seems to be the problem</u>? **Patient** My <u>ear hurts</u>.

**Doctor** I see. Well, I'll just have a look at it. Yes, it's <u>a bit</u> red. How long has it been <u>painful</u>?

Patient About <u>three</u> days.

**Doctor** Well, you've got an infection there. I'll give you a prescription for some <u>drops</u>. <u>Put them in</u> four times a day. **Patient** Thank you.

**Doctor** It should be better in <u>a couple of</u> days. If not, come back and see me.

**Patient** Thank you, Doctor. Goodbye. **Doctor** Goodbye.

## Exercise 5c

• In pairs, students practise role-playing the corrected dialogue. Ask one or two pairs to perform the dialogue in front of the class.

# Exercise 6

- In pairs, students make up two dialogues, taking turns to play the doctor or the patient for each of the problems in the pictures. Walk around and monitor their preparation.
- Get one or two pairs to perform one of their dialogues in front of the class for each picture.

# **Study skills**

## Learning vocabulary

- Put the class into an even number of teams and divide the cards between them.
- Teams take turns to guess each other's cards. One student can only make one guess for each card. The team with most correct guesses is the winner.

# digi-zaban.ir Your Project



## **Giving examples**

## Exercise 1a

• Ask students to study the table.

#### **Exercise 1b**

- Focus on the two sentences. Elicit in which parts of each sentence the examples are given. What are they examples of?
- Ask students to say why they think the examples are in these positions (they are placed next to the thing they are examples of).

## Exercise 1c

• Students look through the text on page 41 and find other sentences with examples.

#### **POSSIBLE ANSWERS**

- ... vitamins which your body can store, for example A, D and E.
- ... vitamins which your body can't store, 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 (for example B2 and B12). You get vitamin C from fruit, such as oranges, grapefruit and tomatoes, and from vegetables, like cabbage and broccoli.

## Exercise 2

- Before they begin, check that students understand what they are going to give examples of in each sentence. Students use their own ideas to complete the sentences.
- Elicit some answers for each sentence, checking the correct use of linking phrases and the positioning of examples.

# **Project task**

- Read the instructions together.
- Each student selects one or more topics. Put students who chose the same topic together in groups to brainstorm ideas for what to include in the project. Groups should also discuss ideas for sources of information and pictures.
- Students prepare their project individually. They should write between six and ten pieces of advice, explaining why the suggestions should be followed. They should also find or draw pictures to illustrate the points they make.
- Instead of oral presentations, have a class exhibition of all the leaflets, and get the students to move around the class looking at each other's work.
- Ask each student to select their favourite piece of advice from the exhibition, and then get some feedback to find out which suggestions were most popular with students.
- Finally, have a class vote on the best project.

# Song

# Ain't Got No

# **Background information**

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.

# Exercise 1a 🚳 2.17

- Students read through the song lyrics quickly to check for any unfamiliar vocabulary. Elicit the meanings from other students or encourage students to look up words in a dictionary.
- Play the song for 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.

# Exercise 1b 🛞 2.17

- Play the recording again for students to listen and complete the missing words. You may want to pause the recording after each line with a gap to allow students time to write down their answers especially in the fourth verse, where the gaps are very close together.
- Students compare in pairs before you check with the class.

## **ANSWER KEY**

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

## Exercise 2a

- Play the song again for students to listen and make a note of words with /p/, /A/ and /əu/. You could say each sound beforehand with exaggerated lip movement to remind students about the differences in the way they're formed.
- Students complete the chart in their exercise books. Tell them that one word will need to appear in two categories.

# Exercise 2b 🛞 2.17

• Play the song again for students to check their answers.

## **ANSWER KEY**

/ɒ/: got, nobody, gonna /ʌ/: money, mother, culture, love, tongue, blood /əʊ/: no, home, token, nobody, nose, soul, toes

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# Your Project

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# Develop your writing

## **Giving examples**

**a** Look at the different ways we can give examples.

We need minerals,	like such as for example	iron, calcium and zinc.
----------------------	--------------------------------	----------------------------

# **b** Read the sentences. Where do the examples go in the sentences? Why?

- 1 Some important parts of your body, for example your liver and your lungs, need vitamin E.
- 2 We get it from bread, green vegetables, eggs, nuts and oily fish, like sardines and salmon.

# **c** Find other sentences with examples in the text on page 41.

# **2** Add two or three examples to each sentence.

- 1 On work experience, pupils work in a lot of different places.
- Sports events get some of the biggest TV audiences.
- 3 Junk food is bad for you.
- 4 You shouldn't leave valuable things in a car.
- 5 A lot of people are important in your life.
- 6 Some school subjects are quite hard.
- 7 I use my computer for a lot of things.

# **Project task**

## Make a leaflet on teenage health.

- 1 Choose one or more topics, for example food, exercise and school.
- 2 Make some rules for living a healthy life. Try to use these expressions: You should / shouldn't ... ... is bad for you, because ...
  - You need ..., so ...
  - 100 meeu ..., so ...
  - such as ... / for example ... / like ...
- **3** Find some pictures to illustrate your ideas.

# Make a class display with all of your leaflets.

# Song

- a <u>12.17</u> Listen to the song. What does ain't got no mean?
  - **b** 2.17 Listen again and complete the missing parts of the body.
- **2** a Copy and complete the chart with words from the song.

/ɒ/	/ʌ/	/ວບ/
got		

# **b** (12.17) Listen again and check.

# Ain't Got No

Ain't got no home, ain't got no shoes. Ain't got no money, ain't got no class. Ain't got no skirts, ain't got no sweater. Ain't got no perfume, ain't got no fear. Ain't got no man.

Ain't got no mother, ain't got no culture. Ain't got no friends, ain't got no schooling. Ain't got no love, ain't got no name. Ain't got no ticket, ain't got no token. Ain't got no home.

What have I got? Why am I alive anyway? Yeah, what have I got? Nobody can take away.

I've got my hair, I've got my  $^{1}$ \_\_\_\_ I've got my brains, I've got my  $^{2}$ \_\_\_ I've got my eyes, I got my  $^{3}$ \_\_\_\_ I got my mouth, I got my  $^{4}$ \_\_\_\_ I got my tongue, I got my  $^{5}$ \_\_\_\_ I got my neck, I got my  $^{6}$ \_\_\_\_.

got my 7	, I got my soul.
got my 8	, I got myself.
got my <sup>9</sup>	, I got my hands.
got my 10	, got my legs.
got my 11	, I got my toes.
got my 12	, got my blood.

l've got life, l've got my freedom. l've got life, l've got life.

And I'm gonna keep it. I've got life. And nobody's gonna take it away. I've got life.

43

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# **King Arthur**

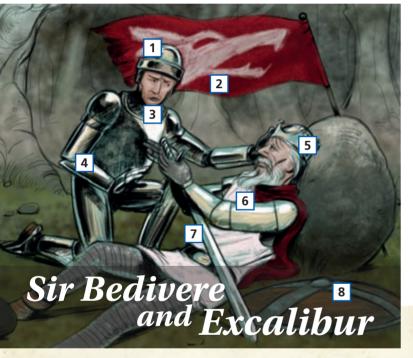
# Vocabulary

# **Medieval knights**

a Match these words to numbers 1–8 in the picture.

> a king a crown armour a helmet a flag a knight a sword a shield

# 2.18 Listen and check.



ong, long ago there lived a famous king. His name was L Arthur and he was the king of the Britons. King Arthur and his Knights of the Round Table fought many battles. Arthur's last battle was against his own son, Mordred, at Camlan. The armies started fighting early in the morning and the battle lasted all day. When they finished fighting, Mordred was dead and the king was badly wounded. Only one of Arthur's knights survived - Sir Bedivere.

After the battle of Camlan, Sir Bedivere took the wounded king to the island of Avalon. The island was in the middle of a lake. Arthur knew the lake well. He remembered the day when he received his magic sword, Excalibur, from the Lady of the Lake. 'That was a long time ago,' he thought. Then he said to Sir Bedivere: 'I need to return Excalibur to the lake before I die'. But he was too weak to move, so the knight offered to take the sword. 'Throw the sword out into the middle of the lake,' said the king. Sir Bedivere promised to do it.

# Comprehension

# **2** a **1**2.19 Read and listen to the story. Match the names to the descriptions.

- a Arthur's last battle 1 Arthur 2 Bedivere
  - **b** Arthur's son
- 3 Mordred
- c a Knight of the Round Table
- **4** Excalibur 5 Camlan

6 Avalon

- **d** an island in the middle of a lake
- e King of the Britons
- **f** Arthur's sword
- **b** What is happening in the picture?

# **3** a Read the story again. Put the sentences in the correct order.

- a The knight hid the sword in the bushes.
- **b** Arthur gave Excalibur to Sir Bedivere.
- c Sir Bedivere didn't throw the sword in the lake again.
- d King Arthur fought Mordred at Camlan.
- e Arthur decided to throw the sword into the lake himself.
- **f** The king was badly wounded in the battle.
- g Sir Bedivere took the sword to the lake.
- **h** The king told the knight to go back to the lake.
- i Sir Bedivere took the king to Avalon.

# **b** Why did Sir Bedivere take Excalibur to the lake? Why didn't he throw the sword in?

The knight stood on the shore of the lake and looked at Excalibur. It was such a beautiful sword. He couldn't imagine throwing it away. He decided to keep it. On the way back to the king, he stopped to hide the sword in the bushes.

'Have you done it?' asked King Arthur, when the knight returned.

'Yes, Your Majesty,' said Sir Bedivere.

The king smiled. 'Tell me,' he said. 'What did you see?' 'Nothing,' said the knight.

The king stopped smiling. 'You didn't throw the sword into the lake,' he said. 'Go back and do it.'

Sir Bedivere didn't want to throw the sword into the water, but he agreed to do it and went back to the lake. He picked up the sword and started to throw it, but he couldn't do it. He hid the sword again and went back to the king. Again the king asked him: 'What did you see?'

'Nothing happened,' he said. 'The sword just fell into the water.' King Arthur was very angry. He refused to believe the knight's story. 'I see that I must do it myself,' he said, and he tried to stand up.

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# Unit overview

**Grammar:** Verb + -ing or infinitive; There's someone / something + -ing; can see / hear someone / something + -ing

**Vocabulary:** Medieval knights; adjectives with *-ed* or *-ing*; useful expressions

**Skills:** Reading: comprehension questions, completing a quiz; Listening: predicting a story, true or false, a story in sounds; Speaking: retelling a story, describing a scene, ordering a meal, asking people to do things; Writing: describing your own life, describing a picture, writing a story

#### Culture: Robin Hood

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

**English Across the Curriculum:** Art: *The Fighting Temeraire* The English Across the Curriculum page should be studied at the end of the unit.

Study skills: Revising

**Your Project:** Develop your writing: punctuation Project: a legendary hero or heroine in your country

Song: Heroes

# **4A King Arthur**

# Vocabulary

# **Medieval knights**

# **Background information**

King Arthur is a legendary British ruler from the 5th or 6th century. His existence is debated by historians, and to date there is no definitive proof one way or another. Arthur's legend was made popular by the book *History of the Kings of Britain* by 12th-century author Geoffrey of Monmouth, and it was largely based on earlier Welsh and Breton legends. There is no single accepted version of the story, but most of the best-known details originate from Geoffrey's book. King Arthur continues to inspire works of fiction and art as well as film adaptations, all presenting different variations of the legend.

# Exercise 1a

- Ask students how much, if anything, they know about King Arthur's legend. Explain there are many versions of the legend, and they are going to read one of these.
- Elicit or pre-teach the meaning of the words in the box. Drill the pronunciation as well, if necessary, paying special attention to the silent consonants in *knight* and *sword*.
- Students match the words to the numbers in the picture.

#### Exercise 1b log 2.18 Audio script: see answer key

• Play the recording for students to listen and check.

#### **ANSWER KEY**

1 a helmet 2 a flag 3 a knight 4 armour

5 a crown 6 a king 7 a sword 8 a shield

# Comprehension

# Exercise 2a 🛞 2.19

- Play the recording for students to read and listen.
- Students then scan the story to find the names and match them to the descriptions.
- Check answers with the class.

# **ANSWER KEY**

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

# Exercise 2b

• Ask students to describe the scene in the picture. Ask: Who are the people? Where are they? What are they doing? How are they feeling? Why?

# **Exercise 3a**

- Elicit the meaning of *battle*, *bush*, *army*, *wounded* and *survive*. Encourage students to work meanings out from the context rather than look them up.
- Students read the story again and order the events.
- Students compare in pairs before you check with the class.

## ANSWER KEY

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

## **Exercise 3b**

- Discuss why students think Arthur didn't believe Sir Bedivere. Elicit any plausible suggestions. Students might suggest that Excalibur was a magic sword, so Arthur expected something magical to happen when it was returned to the lake.
- Ask them also to say why Sir Bedivere acted the way he did. Remind them that his reasons are explained in the story.
- Tell students they will find out what happened at the end of the story later in the lesson.

# **Optional extra**

Ask students to work in groups to make a comic strip out of the story. They don't have to be very artistic; stick figures would do just as well. Ask them to make a strip of 12 frames, and use each of the events from exercise 3a to fill the first nine frames. Then use the last three frames for their own ideas about the ending.

Display the comic strips around the class. Have a class vote on the best one.

# Grammar

# Verb + -ing or infinitive

# Exercise 4

- Read through the rules and the boxed verbs with the class.
- Students complete the sentences from the story. Make sure they realize that the verbs in the box are <u>not</u> those missing in the gaps.
- Ask students to check their answers against the story.
- Check answers with the class.

# **ANSWER KEY**

- 1 When they finished <u>fighting</u>, Mordred was dead. He couldn't imagine <u>throwing</u> it away.
- 2 Sir Bedivere promised <u>to do</u> it. He refused <u>to believe</u> the knight's story.
- 3 The armies started <u>fighting</u> early in the morning. He picked up the sword and started <u>to throw</u> it.
- 4 He stopped <u>to hide</u> the sword in the bushes. The king stopped <u>smiling</u>.

# Exercise 5

- Students work on their own to complete the sentences.
- Check answers, paying special attention to the spelling of *lie* + *-ing* (*lying*).

# **ANSWER KEY**

1 to keep2 lying3 to stand up4 to return5 telling6 to look7 to throw8 fighting9 living10 to return

# Listening, writing and speaking

# Exercise 6a

• You could have a whole-class discussion, or put students in groups to brainstorm their ideas, and then report back to the class. Make notes of the suggestions on the board. Which idea do the class think is the most likely? Why? Accept any reasonable guesses, but don't give away the correct answer.

# Exercise 6b (5) 2.20 Audio script pT88

• Play the recording for students to listen and check their predictions. Did any of them get it right?

# Exercise 6c

- You may like to play the recording again to help students with the task. Alternatively, if you used the Optional extra after exercise 3b, you can use the students' comic strips to refresh their memories instead.
- With books closed, students work in pairs to retell the story as completely as they can to each other. Walk around and monitor the activity, and help as needed.
- Get some volunteers to tell the story to the class, and ask the rest of the class to listen carefully for any omitted details.

# **Optional extra**

In stronger classes, you might assign students different roles (Arthur, the Lady of the Lake, Bedivere and Mordred) and ask them to retell the story from their own perspective. You may need to point out that although they can speak from beyond the grave, they should only describe events in details that their character witnessed personally, and they can only speculate about the rest. Choose some volunteers to share their versions of the story with the class.

# Exercise 7a

• In class or for homework, students use the cues to write sentences about their own life.

# Exercise 7b

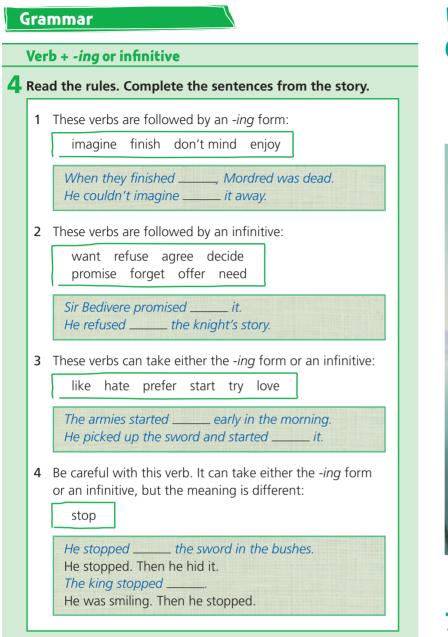
• Ask students to share their sentences in pairs or in small groups. Get a few students to read their sentences to the class as well.

# **Revision idea**

Write the verbs from exercise 4 on word cards, with one verb on each card. Put students into two teams. Shuffle the word cards. In turn, each student in each team takes a card and makes a sentence using the verb with either *-ing* or an infinitive. Teams alternate in taking the cards. Each correct sentence wins a point. The team with the most points wins. As a variation, you can begin the task by eliciting the verbs from the class and asking them to make the word cards as they do this. You may also like to ask them to think of any further examples for each type if they can, and include their suggestions in the task as well.

4A: Grammar • verb + -ing or infinitive • There's someone / something + -ing • can see / hear someone / something + -ing





# **5** Complete the sentences. Put the verbs in brackets into the correct form.

- 1 Sir Bedivere wanted \_\_\_\_\_ Excalibur. (keep)
- 2 He didn't enjoy \_\_\_\_\_\_ to the king. (lie)
  3 King Arthur tried \_\_\_\_\_, but he was too weak. (stand up)
- 4 When Arthur first received the sword, he agreed \_\_\_\_\_ it to the lake. (return)
- 5 When Sir Bedivere finished \_\_\_\_\_\_ his story, the king was very angry. (tell)
- 6 Before he threw the sword, the knight stopped \_\_\_\_\_ at it one last time. (look)
- 7 Did he finally decide \_\_\_\_\_\_ the sword into the lake? (throw)
- 8 The armies didn't stop \_\_\_\_\_ until the evening. (fight)
  9 Sir Bedivere couldn't imagine \_\_\_\_\_ without the king. (live)
- 10 Arthur promised \_\_\_\_\_\_ if Britain was in danger in the future. (return)

# Listening, writing and speaking \

- **a** What do you think happened at the end of the story? Discuss your ideas.
  - b (2.20) Listen and check your ideas.



**c** Work with a partner. Close your books and retell the story to each other.

# a Write sentences about your own life. Use the cues. Write something that:

- 1 you like to do on Sundays. I like to get up late on Sundays.
- 2 you've stopped doing.
- 3 you've decided to do at the weekend.
- 4 you've always wanted to do.
- 5 you enjoy playing.
- 6 you've promised to do.
- 7 you don't mind doing at school.
- 8 you sometimes forget to do.

## **b** Work with a partner. Ask and answer questions from exercise 7a.

- What do you like to do on Sundays?
- I like to get up late.



# 4B The burglar



# Comprehension

# **1** ① 2.21 Read and listen to the story. Answer the questions.

- 1 Who are Sweet Sue and Smart Alec trying to catch?
- 2 Who do they catch?



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# 4B The burglar 😤

# Comprehension

# Exercise 1 🛞 2.21

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Elicit the meaning of *burglar* (a person who breaks into a building illegally to steal). Ask students to explain how the meaning is different from that of *thief* (a person who steals from another person or place), *mugger* (a person who threatens or attacks somebody in a public place to steal their money or valuables) and *robber* (a person who steals from a person or place using violence or threats). You may also like to elicit the corresponding verb forms: *burgle, steal, mug* and *rob*. (Note that the verb form *thieve* is not normally used.) You might also elicit the noun forms for the action: *burglary*, *theft, mugging* and *robbery*. Ask students to write down the vocabulary. You may also like to elicit whether in the students' language they talk about these different crimes and criminals using similar or different words.
- Ask students to look at the pictures and, without reading the story, say what they think is happening in this episode.
- Read the questions together.
- Play the recording for students to read and listen to the story and answer the questions.
- Elicit the meaning of handcuffs.

## **ANSWER KEY**

- 1 They're trying to catch burglars.
- **2** They catch Lord Riley.

## **Optional extra**

Write the following sentences on the board or type them up and photocopy them on worksheets for the students to complete, without looking back at the story.

- 1 ... phones Smart Alec for help.
- 2 ... takes photos of Lord Riley's house.
- 3 ... writes in a notebook.
- 4 ... sees a car stopping by the gate.
- 5 ... climbs over the gate.
- 6 ... stands by the car.
- 7 ... puts the handcuffs on someone.
- 8 ... sees someone climbing out of a window.

#### **ANSWER KEY**

- 1 Lord Riley
- 2 A man
- 3 A woman
- 4 Sweet Sue
- 5 The man
- 6 The woman
- 7 Smart Alec
- 8 Sweet Sue

# 4B

# Exercise 2

- Students correct the sentences without looking back at the story and then compare their answers in pairs.
- Ask them to read the text again to check their answers before you check them with the class.

# ANSWER KEY

- 1 Lord Riley says that there are <u>two people (a man and a</u> <u>woman)</u> looking at their house.
- 2 He thinks they want to <u>burgle</u> the house.
- 3 The burglars arrive the next night by car.
- 4 The man climbs over the gate.
- 5 Sweet Sue sees the man opening the <u>window (near the</u> <u>front door</u>).
- 6 Smart Alec thinks that the burglar is coming out of the <u>house</u>.
- 7 Sweet Sue and Smart Alec put handcuffs on Lord Riley.
- 8 Lord Riley came out to give them <u>a cup of coffee</u>.

# **Optional extra**

Ask students to think of an ending for the story. Will Sweet Sue and Smart Alec catch the real burglars? How? Vote on the best ending.

# Grammar

# *There's* someone / something + -*ing can see / hear* someone / something + -*ing*

# Exercise 3a

• Ask students to join the sentences orally without looking back at the story, then to check the story to see if they were right. Elicit how the sentences are joined (the pronoun and auxiliary *be* are deleted). Write the first pair of sentences on the board, and cross out the first full stop and *It's*.

## **ANSWER KEY**

1 There's a car. It's stopping by the gate.

2 I can see him. He's opening that window.

## **Exercise 3b**

• Students look through the story to find further similar examples.

## **ANSWER KEY**

There are two people looking at our house. 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 hear someone coming to the front door. I can see someone climbing out of that window.

# Exercise 4

- Students work on their own to join the sentences. They can do the task in writing or orally, if you prefer.
- Check answers with the class.

# ANSWER KEY

- 2 I can hear Smart Alec cooking something in the kitchen.
- **3** There's a phone ringing in Smart Alec's office.
- 4 I can see him going to answer the phone.
- 5 There are two people pointing at the kitchen window.
- 6 I can smell something burning.
- 7 There's smoke coming from the kitchen.
- 8 I can hear Smart Alec running to the kitchen.
- 9 I can see him throwing a frying pan out of the window.

# Listening and writing

# **Exercise 5a**

• Ask students to study the picture for one minute.

# Exercise 5b 🕲 2.22 Audio script pT88

- Students close their books. Explain that they will hear twelve statements about the picture and they have to decide if these are true or false.
- Play the recording for students to listen and decide about the statements.
- As you check answers, play the recording and pause after each statement and elicit students' ideas.

## **ANSWER KEY**

- 1 False. 2 True. 3 False. 4 True. 5 False. 6 True.
- 7 False. 8 True. 9 False. 10 True. 11 False. 12 True.

# Exercise 5c

- In class or for homework, students use the cues to write at least six sentences about the picture from the perspective of the man on the bench. Remind them to use each sentence beginning at least once.
- Ask students to compare answers in pairs before you check them with the class. Ask the rest of the class to listen and correct any factual errors.

# Speaking

# Exercise 6

• Students work in pairs. Make sure that each scene is chosen by at least one pair. As they talk about the scene, students make notes of their ideas. For each of the four scenes, choose one pair to tell the rest of the class their descriptions. The other students can then add their own ideas to complete the scenes. Remind them to use the cues from exercise 5c.

# **Revision idea**

Display some pictures showing people experiencing things, for example in a restaurant, on a country walk or a boat trip, or during a sports match. Ask students to make six sentences with each of the following: *there's someone / something* and *see / hear / feel / smell + -ing*.

# digi-zaban i

4B: Grammar • verb + -ing or infinitive • There's someone / something + -ing • can see / hear someone / something + -ing

# **2** Correct the sentences.

- 1 Lord Riley says that there are two men looking at their house.
- 2 He thinks they want to buy the house.
- 3 The burglars arrive the next night on bicycles.
- 4 The woman climbs over the gate.
- 5 Sweet Sue sees the man opening the front door.
- **6** Smart Alec thinks that the burglar is coming out of the garage.
- 7 Sweet Sue and Smart Alec put handcuffs on the burglar.
- 8 Lord Riley came out to give them something to eat.

# Grammar

There's someone / something + -ing can see / hear someone / something + -ing

- **3** a Look at the story. Find a way to join these pairs of sentences.
  - 1 There's a car. It's stopping by the gate. There's a \_\_\_\_\_ by the gate.

2 I can see him. He's opening

that window.

window.



**b** We use these structures to describe a scene. Find more examples in the story.

that

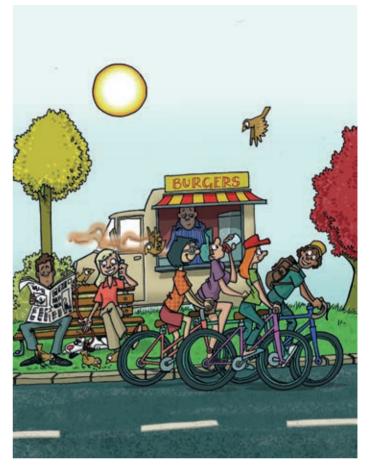
# **4** Sweet Sue is sitting by her window. She's describing the scene. Join the pairs of sentences.

- 1 I can feel the sun. It's shining on my face. I can feel the sun shining on my face.
- 2 I can hear Smart Alec. He's cooking something in the kitchen.
- 3 There's a phone. It's ringing in Smart Alec's office.
- 4 I can see him. He's going to answer the phone.
- 5 There are two people. They're pointing at the kitchen window.
- 6 I can smell something. It's burning.
- 7 There's smoke. It's coming from the kitchen.
- 8 I can hear Smart Alec. He's running to the kitchen.
- **9** I can see him. He's throwing a frying pan out of the window.

Oh dear! I think Smart Alec has set fire to his lunch!

# Listening and writing

**5** a Look at the picture for one minute.



# **b 1**2.22 Close your book. Listen. Are the statements true or false?

# **C** Imagine you are the man on the bench. Write sentences about the scene. Use the cues.

There's a / an ... -*ing* ... There are ... -*ing* ... I can see ... -*ing* ... I can hear ... -*ing* ... I can feel ... -*ing* ... I can smell ... -*ing* ...

# Speaking

6 Work with a partner. Imagine you are in one of the places below. Describe what you can see, hear, smell and feel. Use the cues in exercise 5c.

- 1 on a beach
- 2 at a busy train station
- 3 in a shopping centre
- 4 at the cinema



# 4C Imagination

# Vocabulary

# Adjectives with -ed or -ing

- a Look at the picture. Choose the correct subjects for these sentences.
  - 1 The girl / story is interested.
  - 2 The girl / story is interesting.

This story of Sir Bedivere is interesting. I'm very interested in legends.



# **b** Complete the rule with *-ed* and *-ing*.

We use \_\_\_\_\_\_ adjectives to describe things and people. We use \_\_\_\_\_\_ adjectives to say how we feel.

# **2** a Complete the chart.

-ed	-ing
bored	<sup>1</sup> boring
2	disappointing
interested	3
4	worrying
amazed	5
6	exciting
relaxed	7
8	embarrassing
surprised	9
10	frightening
annoyed	
12	amusing

# **b** Complete the sentences with words from exercise 2a.

- 1 We had a very \_\_\_\_\_ holiday.
- 2 I've got nothing to do. I'm \_\_\_\_\_
- 3 I don't like this computer game. It's \_\_\_\_\_
- 4 I was \_\_\_\_\_\_ when we got the exam results.
- 5 I've lost my mobile. It's very \_\_\_\_\_
- 6 When I fell over in the classroom, I felt \_\_\_\_\_.
- 7 Shall we go and see that film? It looks \_\_\_\_\_.
- 8 I think Smart Alec is \_\_\_\_\_

# Reading

- **3** a Read the quiz and answer the questions.
  - **b** Compare your answers with a partner.

# FIND THE REAL YOU

You can learn a lot about yourself from your imagination. Do this quiz and discover your real personality.

**1** Imagine yourself lying in a field. You get up and walk along a path. What is the path like? Tick two boxes.

а	wide		b	str
c	narrow		d	

b	straight	
d	crooked	

**2** At the end of the path you come to a wall. There are some people playing a game on the other side of the wall. Can you see the people?

u	NO,	the wall is too high.	
b	Yes,	I can see them clearly.	

- 3 Does the game look / sound interesting?
  Do you want to join in?
  a Yes
  b No
- 4 You walk on and you come to a garden. You can see an old woman sitting in the garden. Do you know her?
  a Yes
  b No
- 5 You can feel the wind blowing in your face. What is the wind like? Tick two boxes.
  - a strong
     b warm

     c gentle
     d cold
- 6 You walk on and you come to a crossroads. There's a man standing at the crossroads. What is he like? Tick one box.
  - **a** friendly
  - **b** unfriendly
  - **c** you can't see his face
- 7 The man is pointing down one of the roads. You look down the road. Where does the road go?
  - **a** into a dark and frightening forest
  - **b** to a bright and sunny beach
  - c to somewhere in your own town

# **4C** Imagination

# Vocabulary

# Adjectives with -ed or -ing

# Exercise 1a

- Students read the speech bubble and then choose the correct alternative in each sentence.
- Check answers with the class.

## **ANSWER KEY**

- 1 The girl is interested.
- 2 The story is interesting.

# **Exercise 1b**

• Elicit that we use *-ing* adjectives to describe things and people, and *-ed* adjectives to say how people feel.

# Exercise 2a

• Students complete the chart individually in their exercise books, and then check answers in pairs before you check them with the class.

# ANSWER KEY

- 1 boring
- 2 disappointed
- 3 interesting
- 4 worried
- 5 amazing
- 6 excited
- 7 relaxing
- 8 embarrassed
- 9 surprising
- 10 frightened
- 11 annoying
- 12 amused

# **Optional extra**

You could check comprehension of the the adjectives in exercise 2a by asking different students to give you a sentence illustrating the meaning of one of the adjectives picked at random. For example: *I was surprised when my parents bought me a new bike. I didn't expect it.* 

# Exercise 2b

- Students work on their own to complete the sentences.
- Elicit answers for each sentence. There may be different possible answers. Check comprehension of the meaning of their chosen adjective by asking students to think of a reason. For example:

**Student:** We had a very interesting holiday.

Teacher: Why was it interesting?

**Student:** Because we did something different each day.

#### **POSSIBLE ANSWERS**

- 1 any *-ing* adjective from the chart except *worrying* and *embarrassing*.
- 2 bored
- 3 boring / disappointing / frightening / annoying
- 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

# Reading

# Exercise 3a

- Ask students to look at the quiz quickly and try to guess what it is trying to find out.
- Ask students if they have done quizzes of this type before, and what they think they have learnt about themselves from them.
- Elicit or pre-teach any unfamiliar vocabulary, for example *crooked* or *crossroads*.
- Students read the quiz and answer the questions individually. Remind them that there are no correct answers.
- Suggest that it might be easier for them to picture the scenes if they close their eyes to visualize it once they have read each description.

## **Exercise 3b**

- Students compare answers in pairs. Have they given similar or different answers? If their answers are similar, do they think they have similar personalities? If they are different, do they think they have different personalities?
- Get some feedback from pairs, and elicit their ideas about what aspect of their personality they think the quiz is designed to explore.

# 4C

# Exercise 4a

• Students work out their scores using the box printed upside down at the bottom of page 67. Tell them they are going to find out what the scores mean by listening to a recording.

# Exercise 4b 🚳 2.23

- Tell students that descriptions A–C are not in the same order as in the recording. Their task is to listen and write the score ranges (from X to Y) in the correct place as their answers.
- Play the recording for students to listen and match the score ranges to the descriptions.
- Ask students to find the descriptions for their own scores.
- To make a quick survey of the results, ask optimists to stand up, and count them. Do the same with realists and pessimists. Which of the personality types have you got the most of in your class?
- Ask students if they agree they're in the correct group.

# **ANSWER KEY**

- A 0-4 (pessimist)
- **B** 5–9 (realist)
- **C** 10–14 (optimist)

# Listening

# Exercise 5a 🛞 2.24 Audio script pT88

- Focus on the picture. Ask: *What is it?* (A strange house. You may like to present the phrase *haunted house.*) *What do you think is happening inside? What sounds do you think you will hear if you go in?* Write students' ideas on the board.
- Tell students they will hear fifteen sounds which tell a story. Play the recording once only for students to listen carefully. They can take notes if they want.

# Exercise 5b

- Check comprehension of the verbs by asking students round the class to illustrate each one by miming or making the sound.
- In pairs, students think back to the recording and tick or cross sounds they heard or didn't hear. Students then make affirmative or negative sentences about the story, as in the example.

# Exercise 5c 🛞 2.24 Audio script pT88

• Play the recording again for students to check their answers. Pause after each sound. Ask different students each time to identify the sound and to read out their sentence about it.

## POSSIBLE ANSWERS

stop: I heard a car stopping.
sing: I didn't hear anyone singing.
close: I heard a car door closing.
walk: I heard someone walking up a path.
play: I heard someone playing the organ.
ring: I didn't hear anyone ringing a door bell.
knock: I heard someone knocking on a door.
bark: I heard a dog barking.

# open: I heard a door opening.

break: I didn't hear anything breaking. say: I heard a strange voice saying 'Come in'. shoot: I didn't hear anyone shooting. scream: I heard someone screaming loudly. run: I heard someone running. cough: I didn't hear anyone coughing. shout: I heard someone shouting. fall: I heard someone falling into water with a splash. laugh: I heard someone laughing.

# **Optional extra**

Lead a discussion with the whole class. Ask students for ideas about what happens in the sound story. Note their ideas on the board. Don't erase the board before exercise 6.

Alternatively, put students in groups of four or five to retell the story in their own words, adding any details they like, but not changing the order of the eleven key elements. Get each group to tell their version of the story, and then vote on the most imaginative variant.

# Writing

# Exercise 6a

- Ask students to recall all the things and events in the sound story. Write these on the board next to the suggestions from the Optional extra if you did the activity.
- Ask students to brainstorm suitable adjectives to describe the details they recall. Or you can ask students to make lists of adjectives on their own and then compare lists in pairs or small groups.

# Exercise 6b

• Students expand the cues to write the full story, using the verbs from exercise 5b and the adjectives they thought of from exercise 6a. You may want to set this task as homework, but if you decide to do it in class, walk around to help with grammar or vocabulary as needed.

# **Revision idea**

Students describe a (real or imagined) day when something 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 at each turning point in the story, and how they felt about the story themselves.

4C: Grammar • verb + -ing or infinitive • There's someone / something + -ing • can see / hear someone / something + -ing



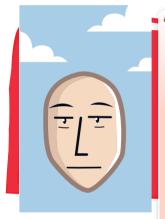
**4** a Turn to page 67 and add up your score.

**b ()** 2.23 Listen and write the scores in the correct boxes. Are you a pessimist, realist or optimist?

A \_\_\_\_\_ 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.



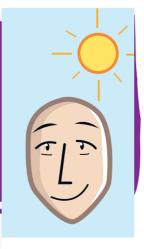
В



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 too much.

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.

С.



# Listening

**5** a **()**2.24 Listen to a story in sounds.



# **b** Look at the verbs. Check any new words in a dictionary. Work with a partner. Which sounds did you or didn't you hear?

blow 🖌	walk	open	run
cry 🗙	play	break	cough
stop	ring	say	shout
sing	knock	shoot	fall
close	bark	scream	laugh
I beend the	wind blow wind	Lalidat has	

I heard the wind blowing.

I didn't hear anyone crying.

c (12.24) Listen again and check your ideas.

# Writing

**6** a Think about the sound story. What things can you describe in it? What adjectives can you use?

The scene: dark, cold, windy, frightening, ... The visitor: worried, ...

# **b** Write the story. Use this pattern and the verbs in exercise 5b. Describe as much as possible.

It was a cold, dark night and there was a strong wind blowing, when a car ... The driver tried ..., but ... He felt very ... Then he saw a house. It was ... and ... He started walking ... As he reached the door, he heard ... He ... He heard a ...-ing. He heard someone opening ... and saying ... It was a ... The visitor was very ... He ... and ... down the path. But it was very dark and he didn't see ... He ... and ... Then he heard ...

# 4D Kids

# The customer

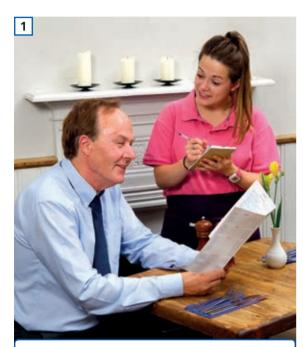
1 a What happened in the last episode of 'Kids'? Look back and check your ideas.

# **b 2.25** Read and listen to the story. Answer the questions.

- 1 Who is the customer?
- 2 Where was he on Wednesday afternoon?
- 3 Why is Tara worried at the end?

# **2** Choose the correct words.

- 1 In the story it's Wednesday / Friday.
- 2 Mr Ross orders a ham salad / a tuna sandwich.
- 3 Tara nearly drops the milk and sugar / the cup and saucer.
- 4 Mr Ross saw Tara on Wednesday at Wimbledon / the café.
- 5 Mr Ross's company supplies strawberries / cream.
- 6 Tara says the strawberries and cream were good / expensive.
- 7 Mr Ross knows Tara's *neighbours / parents*.
- 8 Tara is angry with *Mr Ross / Andy*.



**Manager** Tara, there's a customer waiting at that table over there. Could you take his order, please?

**Tara** Yes, of course ... Are you ready to order? Oh, hello, Mr Ross.

Mr Ross Hello, Tara. I didn't expect to see you here. Shouldn't you be at school today? Tara We're all doing work experience this week. This is my last day. We'll be back at school next week.

Mr Ross Have you enjoyed working here? Tara Yes, I have. It's been really interesting. What can I get you?

Mr Ross Could I have a ham salad, please? Tara Anything to drink?

Mr Ross I'll have a cup of tea, please. Tara So, that's a ham salad and a cup of tea. Mr Ross Yes. Thank you. Would you mind bringing me a glass of water, too, please? Tara Certainly, Mr Ross.



Tara Here's your tea, Mr Ross. Mr Ross Thank you. Oh, by the way, did you enjoy the tennis? ... Oh, be careful! You nearly dropped that cup and saucer. Tara Sorry, did you say tennis? Mr Ross Yes, at Wimbledon. I saw you going in to watch a match the other day. Wednesday, wasn't it? Tara Oh, yes. That's right. Mr Ross Was it a good match? Tara Yes, it ... it was great –

very exciting.

Mr Ross Unfortunately, I didn't see any matches myself. I was there on business. My company supplies strawberries for the tournament.

Tara Oh, I see.

**Mr Ross** Did you have any strawberries and cream? It's a tradition at Wimbledon, you know.

**Tara** No, I couldn't afford them. They were a bit expensive.

Mr Ross Yes, I suppose so. Anyway, nice to see you, Tara. Say hello to your parents for me. Tara Yes, Mr Ross, I will. Bye!

Oh, no! I knew it was a mistake. This is all Andy's fault!





# The customer

## Exercise 1a

Elicit the story so far. Ask: What did the kids do last time? (They went to Wimbledon.) Who got the tickets? (Andy won them in a raffle at the sports centre.) Why did they first think they couldn't go? (They were all doing their work experience.) Did they all 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 Tara feels guilty now.) Elicit any further details they might remember.

# Exercise 1b 🛞 2.25

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to read the three questions, so they know what information to look for.
- Play the recording for students to read and listen to the story, and answer the questions.
- Check answers with the class.

## **ANSWER KEY**

#### 1 Mr Ross.

- 2 At Wimbledon.
- 3 She's worried because Mr Ross saw her at Wimbledon when she was supposed to be doing her work experience.

## Exercise 2

- Students read the story again and choose the correct alternatives.
- Check answers with the class.

#### **ANSWER KEY**

- 1 Friday
- 2 a ham salad
- 3 the cup and saucer
- 4 Wimbledon
- 5 strawberries
- 6 expensive
- 7 parents
- 8 Andy

## **Optional extra**

Ask students to think of *-ed* or *-ing* adjectives to describe the situations mentioned in this episode. In pairs, students make a list of the adjectives. As you elicit these, ask them to make sentences about the story to explain their choices. For example: *It was embarrassing when Tara almost dropped the cup and saucer on Mr Ross; Mr Ross was surprised to see Tara at Wimbledon.* 

# **Optional extra**

You can use the video on the DVD / the Classroom

Presentation Tool to practise the dialogue. Play the video with the sound muted, and ask the students to dub the dialogue. In weaker classes, they can read or refer to the script on page 50, but in stronger classes, encourage them to use their own words to tell the story through the dialogue.

This is a challenging task, so you may like to play the extract in shorter chunks, so students get a chance to catch up with the images on the screen.

In the end, play the video again with the sound on to check the dialogue.

# 4D

# Exercise 3a

• Ask students why they think Tara is worried, and what they think will happen now. Divide the class into groups of three to five, 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.

# Exercise 3b 🛞 2.26 Audio script pT88

• Play the recording for students to listen and compare their ideas with the story. Which group's ideas were closest?

# Exercise 3c 🚳 2.26

- Play the recording again for students to answer the questions.
- Check answers with the class.

# ANSWER KEY

- 1 Mike.
- 2 She is worried that Mr Ross will tell his wife, the head teacher, that he saw her at Wimbledon.
- 3 Learning a poem.
- 4 See the head teacher.
- 5 At 2 pm.

# **Everyday English**

# **Useful expressions**

# **Exercise 4a**

• Ask students to match the expressions without looking back at the story and then to read the text again to check their answers.

# ANSWER KEY

# 

# Exercise 4b

• Elicit translations for each expression in exercise 4a.

# **Optional extra**

Students work in small groups to make short dialogues with the expressions from exercise 4a. Get some groups to perform their dialogues in front of the class.

# Ordering a meal

# Exercise 5a

• Students order the dialogue.

# Exercise 5b 🛞 2.27 Audio script pT88

• Play the recording for students to listen and check.

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

# Exercise 5c

- In pairs, students make and practise similar dialogues for ordering different food and drinks.
- Ask a few pairs to act their dialogues in front of the class. Ask the rest of the class to note down what the customer orders in each dialogue.

# **Optional extra**

Early finishers can extend their dialogue with further ideas, for example, the waiter brings the wrong dish, the customer wants something else as well, the food is cold, etc.

# Asking people to do things

# Exercise 6

• Students complete the dialogues without looking back at the story and then scan the text to check their answers.

# **ANSWER KEY**

- 1 <u>Could</u> you <u>take</u> his order, please? Yes, <u>of</u> course.
- 2 <u>Would</u> you mind <u>bringing</u> me a glass of water, too, please? <u>Certainly</u>, Mr Ross.

# Exercise 7

- Students work in pairs to write dialogues for each situation using the cues. Walk around the class to monitor and help with vocabulary and grammar as needed.
- Ask some pairs to act one of their dialogues in front of the class. Ask the rest of the class to listen and make a note of any errors. Go over the errors at the end of the lesson to reinforce the structures introduced in exercise 6.

# **Optional extra**

Students work in groups of four or three to act this episode of the story. If there are only three students in a group, the same student can play the restaurant manager and Mike, as both have fewer lines than Mr Ross or Tara. In either case, the student playing Mr Ross can also play the teacher at the end. Play the recording once more if necessary to refresh students' memories.

Walk around and monitor the preparation, and then get one or two volunteering groups to perform in front of the class. Encourage students to perform their dialogues from memory rather than by reading from their books.

# **Revision idea**

Ask students to imagine they missed school yesterday because of illness. Ask them to make a dialogue in pairs, using the expressions from this lesson. Then get some pairs to role-play it in front of the class.

4D: Grammar • verb + -ing or infinitive • There's someone / something + -ing • can see / hear someone / something + -ing



**3** a What do you think happens next?

**b 1**2.26 Listen to the end of the story and check your ideas.

- c (12.26) Listen again and answer the questions.
- 1 Who is Tara talking to?
- 2 Why is she worried?
- 3 What homework does the teacher give?
- 4 What does Tara have to do this afternoon?
- 5 What time?

# **Everyday English**

# **Useful expressions**

# **4** a Match the halves of the expressions.

- 1 I didn't expect
- a on business.
- 2 Here's
- **b** was a mistake. c afford them.
- **3** Oh, be 4 I was there
- d your tea.
- 5 I couldn't
- 6 Yes, 1
- 7 Say hello to
- 8 I knew it
- **9** This is all
- f to see you here. g careful!

e Andy's fault!

- h your parents for me.
- i suppose so.

# **b** How do you say the expressions in your language?

# Ordering a meal

# **5** a Put the dialogue in the correct order.

- a Yes, I am.
- **b** I'll have a cup of coffee, please.
- c Could I have a tuna salad, please?
- d So, that's a tuna salad and a cup of coffee.
- e Are you ready to order?
- f Yes. Thank you.
- **g** Anything to drink?
- h What can I get you?

b (12.27) Listen and check.

**c** Work with a partner. Choose some different kinds of food and drinks. Make new dialogues in the restaurant.

# Asking people to do things

# **6** Complete the dialogues from the story.

- 1 Manager \_\_\_\_\_ you \_\_\_\_\_ his order, please? Tara Yes, \_\_\_\_ \_\_\_ course.
- 2 Mr Ross \_\_\_\_\_ you mind \_\_\_ \_\_\_\_ me a glass of water, too, please? Tara \_\_\_\_\_, Mr Ross.

# 7 Make dialogues for the situations below. Use these cues and expressions from exercise 6.

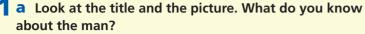
lend me your pen	take our photo
get me a plaster	<del>give me a lift into town</del>
post this letter	hold the door open
turn the radio up	hang on a minute



- 1 You want to go into town, but you've missed the bus.
  - Could you give me a lift into town, please?
  - Certainly.
- or
  - Would you mind giving me a lift into town, please? • Yes, of course.
- 2 You're carrying some boxes.
- **3** You and a friend are visiting the Tower of London.
- 4 You can't hear the music.
- 5 You haven't got time to go to the post office.
- 6 You're on the phone, but someone has knocked on the door.
- 7 You haven't got anything to write with.
- 8 You've cut your finger and it's bleeding.

Culture

State Me have



#### **b ()**2.28) Read and listen. Choose the correct answers.

- 1 What was Robin Hood?
  - a a king
  - **b** a knight
- 2 Why is he a hero?
  - a He made Britain free.
- 3 Who did he fight against?
  - a the Earl of Huntingdon **b** the Merry Men
- 4 What weapon did he use?
  - **a** a sword
  - **b** a bow

- c a farmer
- d an outlaw
- **c** He killed a dragon.
- **b** He helped poor people. **d** He defended Britain.
  - c the Sheriff of Nottingham
  - **d** the King of France
  - c a gun
  - **d** a spear

- **2** Work with a partner. Imagine that a 12th century reporter is interviewing Robin Hood. Use the cues to make the interview.
  - 1 Where / live?
  - 2 Who / live with?
  - **3** Why / call your followers the Merry Men?
  - 4 Who / your most famous followers?
  - 5 How / help poor people?
  - 6 Why / people hate the Sheriff?
  - 7 Why / become an outlaw?
- **3** Find three stories about an arrow in the text and picture.
- **4** Who are your country's most famous heroes and heroines?

## 

One of the most famous heroes in Britain is Robin Hood. There are lots of stories, poems, films and TV series about him. Nobody knows if he was a real person, but according to the legends he was an outlaw and he lived at the end of the 12th century. He lived in Sherwood Forest near Nottingham with his wife, Maid Marian, and his band of outlaws. They were called his Merry Men, because they were always happy and had a lot of fun. The most famous of the outlaws were Little John (who was actually very tall), Will Scarlett and Friar Tuck. Robin and his Merry Men always dressed in green, so that they could easily hide in the forest.

Robin Hood became a popular hero, because he and his band of outlaws helped ordinary people. When they saw rich people travelling through Sherwood Forest, they used to steal their money and give it to poor people.

Robin's great enemy was the Sheriff of Nottingham. The Sheriff was a cruel and corrupt man. He put high taxes on people and if they couldn't pay the taxes, he threw them into prison or stole their land. According to one legend, Robin was originally a rich man - the Earl of Huntingdon - but he became an outlaw because the Sheriff took all his land away.

Robin was very clever and brave. He often wore disguises to trick the Sheriff. He was also a famous archer. In one story, the Sheriff held an archery competition. The prize was a golden arrow. He hoped to catch Robin Hood, but Robin disguised himself, won the arrow and then escaped back into the forest.

When he was dying, he took his bow and fired an arrow into the forest. The outlaws watched the arrow flying through the air. They buried Robin in the place where it landed.

This statue of Robin Hood is outside Nottingham Castle. Unfortunately, people keep stealing the arrow as a souvenir.



Culture

#### **Robin Hood**

## Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 4 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### Exercise 1a

• Students look at the photo and the name Robin Hood, and tell you anything they know about him.

**CULTURE NOTE** There have been many adaptations of the original legend in books, films and TV series 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.

#### Exercise 1b 🚳 2.28

- Ask students to read the questions first and make sure they understand everything.
- Elicit or pre-teach outlaw, band (referring to criminals), enemy, sheriff, disguise, spear, archer and archery.
- Play the recording for students to read and listen, and to choose the correct answers. Remind them that the order of questions follows the order of information in the text.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

#### 1 d 2 b 3 c 4 b

#### **Exercise 2**

- Read the context together and check comprehension.
- Students work in pairs to write the interview. Ask them to refer back to the text for answers to the questions.
- Elicit that for the reporter and Robin, the 12th century is the present, therefore the questions should be in the present, not the past simple, with the exception of the last one.
- Students practise in closed pairs. Walk around and monitor.
- Ask some pairs to perform different parts of the interview in front of the class, and get the rest of the class to listen and correct any factual mistakes.

#### **POSSIBLE ANSWER**

#### Reporter Where do you live?

**Robin** In Sherwood Forest, near Nottingham, in England. **Reporter** Who do you live with?

**Robin** I live with my wife, Maid Marian, and my band of outlaws, the Merry Men.

**Reporter** Why do you call your followers the Merry Men?**Robin** They are always happy and we have a lot of fun together.**Reporter** Who are your most famous followers?

Robin They're Little John, Will Scarlett and Friar Tuck.
Reporter How do you help poor people?
Robin When we see rich people travelling through Sherwood
Forest, we steal their money and give it to poor people.
Reporter Why do people hate the Sheriff?
Robin He is cruel and corrupt. He puts high taxes on people, and if they can't pay, he throws them in prison or steals their land.
Reporter Why did you become an outlaw?
Robin Because the Sheriff took all my land away.

#### Exercise 3

• Students look through the text and the picture caption to find the three stories, then compare ideas in pairs before you check with the class.

#### **ANSWER KEY**

The three stories include the story of the golden arrow at the Sheriff's competition, the story of Robin's death and funeral, and that modern tourists keep stealing the arrow from his statue outside Nottingham Castle.

#### **Optional extra**

Elicit facts about the story of the golden arrow. 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 retell the story in their own words. They can use the key words from 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.

#### **Exercise 4**

- Elicit the names of the most famous national heroes and heroines in the students' country. Write the names on the board.
- Divide the class into groups. Each group chooses one person to write about, and pool what they know about him or her. You may like to set this as homework, and ask students to do some further research in books or on the Internet.
- 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 have listened to all the stories.

Alternatively, brainstorm some categories similar to the Academy Awards (Oscars) but for national heroes. For example: Best Archer, Most Inspirational King, Cleverest Scientist, and so on. Then ask the class to decide on a winner for each category and to justify their choices.

More practice Teacher's Resources Unit 4

## **English Across the Curriculum**

#### Art: The Fighting Temeraire

#### **Background information**

Joseph Mallord William Turner (1775–1851) was an English Romantic painter of landscapes. Considered a controversial artist in his time, he nevertheless made landscape painting equal in its importance to historical painting. His paintings are characterized by broadly applied atmospheric washes of paint and a hazy quality of light. In 2005, *The Fighting Temeraire* was voted Britain's greatest painting in a BBC poll. The majority of his works are exhibited in the National Gallery and the Clore Gallery section of Tate Britain, both in London.

#### Exercise 1

- Ask the class to look at the picture and describe it. Write students' ideas on the board.
- Ask: Do you like this picture? Why? Why not? Is it old or modern? Is it like pictures painted by artists in your country? If so, by which painter? What are the differences?

#### Exercise 2a

- Students read the text without completing the gaps to get a general sense.
- Then they read it again more carefully, and complete it with the missing words from the picture frame.
- Ask them to compare their answers in pairs.

#### Exercise 2b 🛞 2.29

- Play the recording for students to read and listen to the text, and check their answers.
- Check answers with the class.

#### **ANSWER KEY**

- 1 sailing ship
- 2 small tugboat
- 3 last journey
- 4 The artist
- 5 at sunset
- 6 very strong
- 7 real event
- 8 the Thames
- 9 black and yellow
- 10 east to west
- 11 his own life

#### Exercise 3a

• Ask students to find and point to the things in the painting, and compare their ideas in pairs or small groups.

#### Exercise 3b

- Each student writes a short description of each thing in the list. Encourage them to write about their own impressions as well as the visible details.
- Alternatively, you can do the task orally and discuss the descriptions with the whole class.

#### Exercise 3c

• Ask students to speculate on what each of the three things might represent. Elicit any valid ideas – stressing that there is no single correct answer when it comes to interpreting art.

#### POSSIBLE ANSWERS

the sailing ship: the end of a beautiful, more traditional era the tugboat: the beginning of a new, dirty industrial era; the power of change

the sunset: time reaching its end; old age; the fading light is the sadness over the passing of things

#### **Optional extra**

Students can bring in a copy of their favourite picture and describe it to the class. Ask the rest of the class to say how they feel about the picture.

#### Exercise 4

- Students read the text again to identify the changes and the reasons for them.
- Check answers with the class.

#### 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 should be travelling west towards the sunset to reach the breaker's yard.

#### **Optional extra**

In stronger classes, discuss why students think artists have the freedom to change the way they show reality to convey a message, and what they personally 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?

## **English Across the Curriculum**



## Art: The Fighting Temeraire $^{\setminus}$

- Look at the picture. What things can you see? What's happening?
- **2** a Complete the text with some of the expressions in the frame.

This painting is called *The Fighting Temeraire*. *Temeraire* is the name of the big, old <sup>1</sup>\_\_\_\_\_\_ that you can see on the left of the picture. People voted this picture the greatest painting in Britain.

J.M.W. Turner painted it in 1839. It shows the old sailing ship, the *Temeraire*, on the River Thames near London. There's a <sup>2</sup>\_\_\_\_\_\_pulling the old ship. Where is the tugboat taking the old ship? Why? It's actually taking the *Temeraire* on its <sup>3</sup>\_\_\_\_\_\_. The old ship is going to the breaker's yard. In the background we can see the sun setting.

The picture, however, is more than just a painting of two boats in the evening. <sup>4</sup>\_\_\_\_\_\_ wanted to show the end of an era. The time of the beautiful, old sailing ships is coming to an end. That's why we see this happening <sup>5</sup>\_\_\_\_\_\_. In the little, brown tugboat we can see the new, dirty industrial era starting. The tugboat is small and dark and it's making a lot of smoke, but it's <sup>6</sup>\_\_\_\_\_\_, because it's pulling the much bigger ship.

The painting shows a <sup>7</sup>\_\_\_\_\_. Turner watched the *Temeraire* taking its last journey

**b 1**2.29 Listen and check.

#### **3** a Find these things in the picture.

the sailing ship the tugboat the sunset

**b** Describe each thing.



up <sup>8</sup>\_\_\_\_\_\_, but he changed some of the details. He painted the old ship white and gold so that it looks like a ghost. In fact, the real ship was <sup>9</sup>\_\_\_\_\_\_. We also see the sun setting behind the ship, but in reality, the ship travelled from <sup>10</sup>\_\_\_\_\_\_, towards the sunset. However, Turner wanted to show the sun setting on the time of the old sailing ships.

Turner painted *The Fighting Temeraire* when he was quite old, so perhaps he wanted to show the sun setting on <sup>11</sup>\_\_\_\_\_, too. He loved the painting and he never sold it. You can see it today in the National Gallery in London.

## **c** What does each thing represent in the picture?

4 Find two ways in which the artist did not show the real events correctly. Why did he change the details?

## Revision

#### Grammar



**2** Work with a partner. Student A: Read out one of these scenes. Student B: Close your eyes. Describe what you can see, hear or feel.

a robbery a winter's day a rock concert autumn a football match at a swimming pool

#### A A rock concert

**B** I can hear two women singing. I can see a man with long hair playing the drums. I can feel the floor vibrating.

## **3** Complete the sentences. Put the verbs in brackets into the correct form.

- 1 We can go out now. It's stopped (rain).
- 2 Have you finished (use) the computer?
- 3 We were tired, so we stopped (have) a rest.
- 4 I can't go out. I promised (help) in the house.
- 5 We've decided (go) to the cinema tomorrow.
- 6 Do you enjoy (watch) reality TV shows?
- 7 I love our house. I can't imagine (live) anywhere else.
- 8 Don't forget (lock) the door when you leave.

#### Vocabulary

- 4 Complete the sentences. Choose a suitable -ed / -ing adjective from the chart on page 48.
  - 1 We had a good holiday. I feel very *relaxed*.
  - 2 I was \_\_\_\_\_\_ when the car didn't stop.
  - 3 Are you \_\_\_\_\_ in sport?
  - 4 I liked the film. It was very \_\_\_\_\_
  - 5 Everybody was \_\_\_\_\_\_ when Jane arrived.
  - 6 We can't go to the concert. I feel really \_
  - 7 We read a very \_\_\_\_\_\_ story today.
  - 8 Do you feel \_\_\_\_\_ about the exam?

#### Listening and writing

**5 ()**2.30 Listen and write the requests. Use Could you ...? or Would you mind ...?



The TV's too loud. Would you mind turning it down, please?

### Study skills

#### Revising

Add one more tip for revising, which you find useful. Compare your ideas with a partner.

- Don't leave your revision to the last minute. Make a revision plan and spread your revision over several days.
- Give yourself plenty of time to revise and build in some breaks.
- You won't do well in a test if you're tired. So don't work late the night before. Have a good rest.



#### **Describe the picture. Write ten sentences.** *There are two girls roller-blading.*

## Revision

#### Grammar

#### **Exercise** 1

- Students write ten sentences describing the picture, saying what the people are doing.
- Check the answers with the class.

#### **POSSIBLE ANSWERS**

There are two boys fishing. There are two people playing cricket. There is a woman taking photos. There is a dog chasing a ball. There is a dog chasing at a 'No Fishing' sign. There is a woman buying an ice-cream. There is a girl sitting on the grass talking on her mobile phone. There is a man working with a laptop. There is a boy lying on the grass reading a book. There is duck standing by the pond.

#### Exercise 2

- Students work in pairs. Tell them they should use their imagination to decide what's happening in their scene. Students describe how they imagine their scene to their partner.
- Then they change partners and choose a different scene to describe.
- Ask one or two volunteers to share their descriptions with the class.

#### Exercise 3

- Students work on their own to complete the sentences.
- Ask them to compare answers in pairs before you check them with the class.

5 to go

7 living

8 to lock

**6** watching

#### ANSWER KEY

- 1 raining
- 2 using
- 3 to have
- 4 to help

#### Vocabulary

#### **Exercise 4**

- Students work on their own to choose a suitable adjective for each sentence. In stronger classes, you may like to ask them to complete the gaps without looking back at the chart on page 48.
- Ask them to compare answers in pairs before you check them with the class.

#### POSSIBLE ANSWERS

- 2 frightened / surprised / worried / disappointed
- 3 interested
- 4 exciting / amusing / interesting
- 5 surprised / amazed / annoyed
- 6 disappointed / annoyed
- 7 amusing / boring / disappointing / interesting / exciting / embarrassing / surprising / frightening
- 8 worried / disappointed / excited / relaxed / embarrassed / surprised / frightened / annoyed

#### Listening and writing

#### Exercise 5 (5) 2.30 Audio script pT88

- Tell students that they will hear six people who have a problem. Their task is to complete a follow-up request using the phrases given.
- Demonstrate by playing the first item in the recording, and looking at the example together.
- Play the rest of the recording, pausing after each item to allow time for students to write down their responses. Encourage them to use both *Could you …?* and *Would you mind …?* in their responses. There is more than one correct answer in each case.
- In weaker classes, elicit the structure that follows each prompt before you begin playing the recording. (Could you ... is followed by the base form, and Would you mind ... is followed by -ing.) Explain that in English, the positive response to a request with Would you mind ...? will begin with No ... For example: Would you mind giving me your address? No, I'll text it to you right now.
- In stronger classes, you may like to elicit responses orally without writing them down as they listen.

#### **POSSIBLE ANSWERS**

- 2 Would you mind opening it?
- 3 Could you lend me some (money)?
- 4 Would you mind ringing my number?
- 5 Could you open the window?
- 6 Would you mind taking him out?

#### **Study skills**

#### Revising

- Ask students to read the advice in the box.
- Discuss the suggestions: How many students study like this? How many students leave revising to the night before a test? Why do they do it? How can they change their ways?

## digi-zaban.ir Your Project



#### **Develop your writing**

#### Punctuation

#### Exercise 1a

• Students work on their own, or in weaker classes, in pairs, to rewrite the sentences with correct punctuation.

#### Exercise 1b

- Students check their answers against the text on page 44.
- Ask a different student to write their answer for each sentence on the board. 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.'

**LANGUAGE NOTE** Conventions concerning punctuation vary from language to language and country to country, and there are also smaller variations between different publishers and academic institutions. Consistency is the most important thing to remember.

#### Exercise 2

- Students use their answers to exercise 1a to work out the rules.
- Check answers with the class.

#### **ANSWER KEY**

- 1 quotation marks 2 a comma 3 a question mark
- 4 an apostrophe 5 a full stop

#### Exercise 3

- Students work on their own to correct the punctuation and add the necessary capital letters in the three sentences.
- Ask a different student to write each sentence on the board. Ask the rest of the class to check, confirm or correct them as necessary.
- Elicit the rule about using capitals (at the beginning of a sentence, names of people or places, abbreviations like *Mr*, *Mrs*, *Dr*, etc.). Point out that abbreviations of titles are also often used with a full stop after them, especially in American usage.

#### **ANSWER KEY**

- 1 'Did you enjoy Wimbledon?' asked Mrs Dean.
- 2 'Yes, it was amazing,' said Mike. 'We saw some famous players, like Rafael Nadal.'
- 3 'Really?' said Mrs Dean. 'He's from Spain, isn't he?'

#### **Project task**

• Students each choose the person they want to write about. If your students did the similarly themed project in Unit 5 of *Project 3*, they should now choose a different subject.

- Allow them to brainstorm in groups or in class possible sources of information and pictures.
- Students should decide how they are going to present their projects (e.g. a poster, a leaflet, a web page, a slideshow presentation).

#### Preparation

- 1 Students do the research individually, or in pairs with other students who decided to write about the same person.
- 2 Students write about their chosen person, using the text and questions on pages 44 and 52 to guide them.
- **3** They include an anecdote, legend or famous episode, as well as some dialogue to bring their story to life. Then they swap with a partner to check each other's writing, paying special attention to punctuation.
- 4 They illustrate their project with pictures. Remind them to use pictures that are connected to the actual content of their texts.

#### Presentation and follow-up

• Make sure any necesary equipment is available for the presentations. Allow time for all students to present their projects, or organize an exhibition for the class to explore. Vote on the best project.

### Song

#### Heroes

#### **Background information**

*Heroes* is a song by Darrell Jones and Lionel Richie, and it was performed by The Commodores in 1980.

#### Exercise 1a

• Students work in pairs to read and complete the song lyrics with the words.

#### Exercise 1b 🛞 2.31

• Play the song for the students to listen and check.

#### **ANSWER KEY**

1 angels2 battles3 sun4 moon5 stronger6 captain7 soldier8 stranger9 freedom10 challengers11 sun12 moon13 stronger

#### Exercise 2

- Discuss the questions with the students. Elicit the names of their heroes and role models and their reasons for admiring them.
- You may also want to explore what makes a person a hero.
- If they are interested, tell them about your own heroes or role models.

More practice Teacher's Resources Unit 4

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# Your Project

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#### **Punctuation**

## **a** Rewrite the sentences with the correct punctuation.

- 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 didnt throw the sword into the lake he said Go back and do it

#### **b** Check your answers with the text on page 44.

#### **2** Complete the rules with these expressions.

a comma (,) a full stop (.) an apostrophe (') a question mark (?) quotation marks (' ')

#### 1 We use \_\_\_\_\_

- around the words that someone said.
- 2 We use \_\_\_\_\_
  - between speech and 'said',
  - after yes or no.
- 3 We use \_\_\_\_\_
- at the end of a question.
- 4 We use \_\_\_\_\_\_
  - with abbreviations such as didn't,
  - to show possession: the king's sword.
- 5 We use \_\_\_\_\_
- at the end of a statement.

#### **3** Punctuate and capitalize the sentences.

- 1 did you enjoy wimbledon asked mrs dean
- 2 yes it was amazing said mike we saw some famous players like rafael nadal
- 3 really said mrs dean hes from spain isnt he

#### Project task

#### You have read about King Arthur and Robin Hood. Make a project about another legendary hero or heroine.

- 1 Find some information about him / her.
- 2 Write about him / her. Use the text and questions on page 52 to help you.
- **3** Write the story of one of the legends. Include some dialogue and remember to punctuate it correctly.
- 4 Illustrate your project with pictures.

#### Song

#### a Complete the song with these words. Three of them are used more than once.

stranger sun angels stronger captain battles soldier freedom moon challengers

#### b (12.31) Listen and check.

**2** Who are your heroes? Why do you admire them?



Looking back through time we are in debt to the leaders, 1\_\_\_\_\_\_ of mercy everyone,

Good folks who believe there was no good or evil, Fought long and hard until the <sup>2</sup>\_\_\_\_\_ all were won.

Heroes make the <sup>3</sup> \_\_\_\_\_ rise in the morning, Heroes make the <sup>4</sup> \_\_\_\_\_ shine bright at night, Heroes make our lives a little <sup>5</sup> \_\_\_\_\_, In the soul of everyone he can be found.

Give us an anchor or a rock to lean on, A <sup>6</sup>\_\_\_\_\_\_ to take us through the storm.

What makes a <sup>7</sup>\_\_\_\_\_ ride alone into battle? Can anybody tell me where he's coming from?

He's that <sup>8</sup>\_\_\_\_\_ on the street,

He's that child who's at your feet

Searching for <sup>9</sup>\_\_\_\_\_ and justice.

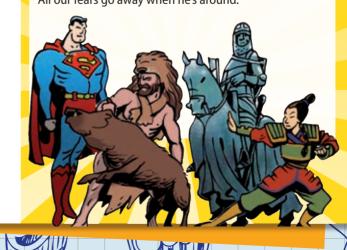
You've seen him time and again, you know they only fight to win,

They're the <sup>10</sup>\_\_\_\_\_ of evil and I'm glad we know them.

Heroes make the <sup>11</sup>\_\_\_\_\_ rise in the morning,

Heroes make the <sup>12</sup>\_\_\_\_\_\_ shine bright at night.

Heroes make our lives a little <sup>13</sup>\_\_\_\_\_All our fears go away when he's around.



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**Our environment** 

## 5A Climate change

#### Vocabulary

#### The environment

## a Match the meanings to the words. Use a dictionary to help you.

- 1 the ice in the Arctic and Antarctic
- 2 cutting down a forest
- 3 harmful chemicals in the air or water
- 4 coal, oil and gas
- 5 carbon dioxide
- 6 when there is no rain for a long time
- 7 the tropical forests
- 8 tropical storms
- 9 gases that trap the sun's heat
- 10 these produce electricity
- 11 the Earth is getting hotter
- **b** Which of the things in exercise 1a can you find in the photos?

## Climate change: its biggest cause

We hear a lot today about <sup>1</sup>\_\_\_\_\_\_. Thousands of articles are written about it in newspapers and magazines; TV programmes are made about it. <sup>2</sup>\_\_\_\_\_\_, like <sup>3</sup>\_\_\_\_\_\_ (carbon dioxide), are released into the atmosphere. The sun's heat is trapped by these gases and gradually the world is getting warmer. Scientists believe that, as a result, <sup>4</sup>\_\_\_\_\_\_ will melt, sea levels will rise and many islands and coasts will disappear under the water. We will also see more extreme weather, such as <sup>5</sup>\_\_\_\_\_\_, heavy rain, high temperatures and <sup>6</sup>\_\_\_\_\_\_. A lot of greenhouse gases are produced when <sup>7</sup>\_\_\_\_\_\_\_ are burnt by <sup>8</sup>\_\_\_\_\_\_, factories, cars and aeroplanes.

However, the biggest cause is <sup>9</sup>\_\_\_\_\_\_. The world's forests – especially the tropical <sup>10</sup>\_\_\_\_\_\_ of South America, Africa and South-East Asia – are very important for the Earth's climate. But every year, over 200,000 square kilometres of forests are destroyed. That's an area the size of Britain.

- a drought
- **b** power stations
- c climate change
- $d \quad \text{the ice caps} \quad$
- e rainforests
- f CO<sub>2</sub>
- g pollution
- h greenhouse gases
- i deforestation
- j hurricanes
- k fossil fuels

#### Comprehension

**2** a **1** 3.2 Read and listen to the text. Complete the gaps with words a–k from exercise 1a. Which word isn't used?

**b** What is 'the biggest cause' of climate change?



In some cases, the trees are cut down and the wood is taken away. It's used for buildings and furniture. However, in many cases, the land is wanted for farms. The trees are just burnt down, and billions of tonnes of greenhouse gases are released into the atmosphere. Twenty-five per cent of all  $CO_2$  is produced by deforestation. (Aeroplanes produce three per cent.) If we want to save the planet, we must save the forests!





## digi-zaban.ir Our environment

#### **Unit overview**

**Grammar:** Passive voice: present and different tenses **Vocabulary:** The environment; definitions; useful expressions; expressing worries

**Skills:** Reading: banked gap fill, reading for main idea, scanning for specific information, interpreting main idea, true, false or doesn't say, prediction, correcting statements; Listening: multiple choice, identifying statements made, completing statements, listening for specific information, comprehension questions; Speaking: topic discussion, situational role-play; Writing: a news bulletin

#### Culture: Australia

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

**English Across the Curriculum:** Science: hurricanes The English Across the Curriculum page could be studied after lesson 5A or at the end of the unit.

Study skills: Your learning environment

**Your Project:** Develop your writing: organizing a text Project: a poster: environmental problems

**Song:** *Mercy Mercy Me* 

### **5A** Climate change

#### Vocabulary

#### The environment

#### Exercise 1a

- Focus on the unit and lesson titles. Elicit what they mean, and anything else students might know about the subject. Tell them they will learn more about it in this lesson.
- Students work in pairs matching the words and expressions to their meanings, using a dictionary if required.
- Check answers with the class.
- You may like to drill the pronunciation of *drought* /draut/ as this is often problematic for learners.

#### **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 is significant for the environment.

#### Exercise 1b

- Students work in pairs to look at the photos and match them to words from a-k.
- Check answers with the class.

#### ANSWER KEY

1 b 2 i 3 a 4 d 5 e 6 g 7 j

#### Comprehension

#### Exercise 2a 🚳 3.2

- Give students time to read 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 answers with the class.

#### **ANSWER KEY**

- 1 climate change 2 Greenhouse gases 3 CO<sub>2</sub>
- 4 the ice-caps 5 hurricanes 6 drought 7 fossil fuels
- 8 power stations 9 deforestation 10 rainforests

#### **Exercise 2b**

- Students quickly scan the article and tell you the answer. Elicit any valid suggestions even if they are not fully correct.
- Explain that the issue of climate change is more complex than just rising temperatures and that is what the article is about.

#### ANSWER KEY

deforestation

## 5A

#### Exercise 3a

• Students read the text to find the information. Check answers.

#### **ANSWER KEY**

- cars, factories, power stations, aeroplanes, deforestation
   carbon dioxide (CO<sub>2</sub>)
- 3 Sea levels will rise, many islands and coasts will disappear under the water.
- 4 hurricanes, heavy rain, high temperatures, drought
- 5 South America, Africa, South-East Asia
- 6 for wood for building and furniture, for land for farms

#### Exercise 3b

• Ask students to find a reason in the text why deforestation is a bigger problem for the environment than air travel is.

#### **POSSIBLE ANSWER**

25% of  $CO_2$  is produced by defore station, and only 3% by aeroplanes.

#### Grammar

#### Passive voice: present

#### **Exercise 4a**

- Students complete the sentence without looking at the text and then scan the text to check their answer.
- Elicit the changes required to make an active sentence passive (the object of the active sentence becomes the subject of the passive, the active verb is replaced by the passive verb form: *be* + past participle). Elicit that the subject becomes the agent in the passive, introduced with *by*.

#### **ANSWER KEY**

Fossil fuels are burnt by power stations.

#### **Exercise 4b**

- Students complete the sentence without looking at the text and then scan the text to check their answer.
- Read the rule. Ask why there is no agent in either part of the sentence (it is not important who does the actions).

#### **ANSWER KEY**

... the trees are cut down and the wood is taken away.

#### Exercise 4c

• Students look at the examples in exercises 4a and b, and complete the rule.

#### **ANSWER KEY**

To make the passive, we use the verb be and a past participle.

#### Exercise 4d

• Students go through the text and find other examples of the passive. Check answers.

#### ANSWER KEY

are written, are made, are released, is trapped, are produced, are destroyed, 's used, is wanted, is produced

#### Exercise 5

• Students transform the sentences. Ask them to compare their answers in pairs before you check them as a class.

#### **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** Three per cent of greenhouse gases are produced by aeroplanes.
- 7 The sun's heat is trapped by greenhouse gases.
- 8 Extreme weather is produced by climate change.
- 9 Carbon dioxide is absorbed by trees.
- 10 Electricity is produced by power stations.

#### Listening

#### Exercise 6a 🛞 3.3 Audio script pT88

- Write the word *biofuel* on the board. Elicit its meaning (fuel made from plants). Draw a line between *bio* and *fuel*. Ask students what other words they know beginning with *bio*-(e.g. *biology, biography*). Elicit what the prefix *bio* means (*living / life*). Ask what, if anything, they know about biofuels. Are they a good or a bad thing? Why?
- Ask students to read the questions and answer options.
- Play the recording, twice if necessary, for students to listen and answer the questions.

#### ANSWER KEY

1 a 2 a 3 b 4 b 5 b

#### Exercise 6b 🚳 3.3

- Read through the statements and check comprehension.
- Play the recording again for students to listen and identify the two reasons why the speaker is against fossil fuels.

#### ANSWER KEY

The speaker mentions 2 and 5.

#### Exercise 6c

- Elicit the effects of the two reasons mentioned.
- Discuss the speaker's opinions. Do the students agree with him or not? Why?

#### **ANSWER KEY**

- **2** If the land is used for producing biofuels, there won't be enough for growing food for people and animals.
- **5** Trees are cut down or often just burnt down. Animals are killed and people are driven away.

#### **Optional extra**

Divide the class into groups of four and ask them to discuss three questions: What do you think of the environmental problems mentioned in this lesson? What can we do to stop them? What else can we do to slow down climate change? Each group presents their ideas to the rest of the class.

T57 Unit 5

#### **3** a Find these things in the text.

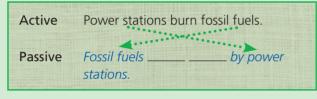
- 1 five things that produce greenhouse gases
- 2 one greenhouse gas
- 3 two things that will happen if the ice caps melt
- 4 four kinds of extreme weather
- 5 three places where there are tropical rainforests
- 6 two reasons why forests are cut down

## **b** Why is deforestation a bigger problem for the environment than air travel?

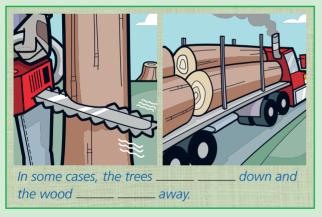
#### Grammar

#### Passive voice: present

**4** a Complete the passive sentence. Do the active and passive sentences have the same meaning?



#### **b** Complete the sentence from the text.



We normally use the passive when the action is the most important thing. So we don't always need to say who does the action.

## **C** How do we make the passive? Complete the rule. Choose from these forms.

- the verb *have*
- an -*ing* form

• a past participle

• the verb be

To make the passive, we use \_\_\_\_\_ and

d Find more examples of the passive in the text.

## **5** Rewrite the sentences in the passive. Use the underlined words as the subject.

- 1 Cars release <u>a lot of CO<sub>2</sub></u>. A lot of CO<sub>2</sub> is released by cars.
- 2 Farmers burn down the forests.
- 3 Forests make most of the world's rain.
- 4 Satellites photograph forest fires.
- 5 Deforestation kills millions of animals.
- 6 Aeroplanes produce <u>three per cent of greenhouse</u> <u>gases</u>.
- 7 Greenhouse gases trap the sun's heat.
- 8 Climate change produces <u>extreme weather</u>.
- 9 Trees absorb <u>carbon dioxide</u>.
- 10 Power stations produce <u>electricity</u>.

#### Listening

a You are going to hear an environmental campaigner talking about biofuels.

#### 3.3 Listen and choose

#### the correct answers.

- 1 Biofuels are fuels that are
  - a made from plants.b used on farms.
- 2 Biofuels are produced because fossil fuels are
  - a running out.
  - **b** becoming too expensive.
- 3 People think that biofuels are a cheaper. b cleaner.
- 4 Most biofuels are used in
- a power stations. b cars.
- 5 The speaker thinks that biofuels are
  - a a good thing. b a bad thing.

## **b** 3.3 Listen again. What reasons does the speaker give for his opinion? Choose two from this list.

- 1 A lot of extra pollution is produced by biofuels.
- 2 Biofuels use land that is used for food at the moment.
- 3 More factories are needed to produce biofuels.
- 4 Biofuels produce less CO<sub>2</sub> than fossil fuels.
- 5 Rainforests are destroyed to provide land for biofuels.
- 6 Biofuels are also running out.

**c** Look at the two reasons that you have chosen. What effects will they have, according to the speaker?

**digi-zaban.ir 5A:** Grammar • passive voice: present • passive voice: different tenses

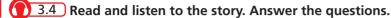


### <u>digi-zaban.ir</u>

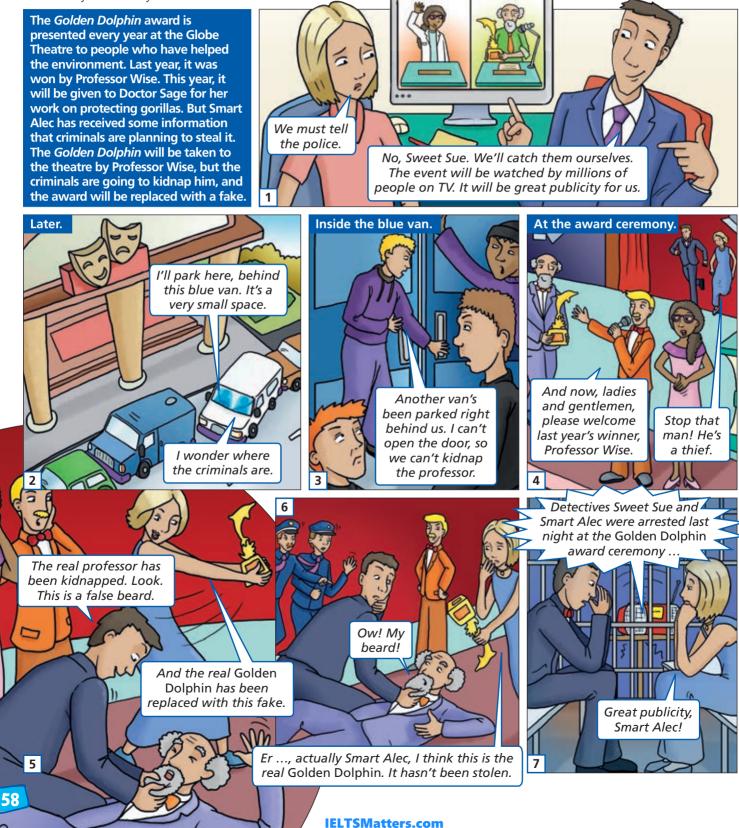




#### Comprehension



- 1 What were the criminals planning to steal?
- 2 Why didn't they steal it?



## 5B Smart Alec's plan 🖭

#### Comprehension

#### Exercise 1 🛞 3.4

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to look at the pictures, and without reading the story, say what they think it is about.
- Ask them to describe who is in each picture, where they are, what they are doing and how they are feeling. Accept any reasonable suggestions. There's no need to reveal the answer at this point, as students will read the story to find out.
- Elicit the words *award*, *environment*, *protect*, *ceremony*, *kidnap*, *replace*, *a fake*, *park* (a car), *trapped*, *disguise* (oneself) and *publicity*. Pre-teach any of the words students are unfamiliar with. (You may like to write all these words on the board if you want to use the Optional extra below.)
- Students read the two questions.
- Play the recording for students to 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 Smart Alec and Sweet Sue parked right behind it.

#### **Optional** extra

Write the words *award*, *environment*, *protect*, *ceremony*, *kidnap*, *replace*, *a fake*, *park*, *trapped*, *disguise* and *publicity* on the board. With books closed, ask students to use the words to take turns in retelling the story. Ask the rest of the class to check and amend the story with any details the storytellers might miss. You may like to do this activity before or after exercise 2.

#### **Optional extra**

Students work in groups to act out the story. Encourage them to add any details they like to make it more interesting. Have a few volunteering groups perform in front of the class, and vote on the best performance and best story adaptation. You may like to do this activity before or after exercise 2.

## 5B

#### Exercise 2

• Students read the story again and decide about the statements, then compare in pairs before you check with the class.

#### **ANSWER KEY**

1 Doesn't say. 2 False. 3 True. 4 False. 5 True. 6 False. 7 False. 8 True. 9 False. 10 Doesn't say.

### Grammar

#### Passive voice: different tenses

#### Exercise 3a

• Students complete the sentences without looking back at the story and then scan the story again to check their answers.

#### ANSWER KEY

1 is 2 was 3 will be 4 has been

#### Exercise 3b

- Students match the tenses and examples in exercise 3a.
- Check answers with the class.

#### ANSWER KEY

- 1 present simple 2 past simple 3 future
- 4 present perfect

#### Exercise 3c

• Elicit what changes in the different tenses (the form of the verb *be*) and what doesn't (the past participle or the subject).

#### **ANSWER KEY**

#### To change the tense in a passive verb, we change the verb be.

#### Exercise 3d

• Students find other examples of the passive voice in the story, then compare in pairs before you check with the class.

#### **ANSWER KEY**

will be taken, will be replaced, will be watched, 's been parked, has been replaced, hasn't been stolen, were arrested

#### **Optional extra**

Ask students to identify the tenses in each example they've found in exercise 3d.

#### Exercise 4

• Students work on their own to transform the sentences, then compare in pairs before you check with the class.

#### **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.
- 10 Sweet Sue and Smart Alec have been released by the police.

### Listening and writing

#### Exercise 5a 🛞 3.5 Audio script pT88

- Ask students to look at the photo. What environmental problem does it show? Elicit or 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 the recording for students to listen and choose the right answers. Were any of their ideas correct?
- Check answers with the class.

#### ANSWER KEY

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

#### Exercise 5b

• Students work on their own to complete the sentences, and then compare their answers in pairs.

#### Exercise 5c 🚳 3.5

• Play the recording again for students to listen and check their ideas before you check the correct answers with the class.

#### ANSWER KEY

1 Detergent 2 feathers 3 waterproof 4 oil 5 thirty-eight 6 weeks

#### Exercise 6

- Students work with a partner to write the news bulletin.
- You may want to explain that the heading of a news item is often in the present tense (*Oil pollution harms penguins*) while the present perfect is often used in the main story (*Over sixty penguins have been harmed 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.
- Ask a few pairs to read their news bulletin to the class.

#### **Revision idea**

Divide the class into four groups and arrange them in circles. Give each group a different one of these topics: 1 big cars, 2 air travel, 3 nuclear power, 4 whaling. Each group writes a passive sentence in the present tense about their topic on a piece of paper. They pass their pieces of paper 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 writes a passive sentence in the present perfect tense. The pieces of paper are finally passed to the left once more for the groups to write a passive sentence in the future tense. For example: 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. The pieces of paper 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.

More practice Workbook pp46–47 Teacher's Resources Unit 5

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#### **2** Are the statements true or false, or doesn't it say?

1 Professor Wise has won the award three times.

5B: Grammar • passive voice: present • passive voice

- 2 The award is for people who have helped animals.
- **3** Sweet Sue wants to tell the police.
- 4 The award is taken to the theatre by Doctor Sage.
- 5 The ceremony is on TV.
- 6 The criminals are waiting in a car.
- 7 Professor Wise is kidnapped.
- 8 The beard isn't false.
- 9 Sweet Sue and Smart Alec don't get any publicity.
- **10** They are kept in jail for two days.

#### Grammar

#### Passive voice: different tenses

#### **3** a Complete the sentences from the story.

- 1 The Golden Dolphin award \_\_\_\_\_ presented every year.
- 2 Last year, it \_\_\_\_\_ won by Professor Wise.
- **3** This year, it \_\_\_\_\_\_ given to Doctor Sage.
- 4 The real professor \_\_\_\_\_\_ kidnapped.

## **b** Match the tenses to the sentences in exercise 3a.

• present perfect

• past simple

present simple future

#### **c** Complete the rule with the correct words.

• the past participle • the subject • the verb be

To change the tense in a passive verb, we change

**d** Find more examples of the passive in the story.

## 4 Rewrite the sentences in the passive. Keep the same tense.

- 1 Smart Alec parked the van. The van was parked by Smart Alec.
- 2 Some criminals will steal the award.
- **3** Doctor Sage has won the award this year.
- 4 Smart Alec pulled the professor's beard.
- 5 The police haven't arrested the criminals.
- 6 Millions of people saw the show.
- 7 Doctor Sage has taken the award to the bank.
- 8 The bank will keep it in a safe.
- **9** The police will protect the award next year.
- 10 The police have released Sweet Sue and Smart Alec.

#### Listening and writing

**5** a **3**.5 Listen to a recording about an environmental problem. Choose the correct answers.



- 1 How was the problem caused?
  - **a** There was an explosion on an oil rig.
  - **b** An oil tanker sank.
  - c A tsunami destroyed an oil refinery.
- 2 What birds were affected by the disaster?
- a penguins b pelicans c sea eagles
- 3 How many birds were rescued?
- a about 75 b about 116 c about 60
- 4 Where is the SOCOBIOMA Centre?
- a Brazil b Uruguay c Argentina
- 5 What happened to fourteen of the birds?
  - a They were released.
  - **b** They were sent to zoos.
  - c They died.

## **b** Complete the sentences. Choose from these words.

months feathers weeks stomachs strong twenty-four detergent soap oil waterproof thirty-eight water

- 1 \_\_\_\_\_ was used to clean the birds.
- 2 However, this also removed the natural oil from the birds' \_\_\_\_\_\_.
- **3** As a result, their feathers weren't \_\_\_\_\_, so they weren't released immediately.
- 4 The birds that died probably swallowed some \_\_\_\_\_\_ before they were rescued.
- 5 So far, \_\_\_\_\_ birds have been released.
- 6 The other birds will be released in a few \_\_\_\_\_ when their feathers are waterproof again.
- c (1) 3.5 Listen again and check.
- **6** Work with a partner. Write a news bulletin about the incident. Use the information in exercise 5 to help you.

## **5C** Caring for the environment

#### Reading

a Look at the title and the photos. What do you think the text is about?

**b** 3.6 Read and listen to the text. What does the writer want?

#### **c** Find the names of these people and places in the text.

- 1 the man who wrote the letter
- 2 a brown bear cub
- 3 the place where the nature reserve is
- 4 the man who runs the bear orphanage
- 5 the place that Yuri was taken to

#### 2 Correct the statements.

- 1 Yuri was born in spring.
- 2 His mother was sleeping in a cave.
- 3 Yuri's mother was killed by the hunters' dogs.
- 4 Brown bears are hunted because they are dangerous.
- 5 Bears are almost extinct in Russia.
- 6 The cubs are usually taken home as pets.
- 7 At the orphanage, the bears are taught how to do tricks.
- 8 When they are older, the bears will be sold to zoos.
- **9** Professor Pazhetnov has saved seventy-five bear cubs.
- 10 So far, over a hundred bears have been released.

# Save the ORPHAN BEARS

#### **Dear Friend**

I want to tell you about Yuri. Yuri is a young brown bear. He was born in winter and like all bear cubs, he was blind and he had no teeth. His mother was hibernating in her den, deep inside the Russian forest. Outside, it was very cold and everything was covered by thick snow. Inside the den with his mother, however, Yuri felt safe and warm.

Then, when Yuri was only a few weeks old, some hunters came. Dogs were sent into the den. Yuri's mother was woken up by the dogs. She tried to protect her cub, but when she climbed out of the den, she was shot by the hunters.

Every year, between 3,000 and 4,000 brown bears are hunted and killed like this. There are only 110,000 brown bears in Russia today and they are almost extinct in the rest of Europe. Their meat and fur are sold for thousands of dollars, so people will continue to hunt them. The cubs are usually just left to die. Without their mothers they can't survive.

Yuri, however, was lucky. He was found by one of the hunters and he was taken to The Russian Bear Orphanage, 350 kilometres northwest of Moscow. The orphanage is run by Professor Valentin Pazhetnov. Here, Yuri will be looked after. He and other orphan bears will be fed and taught how to survive. When they are old enough, they will be taken to a nature reserve in Bryansk, where they will be protected. Professor Pazhetnov hopes that in the future some bears will be released in other European countries where they are now extinct.

So far, over a hundred bear cubs have been saved by the orphanage. Seventy bears have been returned to the forest. We want to save more. That's why I'm writing to you now. Money is needed for food, transport and for people to look after the baby bears. Yuri and his friends need your help. Please send a donation today. Together we can save the orphan bears.

Thank you.

Yours sincerely, Fred O'Regan







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## **5C** Caring for the environment

### Reading

#### Exercise 1a

- Focus attention on the photos. Ask a student to describe them.
- Focus attention on the title. Can students guess the meaning of *orphan*?

#### POSSIBLE ANSWER

The text is about looking after baby bears whose mothers have been killed.

#### Exercise 1b 🚳 3.6

- Play the recording for students to read and listen to the text.
- Elicit the writer's purpose.

#### ANSWER KEY

He wants money for the bear orphanage.

#### Exercise 1c

- Students read the text again and find who or what the descriptions refer to. They should try to do this as quickly as possible and put their hands up when finished. The first student with the correct answers is the winner.
- Check answers with the class.

#### ANSWER KEY

- 1 Fred O'Regan
- 2 Yuri
- 3 Bryansk
- 4 Valentin Pazhetnov
- **5** The Russian Bear Orphanage, 350 kilometres northwest of Moscow

#### Exercise 2

- Elicit or pre-teach *cub*, *hibernate*, *den*, *extinct*, *fur*, *orphanage*, *nature reserve* and *donation*.
- Allow plenty of time for students to read the text again, and to discuss and correct the statements in pairs. Remind students to correct the factual mistakes, not simply change the verbs into negative.
- Check answers with the class.

#### ANSWER KEY

- 1 Yuri was born in <u>winter</u>.
- 2 His mother was <u>hibernating in her den</u>.
- 3 Yuri's mother was killed by the hunters.
- **4** Brown bears are hunted <u>for their meat and fur</u>.
- 5 Bears are almost extinct in the rest of Europe.
- 6 The cubs are usually just left to die.
- 7 At the orphanage, the bears are taught how to <u>survive</u>.
- 8 When they are older, the bears will be <u>taken to a nature</u> reserve (in Bryansk).
- 9 Professor Pazhetnov has saved over a hundred bear cubs.
- 10 So far, seventy bears have been released.

#### **Optional extra**

Write the following questions on the board or type them up before class and display them on the interactive whiteboard.

- 1 How do you feel when you read about the orphan bears?
- 2 What effect do the photos have?
- 3 Why is the web page in the form of a letter?
- 4 Who is the letter addressed to? Why?
- 5 Would you send money to help? Why? Why not?
- 6 What other animals are in similar danger? Why?
- 7 How are animals treated in your country?

Elicit students' reactions to the first question in open class.

Put students in small groups to discuss questions 2–5 in three minutes, and elicit ideas from each group.

Wrap up by discussing questions 6 and 7 in open class again.

#### Vocabulary

#### Definitions

#### Exercise 3

- First, tell students to find the definition of *a cub* (f: a baby bear) to make sure they understand the task.
- Students then match the remaining words and definitions, then compare in pairs before you check with the class.

#### ANSWER KEY

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

#### Exercise 4

- Students work in pairs to write and practise an interview between a reporter and Professor Pazhetnov.
- First, they expand the cues into questions. Then they scan the article again to find the answers for each question.
- Walk around and monitor as the pairs practise the role-play.
- Get one or two volunteering pairs to do parts of the interview in front of the class. Ask the rest of the class to listen and check, and if necessary, correct the facts in the answers.

#### POSSIBLE ANSWERS

- **2** How many bears are killed each year? Between 3,000 and 4,000 bears are hunted and killed every year.
- **3** Why are they killed? They are killed for their meat and fur, which are sold for thousands of dollars.
- 4 What will happen to Yuri now? He will be looked after. He will be fed and taught how to survive.
- 5 What will happen to him when he grows up? He will be taken to a nature reserve in Bryansk.
- 6 How many cubs have been saved? Over a hundred bear cubs have been saved by the orphanage.
- 7 What is the money needed for? We want to save more bears. Money is needed for food, transport and for people to look after the baby bears.
- 8 Why do you want to save the orphan bears? There are only 110,000 brown bears left in Russia, and they are almost extinct in the rest of Europe.

### Speaking, listening and writing

#### Exercise 5a

- Focus on the photos and the title of the quiz. Ask students what they think it will be about. Elicit the meaning of *recycle*, *average*, *recyclable*, *appliance*, (*on*) *standby* and *waste*.
- Students answer the quiz questions.

#### Exercise 5b

• Students work in pairs to compare their answers.

#### Exercise 6a 🛞 3.7 Audio script pT88

• Play the recording for students to listen and check.

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

#### Exercise 6b 🛞 3.7

- Ask students to read the questions carefully to understand what information they will need to focus on.
- Play the recording again, twice if necessary, for students to listen and answer the questions.
- Students compare their answers in pairs before you check them with the class.

#### POSSIBLE ANSWERS

- Recycling aluminium helps save 95% of the energy used to produce aluminium from raw materials. Recycling paper reduces the number of trees cut down to make paper, and it reduces the amount of waste.
   A lot of energy is needed to supply clean water to homes and businesses, so saving water means using less energy.
- **2** Up to twelve appliances.
- **3** The best way to save petrol is to walk, cycle or use public transport whenever possible.

#### Exercise 7a

• Students work individually to write their own answers to the six questions. Ask them also to think about how they would rate themselves on each issue as far as being environmentally conscious is concerned. Perhaps the easiest way to do this is to ask them to give themselves a mark on the same scale as school grades for each question.

#### Exercise 7b

- Put students in small groups of three or four or do this as a class. Get them to discuss their answers as well as their self-assessment for each question in exercise 7a. Walk around and monitor their discussions.
- Ask each group to report their conclusions to the class.
- Ask for a vote on the most green group in the class.

#### **Revision idea**

To bring together the input from lessons 5A, 5B and 5C on the subject of the environment, first ask students to work in groups to compile vocabulary on the following topics: sources of pollution, extreme weather, energy sources, environmental catastrophes, protection of endangered animals. Encourage them to expand the list of words they learnt in the unit with their own ideas.

You may like to build up the complete list on the board, so all groups have access to all the lexis.

In their groups, students use the vocabulary they collected to discuss and make notes about at least four environmental issues that affect their own country, and the possible solutions. Ask them to think about whether there is anything they could personally do to help.

Get groups to report back to the class, and ask the rest of the class to say if they had similar or different ideas.

More practice Workbook pp48–49 Teacher's Resources Unit 5

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#### Vocabulary

#### Definitions

#### 3 Match the words from the text in exercise 1b to the meanings.

1 a cub 2 hibernate

3 so far

4 a den

5 shot

10 extinct

**11** fur

6 blind

8

- a bear's hair
- **b** a child with no parents
- c hit by a bullet from a gun
  - **d** to sleep through the winter
  - e a place where animals are protected
- f a baby bear
- g money that you give to help
- **h** a place where orphans are looked after
- They have all died. i.
  - a bear's home
  - k can't see
- 12 a donation

7 a nature reserve

an orphan

9 an orphanage

up to now

#### 4 Role-play. Work with a partner. One person is a reporter and the other is Professor Pazhetnov. Use the cues to make an interview.

- 1 Why / Yuri / at the orphanage?
- Why was Yuri brought to the orphanage?
- His mother was killed by hunters.
- 2 How many bears / kill / each year?
- 3 Why / they / kill?
- 4 What / happen / to Yuri now?
- 5 What / happen / to him / when he grows up?
- 6 How many cubs / save?
- 7 What / money / need / for?
- 8 Why / you / want to save the orphan bears?

#### Speaking, listening and writing 🗸

- **a** Read the quiz and answer the questions.
  - **b** Compare your answers with a partner.

#### **6** a **(1)** 3.7 Listen and check your answers to the auiz.

#### **b 1**3.7 Listen again. Answer the questions.

- 1 How do these things help the environment?
- recycling aluminium and paper
  - saving water
- 2 How many appliances does an average family have on standby?
- 3 What is the best way to save petrol?

## A Green Qu

- 1 How much energy is saved when an aluminium can is recycled?
  - a enough to run a calculator for three minutes
  - **b** enough to run a TV for three hours
  - c enough to run a mobile phone for three days
- 2 The people of Boulder County, Colorado (population: 282,000), decided to recycle paper. How many trees were saved in one year?
- **a** 20,000 **b** 5 million **c** 500,000
- 3 How much water is used by an average family of four in one day? a 800 litres b 200 litres c 500 litres
- 4 How much of a modern car is recyclable? a less than 20% b about 50% c more than 75%
- 5 How much energy is used by an electrical appliance, such as a computer or TV, when it is on standby?
  - *a* none
  - b up to 25% of the energy it uses when it's switched on
  - c more than 50% of the energy it uses when it's switched on
- 6 How is most petrol wasted in a car?
  - *a* by driving too fast
  - **b** by leaving the engine running when stopped
  - c by driving too slowly

#### **7** a How green are you? Write your answers to the questions.

- 1 What things do you usually recycle?
- 2 Do you switch off the light when you leave a room?
- 3 What electrical appliances do you leave on standby?
- 4 Do you leave the water running when you brush vour teeth?
- 5 How many car journeys do you make in a week?
- 6 How many non-recyclable things (e.g. crisp packets) do you throw away each week?
- **b** Discuss your answers in a group or in the class.













#### Tara is worried

**a** What happened to Tara in the last episode of 'Kids'? Look back and check your ideas.

## **b** 3.8 Read and listen to the story. Answer the questions.

- 1 Why is Tara worried?
- 2 Why does she tell Mrs Ross about Wimbledon?

#### **2** Complete the sentences.

- 1 Tara doesn't want to eat anything, because ...
- 2 Andy eats ...
- 3 Lily says that she's ...
- 4 Tara tells Andy that it's all ...
- 5 When Tara arrives, Mrs Ross is ...
- 6 The secretary's name is ...
- 7 Tara thinks that Mr Ross has ...
- 8 Tara told the restaurant manager that ...
- 9 Mrs Ross tells Tara to ...



Tara Mrs Ross wanted to see me. Secretary Oh yes, Tara. She won't be long. She's just on the phone at the moment. Tara Oh, OK. Thank you. (thinks) Oh, my legs feel like jelly.

Mrs Ross Ah, Tara. You're here. Come in. Tara Yes, miss.

Mrs Ross Oh, Sally. If my husband phones, tell him that I'm already dealing with it. Secretary OK.

Tara (thinks) Oh no! He's told her. I'm in real trouble now. What shall I do?



Lily How do you feel, Tara?

Tara I'm really nervous. Oh, why does she want to see me?

- Andy Aren't you going to eat that sandwich?
- Tara No. I can't eat a thing. I feel sick.
- Andy Can I have it, then? I'm starving.
- Tara Help yourself. What if Mr Ross has told her?
- Mike I'm sure he hasn't.

**Tara** I hope you're right. But look. My hands are shaking and my heart's pounding.

Lily Yes, I've got butterflies in my stomach, too. And I don't have to see the head teacher.

Mike Don't worry. It'll be all right.

Andy Yes. Just stay cool.

**Tara** Cool? That's easy for you to say. This is all your fault in the first place.



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#### Tara is worried

#### Exercise 1a

• Elicit the events in the previous episode of 'Kids'. What happened to Tara last time? (She met Mr Ross in the restaurant where she was doing her work experience.) What did she find out? (He saw her at Wimbledon.) Why is Tara worried? (She thinks Mr Ross might talk about it to Mrs Ross, who is their head teacher at school.) Elicit any other details students may remember.

#### Exercise 1b 🚳 3.8

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to look at the photos without reading the story and speculate on what is happening in them.
- Ask students to read the two questions.
- Play the recording for students to read and listen to the story and answer the questions.
- Check answers with the class.

#### **ANSWER KEY**

- 1 She's worried because the head teacher wants to see her.
- 2 She thinks Mr Ross has already told her that he saw Tara and her friends at Wimbledon.

#### Exercise 2

• Students work in pairs to try and complete the sentences about the story before they read it again to check their ideas.

#### **ANSWER KEY**

- 1 she feels sick.
- 2 Tara's sandwich.
- **3** got butterflies in her stomach.
- 4 his fault in the first place.
- 5 on the phone. / talking on the telephone.
- 6 Sally.
- 7 told his wife about seeing them all at Wimbledon.
- 8 she was ill on Wednesday.
- 9 start her story at the beginning.

#### **Optional extra**

Write the following statements on the board, and ask students to decide if they are true, false or if the text doesn't say.

- 1 Mike isn't hungry.
- 2 Lily isn't nervous.
- 3 Mrs Ross wants to see Lily as well.
- 4 The head teacher is talking to her husband when Tara arrives.
- 5 Mrs Ross asks her secretary to pass on a message to her husband.
- 6 Tara tells Mrs Ross about last Wednesday.

Check answers with the class.

#### ANSWER KEY

- 1 Doesn't say.
- 2 False.
- 3 False.
- 4 Doesn't say.
- 5 True.
- 6 True.

#### **Optional extra**

Students work in groups of six to practise role-playing the story. Get some volunteering groups to perform in front of the class.

## 5D

#### Exercise 3a

• Elicit ideas from students for the end of the story. Make notes of the different suggestions on the board, but don't give away the answer at this point.

#### Exercise 3b 🛞 3.9 Audio script pT88

• Play the recording for students to listen and compare their ideas on the board with the end of the story. Did any student get close?

#### Exercise 3c 🚳 3.9

- Ask students to read the questions before you play the recording again.
- Play the recording for students to listen and answer the questions.
- In weaker classes, you can allow students to make notes of their answers and then discuss them in pairs before you check answers.

#### **ANSWER KEY**

- 1 She's disappointed because Tara doesn't usually do things like this.
- 2 No, she didn't.
- **3** She was going to tell her she was chosen to win the School Prize.
- 4 She's now going to think about the prize again.

#### **Optional extra**

Ask students to imagine they are at the beginning of this episode when Tara finds out Mrs Ross wants to see her. Write *If I were Tara*, ... on the board, and elicit ideas about what students would do in her situation. Would they do the same? Why? Why not?

#### **Everyday English**

#### **Useful expressions**

#### Exercise 4a

• Students work on their own to complete the expressions without looking back at the story and then scan the story again to check their answers.

#### ANSWER KEY

1 feel 2 worry 3 be 4 'm 5 stay 6 for 7 be 8 on 9 at 10 all

#### **Exercise 4b**

• Elicit translations for each expression in exercise 4a. Does the students' language express the same ideas in a similar or different way?

#### Exercise 5

- Students work on their own to complete the dialogues with the expressions and then practise saying the dialogues in pairs.
- To check answers, get a different pair to perform each dialogue in front of the class, and the rest of the class to listen and correct any errors.

#### **ANSWER KEY**

- 1 I'm starving; That's easy for you to say.
- 2 She won't be long; She's just on the phone.
- 3 Don't worry; It'll be all right. (in any order)
- 4 tell me all about it; start at the beginning

#### **Expressing worries**

#### Exercise 6a

- Explain that English has some colourful expressions to describe feelings and emotions. Ask students to find the expressions in the story that match the pictures.
- Ask them to compare answers in pairs before you check them with the class.

#### **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.

**LANGUAGE NOTE** Jelly is soft, solid, usually brightly coloured food made from sugar and fruit juice, and eaten cold as a dessert.

#### Exercise 6b

• Ask students to mention expressions in their own language that describe worries. Are any of them similar to the English expressions?

#### Exercise 6c

• Students find the sentences where Mike tries to reassure Tara. (*Don't worry. It'll be all right.*) Elicit other expressions with a similar meaning, for example *Relax. Stay cool / calm. It's nothing. It's no big deal. You'll be fine.* Write suggestions on the board for students to copy and learn.

#### Exercise 7a

- Students match the situations to the problems on their own. Remind them to use each answer only once.
- Check answers with the class.

#### ANSWER KEY

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

#### Exercise 7b

- Read the example together, and make sure students understand what to do.
- In pairs, students take turns to express worries and give reassurance. Walk around and monitor.
- Get one or two volunteers for each situation to do their dialogue in front of the class.

#### **Revision idea**

Each student thinks of something that they are currently worried about (e.g. a school test they haven't revised for). They work in pairs to tell each other about their worry, and then reassure each other with some good advice. Walk around and monitor; then get a few pairs to repeat their discussion in front of the class.

5D: Grammar • passive voice: present • passive voice: di

**3** a What do you think happens next?

**b 3.9** Listen to the end of the story and check your ideas.

- **c 1**3.9 Listen again and answer the questions.
- 1 How does Mrs Ross feel? Why?
- 2 Did she know about Wimbledon?
- 3 Why did she want to see Tara?
- 4 What's Mrs Ross going to do now?

#### **Everyday English**

#### **Useful expressions**

**4** a Complete the expressions from the story.

- 1 How do you \_\_\_\_\_?
- 2 Don't \_\_\_\_\_
- 3 *It'll* \_\_\_\_\_\_ all right.
- 4 / \_\_\_\_\_\_ starving.
- 5 Just \_\_\_\_\_ cool.
  6 That's easy \_\_\_\_\_ you to say.
- 7
   She won't \_\_\_\_\_\_ long.

   8
   She's just \_\_\_\_\_\_ the phone.
- 9 Start \_\_\_\_\_ the beginning.10 Tell me \_\_\_\_\_ about it.

#### **b** How do you say the expressions in your language?

**5** Complete the dialogues. Choose expressions from exercise 4a.

- 1 Come on. We haven't got time to eat.
  - But \_\_\_\_\_
  - Oh, you can wait a bit longer.
  - \_\_\_\_\_. You've already had your lunch.
- 2 Is Lily ready yet?
  - 0
  - But we're late. What's she doing?
  - 0
- 3 We've got a history test now. I feel really nervous.
  - ο
    - But I can't remember anything.
  - ο
- 4 I've had a terrible day.
  - Well, \_\_\_\_\_
  - I don't know where to start.
  - Just \_\_\_\_\_.

#### **Expressing worries**

**6** a Find expressions in the story to match the pictures.



b Have you got similar expressions in your language?

C What does Mike say to reassure Tara? What other expressions do you know for reassuring people?

#### a Match the situations to the possible problems.

- 1 I have to go to the dentist's.
- 2 We've got a test today and I haven't revised for it.
- 3 I've got my first ice skating lesson tomorrow.
- 4 I'm a singer in a band and we've got our first concert on Saturday.
- 5 I'm going on my first date.
- 6 I've been picked for the school basketball team.

#### What if ...

- a I can't remember the words?
- **-b** I need a filling?
- c I fall over?
- **d** I drop the ball or something?
- e I do something really embarrassing?
- **f** | fail?
- **b** Work with a partner. Make dialogues for the situations in exercise 7a. Use the expressions in exercises 4a and 6a.
- I have to go to the dentist's.
- How do you feel?
- I'm really nervous. What if I need a filling?
- Don't worry. It'll be all right.
- I hope you're right.

Culture

NORTHERN TERRITORY

SOUTH AUSTRALIA

Adelaide

**a** Write five facts that you know about Australia. Compare your answers with a partner.

**b** 3.10 Read and listen to the text. Compare vour ideas.

#### **2** Read the text again. Answer the questions.

- 1 Who were:
  - **a** the first Australians?
  - **b** the first European settlers?
- 2 What does the name 'Australia' mean?
- 3 What is:
  - d the School of the Air? **a** the largest city?
  - **b** the capital city?
  - **c** the outback?
- **e** a flying doctor?
- f the national game?

WESTERN

## **AUSTRALIA**

Australia is the sixth-largest country in the world. However, fewer than 20 million people live there. The first people there were the Aborigines. They arrived in Australia about 10,000 years ago, during the last Ice Age. At that time, sea levels were lower and people could easily cross from Asia. When sea levels rose again, Australia was cut off until it was discovered by a Dutch explorer, Abel Tasman, in the late 17th century. Today, only 1.5% of Australia's population are Aborigines.

#### The name 'Australia' comes from the

Latin terra australia, which means 'southern land'. In the 18th century, the British explorer, Captain James Cook, claimed the land for Britain. At first, Australia was used as a prison. Criminals from Britain were sent there. Later, other people from Britain and Ireland went to live there. The British influence is still very strong. The official language is English, cars drive on the left, and the national game is cricket. In recent years, however, many immigrants have come from other European countries and from Asia, too.



Australia was cut off from the other continents a long time ago, so a lot of Australia's animals, like the kangaroo, the koala and the platypus aren't found anywhere else. Australia also has some of the most dangerous animals in the world. There are poisonous snakes and spiders. Several people are bitten every year, and schoolchildren have to learn first aid for snake and spider bites. In the north, there are huge saltwater crocodiles and in the sea, around the coast, there are sharks and poisonous jellyfish.

#### **3** a Find these things in the text.

- 1 two explorers
- 2 eight kinds of wild animal
- 3 five things that Australian farms produce
- 4 four kinds of metal that are found there

#### **b** What does the text say about:

- 1 the Aborigines?
- **3** the size?
- 2 the animals?
- **4** links with Britain?



QUEENSLAND

NEW SOUTH

TASMANIA

WALES

VICTORIA



The largest city is Sydney with its famous Harbour Bridge and Opera House. The 2000 Olympics were held in Sydney. Sydney, however, isn't the capital of Australia. The capital is Canberra.

Australia is a huge country approximately 4,000 km across but most Australians live in the south-east corner between Sydney and Melbourne. This is because 90% of the land is very dry. Australians call this dry area

the outback. There are some huge farms there with millions of sheep and cattle. There are nine sheep for every person in Australia. The children who live on these farms can't go to school, because the nearest town is too far away. They study at home with the School of the Air. They talk to their teacher by radio and, nowadays, by telephone, the Internet and webcams, too. There is also a 'flying doctor' service. The doctor comes to you by plane.

#### Australia is a rich

country. Meat, fruit, vegetables, wool and wine are produced. Gold, silver, iron, copper, coal and diamonds are found there. too.

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## ulture

#### Australia

#### Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 5 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

#### **Background information**

Australia is a continent which lies in the southern Pacific Ocean and covers an area of 7.7 million square kilometres. It is a member of the British Commonwealth and gained independence from the British Empire in 1901. The national currency is the Australian Dollar.

#### Exercise 1a

- With books closed, write *Australia* on the board. Give students a minute or two to write five things they know about it. Then ask them to compare ideas in pairs.
- Elicit some facts from students and ask the rest of the class to say if they agree. Make notes of the students' ideas on the board. Tell them they will find out more about Australia in this lesson.

#### Exercise 1b (5) 3.10

• Play the recording for students to read and listen and check their ideas. Does the text mention the same things they listed?

#### **Exercise 2**

- Students read the questions. Check comprehension.
- Elicit or pre-teach settlers.
- Students read the text again more carefully and then answer the questions.
- Ask them to compare ideas in pairs before you check the answers with the class.

#### **ANSWER KEY**

- **1** a The first people in Australia were the Aborigines 10,000 years ago.
  - **b** The first European settlers were criminals from Britain in the 18th century.
- 2 The name comes from the Latin for 'southern land'.
- 3 a The largest city is Sydney.
  - **b** The capital city is Canberra.
  - c The outback is the dry area making up 90% of the land.
  - **d** The School of the Air allows children who live on farms in the outback to study by radio, telephone, the Internet and webcams.
  - e A flying doctor visits patients by plane.
  - f The national game is cricket.

#### Exercise 3a

- Students work in pairs to scan the text to find the information.
- Check answers with the class.

#### **ANSWER KEY**

- 1 Abel Tasman, Captain James Cook
- 2 kangaroo, koala, platypus, snake, spider, saltwater crocodile, shark, jellyfish
- 3 meat, fruit, vegetables, wool, wine
- 4 gold, silver, iron, copper

#### Exercise 3b

- Students work in pairs to scan the text to find the information and then study the relevant passage more carefully.
- Check answers with the class.

#### ANSWER KEY

- 1 The Aborigines were the first people in Australia, who arrived there 10,000 years ago from Asia when the sea levels were lower. Only 1.5% of Australia's population are Aborigines.
- 2 A lot of Australia's animals aren't found anywhere else. It has some of the most dangerous animals in the world. There are a lot of poisonous species, and several people each year get bitten by them. Huge farms maintain millions of sheep and cattle. There are nine sheep for every person in Australia.
- 3 Australia is a huge country, approximately 4,000 km across. It is the sixth-largest country in the world.
- 4 In the 18th century, the British explorer, Captain James Cook, claimed the land for Britain. Criminals were sent there from Britain. Later, other people from Britain and Ireland went to live there. The official language is English, cars drive on the left and the national game is cricket.

#### **Optional extra**

Write the following prompts on the board for students to copy:

• name of country?

• size?

• location?

- largest city?
- national sport? • wild animals?
- first people to live there? farm produces? • minerals?
- famous explorers?
- capital city?
- famous for? Students use the prompts to produce a fact file about their own country. Ask them to work in groups to collect and organize the information. They should imagine that their fact files are aimed at English-speaking visitors to their country, who know very little about it. Ask each group to present their fact file to the class, or display the fact files around the classroom for the class to study. Have a vote on the most informative and most attractive fact file.

More practice Teacher's Resources Unit 5

## **English Across the Curriculum**

#### Science: hurricanes

#### **Exercise 1**

• Focus attention on the photos. Elicit what students know about hurricanes. Remind them about any news reports that they may have recently heard or seen, and elicit any information they can recall.

#### Exercise 2 🛞 3.11

- Ask students to read the text quickly to get a general sense of what it is about.
- Focus attention on the eight gaps. Explain that students will need to listen to hear the missing words.
- Play the recording, twice if necessary, for students to listen and complete the gapped information.
- Ask them to compare answers in pairs before you check them with the class.

#### ANSWER KEY

- 1 summer
- 2 eye
- **3** 220
- **4** 2005
- 5 New Orleans
- **6** 80
- 7 Japan
- 8 many

#### Exercise 3

- Read the questions together. Ask whether students know the answer to any of them, and elicit any relevant ideas without revealing the correct answers.
- Students read the text again carefully and answer the questions.
- Ask them to compare their ideas in pairs before you check answers with the class.

#### **ANSWER KEY**

- 1 A hurricane is a tropical storm in the Atlantic Ocean, while a typhoon is a storm in the Pacific or Indian Oceans.
- 2 Hurricanes happen in late summer when the water is warm.
- **3** Strong winds are pulled around the eye of the storm by the rotation of the earth.
- 4 The winds can reach a speed of over 220 km/h, and can damage buildings, blow down trees, bridges and power lines. Every year hundreds of people are killed.
- 5 It broke flood barriers along the River Mississippi, and over 80% of the city of New Orleans was flooded. Thousands of homes were destroyed, and 1,836 people were killed, and another 705 went missing. The total cost was \$80 billion.
- 6 Climate change will lead to many more hurricanes each year, according to scientists.

#### Exercise 4

- Students work in pairs to match the parts of diagram with the descriptions.
- Check answers with the class.

#### **ANSWER KEY**

1 b 2 d 3 a 4 e 5 c

#### **Optional extra**

For homework, students work on their own, or in weaker classes, in pairs or small groups, to look up information on the Internet or in science books about the way hurricanes are named. Then they write up their findings in a paragraph. Put students in groups. If they worked in pairs or groups for the research task, make sure the new groups are made up of students who didn't work together beforehand. Students read and compare their paragraphs in their groups. Ask each group to report back to the class with their conclusions.

#### **POSSIBLE ANSWER**

Hurricanes always have people's first names, either male or female. These names are from a list put together by the World Meteorological Organization. There are six lists of names, three male and three female, with one list used each year. Every sixth year, the first list begins again. Each name on the list starts with a different letter. For example, if the first hurricane of the season is called Anna, the next must start with the letter B, for example Bonnie, and so on. The letters Q, U, X, Y and Z are never used. The names of very powerful hurricanes which cause a lot of destruction are removed from the list, and never used again. Since the 1950s, over forty names have been removed from the list. These now include Katrina (since 2005) and Sandy (since 2012).

## **English Across the Curriculum**

## Science: hurricanes

- Look at the photos. What do you know about hurricanes? What have you heard about them on the news?
- 2 3.11 Listen and complete the gaps in the text.

#### **3** Answer the questions.

- 1 What is the difference between a hurricane and a typhoon?
- 2 What time of year are hurricanes formed? Why?
- **3** Why do the winds go round the centre of the hurricane?
- 4 Why are hurricanes dangerous?
- 5 What damage did Hurricane Katrina do?
- 6 How will climate change affect hurricanes?

A hurricane is a big tropical storm in the Atlantic Ocean. (There are tropical storms in the Pacific and Indian Oceans, too, but there they're called typhoons or cyclones.) Hurricanes start over the ocean, and they happen in late <sup>1</sup>\_\_\_\_\_ when the water is warm.

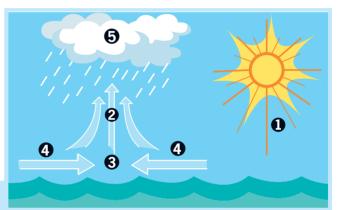
When a hurricane is photographed by a satellite, it looks like a giant doughnut. The strong winds are pulled round the centre by the rotation of the Earth. The centre of the hurricane is called 'the <sup>2</sup>\_\_\_\_\_'. There is no wind here.

A hurricane is formed over the ocean, but then it's blown towards the islands of the Caribbean and the coasts of Central and North America. The winds can reach over <sup>3</sup>\_\_\_\_\_\_ km/h, so hurricanes can be very dangerous.



## 4 Match sentences a-e to numbers 1-5 on the diagram.

- a An area of low pressure is created.
- b The ocean is warmed by the sun.
- c As the air rises, it's cooled. Clouds are formed and rain is produced.
- d Warm, wet air rises.
- e Air is sucked in by the low pressure. Strong winds are created.



Buildings are damaged. Trees, bridges and power lines are blown down. Every year, hundreds of people are killed by hurricanes.

One of the biggest natural disasters in US history was Hurricane Katrina in <sup>4</sup>\_\_\_\_\_\_. It broke the flood barriers along the River Mississippi and over 80% of the city of <sup>5</sup>\_\_\_\_\_\_ was flooded. Thousands of homes were destroyed and 1,836 people were killed. Another 705 people were never found. In total, Hurricane Katrina cost the USA \$<sup>6</sup>\_\_\_\_\_\_ billion.

However, hurricanes and typhoons also do some good things. Over half the rain in <sup>7</sup>\_\_\_\_\_ is brought by typhoons.

Hurricanes are caused by heat. Scientists believe that if climate change continues, the world will get warmer and we will see <sup>8</sup>\_\_\_\_\_ more hurricanes each year.



## Revision

#### Grammar

Complete the text. Put the verbs in brackets into the present simple passive.

## The oceans

Over 80% of goods <sup>1</sup>(transport) by ships. Oil <sup>2</sup>(carry) by huge tankers. Sometimes these tankers sink. Then beaches <sup>3</sup>(pollute) and a lot of animals <sup>4</sup>(kill) by the oil.

Over 100 million tonnes of fish <sup>5</sup>(take) from the oceans every year. Most of these fish 6(catch) by large fishing boats with long nets. Every year, 150,000 tonnes of fishing nets <sup>7</sup>(throw away) by fishing boats. Millions of fish, birds, seals, whales and dolphins die when they <sup>8</sup>(trap) by these nets.

Dangerous chemicals 9(dump) in the oceans. A lot of factories and power stations <sup>10</sup>(build) on the coast and as a result, a lot of waste <sup>11</sup>(pump) into the sea.

#### **2** a Complete the text with the past simple passive form of these verbs.

مشيم ادنال امنت ممتما وامتعمم

give	kill	hit	send	damage	build	blow down	use	
In 2007, the coast of Mexico 1								
by Hurricane Dean. The zoo in Chetumal								
<sup>2</sup> by the strong winds. Luckily, no								
animals <sup>3</sup> , but several buildings and								
trees <sup>4</sup> An international rescue team								
<sup>5</sup> to the zoo, and over 15,000 US dollars								
<sup>6</sup> by different organizations. The money								
<sup>7</sup> to repair the zoo. New and better								
houses <sup>8</sup> for the animals.								

1 11

#### **b** Put the pictures in the correct order.









#### **3** Rewrite the sentences in the passive. Keep the same tense. Start the passive sentence with the underlined words.

- 1 Recycling aluminium saves <u>a lot of energy</u>. A lot of energy is saved by recycling aluminium.
- 2 Computers on standby waste electricity.
- 3 Higher sea levels will destroy many cities.
- 4 Deforestation has damaged the global environment.
- 5 Drought has caused forest fires.
- 6 Hurricane Katrina flooded the city of New Orleans.
- 7 The strong winds blew down many buildings.

#### Vocabulary

**4** Work in a group. Look at these topics. Your teacher will choose a letter of the alphabet. You have two minutes to think of a word for each topic beginning with that letter.

- 1 the weather
- 2 animals
- 3 environmental problems
- 4 things associated with Australia

#### Listening and writing

- **5** a **1**3.12 Look at the dialogue. Listen. Some parts are different. Underline them.
  - 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** (1)3.12 Listen again. Rewrite the dialogue.

#### **Study skills**

#### Your learning environment How do you learn best? What helps you to learn?

- Working in a guiet room?
- Working with other people?
- Having someone to correct you?
- Using a computer (Project Student's Website)? •
- Playing language games?
- Learning rules? •

Write some ideas. Discuss your ideas with a partner.



## Revision

#### Grammar

#### **Exercise** 1

• Students write the verbs and then compare in pairs before you check with the class.

#### **ANSWER KEY**

- 1 are transported 2 is carried 3 are polluted 4 are killed
- 5 are taken 6 are caught 7 are thrown away
- 8 are trapped 9 are dumped 10 are built 11 is pumped

#### Exercise 2a

- Students work on their own to complete the text. Remind them to use each verb only once.
- Students compare in pairs before you check with the class.

#### **ANSWER KEY**

- 1 was hit 2 was damaged 3 were killed
- 4 were blown down 5 was sent 6 was given
- 7 was used 8 were built

#### **Exercise 2b**

• Students use the information in the completed text in exercise 2a to put the pictures in order and then compare their ideas in pairs before you check answers with the class.

#### ANSWER KEY

#### 1 d 2 a 3 c 4 b

#### **Exercise 3**

- Students work on their own to rewrite the sentences in the passive and then compare their answers in pairs.
- When you check answers together, ask students to say what tense was needed in each sentence.

#### **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 the strong winds).

#### Vocabulary

#### **Exercise 4**

- Put students in groups of four or five. Check that they understand the rules of the game.
- Ask them to read the four topics.
- Name a letter. Choose one of the more common letters of the alphabet at first. Set a time limit of 20–30 seconds.

- After each round, ask students to compare their answers in their groups. For each correct word, a student scores one point. For an incorrect word (wrong spelling or wrong category), they lose a point from their total.
- Play three or four more rounds the same way.
- If there are too many students tied to declare a clear overall winner, play another tie-breaker round with just the leaders, using a less common letter of the alphabet.

#### Listening

#### Exercise 5a 🛞 3.12

#### Audio script: see answer key for ex 5b

- Ask two students to read out the dialogue from the book. Explain that there are some mistakes in the text, and that the task will be to listen to the correct version on the audio and identify the mistakes.
- Play the recording for students to listen and underline the parts that are different.
- Students compare in pairs before you check with the class.

#### Exercise 5b (2) 3.12 Audio script: see answer key

- Play the recording again for students to listen and correct the dialogue. Pause after each line to allow students time to write their answers.
- Ask them to work in pairs to practise saying the dialogue.
- When you check answers, get a pair to read out their corrected dialogue, and ask the rest of the class to listen and confirm or correct their answers.

#### **ANSWER KEY**

We've got <u>an important hockey match</u> today. How do you feel? <u>My hands are shaking</u>. What if <u>we lose</u>? Don't worry. <u>Just stay cool</u>. <u>That's easy for you to say</u>.

#### **Optional extra**

For an extra challenge, ask students to rewrite the underlined parts once again with their own ideas, practise, then perform in front of the class. Ask the rest of the class to listen and make notes of the changed details.

#### **Study skills**

- Ask students to read the questions in the box and tick three things that are important for them. Ask them to write one more idea.
- Put students in groups to compare their ideas.
- Elicit the suggestions that the students added, and discuss how helpful these are.

## digi-zaban.ir Your Project



#### **Develop your writing**

#### **Organizing a text**

#### Exercise 1a

- Ask students what the letter in lesson 5C was about (saving orphan bears). Elicit details they can remember.
- Ask students to read the text again on page 60 and think carefully about the paragraph topics.
- Check answers with the class.

#### **ANSWER KEY**

1 c 2 e 3 b 4 a 5 d

#### **Exercise 1b**

• Exchange ideas about the ordering of paragraphs with the students, in their own language if necessary. Help 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.

#### **Exercise 2a**

• Ask students to read the Australia text on page 64 and write a topic for each paragraph.

#### **Exercise 2b**

- Students compare their topic ideas in pairs and agree on the best idea.
- Check answers with the class.

#### POSSIBLE ANSWERS

- 1 When was Australia discovered and who lives there?
- 2 Who were the first immigrants in Australia?
- 3 What kinds 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?

#### **Project task**

1 Split the class into roughly equal-sized groups. Each group spends a minute or so to decide on a problem to write about. Remind them to think about not only what interests them, but also what will be the easiest to find information about. They should also think about responsibilities: who in the group does what as they prepare the project. Suggest that they may like to split up their chosen topic into different aspects of the topic, or into different examples of the issue to write about.

- 2 Students do their research, using the Internet, the printed or online press or the school library. They look up information as well as pictures to illustrate the key points.
- **3** Groups then get together again to put together their summaries of the information they found. Encourage them to use the questions to help them structure their paragraphs.
- 4 They put together their texts and the pictures as an attractive and informative poster.

Display the posters around the class and ask students to read about each issue. Then have a brief discussion about which poster they felt was (a) the most compelling; (b) the most informative; (c) the most attractively presented.

### Song

#### Mercy Mercy Me (The Ecology)

#### **Background information**

*Mercy Mercy Me (The Ecology)* is a song written and performed by the late Marvin Gaye in 1971. It was a number one hit in the USA.

#### Exercise 1 🚳 3.13

- Students read through the song lyrics quickly.
- Play the recording for students to listen and choose the correct alternatives.
- Check answers with the class.

#### **ANSWER KEY**

- 1 blue skies 2 Poison 3 east 4 oceans 5 Fish
- 6 sky 7 birds 8 overcrowded 9 abuse

#### **Exercise 2**

- Students look through the song lyrics again and find five things the singer-songwriter mentions about damaging the environment. Ask students to interpret his words rather than quote them, as Marvin Gaye uses poetic images to describe the harm done to the planet.
- Ask students to reflect on the message of the song. How do they feel about the issue? What do they think people should do? What can young people / teenagers do to help?

#### POSSIBLE ANSWERS

The air is polluted.

Oil spills damage the oceans.

Fish become contaminated with poisons like mercury. There is nuclear radiation damage in certain areas. Some countries are overpopulated.

# Your Project

#### **Develop your writing**

#### **Organizing a text**

 a Look at the text about Yuri on page 60. Each paragraph has got a topic.
 Put these topics in the correct order to match the text.

- **a** What will happen to Yuri now?
- **b** How typical is the problem?
- **c** Who is Yuri?
- **d** Why is your help needed?
- **e** What caused the problem for Yuri?
- **b** Why are they in this order?

2 a Look at the text about Australia on page 64. Write the topic of each paragraph.

**b** Work with a partner. Compare your ideas.

#### Project task

## Make a poster about how people can protect the environment.

- 1 Choose one of these areas:
  - animals forests water
  - the oceans rubbish energy
  - pollution
- 2 Do some research to find information and illustrations.
- **3** Write a short text. Use these paragraph topics.
  - What is the problem?
  - Why is it happening?
  - What will happen if we don't change things?
  - What can we do about it?
- 4 Put your text and pictures together to make a poster.

Make a class display of all the posters.

#### Answers to quiz on page 48.

0 d (2 6 Z 3 0; b 2 3 2; b 0 4 a 2; b 0 5 0; b 1; c 1; d 0 4 a 2; b 1; c 0 7 a 0; b 2; c 1 7 a 0; b 2; c 1

#### Song

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**3.13** Listen to the song. Choose the correct words.

**2** Find five ways in which people are damaging the environment.

## Mercy Mercy Me (The Ecology)

Oh, mercy mercy me, Oh, things ain't what they used to be, No, no

Where did all the <sup>1</sup>blue skies / sunshine go? <sup>2</sup>Danger / Poison is the wind that blows From the north and south and <sup>3</sup>east / sea.

Oh, mercy mercy me, Oh, things ain't what they used to be, No, no Oil wasted on the <sup>4</sup>beaches / oceans and upon our seas, <sup>5</sup>Fish / Clouds full of mercury.

Oh, mercy mercy me, Oh, things ain't what they used to be, No, no Radiation in the ground and in the <sup>6</sup>sky / food, <sup>7</sup>Animals and *people / birds* who live nearby are dying.

Oh, mercy mercy me, Oh, things ain't what they used to be. What about this <sup>8</sup>polluted / overcrowded land? How much more <sup>9</sup>abuse / harm from man can you stand?

67

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# Relationships

## Friends

#### Comprehension

a Read the story. Put the pictures in the correct order.

## FRIENDS

#### One day, an antelope and a monkey were walking along.

'I feel tired,' said the monkey. 'All this walking is wearing me out. It's easier for you You've got long legs. Mine are very short.'

'If you climb on my back, I'll carry you,' said the antelope.

'Thank you,' said the monkey.

'Don't mention it, my friend,' said the antelope. 'I know that if I need anything, you'll look after me.'

'Of course,' said the monkey and climbed onto the antelope's back.

The two friends walked on until they came to a tree. The monkey jumped down and they both sat down in the shade. While they were sitting there, however, they saw a lion coming 'But I can't climb trees,' said the antelope. towards them.

'Oh no,' said the monkey. 'If that lion catches us, he'll eat us up.'

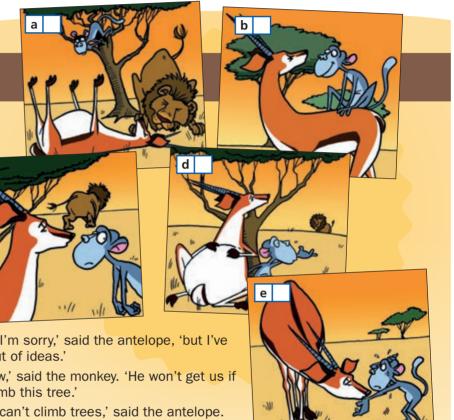
'Perhaps he's already had his dinner,' said the antelope. 'If he isn't hungry, he'll leave us alone.'

'Yes, but we can't find out if he's hungry or not,' said the monkey. 'Quick. I'll get on your back again and we can escape. Hurry up!'

'That's no good,' said his friend. 'I won't be able to run very fast if you're on my back. The lion will easily catch up with me.'

All the time the lion was getting closer. 'But we must think of something,' said the monkey. 'We can't just give up.'

**b** (1) 3.14 What do you think the lion said? Listen to the whole story and check your ideas.



'Well, I'm sorry,' said the antelope, 'but I've run out of ideas.'

'I know,' said the monkey. 'He won't get us if we climb this tree.'

'I can!' said the monkey, and he jumped up into the tree and sat on one of the branches. The lion was very close.

'I can't run away now,' thought the antelope. 'That lion can run a lot faster than I can. So the antelope lay down on the ground and pretended to be dead.

The lion came to the tree. He looked up and saw the monkey sitting on a branch. Then he walked up to the antelope. He bent down and sniffed the antelope's ear for a few moments. Then he walked away.

When the lion was gone, the monkey came down the tree and the antelope stood up.

'Phew!' said the monkey. 'That was scary, but what was the lion doing? I saw him sniffing your ear.'

'He was talking to me,' said the antelope.

'Really?' said the monkey. 'What did he say?'

'He said ...'

## digi-zaban.ir Relationships

#### **Unit overview**

**Grammar:** First conditional; future time clauses

**Vocabulary:** Phrasal verbs; verbs and nouns (collocations), useful expressions; expressing purpose

**Skills:** Reading: ordering events, predicting the ending, error correction, reading for gist, missing sentences, sentence completion, discussing the input, true or false; Listening: matching pictures to information, multiple matching, identifying things mentioned; Writing: making predictions; Speaking: giving advice, situational role-play, expressing purpose

#### Culture: The weekend

The Culture page can be studied after lesson C or at the end of the unit.

**English Across the Curriculum:** Citizenship: the European Union

The English Across the Curriculum page should be studied at the end of the unit.

Study skills: Dealing with problems

**Your Project:** Develop your writing: describing a problem / giving advice Project: class problem page

**Song:** Don't Try So Hard

### **6A** Friends

#### Comprehension

#### **Exercise 1a**

- Focus attention on the pictures. Ask where students think the story takes place (in Africa, on the savannah, etc. – you may need to pre-teach *savannah*). Elicit the names of the animals (a monkey, an antelope and a lion). If students can't name them, tell them to scan the story to find their names.
- Explain that the pictures tell the key events in the story, but their order has been jumbled up. Give students a minute or so to work in pairs or small groups to speculate on what the story might be.
- Students read the story to put the pictures in order. Don't play the recording yet.
- Ask them to compare their answers in pairs before you check them with the class. Ask them to say whether they predicted the story correctly before.

#### **ANSWER KEY**

#### 1 e 2 b 3 d 4 a 5 c

#### **Optional extra**

Get students to summarize the story in their own words, using the correctly ordered pictures to guide them.

#### Exercise 1b 🛞 3.14

- Ask students to write down what they think the lion said and then compare ideas in pairs or small groups. Elicit some ideas, but don't reveal the correct answer yet.
- Play the recording for students to read and listen to the story and the ending, and check their ideas. Did any student have a similar idea? Which ending do students like best – the one in the recording or one of their own suggestions?
- 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.

#### **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 on the board the top three or five requirements for a good friend, according to the group.

### Vocabulary

#### Phrasal verbs

#### Exercise 2a

- Read the rule about phrasal verbs. Explain that phrasal verbs are made up of a main verb and a particle (usually a preposition or an adverb), which helps clarify its meaning.
- Ask: *Can you guess the meaning of a phrasal verb from its parts?* Look at the pictures, and elicit the meaning (if necessary, through a translation) of the two examples. Explain that the meaning of some phrasal verbs is easy to work out from the meaning of their constituent parts, but in others, the meaning completely changes from that of the main verb.

#### **Exercise 2b**

• Play audio 3.14 again or read the story aloud, and ask students to shout *stop* when they hear a phrasal verb. Ask them to write the phrasal verb on the board.

#### **ANSWER KEY**

walk along, wear out, climb on(to), look after, walk on, jump down, sit down, come towards, eat up, leave alone, find out, get on, hurry up, catch up with, think of, give up, run out of, jump up, sit on, run away, lie down, look up, walk up to, bend down, walk away, come down, stand up

#### Exercise 2c

- Ask what each verb means. Students look up any unfamiliar verbs. Write the meanings of any new verbs on the board.
- Ask them to decide which examples have a meaning that is similar to that of its constituent parts, and which don't. Explain that non-literal meanings of phrasal verbs just have to be learnt.

#### **Optional extra**

Write all the phrasal verbs on separate pieces of paper and give one to each student. Make up the first sentence of a story and write it on the board (e.g. *I looked after my uncle's dog yesterday*.). Ask students in turn to add a sentence to the story using the phrasal verb you gave them.

#### Grammar

#### **First conditional**

#### Exercise 3a

- Tell students to cover the story on 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 elicit the rule.

#### ANSWER KEY

If that lion <u>catches</u> us, he<u>'ll eat</u> us up. We use the present simple in the 'if' clause and *will* in the main clause.

#### Exercise 3b

- Students look through the story to find more examples. Check answers with the class.
- Elicit or point out the rule about punctuation: we use a comma after the 'if' clause when it comes first, but we don't use a comma if the main clause comes first.

#### **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.

#### **Exercise** 4

- Read the example together, and elicit a translation.
- Students work on their own to match the sentence halves, then compare in pairs before you check with the class.

#### **ANSWER KEY**

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

#### Listening and writing

#### **Exercise 5a**

• Ask a different student to briefly describe each picture. Ask the rest of the class to say if they agree or disagree.

#### Exercise 5b 🛞 3.15 Audio script pT88

- Explain that students will hear some advice for each pair of pictures a–f. Look at the example, and focus attention on picture e. Say the example, and point to each picture as you read the corresponding clause.
- Play the recording for students to listen and match. Ask them to compare in pairs before you check with the class.

#### **ANSWER KEY**

2 f 3 d 4 b 5 a 6 c

#### Exercise 5c

- In class or for homework, students write one first conditional sentence for each situation.
- Play the recording again for students to listen and check.

#### **Optional extra**

For an extra challenge, do the task orally. Either lead it yourself by saying the 'if' clause, and eliciting the ending from a different student for each sentence, or put students in pairs to take turns to say the 'if' clause and respond with the ending.

#### **Revision idea**

In turn, students give a piece of advice to each other, beginning *lf you* ... Start the activity by giving some typical teacher advice to a student, for example *lf 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 at random to continue.

More practice Workbook pp54–55 Teacher's Resources Unit 6



#### Vocabulary

#### **Phrasal verbs**

**2** a A lot of English verbs have got two or three parts. We call them phrasal verbs.





sit down

run away

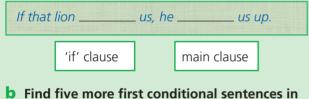
**b** Find ten more phrasal verbs in the story.

**c** What does each verb mean? Use a dictionary to help you.

#### Grammar

#### **First conditional**

**3** a Complete the sentence from the story. What tense do we use in each clause?



the story.

#### **4** Complete the antelope's thoughts. Match the halves of the sentences.

#### If I run away, the lion will catch me.

- 1 If I run away, -
- 2 If I don't move,
- 3 If the lion is hungry,
- 4 If the monkey stays in the tree.
- 5 If the lion attacks me.
- 6 If the lion doesn't eat me.
- 7 If that monkey feels tired again,
- 8 If I need help in the future.

- a I won't help him.
- **b** the monkey won't help me.
- c he'll think that I'm dead.
- **d** the lion will catch me.
- e I won't ask the monkey.
- f I'll tell everyone about that selfish monkey.
- g the lion won't get him.
- **h** he'll eat me.

#### Listening and writing

- **a** What is happening in the pictures?
  - **b 1**3.15 Listen to the advice. Choose the correct pair of pictures.



























#### **C** Write a sentence about each situation in exercise 5. Use these expressions to help you.

not look after your mobile	not revise for a test
leave your computer on standby	miss breakfast
leave things on the stairs	go to bed late

If you don't look after your mobile, someone will steal it.



### We need a holiday! **6B**



Later.

Right. I've booked it. We're leaving on Friday.

3

### Comprehension

### **1**3.16 Read and listen to the story. Answer the questions.



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### 6B We need a holiday!

### Comprehension

### Exercise 1 🛞 3.16

- This cartoon is available as animation on the DVD and the Classroom Presentation Tool.
- Ask students to look at the pictures and, without reading the story, describe what they think is happening.
- Ask students to read the two questions.
- Play the recording for students to read and listen to the story and answer the questions.
- Elicit the meaning of *convention* by asking students to give synonyms (for example, *meeting*, *conference*). Is the word used in the students' language with a similar meaning, or is it a false friend?

### **ANSWER KEY**

- 1 They go to Las Vegas.
- 2 A detectives' convention.

### **Optional extra**

With books closed, write six gapped sentences from the story on the board, and ask students to complete them with the missing word, and also say who said each one. Then elicit a translation for each sentence.

- 1 We ... a complete break.
- 2 Where ... we go?
- 3 I've booked ....
- 4 We ... very lucky.
- 5 ... have dinner when I get back.
- 6 One ... is certain.

#### ANSWER KEY

- 1 We need a complete break. (Smart Alec)
- 2 Where <u>shall</u> we go? (Sweet Sue)
- 3 I've booked <u>it</u>. (Sweet Sue)
- 4 We were very lucky. (Sweet Sue)
- 5 <u>We'll</u> have dinner when I get back. (Smart Alec)
- 6 One thing is certain. (Sweet Sue)

### **Optional extra**

To practise the holiday vocabulary, write the following jumbled words and expressions on the board, and ask students to put the letters in the correct order and then translate the words and expressions into their own language. Ask them to collect some further expressions to talk about holidays. You may like to ask them to do this in pairs and then jumble up the words to test another pair with them.

- 1 polcteem krabe
- 2 levtar gyenac
- 3 kobo kittces
- 4 khecc ni
- 5 letho
- 6 lufl

### **ANSWER KEY**

- 1 complete break
- 2 travel agency
- 3 book tickets
- 4 check in
- 5 hotel
- 6 full

### **Optional extra**

In pairs, students practise acting the story. Encourage them to add any further details they like to make their story more interesting, and to act the story without reading from the book. Get one or two volunteering pairs to perform in front of the class.

You may like to do this activity before or after exercise 2.

### 6B

### Exercise 2

• Students read the story again and correct the statements, then compare in pairs before you check with the class.

#### **ANSWER KEY**

- 1 ... need a holiday because they're really tired.
- 2 They want to forget all about detective work.
- 3 Sweet Sue books the holiday <u>at the travel agency</u>.
- 4 They leave on <u>Friday</u>.
- 5 They finish all their work before they leave.
- **6** They'll be away for <u>two weeks</u>.
- 7 The hotel is full.
- 8 Smart Alec wants to play golf after they check in.
- 9 They'll have dinner when he gets back.
- **10** The hotel is full of <u>detectives</u>.

### Grammar

### Future time clauses

### Exercise 3a

• Students complete the sentences without looking back at the story and then scan it again to check their answers.

### **ANSWER KEY**

- 1 As soon as I finish these emails, 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.

### **Exercise 3b**

• Ask students to underline the time clauses – the expressions that suggest when things happen.

#### **ANSWER KEY**

- 1 As soon as I finish 2 before we leave 3 After we check in
- 4 while you do that 5 when I get back

### Exercise 3c

• Ask students to look at the examples and complete the rules. Then elicit that in English, time clauses are similar to first conditionals. Elicit whether the two structures are similar or different in the students' own language.

### ANSWER KEY

In the time clause we use the <u>present simple</u> tense. In the main clause we use the <u>future</u> tense.

### **Exercise 4**

- Look at the example together, and check that students understand the task.
- Students work on their own to make sentences and compare in pairs. In weaker classes, they can do the task in pairs.
- Check answers with the class.

### 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.

### Listening and writing

### Exercise 5a 🚳 3.17 Audio script pT88

- Focus attention on the first two columns of the chart. Explain that students will hear six short extracts and they have to match each name to the correct picture.
- Play the first dialogue and look at the example together.
- Play the rest of the recording for students to listen and match.

### **ANSWER KEY**

#### Megan: meeting friends; Adam: party photos; Zara: text message on mobile phone; Ruby: post office; Toby: tickets

### Exercise 5b 🚳 3.17

- Focus on the last two columns. Ask students in pairs to try and recall what the extracts said about each person.
- Play the recording for students to check their ideas, pausing after each extract to give them time to write their answers.
- Ask them to compare answers in pairs. Then play the recording again to check the answers with the class.

### **ANSWER KEY**

Megan: when, finish work; Adam: before, go on holiday; Zara: as soon as, arrive; Ruby: while, have a piano lesson; Toby: after, go to the dentist's

### Exercise 5c

• Students make full sentences about each person, then compare their ideas in pairs before you check with the class.

### POSSIBLE ANSWERS

- 2 Megan will meet her friends after she finishes work.
- **3** Adam will send the photos from the party before he goes on holiday.
- 4 Zara will send a text message as soon as she arrives.
- **5** Ruby will go to the post office while her friend has a piano lesson.
- **6** Toby will collect the cinema tickets after he goes to the dentist's.

### Exercise 6a

• In class or for homework, students write nine sentences about themselves with the time clauses.

### Exercise 6b

- Students work in pairs to read each other their sentences.
- Get some students to report back on the most interesting things they found out about their partners.

More practice Workbook pp56–57 Teacher's Resources Unit 6

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### **2** Correct the sentences.

1 Sweet Sue and Smart Alec need a holiday because the weather's very bad.

Gigi=zaban.ir 6B: Grammar • first conditional • future time clauses

- 2 They want to forget all about their friends.
- **3** Sweet Sue books the holiday on the Internet.
- 4 They leave on Saturday.
- 5 They finish all their shopping before they leave.
- 6 They'll be away for a month.
- 7 The hotel isn't very busy.
- 8 Smart Alec wants to play tennis after they check in.
- 9 They'll go swimming when he gets back.
- 10 The hotel is full of doctors.

### Grammar

### Future time clauses



1 As soon as I _	these emails,
1	_ to the travel agency.
2 We	all our work before we
3 After we	,1
a game of go	lf.
4 /	_ and sit by the pool while
you	that.
5 We	dinner when I
and the second se	

### **b** Underline the time clauses in the sentences.

### **c** Complete the rule.

In the time clause we use the	tense.
In the main clause we use the	tense.

### vake sentences. Use the cues.

phone / as soon as / the letter / arrive phone as soon as the letter arrives.

- (e / I / go out / I / do / my homework
- o / to the cinema / after / school / finish
- vp / when / the alarm / ring

as / we / get home / we / have / a meal / the football match / while / I / do / work

| leave / school / I / go / to university s / it / stop / raining / we / play / tennis think / about school / while / we / be / av

/it / get / dark / I / go jogging

### Listening and writing

### **5** a **()**3.17 Listen and match the names in column 1 to the pictures in column 2.

1	2	3	4
James		after	arrive
Megan		as soon as	have a piano lesson
Adam	CINEMA ***	before	finish work
Zara		after —	— play tennis
Ruby		while	go to the dentist's
Toby		when	go on holiday

### **b 1**3.17 Listen again. Match the pictures to the words in columns 3 and 4.

### **c** Say what each person will do and when.

James will have something to eat after he plays tennis.

### **6** a Complete the sentences about yourself.

- 1 As soon as I get home today, ...
- 2 Before I go to bed tonight, ...
- 3 After school finishes today, ...
- 4 While I watch TV this evening, ...
- 5 When the lesson finishes, ...
- 6 While I do my homework today, ...
- 7 As soon as I finish school / university, ...
- 8 When I'm eighteen years old, ...
- 9 Before I'm thirty, ...

#### **b** Compare your sentences with a partner.



### **6C** Generation gap

### Reading

a Look at the photos. What problems do you think the teenagers have got?

#### Read the text.

- What are all the letters about? 1
- 2 Who gives the advice?

## **PROBLEM PAGE**

**2** a Read the text again. Some parts of the letters and advice are missing. Match these sentences to gaps 1-8 in the text.

- а My parents never have time for me.
- **b** However, it can take time for parents to see that you've grown up.
- с I think I'm old enough to make my own decisions.
- Why not invite the boy to your house to meet them first? d
- It's good to have an ambition in life. е
- f When they read it, I'm sure they'll do something to help.
- They say that I won't get a good job if I don't go to university. g
- I haven't said anything to my parents about it yet. h

### 3.18 Listen and check.

Have you got a problem? Write to Melanie for advice.



I've got a real problem with my parents. I'm 14 and a boy from my school has asked me out on a them, they'll just say 'No', because they think I'm too young to go out with boys. I really want to go on the date. Should I say that I'm going somewhere with my friends? Coventry Samantha

This is a common problem between teenagers and parents. I'm sure that your parents are only trying to protect you. However, it's never a good idea to tell lies. If your parents find out, you'll be in real trouble, so you must talk to them about it.<sup>2</sup>\_\_\_\_\_. Perhaps that will solve it.



I play the electric guitar with a band. I want to leave school next year so that I can go on tour with the band, but my parents say that I have to stay on at school. 3\_ I like school, but I want to be a rock star and I think we're good enough to be really famous. Liam Bournemouth

A lot of young people dream about being rock stars, sports stars, fashion models and so on. 4\_ However, my advice to you is to listen to your parents. In this case they're right. And don't worry. The music world will still be there when you finish university.



You often have letters from kids who want more freedom from their parents, but I've got the opposite problem. \_\_. My dad travels a lot on business, and my mum's always busy with something. I usually eat on my own. If I want someone to talk to, my parents are never there. Manchester Emma

Yes, you can have too much of a good thing. This is a difficult situation. My usual advice is to talk to parents, but if they aren't there, that won't be easy. I think you should write to them and tell them how you feel. 6\_



I always used to get on well with my mum and dad, but now that I'm a teenager, we seem to disagree on everything and we argue all the time. It's all 'Do this.' 'Don't do that.' You can't stay in bed all day, so get up.' 7\_ Mark Norwich

When you're young, your parents choose your clothes, organize your time and so on. When you're a teenager, you want to do some of these things for yourself. 8 \_\_\_\_. Why not make a list of things that you want to decide for yourself? Then discuss it with your parents and try to reach an agreement. A calm discussion is always better than an argument.

#### **IELTSMatters.com**

### **6C** Generation gap

### Reading

### Exercise 1a

• Focus on the four photos. Ask students to suggest what the problems facing each teenager might be. Ask: *Have you ever had similar problems?* 

### Exercise 1b

- Elicit what a magazine problem page is. Clarify that readers write in with their personal problems, asking the editor of the column, usually an expert on the subject, for advice. Sometimes other readers can also offer their suggestions.
- Explain that these letters come from a magazine for teenagers.
- Students read the four letters and responses, and answer the questions. Tell them to ignore the gaps for now.
- Elicit the meaning of *ask out / go on a date, go out with, travel on business, get on well, reach an agreement, discussion.* Students should be able to work out what they mean from the context. Check that students understand the difference between an *argument* and a *discussion,* which are often false friends in other languages, by eliciting a translation for each word.

#### ANSWER KEY

- 1 Teenagers' problems: telling parents about a first date, leaving school for a music career, parents who aren't interested in teenagers, arguments with parents.
- 2 A journalist called Melanie.

### Exercise 2a

- Students read through sentences a-h.
- Tell them that four of the sentences come from the teenagers' letters (a, c, g, h), and four from Melanie's replies (b, d, e, f).
- Ask them to try and decide which are which, as this will help them with the matching task.
- Students then read the texts again, and use logical as well as grammatical clues to find the right position for each of the eight missing sentences. In weaker classes, they could do this task in pairs. In stronger classes, they could do it individually and then compare answers in pairs.
- Explain that texts are held together by linking devices: references back to something mentioned earlier and to something explained later; linking words and expressions; pronouns referring back to names mentioned previously; and so on. These help us to decide where each missing sentence might fit.
- This is a demanding task at this level, so make sure to allow a sufficient amount of time for all your students to complete it.
- Remind students to read the completed texts again at the end to check everything fits logically and grammatically.

### Exercise 2b 🚳 3.18

- Play the recording for students to read and listen to the complete texts and check their answers.
- If they had any incorrect answers, encourage students to discuss where and why they went wrong with their partner.

#### ANSWER KEY

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

### **6C**

### Exercise 3

• Students work on their own to complete the sentences with the names. Ask them to compare their answers in pairs before you check them with the class.

### **ANSWER KEY**

### 1 Mark 2 Emma 3 Melanie 4 Liam 5 Emma

6 Samantha 7 Mark 8 Samantha 9 Melanie 10 Liam

### **Exercise 4**

- Ask students quickly to recap what the problems were for each teenager, and write these on the board.
- Elicit the advice for each problem, and ask students to say which parts of the advice they agree with, and which they don't, and why. Make notes of their answers on the board.
- Divide the class into four groups and assign one of the names to each group. Ask each group to try to think of reasons why their assigned teenager has the worst problem – even if they personally disagree. They can refer to your notes on the board if they need to.
- Walk around and monitor the discussion.
- Get groups to feed back to the class with their arguments; then have a vote on who has the worst problem.
- Elicit some words of advice from students preferably advice Melanie hasn't already given.

### Vocabulary

#### Verbs and nouns

#### **Exercise 5a**

- Focus attention on the chart. Explain that we can often express the same idea in different ways: as a verb, or as a verb phrase with a noun derived from the original verb.
- Students complete the chart without looking back at the text and then scan the text again to check their answers.

#### ANSWER KEY

- 2 discussion 3 decision 4 solve
- 5 choice 6 agreement 7 disagree

### Exercise 5b

• Elicit the meanings of both the verbs and the nouns by asking for a translation. Many of the words are common false friends in other languages, so it's best to iron out any misunderstandings. If there are any words whose meaning they cannot work out from the text, ask students to use monolingual dictionaries to look them up, then share with the class.

### Exercise 6a

• Students work on their own to complete the sentences, then compare in pairs before you check with the class.

### **POSSIBLE ANSWERS**

- 1 argue; disagree; discuss; agreement
- 2 solve; argument; discussion
- 3 decide; decisions
- 4 disagreement; discuss; solves
- 5 decide; argument
- 6 choose; choice

#### **Exercise 6b**

• Ask for a show of hands for each sentence to find out who agrees or disagrees. Then get one or two students to share their reasons, and invite comments from the rest of the class.

### Listening and speaking

### Exercise 7a (5) 3.19 Audio script pT88

- Read the instructions. Elicit what a radio phone-in programme is. Explain that they will hear four teenagers talking about their parents.
- Play the recording for students to listen and tick the things mentioned.

#### **ANSWER KEY** Callers mention 1, 4, 5 and 6.

### Exercise 7b 🚳 3.19

• Play the recording again for students to listen and match the names to the problems.

### **ANSWER KEY**

Steph 5, Jack 1, Chris 6, Nina 4

#### **Exercise 8a**

- Divide the class into groups, and assign one of the two callers to each group. Ask them to come up with some good advice for the teenager.
- Get some feedback from each group. Invite the others to agree or disagree with the suggestions and to give reasons.

### Exercise 8b

- Students work in pairs and take turns to play the role of either Chris or Steph and that of Melanie who gives them both advice. Each student should ask for and give advice once. Encourage them to use the expressions in the box.
- Walk around and monitor as they practise.
- Get some pairs to perform one of their dialogues in front of the class. Ask the rest of the class to listen and make a note of the advice given and then discuss what they think of the advice.

### **Revision idea**

Ask students to write a short letter about a real or imagined problem on a separate piece of paper, using the text on page 72 as models. Students swap letters with a partner and write each other some advice on the problem mentioned. Ask some volunteering pairs to share their stories with the class.

More practice Workbook pp58–59 Teacher's Resources Unit 6 IELTSMatters.com



### **3** Complete the sentences with the correct names from exercise 1b.

- 1 \_\_\_\_\_ has a lot of arguments with his mum and dad.
- 2 \_\_\_\_\_ doesn't normally have meals with her family.
- 3 \_\_\_\_\_ usually advises people to talk to their parents.
- 4 \_\_\_\_\_ wants to be a rock star.
- 5 \_\_\_\_\_'s parents are always busy.
- 6 \_\_\_\_\_'s parents think that 14 is too young to go on a date.
- 7 \_\_\_\_\_ wants to make his own decisions.
- 8 \_\_\_\_\_ wants to go out with a boy.
- 9 \_\_\_\_\_\_ thinks that lying is not a good idea.
- 10 \_\_\_\_\_ doesn't want to go to university.

### **4** Work in a group. Discuss the questions.

- 1 Which person do you think has got the worst problem?
- 2 Do you agree with the advice? Why? Why not?
- 3 What advice would you give him / her?

### Vocabulary

### Verbs and nouns

**5** a Complete the chart. Find the missing words in the text on page 72.

Verb	Noun
<sup>1</sup> argue	have an argument
discuss	have a <sup>2</sup>
decide	make a <sup>3</sup>
4	find a solution
choose	make a <sup>5</sup>
agree	reach an <sup>6</sup>
7	have a disagreement

**b** Check the meanings of the words in a dictionary.

**6** a Complete the sentences. Use words from the chart in exercise 5a. Sometimes more than one choice is possible.

1 I don't usually \_\_\_\_\_ with my parents. If we \_\_\_\_\_ on something, we usually \_\_\_\_\_

it and try to reach an \_\_\_\_\_.

- 2 You won't \_\_\_\_\_\_ a problem by having an \_\_\_\_\_\_ about it. You should have a \_\_\_\_\_\_ instead.
- 3 When we're young, our parents \_\_\_\_\_ most things for us, but teenagers want to make their own
- 4 When I have a \_\_\_\_\_\_ with my parents, I usually go and \_\_\_\_\_\_ it with my granddad. That often \_\_\_\_\_\_ the problem.
- 5 Every year, quite a lot of teenagers \_\_\_\_\_\_ to run away from home after they've had an \_\_\_\_\_\_ with their parents.
- 6 I want to \_\_\_\_\_ my own clothes. I'm going to wear them, so I should make the \_\_\_\_\_.
- **b** Which of the sentences do you agree with?

### Listening and speaking

**7** a **1**3.19 Listen to a radio phone-in programme about parents and teenagers. Tick (✓) the things that the callers mention.



Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers with our problem page adviser, Melanie. If you've got something to say on this, give us a call. And our first caller is Steph. What do you want to say, Steph?

**1** I don't often argue with my parents.

- **2** I don't get enough pocket money.
- **3** My parents don't like my girlfriend.
- **4** I can always go to my parents for advice.
- **5** I can't stay out late.
- **6** My mother always tidies my room.

### **b 1**3.19 Listen again. Match the names to the statements in exercise 7a.

Steph Jack Chris Nina

8 a What advice would you give to Chris and Steph? Discuss your ideas in a group.

**b** Role-play. One person is Chris or Steph and the other is Melanie. The caller describes his / her problem again and Melanie gives her advice. Use these expressions.

Why not ...?It's a good / bad idea to ...I (don't) think you should ...My advice is to ...



### **Decision time**

**1** a What has happened in the 'Kids' story so far? Look back and check your ideas.

### **b 1**3.20 Read and listen to the story. Answer the questions.

- 1 What do Mike and Lily want to do?
- 2 What does Lily call Andy? Why?

### **2** Answer the questions.

- 1 Where is Tara at the start of the story? Why?
- 2 Why did the head teacher want to see her?
- 3 Why is Tara upset?
- 4 Does Mrs Ross know that the others went to Wimbledon, too?
- 5 Why doesn't Andy want to go and see Mrs Ross?
- 6 Why did Andy have Wednesday afternoon off?
- 7 How did Tara help Andy?
- 8 Who is going to see Mrs Ross?



Lily Tara's gone home. She doesn't want to talk to anyone. Andy What happened with Mrs Ross? She didn't tell her about Wimbledon, did she?

Lily Yes, she did, because she thought Mrs Ross already knew. Mike But she didn't know anything about it. She wanted to tell Tara that she's won the school prize.

Andy Wow! Cool!

Lily Yes, but Tara might not get it now. She was really upset about it.

Andy Did she say anything to Mrs Ross about us?

Lily No, she didn't.

Andy That's good.

**Mike** No, it isn't. It was all your idea. Tara shouldn't take the blame for it.



MikeSo we should all go and see Mrs Ross to help Tara.AndyHang on a minute. Why should I get into trouble whenI didn't do anything wrong?

Mike Yes, you did. We all told lies to get the afternoon off. Andy Well, actually, I didn't.

Lily What do you mean?

Andy I had the afternoon off anyway. They closed the sports centre that afternoon to do a fire safety check.

**Mike** You're kidding! So it will be all right with you if Tara takes all the blame, will it?

Lily And you won't mind if she loses the school prize? Mike Have you forgotten that she helped you with your project?

Lily Yes, she got you out of trouble with Mr Hunt, you rat!



### The next day.

Tara I have to go and see Mrs Ross again.
Mike We'll come with you.
Tara Thanks, but you don't have to.
Lily Yes, we do. We're all in this together.
Tara What about Andy?
Mike I haven't seen him since our last lesson



#### **Decision time**

#### Exercise 1a

• Elicit details of the previous episode of 'Kids'. What happened to Tara? (She had to see the head teacher.) Why did she see Mrs Ross? (Tara thought it was because Mrs Ross's husband saw her at Wimbledon when she should have been doing her work experience. In fact, the head teacher wanted to give her an award.) What is going to happen now? (Mrs Ross is going to think again about the prize.) How does Tara feel? (She's very upset.) Elicit any further details students may remember.

#### Exercise 1b 🚳 3.20

- The whole story is available as video on the DVD and the Classroom Presentation Tool.
- Ask students to read the two questions.
- Play the recording for students to read and listen to the story, check their ideas from exercise 1a, and answer the questions.

#### **ANSWER KEY**

- 1 They want to go with Tara to see Mrs Ross.
- 2 She calls him a rat because he doesn't want to help Tara, although Tara helped him out when he had to show his Geography project to their form teacher.

#### **Exercise 2**

• Students read the story again and answer the questions.

#### **ANSWER KEY**

- 1 Tara's at home. She doesn't want to talk to anyone.
- **2** To tell her the good news about the decision to give Tara the school prize.
- **3** Because she might not get the prize now that she's told Mrs Ross she was at Wimbledon instead of doing her work experience last Wednesday.
- 4 No, she doesn't.
- 5 Andy doesn't want to get into trouble. And he didn't have to skip work to go to Wimbledon, so he feels he hasn't done anything wrong.
- 6 There was a fire safety check at the sports centre, so they closed it for the afternoon.
- 7 She let him use her Geography project.
- 8 Tara, Mike and Lily.

### **Optional extra**

Elicit students' own feelings and opinions about the story. Do they think Tara did the right thing when she told Mrs Ross about Wimbledon? Why? Why not? Do they think her friends are making the right decision now when they want to go and see Mrs Ross? What do they think Andy should do? How would they feel if they were a) Tara, b) Andy, c) Lily or Mike, d) Mrs Ross? You might also want to explore whether students have been in a similar situation before. If they're willing to, ask them to share their stories – but be sensitive to their feelings, as they may find talking about their similar personal experiences too embarrassing or otherwise problematic.

### 6D

### Exercise 3a

• Ask students to try and predict how the story continues. Accept any reasonable suggestions, and make a note of the variations on the board.

### Exercise 3b 🛞 3.21 Audio script pT88

• Play the recording for students to listen and check their ideas on the board. What do they think of the ending? Do they prefer their own ideas or what they heard in the recording?

### Exercise 3c 🚳 3.21

- Students read the statements before they listen.
- Play the recording for students to listen and decide about the statements. Ask them to compare their answers in pairs before you check them with the class.

### ANSWER KEY

1 False. 2 True. 3 True. 4 False. 5 False. 6 True.

### **Optional extra**

As we're saying goodbye to 'Kids' here, ask students to recap the key events of the seven episodes in *Project 4*. Ask them to describe each of the main characters, and elicit who they identify with the most, and why.

### **Everyday English**

### **Useful expressions**

### Exercise 4a

• Students work on their own to match the sentence beginnings and endings without looking back at the story and then scan the text again to check their answers.

### **ANSWER KEY**

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

### Exercise 4b

• Elicit translations for each expression in exercise 4a.

### Expressing purpose

### Exercise 5a

• Read the example in the speech bubble together. Ask students to find which part of the sentence tells us why they decide to do what they do (*to help Tara*).

### Exercise 5b

- Read the rule about the infinitive of purpose together, and check comprehension by asking: *Why do you study English?* Accept all valid suggestions even if they don't include the infinitive of purpose, but wherever possible, ask students to rephrase their statements with the form.
- Students complete the two sentences from the story and then scan the story again to check their answers.
- You may like to elicit different ways of saying the same thing (because we wanted to get the afternoon off, so that we got the afternoon off, in order to get the afternoon off, etc.) or, in weaker classes, just focus on the infinitive form.

### ANSWER KEY

- 1 We all told lies to get the afternoon off.
- 2 They closed the sports centre that afternoon to do a fire safety check.

### Exercise 6

- Look at the example together. Students apply the rules from exercise 5 to make sentences.
- Get students to compare their answers in pairs before you check them with the class.

### POSSIBLE ANSWERS

- 2 I used the Internet to download some music to my iPod.
- 3 I went 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.

### Exercise 7

- Read the instructions and look at the example together. Check that students understand what to do. Elicit a translation of the example. Check they use an infinitive of purpose in each case.
- Students play in their groups, with one person starting the sentence with a cue and another completing it with an appropriate infinitive of purpose. Then the student who has just completed the sentence gives a cue to another member of the group, and so on. Each person should have at least three turns.
- Monitor the correct use of the infinitive of purpose.

### **Optional extra**

- Students work in groups of five to practise acting the final episode of 'Kids'. You may like to play the recording again to refresh their memories of the final scene.
- Walk around and monitor their preparation. Encourage them to speak from memory, without reading out their lines. Get one or two volunteering groups to do their role-play in front of the class.

### **Revision idea**

Ask students to write a paragraph about what they think will happen next to each of the characters. Ask them to include at least four sentences with a *to*-infinitive expressing purpose. If they can, they should also try and include sentences with the first conditional or time clauses. Ask a few volunteers to read out their paragraphs.

T75 Unit 6



### **3** a What do you think happens next?

**b** 3.21 Listen to the end of the story and check your ideas.

### c (13.21) Listen again. Are the statements true or false?

- 1 Andy has gone home.
- 2 Andy told the head teacher about the trip to Wimbledon.
- 3 Tara will get the school prize.
- 4 They're all going to Wimbledon again.
- 5 Andy's in a tennis tournament this weekend.
- 6 Andy's going to be in trouble with his parents.

### **Everyday English**

### **Useful expressions**

### **4** a Match the halves of the expressions.

- 1 She doesn't want
  - a you mean?
- 2 She didn't know3 We're all
- b the blame for everything.c in this together.
- 4 It was all
- d to talk to anyone. e a minute.

f kidding!

- 5 Tara shouldn't take
- 6 Hang on
- 7 What do
- 8 You're
- g your idea.h anything about it.

### **b** How do you say the expressions in your language?

#### **Expressing purpose**

**5** a Look at what Mike says. Why should they all go and see Mrs Ross?



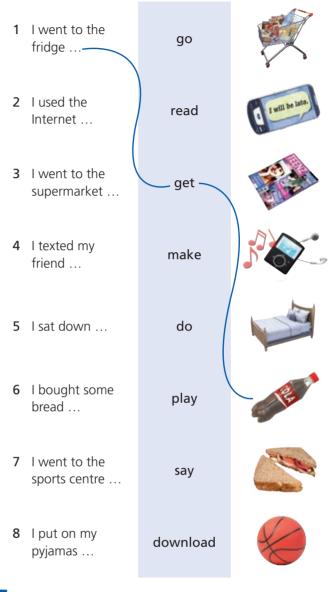
So we should all go and see Mrs Ross to help Tara.

**b** We use an infinitive with *to* to say why we do something. We call this an infinitive of purpose. Find and complete these sentences from the story.

- 1 We all told lies \_\_\_\_\_
- 2 They closed the sports centre that afternoon

### **6** Complete the sentences. Match the verbs and the pictures to say why you did the things.

1 I went to the fridge to get a drink.



7 Work in a group. One person starts a sentence and and the next person finishes it with an infinitive of purpose.

- I went on the Internet ...
- I went on the Internet to book a holiday.

#### Here are some ideas for sentence beginnings.

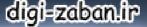
I went to the ... / on the ... I bought some / a ... I'm going to the ...

I put on my ...

I sat down ... / stood up ... / lay down ...

I made an appointment ...

- I texted / emailed / phoned my friend ...
- I switched on the ...





# Culture

### **1** (1) 3.22 Read and listen to the text. Match the things to the correct times. Some can go with more than one time.

1 clubbing-

- 2 a nap 3 weddings
- 4 family entertainment
- 5 roast beef
- 6 church
- 7 the cinema
- 8 a lie-in
- 9 sports
- 10 an early night
- 11 shopping
- 12 homework

- a Friday evening
- **b** Saturday morning
- c Saturday afternoon
- d Saturday evening
- e Sunday morning
- f Sunday afternoon
- g Sunday evening

### 2 What do these expressions mean?

have an early night have a lie-in

go clubbing have a nap

# What is a typical weekend

## like for families in Britain?

Children don't go to school on Saturdays and Sundays, but they normally have homework to do over the weekend. Some do their homework on Friday evenings, so that they can forget about school for the whole weekend. Others prefer to relax after a week at school and do their homework on Sunday evenings.

> Saturday morning is a popular time for sports and other activities. A lot of schools have sports matches against other schools. Sports centres are usually very busy, too. They usually have classes for different things like tennis, basketball, swimming and so on. Some children have music lessons or go to

dance classes on Saturday mornings.

Saturday afternoon is normally the time for professional sports matches. There's always lots of sport on TV. Most football and rugby matches start at three o'clock. Saturday afternoon is also the traditional time for weddings.

On Saturday evenings, most people want some kind of entertainment. Older teenagers go to the cinema or they go dancing at a club. They call it 'going clubbing'. But you have to be 18

**3 1**3.23 Listen to six teenagers talking about their favourite part of the weekend. Copy and complete the chart.

Favourite part	Why?
1 Sunday lunchtime	big lunch with the family
2	

### **4** Work in a group. Discuss the guestions.

- 1 How is a typical weekend different in your country?
- 2 What things do you and your family do at the weekend?
- 3 What's your favourite time? Why?



to get into a club. At home, the television has programmes for family entertainment, such as The X Factor, Strictly Come Dancing, Merlin or Doctor Who.

On Sunday mornings, people often have a lie-in. That means that they get up later than they do during the week. Some people go to church on Sunday mornings. Families often have a big Sunday lunch together. The meal is usually roast meat (beef, chicken, lamb, etc.) with vegetables. And there's usually a big pudding, too. After that, a lot of adults spend the afternoon having a nap (sleeping) in front of the TV!

Shopping centres are popular places to go on Sunday afternoons. All the big shops are open - usually 11 am to 5 pm – but most smaller shops are closed all day.

Then it's Sunday evening, and your parents say: 'Come on, it's school again tomorrow.' So it's time to do your homework if you haven't already done it, pack your school bag and have an early night.

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### The weekend

### Culture materials on the DVD or the Classroom Presentation Tool

If you prefer, play Unit 6 of the DVD instead of covering the topic through the reading text, then set the text comprehension and the accompanying Student's Book activities either as homework or as optional practice.

### Exercise 1 🛞 3.22

- Focus attention on the photos, title and subtitle. Elicit anything students think they know about how people in Britain spend their weekends. Tell them they will read a text to find out if their ideas were correct and to learn more about the subject.
- Play the recording for students to read and listen to the text, and match the activities and times. You may like to suggest that they draw a chart with seven columns for each part (a–g) of the weekend and then write the activities under each heading.
- Ask them to compare their answers in pairs or small groups before you check with the class. Ask the class to say if they agree or disagree with the answers they hear.

#### ANSWER KEY

### 1 d 2 f 3 c 4 d 5 e 6 e

### 7 d 8 e 9 b, c 10 g 11 f 12 a, g

#### Exercise 2

• Focus on the four expressions and elicit their meanings.

#### **ANSWER KEY**

have an early night: go to bed early have a lie-in: get up later than usual go clubbing: go dancing at a club have a nap: get some sleep in the daytime

#### Exercise 3 (5) 3.23 Audio script pT88

- Explain that students will hear six teenagers talking about their weekends. Ask them to copy and expand the chart, with six rows for the six speakers, in their exercise books.
- Play the first extract and read the example together.
- Play the rest of the recording once, and ask students to complete the first column with which part of the weekend each speaker is talking about.
- Then play the recording again, pausing after each speaker to allow students time to complete their answers.
- Ask students to compare their answers in pairs before you play the recording for the third time. Then check the answers together with the class.

#### **ANSWER KEY**

- 2 Saturday afternoon; meeting up with all her friends in the town centre
- 3 Friday evening; no school for two days
- 4 Sunday morning; a long lie-in
- 5 Saturday morning; match with the school football team
- 6 Saturday evening; great programmes on TV

### **Optional** extra

Write the following expressions on the board. Then ask students to say which speaker in the recording used each one, and elicit what they mean.

- a I just relax (Speaker 3)
- **b** I'm not old enough (Speaker 6)
- c all the family (Speaker 1)
- d it's great to just hang out together (Speaker 2)

### Exercise 4

- Put students in groups to discuss the three questions. Walk around and monitor the discussions.
- Alternatively, put students in groups to discuss one question each. Then get some feedback from each group and invite comments from the rest of the class.

### **Optional extra**

You could turn this topic into another group project. Ask each group to use their discussions to put together a poster or an illustrated article like that on page 76 about weekends in their own countries. They should write up the main points from the discussion and choose suitable photos to illustrate them.

Get groups to present their posters or articles to the class, or organize a class display for all the completed projects, and have a vote on the best project.

# **English Across the Curriculum**

### **Citizenship: the European Union**

### Exercise 1a

- With books closed, give students two minutes to make a list of as many facts about the EU as they can think of.
- Then put them in pairs to compare and merge their lists. Elicit some of their ideas.
- Tell students they will complete a quiz and then hear a short recording to find out more and check whether what they know is correct.
- Students complete the quiz individually.

### Exercise 1b

• Ask students to compare their answers in pairs.

### Exercise 2 🛞 3.24 Audio script pT88

- Explain that students will hear some information about the history of the EU and they will need to listen carefully to find the relevant information to check their ideas.
- Play the recording, twice if necessary, for students to check their answers and their ideas from the initial warm-up activity.
- Check answers with the class.

### ANSWER KEY

#### 1 b 2 a 3 c 4 a, c, h, j, k, l 5 a 6 c 7 b 8 c 9 b 10 a

### Exercise 3 🚳 3.24

- Students listen to the text again carefully and answer the questions.
- Ask them to compare their answers in pairs before you check them with the class.

#### ANSWER KEY

- 1 European Economic Community.
- **2** In 1973.
- 3 In the 1980s.
- 4 China and India.
- 5 Frankfurt (Germany).
- 6 They represent the twelve nations who were members when the flag was chosen in 1986.
- 7 It is now concerned with things such as education, culture and the environment as well as with economics.

### **Optional extra**

Lead a class discussion about the questions, making a list of both the positive and negative prevailing attitudes to the European Union on the board that students mention. At the end, ask students to summarize the discussion, using the notes on the board.

T77

# **English Across the Curriculum**

### Citizenship: the European Union

- **1** a What do you know about the European Union? Do the quiz.
  - b Compare your answers with a partner.
- **2 1**3.24 Listen and check your ideas.



- 1 Why was the European Union started?
  - a People wanted to make a lot of money.
  - b People didn't want another world war.
  - c People wanted to live in other countries.
- 2 The original name of the EU was
  - a the EEC.
  - b UEFA.
  - **c** The European League.
- 3 It was created in 1957 by the Treaty of
  - a Paris.
  - b Berlin.
  - c Rome.



Treaty

- **3** (13.24) Listen again. Answer the questions.
  - 1 What does 'EEC' mean?
  - 2 When did the UK ioin?
  - When did Spain join? 3
  - 4 Which economic areas are larger than the EU?
  - 5 Where is the European Central Bank?
  - 6 What do the stars on the EU flag represent?
  - 7 What things does the EU deal with?

### THE **EUROPEAN UNION**

- 4 The treaty was signed in 1957 by six countries. Which of these countries signed it?
  - **a** France g Spain
  - b Denmark h Belgium
  - c Germany i Portugal
  - d the UK i Luxembourg
  - e Greece k Italy
  - f Ireland 1 the Netherlands
- 5 The name was changed to 'the European Union' after which treaty in 1992?
  - a The Maastricht Treaty
  - b The Treaty of London
  - c The Lisbon Treaty
- 6 Between 1992 and 2007, how many new countries ioined the EU?
  - **a** 2 **b** 9 c 15
- 7 The EU is the \_\_\_\_ \_\_\_\_ largest economic area in the world.
  - a second **b** third c fourth
- 8 The EU is run by the European Commission. Its offices are in
  - a Strasbourg. b Frankfurt. c Brussels.
- 9 How many stars are there on the EU flag? **a** 6 b 12 c 27
- 10 Who composed the EU's anthem Ode to Joy? a Beethoven **b** The Beatles c Dvořák







6

# Revision

### Vocabulary

Complete the sentences. Choose phrasal verbs to match the pictures. Use the past simple tense.

go away walk away get back pick up sit down look after run out of bend down get on

- 1 We went to the shops and we
- 2 I didn't want an argument, so I just



at 2.30 pm.



4 We when the bus and when we have a coin that
5 We we we have a coin that
6 I we we have a coin that

was on the ground.

### Grammar

**2** Complete the sentences with the correct form of the verbs in brackets.

- 1 I'll phone you after Sarah (arrive).
- 2 Before we have dinner, I (have) a shower.
- 3 We'll see Ken when we (go) to the shops.
- 4 We (wait) while Tara gets the tickets.
- 5 Joe will set off as soon as we (text) him.
- 6 I (do) my homework before I watch TV.
- 7 Andy's parents (be) angry when they get the letter.
- 8 We'll leave as soon as the programme (finish).

### **3** Match cues 1–7 to cues a–g. Make sentences starting with *If*.

If you go to Las Vegas, you'll have a great time.

- 1 you / go to Las Vegas -
- 2 Liam / leave school
- 3 you / write to Melanie
- 4 you / not protect your password
- 5 Andy / play tennis all the time
- 6 you / help your friends
- 7 you / tell lies

Listening and writing

- a he / not have time for his schoolwork
- b she / give you good advice
- c people / not trust you
  - d they / help you, too
  - e he / not get a good job
  - f you / have a great time
  - g people / read your emails

### **4** a **1**3.25 Listen and match the people in column 1 to the things they did in column 2.

	1		2		3
1	Ryan 🗕		open the door	_	– to buy a pen
2	Mark		sit down		
3	Jess	$\mathbf{\zeta}$	go to the shop		
4	Nathan		switch on the TV		
5	Belinda		pick up the phone		
6	Max		go to the station		
7	Heather		email Zoe		
8	Jeremy		open the fridge		

**b** 3.25 Listen again. Why did they do the things? Complete column 3.

- **c** Write sentences about the people.
- 1 Ryan went to the shop to buy a pen.

### Study skills

### Dealing with problems

- 1 Read the email. What is the problem?
- 2 Work in a group. Write a reply with two pieces of advice to help the writer.

Reglin a

I'm learning English, but I always feel very silly when I speak English in class, because

I know that I make lots of mistakes. I'm going to England soon and I'm sure people there will laugh at me when I try to speak English.

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# Revision

### Vocabulary

### Exercise 1

- Read the instructions and check comprehension.
- Do the first sentence together to provide an example. Remind students that they should use each of the phrasal verbs in the box once.
- Students work on their own to write the other sentences then compare in pairs before you check with the class.
- Ask students to say which phrasal verbs have a literal meaning, and which have an abstract meaning.

### ANSWER KEY

- 1 We went to the shops and we <u>got back</u> at 2.30.
- 2 I didn't want an argument, so I just walked away.
- 3 We ran out of petrol on the motorway yesterday.
- 4 We got on the bus and sat down.
- 5 We <u>looked after</u> our neighbours' cat when they <u>went away</u> for the weekend.
- 6 I bent down and picked up a coin that was on the floor.

### Grammar

### Exercise 2

• Students work on their own to complete the sentences and then compare their answers in pairs before you check them with the class. Elicit the rules about the formation of the first conditional and time clauses.

#### ANSWER KEY

- 1 arrives
   5 text

   2 'll have
   6 'll do

   3 go
   7 will be
- 4 'll wait
- Exercise 3
- Read the example together.
- Students match the beginnings with the endings and then use the cues to write full sentences in the first conditional. In weaker classes, they could do this in pairs.

8 finishes

- If they have done the task individually, ask them to compare their answers in pairs first.
- In stronger classes, you could do the whole task orally instead.
- Check answers with the class.

### **ANSWER KEY**

- 2 e If Liam leaves school, he won't get a good job.
- 3 b If you write to Melanie, she'll give you good advice.
- **4 g** If you don't protect your password, people will read your emails.
- **5** a If Andy plays tennis all the time, he won't have time for his schoolwork.
- **6 d** If you help your friends, they'll help you, too.
- 7 c If you tell lies, people won't trust you.

### Listening and writing

### Exercise 4a 🚳 3.25 Audio script pT88

- Ask students to look at the instructions and the task items. Explain that they will hear eight short audio extracts and their task will be to match the person named in the first column with the activity they did from the middle column, which has been jumbled up.
- Play the recording, pausing after each dialogue for students to complete the matching task.
- Ask them to compare answers in pairs.

### Exercise 4b 🚳 3.25

- Look at the example. Elicit what structure is used (an infinitive of purpose).
- Play the recording again, twice more if necessary, for students to listen and complete the statements with the infinitive of purpose for each person.
- Ask them to compare answers in pairs.

### Exercise 4c

- Students work on their own to use all the information in the chart to write full sentences about the eight people.
- Check answers with the class.

#### POSSIBLE ANSWERS

- 2 Mark opened the door to let the dog out.
- 3 Jess emailed Zoe to invite her to her party.
- 4 Nathan picked up the phone to call the sports centre.
- 5 Belinda went to the station to buy two tickets to London.
- 6 Max opened the fridge to get a drink of lemonade.
- 7 Heather sat down to have a rest.
- 8 Jeremy switched on the TV to watch his favourite programme.

### **Study skills**

- Ask students to read the email.
- In groups, they discuss what the person could try and do to improve their English.
- Elicit advice and practical tips from each group, and invite comments from the rest of the class as you build up a list of, say, the Top 10 Do's and Don't's of improving your English.
- Students write their email, each giving the two pieces of advice they think are the most useful.

# digi-zaban.ir Your Project



### Describing a problem / giving advice

#### **Exercise 1**

- Students read Samantha's letter on page 72 and order the topics, then compare their answers in pairs before you check them with the class.
- Elicit students' ideas about why they think this order is logical.

### ANSWER KEY

1 d 2 b 3 e 4 a 5 c

### Exercise 2

- Students look at all of Melanie's replies on page 72 and complete the expressions in the list. Check that students understand what the three functions are by eliciting a translation for each one.
- Students compare their answers in pairs before you check them with the class.
- You may like to elicit a translation of each sentence to check and clarify their meaning.

#### **POSSIBLE ANSWERS**

This is a common problem between teenagers 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 a teenager, you want to do some of these things for yourself. It's never a good idea to tell lies. 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. Try to reach an agreement. If your parents find out, you'll be in real trouble. When they read it, I'm sure they'll do something to help.

### **Project task**

This project starts as group work which leads to a shared class project producing a single poster of a problem page. The project can be completed in class, but make sure you set aside plenty of time for students to complete all its stages. You will probably need a whole lesson devoted to the project and its follow-up.

1 Split the class into roughly equal-sized groups. Each group spends a minute or so to decide on a problem to write about and then uses the framework from exercise 1 to write their letter. Ask them to check carefully for grammar, spelling and vocabulary errors before they write out a clean copy. Ask them also to check whether they have included all five points from exercise 1.

- 2 Groups swap their letters between them. Make sure each group receives a complete, clean copy of a letter to read. Allow enough time for all groups to complete the first stage of the task.
- **3** Groups discuss the letter they received and write some advice for the problem, using expressions from exercise 2, and with Melanie's problem page on page 72 as their model. Again, ask them to check for errors before they write out a clean copy.

Depending on the size of your class, put the letters and replies together on a single poster or a number of posters. Ask students to use colours, and if you have access to photos, to add those or use their own drawings to illustrate the problems discussed.

Display the poster or posters around the class and ask students to read the problems and advice. Then have a brief discussion about which problem they can identify with as well as which piece of advice they felt was most useful.

### Song

### Don't Try So Hard

### **Background information**

*Don't Try So Hard* is a song by Freddie Mercury, and performed by Queen on their 1991 album *Innuendo*. What makes its central message particularly poignant is that by the time the album was released, it became public knowledge that Mercury was suffering from a terminal illness. He died on 24 November 1991, aged only 45.

### Exercise 1 🚳 3.26

- Play the recording for students to listen and complete the song lyrics.
- Ask them to compare their answers in pairs before you check them with the class.

#### **ANSWER KEY**

1 something 2 nothing 3 problems 4 answers 5 day 6 fall 7 fail 8 lucky 9 mouthful 10 moment

11 storms 12 heart 13 rules

### Exercise 2

• Elicit students' ideas about what the message might be. (*Don't take life too seriously*.) Allow them to make their own interpretations if they can give good justification.

# Your Project

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### **Develop your writing**

### Song

### Describing a problem / giving advice

Look at Samantha's letter on page 72. Put the topics in the correct order to match the letter.

- **a** How do you feel now?
- ] **b** What is the problem?
- **c** Ask for advice.
- **d** Who are you having a problem with?
- \_\_\_\_ e What, if anything, have you done about it?

### 2 Look at the expressions. Find them in Melanie's advice on page 72. Then complete the sentences. (Some can be completed in more than one way.)

#### Commenting

This is a common ... I'm sure that ... A lot of young people ... In this case ... This is a difficult ... When you're ...

#### Giving advice

It's never a good idea to ... Why not ...? My advice to you is to ... I think you should ... Try to ...

#### Justifying

If your parents find out ... When they read it ...

### Project task

#### Make a class problem page.

- 1 Work in a group. Write a letter to a problem page. Use the pattern in exercise 1.
- 2 Give your letter to another group.
- **3** Write a reply to the letter that you receive. Use the expressions in exercise 2.

### Put all your letters and replies together to make a class problem page.

**1**<u>3.26</u> Listen to the song. Complete it with these words.

lucky nothing day fall heart moment problems fail something mouthful answers storms rules

#### 2 What is the message of the song?

- a Don't work hard.
- **b** Think about yourself first.
- c Deal with problems immediately.
- d Don't take life too seriously.

### **Don't Try So Hard**

f you're searching out for	- 1,
Don't try so hard.	
f you're feeling kind of 2_	
Don't try so hard.	
When your <sup>3</sup>	seem like mountains,
You feel the need to find	some <sup>4</sup> ,
You can leave it for anoth	er <sup>5</sup> ,
Don't try so hard.	
But if you 6	and take a tumble, it wor

But if you <sup>6</sup>\_\_\_\_\_\_ and take a tumble, it won't be far. If you <sup>7</sup>\_\_\_\_\_\_, you mustn't grumble, Thank your <sup>8</sup>\_\_\_\_\_\_ stars. Just savour every <sup>9</sup>\_\_\_\_\_

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And treasure every <sup>10</sup>\_\_\_\_\_

When the <sup>11</sup>\_\_\_\_\_ are raging round you, Stay right where you are.

stay fight where you an

Oh, don't try so hard, Oh, don't take it all to <sup>12</sup>\_\_\_\_\_ It's only fools, they make these <sup>13</sup>\_ Don't try so hard.

## digi-zaban.ir Pronunciation

### Unit 1

### 1 Vowels: spelling and sound

a <u>4.2</u> The same spelling can have different sounds. Listen and repeat.

/e/	l <b>ea</b> ther	/eə/	wear	/I9/	hear
/eɪ/	br <b>ea</b> k	/i1/	j <b>ea</b> ns	/31/	h <b>ea</b> rd

**b** Different spellings can have the same sound. Find two more words for each sound in exercise 1a.

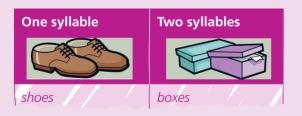
there	need	head	red	leave	pair
world	play	learn	deer	near	late

c 1.3 Listen, check and repeat.

### 2 How many syllables?

### a Copy and complete the chart. Put the words in the correct column.

boxes shoes styles sizes dresses clothes watches socks striped pointed needed flared used wanted waited checked



• 14.4 Listen, check and repeat.

**c** When do we pronounce *-es* and *-ed* as a separate syllable?



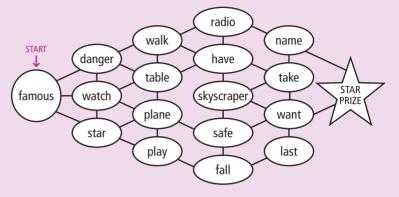
### 1 The letter 'a'

a <u>4.5</u> The letter 'a' can be pronounced in different ways. Listen and repeat.

/æ/ hand /eɪ/ famous /ɔː/ walk /ɑː/ part /ɒ/ watch

**b** Add two more words spelt with the letter 'a' for each sound.

**C** Follow the words with the /ei/ sound. Can you win the star prize? You must follow the lines.



### 2 Intonation: question tags

a <u>4.6</u> When we use a question tag to confirm something, the intonation normally falls. Listen and repeat. Copy the intonation.

- 1 You're fourteen, aren't you?
- 2 It's Tuesday today, isn't it?
- 3 We haven't got any homework, have we?
- 4 It was your birthday yesterday, wasn't it?
- 5 You didn't revise for the last test, did you?
- 6 Smart Alec lives in England, doesn't he?
- 7 You don't drink milk, do you?
- 8 You'll be at home this evening, won't you?

### **b** Work with a partner. Student A: Read one of the questions. Student B: Give an answer.

A You're fourteen, aren't you? B Yes, I am.

Unit 3

### 1 The letters 'th'

### a 1.7 Listen and repeat.

1	that	sat	6	thumb	some
2	these	sees	7	three	tree
3	weather	wetter	8	thigh	tie
4	there	tear	9	mouth	mouse
5	path	part	10	thirty	dirty

**b** 1.8 Listen. Tick ( $\checkmark$ ) the word in each pair that you hear.

# digi-zaban.ir Pronunciation

### Unit 1

### 1 Vowels: spelling and sound

### Exercise 1a 🛞 4.2

- Read the explanation together and model the six sounds.
- Play the recording for students to listen and repeat the words.

### Exercise 1b

• Ask students in pairs to read the list of words aloud to each other then find the two words that contain the same vowel sound for each example in exercise 1a.

### Exercise 1c 🚳 4.3 Audio script: see answer key

• Play the recording for students to listen and check. Then play it again for them to listen and repeat.

#### **ANSWER KEY**

/e/ leather: head, red /eɪ/ break: play, late /eə/ wear: there, pair /iɪ/ jeans: need, leave /ɪə/ hear: deer, near /ɜː/ heard: world, learn

### 2 How many syllables?

### Exercise 2a

- Students read through the words in the box. Quickly check they know all the words, and pre-teach any unfamiliar ones.
- Students copy the chart in their exercise books and then complete it on their own. In weaker classes, they can do this in pairs.
- Ask them to compare their answers in pairs.

### Exercise 2b 🚳 4.4 Audio script: see answer key

• Play the recording for students to listen and check. Then play it again for them to listen and repeat.

#### **ANSWER KEY**

### **One syllable:** shoes, styles, clothes, socks, striped, flared, used, checked

Two syllables: boxes, sizes, dresses, watches, pointed, needed, wanted, waited

### Exercise 2c

• Ask students to study the chart in exercise 2b. Elicit the rule: we pronounce the ending as a separate syllable if *-es* follows /s/, /z/ or /t ʃ/ (or /ʃ/, /ʒ/ or /dʒ/), and if *-ed* follows /t/ or /d/.

### **Optional extra**

Give students a minute to think of two more words for each sound. Then ask them to compare ideas in pairs.

Elicit the words from the class, write them on the board and then briefly drill their pronunciation.

### Unit 2

### 1 The letter 'a'

### Exercise 1a 🚳 4.5

- Read the explanation together and model the sounds.
- Play the recording for students to listen and repeat the words.

### Exercise 1b

• Ask students in pairs to read the list of words aloud to each other, then think of two more words for each sound.

### Exercise 1c

• Start with books closed and then have students open them at the same time. Students study the diagram and follow the lines, moving only between words that have the /eI/ sound.

### **ANSWER KEY**

famous, danger, table, plane, safe, skyscraper, take, name

### 2 Intonation: question tags

### Exercise 2a 🔊 4.6

• Read the pronunciation rule, then play the recording for students to listen and repeat, using the correct intonation.

### Exercise 2b

• Students in pairs take turns to read the questions and respond with their own answers. Monitor their intonation.

### Unit 3

### 1 The letters 'th'

### Exercise 1a 🚳 4.7

• Play the recording for students to listen and repeat.

### Exercise 1b 🚳 4.8 Audio script: see answer key

• Play the recording. Students tick the word they hear.

### ANSWER KEY

- 1 sat 2 these 3 weather 4 tear 5 path
- 6 some 7 tree 8 thigh 9 mouth 10 dirty

### 2 Agreeing: sentence stress

### Exercise 2a 🔞 4.9

• Play the recording for students to listen and repeat. Then play it again, and ask students to underline the word that is stressed. Check answers with the class.

### ANSWER KEY

The stress always falls on the pronoun.

### Exercise 2b 🚳 4.10 Audio script pT88

- Explain that students will hear ten statements, and they should agree or disagree, using structures from exercise 2a.
- Play the recording, and get students to respond. Monitor their use of sentence stress.

### Unit 4

### 1 / $_{I}$ / and / $a_{I}$ /

### Exercise 1a

• Students copy the chart and work on their own to complete it, then check answers in pairs. In weaker classes, they could do the task in pairs.

### Exercise 1b log 4.11 Audio script: see answer key

• Play the recording for students to listen and check their answers. Then play it again for them to listen and repeat.

#### **ANSWER KEY**

/I/ minute, ring, promise, window, give, magic, kitchen, office /aI/ night, climb, write, find, might, shine, island, decide

### Exercise 1c

• Give students a minute to think of two more words for each sound. Then ask them to compare ideas in pairs. Elicit the words from the class, write them on the board and briefly drill pronunciation.

### 2 Word stress: verbs

### Exercise 2a

• Students copy the chart and work on their own to complete it, then check their answers in pairs. In weaker classes, they could do the task in pairs.

#### Exercise 2b 🚳 4.12 Audio script: see answer key

• Play the recording for students listen and check their answers and then listen and repeat the words.

#### **ANSWER KEY**

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

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

### Unit 5

### 1 /p/, /əʊ/ and / $\Lambda$ /

### Exercise 1a

• Students copy the chart and then in pairs say the words aloud to each other and put them in the correct columns.

#### Exercise 1b 🚳 4.13 Audio script: see answer key

• Play the recording for students to listen and check their answers. Then play it again for them to listen and repeat.

### ANSWER KEY

/p/: dolphin, shot, dollar, forest, doctor, stop /əʊ/: snow, most, hope, home, mobile, cold /ʌ/: money, stomach, won, mother, some, cover

### 2 Odd one out

### Exercise 2a

• Students work in pairs to read the words aloud to each other to decide which word is the odd one out in each group.

### Exercise 2b (5) 4.14 Audio script pT88

• Play the recording for students to listen and check. Then play it again for them to listen and repeat.

### ANSWER KEY

- 1 park 2 beard 3 thief 4 cub 5 last
- 6 blind 7 stop 8 heart 9 litre 10 look

### Unit 6

### 1 Similar words

### Exercise 1a 🚳 4.15

• Play the recording for students to listen and repeat.

### Exercise 1b level 4.16 Audio script: see answer key

• Play the recording. Students tick the word they hear.

#### ANSWER KEY

- 1 first 2 tree 3 had 4 wash 5 walk
- 6 know 7 back 8 shoes 9 took 10 won't

### 2 How many words?

### Exercise 2a 🚳 4.17 Audio script pT88

- Explain that students will hear ten sentences, and their task will be to count the words they hear in each. Point out that the focus is on what they hear, not on analysing the morphemes. Short forms are therefore counted as one word.
- Play the recording twice for students to listen and complete the chart. Then ask them to compare their answers in pairs. Don't confirm the answers yet.

### Exercise 2b

- Students do the calculations. Get a show of hands for what totals they have worked out. Tell them the correct answers. (All the columns add up to ten.)
- Play the recording again, counting the number of words on your fingers for each one as you listen. Then play it once more for students to listen and repeat each sentence, counting out the correct word count on their fingers.

#### **ANSWER KEY**

#### **b** 9 **c** 2 **d** 5 **e** 7 **f** 6 **g** 1 **h** 8 **i** 5 **j** 3

#### **IELTSMatters.com**

### 2 Agreeing: sentence stress

### a <u>4.9</u> Listen and repeat. Which word is stressed?

- 1 So do I.
- 6 Neither did we.
- 2 Neither can I.3 Oh, I will.
- 7 So will I.
- 8 Oh, we have.
- 9 Oh, I can't.
- 4 So have we.5 Oh, I do.
- 10 Neither was I.

### **b 1**4.10 Listen. Give a response.



*Oh, we have. / Neither have we.* 



### /1/ **and** /a<u>1</u>/

### **a** How is the letter 'i' pronounced? Put the words in the correct column.

minute night ring climb write find promise might shine window give island magic kitchen decide office



b 14.11 Listen, check and repeat.

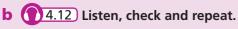
**c** Add two more words spelt with the letter 'i' to each column.

### 2 Word stress: verbs

### **a** Copy and complete the chart. Put the words in the correct column.

finish enjoy decide survive promise offer remember believe listen become agree happen refuse prefer return forget imagine receive follow damage

First syllable	Second syllable
finish	enjoy



### Unit 5

### **1** /ɒ/, /əʊ/ and /ʌ/

### a Put the words in the correct column.

money	dolpł	nin sn	ow shot	t most	stomach
dollar	won	mothe	r hope	forest	some
home	cover	docto	r mobile	e stop	cold

/ɒ/	/ວບ/	/ʌ/
dolphin	snow	money

**b 1**4.13 Listen, check and repeat.

### 2 Odd one out

### a Which word has a different vowel sound?

- 1 gas van park
- 2 bear beard hair
- 6 kill winter blind7 stop snow sold
- 3 thief rise ice4 fur earth cub
- 8 heart meat feel
- 9 litre drive wise
- 5 last fake waste
  - 10 cool shoot look
- **b 1**4.14 Listen, check and repeat.

Unit 6

1 Similar words

### a 14.15 Listen and repeat.

1	fast	first	6	now	know
2	tree	three	7	bag	back
3	had	hard	8	choose	shoes
4	watch	wash	9	talk	took
5	walk	work	10	won't	want

**b** 14.16 Listen. Which word do you hear?

### 2 How many words?

a <u>14.17</u> Listen. How many words are there in each sentence? Write the numbers in the grid. Short forms count as one word. (I'll = one word.)

a 4	b	с	d	е
f	g	h	i	J

**b** Add the numbers in each column, for example, add a and f. What totals do you get?

# digi-zaban.ir Reading

### Unit 1

### a <u>14.18</u> Read and listen to the story. Put the pictures in the correct order.

#### **b** Find these in the pictures.

Llewellyn Gelert Llewellyn's wife the baby the deer the wolf

**c** What other things from the story can you name in the pictures?

### **2** Answer the questions.

- 1 Why is the old woman angry?
- 2 Why does Llewellyn kill Gelert?
- 3 Why does Gelert have blood in his mouth?
- 4 How do the old woman's words come true?

## LLEWELLYN AND GELERT

There was once a Prince of Wales called Llewellyn. He was young, strong and handsome, and everybody loved him, because he was always laughing and smiling. He had a dog called Gelert. Llewellyn loved his dog more than anything in the world and they were always together.

The prince and his dog often used to go hunting. One day, they were walking quietly through the forest when they saw a small hut. A deer was standing next to the hut. Llewellyn and Gelert stopped and hid among the trees. The deer didn't run away, so Llewellyn slowly and carefully took his boy and

<sup>10</sup> run away, so Llewellyn slowly and carefully took his bow and arrow and shot the deer.

'I got it!' shouted the prince. 'Come on, Gelert. We'll all eat well tonight!' They ran to get the deer and take it home. But as he was lifting the dead animal onto his shoulders,

- <sup>15</sup> Llewellyn heard a noise behind him. He turned round. An old woman was standing there. She lived in the forest and people said that she was a witch. She pointed a long, bony finger at Llewellyn. 'You've killed my deer,' she said angrily. 'And you will pay for this.'
- <sup>20</sup> Llewellyn didn't take any notice, and with the deer on his shoulders, he and Gelert turned to go home.
  'You're happy now, Prince Llewellyn,' screamed the old woman, as the prince and his dog were walking away. 'But you will die a sad and lonely man.' When he heard this,
  <sup>25</sup> Llewellyn suddenly felt very cold.

'Remember my words!' shouted the old woman and then she disappeared.



Time passed and Llewellyn soon forgot about the old woman. In fact, his happy life became happier and happier. A few years later, he married a beautiful young princess and they soon had a fine, baby boy. By now, Gelert was an old dog, and he didn't use to go hunting with his master so often. But every night he used to sleep by the fire and guard the baby's cradle. Llewellyn knew that his son was safe with his 35 old friend Gelert there.

Then one night Llewellyn woke up suddenly. Gelert was barking loudly. The prince jumped out of bed. By the light of the fire, he saw a terrible sight. The baby's cradle was upside down. Gelert was standing next to it and blood was dripping 40 from his mouth.

Llewellyn couldn't believe it. 'What have you done to my son?' he shouted at the old dog. 'You've killed him!' Near the fire there was a pile of wood and there was an axe on top of it. Angrily, Llewellyn grabbed the axe and brought it down on the old dog's head. Gelert fell dead on the floor

<sup>45</sup> on the old dog's head. Gelert fell dead on the floor.

At that moment Llewellyn heard a noise. It was coming from under the cradle. Llewellyn picked up the cradle and he saw his son. He was lying on the floor and he was smiling. Next to the baby there was something large and grey. Llewellyn <sup>50</sup> turned it over. It was the body of a dead wolf!

'Oh, Gelert, my dear old friend,' cried Llewellyn. 'What have I done? You saved my son from the wolf!'

Suddenly, the prince felt very cold and the old woman's words came back to him. From that night, Llewellyn never smiled again. Even his young son could not make him happy. He died, as the old woman said, a sad and lonely man.

**IELTSMatters.com** 

# digi-zaban.ir Reading

'The benefits of extensive reading happen indirectly. Without directly studying writing, students learn to write better. Without studying vocabulary, they learn words. But perhaps the best result of extensive reading is that students enjoy reading and learning English and want to read more.'

### Professor Richard Day, University of Hawaii

As the emphasis in extensive reading is motivating the learner to learn, it is important to resist the temptation to exploit the grammar and vocabulary from the text in too much detail. Having students discover language in context and reflect on the grammar and vocabulary covered in the main Student's Book unit is more effective in developing their abilities as learners than spending a lot of time on presentation and controlled practice.

The exercises in the Reading section are designed to guide readers through the learning process ('scaffolding' their free reading activity), not to introduce new language.

### Unit 1

### Llewellyn and Gelert

### **Background information**

Llewellyn and Gelert is an old Welsh legend about Prince Llewellyn the Great, who ruled the Welsh principality of Gwynedd in the early 13th century. The legend inspired several poems, for example *Beth Gelert, or the Grave of the Greyhound* by William Robert Spencer around 1800, and numerous other literary adaptations. In the Welsh village of Beddgelert there is a slate memorial erected in over a grave mound to commemorate Gelert, the dog from the legend.

### Exercise 1a 🚳 4.18

- Students look at the pictures and read the title. Elicit ideas about what the story might be. Ask them to read the first paragraph quickly to find out who Llewellyn and Gelert are.
- Focus on the pictures, elicit a description of each: who is in the picture, where are they, what's happening?
- Elicit or pre-teach go hunting, deer, hut, witch, cradle and wolf.
- Play the recording for students to read and listen to the story and identify the events shown in the four pictures. Then allow them a minute or two to put the events in the correct order.
- Ask students to compare their answers in pairs before you check them with the class.

#### ANSWER KEY

### 1 b 2 d 3 a 4 c

**PRONUNCIATION NOTE** The Welsh name *Llewellyn* is pronounced /,lur'elən/ in English. Welsh speakers pronounce the double *ll* letter as a sound similar to /hl/, but English speakers don't generally do this.

### Exercise 1b

• Say the names in the box, and ask students to point to characters in the pictures.

### Exercise 1c

• Elicit further details about the pictures. Ask students who describe a particular detail to point to it in the relevant picture. Alternatively, ask a student to describe a detail, and another student to find and point to it.

### Exercise 2

- Students read the story again and work in pairs to discuss the questions.
- Elicit answers.

### **ANSWER KEY**

- 1 She's angry because the prince killed her deer.
- 2 When he sees the cradle upside down and the blood on the dog's mouth, he thinks that Gelert has killed his son.
- **3** Gelert killed a wolf to protect the baby.
- 4 The prince dies a sad and lonely man because he has to live with the guilt of killing his faithful dog.

### **Optional extra**

Ask students to say what they think about the story. How do they feel about Llewellyn's actions? What would they do in his place? What is the moral of the story?

### **Optional extra**

Elicit whether students know any similar legends from their own country or region about a historical figure and an animal. Ask them to look up the most important details. Help them with any unfamiliar vocabulary, or suggest that they use a dictionary to prepare. Get some volunteers to tell the story to the class. Ask the class to listen and identify the four or five most important events. Finally, lead a brief discussion to get students' responses to the actions of the protagonists and to the moral of the story.

### Unit 2

### **The Necklace**

### **Background information**

*The Necklace (La Parure* in French) is an 1884 short story by French writer Guy de Maupassant (1850–1893). It inspired American author Henry James's story *Paste* as well as a number of stage and film adaptations.

The franc (pronounced /frã/ in French, and /fræŋk/ in English) was the national currency of France. Although the name was used as early as the 14th century, the modern, decimal form of the French franc was introduced in 1795, during the French Revolution and it remained in circulation until the launch of the euro in 2002.

### Exercise 1a 🚳 4.19

- Focus on the two pictures, and ask students to describe the people and where they are. Ask what they think is happening.
- Read the two questions together, so students know what information to look for.
- Play the recording for students to read and listen to the story and answer the questions.
- Ask students to sum up very briefly what happened: Mathilde borrowed a necklace from her friend, Madame Forestier. Mathilde lost the necklace, and it cost her and her husband 36,000 francs to replace. Years later, she met Madame Forestier, who told Mathilde that the necklace she'd lost had been worth no more than 500 francs.

#### ANSWER KEY

- 1 36,000 francs
- **2** 500 francs

### Exercise 1b

• Elicit the names of the characters shown in the pictures.

### ANSWER KEY

The first picture shows young-looking Mathilde with her husband at the party. The second picture shows old looking Mathilde and Mada

The second picture shows old-looking Mathilde and Madame Forestier.

### Exercise 2

- Students read the story again and put the events in order.
- Ask them to compare their answers in pairs before you check them with the class.

### ANSWER KEY

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

### Exercise 3

- Students answer the question and give reasons.
- Check answers with the class.

### **ANSWER KEY**

In the first picture, Mathilde looks young and happy because she's at a fashionable party and everyone is admiring her. In the second picture, Mathilde looks old because they had to suffer for ten long years while they repaid the money they borrowed to buy the new necklace.

### **Optional extra**

Ask students if they've ever lost something valuable or something that they borrowed from someone else. Ask them what happened, how they felt and what they did afterwards. Be sensitive when eliciting personal stories, as some of the students' experiences may be too embarrassing to share. You may like to share one of your own experiences (real or invented) with the class instead. Elicit what advice they would give someone in that particular situation and also what advice they would give Mathilde when she discovers she's lost the necklace at the party.

### Unit 2

### a 14.19 Read and listen to the story.

- 1 How much did the Loisels pay for the new necklace?
- 2 How much was the old necklace worth?
- **b** Who are the women in the pictures?

# The Necklace

athilde Loisel lived in Paris. Her husband was a clerk at the Ministry of Education. They weren't poor. They had a nice flat and one servant, but Mathilde dreamed of a better life full of silk dresses and gold jewellery, parties and rich, famous people.

One evening when her husband came home, he looked very happy.

'I've got something for you,' <sup>15</sup> he said. 'It's an invitation to a party with the Minister of Education.'

Mathilde started to cry.

- 'What's wrong?' said her
- <sup>20</sup> husband. 'You want to go, don't you?'
- 'Of course,' she said. 'But I haven't got anything to wear to a party like that, have I?'
- 25 'How much will you need for a new dress?' asked her husband.

'Four hundred francs,' she said. It was a lot of money, but her husband agreed.

- A few days later, however, Mathilde was unhappy again. 'I haven't got any jewellery to wear with my <sup>25</sup> dress,' she said.
- 'Why don't you ask your friend, Madame Forestier? She'll lend you something,

Adapted extract from The Necklace by Guy de Maupassant.

- won't she?' said her
- 🛚 40 husband.

Jeanne Forestier was Mathilde's old schoolfriend, and she was very rich. So Mathilde borrowed a <sup>45</sup> beautiful diamond necklace from her.



What a party! Mathilde was the most beautiful woman there. All the men wanted 50 to dance with her. It was the happiest night of her life.

At four o'clock in the morning, they took a taxi home. When they arrived,

- 55 Mathilde stood in front of the mirror and took off her coat.
  She froze in horror.
  'The necklace,' she cried. 'It's gone!'
- <sup>60</sup> 'Perhaps you lost it in the taxi,' said her husband. 'I'll go and look for it.'
   He came back at seven o'clock.
- <sup>65</sup> 'Have you found it?' asked his wife.

### 2 Put the events in the correct order.

- **a** Mathilde borrows a necklace from her friend.
- **b** They borrow a lot of money to buy a new necklace.
- c Mathilde discovers that she has lost the necklace.
- d Mathilde discovers that the diamonds weren't real.
- e Mr Loisel gets an invitation to a party.
- **f** They have a hard life for ten years to repay the money.
- g Mathilde has a wonderful time at the party.
- h Mr Loisel tries to find the necklace.
- **3** How does Mathilde look in each picture? Why?

### 

'No, I haven't,' he replied. 'What can we do?' said Mathilde. 'I can't tell <sup>70</sup> Madame Forestier that I've

We must buy another one,' said her husband.

They went to all the <sup>75</sup> jewellery shops and finally found a similar necklace. 'But it costs thirty-six thousand francs!' said Mathilde.

- <sup>80</sup> 'My father left me eighteen thousand francs when he died,' said her husband. 'We must borrow the rest.'
- They borrowed from banks, <sup>85</sup> from money-lenders, from friends and relatives, and they bought the necklace.

After that, everything changed for the Loisels.

- <sup>90</sup> They moved to a small room. There was no servant now. Mathilde did all the housework. Her husband worked every evening and at <sup>95</sup> weekends. They didn't buy
- any new clothes and ate only poor food.

After ten long, hard years they finally paid back all the 100 money, but Mathilde wasn't young and pretty any more. She looked old and thin. Her hands were red and rough.

<sup>105</sup> One Sunday afternoon, she saw Madame Forestier in the park. She still looked young and beautiful. 'Good afternoon, Jeanne,'

<sup>110</sup> said Mathilde.'I'm sorry,' said MadameForestier. 'I don't know you,

do I?' 'Yes, it's me, Mathilde.'

'Oh, my dear, what has happened to you?' said her friend. 'You've changed so much.'

'Yes, life has been very

<sup>120</sup> difficult for the last ten years,' said Mathilde and she told her the whole story. At the end, she said proudly: 'I can tell you everything now, <sup>125</sup> because we've paid back all

the money.'

'But my poor Mathilde,' said her friend. 'My diamonds weren't real. The necklace <sup>130</sup> was worth no more than five hundred francs!'



83

### Unit 3

### a <u>1 a 14.20</u> Read and listen to the story. Find these people in the picture.

the shepherd the shepherd's wife the first stranger the second stranger the third stranger

#### **b** Match these cues to the people in exercise 1a.

a hangman a prisoner frightened a clockmaker a cottage the prisoner's brother a baby a song

The Three Strangers

O ne cold, wet night in 1825, a poor shepherd and his wife invited some friends to their cottage. They wanted to celebrate the birth of their first child. Their cottage was on a path which strangers didn't use very often. But while the shepherd and his guests were dancing and drinking, someone knocked at the door. 'Come in!' shouted the shepherd.

A tall, dark stranger, about forty years old, entered. 'Can I rest here for a bit?' he asked.

'Of course,' said the shepherd. 'Come in and have a drink with us.'

'Thank you,' said the stranger.
 'And you should sit by the fire,' said the shepherd. 'You look very cold.'

Not long after, there was another knock at the door. 'Come in!' shouted the shepherd for the second time.

<sup>15</sup> Another stranger entered. He was older than the first, and he was wearing a grey suit.

'l'm on my way to Casterbridge,' he said. 'Can I rest here for a while?' 'Of course!' said the shepherd. 'Come and sit by the fire.' And he gave this man a drink, too.

<sup>20</sup> For some reason the shepherd's wife didn't like the second stranger and she asked, 'What kind of work do you do?' The man in grey replied with a song.

'There isn't much I need,... To set the criminals free.

<sup>25</sup> A piece of rope, and a tall hanging post, And that'll be enough for me.'

Immediately, everyone knew that he was a hangman. He was on his way to Casterbridge prison to hang a poor clockmaker.

'That clockmaker only stole a sheep to feed his children, because he <sup>30</sup> had no work,' said the shepherd's wife. 'You shouldn't hang a man for that.'

'I just do my job,' said the second stranger.

Just then, there was a third knock on the door and the shepherd opened it. A third stranger was standing there. He looked into the

35 cottage, but when he saw the two men by the fire, his face went white. Then he turned and ran away.

### Correct the sentences.

- 1 People were at the cottage to celebrate the shepherd's birthday.
- 2 The second stranger was going to Casterbridge to buy a sheep.
- **3** The second stranger told a story to tell everyone what his job was.
- 4 When the third stranger came to the cottage, he sat down and had a drink.
- **5** Everyone knew that a prisoner escaped because they heard a bell ringing.
- 6 The shepherds and farm workers didn't want to find the first stranger because they liked him.



A minute later, everybody heard a gun. Everybody knew what it meant. 'Someone has escaped from Casterbridge prison.' said the hangman. 'It must be that man who came to the cottage just now and then ran away. We should all look for him.' The men all left the cottage.

A little later, the first stranger returned, and then the hangman came back, too.

'There are enough men looking for the prisoner,' the two men agreed. 'They don't need us, too.' They finished their meal and then walked

<sup>45</sup> away from the cottage in opposite directions.

The other men soon found the third stranger and brought him back to the shepherd's cottage. Two policemen were waiting for them. 'That's not the prisoner who escaped,' said one of the policemen. 'Who are you?'

<sup>50</sup> 'I'm the prisoner's brother,' said the third stranger. 'I was on my way to see my brother for the last time, when I stopped here tonight.' 'But why did you run away?'

'Because I saw my brother here. He was sitting by the fire with the hangman!'

55 'So that first stranger was the clockmaker!' said the shepherd's wife.

The next day, the shepherds and farm workers looked for the clockmaker again. They never found him. But they didn't really want to find him, because they all agreed with the shepherd's wife: you shouldn't hang a man who only stole a sheep because he had no <sup>60</sup> money to feed his children.

Adapted extract from *The Three Strangers* by Thomas Hardy.

### Unit 3

### **The Three Strangers**

### **Background information**

The story of *The Three Strangers* is an adaptation of an 1883 short story by the English writer Thomas Hardy.

### Exercise 1a 🚳 4.20

- Ask students to describe the picture. Prompt them to include *Who* (is in the picture)? *Where* (are they)? and *What* (are they doing)? Elicit any feasible suggestions, but don't give away the correct answer at this point.
- Play the recording for students to read and listen to the story.
- Ask students to point to each of the five characters in the picture.

### **ANSWER KEY**

If you number the adult people in the picture 1–6 from left to right, then 2 = shepherd's wife, 3 = shepherd, 4 = third stranger, 5 = first stranger, 6 = second stranger. (The man on the left doesn't appear in the text.)

### Exercise 1b

- Students read the story again and match the cues to the people.
- Ask them to compare their answers in pairs before you check them with the class.
- Write the answers on the board if you intend to do the Optional extra after exercise 2.

#### ANSWER KEY

the shepherd: a cottage the first stranger: a clockmaker, a prisoner the second stranger: a song, a hangman the third stranger: frightened, the prisoner's brother the shepherd's wife: a baby

### Exercise 2

- Students work in pairs to correct the statements.
- Check answers with the class.
- Then elicit students' responses to the story. Do they like it? Why? Why not? What is the moral of the story?

### **ANSWER KEY**

- 1 People were at the cottage to celebrate the <u>birth of the</u> <u>shepherd and his wife's first child</u>.
- 2 The second stranger was going to Casterbridge prison to hang a clockmaker.
- **3** The second stranger <u>sang a song</u> to tell everyone what his job was.
- 4 When the third stranger came to the cottage, he <u>saw the</u> <u>two men by the fire, and he ran away</u>.
- 5 Everyone knew that a prisoner escaped because they heard a <u>gun</u>.
- 6 The shepherds and farm workers didn't want to find the first stranger because <u>he only stole to feed his children</u>.

### **Optional extra**

Ask students to close their books and use the answers from exercise 1b to take turns to retell the story in their own words. Ask the rest of the class to listen, check and amend the story as necessary.

### Unit 4

### Horatius and the Bridge

### **Background information**

Horatius Cocles was an officer in the army of the old Roman Republic, who defended a bridge in 508 BC against an attacking army to protect Rome from invasion. Several ancient historians recorded the event, including Plutarch, Dionysius of Halicarnassus and Livy, but other historians have debated its authenticity. The story was used by Lord Thomas Babington Macauley in his collection of narrative poems *Lays of Ancient Rome*.

### Exercise 1 🛞 4.21

- Focus attention on the title and the picture. Ask students if they have heard of the story of Horatius at the bridge. Elicit briefly what they know about the history of Rome.
- Read the first sentence together. Explain, if necessary, that before the better-known Roman Empire, Rome started out as a small city-state, first a kingdom, then a republic. The story takes place during the early years of the Roman Republic.
- Elicit or pre-teach *empire*, *throne*, *guard* (verb), *companion*, *defend* and *wounded*.
- Ask students to read the questions; then play the recording for students to read and listen and answer the questions.
- Ask them to compare their answers in pairs before you check them with the class.

### **ANSWER KEY**

- 1 Horatius jumped in the river and swam to the river bank. He survived.
- 2 Tarquin never got his throne back.
- **3** Horatius's two companions rushed back across the bridge before it fell into the river.
- 4 The city of Rome was saved from the armies of Clusium.

### Exercise 2a

• Focus attention on the picture again. Ask students to find and point to the three groups of people.

### Exercise 2b

- Students say what each group is doing as they point out the people in the picture.
- Ask students what they think of the story and Horatius's actions. Do they think he was brave? How would they feel in Horatius's place?

### **ANSWER KEY**

- 1 They are destroying the bridge behind Horatius and his men so that Porsena's army will not be able to cross the river.
- 2 They are trying to cross the bridge to get to Rome.
- **3** They are fighting Porsena's soldiers to allow the people of Rome enough time to cut down the bridge.

### **Optional extra**

You may like to lead a class discussion about heroism and bravery in our lives today. Who do students consider heroes? What makes them brave or heroic? In what situations can someone become a hero? Write their ideas on the board; then at the end look back at the ideas collected, and ask them to summarize their thoughts about the nature of heroism.

### Unit 4

### **1 () 4.21** Read and listen to the story. What happened in the end to:

- Horatius?
   Tarquin?
- 3 Horatius's two companions?
- 4 the city of Rome?

## HORATIUS AND THE BRIDGE

We always think of Rome as the centre of a huge empire, but in its early days, it was just a small city on the banks of the River Tiber. At that time, they had a king called Tarquin the Proud, but he was very bad. Finally, the Roman

<sup>5</sup> people decided that they didn't want a king any more and they all agreed to throw him out.

Tarquin, however, tried to get his throne back, and his friend, Porsena, the King of Clusium, offered to help him. Porsena gathered a large army and started marching <sup>10</sup> towards Rome.

- When the Romans saw the army approaching, their hearts sank. There were thousands of knights and soldiers coming over the hill on the other side of the Tiber. They knew that they couldn't win a battle against such a large army.
- 'We must stay inside the city,' said the Roman leaders.'But they'll cross the bridge and then we won't stand a chance,' someone said.

At that time, there was only one narrow wooden bridge across the river, and Porsena's army was marching straight <sup>20</sup> towards it.

Three Roman soldiers were guarding the far end of the bridge. One of them was called Horatius. He turned to the



### **2** a Look at the picture. Find these three groups of people.

1 the people of Rome

2 Porsena's army

**3** Horatius and his two companions

#### **b** What is each group doing? Why?

people and shouted: 'We must destroy the bridge. My two companions and I will defend this end of the bridge while <sup>25</sup> you cut down the bridge behind us.'

The people of Rome fetched axes and saws and started to cut down the bridge, while the three soldiers faced Porsena's army with just their swords and shields.

- Fortunately the bridge was very narrow, so only a few <sup>30</sup> of Porsena's men could attack at one time. Again and again they tried to cross the bridge, but Horatius and his companions pushed them back. All the time they could hear the Romans chopping and sawing the bridge behind them.
- <sup>35</sup> Finally, they felt the bridge moving under their feet.'The bridge is starting to fall,' people shouted to the three men. 'Come back!'

But Horatius refused to move, because Porsena's soldiers were attacking again.

40 'Run back,' he shouted to his two companions. 'I will stay here on the bank until you're safely across.' The two men rushed back across the bridge. Just as they reached the other side, the bridge started to fall.

When Horatius heard it crashing into the Tiber, he knew
<sup>45</sup> that the city was safe. He started moving backwards towards the edge of the river. Then he turned, threw down his sword, shield and helmet and jumped in. Spears and arrows from Porsena's men followed him as he disappeared under the water. He was still wearing his heavy armour and he was
<sup>50</sup> badly wounded, so nobody expected to see him again.

For several minutes they waited and then somebody shouted: 'There he is!' Everybody turned and saw Horatius swimming towards the river bank. All the Romans cheered and shouted. Then Porsena's men started cheering and <sup>55</sup> shouting, too, because Horatius was so brave.

Tarquin never got his throne back. And for hundreds of years after that, Roman parents told their children the story of how Horatius and his two companions held the bridge and saved the city of Rome.

### Unit 5

### a <u>4.22</u> Read and listen to the story. When does it take place?

in the past now in the future

#### **b** Find the names of these.

- 1 Jill's husband
- 3 Jill's brother
- 2 the planet that he visits 4 Frank's son
- C Who can you see in the picture? Where are they?

## HUMAN IS ..

'No,' said Lester Herrick. 'He can't come and stay with us. I've got too much work to do.'

'You're horrible,' said his wife, Jill. They were talking about her nephew, Gus.

5 'You can tell him when he comes this afternoon,' said Lester. 'And where's my dinner?'

'It's just coming,' said Jill. The meal was picked up by the kitchen robot and carried towards Lester.

'Hurry up,' he said impatiently. 'I want to get back to work.'

10 When Gus arrived, Jill ran to pick him up.

'Be careful of my tiger,' he said. The kitten jumped out of the boy's arms. 'It's not a tiger,' said Lester. 'It's just a cat. You should use words correctly.'

'Don't be so mean,' said Jill. 'Come on, Gus. Let's go into the garden.

<sup>15</sup> 'Be quiet, both of you,' said Lester. 'There's a message coming through on the computer.'

'Is it bad news?' asked Jill.

'Not at all,' said Lester. 'I'm going away for three weeks to Rexor IV. I've always wanted to visit that planet. The boy can stay here while I'm

20 away, but no longer."

'I'm going to leave him, Frank.' Jill was talking to her brother, Gus's father. He was a lawyer. 'He's so horrible to live with. He only thinks about his work.'

'Well, Lester's got a very important job,' said Frank. 'Maybe he'll 25 change.'

'No, he won't,' said Jill.

But Lester Herrick did change. When he returned from Rexor IV, he was a very different man.

'How lovely to see you, my dear,' he said as he kissed his wife.

- 30 After dinner, he asked: 'Can I help you with anything?'
  - 'No, it's OK,' said Jill. 'You can get on with your work.'

'My work?' said Lester. 'Oh, that can wait. I'd like to go and play with little Gus.'

And so it continued. Jill didn't understand it, but she liked it. Lester was <sup>35</sup> no longer mean and cold. He smiled all the time and was very kind.

When they went to see Frank and Gus, she told Frank about the change. But Frank was worried. 'I think you'd better come with me, Herrick,' he said to Lester.

### **2** Answer the questions about Lester Herrick.

- 1 What was he like before he left?
- 2 What was he like after his return?
- Why does he change?

### 4 Why does Jill say that he hasn't changed?

The next day, Frank took his sister to the police station.

 $_{\rm 40}\,$  'So, do you mean,' she said, 'that the man who came back from Rexor IV wasn't really Lester?'

'Yes,' said Frank. 'While Lester was there, he was captured. His mind was removed from his body and it was replaced by this thing – a Rexorian.' 'But why?' said Jill.

45 'Rexor IV is a very old planet. It's dying and the Rexorians want to escape.'

'Has it happened before?'

'Yes, but they were all discovered when they tried to leave Rexor IV and they were destroyed.'

50 'Why wasn't this one found?'

'Lester had his own private spaceship, so he wasn't checked. The problem is that the Rexorian can't just be destroyed here on Earth. It's illegal. We need permission from the Supreme Court. It won't be difficult. You just have to tell the Court that Lester has changed.'

55 'And then?'

'Then the Rexorian will be destroyed. Lester's mind will be brought back to Earth and put into his body again.'

'What?' Jill cried. 'Do you mean that Lester is still alive?'

'Yes, his mind has been stored somewhere on Rexor IV. But don't worry. It will be found and you'll have your old husband back!'



When they entered the room, 'Lester' was sitting on a chair.

'I believe everything has been explained to you, Mrs Herrick,' said the Police Chief.

'Yes,' said Jill.

<sup>65</sup> 'You just need to tell us about the change in your husband,' said the Police Chief.

Jill looked at the man sitting quietly on a chair.

'Change?' she said. 'I haven't noticed any change. So can my husband and I go home now, please?'

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### Unit 5

### Human Is ...

### **Background information**

*Human Is* is a science-fiction short story by Philip K. Dick. It was first published in 1955. Philip Kindred Dick (1928–1982) was a hugely influential American novelist. His best-known works include his 1968 novel *Do Androids Dream of Electric Sheep?*, which was turned into the film *Blade Runner* by Ridley Scott in 1982; his 1963 award-winning novel *The Man in the High Castle*, a story set in an alternative history where Nazi Germany won World War II; and his disturbing 1969 novel *Ubik*.

Film adaptations of his work include *Blade Runner* (Ridley Scott, 1982), *Total Recall* (Paul Verhoeven, 1990 and Len Wiseman, 2012), *Screamers* (Christian Dugay, 1995), *Minority Report* (Steven Spielberg, 2002), *Paycheck* (John Woo, 2003), *A Scanner Darkly* (Richard Linklater, 2006), *Next* (Lee Tamahori, 2007) and *The Adjustment Bureau* (George Nolfi, 2011) – with several other titles in development.

### Exercise 1a 🚳 4.22

- Elicit if students have read any stories by Philip K. Dick before, or if they have seen any film adaptations. Don't spend too long on recounting the plotlines, but you can ask students to sum up briefly, in one or two sentences what the stories were about.
- Play the recording for students to read and listen to the story and answer the question.

#### **ANSWER KEY**

It takes place in the future.

#### **Exercise 1b**

- Students scan the story again to find the names.
- Ask them to compare their answers in pairs before you check them with the class.

#### **ANSWER KEY**

- 1 Lester
- 2 Rexor IV
- 3 Frank
- 4 Gus

### Exercise 1c

• Students answer the question. Ask them also to describe what's happening there.

#### **ANSWER KEY**

Jill and 'Lester' are at the police station. Jill decides to lie about the man's identity, so he can go home with her.

### Exercises 2, 3 and 4

- You could do exercises 2, 3 and 4 together. Students answer the questions about Lester Herrick, then compare their ideas in pairs before you check them with the class.
- Ask them if they like the story. What do they like about it? Is there anything they don't like? Why?

#### POSSIBLE ANSWERS

Lester was horrible to live with before he left. He was mean, cold, impatient and impolite.

After his return, he was the exact opposite of what he used to be like.

He changed because he was captured on Rexor IV, and his mind was replaced with that of a Rexorian who wanted to escape his dying planet.

Jill prefers the man who came back, not the man who left.

### **Optional extra**

Elicit students' responses to the story. What do they think about Jill's decision? Do they think she's right? In her place, would they make the same decision? Why? Why not?

In stronger classes, you may also want to explore the issue of identity. What makes a person who he / she is? How can a person change his or her characteristics and behaviour?

### Unit 6

### How the Tiger Got His Stripes

### **Background information**

How the Tiger Got His Stripes is a traditional story from Vietnam.

### Exercise 1 🚳 4.23

- With books closed, ask students to describe what a tiger looks like. Make sure they use the word *stripes*, or if they are unfamiliar with the word, teach it.
- Ask them to open their books, and read the title and the subtitle below it.
- Study the three questions together. Get students to try and predict what the story might be about. Then ask them to compare their ideas in pairs.
- Play the recording for students to read and listen to the story and answer the questions.
- Ask them to compare their answers in pairs before you check them with the class.

#### POSSIBLE ANSWERS

- 1 The tiger wants the man's intelligence, so he can become king of the jungle.
- 2 The man shows his intelligence to the tiger by tricking the tiger into allowing the man to tie him up.
- **3** The tiger gets his stripes when he rubs against the rope trying to get himself free.

### Exercise 2

- Students work in pairs to name the things in the picture.
- Check answers with the class.

#### **ANSWER KEY**

- 1 jungle
- **2** cow
- 3 water buffalo
- 4 rice field
- 5 plough
- 6 goats
- 7 chickens
- 8 banana tree
- 9 tiger
- 10 rope

### **Optional extra**

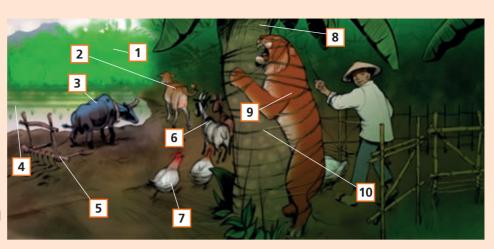
Ask students what they think of the story. What do they think the story teaches us?

Find out whether there are any similar stories in the students' own country where the heroes use their intelligence to get the better of an animal (or some legendary creature). Ask students to sum up the story briefly.

### Unit 6

### 

- 1 What does the tiger want from the man? Why?
- 2 Does the man show it to the tiger? How?
- 3 How does the tiger get his stripes?
- **2** Write the names of the numbered things in the picture.



The man thought quickly. 'Intelligence?' he said, 'Oh, well, intelligence is very valuable, so I usually leave it at home. If you wait here, I'll go and get some for you.'

- 35 'I'll come with you,' said the tiger.
  - 'No,' said the man. 'If the other villagers see you, they'll throw things at you.'

'That's true,' said the tiger. 'But if you don't come back, I'll be here again tomorrow. And I'll be very hungry!'

<sup>40</sup> The man set off to the village, but then he turned round and said to the tiger. 'But if I leave you here, you'll eat my animals. I'll feel much happier if I tie you up first.'

The tiger really wanted the man's intelligence. 'When I've got some of that intelligence, I'll really be king of the jungle,'

- <sup>45</sup> he thought, and so he said: 'All right. You can tie my tail to the banana tree.'
- 'But you've got very sharp teeth and claws,' said the man. 'You'll easily cut the rope. However, if I tie your body to the tree, my animals will be safe.'
- <sup>50</sup> The man got a long rope. He put it round and round the tiger's body and head and tied him tightly to the banana tree.

'Now,' said the man, 'you'll soon see my intelligence.' Then he collected all his animals and took them away.

- <sup>55</sup> The tiger waited and waited, but the man didn't come back. He didn't come back the next day, either. So the tiger tried to get free, but the rope was too tight. He pulled and he pushed; he twisted and turned. The rope rubbed against his fur. Finally, he pulled with all his strength and the rope
  <sup>60</sup> broke.
- The tiger walked slowly back to the jungle. On the way he stopped at the river for a drink, because he was very thirsty. When he saw his reflection in the water, he couldn't believe his eyes: 'Aargh! What's happened to my fur?' he cried. His
- <sup>65</sup> beautiful golden coat was covered in thick black stripes, where the ropes rubbed it.

When the other animals saw the stripes, they all laughed. Since that day, the tiger has had black stripes, and he hides in the jungle so that the other animals can't see him.

### HOW THE TIGER GOT HIS STRIPES

### A traditional story from Vietnam

Long ago, when animals could talk, the tiger didn't have stripes. He had a beautiful coat of golden fur. He was very proud of it.

One day, the tiger came to the edge of the jungle and looked sout. A man was ploughing a rice field. A water buffalo was pulling the heavy plough. It looked like very hard work for the buffalo, but not for the man. He was just walking along behind the plough. On the other side of the field there were some more animals – two goats, some chickens and a cow.

- <sup>10</sup>After a while, the man sat down under a banana tree for a rest. The tiger crept slowly towards the buffalo. She wasn't afraid of the tiger. She was too big and strong for him.
  'What do you want?' asked the buffalo.
- 'I've got a question,' said the tiger. 'Why do you work for 15 that man? You're much bigger and stronger than he is. He controls all those other animals over there, too. How does he do it?'
- 'They say,' said the buffalo slowly, 'that he's got something called intelligence.'
- <sup>20</sup> 'Intelligence?' asked the tiger. 'What's that?' 'I've got no idea,' said the buffalo. 'Why don't you ask the man?'
- So the tiger walked over to the man. When he saw the tiger, the man jumped up. But the tiger said: 'Don't worry. I won't seat you if you answer a simple question for me.'
- The man was very frightened and he wanted to run away. But the tiger was much faster than him, so he said nervously: 'I- I'll answer it if I can.'

The animals say that you've got something called intelligence,' said the tiger. 'I'd like some of that, too. What is it? What does it look like?'

# **Student's Book Audio scripts**

# Introduction

### 1.4 p5 Exercise 6a

1

**Rupert** This is Hazel. What do you usually do on Saturday mornings, Hazel? Hazel I usually go to dance class. **Rupert** And what are you doing today? **Hazel** We're putting on a play. **Rupert** Really?

Hazel Yes, with dancing, singing and some gymnastics. We're getting ready at the moment.

Rupert OK. Good luck.

2

Ethan Hello. My name's Ethan. 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

Zoe Hello. My name's Zoe. 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.

Rupert That looks great! What do you normally do on a Saturday, Zoe? Zoe I usually go cycling.

#### 4

Rupert This is Mark and he's selling things. Well, actually, he's eating something at the moment. What are you selling, Mark?

Mark Cakes and drinks. These cakes are delicious. Do you want to buy one? Rupert Oh, no thanks. What do you normally do on Saturdays? Mark I have a tennis lesson.

### 1.6 p7 Exercise 3b

Mr Bray 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.

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

Andy Please, sir. Mr Bray Yes, Andy. Andy It's OK. I've got a place. Mr Bray Good. I'll talk to you about it later. Andy Yes, sir. Mike So, what are you going to do? Andy I'll tell you in the break. Later

Mike So, what are you going to do for your work experience, Andy? Tara Yes, come on. What's the big secret? **Andy** I'm going to work at the sports centre.

Mike What? I don't believe you. Andy Yes, I spoke to the manager on Sunday evening when I went to watch the basketball match.

Lily The sports centre? You lucky thing. **Andy** Yes, work experience is going to be great. I'm going to spend the week at my favourite place.

# 1.8 p7 Exercise 6a

1 Bill

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 Paula

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 Raj

I'm going to work in a radio station. I think it will be great fun.

4 Becky

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 Tom

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 Millie

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

# Unit 1 Past and present

# 1.11 p9 Exercise 5b

**DJ** Earlier in the programme we were talking to archaeologist, Dr Susan Clarke. She was telling us about Ötzi, the Stone Age man. Some tourists found him while they were walking in the Alps. Have you ever found anything interesting or unusual? Give us a call. ... And our first caller today is Emma. So what did you find Emma?

**Emma** I found an interesting fossil. DJ What kind of fossil was it?

**Emma** A fish

DJ And how did you find it? **Emma** We were on a beach. My brother and I were playing with a ball near some cliffs, when I saw it.

**DJ** What did you do with it? **Emma** I took it home and I looked it up on the Internet. It's about 50 million years old.

DJ Wow! And did you keep it? **Emma** Yes, I did. It's in our living room. **DJ** Well, thank you, Emma. And our next caller is Mark. What did you find, Mark? Mark I found some Roman coins. Well, actually I didn't find them, our dog, Rufus, found them.

**DJ** Clever dog. How did that happen? Mark Well Rufus was digging in the garden one day. My dad doesn't like it when he does that. So I went out to stop him, and I saw something on the ground where he was digging. It was an old coin. DJ What did you do?

Mark I got a spade and dug a big hole. I found five coins altogether.

**DJ** What did you do with them? Mark I took them to the local museum. They said the coins were from about 200 AD

**DJ** And did you keep them? Mark No, I couldn't. They're in the museum now.

DJ Thank you, Mark. And our last caller is Sarah. What did you find, Sarah? Sarah It was a leather wallet. **DJ** How did you find it?

Sarah I was cycling along a path near the canal, when I saw it in the grass.DJ What was in it?

**Sarah** There was some money in it, but there wasn't anything else like a credit card or an address.

DJ What did you do with it?
Sarah I took it to the police.
DJ And did they find the owner?
Sarah No, they didn't. So after six months the police gave it back to me.
DJ And have you still got it?
Sarah Well, I kept the money, but I gave the wallet to my granddad.
DJ Well, thank you Sarah. Now here's some music.

# 1.16 p13 Exercise 5a

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 Hmmm. 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. **Boy** How are they? Girl No, they don't fit. They're too loose. Boy Try a smaller size. Girl Yes, I will. Excuse me. Have you got these in a size 3<sup>1</sup>/<sub>2</sub>, please? Assistant No, I'm sorry. We haven't. Girl Oh, OK, I'll leave it, then. Thanks.

# 1.18 p15 Exercise 3b

**Teacher** So your homework for today is page 20 exercise 5. Now I've got your test papers here. Mike and Tara, can you give them out, please?

Mike and Tara Yes, miss.

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

• •

**Mike** What marks did you get, Tara? **Tara** | got 92%.

Mike Wow! That's brilliant.

Lily Yes. Congratulations! I only got 71%. Mike Well, that's pretty good. I got 77%. Tara Great. What about you, Andy? Andy Oh, er, I got 15%.

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

**Andy** No, not fifty per cent. Fifteen per cent. One-five. **Lily** Oh, dear.

### 1.19 p15 Exercise 8a

1 **A** Hi. How are you? **B** Fine, thanks. I'm in a judo competition today. A Good luck. **B** Thanks Later. A Hi. How did it go? **B** I came second. A Well done. **B** Thanks 2 A Hi. How's it going? B Well, I'm a bit nervous. I've got a piano exam today. A Well, I'll keep my fingers crossed for you. **B** Thanks. Later. A Hi. How did you get on? **B** I failed. A Oh well. Better luck next time. **B** Thanks 3 A Hi. How are you? Are you playing football today? **B** Yes. We've got an important match. A Good luck. I hope you win. **B** Thanks. Later. A Hi. Did you win? B Yes, we did. We won three nil. A That's great news. Well done.

**B** Thanks.

# 1.22 p18 Exercise 1c

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

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

# 1.23 p18 Exercise 4a

**A** I'm in a swimming competition this weekend.

#### **B** Good luck.

#### Later

**B** How was it? Did you win?

**A** No, but I didn't come last. I came second.

B Well done. I'm glad to hear that.2

**A** We've got a big hockey match on Saturday.

**B** I hope you win.

#### Later

**B** How did it go on Saturday? Did you win?

A No, we lost three nil.

**B** Oh, that's a pity. Never mind.

#### 3

- A I've got a dance exam today.
- **B** Good luck. I hope you pass.

#### Later

- **B** How did you get on in your exam?
- A I passed.
- **B** Congratulations! That's great news.
- A I've got a guitar exam on Friday.
- **B** Good luck. I'll keep my fingers crossed for you.

#### Later

- **B** How did your exam go?
- A I failed.

**B** Oh, I'm sorry to hear that. Better luck next time.

# 1.24 p18 Exercise 5c

Customer Excuse me. Can I try this shirt on, please?
Assistant Yes, the changing rooms are over there, next to the jackets.
Customer Thank you.
Later.
Assistant How is it?
Customer It's too big. Have you got it in a smaller size?
Assistant Yes, here you are. Try this.
Narrator Later.
Assistant Is it better?
Customer Yes, this is fine. I'll take it.

# Unit 2 Fame and fortune

# 1.27 p<sup>21</sup> Exercise 8a

1

# **DJ** So, what have you done for the first time recently?

- Girl I've drunk coffee.
- DJ When did you do that?
- Girl Last Monday.
- DJ And did you like it?
- Girl No. It was horrible.
- 2
- **DJ** OK, and what have you done for the first time recently?
- **Boy** I've ridden an elephant.
- **DJ** An elephant? When did you do that? **Boy** Yesterday. We went on a school trip to the zoo.
- **DJ** Was it good?
- Boy Yes, but the elephant was really high. 3
- **DJ** And what have you done for the first time recently?
- Girl I've been on an aeroplane.
- **DJ** Great. When did you do that?
- **Girl** Two weeks ago. We went to Spain for our holiday.
- DJ Did you have a good time?
- Girl Yes. It was great.
- 4
- **DJ** So, what have you done for the first time recently?
- **Boy** I've eaten curry.
- **DJ** When did you do that?
- **Boy** On Saturday. We went to an Indian restaurant.
- **DJ** And did you like it?
- **Boy** Well, it was a bit hot, but it was delicious.
- 5
- **DJ** OK, what have you done for the first time recently?
- Girl I've broken my arm.
- **DJ** Oh dear. How did you do that? **Girl** I fell off my bike on Sunday afternoon.
- **DJ** Did you go to hospital?
- Girl Yes, I did. That was quite interesting.I've never been to hospital before.6
- **DJ** And what have you done for the first time recently?
- **Boy** I've spoken to someone in French. **DJ** When did you do that?

Boy Last week. Some people from France came to our school.DJ And how did you feel?Boy I was a bit nervous, but it was OK.

# 1.29 p23 Exercise 8

- A How long have you lived in New York?
- **B** We've been here since last July.
- 2

1

- A What languages do you study at
- school?
- **B** We study French at school. I studied German for one year, too.
- **3** Debs has taken the bus to school since Year 9.
- 4 I was in the school hockey team for three years.
- 5
- A How long did you work in the shop?
- **B** I worked there for six months.
- 6 I've done judo since I was ten years old.7
- A How long have you been on holiday?
- **B** We've been on holiday for five days.
- 8 Frank rode his bike to school for a few years.

# 1.31 p25 Exercise 5a

**Bruce** OK. Welcome back. You're watching *Wheel of Fortune* and I'm your host, Bruce Banks. Our three contestants this week are Wendy Bennett, Harry Jones and Nora Curtis. At the end of round four, Nora has won £3,000. Wendy has won £8,000, but in the lead is Harry 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 Bruce But on the Wheel of Fortune

you can

Audience WIN EVERYTHING!

Bruce or you can ...

Audience LOSE EVERYTHING! Bruce 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.

# 1.32 p<sup>25</sup> Exercise 6a

**Bruce** So, Harry 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! Bruce What have you decided? **Harry** I'll take the money. I've had a great time and I'm happy with £15,000. **Bruce** OK, Harry. It's been great to have you on the show. So now Wendy, 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! Bruce What have you decided? Wendy I'll gamble it.

**Bruce** Wendy, you've decided to gamble your £8,000 on the *Wheel of Fortune*. So spin the wheel and choose a letter. Your letter, Wendy 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.

# 1.33 p25 Exercise 7

Bruce Are you ready? Start the clock. Bruce First I want two kinds of clothes. Wendy A tie and trousers. Bruce Two kinds of sport. Wendy Tennis and table tennis. Bruce Two kinds of animal. Wendy Tarantula and er ... er ... No. Bruce OK we'll come back to that ... Now two kinds of food. Wendy Tuna and tomatoes. Bruce Now we want one more kind of animal. Wendy Oh, er ... Bruce You've got ten seconds left......five, four, three, two ... Wendy Tiger. A tiger. Bruce Yeeees! Bruce Congratulations, Wendy. 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.

# 1.35 p27 Exercise 3b

**Mike** So, what are you going to do? You can't do it all tonight.

**Andy** You've nearly finished the project, haven't you, Tara?

Tara Yes, I have, but Mr Hunt will know that it isn't your project, won't he? Andy No, he won't. He isn't a Geography teacher. And you've done most of it on

your computer, haven't you?

**Tara** Well, yes, I have, but ... **Andy** So, can't I just copy it, change a few things and print it?

Tara I don't know. I don't want to get into trouble.

#### The next day.

**Mr Hunt** Yes, hello, Andy. Come in. **Andy** I've brought my Geography project,

sir. Mr Hunt Thank you.

**Andy** I haven't finished it, but I've done quite a lot.

**Mr Hunt** Hmm. Yes, well, this looks pretty good, Andy.

Andy Thank you, sir.

**Mr Hunt** But I want to see better marks in your other subjects, too, from now on. **Andy** Yes, sir.

#### Later.

Andy Here you are, Tara. Thanks a million. Tara OK, but you won't use any of this in your own project, will you?

Andy No, I won't. I promise.

**Mike** You're lucky to have a friend like Tara, you know.

**Andy** Yes. She really got me out of trouble there.

# 1.40 p30 Exercise 3a

#### 1

A Is Brian in?

**B** No, he's gone to the sports centre, but he'll be back soon.

2

- A Hi, Suzie. Where have you been?
- **B** I've been to the cinema.
- A Was the film good?
- B Yes, it was.
- 3
- A Aren't Simon and Claire here?

**B** No, they've gone to their grandparents' house.

- 4
- A Where did Oliver get these books?
- **B** He's been to the library.

#### 5

A Whose are those shopping bags?B They're Ed and May's. They've been to London today.

- 6 A Where's Beth?
- **B** She's gone upstairs to have a shower.
- 7 A Is John still in bed?
- **B** No, he's gone to the bus stop.

8

A Has Kylie been to the doctor's?B Yes, but she's OK.

# Unit 3 Health and safety

# 2.2 p32 Exercise 1b

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 lower part of your leg 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.

# 2.4 p33 Exercise 5

- 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.

# 2.7 p36 Exercise 3a

A healthy diet is very important especially for teenagers. Let's look at these three diets. How healthy are they? Johnny eats a lot of meat, cheese, bread and potatoes. They're all important for a teenage boy, but he shouldn't eat so much junk food – burgers, chips and crisps. These contain a lot of fat and salt. We all need fat and salt in our diet, but only a little. Johnny gets too much. The other problem with Johnny's diet is that he doesn't eat fruit and vegetables. This is very bad. We get important vitamins and minerals from fruit and vegetables. Johnny should eat five portions of fruit and vegetables a day. Now Emma. Her diet looks guite healthy at first. She doesn't eat any junk food. However, there are two problems with Emma's diet. Firstly, she just doesn't eat enough. You should eat three good meals a day. You shouldn't miss meals, especially breakfast. It's the most important meal of the day. The second problem for Emma is that she doesn't eat enough protein. Protein is very important for teenagers, because it's the thing that helps your body to grow. Most people get their protein from meat and fish, but Emma doesn't eat them. She gets a little protein from nuts and yoghurt, but she needs more. So she should eat plenty of cheese, eggs and beans.

Lastly, Gabi. She eats quite a balanced diet. She eats meat and fish and eats plenty of vegetables. She thinks her diet is healthy, but in fact, it isn't, because she eats too much sugar with sweets, cakes, biscuits and chocolate bars. Sugar is important because it gives you energy. However, it doesn't give you anything else. So if you fill yourself up with sugar, you won't get a lot of the other important things that we need. Gabi should eat fruit instead of cakes, sweets, biscuits and chocolate bars.

### 2.8 p37 Exercise 4a

It's swollen. It's broken. I've got a temperature. It's sore. It's bleeding. I've got an infection. It's a bit red. It's painful. / It hurts. It's itchy. I've sprained my elbow. an X-ray a prescription a cast tablets/capsules ointment/cream a bandage an injection a plaster a sling drops

### **2.9** p37 **Exercise 6a**

1

**Doctor** Kate Watson, please ... Hello. What can I do for you? Kate Hello. I've hurt my wrist. **Doctor** Hmm. Yes. It's a bit swollen. Can you move it? Kate Yes, but it's very painful. Doctor When did you hurt it? Kate 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. Kate Will I have to go to the hospital for that? Doctor Yes, you will. I'll put it in a sling for now. Kate Thank you. Doctor There. Now take this letter to the hospital and they'll X-ray it for you. Kate Thank you, Doctor. 2 **Doctor** Jack Turner, please. Jack Good morning. Doctor Good morning. What seems to be the problem? Jack My eye's sore. Doctor Hmm. Yes. It's a bit red. How long has it been like this? Jack About two days. **Doctor** Is it itchy? Jack 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.
Jack Should I put the drops in both eyes?
Doctor No, just the eye with the infection.
Jack Will I be able to go to school?
Doctor Yes, you will. Your eye should be all right in three or four days. If not, come back and see me.
Jack Thank you, Doctor. Goodbye.
Doctor Goodbye.

# 2.11 p<sup>39</sup> Exercise 3b

Wednesday afternoon. Lily Here's Mike now. Andy Good. So that's three of us. Mike Hi. Hasn't Tara arrived yet? Lily No. I don't think she'll come. Mike Neither do I. She wasn't very happy about it.

**Andy** Well, the train goes in five minutes. **Lily** Oh, come on, Tara. Where are you? Hurry up!

#### Later.

**Andy** Well, that was brilliant, wasn't it? I always dreamed of going to Wimbledon and now I've done it!

Lily Yes. And it was a great match. I really enjoyed it.

**Mike** So did I. Thanks a million, Andy. What did you think, Tara?

**Tara** Oh, I don't want to go home. It was so fantastic.

**Andy** Good. We thought you weren't going to come. **Tara** Yes, sorry I was late. It was so busy in

the restaurant.

**Mike** We nearly missed the train.

**Lily** But we didn't, so it was all right in the end.

Tara Yes. Oh, I'm really glad I came.

# 2.12 p<sup>39</sup> Exercise 8

1 l eat a healthy diet.

- 2 I can sing very well.
- 3 I haven't done any homework this week.
- 4 I don't like sport.
- 5 I was at a theme park last Saturday.
- 6 I didn't go out last night.
- 7 I'll be a famous film star when I grow up.
- 8 I'm going to go on the Internet this evening.

# 2.14 p40 Exercise 3

- 1 Hi. My name's Emma. My favourite sports event is the Oxford and Cambridge Boat Race. It takes place on the River Thames in March. It can be very cold by the river in March, but we always go to watch it, because my dad went to Oxford University and my mum went to Cambridge. So it's a family thing. And who do I support? That's a secret. But I always feel sorry for the losers.
- 2 Hello. I'm George. What's my favourite sports event? It's the London Marathon. I always watch it with my friends, but you see, that's very easy, because we live in London and the runners come past my house. So we watch it from my bedroom window. It's great fun. Some of the runners wear funny clothes. Last year two people were dressed as chickens. They looked very funny.
- 3 Hello. I'm Lucy. I love Wimbledon. I've never been there, because we live a long way from London, but I watch it all on TV. I really love it, because I play tennis a lot – at school and at the sports centre. I'd really love to be a top tennis player when I'm older and play at Wimbledon.
- 4 Hi. My name's Max. My favourite event is the FA Cup Final. I like football. I play it at school, but I'm not very good at it. I really like the FA Cup, because three years ago our team reached the final and my dad took me to Wembley Stadium to see it. Our team lost, but we still had a great day there.

# Unit 4 Heroes

# 2.20 p45 Exercise 6b

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.

# 2.22 p47 Exercise 5b

- 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's one person drinking.
- **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.
- 11 There's a woman cooking burgers.
- 12 There aren't any people buying the burgers.

# 2.24 p49 Exercise 5a

- 1 wind blowing
- 2 a car driving along
- 3 car engine splutters and stops
- 4 muffled cursing as man is trying to start car
- **5** car door opening and slamming
- 6 man walking up a gravel path
- 7 an organ playing
- 8 heavy knocking on a door; the organ stops

- 9 dog barking
- **10** large door creaking open
- **11** sinister male voice saying 'Come in.'
- 12 loud scream from man
- 13 man running
- **14** a yell as man falls then a loud splash
- 15 ghostly laugh from man

# 2.26 p51 Exercise 3b

Later.

#### Tara Hello Mike.

**Mike** Hi, Tara. What's the matter? Tara Oh, I knew it was a mistake. I knew it! Mike What?

Tara Andy and his stupid ideas

Mike Come on. What's happened? Tara Mr Ross came into the restaurant today. He knows my parents. And he said that he saw me at Wimbledon on Wednesday.

Mike So? What's the problem? Did your manager hear him talking to you about it? Tara No, it isn't that. But it was Mr Ross! **Mike** Who's Mr ... Oh, you don't mean ...? Tara Yes, the head teacher's husband. Mike Oh, he won't say anything ... will he? Tara 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, Tara. The head teacher wants to see you. Could you go to her office at two o'clock, please?

# 2.27 p51 Exercise 5b

Waitress Are you ready to order? Customer Yes, I am. Waitress What can I get you? **Customer** Could I have a tuna salad, please? Waitress Anything to drink? **Customer** I'll have a cup of coffee, please. Waitress So, that's a tuna salad and a cup of coffee.

Customer Yes. Thank you.

# 2.30 p54 Exercise 5

1 The TV's too loud.

- 2 There's someone at the door.
- 3 I haven't got any money for the bus.
- 4 I can't find my mobile.
- 5 It's hot in here.
- 6 The dog needs a walk, but I haven't got time.

# Unit 5 Our environment

# 3.3 p57 Exercise 6a

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? **Campaigner** 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? **Campaigner** For most of the things that fossil fuels are used for – cars, heating and things like that – mostly cars at the moment.

Interviewer | see, so does that mean that biofuels are better for the environment? **Campaigner** No. There are big problems with them.

Interviewer What sort of problems? **Campaigner** 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? **Campaigner** 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? **Campaigner** 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. **Campaigner** Yes, they aren't the answer to climate change. In fact, they create more problems for the environment. Interviewer Thank you.

# 3.5 p59 Exercise 5a

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 until their feathers are waterproof again. Then they will be released, too.

### 3.7 p61 Exercise 6a

Here are the answers to the quiz. One: How much energy is saved when an aluminium can is recycled?

The answer is b - enough to run a TV for three 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.

Two: 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.

Three: 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.

Four: 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.

Five: How much energy is used by an electrical appliance, such as a computer or TV, when it is 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 twelve 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.

Six: How is most petrol wasted in a car? The answer here is a. If you drive over a hundred 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.

# 3.9 p63 Exercise 3b

**Mrs Ross** So, you told the restaurant manager that you were ill, so that you could have the afternoon off. **Tara** Yes miss

**Mrs Ross** And you went to Wimbledon to watch the tennis, but you were seen there by my husband.

Tara Yes, that's right, miss.
Mrs Ross Well, I must say that I'm very disappointed, Tara. You're a good girl and you've worked very hard this year.
Tara Yes, miss. I know and I'm very sorry.

**Mrs Ross** But, in fact, Mr Ross hasn't said anything to me about this.

**Tara** Oh? So you didn't know about Wimbledon and ...

**Mrs Ross** No, I didn't. I wanted to see you about something else.

Tara Oh.

**Mrs Ross** You see. You were chosen by all the teachers to receive the school prize for this year.

Tara The school prize? Me? But ... Mrs Ross Yes, but we don't normally give the prize to people who do things like this, Tara. I'll have to think about this again.

# Unit 6 Relationships

### 3.15 p69 Exercise 5b

- 1 If you don't look after your mobile, someone will steal it.
- 2 If you leave your computer on standby, you'll use more energy.
- 3 If you don't eat breakfast, you'll be hungry.
- 4 If you don't study, you'll fail the test.
- 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.

# 3.17 p71 Exercise 5a

**James** Hi Mum. It's James. I won't need a meal this evening. I'll have something to eat here after I play tennis.

**Girl** Here's a text from Megan. She says she'll meet us in the square when she finishes work.

**Adam** Hi, Beth. It's Adam. I've got the photos from the party. I'll send them to you before we go on holiday.

**Zara** Hi, Mum, Dad. It's Zara. We're just getting on the plane now. I'll text you as soon as we arrive.

**Ruby** Hi, Beth. It's Ruby. I'm in town, but I'll go to the post office while you have your piano lesson.

**Boy** Here's a text from Toby. He says he'll collect the cinema tickets after he goes to the dentist's.

# 3.19 p73 Exercise 7a

**DJ** Welcome to our phone-in programme. Tonight we're going to talk about parents and teenagers with our problem page adviser, Melanie. If you've got something to say on this, give us a call. And our first caller is Steph. What do you want to say, Steph?

Steph 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.
DJ How old are you, Steph?

**Steph** I'm 15.

**DJ** And have you discussed it with your parents?

**Steph** Yes, I have, but they just won't listen. Nothing's changed.

**DJ** OK. Thank you for that, Steph. Now we've got Jack.

Jack 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.

**DJ** Well, it's good to hear that, Jack. So, not everyone has a problem with their parents. And our next caller is Chris. What do you want to say, Chris?

Chris 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. DJ OK. Thanks, Chris. And our last caller before we have some music is Nina. Nina 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. DJ OK. Thank you, Nina. 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. After the break we'll hear Melanie's advice to our callers.

### 3.21 p<sup>75</sup> Exercise 3b

**Mrs Ross** So, Andy. I hope you understand. If I hear anything like this again, you'll be in real trouble. Is that clear? **Andy** Yes, Mrs Ross.

Mrs Ross Come in.

Mrs Ross Ah, yes. Come in, you three. Lily Andy. You're here.

**Mrs Ross** Yes. Andy has told me all about last Wednesday. Now, ... So, let that be an end to it.

All kids Yes, miss.

Mrs Ross You can go now... Oh, but Tara. You will get the school prize. You've worked very hard this year. Well done. Tara Thank you, miss.

• • •

**Mike** Congratulations, Tara. **Lilv** Well done.

**Tara** Thanks. Hey, listen. There's a music festival on in the park this weekend, shall we all go?

Andy No, I can't.

Mike Are you in another tennis competition then, Andy? Andy No. When I went to see Mrs Ross, she said she wanted to see me anyway. Lily Why? What about? Andy She's had a report from Mr Hunt

about my schoolwork and she's written to my parents.

Tara Oh, no.

**Andy** When they read that letter, there won't be any tennis, music festivals, TV or anything but schoolwork for me.

### 3.23 p76 Exercise 3

- 1 My favourite part of the weekend is Sunday lunchtime, because we always have a big lunch with all the family. We usually have roast beef or roast chicken.
- 2 My favourite time is Saturday afternoon. I have a violin lesson in the morning. That's OK. But in the afternoon I meet up with all my friends in the town centre. We don't really do anything but it's great to just hang out together.
- 3 I like Friday evening, because there won't be any school for two days. Some of my friends do their homework on Friday, but I just relax and watch TV. I do my homework on Sunday evening.
- 4 My favourite part of the weekend is Sunday morning, because I always have a nice long lie-in till about 10 o'clock.
- **5** Saturday morning is my favourite time. I'm in the school football team and we usually have a match against another school then.
- 6 I like Saturday evening, because there are some great programmes on TV, like *The X Factor* and *Merlin*. I'd like to go clubbing, like my big sister, but I'm not old enough.

# 3.24 p77 Exercise 2

The European Union

In the first half of the 20th century, Europe saw two huge wars – the First World War (1914–1918) and the Second World War (1939–1945). Millions of people were killed and cities were destroyed. People didn't want another war, so some European governments decided to work together. And so the European Union was born. It wasn't originally called the EU. It was called the EEC, which stands for the European Economic Community.

In 1957, the EEC was created by the Treaty of Rome. Six countries signed the treaty in 1957: France, Germany, Italy, Belgium, Luxembourg and the Netherlands. In 1973, Denmark, Ireland and the UK joined, and they were followed in the 1980s by Greece, Portugal and Spain. In 1992, these twelve countries signed the Maastricht Treaty and changed the name to the European Union, or the EU. Between then and 2007, fifteen more countries, mostly in Central and Eastern Europe, joined the Union.

The EU is now the third largest economic area in the world, after China and India. The EU is run by the European

Commission. Its offices are in Brussels. There's also the European Parliament in Strasbourg, and the European Central Bank in Frankfurt.

The EU also has its own flag. It's blue with a circle of twelve gold stars, because there were twelve members when it was chosen in 1986. The European anthem is *Ode to Joy* by Beethoven.

The original EEC was just an economic area, but today the EU deals with many other things, including education, culture and the environment. The EU is still changing. Several more countries want to join. We don't know what the EU will be like in the future. However, we know that for over fifty years the EU has helped to bring peace to Europe.

# 3.25 p78 Exercise 4a

- A Can I help you?
- A Can I neip you? P Yas could I baya thi
- B Yes, could I have this pen, please?
- A Can you let the dog out, please Mark?
- B OK. Here, boy.
- **3** Hi Zoe. Would you like to come to my party on Saturday it's ...
- 4 Hi. Is that the sports centre?
- 5 Could we have two tickets to London, please?
- 6 I fancy a drink of lemonade.
- 7 I'm tired. I think I'll have a rest.
- 8 Right. It's time for my favourite programme.

# Pronunciation

### 4.10 Unit 3 p81 Exercise 2b

- 1 We haven't had lunch.
- 2 I wasn't at school yesterday.
- 3 I can't play the piano.
- 4 I'll be on holiday next week.
- 5 I love tennis.
- 6 I can speak French.
- 7 I don't like Maths.
- 8 I won't be at home tonight.
- 9 We didn't go to the cinema at the weekend.
- 10 We've been to the USA.

# 4.17 Unit 6 p81 Exercise 2a

- **a** Hang on a minute.
- ${\boldsymbol b}\;$  We can forget all about work for
- a week.
- **c** You're kidding.
- **d** What are you doing now?
- e I don't want to talk about it.
- ${\bf f}\;$  I'm really looking forward to it.
- g Stop!
- **h** I'll phone as soon as I get home.
- i This was all your idea.
- **j** Don't mention it.

# digi-zaban.ir Workbook answer key

# Introduction

- **1 2** watch TV, 're doing the shopping
  - 3 plays football, 's washing the car
  - 4 goes swimming, 's vacuuming the floor
  - 5 play a computer game, 're cooking dinner
  - 6 stay up late, 're going to bed early
- 2 2 do you want
  - 3 need
  - 4 Do you like
  - 5 think
  - 6 've got
  - 7 'm not wearing
  - 8 's getting off
  - 9 's wearing
  - **10** want
  - 11 Do you like
  - 12 love
  - 13 looks
  - 14 think
  - 15 's coming
  - 16 're talking
  - 17 love
- **3** 2 'll 3 /||
- 5 'm going to, 'll
- 6 'm going to, 'll
- 4 won't, 'll 4 2 'll watch
  - 3 are going to see
  - 4 are you going to meet
  - 5 're going to have
  - 6 'll text
  - 7 are you going to eat
  - 8 'll see
  - 9 'm going to meet
  - 10 'll ask
- **5a** 2 be in a show
  - 3 visit a wildlife centre
  - 4 paint her bedroom
  - 5 watch his dad in a marathon
- **b 2** lots of people will be there
  - 3 he'll learn a lot
  - **4** it will be great fun
  - 5 He won't win, but he will finish the race
- 6 2 Martha's going to be in a show. She thinks lots of people will be there.
  - 3 Arthur's going to visit a wildlife centre. He thinks he'll learn a lot there.
  - 4 Daisy's going to paint her bedroom. She thinks it will be great fun.
  - 5 Peter's going to watch his dad in a marathon. He thinks his dad won't win, but he'll finish the race.

# **Unit 1 Past and present**

### 1A The Iceman

- 1 2 paper 6 leather
  - 3 stone
- **10** glass 11 plastic
- 7 gold 4 wood 8 cotton
- 12 polyester
- 5 steel 9 rubber
- **2 2** silver ring
  - 3 wooden box
  - 4 plastic cup
  - 5 rubber ball
  - 6 gold coins
  - 7 woollen socks
  - 8 polyester T-shirt
  - 9 paper bag
  - 10 stone wall
- 3 2 bow
  - 3 cloak
  - **4** knife
  - 5 boots
- 4 1 saw, didn't see, went, wasn't
  - 2 Did you hear, escaped, heard, climbed, stole, drove away, chased, didn't catch

6 tools

8 path

7 waterproof

- 3 were you, forgot, ran, got, missed
- **5 2** were running, weren't swimming
  - 3 was studying, wasn't playing basketball
  - 4 were using the computer, weren't cycling
  - 5 was repairing his car, wasn't reading a newspaper
  - 6 was taking the dog for a walk, wasn't having a rest
- 6 2 help, drop, fall out
  - 3 travel, overturn, escape
  - 4 play, kick, break
  - 5 have, put down, take
  - 6 stand up, hit, fall in
- 7 2 were playing
  - 3 opened
  - 4 lay down
  - 5 was reading
  - 6 flew
  - 7 landed
  - 8 shouted
  - 9 got up
  - 10 was looking for
  - 11 saw
  - 12 stopped
  - 13 looked
  - 14 was looking 15 removed
  - **16** took

# 1B We used to be rivals

- **1 2** used to go skiing
  - **3** used to play rugby
  - 4 used to live in New York
  - 5 used to work in a shop
  - 6 used to share a bedroom
- **2** used to live
  - 3 didn't use to have
  - 4 did vou use to have
  - 5 didn't use to drive
  - 6 used to ride
  - 7 did you use to go on holiday
  - 8 didn't use to go
  - 9 used to stay
  - 10 did you use to do
  - **11** used to meet
  - 12 didn't use to do
  - 13 used to have
  - 14 didn't use to have
  - 15 used to have
  - 16 used to be

#### 3 2 √ 5 √ 6 √ 8 √

#### **4** 1 c 2 a 3 b 4 b 5 c, f 6 b, e 7 c

**5** Students' own answers

# **1C Clothes**

1	2	jacket	6	shorts	10	boots
	3	skirts	7	jumpers	11	jeans
	4	dress	8	сар	12	trainers
	5	shirt	9	shoes		

- **2 2** a **3** c **4** a **5** b **6** b **7** c **8** b
- **3** 2 i 3 g 4 a 5 c 6 b 7 e 8 h 9 d
- **4 3** are too tight
  - 4 is too expensive
  - **5** isn't wide enough
  - 6 is too slow
  - 7 are too short
  - 8 isn't tall enough
  - 9 isn't big enough

#### **5** a 5 b 7 c 4 d 2 f 8 g 6 h 3

- **6 2** striped
  - 3 what about
  - 4 plain
  - 5 trv it on
  - 6 How is it
  - 7 big enough
  - 8 too tight
  - 9 in a larger size
  - 10 Try this on
  - **11** fit
  - 12 this is fine
  - 13 take it

# **1D Kids**

**1** 2 j 3 g 4 k 5 b 6 h 7 l 8 f 9 c

8 revised

- **10** a **11** d **12** i
- **2 2** birthday
  - 9 French 3 good
  - **4** cousins
  - 10 easy **5** competition 11 glad
    - 12 answer
  - 6 win 7 third
- **3 2** I think I got most guestions right.
  - **3** How did you get on with the test?
  - 4 What marks did you get?
  - 5 It wasn't too bad.
  - 6 I didn't answer all the questions.
- **4 2** I could swim. OR I couldn't swim.
  - 3 I could ride a bicycle. OR I couldn't ride a bicycle.
  - 4 I could run. OR I couldn't run.
  - 5 I could write. OR I couldn't write.
  - 6 | could ski, OR | couldn't ski,
- 5 2 gandi
  - 3 bandj
  - **4** a and f
  - 5 d and h
- 6 2 couldn't
  - 3 didn't have to
  - 4 could
  - 5 couldn't
  - 6 had to
  - 7 didn't have to
- 7 Carla: passed.

Ross: swimming competition, He came last. Maxine: hockey match, They lost 5-1. Jamie: Science test, He passed.

- 8 2 How did you get
  - 3 think I've passed
  - 4 done
  - 5 news
  - 6 good luck
  - 7 you win
  - 8 How did it
  - 9 Did you
  - 10 didn't
  - **11** never mind
  - 12 Better luck next time

# **Progress check**

- **1 2** paper / plastic
  - 3 gold, silver
  - 4 stone
  - 5 silk
  - 6 cotton
  - 7 leather
  - 8 rubber

- 2a 2 dress 3 shorts 4 boots
- **b 2** light blue, plain, loose, long-sleeved
  - 3 baggy, checked, green and white
  - 4 high-heeled, pointed
- 3 Students' own answers
- **4 2** had
  - 3 happened
  - 4 were driving
  - 5 came
  - 6 stopped
  - 7 was following us
  - 8 wasn't paying
  - 9 was talking
  - 10 stopped
  - 11 drove
  - 12 wasn't travelling
  - 13 got
  - 14 went
  - 15 got
- 5 2 couldn't
  - 3 couldn't
  - 4 had to
  - 5 used to
  - 6 used to
  - 7 didn't use to
  - 8 used to
  - 9 had to
- 10 use to
- 11 used to
- 12 didn't have to
- 13 had to

#### I can ...

- 1 was cycling, saw, saw, stopped
- 2 didn't use to live, did you use to live, used to live
- 3 couldn't, had to, could, didn't have to
- 4 Good, crossed, done, great
- 5 but, Although

# Unit 2 Fame and fortune

### 2A The movies

- **1 2** c **3** b **4** a **5** d
- 2 2 out of 3 off 4 through 5 down 6 into 7 through
- **3 2** She hasn't seen a film.
  - **3** She hasn't done a project.
  - 4 She's bought a CD.
  - 5 She's written an email.
  - 6 She hasn't taken a photograph.
  - 7 She's visited relatives.
  - 8 She hasn't been ill.

- 4 2 l've seen / haven't seen a film.
  - 3 I've done / haven't done a project.
  - 4 I've bought / haven't bought a CD.
  - 5 l've written / haven't written an email.
  - 6 I've taken / haven't taken a photograph.
  - 7 I've visited / haven't visited relatives.
  - 8 I've been / haven't been ill

#### 5a 3 √ 4 X 5 X 6 X 7 √ 8 X 9 √

- **b 3** He's eaten insects.
  - 4 He hasn't seen a ghost.
    - 5 He hasn't sailed around the world.
  - 6 He hasn't broken a leg.
  - 7 He's cycled across the USA.
  - 8 He hasn't flown a helicopter.
  - 9 He's run a marathon.
- **6 2** Have you ever seen
  - 3 's never driven
- 4 was
  - 5 've never had
  - 6 rode
  - 7 Did you take
  - 8 's done
- 7 2 Have you ever written a book? Yes, I have. I wrote my first novel last year.
  - 3 Have you ever climbed a mountain? Yes, I have. I climbed Mont Blanc two years ago.
  - 4 Have you ever been late for school? Yes, I have. I was late last Monday.

# 2B Smart Alec closes the door

- **1 2** He's broken the 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 Students' own answers
- 4 2 She's seen Niagara Falls.
  - **3** She's started her new school.
  - 4 She's visited her friends in Canada.
  - 5 She's watched a baseball game.
  - 6 She's walked across Brooklyn Bridge.
  - 7 She's had a picnic in Central Park.
  - 8 She's taken the ferry to the Statue of Liberty.
- **5 2** I did my History homework before dinner.
  - **3** Samuel Carlos has written five books since 1995.
  - 4 I was a stunt double in *The Hobbit*.
  - 5 Karen hasn't eaten anything since 8 am.
  - 6 I finished this book last week.
- 61b2a3a4b5a6b

# 2CTV shows

#### 1 Across

- 5 successful
- 6 famous
- 8 difficult
- 10 happy

#### Down

- 1 free
- 2 dangerous
- 3 good-looking
- 7 angry
- 9 lucky

2	3 4 5 6	Good looks good-looking luck success happiness successful happy	10 11 12 13 14	excitement dangerous Danger Fame exciting difficulties freedom	17 18 19 20 21	famous free angry lucky success difficult anger
3	3 4 5 6 7 8	game show contestant Before changed good looks celebrity recognized autographs	11 12 13 14 15 16	interviews parties excitement fast fantastic money For works	19 20 21 22 23	signed since happy future boyfriend married fame
4	-	She won the TV sh She won £2 million		Take a Chance.		

- 2 She won £2 million.3 Before she was famous, she worked in an office in
  - Birmingham.
- 4 People asked her for autographs.
- 5 She bought a fast sports car and a big, expensive house.
- 6 The money lasted for 2 years.
- 7 She now lives with her mother in Birmingham.
- 8 Next year she is getting married.

**5 1** b **2** a **3** c **4** a **5** a **6** b, d and f

- **7 a** 3 **b** 1
- **8** b
- 6 Students' own answers

# 2D Kids

**1 2** year

**5** revise

- 3 poor4 per cent
- 7 excuse
  - 8 project

**6** competition

10 parents

11 worried

12 started

- 9 tomorrow
- 2 2 Sorry I'm late
  - 3 I've had a look at
  - 4 pretty poor
  - 5 That's no excuse
  - 6 I haven't even started it!

#### **3 2** No **3** Yes **4** No **5** No **6** No **7** Yes **8** Yes

- 4 2 've been on holiday, 've gone on holiday
  - 3 's been jogging, 's gone jogging
  - 4 've gone to the cinema, 've been to the cinema
  - 5 's been to the hairdresser's, 's gone to the hairdresser's
- 5 2 doesn't she 3 are you 4 haven't you 5 did they
  6 weren't we 7 can he 8 won't we 9 do you
  10 didn't he
- 6a 2 do you 3 haven't we 4 has he 5 won't you6 are you 7 doesn't it 8 didn't they
- **b** 2 d 3 a 4 f 5 h 6 e 7 c 8 b

# **Progress check**

- 1 2 stunt 3 contestant 4 round 5 recognize
  6 celebrity 7 gamble 8 prize 9 host
  Hidden word: autograph
- 2 2 didn't have
  - **3** didn't go out
  - 4 spent
  - **5** joined
  - 6 's been
  - 7 've made
  - 8 've done
  - 9 haven't watched / have not watched
  - 10 've been
- 3a 2 danger 3 famous 4 success 5 luck 6 happiness7 free 8 good looks 9 excitement 10 angry
- b 2 success 3 happiness 4 excitement 5 freedom
  6 famous 7 difficult 8 angry 9 luck 10 fame
  11 danger 12 dangerous 13 lucky
- 4 2 's worked, for
  - 3 haven't seen, since
  - 4 's had, since
  - 5 've played, for
  - 6 hasn't eaten, since
  - 7 've lived, since
  - 8 haven't done, for
- 5 2 gone 3 been 4 gone 5 been 6 gone 7 gone 8 been

5 have you

7 won't he

- 6 2 were you
  - **3** didn't we **6** doesn't she
  - **4** can't you
- l can ...
  - 1 've seen, 've taken, 've read
  - 2 's had, for, have lived, for, 've been, since
  - 3 aren't you, did you, doesn't she
  - 4 Before, whenever, After a while

# **Unit 3 Health and safety**

# 3A You and your body

#### **1a** Across

2 forehead 4 palm 8 thigh 9 shin 12 nose 13 teeth 14 stomach 15 hand 17 bottom 20 ankle 21 wrist 23 finger 24 thumb 25 elbow 27 knee Down 3 arm 5 lips 6 leg 7 chest 10 heel 11 head 13 throat 14 shoulder 15 hair 16 calf 18 toes 19 mouth 22 tongue 23 foot 26 back 28 neck 29 ear **b** 1 thumb, palm 2 toes, heel 3 teeth, tongue 4 elbow, knee, wrist, shoulder, ankle 5 forehead, hair 6 knee, thigh, shin, calf 2 2 who 3 which 4 who 5 which 6 who 7 who 8 which 9 which 10 who 3a 1 Lily 2 Fran 3 Beth 4 Gina 5 Carla 6 Ellie 7 Daniela **b** 2 Fran is the girl that / who's sitting on a bike.

- **3** Beth is the girl that / who's eating an apple.
- 4 Gina is the girl that / who's looking for something in her bag.
- **5** Carla is the girl that / who's reading an e-book.
- 6 Ellie is the girl that / who's eating a packet of crisps.
- 7 Daniela is the girl that / who's wearing sunglasses.
- **4 2** that came to my party
  - 3 that takes me to school
  - 4 that scratched me
  - **5** that sells really nice cakes
  - 6 that works in our local shop

# 3B Sweet Sue has the last laugh

- 2 shouldn't
   3 shouldn't
   4 should
   5 should
   6 shouldn't
   7 shouldn't
   8 should
- **2 2** Careful. You might hit your hand / finger.
  - **3** Careful. The dog might bite you.
  - **4** Careful. You might fall off the wall.
  - **5** Careful. You might cut your finger / hand.
  - **6** Careful. You might trip over the rug.
  - 7 Careful. You might hurt your back.
- 3 2 shouldn't 3 should 4 shouldn't 5 might
  6 might not 7 might not 8 might 9 should
  10 should 11 shouldn't
- **4 2** sunscreen **6** a teenager
  - 3 headphones
- 7 the seat
- 4 a helmet 8 junk food
- 5 a cable
- 8 JUNK food9 a dentist

- **5 2** a person who steals things
  - **3** people who don't smoke
  - 4 something you can win
  - **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 in summer
- **6a 1** The tree is in the back garden.
  - 2 Tom's friend Adam was with Tom.
  - 3 Tom fell because the branch he was standing on broke.
  - 4 He landed on the grass.
  - **5** After that, Tom went to the hospital.
  - 6 Tom got to the hospital in an ambulance.
  - 7 The doctor examined him.
  - 8 Tom's school friends have come to visit him.
  - 9 Since the accident, Tom has watched a lot of DVDs.
- **b 2** that / who fell from the tree
  - 3 the branch that / which broke
  - 4 the grass that / which Tom fell onto
  - 5 the hospital that / which Tom went to
  - 6 the ambulance that / which took Tom to the hospital
  - 7 the doctor that / who examined Tom
  - 8 the school friends that / who have visited Tom
  - 9 the DVDs that / which Tom has watched

# **3C Looking after yourself**

- **1** 1 d 2 a 3 c 4 b
- **2 1** A balanced diet
  - 2 Say goodbye to colds and flu
  - **3** Healthy skin and bones
  - 4 Muscle power

#### 3a and b (in any order)

- 1 protein, build muscles, meat such as steak and chicken, and fish, eggs, milk and nuts
- 2 vitamin C, protect against infection, fruit like oranges, lemons and grapefruits, and dark and brightly coloured vegetables like yellow peppers and broccoli
- **3** calcium, strengthen skin, hair and bones, milk, fish, nuts, seeds and fresh vegetables
- **4 2** bleeding
  - 6 painful 7 infection
    - 8 temperature
  - 3 swollen4 itchy5 broken
- 9 sprained
- 5a 2 a bandage3 drops
- 6 ointment / cream7 an X-ray

9 an injection

- 8 tablets / capsules
- 4 a plaster5 a sling
- **b b** 7 **c** 6 **d** 1 **e** 3 **f** 9 **g** 2 **h** 5 **i** 4
- 6 2 d 3 a 4 k 5 e 6 i 7 g 8 j 9 b 10 h 11 | 12 c
- 7 Students' own answers

# **3D Kids**

#### **1 2** b **3** k **4** d **5** a **6** f **7** i **8** j **9** c **10** e **11** g

- **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
  - 3 the best part
  - 4 that's one
  - **5** are the tickets for
  - 6 you forgotten something
  - 7 really disappointed
- **4 2** can **3** have **4** did **5** was **6** will **7** am **8** do **9** did **10** am
- **5 2** Oh, we didn't
  - **3** Oh, I haven't
  - 4 Oh, we are
  - 5 Oh, I can't
  - 6 Oh, I am
- **6 3** So am I. / Oh, I'm not.
  - 4 Neither do I. / Oh, I do.
  - **5** So can I. / Oh, I can't.
  - 6 So did I. / Oh, I didn't.
  - 7 So will I. / Oh, I won't.
  - 8 So am I. / Oh, I'm not.
  - **9** Neither have I. / Oh, I have.
  - **10** So do I. / Oh, I don't.
- 7 3 is 4 lives 5 can sing 6 went 7 won't be
   8 's wearing 9 's got 10 loves

# **Progress check**

- **1a 2** These are the teachers that went with us.
  - **3** This is the boat that took us across the lake.
  - **4** These are the two Spanish girls that we met.
  - 5 This is a hill that we climbed.
  - 6 This is the man that showed us round the museum.
  - 7 These are the two boys that shared a room with me.
  - 8 This is a café that served great cakes.
- b 2 who 3 which 4 who 5 which 6 who
   7 who 8 which
- **2 2** c **3** g **4** b **5** d **6** f **7** e **8** a
- 3 2 broken 3 protein 4 painful 5 infections 6 plaster
  7 sore 8 prescription 9 tablets 10 meat
- 4 2 swollen 3 cut 4 glass 5 Two 6 an infection7 a prescription 8 tablets 9 three 10 a plaster
- **5 2** So have I. **5** So did I.
  - **3** So do I. **6** Neither will I.
  - 4 Neither have I. 7 So am I.

#### l can ...

- 1 that / which, that / which, that / which
- 2 should, shouldn't, might
- 3 l've broken, l've got, swollen
- 4 So, am, Neither
- 5 such as / like, such

# **Unit 4 Heroes**

### **4A King Arthur**

- 1 Across
  - 6 armour 7 helmet 8 knight 10 sword Down
  - 2 throne 3 battle 4 flag 5 shield 9 crown
- 2 2 hid 3 offered 4 refused 5 wounded 6 lasted
- **3 2** to send **3** waiting **4** living **5** to buy **6** to have
- 4 2 to apologize 3 to talk / talking 4 to listen 5 doing
  6 to go out 7 to meet 8 playing 9 to rain / raining
  10 playing 11 getting 12 to get 13 doing / to do
  14 to get
- **5 2** Steve doesn't enjoy getting up early.
  - **3** The dogs need to have a walk.
  - 4 Mike forgot to post the letter.
  - **5** Alfie finished painting the door.
  - 6 Sophie decided to wear her red dress.
  - 7 Holly stopped to have a rest.
  - 8 Charlie offered to wash the car.
- 6 Students' own answers

#### 7a2c3h4b5e6d7a8g

- **b 2** visiting the Tower of London
  - 3 eating chocolate
  - 4 to help with the vacuuming
  - **5** to be home by 5.30
  - 6 tidying her room
  - 7 taking the dog for a walk
  - 8 to buy an ice-cream

# 4B The burglar

- **1 3** There are three people crossing the road
  - 4 There's a girl talking on a mobile phone
  - 5 There are two boys sitting on a wall
  - **6** There are two girls roller-blading
  - 7 There's a dog lying on the grass
  - 8 There are two cars waiting at the traffic lights
  - **9** There are two men digging a hole in the road
- **10** There's a woman reading a magazine

#### 2a2g3f4c5j6a7h8d

- **b 2** There's a woman going jogging.
  - **3** There's an old man buying a newspaper.
  - 4 There are three people getting off the bus.
  - 5 There's a cat lying in the sun.

- 6 There are three girls eating ice-creams.
- 7 There are two men carrying a table.
- 8 There's a boy taking a dog for a walk.
- **3 2** I can see two boys swimming.
  - **3** I can hear a child crying.
  - 4 I can feel the sun shining on my back.
  - 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 a young man sunbathing.
  - 9 I can hear some birds calling.
  - **10** I can see two children building a sandcastle.
- 4 2 Rajit having
  - **3** someone pulling
  - **4** Rajit trying to pull
  - **5** someone knocking
  - 6 Rajit and the manager standing
  - 7 him walking
- 5 Students' own answers

# **4C 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 Students' own answers

#### 3 Across

- 4 warm 5 interesting 7 careless 8 relaxed
- 9 worst 11 gentle 12 bored
- Down
- 1 bright 2 crooked 4 unfriendly 6 narrow 10 tired
- 4a 1 Z 2 M 3 Z 4 M 6 Z 7 M 9 Z 11 Z 12 M 13 M 14 Z
- **b** amusing, worried, annoying, embarrassed, amazing, excited tiring, disappointed, frightening
- **5 1** cold **2** big **3** red
- **6 2** the big, warm fire
  - 3 hot, white coffee
  - 4 a huge, black cat
  - **5** short, cold days
  - 6 my big, gold ring
- 7 2 tall, blonde / pink
  - 3 short, fair / cold, grey
  - 4 long, hot / cool, blue
  - 5 big, yellow / cold, blue

# 4D Kids

- 2 manager 3 an order 4 surprised 5 customer
   6 cup 7 glass 8 order 9 Wimbledon 10 drops
   11 company 12 tournament 13 expensive
   14 parents 15 mistake 14 afternoon 15 fault
  - 14 parents 15 mistake 14 afternoon 15
- **2 2** on business
  - 3 hello to them
  - 4 couldn't afford
  - **5** suppose so
  - 6 all your fault
  - 7 Here's
  - 8 it was a mistake
  - 9 careful
- **3a 1** b **3** a **4** g **5** d **6** c
  - 2 Could you give me a lift, please?
  - 3 Could you take my photo, please?
  - 4 Could you turn the volume down, please?
  - 5 Could you post this letter, please?
  - 6 Could you hold the door open, please?
- **b 2** Would you mind giving me a lift, please?
  - 3 Would you mind taking my photo, please?
  - 4 Would you mind turning the volume down, please?
  - 5 Would you mind posting this letter, please?
  - 6 Would you mind holding the door open, please?
- 4 1 a cup of tea
  - 2 a jacket potato with cheese, a glass of orange juice
  - 3 fish and chips, a glass of lemonade
  - 4 roasted vegetables with rice, a cup of coffee, a glass of water
- 5 2 What can I
  - 3 Could I have
  - **4** Anything to
  - 5 A glass
  - 6 else
  - 7 a cheese and tomato sandwich and a glass of water
  - 8 thank you

# **Progress Check**

- 1 2 crown 3 survived 4 armour, shields 5 battles6 swords 7 helmet
- 2 amusing 3 embarrassed 4 frightened 5 surprised
  6 worried 7 tired 8 exciting 9 disappointing
  10 bored
- **3 2** There's a woman carrying a tray.
  - 3 There's a boy eating a hamburger.
  - 4 There's a man cleaning the tables.
  - 5 There's a woman reading a newspaper.
  - 6 There's a boy drinking a milkshake.
  - 7 There's a man paying the bill.
  - 8 There's a girl ordering a meal.
  - **9** There's a woman looking at the menu.
  - **10** There's a boy riding a bike.
  - **11** There's a man looking through the window.

- 4 2 breaking 3 running away 4 shouting 5 opening6 touching my face 7 barking 8 standing by the bed
- 5 1 2 raining 3 to walk
  - 2 4 to help 5 to wash 6 doing 7 doing
  - **3 8** to lock **9** taking
  - 4 10 to have

#### l can ...

- 1 looking, to lock
- 2 lying, see, talking
- **3** interesting, frightening, embarrassed
- 4 Could you help me with the housework please? Could you speak louder please?
- 5 'How are you?' James asked Eva. 'I'm fine, thanks,' said Eva.

# **Unit 5 Our environment**

# **5A Climate change**

**1** 2 f 3 a 4 g 5 j 6 h 7 c 8 e 9 d 10 b

- **2** 1 climate change
  - **2** power stations, fossil fuels
  - 3 ice caps
  - 4 environmental problems
  - 5 sea levels
  - 6 carbon dioxide
  - 7 tropical rainforests
  - 8 forest fires
- **3 2** Cars are washed here.
  - **3** Paper is recycled here.
  - 4 Fuel is sold here.
  - 5 Computers are repaired here.
  - **6** Christmas trees are grown here.
  - **7** Electricity is produced here.
  - 8 Rubbish is dumped here.
- **4 2** taken
  - 3 washed
  - 4 cut up

9 sold

7 cooled

8 dried, chopped

- 5 put, separated 10 used
- 6 heated, melted
- 5 2 is created
  - **3** is thrown away
  - **4** are recycled
  - 5 is taken
  - 6 buried
  - 7 is left
  - 8 are blown
  - 9 are blocked
  - 10 are eaten
  - **11** are poisoned
  - **12** are given away
  - **13** are banned

- 6 2 The blogs are written by Maya and Theo.
  - **3** The pictures are produced by Nigel.
  - 4 The website pages are designed by Donna.
  - **5** The people are interviewed by Hugo and Zara.
  - 6 The video clips are made by Oscar and Amy.
  - 7 Everything is checked by Olivia.
  - 8 The website is visited by lots of people.
  - 9 Comments are sent by many readers.

### 5B Smart Alec's plan

#### 1 Across

- 5 release 6 fake 7 jail 8 swallow 9 kidnap 11 publicity 12 ceremony 13 waterproof Down
- 2 false 3 award 4 criminal 8 space 10 detergent
- 2 an oil rig
  3 an oil refinery
  4 a gorilla
  5 a dolphin
  6 a penguin
  7 a pelican
  8 a sea eagle
  9 a feather
- **3 2** were destroyed
  - 3 will be cut down, will be destroyed
  - 4 have been cut down, have been destroyed
- 41b2a3a4b5b6a7b8b
- **5 2** were stolen **3** was seen **4** was stopped
  - 5 were found 6 were taken 7 was arrested
  - 8 was watched 9 were seen 10 was sent
  - 12 will be created 13 will be used 14 will be flooded
  - 15 will be covered 16 will be built 17 will be organized
  - 18 will be stopped 19 will be saved
  - 21 has been removed 22 have been rescued
  - 23 have been taken 24 have been cleaned
  - 25 haven't been released 26 has been removed
  - 27 have been killed

# 5C Caring for the environment

- 2 nest 3 safe 4 months 5 lorries 6 destroyed
   7 hundreds 8 about 9 continue 10 wood 11 land
   12 biofuels 13 left 14 village 15 orphanage
   16 orphans 17 survive 18 enough 19 reserve
   20 protected 21 zoos 22 extinct 23 help
- 2 2 nests 3 killed 4 sold 5 palm trees 6 biofuels7 an orphanage 8 a nature reserve 9 extinct
- **3 1** five **2** hundreds **3** 40,000 **4** thousands **5** 340
- 4 2 average 3 calculator 4 energy 5 cans
  6 appliances 7 wasted 8 standby 9 aluminium
  10 engine
  Hidden word: recyclable
- 5a 2 electricity 3 transport 4 packaging
- b 1 cans
  - 2 turn lights off, don't leave things on standby
  - 3 walk everywhere, never travel by plane
  - 4 use paper bags, use own bags
- 6 Students' own answers

# 5D Kids

- 2 head teacher 3 sandwich 4 starving 5 cool
   6 fault 7 office 8 the secretary 9 husband
   10 dealing with 11 has 12 Wimbledon 13 trouble
   14 sorry 15 afternoon 16 watch 17 work experience
   18 beginning 19 all
- **2 2** Start at the beginning.
  - **3** That's easy for you to say.
  - 4 I'm starving.
  - 5 Don't worry.
  - 6 Tell me all about it.
  - 7 How do you feel?
  - **8** She's just on the phone.
  - 9 Just stay cool.
  - 10 It'll be all right.
- 3 2 Don't worry
  - 3 easy for you to say
  - 4 be all right
  - 5 just on the phone
  - 6 'm starving
  - 7 won't be long
  - 8 stay cool
- 4 2 trouble 3 nervous 4 jelly 5 butterflies
  6 pounding 7 shaking 8 already 9 starving
  10 beginning 11 embarrassing 12 really
  13 stomach 14 secretary 15 cool 16 feel
  17 mistake 18 worried
- 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
- **6a 2** France, people laugh at my French?
  - **3** an important match, I play really badly?
  - 4 a piano exam, I can't remember anything?
  - 5 horse-riding, I fall off?
  - **6** cook the dinner, people don't like it?
- b 2 Don't worry, Martha. People won't laugh at your French.3 Don't worry, Brett. You won't play really badly.
  - **4** Don't worry, Lucy. You won't forget anything. / You will remember everything.
  - 5 Don't worry, Joe. You won't fall off.
  - 6 Don't worry, Carrie. People will like your dinner.

# **Progress check**

- **1** 2 deforestation **3** fake **4** melts **5** carbon dioxide
  - 6 oil tanker 7 rainforest 8 fur 9 extinct 10 cubs 11 hurricane 12 fossil fuels 13 penguins 14 drought
  - 15 orphan 16 pollution 17 butterflies 18 recyclable
  - **19** biofuels **20** aluminium

- 2 2 is produced 3 is destroyed 4 are killed
  - 5 are driven out 7 will be found 8 will be sent
  - 9 will be mined 10 will be transported 11 will be done
  - 13 have been knocked down 14 has been removed
  - **15** has been created **16** have been planted
  - **18** was covered **19** wasn't seen **20** were cleared
  - 21 were found 22 were driven out 23 was destroyed
- 3 2 6.30 3 a fishing boat 4 helicopter 5 Three
  6 Two 7 hospital 8 checked 9 ten o'clock
- 4 2 pounding 3 nervous 4 jelly 5 shaking 6 sick7 worry 8 if
- 5 Students' own answers

#### l can ...

- 1 fuels, pollution
- 2 are made, was built, have been released, will be given
- 3 in my stomach, feel like jelly
- 4 worry, be, stay

# **Unit 6 Relationships**

# **6A Friends**

- **1 2** up **3** up **4** on **5** down **6** over **7** up
  - 8 down 9 up 10 away 11 out
- **2 2** hurry up, catch up with
  - 3 look after
  - 4 find out, walked away
  - 5 think of, gave up
  - 6 run out of
  - 7 stand up
- **3 2** d **3** a **4** h **5** e **6** b **7** f **8** c
- 42 c 3 h 4 e 5 b 6 f 7 a
- 5 2 rains, 'll go
- 3 'll give, do
- 4 won't have, don't get
- 5 finish, 'll watch it
- 6 will be, go
- 6 2 see, 'll give
- 3 'll post, go
- 4 don't do, will write
- **5** 's, 'll go
- 6 'll get, finish
- 7 won't get, don't help
- 8 doesn't win, 'll be
- 7 2 If I arrive home late, Dad will be angry.
  - 3 If you don't wear a coat, you'll feel cold.
  - **4** If you haven't got any money for the cinema, I'll lend you some.
  - 5 If the bus doesn't arrive soon, we'll be late for school.
  - **6** If you leave your mobile phone there, someone will steal it.

# 6B We need a holiday

- 1 2 always3 forward4 break5 forget6 thing7 full8 travel agency9 last10 think
- **2 1** b **2** a **3** b **4** a **5** b **6** a
- 3 2 We'll text you when we go to the sports centre.
  - **3** I'll go to bed after I check my emails.
  - 4 I'll go out when I finish my homework.
  - 5 We'll have something to eat as soon as we get home.
  - 6 We'll check the weather forecast before we go camping.
  - 7 We'll watch a DVD after we have dinner.
  - 8 I'll play a computer game while I wait for Tim.

#### 4a2f3g4b5a6d

- **b** 2 I'll have a shower, I get home
  - 3 I'll recharge my phone, I go to bed
  - 4 I'll listen to some music, I do my homework
  - 5 I'll take the dog for a walk, it gets dark
  - 6 I'll meet my friends, I have my piano lesson
- 5 1 'll tell
  - 2 'll tidy, finishes
  - 3 'll have, start
  - 4 'll go, stops
  - 5 're, 'll look after
  - **6** 'll text, arrives

# 6C Generation gap

1 Across

3 disagreement 5 choice 6 solution Down

- 2 decision 3 discussion 4 agreement
- **2** make a decision
  - 3 have a disagreement
  - 4 find a solution
  - 5 have an argument
  - 6 make a choice
  - 7 reach an agreement

#### 3a1e2d3c4b

- b 1 Rita 2 Adam 4 Cass 5 Ned 6 Rita
   7 Adam 8 Cass
- 4 2 like everyone else in my year
  - **3** so the revision is going well
  - 4 so that she can stay at home
  - **5** I need the energy
  - 6 'Who was that?'
  - 7 she reads my emails
  - 8 She's driving me crazy
- **5 1** Simon has a problem with his mum.
  - **2** Simon is going to take his final school exams.
  - **3** His mum has stopped working to look after him.
- **6** c**√** d**√** e**√** f**√**
- 7 Students' own answers

# 6D Kids

- 2 anyone 3 already 4 prize 5 upset 6 all
   7 blame 8 idea 9 trouble 10 wrong 11 lies
   12 safety 13 off 14 helped 15 out of 16 rat
   17 see 18 together 19 last
- **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're kidding!
- **3 1** Hang on a minute
  - 2 What do you mean
  - **3** You're kidding
  - 4 She shouldn't take the blame for everything
  - 5 we're all in this together
  - 6 She doesn't want to talk to anyone

#### 4a2d3e4a5h6c7h8b

- **b 2** Sally got up early to go jogging
  - 3 Damian switched on the computer to send some emails
  - 4 Belinda went to the bank to get some money
  - 5 We stopped on the motorway to have a break
  - **6** My brother saved some money to buy a computer game
  - 7 Alice and Georgia stayed up late to watch a film
  - 8 Charlie and Jack went to the sports centre to play badminton
- **5 2** to see, forgot
  - **3** to watch, fell asleep
  - 4 to say, wasn't in
  - 5 to book, were sold out
  - 6 to play, started raining
  - 7 to buy, was closed

# **Progress check**

- **1 2** ran out of **3** look after **4** find out **5** give up
  - 6 stand up 7 think of 8 go out with 9 sit down
- 2 2 invite, 'll need
  - 3 use, won't like
  - 4 want, will do
  - 5 'll be, have
  - 6 'll cost, does
  - 7 will come, have
- **3 2** arrives, 'll start
  - **3** go out, 'll tidy
  - 4 will load, have
  - 5 will give, 're
  - 6 'll wait, gets
- 4 2 reached 3 find 4 have 5 make 6 are having7 made 8 gives
- 5 2 us 3 that 4 everything 5 not 6 on

#### 6a 1 c√ 2 b√ d√ e√ f√ h√

- **b** 2 Try
  - **3** I think you should
  - 4 you also need a break
  - 5 I'm sure
  - 6 It's never a good idea
  - 7 my advice to you

#### l can ...

- 1 down, up, out of
- 2 'll say, works, arrives, 'll check
- 4 to buy, to invite
- 3 with, discuss, find

# Revision

- 1 2 difficult 3 successful 4 ankle 5 ointment6 battle 7 orphan 8 choice
- 2 3 saw 4 decided 5 were waiting 6 rang
  7 was taking 8 dropped 9 went 10 ran over
  11 broke
- **3 2** in a big city.
  - **3** Finlay used to play football.
  - 4 He didn't use to play tennis.
  - **5** Finlay used to have long hair.
  - 6 He didn't use to have short hair.
- 4 1 couldn't 2 had to 3 could 4 didn't have to5 could
- 5 2 did you meet, met 3 've been, hasn't arrived, was, didn't arrive 4 been 5 gone 6 gone 7 been
- 6 1 since 2 for 3 since 4 for
- 7 2 did you 3 didn't we 4 doesn't it 5 can we6 aren't we 7 can't we
- 8 1 which 2 who 3 who 4 which
- 9 1 shouldn't 2 might 3 should 4 might not 5 might
  6 shouldn't 7 shouldn't 8 might 9 should
- **10 1** So am I. / Oh, I'm not.
  - 2 Neither do I. / Oh, I do.
  - 3 So can I. / Oh, I can't.
  - 4 Neither have I. / Oh, I have.
  - **5** So do I. / Oh, I don't.
  - 6 So did I. / Oh, I didn't.
- 11a 1 agreed, decided, promised, forgot, refused2 finished, enjoyed, didn't mind, couldn't imagine
  - b 2 ✓ 3 ✓
  - c 1 interested 2 boring 3 disappointed 4 exciting5 amusing 6 surprised

# 12 a√ c√ d√ e√ f√ h√

- **13 2** is directed **3** are played **4** was built **5** was shown
  - 6 were sold 7 have been chosen 8 have been printed
    - 9 has been interviewed10 will be performed11 will be recorded12 will be uploaded
  - 12 win be recorded 12 win be uploaded
- **14 2** If you wear those shoes, your feet will hurt.
  - **3** If you leave your money there, someone will steal it.
  - 4 I'll text you as soon as your parcel arrives.
  - 5 I'll go jogging before it gets dark.

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# Introduction

# 1.2 p3 Exercise 5a

- 1 This weekend I'm going to watch a rugby match. I've never been to a rugby match before. I think it will be really exciting.
- 2 I'm going to be in a show at my dance class. I'm very excited, because I think lots of people will be there.
- 3 I'm going to visit a wildlife centre with my sister. I think I'll learn a lot there.
- 4 I'm going to paint my bedroom. I think it will be great fun.
- 5 I'm going to watch my dad in a marathon. He won't win, but I'm sure he'll finish the race.

# **Unit 1 Past and present**

# 1.3 p5 Exercise 6

- 1 As I was cycling along a path near my home, a big black dog ran out in front of me and I fell off my bike and hurt my arm.
- 2 We were in the supermarket car park. I was helping my mum with the shopping, when I dropped one of the bags. Everything fell out of the bag. There were eggs, oranges and apples all over the car park.
- **3** While were travelling to Scotland, a lorry overturned in front of us. Luckily we weren't going very fast. The lorry was full of sheep and they all escaped.
- 4 My brother and I were playing football in the garden. My brother kicked the ball very hard into the neighbour's garden and it broke one of their windows. Our neighbour wasn't very happy.
- 5 While we were having a picnic on the beach, I put down my sandwich. A big bird flew down and took it.
- **6** We were in the park. We were in a boat on the lake there. My friend, Al was standing up in the boat when another boat hit us. Al fell in the water. Luckily it wasn't deep.

# 1.4 p7 Exercise 4

When I talk about the time when I was a girl, young people always think that life used to be very hard. But it wasn't bad really. It was just different and in many ways I think life was better in the past.

Children used to play in the street. They can't do that now in most places, because everyone's got a car so there's too much traffic, and it's dangerous. Today's children spend all their free time indoors.

And when I was a girl most people didn't use to lock their doors. We didn't have anything to steal, so it wasn't a problem. Of course, we didn't have a lot of the things that we have today, like computers and mobile phones. But life used to be slower and simpler. People didn't use to rush around like they do today. The best thing about the time when I was young was that people used to spend more time together. Nowadays, people spend all their time in front of a computer screen or a television, or on their mobile phones. Yes, in some ways I think life was better when I was young.

# 1.5 p9 Exercise 6

- A Do you like this jacket?
- **B** No, I don't want something striped.
- A Well, what about this one? It's plain.
- **B** Yes, OK. I'll try it on.
- A How is it?
- **B** It isn't big enough. The sleeves are too tight.
- **A** Maybe they've got it in a larger size. Yes, here you are. Try this on.

D Th

- B Thanks.A Does that fit OK?
- **B** Yes, this is fine. I'll take it.

# 1.6 p11 Exercise 7

1

Carla I've got a violin exam tomorrow.
Boy Good luck. I hope you pass.
Carla Thanks.
Later.
Boy Hi Carla. How did it go?
Carla I passed.
Boy Congratulations. Well done.
Carla Thank you.
2

**Ross** I'm in a swimming competition at the weekend.

**Girl** Well, I'll keep my fingers crossed for you. I hope you do well. **Ross** Thanks.

Later.

**Girl** Hello, Ross. How was your swimming competition? Did you win?

Ross No, I came last.

Girl Oh, that's a pity. Better luck next time.

Ross Thank you.

Maxine We've got an important hockey match on Saturday. Girl Well, I hope you win. Good luck.

Maxine Thank you.

Later.

3

**Girl** Hi Maxine. How did you get on in your hockey match? **Maxine** We lost – 5-1.

**Girl** Oh dear. I'm sorry to hear that. Never mind. **Maxine** Thanks.

#### 4

Jamie We've got a Science test this afternoon.Boy Good luck. I'll keep my fingers crossed for you.Jamie Thanks.

#### Later.

Boy Hi Jamie. How did your Science test go?Jamie It wasn't too hard. I passed.Boy I'm glad to hear that. Well done.Jamie Thank you.

# 1.7 p12 Exercise 2a

- 1 My favourite item of clothing is a shirt. It's short-sleeved and it's striped. It's got red and grey stripes.
- 2 My favourite thing is a dress. It's light blue and plain. It's quite loose. It's long-sleeved.
- 3 My favourite type of clothing is a pair of shorts. They're really baggy and they're checked. They're green and white.
- 4 My favourite item of clothing is my brown boots. They're high-heeled and pointed. I think they're really nice.

# **Unit 2 Fame and fortune**

### 1.8 p15 Exercise 5a

**Interviewer** Well, Carl, we've had lots of questions for you from our viewers. Here's the first: Have you ever driven a racing car? **Carl** No, I haven't. I've driven lots of things – cars, lorries and so on, but not a racing car.

Interviewer OK. Have you ever ridden an elephant?

Carl Yes, I have – when I was in India.

**Interviewer** Here's one about food. Have you ever eaten insects? Ugh!

**Carl** Yes, I've eaten lots of strange things. I ate some insects in Vietnam.

Interviewer Have you ever seen a ghost?

**Carl** No, I haven't. I've seen a lot of strange things, but never a ghost.

**Interviewer** Have you ever sailed around the world?

**Carl** No, I haven't. I want to do that next year, but I haven't done it yet.

**Interviewer** You do lots of exciting things, so have you ever broken your leg?

**Carl** My leg? No. I've broken my arm twice, but not my leg. **Interviewer** Have you ever cycled across Europe?

**Carl** No, I haven't. I've cycled across the USA. I did that three years ago.

Interviewer Have you ever flown a helicopter?

**Carl** No, I haven't. I flew a plane in 2010, but I've never flown a helicopter. It's very difficult.

Interviewer And finally, have you ever run a marathon?

**Carl** Yes, I've done that lots of times – London, New York, Sydney. **Interviewer** Thank you Carl.

# 1.9 p17 Exercise 6

- **1 A** Have you taken the rubbish out?
  - **B** Yes. I did it before we had dinner.
- **2 A** I'm going out now. Bye.
  - **B** Have you tidied your room?
  - A Oh, can I do it when I get back?
  - A No. Now.
- 3 We've been here for 15 minutes, but the bus hasn't arrived yet.
- 4 Mum, the dog's eaten my sandwich.
- **5 A** Have you closed the door?
  - **B** Yes, but I haven't closed the window.
- 6 A Have you done your homework?
  - **B** Yes, I've finished it and I've packed my bag, too.

# 1.10 p19 Exercise 5

**Presenter** Good evening and welcome to everyone's favourite game show: *Family Fun*. I'm your host, Melinda Melling. Let's meet our contestants for this week's show. **Family 1** Hello, we're the Carpenter family.

**Presenter** And where are you from?

Family 1 We're from London.

**Presenter** Good to see you. And our second contestants. **Family 2** We're the Buxton family and we're from Manchester. **Presenter** Well, good luck to you both. Now first of all, the rules of the game. In the first three rounds I'm going to ask you questions on these three subjects: film stars, animals and countries. Film stars, animals and countries. I'll ask each member of the family a question. You'll get three points for a correct answer. If you can't answer it correctly, the other family can answer – and for that they'll get one point. The family with the most points after three rounds will go into our final round. There you'll have the chance to win our star prize - a fabulous holiday for the whole family to the Canary Islands. So are you ready?

# 1.11 p20 Exercise 2

**Boy** You wanted to see me, miss?

Teacher Yes. Come in.

Boy Sorry I'm late. We had football practice.

**Teacher** All right. Anyway, I've had a look at your essay. It's very good.

Boy Thank you, miss.

**Teacher** However, your marks in last Monday's test were pretty poor.

**Boy** Sorry miss. I didn't revise enough. I played football at the weekend.

**Teacher** That's no excuse. And what about your project? Have you done that?

Boy No, miss. I haven't even started it!

2

3

4

5

6

7

8

Q

# 1.12 p23 Exercise 5

- 1 Kelly went skating this morning, but she's in her bedroom now.
- 2 Joe was at my house earlier, but he's at home now.
- 3 My parents had a holiday in France last year.
- 4 My sister is studying in the USA now.
- 5 Fred and Jane went shopping today and Jane bought a coat. They're back home now.
- 6 Michael isn't in the living room. He's upstairs.
- 7 Vera went out at one o'clock and she hasn't come back yet.
- 8 My friends went to the park an hour ago, but they're back home now.

# **Unit 3 Health and safety**

# 1.13 p25 Exercise 3a

Daniela is the girl that's wearing sunglasses. The two girls who are talking to each other are Lily and Fran. Fran is the girl who's sitting on a bike. The girl who's reading an e-book is Carla.

Gina is the girl who's looking for something in her bag. The two girls who are eating are Ellie and Beth. Beth's the girl who's eating an apple.

# 1.14 p27 Exercise 6a

Last week, my brother Tom was climbing a tree in our back garden with his friend Adam. He was nearly at the top when the branch that he was standing on broke, and he fell onto the grass. An ambulance came and took him to the hospital. A doctor examined him. Tom had a broken leg. He can't climb trees now, but he's OK. His school friends have visited him, and he's watched a lot of DVDs

# 1.15 p29 Exercise 6

Patient Hello, doctor. Doctor Hello. What can I do for you? **Patient** I've hurt my finger. Doctor Yes. It's a bit swollen. Can you bend it? Patient Yes, but it's very painful. **Doctor** How long has it been like this? Patient About three days. I closed a door on it. Doctor I see. Well, I think you've probably broken it, so you'll need an X-ray. **Patient** Will I have to go to the hospital for that? Doctor Yes, here you are. Take this letter to the hospital and they'll X-ray it for you. Patient Thank you, doctor. Goodbye. Doctor Goodbye.

# 1.16 p31 Exercise 7

1 Josh | like football. Bella Oh. I don't.

Josh I can't play the violin. Bella Neither can I. Josh I'm very good at sport. Bella So am I. **Josh** I don't live in a big city. Bella Oh, I do. Josh I can sing very well. Bella So can I. Josh I went skiing last year. Bella So did I. Josh I'll be on holiday next week. Bella Oh, I won't. Josh I'm wearing red socks today. Bella So am I. Josh I haven't got a pet.

Bella Oh, I have. 10 Josh I love pasta. Bella Sodol.

# 1.17 p33 Exercise 4

Doctor Hello. What can I do for you? Patient I've hurt my thumb. It's swollen. **Doctor** How did you do it? Patient I cut it on some glass. **Doctor** When did it happen? Patient Two days ago. **Doctor** Hmm. You've got an infection in it. I'll give you a prescription for some tablets. Take one, three times a day. **Patient** Thank you Doctor And you should put a plaster on it, too. Patient Thank you. Goodbye.

# **Unit 4 Heroes**

# 1.18 p35 Exercise 7a

- 1 I'm going to play the guitar.
- **2** A Did you have a good time in London?
- **B** Yes. We visited the Tower of London. That was great!
- 3 No more chocolate for me! I'm not going to eat any more.4 A Can you help with the vacuuming, please, Penny?
- B Yes, OK.
- **5 A** I'm going out now. Bye.
  - B Make sure you're back for dinner.A OK. I'll be home by 5.30.
- 6 A Is it OK if I go out now?
- B Have you tidied your room?A Yes, I did it this morning.
- 7 A The dog needs a walk. Can you take him?
- B OK. No problem.
- 8 It's hot today. Oh, there's a shop that sells ice-creams. I'll go and get one.

# 1.19 p36 Exercise 2a

I live in quite a busy street, so there's always a lot happening outside my window. At the moment there are two boys riding bikes. And there's a woman going jogging. Oh, I think it's our French teacher, Mrs Jones. There's a newsagent's opposite our house. There's an old man buying a newspaper there. There's a bus at the bus stop. There are three people getting off the bus. It's a nice, sunny day today. There's a cat lying in the sun, and there are three girls eating ice-creams. They bought them at the newsagent's. One of our neighbours is moving today. There are two men carrying a table to a lorry. And there's a boy taking a dog for a walk. Oh, it's my friend, Josh. He's probably going to the park. I'll go and join him.

# 1.20 p39 Exercise 4a

**Megan** Hello. I'm Megan. This was my dream. I was in a park and I could see people skiing. I was surprised, because there wasn't any snow. It was very amusing. Then it started to rain and I was worried because I didn't have an umbrella. I ran home and switched on the TV, but I couldn't watch it properly, because there were people riding bikes through the room. It was very annoying. Then I heard some people laughing. They were pointing at my head. I looked in the mirror and I saw a big brown rabbit sitting on my head. I felt very embarrassed. I don't remember any more.

**Zach** Hi. My name's Zach. I had a strange dream last night. I could feel a gentle wind blowing and then I realized that I was flying. There was a small yellow bird flying next to me. It was amazing, because I could see houses and fields below me. I was really excited. But flying was very tiring, so I landed in a big tree. Then I saw something moving along the branch towards me. It was a long, red snake. When I tried to fly away, I couldn't fly any more. At first I felt really disappointed. Then I saw the snake getting closer. It was really frightening. Suddenly, I saw a huge balloon going past the tree. I decided to jump onto it. I jumped, but then I woke up.

# 1.21 p41 Exercise 4

Waiter Are you ready to order? Customer Yes, I am. Waiter What can I get you? **Customer** Could I have a chicken salad, please? Waiter Anything to drink? **Customer** A cup of tea, please. Waiter So that's a chicken salad and a cup of tea. Customer Yes, thank you. 2 **Waiter** Are you ready to order? **Customer** Yes, could I have a jacket potato, please? Waiter What would you like on that? **Customer** Cheese, please. Waiter Anything to drink? **Customer** A glass of orange juice, please. Waiter So that's a jacket potato with cheese and a glass of orange juice. **Customer** Yes, thank you. 3 Waiter Are you ready to order? Customer Yes, I am. Waiter What can I get you? **Customer** Could I have fish and chips, please? Waiter Anything to drink? **Customer** A glass of lemonade, please. Waiter So that's fish and chips and a glass of lemonade. **Customer** Yes, thank you.

Waiter Hello. What can I get you?Customer Could I have roasted vegetables with rice, please?Waiter Anything to drink?

**Customer** A cup of coffee, please.

Waiter So that's roasted vegetables with rice and a cup of coffee. Customer Yes, thank you. And would you mind getting me a glass of water, too, please? Waiter Certainly.

# 1.22 p43 Exercise 4

Yesterday, while I was walking along a street, I noticed two boys kicking a ball. As I was walking round the corner, I heard a window breaking. I looked round and I saw the two boys running away. Then I heard a man shouting. Last weekend, I slept at my friend's house. In the middle of the night, I heard the door opening. A few seconds later, I felt something cold touching my face. I didn't know what it was. Then I heard a dog barking. I opened my eyes and I saw my friend's dog standing by the bed.

# Unit 5 Our environment

# 1.23 p45 Exercise 4

We all try to recycle things like glass bottles, drinks cans and plastic bottles. But what happens after you put the things in a recycling box? This is what happens to plastic bottles. First, plastic bottles are collected from homes.

They are taken to a recycling centre by lorries.

At the centre, the bottles are washed.

Then the clean bottles are cut up into small pieces.

There are lots of different types of plastic, so now the pieces are put into a large tank of water, where they are separated into different kinds of plastic.

The pieces of plastic are heated and melted into a liquid. The liquid is cooled into long strings.

The strings are dried and then they are chopped into small pellets. The pellets are sold to factories.

There they are used to make new plastic products.

### 1.24 p47 Exercise 4

Good evening and welcome back to this year's Eco-Awards ceremony for people and groups who have helped the environment in this year.

So far this evening, two awards have been presented. The first award was for schools, and it was won by Picardy School. They collected a lot of money to save part of an African rainforest. The award was presented to four students from the school. Our second award this evening was for individual young people who have helped their local environment. It was won by Maddie and Bill West. They helped to protect the frogs in a local lake. And now we come to our next award. This is for people who have helped to protect the marine environment – the seas and oceans that are so important for us. The award will be presented by last year's winner, Professor Jane Briggs. And the award this year has been won by Doctor Marcus Teal for his work on protecting dolphins.

# 1.25 p49 Exercise 5a

- 1 I'm Jun. How do we help the environment? Well, we recycle lots of things. We recycle paper – newspapers, magazines, cardboard boxes and things like that. And we recycle cans, too. I think that's important, because a lot of energy is used to make aluminium. But a lot less is used to recycle it.
- 2 Hello. My name's Delia. In our house we try to save electricity. I always turn lights off when I leave a room. Sometimes I forget and then Mum or Dad will say: 'Lights!' And I don't leave things on standby. That wastes a lot of electricity. So I always turn the TV or the computer off at night.
- 3 Henry here. How do we help the environment? I suppose transport is the most important thing, because we haven't got a car. We don't really need one. We live in the centre of town, so I can walk to the shops and to school. And another thing is that when we go on holiday we never go by plane. We always take the train. That's supposed to be better for the

environment, but I don't really like it, because it means that we can't go to places like Florida and Thailand.

4 Hello. I'm Olivia. Yes, we try to help the environment. A lot of the rubbish that is thrown away is packaging, so we try to cut down on that. We don't usually buy things like fruit, vegetables and meat at the supermarket, because everything there is in plastic boxes and bags. We buy those things at the market instead. There they put things in paper bags, which can be recycled. And when we go shopping, we always take our own bags, so we don't need to use plastic bags.

# 1.26 p51 Exercise 6a

1

Girl What's wrong, Eric?

**Eric** I'm really nervous about the school play tomorrow. What if I forget my lines?

2

Boy Hi, Martha. How are you?

**Martha** I'm OK, but I'm going to stay with my Internet friend in France next week.

Boy Oh, that sounds great.

Martha Yes, but what if people laugh at my French?

Boy Hello, Brett. Are you playing football tomorrow?Brett Yes, and we've got a really important match.Boy Well, good luck.

**Brett** Thanks, but I'm a bit worried about it. What if I play really badly?

4

Girl Hi, Lucy. Where are you going?Lucy I've got a piano exam, and I'm really nervous about it.Girl Why?Lucy What if L cap't remember anything?

**Lucy** What if I can't remember anything? **5** 

**Boy** Hello, Joe. Do you want to come to my place on Saturday? **Joe** No, I can't. I'm going horse-riding.

Boy Cool!

Joe Yes, but I've never done it before. What if I fall off?

6

Girl Hi, Carrie. What's in the bags?

**Carrie** Some things from the supermarket. I'm going to cook the dinner tonight.

Girl Oh, right.

Carrie But I'm a bit nervous. What if people don't like it?

# 1.27 p53 Exercise 3

We're just receiving news of an incident near the south coast. Earlier today the south coast was hit by a big storm. At 6.30 this evening, a call was received by the emergency services. It was from a small fishing boat that was in trouble in the stormy seas. A search and rescue helicopter was sent to help. We've just heard that three people have been taken off the boat. And two more have been rescued from the water. They will be taken to the local hospital, where they will be checked. But at this point it looks as if everyone is fine. We'll have the whole story for you in the ten o'clock news.

# **Unit 6 Relationships**

# 1.28 p54 Exercise 3

It was a hot African day and I stopped to have a rest under a tree. I took off my hat and put it down on the ground. Then I lay down and I soon fell asleep. While I was asleep, a monkey took my hat. When I woke up, I put out my hand to pick up my hat, but it wasn't there. Then I heard a noise in the tree above me. I looked up and I saw the monkey. It was holding my hat. I started to climb up the tree but the monkey just jumped up to a higher branch, so I gave up and climbed down the tree again. I sat down to think, and I noticed that the monkey sat down, too. I stood up and the monkey stood up, too.

'Ah-hah,'I thought. I put my hand in my pocket, took out a handkerchief and put it on my head.

The monkey put on my hat, too. Then I took off the handkerchief, and the monkey took off the hat. Then I threw down the handkerchief on the ground. The monkey threw down my hat. When the hat landed on the ground, I quickly bent down and picked it up. Then I put it on and walked away. After a while, I looked back. The monkey was still sitting in the tree.

# 1.29 p57 Exercise 4a

- 1 What's the time? Oh, half past five. I'll check my emails before we have dinner.
- 2 Well, I've finished my homework. I'll take the dog for a walk before it gets dark. Come on, boy.
- 3 Oh, my battery's nearly gone. I'll recharge my phone when I go to bed.
- 4 There's nothing on TV this evening. I'll listen to some music while I do my homework.
- 5 Phew, it's hot today. I'll have a shower as soon as I get home.
- 6 | probably won't be here for lunch. I'll meet my friends after I have my piano lesson.

# 1.30 p58 Exercise 3a

#### 1

**Presenter** And our next caller is Ned. What's your problem, Ned? **Ned** Hi. Well, maybe it isn't a problem. I don't know. You see, some of my friends are going to a music festival, and I want to go, too. But I haven't said anything to my parents yet, because I'm sure they'll say 'No'. There was something on the news about a music festival last summer, and I can remember my dad saying: 'There's always trouble at those festivals – with drugs and things like that! The police should stop them.' Should I just lie and say that I'm going to stay at my friend's house – and then go to the festival? **2** 

**Presenter** Now let's talk to Cass. What do you want to say, Cass? **Cass** I've got a problem with my mum. When I was younger I always enjoyed going shopping with her – especially when we went to buy clothes. But now I don't want to do that anymore. I want to go shopping with my friends, and I want to choose my own clothes. But I don't want to hurt my mum's feelings. How can I tell her?

# 3

Presenter OK. Now here's Adam.

Adam Hi. My problem is that I like to go out with all my friends on Fridays and Saturdays, but my parents always say that I have to be home before 10 o'clock. And we don't live near the town centre, so I have to get a bus at ten past nine. All my friends stay later – till 11 or 11.30. It's become really embarrassing, so now when someone says 'Do you want to go out this evening?' I usually say 'No', and I just stay at home and watch TV. 4

**Presenter** And our last caller for now is Rita. What do you want to say, Rita?

**Rita** Hello. I want to go out on a date. That isn't really a problem. I've been out with boys before and my parents don't mind. But now a boy has asked me out on a date, and the problem is that he rides a motorbike. My parents hate motorbikes. One of their friends was killed in a motorbike accident, so you can understand it. I really like this boy and I've promised that I won't go on the motorbike, but my parents say that I can't go out with him.

# 1.31 p61 Exercise 5

- 1 I went to the kitchen to make a sandwich, but there wasn't any bread.
- 2 I made an appointment to see the doctor, but then I forgot it.
- 3 I sat down to watch TV, but I fell asleep.
- 4 I phoned my grandma to say 'Happy Birthday', but she wasn't in.
- 5 I went on the Internet to book some tickets for a concert, but they were sold out.
- 6 I went to the park to play tennis, but it started raining.
- 7 I went to the shop to buy some milk, but it was closed.

# 1.32 p63 Exercise 6a

Hi. I'm Ella. This is my problem. I've got exams at school next month and they're very important. The problem is that my parents think that I should stay at home and study all the time. They say that I can't go out with my friends until after the exams. I can't watch TV and I have to go to bed early every night – including weekends. At least they haven't taken my mobile away, so I can talk to my friends. But I can only use the computer for my revision – so no emails or computer games. I know these exams are important, but I feel like I'm in jail. I really miss my friends, and if I don't go out soon, I'll go crazy. Help!

# Revision

# 1.33 p65 Exercise 12

I'm in our kitchen. I'm making my breakfast. I've just put some toast in the toaster. And now I'm looking out of the window while I wait for it. The window's open and I can feel the wind blowing in my face, but it isn't cold. There's a park opposite our house and I can see a girl riding a horse. And there are two boys playing with a kite. It's going very high in the wind. There's a man talking on a mobile. He's talking very loudly. I can hear him. I can hear a dog barking, too. And now I can smell something burning. Oh no. It's my toast. I forgot about it!

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